

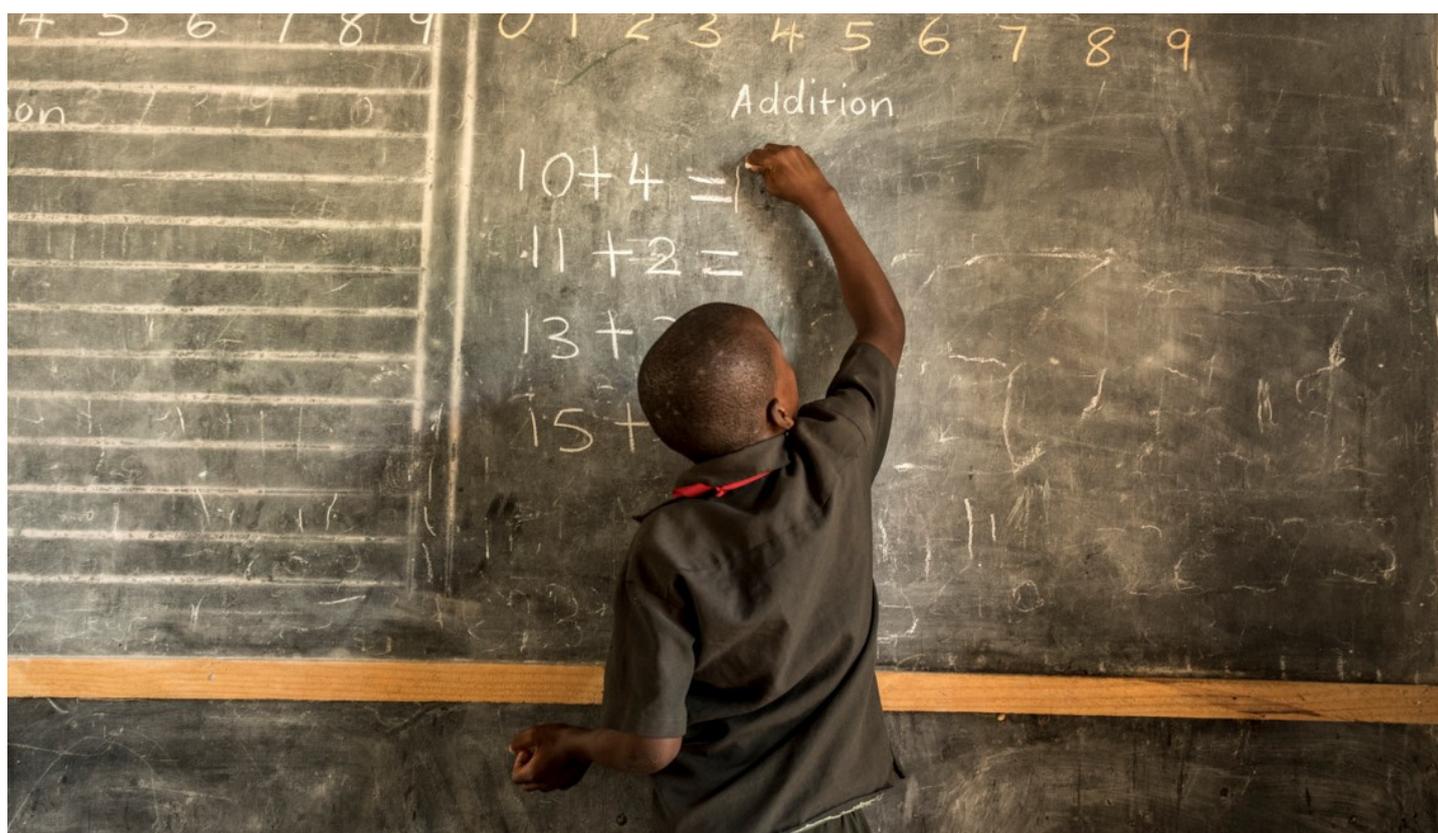
JULY - SEPTEMBER | ISSUE 3: 2021

EDUCATION POLICY AND ADVOCACY IN ZIMBABWE



The Civil Society Voice In Education

EDUCATION COALITION OF ZIMBABWE QUARTERLY NEWSLETTER



POLICY HIGHLIGHT Zimbabwe recently adopted the Education Amendment Act, 2020, to align its Education Act with the country's Constitution. The amendment was a result of consultations about how every child could realise the right to free basic education. The Act has fairly extensive provisions to protect, respect and fulfil the right to education for all children. It addresses issues pertinent to education, including the prohibition of expelling pregnant girls from school, free and compulsory education, sexual and reproductive health issues, and the rights of learners with disabilities.

In this issue, we discuss various education policies in Zimbabwe through work being done by ECOZI members in different parts of the country. We explore quick wins and gaps and offer recommendations to improve access to quality inclusive and equitable education in Zimbabwe

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WE WELCOME OUR NEW NATIONAL COODINATOR

Mr Innocent Chimonyo

We would like to warmly welcome our National Coodinator Mr Innocent Chimonyo who joined the coalition at the beginning of September 2021. We wish you a successful tenure at ECOZI. Titambire, Siyakwamukela Mnumzana, Welcome Sir!



Mr Innocent Chimonyo

Mr Chimonyo is an educationist and experienced inclusive education specialist with over 20 years progressive career. He served the Ministry of Primary and Secondary Education (MOPSE) as a teacher at both primary and secondary levels from 1993 to 2000. From 2001 he moved within the same ministry to a district level post as the District Remedial Tutor under the Schools Psychological Services and Special Needs Education division. In 2008, he joined the National Aids Council of Zimbabwe as a District Aids Coordinator until December 2009 when he then joined Leonard Cheshire Disability Zimbabwe as a Programme Manager responsible for the implementation of Inclusive Education programmes for both Leonard Cheshire Disability Zimbabwe and SAVE the Children Zimbabwe in collaboration with MOPSE. At the end of 2016 he joined Christian Blind Mission as a Programme Officer in charge of several humanitarian projects including the portfolio on education. He is a holder of an MSc in Strategic Management from Chinhoyi University of Technology, an MSc in Counselling from the Zimbabwe Open University, a BEd from the University of Zimbabwe, a Diploma in General Education from Nyadire Teachers' College and a Diploma in Special Education from United College of Education. Innocent is a 3rd year PhD candidate in Education Management with the University of Zimbabwe.

"I am looking forward to a fruitful, continued and rewarding partnership with you all as we continue to profer solutions to a myriad of challenges facing our education system in Zimbabwe ."
- Innocent Chimonyo (At the 3rd National Coodination Meeting on the 16th of September where he was fomarly introduced to the Coalition members)

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A CHANCE TO EDUCATION FOR VULNERABLE ADOLESCENTS

By Michelle Munatsi

FAWEZI

After losing both her parents who were the source of income, life became very difficult for thirteen-year-old Sipho (Not real name) and her siblings who wanted to further their education but could not due to lack of financial support. She dropped out of school in grade four in 2018 and started helping her grandmother to fend for the family.

“As an orphan, I thought the only way to get out of poverty was either getting a job as a maid or getting married, I was hopeless because of what I was experiencing at that time,” said Sipho.

In March 2021, Sipho's grandmother Claire Ndlovu, learnt about an opportunity to alternative learning for out of school girls and boys in Beitbridge district. The community learning opportunity was shared during a community sensitisation meeting held by Forum for African Women Educators – Zimbabwe (FAWEZI) to introduce the Education in Emergencies project in line with the Zimbabwe HIV Care and Treatment Mechanism (ZHCT-M). This project feeds into the DREAMS and is supported by FH1 360.

Following the sensitisation meeting Ndlovu registered Sipho together with her siblings to attend the Old Nuli community learning centre in ward 15 as the three of them were within the targeted 9 to 14 age range. Sipho was very excited as this was an opportunity to catch up with learning and a chance to make new friends.

“This was one of the best moments in my life, I was motivated and felt like I was given a second chance in life to make myself into whatever I wanted through attending all learning and mentorship sessions,” said Sipho.

Within four weeks of attending learning and mentorship sessions in May, Sipho indicated interest to go back to mainstream school. FAWEZI facilitated her assessment by Ministry of Primary and Secondary Education (MoPSE) Beitbridge District personnel. She was referred to enrol at Old Nuli Primary School as a grade 3 learner. MoPSE also facilitated her inclusion into the Basic Education Assistance Model (BEAM) so that her 2021 school fees would be catered for.

“Due to my consistency attending the community learning sessions, I soon realized that I really wanted to go back to formal school and that I was still too young to get married. My peers whom I met during the sessions inspired me, as they were determined to learn despite the mockery from our school going peers,” said Sipho.

Soity not only for delivering crucial information on HIV/AIDS, but also for chipping away at the ignorance and fear, the attitudes and practices that perpetuate infection.

me of the learners who attended the sessions with Sipho have never attended formal school thus attend the writing class whilst the others were screened according to their performance during the screening phrase by FAWEZI and MOPSE despite their ages. According to the Educator and Mother who run the Old Nuli community learning centre, Sipho was one of their best learners in terms of commitment to her work.



FAWEZI M and E Officer assisting a learner sign a register during a field visit in Beitbridge District. Picture by FAWEZI

“The program empowered and restored Sipho's confidence and will to be better every day. She would ask me for more homework and that's when I decided she was ready to go back to formal school.” Said Voice Muzhambi, the community centre Educator.

Reports from Sipho's teacher at Old Nuli Primary School show that she is settling in well. Old Nuli Primary School is part of the 35 schools identified and trained by FAWEZI to manage out of school children re-entering school and in Gender Responsive Pedagogy in May this year.

“I am forever grateful to FAWEZI for introducing me to the community learning centre and for the support I got. I will study hard, become a nurse and start supporting other vulnerable girls like myself attain education as this program has done for me.” Said Sipho.

FAWEZI under the project assisted her with stationery that includes, books, pens, pencils, a ruler and a satchel to use at school and her grandmother bought her uniforms from the little money she got from selling her vegetables.

The high unemployment rate in Zimbabwe has brought many challenges especially to the rural population. Most families in Matobo and Beitbridge districts struggle to get at least 1 meal a day and relay on seasonal activities to fend for their families. The climate change has also affected the income generating and livelihood activities being engaged in the communities and very few spare some funds to cater for their children school requirements. They choose to have the children help them in their income generating activities instead of sending them to school. This exposes the adolescents to harmful behaviors such as engaging in sex work for financial freedom.

Studies indicate that school environments provide supportive structures that can be used as spaces to promote HIV prevention efforts. Education represents the best opportun

FAWEZI

Michele Munatswa - Information and Communication Officer
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Climate Change and Girls Education

By Gloria Madzinga



Education Coalition of Zimbabwe (ECOZI) in partnership with Zimbabwe Climate Change Coalition (ZCCC) and Climate Action Network Zimbabwe (CANZIM) held a symposium virtually on the 19th of August 2021 to deliberate on the impact of climate change on girls and young people's education under a project funded by Plan International entitled 'Building Girls and Young People's Urgency towards Advancing Educational Rights.

This project seeks to amplify young advocates voices and to support young advocates to engage directly with decision makers to influence their policy and financing commitments to girls' education, girls' and young people's leadership and climate justice as well as spearhead collaborative partnership models that furnish girls and young people with information and empower them to engage in key meetings with decision-makers leading to influencing key policy outcome documents to be presented during the G7, GPE Replenishment Conference and COP26.

The Symposium created a platform for girls and young people to influence key policy outcome documents through a 'Policy Outcome Statement,' that feeds into the government of Zimbabwe's commitments during the 26th UN Climate Change Conference of the Parties (COP26) which will be held in Glasgow UK on the 31st of October – the 12th November 2021. The COP26 summit will bring parties together to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention on Climate Change. The advocacy Symposium was attended by several government line ministries and young people representatives inclusive of Junior Parliamentarians from different constituencies and they all made their submissions.

Environmental or climatic events have been destructive to the education sector in Zimbabwe. The following climate change-related extreme events have either directly or indirectly affected the lives of girls and young people: floods and cyclones, drought (most common) destructive winds and heatwaves. The most common impacts on girls and young people in vulnerable parts of the country include:

- Destruction of infrastructure from wind and cyclones – homes, education, health facilities, communication systems
- Destruction of livelihoods leading to poverty and consequently school dropouts
- Girls targeted for unpaid care work hence lose the opportunity to be in school
- Increasing numbers of Out of schoolgirls and young people resulting from prevailing conditions
- Energy challenges compromising access to services
- Water challenges- access to clean water sources
- Exposure to all forms of Gender-Based Violence, e.g. sexual harassment as the girls and young people strive to access basic needs such as water

Girls and young people recommended the following

- Education social transformation - type of curriculum which instils effective social behaviours towards climate change
- Maximizing the role of different knowledge systems
- Inclusion of young people with disabilities and those in marginalized areas
- Prioritising increasing funding for developed countries
- Addressing climate change should be a commitment and not prioritising funding for only countries in crisis
- Modalities for mobilizing funding at domestic level need to be in place
- Marginalized in the rural areas- an extension of technology/ technology transfer
- There should be deliberate effort to support and fund the mining sector so as to halt deforestation and promote sustainable mining
- Policy reformulation towards gender equality should be considered part of initiatives towards climate change programs.



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SDCs and School Heads Trained on SIG funds

By Mercy Mangwana Mubayiwa

The Education Coalition of Zimbabwe with Support from UNICEF Zimbabwe conducted a three-day Training on School development Planning, Budgeting and reporting for 30 New schools receiving SIG funds in Mount Darwin.

The School Improvement Grant (SIG) is a programme aimed at providing financially constrained schools with resources to address their most basic needs and meet a set of school functionality standards. The programme prioritizes funding to the schools serving the poorest communities and with the poorest levels of resource.

The training was done in partnership with the Ministry of Primary and Secondary Education. The Provincial Education Director Mrs Chikosha Welcomed the participants to the training pointing out that, It is important for School Development Committees and School heads to understand how to identify priorities, prepare School Development plans, Budget for and fully utilise the SIG Funds. She also argued that schools that were trained in 2020 improved a great deal in reporting and properly using SIG funds.

"I encourage you all to participate and take these trainings seriously, they are key to the development of our schools and to improve the delivery of quality, equitable and inclusive education.

She also added that in developing School Development Plans, Children should be consulted.

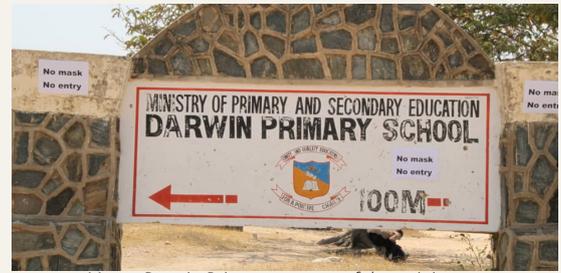
"You should make sure that your plans reflect the needs and inputs from pupils because there should never be anything for them without them, Child participation is central for SDC decision-making processes", she said.

Schools Inspector Mrs Nyamande and the Mt Darwin District accountant Mr Kanyenze led the training on Financial Management, the preparation of School development Plans, alternative fundraising for schools and how to properly use and report SIG funds.

Fidelyn Chinyani Bursar at Kandeya Secondary school pointed out that her school benefitted much from the School Improvement Grants (SIG).

"Initially our school was a satellite school, and we manage to build a classroom block, procure age-appropriate furniture and buy textbooks using the SIG money. As we speak, our textbook learner ratio has decreased from 1:20 to about 1:6. We hope the money continues to come through.

Enviolata Shoniwa the SDC Chairperson for Nyakasikana Primary school pointed out that the two-day training on budgeting, planning and reporting SIG funds was eye-opening and that as a school they were going to promote child participation in drawing the School Development Plan (SDP) and budgeting for SIG funds.



Mount Darwin Primary was one of the training venues

"This training we have been having is quite enlightening, I have learnt that it is important for the school, SDC and other stakeholders to prepare the School Development Plan together, it helps parents support the school and subsequently pay their children's levies knowing what needs to be done. I have also understood that SIG funds should be properly used to improve the quality of education and as a committee, we should prioritise school needs in consultation with the pupils" said Shoniwa.

150 SDC members and School Heads from a total of 30 schools were trained at 2 different venues to allow for the observance of strict COVID-19 prevention measures.

ECOZI donated four suggestion boxes to Mount Darwin district. The suggestion boxes are meant to encourage child participation, transparency and accountability in school management.

One of the recipients of the suggestion box Mr Martin Kunaka the Acting Head at Chakoma Primary school highlighted that the school was experiencing a number of issues and the suggestion box will help resolve these.

"I am excited to receive the suggestion box, which I believe will be a feedback platform to school management, I am sure it will encourage children, parents and even teachers to speak up. I am convinced it is a platform that will help us resolve management issues affecting the school" he said.



From right DSI Mount Darwin, PED Mash Central Mrs Chikosha, Miss Chitiga (ECOZI), Schools inspector Mount Darwin Mrs Nyamande pose with the Suggestion boxes donated



Participants from one school discuss their SDP



ECOZI receives funds from UNICEF ZIMBABWE to support SIG training and monitor the usage of the SIGs in Mashonaland Central

30 Schools receiving SIG in Mt Darwin demonstrate good practices in the implementation of SDPs, budget execution, reporting of SIG

By Clifton Dawanyi



36 bags of cement, 86 textbooks and 8 X 5ltrs of sanitizers were purchased by Zambara primary school under the SIG funds that they received in 2021



From Left: MoPSE Mt Darwin Acting Schools Inspector, MoPSE Mt Darwin District Schools Inspector and MoPSE Mt Darwin District Accountant cross-checking some of the goods which were procured using SIG funds at Kanyoka Primary school

From 5 to 10 September 2021 a monitoring team comprising of ECOZI and the Ministry of Primary and Secondary Education Mt Darwin District visited 30 schools that are receiving SIG funds in Mt Darwin to monitor how they are utilizing the funds, implementing their SDPs, budgeting and reporting.

Another key monitoring component was how schools were implementing the Secretary's Circular Number 9 of 2021 which was released in preparation of the re-opening of primary and secondary schools for the final session of 2021.

This monitoring followed the 2017 SIG verification exercise by UNICEF which revealed that some of the schools receiving School Improvement Grant (SIG) were not following proper procurement procedures and did not use SIG funds as according to the School Development Plans (SDPs). It was noted that some schools deviated from plans as documented in their SDPs.

This necessitated the rollout of training to building the capacity of these schools in planning, budgeting, monitoring and reporting implemented by ECOZI and subsequently the monitoring exercise. This monitoring exercise was meant to measure the success of the targeted schools in properly using the grant.

Key Findings of the monitoring visit

- All 30 schools properly receipted the SIG funds that they received for the year 2021
- All 30 schools had their finance minutes and evaluation minutes in place
- Payment vouchers were properly filled
- All 30 schools are properly updating their cashbooks and entries are being posted
- Proper bank reconciliation is taking place
- Cashbooks are being certified
- Comparative schedules are being done before procurement of goods and services
- Progress reports are being prepared after utilizing funds
- Schools are populating their Monitoring and Evaluation framework in the SDP



Learners at Kadohwata Primary School seating in the comfort of the procured furniture from SIG funds

Recommendations for challenges being faced by schools in Mt Darwin District

Schools in marginalised areas are failing to maintain one entry point for learners into the schoolyard due to the absence of fencing

There is a need for:

- drilling of boreholes in schools to ensure adequate provision of clean water
- the provision of sanitisers and PPEs
- the construction of more classroom blocks, toilets and staff houses in schools
- the provision of enough infrared thermometers
- increased provision of SIG funds which enables schools to do construction in schools

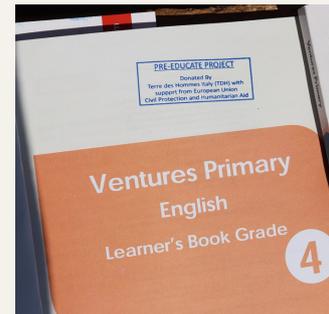
ECD and Radio

Terre des Hommes Italy in Zimbabwe (TDH-IT) through its various projects supported by donors complements the Government of Zimbabwe in the provision of access to quality and inclusive education for learners in rural and disadvantaged areas. At Tongogara Refugee Camp supported by the United Nations High Commissioner for Refugees (UNHCR), during the closure of schools due COVID-19, Terre des Hommes Italy in Zimbabwe (TDH-IT) supported blended learning for refugee learners through various means such as accelerated learning programme, home study packs, WhatsApp platform lessons and catch up learning for examination classes. In addition to this through support from UNHCR and UNICEF the organization managed to distribute a total of 59 radios at the refugee camp. Terre des Hommes Italy in Zimbabwe assists in the provision of education from ECD level up to secondary level at Tongogara Refugee Camp (TRC).

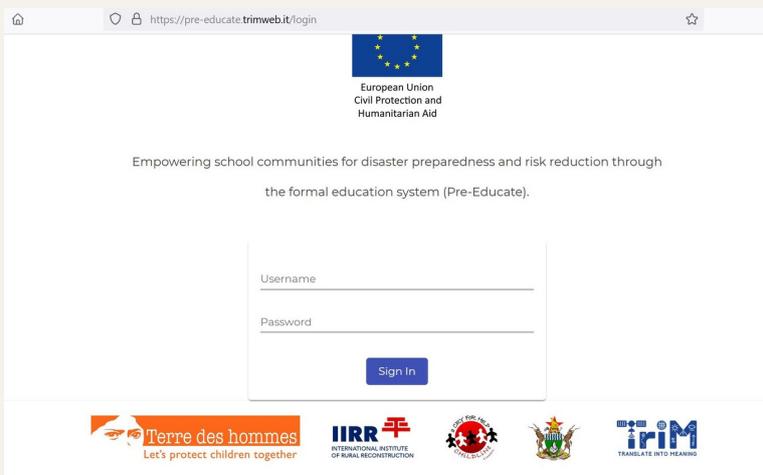


Pre Educate

AdThrough its Education in Emergencies (EiE) project titled: Empowering school communities for disaster preparedness and risk reduction through the formal education system (Pre-Educate) funded by the European Union Civil Protection and Humanitarian Aid, Terre des Hommes Italy in Zimbabwe has also supported learners and in Chipinge and Chimanimani Districts with accelerated learning and catch up learning. Moreover, infrastructure in targeted schools affected by Cyclone Idai has been rehabilitated and latrines constructed whereas in some school's construction work is yet to be completed.



DRR



With regards to disaster risk reduction, the Pre-Educate project trained selected teachers in Chimanimani and Chipinge on how to use technology in hazard mapping and mainstreaming disaster risk reduction (DRR). The project has developed an online Disaster Risk Reduction (DRR) tool focusing on hazard mapping of schools and surrounding areas in Chipinge and Chimanimani districts in Manicaland province. The tool can be accessed on <https://pre-educate.dashboard.trimweb.it>.

Sponsorship



To complement the Pre-Educate Project, Terre des Hommes Italia in Zimbabwe through its flagship child sponsorship programme known as Sostegno a distanza (SAD) which is made possible through generous support and funding from individual Italian donors, supports learners in Chimanimani district to access basic education. A total of 100 learners from Ngangu (49), Marirwe (13) and Dzingire (38) primary schools in Chimanimani district received stationery and dignity kits in addition to school fees assistance. At Tongogara Refugee Camp in Chipinge, 25 learners under the SAD programme also received the same support. Folder 4

We bring you something in Shona!

Chirwere Che COVID-19 muzvikoro

Na Mucha Munatsi



Va Taungana Ndoro

CHIRWERE cheCovid-19 chichiriko uye chive kukanganiswa kufambiswa kwedzidzo muzvikoro zvichitevera kurikodhwa kwakaitwa dzimwe nyaya 264 dzechirwere ichi kubvira vhurwa kwakaitwa zvikoro uye vamwe vana vakabatwa nechirwere ichi vakatoendeswa kunzvimbo dzakuzvipaura (sick bays) vari pazvikoro apa vakamirira kurapwa.

Muhurukuro, naVaTaungana Ndoro vanova Director Of Communications and Advocacy kubazi rezvedzidzo yepuraimari nesekondari panhare vanoti vane fungidziro yekuti vana vazhinji ava vari kurwara vakatobva nechirwere ichi kunharaunda dzavanogara.

“Chirwere cheCovid-19 chizere munharaunda dzatinogara nokudaro chava kubuda pachena apo vana vava muzvikoro nekuti mune hunyanzvi hwesayenzi hurimo uhwo tiri kushandisa mukuvheneka vana kudziya kwemuviri nekuvakurudzira kuti vange vachidura kana vachinge vasiri kunwa zvakanaka. Izvi zvinoratidza kuti munharaunda matinogara umu munogona kunge muine vanhu vakawanda vari kurwara neCovid-19 asi vasiri kuita hanya dzekunovhenekwa nokudaro danho ratiri kuita muzvikoro riri kubatsira zvekare bazi rezveutano nekurerwa kwevana kuti rikwanise kuronda nzvimbo dziri kubva nechirwere ichi,” vanodaro.

Do you have an article in vernacular? Would you like it to be featured in our next issue? Please send it through to info@ecozi.co.zw

As of the 23rd September 2021 there are 1 281 school children and 131 teachers who have tested positive for Covid 19 across the country.

Vanoti, bazi rabvo pamwe nevamwe vatsigiri vakapa zvikoro michina yekuvheneka kudziya kwemuviri (thermonetres) kuvadzidzi, varairidzi nevamwe vashandi vemuzvikoro kusanganisira vashanyi uye masanitzer ekushambidza maoko.

“Muzvikoro zvese zviri munyika mune vaongorori vanopota vachipinda vachiona kuti matanho ese akatarwa nesangano reWorld Health Organisation mukurwisa Covid-19 ari kutevedzwa. Kana vana vakavhenekwa muzvikoro vaye vanenge vaonekwa kuti vane chirwere cheCovid-19 vanopaurwa pavo vega kuti vasaparadzira kune vamwe kusanganisira varairidzi vacho. Parizvino takavaka makirasi matsva 1000 munyika mese kuitira kuti vana vasawanikwa vakaungana nekuti ndizvo zvinokonzera kupararira kwechirwere ichi. Mabhindauko ekuvaka mamwe makirasi ari kuenderera mberi nekuti takatoona kuti mune zvimwe zvikoro vana vakawanda zvikuru zvekupfuuridza huwandu hunotarirwa pachikoro chimwe nechimwe,” vanodaro.

Panhau dzekunyozero pamabasa idzo dziri kuitwa mune zvimwe zvikoro, VaNdoro vanoti vakuru vezvikoro pamwe nevanoona nezvevarairidzi (Teacher In Charge) uye vaongorori vemuzvikoro (Schools Inspectors) vanofanira kuisa misoro pamwe-chete kuti vaone kuti dambudziko iri rapera.

“Ichokwadi kune vamwe varairidzi nhinhi vari kuenda kuzvikoro kunotengesa maputi, zvihwitsi nezvimwe zvinhu zvinova zvisingatenderwi pazvikoro nekuti vanenge vachitodya nguva yebasa vachiita zvinovapa chouviri ivo. Kune vaongorori vanopota vachipinda muzvikoro vachitarisa izvi uye vamwe varairidzi vanenge vachiita senge vari kuratidzira vachienda kuchikoro kunodya nyaya kana kurovha zvsina tsarukano saka vamwe vakuru vezvikoro vanotizivisa kana kuuya vachikumbira kuti varairidzi ivavo vachinjwe zvikoro zvekushandira. Asi parizvino, chikamu che92 percent chevarairidzi vari kuenda kuzvikoro kuchizoti 8 percent vasiri kuenda vanogona kunge vari pamazuva avo ezororo,” vanodaro.

Vanoti, muzvikoro zivo vana vari kuita zvjiana zvekunofunda kaviri paSvondo ndezviya zvakanga zvakatora vana vakawandisa kudarika huwandu hunotarirwa kunge huri pachikoro.

“Hazvisi zvese zvikoro zvine vana vari kuita zvjiana zvekufunda vamwe vari kutoenda zuva nezuya kubva Muvhuro kusvika Mugovera zvikuru sei avo vari kugadzirira kuzonyora bvunzo. Asi zvimwe zvikoro zvine vana vanotosvika kuma 2000 vari kuita zvjiana izvozvo nekuti hazvitenderwi kuti vana vafunde vakawanda munguva ino yechirwere cheCovid-19 ndiko kusaka tiri kutora matanho ekuvaka mamwe makirasi munyika,” vanodaro VaNdoro.

Zvimwe zvezvikoro zvine vana vakaonekwa vaine chirwere cheCovid-19 zvinosanganisira Lutheran Mission School Mberengwa, Masase, Chegato High Maposi neMnene zvinova zvikoro zvebhodhingi.

Chegato High munyika maShe Maposi ndicho chikoro chakaita nyaya dzakawanda dzinodarika 60 ichiteverwa neMasase High ine 40 kuchizoti Mnene High ine nyaya 14 kuchizoti kuMasvingo muzvikoro zvina zviri maGutu zvinoti Alheit High, Mutandwi, Gutu High neMushaya vanhu makabuda nyaya 68 dzevadzidzi pamwe nevarairidzi vakabatwa neCovid-19 uye hunova huwandu hwakarikodhwa nomusi weChitatu chino (17 September 2021)

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This weeks' Opinion
by
Shelton Muchena

The effectiveness of radio lessons during Corona

It's 9 am in the morning at Dombodema village Thaboluhle Nleya (13) not real name is deep in the mud molding bricks. At the end each brick would cost ZAR 1.00 and the more the bricks the more the money.

At exactly the same time, Nomvelo Ncube (13) up in Famona Bulawayo, is on one on one with a private tutor going through some lessons. Her parents are parting away with quite a substantial amount to make sure Nomvelo is ready for Zimsec by November.

Up in Harare, in pockets Hill studios, at exactly the same time again online lessons are on with the teacher expecting her target audience to be listening.

Regrettably, the above two scenarios are happening. This leaves us with the questions of how effective are those radio lessons.

Who are benefiting from them? Are there any follow-up mechanisms put in place to find out whether they are serving their intended purpose or the government is simple wasting its time. Whilst the effort might have been a noble idea, it is wise to ask and take stock of the online lessons. Given our digital divide in the country, are we ready to embrace online lessons?

In a snap survey carried by this writer, it was revealed that only a few children and even parents take radio lessons seriously.

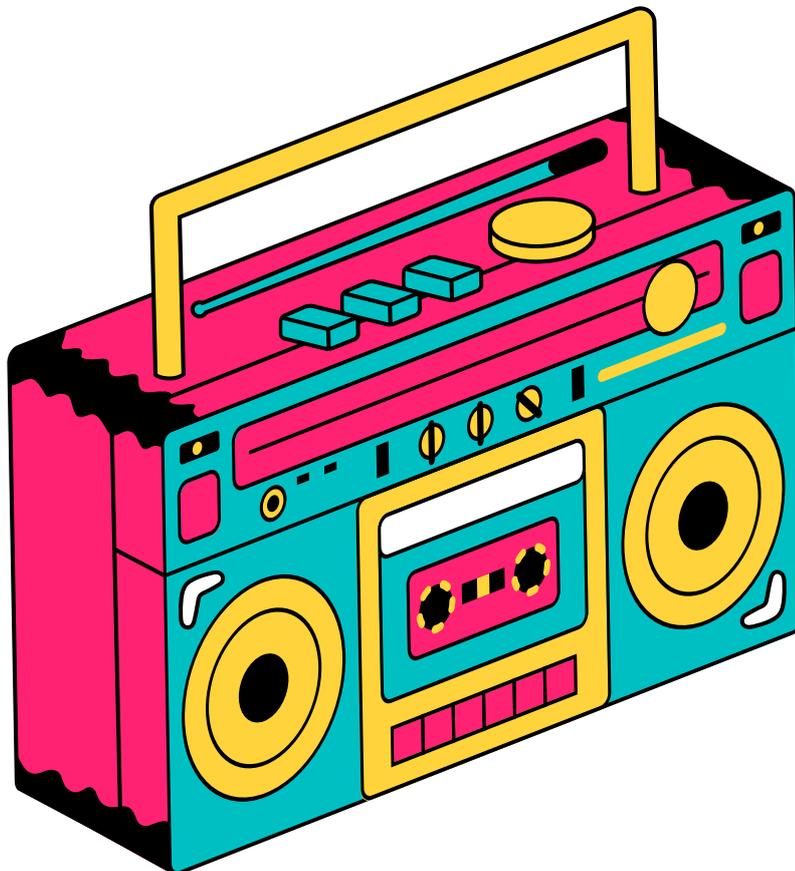
In the villages deep in Plumtree, it's either there is no signal of the radio, no gadgets that make it impossible for children to benefit thus children end up taking Thaboluhle's way to make ends meet.

Where there are radios and signals parents and children are not simply interested and choose to find private tutors for their children.

A snap survey in Bulawayo suggests that most households don't listen to ZBC and prefer other digital platforms like Dstv.

Come November, Zimsec would set examinations with an absurd mindset that both Thabo and Nomvelo benefitted from the online radio lessons. Traditionally, pre-Corona, Zimbabwe was doing physical learning and this led to the country becoming one of the most literate states in Africa.

Radio lessons have disrupted the country's education system as evidenced by the national Zimsec statistics where there has been a decline in the pass rate. Radio lessons are by far not an effective way of learning especially to children who mostly understand by imitating and not only audios, those with hearing problems are also not included in this set-up. Indeed this new normal will never be normal for Thabo and Nomvelo have been separated on the social status by Covid-19.



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