

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.zineccda.org](http://www.zineccda.org)

# WELCOME BY PUBLISHER

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Welcome to our latest newsletter the Zimbabwe Early Childhood Development Voice (“ZimECDVoice”), which is the second edition this year. The ZimECDVoice provides you with information on relevant facets of the ECD sector in Zimbabwe as well as insights into the region.

I wanted to provide some awareness of the knowledge generation work that ZINECDA has been doing over the years. For example, last year (2020) ZINECDA conducted two research studies providing evidence for the early childhood development sector in Zimbabwe. Knowledge generation and sharing is one of ZINECDA objectives.

Click on this link to access more research reports as well as information from the various programs

<http://www.zinecda.org/zimbabwe-ecd/>



**DR. PATRICK MAKOKORO**

Founder/Board Chair

ZINECDA

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**Stay safe!**  
#StrongerTogether



# EVENTS

In this issue ZINECDA reflects on some of the events that have been held in the past couple of months. The events managed to celebrate children in Africa thus in highlighting them, we hope that the celebrations continue to be carried forward.

## **1. Week of the Young Child 50th Anniversary 10-16 April 2021**

A fun -filled week celebrating early learning, young children, their teachers, families and communities. Activities such as singing songs, dancing, making use of different musical instrument and reinforcing teamwork were held in different provinces in Zimbabwe.

## **2. Education Amendment Act Awareness workshop: 7-8 April 2021**

ZINECDA held a two-day Education Amendment Act Awareness Workshop in Masvingo where participants called on the Government to make resources available so that children are provided with basic state-funded education in accordance with the Act.

The Education Amendment Act which was enacted in 2020, unpacks children's rights as well as spotlights inclusion of marginalized children into schools. The workshop deemed to be an eye opener resulted in participants suggesting that there be an introduction of a national disciplinary policy that will guide schools in enforcing discipline so as to have a creation of nurturing, positive and safe environments that are needed to boost student achievement and success.

Other stakeholders opined that the State should take full responsibility in the provision of resources for learners with disability as well as giving children a legal claim to decent educational infrastructure, up-to-date study materials and information, communication and technology equipment, among others.

The workshop which ended on a high note also discussed the provisions of the Act such as early childhood development, free and compulsory education, expulsion of pregnant learners from school, welfare of learners with disabilities, corporal punishment as disciplinary action and access to sexual and reproductive health services.

### **3. Education Sector Strategy Plan (ESSP) 24 March 2021**

Government should make tangible commitments on early childhood development funding and involve civil society organizations at the early phases of policy development. This was revealed by representatives from several civil society organisations during the deliberations of the draft Education Sector Strategic Plan (ESSP) report which had been shared by the Ministry of Primary and Secondary Education. The ESSP which is line to the attainment of SDG 4 and SDG4.2 seeks to improve access to quality, equitable and inclusive education. It was recommended that Infants, which incorporates ECD, be treated as a separate programme as it has demands and that Education financing be treated as a separate pillar.

## **WEBINARS AND TRAININGS**

### **Play Africa Training 26 February to 4th of April 2021**

#### ***Learning through play***

Play Africa trained Early Childhood Development practitioners on 'Learning through Play', an initiative meant to build children's awareness on their rights, including the right to play using new pedagogical methods. The five week long training resulted in Play Africa engaging 4 early childhood development practitioners from ZINECDA's membership. The training involved how to spark imagination, problem solving, helping to push children to develop collaboration, communication, content, critical thinking, creative innovation and confidence. ZINECDA members to mention Genesis Early Learning Center in Midlands testified that they are able to integrate play in all subjects and making the classroom experience exciting and unique that children now look forward to coming to school.

## **Early Childhood Development Action Network (ECDAN) Webinar 13 April 2021** ***Nurturing Care during COVID 19: Lessons learned in seven countries.***

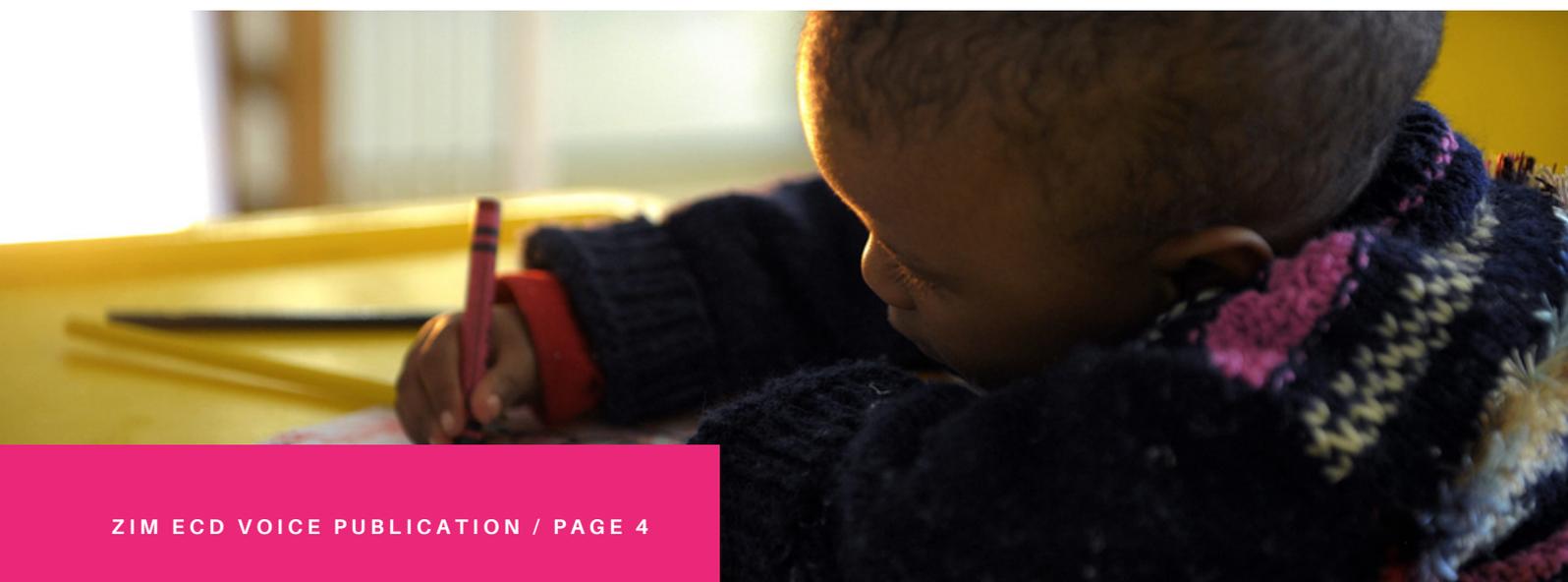
The webinar discussed the implementation experiences and emerging lessons of COVID-19 responses, strategies of seven programs that prioritize nurturing care and early childhood development in their work. The findings were drawn from a qualitative Case study report, carried out by FHI 360 with the support from the LEGO Foundation working in partnership with the World Health Organization. Follow the link to listen to the recordings: <https://www.ecdan.org/webinars.html>

## **Regional Virtual Training on Early Childhood Development and Parenting Webinar** **29 March 2021**

ZINECDA participated in a regional virtual training on Early Childhood Development and Parenting which sought to strengthen the capacity of organizations working in the area of early childhood development so as to ensure greater advocacy for young children.

The objectives of the webinar were to increase knowledge and skills in the understanding of the importance of early years in achieving sustainable development. In addition to this, the webinar focused on introducing the Nurturing Care Framework and its accompanying guidelines, current global and regional status of children and finally the trends in ECD and the role of child rights advocates in promoting holistic development for young children. The series of capacity building meetings were held as part of a long-term strategy to strengthen the capacity of child rights advocates in advocating for the rights and welfare of all children especially the youngest. The webinar series was hosted by the Civil Society Forum Secretariat together with the African Early Childhood Network (AfECN), UNICEF and the World Health Organization (WHO).

This link provide you with an opportunity to listen to the recordings: <https://bettercarenetwork.org/library/principles-of-good-care-practices/child-development/recording>.



# ZINECDA in the NEWS

ZINECDA Board member and Chairperson of the Midlands Chapter, Mr. Claudius Machowa, was interviewed on the Midlands Radio 94.8 FM Station on 12 April 2021. The interview discussions centered on the provision of Psycho-Social Support to children due to the challenges brought by COVID-19 especially issues of rape and abuse. Mr Machowa highlighted the need for equipping non-governmental organizations with relevant information and management systems to ensure that the data which is collected is sufficient for monitoring and informing gender-based violence policy and programming responses. In addition to this, the discussion recognized the importance of having caregivers, parents and other stakeholders to work together with the school authorities in providing information and cooperating with schools so as to avoid cases of school and gender-based violence going unreported.

## World Forum Foundation “World Tour 2021” 5 to 16 April 2021

The 2021 Virtual World Tour was carried out for 12 days inclusive of the two live plenary sessions, personalized tour groups, daily educational highlights with learning and inspiration. Participants were privileged to visit albeit virtually, ten different countries across the globe through visiting their local communities and early learning programs. Sites visited during the World Tour 2021 included, South Africa, Kenya, India, Colombia, Fiji, Lebanon, Nepal, Mexico, Roma Communities in Europe and lastly Scotland. Three ZINECDA staff members participated throughout the entire World Forum Tour and were joined by two members who represented the ten ZINECDA chapters. To cap our participation, our ZimECDVoice Publisher, Dr. P. Makokoro along with Ms Ana Marcilo from Brazil hosted the opening and closing plenary sessions of the World Forum Foundation 2021 World Tour.



## **Knowledge Generation**

ZINECDA in 2021 commissioned different pieces of research whose findings will no doubt bring in some added elements that will affect change in teaching, classroom, and educational systems. This issue of the ECD Voice focuses on two:

### **Ö Research on the Education Amendment Act**

In unpacking the provision of the Education Amendment Act, ZINECDA commissioned a research intended to identify policy gaps and recommend effective advocacy strategies to improve the provision of accessible, inclusive, quality ECD in Zimbabwe. This research was also aimed at establishing whether the Education Amendment Act of 2020 and the Constitution of Zimbabwe 2013 are aligned with each other. The information gathered from this process would assist in the completion of attendant policies that would significantly impact ECD. Some of the policies identified for completion included the Inclusive Education Policy, School financing, and the National Early Learning Policy. The collaboration of multi-disciplinary stakeholders was encouraged throughout the research process. The entire research report is available on our website [www.zinecda.org](http://www.zinecda.org) or you can email us for a PDF copy [info@zinecda.org](mailto:info@zinecda.org).

### **Ö Research on Status of the Early Childhood Development in Zimbabwe**

The Zimbabwe Network for Early Childhood Development Actors (ZINECDA), and the Education Coalition of Zimbabwe (ECOZI) commissioned a research study to assess the status of the early childhood development sector in Zimbabwe and identify priority areas and interventions required. The study entailed a review of relevant literature and consultations with key national, provincial, district and school and community level stakeholders. Results from this research indicated that stakeholders are moving towards a shared understanding of the scope and purpose of Early Childhood Development programs. However, the policy framework was perceived as fragmented, rigid and unfriendly, inhibiting whatever efforts stakeholders are putting towards ECD delivery. On a positive note, signs of engagement between stakeholders and the Ministry of Primary and Secondary Education (MoPSE) were reported to have improved with the Ministry taking the lead in the engagement process with ECD stakeholders.

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:

### **Indigenous Knowledge and Public Education in Sub-Saharan Africa**

**Author:** Munyaradzi Mawere

**Year:** 2015

The research paper discusses how indigenous knowledge can and should both act as a tool for promoting the teaching /learning process in Africa's public education and address the inevitably enigmatic combination of complex problems and catastrophes haunting the world.

Availability: <https://doi.org/10.1177%2F000203971505000203>

### **Who am I in the lives of children? An introductory to Early Childhood Education (10th Edition)**

**Author:** Stephanie Feeney and Eva Moravick

The writer challenges the reader to think about who they are and will become as educators to young children. A serious topic turned into a text book that is a must-have for any individual seeking to enter into the field of early childhood education. This is a highly visual and interactive book that demonstrates through modeling and countless real-life examples. One will learn how to create developmentally appropriate lesson plans that focus on social and emotional intelligence for children ages birth to grade 3. <https://www.early-childhood-education-degrees.com/features/best-books-early-childhood-education/>

### **Einstein Never Used Flashcards: How our children Really Learn - and Why they need to play more and memorize less**

**by** Kathy Hirsch-Pasek, Roberta Michnick Golinkoff and Diane Eyer.

The book is a collection of activities that the reader be that a parent or a teacher back to common wisdom. The text shows that children 'learn through play' and provide 40 games to help one to get own creative juices flowing.

Availability: <https://www.early-childhood-education-degrees.com/features/best-books-early-childhood-education>



**Child Protection Society (CPS)**, is a non-governmental child rights advocacy organization working in an effort to promote the welfare of all children in all the 10 Provinces of Zimbabwe. With a vision to have a child friendly society, which facilitates the achievement of full potential for every child. CPS operates a Day Care Centre in Belvedere for children from underprivileged families and has a well-established residential care institution, Chinyaradzo Children's Home in Highfield, Harare, for orphaned and vulnerable children on a place of safety basis, marking the Society's institutional child care programme.

In responding to the growing impact on children with HIV & AIDS, CPS initiates a multi-pronged transformation of its programming. This is being done through introducing the community-based child care programme which aimed at building the capacity of the communities to look after orphaned and vulnerable children (OVC). The organization has, therefore, evolved into implementing ECD Education projects, Early Childhood Stimulation, Nutrition, Health, Child Protection, Parenting, Economic Strengthening projects.

**FOLLOW THEIR WORK ON:**

[www.cps.org.zw](http://www.cps.org.zw)

<https://www.facebook.com/cps.org.zw>

<http://twitter.com/CPSZimbabwe>



### PAMUHACHA HIV AND AIDS PREVENTION PROJECT PROFILE

The organizations' thrust is to mitigate the impact of HIV amongst Zimbabwe's vulnerable children through increasing access to health, child protection services, household economic strengthening initiatives and support/strengthening of the National Case Management System. Pamuhacha offers psychosocial support to Gender Based Violence survivors through therapeutic support groups and engages community so as to create safety nets for children.

Pamuhacha works with HIV positive mothers with exposed babies in its early childhood stimulation program, ensuring that the below five-year children are fully supported in their development through offering parenting programmes. Pamuhacha programming facets also includes provision of school fees support to 2000 HIV positive children, vulnerable children, accelerating access to paediatric ART, palliative care for children and adults, support GBV clients through therapeutic systems, community health advocacy for key populations, economic strengthening of vulnerable households, educational support, provision of psychosocial support to vulnerable children, women and girls.

#### FOLLOW THEIR WORK ON:

<https://preventgbvafrica.org/member/pamuhacha-hiv-and-aids-prevention-project/>

#### 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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