



Completion Report

ZIM-COV-ISC-P01
Reporting Period: July – December 2017

Pop-Up Schools Curriculum - Zimbabwe

Budget: \$14,500 - fully funded

Update:

This project supported the development of literacy curriculum for informal 'pop-up' schools in Zimbabwe. The curriculum, once fully developed, will be placed on the web for anyone to use, making the impact of this project far greater than simply the number of students taught. The pop-up-schools are designed to educate children sufficiently to enable them to thrive in modern life, as well as assist in developing their characters. The English-based curriculum is aimed at teachers who speak English as a second language who are also teaching students with English as their second language. With the education system in Zimbabwe in crisis, our partner is working to educate vulnerable youths who have no other access to education. Classes are limited to twelve, and the teacher (known as a mentor) is selected from the same community and then trained up with teaching skills.

This project allowed a one-year contract for an English As a Second Language (ESL) Literacy/Curriculum Developer/Trainer who began work in January 2017. The first full draft of the Foundation Communication Curriculum was completed in late 2017. It is a 36-week course divided into 9 sets that enables ESL teachers to teach English language and literacy to ESL students who have little or no English. Lessons have been tested, edited and revised as the curriculum was developed over the year, together with upgrading the visual material.



End-of-level assessments were held in November to measure the effectiveness of the course and our partners report they were delighted with the results. The Literacy Coordinator Jess (pictured) also designed an assessment tool which was used midway through the course and repeated towards the end. Our partners said, *"All students improved over the period with the majority scoring 100% in the second assessment. A great result! Jess also conducted a series of ESL skills training sessions during this period to 15 local mentoring team members and trainees."*

Our partners report, *"One of the students in the pilot class was a 12-year old neglected orphan who did not attend school and was lacking even pre-school knowledge. Because of the pop-up school he has made excellent progress. His half-brother who is 16 and illiterate and innumerate has also joined the school. He said that he saw our team really care for the students and saw the progress that his half-brother had made."* Our partners also said that the local



mentors had grown hugely in confidence and ability this year.

There are many extremely poor children who are unable to attend school for one reason or another which exposes them to life on the street, drugs, prostitution and theft. Without access to basic literacy and numeracy, these students will be stuck in intergenerational poverty and have little chance of accessing what few jobs are available. To make matters worse, Zimbabwe is suffering a chronic cash shortage making it very difficult for people to be paid, as well as ongoing civil unrest. We thank you for giving these children hope and a brighter future!