



Harare, Zimbabwe
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News release

Zimbabweans divided over teacher incentives and ZIMSEC's CALA projects, oppose online lessons

Zimbabweans are sharply divided over the payment of teacher incentives for extra lessons, with rural residents – but not their urban counterparts – favouring a ban on such payments, according to the latest Afrobarometer survey.

Views are also split on the Zimbabwe School Examinations Council's proposal to introduce continuous assessment and learning activities (CALA) projects that students must complete for each subject and that contribute one-third of the final exam mark for Grade 7, Form 4, and Form 6 public examinations.

A majority of Zimbabweans oppose the continuation of online lessons, the survey shows. Online learning was implemented during extended school closures in 2020 due to COVID-19, and many schools have continued this method of instruction as a way of complementing face-to-face lessons to enable students to finish their syllabus on time in preparation for final examinations.

Key findings

- Zimbabweans are divided on whether to ban the payment of monetary and non-monetary incentives to teachers for extra lessons: 51% favour a ban on such payments, while 46% oppose such a ban (Figure 1).
 - Urban and rural residents differ sharply on this issue: In cities, 63% of respondents oppose banning incentive payments to teachers, while in rural areas, 60% favour such a ban (Figure 2).
- Citizens are also divided over the introduction of continuous assessment and learning activities (CALA): Four in 10 (41%) oppose the projects, while 36% support them. About one in four (23%) have no opinion or say they "don't know" (Figure 3).
 - Urban and rural residents differ sharply on CALA: In rural areas, 41% support CALA projects, while in cities, only 29% endorse them (Figure 4).
 - Support for CALA is considerably weaker among citizens experiencing high lived poverty (27%) than among their better-off counterparts (38%-44%).
- A majority (54%) of Zimbabweans oppose the use of online lessons, while 38% favour them (Figure 5).
 - Opposition to online lessons is particularly strong among poor respondents (60%) and women (59%) (Figure 6).

Afrobarometer surveys

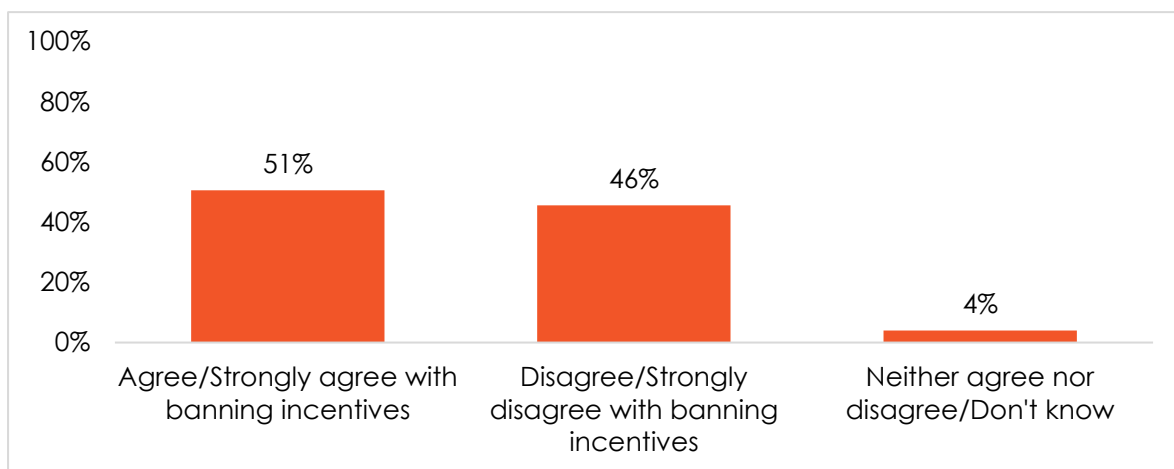
Afrobarometer is a pan-African, non-partisan survey research network that provides reliable data on African experiences and evaluations of democracy, governance, and quality of life. Eight survey rounds in up to 39 countries have been completed since 1999. Round 9 surveys

(2021/2022) are currently underway. Afrobarometer's national partners conduct face-to-face interviews in the language of the respondent's choice.

The Afrobarometer team in Zimbabwe, led by the Mass Public Opinion Institute (MPOI), interviewed 1,200 adult citizens of Zimbabwe between 28 March and 10 April 2022. A sample of this size yields country-level results with a margin of error of +/-3 percentage points at a 95% confidence level. Previous surveys were conducted in Zimbabwe in 1999, 2004, 2005, 2009, 2012, 2014, 2017, 2020, and 2021.

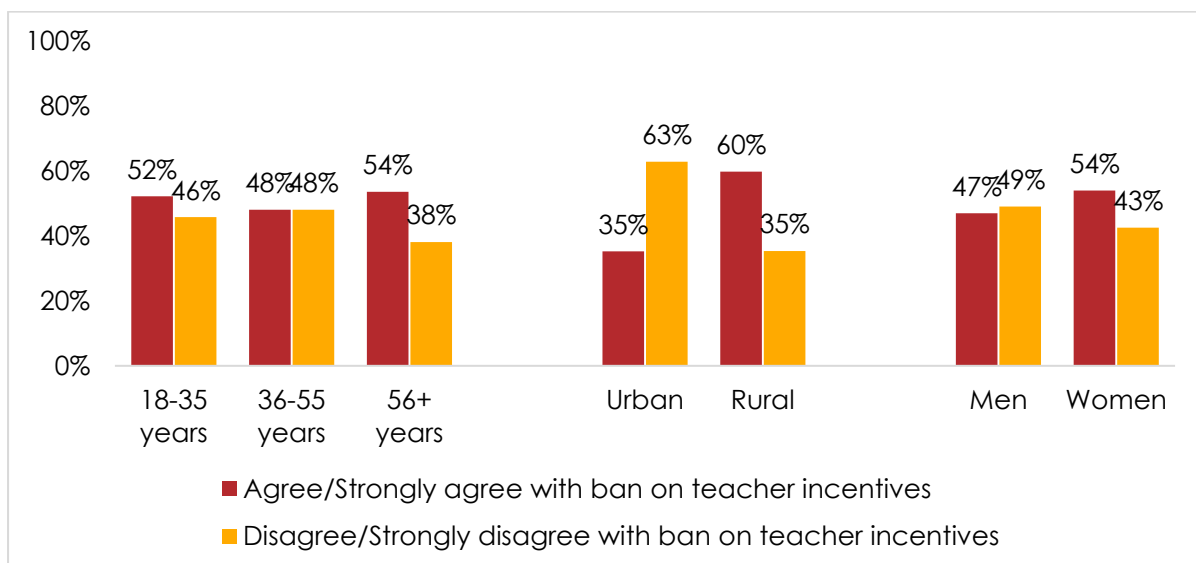
Charts

Figure 1: To ban or not to ban teacher incentives | Zimbabwe | 2022



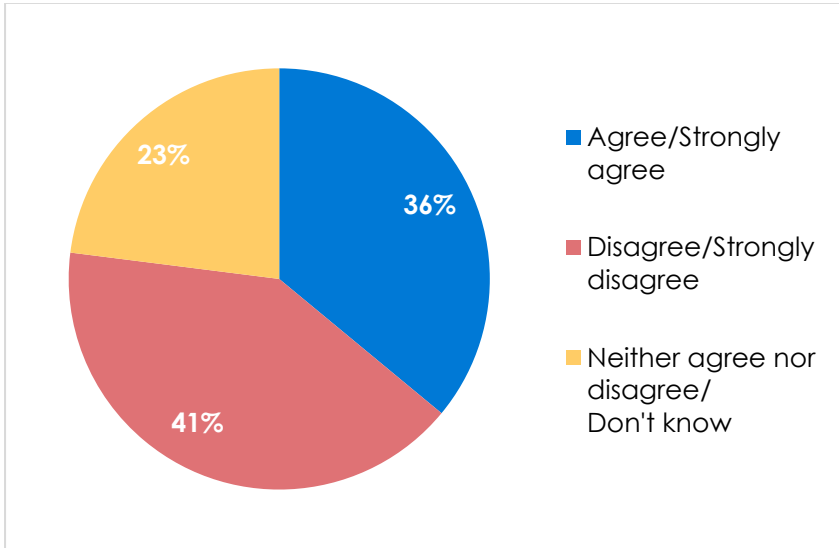
Respondents were asked: For each of the following policies, please tell me whether you agree or disagree: Banning payment of both monetary and non-monetary incentives to teachers for extra lessons?

Figure 2: To ban or not to ban teacher incentives | by demographic group | Zimbabwe | 2022



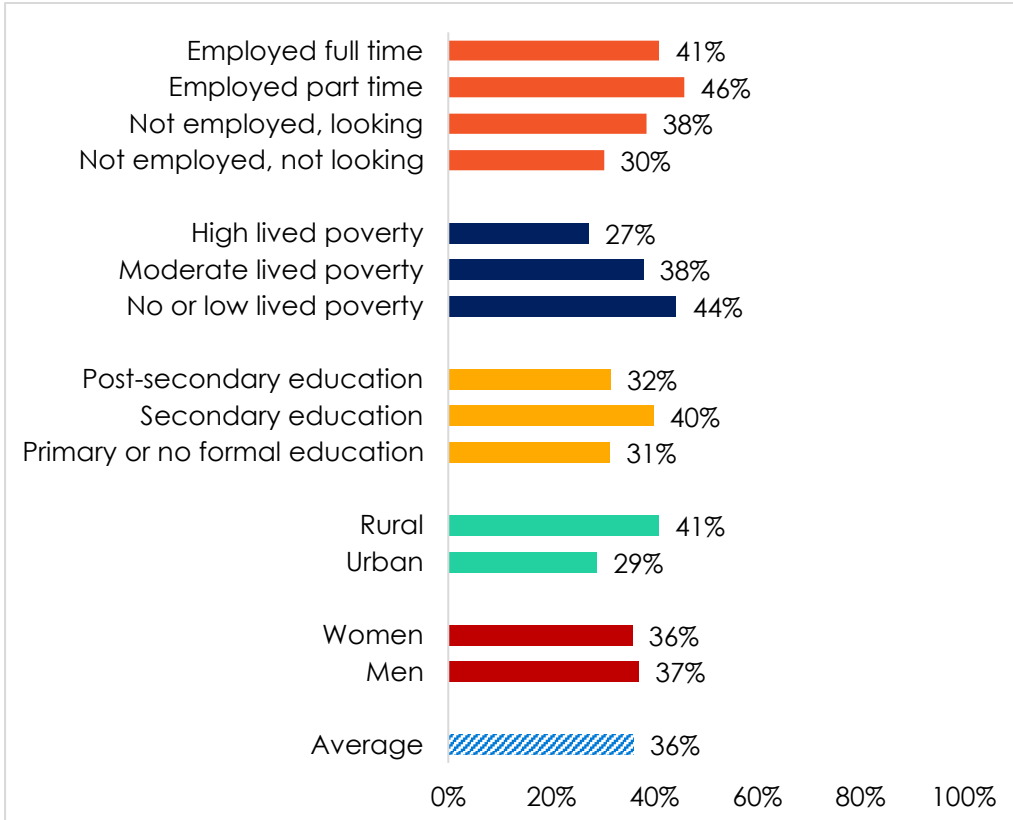
Respondents were asked: For each of the following policies, please tell me whether you agree or disagree: Banning payment of both monetary and non-monetary incentives to teachers for extra lessons?

Figure 3: Citizens' views on ZIMSEC CALA projects | Zimbabwe | 2022



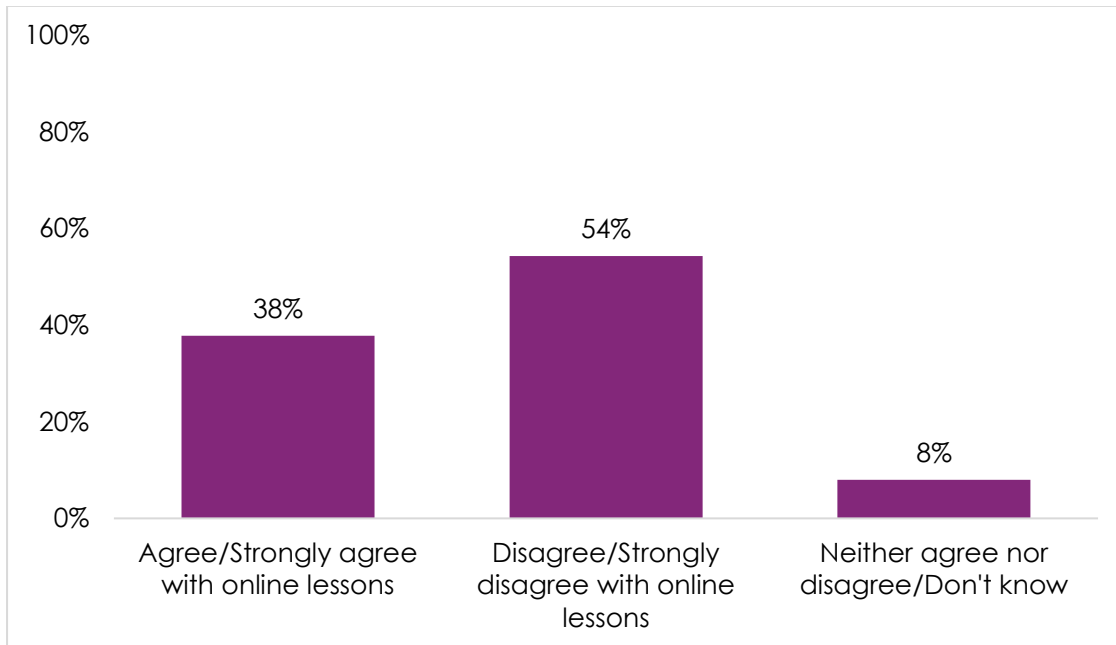
Respondents were asked: For each of the following policies, please tell me whether you agree or disagree: Introducing continuous assessment and learning activities or CALA projects by students?

Figure 4: Support for ZIMSEC CALA projects | by demographic group | Zimbabwe | 2022



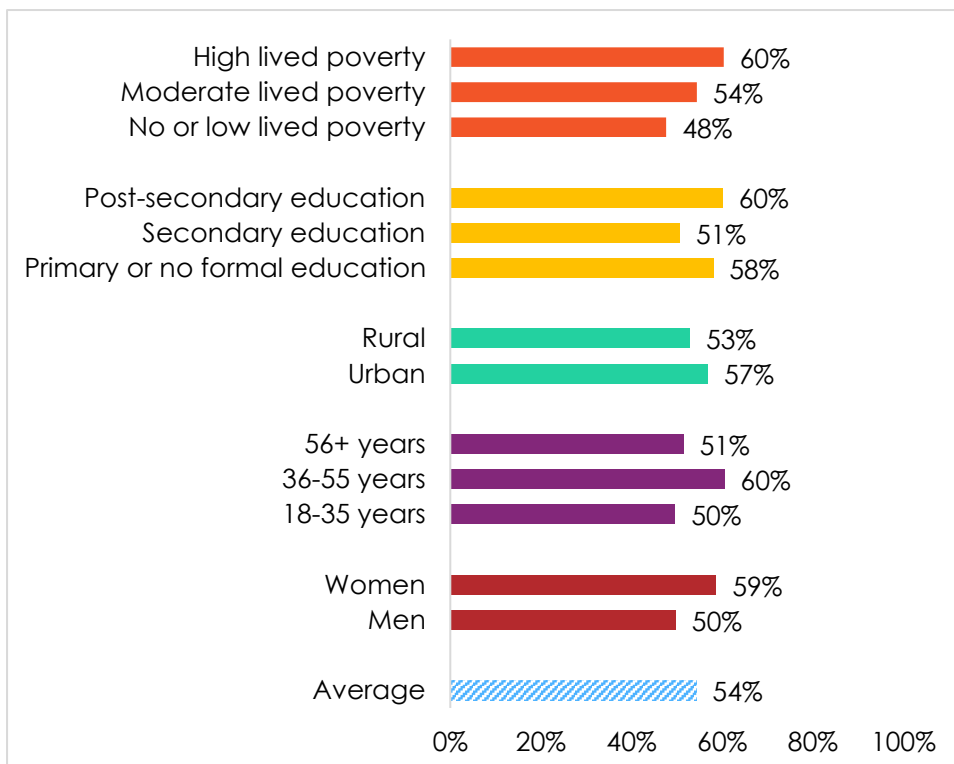
Respondents were asked: For each of the following policies, please tell me whether you agree or disagree: Introducing continuous assessment and learning activities or CALA projects by students? (% who "agree" or "strongly agree")

Figure 5: Views on online lessons | Zimbabwe | 2022



Respondents were asked: For each of the following policies, please tell me whether you agree or disagree: Implementation of online lessons?

Figure 6: Opposition to online lessons | by demographic group | Zimbabwe | 2022



Respondents were asked: For each of the following policies, please tell me whether you agree or disagree: Implementation of online lessons? (% who “disagree” or “strongly disagree”)

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