ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

Curriculum Review Process

Narrative Report

2014-2015

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Acknowledgements

This report on the school curriculum review is the product of the teamwork amongst many people. Its production involved a sustained process of consultations, meetings, study and advice accompanied by publicity. Various segments of society throughout the length and breadth of the country participated in the exercise. Opportunities for participation were availed through consultation meetings at every school, district and province, breakfast and dinner meetings in the main towns and cities, radio phone-ins, sending bulky short message service (sms) messages, TV talk shows and the Ministry of Primary and Secondary Education (MoPSE) webpage. Participants included school children, teachers, village headmen, councillors, parents, representatives of business organisations, civil society, government ministers and Members of Parliament, in particular the Parliamentary Portfolio Committee on Education. To all these individuals and organisations the MoPSE is deeply grateful.

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Foreword

Hon. Dr. L. D. K. Dokora, MP

Minister of Primary and Secondary Education

The education system in colonial Zimbabwe was characterised by polices of racial discrimination. Discrimination was so pervasive that it affected curriculum content, scope and provision of infrastructure. Discrimination along racial lines was the basis for the Department of European Education pushing a balanced curriculum that prepared learners for real world of work for one race. The inferior Native education system was deliberately designed to produce poorly educated products, ready to be employment seekers and sources of cheap labour for the white employer.

In 1980, upon assuming independence after a bitter liberation struggle, the Government led by HE The President of the Republic of Zimbabwe, Cde R.G. Mugabe, the then Prime Minister, embarked on aggressive steps to redress the inequalities that existed in the past. Education was declared a human right and this was supported by policies that brought education to the masses in a revolutionary and transformative way. These broad policies, according to CIET (1999:1), "...resulted in the … the democratisation of education and training policy in 1980. The democratisation policy ushered in expansive and extensive provisions. The phenomenal expansion necessitated a comprehensive review of the education system and training by the Presidential Commission of Inquiry into Education and Training set up in January 1998". The findings of CIET were, inter-alia that the curriculum inherited and expanded at independence displayed the following characteristics:

- Lacked national values/philosophy to guide learners
- Did not extol the virtues of self-reliance and entrepreneurship
- Offered little to develop the learners' natural talents and aptitudes
- Did not aggressively promote the teaching of Science, Maths, Technology, Vocational and Technical subjects and local languages
- Did not place adequate premium on Early Childhood Development education and non-formal education
- Was examination oriented
- Above all, the report recommended the establishment of a Teaching Professions Council to monitor professionalism

The current curriculum review process is meant to respond to some of these findings. However, it should be understood that the CIET Report came at a time when the country was going through major and historic socio-economic transformations. Realities such as, the historic land reform programme which began in 2000, adoptation of the Constitution of Zimbabwe Amendment (No.20) Act 2013 and other major economic programmes. Such historic developments should find space in the education system, hence there was need for a re-look at some of the CIET recommendations. This Narrative Report takes cognisance of the contributions of Zimbabwean citizens from all walks of life, who made time and gave inputs on what they wanted to see included as part of the new curriculum. They also made important recommendations on how children should be guided to become productive and life-long learners. Such wide and spirited national participation was premised on the citizens' understanding and respect for their national history, beliefs and future aspirations in the diversity of our rich culture and heritage.

Further, the Government's directive as reflected in ZIMASSET (2013-18) to review the curriculum was also in synchrony with the understanding that the world has become a global village. Zimbabwe is part of that global community. It must therefore have a stake in participating in the competitive global arena, in socio-economic terms. Our curriculum must therefore take on board some of the international benchmarks in order to produce competitive graduates. Critical aspects of education that have a great bearing in economic development such as Information and Communication Technologies, Technical Vocational skills, Science and Mathematics should be given space in the curriculum. Global topical issues such as those relating to the environment, climate change, gender and HIV and AIDS were also found as necessary components of the curriculum. To achieve this, we need a paradigm shift and indeed educational reform strategies informed by these findings should aim to empower young learners so that they are able to face challenges in their life, in community and beyond.

The Narrative Report also focuses on some of the emerging issues that came up during consultations. These included:

- Promotion of enterprise development
- Promotion of indigenous languages
- The need for an educational philosophy
- Promotion of the teaching of the Sciences, Mathematics, Technology, Technical/Vocational disciplines and ICT
- Promotion of sport and culture arts
- The role of the teacher and the learner to be revisited
- Need for a robust system of assessment to track learner progress
- The role of the teacher and the learner to be revisited
- School infrastructure development
- Greater community involvement

Data gathered from consultations was used to compile the present Narrative Report which formed the basis for the development and fine-tuning of the Zimbabwe Curriculum Framework for Primary and Secondary Education 2015-22.

The Ministry of Primary and Secondary Education is committed to a holistic and humanistic vision of quality education, the realization of everyone's right to education, and shares the belief that education plays a fundamental role in human, social and economic development of any nation. The Ministry is focused on increasing access, enlarging equity and improving quality, while assuring that education develops knowledge and skills in areas that will certainly help to build the national economy, preserve our liberation heritage and consolidate the gains of our history. The broad aim of the whole consultative process was to solicit for practical ideas that could facilitate the development of a Curriculum Framework that will empower learners.

Enough copies of this Narrative Report have been produced for all public institutions and a soft copy is available on the Ministry's Website. I want to thank all participants who took part in the process and particularly the Team Leaders who travelled the length and breadth of the country. The reward of good work, is the work itself.

Hon. Dr. L. D. K. Dokora, MP

MINISTER OF PRIMARY AND SECONDARY EDUCATION

Executive Summary

In October 2014, the Ministry of Primary and Secondary Education (MoPSE), began a curriculum review consultation process aimed at soliciting stakeholder contributions on the kind of school curriculum they desired for their children and their nation. Such stakeholder inputs were the basis for developing a people-driven curriculum from Early Childhood Development (ECD) to the last year of secondary education. This *Narrative Report 2014 – 2015* presents findings of the nation-wide curriculum review consultation exercise.

The post-independence phenomenal expansion of education aimed at improving educational access for the majority of Zimbabweans. The expansion has few parallels in the history of educational provision the world over. However, this has not been followed by regular and timely curriculum reviews as had been the overt purpose of the Curriculum Development Unit (CDU) since the early 1980s as is the conventional practice around the world. The first ever post-1980 *Presidential Commission of Inquiry into Education and Training (CIET, 1999)* at the turn of the century laid the foundation for institutionalising the practice of regular curricular review to guide educational provision. A constrained fiscal space characterised, in part, by a downturn in the global economy and the imposition of economic sanctions, vitiated any fundamental curriculum renewal fifteen years after the government endorsed the CIET recommendations in 2000.

The fifteen years following the 1999 CIET Report have brought in many changes which necessitated a review of the curriculum. Globally, the relentless march of the Information and Communication Technology (ICT)-led knowledge economy and globalisation necessitated that education systems in developing countries adopt and adapt to this phenomenon. Indeed if learners and stakeholders are to meaningfully tap onto the digital age, innovations were inevitable. Since CIET (1999), there have been various changes on the national landscape: the land reform, a new constitution (2013), and adoption of Zimbabwe Agenda for Sustainable Socio-economic Transformation 2013 (ZIMASSET), all of which underscored the need for a curriculum review albeit using CIET as a springboard. Further, continued dissatisfaction among stakeholders with the learning outcomes gave impetus to the review.

Both qualitative and quantitative data for the review were collected through nation-wide consultations at each of the 5 863 primary schools and 2 424 secondary schools, and community centres, where parents, teachers, learners, traditional leaders, councillors

and other interested citizens were informants. Meetings with stakeholders from all sections of society, including MPs, representatives of teacher associations, industry, government departments and ministries, councillors, Non-Governmental Organisations (NGOs), and international partners were sources of data. Other data was gathered through written submissions, newspaper and other media articles, the social media networks, radio programmes, TV talk shows and desk studies.

The following are the highlights and recommendations from the review findings:

- Zimbabweans expressed the view that education should lead to the production of active and empowered school graduates imbued with *Unhu/Ubuntu/Vumunhu* with capacity to participate in socio-economic transformation in line with the ZIMASSET economic blueprint and the nation's quest for self-reliance.
- The mission of the Zimbabwean Education system is to facilitate the equitable provision of quality, transformative, practical, inclusive and relevant Infant, Junior and Secondary Education.
- There is need for a transformative education system predicated on a shift from a content-based and examination driven curriculum to a competency and skills-based curriculum and grounded on both continuous school-based assessment and public examinations.
- *Unhu/Ubuntu/Vumunhu,* an Afro-centric perspective of life and work, customised to the Zimbabwean environment, should be the leading philosophy that underpins the Zimbabwean curriculum. Further, it is recommended that a values-oriented system where learning areas that instil national values such as self-reliance, entrepreneurship, responsible citizenship, critical global awareness, environmental stewardship, inclusiveness, multi-culturalism and tolerance, among others, be adopted.
- The new curriculum should be guided, among others, by the following values: respect, creativity, inclusivity, gender sensitivity, fairness and equity, being responsible and valuing orderliness and cleanliness.
- The principles guiding the curriculum should include: life-skills orientation and focus on competences, future looking, rights-based orientation, equity, relevance to all of: individual, local, national and global contexts.
- The curriculum has to ground the learner in his or her history and culture, as a Zimbabwean, and mould an upright character equipped with skills relevant to the 21st Century knowledge society. Learning areas or subjects for study have to mainstream heritage and *Unhu/Ubuntu/Vumunhu* education concepts for cultural literacy and the aforementioned societal values. In addition, competence or skill-based learning should be embedded in the learning areas with emphasis on: innovativeness and creativity, problem solving, entrepreneurship, social skills, ICT literacy and financial literacy among other skills.

- It is recommended that omnibus learning areas such civic education with the ability to carry cross-cutting issues for a deepened understanding be introduced with some former subjects being collapsed especially at primary level.
- The curriculum should have a strong bias towards Science, Technology, Engineering and Mathematics (STEM) disciplines, including ICTs, practical learning , sporting, visual and performing arts at all levels of education.
- At ECD level teachers should assist in the development of gross motor skills through organised play. In Grades 1 and 2 children should be taught so that they develop fine motor and psychomotor skills.
- The use of the mother language (L1) in teaching and learning, particularly in the early stages of learning, must be the rule rather the exception as this improves not only subsequent linguistic skills acquisition but enhances cognitive and psychomotor competence acquisition generally and authentic assimilation of one's culture particularly.
- Education must remain of broad and general focus up to Form 2 level.

Subject specialisation should commence at Form 3 and the new curriculum must have a clear programme and structure that allows learners at Form 3 to specialise in accordance with prior identified and nurtured competences, interests and sensitivities.

- The curriculum should adopt new teaching methods within the realm of the new pedagogies that assist learners to innovate, solve problems and discover new knowledge frontiers. Examples include the problem solving method, discovery method, inquiry-based methods among other participatory and learner centred methods.
- There is need for the community to provide greater support to teachers and the school and to contribute in making the school environment attractive. Greater collaboration needs to be promoted in a context where the business of teaching and learning should be the concern of all, namely: learners, teachers, parents, community and multi-sectorial partnerships built around educational provision.
- Continuous assessment combined with other assessment strategies such as end of term assessments and public examinations must be implemented in the new curriculum. It is also recommended that the Grade 7/ZJC, Ordinary level and Advanced level examinations combined with other assessment techniques such as school-based assessments be retained. Furthermore, learners completing every form should be provided with a school leaver track report as proof that they have completed a particular level at such a skill grid which could be used for further education employment. Issues of funding examinations and in-service-training must be addressed and where possible innovative approaches should be adopted. Increased conventional modes of funding and also innovative funding approaches are the linchpin to successful implementation of the proposed assessment regime.

- The standard of 5 passes with a C or better must be re-examined and the basis of a full Ordinary level certificate should reflect the shift towards competency-based education.
- Adoption of implementation strategies that include strengthening curriculum governance through boards and improving the capacity of the CDTS unit and teachers.
- MoPSE and relevant professional bodies must be active as custodians of teacher professionalism and accountability for successful curriculum implementation. The role of parents and communities in the area of teacher accountability should be explored, delineated and encouraged. Continuous teacher development through in-service programmes, in the manner of on-going Teacher Professional Development Programme, must be a feature of educational practice.

Acronyms

AU	African Union
ARS	Audience Response System
CDU	Curriculum Development Unit
CIET	Commission of Inquiry into Education and Training
CRS	Classroom Response System
DEO	District Education Officer
DSI	District Schools Inspector
EO	Education Officer
ECD	Early Childhood Development
EFA	Education for All
EWP	Education with Production
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
HOD	Head of Department
IB	International Baccalaureate
ICT	Information and Communication Technology
IKS	Indigenous Knowledge System
ILO	International Labour Organisation
LOP	Life-skills Orientation Programme
LPR	Learner Profile Record
MHTESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
MoPSE	Ministry of Primary and Secondary Education
MoESAC	Ministry of Education, Sport, Arts & Culture
NAPH	National Association of Primary Heads
NASH	National Association of Secondary Heads
NGOs	Non-Governmental Organisations
OECD	Organisation for Economic Cooperation and Development
PBA	Performance-based assessments
PED	Provincial Education Director
SADC	Southern African Development Community
SMS	Short Message Service
SPS	School Psychological Services
SRS	Student Response System
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
ZIMSEC	Zimbabwe Schools Examinations Council
ZIMASSET	Zimbabwe Agenda for Sustainable Socio-economic Transformation
ZDF	Zimbabwe Defence Forces
ZNA	Zimbabwe National Army
ZNDC	Zimbabwe National Defence College
ZPCS	Zimbabwe Prisons and Correctional Services
ZRP	Zimbabwe Republic Police

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Chapter 1

Background

1.1 Introduction

This chapter describes the context in which the curriculum review was carried out. The curriculum is a vital cog in the engine that drives the education system. It is so dynamic that it changes with the environment of which education systems are found. The UNESCO Concept Paper on the Zimbabwe Curriculum Review defines the curriculum as "an articulation of knowledge, skills and attitudes in the context of intentional and organized programmes of study" (Dakmara, 2014). The paper further goes to articulate that the curriculum is an intended and systematic pathway to learning. It also defines the curriculum review as curriculum revision or renewal which is regularly carried out to continuously adjust and improve the curriculum.

His Excellency, The President of the Republic of Zimbabwe, Cde R.G. Mugabe had over the years called for the revamping of the curriculum. Whilst the country's educational provision expanded phenomenally achieving a 92.4% literacy rate, the country's education system has lagged behind in producing graduates/school leavers who are equipped with competences necessary for life and work. Discourse within the Ministry, including ministerial statements, bemoaned the irrelevance of the curriculum, in particular the fact of lack of emphasis on practical subjects needed for life and work, and the limited acquaintance with national heritage. Moreover, there were unsatisfactory outcomes from education which have been epitomized by low pass rates in national examinations at Grade Seven and at Form Four.

1.2 Contextual issues

When Zimbabwe attained its independence in 1980 it inherited an education system that was as colonial as it was elitist. Following years of exceptional expansion in the education system, His Excellency the President of the Republic of Zimbabwe, Cde R.G. Mugabe established a Commission of Inquiry into Education and Training (CIET) in 1998. The aim of establishing a commission of inquiry was to come up with a balanced and broad based curriculum that promoted intellectual and physical development, the learners' spiritual, moral, cultural and expressive attributes, at school and in the world of work. The consequential curriculum was to play a transformative role by bringing about the country's socio-economic development.

1.3 Findings of the Commission of Inquiry into Education and Training (CIET)

The findings of CIET were that:

- The curriculum lacked a set of value system that should mould the learners into useful citizens of Zimbabwe
- The captains of industry were bemoaning a curriculum which did not extol the virtues of self-reliance and enterprise spirit
- The curriculum was blamed for not aggressively promoting the teaching of Science, Mathematics, Technology, Computer Studies, local languages and Vocational and technical subjects
- The curriculum did not place adequate premium on Early Childhood Development education and non-formal education
- It was felt that the curriculum offered very little to develop children's natural talents and aptitudes
- The curriculum was too elitist and academic and catered for 23% at the expense of 77% who were relegated to failure thus exacerbating the unemployment situation
- There was no particular philosophy underpinning the curriculum
- The curriculum was examination-oriented
- The current examination system was not designed to gauge how well learners apply what they know to new situations or evaluate how students might use technologies to solve problems or communicate ideas.

1.4 Partial Implementation of the CIET Recommendation

The CIET report came out in 1999 and was wholly endorsed by the Zimbabwean Government but was partially implemented by the Ministry. The reasons for the partial implementation include among others:

- The imposition and onset of the illegal Western sanctions regime against Zimbabwe. It is common knowledge that repossession of the land and resources by Zimbabweans provoked the Westerners who retaliated by imposing sanctions on the Republic.
- The sanctions resulted in a constricted fiscal space which negatively affected the cash flows into the education system

However the following have been achieved to date:

- English language, Shona/Ndebele, Science, Mathematics and History are recommended to be core subjects up to 'O' Level.
- Teaching and examining of minority languages at Grade 7.
- Continuous assessment is now part of the practical subjects.
- Cross-Cutting issues such as HIV and Aids are part of the curriculum.
- ECD Curriculum is in place and is operational.
- Issuance of circulars on two pathway education system at secondary education level and offering of Agriculture at Junior school level
- Head start on Civic and Heritage education through:
  - development of the Civic Education syllabus for forms 1 to 4,
  - the enhancement of the Social Studies syllabus at primary level
  - adoption of a National Cultural Policy in 2007.

1.5 Recent developments

The Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIMASSET) (2013) economic blueprint which is the Nation's 2013-18 Strategic Plan revived the need to review the curriculum.

- Attention is drawn to the ZIMASSET position on the educational curriculum which reads; 'while the nation prides itself with literacy rate of 92%, there is need to ensure that schools are built and equipped particularly in the resettlement areas. The sector still faces a challenge of a curriculum that does not match the development needs of the country". The following developments which impinge on the curriculum have occurred:

  - The land reform, which resettled some 300 000 new farmers
  - The new constitution in 2013
  - The adoption of ZIMASSET socio-economic blueprint

- With the country not spared of the ravages of the HIV/AIDS pandemic, issues such as life skills, livelihoods and nutrition have risen on the totem pole, as among the victims of HIV/AIDS have been learners, their families and teaching personnel. Interest in entrepreneurial skills and values education has been spawned, with international and regional agencies such as the ILO, UNESCO, Commonwealth, AU and SADC joining in with publications and messages about business start-ups and informal sector enterprises. Lately, developments in the realm of ICTs are affecting the daily lives of ordinary Zimbabweans, be it in villages, in rural business centres, in rural resettlement areas and in towns: as mobile phones are used to convey cash and agricultural extension messages. Also, short message service (SMS) texting and WhatsApp are becoming common vehicles for communication. Globally, concerns on the ill effects of climate change have grown in importance. Hence the subject of environmental protection is high on the agenda around the world.

The curriculum review has to take these developments into account.

- The Presidential commission of Inquiry's recommendations should thus be fully implemented' (ZIMASSET 2013-18; p 6-7)
- The need for a curriculum review is further highlighted in the Opening of the Eighth Parliament of Zimbabwe address by the Head of State on 18 September 2013 in the statement:

> *Although Zimbabwe continues to outpace other countries in literacy, there is, however, need to transform the structure and curriculum of the country's educational system in order to adequately meet the evolving national development aspirations.*
>
> *This should see greater focus being placed on the teaching and learning of Science, Technology, Engineering and Mathematics (STEM), including a prioritisation of youth empowerment and entrepreneurship...' (MoPSE, 2014, p.i)*

1.6 Experiences from other countries

- Zimbabwe can draw lessons from curriculum work from several countries such as South Korea, Malaysia, Singapore, Mauritius and Australia. There are critical lessons to be drawn from these countries which have demonstrated excellence in internationally acclaimed assessment criteria.
- Studies have shown that an education system without a coherent underlying value system would not contribute to national expectations as its graduates are not guaranteed to be oriented towards national development or even the improvement of their own surroundings and communities. Consequently, the United Kingdom revised its curriculum to strengthen civic awareness and orientation among its youth after the 2005 rail bomb attacks by local youths. The September eleven (9/11, in the USA) incident triggered similar strategy realignments in the United States.
- In today's global economy, a nation's success depends fundamentally on the knowledge, skills and competences of its people. It is not surprising that nations with higher education levels tend to enjoy greater economic prosperity. In 1957 Ghana and South Korea had the same GDP. However, the unprecedented economic growth of South Korea is partly attributed to the high quality of its mathematics, science and technology curricula hence the saying - *'There is no better predictor of a nation's future than what is currently happening in its classrooms'.*
- In fast developing economies, assessments incorporate broader use of performance-based measures that focus on higher-order thinking and they measure skills such as:
  - Critical thinking
  - Communication skills
  - Information literacy
  - Problem solving
  - ICT literacy
  - Media literacy

1.7 Authority to review the curriculum

The Ministry of Primary and Secondary Education saw it fit to review the curriculum. In May 2014, the Minister of Primary and Secondary sought authority to review the Curriculum. After discussion in government, Cabinet granted authority to review the curriculum. The process began in earnest henceforth.

Chapter 2

Research Design

2.1 Introduction

The research design was comprised of three phases namely: a preparatory phase; data collection phase and analysis phase. In the preparatory phase the MoPSE did the following: produced a handbook on curriculum review, training manual, including an interview guide, and officially launched the review on 14 October 2014. The launch was done by the Hon. Minister for Primary and Secondary Education in the presence of several senior government officials, industry representatives, members of teachers' associations and unions and the media. In interviews at the launch the teachers associations and union representatives welcomed and supported the review and its participatory nature. After the launch, there was a sustained publicity through radio talk shows, phone-ins, ministerial statements and interviews in both the print and electronic media. Other ministerial statements were made on the floor of Parliament. Advertisements of the review process with dates and venues were made in newspapers circulating throughout the country. A ministry webpage provided another vehicle for publicising the exercise as well as for interaction with members of the public. Bulk sms messages, provided by two cellular networks, were another channel for communication. This sustained publicity campaign continued during the next phase, with the family show – the popular Mai Chisamba TV Talk Show being aired several times.

Picture 2:1 Part of the dignatories at the launch of the Curriculum Review Process (From left to right: Hon W Chidhakwa, Minister of Mines and Mining Development; Hon Dr LDK Dokora, Minister of Primary and Secondary Education; Dr S J Utete-Masango, Secretary for Primary and Secondary Education; Peter de Vries, BEGE UNICEF, PD FARHD J Gonese and Hon Prof P Mavima, Deputy Minister of Primary and Secondary Education)

Training was conducted for various levels from head office to provinces, districts and schools. Among the personnel trained were officials who were to supervise aspects of data collection. Next came the training of data collectors, most of whom were selected from among ministry personnel. The training was conducted at various levels, such as at national level, provincial and district and school cluster levels. These were to collect data during the nation-wide consultations. The handbook and the training manual were resource materials during the training. A Technical Working Group comprising a number of government ministries, departments in MoPSE and UN specialised agencies was set up to accompany the review process. Finally, a group of Team Leaders were engaged to undertake the evaluation as consultants.

2.2 Methods of data collection

A number of methods and procedures were used to collect qualitative and quantitative data. Quantitative data were collected using an interview schedule at the over 8000 consultation sites. The main participants in the consultations were parents, community leaders including chiefs, executives, professionals, councillors, teachers and children. Qualitative data was collected through recordings in breakfast and dinner meetings, written submissions, radio interviews, a popular TV talk show, sms messages and other social networks. This enabled the collection of raw description of informant views. Participants in specialised meetings were mostly special interest groups such as; cultural associations, academics, members from the corporate world, civil servants, and teacher and school heads associations, members of uniformed forces, prisoners, individuals or parents, members of Parliament and non-governmental organisations.

2.2.1 Consultations from school level centres to national centre

Using an interview guide, the trained research officers collected data during national consultations at various levels from schools to district centres, provincial centres through to the national centre. All the 5,863 primary schools, 2,424 secondary schools, 72 district education centres and 10 provincial centres and several community halls were used in the consultations. In addition, a national centre was set up in Harare for the purpose. At the school level the head of the school was in charge of data collection and selected research officers from among the teachers and others that then conducted the interviews of the target groups. Each officer who managed a group had the interview guide and tally sheets where responses were recorded. One teacher was tasked with facilitating probing the interviewees while another captured responses on the tally sheet. This procedure was followed at centres, district, provincial and national levels.

The responses were tallied manually and electronically. The interviewers used the language that was most understood by the interviewees and read questions without giving coded responses. *(Curriculum Review: Training Manual, MoPSE: 2015)*. The process was monitored by senior officials from the technical working group, MoPSE and Team Leaders. Table 1 below summarises the turnout in the nation-wide consultations.

Table 1: Curriculum Review National Consultations Participant Turnout on 28 November 2014			
PROVINCES	**MALES**	**FEMALES**	**TOTAL**
Mat North	27 316	31 036	58 352
Bulawayo	8 860	9 071	17 931
Masvingo	80 536	85 045	165 581
Mat South	20056	23779	43835
Harare	13979	19031	33010
Mash Central	26 091	34 344	60 435
Mash East	29479	42739	72218
Mash West	42 456	61 309	103 765
Manicaland	54443	68125	122 568
Midlands	35731	47266	82997
TOTAL	**338 947**	**421 745**	**760 692**

Summaries of the collected data were sent to cluster heads for compilation and collation and then conveyed to district offices. District staff produced district-wide reports which they transmitted to provincial offices. These in turn compiled provincial narrative and statistical summaries for transmission to the Curriculum Development and Technical Services (CDTS) for study and analysis by the Team Leaders.

2.2.2 Breakfast meetings, consultations with special interest groups and written submissions

Other methods for data collection included breakfast meetings, consultations with special interest groups and written submissions. Breakfast and dinner meetings were held in the main cities throughout the country (see Table 3). Participants at such events were corporates, NGOs, local authorities, lawyers, bankers, publishers, academics and civil servants. Further, there were consultation meetings on the curriculum review with members of the uniformed forces at centres in Harare. While discussions at the various meetings ranged over wide areas, at the centre of these 'semi-focused group meetings' was the interview guide used for consultations at centres at schools, district offices up to national level. Other sources of data were written submissions, newspaper articles and radio contributions. Written submissions, a list of which is contained in Annex 2 were received from individuals and organisations.

The Hon. Minister of MoPSE, the Deputy Minister of MoPSE and the Permanent Secretary for MoPSE and various officials from the MoPSE and Team leaders participated in the different meetings, in particular the breakfast meetings, dinners, and consultations with the uniformed forces. Information on attendance of other stakeholder consultations and meetings is given in Table 2.

Table 2: Attendance in Curriculum Review National and Provincial breakfast and other stakeholder meetings and consultations

DATE	VENUE	PARTCIPANTS/ ORGANISATIONS	SEX		TOTAL
			FEMALE	MALE	
09-12-14	Ambassador Hotel-Harare	National Arts Council, UNICEF, eLearning Solutions, MHTESTD	6	18	24
12-12-14	Rainbow Hotel-Bulawayo	Industry and commerce, MHTESTD government departments, civil society organizations and UNICEF	13	47	60
18-12-14	Ambassador Hotel-Harare	Parliamentary Education Portfolio Committee, UNESCO, UNICEF, University representatives, youth representatives	23	33	56
19-12-14	ZRP Morris Depot- Harare	ZRP officers	16	49	65
19-12-14	Cresta Hotel-Harare	NASH, NAPH, eLearning Solutions, Reflex Media	6	21	27
18-12-14	BATA Complex-Gweru	BATA Management and Captains of Industry Lecturers	17	40	57
08-01-15	Mutare	Ministry of Industry and Commerce, Mutare Polytechnic, Mutare Teachers' College, ZOU, Tanganda Tea Company, CBZ, Public Service Commission, Provincial and District Education Staff	17	46	63
09-01-15	Prince Edward School	ZIMSEC; Heads, DEOS, Min of Higher and Tertiary Education, Junior Parliamentarians, Publishers	21	33	54
12-01-15	Flamboyant Hotel Masvingo	Church representatives, rural and urban council representatives, Banks, Econet, university representatives, teachers colleges, National Museum, local government, publishers, ZNA, ZRP, Team Leaders and MoPSE.	16	86	102
14-01-15	Prisons	Prisons Officers and inmates	20	50	70
20-01-15	Chinhoyi High School	Learners, Teachers, Subject HODs, EOs, Inspectors, DEOs, PED	81	100	181
19-12-14	ZDF College	ZDF personnel/staff	5	25	30
08-01-15	Ster-Kinekor Harare	Mai Chisamba Show	32	44	76
21-01-15	Avondale Primary	School Heads, Parents, Harare District and Provincial Staff	25	52	77
GRAND TOTAL			**298**	**644**	**942**

2.2.3 Desk study

The research strategy also entailed studying, analysing primary and secondary data. Primary sources included the Education Act (1987), the Final Draft Constitution of the Republic of Zimbabwe (2013), Ministry circulars on curriculum, and synthesis reports of provincial narratives and figures captured on statistical data sheets.

2.2.4 Data analysis techniques

After collecting the documents such as primary and secondary sources and transcribing the interviews, the data sources were then coded in order to identify themes that eventually came to serve as the basis of the findings of the consultation process. The analysis of qualitative data was done according to themes contained in the interview guide. Information from the various meetings and consultations was clustered under themes. Information not clustered under the various main themes was also noted but not discarded.

Statistical summaries were put on a spreadsheet. Using Excel, the data was analysed and represented graphically thereby enhancing descriptions and explanation of identified preferences and tendencies in the data.

2.2.5 Limitations of the review

In any research or study there are bound to be limitations. Limitations are influences that the researcher or data collector cannot control. These are shortcomings, conditions or influences that cannot be controlled and they place restrictions on methodology and conclusions. In the curriculum review the following limitations were noted:

- The instrument presented problems during data analysis as some questions in the interview guide appeared vague and thus elicited inexplicable responses that may have affected the validity of the instrument.
- The collection of data was affected by time constraints imposed by the human element.
- The movement of dates in some provinces such as Harare affected the collection of data as some centres did not receive the information or documents in time. Further, the early closure of the schools compounded the process of data collection.
- The interest generated in the consultation exercise prolonged the data gathering process.
- Late submissions of volume data delayed the process of data collation.

Chapter 3

Findings of the Review

3.1 Introduction

Findings of the review can be put in two categories, namely, (i) analysis of the current school curriculum from Infant education to secondary school; and (ii) presentation of results of various consultation meetings, hearings, written submissions and documentary evidence. The latter is presented under the following headings: philosophy underpinning the curriculum; national vision; values and principles guiding the curriculum; curriculum content; teaching and learning methods; assessment approaches and teacher competences.

3.2 Analysis of current school curriculum

This section gives a brief assessment of the extant curriculum. It recognises that the CIET Report (1999) represents a comprehensive situational analysis of the post-1980 curriculum. Thus, this synopsis builds onto the CIET foundation by giving a brief critique of the extant curriculum which contextualises and foregrounds the present curriculum review, occurring as it does, some fifteen years after the Zimbabwean government assented to the implementation of CIET recommendations in 2000. The foci of the analysis are the goals, content and overall performance for each level of the education system from ECD to 'A' level.

3.2.1 ECD curriculum

Documentary analyses revealed significant changes in the school curriculum at ECD since CIET (1999). A national curriculum had been adopted with the issue of *Circular 14 of 2004*. Also, the circular made two years of ECD a part of primary school education. While training of ECD teachers began, pre-learning activities at various centres were handled by untrained teachers euphemistically known as para-professionals.

Picture 3:1 Infant school Learners on a playground.

Goals

Goals for the school curriculum, including the ECD level, are as set out below (Secretary's Circular Number 2 of 2007).

- **Establishing a strong scientific, mathematical and technological base for economic development**
- **Expanding the technical and vocational curriculum with a view to providing learners with relevant and appropriate survival skills**
- **Producing citizens who understand, appreciate and accept their moral and civic obligations**
- **Promoting national identity, pride and unity so as to preserve our heritage through the learning and teaching of appropriate humanities and indigenous languages**
- **Strengthening the development of cognitive, affective and psychomotor skills**
- **Promoting the adoption and development of a healthy lifestyle through nutrition and physical education**
- **Developing aesthetic values and creativity**
- **Promoting the practice of inclusive education.**

The goals apply to all levels of education from ECD to secondary school. The goals have a ring of immediacy and point to outcomes in terms of competences. ECD is intended to orient and socialise children into school culture, serving "as the foundation

for the years of schooling to follow" (Willis, 1978, p. 453). In subsequent levels, learners are engaged in developing a range of skills from lower order cognitive, affective and psychomotor skills to complex ones.

Content

Content at ECD is organised around play. The emphasis is on developing abilities in various domains. The content is relevant. Put in the hands of trained teachers and given suitable rooms and equipment, it can be effective. Principles of inclusivity and access were still not being achieved as some of the ECD centres tended to be far away from communities. The centres that were set up at primary schools did not have suitable infrastructure or furniture. Some of the centres that are run by individuals are expensive; and newspaper reports and anecdotal evidence showed tendencies to water down the curriculum.

3.2.2 ECD and primary school curriculum

The curriculum covered ECD and Grades One to Seven. It therefore comprised ECD and primary school classes.

Goals

Curriculum goals already given above applied to ECD and the primary school. Given the focus of teaching and learning at ECD and primary school levels, there was need for specific goals for these levels.

Content

The curriculum is prescribed in Secretary's *circular number 2 of 2007*. Teaching and learning takes place in the following broad learning areas: language and communication; science and technology; ethics and citizenship; creative and performing arts. Under the different broad learning areas are listed several subjects, some derived from old disciplines and others from emerging and topical subjects. For example, under science and technology, are listed Environmental Science, Agriculture, Computer Studies and Home Economics. This has resulted in a crowded curriculum. More time is allocated to the teaching of established academic subjects at the expense of practical disciplines.

Criticisms levelled at the curriculum in the CIET (1999) report do hold today, that is, new subjects introduced "without the requisite equipment, expertise; examination driven, putting more emphasis" on passing examinations "than on the ability to put to practical use what has been learnt" (p. 242). With the transition rate from primary to secondary standing at 78.2% and the number of dropouts remaining sizeable, there were significant numbers of learners going away from school without full command of basic abilities such as reading, writing and numeracy. Neither do they have practical knowledge and literacies desired to undertake productive activities in both informal and formal sectors, with reference to business, commercial and agricultural activities. Thus

the content is not relevant to life and work today. Dimensions of inclusivity and quality of learning achievements have suffered as a result of a number of factors, including sub-optimal teaching and learning conditions, infrastructure, resources, and in some cases, distances walked to school. Learning outcomes have been unsatisfactory to individual learners and communities, especially in the case of those not performing well at Grade Seven.

Picture 3:2 Characteristics of the crowded learning environment.

Evaluation

School-based evaluation is used from Grade One to Seven. Forms of evaluation in use include written tests and practical tests. At Grade Seven, learners take national examinations that are administered by the Zimbabwe School Examinations Council (ZIMSEC). The different forms of assessment focus more on theory than on practice.

3.2.3 Secondary school curriculum

Similar to that for primary education, the curriculum is content-based. It was created by Secretary's circular number 2 of 2007. The curriculum is broken into three components, that is, Form One and Two curriculum; Form Three and Four curriculum and Form Five and Six curriculum.

3.2.3.1 Form One and Two curriculum

Goals

The curriculum goals as previously outlined apply to the Form One and Two curriculum. Earlier analysis has pointed to the need for specific goals for Form One and Two curriculum, given the objectives for teaching and learning at this stage.

Content

The curriculum is designed to offer a broad range of subjects. It is organised in broad learning areas or fields, namely language and communication; numeracy; science; humanities; visual and performing arts; technical / vocational; and commercial and business. Under each broad field is listed a number of subjects. For example, under the humanities are listed Geography; History; Civics; and Religious and Moral Education. New issues such as HIV/ AIDS and Life Skills and Guidance and Counselling are also offered. Certain subjects listed under the broad learning areas are compulsory; as are the new disciplines. At this stage of education, learners are exposed to two pathways to follow at Forms Three and Four. The pathways are: (a) academic / general education; and (b) business / commercial and technical vocational education. More time is allocated to general academic content learning than to practical subjects.

No technology is offered under the broad learning areas. There are no opportunities to obtain technological skills. The learners completing studies at this stage left school unprepared for life and work, especially for engaging in own account jobs or in paid employment. The CIET criticism concerning the relevance of the curriculum holds. In addition, criterion of inclusivity cannot be satisfied because of distances to schools, sub-optimal learning conditions and infrastructure were the order of the day.

Evaluation

The curriculum provided for evaluation through continuous assessment and other internal-based tests. Again the focus of the evaluation was on theory. The continuous assessment is used to orient the learners to the two pathway, and thereby assisted in choosing the pathway to follow at Form Three and Four.

3.2.3.2 Form Three and Four curriculum

Goals

Reference has already been made to the goals of the whole school curriculum. The Form Three and Four syllabuses, which are the basis for ZIMSEC public examinations at the end of form four, specify objectives. The syllabuses for individual subjects are devised from the curriculum policy circular.

Content

The curriculum is content-based. It is organised in the same broad learning areas as the one offered at Forms One and Two. The exception is that computer studies is included among the subjects. Technology is not offered. More time is allocated to the teaching of established academic subjects at the expense of practical subjects.

Learners have to take compulsory subjects from the broad academic areas and at least one subject from the business / commercial and technical / vocational options. New curriculum offerings with a cross-cutting focus, as already mentioned under the Form

One and Two curriculum come as compulsory subjects. Criticisms made with reference to the curriculum by CIET (1999) as not preparing learners for life and work in the 21st century are germane. To participants in various consultation meetings and according to newspaper articles and other written contributions, learners were not obtaining desirable competences for life and work. Inclusivity and quality of learning were being undermined as well because of distance to schools in some places, as well as by sub-optimal learning and teaching conditions. Outcomes have been unsatisfactory, with a big proportion of students taking national examinations failing.

Evaluation

Evaluation takes the form of continuous assessment and other school-based tests. It focuses on cognitive knowledge, with a number of written tests assessing ability to recall what is taught and learnt. At the end of Form Four learners take national examinations that are set by ZIMSEC. The final mark includes a portion of the marks from continuous assessment (largely science and practical disciplines), in addition to marks from written examinations. The high failure rate has been blamed on the strategies of assessment. Therefore, there have been calls for the re-consideration of the assessment strategies.

3.2.3.3 Form Five and Six curriculum

Goals

The aforementioned goals apply to the curriculum for forms Five and Six. Assessment objectives to these syllabuses were formulated by ZIMSEC in conjunction with the Curriculum Development Unit. The objectives refer to skills and performance outcomes for the various subjects. Additionally, they make references to preparation for further studies.

Content

The curriculum is content-based and examination-driven. It is organised in broad learning areas from which subjects to be taken can be made. The broad learning areas are the same as those offered at Form Three and Four. Technology is not included on the list of subjects. The curriculum is designed for in-depth treatment of learning. Equal time is allocated to teaching and learning of any of the subjects selected for study. The old criticism of the curriculum being too theoretical and not giving sufficient opportunities to acquire work skills holds. Questions of relevance to the world of work remain an issue.

Evaluation

Evaluation is in the form of written examinations that are administered by ZIMSEC. Depending with the subject, the examination could take any of the following forms: case studies, experiments, essays, multiple choice, and structured questions.


SCIENCE ROCKS!
The Human Body
Neck bone
THE SKELETON IS REALLY GREAT. IT HELPS

3.3 Presentation of results on desired curriculum

The nation-wide curriculum review consultation exercise, stakeholder meetings, written submissions, news media articles, live radio interview sessions, television talk shows, government documents and relevant academic publications served as main sources of data. Data from these sources are brought together to describe, analyse and draw recommendations on each of the following themes:

- philosophy underpinning the curriculum;
- national vision; values and principles guiding the curriculum;
- curriculum content;
- teaching and learning methods;
- assessment approaches; and
- teacher competences.

Any additional issues highlighted from the various sources of data were also noted. The wide spectrum of people and groups involved contributes in the framing of a curriculum reflective of stakeholder input.

3.3.1 Theme 1: Philosophy underpinning the curriculum

One of the reasons for reviewing the curriculum was to solicit stakeholder inputs on the philosophy or philosophies and national values that should guide educational provision in Zimbabwe. Before presenting such stakeholder views it is pertinent to explain the importance of a guiding philosophy in educational provision. Any school curriculum is concerned with learners obtaining particular knowledge, skills, habits, sensitivities, attitudes and values. These, collectively, are the competences or learning outcomes that society deems fit to impart to its young whilst at school.

The questions of what competences or learning outcomes are to be acquired, how these are to be acquired and assessed, are informed, in part, by the dominant philosophy in a particular society. Philosophy represents societal and/or individual beliefs and views on the nature of life and humanity and is important to curriculum in that it:

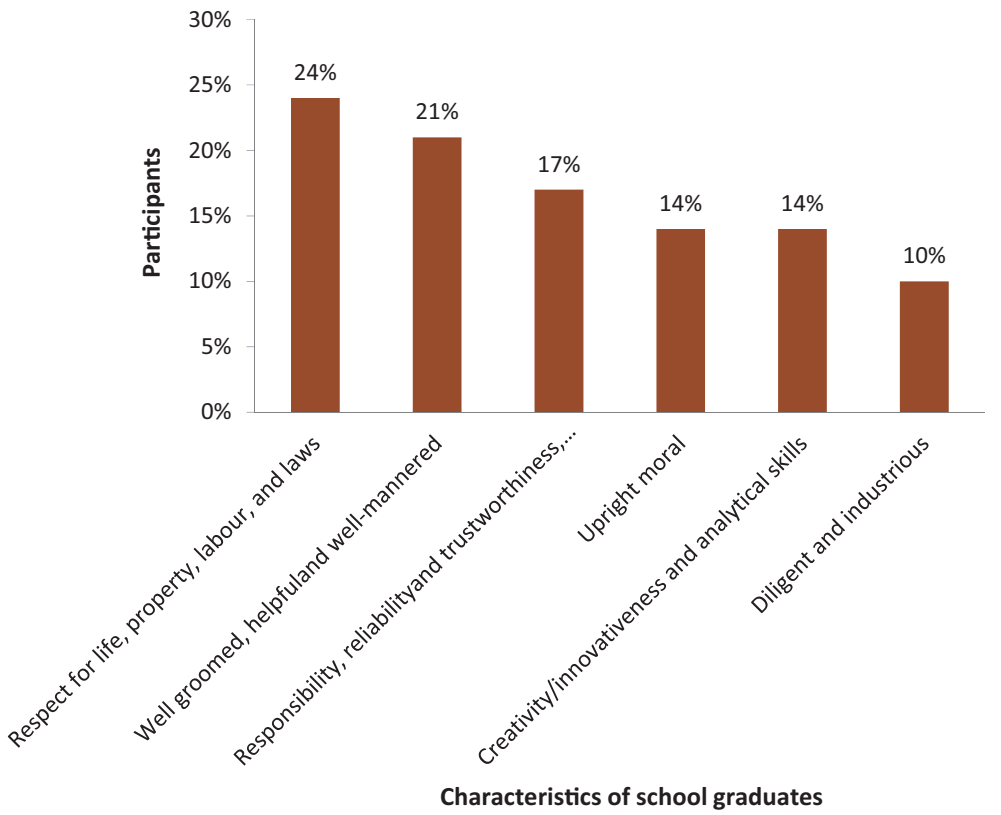
- **shapes the vision and mission of education (type of learners and their role)**
- **is a source of the values and principles guiding the curriculum**
- **is a screen for validating the curriculum goals/aims, objectives, content, methods and assessment procedures.**

Given the importance of philosophy in shaping the curriculum, it was important that the issue of what philosophy or philosophies guide or can guide the Zimbabwean curriculum be explored.

Characteristics which school graduates should exhibit.

With respect to consultation findings, the issue of philosophy was inferred from the characteristics which participants felt school graduates should exhibit on leaving school at whatever level. Figure 1 summarises the weight participants gave on some six characteristics that school graduates should exhibit.

Figure 1: Characteristics that school graduates should exhibit



The leading proportion of respondents felt that school graduates should have self-respect, respect for life, property, community, labour and laws. This was followed, in order of decreasing preference, by the need to be: well groomed, helpful and well-mannered and disciplined, responsible, reliable and trustworthy with civic attitude, confident; of upright morals and having creativity/innovativeness and analytical skills. The trait of being diligent and industrious had the lowest preference score at 10%. The preferences for learner characteristics show moderate divergence as they range from 10% to 24% of participants with a modal value of 14%. This suggests that these characteristics were more or less equally valued by the participants.

These findings were reaffirmed by recordings in the 'any other responses' category during consultations where the leading six learner characteristics are summarised in Table 3.

Table 3: Other recorded characteristics school graduates should exhibit

Recorded other learner characteristics	Frequency of entries on learner characteristic
Should be inclusive and be guided by religious values	681
Promote inclusive education	185
Should help others	48
Knowledgeable	43
Progressive person	38
Exemplary of leadership to be emulated by young ones	25

The table shows that participants mostly preferred the need for inclusiveness and linked this to religious value systems. In addition to participants' preferred learner characteristics as pointers to the possible philosophy to guide the education system, findings from the media, consultation meetings and prevailing literature or documents were also considered.

- Participants in the popular Mai Chisamba TV talk show, stressed the need for a school graduate imbued with *Unhu/Ubuntu/Vumunhu* and a learner who is not alienated from his or her culture.
- During the consultations ministerial statements at every point and turn referred to the need for the learners to leave school imbued with national heritage and pride in their country.
- Written submissions from some cultural groups echoed the need to embed culture in curricular activities, be it as learnt content inside or as activities outside the classroom.
- The post-1980 Zimbabwean curriculum, has remained largely irrelevant to the needs of indigenous people and without a guiding philosophy *(CIET; 1999, Makuvaza; 2010, Makuvaza and Hapanyengwi; 2014)*. A recurrent call in prevailing literature is for post-colonial African education systems to be relevant through being guided by indigenous knowledge systems (IKS), (O'Donoghue; 2000, Mavhunga and Chiweshe; 2011 and Semali and Kincheloe; 1999).
- Calls for an education system guided by *Unhu/Ubuntu/Vumunhu,* an Afro-centric IKS-related philosophy of life and work, resonate with the findings of CIET (1999) and views from prevailing literature *(Makuvaza; 2010, Makuvaza and Hapanyengwi; 2014, Mavhunga 2010)*. Such an IKS related education

is a counterweight to persistent colonial and post-colonial Eurocentric curricular traditions and ensures that the curriculum does not continue to churn "…out Africans deeply rooted in Western ideals, norms, values, beliefs and knowledge systems that alienate them from the mainstream African ways of life." (Mavhunga; 2010, p 1).

- The adoption of an IKS-related philosophy of *Unhu/Ubuntu/Vumunhu* "… provides the opportunity to interrogate values uncritically inherited from the pre-colonial, colonial and post-colonial experiences… discovering more principles [such as communalism, humanism, preparationism and holism] that could inform the Zimbabwean education system" (Makuvaza and Hapanyengwi; 2014: 37-38).

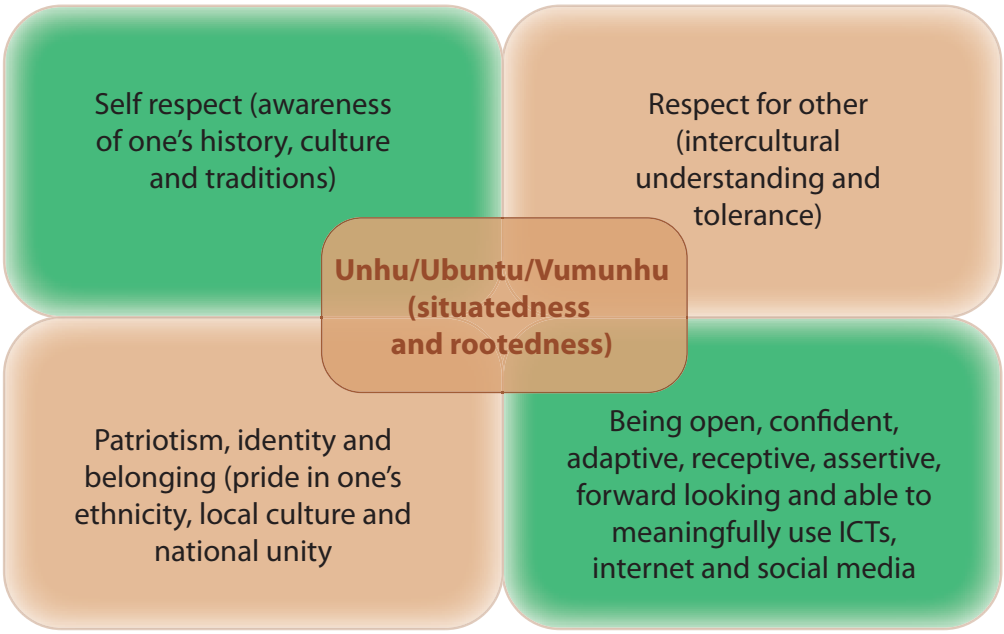
The universality of *Unhu/Ubuntu/Vumunhu* related-learner attributes pervade many education systems but this has to be customized to local environment and culture in its diversity. By *Unhu/Ubuntu/Vumunhu* is meant personhood derived from one's historicity and rootedness in an ongoing human community *(Menkiti, 1976; Pearce 1990, in Makuvaza, 1996)*. In this respect, Table 5, for example, shows that a typical exit profile of learners in an international education programme closely compares with attributes which the CIET Report (1999) gives as typical of a learner imbued with *Unhu/Ubuntu/Vumunhu*. The table further compares these attributes with those given in one written submission as an embodiment of African personhood.

Table 4: Comparison of selected learner attributes under *Unhu/Ubuntu/Vumunhu* inspired Curriculum, International Baccalaureate (IB) programme and attributes as per written submission

Unhu/Ubuntu/Vumunhu attributes (CIET 1999)	International Baccalaureate exit learner profile (Hill 2007)	Written submission: Typical African characteristics/virtues (2014)
Well-rounded, Cooperative spirit	Balanced	Community oriented
Respectable and respectful person	Caring	Communal
Tolerant of others	Open-minded	Flexible
Integrity, Honesty, Self-disciplined Just and Responsible	Principled	Responsible and accountable Disciplined Just
Courageous, stands by own decision	Risk-taker	Innovative, Critical thinking, creative
Hard working	-	Productive

Unhu/Ubuntu/Vumunhu values are predicated on the maxim "I am because we are" as an expression of community rootedness and identity. *Unhu/Ubuntu/Vumunhu* enables one's rootedness and fitting into the existential realities of one's situation as illustrated in Figure 2.

Figure 2: *Unhu/Ubuntu/Vumunhu* ensures rootedness



This section highlight learner exit characteristics advocated by *Unhu/Ubuntu/Vumunhu*, an Afro-centric philosophy of life among the Bantu people in Africa. These characteristics constitute the core traits of a personality imbued with universally accepted humanistic values that underscore the goodness of the human being. Though the *Unhu/Ubuntu/Vumunhu* exit profile are similar to some international and Western inspired education system it is contended that its adoption serves as bulwark against pervasive globalisation influences.

3.3.2 Theme 2: National vision and mission

The curriculum vision synthesizes the main education aims that guide a nation's provision of education. One of the most recent MoPSE curriculum Policy Statement is the Secretary's Circular Number 2 of 2007 which as indicated before outlines the goals of the whole curriculum. Among the leading goals are the need to: establish a strong scientific, mathematical and technological base for economic development; expand the technical and vocational curriculum so as to provide learners with relevant and appropriate survival skills; and nurture citizens who understand, appreciate and accept their moral and civic obligations and have national identity, pride and unity so as to preserve the country's heritage.

For Zimbabwe, the current economic blueprint ZIMASSET's vision is the realization of an 'Empowered Society and Growing Economy' to be achieved through a mission that seeks to 'provide an enabling environment for sustainable economic empowerment and social transformation' (ZIMASSET, 2013). Foremost among the development needs, as outlined by the ZIMASSET blueprint, are:

- **indigenisation and economic empowerment of the previously economically discriminated and disadvantaged black majority through strategies such as,**
- **ownership, exploitation and full utilisation of Zimbabwean resources namely; human/cultural, minerals, land, water, fauna and flora,**
- **the exploitation and utilisation of resources such minerals entails beneficiation and value addition.**

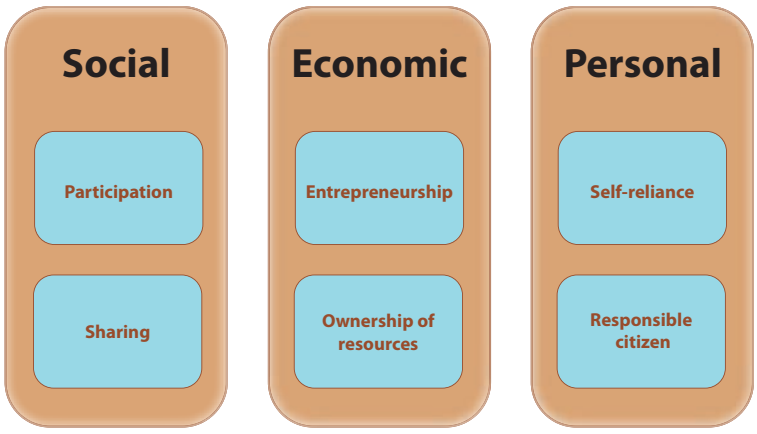
The curriculum or educational vision has to be aligned with the country's aspirations. The curriculum needs to be aligned to the ZIMASSET vision, which has to address the requirement for curricula that is relevant to the developmental needs of Zimbabwe. The Zimbabwean educational vision, as enunciated by MoPSE prior to ZIMASSET, is to be a leading provider of quality education for socio-economic transformation.

3.3.2.1 National Vision

A synthesis of MoPSE curriculum policy pronouncements, *Unhu/Ubuntu/Vumunhu* philosophical imperatives and ZIMASSET socio-economic blueprint yields national vision of education, which is an expression of a hoped-for future reality, that: Zimbabweans want active and empowered school graduates imbued with *Unhu/Ubuntu/Vumunhu* able to participate in socio-economic transformation, in line with the ZIMASSET economic blueprint.

Such participation is built on the following interrelated attributes:

Figure 3: Learner attributes for socio-economic transformation in line with ZIMASSET

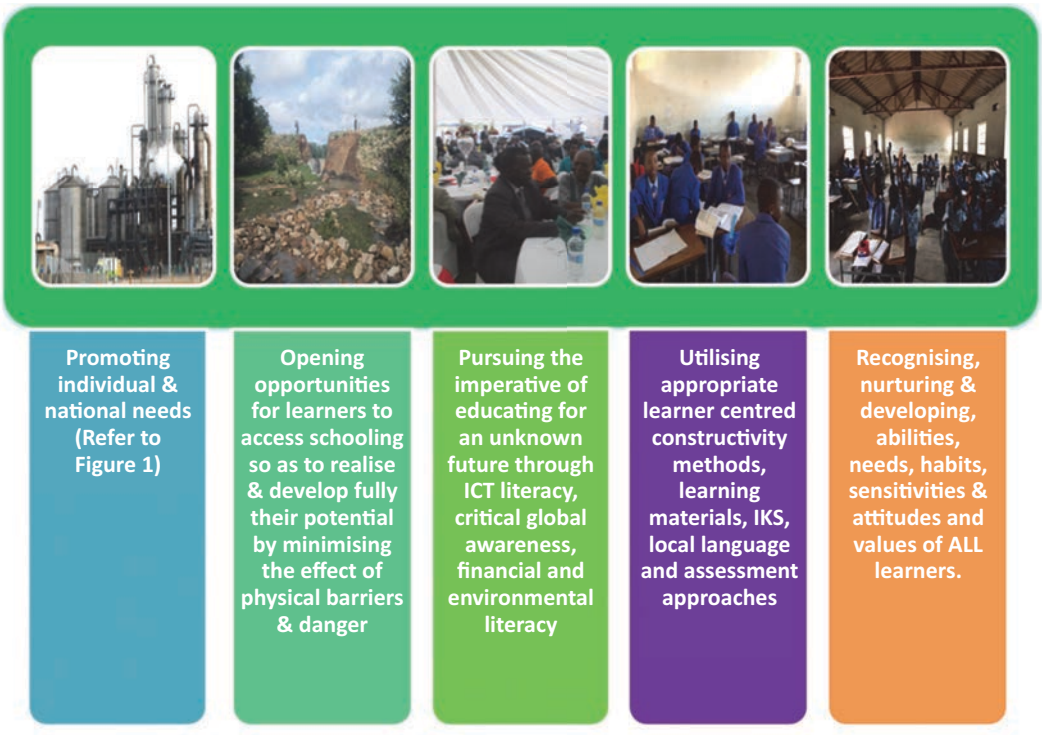


3.3.2.2 Mission of Educational provision

The curriculum vision is translated into action through a mission statement. In the present context, the mission is taken as the practical academic and operational assurances and commitments to learners, the community and nation that MoPSE commits itself to in pursuance of its vision. The mission touches on the related issues of: the quality teaching and learning that should be complied with, relevance of education and equity issues.

The stated MoPSE mission, is to facilitate the equitable provision of quality, inclusive and relevant Infant, Junior and Secondary Education (Secretary's Circular Number 2 of 2007). The MoPSE mission addresses issues of quality, relevance and equity.

Figure 4: Education should be relevant, accessible and of good quality



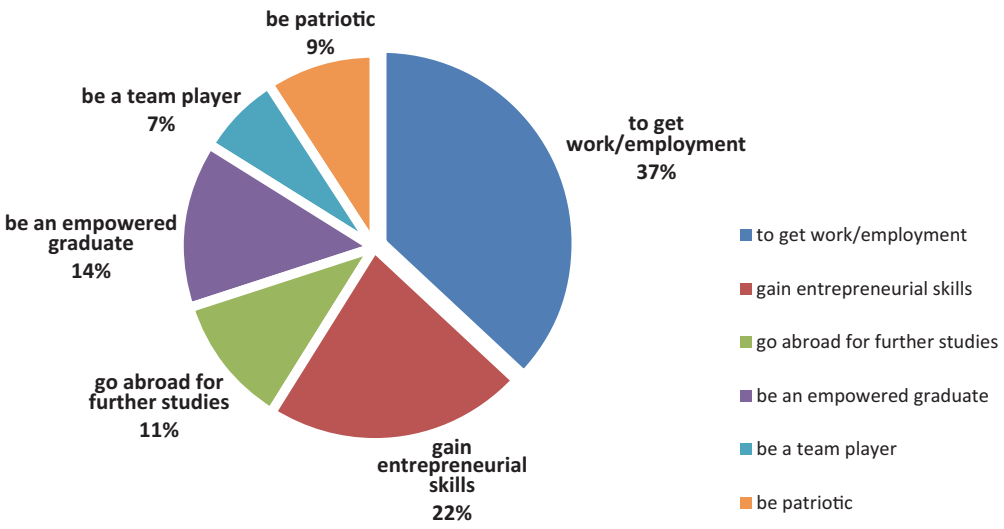
In addition to what government documents pronounce on the educational vision and mission, there is need to examine stakeholder inputs to see how they illuminate further these issues. The consultation process sought answers to *people's expectations of the school graduate and his or her role in national development*. Responses to these two issues and a consideration of the foregoing coverage on philosophy would also be a basis for inferring on the desired vision and mission of the education system.

3.3.2.3 People's expectations of school graduate

Participants in the curriculum review consultations were asked on the mission of the curriculum with regards to their expectations of school graduates. With respect to the

consultation exercise, participants' expectations of the product of the new curriculum are summarised in Figure 5.

Figure 5: Expectations of the product from the new school curriculum



From Figure 5, the leading expectation is that school leavers should get employed followed by the expectation of gaining entrepreneurial skills and that school leavers should come out of school as empowered graduates. The expectations of going abroad for further studies, being patriotic and a team player scored comparatively lower preferences. In the 'any other responses category' the outstanding expectations, in order of popularity, were good behaviour and patriotism.

In breakfast meetings, industrialists, other business people and employers were for school graduates that are:

- financially literate,
- creative,
- innovative,
- problem-solvers from an early age.

Industrialists stressed the need for the curriculum to:

- familiarize learners with resources available in their local areas and in Zimbabwe generally so that they appreciate the possibilities of value-addition and livelihoods linked to exploitation of these resources.
- offer opportunities for students to experience real life exposure to industry and other workplaces. Such experiential learning was seen as aiding the acquisition of correct attitudes to productive work.

- set up Centres of Excellence and revive the practice of Young Scientist Exhibitions so as to come up with scientifically innovative school graduates and encourage the culture of technological innovation/inventions.
- produce 'good citizens who know who they are as a people and as a nation' and with citizenship skills. Proposals for the mainstreaming of subjects like health education and civic education were proffered.
- include a wide range of practical subjects at all levels
- ensure that practical subjects are real practical, where for example in agriculture school leavers 'display the practical knowledge and skill needed to produce the various agricultural products'
- produce balanced learners who, in addition to practical skills, know their history and learn languages and 'be able to use language in different aspects of life'.

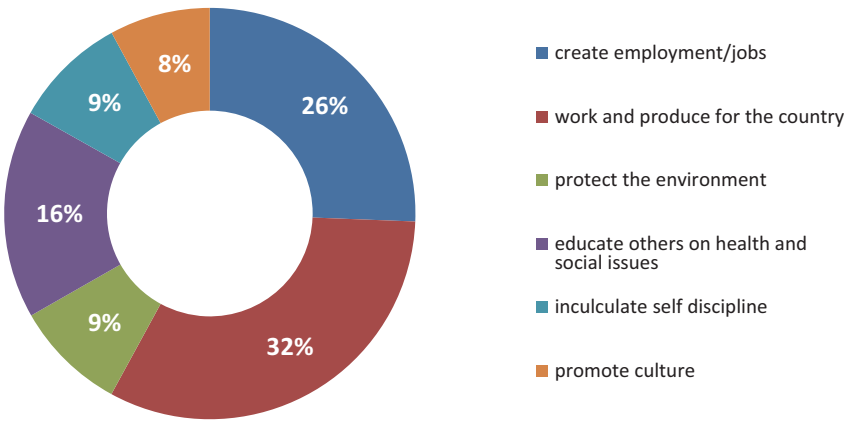
Repeatedly, ministerial statements made references to the need for competences to be acquired and learners being accustomed to "getting their hands dirty" by the time they left school.

There is need for the school curriculum to bring out graduates that are not only employable but are also proactive and able to analyse and solve problems they encounter and those encountered by their communities. Learner exit competences such as: problem solving, flexibility, adaptability, creative and innovative, information technology literacy and financial literacy are some of expected attributes of learners in the 21st century (Partnership For 21st century Skills).

3.3.2.4 Sub-theme: Role a school leaver should play in the development of the country

Closely linked with the issue of expectations on school graduates is the question of the roles that these school leavers ought to play in the development of the country. Findings, from consultations on the role a school leaver should play in the development of the country are depicted in Figure 6.

Figure 6: Expected roles of a school leaver in the development of the country



The expected roles that school leavers should play in the country's development were given as follows: in order of preference; work and produce for the country, create employment, educate the community on health and social issues, protect the environment, inculcate self-discipline and promote culture. The 'other responses' category highlighted the following, in order of the frequency they were mentioned by participants, being supportive of ZIMASSET, literate and numerate, adaptive to new technology and not susceptible to corruption.

Consultation meetings emphasized that the graduates should contribute to development of the country and their communities by applying the acquired practical skills and knowledge. Written submissions referred to the need for community oriented, productive, responsible and accountable learners and school graduates. School graduates were to exhibit the following interrelated personal, social and economic attributes in line with ZIMASSET national developmental aspirations as shown before in Figure 3.

3.3.2.5 Conclusion on the Vision and Mission of Education

There is need to highlight the major findings with regards to the Vision and Mission of Education. Zimbabweans want active and empowered school graduates imbued with *Unhu/Ubuntu/Vumunhu* able to participate in socio-economic transformation, in line with the ZIMASSET economic blueprint. The mission of the Zimbabwean Education system is to facilitate the equitable provision of quality, transformative, utilitarian, inclusive and relevant Infant, Junior and Secondary Education. The curriculum has to uphold the nation's quest, as contained in the ZIMASSET economic blueprint, for self-reliance. The school graduates should be engaged in the development of the country and be able to cope in whatever situation they find themselves. The curriculum has to uphold the cherished *Unhu/Ubuntu/Vumunhu* values including those of the liberation struggle and the current quest for self-propelled development. The education product should be relevant and of good quality to prepare the child for a life and a productive future, hence 'the imperative of educating for an unknown future' in the words of one written submission.

3.3.3 Theme 3: Values and Principles of the new Curriculum

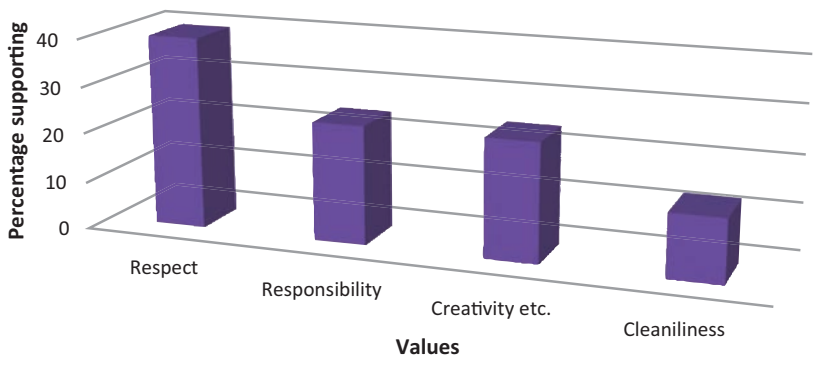
The values, which are ideals or beliefs considered important by society and educational practitioners, underpin the content selection and interactions that the curriculum prescribes and facilitates between the learners, teachers, parents, the community and the nation at large. The preferred values are closely related to principles that guide the curriculum provision in that, for example if one upholds the value of fairness this translates into fair provision and teaching-learning practices in education. In the Zimbabwean context and situation most values and principles are traceable to *Unhu/Ubuntu/Vumunhu* philosophy, our history, heritage, our war of liberation and our spiritual foundations.

3.3.3.1 Sub-theme: Values the new curriculum should impart

Picture 3:3 Learners must be versatile in national culture

The question of what philosophy should guide education is closely linked to the kinds of values to be transmitted through schooling. This is the case since the philosophy which a nation subscribes to is the bedrock on which educational values are anchored. The bar graphs in Figure 1 in the preceding section shows that that the leading percentage of participants in the consultation process expected the school to impart respect for things or essences like life, property, labour and the law. Both responsibility and the issue of creativity/innovation and critical thinking were each expected to be imparted. Slightly above 10% of informants expect the school to impart cleanliness.

Figure 7: Values to be imparted by the new school curriculum



Submissions in breakfast and other similar consultative meetings and scrutiny of newspaper articles underscored the need for the curriculum to uphold the following values: liberation ideals such as being altruistic, patriotic, caring, and courageous, true to self, principled, responsible and dedicated, among others. It should be noted that recognition and respect for the liberation ideals is one of the founding values and principles of constitution (Constitution of Zimbabwe Amendment No. 20 Act, 2013 Chapter 1 Section 3 (i). Related values, which were also emphasized in stakeholder meetings include discipline, leadership and 'followership'.

Other values which were emphasised were:

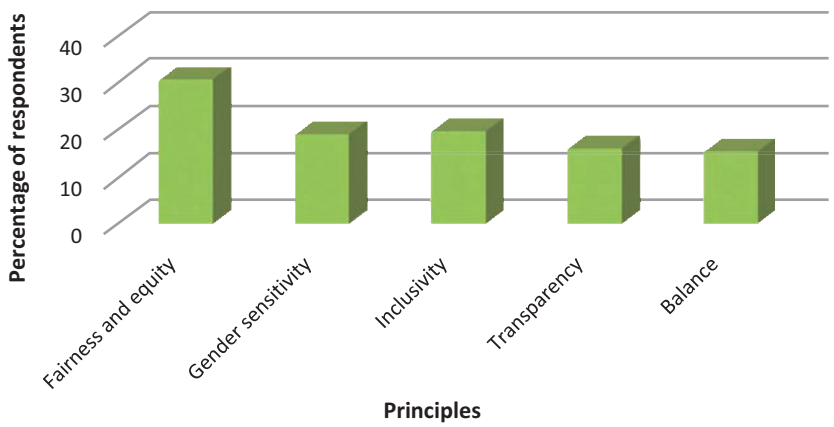
- good citizenship,
- sharing
- respect for rights, life and property,
- fairness and
- integrity.

The views of the participants stress the centrality of respect for life, property, labour and the law value system of education is central to the education system. This is connected to a philosophy of *Unhu/Ubuntu/Vumunhu,* which is immanent in indigenous ways of doing things. Such a philosophy should guide the education system. Also values as responsible citizenship and patriotism and others which were central to the liberation struggle should underpin the curriculum. The issue of cleanliness, which is linked to heath, should be part of the curriculum.

3.3.3.2 Sub-theme: Principles guiding the new curriculum

During nation-wide consultations five main principles were identified as possible guides to the curriculum in Zimbabwean schools. Figure 8 shows the nature of participant views on the principles guiding the curriculum. Apart from the most preferred principle of fairness and equity the other principles of gender sensitivity, inclusivity, transparency and balance received more or less equal preference.

Figure 8: Principles guiding the curriculum



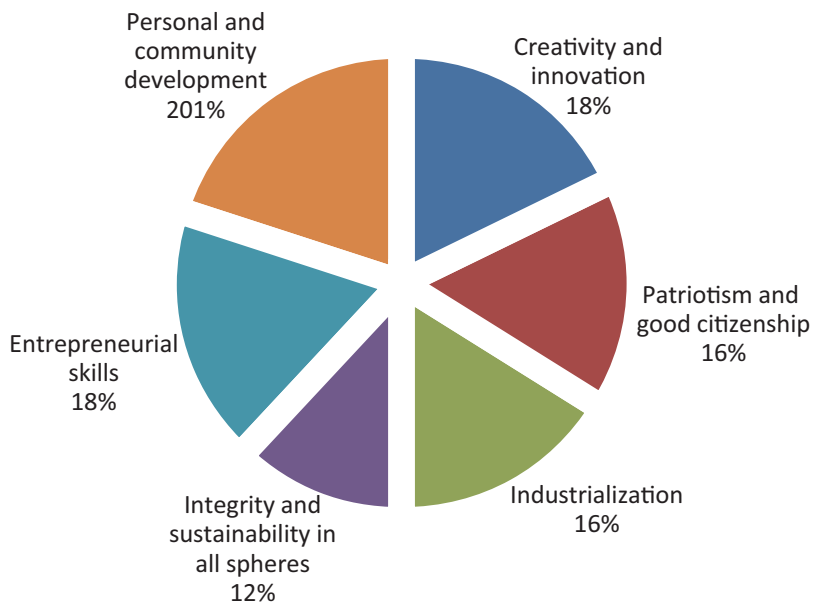
Written submissions highlighted similar principles that included gender sensitivity, life-skills orientation, equity, fairness, transparency, integrity, discipline, and inclusivity, relevance to both local and global contexts. All five principles fairness and equity, gender sensitivity, inclusivity, transparency and balance received support ranging from 15% to 31%. All these principles resonate with regional and international practices as given in the Millennium Development Goals, (MDGs) and the successor Sustainable Development Goals (SDGs), SADC gender protocol, among others. Such an inclusive curriculum is line with the constitutional requirements and MoPSE mission of equitable educational provision that gives a chance to all learners while utilising all learning spaces.

3.3.4 Theme 4: Curriculum Content

3.3.4.1 Sub-theme: Skills/ Attributes to be promoted by the new curriculum

The question was about skills, attributes and attitudes that the new curriculum should promote.

Figure 9: Skills/Attributes to be developed by the new curriculum



Participants were divided on what the curriculum should promote; however the majority (20%) supported personal and community development. They argued that the learner should advance his/her personal development and that of the community, hence becoming an agent of transformation. Other areas such as creativity (18%) and entrepreneurial skills (18%) were cited in the responses. During breakfast meetings and written submissions, participants argued for and envisaged a transformative education system that seeks to produce learners who are critical thinkers and problem solvers and information and technology literate in line with the demands and needs of

the modern world. Currently, products of the education system are criticised for lacking the aforementioned skills desperately needed by society locally and further afield in the 21st Century. Nation building as a theme also emerged during breakfast meetings as participants highlighted the question of patriotism and good citizenship. Participants felt that the education system should produce learners who love their country and are willing to serve and work to develop and protect their country. The other dimension that seemed to emerge is the question of values education with participants highlighting values such as integrity (12%). Participants also felt that the curriculum should promote skills and values that lead to respect of hard work, honest and dignified entrepreneurial activities (16%). This was a common theme in light of the upsurge in company closures, high unemployment and economic difficulties. Participants felt that it is pertinent that education should produce learners who will be actively involved in the development of industries and engage even in micro production of goods and services.

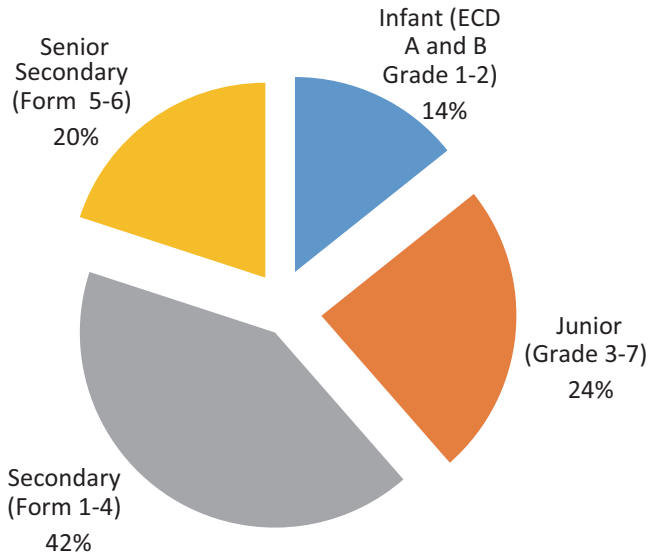
In the current curriculum learning has been dominated by the teacher and learners are passive. Hence, the focus is on learning content and students are supposed to passively consume the information using techniques such as rote memorization and drilling. Teachers are considered as the only authoritative source of knowledge. They are themselves confined by the strictures of a rigid curriculum; a curriculum that only celebrates facts and content but no skills. This is in contradiction with 21st Century expectations where schools are assisting learners to become critical thinkers, problem solvers, good communicators, good collaborators, information and technology literate, flexible and adaptable, innovative and creative, globally competent, and financially literate.

Picture 3:4 Creativity must be fostered in the new curriculum

3.3.4.2 Sub-theme: Specialisation

Participant views on when learners should start to specialise with regards to choosing learning areas to concentrate on are depicted in Figure 10.

Figure 10: When should learners start to specialise?



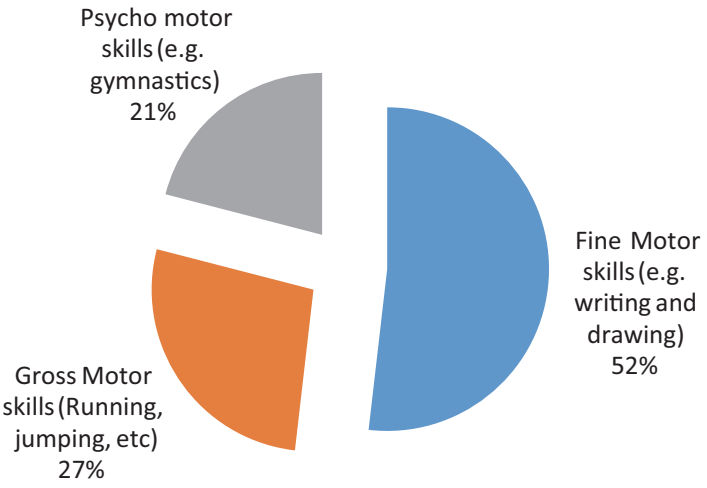
The majority of the participants (42%) agreed that specialisation must start at secondary level (form 1 to 4) as learners choose their pathways. At secondary level it is envisaged that there could be three pathways, for example, a technical vocational pathway, a sciences and technology pathway and a humanities pathway. But it was noted also that specialisation needs resources, both human and material. Knowledge focus areas could be shared within pathways. The higher percentage of 42% for secondary implies that participants envisaged that learners could possibly choose their specialities or pathways at secondary level beginning from one or two. Participants who opted for specialisation at Junior level and ECD could possibly imply that the education system should be able to identify talents at lower level and nurture learners in those talents so that when they come to secondary, learners already know what they want to focus on. This position was echoed during breakfast meetings and in written submissions. Talents, aptitudes and interests must be identified and nurtured at an early age.

Education systems the world over, benchmark their local curriculum against those implemented by stronger performing education systems as defined by national examinations and assessments in order to ensure rigour and robustness of the emerging curriculum. An effective curriculum must prepare young people for the future which is itself unpredictable and provide them with knowledge and skills relevant to a dynamic 21st century. *The Review of the Australian Curriculum – Final report (2014)* recommended specialisation at secondary level as learners choose discipline-based learning areas necessary for the 21st century skills and cross-cultural priorities.

3.3.4.3 Sub-theme: Competences learners should obtain

Physical competences learners should exhibit after completing infant education
Figure 11 shows participants' responses to the question of what physical competences learners should exhibit after completing infant education.

Figure 11: Physical competences learners exhibited after infant education



According to Figure 11 participants felt that competences learners should exhibit after infant education were, in order of preference: fine motor skills, gross motor skills and psychomotor skills. A greater proportion of respondents preferred fine motor skills compared to the other two skills combined.

Infant education in Zimbabwe is the first four years of primary education, that is, currently ECD A, ECD B, Grade 1 and Grade 2. The learners should be aged 4 to 5 in ECD classes and 6 to 7 years in Grades 1 and 2. According to a written submission by the School Psychological Services (SPS) Acting Director, gross motor skills are used in movement of large body muscles like the arms, legs and feet, in running, balancing and changing positions. Fine motor skills include coordination of precise small movements involving the hand, wrist, toes, lips and tongue. Learning activities that involve the use of fine motor skills include handwriting, drawing, cutting papers, grasping objects, beading and controlling a computer mouse. Gross motor skills develop first before fine motor skills. Psychomotor skills are about how the mind coordinates the movement of the entire body. Psychomotor has three domains that is *learning* which focuses on acquisition of practical skills, *cognitive* which is the acquisition of knowledge and *affective domain* for the development of attitudes. Children generally exhibit gross motor skills as the building blocks for fine motor skills within the infant school (ECD through Grade 1 and 2).

On psychomotor skills, theories of human development explain how children acquire skills in various stages of development. As children grow through developmental stages of infancy and adolescence, many cognitive skills also improve.

The findings from participants are in agreement with theories of skills development. The only difference is that findings indicate earlier development of fine motor skills.

Physical competences exhibited after junior education (Grades 3-7)
The question enlisted responses on physical competences learners should exhibit after junior education. Figure 12 shows the responses.

Figure 12: Physical competences learners should exhibit after junior education

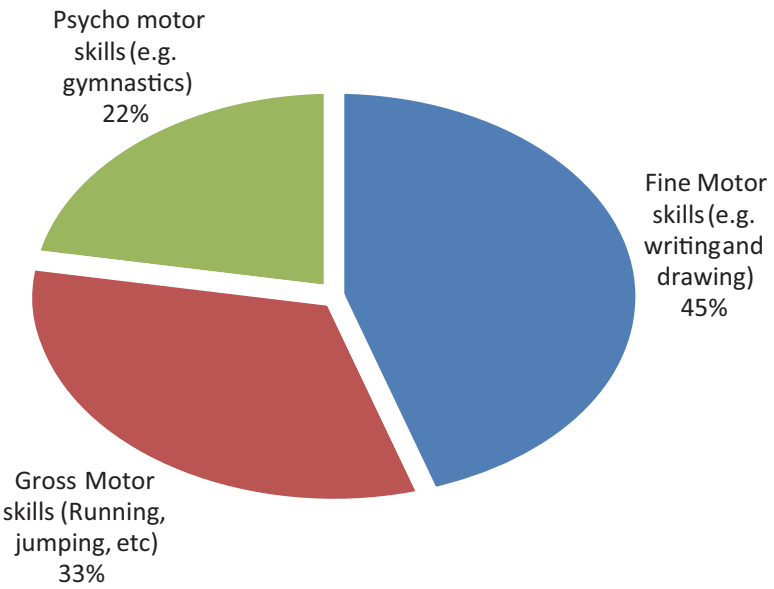


Figure 12 shows participants' preferences on what learners should exhibit after junior education. These were, in, order of preference: fine motor skills, gross motor skills, psychomotor skills. What the preferences do not show is the order of development of the skills which is gross motor skills, fine motor skills followed by psychomotor skills.

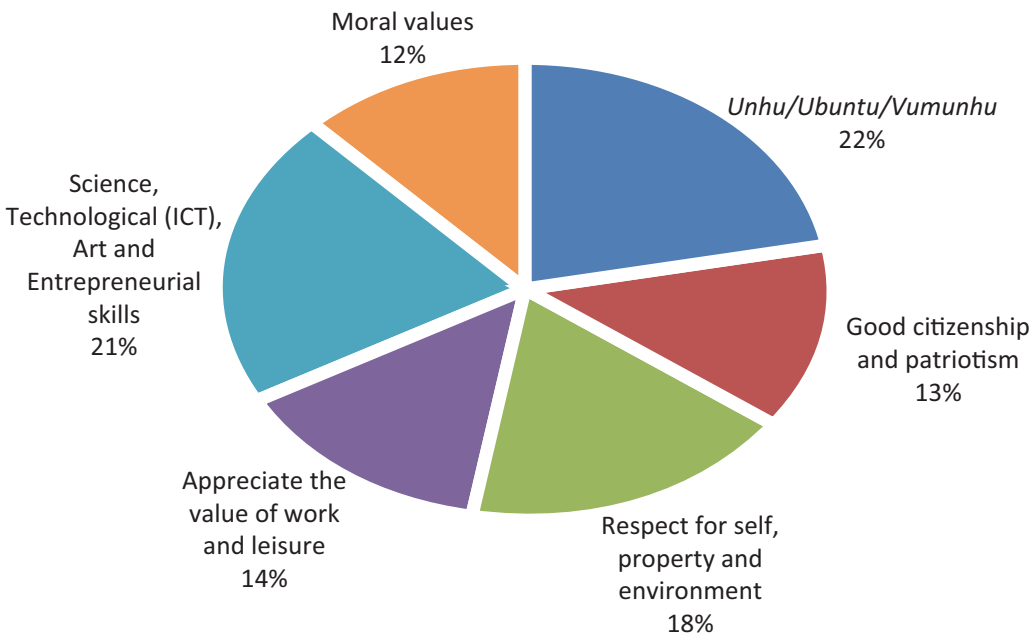
Junior education in Zimbabwe covers Grades 3 to 7, that is, the last 5 years of primary education by which time children should be 8 to 13 years of age. According to the previous explanation (submission by School Psychological Services) the children should, to a very large extent, have developed all the three skills. The extent to which they will have developed these skills will depend on age, level of intelligence quotient (IQ) and the environment. The teacher and the school should provide the ideal environment. According to the United Nations Educational Scientific and Cultural Organisation (UNESCO)'s *Education For All (EFA) Global Monitoring Report (2012),* many primary school leavers who are products of EFA programmes leave school without the skills necessary to avoid disadvantage in the labour market. The report outlines three categories of skills and contexts in which they can be acquired. These are *foundation skills* (literacy and numeracy) which enable later learning, transferable skills (problem solving, ability to transform and adapt knowledge and skills to work contexts), *technical and vocational skills associated with specific occupations* (which are introductory and prevocational). In the Zimbabwe context, these will assist learners

who drop out of school during primary school or those who do not proceed to secondary after primary school completion. Education Management Information System (EMIS: 2013) shows current primary to secondary transition rate at 78.2%.

By end of junior education children should have gross motor, fine motor and psychomotor skills.

Competences learners should have after completing secondary education
The question asked participants to give competences learners should exhibit after completing secondary education (form 1 to 6). Fig 13 shows the responses.

Figure 13: Competences learners should exhibit after secondary education



The participants gave the following competences learners should exhibit in order from most popular to the least popular: *Unhu/Ubuntu/Vumunhu,* scientific, technological (ICT), art and entrepreneurial skills, respect for self, property and environment, appreciate the value of work and leisure, good citizenship and patriotism and moral values. The first three competences were preferred by well over half of participants. The last three while not as popular were preferred by a significant number of participants.

It is important to consider the competences in the context of the learners in the secondary school sector. The majority of them write Ordinary Level exams which only about 20% obtain results considered as pass (EMIS: 2013). A small percentage of these go on to write A-level for university entrance. The competences must also suit the 80% who do not pass. Some must get practical skills and vocational competences not indicated here. These will increase chances of getting employment. The CIET (1999)

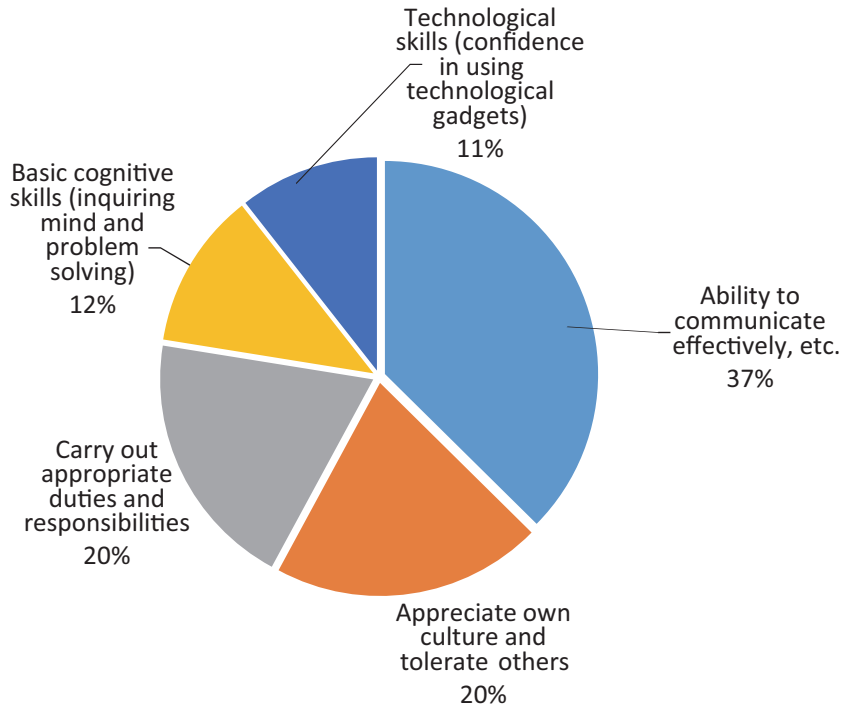
Report emphasised that the present education system does not cater for the majority of students who do not pass Ordinary Level.

Unhu/ubuntu/Vumunhu is recommended in the CIET report as a necessary national philosophy to inculcate into all pupils and students at all levels.

Social skills learners should exhibit after completing junior education (Grade 3-7)

The question asked participants for social skills learners should exhibit after completing junior education (Grade 3 to 7) Fig 14 shows the responses.

Figure 14: Social skills learners should exhibit after junior education

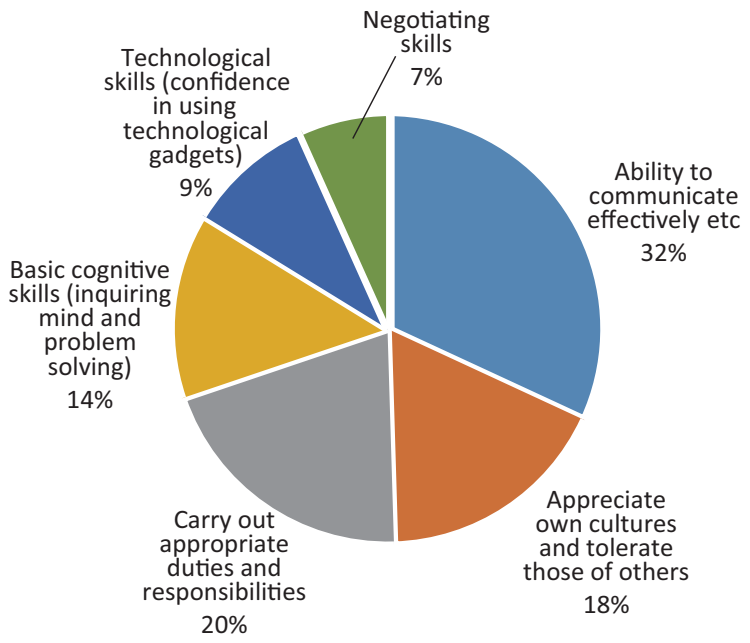


The participants felt that learners should exhibit the following social skills in order from the highest to the lowest percentage as shown in Fig 14: ability to communicate effectively, listen attentively and behave in an appropriate manner and control their emotions; appreciate own culture and tolerate those of others; carry out appropriate duties and responsibilities; develop basic cognitive skills such as an inquiring mind and problem solving abilities; develop technological skills such as confidence in interacting with technological gadgets. According to the participants, the first three would be more important set of social skills. However in reality the last two are also important.

As explained before, end of junior school also marks end of primary school which is an important stage for children. It is important for pupils to have all the skills mentioned by the end of primary school. The UNESCO EFA Global Monitoring Report on Youth and Skills (2012) emphasises the development of such skills. (See Section 44.2.)

Social skills learners should exhibit after completing secondary education (Form 1 to 6)

Figure 15: Social skills learners should exhibit after completing secondary education (Form 1 to 6)



Participants felt learners should exhibit the following social skills, in order from highest to lowest percentage as can be deduced from Figure 15: the ability to communicate effectively, listen attentively, behave in an appropriate manner, control their emotions; carry out appropriate duties and responsibilities; appreciate their own cultures and tolerate those of others; develop basic cognitive skills such as inquiring mind and problem solving abilities; develop technological skills such as confidence in interacting with technological gadgets; develop negotiating skills. Over half the participants gave the top three skills. However, the last three are very important in life, even more important compared to the contested aspect of appropriate duties and responsibilities due to possible ambiguities.

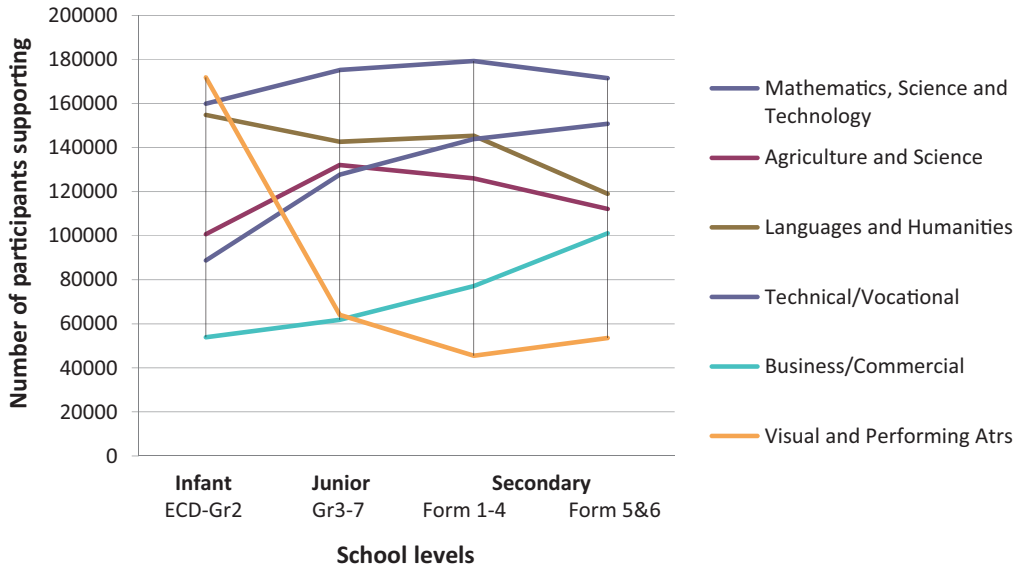
In the 'any other responses' participants pointed out the need for the following skills: grooming, sorting, HIV/AIDS awareness and life skills, positive attitude to community development, leadership, reliability and resilience.

The argument advanced in Section 4.4.3 of skills needed by those who do not succeed in passing O-level should also apply here. In addition Zimbabwe should also consider skills we need for the world of work and life in the twenty-first century.

3.3.4.4 Sub-theme: Learning areas to be covered at various school levels/cycles and related skills

Participants were asked to suggest learning areas to be studied at various school levels from ECD to Advanced level. Figure 16 shows the participants' learning area preferences for the different levels of schooling.

Figure 16: Learning areas to be taught at various school levels



The discussion that follows refers to the merged study areas and subjects. Interview guide questions 4.2 to 4.6 asked participants to suggest study areas to be included from ECD to Advanced level. Similarly, 4.12 to 4.15 asked interviewees to suggest subjects to be studied from ECD to Advanced level in preparation for life, work and entrepreneurship. Since these items solicited more or less the same information, to avoid repetition, these sections had to be merged, as indicated below, for a clearer picture on learning areas to be studied at various levels of the school system.

Chapter 4

Merging the various strands

4.1 In the discussion, reference will be made to the relevant learning areas at the following levels

a) ECD - Grade 2 (Infant level)

b) Grade 3 - 7 (Junior level)

c) Forms 1 - 4 (Secondary level)

d) Forms 5 - 6 (Secondary level - Advanced level)

4.2 Levels

Responses of participants can be viewed from Figure 16. Figure 16 show that Mathematics, Science and Technology had the highest number of participants who indicated that these subjects should be included in the curriculum across the school levels from ECD to Advanced level. This explains why they become the most popular learning areas of choice. A large proportion of participants preferred Languages and Humanities at ECD while a moderate number indicated that these learning areas should be taught at Advanced Level. A significant number of participants favoured the inclusion of Technical/Vocational learning areas at ECD. There was a dramatic increase in support of offering these learning areas at Ordinary and Advanced levels. A fairly large number were in favour of teaching Agriculture and Science from ECD to Advanced Level. Interestingly, there was very strong support for Visual and Performing Arts at ECD but the number of participants declined sharply from junior school to Form Four level and increased slightly thereafter.

At Infant level, Visual and Performing Arts are the highest preferred learning area, followed by Mathematics, Science and Technology, Languages and Humanities, Agriculture and Science, Technical/Vocational, and Business and Commercial, respectively.

At Junior Level, Grade 3 to 7, the highest preference is Mathematics, Science and Technology (including ICT) followed by Languages and Humanities (including Heritage), Agriculture and Science, Technical/Vocational, Visual and Performing Arts and Business and Commercial, respectively.

At secondary level, Forms 1 to 4 learning area preferences show that Mathematics, Science and Technology (including ICT) remain the most popular followed by Languages and Humanities (including Heritage), Technical/Vocational, Agriculture and Science, Business and Commercial and Visual and Performing Arts, respectively.

At Advanced level, Mathematics, Science and Technology has the highest preference, followed by Technical Vocational, Languages and Humanities, Agriculture and Science, Business and Commercial and Visual and Performing Arts, respectively.

4.3 Patterns

The following picture emerges with regards to learning area preferences at various levels: Visual and Performing Arts is the highest preferred learning area at Infant level; Mathematics Science and Technology are the highest preferred learning area from grade 3 to 7, Form 1 to 4, and Form 5 to 6. From the graph, Mathematics, Science and Technology takes centre stage from infant to Advanced level. Similar views were echoed at breakfast meetings and in written submissions where participants supported that learners should focus more on Mathematics, Science and Technology to prepare them for a rapidly changing world. Languages and Humanities are well supported at infant level (third preference) and this could suggest that language plays an influential role in instruction at the elementary level of schooling. The number of participants who

preferred the inclusion of the Languages at Advanced level drops probably due to the fact that at this point communication and languages are now well grounded. Languages and Humanities are regarded as important since they promote the development of essential skills in critical thinking, negotiation, problem solving and decision making (Curriculum Framework for Western Australia, 1998). Agriculture and Science continue to be ranked low as third or fourth preference at all levels. This could suggest that participants may not have possibly noticed the connection between Agriculture and natural resources such as land. Technical/Vocational learning area ranks low at infant level but goes up the educational ladder and ends up number two learning area of preference at Advanced level.

4.4 Findings

Findings from breakfast meetings and other written submissions show that it is important to teach Technical and Vocational subjects in order to instil in children positive attitudes to practical skills and to lay a firm foundation for employment later in life. Another interesting picture emerging from the results is that Visual and Performing Arts take centre stage at ECD (first preference) due to the "play and learn" approach. This decreases as one goes to Advanced level. Participants could have erroneously thought that Visual and Performing Arts is not serious business for the older learners. This view is a misconception because Visual and Performing Arts now constitutes an industry on its own with many celebrities and successful Zimbabweans specialising in this area. A few participants were in favour of studying business and commercial subjects at both primary and secondary level but views from captains of industry were strongly in favour of including these learning areas and ICT even at primary level with appropriate content.

Having noted the evidence from the consultations, breakfast meetings and written submissions, it became clear that the early years of learning are critical in terms of the students' educational development and the foundation being laid for subsequent learning. From international experiences the first two years of learning are largely focused on "learning to read" and then later the focus changes to "reading to learn". The focus in the initial years, according to the *Review of the Australian Curriculum – Final Report (2014)* should be on literacy and numeracy not the hard and fast introduction of discipline-based content.

Drawing evidence from international experiences on the national school curriculum, the Australian Department of Education in 2014 included the following subjects in the secondary education curriculum: English, Mathematics, Science, History, Geography, Languages, Arts, Health, Physical Education, ICT, Design and Technology, Economics and Business, Civics and Citizenship *(Review of the Australian Curriculum – Final report 2014).*

Based on the responses of the participants, Mathematics, Science and Technology are the core subjects of what children ought to learn unlike with the Australian system where all subjects stated above appear to be at par. It is important to note that although Engineering is not included as a core subject it is crucial for technological development which the new curriculum seeks to promote.

Educational initiatives in sub-Saharan Africa are now focusing more on improving the quality of learning, especially in countries such as Zimbabwe. In the post-EFA period, from 2008 and after, curriculum reform now emphasises the following: changing curriculum content and making it relevant to culture, learner's needs and changing the teaching-learning process to a more learner centred pedagogy. This process has entailed the inclusion of the following content areas: HIV/AIDS, population education and mother tongue teaching in early grades among other content areas.

Learning cycles and related skills

Through emphasis on play pre-school infants acquire basic communication, social, physical and psycho-motor skills. It is also through play that they are introduced to some of the learning areas in order to prepare them for life and further education at primary level. The teaching of Languages, Science, Agriculture, Mathematics, Technology and Business therefore equips them with foundation skills in the stated learning areas.

At primary level, the emphasis will continue to be on acquiring reading, writing, science, technology and numeracy skills. At this level learners should be exposed to a broad-based curriculum but at the same time ensuring that curriculum overload is avoided. The focus on study areas instead of subjects reduces congestion. Cross-cutting issues such as HIV and Aids should be included in carrier subjects like Biology to lessen subject congestion.

At the end of lower secondary level, learners should develop basic concepts in all subjects. By the time they are in Form Four they are expected to be proficient in Languages, Mathematics, Science, Technology, Vocational/Technical, Humanities, Agriculture, Business and Commercial learning areas. At this level learners are taught suitable skills for employment through special learning areas such as Vocational/Technical, ICT, Science, Mathematics and Technology. The emphasis will be on developing problem solving, innovative and entrepreneurial skills.

At Advanced Level students are prepared for university entrance so that they can pursue education at a much higher level. Those who fail to enter university would be employable because their earlier teaching and learning would have equipped them with skills for life and work. The ultimate goal is to develop a strong foundation for life-long learning. Regrettably the number of students taking up Mathematics and Science is low especially at Advanced level. Another problem is that there are fewer girls than boys who do these subjects at Advanced level.

Picture 4.1 Learners in Fashion and Fabrics Practical Lesson

4.4.1 Sub-theme: Successful completion of learning at the end of each learning level

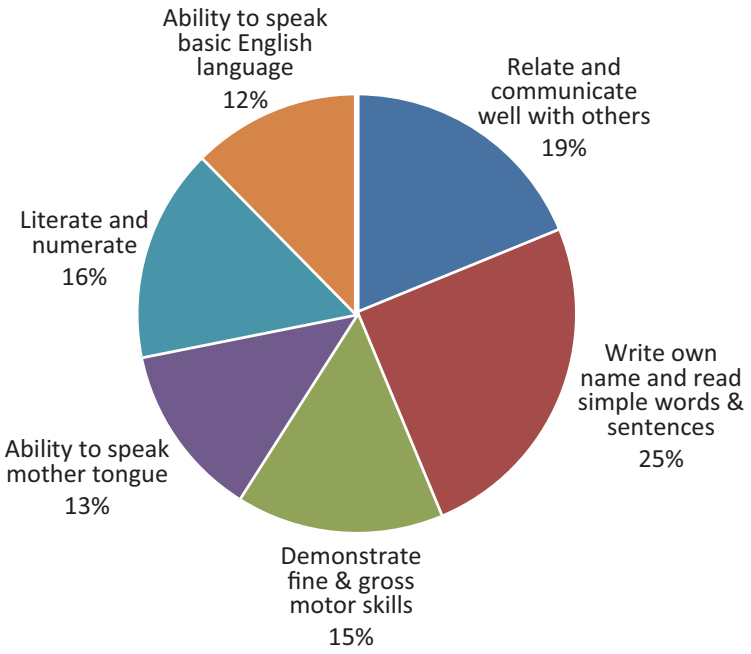
This section addresses the question 'What constitutes successful completion of learning at the end of each learning level?' The four learning levels include the Infant level (ECD to Grade 2), Junior primary school level (Grade 3 to 7), Ordinary level (Form 1 to 4) and the Advanced level (Form 5 and 6).

Successful completion of learning at Infant Level

The participants were asked to give their views on what constitutes successful learning at the end of the Infant level which is the foundational level. Figure 17 shows the various responses given by the participants and the percentages of participants in support of a given view.

The most popular view, expressed by 25% of the participants, was that the ability to write own name, simple words and sentences was evidence of successful completion of learning at infant level.

Figure 17: Successful completion of learning (Infant school level)



A fifth (20%) regarded ability to relate and communicate well with others as the ideal indicator of successful completion of learning at this level. Other indicators of successful learning which were expressed by 16%, 15%, 13% and 12% of the participants include being literate and numerate, demonstration of fine and gross motor skill, ability to speak the mother tongue and ability to speak Basic English language respectively.

The indicators of successful completion of learning given by participants are actually descriptions of competences which learners must exhibit at the end of the learning cycle. However, the current education system is focusing on learning objectives as measures of successful learning. Competences define the applied skills and knowledge that enable people to successfully perform their work while learning objectives are specific to a course of instruction (Silva, 2008). Competences are relevant to an individual's job responsibilities, roles and capabilities. They are a way to verify that a learner has in fact learned what was intended in the learning objectives. Learning objectives describe what the learner should be able to achieve at the end of a learning period. In short, objectives say what we want the learners to know and competences say how we can be certain they have mastered it. Competency is more than the acquisition of knowledge and skills and includes the ability to analyse and synthesize information and transfer learning from one subject to another or to the real world context.

Although the competences suggested by participants in Figure 15 seem to be compartmentalised, they actually overlap and are interdependent in practice (ECD Syllabus, 2012). For example, communication happens in a social setting (group), using a language (mother language or any other) and there should be the object of communication (ideas or skill to be demonstrated). However ability to speak the mother tongue seems to take precedence over the ability to speak Basic English language.

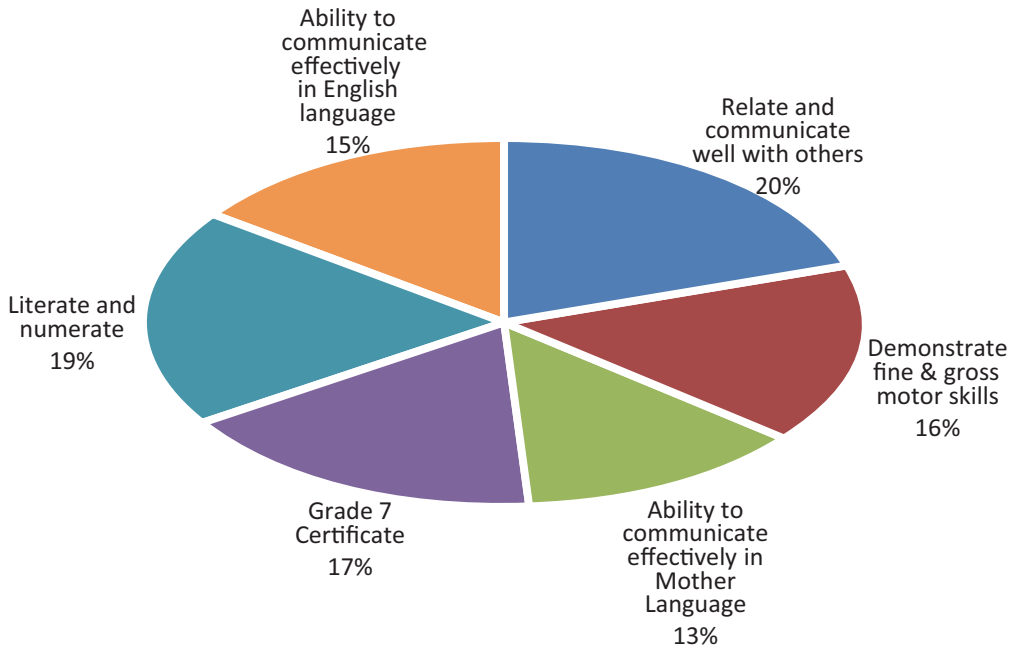
The percentages can be viewed as indications of the weighting which should be given to each of the competences as they are being integrated to ensure successful completion of learning at this level.

Successful completion of learning at Junior Primary school level

The participants were also asked to give their views on what constitutes successful learning at the end of Junior Primary school level. Figure 18 shows the various responses given by the participants and the percentages of participants in support of a given view. It is important to note that the participants were concerned with the learner competences and not just achievement of learning objectives.

Ability to relate and communicate well with others, a competency which is never assessed in the Grade 7 examinations, was highly rated as a measure of successful completion of learning at this level by 20% of the participants.

Figure 18: Successful completion of learning (Junior Primary)



Other indicators of successful learning which were expressed by 17%, 16%, 15% and 13% of the participants include acquisition of a Grade 7 Certificate, demonstration of fine and gross motor skills, ability to communicate effectively in English language and ability to communicate effectively in the mother tongue respectively.

Ability to relate and communicate well with others is now taking the centre stage at this level. The participants in the nationwide consultation exercise identified numeracy and literacy as second emerging content areas that are crucial for successful completion of learning at Grade 7 level. However, they had a limited notion of numeracy and literacy

which focused on reading writing and arithmetic. The expanded notions of numeracy and literacy which were highlighted by participants during the breakfast meetings include the following literacies:

- Global Awareness
- Financial, Economic, Business and Enterprise literacy
- Civic literacy
- Health literacy
- Environmental and climate change literacy
- ICT literacy

Only 17% of the participants attached value to the attainment of a Grade 7 certificate which is clear evidence that Zimbabweans no longer view an educated person as someone who only holds a certificate but can also put that attested knowledge to practical use. Unlike the infant graduates who are expected to speak the mother language and basic English the Grade 7 graduate is expected to communicate effectively in the mother language and in English but unfortunately the participants felt that English language is expected to take precedence over the mother language. What it means to communicate and collaborate with others can be unpacked, as suggested by The Partnership for 21st Century Skills (2009), thus

COMMUNICATION AND COLLABORATION

Communicate Clearly

- **Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts**
- **Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions**
- **Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)**
- **Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact**
- **Communicate effectively in diverse environments (including multi-lingual)**

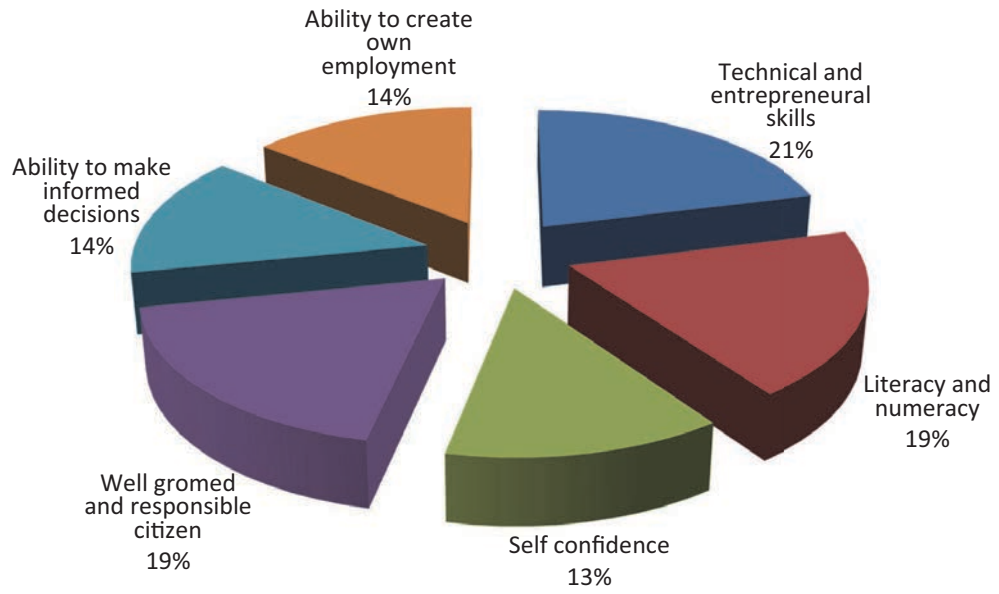
Collaborate with Others

- **Demonstrate ability to work effectively and respectfully with diverse teams**
- **Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal**
- **Assume shared responsibility for collaborative work, and value the individual contributions made by each team member**

Successful completion of learning at Ordinary school level (Form 1 to 4)

The participants were also asked to give their views on what constitutes successful learning at the end of Ordinary school level which is a school leaving learning cycle. Figure 19 captures participant expectation of school leavers at various levels.

Figure 19: Successful completion of learning (Form 1-4)



The demands on the Form Four graduate by the participants increase in comparison to the demands expected from the Form Two school graduate. Twenty-one percent (21%) of the participants expected the Form four graduate to have acquired some technical and entrepreneurial skills. Having well groomed and responsible citizens who are literate and numerate at the same time, were rated second by 19% of the participants respectively.

Decision making skill and ability to create own employments had a tie at third position as indicators of successful completion of learning at Form Four level with 14% of the participants each in support of the views. At this level and for the first time 13% of the participants singled out self-confidence as a key attribute of successful completion of learning at Form Four level. Life–skills orientation is thus founded on skill and discipline. These two are key enablers for employment creation and self-respect in any given community and the nation at large.

Picture 4.2 Secondary school Learners working in the school greenhouse

Responses as shown in Figure 19 show that technical and entrepreneurial skills are increasingly being recognized as determining factors that separate students who are prepared for a more complex life and work environments in the 21st century and those who are not. Besides, participants expect Form Four graduates to be numerate and literate. This is against the backdrop of an outcry by members of the public who attended one of the breakfast meetings that there was a sudden rise in numbers of post Ordinary level graduates who could not read and write legibly.

As Figure 19 illustrates, the participants were cognisant that the real world requires students who are able to make informed decisions and create own employment in a context that is different from discrete facts. A focus on creativity and critical thinking is essential to prepare students for the future since creativity and critical thinking are essential if one is to create own employment and make informed decisions. Critical thinking and problem solving entail:

CREATIVITY AND INNOVATION

Think Creatively

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

CRITICAL THINKING AND PROBLEM SOLVING

Reason Effectively

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyse how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyse and evaluate evidence, arguments, claims and beliefs
- Analyse and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

Source: The Partnership for 21st Century Skills (2009)

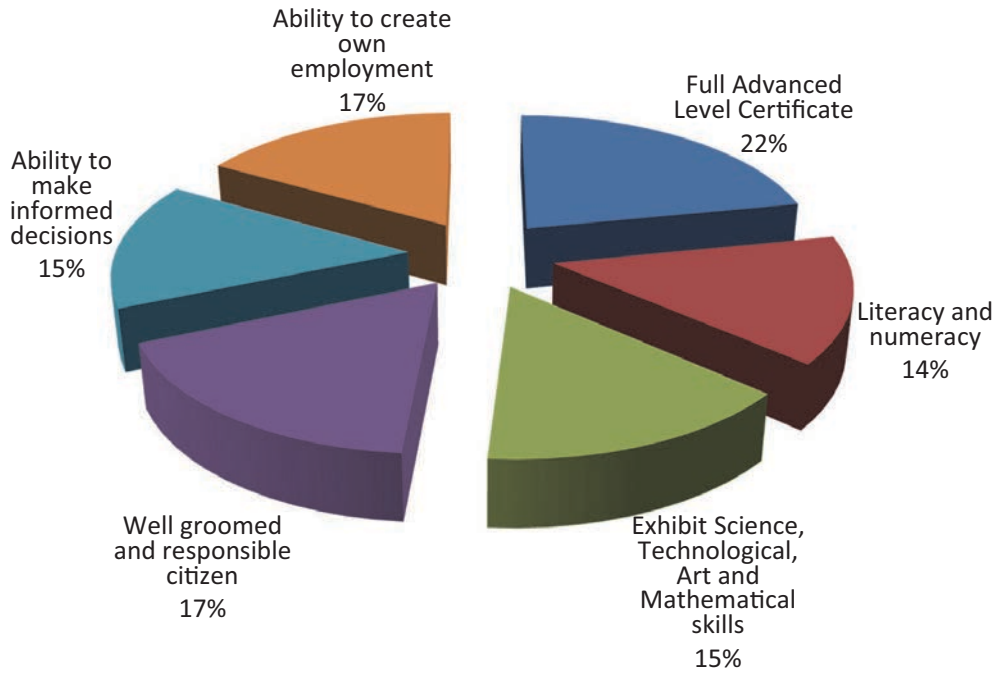
The attributes of successful learning, namely: ability to make informed decisions and create own employment, possession of technical and entrepreneurial skills, are what it takes to have a self-confident, well-groomed and responsible citizen.

Successful completion of learning at Advanced level (Form 5 - 6)

The participants also expressed their views on what constitutes successful learning at the end of Advanced level which is the last learning cycle.

A full Advanced Level certificate topped the list of what constitutes successful completion of Advanced level studies with 22% of the participants supporting the view.

Figure 20: Successful completion of learning (Form 5-6)



Second on the list of what constitutes successful completion of Advanced studies were two attributes viz: ability to create own employment and being a well groomed and responsible citizen. Each of these attributes were echoed by 17% of the participants. Ability to make informed decisions and exhibition of technological, Art and Mathematical skills had a tie at third position with 15% of the participants expressing each of these views. Only fourteen percent (14%) of the participants regarded literacy and numeracy as an attribute for successful completion of learning at this level.

Ability to create own employment was rated highly by the participants as shown in Figures 19 and 20. The implication of this finding is that Zimbabwean citizens now appreciate that the nation should be producing graduates who are able to create own employment rather than producing job seekers. However, sentiments expressed by the 'A' level students during the provincial consultative meetings lower the credibility of the

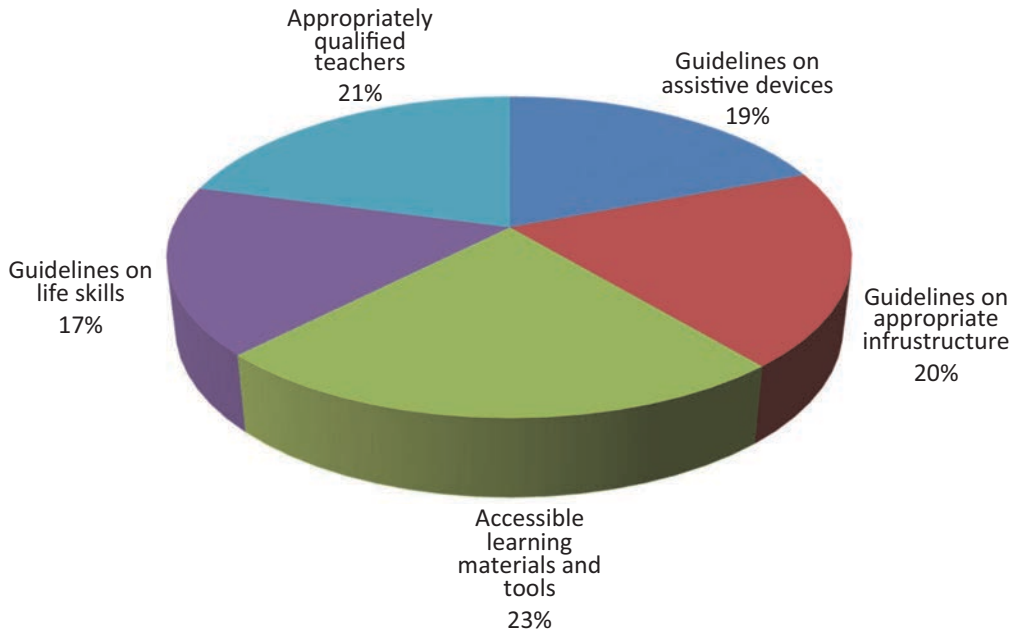
'A' level certificate. The students complained that although they could manipulate Matrices in Mathematics they could not appreciate their relevance to their everyday experiences. Some complained that although they were expecting to pass Agriculture they were worried that they were not able to drive a tractor.

Curriculum provisions for the disabled and special needs learners

Figure 21 shows that twenty three percent of the participants were concerned that the disabled and special needs learners did not have access to appropriate learning materials and tools. In the context of education these would include:

- Reading material for the blind (braille)
- Provision of computers for the blind
- Reading materials for the deaf

Figure 21: Curriculum provisions for the disabled and special needs (all levels)



Besides, 21% pointed out that there was a paucity of appropriately qualified teachers to cater for the needs of the mentally, physically and socially challenged learners. Guidelines on appropriate infrastructure, assistive devices and life skills for the disabled were mentioned as priorities which were to be put in place by 21%, 20%, and 17% of the participants respectively.

According to Article 6 (4) of the constitution of Zimbabwe, the State must create conditions for the development of the official languages, including sign language. Inclusion of Sign language as an official language is clear testimony that there must be provision in all sectors to ensure that the disabled members in our community are catered for. The Ministry of Primary and Secondary Education must operationalize this into reality.

The participants also expressed concern that most of the infrastructure in our schools were not user friendly for disabled learners. There is need to ensure that ramps are put in place and appropriate ablutions facilities are constructed. Conducive psychological and physical learning environment can be a reality when efforts are made to:

- Create learning practices, human support and physical environments that will support the teaching and learning by all learners.
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice for the benefit of all learners.
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work).
- Allow equitable access to quality learning tools, technologies and resources.
- Provide 21st century architectural and interior designs for group, team and individual learning.
- Support expanded community and international involvement in learning, both face-to-face and online.

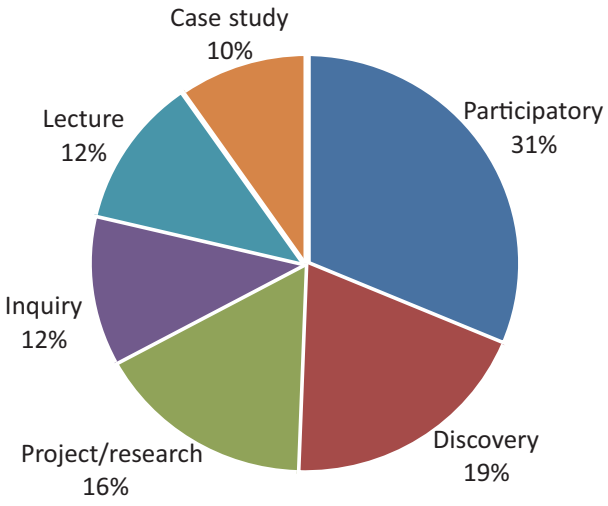
The participants stressed the need to ensure that the disabled and special needs learners are taught by competent teachers. Due to the ever changing learning environment, teachers need to be continually staff-developed.

4.4.2 Sub-theme: Methods

4.4.2.1 Sub-theme: Suggested methods of teaching and learning

There were over 600 000 participants who responded to the question 'what methods should be used in teaching and learning'? The picture with reference to preferences for methods is shown in the Figure 22. Most of the responses under 'any other category' can be clustered around participatory and discovery methods; with the rest falling under individualized instruction and under use of the whole range of methods.

Figure 22: Suggested teaching methods at all levels



Participatory methods were the most favoured, followed by discovery methods. The choices correspond to recommended methods which put learners at the centre of knowledge acquisition and generation, giving them room to explore, making learning a joint activity of teachers and learners, with teachers playing facilitative functions. Thus, curiosity of learners can be preserved as an asset, encouraging and facilitating teaching and learning (Strom & Strom; 2007). The methods sit well with the desired shift to performance outcomes.

The least favoured methods were case study methods, and lecture and inquiry methods were each chosen by 12%. This could signify a preference for methods which actively involve learners in learning rather than ones in which they are passive. In the preferred methods there is guidance by the teacher. Nevertheless, the case study and project methods which are not passive modes of learning but require one to learn independently were least favoured. Perhaps, this is due to the fact that, while they may be appropriate from junior school upwards, the methods are not suitable for use at all levels. And secondly, the methods may be perceived not to suit the learning styles and psychological development of learners in the infant classes. The smaller numbers of participants selecting equally active learning modes may be a sign of some aversion to independent work.

4.4.2.2 Sub-theme: How parents can assist in teaching and learning of their children

There were over 700 000 participants responding to the question asking 'how parents can assist in teaching and learning of their children'. Figure 23 portrays the preferences. Responses in the 'any other category' see the role as advisory, supportive and cooperative and monitoring. The rest of the responses can be clustered under infrastructure and protection.

Understandably, given the perceived pre-eminent role of parents concerning the provision of money, timely fee payment and supervision of homework were chosen by most participants in the consultation. Next in preference were provision of food, shelter and protection – concrete but basic needs. It is notable that issues of protection and provision of food feature so much as this is commensurate with customary roles.

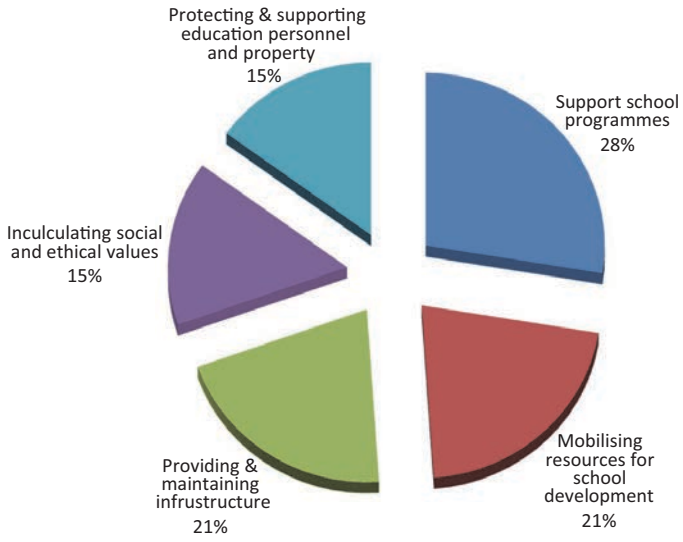
If supervision of homework on its own would get pride of place before provision of food and shelter, etc., it is surprising that no equal importance is put on regular attendance and punctuality. These tasks are related to time spent on learning which influence directly satisfactory performance outcomes, especially given the pressure on school children to do well in examinations. Punctuality and regular attendance ensure that learners do not miss anything and are not made to play "catch up" on material that was learnt and taught in their absence. Cooperative and monitoring roles are worthy noting as they show interest in what happens at school. Finally, the least favoured role is that of being role models and of inculcating values. This could be a reflection of cultural perspectives and perceptual problems of the roles of teachers vis-à-vis those of parents. Parents, especially in rural areas and among working families tend to defer excessively to teachers in matters concerning learning and teaching. The extent of their participation in their children's learning tends to be limited to providing materials needed for one to attend school, i.e., paying fees, buying uniform, books, pens and pencils. In the new

thrust, there is need for parents to see themselves as partners with teachers in the education of their children, by being direct and indirectly involved and being supportive. This disposition is contrary to recommended patterns of interaction from studies that have revealed that "where parents support education, schools are able to achieve a great deal, even under very difficult circumstances" (Williams, p. 58).

4.4.2.3 Sub-theme: Community assistance in teaching and learning

A related item solicited participants on 'how the community can assist in teaching and learning process? '. Figure 23 indicates the preferences of the participants.

Figure 23: Community assistance



Most of the responses in the 'any other category' can be clustered under supportive functions, lobbyist, and facilitative roles through establishing prizes, feeding schemes and support to orphans. An exception to this clustering saw the community contributing 'directly as resource persons' to teaching and learning (PED, Bulawayo Metropolitan Province. 10 December, 2014).

These preferences correspond to current practice, which sees the community supporting school activities through contributing to the building, upkeep of the school plant and funding. There appears to be no appreciation of the community as a space for teaching and learning, thus playing a direct role in the process of teaching and learning. Apart from the exception pointed out above, neither interventions at breakfast meetings and consultations with specialist groups nor answers to probing at such events refer to community as a resource in teaching and learning. The experiences of schools with Parents' Associations and School Development Committees reveal that beneficial effects can be obtained with reference to the infrastructure and morale of teachers. These in turn have a good impact on teachers and how they conduct teaching and learning. Assistance in the form of hosting school visits, facilitating excursions and opportunities for exposure to companies and farms that are suggested in some of the consultation meetings could be put in the same boat as the community as a resource in teaching and learning.

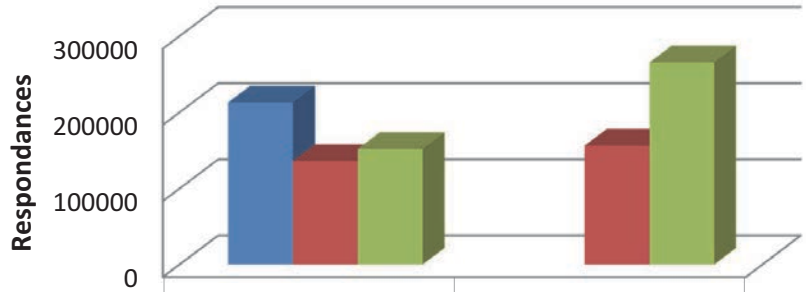
Reviews of cases of school community relations involving studies in several Asian and African countries showed that community support of teaching and learning, through connections to the world of work, supplementing school resources, visits to teachers by members of parents teachers association promoted teaching and learning: as "children attend school regularly and are interested in their studies" (Williams, p. 58). Utilisation of the community in teaching and learning can be a vehicle to strengthen cultural identity and offers opportunities for learning and teaching in real life experiences, especially in peripheral communities (Williams, J. H.; Chehore, T., 2006). Other forms of community utilization as a resource can take include work, apprenticeships and informal study. According to Glutton (1975) "the community can also provide resources in people and places that no school can provide." (p.116).

Interestingly, the dimension of ethics and values with 15 % was not regarded as important as the other dimensions, attracting the same percentage as the function of protection of school property. That mobilisation of resources attracted such a huge percentage is interesting. It points to an awakening of interest and concern in having a school that is attractive to the community. The extension of assistance through prizes and feeding schemes reflect a welcome attitude. Such an attitude promotes greater community participation in the school, in particular the improvement of the school environment.

4.4.2.4 Sub-Theme Languages of instruction

Questions 4 and 5 on interview guide asked about languages of instruction one at infant school level and another from junior school to high school. Preferences are shown in the figure below. The overwhelming choice of preference on language of instruction at infant was clearly indigenous language. In the junior to secondary level, the balance was struck among the following language; English and local languages. Sign language received a significant mention. Some were more liberal preferring flexibility in the choice of language; and allowing for a blended language of instruction. This last choice tended to leave it to teachers to use suitable language based on their observations.

Figure 24: Preferred Language of Instruction



	Infant Level	JuniorSchool to advanced level
Mother tongue	213050	
Local language	136229	156378
English	152119	265612

With the constitution making a number of languages official languages and international good practice recommending the use of the mother tongue in early grades, the issue of languages of instruction has become crucial and of interest. As the questions referred to mother tongue and local language, a brief explanation might be helpful. By mother tongue is meant the language spoken at home by the parents. The term local language refers to the predominant language in the province or region.

At Infant school level the most favoured language for instruction is the mother tongue. English is the second choice. The preference of the mother tongue chimes with international best practice that recommends that learners should be taught in their mother tongue in the first years of schooling.

From Junior school level upwards there is overwhelming interest in using English. However, a substantial percentage was in favour of the use of the local language, which signifies that some importance is attached to the local language. This is to be encouraged in the context where there is need to pay increasing attention to local culture, since language is part of culture.

From Junior school to Advanced Level, English and the local were preferred languages of instruction, with 88 % of the participants choosing English.

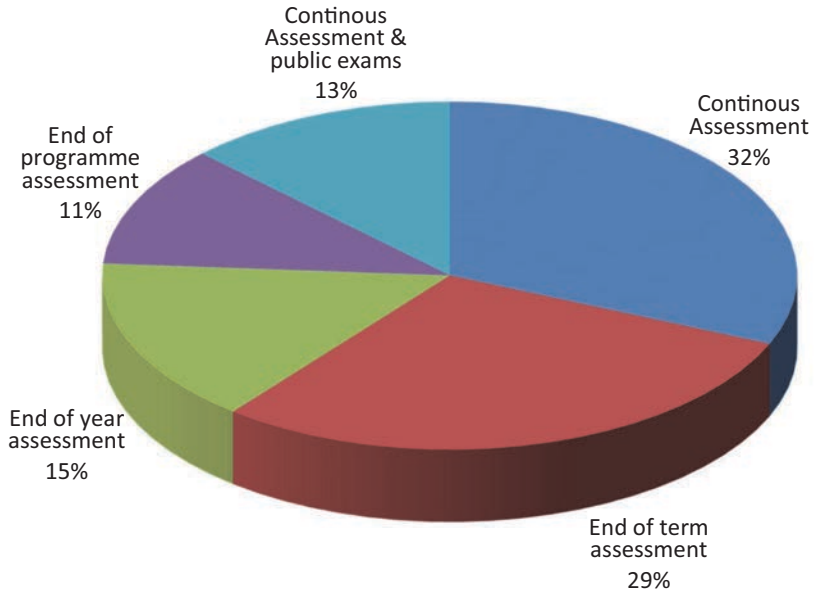
Chapter 5

Assessment

5.1 How learners should be assessed at Infant level?

This question asked participants to choose the best method of assessing learners at infant level.

Figure 25: How should learners be assessed at Infant Level



As noted in Figure 26, the most preferred assessment method at infant level was continuous assessment. Participants seem to prefer a method that was immediate compared to methods that delayed the assessment. Continuous assessment received the most frequent score as it gave immediate and regular feedback whereas end of year received fewer responses. Assessment refers to the process where the skills and competences of the learners are measured and evaluated. Continuous assessment is formative, process-oriented, informal, internal, learner-involved, and/or self-referenced in nature. It can take the form of daily work (e.g. essays, quizzes, presentation and participation in class), projects and practical work (e.g. laboratory work, fieldwork and drawing practice). It is important to note that one of the advantages of continuous assessment is that it evaluates the performance of learners on a daily basis. There is

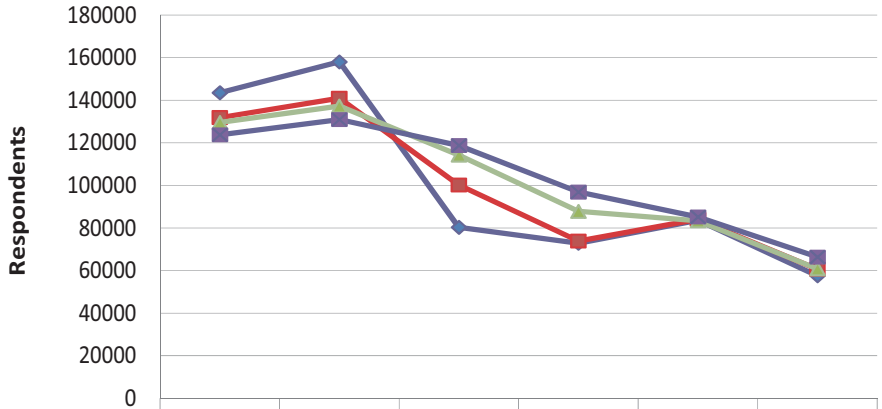
a trend emerging from international experiences and best practice to move away from traditional assessment methods such as pen and paper to 21st Century assessment methods where emphasis is on school-based assessments (EFA Global Monitoring Report 2014). One such assessment method is performance-based assessments or authentic assessments where learners develop and conduct assessment tasks in authentic and real environments. Assessment standards must promote acquisition of local and international knowledge and teaching practices that enhance learning by all learners, irrespective of their background and competences. In Zimbabwe, learning assessments can assist teachers identify learners who are struggling to learn, diagnose their learning difficulties and select relevant strategies to support them. Hence, the focus is now on assessment for learning where learners are given new roles in the assessment process that now make assessment a learning experience. It is now envisaged that learner-centred assessments where learners even go to the extent of diagnosing their strengths and weaknesses increase engagement and foster a deeper commitment to the learning process.

5.2 Sub-theme: How learners should be assessed at Junior level (Grade 1 to 7) and forms 1 to form 6

These questions asked for responses from participants on how learners should be assessed at various levels.

Figure 26: summarises the responses with regard to interview items 6.2 to 6.5.

Figure 26: How Learners should be assessed at different levels



	Continuous Assessment	End of Term Assessment	Public Examination	Continuous Assessment & Public Exams	End of Year Assessment	End of Course Assessment
JUNIOR SCHOOL	143507	158048	80313	72847	83641	57535
FORM 1-2	131842	140960	100149	73839	84049	60650
FORM 3-4	129588	137288	114231	87798	83413	60788
FORM 5-6	123784	130931	118738	96922	85185	66373

On the top of the list is end of term assessments and continuous assessment with up to 160000 participants in favour of these two methods of assessments. However, as you go to public examinations and end of year assessments the numbers are drastically reduced to about 57000 being the lowest. Hence, the graph start high with classroom-based assessments which are immediate and regular and decreases with long-term assessments and public examinations.

Participants preferred a blending of assessment methods. The results give an indication that participants felt that there should be a combination of methods rather than one method. Public examinations must be complemented by other methods such as school-based assessments. While public examinations were valuable, these could be complemented or combined with assessment methods such as continuous assessments. Assessment must account for a broader range of skills and competences. In the past, emphasis was placed on the cognitive domain to the virtual exclusion of the pyscho-motor and affective domains. However, emerging trends point towards the assessment of higher order cognitive skills such as critical thinking, problem solving, creativity and application. Besides the cognitive skills, there is new impetus on interpersonal skills such as leadership skills and intrapersonal skills such as motivation. The development of a plethora of assessment techniques consistent with assessing learners for the 21st Century bring school-based assessment or continuous assessment to the fore. The advantages of high quality teacher-designed assessments are as follows:

- They provide insight on what and how students are learning and give teachers amply time to adjust and customise instruction.
- Allow teachers to assess broader range of skills and abilities in addition to content recall.
- Give students new roles in the assessment process that make assessment a learning experience, hence deepening learner engagement in content (Price, Pierson & Light 2011, p.2).

Picture 5.1 Participants during curriculum consultations in Mt Pleasant-Harare

Participants during breakfast meetings and written submissions argued in favour of a paradigm shift from traditional methods of assessment such as multiple choice, fill in the blanks to more robust means of measuring higher order thinking skills and complex problem solving abilities. Hence, the discourse on fostering 21st Century learners with classroom-based assessments continued to gain currency amongst educators. Traditionally, teachers have evaluated student knowledge and performance using recall tests or by asking questions during teaching, however commentators such as Popham (2008) advocate that teacher-developed assessments can play a pivotal role in supporting learning. Furthermore, the advantage of continuous assessment or classroom-based tests is that other skills and competences such as interpersonal skills can be assessed. The profiling of learners based on skills and competences can also be done to enable effective teaching and learning. The example of an education record card was cited as a tool that can be used to profile, document and summarise the skills, competences and academic performance of learners. Submissions form ZIMSEC noted that at the moment continuous assessment is restricted to practical subjects and to the practical component only. It was thus proposed that bold steps must be taken to expand the strategy to other knowledge focus areas.

5.3 The trend that emerged in other results category was that public examinations must be complemented by school-based assessments

Participants probably believed that a combination of assessment strategies would provide the solutions to the problems that we currently find in the assessment process. One of the problems that was noted was the focus on terminal examinations at the expense of school-based assessments. Participants stated that continuous assessment blended with other techniques such as end of term assessments and public examinations would provide an accurate measurement of performance of the learners. The other theme that emerged during written submissions was that of assessment for learning as opposed to assessment of learning. Participants advocated that assessment should play a leading role in fostering learning. The shift from traditional teacher centred assessments to learner-centred assessments was therefore long overdue. Involvement of learners in assessment was one such option that would increase engagement and foster a deeper commitment to the learning process. According to Ross (2006), other classroom assessment strategies such as peer assessments could be used and can open up productive dialogue to discuss student learning needs and goal creation. Learners are also involved in the creation of the assessment criteria and in diagnosing their strengths and weaknesses. Learner-centred assessments also give learners a new role in assessment making assessment a learning experience – assessment for learning not assessment of learning. At advanced level the impetus is on assessment of higher order skills such as critical thinking, problem solving, creativity and application. Besides assessing skills such as the aforementioned cognitive skills, the emphasis is also on competences. The following six assessment tools and strategies are recommended by Price et al (2011) and impact teaching and learning as well as helping teachers to foster 21st century learning environment in their classrooms.

5.3.1 Rubrics

Compared to a standard checklist used to assess performance, a rubric is a set of criteria that articulates expectations and describes degrees of quality along a continuum. The rubric is not only utilized in conjunction with summative assessments; it is a tool that can enhance the entire learning process from start to finish by serving a number of purposes including communicating expectations for an assignment, providing focused feedback on a project still in process. One of the major strengths of the rubric as an assessment method is that it functions as a teaching as well as an evaluative tool.

5.3.2 Performance-based assessments (PBAs)

Performance-based assessments (PBA), also known as project-based or authentic assessments, are generally used as a summative evaluation strategy to capture not only what students know about a topic, but if they have the skills to apply that knowledge in a "real-world" situation. By asking them to create an end product, PBA pushes students to synthesize their knowledge and apply their skills to a potentially unfamiliar set of circumstances that is likely to occur beyond the confines of a controlled classroom setting (Palm, 2008).

5.3.3 Portfolios

Portfolios refer to a collection of student work gathered over time that is primarily used as a summative evaluation method. Characteristic of assessment is that rather than being a snapshot of a student's knowledge at one point in time (like a single standardized test), it highlights student effort, development, and achievement over a period of time; portfolios measure a student's ability to apply knowledge rather than simply regurgitate it.

5.3.4 Student self-assessment

The aforementioned assessment tools and strategies generally function as summative approaches, however, self-assessment is generally viewed as a formative strategy, rather than one used to determine a student's final grade. Its main purpose is for students to identify their own strengths and weakness and to work to make improvements to meet specific criteria (H. Andrade & Valtcheva, 2009). Self-assessment is said to occur when students judge their own work to improve performance as they identify discrepancies between current and desired performance.

5.3.5 Peer assessment

Peer assessment, just like self-assessment, is a formative assessment strategy that gives students a key role in evaluating learning. Peer assessment approaches can vary greatly but, essentially, it is a process for learners to consider and give feedback to other learners about the quality or value of their work.

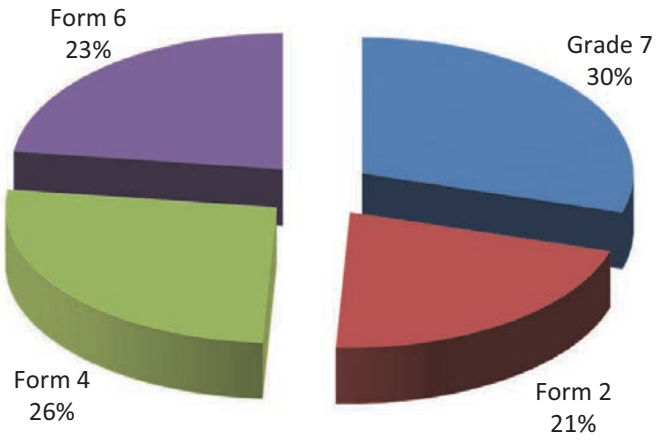
5.3.6 Student response system

Student response system (SRS), also known as classroom response system (CRS) and audience response system (ARS) is a general term that refers to a variety of technology-based formative assessment tools that can be used to gather student-level data instantly in the classroom.

5.4 Sub-theme: Level at which learners should write public examinations

This question elicited responses from the participants regarding the level at which learners should write public examinations.

Figure 27: When should public examinations be written



Participants were divided regarding the time when public examinations should be taken. However, there seems to be consensus that public examinations be retained at grade 7, Form 2, Form 4 and Form 6 judging by the almost equal distribution of responses. The importance of ZJC examination comes to the fore as 21% of the participants supported the writing of the ZJC examination. Drawing evidence from international experiences and best practice, especially from the United Kingdom, Cambridge International Examinations offers four examinations, namely, Cambridge Primary, Cambridge secondary 1, Cambridge secondary 2 (IGCSE and O level) and Cambridge Advanced level. At Advanced level learners have an option of writing an Advanced level subsidiary examination at the end of their first year (Cambridge Programmes and Qualifications 2015). The Cambridge programmes are progressive in terms of development and give learners a clearly defined path to success from 5 to 19 years. The four stages lead learners seamlessly from primary to secondary and pre-university years and each stage builds on the learners' development from the previous one (Cambridge Programmes and Qualifications 2015).

In Zimbabwe, Grade 7 is not a school leaving certificate per-se but is used for upward progression. From breakfast meetings and other written submissions, participants

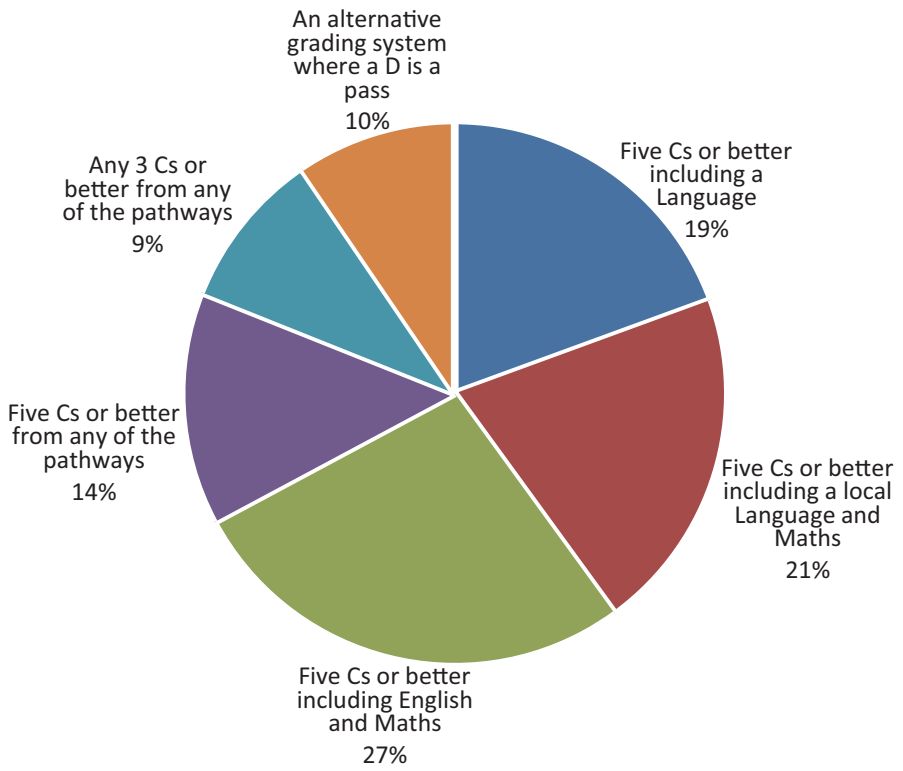
argued that education is important as a public good and issues of integrity and accountability must be prioritised.

5.5 Sub-theme: What should constitute a full Ordinary Level certificate?

This question asked for responses on what should constitute a full ordinary level certificate.

Figure 28 shows the participants responses on this issue.

Figure 28: A Full Ordinary level Certificate



Ordinarily, entry into government service requires five credits at Ordinary level examinations. ZIMSEC issues a certificate to anyone who has attempted an examination and obtained an E grade or better at current benchmarks. From the stoke of responses, the interpretation should be informed by these underlying realities.

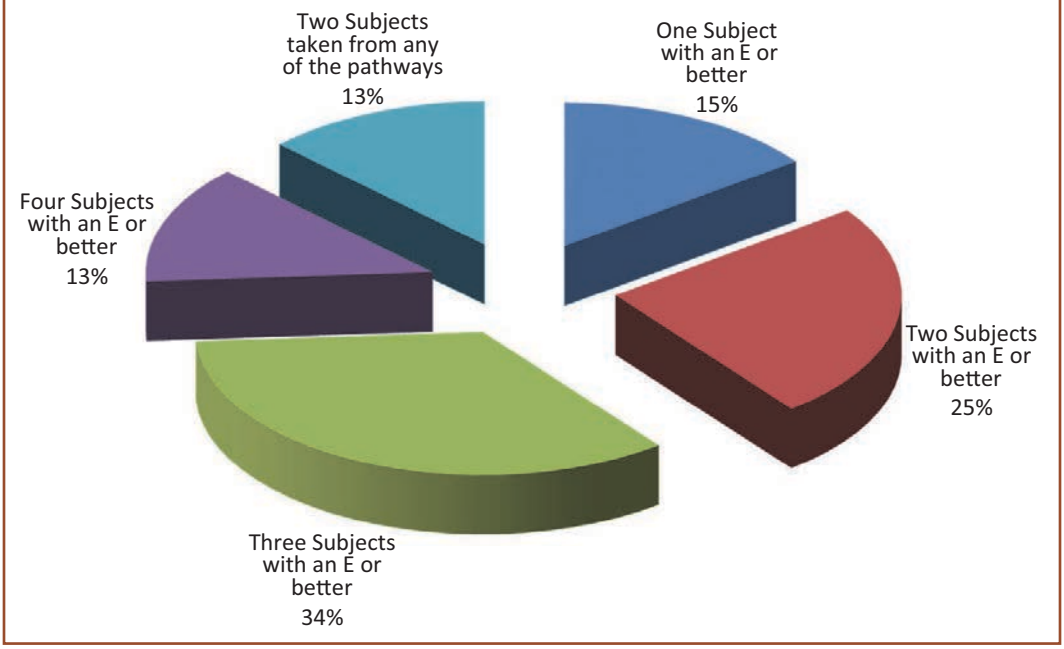
From the pie chart, 27% of the participants stated that 5C's or better including English and Mathematics should constitute a full Ordinary level certificate; 21% noted 5C's or better including a local language and Mathematics; 19% preferred 5C's or better including a language. 14% supported 5C's or better from any of the pathways; 10% proposed an alternate grading system where D is considered a pass. 9% argued that 3C's or better from any of the pathways should constitute a full Ordinary level certificate.

As noted in the pie chart, 27% of the participants supported the idea of having 5C's and better including English and mathematics. This argument was probably influenced by the prevailing scenario where a high standard is generally expected. The Zimbabwe education and assessment system was borrowed from the United Kingdom. Basing from evidence gathered from international best practice in the UK and Australia, 5 Ordinary level passes at grade C seem to be the norm, however, at IGCE, symbols below a C are considered a pass in the United Kingdom. Participants from breakfast meetings and other written submissions emphasised that a certificate with 5C's is inadequate unless it is accompanied with relevant competences and skills such as creativity, critical thinking, and problem solving among other notable skills. Hence focus should be on competences-based education.

5.6 Sub-theme: What should constitute a full certificate at Advanced Level?

This question asked for responses on what should constitute a full certificate at Advanced level.

Figure 29: A Full Advanced Level Certificate



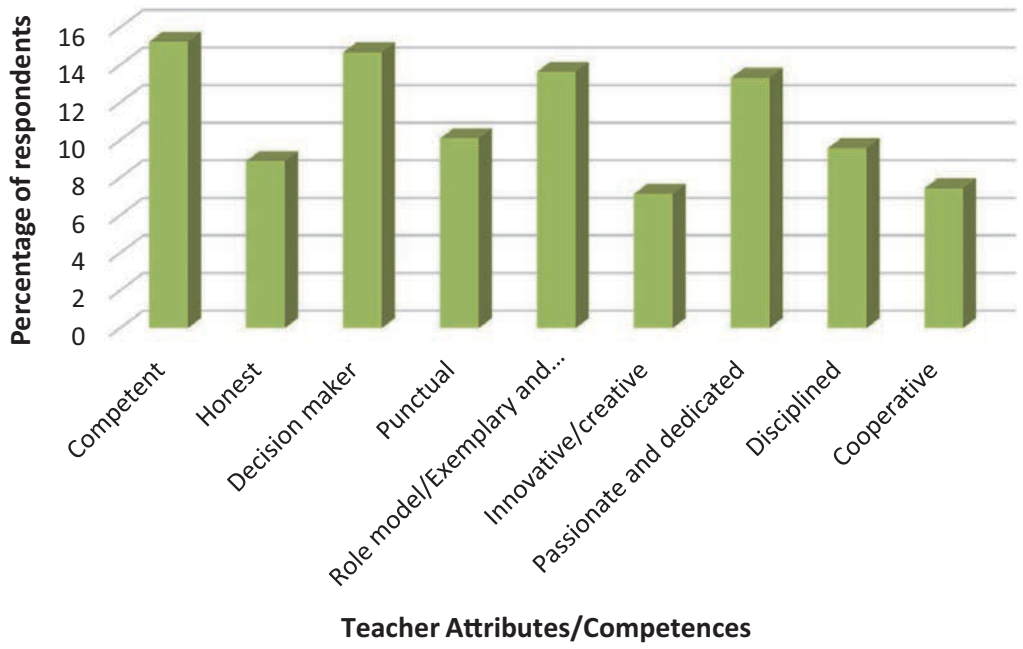
The highest number of participants (34%) supported three subjects with grade E or better and 25% with two subjects with grade E or better. Traditionally grade E is considered a pass at Advanced level and participants felt that a candidate should be able to achieve a pass in more than one subject. From the results it was noted that three subjects was the optimum level and the moment the variable was increased or decreased the responses decreased. Participants from breakfast meetings and other written submissions argued that it is important to introduce competency or skills-based learning so as to add value to our qualifications. Skills such as problem solving and

critical thinking were identified as important as opposed to attained grades which will not translate to a competent individual.

It is widely acknowledged that teachers have a 'make or break' role in all curricular activities (Kelly; 1999:8). As the Southern and Eastern Consortium for Monitoring Educational Quality (SACMEQ) III Report (2011) observes, teachers represent the most important contribution towards human resource inputs to schooling. In general, to teach competently and effectively teachers should be well-grounded in subject matter content and have the requisite pedagogical training (Makuwa, 2011). Against this backdrop of the central role of the teacher in ensuring that the 'intended curriculum' approximates the 'transacted curriculum, there was need to solicit stakeholder views on required teacher competences.

From the consultation findings, the importance attached to various attributes of a good teacher is as shown in Figure 30.

Figure 30: Attributes of a Good Teacher



The preferred teacher competences in order of priority were; professional competence, ability to make decisions, be role models, be passionate and dedicated, punctuality, be disciplined, cooperative and innovativeness and creativity. Such attributes represent lay persons' perceptions of the good teacher. These highlighted attributes find support in literature but are by no means the only ones. For example with regards to being role models, Albert Einstein is purported to have argued that setting an example is not the main means of influencing another, it is the only means. "Almost every action of the teacher ... in the presence of children ... has the potential of being modelled. Teachers can capitalise on this continuous modelling process by making every effort to be

desirable models" (Hudgin et al. in Mwamwenda, 1997:14). A more comprehensive list of generic teacher competences in the African context is given by the *Tuning Africa* programme as falling under four main categories namely:

- Knowledge
- Practice and skills
- Values and ethics
- Interpersonal skills.

The requisite generic teacher competences in these four categories are given as follows:

1. **Conceptual thinking, analysis and synthesis.**
2. **Professionalism, ethical values and commitment to *Ubuntu/Unhu/Vumunhu.***
3. **Capacity for critical evaluation and self-awareness.**
4. **Translation of knowledge into practice.**
5. **Objective decision making and practical cost effective problem solving.**
6. **Capacity to use innovative and appropriate technologies, ICTs.**
7. **Effective communication in official/national and local language(s).**
8. **Ability to learn to learn and capacity for lifelong learning.**
9. **Flexibility, adaptability and ability to anticipate and respond to new situations.**
10. **Creative and innovative thinking.**
11. **Leadership, management and team work skills.**
12. **Communication and interpersonal skills.**
13. **Environmental and economic conscientiousness.**
14. **Ability to work in an intra and intercultural and/or international context.**
15. **Ability to work independently.**
16. **Ability to evaluate, review and enhance quality.**
17. **Self-confidence, entrepreneurial spirit and skills.**
18. **Commitment to preserve African identity and cultural heritage.**
19. **Ability to mediate conflict through resolution and reconciliation for sustainable and peaceful living environments.**

The quality of any educational experience, and in this case an envisaged curriculum change, depends on the teacher who is implementing it. There is a major professional obligation for teachers to understand and effectively implement any curricular provision. In this regard, the emergence of conceptions and practices as 'the teacher as

researcher' (Stenhouse, 1975), 'action research', 'reflective practitioner' 'the extended professional' and 'classrooms as learning communities' underscore the necessity for teacher continuous development for effective curriculum implementation (Kelly; 1999).

Picture 5.2 Minister's and Secretary's briefing on the progress of the consultations at the Ministry's Head Office - Harare

However the correct teacher attributes and skills that go with any curriculum transformation imply that the teachers have to be trained or in-serviced to carry out the changes. In this regard, the observation by Kelly (1999) that there is no curriculum development without teacher development, is pertinent. It is important to note that MoPSE, in anticipation of the implementation of the new curriculum that would emerge from the curriculum review exercise, has initiated a Teacher Capacity Development Programme (TCDP). This is meant to train teachers in areas such as the application of ICTs in teaching as ICTs form part of the repertoire of 21st century skills (Intel Teach Program, 2007). The foci of such teacher development are as follows:

- **Highlight ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize.**
- **Balance direct instruction with project-oriented teaching methods.**
- **Illustrate how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills.**
- **Enable 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students.**

- **Cultivate teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses**
- **Helps teacher develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning**
- **Support the continuous evaluation of students' 21st century skills development**

There are currently five State universities that are collaborating with MoPSE in the delivery of pre-defined Teacher Capacity Development Programe disciplines:

- Mathematics
- Natural Sciences (Physics, Chemistry, Biology)
- Technology (including ICT)
- Indigenous languages
- Research studies (Doctoral level)

The attributes expected of teachers constitute the standard professional profile of any teacher worth his or her salt. The attributes of innovativeness and creativity would, by extension, encompass abilities to integrate ICTs and emerging pedagogical methods and being a reflective practitioner and problem solver. It is a truism that knowledge is available almost everywhere nowadays. In this respect, the teacher should provide "tools for seeking and processing knowledge, rather than … the actual knowledge itself" (Maclean, 2001: 42 in Hill, 2007:43). This changing role of the teacher necessitates upgrading or staff development for a teaching force who still have many years in the teaching service as the majority of teachers are between the age of 25 to 48 years (Education Management Information System [EMIS] and Teacher Development Information System [TDIS], 2013). Such training of teachers sharpens and widens their understanding on issues to do with the planned curriculum and contributes to its successful implementation, for example, with respect to their changing roles in the wake of ICTs, ever changing technology and teaching skills. Table 6 recasts the changing roles learners, curriculum materials, role of schooling which previous sections have underscored but here as pointers to changing teacher roles in the light of a transforming curriculum.

Table 5: Changing roles of teachers, learners, curriculum content, community and schooling in light of a transforming curriculum	
From →	**To**
Learner as passive recipient mostly of external knowledge	Active participant and co-constructor of meaning including indigenous knowledge
Teacher authoritative	Facilitator and enabler of learning
Straight-jacket methods e.g. chalk and talk	Interactive methods e.g. project, group work
Strong subject/topic boundaries	Integrated and holistic with soft boundaries
Cognitive, psychomotor and affective learning	All three with increased emphasis on social learning and participation
Mastering body of knowledge	Acquiring competences for engaged learners and citizens
Limited interactions with community	Consultation and use of community
Little or vague futuristic element	Strong futuristic thinking and problem solving skills
Strong individualistic focus	Strong teamwork, collaborative jig-saw puzzle etc. focus

The attributes of professional competence, ability to make decisions, being role models, passionate and dedicated, punctual, disciplined, cooperative, innovative, creative and imbued with *Unhu/Ubuntu/Vumunhu* values are what makes a good teacher.

Chapter 6

Conclusions and Recommendations

A number of conclusions and related recommendations were drawn and proffered respectively from the findings. The conclusions and recommendations are presented below under the different themes used in the description and analysis of the findings.

6.1 Summary analysis of the current school curriculum

Conclusion

- The school curriculum from infant school to high school should be changed. The focus of the change interventions should be on all dimensions of the curriculum, in particular goals, content, teaching and learning methods and evaluation.
- There is need for a shift from content-based and examination orientation to competency-based.
- The scope and organisation of the curriculum should be streamlined and offered in a cross-curricular disciplinary approach
- The subjects offered for study should prepare learners for life and work. Technology is to be included among the disciplines.
- There is need to reduce the dominance of examinations in the curriculum. Various forms of assessment should be used with meaningful weighting being given to them so that they count in the final mark. National examinations taken by learners at the end of Grade Seven, Form Four and Form Six that are administered by ZIMSEC should take into account the marks from the various forms of assessment.
- Syllabuses for secondary schools are developed by MoPSE while examinations based on those syllabi are conducted by a parastatal, ZIMSEC.

Recommendations

It is recommended:

- To reform and innovate the curriculum so that learners leave school with skills of our times

- To ensure that the curriculum comprises empowering disciplines and cross-curricular themes
- To institute suitable forms of assessment, striking a balance between continuous and national assessment
- To educate and train teachers so that they can handle the new curriculum designed to ensure that the learners leave school with necessary competences for life and work
- MoPSE should develop syllabuses for the whole school system.

6.2 Theme 1: Philosophy underpinning the curriculum: Characteristics which school graduates should exhibit

Conclusion

- A philosophy which emanates from Zimbabwean culture and history namely, *Unhu/Ubuntu/Vumunhu* should inform educational provision and practice in Zimbabwe.

Recommendations

- It is recommended that *Unhu/Ubuntu/Vumunhu* an African perspective to life and work, be the leading philosophy that guides the Zimbabwean curriculum. This enables learners to access a curriculum that is not far removed from their life experiences in contrast to Eurocentric content and values in some subjects.
- It is further recommended that teachers be acquainted with the *Unhu/Ubuntu/Vumunhu* philosophy through both pre-service and in-service training.
- Since no conception of human knowledge, including *Unhu/Ubuntu/Vumunhu* is unproblematic, it is recommended that research efforts on how this philosophy can be utilised in curriculum development, in collaboration with best practices from elsewhere, be supported.

6.3 Theme 2: National vision and mission

Conclusion

The vision is to offer quality and relevant education that is transformative, utilitarian, and inclusive. The curriculum has to uphold the cherished *Unhu/Ubuntu/ Vumunhu* values including those of the liberation struggle and the current quest for self-propelled development. Education should be relevant and of good quality to prepare the learner for a life and a productive future, hence 'the imperative of educating for an unknown future' in the words of one written submission: Education should develop 'the heart, hand and head'.

Recommendations

Vision
Zimbabweans want active and empowered school graduates imbued with *Unhu/Ubuntu/Vumunhu* who are able to participate in socio-economic transformation, to uphold in line with the ZIMASSET economic blueprint the nation's quest for self-reliance, as contained in the ZIMASSET economic blueprint,.

Mission
The mission of the Zimbabwean Education system is to facilitate the equitable provision of quality and relevant Infant, Junior and Secondary Education which is also transformative, utilitarian, and inclusive.

6.4 Theme 3: Values and Principles of the new Curriculum

Conclusion

The ZIMASSET and *Unhu/Ubuntu/Vumunhu* related values of self-reliance, entrepreneurship, responsible citizenship, ownership of resources and sharing should be included in the curriculum. The constitutional founding principle of Respect for the Liberation Struggle entails that the curriculum be a vehicle for values such as: discipline, integrity, leadership, national identity and being altruistic, patriotic, caring, courageous, honest, principled and dedicated. Generic principles of fairness and equity, gender sensitivity, inclusivity, transparency and balance have received significant support from stakeholders.

Recommendations

The following values and principles should undergird the design, development and implementation of the curriculum. The list is by no means exhaustive.

Values
Respect is a *Unhu/Ubuntu/Vumunhu* related value which the curriculum should impart. In addition to respect for all human life: children, elders and the challenged alike, the new curriculum must embrace a cultivated sense of awareness and responsibility for environmental and climate change issues, human rights and property rights, laws and other values such as being responsible, creative, gender sensitive, fair and individually treating cleanliness and etiquette as norms in curriculum practice.

Principles
The following principles should guide the curriculum design and development: life-skills orientation and focus on competency and outcomes of curriculum practice, future looking, rights-based orientation, equity, relevance to all of; individual, local, national and global contexts, curriculum localisation, balance and continuity.

- A values-oriented system where learning areas that instil national pride expressed in self-reliance, entrepreneurship, responsible citizenship, critical global awareness, environmental stewardship and tolerance, among others, should find space in the curriculum.
- Subjects such as civic education and heritage studies, as indeed any learning area that stresses learner responsibility to the community and the nation should be included in the curriculum.
- The curriculum grounds the learner in his or her history, moulds good character and equips learners with skills, for example, problem-solving skills, and that the skills be obtained through appropriate in-class and out-of-class experiential learning.

6.5 Theme 4: Curriculum content

6.5.1 Sub-theme: Skills to be promoted by the curriculum

Conclusion

Participants proposed that the curriculum should produce learners with productive and who exhibit soft relational skills that are useful in society both in their personal capacity and in their community. Furthermore, learners that exhibit skills such as creativity and innovation were preferred.

Recommendations

- It is recommended that the curriculum must be transformed in order to equip learners with relevant skills for life and work. The learner profiles or exit profiles must address the issues of personal and community development, enterprise skills, patriotism, creativity, innovation and integrity.
- The curriculum must produce a learner who is endowed with the following skills: innovative and creative, problem solving, enterprising, honest, diligent and committed, patriotic, information and technology literate and financially literate.

6.5.2 Sub-theme: Specialisation

Conclusion

From the results of the consultation, the majority agree that specialisation should start at secondary level. After Grade Seven learners follow a general education programme and start choosing specialisations at Form Three. One way in which learners can choose their areas of interests and specialist areas is through a pathway system. Advanced level is a specialised area of study and learners are already studying chosen areas of interest.

Recommendations

- Specialisation could commences at Form Three and the new curriculum must have a clear programme and structure that allows learners at secondary level to specialise in accordance with their competences and interests.
- Form One and Two must remain general so as to give learners a broader perspectives of the opportunities at secondary level.

6.5.3 Sub-theme: Learning areas

Conclusion

From the responses, it is clear that the curriculum should stress the teaching of Science, Mathematics and Technology. Inclusion of Indigenous Languages and Humanities is essential at all levels of learning as these are carriers of culture and communication. Foreign Languages should carefully be chosen in order to position learners in a competitive advantage in the global economic family of nations. As teacher skills improve in this sector, the curriculum must provide a varied menu of opportunities. Additionally these learning areas offer an option for further studies to those students who do not wish to study Mathematics and Science at a higher level.

The responses show strong support for the teaching of Vocational/Technical learning areas such as Agriculture and Science at secondary school level. Visual and Performing Arts, Business and Commercial learning must also be included so as to cater for the various career paths children may follow in their later life.

Recommendations

- The curriculum should have a strong bias towards Mathematics, Science and Technology. A significant portion of educational resources should be directed towards the teaching of these subjects. The above stated subjects should be the core of the curriculum because their teaching gives rise to rapid economic and technological development.
- The curriculum should emphasise the teaching and learning of languages at all levels since they are the foundation of all learning in other subjects. At ECD the language of instruction as recommended by the Presidential Commission, should be the mother tongue (CIET 1999; 169).
- In order to provide a firm basis for further studies in areas aligned to industrial and economic development of the country, the teaching of practical subjects like Agriculture and Science, Vocational/Technical, Business and Commercial is strongly recommended. The acquisition of technical/vocational skills is crucial among the youth who are the “engine of economic growth in a country”. (UNESCO, 2012; 14) The study of the above stated learning areas will give the country the much needed technocrats who are critical in transforming the economy of the country.
- Given the importance of science, mathematics and technology to the economic development of the country there is need to ensure that more learners are channelled towards the different pathways in direct proportion

to their importance. Schools, particularly rural ones should be capacitated to teach Science and Mathematics effectively.

- Visual and Performing Arts should be taught to promote the emerging industry. At higher levels schools of art, dance and music should be supported to develop learners' talents fully.
- To increase the number of girls taking up Mathematics and Sciences at Advanced Level, a favourable percentage for girls should be determined in advance.

6.5.4 Sub-theme: Successful completion of learning at the end of each learning cycle

This section outlines the conclusions and recommendations based on the question 'What constitutes successful completion of learning at the end of each learning cycle?' The four learning cycles include the Infant level (ECD to Grade 2), Junior primary school level (Grade 3 to 7), Ordinary level (Form 1 to 4) and the Advanced level (Form 5 and 6).

6.5.4.1 Sub-theme: Successful completion of learning at Infant Level

Conclusion

The ability to speak the mother tongue should take precedence over the ability to speak Basic English language. The importance of producing good citizens who can relate and communicate well with others cannot be overemphasised in the process.

Recommendations

It is recommended that the Ministry should:

- Adopt a competency based curriculum if these competences are to be realised. Competency Based Education should be an institutional process that moves education from focusing on what academics believe school leavers need to know (teacher-focused) to what students need to know and be able to do in varying and complex situations (student and/or workplace focused)
- The ability to speak the mother tongue should take precedence over the ability to speak Basic English language at infant level since the competences are best communicated in the language best known to the learners.

6.5.4.2 Sub-theme: Successful completion of learning at Junior Primary school level

Conclusion

Since the competences expressed by the participants are interdependent and overlapping there is need to strike a balance on how they are integrated. It is important

to ensure that by the time our learners graduate at this learning cycle they are able to communicate in at least two languages including the mother tongue. Again the ability to speak the mother tongue should take precedence over the ability to speak Basic English language. Good communication and collaborative skills lays a solid foundation for further studies.

Recommendations

In the proposed new curriculum students are expected to go beyond mere knowledge acquisition and demonstrate that they can apply what they would have learned in different situations. The Ministry must take cognisant of the fact that competency-based education was introduced in other countries in reaction to concerns that students were not being taught the competences and skills they require in life after school. The same concern has been expressed about education in Zimbabwe where the attainment of the multiple behavioural objectives does not equal students' workforce functionality.

6.5.4.3 Sub-theme: Successful completion of learning at the end of Advanced level

Conclusion

Most of the competences and skills which are expected from school graduates are not captured in the existing curricula as areas of focus in our schools today. Competency and skills implementation in the school curriculum require the development of cross disciplinary knowledge and understanding among learners. Those who can think critically and communicate effectively must build on a base of distinct disciplines or subject knowledge. Within the context of these, learners develop the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

There is a wide gap between the knowledge and skills our Advanced level students learn in schools and the skills and competences needed in our environment and workplaces *thus making education irrelevant. There is need to bridge the gap between how student learn and how they live and what they learn.*

Recommendations

In addition to cognitive mastery, the proposed new curriculum must help learners become critical thinkers, problem solvers, good communicators, good collaborators, information and technology literate, innovative and creative. On the same note assessments should incorporate broader use of performance-based measures that focus on higher-order thinking and measure skills such as critical thinking, problem solving and ICT literacy.

The Ministry of Primary and Secondary Education has to mobilise human and material resources to ensure that the needs of the disabled and the special needs learners are met.

Bearing in mind that learners are coming from diverse backgrounds and have diverse needs which have to be met before meaningful learning can take place, the Ministry has to consider embracing diversity as one of its core guiding principles in all its operations. This will go a long way in complementing the Ministry's guiding principle of inclusivity.

6.5.4.4 Sub-theme: Competences and social skills after primary and secondary education.

Physical competences learners should exhibit after completing infant education

Conclusion

After infant education children should exhibit fine motor skills that is they should be able to write, draw and do other fine manipulations. Before completing infant education by the end of ECD they should exhibit gross motor skills. However, children do not develop at the same rate. Teachers have to cater for all children including slow learners and the physically handicapped.

Recommendations

At ECD level teachers should, through organised play, monitor and assist in the development of gross motor skills. In Grades 1 and 2 children should be taught so that they develop fine motor skills and psychomotor skills. Not all children may have acquired the required fine motor skills by the time they complete infant education because of different abilities. There is need for capacity development of teachers to improve understanding and application of child development issues.

Physical competences exhibited after junior education (Grades 3 - 7)

Conclusion

After junior education learners should have developed all the three categories of skills that is gross motor, fine motor and psychomotor skills.

Recommendations

The curriculum should be designed to make sure children exhibit gross motor, fine motor and psychomotor skills (commensurate with ages and child development stages) after completing junior education. This is currently the case. There should be a definite attempt to identify at primary level skills necessary for the world of work, such as transferable technical and practical skills.

Competences and social skills after secondary education (Form 1 - 6)

Conclusion

Participants expected learners to exhibit *Unhu/Ubuntu/Vumunhu* and Scientific, Technological (including ICT), Art and Enterprise skills. This implies that they recognise the importance of technical and enterprise skills as well as that of *Unhu/Ubuntu/Vumunhu* in moulding pupils' character and producing patriotic citizens.

Recommendations

The secondary school curriculum should include the social skills and technological skills. The range of skills that are available among learners should be teased out through appropriate pedagogy. It is essential that no learner is educated for disempowerment, CIET (1999).

Social skills learners should exhibit after completing junior education (Grade 3 - 7)

Conclusion

The three main social skills learners should exhibit after completing junior education are: the ability to communicate effectively, listen attentively, behave in an appropriate manner and control their emotions. They should develop a sense of appreciation of their own culture and yet still celebrate cultural diversity.

Recommendations

The reviewed curriculum should ensure that at the end of junior school, children exhibit the following social skills: ability to communicate effectively, listen attentively, behave in an appropriate manner, control their emotions; appreciate their own cultures and tolerate those of others and basic cognitive skills. They should also develop technological skills. In fact all skills mentioned need to be developed including ability to work in teams.

Social skills learners should exhibit after completing secondary education

Conclusion

There is no doubt that the majority of participants felt the skills learners should exhibit after secondary education should be the ability to communicate effectively, behave in an appropriate manner and control their emotions. As argued above, those completing secondary education are not a homogeneous group and would need more skills of a different kind. The skills participants chose from are inadequate.

Recommendations

The secondary school curriculum should include the social skills and technological skills. The range of skills should be aligned to the needs of the majority of learners whom the system according to CIET (1999) did not cater for.

6.6 Theme 5: Methods

Conclusion

The following conclusions were made on teaching and learning methods.

- Teaching and learning should be inspired by progressive and sensitive pedagogic theories. Further , teaching methods should stress the need to make learning meaningful and engage learners in learning activities
- There is a tendency to favour participatory and discovery methods. The selection of and by a small number of people of equally active methods may be a sign of some aversion to working independently.
- The varying forms of assistance that were chosen correspond to current functions that most parents play with reference to interactions with teachers and supporting learning and teaching. There is need for greater direct interaction and support to learning and teaching. The importance placed on security and food issues needs further encouragement, given the prevailing climate where reports of stunting due to poor nutrition abound. The abuse of learners by relatives and school personnel is an area where the school and community interaction could exert its visible presence.

Recommendations

- Teaching methods should ensure that the following shifts are realized
    a. Shift from teaching to learning hence the saying 'Stop teaching and let the children learn'
    b. Shift from transfer of facts to student construction of knowledge
    c. Shift from memorizations of information to analysis, synthesis, evaluation and application of information
    d. Shift from concentration on acquisition of knowledge to concentration on development of knowledge, skills, values and attitudes
    e. Shift from non-participatory activity to student centred approaches and 'Interactive methodology'
- The parents should be more actively involved in the learning and teaching by directly and indirectly supporting tasks related to learning both at a school and at home.
- The community should provide greater support to teachers and the school by contributing to making the school environment attractive and conducive to teaching and learning, by facilitating the use of community resources and by establishing partnerships and tangible forms of assistance, such as prizes, hosting, educational tours (Edu-tours) and arranging field experiences.
- It is recommended to use the mother tongue in the infant school and to introduce English as capacity permits. The use of blended language is to be considered where it facilitates teaching and learning. The use of English is recommended at different cycles as is appropriate.

6.7 Theme 6: Assessment

Conclusion

Continuous assessment combined with other assessment strategies such as end of term assessments and public examinations were generally preferred. Other strategies within the realm of school-based assessments such as performance based assessments, student self-assessments and peer-assessments are strongly noted from Grade One, to Form Six. Participants agreed that public examinations be retained at Grade Seven, Form Two, Form Four, and Form Six. In the reform process, consideration should be given to the fact that some of the content now taught in the junior school module is largely what was available at the former Form Two level only two decades ago. With regard to what constitutes a full Ordinary level certificate, it was observed that respondents generally presumed theoretical cognitive disciplines as the validating pursuits for what they believed expressed "fullness" of a certificate. Suffice to note here that the new framework should cross this bridge by pointing to the utility value of the learning areas of study.

Recommendations

- It is recommended that continuous assessment combined expressed as end of term assessments, project based assessment and portfolio preparation and public examinations be implemented in the new curriculum.
- It is also recommended that the ZJC examination combined with other assessment techniques such as school-based assessments be retained consistent with the discourse on assessment for learning.
- Learners completing every form should be provided with a leavers' report as proof that they have completed a particular level which could be used for further education elsewhere.
- School-based assessments such as performance based assessments, student self-assessments and peer-assessments must be included in the new curriculum.
- It is recommended that public examinations be retained at Grade Seven (which now includes what was historically at Form Two level), Form Four and Form Six. However, funding issues and in-service training must be addressed in order to ensure successful implementation of the above examination plan.
- It is recommended that a complete mapping of learner's skills should constitute an integral component of terminal assessment at Form Four. In consequence, competency-based education specifying relevant and appropriate skills or competences at each level, should be implemented to strengthen the Zimbabwean qualifications. Although despondence desired that 5C's constitute a "full" Ordinary level certificate and at least two passes with grade E or better be considered as constituting a pass at Advanced level, it is recommended that further thought and reflection be fine-tuned, especially with employer organisations which were very supportive through this journey. The bias of the new framework should inform the operational implication – hence it should not simply be a matter of two or five subjects with no resonance to the socio-economic context, where skills are a matter of bread and butter.

6.8 Theme 7: Teacher Competences

Conclusion

The attributes of professional competence, ability to make decisions, being role models, passionate and dedicated, punctual, disciplined, cooperative, innovative, creative and imbued with *Unhu/ubuntu/Vumunhu* values are what makes a good teacher.

Recommendations

- It is recommended that MoPSE and relevant teacher professional bodies be accountable custodians of teacher professionalism for the successful implementation of the curriculum. A gate-keeping teaching professions council should be considered as part of the strategy to enhance ethical conduct and professional discipline in the sector.

- The role of parents and communities in area of teacher accountability should be explored, delineated and encouraged. The regulatory regime should be re-looked at to ensure that parental contribution is neither wasted nor self-serving but that it be seen to enhance learner skilling.

- It is recommended that continuous teacher development through in-service programme, in the manner of the on-going Teacher Capacity Development Programme (TCDP), be a permanent feature of educational practice in Zimbabwe.

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Annex 1

Glossary of Terms

Assessment	Process of judging something in accordance with some quality criteria (i.e. student assessment: Finding out what and how well a student has learned; Collecting information/evidence and making judgments on students' achievement/ performance/ progress).
Assessment for Learning	Showing learners where they are with reference to certain set goals and how to get there; motivating and supporting learners by identifying strengths and weaknesses, and ways to build strength and overcome such weaknesses (i.e. formative and progress assessment).
Assessment of Learning	Gathering information with regard to learners' achievements in different learning areas and subjects at certain point in time (i.e. summative assessment).
Assessment of Methodology	The strategies (objectives, activities and resources, such as assessment instruments/tools) that are used to collect information on students' learning. Assessment can be internal (i.e. school- and/or teacher- based) and external (i.e. performed by specialized (external) agencies. Among assessment procedures and tools are continuous, class-room based assessment (through observation, project work, questions and answers, etc.); examinations, and tests.
Achieved/attained Curriculum	What learners really learned based on curriculum; how learners can make proof of their competences (i.e. knowledge, skills and attitudes)
Assessed Curriculum	From learner perspectives: the curriculum requirements translated into assessment; items/ tasks and results, for instance by specifying which elements of curriculum will be considered for assessing learners; From curriculum perspective: the curriculum that is subject of an evaluation process.

Annex 1 Glossary of Terms

Attitudes	Internal disposition or preparation to face or address something (i.e. a person, ideas, things, processes). They are based on values, influenced by knowledge and (usually) become external through action.
Basic Education	The years of schooling, as well as the learning content and processes that are needed to reach the mastery of basic skills, such as reading, writing, numeracy. It usually covers primary and some secondary education (or compulsory education). Today, the concept of "basic skills" expanded to also include scientific literacy, ICTs, etc.
Capacity Development	Enhancing people's knowledge and skills, and developing / reinforcing (new, positive) attitudes in compliance with their needs and challenges (i.e. by building on strengths and overcoming weaknesses).
Carrier Subject	A subject that is more prone to contribute to the achievement of certain education goals and the development of certain competences in learners (i.e. languages for communication skills; sciences for climate change; social studies/ history for Human Rights Education; Technology, and/ or counselling and orientation for preparation for life and work, life skills etc.).
Citizenship Education	Learning about participation in public life, about one's rights and responsibilities, and about the fundamental values, principles and practices of democracy and human rights.
Competency	Articulation of knowledge, skills – as operational aspects of knowledge- and attitudes (that are underpinned by values) that learners use to solve problems/ address challenges; capacity to apply knowledge, skills and attitudes in an independent practical and responsible way.
Constructivism	Philosophical and psychological orientation that stresses the role of social environments and interactions, as well as individual's experiences and contexts in shaping/constructing knowledge.
Constructivist Approaches	Teaching and learning approaches that are inspired by constructivist theories. Among other things, they stress the need to make learning meaningful to the student by engaging learners in learning activities.

Critical Thinking	Higher-order intellectual skill demonstrated by the capacity to analyze and compare, assess; identify strengths and weaknesses; identify suppositions/ preconditions, recommend solutions for improvement.
Cross-Cutting Issues	(important) Curriculum content that does not belong to one subject or learning area exclusively, but should be best taught and learned in a number of subjects (see also cross-cutting themes, such as peace education, Human Rights and citizenship, gender equality, intercultural understanding, sustainable development, entrepreneurship, life-skills, climate change and communication).
Cross-Cutting Objectives	Learning objectives that should be fostered by all learning areas/subjects (i.e. key competences to be achieved/developed, such as communication skills, critical thinking, and creativity).
Curriculum Framework	A document containing the main guiding elements that cater for curriculum system's cohesions and consistency (i.e. main education aims, values and principles underpinning the curriculum, main learning outcomes, orientation with regard to curriculum architecture and learning content, orientation with regard to teaching and learning, and assessment in different learning areas/subjects and across the curriculum.
Curriculum Organizer	Elements and criteria used for the selection and organization of learning experiences (i.e. could be learning areas/subjects; learning units; time allocation; learner needs; key competences).
Curriculum Review	Process of examining the curriculum against certain quality criteria/standards.
Education	The process of acquiring and developing knowledge, skills and attitudes that are underpinned by values (i.e. education and learning are related, for education happens based on learning processes); as course/ programme of course, education refers to the mastery of the pedagogy of teaching and learning.
Education Aims	What is envisaged as main drivers of education and main goals for the education process: such as to foster cognitive, social and emotional development; to prepare learners for life and work; to support learners in dealing with ICTs; to foster learning to Live Together and sustainable development.

Entrepreneurship	Capacity to show initiative and leadership, as well as take deliberate risks with a view to face challenges/ solve problems; capacity to apply pro-active solutions in tackling economic opportunities and creating jobs.
Evaluation	Process of measuring something against certain quality criteria (for instance, to determine the efficiency or relevance of the curriculum).
Focus Group	Method of inquiring stakeholder opinion on certain issues and collect feedback from them through structures discussions in (smaller) groups.
Formal Curriculum	The official curriculum that is in place in the context of formal education (it could be through "formal" also in non/ formal settings); the curriculum based on which certifications and diplomas are awarded.
Formal Education	The system of schooling (usually defined by law; usually/traditionally hierarchically and chrono-logically structured) that is officially entrusted with the awarding of socially recognized certificates and diplomas.
Gender	What is seen as cultural differences between men/boys and women/girls
Gender Equality	Aspiration, theory, policy and practice of considering that differences between men and women do not entitle different (and unfair) treatments, discrimination, etc., equal chances, rights, responsibilities and entitlements despite gender differences.
General Education	Schooling that is merely devoted to the acquisition and development of a broad range of knowledge, skills and attitudes (as a basis for further academic studies, as well as vocational education and training).
Hidden Curriculum	Values, knowledge, skills and attitudes that stem from, and/ or are shared within the family/ community that may or not fit the intended curriculum, things that we learn as byproducts of the intended curriculum.
Higher-Order Intellectual Skills	Capacities, such as critical thinking, that go beyond memorization and reproduction, through understanding, analysis and synthesis, application (including problem solving and creativity) and evaluation (and self-evaluation).

Implemented Curriculum	The curriculum that results from school and classroom interactions among teachers and students (also applied curriculum, interactive curriculum, taught curriculum).
Inclusive Education	(in a large sense) Theory and practice of taking into account the diversity of learners and their needs, without any discrimination related to age, gender, ethnicity, culture (i.e. language, religion), economic and social background, health state (such as HIV and AIDS), special needs, special talents, etc. (in a traditional sense) Education of children with special needs.
Inclusiveness	Treating all learners equally/providing them with equal chances, without biases and discriminations, taking into account the learner diversity and diverse needs.
Informal Learning	Acquiring and developing knowledge, skills and attitudes in the absence of a systematic curriculum, without the intention of doing so, from out- of school media.
Key Competences	Broad categories/clustering of knowledge, attitudes and skills that are deemed essential in the learning of every student and significant contributors to the lives of individuals and communities (sometimes also called generic, overarching or transversal competences (i.e. communication, social skills; life skills; thinking skills); key competences referring to basic education may be called basic competences (i.e. literacy, numeracy, scientific literacy, ICT).
Knowledge	*Declarative knowledge (what we know):* information about concepts and facts/ date and the relation between them (as expressed in the scientific theories and common opinions), as well as operations pertaining to information processing, such as inferring/reasoning; *procedural knowledge (how we can apply):* information and mental operations that are applied to a task.
Knowledge Society and Economy	Society and economy in which knowledge becomes the main source of growth and progress (especially through ICTs, Internet, e-learning and e-mediated processes).

Learner	Person who is in the process of acquiring and developing new knowledge, skills and attitudes (i.e. through expanding their knowledge, upgrading skills; changing attitudes).
Learner centeredness	Concept and practice of adjusting teaching and learning to learner needs, interests and contexts.
Learning	Process of acquiring and developing (new) knowledge, attitudes and skills whole integrating them with previous acquisitions/structures and setting the basis for further enrichment.
Learning area	Broad clustering of learning fields or subjects that share some common/related learning goals, content and approaches.
Learning Environment	Internal and external factors influencing learning (i.e. can be physical, but also esthetic, psychological); the circumstances in which learning takes place.
Learning Experience	Situations and actions that facilitate achieving/ reinforcing (new) knowledge, skills and attitudes.
Learning Outputs/ Outcomes	What is obtained following learning i.e. certain new and/or reinforced knowledge, skills attitudes; qualifications that are certified through certificates and diplomas; statements describing what students should know, be able to do, and be able to demonstrate in terms of personal development and social behaviour.
Learning Styles	The way(s) learning learn best; characteristics of learners that facilitate/enhance learning (i.e. some learn better through conceptual explanations; some through demonstration and imitation; some through practical tasks.
Lifelong Learning	The process of constantly adjusting to new contexts, challenges and opportunities through revisiting and enriching one's learning even after leaving school.
Life Skills	Competences (i.e. knowledge, skills and attitudes) that are important in daily- life activities and tasks.
Non-Formal Education	Any structured and sustained education activity that does not correspond through exactly to the definition of formal education. It may cater for persons of all ages and may cover education programmes on (adult) literacy, basic education for out- of -school learners.

Problem-solving	Using one's competences (i.e. knowledge, skills and attitudes) in an independent and responsible way on order to address challenges and find solutions in different ordinary and extraordinary circumstance.
Self-Assessment	Assessment exercise of identifying one's own strengths/achievements and weaknesses/ shortcomings in a process, work, etc.
Skill	In a narrower sense: an operational aspect of knowledge (i.e. related to "doing", to appreciate); in a broader sense: the articulation of declarative and procedural knowledge in the context of applying knowledge, such as problem solving; the capacity of applying knowledge, of performing intellectual and/ or physical tasks.
Subject	A discrete ensemble of learning content that is usually related to scientific or cultural domain (i.e. Mother tongue, History, Geography, Mathematics)
Syllabus	(Also subject curriculum) A document that articulates the learning objectives, the expected outcomes, the learning content and the recommended teaching and learning, including assessment strategies in the content of learning area/subject (i.e. what, why, how and how well students should learn in mathematics, at primary level, or in grade 111); learning content selection and organization in the context of a certain learning area/ subject, which is not the same with textbook based on a syllabus, different textbooks and other learning materials can be developed.
Values	What people praise as guiding principles and references/ basis of their attitudes, decisions and behaviors.
Vision	An ensemble for future-oriented and forward-thinking ideas that drive the developments in certain areas; a mental image of the future towards which a system/something should evolve.

Annex 2

Terms of Reference for Team Leaders

"Working with Ministry staff in the production of a curriculum blueprint through …

- "Analysing and interpreting the data gathered from the consultation process into curriculum content.
- "Designing an educational curriculum where every learner can find … space.
- "Addressing the content requirements to strengthen the acquisition of science, technology, engineering and mathematics competences from Infant Education … to Secondary School.
- "Identifying strategies to achieve the desired balance between technical vocational and academic subjects and to meet the demands of academic, business/commercial and technical careers.)
- "Providing expert advice on the exact details of how continuous assessment should be incorporated in order to achieve the desired goals of the reformed structure and content of education." (MoPSE Curriculum Review Training Manual undated).

Annex 3

Written Submissions and Media Articles

Written Submissions

	Organisation/Individual	Title
1	Shingai Ruhwanda Ndoro – Parent 26/01/2015	A Parent's Submission for the Education Curriculum Review
2	Department of Civil Protection – 12/12/2014	Curriculum Review
3	Regional Psychosocial Support Initiative REPSSI – undated	Curriculum Review Submission
4	Consumer Council of Zimbabwe - undated	Consumer Education in Schools
5	Schools Psychological Services and Special Needs Education – 20/01/2015	What needs to be included in the Curriculum Review for Learners with disability
6	University of Zimbabwe – Faculty of Education – 28/01/2015	Contributions to the MoPSE Curriculum Review Process
7	National Social Security Authority (NSSA) – 18/12/2014	Submission by the National Social Security Authority on Curriculum Review
8	Dr Chindanya – Great Zimbabwe University – 12/01/2015	Perspectives on Curriculum Review
9	Masvingo City Council – 12/01/2015	Position Paper on the Review of the Education Curriculum
10	I.M. Mugabe (Acting Principal Mutare Polytechnic) – 08/01/2015	Expected Skills from the Product of the New Curriculum
11	J.N. Muwandi Principal – Mutare Teachers' College – 08/01/2015	Teacher Training and Development in the Context of the Emerging Curriculum
12	E.K. Nyatanga Zimbabwe Open University – 08/01/2015	Some Critical Questions in Curriculum Design
13	Mr. P. Sikanda – Regional Officer – Ministry of Industry and Commerce – 08/01/2015	Curriculum Review Meeting – Manicaland Province
14	Dr Mahachi Executive Director – National Museums and Monuments of Zimbabwe – 09/09/2014	National Museums and Monuments of Zimbabwe – Proposal for the institutionalization of Heritage Education in Schools
15	Mr. H. Nemaire – Director of Tanganda Tea Company – 08/01/2015	Curriculum Review – Industry Perspective
16	The Patriot – Patience Rusare – 11/09/2014	Education Curriculum Political will is the answer
17	A/Director School Psychological Services and Special Needs Education – 12/01/2015	Physical competences and Social Skills as per Questionnaire/Interview Guide Section – 4.7 to 4.11
18	Tinashe Jambo Edutech-D'ivsol (Pvt) Ltd "Bridging education and technology"	ICT in Education Policy for MOPSE
19	Rusike, G. Executive Secretary Marketers Association of Zimbabwe (MAZ)	Curriculum Review Input
20	Mbira Centre	Curriculum Review Process Submission
21	Rev Maxwell Cedric – Redemption Faith Ministry International Church – Zimbabwe	Re-engineering the Education Process in Zimbabwe from Pre-Independence Focus to Post-Indepence Focus

Media Articles

	Organisation/Individual	Title
1	The Patriot – Open Forum – Aribino Nicholas – undated	Involve Many Hands in curriculum review
2	Rural Teachers Union of Zimbabwe Newsday 02/12/2014	Curriculum Review long overdue
3	Rural Teachers Union of Zimbabwe The Herald 02/12/2014	Curriculum Review should Involve Teachers
4	Chigwindiri – The Herald 23/01/2015	Zim Schools Operating in another Economy
5	Lovemore Mataire – The Herald 08/01/2015	Zim seeks Iran's support to review education curricula
6	Daily News 12/01/2015	Help your child learn
7	The Language Coach – Sunday Mail 25/01/2015	Cambridge English on the go
8	Dr Sikhanyiso Ndlovu – Sunday Mail 25/01/2015	A progressive step on Corporal punishment
9	Musah Gwaunza – The Herald 27/01/2015	Nziramasanga recommendations, way to go – Features Opinion and Analysis
10	UNICEF – Harare office 19/12/2014	Inputs to Inform National Curriculum Review 2014
11	UNICEF – Harare Office Herald Correspondent (29/01/2015) – Farai Ncube	Zim Education sector needs overhaul
12	Newsday 05/01/15	Understanding education for global citizenship
13	Conrad Gweru – The Herald 27/01/15	Nziramasanga recommendations, Way to go
14	Ignatius Mabasa – The Herald 27/01/15	Farewell Sister Tariro…Champion of Deaf Education in Zimbabwe
15	Elizabeth B. Mupfumira – Undated	Towards a curriculum that looks beyond academics
16	Ityai Frank Kurehwa – The Herald 20/01/15	The psychomotor revolution
17	Florida Mutare – The Sunday Mail 11/01/15	Education standards should not plummet
18	Newsday 12/01/15	Invest, in your children's education
19	Maxwell Rafemoyo - The Sunday Mail 11/01/15	Curriculum review should answer employment question
20	Daily News 05/01/15	Help children make an easy transition to secondary school
21	Newsday 0601/15	Laptops in Africa's classrooms: Saviour or a waste of good money.
22	Newsday 05/01/15	Understanding education for global citizenship
23	Newsday – Zimbabwe 12/01/15	The future of Art: 3 D printing could 'restore' Africa's stolen history

ZIMBABWE

Ministry of Primary and Secondary Education

VISION

To be the lead provider and facilitator of inclusive quality education for socio-economic transformation by 2020.

MISSION

To provide equitable, quality, inclusive, relevant and competence - driven Infant, Junior, Secondary and Non - Formal Education.

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