ZIMBABWE

MINISTRY OF EDUCATION, SPORT, ARTS AND CULTURE

PEACE EDUCATION IN ZIMBABWE

PREAMBLE

- The Presidential Commission of Inquiry into Education and Training (1999) noted the concerns of the general populace regarding loss of discipline, sound human values, loss of cultural and religious values as a major concern for the education system at that time. The country was witnessing an upsurge in indiscipline and disrespect in our schools, crimes of various types in society that included rape, incest, vandalism, violence and theft. There was a lack of individual and collective responsibility for protecting and valuing life, the environment and property. Therefore something needed to be done to remedy the situation within the education system which is the vehicle for propagating and promoting any progressive thinking with regard to living in harmony.

It is through education that people can shape and determine their own destiny. Through education, we can inculcate in our youths the values we cherish as a nation. It was envisaged that the introduction of Civic and, Religious and Moral Education into the school curriculum would foster among the learners " a spirit of national consciousness and patriotism" as well as respect for human sanctity. Through the exposure to Civic and, Religious and Moral Education it is hoped the youth would develop responsible ways of thinking, believing and acting as well as develop positive participation in the affairs of their nation. However, in the introduction of these areas of learning into the curriculum, challenges and actions to be taken were identified. These as well as challenges of implementation are outlined in this presentation.

Challenges	Action	Challenges of implementation
• Lack of discipline among he youth • Disrespect, crime, rape and incest among the general populace • Apathy – no one seemed to be responsible for anything	• Change of attitude through the promotion of unhu / ubuntu, peace and tolerance • Instil in youth good behaviour and inculcate cherished national values	• Lack of a comprehensive guidance and counselling programme in schools • Lack of adequate appropriate role models

Challenges	Action	Challenges of implementation
• Different religions that do not easily accommodate each other	• Inclusion of Civic Education issues in the Early Child Development (ECD) and Primary School syllabuses • Development of a multifaith Religious and Moral Educ, and Civic Educ syllabuses for Zimbabwe Junior Certificate (ZJC) and Ordinary ('O') Level.	• Some religions are not open to accept other people's religions yet religious tolerance promotes peace • Inadequate funding to in-service teachers in the teaching of new syllabuses.

Challenges	Action	Challenges of implementation
Provision of teaching and learning materials for new syllabuses such as Civic Education	These need to be developed so that learning takes place in fostering a total student who promotes values of peace and tolerance	Limited resources both financial and human to develop the materials.

Challenges	Action	Challenges of implementation
• Attitudes of parents and educators who do not appreciate the importance of indigenous languages in promoting peace.	• Need to promote attitude change in order to create a cohesive society. • The ZJC and 'O' Level Indigenous Languages syllabuses reviewed to include promotion of traditional values, togetherness, and peace in the country	• Much attention is being given to English at the expense of indigenous languages.

Challenges	Action	Challenges of implementation
• Teaching through internet so that learners may interact with learners from other areas and broaden their minds to promote peace.	• Procurement and distribution of computers for use by learners. • Training of teachers to be computer literate and be knowledge in accessing the internet.	• Lack of adequate funding in order to install the internet and make teachers to be connected to the outside world and help learners to promote peace.

Conclusion

- Our efforts to implement identifed action points have been largely hampered by lack of financial and appropriately oriented human resources.

- With greater injection of financial resources and in-servicing of the foot soldiers, the teachers, success towards building communities that live in harmony could be realised.

THANK YOU.