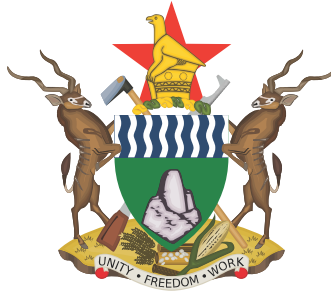




MINISTRY OF PRIMARY  
& SECONDARY EDUCATION

# Safeguarding, Gender, Disability and Social Inclusion (GEDSI) Strategy 2025- 2030





MINISTRY OF PRIMARY  
& SECONDARY EDUCATION

# **Safeguarding, Gender, Equity, Disability and Social Inclusion (GEDSI) Strategy**

2025-2030

## Executive summary

The Ministry of Primary and Secondary Education (MoPSE) has introduced a Safeguarding, Gender, Equity, Disability, and Social Inclusion (GEDSI) Strategy to ensure inclusive, safe, and equitable learning environments for all learners and staff in Zimbabwe. This strategy aligns with the Constitution of Zimbabwe, the Children’s Act, the Criminal Laws Amendment (Protection of Children and Young Persons) Act of 2024, and national development priorities.

The GEDSI Strategy harmonises fragmented frameworks within MoPSE through a coordinated approach led by the Gender Mainstreaming, Inclusivity and Wellness Department (established in January 2023). It operationalises inclusive education systems under the principle of “no one and no place left behind”, guaranteeing equal opportunities for persons with disabilities and other vulnerable groups. Grounded in Zimbabwe’s values of ubuntu/hunhu, the strategy seeks to transform institutional cultures toward inclusivity and respect, addressing systemic discrimination that fuels sexual misconduct.

The Safeguarding and GEDSI Strategy implementation framework emphasises collaboration with state and non-state actors, including development partners, school heads, and child protection committees. It integrates findings from the 2024–2025 Gender Analysis and Audit Review and aligns with national frameworks such as National Development Strategy 1 & 2, Statutory Instrument 13 of 2025, and the Heritage-Based Curriculum.

The Safeguarding and GEDSI Strategy’s objectives are to create inclusive and accessible infrastructure for all learners and staff, enforce strong safeguarding measures to prevent and address misconduct such as sexual exploitation, abuse, and harassment, promote gender equality and social inclusion by dismantling discriminatory practices and ensuring equal opportunities, and strengthen systems for reporting and grievance handling to build trust and accountability across educational institutions.

MoPSE pledges to strengthen institutional safeguards, enforce accountability, and promote collaborative efforts to protect children and staff. This strategy positions MoPSE as a leader in advancing gender equality, disability inclusion, and safeguarding within the education sector.

## Foreword

The Ministry of Primary and Secondary Education (MoPSE) has made significant strides to achieve and maintain gender equality, social and disability inclusion, and the safeguarding of both staff members and pupils in Zimbabwe schools. The efforts implemented by the Ministry include various policies and circulars, and the establishment of a Gender, Inclusivity and Wellness Department in January 2023. This strategy will fall under this department and is expected to harmonise instruments and frameworks which have been fragmented within different departments in the Ministry. This harmonisation will effectively operationalise this strategy through the coordination of the various frameworks.

This strategy submits that Ministerial institutions and authorities must develop and maintain physical infrastructure which is inclusive and must provide accommodation for variously abled individuals. As a Ministry we are proud to push for robust enforcement mechanisms that address the strategy's in-school and out-of-school omissions and commissions, to create safe institutional ecosystems for learning and working. The Ministry is a strong believer and enforcer of the “no one and no place left behind” philosophy being advanced by the government.

I am privileged to share this strategy, which I think will significantly transform the Ministry and our institutions while creating a future where both staff and pupils will expand their capabilities and opportunities. The success of this work will depend on our collaborative work with multi-scaled state and non-state actors who share our vision for protection and safeguarding.

I am, therefore, grateful for the effort and time invested by staff, pupils, other government ministries, development partners, school heads and child protection committees in the design of this strategy. I am hopeful that through this strategy, we have invested in the future of our children and staff, including those with disabilities, leaving no one behind.



A handwritten signature in blue ink, which appears to read 'T. Moyo', written over a horizontal line.

**Honourable Professor. Torerayi Moyo**  
**Minister of Primary and Secondary Education**

## Preface

The Ministry of Primary and Secondary Education (MoPSE) recognizes the urgent need to create safe, inclusive, and equitable learning environments for all learners and staff. Guided by evidence from national audits and constitutional mandates, this Safeguarding, Gender, Disability, and Social Inclusion (GEDSI) Strategy represents a renewed commitment to protecting vulnerable populations and promoting equality within the education sector.

This strategy builds upon existing frameworks and legal instruments, including the Constitution of Zimbabwe, the Children's Act, and the Criminal Laws Amendment (Protection of Children and Young Persons) Act of 2024, while aligning with national development priorities such as National Development Strategy 1 and 2, and the Heritage-Based Curriculum. It addresses historical and emerging challenges by reinforcing institutional safeguards against discrimination, exploitation, abuse, and harassment, particularly for those with diminished autonomy.

Central to this strategy is the principle of zero tolerance for misconduct. MoPSE pledges to take all reasonable steps to prevent sexual exploitation, abuse, and harassment (SEAH) and to respond decisively when cases arise. Recognizing that underreporting remains a significant barrier, the strategy prioritizes strengthening grievance-handling mechanisms and fostering trust in reporting systems. It also seeks to dismantle systemic inequalities rooted in gender discrimination and power imbalances, promoting a culture of respect and accountability across schools and workplaces.

The GEDSI Strategy is not merely a policy document; it is a call to action. It emphasizes collaboration among departments, state and non-state actors, and development partners to ensure effective implementation. Grounded in Zimbabwe's shared values of ubuntu/hunhu, the strategy envisions an education system where every individual, regardless of gender, ability, or social status, can live a life they value, free from harm and discrimination.

By endorsing this strategy, MoPSE reaffirms its commitment to safeguarding human rights, advancing gender equality, and fostering inclusive education. This document serves as a roadmap for transforming institutional culture and rebuilding trust, ensuring that no one and no place is left behind.



A handwritten signature in black ink, appearing to read 'M. Mhike', written over a horizontal line.

**Mr. Moses Mhike**

**Permanent Secretary, Ministry of Primary and Secondary Education**

## Acknowledgements

The Ministry of Primary and Secondary Education extends its sincere gratitude to the UK Government, Education Development Trust (edt) and the Consultant hired by edt, for their financial and technical support in making this strategy a reality.

We wish to extend heartfelt thanks to our partners – Think Equal, Plan International, UNICEF, the Education Coalition of Zimbabwe (ECOZI), Childline Zimbabwe, and Organisations of Persons with Disabilities – for their invaluable contributions during the consultative process. We express our sincere gratitude to the teachers, school heads, pupils, parents, and institutions supporting both children and staff with disabilities, whose insights and experiences were critical in developing this strategy.

We acknowledge the steadfast dedication of the Technical Working Group members, comprising Ministry departments and partner organisations, who worked under the guidance and leadership of the Director of the Gender Mainstreaming, Inclusivity and Wellness, whose relentless effort was essential to the completion of this strategy.

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## List of abbreviations

ACRWC	African Charter on the Rights and Welfare of the Child
CEDAW	Convention on the Elimination of All Forms of Discrimination Against Women
CESCR	Convention on Economic, Social and Cultural Rights
CPDWG	Continuous Professional Development Working Group
CSE	Comprehensive Sexuality Education
edt	Education Development Trust
EIE	Education in Emergencies
FCDO	Foreign, Commonwealth and Development Office
G&C	Guidance and Counselling
GBV	Gender-Based Violence
GEDSI	Gender Equity, Disability and Social Inclusion
GRIP	Gender Responsive and Inclusive Pedagogy
HBC	Heritage Based Curriculum
HGSFP	Home-Grown School Feeding Programme
INEE	International Network for Education in Emergencies
M&E	Monitoring and Evaluation
MoPSE	Ministry of Primary and Secondary Education
MWACSMED	Ministry of Women Affairs, Community, Small and Medium Enterprise Development
NDS1	National Development Strategy 1 (2021–2025)
NGCA	National Guidance and Counselling Association
PSC	Public Service Commission
PSEAH	Prevention of Sexual Exploitation, Abuse and Harassment
PWDs	Persons with Disabilities
SDG	Sustainable Development Goal
SEL	Social and Emotional Learning

SEND	Special Educational Needs and Disabilities
STEM	Science, Technology, Engineering and Mathematics
TEACH	Teacher Effectiveness and Equitable Access for all Children
TPD	Teacher Professional Development
UK	United Kingdom
UNCRC	The United Nations Convention on the Rights of the Child
UNCRPD	The United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Education and Scientific Cooperation
UNICEF	United Nations Children Fund
WIL	Women in Leadership

## Glossary of key terms and concepts

### **Affirmative action**

Affirmative action refers to specific policies and procedures taken by government to facilitate the closure of the gender gap in various sectors to eliminate discrimination against marginalised groups, including ethnic minorities and women.

### **Bullying**

Unwanted, aggressive behaviour among children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both those who are bullied and those who bully others may have serious, lasting problems.<sup>1</sup>

### **Disability**

A physical, mental, cognitive or developmental condition that impairs, interferes with or limits a person's ability to engage in certain tasks or actions or participate in typical daily activities and interactions.<sup>2</sup>

### **Discrimination**

Discrimination (gender discrimination): 'Any distinction, exclusion or restriction made based on sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, based on equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field'.<sup>3</sup> Discrimination can stem from both law (de jure) or from practice (de facto).

### **Education in Emergencies**

The educational system's responses during humanitarian emergencies such as conflicts, mass displacement, natural disasters or pandemics, which cause disruptions to education and various negative coping mechanisms. It refers to 'the provision of quality learning opportunities in crisis situations, for all levels and ages, including early childhood development, primary, secondary, non-formal, technical, vocational, higher and adult education'.<sup>4</sup>

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<sup>1</sup> stopbullying.gov. *What Is Bullying*. <https://www.stopbullying.gov/bullying/what-is-bullying>

<sup>2</sup> Merriam-Webster Dictionary. <https://www.merriam-webster.com/dictionary/disability>

<sup>3</sup> United Nations (1979). *Convention on the Elimination of all forms of Discrimination Against Women*, Article 1.

<sup>4</sup> INEE (2018). *Education in Emergencies*. <https://inee.org/education-in-emergencies>

## **Empowerment**

Refers to building autonomy by strengthening the political, social or economic capacities of individuals and communities. Empowerment raises awareness, expands choices, and increases control and decision making.

## **Gender**

A social and cultural construct which distinguishes differences in the attributes of men, women, girls, and boys, and accordingly refers to the roles and responsibilities of men and women. Gender-based roles and other attributes, therefore, change over time and vary with different cultural contexts. The concept of gender includes the expectations held about the characteristics, aptitudes and likely behaviours of both women and men (femininity and masculinity). This concept is useful in analysing how commonly shared practices legitimise discrepancies between sexes.

## **Gender budgeting**

Gender budgeting is a strategy for achieving equality between women and men by focusing on how public resources are collected and spent.

## **Gender equality**

The concept that women and men and girls and boys have equal conditions, treatment, human rights, dignity, and opportunities for realising their full potential, and for contributing to (and benefitting from) economic, social, cultural and political development. Gender equality is, therefore, the equal valuing by society of the similarities and the differences of men and women, and the roles they play.<sup>5</sup>

## **Gender equity**

The 'provision of fairness and justice in the distribution of benefits and responsibilities between women, men and all genders.'<sup>6</sup> Gender equity is important because, historically, societies around the world have deemed females, transgender people and nonbinary people as 'weaker' or less important than males.

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<sup>5</sup> UNESCO (2003), *Gender Mainstreaming Implementation Framework (GMIF) for 2002–2007*. <https://unesdoc.unesco.org/ark:/48223/pf0000131854>

<sup>6</sup> European Institute for Gender Equality, *Gender equity*. <https://eige.europa.eu/publications-resources/thesaurus/terms/1262>

## **Gender gap**

Disproportionate difference between men and women and boys and girls, particularly as reflected in attainment of development goals, access to resources and levels of participation. A gender gap indicates gender inequality.

## **Gender mainstreaming/integrating**

A deliberate effort to bring gender equality into policy, projects and strategy to accelerate progress on women's and girls' rights and equality in relation to men and boys. Gender mainstreaming is seen as a process of addressing some hidden gender imbalances.

## **Gender parity**

Concerns relative equality in terms of numbers and proportions of women and men and girls and boys and is often calculated as the ratio of female-to-male values for a given indicator.

## **Gender-responsive pedagogy**

A teaching and learning methodology in which due attention is given to the specific needs of boys and girls. It ensures a very comprehensive gender approach in different aspects of teaching and learning.

## **Gender-transformative programmes**

These programmes specifically aim to challenge or transform unequal gender and power relations, promoting equality in addition to their specific programme outcomes. Gender-transformative programmes typically include participatory processes that foster critical and personal reflection about gender roles, norms and inequalities; promote positive, more equitable behaviours and norms; and where possible, aim to transform the underlying norms, structures and policies that sustain inequality.<sup>7</sup>

## **Inclusive education**

An education system that includes all pupils and provides a welcoming and supportive environment in which they can learn, whoever they are and whatever their abilities or requirements. This means making sure that teaching and the curriculum, school buildings, classrooms, play areas, transport and toilets are appropriate for all children at all levels.<sup>8</sup>

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<sup>7</sup> Prevention Collaborative, *Gender-Transformative Programming*. <https://prevention-collaborative.org/foundations/gender-transformative-programming/>

<sup>8</sup> UNICEF (2017). *Inclusive Education*. [https://www.unicef.org/eca/sites/unicef.org/eca/files/IE\\_summary\\_accessible\\_220917\\_brief.pdf](https://www.unicef.org/eca/sites/unicef.org/eca/files/IE_summary_accessible_220917_brief.pdf)

**Inclusive infrastructure**

The basic physical organisational structures and facilities that enhance positive outcomes in social inclusivity, and ensure that no individual, community or social group is excluded from beneficial socio-economic development.

**Inequality**

The condition caused by unfair and unjust systems in which resources and opportunities are not equitably shared, which creates underdevelopment and social injustice for some people.

**Intersectionality**

Refers to the overlaps and interactions that occur across social identities and how related cultural systems are claimed, experienced and constructed. In the context of this strategy, intersectionality is also a methodology by which multiple forms of vulnerability can be analysed.

**Patriarchy**

A social system in which men hold the greatest power, leadership roles, privilege, moral authority, and access to resources and land, including in the family. Most modern societies are patriarchies.

**Persons with disabilities**

People who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.<sup>9</sup>

**Positive parenting**

Educating parents/guardians on children's rights and development to improve parenting practices, with the goal of ending violence, abuse and exploitation of children. It aims to help parents/guardians to improve their skills in managing their children's behaviour. Positive parenting is the foundation for curbing violence at home and in the community. It encourages the engagement of the extended family and both parents, particularly men, and considers the various stages in a child's development.

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<sup>9</sup> UNCHRPD (2006), *Convention on the Rights of Persons with Disabilities*. <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities>

## **Risk**

The probability of harm and danger. Risk is a product of the likelihood of harm and the potential impact of that harm.

## **Sexual Abuse**

Sexual abuse is sexual behaviour, or a sexual act forced upon a woman, man, or child without their consent. Sexual abuse includes abuse of a woman, man or child by a man, woman or child. It is an act of violence which the attacker uses against someone they perceive as weaker than them.

## **Sexual exploitation**

Actual or attempted abuse of a position of vulnerability, power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.<sup>10</sup>

## **Sexual harassment**

Any unwanted sexual behaviour that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way.<sup>11</sup>

## **United Nations Convention on the Rights of the Child (UNCRC) (1989)**

This United Nations convention and its optional protocols outline rights to be enjoyed by children without discrimination, including on the grounds of gender. The legal framework includes all fundamental human rights treaties with provisions confirming the principle of non-discrimination, the right to be heard, the right to development, and the right to participate.

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<sup>10</sup> UNHCR (2025). *Protection from Sexual Exploitation and Abuse (PSEA)*. <https://emergency.unhcr.org/protection/protection-principles/protection-sexual-exploitation-and-abuse-psea>

<sup>11</sup> Rape Crisis England and Wales. *What is sexual harassment?* <https://rapecrisis.org.uk/get-informed/types-of-sexual-violence/what-is-sexual-harassment/>

# 1 Background

Zimbabwe's Ministry of Primary and Secondary Education (MoPSE) has progressively been responding to issues of gender inequality, sexual exploitation, abuse and harassment (SEAH), and disability exclusion. These measures, some of which have come from other ministries and departments, have been expressed through circulars, strategies and legislation, and have long deserved ministerial coordination and harmonisation. In January 2023, the Government of Zimbabwe enacted its commitment to promote safer and inclusive practices in its line Ministries, through the establishment of a Gender Mainstreaming, Inclusivity and Wellness department. Between 2024 and 2025, MoPSE, through the Gender Mainstreaming, Inclusivity and Wellness Department, and in partnership with United Nations Children's Fund (UNICEF) and the Education Coalition in Zimbabwe (ECOZI), conducted Gender Analysis and Gender and Social Inclusion Audit for the Ministry, with key recommendations for improvement being shared.

Using an inclusive and human rights-based approach, the Ministry sought to craft a strategy that would address the freedoms from want (educational needs) and fear (educational infringements) through a combination of equitable educational protection and safeguarding. With technical and financial support from Education Development Trust (edt) and the United Kingdom (UK) Government, respectively, under the Teacher Professional Development (TPD) component of the Teacher Effectiveness and Equitable Access for all Children (TEACH) programme, MoPSE sought to develop a comprehensive strategy to coordinate SEAH, inequality and inclusion provision, thereafter known as the Safeguarding, Gender Equity, Disability and Social Inclusion (GEDSI) Strategy, which are managed by different ministerial departments. The strategy will reinforce the social safety nets for the provision of safeguarding and protection services for staff and pupils in the Ministry.

The Public Service Commission's PSEAH policy has since acknowledged the prevalence of SEAH at work and learning stations. Survivors are reluctant to report such cases, while perpetrators and observers have not upheld the duty of care around protection and safeguarding with the seriousness it deserves. Survivors have been re-traumatised by repeated abuse, retaliation, not being believed, and being accused of having loose morals. Due to the power imbalances within communities and the education system, coupled with the patriarchy, religious beliefs, gender dynamics and cultural expectations, vulnerable groups have remained at the mercy of the patriarchal structures. The PSEAH policy is supported by the Criminal Laws Amendment (Protection of Children and Young Persons) (Act No 1 of 2024) which criminalises any form of sexual activity with children under the age of 18.

On the other hand, women and girls continue to be challenged by limited access to education, healthcare, economic and political empowerment, and leadership opportunities. Women's representation in Local Government and Parliament is also low, with only six<sup>12</sup> (23%) women occupying cabinet positions out of a 26-member Cabinet at the time of writing in October 2024. A Women in School Leadership (WIL) research which was conducted by MoPSE, in partnership with the Education Development Trust in 2023<sup>13</sup>, revealed that there is a significant gap for women to assume leadership positions due to a wide range of barriers, inclusive of resistance from the community, fear of family disintegration, stereotypes, negative attitudes, and policies which do not promote their participation in the application process. These findings were replicated through a Gender Analysis report (draft: 2025)<sup>14</sup>. Through strategic engagement with partners, MoPSE is working towards the promotion and implementation of gender-responsive policies, laws and budget programmes to ensure that women and girls have equal access to resources, services and opportunities.

Gender-based violence is also prevalent in Zimbabwe, with at least one in three women and girls<sup>15</sup> experiencing physical, sexual and emotional abuse at some point in their lives. Resultantly, girls drop out of school due to early or teenage pregnancies. Consistent with the United Nations' Sustainable Development Goal (SDG) 5 on gender equality, the government passed Act No. 1 of 2024, which criminalises sexual activities with children, who are defined as any person under the age of 18. In its endeavour to reduce this problem and encourage girls' education, the Ministry is building on existing provisions to encourage girls' enrolment into technical and science learning areas, to make dignity kits available in schools, and to allow girls to both continue in school whilst pregnant and return to school after giving birth (P6 of 2023 on bullying; P15 of 2023 on re-entry, Act No. 8 of 2023 – the amended Children Act, Statutory Instrument 13 of 2025, the National Gender Policy (2025) and the Non-Formal Education Policy (Draft) ). Additionally, MoPSE has also introduced model inclusive educational facilities as a yardstick of safer and inclusive learning environments in Zimbabwe. As of April 2025, 1,049 (749 primary and 303 secondary) <sup>16</sup>model inclusive schools were constructed in Zimbabwe, with the Ministry on a drive to push for more of such facilities. All of these are linked to Section 81 of the Constitution which proclaims the Rights of the Child.

The 2013 Constitution contains some improvements regarding the realisation of the rights of persons with disabilities (PWDs). As a starting point, the Constitution of Zimbabwe recognises the inherent dignity and equal worth of each human being under the provision on founding

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<sup>12</sup> Zinyuke, R. (2023). 'More Women in Cabinet Ways to Go', *The Herald*, 13 September 2023.

<sup>13</sup> MoPSE, and EDT (2023). Women in School Leadership.

<sup>14</sup> MoPSE & UNICEF (2025). A Gender Analysis of the Education Sector in Zimbabwe.

<sup>15</sup> UNFPA. *Gender-based violence*. <https://www.unfpa.org/gender-based-violence>

<sup>16</sup> MoPSE Learner Welfare, Psychological Services and Special Needs Education (LePS) department, April 2025.

values and principles. Coupled with the National Disability Policy (2021), the Disabled Persons Act of 1992 (currently under review-2025), Persons with Disabilities Bill (draft), Statutory Instrument 13 of 2025 and the Inclusive Education Policy (draft- 2025), MoPSE has made concerted efforts to support inclusive education and workplaces, including accommodations, health support, and accessories or aids for staff and pupils with different types of impairments.

This MoPSE-led Safeguarding and GEDSI Strategy is critical to ensuring effective and impactful implementation of its objectives. The harmonisation of provisions, regulations, procedures and strategies is long overdue as the Ministry seeks to eliminate SEAH, gender inequality and marginalisation of persons with disabilities. The strategy consolidates the multiple national and ministerial provisions which have been promulgated to address gender equality, disability, social inclusion, and sexual exploitation, abuse and harassment.

## 2 Rationale

This strategy expresses the government's dedication to National Development Strategy 1 (NDS1), the Education Sector Strategic Plan (ESSP-2021-2025) and combines different instruments from various sectors into a whole-government approach to the safety and human security of educational staff and children. The Ministry recognises the importance of addressing gender equity, disability and social inclusion (GEDSI), and the prevention of sexual exploitation, abuse, harassment (PSEAH), and it aims to harmonise old and new frameworks to ensure that no one is left behind in the educational sector.

To bridge these gaps, MoPSE, with technical support from Education Development Trust (edt) and financial support from the United Kingdom (UK) Government, sought to develop a comprehensive strategy that would serve as a roadmap for promoting a sector-specific strategy for inclusive education, safeguard the well-being of all pupils and staff, and ensure the full realisation of the government's commitment to inclusivity. Aligning with MoPSE's 'A Gender Analysis of the Education Sector in Zimbabwe'<sup>17</sup>, and a 'Report on Audit of Gender and Social Inclusion Responsiveness in Policies, Circulars, and Programmes in the Ministry of Primary and Secondary Education (MoPSE) Zimbabwe'<sup>18</sup>, the strategy also provides clear, actionable steps to operationalise existing policies and circulars, ensuring that they translate into tangible and actionable transformation in the educational experience for all pupils and staff, including the most vulnerable.

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<sup>17</sup> MoPSE & UNICEF (2025). Ibid.

<sup>18</sup> MoPSE, UNICEF, & ECOZI (2025), Report on Audit of Gender and Social Inclusion Responsiveness in Policies, Circulars, and Programmes in the Ministry of Primary and Secondary Education (MoPSE) Zimbabwe.

### **3 Purpose of the strategy**

The objectives of the MoPSE Safeguarding, Gender, Disability and Social Inclusion (GEDSI) Strategy are to:

- i. Provide a clear, costed and actionable implementation framework on safeguarding, gender equity, disability and social inclusion policies within the Ministry.
- ii. Encourage all stakeholders, including staff, pupils and external partners, to commit to the principles of safeguarding and GEDSI in education programming in Zimbabwe.
- iii. Promote a culture of safety, respect and inclusion in all MoPSE operations and educational environments, towards the effective implementation of the Heritage Based Curriculum (HBC) in Zimbabwe.

### **4 Legislative and policy framework**

Zimbabwe is a signatory to numerous international conventions, declarations, and frameworks aimed at promoting gender equity, disability and social inclusion and the prevention of sexual exploitation, abuse and harassment. These commitments align with the country's broader goals of creating an inclusive society that upholds the rights of all individuals, irrespective of gender or disability. The international frameworks that inform this agenda include the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) of 1991, the United Nations Convention on the Rights of the Child (UNCRC), the United Nations Convention on the Rights of People with Disabilities (UNCRPD), and the United Nations Sustainable Development Goals (SDGs).

A variety of regional frameworks promoting gender equality, preventing sexual exploitation, abuse and harassment, and ensuring disability inclusion have been adopted by the government. Annex 1 summarises these regional protocols, declarations and policy frameworks into three key areas: gender equality, disability and social inclusion (GEDSI), and prevention of sexual exploitation, abuse, and harassment (PSEAH). Among the key frameworks developed at the regional level are the African Charter on Human and People's Rights (also called the Banjul Charter), the Maputo Protocol on the Rights of Women in Africa (Maputo Protocol) (2003), the SADC Protocol on Gender and Development (2008), the African Union Disability Protocol (2018), the Solemn Declaration on Gender and Equality in Africa (2004), the African Charter on the Rights and Welfare of the Child (1990), and the SADC Disability Framework (2018).

Zimbabwe's active participation in various international frameworks underscores its commitment to fostering an inclusive society where gender equality, disability rights, and the

prevention of sexual exploitation and abuse are prioritised. By aligning with global conventions such as CEDAW, the UNCRPD and the Palermo Protocol, Zimbabwe aims to strengthen its legal and social framework for protecting vulnerable populations and promoting equality. The continued implementation of these commitments will be crucial in ensuring that all citizens, particularly women, children and persons with disabilities, enjoy full participation in society and are protected from discrimination, exploitation and harm.

By ratifying and adhering to these regional frameworks, Zimbabwe demonstrates its dedication to fostering a more inclusive and equitable society. The Government of Zimbabwe has developed several key policies and Statutory Instruments, including the National Gender Policy (2025), the National Disability Policy (2021) the Public Service Sexual Harassment Policy (2024), and Statutory Instrument 13 of 2025, to provide structured responses to safeguarding, gender, disability, and social inclusion. The Ministry of Women Affairs, Community, Small and Medium Enterprise Development (MWACSMED) leads the coordination of the National Gender Policy, ensuring collaboration between government ministries, UN agencies and civil society organisations to drive its implementation. Meanwhile, the Ministry of Public Service, Labour and Social Welfare is responsible for overseeing the National Disability Policy and the Public Service Sexual Harassment Policy, ensuring that issues of inclusivity, protection and safety are embedded in public service and across the nation.

A significant constraint in the implementation of these commitments relates to financial and material resources, particularly in the implementation of policies related to accessibility and inclusivity. While public funding for education in Zimbabwe has increased from around the year 2020, receiving 15% of the national budget allocation, further investment is needed. Zimbabwe needs to raise this allocation to the globally agreed target of 20%, as outlined in the Dakar Declaration,<sup>19</sup> or at least 6% of GDP, as called for in the Turkish Declaration.<sup>20</sup> Additionally, the Basic State Funded Education (BEAM) system, which is housed in the Ministry of Public Service, Labour and Social Welfare, has also presented a lifelong challenge of delayed disbursement to schools, often paralysing operations. Concerns on school leaders deliberately excluding vulnerable pupils from being registered on the BEAM programme have been raised, as school administrators make efforts to enrol paying pupils in schools to keep the institutions afloat<sup>21</sup>. A major recommendation from the Gender Audit of MoPSE frameworks on BEAM was that BEAM must be housed and administered through MoPSE, and that treasury should

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<sup>19</sup> World Education Forum (2000). *The Dakar Framework for Action*.  
<https://sustainabledevelopment.un.org/content/documents/1681Dakar%20Framework%20for%20Action.pdf>

<sup>20</sup> UNESCO (2021). *UNESCO Member States unite to increase investment in education*.  
<https://www.unesco.org/en/articles/unesco-member-states-unite-increase-investment-education>

<sup>21</sup> MoPSE, UNICEF, & ECOZI (2025). *Ibid*.

disburse the allocated funds timeously. Achieving these targets is crucial for fulfilling the Sustainable Development Goal on a universal, inclusive and equitable basic education for all school-age children by 2030. Efforts to adapt school infrastructure according to Universal Design principles by introducing ramps, elevators and disability-friendly classrooms are often stalled due to inadequate financial resources. This lack of investment delays progress toward creating inclusive learning environments and underscores the disconnect between policy aspirations and practical outcomes.

Cultural resistance remains another significant obstacle. Deeply entrenched patriarchal norms and traditional gender roles continue to counteract efforts toward gender equality, especially in rural areas. Girls in these regions face persistent barriers, such as early marriage and lack of sexual and reproductive health rights, while societal beliefs about disability often reinforce exclusion rather than inclusion. These cultural dynamics undermine the effectiveness of policies designed to promote social equity and inclusion, highlighting the need for more culturally sensitive approaches to policy implementation, and the provision of comprehensive sexuality education (CSE). To curb some of these challenges, MoPSE and its partners, inclusive of World Vision, Save the Children, TEACH for Zimbabwe, CAMFED, Shamwari YeMwanasikana, Plan International and UNICEF have been distributing dignity kits to girls to reduce absenteeism and foster confidence among female learners.<sup>22</sup> In collaboration with edt, under the TEACH programme, MoPSE also developed material and trained educators in 42 of its 72 districts, in gender responsive and inclusive pedagogy (GRIP) and adaptive teaching strategies, aimed at building the capacity of educators to use gender neutral language and resources, have high expectations for all pupils in their classrooms, and use differentiated teaching and learning strategies to meet the divergent needs of pupils, towards achieving improved educational outcomes for their pupils. The TEACH programme scope coverage was expanded in November 2025, to include the remaining 30 districts, ensuring full GRIP content saturation across the country.

Findings from this strategy formulation exposed limited capacity and training within the Ministry, which further restricts the operationalisation of safeguarding and GEDSI policies, circulars and frameworks. Teachers, administrators and staff lack sufficient training on gender equity, disability and social inclusion rights, limiting their ability to create inclusive and safe environments for learners, particularly for those from vulnerable groups. Shortcomings in operationalisation are traced to a lack of coherence and coordination, resource limitations, weak accountability systems, socio-economic and cultural barriers, and insufficient capacity among the stakeholders. Addressing these challenges requires a more integrated approach,

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<sup>22</sup> Secretary's Circular No. 1 of 2020: *Guidelines for the Initial Phase of the Sustainable Provision of Sanitary Ware*

## 5 Contextual framework

The prevalence of gender inequality, SEAH and exclusion of persons with disabilities has far-reaching impacts on teachers, pupils, parents and the broader community. For instance, female teachers are often survivors of sexual harassment, especially from male colleagues or superiors. The situation is exacerbated by a culture of non-adherence to reporting mechanisms, which creates a hostile environment that undermines their effectiveness. Additionally, teachers may lack the training and resources to support pupils with disabilities or address instances of SEAH in the classroom. Girls are disproportionately affected by gender-based violence and early marriages, contributing to higher absenteeism and dropout rates. Children with a disability are less likely to attend school than children without disabilities. In areas experiencing higher levels of social problems or emergencies, especially those in remote settings, children with disabilities who are not enrolled in their nearest school tend not to attend school at all.<sup>23</sup> Other social dynamics, such as mining activities, cash crop farming, and cross-border activities, exacerbate the plight of vulnerable children and adults in the education sector, with some being forced into prostitution, being young brides, child labour, and exposure to communicable diseases such as tuberculosis and Human Immuno Deficiency Virus (HIV) infection. Exclusion from school greatly impacts further opportunities as an adult. When communities are not engaged in inclusive education efforts, the broader social change required to support gender equality and disability inclusion is stifled. Communities may resist initiatives aimed at keeping girls in school or providing education for children with disabilities, viewing these efforts as unnecessary or culturally inappropriate.

The impacts of gender inequality, SEAH and the exclusion of persons with disabilities in Zimbabwe's education sector are felt across all levels by teachers, pupils, parents and the wider community. Without targeted interventions to address these issues, the education system will continue to perpetuate cycles of inequality and exclusion. It is critical to invest in teacher training, inclusive infrastructure and community engagement to create a more equitable and supportive education environment for all.

The development of the strategy is crucial in realising the government's commitment to safe and inclusive education at workplaces. The establishment of MoPSE's Gender, Inclusivity and

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<sup>23</sup> Mapuranga, B., Dumba, O. and Musodza, B, 'The impact of Inclusive Education (I.E.) on the Rights of Children with Intellectual Disabilities (IDs) in Chegutu', *Journal of Education and Practice*, Vol. 6 (30): 215–223.

Wellness Department in January 2023 reflects a concerted effort to promote inclusivity and safety for all staff and pupils, particularly those from formerly marginalised groups such as women, children with disabilities and other vulnerable populations. The country has ratified most of the fundamental conventions designed to achieve GEDSI and PSEAH across sectors. Zimbabwe also has an array of legal instruments and policy frameworks designed to promote gender equality, disability inclusion and social protection. On 20 January 2016, the Constitutional Court of Zimbabwe went a step further to protect children's rights by banning child marriages and other harmful practices that are detrimental to childhood and education. The ruling denounced the existing marriage laws and banned practices connected to child marriages.<sup>24</sup>

Some of the key efforts towards inclusion have included Circular No. P5 from 2019, the Home-Grown School Feeding Programme (HGSFP), and the Secretary's Circular No. P54 on educational tours. The P54 Circular states that all pupils should receive equal opportunities for educational tours, and as such it requires budgetary and material support for the provision of reasonable accommodation for children with special educational needs and disabilities.

## **6 Emerging issues, drivers and causal loops**

Several interrelated factors drive and sustain gender inequality, SEAH and disability exclusion within the education system. The Ministry of Primary and Secondary Education (MoPSE) in Zimbabwe faces several interconnected drivers that perpetuate gender inequality, social exclusion, sexual exploitation, abuse, harassment and disability exclusion. Some of the issues relate to the exposure of children and staff to explicit content on social media, isolated cases of trafficking, and cases of girls making sexual advances towards men and boys. These drivers create reinforcing causal loops that contribute to shocks within the education system. The following analysis outlines some of the key drivers contributing to these issues.

### **6.1.1 Social drivers**

#### **Patriarchal norms and gender stereotypes**

Deep-seated patriarchal values dictate traditional roles for men and women in Zimbabwean society. These norms lead to gender stereotyping in education, where girls are often discouraged from pursuing subjects such as Science, Technology, Engineering and Mathematics (STEM), and boys are encouraged to take on more dominant roles. This

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<sup>24</sup> Loveness Mudzuru and Ruvimbo Tsopodzi v Minister of Justice, Legal & Parliamentary Affairs and Others.

socialisation reinforces exclusionary practices that hinder women and girls from accessing leadership roles<sup>25</sup> and decision-making positions in the education sector.

### **Family position and age**

Girls and younger individuals, particularly those from families lower down the social hierarchy, are more vulnerable to exploitation and exclusion. This is exacerbated by power imbalances within schools, where younger female pupils and staff are susceptible to sexual exploitation and harassment by those in positions of authority.

### **Religious and cultural beliefs**

Religious and cultural norms in some communities further entrench traditional gender roles. Early marriages and the preference for educating boys over girls lead to higher dropout rates for girls. This also applies to children with disabilities, who are often marginalised due to the multiple burden of religious and cultural stigma and disability. Beliefs from the religious model linking disability to witchcraft, curses and spiritual punishment have a profound impact on children with disabilities, leading to stigma and exclusion. These perceptions discourage the integration of children with disabilities into mainstream schools, as they are seen as a burden or even a threat to others.

## **6.1.2 Economic drivers**

### **Poverty**

Economic hardships disproportionately affect girls and pupils with disabilities. Poverty often forces families to prioritise the education of boys over girls, resulting in higher dropout rates for girls. Financial dependence increases vulnerability to sexual exploitation, as pupils or staff from economically disadvantaged backgrounds may be coerced into exploitative situations in exchange for financial or academic support.

### **Inadequate infrastructure**

Limited resources for infrastructure development exacerbate the exclusion of marginalised groups. Many schools lack gender-inclusive facilities, such as menstrual-hygiene-friendly washrooms<sup>26</sup> for girls and female staff members, functional and fully equipped guidance and counselling (G&C) rooms,<sup>27</sup> and accessible infrastructure for pupils and staff with disabilities

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<sup>25</sup> MoPSE & EDT (2003). Women in School Leadership Research Study.

<sup>26</sup> Menstrual-hygiene-friendly washroom – sanitary bins, lockable cabinets, tissues, incinerator for sanitary material such as towels, lotions, tissues, liquid soap.

<sup>27</sup> Functional and fully equipped G&C rooms – a sick bed, food, uniforms.

### 6.1.3 Cultural drivers

#### **Traditions and gender roles**

Traditional gender roles and cultural expectations place women and girls in subordinate positions, which reinforces power imbalances that perpetuate gender inequality and exclusion. Practices such as early marriages and child labour disproportionately affect girls' education, leading to high dropout rates and limited opportunities for further education and employment. Cultural attitudes toward women and girls often prioritise their traditional domestic roles over their educational achievement, perpetuating cycles of poverty and dependency.

#### **Disability stigma**

Cultural stereotypes surrounding disability exacerbate the exclusion of children and staff with disabilities. In some communities, disabilities are viewed as a curse or a burden, leading to the marginalisation of these children. The intersection between gender and disability means that men and boys with disabilities are less vulnerable than women and girls with disabilities. This stigma often prevents children with disabilities, particularly girls, from accessing quality education and participating fully in school activities.

### 6.1.4 Technological drivers

#### **Digital divide**

The limited access to digital tools and technology in many parts of Zimbabwe disproportionately affects pupils and staff, and particularly girls with disabilities, in hard-to-reach areas. The growing shift toward digital education exacerbates inequalities, as pupils and teachers from rural areas or economically disadvantaged backgrounds often lack access to the internet, computers or other essential resources. This digital divide limits their ability to engage fully in education, particularly during times of crisis, such as the COVID-19 pandemic.

#### **Lack of assistive technologies**

There is limited investment in assistive technologies that would enable equitable participation in education for pupils with disabilities. The limited provision of accessible formats like braille, speech-to-text software and mobility aids creates significant barriers to access to quality education for pupils with disabilities, contributing to their exclusion from mainstream education.

### 6.1.5 Environmental drivers

#### Natural disasters and school infrastructure

Natural disasters such as droughts and floods, which frequently impact rural areas in Zimbabwe, have a profound effect on education, particularly for children with disabilities. In the aftermath of such disasters, schools may be closed, and families may migrate, interrupting education for the most affected populations. The lack of disaster preparedness and emergency supplies of non-food items limit the ability for children with disabilities to continue their education during emergencies.

All the above stated barriers are summarised in Figure 1 below:

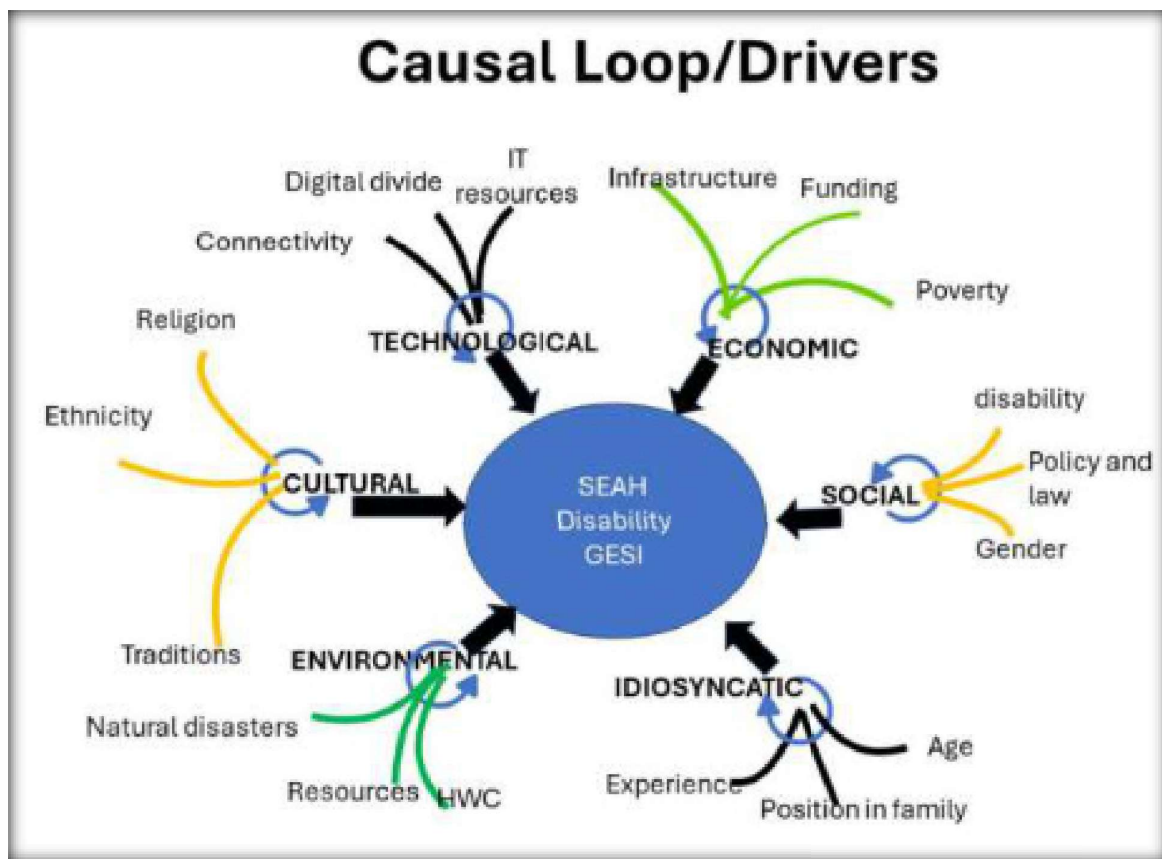


Figure 1: Drivers of SEAH, disability stereotypes, gender inequality and social exclusion (by author)

## 7 Gaps in safeguarding, gender, disability and social inclusion

Based on existing laws, policies, strategies and circulars which constitute the key frameworks guiding GEDSI and PSEAH within MoPSE, several gaps were identified. Although the government has demonstrated its commitment to developing circulars for the protection and

safeguarding of pupils including during emergencies,<sup>28</sup> there are significant gaps in implementation. Gender imbalances continue to exist in primary and secondary education leadership, with a significant under-representation of women in school leadership positions, as unearthed by a research study undertaken by the Ministry in collaboration with Education Development Trust in 2023, with the title ‘Women in School Leadership Research Study’. The study’s findings indicated that women struggle to assume or get promoted into leadership positions, because of a double burden, lack of confidence, low self-esteem, limited mentorship opportunities, family ties, religious and cultural norms and values, limited financial resources to upgrade qualifications, gender stereotypes, and sexual abuse and exploitation, amongst other reasons.

The drivers of gender inequality, sexual exploitation, abuse, harassment and disability exclusion in Zimbabwe’s primary and secondary education sector are deeply interconnected. Schools often have departmentalised reporting systems for sexual exploitation, abuse and harassment, while survivors, especially female pupils and staff, may fear reprisals, particularly when perpetrators are in positions of power. Expanding the number of independent reporting channels and protective measures for whistleblowers will significantly eliminate the culture of silence around SEAH cases. Addressing these challenges requires a multi-faceted approach that tackles social, economic, cultural, technological, environmental and institutional drivers simultaneously. Without significant reforms to infrastructure, resource allocation, policy enforcement and cultural attitudes, these issues will continue to hinder the realisation of safe, inclusive, equitable education for all in Zimbabwe.

Despite policies and legislation such as the Education Amendment Act (2020) which aim to address issues affecting girls’ education, such as pregnancy and early marriage, there is resistance to their implementation due to attitudes and stereotypes. This impacts the retention and re-entry of girls who drop out due to pregnancy or early marriages. In rural areas, cultural barriers, inadequate facilities and lack of support contribute to higher dropout rates among girls. Young mothers who return to school face social exclusion, stigma and discrimination, resulting in few of them taking advantage of the re-entry policy.

The rolling out of the Heritage Based Curriculum (HBC) in 2025<sup>29</sup> introduced two alternative routes for the education system in Zimbabwe: either a pupil chooses formal education, going through infant, junior, lower and upper secondary up to tertiary education; or a pupil selects the lifelong education route of going through junior, lower secondary or technical vocational

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<sup>28</sup> Secretary’s Circular No. 19 of 2023: *Standard Emergency Precautions and Procedures for Safeguarding Pupils and Staff of all Primary and Secondary Education Institutions*

<sup>29</sup> MoPSE (2025). *Heritage Based Curriculum Framework for Primary and Secondary Education*. Accessed through <https://www.mopse.gov.zw/>

and practical subject focus, then transitions to colleges. This approach provides pupils with alternative routes through which to access education, and to focus on their interests and strength areas. However, with pupils in two different learning spaces, there are challenges in tracing gender and disability exclusion and sexual exploitation, abuse and harassment related issues. Although in the community there are specific mechanisms in place to mitigate against all forms of abuse and exploitation, administered through the National Case Management System for the Welfare and Protection of Children in Zimbabwe<sup>30</sup>, the two pronged approach to the Heritage Based Curriculum should seriously consider means to protect pupils who choose the vocational training route, as there is enhanced exposure to all forms of violation and abuse, particularly for girls and young mothers.

Zimbabwe has almost achieved gender parity in primary and secondary education as females constitute 49.90 percent while males constitute 50.10 percent of the school-going population. However, gender stereotypes in subject choices, particularly in secondary education where girls are underrepresented in STEM fields, perpetuate gender imbalances in higher education and employment. There are no affirmative actions or incentives to encourage girls to pursue technical subjects, and gender role stereotypes limit women's participation in leadership roles in schools and ministerial positions. Moreover, monitoring and evaluation (M&E) mechanisms are limited. This limits the effective tracking of progress in aspects of GEDSI, such as school retention, gender parity and social inclusion, and thus severely reduces evidence-based decision-making.

The Sexual Harassment Policy (2022) and Public Service Regulations (2000) primarily focus on sexual harassment but provide limited attention to sexual exploitation and abuse (SEA). While the policy outlines responsibilities and grievance procedures, it does not sufficiently emphasise preventive measures. The strategy proposes more proactive steps, such as conducting regular workplace audits or creating anonymous reporting channels, to help strengthen preventive approaches.

The existing policies do not effectively protect survivors from retaliation, reprisals, or ensure that they have access to psychosocial support. The absence of a survivor-centred approach in handling cases of SEA is a significant gap, with no clear procedures to ensure that survivors' privacy is protected or that trauma-informed processes are followed. The policy grants complainants the right to report incidents of sexual harassment to their supervisors or Heads

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<sup>30</sup> MoPSLSW (2017). National Case Management System for the Welfare and Protection of Children in Zimbabwe. Accessed through <https://bettercarenetwork.org> on 27 June 2025.

of Department (HODs) and, if necessary, to escalate their reports to the next highest office. To build on these provisions, more robust whistleblower protections should be promoted.

The Public Service Sexual Harassment policy provides a foundational framework for addressing sexual harassment. However, it falls short in the areas of prevention, accountability, and the provision of detailed support mechanisms for survivors of sexual exploitation and harassment. This strategy will strengthen these areas and enhance the policy's effectiveness in promoting a safer, more inclusive public service environment.

The National Disability Policy (2021), seen as progressing from the provisions of the Disabled Persons Act (Chapter 17:01) (currently under repeal), and advancing the dictates of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006) should further enforce accessibility standards and guarantee the right to access education, employment and health services for staff and pupils with disabilities. In practice, however, persons with disabilities face significant barriers to employment, often due to the lack of accessible workplaces and reasonable accommodation measures. Additionally, teachers are not adequately trained to support pupils with disabilities. With the support of partners, the Ministry has initiated the construction of Model Inclusive Education Facilities (MIEFs). Despite these efforts, inspection reports in 2024 show that schools still fall short of being inclusive, as several do not have disability-friendly facilities, such as ramps, elevators or accessible classrooms. This challenge also extends to Ministry offices at the national, provincial and district localities. This strategy shall facilitate provision of assistive technologies, such as braille materials, mobility aids or hearing devices, thus accommodating learners with disabilities.<sup>31,32</sup>

Building on the provisions in the Secretary's Circular No. 7 of 2014 which touches on inclusive education, this strategy provides a detailed plan to ensure schools and teachers are equipped to implement individualised educational plans (IEPs) or provide necessary accommodations. Such efforts will allow the National Disability Policy and the Disabled Persons Act (Chapter 17:01), which provide frameworks for disability inclusion, to ensure clear accountability mechanisms and provide schools with proper guidance on how to accommodate pupils with disabilities.

There is a need to enhance the collection and use of disaggregated data to track progress on safeguarding and GEDSI. Comprehensive data systems, such as sex-disaggregated data or information on pupils and staff with disabilities, provide evidence-based policymaking and enhance the ability to measure the effectiveness of current interventions. Additionally, without

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<sup>31</sup> Secretary's Circular No. P36 of 2023: *Standard Procedure for Establishing and Management of Support Facilities*

<sup>32</sup> Secretary's Circular No. 7 of 2014: *Guidelines on Psycho-Educational Assessments Multidisciplinary Approach and Reporting Format for Learners with Disabilities or other Special Needs*

robust Monitoring and Evaluation (M&E) frameworks, it is difficult to identify areas that require improvement or to hold stakeholders accountable for implementing inclusive policies and ensuring compliance with existing frameworks.

The successful operationalisation of gender equality, PSEAH and disability inclusion strategies requires adequate financial resources. The strategy acknowledges the gap in the allocation of budgetary resources specifically earmarked for the implementation of safeguarding and GEDSI programmes. Building on the commitment from both the government and partners and providing a costed strategy should help to address the infrastructure, training and support needs required for a truly safer and more inclusive education system.

Despite Zimbabwe's commitment to these thematic issues, expressly shown through the domestication of various frameworks, there is a yawning gap in the operationalisation of recommendations which are captured in the frameworks. MoPSE itself is awash with policies and circulars, but often there are also challenges in the dissemination and popularisation, translating to implementation gaps. It is also acknowledged that with a broad spectrum of internal frameworks, which are perceived as department based, there is also a temptation to dismiss some of the recommendations. This strategy, therefore, seeks to harmonise the very sound and robust frameworks within MoPSE, putting everything together for holistic ownership, effective implementation, and monitoring and evaluation.

Among the other key gaps are issues pertaining to:

- **Alignment with the constitution.** Section 75 of the Constitution also limits the right to education by making it subject to progressive realisation and the availability of resources. However, Article 14 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) binds state parties to adopt and implement action plans on how the progressive realisation is to be achieved. In its General Comment No.11 on Article 14, the Committee on Economic, Social and Cultural Rights (CESCR) reiterated that a lack of financial resources should not be used as an excuse for failure to fulfil the right to education.
- **Languages:** International conventions on education emphasise the need for education to promote the learner's respect for culture and to be culturally appropriate. The Continental Educational Strategy for Africa (CESA) encourages the use of the mother tongue as the language of instruction in education. Language is a part of a person's cultural identity. Section 6 of the Constitution recognises 16 languages as official languages of Zimbabwe. These 16 languages are to be treated equitably, and their use is to be promoted. Educational institutions are the key centres for learning languages, in addition to the home and family as agents of socialisation, hence the need for these

languages to be taught in schools. Section 63(a) and (b) provide for the rights to language and culture including sign language; these provisions require more enforcement in practice. Zimbabwe's Heritage-Based Curriculum (HBC) is in close synchronisation with this observation and recommendation. The Secretary's Circular No. 2 of 2014 which has stipulations on the use of local languages in school and accommodating learners with disabilities is, however, challenged by the fact that teachers are not fully trained to use the sign languages. In response to this gap, the Ministry has developed and commissioned sign language syllabi and corresponding teachers' guides at the primary and secondary levels.

- **Enrolment at Nearest School:** According to Section 10 of the Education Act, pupils are entitled to be enrolled at the school nearest to them unless the school is fully enrolled. If the school is fully enrolled, the child is to be enrolled at the second-nearest school but if that is not possible, the nearest school must enrol the child. For infant pupils, who are too young to walk long distances to school, this can lead to increased teacher-pupil ratio in schools which have no choice but to enrol high numbers.

The clauses in the Education Amendment Act 2020 on the management of sexual abuse and banning the use of corporal punishment (Section 68) to discipline pupils show a commitment to creating child-friendly schools which are conducive to learning. Such clauses should be broadened to protect schools from all forms of violence. The safeguarding circulars and the Practical Inclusive Education Handbook for Primary and Secondary Schools in the Ministry explicitly cover the commitment to promoting safer and inclusive practices, including the protection of children with special educational needs and disabilities. This strongly resonates with the provisions of the Education Sector Strategic Plan (ESSP) 2021–2025's strategic priority 3, covering core program 11, on the enhanced protection, safeguarding, safety, and public health policies for learners and staff. Additionally, Zimbabwe is a signatory to the Safe to Learn Initiative, which was initiated in 2021 with the aim to end violence in schools by 2025, through several interventions, including the full implementation of the Education Amendment Act, and the use of positive or alternative discipline techniques. The initiative engages parents and communities in working towards the elimination of child abuse, exploitation, discrimination and school-related gender-based violence, and promotes positive discipline in schools to ensure that they are safe places for teaching and learning.

The resuscitation of the National Guidance and Counselling Association (NGCA) in 2024 also cements the Ministry's commitment towards the implementation of guidance and counselling as a three-legged pot: a programme, a learning area and a service. The piloting of the Think Equal Social and Emotional Learning (SEL) component of the Teacher Effectiveness and Equitable Access for All Children (TEACH) programme recognises the importance of

foundational learning, and particularly that these are critical ages in children's development. Childhood has been proven by neuroscience to be a crucial time for fostering positive mindsets and nurturing empathetic, mindful individuals who are able to cultivate positive relationships with others, recognise their own emotions, and show an awareness of their environment, as well as demonstrate specific social competencies such as promoting gender equality and advocating for the rights of others. This initiative, which is spearheaded by the Ministry with technical support from Education Development Trust, Think Equal and REPSSI, with funding support from the United Kingdom Government, seeks to address some of the challenges of gender-based violence, drug and substance abuse, and other problems that are harming Zimbabwean schools and society and are reversing the gains from the Ministry's efforts.

The Ministry of Primary and Secondary Education has always recognised the role of school feeding in improving school attendance, retention, learning outcomes and health outcomes. Using this strategy, issues of equity in the modalities of school feeding will be harmonised with the School Healthy Policy. This advances the provisions of the Zimbabwe Constitution, which recognises access to food as a fundamental human right. As a signatory to the United Nations Sustainable Development Goals (SDGs), Zimbabwe has made a commitment to zero hunger, as enshrined in Goal number 2.

To strengthen the position of policies and circulars as guidance and accountability documents, these should be made accessible from the MoPSE website and circulated to key partners and School Development Associations and Committees.

## **8 Implementation strategies**

Five key thematic areas define the implementation process of this strategy.

### **8.1.1 Capacity building to strengthen accountability and responsibility**

- Increase the accountability of those in senior management positions so they can actively promote and reinforce a culture of speaking out against misconduct and engage in understanding and addressing the attitudes, cultures and power dynamics that lie at the root of misconduct.
- Increase awareness within our workforce and build role-specific capacity to identify and report all forms of SEAH. This includes capacitated management, national and regional coordinators, and Disability desks at national, subnational and station levels.
- Build awareness and capacity among external stakeholders, including procurement, grant support, project and programme practitioners, to identify and mitigate the risks

of SEAH, and other gender and social exclusion practices in our projects, procedures and operations; and awareness of how to proceed when allegations arise.

- Build awareness in children, parents and communities impacted by our work to ensure community buy-in, autonomy, and awareness of their rights, standards of conduct, how to report and the availability of survivor assistance to them.
- Engage in inter-agency coordination with continuous and quality contributions aimed at strengthening system-wide coherence by interacting with the Ministry, partners and subject-matter experts.

### **8.1.2 Survivor-centred response**

- Provide survivor-centred support in the immediate and long term as required by those that need it. The Ministry will ensure that survivor assistance referral pathways are mapped at the national, departmental, and institutional and station level and that medical care, psychosocial support, protection, legal assistance, dignity kits, basic material assistance and support for children born of SEAH, exclusion and discrimination is provided.
- Strengthen investigations and undertake subsequent disciplinary and administrative procedures that are survivor-centred and procedurally fair, with the learnings from such processes being used to strengthen our SEA and SH risk management framework.
- Align whistleblowing and reporting procedures with the wider United Nations frameworks to ensure these are increasingly survivor centred.

### **8.1.3 Integrated management of Risks**

- Ensure that SEAH, disability and gender exclusion risks are integrated into existing risk mitigation and management frameworks with a particular focus on risks presented by learners, parents and ministry workers, vendors, and suppliers. This includes the implementation of Protocols on Allegations of abuse, harm involving workers, parents, institutions, and children.
- Include appropriate language on PSEAH, GEDSI accountability in all our contracts and agreements to ensure effective integration and clarity on roles and responsibilities in PSEAH and GEDSI risk management in MoPSE engagements.
- Develop safe, confidential, accessible, transparent and responsive reporting mechanisms that are known, trusted and accessible to beneficiaries, stakeholders, communities and Ministry personnel.

#### **8.1.4 Infrastructure design and construction, accommodation, and assistive devices**

- Develop the requisite infrastructure for the use of and access to accommodation, learning spaces, tools and sharing arrangements in compliance with the recommended designs and standards by the Ministry of Local Government, Public Works and National Housing.
- Construct in-class and in-school inclusive spaces for staff and children synchronised with the MoPSE structural designs. These come with requisite budget allocation and there is need for partner funding to complement government efforts.
- Ensure the deployment of the necessary inter-ministerial inspectorate for monitoring and evaluation of infrastructural standards with diverse PWD needs.

### **9 Monitoring and evaluation**

Monitoring and evaluation are a critical component of not only checking on implementation progress, but also for quality assurance. To achieve this, the following strategies will be used:

- Develop a monitoring and evaluation framework that allows for institutional learning and early warning and detection of GEDSI and PSEAH.
- Design a periodic GEDSI and PSEAH review dashboard based on agreed metrics to eliminate all forms of discrimination, sexual exploitation, abuse and neglect around the three strategy areas.
- Ensure there is station- and workplace-based collection of data from early-warning and early-response systems which feed into the grievance-handling mechanisms of GEDSI and PSEAH directorate at national level.
- Foster proper operationalisation of the guidance and counselling curriculum which acts as a conduit for both psychosocial support, counselling and safeguarding for children and psychosocial support for adults in the Ministry.
- Monitor the ratios of teaching and learning materials, accommodations, and accessories for people with disabilities in compliance with existing laws, policies and circulars.
- Undertake periodic gender audits and analyses as part of the GEDSI monitoring and evaluation.

Capacity development of MoPSE workforce and stakeholders to promote accountability						
Improved educational service delivery						
Objective 1	Performance Indicators	Inputs	Activities	Outputs	Outcomes	Means of verification
	<b>Percentage of MoPSE staff trained on PSEAH and GEDSI policies and principles by 2025</b>	<ul style="list-style-type: none"> <li>- Training materials on PSEAH and GEDSI</li> <li>- Venue, refreshments, transport and accommodation</li> <li>- Workshop facilitators</li> <li>- Stationery</li> <li>- Pre- and post-assessment forms</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct workshops for MoPSE workforce on SEAH and GEDSI</li> <li>- Develop and distribute training materials</li> </ul>	<ul style="list-style-type: none"> <li>- MoPSE staff effectively handle SEAH and GEDSI related cases</li> <li>- SEAH and GEDSI cases effectively handled</li> <li>- Duty bearers and stakeholders capacitated to respond and report misconduct and use support systems</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced culture of accountability and responsibility within MoPSE</li> <li>- Reduced SEAH and gender, social and disability discrimination behaviours within MoPSE</li> </ul>	<ul style="list-style-type: none"> <li>- Uptake and utilisation of content given during the trainings</li> <li>- Records of reported cases, follow-up actions and resolutions</li> </ul>
	<b>Number of cases reported and processed annually</b>	<ul style="list-style-type: none"> <li>- Informational materials, such as pamphlets and posters</li> <li>- Communication experts with expertise in GEDSI and PSEAH</li> <li>- Influencers in the communities</li> </ul>	<ul style="list-style-type: none"> <li>- Community outreach programs to educate parents, pupils and local communities on reporting misconduct and survivor assistance resources</li> <li>- Establish collaboration frameworks with stakeholders to strengthen reporting mechanisms and response actions</li> </ul>	<ul style="list-style-type: none"> <li>- Functional reporting and assistance mechanism developed</li> </ul>	<ul style="list-style-type: none"> <li>- Increased number of reported cases</li> <li>- Increased utilisation of the referral systems</li> </ul>	<ul style="list-style-type: none"> <li>- Periodic audits of reporting and support structures</li> <li>- Case management tracking system</li> <li>- Feedback surveys from stakeholders on the effectiveness of reporting mechanisms</li> </ul>

<b>Strengthen survivor-centred response and support mechanisms to improve accessibility, responsiveness and sensitive handling of cases</b>						
Improved survivor-centred response and support systems						
Objective 2	Indicators	Inputs	Activities	Outputs	Outcomes	Means of verification
	<b>Percentage of survivors receiving assistance and referral support within 24 hours of reporting</b>	<ul style="list-style-type: none"> <li>- Survivor support services, including medical, psychosocial and legal aid.</li> <li>- Counsellors</li> <li>- Emergency medical supplies, first aid kits and essential medications for immediate care</li> <li>- Dignity kits containing hygiene items, clothing and other essentials</li> </ul>	<ul style="list-style-type: none"> <li>- Map and establish survivor assistance referral pathways at all levels (national, departmental and institutional)</li> </ul>	<ul style="list-style-type: none"> <li>- Referral pathways for survivor assistance are fully developed</li> </ul>	<ul style="list-style-type: none"> <li>- Increased trust in MoPSE's commitment to supporting survivors of SEAH and GEDSI discrimination incidents.</li> </ul>	<ul style="list-style-type: none"> <li>- Survivor support service records</li> <li>- Feedback from survivors on support received</li> </ul>
	<b>Number of SEAH cases processed in compliance with standardised investigation timelines, procedural guidelines and documented disciplinary procedures</b>	<ul style="list-style-type: none"> <li>- Trained investigators in survivor-centred approaches</li> <li>- Written guidelines on confidentiality, evidence handling and survivor protection during investigations</li> <li>- Forms, templates and digital tools for collecting structured information,</li> </ul>	<ol style="list-style-type: none"> <li>1. Establish partnerships with health, legal and social services for referrals</li> <li>2. Strengthen investigation and disciplinary procedures to ensure a survivor-centred and procedurally fair process</li> </ol>	<ul style="list-style-type: none"> <li>- Transparent and fair investigations and disciplinary actions for reported cases administered</li> </ul>	<ul style="list-style-type: none"> <li>- Reduced occurrence of SEAH incidents through consistent disciplinary actions and comprehensive case management</li> </ul>	<ul style="list-style-type: none"> <li>- Post-case reviews with survivors and staff involved in SEAH cases to evaluate perceived fairness and transparency of the investigation and disciplinary process</li> <li>- Case resolution time data</li> </ul>



Objective 3		Develop and implement a comprehensive risk management framework to identify, mitigate and manage Safeguarding, gender, disability and social inclusion strategy				
Outcome 3	Indicators	Inputs	Activities	Outputs	Outcomes	Means of verification
	<b>Percentage of MoPSE policies/documents and agreements with safeguarding, gender, disability and social inclusion accountability clauses</b>	<ul style="list-style-type: none"> <li>- Legal and policy experts to draft inclusive accountability clauses</li> <li>- Reference materials and international, regional and national frameworks, including laws, guidelines and best practices related to safeguarding, gender, disability and social inclusion</li> </ul>	<ol style="list-style-type: none"> <li>1. Review and update MoPSE policies and agreements to include safeguarding, gender, disability and social inclusion accountability clauses</li> </ol>	<ul style="list-style-type: none"> <li>- safeguarding, gender, disability and social inclusion accountability mainstreamed in all MoPSE contracts and agreements</li> </ul>	<ul style="list-style-type: none"> <li>- Clear and enforceable roles and responsibilities for stakeholders in managing safeguarding, gender, disability and social inclusion risks</li> </ul>	<ul style="list-style-type: none"> <li>- Policy/documents and agreement audits</li> <li>- Legal reviews of clause integration</li> </ul>
	<b>Percentage of risk management frameworks integrating safeguarding, gender, disability and social exclusion risks</b>	<ul style="list-style-type: none"> <li>- Risk assessment tools and frameworks with specific focus on safeguarding, gender, disability and social exclusion issues.</li> <li>- Risk management experts</li> </ul>	<ol style="list-style-type: none"> <li>2. Develop and integrate safeguarding, gender, disability and social exclusion risks into MoPSE's overall risk management framework</li> </ol>	<ul style="list-style-type: none"> <li>- Comprehensive risk management framework for addressing safeguarding, gender, disability and social exclusion risks developed and shared</li> </ul>	<ul style="list-style-type: none"> <li>- Enhanced awareness and proactive management of safeguarding, gender, disability and social inclusion risks across MoPSE.</li> </ul>	<ul style="list-style-type: none"> <li>- Risk management framework documentation</li> <li>- Risk assessment reports</li> </ul>
	<b>Percentage of MoPSE institutions with accessible and</b>	<ul style="list-style-type: none"> <li>- Safe, private rooms or offices for conducting interviews with</li> </ul>	<ol style="list-style-type: none"> <li>3. Establish safe, confidential and accessible reporting mechanisms across</li> </ol>	<ul style="list-style-type: none"> <li>- Reporting mechanisms operationalised among MoPSE</li> </ul>	<ul style="list-style-type: none"> <li>- Increased incident reporting due to enhanced trust</li> </ul>	<ul style="list-style-type: none"> <li>- Feedback from MoPSE personnel and stakeholders</li> </ul>

<p><b>trusted reporting mechanisms for SEAH and related incidents</b></p>	<p>survivors, witnesses and others involved in the case</p> <ul style="list-style-type: none"> <li>- Written guidelines on confidentiality, evidence handling and survivor protection during investigations</li> <li>- Physical, locked suggestion boxes placed in discreet locations for anonymous reporting</li> </ul>	<p>MoPSE institutions to enable transparent reporting of SEAH and exclusion risks</p>	<p>personnel, pupils and community stakeholders</p>	<p>and awareness of reporting mechanisms</p>	<ul style="list-style-type: none"> <li>- Annual reporting mechanism audit</li> </ul>
<p><b>Number of training sessions conducted on safeguarding, gender, disability and social exclusion risk management for MoPSE personnel and stakeholders</b></p>	<ul style="list-style-type: none"> <li>- Training materials and expert facilitators for GEDSI and PSEAH risk management</li> </ul>	<p>4. Conduct regular training sessions for MoPSE personnel and stakeholders on identifying and managing safeguarding, gender, disability and social exclusion risks.</p>	<ul style="list-style-type: none"> <li>- MoPSE personnel and stakeholders equipped with skills to identify and mitigate safeguarding, gender, disability and social exclusion risks.</li> </ul>	<ul style="list-style-type: none"> <li>- Reduced occurrence of safeguarding, gender, disability and social exclusion incidents through effective risk management</li> </ul>	<ul style="list-style-type: none"> <li>- Training attendance records</li> <li>- Post-training evaluations</li> <li>- Incident reports before and after training periods</li> </ul>

<b>Strengthen the enforcement of safety and inclusivity standards and policies in MoPSE facilities and infrastructure to support a secure, accessible environment for all pupils and staff</b>							
Increased compliance of MoPSE infrastructure with recommended safety and inclusivity standards and policies							
Objective 4	Outcome 4	Indicators	Inputs	Activities	Outputs	Outcomes	Means of verification
<b>Percentage of MoPSE facilities meeting accessibility and inclusive design standards</b>			Design guidelines compliant with Ministry of Public Works standards and disability inclusion requirements	1. Upgrade existing MoPSE facilities to meet accessibility standards, including ramps, accessible classrooms, restrooms and pathways.	- Improved accessibility of MoPSE facilities and infrastructure, enhancing inclusion for all learners and staff	- Increased access and participation for pupils and staff with disabilities in MoPSE facilities	- Facility audit reports - Compliance reviews with accessibility standards
<b>Percentage of schools equipped with necessary learning accommodations (e.g., braille materials, assistive devices) for pupils with disabilities</b>			- Financial resources for procurement of learning accommodations and assistive devices - Organisations for partnership in disability support	3. Equip schools with essential learning accommodations, including braille materials, assistive technology and adaptive classroom furniture.	- Learning accommodations updated to meet diverse needs of pupils with disabilities	- Enhanced accessibility and usability of MoPSE facilities for all, ensuring alignment with inclusivity commitments	- Review of new project design plans - Site inspections and evaluations during and after construction
							- Inventory of learning accommodations - Feedback from pupils, teachers and parents

<p><b>Percentage of integration of inclusivity standards into the existing inspection system to ensure infrastructure compliance with safety</b></p>	<ul style="list-style-type: none"> <li>- Financial resources for inspection teams and logistics</li> <li>- Training for inspectors on safety and inclusive standards</li> </ul>	<p>4. Developing and piloting standards</p>	<ul style="list-style-type: none"> <li>- MoPSE facilities are regularly monitored for continued compliance with accessibility standards</li> </ul>	<ul style="list-style-type: none"> <li>- Consistent quality and maintenance of inclusive infrastructure for sustainable accessibility</li> </ul>	<ul style="list-style-type: none"> <li>- Inspection reports</li> <li>- Facility compliance tracking system</li> </ul>
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## **10 Strategy dissemination**

To effectively disseminate the Safeguarding and GEDSI Strategy, a systematic communication plan that assures comprehension and engagement at all levels of education is required. It is suggested that at least 10% of the budget is allocated towards advocacy initiatives. Essential components for effective dissemination include:

### **10.1.1 Comprehensive communication plan**

A communication strategy outlining targeted outreach to internal and external stakeholders including MoPSE personnel, school administrators, educators, pupils, parents and community representatives ensures extensive engagement. The plan must delineate precise methodologies and schedules for distributing information to each group. Adequate budget allocation is crucial for effective implementation. The budget should cover:

- Production of print/digital materials.
- Uploading of the Safeguarding and GEDSI Strategy on the MoPSE website and associated social media handles.
- Media costs.
- Training expenses.
- Monitoring activities.

Attached in the appendices is a detailed communication and publicity sub-strategy.

### **10.1.2 Resource allocation**

Printed copies of the strategy must be distributed to all national, provincial, district and school offices, while digital versions should be accessible on MoPSE's online platforms. These tools must include concise summaries to facilitate rapid reference and understanding.

### **10.1.3 Workshops and training sessions**

Regional seminars and training sessions must be delivered by qualified facilitators, such as the Gender Mainstreaming, Inclusivity and Wellness Champions, and the Continuous Professional Development Working Groups (CPDWG) at various tiers of the Ministry, emphasising essential components of the strategy implementation plan. These seminars will provide MoPSE staff and stakeholders with the knowledge and skills necessary for effective strategy implementation.

### **10.1.4 Collaboration with partners**

Collaboration and partnerships with local media, community organisations and advocacy groups are essential for enhancing awareness and support for the strategy dissemination. These agreements need to bolster advocacy initiatives and improve accessibility for various community groups.

### **10.1.5 Feedback and response mechanisms**

Consistent feedback sessions, surveys and communication channels are crucial for evaluating dissemination progress, resolving difficulties and enhancing stakeholder engagement. This feedback loop should also function as a foundation for modifying dissemination strategies as required.

## **11 Financial implications and budgeting**

Implementation of the Safeguarding and GEDSI Strategy calls for specific funding to support MoPSE's capacity building, inclusive upgrades to infrastructure, risk management, and the monitoring and evaluation of initiatives. Budget allocation must consider both initial and ongoing costs to guarantee effective operationalisation (see Annex 4 for a comprehensive costed implementation plan).

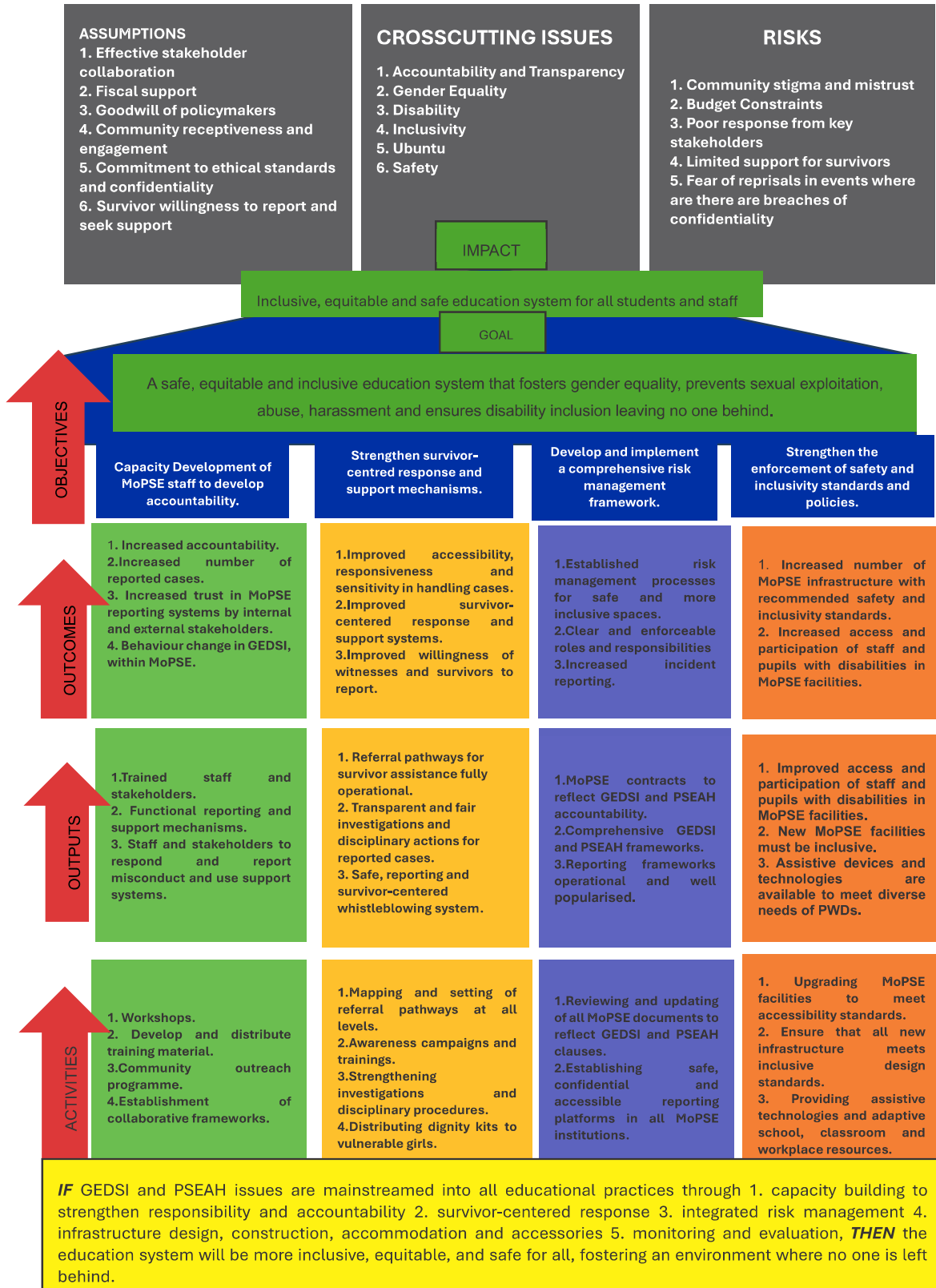
The construction of infrastructure to satisfy accessibility requirements, such as ramps, classrooms that are accessible to people with disabilities, and customised learning accommodations, are important budgetary priorities. These upgrades require significant investment, particularly in rural and under-resourced regions. It is essential for the Ministry to allocate funds for immediate infrastructure adjustments, as well as to develop a long-term plan that prioritises inclusive design in all future projects.

Capacity-building programmes for MoPSE staff, pupils and stakeholders are critical, and should include training in SEAH prevention, gender equity, social inclusion and disability support. This includes training materials, workshops and personnel development, which require ongoing financial support. Regional workshops and community outreach events should be included in the funding for these initiatives to raise awareness and provide useful information for managing SEAH and GEDSI issues.

To ensure responses prioritise the needs of victims and effective risk management, it is essential to allocate a budget for the establishment of reporting mechanisms, protections for whistleblowers and support services for survivors, such as psychosocial assistance and legal aid. Collaborations with health and social services necessitate financial investments to guarantee accessibility and ongoing support.

Lastly, monitoring and evaluation (M&E) requires budget allocation for tools and technology to track progress, assess gaps and enhance accountability. Regular audits, facility inspections and data management systems are required for tracking and will ensure that MoPSE stays on track with the strategy's objectives. A comprehensive and clear budget plan is essential for attaining sustainable and inclusive education results in Zimbabwe.

## 12 Theory of change (results chain)



## 13 Annexures

### 13.1.1 Annex 1: Legislative and policy frameworks that support the strategy

#### A. International

Gender Equality, Disability, and Social Inclusion (GEDSI)	Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH)	Disability Inclusion
Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1991)	United Nations Convention on the Rights of the Child (CRC) (1990)	Convention on the Rights of Persons with Disabilities (CRPD) (2006)
Beijing Declaration on the Platform for Action (1995)	Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) (1991)	United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993)
Convention on Civil and Political Rights (CCPR)	International Labour Organization (ILO) Convention No. 190 on Violence and Harassment (2019)	World Programme of Action Concerning Disabled Persons (1982)
Equal Remuneration Convention	United Nations Protocol to Prevent, Suppress and Punish Trafficking in Persons, Especially Women and Children (Palermo Protocol) (2000)	Beijing Declaration on the Rights of People with Disabilities in the New Century (2000)
Convention on Prohibition of Discrimination in Occupations	United Nations Declaration on the Elimination of Violence Against Women (1993)	United Nations Sustainable Development Goals (SDGs) (2015), particularly SDG 4 (Inclusive Education) and SDG 10 (Reducing Inequality)
Convention on the Elimination of the Worst Forms of Child Labour	United Nations Sustainable Development Goals (SDGs) (2015), particularly SDG 5 (Gender Equality)	
Convention on Economic, Social and Cultural Rights (ECOSOC)		
United Nations Sustainable Development Goals (SDGs) (2015), particularly SDG 5 (Gender Equality) and SDG 10 (Reducing Inequality)		

## B. Regional

Gender Equality, Disability and Social Inclusion (GEDSI)	Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH)	Disability Inclusion
African Charter on Human and People's Rights on the Rights of Women in Africa (Maputo Protocol) (2003)	SADC Protocol on Gender and Development (2008)	African Union Disability Protocol (2018)
Solemn Declaration on Gender and Equality in Africa (2004)	African Charter on the Rights and Welfare of the Child (1990)	SADC Disability Framework (2018)
Southern African Development Community (SADC) Gender and Development Protocol (2008)	SADC Strategy for Preventing and Eradicating Sexual and Gender-Based Violence (2018)	African Decade of Persons with Disabilities (1999–2009) and extension (2010–2019)
Common Market for Eastern and Southern Africa (COMESA) Gender Policy	African Union Convention on Preventing and Combating Corruption (2003) (includes provisions to combat exploitation, abuse, and harassment)	Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa (2018)
	Kampala Declaration on Sexual and Gender-Based Violence (2011)	

## C. National

Gender Equality, Disability and Social Inclusion (GEDSI)	Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH)	Disability Inclusion
Constitution of Zimbabwe Amendment (No. 20) Act, 2013 (Section 17 – Gender balance, Section 80 – Rights of women)	Constitution of Zimbabwe (No. 20) Act, 2013 (Sections 51, 52, 53 – Right to dignity, personal security and freedom from violence)	Constitution of Zimbabwe, Amendment (No. 20) Act (2013) (Section 83 – Rights of persons with disabilities)
Sexual Offences Act [Chapter 9:21] (2001)	Public Service Act [Chapter 16:04]	Disabled Persons Act [Chapter 17:01] (1992)
Education Act [Chapter 25:04]	Sexual Offences Act [Chapter 9:21] (2001)	Mental Health Act [Chapter 15:12] (1996)
Labour Act [Chapter 28:01]	Public Service Regulations (2000)	Criminal Law (Codification and Reform) Act [Chapter 9:23] (2004)

Gender Equality, Disability and Social Inclusion (GEDSI)	Prevention of Sexual Exploitation, Abuse and Harassment (PSEAH)	Disability Inclusion
Criminal Law (Codification and Reform) Act [Chapter 9:23] (2004)	Criminal Law (Codification and Reform) Act [Chapter 9:23] (2004)	Social Welfare Assistance Act [Chapter 17:06] (1988)
Domestic Violence Act [Chapter 5:16] (2007)	Public Service Sexual Harassment Policy (2022)	State Service (Disability Benefits) Act [Chapter 16:05] (1971)
2004 Public Sector Gender Policy (Gender Focal Points in all Ministries and parastatals)	Circulars and Procedures	National Disability Policy (2021)
Prevention of Discrimination Act [Chapter 8:16] (1999)		Persons with Disabilities Bill (Draft)
Zimbabwe Gender Commission Act [Chapter 10:31] (2016)		
National Gender Policy (2013; 2025)		
SI 13 of 2025		
A Gender Analysis of the Education Sector in Zimbabwe (2024)		
Gender, Equality, Disability and Social Inclusion (GEDSI) Audit Report in the Ministry of Primary and Secondary Education.		

### 13.1.2 Annex 2: Roles and responsibilities across all key actors

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
<p>1. Pregnant girls' and young mothers' re-admission.</p> <p><b>Girls who get pregnant while at school have struggled to be readmitted and reintegrated into the school system despite the provision for them to continue their education and complete their studies.</b></p>	<ul style="list-style-type: none"> <li>- Education Act 68c</li> <li>- Circular on Continuation of Education for Pregnant Girls and Under-Aged Pupils</li> <li>- Non-Formal Education Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Circular distribution and sharing at all levels from head office, provinces, districts and stakeholders, and with parents</li> <li>- Awareness – all community outreach</li> <li>- School policy</li> </ul>	<ul style="list-style-type: none"> <li>- CD, Director and Deputies LePS</li> <li>- PSNE all levels</li> <li>- School administration – School Head, G&amp;C HODs</li> <li>- Parents</li> <li>- Community</li> </ul>	<p>Toll-free numbers</p> <ul style="list-style-type: none"> <li>- 317 MoPSE</li> <li>- 393 Youth Advocate Zimbabwe</li> <li>- 116 Childline</li> </ul>	<ul style="list-style-type: none"> <li>- Psychosocial support during pregnancy and post-delivery at school, home and community level</li> </ul>
<p>2. Support for children with disabilities and learning challenges</p> <p><b>The infrastructural support for children with disabilities and the accommodation requirements remain far below the children's needs. Further, the teacher training platforms do not compel all teachers to learn sign language and other pedagogical skills.</b></p>	<ul style="list-style-type: none"> <li>- Secretary's Circular No. 15 of 2023 – Operational Guidelines on the Right of Entry in schools</li> <li>- P36 of 2023 – Standard Procedure for Establishing and Management of Support Facilities</li> <li>- Secretary's Circular No. 7 of 2014 – Guideline on Psycho-Educational Assessments</li> <li>- Multidisciplinary Approach and Reporting Format for Learners with Disabilities or other Special Needs,</li> <li>- Secretary's Circular No. 2 of 2014 – Guidelines to Teaching and Learning of Sign Language in Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>- Circular distribution and sharing at all levels from head office, provinces, districts, stakeholders, and with parents</li> <li>- Assessments, referrals and placements</li> <li>- Individualised Education Planning</li> <li>- Special examination considerations</li> </ul>	<ul style="list-style-type: none"> <li>- Programming H/O</li> <li>- Psychological Services, Learner Welfare and Special Needs (LePS)</li> <li>- Educational psychologists – provincial offices</li> <li>- Remedial tutor – district offices</li> <li>- Teachers – school level</li> <li>- Partners in education, e.g., social welfare</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> </ul>	<ul style="list-style-type: none"> <li>- School to RT at District level</li> <li>- RT to Province</li> <li>- Partners and other Ministries to Education</li> <li>- Education to Ministries and/or Partners</li> </ul>
<p>3. Sexual and Reproductive Health Rights (SRHR)</p>	<ul style="list-style-type: none"> <li>- Secretary's Circular No. 1 of 2020 – Guidelines for the Initial</li> </ul>	<ul style="list-style-type: none"> <li>- National, provincial, district</li> </ul>	<ul style="list-style-type: none"> <li>- LePS</li> <li>- PSNE</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District</li> </ul>	<ul style="list-style-type: none"> <li>- G&amp;C Calendar with SRHR H/O</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
<ul style="list-style-type: none"> <li>- In most low-income and vulnerable communities, girls struggle to meet their sexual and reproductive health needs, more so as they transition into puberty, the menstrual cycle and menstrual pains. This means that girls may be absent from school as they do not have dignity kits.</li> </ul>	<ul style="list-style-type: none"> <li>- Phase of the Sustainable Provision of sanitary ware Secretary's Circular No. 16 of 2023 – Implementation Guidelines for the Standard Implementation of the School-Based Life Skills Empowerment, Guidance and Counselling, Life Skills Education Syllabus and Psychosocial Support Program of all Primary and Secondary School and Non-formal Education Institutions</li> <li>- Secretary's Circular No. 19 of 2023 – Standard Emergency Precautions and Procedures for Safeguarding Pupils and Staff of all Primary and Secondary Education Institutions</li> <li>- Secretary's Circular No. 11 of 2023 – Guidelines for the Uptake and Scaling Up of Community Mentorship Programs for the Character Development and Life-skills Enrichment of Male and Female Pupils at Schools</li> <li>- Secretary's Circular No. P36 of 2023 – Standard Procedure for Establishing and Management of Support Facilities for Ensuring Access to and Full Participation in Primary and Secondary Education for Pupils and Adults with Disabilities</li> <li>- Secretary's Circular No. 6 of 2023 – Guidelines on the Prevention and Management of</li> </ul>	<ul style="list-style-type: none"> <li>- and school budgets for menstrual hygiene Workshops and staff development at all levels.</li> <li>- Pupil participation and engagements</li> </ul>	<ul style="list-style-type: none"> <li>- CDTS</li> <li>- HR</li> </ul>	<ul style="list-style-type: none"> <li>- and school contacts Partners and other Ministries, e.g., Ministry of Health and Child Care, and NAC</li> </ul>	<ul style="list-style-type: none"> <li>- G&amp;C calendar with SRHR Provinces and Districts</li> <li>- Procurements of sanitary wear at all levels</li> <li>- Partner involvement and support</li> </ul>
	<ul style="list-style-type: none"> <li>- Awareness campaigns including use of billboards</li> </ul>	<ul style="list-style-type: none"> <li>- LePS</li> <li>- PSNE</li> <li>- CDTS</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> </ul>	<ul style="list-style-type: none"> <li>- Reporting bullying incidents</li> <li>- Direct reporting at school</li> </ul>	

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
	<ul style="list-style-type: none"> <li>- Bullying and other forms of Violence At and Around Schools Education Act</li> <li>- Zimbabwe School Health Policy (2017)</li> <li>- Protocol on the Multi-Sectoral Management of Sexual Abuse and Violence in Zimbabwe (2019)</li> <li>- National Case Management System for the Development and Protection of Children in Zimbabwe (2017)</li> <li>- Operations Manual for the National Case Management System for Welfare and Protection of Children in Zimbabwe (2015)</li> <li>- Training Manual/Handbook on Child Care and Protection (2010)</li> <li>- Child Protection Committees Protocols</li> <li>- MoPSE Circular P5 Sexual Abuse and Violence in Zimbabwe (2019)</li> <li>- Zimbabwe Human Rights Commission's Guidelines (2020)</li> </ul>	<ul style="list-style-type: none"> <li>- Assembly talks Programming at all levels</li> <li>- Establish a zero-tolerance policy</li> <li>- Promote positive relationships</li> <li>- Identify and support survivors</li> <li>- Hold bullies accountable</li> <li>- Encourage pupil involvement</li> <li>- Collaborate with parents</li> <li>- Address cyberbullying</li> <li>- Provide counselling and psychosocial support services</li> <li>- Enhance access to medical monitoring and support, e.g., forensic examination</li> <li>- M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>- Other ministries and partners</li> <li>- School heads</li> <li>- Deputy heads</li> <li>- Teachers</li> <li>- Prefects/school monitors</li> <li>- Parents and guardians</li> <li>- PEDs</li> <li>- DSIs</li> <li>- Ministry of Health and Child Care officials</li> <li>- Local authorities</li> <li>- Child Protection Committees</li> <li>- Child-Led Child Protection Committees (CLCPCs)</li> <li>- CCWs</li> </ul>		<ul style="list-style-type: none"> <li>- Reporting at school through suggestion boxes</li> <li>- Use of toll-free numbers</li> <li>- Immediate support for survivors</li> <li>- Incident documentation</li> <li>- Investigation</li> <li>- Counselling and support</li> <li>- Parental involvement</li> <li>- Restorative measures</li> <li>- Monitoring and follow-up</li> </ul>
4. Early and Forced Marriages	<ul style="list-style-type: none"> <li>- Criminal Laws Amendment (Protection of Children and Young Persons) Act 2024</li> </ul>	<ul style="list-style-type: none"> <li>- Inter-ministerial interventions</li> <li>- Awareness campaigns including use of billboards</li> <li>- Assembly talks</li> <li>- Programming at all levels</li> </ul>	<ul style="list-style-type: none"> <li>- School Heads</li> <li>- Teachers</li> <li>- Parents</li> <li>- SDCs</li> <li>- Police</li> <li>- All Departments</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> <li>- Toll-free numbers</li> <li>- 317 MoPSE</li> </ul>	<ul style="list-style-type: none"> <li>- Direct reporting at school</li> <li>- Reporting through toll-free numbers</li> <li>- Inter-ministerial collaboration</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
<p>5. Drug and Substance Abuse</p> <p><b>The use of illicit drugs and narcotics has become more common among Zimbabwean youth, which is slowly impacting the health, productivity, safety, security and peace of children.</b></p>	<ul style="list-style-type: none"> <li>Secretary's Circular No. 12 of 2023 – Guidelines for the Coordinated Prevention and Management of School Program Against the Consumption of Tobacco, Alcohol, Other Intoxicating and potentially Addictive Drugs by Children, Adolescents and Youth</li> <li>Zimbabwe Multisectoral Drug and Substance Abuse Plan (2024-2030).</li> </ul>	<ul style="list-style-type: none"> <li>Inter-ministerial interventions</li> <li>Awareness campaigns including use of billboards</li> <li>Assembly talks</li> <li>Programming at all levels</li> </ul>	<ul style="list-style-type: none"> <li>LePS</li> <li>PSNE</li> <li>CDTS</li> <li>Other ministries and partners</li> </ul>	<ul style="list-style-type: none"> <li>393 Youth Advocate Zimbabwe</li> <li>116 Childline</li> <li>All Head Office, Province, District and school contacts</li> <li>Toll-free numbers</li> <li>317 MoPSE</li> <li>393 Youth Advocate Zimbabwe</li> <li>116 Childline</li> </ul>	<ul style="list-style-type: none"> <li>Direct reporting at school</li> <li>Reporting through toll-free numbers</li> <li>Inter-ministerial collaboration</li> </ul>
<p>6. Career Guidance and life skills education Guidance and Counselling</p> <p><b>With the collapse of the family unit and the traditional social safety nets, children have been exposed to unusual influences and inadequate social learning and social protection. The need for G&amp;C and life skills has become even more imperative.</b></p>	<ul style="list-style-type: none"> <li>Secretary's Circular No. 11 of 2023 – Guidelines for the Uptake and Scaling-Up of Community Mentorship Programs for the Character Development and Life-skills Enrichment of male And Female Pupils at Schools</li> <li>Secretary's Circular No. 16 of 2023 – Implementation Guidelines for the Standard Based Life skills Empowerment, Guidance and Counselling, Life Skills Education Syllabus and Psychosocial Support Program of all Primary, Secondary School and Non-formal Education Institutions</li> </ul>	<ul style="list-style-type: none"> <li>Programming for G&amp;C all levels</li> <li>Training of G&amp;C</li> <li>Mandatory teaching of G&amp;C at school level</li> <li>Establish G&amp;C Committees and G&amp;C Clubs</li> <li>M&amp;E – Monitor compliance to G&amp;C</li> <li>Specific budget for monitoring inclusivity incl. G&amp;C</li> <li>Develop and update Terms of reference for G&amp;C Committees</li> <li>M&amp;E</li> </ul>	<ul style="list-style-type: none"> <li>LePS</li> <li>PSNE</li> <li>CDTS</li> <li>Other ministries and partners</li> </ul>	<ul style="list-style-type: none"> <li>All Head Office, Province, District and school contacts</li> <li>Toll-free numbers</li> <li>317 MoPSE</li> <li>393 Youth Advocate Zimbabwe</li> <li>116 Childline</li> </ul>	<ul style="list-style-type: none"> <li>Career Guidance lessons/ sessions</li> <li>School level</li> <li>District level</li> <li>Provincial level</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
<p>7. School feeding arrangements</p> <ul style="list-style-type: none"> <li>- <b>With the diminishing nutrition available for children arising from climate change and related food insecurity, the ministry had rolled out the school feeding programme as a safety net/social protection issue which supports the learning process as pupils are able to concentrate in class when they are not hungry. It has been noted that schools that feed pupils have higher retention rates and fewer dropouts</b></li> </ul>	<ul style="list-style-type: none"> <li>- Secretary's Circular No. 5 of 2019 – Home-Grown School Feeding Programme (HGSFP)</li> <li>- Zimbabwe Food Safety Standard and Practical Food Handlers' Guide for the Home-Grown Feeding Programme</li> </ul>	<ul style="list-style-type: none"> <li>- Consignments and budgets for H/O, Provinces, Districts and schools</li> <li>- Community Engagement – volunteers, typically mothers or guardians, are mobilised and trained under MoHCC's guidelines for safe food handling, basic nutrition and hygiene practices</li> <li>- Schools should be equipped with clean water sources, handwashing stations and regular supplies of <del>regular</del> <b>cooking oils</b> and feeding pupils</li> </ul>	<ul style="list-style-type: none"> <li>- LePS</li> <li>- PSNE</li> <li>- All levels including teachers and community (parents)</li> <li>- Partners and other ministries</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> <li>- Toll-free numbers</li> <li>- 317 MoPSE</li> <li>- 393 Youth Advocate Zimbabwe</li> <li>- 116 Childline</li> </ul>	<ul style="list-style-type: none"> <li>- M&amp;E</li> <li>- All food handlers undergo regular health screenings per Ministry of Health and Child Care guidelines, ensuring they are free from contagious diseases</li> <li>- Food preparation areas are cleaned before and after each meal preparation</li> <li>- Food storage areas adhere to Ministry of Health standards</li> <li>- Food apportioned based on MoHCC recommended child dietary guidelines</li> <li>- Serving protocols prevent favouritism or discrimination</li> </ul>
<p>8. School Children's Travel and Trips</p> <ul style="list-style-type: none"> <li>- <b>School trips are a delicate area which should be well organised for safety, protection and appropriate transport modality. It remains critical to consider the pupil to teacher ratio, which impacts security. The organisation of the trip</b></li> </ul>	<ul style="list-style-type: none"> <li>- Secretary's Circular No. 10 of 2023 – Release of Primary and Secondary Pupils to Attend Activities Away from Their Used School</li> </ul>	<ul style="list-style-type: none"> <li>- Circular sharing</li> <li>- Application processing to be reviewed and approved at all levels (district, province, H/O)</li> <li>- Ensure all trips have approved itineraries detailing activities,</li> </ul>	<ul style="list-style-type: none"> <li>- School Heads</li> <li>- Teachers</li> <li>- Parents</li> <li>- SDCs</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Provinces, District and school contacts</li> <li>- Toll-free numbers</li> <li>- 317 MoPSE</li> <li>- 393 Youth Advocate Zimbabwe</li> </ul>	<ul style="list-style-type: none"> <li>- Submit travel plan to the District Education Office for initial approval</li> <li>- Verify transport safety with MoPSE and public transport authorities</li> <li>- Conduct a pre-trip health check on pupils and ensure</li> </ul>

<p>should also consider children's sleeping arrangements, health and sanitation issues, accommodation for children with disabilities, emergency response or first aid kits, and recommended baggage and contents.</p>		<p>transport and accommodation plans for inclusivity</p> <ul style="list-style-type: none"> <li>- Assign a female teacher chaperone to accompany girl pupils for their safety and comfort</li> <li>- Organise sleeping arrangements segregated by gender, with special considerations for children with disabilities</li> <li>- Ensure health and sanitation facilities are available and accessible at each destination</li> </ul>		<ul style="list-style-type: none"> <li>- 116 Childline</li> </ul>	<p>emergency contact details are updated</p> <ul style="list-style-type: none"> <li>- Pack emergency kits with first aid, sanitation supplies and disability aids</li> <li>- Each pupil must carry personal items, weather-appropriate clothing and any prescribed medication</li> </ul>
<p>9. Teachers conduct and adherence to professional standards.</p> <ul style="list-style-type: none"> <li>- <b>Code of conduct for teachers remains the foundation for child safety in the school. Children generally trust their teachers, but this trust has also been abused.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Teachers' Code of Conduct document, published by the Ministry of Primary and Secondary Education</li> <li>- Education Act [Chapter 25:04]</li> <li>- Public Service Regulations, 2000 (Statutory Instrument 1 of 2000)</li> <li>- SI 2016-072 – Labour (Employment Code of Conduct National Employment Council for Schools Development Associations and Committees in Government and Council-Run Schools) Regulations, 2016</li> </ul>	<ul style="list-style-type: none"> <li>- Circulate the Teachers' Code of Conduct and related policies across all levels, including the Head Office, provincial, district, and school levels</li> <li>- Implement regular training for teachers, administrative staff, pupils and parents on ethical</li> </ul>	<ul style="list-style-type: none"> <li>- CD, Directors and Deputies, LePS, PEDs, and DSIs, Discipline Department</li> <li>- PSNE all Levels</li> <li>- School administration – School Head, G&amp;C HODs</li> <li>- Parents</li> <li>- Community</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> <li>- Toll-free numbers</li> <li>- 317 MoPSE</li> <li>- 393 Youth Advocate Zimbabwe</li> <li>- 116 Childline</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers to familiarise themselves with the code of conduct and ethics</li> <li>- Report any breach of the code to the school administration</li> <li>- An investigation is conducted</li> <li>- A disciplinary hearing is held, where the teacher is given a chance to respond</li> <li>- A determination is made, and disciplinary</li> </ul>

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	<ul style="list-style-type: none"> <li>- Revised Protocol on the Multi-Sectoral Management of Sexual Abuse and Violence in Zimbabwe (2019)</li> </ul>	<p>standards, child safety and the responsibilities outlined in relevant laws, regulations, codes of conduct and protocols</p> <ul style="list-style-type: none"> <li>- Ensure thorough background checks for all new hires to maintain a safe educational environment</li> <li>- Foster a school culture that prioritises safety, support, and the psychological well-being of pupils and staff members</li> <li>- Continuously monitor and evaluate adherence to the code of conduct to ensure effective enforcement</li> </ul>			<ul style="list-style-type: none"> <li>- action is taken if necessary</li> <li>- Teachers can appeal against the decision to Public Service Commission or Labour court</li> </ul>
<p>10. Teacher deployment and placement</p> <ul style="list-style-type: none"> <li>- <b>To ensure family unity, couples within the Public Service should be deployed close to each other to ensure sustainable relationships while ensuring the improved</b></li> </ul>	<ul style="list-style-type: none"> <li>- Public Service Commission (PSC) Regulations 2000 (Statutory Instrument 1 of 2000)</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers apply for deployment through the PSC website or at the District Education Offices</li> <li>- Teachers are posted to schools based on their</li> </ul>	<ul style="list-style-type: none"> <li>- PSC</li> <li>- MoPSE, PEDs, DSIs and HRD</li> <li>- School Heads</li> </ul>	<ul style="list-style-type: none"> <li>- PSC</li> <li>- All Head Office, Province, District and school contacts</li> </ul>	<ul style="list-style-type: none"> <li>- Teachers initiate the deployment process by applying through the PSC or local education offices</li> <li>- Qualified candidates are posted to schools according to educational priorities,</li> </ul>

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<p>service delivery for all Zimbabweans</p>		<p>qualifications and experience and the needs of the school</p> <ul style="list-style-type: none"> <li>- Teachers can apply for a transfer subject to approval</li> <li>- Teachers can be deployed to rural areas/schools as part as part of the government's efforts to improve education in rural areas; some may be bonded for as long as four years</li> <li>- Teachers are deployed based on their subject specialisation</li> <li>- Deployment considers the needs of the school, including staff shortages and curriculum requirements</li> </ul>			<p>with consideration given to their specialisation and experience</p> <ul style="list-style-type: none"> <li>- Teachers may request transfers under conditions that maintain family unity or other considerations, with PSC approval</li> </ul>
<p>11. Enrolment for Pupils</p> <ul style="list-style-type: none"> <li>- <b>With over 9000 schools, and a total national enrolment exceeding 4,4 million learners, the primary and secondary education sector has a critical role in contributing towards building inclusive</b></li> </ul>	<ul style="list-style-type: none"> <li>- Constitution of Zimbabwe Amendment (No. 20) (2013)</li> <li>- Education Act [Chapter 25:04], Education Amendment Act (2019)</li> <li>- Section 10 of the Education Act [Chapter 25:04 states that pupils are entitled to be enrolled at the school nearest to them.</li> </ul>	<ul style="list-style-type: none"> <li>- Enforce non-discrimination in school admissions</li> <li>- Ensure gender balance in enrolment quotas</li> <li>- Provide alternative</li> </ul>	<ul style="list-style-type: none"> <li>- School Heads/Principals</li> <li>- Admissions officers/registrar school bursars</li> <li>- District School Inspectors</li> <li>- PEDs</li> <li>- SDCs</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> <li>- Partners and other Ministries e.g., Ministry of Health and Child Care, and NAC</li> </ul>	<ul style="list-style-type: none"> <li>- Parents/guardians submit an application form together with supporting documents (e.g., birth certificate transfer letter, previous school reports or ID)</li> <li>- School reviews the application</li> </ul>

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<p>societies. The government has taken it upon itself to make sure that no learner is left behind in terms of education. As part of non-discrimination and inclusion, children should be afforded the opportunity to enrol at the nearest school to them.</p>	<ul style="list-style-type: none"> <li>- Practical Inclusive Education Handbook for Primary &amp; Secondary Schools</li> </ul>	<ul style="list-style-type: none"> <li>- pathways for re-enrolment</li> <li>- Monitor and report on re-enrolment progress</li> <li>- Implement gender audits, monitor adherence to non-discriminatory practices during admissions</li> </ul>	<ul style="list-style-type: none"> <li>- Parents/legal guardians and pupils</li> </ul>	<ul style="list-style-type: none"> <li>- If school is fully enrolled, School Head to issue a certificate in writing for child to be enrolled at the second-nearest school; otherwise the nearest school must enrol the pupil</li> <li>- The pupil is placed in the appropriate grade level based on age, previous schooling and assessments</li> </ul>	
<p>12. Participation of pupils from diverse background</p> <ul style="list-style-type: none"> <li>- <b>The Constitution (2013) and the Education Amendment Act (2019) explicitly affirm the right to education for all children, irrespective of background. However, practical challenges often prevent pupils with disabilities and those from formerly marginalised groups, including those from minority ethnic communities, poor families or rural areas, from participating equally in school.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Circular Minute 13 of 2005: Inclusive Education Policy</li> <li>- Circular Minute 6 of 2010: Education for All (EFA) Policy</li> <li>- Circular Minute 2c of 2013: Guidelines for Learners with Special Needs</li> <li>- Circular Minute 13 of 2015: Promoting Diversity and Inclusion in Schools</li> <li>- Circular Minute 1 of 2019: Implementation of Inclusive Education</li> <li>- Safeguarding Circulars in the MoPSE LePS department</li> <li>- National Disability Policy (2021)</li> <li>- SI 13 of 2025</li> </ul>	<ul style="list-style-type: none"> <li>- Inclusive curriculum</li> <li>- Differentiated instruction</li> <li>- Learner support services</li> <li>- Cultural sensitivity</li> <li>- Language support</li> <li>- Accessible infrastructure</li> <li>- Teacher training on inclusive education</li> <li>- M&amp;E</li> <li>- Community engagement</li> <li>- Disability support</li> <li>- Equal access to all school activities</li> <li>- Flexible assessment</li> </ul>	<ul style="list-style-type: none"> <li>- LePS</li> <li>- PSNE</li> <li>- CDTS</li> <li>- Community</li> <li>- Teachers</li> <li>- School Heads</li> <li>- SDCs</li> <li>- DSIs</li> <li>- PEDs</li> <li>- Counsellors</li> <li>- Learners/pupils</li> <li>- Partners</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> <li>- Partners</li> <li>- Communities</li> </ul>	<ul style="list-style-type: none"> <li>- Conduct a needs assessment</li> <li>- Develop an Individualised Educational Plan (IEP) for learners identified to have specific needs</li> <li>- Incorporate flexible and differentiated teaching strategies</li> <li>- Monitor and evaluate the effectiveness of implemented strategies and modify approaches</li> <li>- If interventions do not yield the desired progress, refer learners to specialised services</li> </ul>

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<p>13. Health arrangements in Zimbabwe schools</p> <ul style="list-style-type: none"> <li>- <b>School health and the provision of health services in schools is a key requirement for child protection and safeguarding, children will need diagnosis and appropriate health guidelines for all facets of child health.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Education Act [Chapter 25:04] Section 10 (1) (d) Provision of Health Services in Schools</li> <li>- Circular Minute 12 of 2004: School Health Policy</li> <li>- Circular Minute 6 of 2012: Guidelines for School Health Services</li> <li>- Circular Minute 3 of 2015: Policy on HIV and AIDS in Schools</li> <li>- Circular Minute 1 of 2018: Guidelines for Managing Learners with Chronic Illness</li> <li>- Public Health Act [Chapter 15:09] Section 64: School Health Services</li> <li>- National Health Strategy (2016–2020)</li> <li>- School Health Policy (2019)</li> <li>- Ministry of Primary and Secondary Education's Health and Nutrition Policy (2020)</li> <li>- Zimbabwe School Health Strategy (2020–2025)</li> </ul>	<ul style="list-style-type: none"> <li>- Establishing school health teams</li> <li>- Integrate health education into the curriculum</li> <li>- Health screening</li> <li>- Chronic illness management</li> <li>- Provide first aid emergency response</li> <li>- Mental health support</li> <li>- Nutrition programmes</li> <li>- Sanitation and hygiene</li> <li>- Partnership and collaborations, e.g., collaborate with health authorities</li> <li>- Inclusive health services</li> <li>- Community engagement</li> <li>- Monitor and evaluate</li> <li>- Staff training and development</li> </ul>	<ul style="list-style-type: none"> <li>- School health coordinators</li> <li>- School nurses</li> <li>- Teachers</li> <li>- School Heads/Principals</li> <li>- DSIs</li> <li>- PEDs</li> <li>- SDCs</li> <li>- Local authorities</li> <li>- Community health workers</li> <li>- Partners</li> </ul>	<ul style="list-style-type: none"> <li>- All Head Office, Province, District and school contacts</li> <li>- Partners</li> </ul>	<ul style="list-style-type: none"> <li>- Establish a school health team</li> <li>- Conduct a school health needs assessment</li> <li>- Develop a school health policy</li> <li>- Create a school health plan</li> <li>- Provide health education</li> <li>- Offer health services</li> <li>- Promote health practices</li> <li>- Manage chronic conditions</li> </ul>

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14. Staff data management - <b>Data confidentiality in staff recruitment is essential for legal compliance, building trust, preventing misuse of sensitive information, upholding ethical standards and ensuring efficient, accurate HR management without compromising employee privacy.</b>	<ul style="list-style-type: none"> <li>- Public Service Regulations (Statutory Instrument 1 of 2000)</li> <li>- Cyber and Data Protection Act [Chapter 12:07] (No. 5 of 2021)</li> <li>- SSB Data</li> <li>- Human Resources Management Information Systems (HRMIS)</li> <li>- EMIS</li> </ul>	<ul style="list-style-type: none"> <li>- Adopt inclusive data collection tools and processes</li> <li>- Completion of Annexure A Forms by staff members</li> <li>- Collection of the forms from Province and District offices</li> <li>- Capturing of the forms</li> <li>- Expediate the implementation of secure digital systems for data management</li> <li>- Role-Based Access Control (RBAC) to limit access to data based on user roles</li> <li>- Train staff regularly on ethical data handling</li> <li>- Develop and conduct PSEAH-specific data sensitivity training</li> </ul>	<ul style="list-style-type: none"> <li>- HR Officers</li> <li>- Director FAHRD</li> <li>- Chief Director HRD</li> </ul>	<ul style="list-style-type: none"> <li>- School Heads, District, Provincial and Head Office email addresses and phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of information upon recruitment and any changes, e.g., marriage, transfer, childbirth</li> </ul>
15. Data management recruitment, capacity development and discipline - <b>Significant background checking will be required to follow up on staff discipline.</b>	<ul style="list-style-type: none"> <li>- PSC recruitment database</li> <li>- PSC training calendar</li> <li>- Performance appraisal database</li> <li>- Capacity development databases</li> </ul>	<ul style="list-style-type: none"> <li>- Online registration</li> <li>- Vacancy returns</li> <li>- Record of staff trained</li> <li>- Training returns</li> </ul>	<ul style="list-style-type: none"> <li>- HR Officers</li> <li>- Complaints Handling Focal Persons</li> <li>- Director FAHRD</li> <li>- Director Discipline</li> </ul>	<ul style="list-style-type: none"> <li>- District, Provincial, Head Office and Complaints Handling Focal Persons' email</li> </ul>	<ul style="list-style-type: none"> <li>- Collection of information upon recruitment and upon any changes, e.g., acquiring higher qualification, transfer,</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
	<ul style="list-style-type: none"> <li>- Human Resources Development Plan</li> <li>- Human Resources Management Information Systems (HRMIS)</li> <li>- EMIS</li> <li>- Misconduct database</li> </ul>	<ul style="list-style-type: none"> <li>- Verification (validation) of appraisal forms and capturing of ratings</li> <li>- Record of misconduct cases</li> <li>- Misconduct returns</li> <li>- Sexual harassment returns</li> <li>- Database on teachers investigated for misconduct</li> <li>- Data on previous sexual offences</li> <li>- Sexual harassment returns</li> <li>- Complaints returns</li> <li>- Monthly returns</li> <li>- Termination registers</li> <li>- Rebate registers</li> <li>- Recruitment and promotion of members should be balanced without bias against women</li> <li>- HR Department to consider members' marital status, disability status or health</li> </ul>	<ul style="list-style-type: none"> <li>- Chief Director HRD</li> </ul>	<p>addresses and phone numbers</p>	<ul style="list-style-type: none"> <li>- marriage, termination of service, etc.</li> <li>- Registration of candidates, advising successful candidates, deployment or placement</li> <li>- Avoid spouses' separations when deploying members where necessary</li> <li>- Keep records of staff regarding recruitment, training, promotion, retirement, resignation, death and transferral</li> <li>- Keep record of misconduct cases, including those found not guilty</li> </ul>

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<p>16. Sexual exploitation, abuse and harassment by teachers, non-teaching staff and fellow pupils</p> <p><b>Cases of SEAH generally occur within workplace power relations and disadvantage female workers and those with disabilities.</b></p>	<ul style="list-style-type: none"> <li>- Sexual Harassment Policy 2022</li> <li>- National Gender Policy</li> <li>- Public Service Regulations 2000</li> <li>- Complaints handling programme launched in February 2023 by the Disciplinary Services Division</li> <li>- Circular p35</li> </ul>	<ul style="list-style-type: none"> <li>- issues before deployment</li> <li>- Uniting couples should be prioritised to avoid family separation</li> <li>- <b>Sexual exploitation, abuse and harassment by staff</b></li> <li>- Follow Public Service Regulations 2000 guidelines on Disciplinary</li> <li>- Procedures after receiving a report of SH by teachers and non-teaching staff</li> <li>- Awareness campaigns to empower staff as well as children; encourage everyone to open up if they have been abused</li> <li>- Child Abuse Awareness campaigns carried out throughout the country</li> <li>- <b>Sexual exploitation, abuse and harassment by staff among pupils at</b></li> </ul>	<ul style="list-style-type: none"> <li>- Director of Human Resources</li> <li>- Child Protection Committee</li> <li>- School Heads</li> <li>- Complaints Handling Focal Persons</li> </ul>	<ul style="list-style-type: none"> <li>- District, Provincial, Head Office and Complaints Handling Focal Persons' email addresses and phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>- To follow Public Service Regulations, help the pupil with guidance and counselling if the incident has occurred within the community</li> <li>- Heads to instil discipline in pupils at schools; if it is the teacher who has violated the pupil, Heads to make sure that he or she has been charged</li> <li>- Follow Grievance and/or Disciplinary Procedures as per Public Service Regulations</li> <li>- Report issues to the immediate supervisor if the supervisor is the perpetrator report to the next level above him/her, and to Director of Gender or Gender Focal Person</li> <li>- Gender Department to follow up on reported issues and finalise the cases.</li> </ul>

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		<p><b>school/community level</b></p> <ul style="list-style-type: none"> <li>- At Head Office cases are referred to relevant Depts – LePS and PSNE</li> <li>- School Head to handle as per Circular P35</li> <li>- Rape cases referred to ZRP</li> <li>- School Head works with Child Protection Committees</li> <li>- Guidance and Counselling</li> </ul>			<ul style="list-style-type: none"> <li>- Hotline, suggestion boxes</li> <li>- After receiving report of sexual harassment occurring within communities, a) involving staff: disciplinary action is taken against staff member according to SI 1 of 2000; b) involving pupils: refer to relevant departments (LePS and PSNE)</li> </ul>
17. Recruitment, deployment, discipline and training of people with disabilities	<ul style="list-style-type: none"> <li>- PSC Guidelines on Employment of Persons with Disabilities within the Public Service</li> <li>- National Disability Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Decentralisation of recruitment processes ensures persons with disabilities do not travel long distances and are recruited within their areas of residence</li> <li>- HR Department to ensure that recruitment and placement of staff with disabilities is inclusive and caters to their specific needs (inclusive infrastructure)</li> </ul>	<ul style="list-style-type: none"> <li>- Public Service Commission</li> <li>- Director of Human Resources</li> <li>- Gender Focal Persons</li> </ul>	<ul style="list-style-type: none"> <li>- District, Provincial, Head Office and Complaints Handling Focal Persons' email addresses and phone numbers</li> </ul>	<ul style="list-style-type: none"> <li>- To follow Public Service Regulations</li> <li>- Avoid separation of spouses when deploying staff members where necessary</li> <li>- Staff members are provided with aides or assistive devices where needed, in order for them to execute their duties properly</li> </ul>

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		<ul style="list-style-type: none"> <li>- Engage SPPRS Planning dept to ensure all schools have disability-friendly infrastructure</li> <li>- When deploying staff with disabilities, HR to consider their specific needs and the environment and infrastructure at the intended workstation, and whether it is suitable</li> <li>- According to PSC, assistants to staff members with disabilities are recruited on a contract which runs together with the staff member's term of office or until they are no longer needed</li> <li>- Assistant's job description is aligned to the nature of the staff member's disability</li> <li>- They work normal hours, unless they are couples</li> </ul>			

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
		<ul style="list-style-type: none"> <li>- When a staff member with a disability commits an act of misconduct and is charged, when they are invited for a hearing, and in coming up with a determination, their disability is taken into consideration</li> <li>- When deciding venues for capacity development, HR also considers the infrastructure at the venue regarding whether it is inclusive</li> <li>- Capacity development of persons with disabilities on Abuse of disability</li> </ul>			
<ul style="list-style-type: none"> <li>- 18. Wellness arrangements</li> <li>- <b>Ensure an adequate work-life balance to reduce burnout and while deploying human resources more efficiently</b></li> </ul>	<ul style="list-style-type: none"> <li>- PSC Regulations 2000</li> </ul>	<ul style="list-style-type: none"> <li>- Awareness campaigns, capacity development, ensuring that resources are made available, e.g., fire extinguishers, first aid kit, stretcher beds and sick</li> </ul>	<ul style="list-style-type: none"> <li>- Director of Gender Resources</li> <li>- Director of Finance, Administration</li> <li>- Director of Procurement</li> </ul>	<ul style="list-style-type: none"> <li>- Director of Gender</li> <li>- Director of Human Resources</li> <li>- Director of Finance</li> <li>- Director of Administration</li> <li>- Director of Procurement</li> </ul>	<ul style="list-style-type: none"> <li>- Ensure staff follow rules and regulations regarding wellness and emergency drills</li> <li>- For physical and mental health issues, the committee should arrange for home or hospital visits for the sick, attend funerals, make contributions</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
		<ul style="list-style-type: none"> <li>- bays, appointment of wellness committees (disaster risk management team and capacity development), have alarm systems installed in order to notify staff members in case of fire</li> <li>- Awareness, screening procedures for non-communicable diseases, e.g., cancer.</li> <li>- HIV/AIDS awareness campaigns and screening</li> <li>- Offering support for people with HIV according to SI 105</li> <li>- In cases of physical and mental ill-health, staff members should be granted sick leave according to the SI 1 of 2000; ensure working conditions are improved</li> </ul>			<ul style="list-style-type: none"> <li>- and make sure that there is viable funding MoPSE to undertake income-generating projects, e.g., farming, a canteen serving staff members</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
		<ul style="list-style-type: none"> <li>- Home and/or hospital visits, fruits and flowers</li> <li>- Retirement preparations and support: should have workshops or capacity development with projects that will help empower staff members who are about to retire and those still at work</li> <li>- Recognition and awards for best performance and practices</li> <li>- Decentralised wellness budget to Provinces</li> <li>- Bereavement support, packages for retirees and the sick.</li> </ul>			
		<p>For pupils (LePS and PSNE)</p> <ul style="list-style-type: none"> <li>- Physical healthcare, mental healthcare and psychosocial support</li> </ul>			

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
<p>19. Inclusive infrastructure</p> <ul style="list-style-type: none"> <li>- <b>Facilitate the development of inclusive infrastructure to provide the requisite access for teaching and learning resources.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Constitution of Zimbabwe (2013: Section 75)</li> <li>- Education Act [Chapter 25:04]</li> <li>- National Library and Documentation Service Act Of 1985 [Chapter 25:10]</li> <li>- Handbook for school managers (school infrastructure development guidelines)</li> <li>- Policy Circular 73 of 15 October 1991</li> <li>- National Disability Policy</li> </ul>	<ul style="list-style-type: none"> <li>- Acquire standard plans from Public Works</li> <li>- Have a plan to accommodate staff and learners with special needs (classrooms, staff cottages, library, toilets)</li> <li>- Construction of ramps elevators for easy accessibility</li> <li>- construct inclusive shelves, chairs and reading tables for the library</li> </ul>	<ul style="list-style-type: none"> <li>- CD, Director and Deputies of SPPRS, NLDS and Gender</li> <li>- PSNE, communications and advocacy, child protection committees, SDA</li> <li>- School administration – School Heads</li> </ul>	<ul style="list-style-type: none"> <li>- Toll-free number 317</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with SPPRS Department</li> <li>- Siting of places by community</li> <li>- Liaise with provincial planners</li> <li>- Liaise with Ministry of Health</li> <li>- Liaise with responsible authority</li> </ul>
<p>20. Inclusive access to information</p> <ul style="list-style-type: none"> <li>- <b>Facilitate the provision of policy and governance documents, especially in hard-to-reach areas.</b></li> </ul>	<ul style="list-style-type: none"> <li>- Constitution of Zimbabwe (2013: Section 75)</li> <li>- Education [Chapter 25:04]</li> <li>- National Library and Documentation Service Act (Chapter 25:10)</li> <li>- Public Procurement and Disposal of Public Assets Act (Chapter 22:23)</li> <li>- National Library and Documentation Services Act (Chapter 25:10)</li> <li>- Copyright and Neighbouring Rights Act (Chapter 26:05)</li> <li>- National Disability Policy</li> <li>- Financial Handbook for non-financial managers (yellow book)</li> <li>- Blue book</li> </ul>	<ul style="list-style-type: none"> <li>- Have an accessible collection: materials in alternative formats (large print, braille)</li> <li>- including diverse collections materials representing diverse gender identities and experiences</li> <li>- Inclusive programmes such as sign interpretation and audio descriptions</li> <li>- Budgeting</li> </ul>	<ul style="list-style-type: none"> <li>- PMU, NLDS, School Evaluating Committee</li> </ul>	<ul style="list-style-type: none"> <li>- MoPSE toll-free number 317</li> </ul>	<ul style="list-style-type: none"> <li>- Liaise with Consumer Department</li> <li>- Compile BOQ</li> <li>- Purchase</li> <li>- Distribution</li> </ul>

Area of concern	Relevant legislation/ circular	Strategies	People responsible	Contacts	Procedures to follow
		<ul style="list-style-type: none"> <li>- Tendering</li> <li>- Production of comparative schedules</li> <li>- Acquire</li> <li>- Align heritage-based curriculum</li> <li>- Liaise with material evaluation committee</li> <li>- Undertake needs assessment for materials</li> </ul>			

### 13.1.3 Annex 3: Communication Plan for Safeguarding, Gender, Disability and Social Inclusion Strategy

#### 13.1.3.1 Purpose and objectives

The purpose of this communication plan is to raise awareness and promote action on GEDSI (gender equality, disability and social inclusion) and PSEAH (prevention of sexual exploitation, abuse, and harassment), within Zimbabwe's Ministry of Primary and Secondary Education (MoPSE). This plan seeks to:

- Increase awareness about the Safeguarding and GEDSI strategy across all demographics within MoPSE.
- Engage staff, pupils and external stakeholders in creating equitable, safe and inclusive educational environments.
- Foster a culture of zero tolerance toward gender exclusion, sexual exploitation, abuse, harassment and disability discrimination.

#### 13.1.3.2 Target audiences

- **Internal:** Teachers, administrative staff, students and parents within MoPSE schools.
- **External:** Community leaders, parents' groups, NGOs, government ministries, international partners and the broader community, with special attention given to marginalised groups.

#### 13.1.3.3 Communication strategies and channels

- On-the-ground interpersonal engagement**
  - Utilise Provincial and District Education Officers to reach rural communities. Collaboration with traditional and religious leaders will help to promote understanding and support for safeguarding and GEDSI efforts.
  - Conduct interactive workshops, particularly focusing on rural and underserved areas, to address and dismantle social stigmas around safeguarding and GEDSI.
- Highway billboards and public messaging**
  - Place billboards at strategic locations.
  - Messaging should aim to change perceptions about gender roles and disability while encouraging community involvement in PSEAH and inclusive education.
- Apparel and stationery**
  - Distribute MoPSE-branded T-shirts, caps and school stationery bearing slogans that promote inclusivity and respect. This visual approach reinforces MoPSE's commitment across all levels of engagement.
- Learning Passport, MoPSE Website, Radio, TV, and social media campaigns**
  - **Learning passport platform and the MoPSE website:** The Safeguarding and GEDSI Strategy will be available on the Learning Passport and MoPSE website platforms.
  - **Radio and TV programmes:** Engage popular local figures in discussing safeguarding and GEDSI in formats such as talk shows, dramas and short skits.
  - **Social media:** Develop video content for Facebook, X, and WhatsApp focusing on success stories, updates, and educational information on inclusivity and safety within MoPSE.
- School-based initiatives**
  - Introduce inclusive posters, banners, and visual materials in classrooms and corridors.
  - Organise school-based competitions on the themes of safeguarding and GEDSI with incentives for participation.

### 13.1.3.4 Key resources and budget outline

Medium	Activity & Action	Outcome
TV and Radio	Develop news items, discussions and interviews focusing on strategy goals and benefits; create talk shows on GEDSI topics; feature testimonials from educators and students.	Increased public awareness, understanding and support for GEDSI and PSEAH initiatives in education.
Social media	Share regular updates on platforms like Facebook, X, and WhatsApp; engage influencers to discuss the strategy; create short videos and infographics on specific themes like inclusivity and disability.	Enhanced engagement, wider reach, and real-time feedback from the community on the strategy and its goals.
Print Media	Publish articles, Q&A sessions and editorials in newspapers and educational journals; provide opinion pieces on inclusivity and safeguarding in education.	Broadened readership and awareness of strategy goals, encouraging feedback from different stakeholders in the education sector.
Billboards and Posters	Place strategic messages in schools, towns and public spaces; display posters with key messages about inclusivity and PSEAH guidelines in school zones. Vehicular and bus stop branding.	Visual reinforcement of MoPSE's commitment to inclusivity and safety in schools, promoting awareness in urban and rural areas.
School Newsletters	Include monthly updates in school newsletters; cover success stories and upcoming activities related to the strategy.	Increased information flow to parents, students and local communities about the strategy and its relevance to their educational experience.
Workshops and Seminars	Conduct regional workshops for educators, administrators and community leaders; host seminars on implementing safeguarding and GEDSI policies effectively.	Enhanced understanding and capacity of school staff and local leaders to implement and uphold strategy principles.
Public Service Announcements (PSAs)	Broadcast PSAs that highlight key aspects of the strategy such as zero tolerance for SEAH, and support for disability inclusion.	Reinforced public understanding of the Ministry's stance on safeguarding and GEDSI.
Events and Competitions	Organise essay and poster competitions in schools focused on themes of inclusivity, respect and safety; host award ceremonies to recognise efforts.	Increased student engagement and participation, fostering a sense of ownership and understanding of inclusivity principles.
Educational Brochures and Flyers	Distribute brochures and flyers in schools and community centres, with guidelines on inclusivity and reporting procedures for SEAH incidents.	Increased accessibility of information on reporting processes and inclusive practices, helping parents and students navigate support systems.

Medium	Activity & Action	Outcome
Online Workshops	Host webinars and virtual workshops for students, teachers and parents on topics like gender equity, safety and disability accommodation.	Increased accessibility to information for remote and urban communities, supporting widespread understanding and involvement in the strategy.
Brand Ambassadors	Appoint well-known figures or respected educators as brand ambassadors for GEDSI and PSEAH; they can actively advocate for the strategy.	Stronger public advocacy, with ambassadors creating a relatable and influential voice to promote inclusivity and safety in education.

### 13.1.3.5 Strategy Launch

	Item Description	Quantity	Unit Cost (USD)	Total Cost (USD)
1	Venue hire	1	5,000	5,000
2	Catering for attendees	200	25	5,000
3	Branded materials (banners, roll-ups)	10	150	1,500
4	Printing of strategy document	500	10	5,000
5	Media coverage (TV, radio, social media)	1	500	500
6	Guest speakers' allowances	3	200	600
7	Transportation and logistics	-	-	3,000
8	Miscellaneous (decor, photographer, etc.)	-	-	2,000
	<b>Total</b>			<b>22,600</b>

### 13.1.3.6 Content production costs

	Item Description	Quantity	Unit Cost (USD)	Total Cost (USD)
1	Radio and TV jingles in all official languages	3	6,000	18,000
2	TV skits in all official languages	6	3,000	18,000
3	Radio skits in all official languages	6	1,000	6,000
4	Documentaries	3	10,000	30,000
5	Billboards (2 per provincial town & 1 per district)	80	1,050	84,000
6	Vehicular/bus stop branding (10 per province)	200	250	50,000
7	Posters in all official languages	10,000	3	30,000
8	Brochures in all official languages	100,000	0.25	25,000
	<b>Total</b>			<b>261,000</b>

**13.1.3.7 Rural outreach communication budget**

	Item Description	Quantity	Unit Costs (USD)	Total Cost (USD)
1	Fuel (300 litres/district for 2 days)	18,000	2	27,900
2	Data (20 GB x 60 officers)	60	20	1,200
3	Airtime (USD20 airtime for 60 officers)	60	20	1,200
4	T&S allowances (60 officers x 5 days)	300	55	16,500
5	Allowances for trainers (10 facilitators)	10	155	1,550
6	Lunches (60 officers, 2 days outreach)	120	10	1,200
7	Branded T-shirt (all sizes)	6,000	10	60,000
8	Branded caps	6,000	5	30,000
9	Posters	5,000	3	15,000
10	Pamphlets/brochures	20,000	0.25	5,000
11	Stationery (notepads, pens)	3,000	0.67	2,010
	<b>Total</b>			<b>161,560</b>

**13.1.3.8 Consolidated communication budget**

	Activity	Total Cost (USD)
1	Strategy launch	22,600.00
2	Content production costs	261,000.00
3	Rural outreach	161,560.00
	<b>GRAND TOTAL</b>	<b>445,160.00</b>

#### **13.1.4 Annex 4: Costed implementation plan**

The rationale behind the assumptions for quantities and figures in this budget is based on a combination of factors, including:

##### **13.1.4.1 Baseline data from existing reports and needs assessments:**

- The assumptions are informed by data in Zimbabwe’s Education Sector Strategic Plan (ESSP) report. This document highlights infrastructure gaps, such as the need for new schools, toilet facilities and inclusive infrastructure requirements, as well as the estimated number of schools lacking specific amenities.
- For example, the ESSP 2021–2025 identified critical shortages in facilities such as toilets, water access and learning support resources, providing a foundation for estimating how many units of each facility type might be required per year to close these gaps.

##### **13.1.4.2 Prioritisation based on scope of impact**

- Quantities were allocated based on which facilities have the highest impact on health, safety and inclusivity. For instance, sanitation facilities (toilets, hand-washing stations) were prioritised with higher annual quantities since this impact many pupils and are foundational to a healthy school environment. The six-year plan allows for gradual implementation, spreading the workload and budget demands over multiple years. The goal is to ensure sustainable and manageable growth without overextending resources in a single year.

##### **13.1.4.3 Geographical prioritisation**

- Schools in rural and underserved areas are to be prioritised, particularly for water and sanitation hygiene (WASH) and teachers’ housing. The quantities per year are chosen to enable the gradual but impactful addressing of these priority needs across different regions.

##### **13.1.4.4 Realistic constraints on construction and resource capacity**

- The budget assumptions consider the availability of construction teams, materials and equipment on an annual basis. For example, constructing 200 toilets (each having 20 units) or 160 boreholes per year was assumed to be a reasonable pace, considering the need for quality control, weather conditions and the capacity of local contractors. This allows for phased implementation, where certain schools are prioritised each year to ensure that new facilities are fully operational before further installations.

##### **13.1.4.5 Benchmarking and costing based on local market rates**

- The unit costs for construction and equipment are derived from similar projects in the region, particularly those implemented by MoPSE, UNICEF and other education-sector partners. For example, the cost per toilet construction and refurbishment considers current market rates for materials, labour and basic accessibility features. The unit costs include reasonable contingencies for inflation and adjustments for local market variations, based on recent cost data from similar education infrastructure projects.

##### **13.1.4.6 Input from stakeholders and projected needs**

- Stakeholder feedback from consultations with MoPSE and partners working in inclusive education provided insights into priority needs and feasible rollout numbers. The quantities are based on a projected, realistic distribution of need, with the understanding that some schools may already have certain facilities or equipment, while others are starting from zero.

**13.1.4.7 CAPACITY BUILDING ANNUAL BUDGET**

Item description	Quantity	Unit	Unit Cost (USD)	Total (USD)
<b>Development of training materials</b>	<b>6</b>	<b>handbook</b>	<b>11,000.00</b>	<b>15,000</b>
Development of Safeguarding and GEDSI Toolkit	1	handbook	10,000.00	10,000
Training resource kits/training manuals and guides	5	manuals	1,000.00	5,000
<b>Development of survivor-centred reporting mechanisms</b>	<b>1</b>	<b>1-day workshop</b>	<b>4,120.00</b>	<b>6,400</b>
Training workshop on confidentiality, reporting protocols and case handling	1	1-day workshop	2,000.00	2,000
Venue hire	1	days	2,000.00	2,000
Accommodation and meals	20	participants	120.00	2,400
<b>Training of Trainers (ToT) workshop</b>	<b>1</b>	<b>2-day workshop</b>	<b>2,550.00</b>	<b>28,500</b>
Venue hire	2	days	2,000.00	4,000
Facilitator fees	5	facilitators	200.00	1,000
ToT participants' allowances	50	participants	200.00	10,000
Accommodation and meals	100	2 days/participant	120.00	12,000
Training materials (manuals, digital resources)	50	sets	30.00	1,500
<b>Leadership and accountability training for Senior Management</b>	<b>1</b>	<b>2-day workshop</b>	<b>2,550.00</b>	<b>14,400</b>
Venue hire	2	days	2,000.00	4,000
Facilitator fees	2	facilitators	200.00	400
MoPSE SMT participants' allowances	20	participants	200.00	4,000
Accommodation and meals	40	2 days/participant	120.00	4,800
Training materials (manuals, digital resources)	40	sets	30.00	1,200
<b>MoPSE staff training on Safeguarding &amp; GEDSI (Nat., Pro. &amp; Dist. levels)</b>	<b>80</b>	<b>sessions</b>	<b>730.00</b>	<b>212,000</b>
ToT facilitation fees	80	sessions	150.00	12,000
Venue hire	80	sessions	500.00	40,000
Participants T&S	2,000	participants	25.00	50,000
Lunch, teas and refreshments	2,000	participants	25.00	50,000
Printed materials (manuals, digital resources)	2,000	sets	30.00	60,000
<b>Inclusive teaching methodologies workshop (CPD)</b>	<b>80</b>	<b>sessions</b>	<b>2,780.00</b>	<b>376,000</b>
Venue hire	80	sessions	500.00	40,000
Facilitator fees	80	sessions	200.00	16,000
Participants T&S	2,000	participants	25.00	50,000
Lunch, teas and refreshments	2,000	participants	25.00	50,000
Resource materials (braille, visual aids, etc.)	80	sets	2,000.00	160,000
Printed materials (manuals, digital resources)	2,000	sets	30.00	60,000

Item description	Quantity	Unit	Unit Cost (USD)	Total (USD)
<b>Psychosocial support training for MoPSE staff</b>	<b>80</b>	<b>sessions</b>	<b>730</b>	<b>212,000</b>
Facilitators' fees	80	sessions	150.00	12,000
Venue hire	80	sessions	500.00	40,000
Participants T&S	2,000	participants	25.00	50,000
Lunch, teas and refreshments	2,000	participants	25.00	50,000
Printed materials (manuals, digital resources)	2,000	sets	30.00	60,000
<b>Community awareness and engagement events</b>	<b>200</b>	<b>events</b>	<b>288.25</b>	<b>157,000</b>
Transportation/fuel for facilitators	200	events	250.00	50,000
Promotional materials (T-shirts)	2,000	t-shirts	10.00	20,000
Promotional materials (caps/hats)	2,000	caps	5.00	10,000
Promotional materials (posters)	2,000	posters	3.00	6,000
Refreshments and catering	6,000	participants	10.00	60,000
Allowances for local leaders	600	leaders	10.00	6,000
Printed educational materials (flyers, brochures)	20,000	flyers	0.25	5,000
<b>Total capacity building annual budget</b>				<b>1,021,300</b>

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**Survivor-centred psychosocial support annual budget**

Item description	Quantity	Unit	Unit Cost (USD)	Total (USD)
<b>Specialised counselling support for survivors (e.g., TF-CBT)</b>	<b>200</b>	<b>sessions</b>	<b>100,500</b>	<b>175,000</b>
Individual counselling sessions (for survivors)	200	sessions	250	50,000
Family therapy for trauma recovery	100	sessions	250	25,000
Emergency hotline support (setup and maintenance)	1	hotline	100,000	100,000
<b>Medical and health services for survivors</b>	<b>200</b>	<b>survivors</b>	<b>380</b>	<b>85,000</b>
Medical examinations and treatment (basic care)	200	survivors	300	60,000
Provision of dignity kits (basic hygiene and sanitary items)	500	dignity kits	30	15,000
Psychological assessments (pre-counselling requirement)	200	survivors	50	10,000
<b>Community reintegration and support programs</b>	<b>100</b>	<b>sessions</b>	<b>500</b>	<b>40,000</b>
Community reintegration sessions	100	sessions	300	30,000
Family mediation and support services	50	families	200	10,000
<b>Total survivor-centred psychosocial support annual budget</b>				<b>300,000</b>

**13.1.4.8 MENSTRUAL HEALTH HYGIENE AND ASSISTIVE DEVICES ANNUAL BUDGET**

Item description	Quantity	Unit	Unit Cost (USD)	Total Amount (USD)
<b>Implementation of Home-Grown School Feeding Programme (HGSSFP)</b>				
Purchasing locally grown, nutritious foods for school meals	400	schools	40,000.00	16,000,000.00
Food storage facilities and distribution logistics	400	schools	30,000.00	12,000,000.00
Costs to train cooks, supervisors and community volunteers	400	schools	5,000.00	2,000,000.00
<b>Provision of sanitary wear for female pupils</b>				
Procurement of sanitary wear	700,000	pupils	4.50	3,150,000.00
Distribution logistics	700,000	pupils	4.00	2,800,000.00
	700,000	pupils	0.50	350,000.00
<b>Emergency stock of sanitary wear for schools</b>				
Emergency sanitary wear kits	2,500	schools	1,200.00	3,000,000.00
Distribution logistics	2,500	schools	1,000.00	2,500,000.00
	2,500	schools	200.00	500,000.00
<b>Assistive devices</b>	<b>2500 / 300</b>	<b>pupils/schools</b>	<b>25,400.00</b>	<b>12,900,000.00</b>
Visual aids (magnifiers, screen readers)	2,500	pupils	2,000.00	5,000,000.00
Braille printers, embossers and paper	300	schools	8,000.00	2,400,000.00
Hearing aids (amplifiers, headphones, etc.)	2,500	pupils	400.00	1,000,000.00
Tactile learning tools and resources (tactile maps, models and learning aids)	300	schools	3,000.00	900,000.00
Digital tools and software (incl. accessibility software licenses)	300	schools	10,000.00	3,000,000.00
Maintenance and replacements	300	schools	2,000.00	600,000.00
<b>Procurement of inclusive classroom furniture</b>	<b>5,000</b>	<b>sets</b>	<b>700.00</b>	<b>3,500,000.00</b>
Classroom furniture (adjustable desks, accessible chairs)	5,000	sets	500.00	2,500,000.00
Maintenance and replacements	5,000	sets	200.00	1,000,000.00
<b>Total MHH and assistive devices annual budget</b>				<b>38,550,000.00</b>

### 13.1.4.9 INCLUSIVE INFRASTRUCTURE REFURBISHMENT AND CONSTRUCTION ANNUAL BUDGET

Item description	Quantity	Unit	Unit Cost (USD)	Total (USD)
<b>Refurbishment of toilets to make them age- and gender-appropriate</b>			<b>19,000</b>	<b>7,600,000</b>
Structural modifications (age- and gender-specific)	400	toilets	6,000	2,400,000
Accessible entryways (ramps, grab bars, wide doors)	400	toilets	3,000	1,200,000
Partitioning and privacy enhancements	400	toilets	2,500	1,000,000
Plumbing upgrades	400	toilets	3,000	1,200,000
Lighting, ventilation and safety measures	400	toilets	2,500	1,000,000
Ongoing maintenance	400	toilets	2,000	800,000
<b>Construction of age- and gender-appropriate toilets</b>	<b>400</b>	<b>toilets</b>	<b>30,000</b>	<b>12,000,000</b>
Basic structure (separate sections for boys and girls)	400	toilets	24,000	9,600,000
Accessibility features (ramps, grab bars, low sinks)	400	toilets	3,000	1,200,000
Sanitary product dispensers and disposal facilities	400	toilets	1,000	400,000
Maintenance and sanitation supplies	400	toilets	2,000	800,000
<b>Installation and maintenance of hand-washing facilities</b>	<b>400</b>	<b>stations</b>	<b>2,500</b>	<b>1,000,000</b>
Facility construction	400	stations	1,000	400,000
Plumbing infrastructure	400	stations	500	200,000
Soap dispensers and supplies	400	stations	500	200,000
Regular maintenance	400	stations	500	200,000
<b>Construction of sanitary wear disposal facilities</b>	<b>400</b>	<b>incinerators</b>	<b>4,500</b>	<b>1,800,000</b>
Incinerators/disposal units	400	incinerators	3,500	1,400,000
Ventilation	400	incinerators	500	200,000
Ongoing maintenance	400	incinerators	500	200,000
<b>Provision of safe water supply to schools</b>	<b>400</b>	<b>schools</b>	<b>17,000</b>	<b>6,800,000</b>
Borehole drilling +70m deep, casing and installation	400	schools	10,000	4,000,000
Solarisation	400	schools	4,000	1,600,000
Mains water supply connections	400	schools	1,000	400,000
Maintenance and repairs	400	schools	2,000	800,000

Item description	Quantity	Unit	Unit Cost (USD)	Total (USD)
<b>Design and construction of guidance and counselling rooms</b>				
Room construction	400	G&C rooms	12,000	4,800,000
Accessibility features (ramps, soundproofing)	400	G&C rooms	10,000	4,000,000
	400	G&C rooms	2,000	800,000
<b>Furnishing and equipping of guidance and counselling rooms</b>				
Furnishings (chairs, desks, coffee tables, storage cabinets, etc.)	400	G&C rooms	4,500	1,800,000
Resource materials (books, multimedia)	400	G&C rooms	2,000	800,000
Maintenance and restocking of supplies	400	G&C rooms	1,500	600,000
	400	G&C rooms	1,000	400,000
<b>Construction and furnishing of sick bay rooms</b>				
Room construction and layout	200	rooms	28,000	5,600,000
Ventilation, lighting and hygiene facilities	200	rooms	16,000	3,200,000
Beds (2 to 4 beds), bedding and furnishings	200	rooms	5,000	1,000,000
Medical supplies (first aid kits, thermometers, OTC essential drugs)	200	rooms	2,000	400,000
Basic furniture and equipment (desk and chair, cardiac table, stretchers)	200	rooms	2,000	400,000
Regular supply refills and maintenance	200	rooms	1,000	200,000
<b>Construction of teachers' houses with universal design</b>				
One three-bedroom teacher house F14 in priority regions	1,000	houses	38,000	38,000,000
Accessibility and safety features	1,000	houses	30,000	30,000,000
Water, sanitation, and energy installations	1,000	houses	3,000	3,000,000
	1,000	houses	5,000	5,000,000
<b>Total inclusive infrastructure refurbishment and construction annual budget</b>				<b>79,400,000</b>

### 13.1.4.10 M&E BUDGET

Item description	Quantity	Unit	Unit Cost (USD)	Total (USD)
<b>M&amp;E training workshop for staff and partners</b>	<b>20</b>	<b>participants</b>	<b>2,350</b>	<b>9,800</b>
M&E handbooks and training materials	20	participants	30	600
Venue hire	2	days	2,000	4,000
Facilitator fees	2	facilitators	200	400
Accommodation and meals	40	2 days/participant	120	4,800
<b>Baseline assessment and data collection</b>	<b>120</b>	<b>days</b>	<b>5,725</b>	<b>121,000</b>
Site visits and inspections for baseline data (travel/fuel costs)	120	trips	300	36,000
Data collection tools (surveys, focus groups, interviews)	1	set	5,000	5,000
Digital data entry devices (tablets)	50	tablets	400	20,000
Allowances for M&E teams	20	enumerators	25	60,000
<b>Regular M&amp;E site visits and inspections</b>	<b>300</b>	<b>trips</b>	<b>325</b>	<b>240,000</b>
M&E team travel expenses for regular site visits	300	trips	300	90,000
Allowances for M&E teams	20	enumerators	25	150,000
<b>Mid-term and endline evaluations and reporting</b>	<b>2</b>	<b>evaluations</b>	<b>50,020</b>	<b>110,000</b>
External evaluators for mid-term and final evaluation	2	evaluations	50,000	100,000
Reporting and dissemination (printing, digital reports)	500	copies	20	10,000
<b>Total M&amp;E Budget</b>				<b>480,800</b>

### 13.1.4.11 CONSOLIDATED COSTED IMPLEMENTATION PLAN

Item description	2025	2026	2027	2028	2029	2030	TOTAL
<b>Capacity building workshops</b>	<b>1,021,300</b>	<b>990,828</b>	<b>1,040,285</b>	<b>1,030,857</b>	<b>1,082,300</b>	<b>1,072,504</b>	<b>6,238,074</b>
Development of training materials	15,000	-	-	-	-	-	15,000
Development of survivor-centred reporting mechanisms	6,400	-	-	-	-	-	6,400
Training of Trainers (ToT) workshop	28,500	-	29,640	-	30,826	-	88,966
Leadership and accountability training for SMT	14,400	14,688	14,982	15,281	15,587	15,899	90,837
MoPSE staff training at all levels (Nat., Pro. & Dist.)	212,000	216,240	220,565	224,976	229,476	234,065	1,337,322
Inclusive teaching methodologies workshop (CPD)	376,000	383,520	391,190	399,014	406,994	415,134	2,371,853
Psychosocial support training for MoPSE staff	212,000	216,240	220,565	224,976	229,476	234,065	1,337,322
Community awareness and engagement events	157,000	160,140	163,343	166,610	169,942	173,341	990,375
<b>Survivor-centred psychosocial support</b>	<b>300,000</b>	<b>306,000</b>	<b>312,120</b>	<b>318,362</b>	<b>324,730</b>	<b>331,224</b>	<b>1,892,436</b>
Specialised counselling support for survivors	175,000	178,500	182,070	185,711	189,426	193,214	1,103,921
Medical and health services for survivors	85,000	86,700	88,434	90,203	92,007	93,847	536,190
Community reintegration and support programmes	40,000	40,800	41,616	42,448	43,297	44,163	252,325
<b>HGSFP, sanitary wear and assistive technologies</b>	<b>38,550,000</b>	<b>39,321,000</b>	<b>40,107,420</b>	<b>40,909,568</b>	<b>41,727,760</b>	<b>42,562,315</b>	<b>243,178,063</b>
Home-Grown School Feeding Programme (HGSFP)	16,000,000	16,320,000	16,646,400	16,979,328	17,318,915	17,665,293	100,929,935
Provision of sanitary wear for female pupils	3,150,000	3,213,000	3,277,260	3,342,805	3,409,661	3,477,855	19,870,581

Emergency stock of sanitary wear for schools	3,000,000	3,060,000	3,121,200	3,183,624	3,247,296	3,312,242	18,924,363
Assistive devices	12,900,000	13,158,000	13,421,160	13,689,583	13,963,375	14,242,642	81,374,760
Procurement of inclusive classroom furniture	3,500,000	3,570,000	3,641,400	3,714,228	3,788,513	3,864,283	22,078,423
<b><i>Inclusive infrastructure construction</i></b>	-	<b>79,400,000</b>	<b>80,988,000</b>	<b>82,607,760</b>	<b>84,259,915</b>	<b>85,945,114</b>	<b>413,200,789</b>
Refurbishment of toilets – age- and gender-appropriate	-	7,600,000	7,752,000	7,907,040	8,065,181	8,226,484	39,550,705
Construction of age- and gender-appropriate toilets	-	12,000,000	12,240,000	12,484,800	12,734,496	12,989,186	62,448,482
Installation and maintenance of hand-washing facilities	-	1,000,000	1,020,000	1,040,400	1,061,208	1,082,432	5,204,040
Construction of sanitary wear disposal facilities	-	1,800,000	1,836,000	1,872,720	1,910,174	1,948,378	9,367,272
Provision of safe water supply to schools	-	6,800,000	6,936,000	7,074,720	7,216,214	7,360,539	35,387,473
Construction of guidance and counselling rooms	-	4,800,000	4,896,000	4,993,920	5,093,798	5,195,674	24,979,393
Furnishing and equipping of guidance and counselling rooms	-	1,800,000	1,836,000	1,872,720	1,910,174	1,948,378	9,367,272
Construction and furnishing of sick bay rooms	-	5,600,000	5,712,000	5,826,240	5,942,765	6,061,620	29,142,625
Construction of inclusive teachers' houses	-	38,000,000	38,760,000	39,535,200	40,325,904	41,132,422	197,753,526
<b><i>Communication and publicity for strategy</i></b>	<b>74,800</b>	<b>106,053</b>	<b>106,053</b>	<b>106,053</b>	<b>52,200</b>	<b>-</b>	<b>445,160</b>
Strategy launch and press conference	22,600	-	-	-	-	-	22,600
Content production costs	52,200	52,200	52,200	52,200	52,200	-	261,000
Rural outreach communication budget	-	53,853	53,853	53,853	-	-	161,560

<b>Monitoring and Evaluation (M&amp;E)</b>	<b>130,800</b>	<b>48,000</b>	<b>103,000</b>	<b>48,000</b>	<b>48,000</b>	<b>103,000</b>	<b>48,000</b>	<b>103,000</b>	<b>480,800</b>
M&E training workshop for staff and partners	9,800	-	-	-	-	-	-	-	9,800
Baseline assessment and data collection	121,000	-	-	-	-	-	-	-	121,000
Regular M&E site visits and inspections	-	48,000	48,000	48,000	48,000	48,000	48,000	48,000	240,000
Mid-term and endline evaluations and reporting	-	-	55,000	-	-	-	-	55,000	110,000
<b>Grand total</b>	<b>40,076,900</b>	<b>120,171,881</b>	<b>122,656,878</b>	<b>125,020,602</b>	<b>127,494,905</b>	<b>130,014,157</b>	<b>130,014,157</b>	<b>130,014,157</b>	<b>665,435,322</b>

### **13.1.5 Annex 5: List of consulted participants**

Departments within the Ministry of Primary and Secondary Education

National Association of Secondary School Heads (NASH)

National Association of Primary School Heads (NAPH)

Teachers and teacher associations

Children's groups and organisations

Organisations of Persons with Disabilities (OPDs)

Women's groups

Education Development Trust partners

Partners of the Ministry of Primary and Secondary Education

Teacher Training Institutions

### **13.1.6 Annex 6: Members of the Technical Working Group**

**Education Development Trust**, under the strategic leadership of Mrs. Faith Nkala, and technical expertise from Dr. Memory R. V. Mandikiana

Mrs. Faith Nkala  
Dr. Memory R. V. Mandikiana  
Mrs. Helen West  
Mrs. Marisa Sefton  
Ms. Tendai Mupeta  
Mr. Mbekezeli Mthunzi  
Mr. Mvelo Mjimba  
Mr. Ronald Zvendiya  
Dr. Loveness Chakona Chimuka  
Mrs. Lyona Rutambwa  
Ms. Tafadzwa Manyurure  
Mr. Justice Soda  
Dr. Simbarashe Mukwacha  
Ms. Loice Kajawu  
Mr. Clettos Mharakurwa  
Mrs. Faith Murahwa  
Mrs. Jane Mukoyi Shamido  
Mr. Eddmore Gapara  
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Mr. Lazarus Mwashatirwa

#### **Technical Consultant**

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#### **MoPSE Gender Mainstreaming, Inclusivity and Wellness Champions**

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Ms. Baina Saidi  
Pastor. Theresa Phiri  
Mr. James Nyamaropa  
Mr. Pedzisai Marufu  
Mr. Rainos Mukanya  
Ms. Tariro Shangu  
Mrs. Josephine Tanda  
Mrs. Eunice Mutengo  
Mr. Constantine Chivhanga  
Mrs. Patricia Magara  
Mrs. Joyce Matshabela  
Mrs. Judith Mangwende  
Mrs. Agnes Magwada  
Mr. Walter Sithole  
Mr. Neshto Bwerezana  
Mr. Edward Mandeya  
Ms. Rumbidzai Chikondowa  
Mr. Richard Mwasi  
Mrs. Tsitsi Sonai  
Mrs. Trish Chiweshe  
Mrs. Helen Chimutanda  
Provincial and District Gender Champions

## Partners

Think Equal  
Plan International  
UNICEF  
Christian Blind Mission (CBM) Global  
Education Coalition of Zimbabwe (ECOZI)  
Zimbabwe Gender Commission  
Ministry of Public Service, Labour and Social Welfare  
Organisations of Persons with Disabilities  
Save the Children



*Technical Working Group team that collaborated in developing the Safeguarding and GEDSI Strategy*



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**SAFEGUARDING, GENDER, DISABILITY &  
SOCIAL INCLUSION (GEDSI) STRATEGY**