ZIMBABWE

MINISTRY OF PRIMARY AND SECONDARY EDUCATION

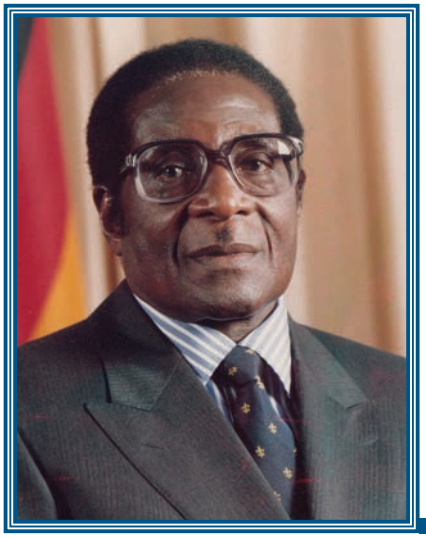
Curriculum Framework for Primary and Secondary Education 2015-2022

Frontispiece

Where gallant sons and daughters of the liberation struggle
for Zimbabwe are laid to rest in eternal memory.
The Tomb of the Unknown Soldier is the tribute to the enduring
spirit of consistency, perseverance and sacrifice.
Atop the hill, is the Eternal Flame.

Preamble

Curriculum Framework for Primary and Secondary Education



H.E. The President of the Republic of Zimbabwe Cde. R.G. Mugabe

Over the years I have called for relevant, quality and inclusive education in the school curriculum whose hallmarks are competences desired in life and work. Simultaneously, such education must remain accessible and affordable.

At independence in 1980, our nation inherited legacies of discrimination, pyramidal structure in education and unequal investment in the education sector which was carved along racial lines. While we overcame some of these multiple challenges, others have had a residual effect on our education sector.

In 1998, I assigned the Commission of Inquiry into Education and Training (CIET) to look into the structure and content of education.

Following wide national consultations and study trips abroad, an invaluable report was produced in 1999. The recommendations spoke to the concerns, feelings and wishes of Zimbabweans with regard to what role they expected education to play in their family circumstances as well as in their community and nation.

Since the production of the CIET Report, a myriad of developments, which impinge on education, have occurred. This has necessitated a review of those recommendations, while underscoring the need for transforming the national school curriculum.

In recent time, I drew the nation's attention to this matter, during my statement at the Opening of the 8th Session of the Parliament of Zimbabwe on 17th September of 2013 in the following words:

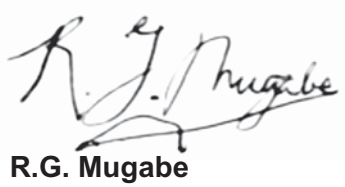
> *…there is need to transform the structure and curriculum of the country's education system in order to adequately meet the evolving development aspirations. This should see greater focus being placed on the teaching and learning of science, technology, engineering and mathematics, including…entrepreneurship.*

I am glad to see that this curriculum blueprint provides a robust response which the nation should support by offering appropriate human, material and financial resources, so that the sterling work does not again become archived.

Pursuant to the decision of my government, that the Ministry of Primary and Secondary Education should provide a transformative educational framework, there were wide-ranging consultations in which almost a million people (961 000) participated.

The changes to our Primary and Secondary Education system that are suggested here, are a reflection of the concerns, aspirations and views of the general public on the curriculum. The consequential curriculum as codified in this present seven-year cycle, will, no doubt have a positive bearing on Zimbabwe's socio-economic transformation where science, mathematics, technology, practical, technical and vocational skills, without abrogating our already recognised academic excellence, are the sine qua non of a growing economy.

I commend to the nation, this Curriculum Framework for Primary and Secondary Education.



R.G. Mugabe

PRESIDENT OF THE REPUBLIC OF ZIMBABWE

Foreword

Hon. Dr. L. D. K. Dokora, MP
Minister of Primary and Secondary Education

Education is fundamental to personal and national development. It provides a myriad of life opportunities. It also underpins the development of a highly skilled and innovative workforce which is critical for social, cultural and economic growth. The Ministry of Primary and Secondary Education remains committed to fulfilling the potential of learners in Zimbabwe. Emphasis will be given to providing improved access and quality education to every learner. This will subsequently contribute to bringing about meaningful transformation in the lives of ordinary Zimbabweans.

The *Curriculum Framework for Primary and Secondary Education (2015-2022)* provides a medium - to - long term policy direction to make these improvements. It establishes a clear sequence of priorities to ensure that the return on investment is optimised in terms of the results that matter most, learner outcomes.

Our education system has provided today's generation with knowledge, skills and a hybrid of attitudes that have driven the country's growth and prosperity. At the centre of this phenomenal growth and achievement, are thousands of dedicated teachers, school heads, administrators, officers and staff, at the Ministry of Primary and Secondary Education, both past and present, whose contribution can never be overstated.

Foreword

The nation has realized a dramatic improvement to the quality and provision of education since independence in 1980. The achievements, such as the high literacy level of 92.4%, were realised through stakeholder collaborative effort. Rural District Councils, urban municipalities, parents, other line ministries, multilateral organisations such as UNICEF and UNESCO made significant contributions in their own way to this celebrated success.

To this end the Ministry of Primary and Secondary Education has developed a Curriculum Framework which provides a comprehensive plan for a rapid and sustainable transformation of our education system through to 2022.

Building on this initiative, the Ministry sets out fundamental changes that require the learners to make their hands dirty and lay strong foundations for vocational skills to empower them to develop enterprises and contribute to the socio-economic transformation.

The Ministry will expose every learner to the disciplines of science, technology, engineering, mathematics and heritage studies. In addition learners will be exposed to life-and-work learning contexts through the life-skills orientation programme (LOP). These targets are ambitious, but entirely achievable. They include improving quality and access to education from infant to secondary school level throughout the framework period to 2022.

The Curriculum Framework provides for an education system that gives learners an appreciation of our unique identity as Zimbabweans at the same time establishing a strong scientific and technological bias within the curriculum as part of Government's skills development strategy. The Curriculum Framework will closely relate the school to the productive sectors of the economy and by so doing, develop skilled human capital base that ensures sustainable development for the nation. The Framework will promote unity in diversity of cultures by developing the 16 officially recognised languages as identified in the Constitution of Zimbabwe. Education should mould learners who cherish and practise the Zimbabwean philosophical orientation of *Unhu/Ubuntu/ Vumunhu.*

The Ministry of Primary and Secondary Education developed this Curriculum Framework for Infant (including Early Childhood Development), Junior and Secondary school levels. The decision to develop the Curriculum Framework was made in the context of the government's focus on preparing Zimbabwean learners for the needs of the 21st century, growing concerns amongst policy makers and key stakeholders regarding the relevance of the education system and the changes in global education standards. Historically, the Zimbabwe education system, like others around the world, emphasised the development of strong content knowledge at the expense of critical skills and competencies. There is, however, increasing recognition that content knowledge mastery is not adequate as an exit attribute. The emphasis is now on developing higher-order thinking skills and competencies.

On 28 November 2014 the Ministry of Primary and Secondary Education initiated a nationwide consultative curriculum review process that involved stakeholders including learners, parents, teachers, leaders in industry and commerce, farmers, church organisations, civic society, institutions of higher learning and government ministries and departments. Furthermore, there was extensive media coverage which included advertorials, newscasts, features and interviews in all platforms. The result of the consultative curriculum review process was a *Narrative Report 2014-2015.*

The *Curriculum Framework for Primary and Secondary Education (2015-2022),* which offers a vision of the education system and the kind of school graduates that Zimbabwe needs, was principally informed by the findings and recommendations of the *Narrative Report 2014 - 2015.* The findings embrace, among other things, some of the recommendations from the *Presidential Commission of Inquiry into Education and Training (CIET) Report* published in 1999. Other principal pillars relate to the Zimbabwean Constitution (2013), the Education Act as amended in 2006, and the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET)(2013). The Framework was also informed by the country's heritage, history, national ideals and aspirations.

Finally, I remain highly indebted to His Excellency, the President of the Republic of Zimbabwe, Cde R. G. Mugabe for his guidance. I acknowledge the collaboration of colleagues such as Hon. O. Muchinguri (Minister of Environment, Water and Climate), the then Minister of Higher and Tertiary Education, Science and Technology Development and the current Minister Hon. Prof. J. Moyo. Further, I acknowledge invaluable collaboration from Hon. J. D. Hungwe, Minister of State for Psychomotor Activities in Education, Hon W. Chidhakwa, Minister of Mines and Mining Development, and all Ministers of State for Provincial Affairs, senior officials from the Ministry of Youth Indigenisation and Economic Empowerment. Lastly, but not least, I wish to thank Hon Prof P. Mavima, Deputy Minister of Primary and Secondary Education, the Secretary Dr. S. J. Utete-Masango, Principal Directors, Line Managers, Team Leaders, Staff and the outstanding team of unsung process operatives (The Secretariat) - John Sithole, Patrick Zumbo, Blessing Chabikwa, Dzikamayi Mandaza, Clever Tsingano, Maurice Chidyamudungwe, Sithandinkosi Moyo and the team driver Peter Mazuru who put in long hours without end.

The arduous process has forged a team spirit with a single word: implementation, implementation and implementation.

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

MINISTER OF PRIMARY AND SECONDARY EDUCATION

Preface

Dr. S. J. Utete – Masango
Secretary for Primary and Secondary Education

The Ministry of Primary and Secondary Education is committed to transforming Zimbabwe's education system during the course of the next seven years. The goal and purpose of the curriculum is to equip learners with requisite knowledge, skills and attitudes that will allow them to succeed in life taking into account the opportunities and challenges that they may face. In order to compete with the best in the world, the national curriculum framework must develop young Zimbabweans who are knowledgeable, can think critically, creatively and have leadership skills and are able to communicate effectively. The learner must be imbued with values, ethics, and a sense of national identity enabling them to make the right choices for themselves, their families and the nation with a view to enduring and overcoming life's inevitable challenges.

The Curriculum Framework is the consolidation of views of almost a million people representing the generality of Zimbabweans in different walks of life. The Zimbabwe Constitution and the reviewed economic policies, which advocate for the transformation of the education system to meet the opportunities and challenges of the growing economy, inspire this Curriculum Framework.

A key priority for this transformation is to ensure better alignment between policy formulation and its implementation in the education system.

Another priority is to improve the resource base and strengthen the link between desired outcomes and effective allocation of resources. There is need for effective implementation and evaluation of programmes and projects.

The new curriculum requires a transformation of the Ministry's organisational structure and operations. The Ministry is committed to being more responsive, transparent and outcomes - focused. The capacities and capabilities of staff at each level will be enhanced. The Curriculum Framework provides for greater autonomy, accountability and flexibility in delivering solutions and is tailored to meet the unique needs of each learner.

Effective implementation will require constructive networking with stakeholders across Government agencies, parents, community groups and the private sector.

I would like to express my sincere appreciation to the dedication and commitment of Ministry personnel across the nation. I am confident that through teamwork, we can deliver our shared goals: quality education and improved access to learning in order to equip learners with knowledge, skills and values that are necessary for success in life and work.

Dr. S. J. Utete–Masango

SECRETARY FOR PRIMARY AND SECONDARY EDUCATION

Acknowledgements

The Curriculum Framework, which is a follow-up to the Narrative Report on Curriculum Review, is a product of collaborative work by many stakeholders.

Profound gratitude goes to the Minister, Hon. Dr L.D.K. Dokora MP, Deputy Minister, Hon. Prof P. Mavima MP and Secretary Dr S.J. Utete-Masango in the Ministry of Primary and Secondary Education for their guidance, expert advice and assistance. Special thanks go to the Technical Working Group for their guidance, in particular Mr R.G. Sisimayi and Dr A.P.T. Makanda who were the chairperson and vice chairperson of the Technical Working Group respectively. The Ministry of Primary and Secondary Education also acknowledges the involvement of government officials from the other ministries such as Ministry of State for Psycho-motor activities in education, Ministry of Mines and Mining Development, Ministry of Higher and Tertiary Education, Science and Technology Development, Ministry of Agriculture, Mechanisation and Irrigation Development, Ministry of Youth, Indigenisation and Economic Empowerment, Ministry of Tourism and Hospitality Industry, Ministry of Women Affairs, Gender and Community Development, Ministry of Industry and Commerce, Non-Governmental Organisations, Organisations of heads of schools, teachers (NAPH, NASH, PTUZ, ZIMTA,TUZ, Rural teachers) and cooperating partners. Finally, thanks are due to the Secretariat that bore the brunt of long hours of painstaking editorial work: J. Sithole, P. Zumbo, B. Chabikwa, S. Moyo and D. Mandaza.

The Ministry acknowledges the funding and support of the Government of Zimbabwe (GoZ) and cooperating partners especially UNICEF and UNESCO.

Further, the Ministry of Primary and Secondary Education would like to thank the many Zimbabweans who came forward to express their views on the type of curriculum they wanted. The Framework in many fundamental ways reflects their views and opinions.

The Ministry is indebted to the Team Leaders for their contribution in developing the Curriculum Framework: Mrs Josephine Dahwa, Mr Manasa M.Madondo, Mr Rangai B. Masango, Dr L. Efison Munjanganja, Dr Lovemore Ndlovu, and Dr Maroni R. Nyikahadzoyi.

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Acronyms

AIDS	Acquired immune deficiency syndrome
AU	African Union
ARS	Audience Response System
CASSAF	Cluster Annual Science, Sport and Arts Festival
CERID	Centre for Education Research, Innovation and Development
CDU	Curriculum Development Unit
CDTS	Curriculum Development and Technical Services
CIET	Commission of Inquiry into Education and Training
CMA	Computer Mediated Assessment
CRC	Convention on Rights of the Child
CRS	Classroom Response System
DASSAF	District Annual Science, Sport and Arts Festival
ECD	Early Childhood Development
EDF	Education Development Fund
EFA	Education for All
GoZ	Government of Zimbabwe
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IKS	Indigenous Knowledge System or Local Knowledge
LOP	Life-skills Orientation Programme

Acronyms

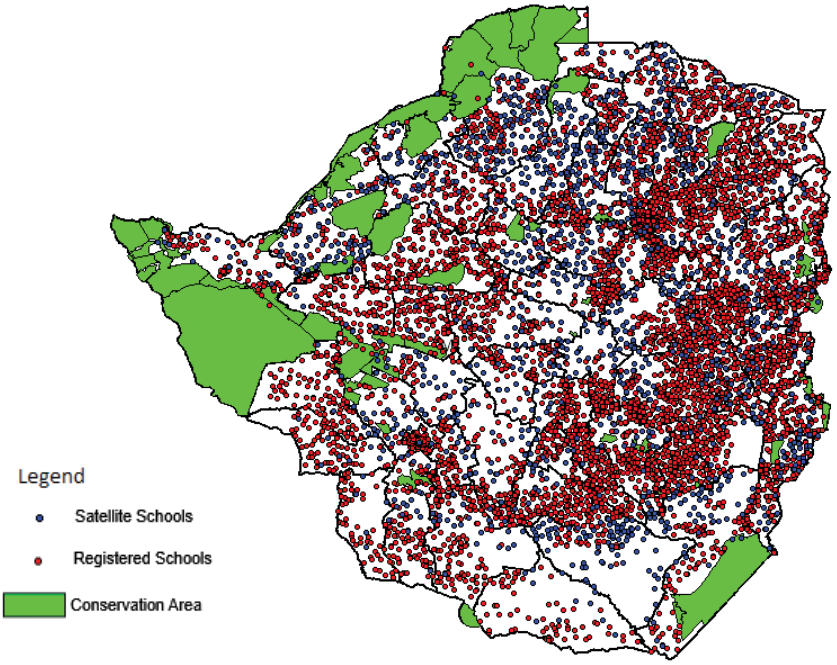
LPR	Learner Profile Record
LRS	Learner Response System
MoPSE	Ministry of Primary and Secondary Education
MoHESTD	Ministry of Higher and Tertiary Education, Science and Technology Development
NASSAF	National Annual Science, Sport and Arts Festival
PASSAF	Provincial Annual Science, Sport and Arts Festival
PBA	Performance-based assessment
PBL	Project Based Learning
SADC	Southern African Development Community
SASSAF	School Annual Science, Sport and Arts Festival
SDC	School Development Committee
SDG	Sustainable Development Goal
STEM	Science, Technology, Engineering and Mathematics
STEAM	Science, Technology, Engineering, Arts and Mathematics
UN	United Nations
UNDESD	United Nations Decade of Education for Sustainable Development
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
ZBC-TV	Zimbabwe Broadcasting Corporation - Television
ZIMSEC	Zimbabwe Schools Examinations Council
ZIM ASSET	Zimbabwe Agenda for Sustainable Socio-economic Transformation

Chapter 1

Background

> ***...there is need to transform the structure and curriculum of the country's education 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, including a prioritization of youth empowerment and entrepreneurship development.***

His Excellency the President of the Republic of Zimbabwe
Cde R. G. Mugabe, on the occasion of the Official Opening of the 8th
Parliament of Zimbabwe - 17th September 2013, National Assembly, Harare.



Number of Schools by Province

Province	Primary					Secondary					Grand Total
	Registered	Satellite	Registered Independent	Total	% Satellite	Registered	Satellite	Registered Independent	Total	% Satellite	
Bulawayo	126	6		132	4.55%	48	5	23	76	6.58%	208
Harare	223	5	2	230	2.17%	90	5	116	211	2.37%	441
Manicaland	795	76		871	8.73%	268	130	28	426	30.52%	1297
Mashonaland Central	390	105		495	21.21%	126	97	5	228	42.54%	723
Mashonaland East	611	83		694	11.96%	253	86	16	355	24.23%	1049
Mashonaland West	504	218	8	730	29.86%	172	184	20	376	48.94%	1106
Masvingo	693	173		866	19.98%	245	95	8	348	27.30%	1214
Matabeleland North	459	129	16	604	21.36%	115	65	4	184	35.33%	788
Matabeleland South	444	67		511	13.11%	121	39	1	161	24.22%	672
Midlands	667	131	2	800	16.38%	241	97	16	354	27.40%	1154
Grand Total	**4912**	**993**	**28**	**5963**	**16.65%**	**1679**	**803**	**237**	**2719**	**29.53%**	**8682**

Source: *Ministry of Primary and Secondary Education, EMIS Report 2014*

1.1 Introduction

The Zimbabwe Curriculum framework sets out the common aims and objectives of the education system and the specific features of different education levels, thereby providing the basis for transparent relationships between schools, parents, and local communities. It also provides guidance to schools and education administrators in the organization, management and evaluation of the effectiveness of the school activities. Schools are encouraged to actively engage, as learning organisations, in providing diversified opportunities for all learners to develop the knowledge, key skills and attitudes defined in this framework. This framework is intended to be the main reference document informing the development of syllabuses, revision of syllabuses, development and use of learning resources and the creation of guidelines for in-service teacher training and support.

This Curriculum Framework sets out what learners are expected to know, understand, value and be able to do as a result of their learning experiences in schools and non-formal education settings from Early Childhood Development (ECD) to secondary level. Its fundamental purpose is to provide a structure around which schools can build educational programmes that ensure learners achieve desired outcomes. This framework identifies learning areas for all learners. It is intended to guide schools and teachers, stakeholders and parents over the curriculum process in a rapidly changing environment.

1.2 Definition of key terms

1.2.1 Curriculum framework

A curriculum framework contains the main guiding elements that cater for the cohesion and consistency of the planned education activities namely education aims, values and principles underpinning the curriculum, learning outcomes, orientation architecture and learning content, teaching and learning, assessment in different learning areas and across the curriculum.

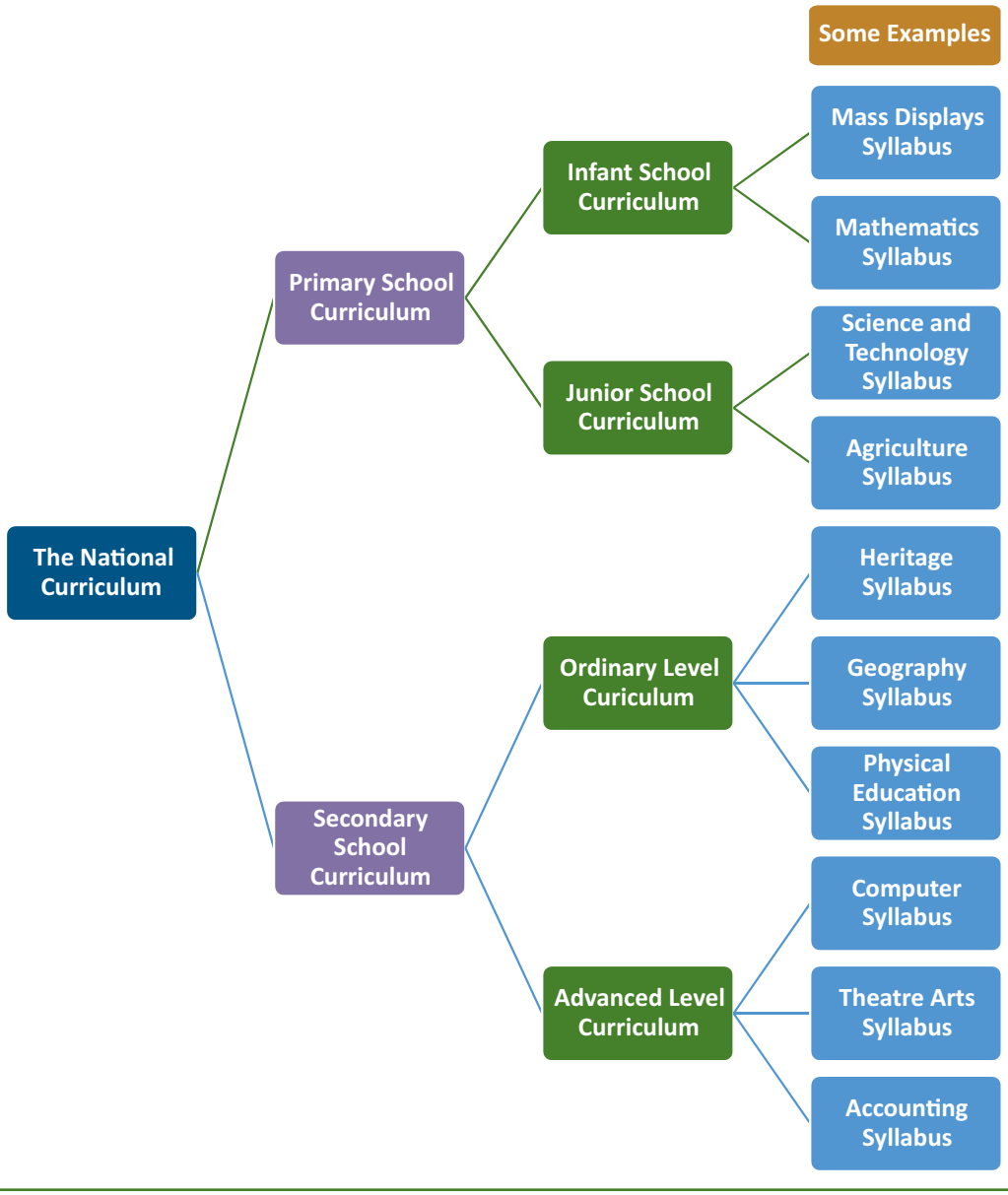
1.2.2 Curriculum

Curriculum is the sum total of all learning experiences and opportunities that are provided to learners in the context of formal and non-formal education.

1.2.3 Syllabus

The syllabus articulates the learning objectives, the expected outcomes, the learning content and the recommended teaching and learning approaches. It also includes assessment strategies in a body of knowledge and learning. Figure 1 shows that the curriculum is guided by the Framework while a syllabus is an aspect of the curriculum.

Figure 1: The relationship between a curriculum framework, a curriculum and a syllabus



1.2.4 Curriculum review

Curriculum review is a renewal process which is regularly carried out to continuously adjust and improve the existing education practices in the light of emerging national and global socio-economic trends. This Curriculum is predicated on a seven year renewal cycle.

This Curriculum Framework will also serve as a pointer to parents, learners and the community for their guidance on the general aims and objectives of the education system and formal education opportunities. It creates the basis for extended

communication and cooperation between schools and community, in order to increase the quality and equity of education services, as well as the accountability of teachers, schools and education authorities at different levels.

The framework describes the educational environment in which syllabuses (or discipline specific outlines of objectives, outcomes, content and appropriate assessment and teaching methodologies) can be developed. The formulation and implementation of the Zimbabwe Curriculum Framework demonstrates the commitment of the Ministry of Primary and Secondary Education to develop an education system that has integrity and is accepted and respected both locally and internationally. The Zimbabwe Curriculum Framework promotes a competency-based approach which is realised through practical-oriented learning. It is envisaged that the curriculum shifts from being content-based (examination bound) to a competency-based (outcomes oriented) curriculum which focuses on the learners' capacity to apply knowledge, skills and attitudes in an independent, practical and responsible way. This would enable Zimbabwe to be competitive in its domestic market as well as engage gainfully in the global market.

1.3 Vision

The mandate of the Ministry of Primary and Secondary Education is to provide a wholesome education for all Zimbabweans. The education system should also be accessible, affordable and enable citizens to participate in the socio-economic transformation of the nation. It was for this reason that the Ministry adopted a strategy to engage all sections of Zimbabwean society to develop a shared vision.

Vision

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

1.4 Mission

In order to accomplish the vision, the Ministry's mission is as follows:

Mission

To provide equitable, quality, inclusive and relevant infant Junior and Secondary Education.

Zimbabwe's national economic frameworks have always embraced the vision of producing patriotic, self-reliant and well-educated Zimbabweans. In the same manner the Zimbabwe Agenda for Sustainable Socio-economic Transformation (ZIM ASSET; 2013) calls for the development of a curriculum which is relevant to national needs while equipping learners with life skills for work and leisure. Sections 27 and 75 of the Zimbabwe Constitution provide for access to education and training.

1.5 Principles underpinning the curriculum

The Ministry of Primary and Secondary Education cherishes the following principles:

- inclusivity
- life-long learning
- equity and fairness
- gender sensitivity
- respect (*Ubuntu/Unhu/Vumunhu*)
- responsiveness
- balance
- diversity
- transparency
- accountability

1.6 Aims of the curriculum

In order to produce a highly competent learner who has a Zimbabwean outlook, the following aims of education will be pursued:

1.6.1 Promote and cherish the Zimbabwean identity in particular the following:

- Patriotism
- Awareness of heritage, history, culture and traditions
- Inter-cultural understanding and tolerance
- Self-respect and respect for others(Ubuntu/Unhu/Vumunhu)
- Being open, receptive, assertive and optimistic

Heritage, history, culture and traditions make Zimbabweans unique in their own country, in the region and in African and global contexts. Learners will be supported in developing and promoting their ethnic identity and stressing the linkages between local cultures and national identity. Inter-cultural understanding and tolerance will be promoted through learning about each other's arts and crafts, music and dances, poems, rituals, cuisine and apparel rooted in Indigenous Knowledge Systems (IKS).

1.6.2 Prepare learners for life and work in a largely agro-based economy and an increasingly globalised and competitive environment. This is with respect to, inter alia:

- Life skills such as team work, collaboration, negotiation
- Work and enterprise skills
- Personal development
- Health

This curriculum helps learners prepare for life and work by ensuring that they are equipped with requisite knowledge, skills and attitudes. These competencies are required in the spheres of family, professional and public life. The emphasis will be on the personal development of learners especially their self-awareness, self-respect, self-confidence, self-control and their ability to assume duties and responsibilities. The curriculum provides for the development of diverse life and work skills. Emphasis will be placed on promoting gender equity and equality of treatment in schools as levers of personal development and community prosperity.

1.6.3 Foster life-long learning in line with the opportunities and challenges of the knowledge society through:

- Learning-to-learn
- Embracing ICTs and e-learning

- Flexibility and adaptability
- Critical thinking and creativity
- Problem-solving

This curriculum is designed on the premise that society is continually transforming and requires life-long learning through the acquisition and development of learning-to-learn competencies.

1.6.4 Prepare learners for participatory citizenship, peace and sustainable development with respect to:

- Rights, duties and responsibilities
- Tolerance and mutual respect
- Management of diversity, differences and conflicts
- Preserving and protecting the environment and resources
- National unity

This curriculum integrates the values, principles and practices of participatory action based on the equal access to, and exercise of, rights, duties and responsibilities in the context of families, communities and stakeholders. Tolerance and respect are at the heart of management of diversity, differences and conflicts.

Learners acquire competencies for protecting the environment and resources, innovating and developing the economy while recognising the need to ensure quality of life for present and future generations. As learners acquire these competencies they will be informed by both Indigenous Knowledge and other Knowledge Systems.

1.6.5 Prepare and orient learners for participation, leadership and voluntary service through:

- Encouraging self-discipline and sense of achievement and fairness
- Fostering joy in serving others and the country
- Developing a sense of accountability and commitment to others
- Fostering a sense of responsibility, transparency and integrity
- Preparing for a vocation

Preparation and orientation of learners for participatory action, voluntary service and leadership roles are essential. These characteristics inspire selflessness, collaborative and cooperative dispositions which are central to the Zimbabwean outlook of sovereignty, inter-dependence, mutual support, self-reliance, responsibility and readiness to help others.

Every vocation should contribute to the graduate's ability to serve confidently and to participate meaningfully in the socio-economic development of the country.

It is through preparation for vocations that competencies for participation and service are consummated.

1.7 Determinants of the Zimbabwe Curriculum Review

The 1999 Presidential Commission of Inquiry into Education and Training (CIET) defines curriculum as the "the aggregate of all what we (want to) impart to our learners, through the total experiences of the school system, in a deliberate design to achieve educational goals" (CIET, 1999:232). The curriculum therefore should include:

- What society would like to pass on to young people as knowledge, skills and values
- The development of aptitudes and interests of learners
- Possibilities for adjustments

The decision to develop this Curriculum Framework was necessitated by:

- the growing urgency amongst policy makers and educators to adequately prepare Zimbabwean learners for the 21st century
- increased public and parental concerns regarding the relevance of the Curriculum
- necessity to respond to the needs of industry and commerce
- trends in global education standards.

1.7.1 Changing societal needs

The curriculum in Zimbabwe since colonial times has tended to be overly academic (CIET, 1999). However, the trend today is to pay increased attention to competency development, that is, learners' ability to mobilise their knowledge, skills and attitudes independently and creatively in order to address different challenges. There is, therefore need to constantly adjust the curriculum to meet the imperatives of the times. This is more so given that Zimbabwe is an agro-based economy. In the 1999-2000 period Zimbabwe undertook an unprecedented land reform which witnessed relocation of more than 300 000 families in new spaces. Furthermore, Zimbabwe has experienced an exponential growth of the informal sector over the past decade or so.

It is against this background that Government took a decision to carry out a curriculum review in order to ensure that the curriculum is responsive to the socio-economic needs of the country.

1.7.2 Knowledge society and economy

Due to rapid technological and social developments over the last three decades, access to information, knowledge, especially through ICT, is now virtually unlimited. This has resulted in greater access to depositories of information and knowledge hubs worldwide. The knowledge sector has increasingly become an important means of wealth generation, hence the need for regular curriculum renewal in order to maximise on opportunities.

This virtually unlimited access to information has created new contexts and demands for teachers. Teachers are no longer seen as the sole sources of knowledge and information.

They are now expected to help learners develop competencies to access and process information independently and responsibly, as well as to develop broader life skills. The changing role of teachers is provided for in this curriculum framework. Teachers become facilitators of learning.

1.7.3 Pedagogical and curricular shifts in education

There has been an enormous change in educational theory and practice in the last three decades. A discussion on the provision of basic education leads to a

reconsideration of some of the emerging trends in education. Developing nations, like any of their counterparts elsewhere, must necessarily invest in education in order to embrace benefits from pedagogical and curricular shifts. These shifts have been summarised in Table 1.

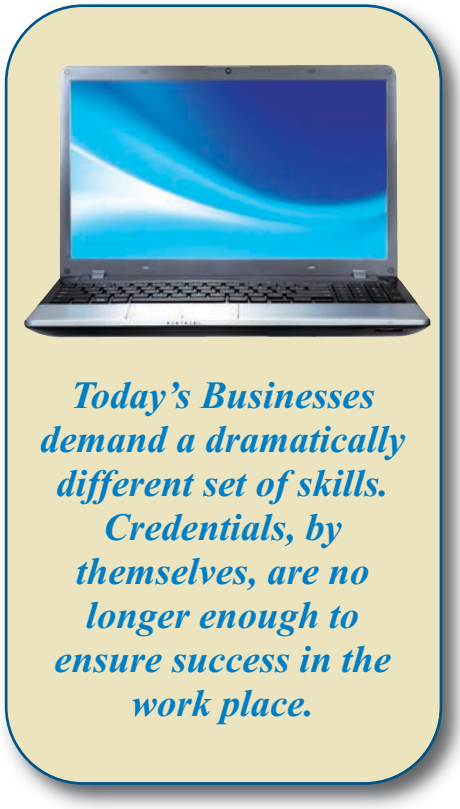
Table 1: Some contemporary trends in education

SHIFT FROM	SHIFT TO
Teaching	Learning
Transfer of facts	Learner construction of knowledge
Memorisation of information	Analysis, synthesis, evaluation, application of information (demonstration)
Focusing on knowledge to be acquired	The development in learners of a range of knowledge, skills, values and attitudes – in other words a significant broadening of the range of domains in which we expect achievement from learners.
Summative assessment of academic achievement	Formative and summative assessment of achievement in a range of domains
Quantity of educational provision	Quality of learning achievement
Rote learning	Applied learning / learning in context. Emphasis on analysis and problem solving.
Categorised knowledge in traditional subjects	Integrated knowledge (broader learning areas)
Learning occurring only in schools	Engagement in learning should in fact be a life-long activity for which schools must prepare their learners by teaching them how to learn.
Focus on inputs	Focus on outcomes, processes and inputs
Didactic teaching	Participatory and learner-centred and interactive methodologies
Assumption that there are limited learning styles	Recognition that there are many varieties in learning styles
Curriculum as product	Curriculum as both process and product

The shifts outlined in Table 1 have significant implications for curriculum renewal. The evolving education trends in-country and globally inform on the nature of the curricular reform. However, these decisions are taken in the context of broad national imperatives affecting education, the economy and other spheres in the country.

1.7.4 Science and technology and economic development

Zimbabwe's participation in a new global economy is premised on an education system with a Science, Technology, Engineering and Mathematics (STEM) bias. In order to empower Zimbabweans for effective citizenry and employment for the 21st century, a great responsibility falls on the education system to educate well and to educate all. School institutions need to engage learners with renewed focus on STEM so that they can thrive in a knowledge-based economy and society. In fact, research findings (Wagner, 2012) show that STEM education empowers learners with the most important skills that they need in order to be productive citizens. Such skills include:



- critical thinking and problem-solving
- collaboration and leading with influence
- agility and adaptability
- taking initiative and being enterprising
- effective oral and written communication skills
- capability to access and analyse information.

Provision of these skills would prepare learners to take part and contribute meaningfully to the exciting economies of the future.

1.7.5 The need for an underlying philosophy of education

A coherent philosophical value system is the hallmark of a sound education system. Such a system orients learners towards national development and the improvement of their own surroundings and communities. The Presidential Commission of Enquiry into Education and Training (CIET, 1999) underscored the need for the education system to be underpinned by a philosophy of *Ubuntu/Unhu/Vumunhu.* Consequently, such a system should offer learners experiences and opportunities that nurture self-actualisation, promote a sense of community and patriotism.

Chapter 2

Principles and Values Guiding the Curriculum

> ***... curricula must provide and enhance knowledge, skills, and values which will help the school – leaver or college graduate to live better, happier and more productive lives in the society which they are helping to mould...***

Hon. R.G. Mugabe, Prime Minister of the Republic of Zimbabwe
on the occasion of the official opening of Seke No. 4 Secondary School,
October 22, 1984, Harare

	Black	the indigenous people
	Red	blood shed during the liberation struggle for independence
	Yellow	the country's mineral wealth
	Green	for Zimbabwe agriculture and the land
	White	for peace
	Zimbabwe Bird	the national symbol
	Red Star	the nation's aspirations

2.1 Introduction

Every curriculum must have an underpinning philosophy and a set of principles. This chapter therefore describes the values and principles which guide the design and development of the curriculum. The values, which are ideals and beliefs considered important by society and educational practitioners, are incorporated into the content and practice of the curriculum. Values also underpin the interactions that the curriculum prescribes and facilitates between the learners, teachers, parents, the community and the nation at large. The preferred values give rise to principles that guide the curriculum provision. The country's values and principles are largely traceable to *Unhu/Ubuntu/Vumunhu* philosophy.

2.2 Philosophy underpinning the national curriculum

Educational philosophy expresses societal ideals and practices and it clarifies thinking about the curriculum. It guides the preparation of learners for appropriate roles in society. Zimbabwean beliefs and values underpinning the curriculum include: sovereignty, inter-dependence, mutual support, respect, discipline, and readiness to help others. Further moral uprightness and pride in Zimbabwean identity and heritage permeate the curriculum. Zimbabwean rootedness in the foregoing beliefs and values reflects pan-Africanist philosophy even in the face of globalisation.

Unhu/Ubuntu/Vumunhu epitomises universal human inter-dependence, solidarity, humanness and sense of community common in African societies.

2.3 Policy guidelines

The Government of Zimbabwe and its predecessors, as acknowledged by CIET (1999:5) and other recent developments in the sector, provide a consolidated view of the curriculum through legal and regulatory instruments as reflected below:

- Judges Commission (1962) which recommended, *inter alia*, access to primary education for all, compulsory use of English as the medium of instruction and the setting up of Local Advisory Committees
- The 1987 Education Act, as amended 2006 focuses on, inter alia, right to education and when to use mother tongue in teaching and learning
- Education (School Development Committees) Regulations, 1992, governing the activities of School Development Committees
- Government of Zimbabwe (2005) Statutory Instrument 106 of 2005 CAP. 25: 04 Education (Early Childhood Development Centres) Regulations, governing the establishment and management of Early Childhood Development Centres.
- Zimbabwe National Code on Corporate Governance 2014

- Other supportive policies each elaborating on the specific area of focus:
  - National Cultural Policy (2007)
  - National Gender Policy (2007) and
  - National Education for sustainable Development Strategy and
  - Action Plan for 2014 and beyond (2014)
- The Ministry of Education, Sport, Arts and Culture 2011- 2015 Mid-Term Plan, which outlined the education agenda for the period.
- Second Science Technology and Innovation Policy of Zimbabwe (Draft; 2012) stresses ICT literacy
- The Constitution of Zimbabwe Amendment (NO. 20) Act 2013 which emphasises inclusivity, fairness, equity, relevance, equality of the 16 officially recognised languages (Article 6), upholding our cultural heritage (Article 16), provision for youths programmes (Article 20), provision of sporting and recreational facilities to all (Article 32), preservation of traditional knowledge (Article 33) Right to education (Article 75) and freedom from torture or cruel, inhuman or degrading treatment or punishment (Article 53) Article 90.
- Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM ASSET) which calls for a curriculum that equips learners with skills for life and work in the interest of national development.

The Curriculum Framework is also informed by international conventions and agreements to which Zimbabwe is a signatory. Among them are the following:

- The SADC Protocol on Education and Training
- Regional strategy roadmap for industrialisation and value addition
- The United Nations Universal Declaration on Human Rights
- The Convention on Rights of the Child (CRC)
- African Union (AU) and SADC Regional Conventions on Human and Children's Rights.
- AU Agenda 2063 (2015)
- UN related initiatives to increase access, quality and relevance such as: the UN Decade of Education for Sustainable Development (UNDESD 2005-14), Education for All (EFA) Dakar Framework (2000-2014) and the post 2015 Sustainable Development Goals.

Embracing the provisions of these conventions and agreements helps in benchmarking local curriculum processes against international best practices.

2.4 Generic principles guiding the curriculum

A wholesome curriculum should incorporate policy provisions, international conventions and agreements as well as standard generic principles. The following have been identified as generic principles guiding curriculum development and implementation in Zimbabwe: inclusivity, balance, continuity, coherence, integration, transparency, gender sensitivity, life-long learning, respect, relevance, equity and fairness. These principles are defined below.

Balance

Balance refers to the comprehensive development of all aspects of a personality: intellectual; emotional; social; psychomotor. It allows for diversified teaching, learning and assessment.

Integration

Integration fosters meaningful linkages among learning areas and subjects that the curriculum offers.

Transparency

Transparency refers to the process of monitoring and evaluating the curriculum in line with agreed quality criteria taking into account the feedback and contributions of beneficiaries and stakeholders.

Life-long learning

Life-long learning offers opportunities for the continous acquisition of competences throughout the lives of learners.

Continuity

Continuity refers to the developmental sequencing of learning experiences in ways that allow learners to build on previuos experiences taking into account their mental development.

Inclusivity

Inclusivity refers to an education sytem that takes into account and addresses the different learners' needs and abilities without disadvantaging any group or individual.

Respect

Respect refers to the valuing of:

- self and others
- deference to the laws of the land including human and property rights
- embracing diversity
- *ubuntu / unhu / vumunhu*

Relevance

- Relevance refers to the curriculum that addresses the developmental needs of the learner, the community and the nation.
- The curriculum addresses real needs and issues and is a tool for promoting competencies for life and work in a global context

Coherence

Coherence refers to the clustering and sequencing of learning experiences to provide for holistic and comprehensive learning, as well as for sustainable learning progression. For example, effective links are provided between general and vocational education.

Equity and fairness

Equity and fairness refer to the provision of equal and fair access to information, learning and other resources to all learners regardless of religion, ethnicity, gender, ability, and residence

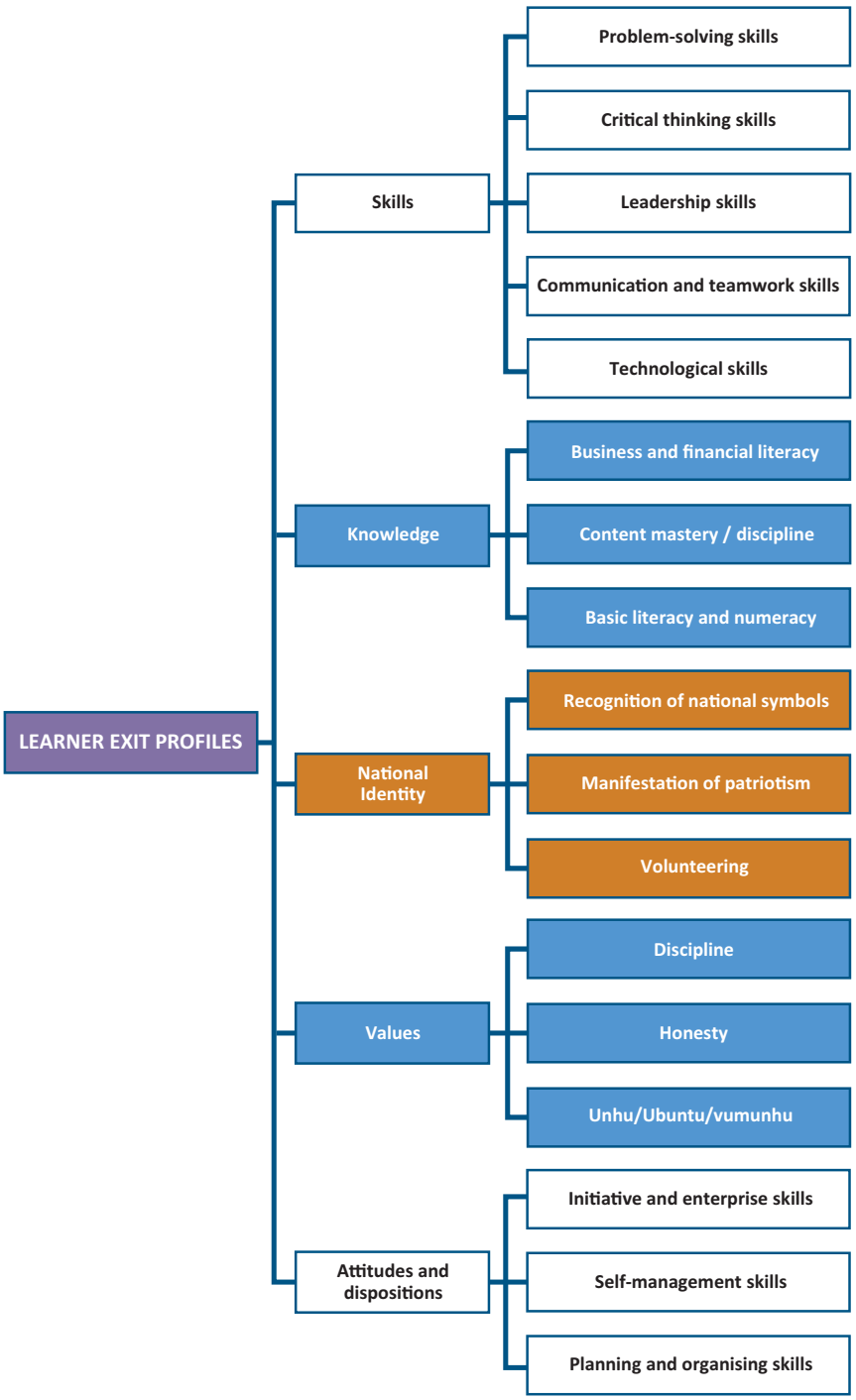
Gender Sensitivity

Gender sensitivity refers to the provision of equal access to quality education for all learners regardless of their gender. It means equal and fair treatment of boys, girls and adults alike taking into account their gender needs.

2.5 Learner exit profiles

The Curriculum Framework clearly spells out learner exit profiles at various levels in the education system. Learner exit profiles describe the acquired knowledge, skills, values, attitudes and attributes that a learner should possess as a result of their learning experiences. Figure 2 illustrates the learner exit profiles as described in this section.

Figure 2: Learner exit profiles



These exit profiles have been drawn on learning from other high-performing education systems that have developed, refined and articulated generic skills and attributes that learners need in the emerging socio-economic environment.

2.5.1 Knowledge

At the most basic level, every learner has to be fully literate, numerate and skills-oriented. Beyond this, it is important that all learners must be exposed to a generic education that encompasses Science, Technology, Engineering, Arts and Mathematics (STEAM) disciplines and are informed by knowledge of the history, culture and geography of Zimbabwe and the world at large. There are cross-cutting themes such as:

- the Constitution of Zimbabwe
- civic education
- environmental management
- financial literacy
- business and
- enterprise education
- digital literacy
- communication skills

The education system must focus on mastery of content knowledge and at the same time meaningfully relate that knowledge to practice.

2.5.2 Skills

A skill refers to the ability and capacity acquired through deliberate, systematic, and sustained effort to effectively carry out complex activities or job functions. The Curriculum Framework provides for the acquisition of skills that will make learners productive, employable and have the capacity to create employment. Such skills include:

- Problem-solving - the ability to work thorough the details of a problem to reach a solution
- Critical thinking skills - learner's ability to apply mental processes to make sense of experiences
- Leadership skills - the ability to effectively build a team and also influence others to accomplish a common task
- Communication skills - the ability to convey information to others to ensure that tasks are understood and get done
- Technological skills - the ability to design and apply scientific knowledge and tools to solve problem

- Enterprise skills - the ability to identify opportunities, start and manage a business
- Self-management skills - the ability to control and direct one's behaviour taking into account the time and resources available
- Management skills - the ability to organise people, resources and work processes in achieving a common goal or task
- Learning and innovation skills - the ability to apply acquired knowledge to create new products, processes and services that improve the quality of life

2.5.3 Values

Values are what people cherish as guiding principles and main reference of their choices and behaviours. The education system will inculcate positive ethics and values in every learner. This preparation of learners is to enable them to rise to the challenges they inevitably face as they grow into adulthood. Principally some of the key life values relate to the following:

- peaceful resolution of conflicts
- employment of sound judgement and principles at critical moments and
- integrity, conviction and commitment to do what is right

The education system also seeks to nurture caring individuals who meaningfully contribute to the betterment of both community and nation. These individuals should be well-rounded, respectful, tolerant of others, honest, self-disciplined, responsible, self-reliant and hardworking.

2.5.4 National identity

Every learner should proudly identify themselves as Zimbabwean irrespective of the diversity of origin or socio-economic status. This can be achieved through learning to appreciate and accept to work together for the common good. The process of building consciousness and patriotism is possible through drawing on *ubuntu / unhu / vumunhu* and the inculcation of scientific habits of thought and reflection. Further, such learners should:

- be grounded in their culture.
- show respect for life, diversity, environment, property, laws and dignity of labour.
- have a clear identity, confidence, assertiveness and be enterprising with reference to opportunities offered by new knowledge, technologies and circumstance.

The process of developing this national consciousness requires that every learner understands and shares Zimbabwe's history and heritage. This foundation prepares learners for participation in events that celebrate national unity.

Chapter 3

Goals of the Curriculum

Where gallant sons and daughters of the liberation struggle
for Zimbabwe are laid to rest in eternal memory.
The Tomb of the Unknown Soldier is the tribute to the enduring
spirit of consistency, perseverance and sacrifice.
Atop the hill, is the Eternal Flame.

3.1 Introduction

Goals refer to the desired learning outcomes of an education system. They usually indicate knowledge, skills, attitudes and attributes that learners acquire and develop after successfully completing different cycles of the education system. The Zimbabwe Curriculum Framework describes the goals that the curriculum seeks to achieve at the completion of infant, junior and secondary levels.

The implementation of the curriculum goals is reflected by desired learner exit profiles that have been summarised in the previous Chapter. The profiles indicate attributes; skills and attitudes learners possess at the successful completion of each of the three cycles, namely, Infant, Junior and Secondary. Quite clearly, these cycles are linked to maturational stages of development of learners. They reflect continuity and integration on the curriculum continuum.

3.2 Organisation of the Zimbabwe school curriculum

The organisation of the school curriculum spans the years from Infant (Early Childhood Development) to Secondary School level. The curriculum is organised in levels, namely, infant school, junior school and secondary school. The Infant level includes ECD to Grade Two, while Junior level runs from Grade Three to Seven. Together, the Infant and Junior school modules constitute primary education. Transition to secondary education follows formal completion of primary school education.

The secondary cycle comprises six years (Forms 1 - 6). At the end of Form 4, learners take Ordinary level national school examinations. By the time learners write these examinations, they will have satisfied, through learner participation, the requirements for Life-skills Orientation programming. Satisfactory performance in the examinations and completion of Life-skills Orientation Programme (LOP) allows learners to take any of the following pathways:

- proceed to high school, that is, Form 5 and 6 (through five pathways);
- pursue further education (tertiary) to prepare entry into professions and occupations; or
- seek skills development through apprenticeships and other opportunities for work-place training (psychomotor skills development).

The last two years of secondary school education prepare learners for entry into university education. Learners interested in entering tertiary institutions to undertake professional and occupational courses can do so at various colleges, polytechnics and other training institutions.

3.3 Infant school goals

Infant school is the first component of primary education. It embraces Early Childhood Development and Grades One and Two. Early childhood development has been

embraced by virtually all nations as necessary educational experience in the lives of young learners. The following are the goals of the Infant school module:

- acquisition of foundational skills for learning in the cognitive, psychomotor and affective domains
- establishment of building blocks for socialisation.
- development of an initial appreciation of national heritage and identity.
- development of physical, psychomotor and social competencies
- demonstration of early signs towards lifelong learning and problem-solving aptitudes
- acquisition of basic literacy and numeracy skills, including basic practical competences necessary for life and work

3.4 Junior school goals

The junior school runs from Grades 3 to 7. The goals at the junior school level are as set out below:

- demonstration of foundation knowledge and skills in language, literacy, numeracy and technical areas,
- display of skills, attitudes and competencies for life and work
- acquisition of knowledge, skills and attitudes with reference to emerging concerns and issues
- an appreciation of cross-cutting issues such as HIV and AIDS, sustainable resource utilisation, climate change, disaster risk management
- demonstration and appreciation of national heritage, expressive and cultural arts, physical education and mass displays
- manifestation of growing abilities and disposition for independent-learning and skills for problem-solving

3.5 Secondary school goals

3.5.1 Goals of the curriculum: Forms 1 to 4

The curriculum goals for Forms 1 to 4 are as follows:

- demonstration of linguistic competence in both local and a foreign language.
- establishment and consolidation of firm grounding in Science and Technology disciplines (STEM)
- display of cognitive mastery in heritage studies and national identity themes as well as an appreciation of other cultures
- a deepened understanding of agriculture, technical /vocational and business /commercial fields, and their practical aspects (enterprise skills)
- demonstration of an understanding of environmental management themes

- demonstration of an appreciation for lifelong learning, visual and performing arts and civic education
- demonstration of communication, problem-solving, technological, management and leadership skills
- demonstration of an understanding of cross-cutting issues such as HIV and AIDS, sustainable resource utilisation, climate change and disaster risk management

3.5.2 Goals of the curriculum: Forms 5 and 6

- deepened theoretical and practical knowledge of selected disciplines in preparation for further education and workplace skills development
- demonstration of deeper understanding of cross-cutting issues such as HIV and AIDS, sustainable resource utilization, climate change and disaster risk management
- demonstration of acquisition of lifelong learning skills and competences in civic education. Learners show greater appreciation for lifelong learning and competence in civic, social and personal spheres and
- demonstration of deeper understanding of national heritage and identity as well as an appreciation of other culture

3.6 Learning Outcomes

The curriculum framework indicates outcomes in the form of competences that should be exhibited by a learner. These specify what the learners should know and be able to do at the end of the different levels. The outline of these competencies is intended to indicate a minimum of desirable and essential relevant outcomes that the learners at different stages of the education level should acquire.

The outcomes should be desirable for individuals, their communities and society as a whole. The competences of various levels are presented in tabular form below:

3.6.1 Outcomes at the end of infant school (ECD – Grade 2)

Outcome 1. Learners ready for literacy, numeracy and technological learning in the cognitive, psychomotor and affective domains	• Able to listen, to recognise numbers, letters of alphabet, handle and manipulate shapes, sorting and grouping artefacts, and use of digital gadgets at elementary level • Able to communicate in mother tongue and local language
Outcome 2. Learners have developed some awareness and interest with reference to personal and national identity	• Have acquired personal and social skills • Can recognise and identify with national symbols such as the national flag, anthem, monuments and heritage sites
Outcome 3. Learners proficient in performing basic operations in literacy, numeracy, technology and technical skills areas	• Capable of reading, writing, counting, handling shapes and measurement, • Have cognitive skills, and can label, identify, sort, group, arrange and compare things in sequence
Outcome 4. Learners acquire skills for self-learning and problem-solving	• Able to work alone and collaboratively • Apply basic literacy and numeracy skills to solve problems • Show elementary skills in designing, explaining processes and reporting
Outcome 5. Learners develop socially skills	• Able to establish relationships with others • Able to communicate in mother tongue and local language
Outcome 6. Learners show sense of right and wrong conduct	• Able to show respect for others and to know right and wrong behaviour • Have sense of civic responsibility

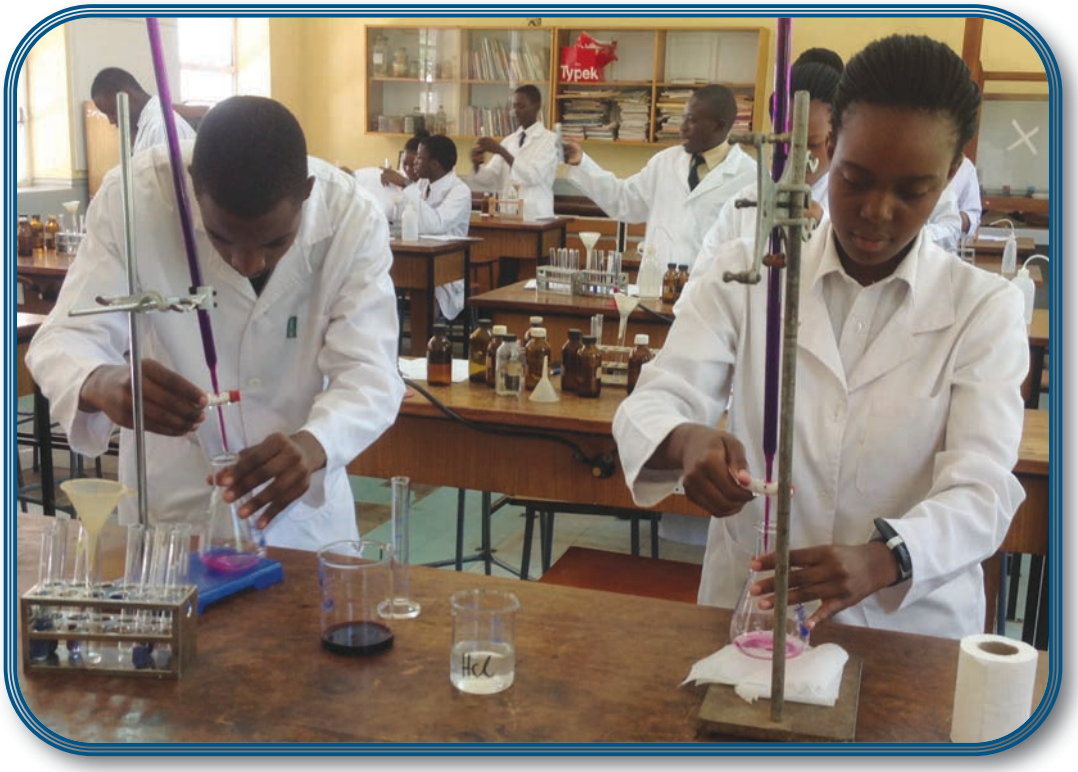
3.6.2 Outcomes at end of Junior School cycle (Grade 3 to 7)

Outcome 1. Learners proficient in performing basic primary school operations related to foundation level skills in literacy, numeracy, digital gadgets, sports and other aspects of life and work	• Demonstrate ability to read, write, do simple calculations, and measurements, use technologies
Outcome 2. Learners creatively apply competencies in meeting ethical and environmental challenges in life and work	• Able to take decisions to make environment safe and friendly for work • Able to undertake activities to conserve and protect the environment
Outcome 3. Learners deploy basic knowledge and skills to creatively find solutions to issues and problems	• Able to communicate • Capable of working alone and collaboratively • Respect others • creatively apply numeracy and literacy and technology
Outcome 4. Learners appreciate a heritage, cultural artefacts and visual and performing arts	• Participate creatively in visual and performing arts • Appreciate significance of national symbols and visits to heritage sites • Demonstrate an understanding of the colours of the national flag • Participate in mass displays at national events • Demonstrate the relationship between theory and practice for example in Agriculture
Outcome 5. Learners communicate competently and are able to work as an individual and in groups	• Capable of using local language and literacy and numeracy skills and basic ICT skills in communication, alone and in groups
Outcome 6. Learners show eagerness for reading, number and engage in technological games	• Demonstrate curiosity in literacy, numeracy materials and technological gadgets

3.6.3 Outcomes of secondary school (Form 1 to 4)

Outcome 1. Learners proficient in performing theoretical and practical operations in languages, STEM/STEAM disciplines, humanities, agriculture, technical /vocational business and commercial fields	• Abilities to apply mathematical, scientific, technological concepts • Abilities to understand and use technical skills and knowledge in agriculture and business within and without the school • Utilise language skills effectively
Outcome 2. Learners demonstrate greater facility in communication and problem-solving	• Capability to creatively use literacy, numeracy and digital skills in communication and in handling interactions • Ability to apply personal and social skills in finding solutions to problems • Abilities to think critically
Outcome 3. Learners show mastery of knowledge, skills and attitudes needed for Advanced Level courses, tertiary education, professional or occupational training in work-places and in further education institutions	• Abilities to apply mathematical, scientific, technological and concepts • Abilities to understand and use technical skills and knowledge in agriculture and business within and without the school • Utilise language skills effectively
Outcome 4. Increased application of knowledge in finding solutions to cross-cutting issues such as HIV and AIDS, life skills, environmental concerns, ethical and climate change	• Ability to apply personal and social skills in finding solutions to problems • Abilities to think critically • Abilities to take risks • Ability to conserve and protect the environment
Outcome 5. Learners demonstrate proficient knowledge of an interest in national heritage and culture	• Capable of appreciating and conversing about national identity and culture
Outcome 6. Enjoying and appreciating visual and performing arts	• Ability to think creatively in relation to performing arts • Willingness to partake in performing arts

Outcome 7. Learners show skill and interest in self-learning and teaching	• Capable and has eagerness to seek information and knowledge beyond the confines of the classroom
Outcome 8. Learners possess competencies for citizenship actions, creativity, innovation and risk management	• Able to act responsibly within and without the school to find creative solutions to problems • Able to stand by their decisions
Outcome 9. Learners participate in Life-skills Orientation Programme	• Willingness to participate in supervised volunteer community programmes in any locale in the country • Demonstration of Life-skills at enterprise level for example, habits, punctuality, discipline and respect for the dignity of labour • Acquisition and demonstration of proficiency in driving skills • Willingness to avail oneself for orientation and offer service where duty calls, for example, service sectors like hospitals, industry and uniformed services



3.6.4 Outcomes at the end of Forms 5 and 6

Outcome 1. Learners proficient and skilled in selected learning areas of specialization	• Abilities to apply mathematical, scientific and technological concepts • Abilities to understand and use enterprise skills in agriculture and business within and without the school
Outcome 2. Learners demonstrate readiness to transition to professional and occupational institutions and universities	• Abilities to apply mathematical, scientific, technological and concepts • Completion of the Life-skills Orientation Programme
Outcome 3. Learners demonstrate effective communication and problem solving competences	• Able to identify enterprise level problems and capacity to suggest solution • Able to compile a report on the enterprise
Outcome 4. Learners display ability to use multiple-literacies in handling ethical and moral issues	• Able to analyse problems and appreciate issues to arrive at solutions • Capable and eager to apply multiple literacies in gathering information
Outcome 5. Learners show readiness to self-learning and teaching strategies	• Capable and has eagerness to apply multiple literacies to get information and to acquire new skills for life and work
Outcome 6. Learners demonstrate a consciousness of national identity and heritage	• Capacity and willingness to participate meaningfully in national events and programmes • Ability to interact with national symbols • Ability to recognise and appreciate the national heritage
Outcome 7. Learners possess competencies for creative and innovative actions and risk management	• Ability to demonstrate leadership skills in an undertaking

Chapter 4

Learning Areas

4.1 Introduction

A Learning Area is a cluster of knowledge domains around which related themes and topics are constructed. Therefore, learning areas constitute the content of the curriculum. Additionally, learning areas reflect cross-cutting themes which contribute towards the achievement of desired learning outcomes. Furthermore, learning areas define learning outcomes and provide breadth, depth and balance in learners' education. Regulated curricular club activities will be covered in all learning areas at the appropriate level so that learners apply what they have learnt.

Further, all learners, from infant, secondary and non-formal education, will be expected to offer a performative rendition of the national school pledge at the start of every school day. The pledge is extracted and adapted from the preamble to the national constitution. It is common cause that it can also be further translated into the other languages as provided for in the constitution (Chapter 1, Section 6, subsection 1). The national school pledge is located in Annexure 3 of this framework.

4.2 The Learning Areas at Infant school level

(Early Childhood Development to Grade 2)

Early Childhood Development (ECD) is a fundamental phase in laying down the foundation for learning. Therefore, it is the joint responsibility of the family and educator to establish a firm foundation at this formative stage of the learner's development. Learners achieve outcomes through play and exploration. They observe, manipulate, and explore objects and materials. Therefore learner-centred methods of play and learning should permeate activities at this level.

This Curriculum Framework rationalises the infant school curriculum from the previous fourteen (14) subjects into seven learning areas. This rationalisation was achieved through identification of principal learning areas into which several cross-cutting and emerging issues were embedded. For example, HIV and AIDS and Civics that were treated as stand-alone subjects in the previous curriculum are now embedded in seven learning areas as cross-cutting issues.

The learners under this category benefit if they have been exposed to:

- a well-structured programme in which parents participate
- good parenting skills - motherly love and care
- good nutrition
- regular health care programmes (immunisation and regular check-ups)
- physical education and wellness programme

The Curriculum Framework identifies the following seven learning areas which constitute the curriculum at Infant school level. The learning areas are:

- Indigenous Language
- Visual and Performing Arts (Expressive Arts)
- Physical Education
- Mass Displays
- Mathematics and Science
- Family and Heritage Studies
- Information and Communication Technology

These learning areas are highly integrated. The depth of coverage at each learning area will be influenced by the appropriateness of the age, content and experience of the learners. For example, in Family and Heritage Studies, the infant learner is first located in the family setting with parents and relatives including guardians as the social and filial space. The infant learner is subsequently introduced to the larger community, history and the story of our national liberation and governance tools such as the national constitution. Learners also develop physical and social skills and learn to express themselves in a variety of ways.

4.2.1 Visual and Performing Arts

Learners tell a story through drawing patterns, images and objects. They use different materials to construct a variety of objects. They also use pasting, weaving and plaiting as communicative activities.

The outdoor environment provides for the development of gross and fine motor skills through ball games, climbing, balancing and many other activities which promote their health. Learners, through these activities achieve social, linguistic and emotional development. Further, music and dance promote sound identification and the development of rhythm. At the same time, learners are exposed to their cultural context and social values.

4.2.2 Physical Education

Physical Education promotes a healthy lifestyle, skills and discipline needed to participate in sporting and recreational activities. It enables learners to make decisions on how they can promote and maintain their own health and that of others in the community. Varied physical activities promote physical, social and mental development and healthy living. Learners also develop psychomotor skills, gross and fine motor skills such as balance, coordination and manipulation.

4.2.3 Mass Displays

These are artistic performances which display the aesthetic value of sound, artefacts, body movement and composition. They promote a sense of beauty, harmony, discipline, leadership, collaboration, team work, social integration and tolerance.

4.2.4 Indigenous Language

The depth of coverage for each learning area is influenced by the appropriateness of the age, content and experience of learners. A variety of activities like drama and story-telling leads to the development of verbal and non-verbal communication, auditory and visual discrimination and memory. In pre-reading and pre-writing, learners develop animation reading, book and pre-writing skills. Learners achieve mastery of language through the mother tongue as the medium of instruction. Attendant media such as radio, television and computer programmes reinforce this.

4.2.5 Mathematics and Science

In mathematics, learners develop ability to match, classify and order objects according to given characteristics for example shape, colour, size and pattern. They learn to measure length, mass and volume. Learners also learn discrimination and logical processes as they assemble and disassemble objects. They develop number skills through activities such as grouping objects in sets.

In Science, they learn about the human body, environment, water, air, soil, plants, weather, health and nutrition, fire, light and electricity. Phenomena can be expressed in different forms including numerate tabulations, comparisons, deductions and intersecting cross knowledges between Mathematics and Science.

4.2.6 Family and Heritage Studies

Learners explore concepts such as family, relationships, gender, culture, beliefs, values, morals and being responsible to others, oneself and the environment.

4.2.7 Information and Communication Technology (ICT)

Through exposure and manipulation of ICT tools, learners develop skills through games, colouring, ordering and communication. They also learn about appliances and their different purposes and their appropriate use and care.

4.3 Cross-cutting and emerging issues at Infant school level

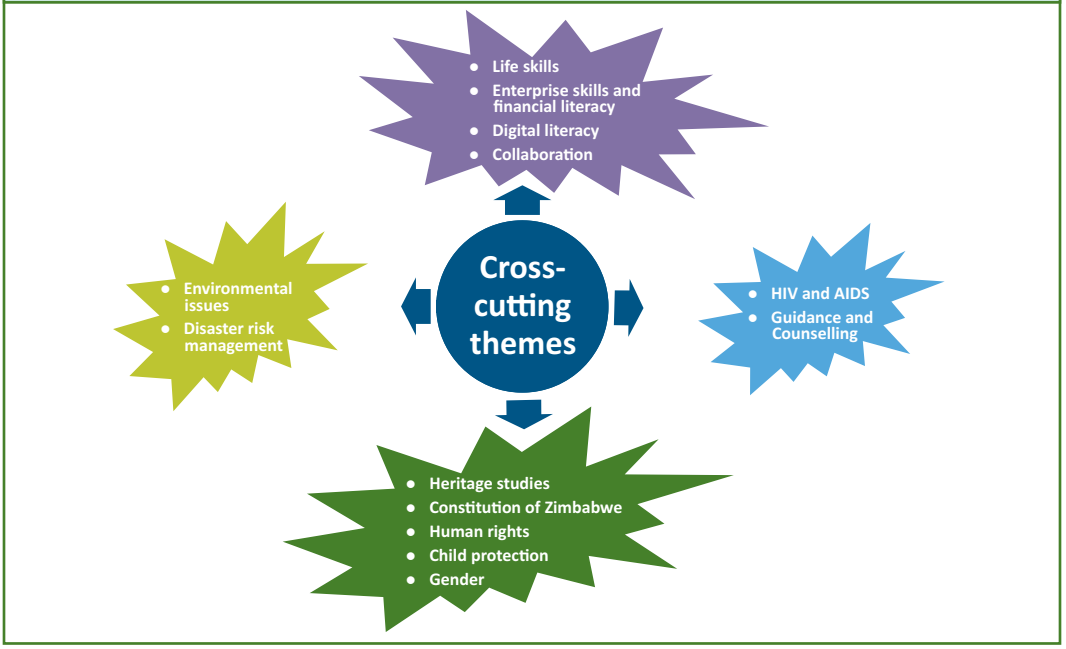
Cross-cutting themes are best taught within a context, for example disaster risk reduction can be covered in environmental studies when discussing the effects of drought and floods in a region.

Table 2 below shows how the cross cutting and emerging themes are infused into carrier subjects.

Table 2: Infant school learning areas and cross-cutting and emerging themes

CROSS-CUTTING AND EMERGING ISSUES	LEARNING AREA						
	Language	Mathematics and Science	Visual & Performing Arts	Technology Computers	Social Studies	Mass Display	Physical Education
Gender	✓	✓	✓	✓	✓	✓	✓
Children's Rights	✓	✓	✓	✓	✓	✓	✓
Disaster risk management	✓	✓	✓	✓	✓	✓	✓
Financial Literacy (Play Store)	✓	✓	✓	✓	✓	✓	✓
Sexuality, HIV and AIDS	✓	✓	✓	✓	✓	✓	✓
Child Protection	✓	✓	✓	✓	✓	✓	✓
Heritage Studies	✓	✓	✓	✓	✓	✓	✓
Human Rights	✓	✓	✓	✓	✓	✓	✓
Collaboration	✓	✓	✓	✓	✓	✓	✓
Environmental Issues	✓	✓	✓	✓	✓	✓	✓

Figure 3: Re-casting infant school cross-cutting themes



4.4 Junior school curriculum

The Curriculum Framework identifies the following eight learning areas which constitute the curriculum at Junior School level. The learning areas are:

- Languages
- Mathematics
- Heritage and LOP - Social Studies
- Science and Technology
- Agriculture
- Visual and Performing Arts
- Family, Religion and Moral Education (FAREME)
- Physical Education, Sport and Mass Displays

4.4.1 Languages

The language learning area comprises Indigenous, English and Foreign languages.

4.4.1.1 Indigenous Languages

This curriculum framework emphasises use of indigenous languages in line with provisions of the Zimbabwe Constitution. At the Junior School level Indigenous languages remain important as avenues for fostering early literacy. The introduction of a second language and its alternate use with the indigenous language in the learning environment helps learners master concepts and achieve linguistic competency for learning and communicative purposes.

4.4.1.2 English and Foreign Languages

The learning of English and its use as language plays a vital role in the development of literacy in that it enhances learning in other areas of the curriculum. A foreign language creates opportunities for the learner to interact with an otherwise closed world. Both English and any foreign language play complimentary roles. They help learners to develop communication skills and critical understanding that are necessary for meaningful and active participation in society and the world at large.

4.4.2 Science and Technology

Science provides learners with cognitive and practical experiences that help them understand and interpret the natural world. Beyond developing foundational knowledge and building scientific concepts learners explore and develop a responsible approach and attitude to Science.

Technology entails the use and application of tools to solve real life problems. Learners become innovative and adaptable as they select and use relevant technologies, process information and achieve worthwhile outcomes.

In Design, learners explore the material culture of the learning environment. They learn to use technology tools to envision and create tangible products. Learners of Science and Technology draw on subjects such as Mathematics, Science, Technical graphics, Art, Technology: Textiles, Metal, Wood, Building and Food Science. The purpose of this learning area is to:

- Encourage innovativeness
- Provide opportunities, materials and equipment for creativity
- Develop innate talents in learners
- Develop open and artistic attitudes in learners
- Encourage originality in learners and develop courage to venture into new things

Learners design a product in a practical context with a focus on, for example, food, wood, metal, textiles and ceramics. Learner coursework involves manufacturing products and producing a research folder.

Health education is a combination of learning experiences designed to help individuals and communities to improve their health. It embraces health issues such as killer diseases like cancer, HIV and AIDS, cholera, typhoid, Ebola and malaria. Nutrition is also a fundamental part of health education.

4.4.3 Mathematics

Learners engage in thinking through calculation and numerical values and communicate the outcomes logically. Learners apply this knowledge flexibly and confidently to solve real life problems. Learner-developed skills in this discipline are useful to them across the curriculum.

4.4.4 Heritage and LOP - Social Studies

This learning area is an integrated study of History, Cultural and Archaeological Studies, Life-skills Orientation Programming and related Humanities disciplines which promote civic competences. Learners continue the exploration of social institutions such as family, community, nation and the wider world as well as governance. Further, this learning area includes heritage studies that embrace the Zimbabwe constitution, patriotism, national identity and symbols such as the national flag and anthem.

4.4.5 Visual and Performing Arts

Learners are exposed to the creative and aesthetic world around them through art, visual arts, music, movement and dance. Additionally, learners explore their aptitudes in these expressive arts individually and collectively.

4.4.6 Physical Education, Sport and Mass Displays

Physical Education promotes a healthy lifestyle, skills and discipline needed to participate in sporting and recreational activities. It enables learners to make decisions on how they can promote and maintain their own health and that of others in the community. Learners acquire knowledge and skills relevant to sport science, management and technology. In Mass Displays, learners acquire leadership skills, develop teamwork, ethics and discipline.

4.4.7 Agriculture

Learners engage in practical and theoretical learning about horticulture, apiculture, floriculture, soil, water, plant and livestock management. This learning area entails identification, investigation, problem solving and carrying out of agricultural activities in a sustainable manner. Learners also acquire business enterprise skills relevant to agriculture and maintain coursework records.

4.4.8 Family, Religion and Moral Education (FAREME)

The family provides the initial orientation of the learner to the world and it is imperative to understand the various aspects of the family as an integral part in educating the whole learner. Religion has a pervasive influence in our society including the life of learners, hence the need for learners to appreciate the diversity and practices of various religions practiced in Zimbabwe. Learners explore the linkages between family values, religion and moral traits. Learners identify relationships, moral and character development arising from the different perspectives on family and religions.

4.5 Phases of development and progression of the learning process

- At Infant level (ECD - Grade 2) the emphasis is on the development of language, literacy and numeracy skills.
- The emphasis at junior school is on the development of Science, Technology, Engineering and Mathematics (STEM) disciplines. Practical learning areas, such as, Design and Technology, I.C.T., Art and Theatre Arts are included and they further broaden the educational base at primary level. The teaching and learning of languages and humanities should continue to be emphasised. The curriculum framework focuses on STEAM disciplines. These learning areas help learners to develop skills that are useful in Technical and Vocational fields which they may pursue later in life. However, history, languages and humanities are important for communication, cultural enrichment and building a sense of identity and belonging.

4.6 Learning Areas at secondary school level (Form 1 to Form 4)

Learners between Form 1 and Form 4 explore a broad based curriculum in which they acquire the necessary competency from different learning areas. A modular approach is adopted in meeting the general education goals in this first wave of the seven year reform programme.

4.6.1 Form 1 and 2 Learning Areas

The Form 1 and 2 curriculum provides a manageable, broad-based and rationalised general education as shown in Figure 3. This lays the foundation for subsequent learning.

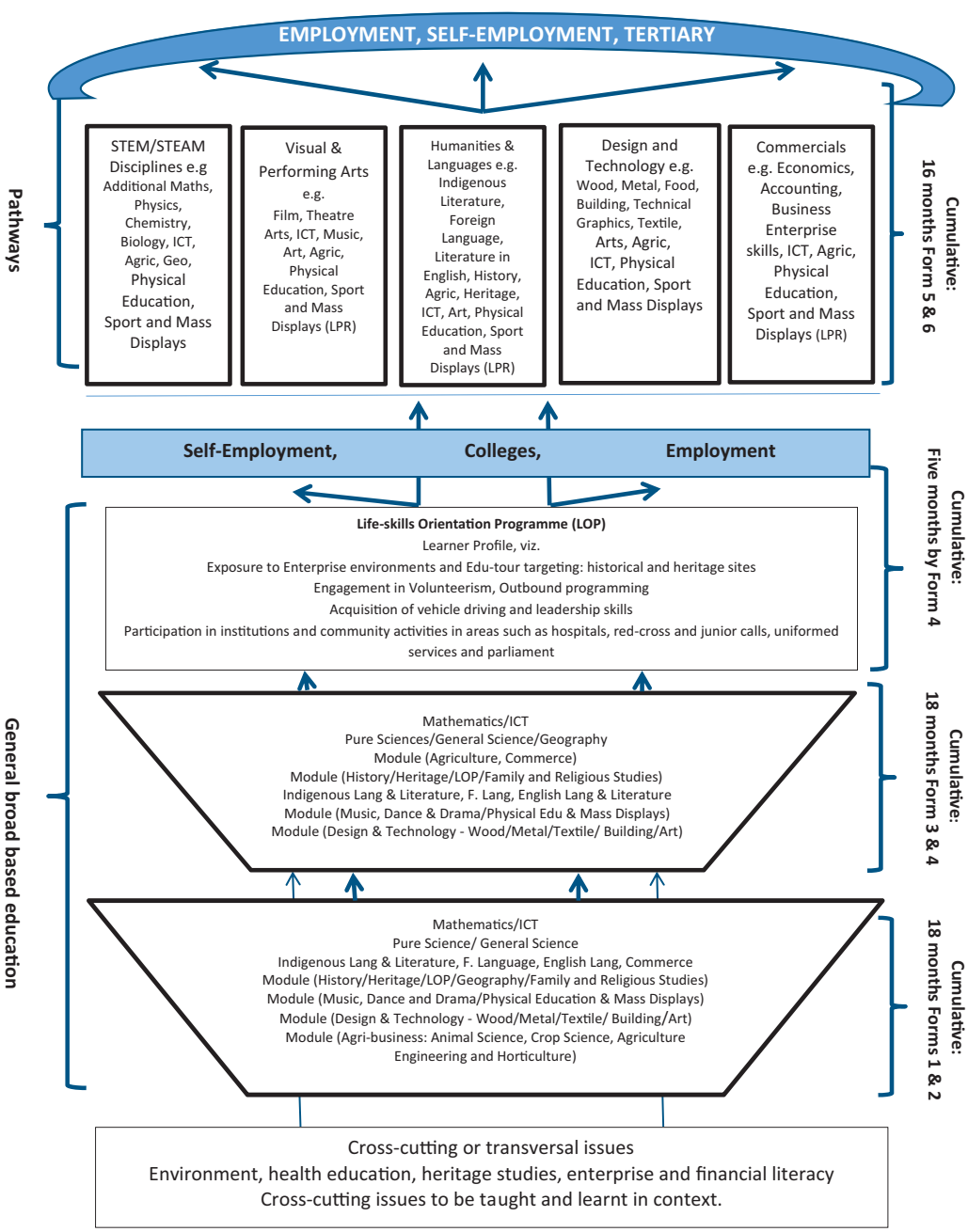
4.6.2 Form 3 and 4 Learning Areas

At Form 3 and 4 learners continue with the broad-based general education they started with at Form 1 and 2 but at a much higher level. In addition learners follow learning areas in the pathways. The learning area should allow the learners to identify with their chosen pathways. For example, a learner who takes up a STEM pathway would study Additional Mathematics, Physics, Chemistry, Geography and Biology. The content of these learning areas is at a much higher level compared to the content of general education learning area Mathematics, Physical Chemistry and Physical Science. Except for the learners pursuing STEM disciplines, the General Science Learning area may still serve a purpose in a transitional way. Similarly it may not be necessary for the Commercial pathway learners to take general education learning area Commerce. Figure 3 is a schematic representation of the five pathways and learning areas available to learners at Form 3 and 4.

4.7 Emerging or Cross Cutting Issues at Form 1 to 4

Issues like Sexuality, HIV and AIDS, Heritage Studies, Disaster risk management, Enterprise skills and many others will be integrated in the general education learning areas and the pathway disciplines. For example, climate change and environmental issues can be included in Geography. Figure 4 shows how the cross-cutting issues are integrated.

Figure 4: Form 1 to 6 School Curriculum



The different pathways give learners the opportunities to follow their inclinations and interests based on their abilities as indicated by results of continuous assessment. The general education provides opportunities for learners to be exposed to various disciplines which allow for lateral movement from one pathway to another.

4.8 Life-skills Orientation Programme (LOP)

There are strategic spaces in the elaboration and implementation of the national curriculum where Life-skills programming is implicated. The Primary and Secondary Education LOP learning area syllabus, just as the other learning areas, is highly integrated in the delivery system of the Framework. For example, every school whether singly or as part of a cluster should ensure that at every level: Infant, Junior and Secondary, learners are exposed to their national heritage through educational tours (Edu-tours). The destinations could be natural environments, tourist sites, built-up environments and historical sites. The Edu-tours must be accompanied by full annotations that underpin an understanding and appreciation of the natural richness and diversity of our nation. The period from the end of the Fourth Form and the start of Lower Sixth Form school term, is used by all learners to reinforce their life-skills orientation programme (LOP). The Life-skills Orientation Programme provides each learner an opportunity to practise the general and specific skills expected from school leavers in a work, social and civic environment. These skills include problem solving, self-management, communication, leadership and teamwork, initiative and enterprise, learning and technological skills. The exposure in work or specially simulated and socially structured environments or outbound activities, where applicable, is expected to contribute to the development of *ubuntu/unhu/vumunhu* through nurturing of important virtues for life such as punctuality, commitment, honesty, empathy, resilience and perseverance.

Life-skills Orientation Programme starts at the primary school level. This is achieved by creating synergies between schools, communities and enterprise spaces. Learners are given the opportunities to visit these spaces as they relate theory to practice. Workplace personnel interacts with schools and shares their experience with learners so that the latter appreciate the relevance of what is learnt in classrooms. Appropriate synergies should thus foster an appreciation of the development of evaluation tools which are used in the workplace to monitor and appraise the progress of workers.

The schools factor in the achievements of the learners during Life-skills Orientation Programme into the learners' profile record (LPR).

4.9 Learning areas at Forms 5 and 6

The choice of the learning area is informed by the learning area-related pathways that are followed by respective learners at Form 3 and 4 as shown in Figure 3. The Learning areas in Forms 5 and 6 prepare learners for such options as tertiary and university education as well as self-employment.

Chapter 5

Teaching and Learning Methods

5.1 Introduction

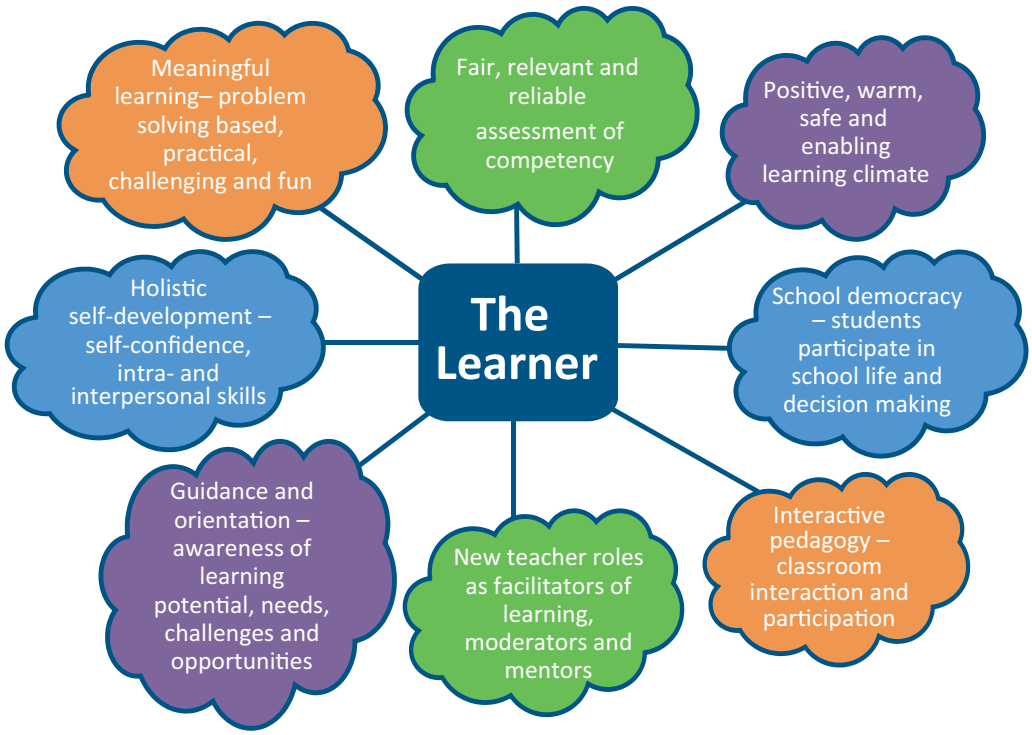
This section provides the principles that guide teaching and learning in order for learners to achieve the outcomes in the curriculum framework. These principles are underpinned by what is valued and considered good practice. The aim is to provide a school and classroom environment that promotes the cognitive, social, physical, psychomotor and affective growth of the learner.

5.2 Principles of teaching and learning

The curriculum framework stresses learner-centred approaches. The focus on learning revolves around learners as they engage in the search and discovery of new knowledge. The teacher acts as a co-explorer and facilitator in knowledge discovery in order to arrive at an objective understanding of content and demonstration of skills so acquired.

Figure 5 shows the centrality of the learner in the teaching and learning process.

Figure 5: The learner at the centre of learning and teaching



The focus of teaching and learning is targeted at engaging learners in addressing real-life problems. Within the context of networked learning, schools will be transformed from mere buildings to nerve centre spaces that connect teachers and learners in a learning community. The focus will thus be on knowledge generation not just information delivery and treating learners as empty vessels ready to be filled with information. Schools will create learners who are thirsty for information and with a culture of inquiry. Below are the characteristics of the evolving methods of teaching and learning:

- Learning is designed to focus from lower to higher levels of cognition
- Research-driven
- Participatory

- Learners work collaboratively with classmates and others beyond the school
- Teacher is facilitator and coach
- Integrated and interdisciplinary teaching
- Assessment as part of and informing on teaching and learning.
- Performances, projects and multiple forms of media are used for learning
- Multiple literacies relevant to life and work are used to inform on learning and teaching

5.3 Approach

Below is an example of an approach that characterises the learner-centred method to teaching and learning.

5.3.1 Inquiry-based learning

Inquiry-based learning is an approach that aims at nurturing thinking, reflection and problem-solving among learners. It involves the following:

- developing questioning, research and communication skills
- problem-solving
- collaborating within and beyond the classroom
- developing an in-depth understanding of subject content
- participating in the public creation and improvement of ideas and knowledge
- encouraging critical thinking

Inquiry-based learning as an approach covers a number of methods of teaching and learning that utilises inquiry. These include:

- discovery method
- project-based learning
- problem-based learning
- design-based learning

5.3.1.1 Discovery method

Discovery learning involves problem solving situations where learners tap from their past experiences and prior or existing knowledge to discover facts and new knowledge. This includes “active, hands-on learning opportunities for learners” (Castronova 2011:2). Through this method learners are most likely to remember information that they discovered on their own.

The two main characteristics of discovery learning are:

- Learners are encouraged to explore and engage in problem solving to create, integrate and generalise knowledge.
- Activities encourage integration of new knowledge into the learner's existing knowledge base (Bicknell-Holmes and Hoffmann 2000: 313-314).

5.3.1.2 Project based learning method

Project Based Learning (PBL) involves learners working for an extended period of time investigating and responding to complex questions, problems or challenges. The essential elements of PBL include:

- **Significant Content -** At its best, the project is focused on teaching learners important knowledge and skills.
- **Competency -** Learners build competences valuable for today's world, such as problem solving, critical thinking, collaboration, communication, and creativity/innovation.
- **In-Depth Inquiry -** Learners are engaged in an extended, rigorous process of asking questions, using resources, and finding answers.
- **Key Question -** Project work is focused by an open-ended question that learners understand and find intriguing.
- **Need to Know -** Learners are curious to gain knowledge, understand concepts, and apply skills in order to answer the key question.
- **Voice and Choice -** Learners are allowed to make choices concerning how they work, and how they use their time, guided by the teacher and depending on age level and PBL experience.
- **Critique and Revision -** Feedback on the quality of their project work is obtained, leading them to make revisions or conduct further inquiry.
- **Public Audience -** Learners present their work to other people, beyond their classmates and teacher.

5.3.1.3 Problem solving method

Problem solving method entails starting with an ill-defined or ill-structured problem. This is also known as Problem Based Learning. The problem solving method involves empowering learners to conduct research, integrate theory and practice, and apply knowledge and skills to develop a viable solution to a defined problem (Savery 2006:9). The distinguishing characteristics of the method are:

- Learning goals
- Problem generation
- Problem presentation

5.3.1.4 Design based learning method

This is learning through the working design of a solution to a complex problem.

Table 3 gives some explanations about the new roles of key actors in the teaching and learning process in schools:

Table 3: Key actors in teaching and learning and their new roles

Key actors in teaching and learning process	New roles
The learner 	• Is aware of learning objectives and expected learning outcomes (learner competency) • Participates in the construction of learning experiences and has a choice • Participates in inquiry and problem solving learning, as well as in collaborative and community service oriented learning • Carries out assessment tasks and self-assessment • Is self-aware of progress and shortcomings. • Benefits from guidance and counselling and orientation in coping with personal development issues: • Is encouraged to make suitable career choices.
The teacher 	• Uses a wide range of methods adapted to the learner's situation and needs in the context of interactive pedagogies • Reinforces connections between learning areas and disciplines and promotes integrated learning • Is able to integrate cross-cutting issues, such liberation history as part of the struggle for human rights and education for participatory citizenship; peace education; education for sustainable development; gender equality • Possesses intercultural understanding; life skills; health education; economic and entrepreneurial education; media education; ICT and e-learning • Is interested and participates in the development of customised curricula and learning materials, as well as the

	establishment of flexible plans of study in compliance with the school autonomy principle • Possesses the capacity to identify learning problems and provide appropriate support • Is interested in progress and formative assessment with a view to providing guidance, counselling, motivation and support to learners • Communicates and integrates well with learners, parents and other stakeholders • Facilitates learning for learners and engages them in meaningful activities • Is interested and able to engage in team work and participates in communities of practice.
School Head 	• Provides a learner-friendly, safe, pleasant and enabling learning environment • Involves stakeholders and education partners in school decisions • Provides for differentiated learning and choice in the context of a broad curriculum • Monitors continuous assessment and learner profiles • Provides for consistency across the school ("whole-school approach") in promoting learner-centred teaching in their establishment • Engages in school networking to promote exchanges on, and mutual learning from effective practices of learner-centred teaching and learning elsewhere • Supports school-based teacher in-service training and mentoring as a means to improve the teaching skills of staff by combining theoretical and practical aspects in real school life situations • Collaborates with stakeholders in crafting school vision and mission and strategies in sync with the Ministry direction.

	• Works in collaboration with stakeholders in designing a school development plan and accountability procedures during implementation • Pay special attention to implementing the principles and practices of inclusive education by taking into account and addressing diversity and the different learners' needs.
School Development Committee 	• Works in collaboration with school head and other key stakeholders to adopt complementary strategies to develop the school • Assists the head to facilitate the transformation of a school into a learning organisation which becomes the centre of the community. Further good practices confirm the school as a space for service oriented programmes with communities of good practices such as literacy and lifelong learning programmes. • Supports the development and promotion of the vision, mission, goals and strategies of the school • Maintains open communication between community and the school head by scheduling public meetings on a regular basis; supports the head in all matters that conform to school development committee functions • Provides and encourages resource mobilisation for school's development programmes • Reviews and approves a budget for the school according to a process and timeline developed with the head and works to ensure that necessary funds are availed for the operation of the annual school budget.

Parents 	• Engage and collaborate with the school in setting educational standards • Support their children by providing financial resources through timeous payment of levies to enable the smooth operation of the school budget • Actively support their children by: - volunteering services to the school to provide good models to them - making sure there is a quiet place set aside to do homework in the family home - encouraging them to work independently - interfacing with teachers regularly - interacting with them about their day at school - spending quality leisure time with them.
Professional Associations 	• Represent teachers in the setting and maintenance of educational standards • Contribute in the formulation of policies and guidelines in education • Influence implementation of standards or best practices in schools • Participate in the professionalization of education and teaching.
Industry and Commerce 	• Contribute in formulating the strategic priorities in education • Assist in evaluation of school curriculum and the products of the school system • Create synergies with the education system and provide platforms for work related learning and attachment for learners.

Education partners 	• Collaborate with the Ministry • Provide financial and technical support for the development of education • Perform joint monitoring exercises with the Ministry
Learning Area Panels 	• Participate in syllabus design and development and interpretation processes • Contribute to setting of standards with regard to outputs of the education system • Remain engaged during implementation and provide feedback from the field of practice
ZIMSEC ZIMSEC *For Performance Measurement*	• Engages in assessment of learner performance in the system • Monitors and researches into continuous, practical and summative assessment • Provides template for the learner profile

5.4 The learning environment

The concept of a teaching space as a learning space explains the interaction and synergies that learners create in exchanging information. Knowledge evolves through social negotiation, independently and collaboratively.

In light of the technological revolution taking place, the curriculum framework focuses on effective mastery of concepts, skills and competences. Technology will thus be integrated as a tool for teaching and learning. Further, a literate person needs to display multiple-literacies such as financial, technological and functional reading literacies.

The learning environment should promote:

- a learner-centred learning
- independence and interdependence

- motivation and self-esteem.
- values, needs and interests of learners and the society

5.4.1 Learner-centred classroom climate

It is critical to foster a learner centred pedagogy that promotes free interaction amongst the learners and which values the integrity of each one. The teacher builds a positive relationship through knowing and cherishing each learner and promotes a culture of respect for individuals and their communities. Learners' self-confidence is encouraged. Further, teachers ensure that each learner experiences success through structured support, valuing of effort of the learner's work.

5.4.2 Independence and interdependence

It is essential that learners themselves take ownership of the learning process, including life-long learning. There is need to create a community of learners, in which they learn independently and collaboratively. Teachers encourage and support learners to take responsibility for their learning and use various strategies that build skills for productive collaboration such as the National School Pledge.

5.4.3 Motivation and self-esteem

The content provides challenging tasks that keeps the learner motivated. The learning methods, tasks and language of instruction develop positive self-image. Teachers make constructive comments in order to encourage learners to succeed. It is important for the overall school climate to be motivating.

5.4.4 Values, needs and interests of learners and the society

A range of strategies that support the different ways of thinking and learning are used to build on learner prior experiences, knowledge and skills. Further, teachers take into account the needs of the learners beyond the classroom to enable learners to understand, adapt and participate in the dynamic of a changing society.

Chapter 6

Assessment and Learning

> ***"…hence the need to educate all, the academically-oriented as well as those with practical/technical bias…"***

The Hon. R.G. Mugabe, Prime Minister of the Republic of Zimbabwe
Address at Glen Norah High School,
October 31, 1993, Harare

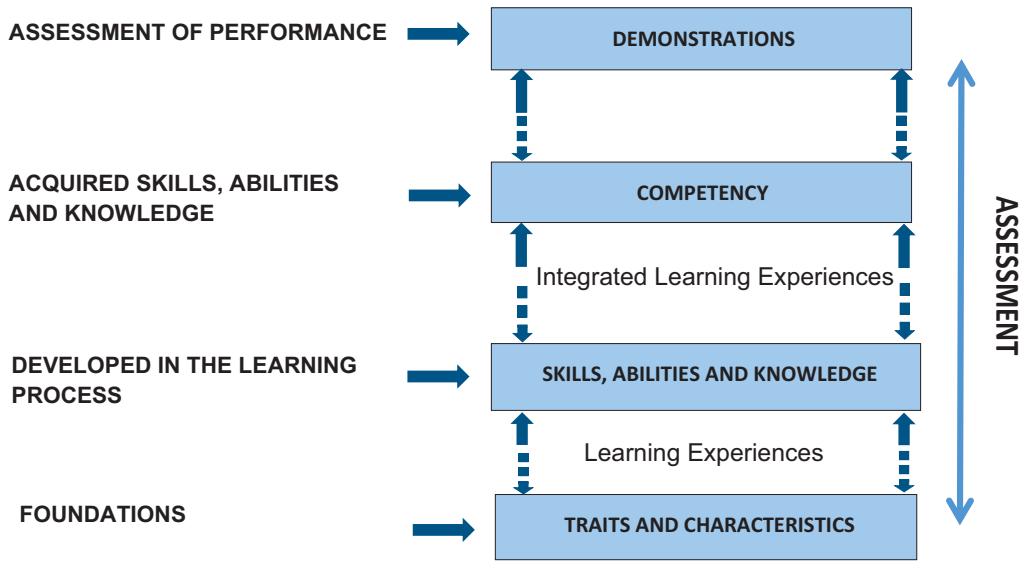
6.1 Introduction

This Chapter outlines assessment and focuses on knowledge, skills, attitudes, attributes and values. Assessment is concerned with measuring learner performance against the set standards or benchmarks as defined by the curriculum. However assessment, both formative and summative, takes various forms, namely, profiling, portfolio, continuous assessment and formal examinations.

6.2 Assessment of skills, abilities and knowledge

The curriculum framework takes a holistic approach to assessment. This approach entails assessing learner competences on a continuum that includes knowledge, skills, abilities, values and traits. However, the last stage of assessment is demonstration of acquired skills, abilities and knowledge in an integrated manner. This level of performance indicates what learners are able to do and become, as shown in Figure 6.

Figure 6: Assessment of skills, abilities and knowledge



Formative assessment involves tracking learner behaviour and performance on an on-going basis. This mode of assessment informs the teaching and learning process and contributes to learner profile. Formative assessment such as school-based assessment is used to assess knowledge, skills and values.

Further, formative assessment allows for effective measurement of skills and values such as leadership, innovation, problem-solving, collaboration and teamwork.

On the other hand, summative assessment measures learner performance at the end of a learning programme. Summative assessment focuses on assessing knowledge and regurgitation of facts. The purpose of this type of assessment has largely been grading, placement, selection and informing system performance.

Effective assessment requires the use of methods that result in a holistic view of learning outcomes. It is imperative therefore that both formative and summative assessments are used. This brings to the fore the important role that teacher-made classroom-based formative and process-focused assessments must play in moving away from an examination driven system (summative-based).

6.3 Relevance of school-based continuous assessment

At all levels, be it at classroom, school or public examination system, assessment information facilitates meaningful judgement about learner progress towards the desired outcomes in a manner that is fair and promotes learning. Hence, assessment information enables teachers, learners and other key stakeholders to know: what learners can do assisted; what they can do unassisted; what they can do when working in groups; and when working alone.

Teacher developed assessments:

- provide feedback on what and how learners learn in time to modify or personalise instruction
- allow teachers to assess a broad range of traits, skills and abilities
- make assessment itself a learning experience and deepen learner engagement in content.

Involvement of learners in assessment is important so as to increase engagement and foster commitment to the learning process. Other classroom teacher assessment strategies include: peer assessment, productive dialogue, discussion on learner needs and goal creation. Learners can also be involved in the creation of the assessment criteria and in diagnosing their strengths and weaknesses. Learner-centred assessments also give learners an opportunity in making assessment a learning experience – assessment for learning not assessment of learning.

The impetus is also on assessment of higher order skills such as critical thinking, problem solving, creativity and application.

6.4 Assessment for learning (formative assessments)

As the preceding section has demonstrated, assessment for learning entails use of classroom assessment to support on-going teaching and learning. Further, assessment could be used in diagnostic processes to gauge weaknesses of learners and assist teachers to provide effective remedies. Assessment procedures have a powerful impact in fostering effective teaching and learning. School-based assessment forms part of the weighted contribution to learner performance outcome at Grade 7, Form 4 and Form 6 public examinations.

6.5 Assessment of learning (summative assessments)

As underscored in paragraph 6.2 summative assessment relates to the end of learning cycle examination or end of programme assessment. Specifically, it entails use of tasks/activities to measure, record and report on a learners' capacity to recall, apply and analyse with regard to specific body of knowledge. The scope of coverage was mitigated by the limited duration of the examination. Further, skills relevant for work and life were largely ignored. The rationale for this shift to embrace a broad range of approaches to assessment in the education system is to ensure that all learner competences are examined.

6.6 Assessment as learning

Assessment as learning entails use of a task or activity to give learners opportunity to advance their own learning. This approach includes self and peer assessments which enable learners to reflect on their own learning and identify areas of weakness and strengths. Learners are in a position to set their own personal targets and foster their own learning. Tasks or activities should primarily reflect the nature of the discipline or subject but should also ensure that learners have the opportunity to develop a range of generic skills and competencies. In advancing this approach, teachers should design assessment practices that reflect the full range of learning outcomes in the curriculum and ensure that learners receive frequent feedback that supports further learning.

6.7 Characteristics of assessment tools

The successful implementation of robust assessment strategies requires the instruments to be valid, reliable, objective, explicit, manageable and transparent.

6.7.1 Validity

An assessment tool is valid when it measures accurately the intended learning outcomes at the appropriate level.

6.7.2 Reliability

An assessment tool which produces stable, accurate and consistent results is reliable. This requires clarity and consistency in setting, marking, grading and moderation of scripts.

6.7.3 Objectivity

An objective test is one in which the mark or grade given to the learner shows minimal or no variation even when mechanical tools are used.

6.7.4 Explicitness

The term explicit refers to assessment strategies that are accessible and consistent. Assessment criteria are made clear and simple.

6.7.5 Manageability

The amount and quality of assessed work should be within the realm of the learners' experiences and capacity.

6.7.6 Transparency

Timely information on assessment tasks and procedures should be made available to policy makers, key stakeholders, schools, learners, external assessors or examiners.

6.8 Strategies for assessment of knowledge, skills, values and attitudes

There are several classroom-based assessment strategies for assessment of knowledge, skills and values. Among them are the following[1]:

- Rubrics
- Performance based assessment
- Portfolios
- Learner self-assessment
- Peer assessment
- Learner response system
- Learner teacher assessment
- Learner profile

6.8.1 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 utilised 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.

[1] Adapted from Price *et al* (2011)

6.8.2 Performance-based assessment (PBA)

Performance-based assessment (PBA) is project-based assessment (demonstration), is generally used as a formative evaluation strategy to capture not only what learners know about a topic, but if they have the skills to apply that knowledge in a "real-world" situation. By asking learners to create an end product, PBA challenges them to synthesize knowledge and apply skills to a potentially unfamiliar set of circumstances.

6.8.3 Portfolios

Portfolios refer to a collection of learner work done over time which contributes to the summative evaluation outcome. Thus, both continuous assessment of parts of the work yields a product which is then given a summative evaluation. Characteristic of assessment is that rather than being a snapshot of a learner's knowledge at one point in time (like a single standardized test), it highlights learner effort, development, and achievement over a period of time; portfolios measure a learner's ability to apply knowledge rather than simply regurgitate it. An example could be in Art or sculpturing work done by learners over some time and used to assess the learner's skills such as creativity, critical thinking and originality.

6.8.4 Learner self-assessment

Self-assessment requires learners to judge their own work in order to improve performance as they identify discrepancies between current and desired performance. Its main purpose is for learners to identify their own strengths and weakness and to work to make improvements to meet specific criteria. Feedback from this activity contributes to learner profile.

6.8.5 Peer assessment

Peer assessment, just like self-assessment, is a formative assessment strategy that gives learners 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. Peer assessment can also be extended to teachers. Teachers in a school can evaluate each other's work with the intention to improve the quality of learning.

6.8.6 Learner response system

Learner response system (LRS), also known as classroom response system (CRS), and audience response system (ARS) are particular terms that refer to a variety of technology-based formative assessment strategies that can be used to gather learner performance data instantly in the classroom. Appropriate examples include computer mediated assessments (CMA) which provides teachers with information on whether learners understand the content they are learning on-line. CMA offers many new opportunities and provides limitless ways for teachers to gauge whether or not their learners are both engaged in the content as well as understanding it.

6.8.7 Learner teacher assessment

Teachers learn and benefit from insights expressed by learners about their teaching. This assessment approach entails learners assessing curriculum delivery methods and classroom management. This provides opportunities for learners to reflect on their teacher's ability to embrace educational reforms and technological tools for use in education.

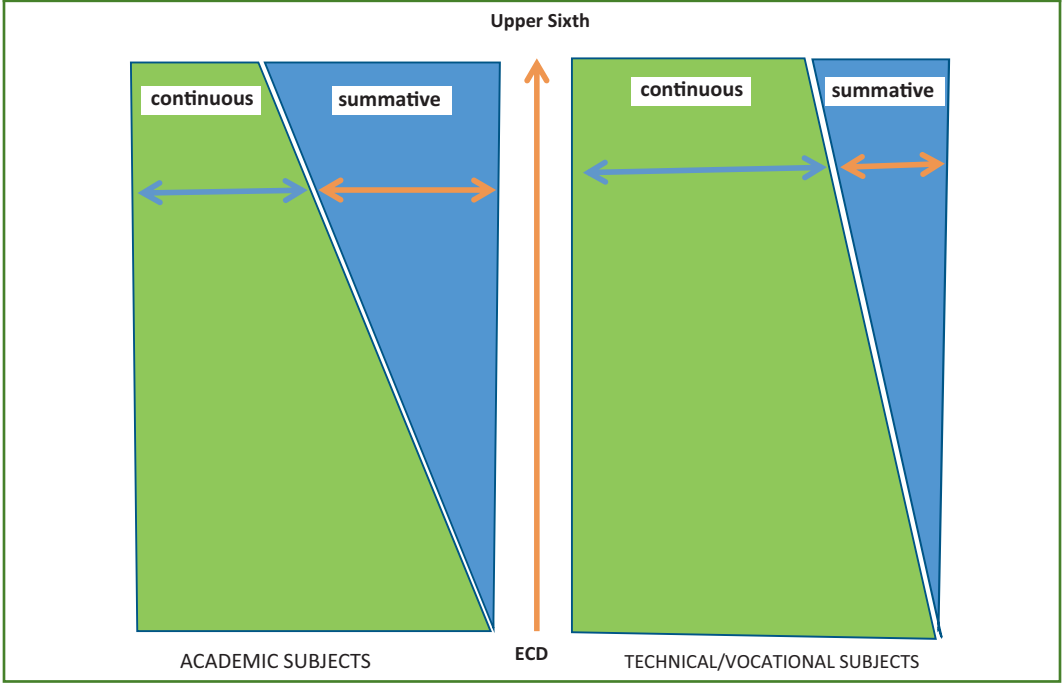
6.8.8 Learner profile

The Learner profile entails detailing learner traits, discipline, values, attitudes, skills, knowledge and abilities as acquired from entry into the education system. In addition, the learner profile records leadership skills and attributes at the completion of the life-skills orientation programme.

6.9 Relationship between continuous and summative assessment at various school levels

It is envisaged in the blue print that from infant level, assessment will be predominantly characterised by formative assessments. From Grade 1 up to Form 6, there will be an increase in summative assessment, however, assessment will be both summative and formative. As we move higher in the education ladder, summative assessment will gain a higher percentage or weighting. With regard to practical subjects, formative assessments will carry a higher weighting compared to summative assessments. Figure 7 illustrates this balance in levels or cycles of learning.

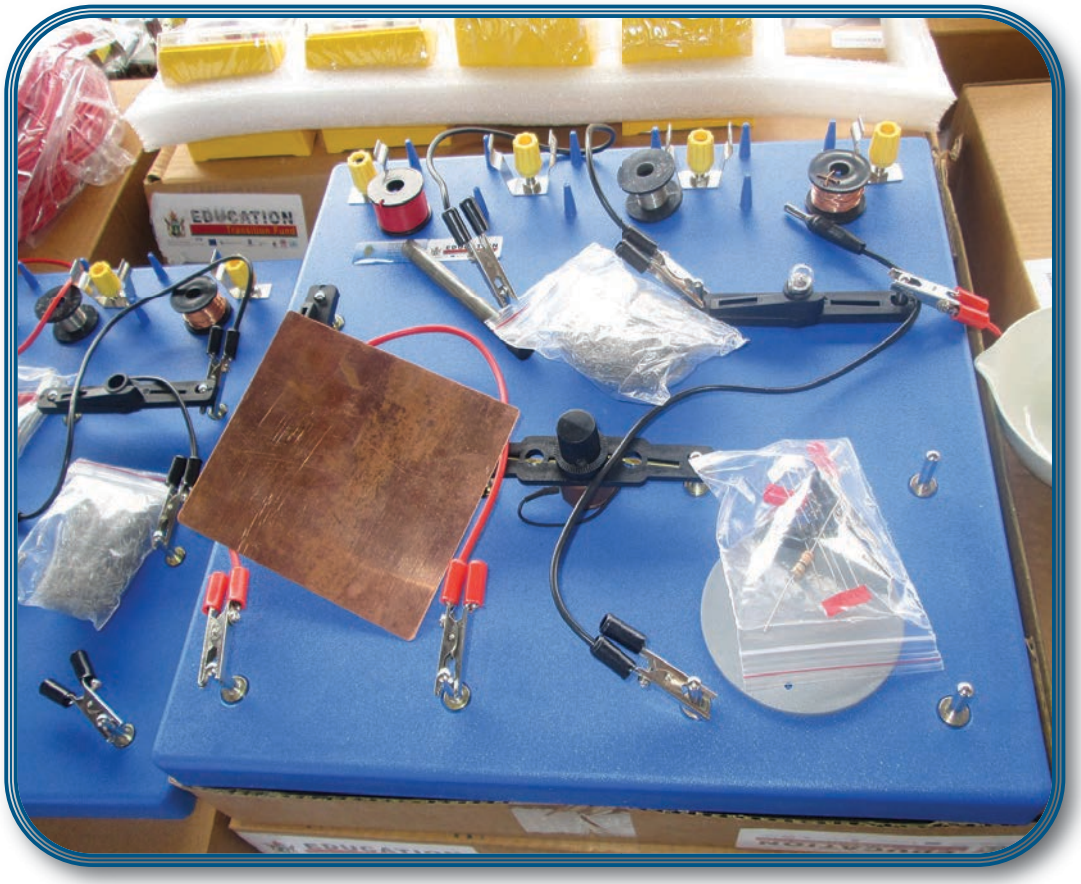
Figure 7: Relationship between continuous and summative assessment at school level



Chapter 7

Strategies for Effective Curriculum Implementation

> ***...if we are to reach our cherished goal of universal education, our communities must increase their participation in the provision of education...***
>
> The Hon. R.G. Mugabe, Prime Minister of the Republic of Zimbabwe
> Address at Glen Norah High School,
> October, 31, 1983, Harare



7.1 Introduction

The foregoing chapters have outlined the curriculum framework. The present chapter sets out the structural and systemic reforms required in order to transform the education system. The strategies are as follows:

- implementation of new MoPSE structure
- staffing and capacity development of CDTS
- establishing a centre for Education Research, Innovation and Development
- continuing with teacher capacity development programming
- resource mobilisation and creation of synergies among partners and implementers
- designing and developing new syllabuses
- continuous professional development of provincial, district and school implementers and teachers
- establishing a participatory structure of curriculum review
- monitoring and evaluation of the implementation process

7.1.1 Implementation of new MoPSE structure

The curriculum framework is predicated on the capacity of the MoPSE responding to the challenges of implementing the reforms. At the apex of the structure, seven departments spearhead the reforms and monitor the implementation process.

Among the reforms in the field of implementation in the Districts, the strengthening of the inspectorate so that going forward it is headed by a District Inspector for Education. The return of the schools inspectorate will assist greatly in the implementation and monitoring of the new curriculum.

7.1.2 Staffing and Capacity Development of CDTS

Additional personnel with requisite skills are required especially to revive the CDTS in two significant areas: to superintend the implementation and monitoring of the new curriculum and to manage the Education Technology Section. This is in preparation for full education broadcasting services (ZBC TV channel).

7.1.3 Establishing a Centre for Education Research, Innovation and Development

The MoPSE will establish this centre as the centre of excellence in applied education research and development. It is necessary to staff and equip the centre to ensure that the curriculum implementation process is also accompanied by a rigorous process of research and innovation. The Centre will ensure that the curriculum is kept abreast with regional and global trends.

7.1.4 Teacher capacity development programme

This training programme launched in 2014 remains a permanent feature in capacitating human resources for curriculum implementation and innovation. The thrust is to encourage and structure progression of teacher status from diploma to a minimum first degree in Education. Teacher education institutions through their parent Ministry are expected to continue to collaborate with MoPSE to achieve this noble goal.

7.1.5 Resource mobilisation and creation of synergies: partners and implementers

It is imperative to mobilise adequate resources for the implementation of the curriculum framework. Stakeholder participation in this process is fundamental while the role of the state remains visible. Education partners including school development committees will be sensitised on the requirements of the curriculum framework.

7.1.6 Designing new syllabuses

There is need to design and develop new syllabuses and to ensure that the whole school system is oriented to the curriculum framework. Teaching and learning materials and teachers' guides shall be provided. Panels established to develop syllabuses included stakeholder representatives of industry, professional associations and academia. These will be maintained as administrative chat group networks.

Continuous or school-based assessment will further be clarified in the Teachers' Curriculum Manual accompanying each learning area. The Ministry of Primary and Secondary Education will develop guidelines to help teachers standardise assessment methods.

7.1.7 Continuous professional development of provincial, district and school implementers

There is need for measures to orient and induct teachers, district education inspectors and provincial education inspectors to the curriculum framework. This will also constitute an important area in teachers' continuous professional development or in-service training.

7.1.8 Establishing a participatory structure for curriculum review

It is crucial to have a participatory structure for curriculum review through the establishment of subject panels. Such a structure ensures that key stakeholders (teachers) and related industries are in permanent dialogue over content, methodologies in the particular discipline. The panels start from the school and yield at the national level subject associations that then recommend insights and suggestions to the relevant department.

7.1.9 Monitoring and evaluation of the implementation process

There is need for systematic monitoring and evaluation of the curriculum. This is an important pillar for assuring effective implementation and quality of learning outcomes. For purposes of monitoring and evaluation, this will require especially Ministry of Primary and Secondary Education visibility in the schools where curriculum implementation takes place.

7.2 Strategy for implementing the Framework

The implementation of the Framework will be effected in three phases, namely, Inception, Phase 1 and Phase 2. It is important to note that the summary presented below excludes costings. The working documents will incorporate the costings while the line activities under each phase provide a reader with some handles on progression towards full implementation of the curriculum framework. Quite clearly, there is a scope for continuing partnerships with a variety of stakeholders such as industry and commerce, government agencies and partner ministries, education partners and individuals.

7.2.1 Inception phase: 22nd September to 31st December 2015

During this phase the following activities will be undertaken:

- Development of communication strategy specific to stakeholders
- Orienting senior education managers and key stakeholders on the rollout plan
- The printing and packaging of both Narrative report and Framework
- Development of Infant and Junior syllabi prototypes and their validation

7.2.2 Phase 1: January to December 2016

- Establishment of the Centre for Education Research Innovation and Development as a hub for underpinning the curriculum implementation process by generating and using evidence from practice
- Training of line managers such as Provincial, District and School trainers of trainers teams
- Distribution of both Narrative report and Framework
- Audit of infrastructure capacity to handle teaching and learning of technical vocational subjects and design and technology.
- Restructuring of the Grade 7 examination rubric to include Agriculture and additional Indigenous Languages for pilot testing.
- Development of some Specimen Papers for learning areas at Junior school and Form four secondary school level
- Verification of the implementation status of the primary Agriculture syllabus

- Some new syllabi interpretation and pilot testing
- Piloting assessment of some practical learning areas at Junior and Secondary school level incorporating continuous assessment
- Completion of production of syllabuses across learning areas
- Teaching of Agriculture in balance of the schools in primary and secondary
- Establishment of learning area panels at school, cluster and district levels
- Realignment of Physical Education teachers to their appropriate levels to achieve optimal system performance in this learning area
- Mainstreaming the teaching of Physical Education, Sport and Mass Displays in both primary and secondary schools
- Enhanced and targeted teacher capacity development: ongoing
- Establishment of SASSAF, CASSAF, DASSAF, PASSAF and NASSAF structure to enhance MOPSE competency in the delivery of its mandate.

7.2.3 Phase 2: January 2017

- Enhanced and targeted teacher capacity development: ongoing
- Teaching of visual and performing arts in both primary and secondary schools
- Development and distribution of continuous assessment tools to schools
- Implementation of continuous and summative assessment across the curriculum
- Simultaneous introduction of continuous assessment for Ordinary and Advanced Level learning areas

7.3 The Curriculum review cycle

Curriculum review is an important activity because it results in fundamental and appropriate changes in vision, design, and production of the curriculum to be implemented. The curriculum review involves re-aligning or adjusting the curriculum to meet new socio-economic imperatives in society and the learning environment.

The curriculum should be reviewed regularly to ensure that it is responsive to a rapidly changing environment. A seven year review cycle is ideal. The seven year review cycle accords with the completion of the different school cycles of education by given cohorts. Curriculum review is necessitated by factors such as: societal changes, knowledge explosion, benchmarking best practices as societies and cultures interact, technological and educational changes and the need to understand and resolve emerging problems and issues for example, climate change.

Societal changes can come about as a result of economic, technological and cultural factors. Internal factors like agricultural, commercial and industrial changes in Zimbabwe can be controlled more effectively. Conflicts (wars), natural disasters (floods

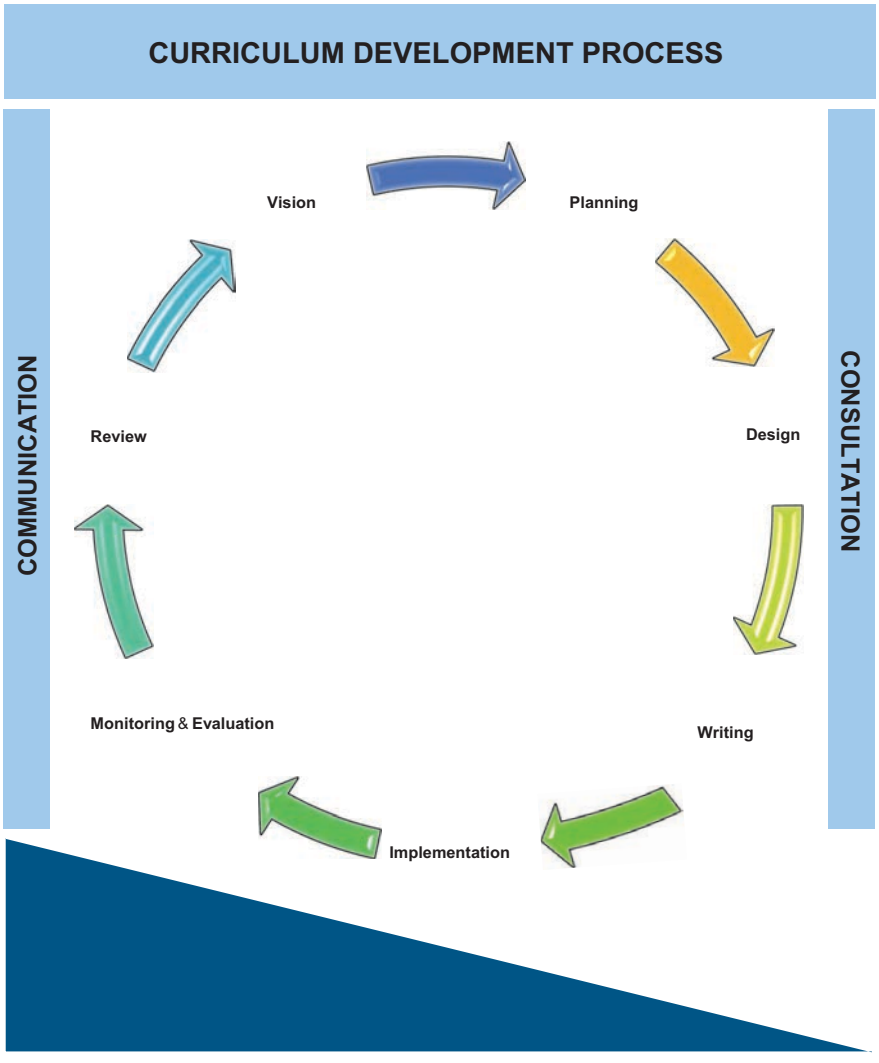
and drought) and epidemic diseases like Cholera and Ebola have a great impact on the economy of a country. Curriculum renewal is thus designed to ensure that learners are educated to understand and cope with these changes and challenges.

Learners the world over benefit from knowledge driven innovations. The technological changes will revolutionise teaching and learning hence the need to ensure that teachers embrace the use of technology in their classes. The Ministry will spearhead these radical technological changes in education. Indeed regular curriculum change and innovation are the hall-mark of any sound education system.

7.4 Stages of Curriculum development cycle

The curriculum is developed, implemented and evaluated through specified sequences called “curriculum cycles”. The cycle shown in Figure 8 may take several years to accomplish depending on the scope and the regularity of intended changes.

Figure 8: Stages of curriculum development



The Ministry of Primary and Secondary Education engages stakeholders at all key stages of the review cycle since this is crucial for effective implementation. The specific objectives and results of each stage should be communicated very clearly to stakeholders and the public at large.

A curriculum review has wide implications in terms of teacher education and availability of relevant learning materials and the learning environment in particular. For these and many other reasons, a reviewed curriculum must be given ample time to be effectively implemented so that its evaluation is a true reflection of its impact on an individual and society. The reviewed curriculum of necessity needs to be up-to date with changes, well-balanced, inclusive and catering for a diversity of learners in society.

Chapter 8

The Future

"Yes we are some 90% up there in terms of literacy rate, but we have been saying to ourselves it is not just literacy rate that we are aiming for, but we would like to get the essence of what they call education at its highest level and for that, I am delighted to hear that there is teacher capacitation taking place in Science and Mathematics - the areas that we most need and the areas also that are relevant to the present times, present age. This is the age of technology, ICTs."

His Excellency, the President of the Republic of Zimbabwe
Cde. R.G. Mugabe
2nd Education Conference and Expo 2015

8.1 Introduction

This curriculum framework highlights significant shifts in the curriculum from infant level to secondary school level. The shifts are in respect of the goals, outcomes, learning content, teaching and learning methods and assessment. The curriculum emphasises the acquisition of life-long and work-related competences with the learner at the centre of the teaching and learning processes. This entails offering opportunities for learning in the cognitive, psychomotor and affective domains. Learning outcomes should be performance-oriented and should reflect competences required for improved prospects for life, work and leisure in a changing environment. This framework provides the principal instrument for guiding the practice of primary and secondary education in Zimbabwe.

8.2 Pillars of the curriculum framework

The reform process in primary and secondary education rests on five key pillars; namely:

- The legal and regulatory framework
- Teacher capacity development programme
- Teacher professional standards
- Infrastructure development and
- The centre for education research, innovation and development (CERID)

8.2.1 The legal and regulatory framework in its entirety is under scrutiny with a view to harmonise it with the provisions of the national Constitution of the Republic of Zimbabwe. Further, harmonisation also focuses on the renovation of Ministry regulations and statutory instruments that govern all manner of aspects in education such as collecting levies from parent communities to definitions of what constitutes legitimate school activities. This latter renovation should now speak to the broad curriculum and thus lay the foundation for a metaplan for funding primary and secondary education.

8.2.2 Teacher capacity development programme will be a continuing necessity for the satisfactory implementation of the curriculum framework. A suite of programmes anchored on upgrading teachers from Diploma-holding statuses to first Education degree professionals will be accompanied by sandwich, administrative and financial management holiday in-service courses. It is also part of this first cycle of the framework that doctoral candidates from among the teachers undertake research on those key areas of focus such as Mathematics, E-Learning, Enterprise Skills in Education, branches of Agriculture and Natural Sciences from Infant to Form Six. Teacher capacity development will thus be an integral part of the implementation of the curriculum framework.

8.2.3 Teacher professional standards is envisaged as a pillar. Already a body of professional standards and codes of ethical behaviour has been agreed to among the sector players and is now in the schools, district and provincial structures. This eventuality should bring teaching in line with other professions where there are agreed standards governing the conduct and governance of the profession. The teaching professional council would superintend over the professionalised sector as an upholder and gate keeper for standards. This is a critical development for the sector.

8.2.4 Infrastructure development is hardly separable from the matrix for the satisfactory implementation of the curriculum framework. Improvement in the infrastructure for learning and teaching is crucial to the creation of a suitable environment for learner and teacher achievement. The focus should be on development and renovation of teacher's houses, classrooms, workshops, laboratories, technical buildings and technical equipment. These improvements can contribute to the achievement of desired learning outcomes.

8.2.5 The Centre for Education Research, Innovation and Development (CERID) focuses on research into the impact of innovation and adaptation of new ideas to maximise teaching and learning. The centre will guide research of practitioners and other educational personnel while reflecting on conceptual issues at various research levels up to post-doctoral studies. The Centre will also play a modelling role as its location is prefigured and co-terminus with the Ministry's Model Infant School. The creation of a research space is part of the renovation of primary and secondary education in the country. This space will strengthen innovation in public policy in the practice of primary and secondary education in Zimbabwe.

8.3 Summary of exit profile

The Framework envisages learners who would be:

- patriotic, disciplined and rooted in Zimbabwean culture
- prepared and oriented to life, work and leisure through competency-based education
- able to live and work with others in peace and harmony
- multi-literate and able to perform multi-tasks
- creative, innovative, inventive and enterprising
- able to engage in independent life-long learning
- able to work independently
- aware of their rights, duties and responsibilities
- conscious of the need to preserve and protect the environment for the sustainable and productive use of present and future generations

8.4 Learning areas and outcomes

The curriculum thus provides opportunities for all learners to acquire knowledge, skills and attitudes. Graduands from the education system emerge with life-skills that assist them become productive citizens. The need for such outcomes is satisfied through engaging with learning content and experiences from such diverse Learning Areas as envisaged in Chapter 4.

- Mathematics and science
- Science and technology
- Mass displays, physical education and sport
- Humanities: history, heritage and social studies
- Life-skills orientation
- Indigenous languages and literature
- English language and literature
- Foreign languages
- Visual and performing arts

8.5 Community and stakeholder participation

All stakeholders, namely: the parents, communities and captains of industry and commerce are expected to play an active role in the implementation of the curriculum to ensure that learners achieve the desired outcomes.

8.6 Modes of assessment

The Framework envisages the use of continuous, practical and summative assessment regimes in the measurement of theoretical and applied learning. The application of all these tools is essential for achieving satisfactory outcomes. For practical learning areas, continuous assessment contributes a greater percentage towards the final score of the learner even at secondary school level.

8.7 Regular curriculum innovation and renewal

The ever-changing technological advances alter how and where work is performed. The speed and pace of evolution of communication technologies influence the business and cultural flows in the process. Consequently, regular and periodic reviews of the curriculum offerings are inevitable. Innovation and renovation would ensue from the reviews thereby ensuring that the curriculum is relevant to the needs of learners for life

and work. The curriculum framework creates opportunities for learners to contribute productively to the development of their families, community and country.

8.8 Action

Along this journey, there are opportunities and certainly adequate space for participation by all stakeholders of goodwill. Learners must be assured of quality learning and teaching. This is part of the nation's continuing commitment to Zimbabwe's agenda for sustainable socio-economic development. As can be noted from the preceding narrative, the curriculum framework for primary and secondary education seeks to produce a well-rounded learner capable of contributing meaningfully to the development of the country while leading a fulfilling and happy life.

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Annexures

Annexure 1

General Skills Expected From School Leavers

Communication and teamwork skills

- Listening carefully and making sure you understand
- Speaking clearly and with precision
- Being patient and persuasive while taking on board suggestions
- Sharing information and making constructive suggestions
- Seeing things from the point of view of customers and colleagues
- Building trust with customers and colleagues
- Getting on with people of all types
- Understanding the strengths and limitations of team members, including your own
- Sharing your knowledge and skills with others
- Being clear about your tasks and responsibilities and delivering reliably
- Seeking compromise when differences of opinion arise
- Using initiative to solve problems within the boundaries of your job role
- Writing appropriately for different audiences
- Persuading and negotiating effectively
- Demonstrating empathy, assertiveness and tact
- Establishing relationships and using networks
- Sharing information and proposing ideas
- Logically summarising information or data
- Working effectively with people of different ages, gender, race, religion or political persuasion
- Identifying the strengths of team members

- Recognising own strengths and limitations
- Clarifying team roles and performing agreed tasks
- Demonstrating leadership as appropriate
- Coaching, mentoring and motivating others
- Giving and receiving constructive feedback
- Resolving differences of opinion
- Collaborating and contributing to team results

Self-management skills

- Being punctual and meeting deadlines
- Being a reliable, honest and ethical citizens
- Not being put off by setbacks and problems
- Striving to improve your work performance
- Having a personal vision and goals
- Taking responsibility
- Working ethically
- Evaluating and monitoring own performance

Problem solving skills

- Defining the problem and contributing factors
- Developing creative, innovative and/or practical solutions
- Showing initiative in identifying and solving problems
- Solving problems independently and in teams
- Applying a range of strategies to problem solving
- Analysing facts and testing assumptions
- Developing and evaluating a range of options
- Making realistic decisions and action plans
- Resolving customer concerns
- Implementing and monitoring solutions

- Evaluating processes and outcomes
- Analysing complex tasks and breaking them down into logical stages
- Identifying possible problems and planning ways to work around them
- Discussing likely problems and solutions with colleagues
- Using accurate measurements, quantities and estimates

Initiative and enterprise skills

- Identifying opportunities not obvious to others
- Assessing the competitive advantage of ideas
- Identifying customer or client requirements
- Being creative, initiating ideas and innovative solutions
- Determining the commercial viability of ideas
- Translating ideas into action
- Liaising with stakeholders and sponsors
- Using a range of business communication methods
- Marketing and selling a product or service

Planning and organising skills

- Understanding basic business systems and their relationships
- Establishing clear and attainable project goals and deliverables
- Defining specifications and quality standards
- Collecting, analysing and organising information
- Risk management and contingency planning
- Managing time and priorities (setting milestones)
- Managing tasks (delegating, coordinating, monitoring)
- Managing people (training, developing, motivating, giving feedback, supervising)
- Being resourceful, taking initiative and making decisions
- Establishing evaluation criteria and participating in continuous improvement
- Reporting on progress and outcomes

Learning skills

- Managing own learning
- Sharing knowledge and experience in the workplace
- Contributing to the learning community at the workplace
- Using a range of mediums to learn (mentoring, peer support, networking, information technology, courses)
- Having enthusiasm for ongoing learning
- Being open to new ideas and techniques
- Acknowledging the need to learn in order to accommodate change
- Sharing knowledge and experience in one's life
- Being prepared to invest time and effort in learning new skills
- Recognising where a new approach or skill would improve things
- Developing a range of basic ICT skills relevant to your life

Technological skills

- Having a range of basic ICT skills
- Using ICT to organise data
- Being willing to learn new ICT skills
- Having the occupational health and safety knowledge to apply technology

Annexure 2

Languages Officially Recognised in Zimbabwe

1. Chewa
2. Chibarwe
3. English
4. Kalanga
5. Koisan
6. Nambya
7. Ndau
8. Ndebele
9. Shangani
10. Shona
11. Sign Language
12. Sotho
13. Tonga
14. Tswana
15. Venda
16. Xhosa

Annexure 3

The National School Pledge

INFANT SCHOOL MODULE

Almighty God, in whose hands our future lies:

I salute the national Flag

I commit to honesty and the dignity of hard work

JUNIOR AND SECONDARY SCHOOL

Almighty God, in whose hands our future lies:

I salute the national Flag

Respecting the brave fathers and mothers who lost lives in the Chimurenga/Umvukela

We are proud inheritors of the richness of our natural resources

We are proud creators and participants in our vibrant traditions and cultures

So I commit to honesty and the dignity of hard work

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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