

ZIMBABWE CABINET
THIRD MEETING POST-CABINET PRESS BRIEFING
27TH FEBRUARY 2024

1.0 UPDATE ON THE NATIONAL CHOLERA OUTBREAK RESPONSE

Cabinet received the weekly update on the National Cholera Outbreak Response, which was presented by the Minister of Health and Child Care, Honourable Douglas Mombeshora.

The nation is advised that during the period 14 to 20 February 2024, 1 025 new suspected cholera cases were reported, reflecting a reduction from the 1 286 cases reported the previous week. Districts that have not yet reported cholera cases are Bulilima Insiza, Mangwe, Tsholotsho, Lupane, Nkayi and Shurugwi. Government is distributing the resources required in order to assist patients. The nation is also informed that as a result of strong interventions through the Ministry of Health and Child Care, cholera cases are now on the decline in districts including Chipinge, Mutare, Gutu, Hwange, Chitungwiza and Uzumba Maramba Pfungwe. The robust vaccination campaign is yielding visible results in the known cholera hotspots, while screening for cholera and other infectious diseases is ongoing at all points of entry.

Furthermore, the Africa Centre for Disease Control is procuring water treatment chemicals and branded tents for Oral Rehydration Points. The Centre has also supported the training of 500 community health workers

in Harare and Chitungwiza, and will also support training in Case management and surveillance.

The nation is further advised that Government has procured one hundred thousand Rapid Diagnostic Kits, other resources have also been availed for the procurement of six million kits and 6.3 million vaccines to cover additional hotspots.

Cabinet wishes to reiterate that communities should continue to adhere to disease prevention strategies and get vaccinated at their nearest Health Centres. In addition, some health centres, especially in Harare, will be open after business hours and also during weekends. The public is also advised to continue to use safe clean water.

2.0 HERITAGE-BASED EDUCATION 2024-2030

Cabinet received and approved the Heritage-Based Education 2024-2030, which was presented by the Minister of Higher and Tertiary Education, Innovation, Science and Technology Development, Honourable Prof. A. Murwira, as the Chairperson of the Cabinet Committee on Human Capital Development, Skills Development and Application.

The nation is informed that the Heritage-Based Education 2024-2030 Curriculum Framework is expected to transform the education system in order to produce citizens with relevant skills, applied knowledge, values, and dispositions that are key to national development, beginning with

the communities they serve. The Primary and Secondary Education system is being designed to mould productive learners who will cherish and practise the Zimbabwean philosophical orientation of *Unhu/Ubuntu*.

The proposed curriculum will embrace heritage as a basis for learning and infusing technology, and shall be implemented from ECD up to Upper Secondary School level. The pathways, whose learning areas are provided for in the framework, are Science, Technology, Engineering and Mathematics (STEM); Visual and Performing Arts; Humanities, especially the history of Zimbabwe; Technical/ Vocational Education and Training (TVET); and Commercials.

Cabinet wishes to inform the nation that the Heritage-Based Education will be anchored on the following pillars: **(a)** programmes/ learning areas infrastructure; **(b)** staffing infrastructure; **(c)** physical and digital infrastructure; **(d)** legal and regulatory infrastructure; and **(e)** financial infrastructure. Pertinent issues in the learning programmes infrastructure include rationalization of learning areas; and strengthening the School-Based Continuous Assessment. At infant level (ECD A to Grade 2), learning areas are being reduced from the previous eleven to six. The reduction will also apply at Junior Level (Grades 3 to 7). At Secondary school level, the core and compulsory learning areas are being reduced from seven to five. An inclusive and integrated approach will be used to cater for learners with special needs, including through provision of assistive devices. It is envisaged that the identification of pathways will be implemented early when enrolling

learners for secondary education, in order to cater for differences in talent and ability.

Learners at secondary school level will study at least three electives from the following categories: the sciences; languages; humanities; commercials; technical and vocational; and physical education and arts. The review of the assessment modalities and tools will entail the rationalization of CALA (Continuous Assessment Learning Area) activities now denoted as school-based projects which emphasise on the learner being observed carrying out the practical aspect at school. The future of the country will increasingly be shaped by science and technology, hence the bias in the education system to foster critical thinking, innovation, creativity, problem-solving and programming. As the learners enroll for secondary school level, they are then categorized according to their areas of proficiency.

Central to the delivery of quality learning is the capacitation of teachers since the heritage-based curriculum requires different a different approach. Focus will be placed on in-service teacher training and coaching, using locally available resources. The inquiry-based Teaching Approaches and Methods pillar aims to transform teaching practices from the traditional rote learning, lecture and drill to more learner-centred approaches where pupils have space to develop their creativity, to develop and express their ideas, to collaborate with one another, to learn by doing and thereby experience holistic development. Personnel qualified in technical and vocational programmes will be considered for employment as teachers in relevant learning areas. This is expected to

increase the absorption of post “O” Level students in tertiary education institutions in the country and form the foundation of start-ups for the enterprising learners.

Suitable and appropriate physical and digital infrastructure will be provided. Closely related will be the provision of adequate and appropriate infrastructure including classrooms; workshops; laboratories; internet connectivity; technical equipment and teachers’ houses; in order to achieve the intended goals. The workshops and laboratories shall be tailor-made according to the unique geographical needs and locally available resources which learners can observe, manipulate and explore during their learning processes. Access to electricity, either from the national grid or renewable sources of energy will be a priority for every school. This is in order to bridge the gap between the rural and urban schools. The focus will be more on learning by doing.

In order to actualize the aims of our education system, a review of the legal and regulations infrastructure will be undertaken. This shall include the alignment of the Heritage-Based Education Curriculum with Section 13 of the Constitution of Zimbabwe which states that *“The State and all institutions and agencies of Government at every level must endeavour to facilitate rapid and equitable development”*. Policies and regulations will be implemented to ensure that no place or individual is left behind as the curriculum is implemented. There will also be continuous harmonisation of the Primary and Secondary Education Curriculum with the Higher Education Curriculum.

With a view to fulfilling the mantra of leaving no one and no place behind, the nation is informed that Government will ensure the provision of conducive teaching and learning infrastructure in rural areas, Small-scale and Commercial farming areas as well as Old and New Resettlement areas. A needs analysis will be conducted in all areas in-order to guide implementation.

With a view to ensuring sustained transformation, the History of Zimbabwe will become a compulsory subject on the curriculum. National shrines and cultural heritage sites will be included throughout the curriculum, and the National Pledge will be accorded special emphasis in order to entrench patriotism, loyalty and respect and thereby inculcate the proper mindset. Products of the education system should know that Zimbabwe comes first. The examination framework will be reviewed to cater for not just the academically gifted learners but also for the technical and vocational-oriented learners.

The national e-learning strategy will be enhanced. Diasporans who are also part of the initiative will continue to support the programme, which has already commenced in Chipinge, Chivi and Beitbridge districts.

3.0 THE FIRST 100-DAY CYCLE PROJECTS FOR 2024

Cabinet considered and approved the compendium for the First 100-Day Cycle Projects for 2024, which was presented by the Minister of State for

Presidential Affairs in the Office of the President and Cabinet, Honourable Lovemore Matuke.

The nation is informed that the First 100-Day Cycle is running from 5th February 2024 to 15th May 2024. The Cycle covers one hundred and eighty-two (182) projects, and involves projects from all Ministries except Defence; Veterans of the Liberation Struggle Affairs; and Environment, Climate and Wildlife.

The nation is informed that the projects were selected according to their potential contribution to the aspirations of Vision 2030 focusing primarily, in particular the improvements of the livelihoods of citizens in all communities. The projects are distributed according to the fourteen (14) Thematic Areas of the National Development Strategy which is now in its second segment which ends in 2025. Due to the critical role played by infrastructure in accelerating socio-economic development and growth, the highest number of projects comes under the Infrastructure and Utilities Pillar of the National Development Strategy 1, with forty-one (41) projects. The projects include, in areas such as construction and rehabilitation of roads, classrooms and clinics as the Second Republic delivers equitable and quality services that transform livelihoods across the country. Some of the projects are replicated in more than one province.

The nation is further advised that in order to strengthen internal monitoring by the respective Ministries, a regular tracking schedule will be used while progress as at Day 50 will be publicized as per practice.

Site visits to selected projects will be conducted to validate progress across the country.

4.0 REPORT BY THE CHAIRPERSON OF THE CABINET COMMITTEE ON STATE OCCASIONS AND NATIONAL MONUMENTS, ON THE 2024 INDPENDENCE ANNIVERSARY CELEBRATIONS AND CHILDREN’S PARTY

Cabinet considered and approved the Memorandum on the update on preparations for the 2024 Independence Anniversary and Children’s Party Celebrations, which was presented by Hon. Vice President K.C.D Mohadi as the Chairman of the Cabinet Committee on State Occasions and National Monuments.

The nation is informed that the 2024 Independence Anniversary and Children’s Party Celebrations will be held in Manicaland Province. The nation is further advised that Murambinda B Secondary School will host the 2024 Independence Anniversary Celebrations; Murambinda A Primary School will host the Children’s Party, while Murambinda B Primary School will host the Independence Anniversary Gala.

The nation is informed that the teams competing for the President’s Independence Trophy will be Highlanders and Dynamos Football Clubs, and that going forward, a team from the hosting Province should compete with a team from the previous hosting Province, with Manica Diamonds Football Club from Manicaland Province playing Simba Bhora Football Club from Mashonaland Central Province after the Children’s Party.

5.0 REPORT ON HIS EXCELLENCY THE PRESIDENT'S ATTENDANCE AT THE FUNERAL OF THE LATE PRESIDENT OF THE REPUBLIC OF NAMIBIA, DR. HAGE G. GEINGOB: 24 to 25 FEBRUARY, 2024

Cabinet received the Report on His Excellency the President's attendance at the funeral of the late President of the Republic of Namibia Dr. Hage G. Geingob, as presented by the Minister of Higher and Tertiary Education, Innovation, Science and Technology Development, Hon. A. Murwira, as the Acting Minister of Foreign Affairs and International Trade.

The nation is informed that His Excellency the President, Cde. Dr. Emmerson Dambudzo Mnangagwa, and the First Lady, Dr. Auxillia Mnangagwa, visited Namibia from 24 to 25 February, 2024 to attend the State Funeral of the late 3rd President of the Republic of Namibia, Dr. Hage Geingob, who passed away on 4 February, 2024.

In his tribute, His Excellency the President Cde. Dr. Emmerson Dambudzo Mnangagwa, paid homage to the contributions made by Dr. Geingob in the development of his country, Namibia, and Southern Africa. The President expressed his heartfelt condolences to the people of the Republic of Namibia and Geingob family for the untimely demise of President Geingob. He highlighted that Dr. Geingob was one of the Heads of State who stood by Zimbabwe at both regional and international levels in the fight against sanctions that were imposed by

some Western countries. The President also indicated that Dr. Geingob was a visionary statesman, a revolutionary, an ardent teacher, a philosopher, a pragmatic leader and son of the soil, who advocated for economic empowerment, Pan Africanism, African freedom and dignity, equality, solidarity and national sovereignty, and urged the young generation to emulate the late President Geingob.

I Thank You!