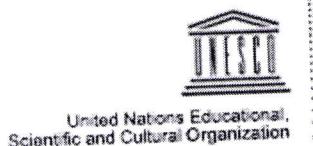


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Ref: C/525/46

13 May 2010

The Methodology  
Education and Training Section  
United Nations High Commissioner for Human Rights

**EVALUATION OF THE FIRST PHASE OF THE WORLD PROGRAMME FOR HUMAN RIGHTS EDUCATION**

On behalf of the Government of Zimbabwe, I hereby submit the completed questionnaire together with additional information on the above-mentioned subject matter.

Our failure to meet the deadline is sincerely regretted.

M.S. Machawira  
Deputy Secretary General  
**NATIONAL COMMISSION FOR UNESCO**

OHCHR REGISTRY

28 MAY 2010

Recipients: WPHRE  
T. L.  
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All communications should be addressed to  
"The Secretary for Education Sport, Arts and  
Culture"

Telephone: 734051/59 and 734071

Telegraphic address : "EDUCATION"

Fax: 705289, 794505, 732971



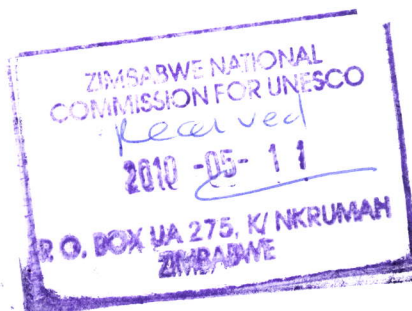
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**STAFF/CONFIDENTIAL**

Ref: C/525/15

29 April 2010



**The Secretary General**  
**National Commission for UNESCO**

**Attention** : Mr. M. S. Machawira

**RE : EVALUATION OF THE FIRST PHASE OF THE WOLRD PROGRAMME FOR HUMAN RIGHTS EDUCATION**

Your minute referenced C/525/46 and dated 24 March 2010, on the above matter, refers.

I forward herewith the completed questionnaire to assist you in the development of the country's report on the implementation of the first phase of the World Programme for Human Rights Education.

Further to the responses provided in the questionnaire, I also comment on selected questions as follows:-

1. Question 10

As an initial step towards the right to education, the education sector, comprising the Ministries of Education, Sport, Arts and Culture and Higher and Tertiary Education, is the biggest beneficiary of the Government budget through the years. With reference to the Ministry of Education, Sport, Arts and Culture, it is provided in the Education Act [*Chapter 25:04*] that every child in Zimbabwe shall have the right to school education. Strategies have therefore been put in place to ensure that this fundamental right to education is implemented. These include that:

- Primary education for every child of school going age shall be compulsory, such that parents of any such child shall ensure that such child attends primary school;
- All educational institutions in Zimbabwe are open to people of all race, tribe, colour, religion, creed, place of origin, political opinion or the social status of his/her parents. This is also enshrined in the Education Act;
- As recommended by the Commission of Inquiry Into Education (1999), every child in Zimbabwe shall have access to early childhood development education (ECD) for at least one year prior to Grade 1 and that early childhood development classes should be attached to the existing primary schools. As of now, over 5000 primary schools have ECD classes attached to them;

- Through the Education Amendment Act, 2006:-
  - School fees shall be maintained at the lowest possible levels, whilst at the same time maintaining the high standard of education. It is therefore mandatory for every responsible authority to first apply for approval to charge or raise any fees or levies before charging any fees or levy or making any increase to the fees or levies. This was to make education accessible to the majority of learners. However, Government is still facing resistance from some non-Governmental schools in its endeavours to reduce fees and levies, as the schools increase fees or levies without approval, leaving parents with the option of either paying or pulling their children from such schools;
  - the three main languages of Zimbabwe, namely, Shona, Ndebele and English, shall be taught on an equal time basis in all schools up to Form 2 level. This was designed to facilitate communication among people in all the parts of the country and also to promote national unity;
  - In areas where indigenous languages are spoken, the teaching of such languages in schools shall be authorized in addition to those specified above. This was meant to promote culture;
  - To enable the country to participate fully at international forums, the teaching of foreign languages, such as French and Portuguese, shall be authorized;
  - Prior to Form One, any of the languages referred to herein may be used as the medium of instruction, depending on the language which is more commonly spoken and better understood by the children; and
  - Sign language shall be the priority medium of instruction for the deaf and hard of hearing.
- Children are within walking distance of a school. In this respect, particularly due to the land reform programme, satellite schools have been set up in newly resettled areas to provide education to all children;
- As a Social Protection Measure, Government assists the poor, orphans and vulnerable children by paying for their school fees, levies and examination fees through the Basic Education Assistance Module programme, commonly known or referred to as BEAM, whose main objective is to reduce the number of children dropping out of school, and reach out to children who have never been to school due to various hardships;
- A number of partnerships and alliances at international and national levels are currently operating in the education sector in such activities as the implementation of the National Action Plan for Orphans and Vulnerable Children. The Education Working Group, which is composed of the Ministry of Education, Sport and Culture, UNICEF, World Bank, Save the Children, World Vision and various Non-Governmental Organisations, is the major partnership forum for players in the education sector;
- To eliminate gender disparities by helping affording the girl child the right to education, pregnant girl children are not expelled from school, but are, together with the boy child, if he too is a schoolboy, sent on leave and allowed back into the formal education system after the delivery of the baby. This is followed up by counseling of the girl and the boy.

## 2. QUESTION 11

- (a) National plans of action against racism, racial discrimination, xenophobia and related intolerance

It is provided for in the Education Act, as alluded to above, that no child in Zimbabwe shall be refused admission to any school on the grounds of race, tribe, colour, religion, creed, place of origin, political opinion or the social status of his/her parents. As a result, the disparity gap between black and white reduced tremendously from that at or in the early years of Zimbabwe's independence. However, due to high fees particularly in non-Government schools, parents end up pulling their children from