

# **IBBY ZIMBABWE SECTION REPORT 2022**

## **Introduction**

The IBBY 2022 Yamanda Fund Project was about producing 39 story reading fliers with 78 stories for distribution to 20 primary schools. The fliers catered for ECD (Early Child Development) classes and grades 1 – 7. The fliers had an illustration at the top which portrayed the focus of the story. They are one page stories laminated back to back. The fliers were produced in two batches and distributed accordingly. This was completed on schedule as planned. Feedback from the schools indicated that the fliers were well received by the learners. Their brevity of the stories inspired the children to read and assist students to get back into the learning process that had been interrupted by the long breaks from school caused by the COVID 19 pandemic. Generally we were satisfied that the Project achieved its primary objectives and wished we had covered more schools. Beneficiary schools were mainly from high density residential neighborhoods and deprived areas.

## **Outcomes Framework**

The contributors of the stories met briefly at the beginning of the project to share on what the stories intended to achieve. The general thrust was to engage the young, develop an interest in literature and books with the view establish the ground for a reading culture. The team agreed that stories make people /students think about their personal circumstances, their culture their education and their future. Stories also illustrate the realities of life, whether the situation applied to them or not. That stories need to have an entertainment value as well as many learning angles primarily for the young learners. We believe these aspects were captured in the stories that were produced.

It was our understanding that some learners would get the gist of the stories and benefit right away while others may require assistance of teachers, adults or friends to breakdown the themes and maximize the benefit from a story. This is not to say the stories were complicated. Children have different abilities. We anticipated that the stories would generate debate among the students and that it would be easy to revisit the story because they are short. Some teachers used the stories for resource exercises especially where the themes are a bit challenging.

The stories in the Project cover a wide variety of topics and themes from the environments, geography, folklore etc. Learners are encouraged to read as many stories as they can in order to boost their vocabulary, their body of knowledge, widen their intellectual horizons and in the end develop a reading culture.

The authors were drawn from different backgrounds and we believe this enriched the style, content and variety of the plots for the readers. Among the contributors were academics – lecturers at universities, poets, performing artists, authors, social commentators and literary critics.:

It is our view that the stories encouraged young people to absorb the values of unity, tolerance, cooperating with other people etc. for the benefit of society. That one does not always have everything they need in life. There is scarcity of goods and services in Zimbabwe and in the world. The stories therefore depicted practical, real life situations highlighting the need to share, to be patient, observe rules and norms, obey parents, elders and authority. That people are different socially, economically, intellectually and physically and are interdependent.

It is our view that the stories will improve reading skills and functional literacy. That the investment made was worthwhile and beneficial both in the short and long term. The evaluation and monitoring of the use of the stories will not end with end of the Project period. We will continue to interact with the schools and teachers for feedback on the overall impact of the Project.

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