

ZINECDA



ZIMECDVOICE

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# ZIMBABWE ECD VOICE

## PUBLICATION

ZIMBABWE NETWORK OF EARLY CHILDHOOD DEVELOPMENT ACTORS

Providing contextually relevant Early Childhood Development (ECD) information and ensuring that the Zimbabwean ECD Voice is heard.

[www.zinecda.org](http://www.zinecda.org)

# WELCOME FROM THE EDITOR

This edition is issued during a time when Zimbabwe, through the Ministry of Primary and Secondary Education (MoPSE) finalised two important documents, namely, the School financing policy and Education Management Information System (EMIS) Statistics report for 2020., haTs finalised the School Financing Policy that seeks to determine the level of financial support considered to be adequate for learners in different school contexts and at different levels of the school system to meet established educational standards. The policy determines progressive milestones in realising the 2013 Constitutional and Education Amendment Act 2020 provisions to fulfil compulsory state funded basic education commencing with first nine years by 2025. Through this policy, issues of transparency, accountability, allocative efficiency, equity, and sustainability will be addressed. The policy also goes in tandem with a result of ZINECDA's and other organisations' advocacy work where we are calling upon the Government of Zimbabwe and Governments in the region to increase domestic financing for education to achieve the progressive realization of every child getting an education to attain SDG4 and SDG4.2 targets. Through this policy, issues of transparency, accountability, allocative efficiency, equity, and sustainability will be addressed.

The EMIS statistics report reveals that the ECD sector in Zimbabwe is still lagging in education indicators compared to primary and secondary education and changes in the sector are marginal. Highlights of the report show that only 46.19% of 1 413 974 eligible ECD children are enrolled in schools; there was marginal increase of 0.14% in ECD enrolment, there was 2.54% increase in grade one new entrants although none is captured for the ECD A, both gross and net enrolment rates decreased to 46.19 and 27.06 respectively from 2019 thresholds of 57.24 and 32.18; 18.87% of ECD learners are orphans or vulnerable children; 0.008% (5,195) of ECD learners have impairments; and the total number of ECD teachers dropped to 16,298 in 2020 from 16,649 of which 67.69 teachers are trained and with teacher learner and trained teacher learner ratios of 40 and 59. The ECD status in Zimbabwe critically shows the need for continued and concerted advocacy to improve the situation.



**NAISON BHUNHU**

National Coordinator ZINECDA

Twitter: @NaisonBhunhu



# EVENTS

In this issue, ZINECDA reflects on some of the main activities that have been held in the past couple of months. ZINECDA participated in many policy advocacy forums to influence a conducive policy environment for ECD learners in the region. The following are snippets of some the events.

## **Africa Early Childhood Network (AfECN) Eastern and Southern Africa Sub-Regional partners meeting**

The Southern and Eastern African regional networks on Early Childhood Development attended a two-day discussion meeting organized by Africa Early Childhood Network (AfECN) and Open Society Initiative for Southern Africa (OSISA) in Nairobi, Kenya, 8-9 September 2021. ZINECDA together with NECDOL, ECDC Malawi as partners implementing the Transnational Networks Advocacy Capacity Strengthened for Improved ECDE legislation, Policies and Measures in Southern Africa attended. The meeting deliberate on sharing the latest trends, knowledge, experience, stories of impact and challenges in the context COCID 19 in the ECD sector and resolved that children born and living with disabilities must be included and participate in quality and inclusive education. Key takeaways from the meeting were:

- The need for Governments in the region to commit to increasing their share of the national budgets dedicated to the education sector to 20 percent and of this education budget, 10% must be allocated to ECD.
- A Network of Eastern and Southern Africa ECD was formed to share, learn and spearhead ECD information, knowledge, practices and experiences.
- Africa Union Early Childhood Education and Development (ECED) Cluster and Technical Working Group on Quality and inclusive education and disability was populated.

A news story was produced from the visit, attached is the link of the story. <https://www.zimbabwesituation.com/news/call-for-sadc-govts-to-fund-ecd/>

# EVENTS



*ZINECDA National Coordinator and TRANAC Lead Naison Bhunhu and ECDC Malawi national coordinator Joylet Genda presenting in Kenya, Nairobi*

## **International Day of the African Child Commemorations (16 June 2021)**

ZINECDA commemorated the day of the African Child, focusing on children living with disabilities through being interviewed on the Radio Zimbabwe programme on the symposium on child rights and education. ZINECDA's concerns focused on barriers hindering inclusive education and called for child-friendly national legislative policies and institutional framework in all African Countries to attain SDG4 and SDG4.2. MOPSE Director of Communications Mr Taungana Ndoro said it is the prerogative of his Ministry that every child living with a disability from ECD gets quality education through the construction of wheelchair ramps, braille books, and providing large prints to those with poor eyesight.

**The International Day of the African Child** celebrated annually on 16 June was this year commemorated under the theme "30 years after the adoption of the Charter: accelerate the implementation of Agenda 2040 for an Africa fit for children"



*ZINECDA National Coordinator  
Naison Bhunhu at Radio Zimbabwe  
studios*



## **Dialogue on the status of ECD financing in Zimbabwe and Southern Africa**

ZINECDA held a breakfast meeting on the status of ECD financing in Zimbabwe and Southern Africa which resulted in the call for regional coordination to ensure standardization of ECD guidelines, policy frameworks, and protocols. In the Zimbabwean context, it was agreed that technical work is set up to deliberate on ECD policy-related issues as well as spearhead the longitudinal tracking system on the benefits of ECD since the introduction of the ECD curriculum in 2012.

The technical working group to be spearheaded by ZINECDA, which will have official representation from the MoPSE, parliament, Education Coalition of Zimbabwe, and other ECD thematic committee members. Education Financing consultant Mr. Tapfuma Jongwe who presented on the Southern Africa ECD Financing status said most countries were committing less than one (1) percent of their education budget to ECD. He urged the national governments An overall increase of the ECD Budget to 20 or 30 percent, Mr Tapfuma said, would finance non-wage recurrent expenditure thereby working towards improved ECD quality in the region.

Unpacking the TRANAC project, ZINECDA National Coordinator Naison Bhunhu said the overall objective was to develop stronger national and transnational early childhood development education (ECDE) networks that hold governments accountable on ECDE policy through learning and sustained advocacy in Lesotho, Malawi, Zimbabwe, and other Southern African countries.

MOPSE Chief Director Primary, Secondary and Non-Formal Education Peter Muzawazi concurred that human capital development begins at the infant thus his Ministry was working to address the shortage of ECD teachers, materials, and infrastructure.

The Director of the Parliament budget office, Pepukai Chivore, highlighted that ECD employment costs account for 77 percent of the infant Education budget hence leaving very few resources for operations and infrastructure projects thus these deficiencies should inform the national budget priorities.

Transnational partners Malawi, Lesotho, and Zambia also presented the education financing challenges for ECD in their respective countries.



*ZINECDA National Coordinator Naison Bhunhu unpacks the TRANAC project to all the delegates*



*Chief Director Primary, Secondary and Non-Formal education Peter Muzawazi address delegates at the breakfast meeting*

## **GAWÉ COMMÉMORATIONS**

Global Action Week for Education (GAWÉ) is an annual global campaign organised by the GCE since 2001. The theme for 2021 was “Education Financing” and the slogan was “One Billion voices”. GAWÉ is a unique platform, merging and echoing education concerns from the countries facing the most development challenges to the more developed countries. Based on this theme, the Zimbabwe GAWÉ 2021 aimed to mobilize public financing for education through increased domestic financing. ZINECDA called on Governments, policymakers, and legislators to increase funding towards ECD education as well as implement policies which make education funding a priority. The call was broadcasted on two media houses, Zimbabwe Broadcasting Cooperation (ZBC) and Star FM Radio Stations.

<https://youtu.be/BVLauersFjk>

ZINECDA was also guest on ZIFM radio talk show to discuss the status of ECD financing in Zimbabwe in line with the GAWÉ theme of education financing and the policy framing of the One Billion voices campaign. Key takeaways centred around securing an increase funding in ECD through domestic financing.

<https://youtu.be/a4fG8LlzMpw>

# ZINECDA in the NEWS

In a bid to influence the adoption and implementation of conducive ECD policies, ZINECDA made news so that the right people are influenced to make the right decisions. The following are the news stories from different media.

## One on One Media Interview with Naison Bhunhu

Zimbabwe's publication Newsday's senior reporter Moses Matenga spoke to ZINECDA's National Coordinator Naison Bhunhu on ZINECDA's advocacy work for the past 9 years, the status of ECD funding in Zimbabwe and other SADC countries. The situation has been exacerbated by the COVID-19 pandemic, which according to UNICEF, has affected approximately 4,6 million children in Zimbabwe in the formal education sector while 1,6 billion more have been affected in 192 countries around the world. The full article can be read on the below link.

<https://www.newsday.co.zw/2021/09/ecd-struggling-under-covid-19/>

## TRANAC Solidarity statement on Child marriages

Child marriages in Zimbabwe and the world over has resulted in children failing to reach their full potential. It abrogates the child's right to consent, freedom, and choice hence all children should have a right to fulfil their full potential, hopes, dreams, and aspirations including a full education. The untimely death during delivery of a 14-year-old Zimbabwean child, Memory Machaya, because of an early marriage influenced the ZINECDA Board to issue a communique condemning such heinous acts which robbed not only the life of the mother but of the born child too. Attached is the link to the ZINECDA Board advocacy statement published by NewZimbabwe.com.

<https://allafrica.com/stories/202108160477.html>

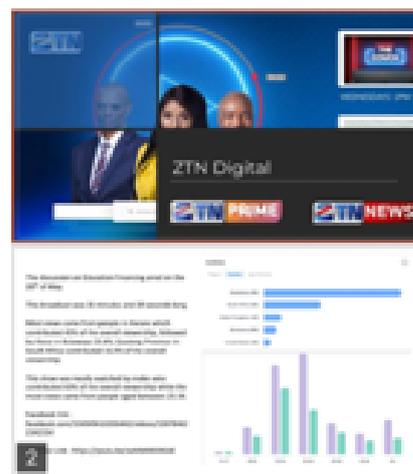
[https://article.wn.com/view/2021/08/16/Zimbabwe\\_Pressure\\_Keeps\\_Mounting\\_On\\_Govt\\_to\\_End\\_Child\\_Marriage/](https://article.wn.com/view/2021/08/16/Zimbabwe_Pressure_Keeps_Mounting_On_Govt_to_End_Child_Marriage/)



## Zimbabwe Television Network (ZTN) talk show on ECD financing

A 30-minute Facebook Live talk show program on the status of ECD Financing in Zimbabwe was broadcasted on ZINECDA and the ZTN Facebook pages as well as their YouTube channels. The national coordinator and the program's officer Marceline Kahlari were joined in the studio by Gokwe Chireya legislature Honourable Torerai Moyo. The conversation was centred around creating the desirable status that the Government subsidizes fees and levies paid by parents as contained in the Education Amendment Act 2020 that basic state-funded education has to be progressively achieved. ZINECDA's TRANAC partners and Provincial Chapter Members followed the live discussion and contributed through Facebook comments. Attached are images and the link to the discussion.

<https://youtu.be/a4fG8L1zMpw>



## WEBINARS AND TRAININGS

### Internal Governance workshop

ZINECDA held an internal Governance workshop which was aimed at developing capacity for national early childhood development education (ECDE) networks that hold government accountable on ECDE policy through learning and sustained advocacy. The training was attended by 21 ZINECDA Provincial and regional leaders, 8 members from the ZINECDA Secretariat and 2 Board Members. The content of the workshop was to increase functional knowledge on social accountability, transparency and governance in ECDE institutions in Zimbabwe.

As ZINECDA, we are keen to participate in the generation and sharing of knowledge in early childhood development. The reading corner provides links to books, scholarly articles and research carried out on the early childhood development sector in Africa. In this issue, a book titled: *Nervous Conditions*: written by Zimbabwean author Tsitsi Dangarembga in 1988 is featured. The book deals with various themes such as poverty, challenges faced by women trying to achieve their goals in life and the obstacles they have to undertake to be able to succeed. Tambudzai is the main character of the novel and the only thing she desires is to attend school, but her family is very poor and does not have enough money to pay her fees. She is given a chance to go for higher education after the tragic death of her older brother Nhamo, the only male in the family given the most attention by their father Jeremiah to achieve his dreams and change the family's misfortunes.

The book can be accessed at [Nervous Conditions by Tsitsi Dangarembga \(goodreads.com\)](https://www.goodreads.com/book/show/112022.Nervous_Conditions_by_Tsitsi_Dangarembga)



**This edition features a regional ECDE partner called the Network for Early Childhood Development of Lesotho (NECDoL)**



The Network for Early Childhood Development of Lesotho affectionately known as NECDoL is a non-profit voluntary association of individuals, organizations and institutions who have come together to pursue the same objectives aimed at the overall well-being of young children.

The network's vision is that by 2030, every child in Lesotho from 0 to 5 years old shall have equitable access to well-coordinated quality integrated early childhood services. NECDOL will organize national activities building up to transnational activities through community mobilization coordinated by regional coordinators and national teacher trainers based in the 10 districts of Lesotho. There shall be active high-level advocacy targeting parliamentarians and this will be supported by effective use of the media to gain the support of the masses in proposed changes. NECDOL will also collaborate at the transnational level through the organizing of advocacy events and information sharing.

With the current funding for the year 2020–2021 UNICEF made provision to support NECDoL in collaborating ECCD teachers to form a union which will assist NECDoL in strengthening and professionalising Early Childhood Education in Lesotho which is still very informal with less than 40% of its teachers trained. The association will also assist with increasing membership for NECDoL.

The Network is also part of Local Education Group (LEG) which provides the opportunity to represent Early Childhood Education in National Decisions spaces. It is also a member of multi sectoral partners where it represents civil societies advocating for early childhood development.

**FOLLOW THEIR WORK ON:**

[mofokengshoe@gmail.com](mailto:mofokengshoe@gmail.com)

<https://www.facebook.com/NECDOL>

## Announcements

ZINECDA, in collaboration with the Education Coalition of Zimbabwe, will conduct a two-day workshop with parliamentarians and officials from the Ministry of Primary and Secondary Education in October to build the capacity of coalition members and parliamentarians on budget analysis and tracking and the baseline survey validation.

### NOTE FROM EDITOR:

As a way to promote discussion on ECD discourse, we want to hear from you and also highlight your ECD related events such as meetings, conferences and other opportunities. If you also have your favorite Book or Journal article that you want to share with ZINECDA members and other stakeholders please feel free to contact us:

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