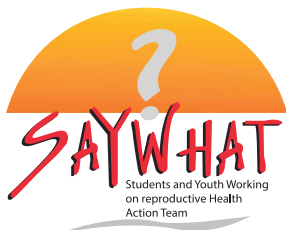


2023



**THE 6TH EDITION OF THE SPEAK
AND SOLVE INITIATIVE (SASI)
DEBATE CHALLENGE**



2 Decades of Championing



SRHR

For Students and Youth.

INTRODUCTION



The 6th edition of the SAYWHAT SASI Debate Challenge comprised of 12 universities and was structured along the British Parliamentary system consisting of four teams in each episode of the debate. Two speakers represented each of the 12 teams and a speaker was given four (4) minutes to present his/her case. This format is the most popular with inter - collegiate debating and is in accordance with the global standards of debating.

The participating universities were Africa University (AU), Bindura University of Science Education (BUSE), Chinhoyi University of Technology (CUT), Great Zimbabwe University (GZU), Gwanda State University (GSU), Harare Institute of Technology (HIT), Lupane State University (LSU), Manicaland State University of Applied Sciences (MSUAS), Midlands State University (MSU), National University of Science and Technology (NUST), University of Zimbabwe (UZ) and the Women University in Africa (WUA) totaling 24 competing students - 12 female and 12 males.

The debate Challenge was tailor-made to test the knowledge levels of students on Sexual Reproductive Health (SRH) and other contemporary health challenges affecting students and young people locally and worldwide. The debate model was unique in providing several benefits that included testing the students' public health knowledge levels, public health information dissemination, and identifying information gaps to guide the organization in its content generation strategies. The Challenge proved to be an essential part of communication that enhances participants' critical thinking, presentation style and decision - making skills immensely exposing the participants to different perspectives on SRH, Mental Health, Sexuality, and Climate Change.



OBJECTIVES OF THE 2023 SASI DEBATE



- ✦ To analyse the cognitive abilities of students in retrieving Public Health (PH) information.
- ✦ To facilitate transferring of accurate information on Public Health (PH) to young people.
- ✦ To identify Public Health (PH) information gaps among young people the result of which is to inform content generation.



PARTICIPANTS PROFILES

No	Name	University	Age	Gender
1	Dalitso Ndhlovu	WUA	23	M
2	Precious Bondokoto	HIT	22	F
3	Louis Aperezuka	BUSE	22	M
4	MaryAnne Nazomba	NUST	24	F
5	Gerald Chechiita	MSUAS	19	M
6	Ashley Nyathi	GSU	23	F
7	Dumisani Mloyi	NUST	26	M
8	Anenyasha Mudzimba	BUSE	19	F`
9	Courtney Tangie	MSUAS	22	F
10	Tadiwa Dhaga	GSU	22	M
11	Thandekile Sibanda	MSU	23	F
12	Denzel Masina	MSU	25	M
13	Brian Ngwenya	LSU	24	M
14	Nkosilathi Nkala	UZ	20	M
15	Tariro Chisoro	GZU	22	F
16	Robert Tungwarara	AU	21	M
17	Makanaka Marewangepo	AU	21	F
18	Nicole Mushore	UZ	23	F
19	Fadzai Chikoore	WUA		F
20	Rudo Mudzingwa	LSU	22	F
21	Arthurton Chipinduro	CUT	22	M
22	Ropafadzo Mazarire	CUT	21	F
23	Louis Gandah	HIT	21	M

THE DEBATE PROCEEDINGS

The Debate Challenge enabled participants identify a particular challenge in the form of a motion and try to determine the solutions. There was a total of twelve episodes in the round robin format where all 12 universities teams had an equal opportunity to debate against each other. The teams debated in front of three adjudicators who provided feedback and appointed the rankings that translated into points. The adjudicators considered debating techniques and offered recommendations on how the motions could have been argued.

Each episode started with a short introduction of the participants and a motion through which participants would examine it from various perspectives. The debate challenge was formulated in such a way that the Opening Government (O.G) and the Closing Government (C.G) had to prove the sustainability of the motion and that it holds true. The Opening Government had an opportunity to speak first. On the opposing side there was Opening Opposition (O.O) and the Closing Opposition (C.O) who expressed two opposing views towards the motion.

The debate proved to be a challenge to participants who were opposing the motion as seven more episodes were won by either Opening Government or Closing Government. The opposing teams as represented by the Opening Opposition and the Closing Opposition were not able to adequately offer alternative issues in countering the motion. The adjudicators were looking at how the opposing teams were correctly prioritizing issues under debate and dealing with the most important issues first.

Nevertheless, at least 80% of the participants spoke coherently and rationally a reflection of an ability to comprehend the motion. The debate challenge method employed by participants comprised of individual approach and team approach as pairs in response to the debate. Debaters would at times present their cases individually but having contributed together to come up with their presentation.



THE DEBATE STRUCTURE

Each round was structured around of four teams with two teams representing the government and the other two teams representing the Opposition. The participants were therefore identified as the Prime Minister and the Deputy Prime Minister for the Opening Government (O.G) whereas the Leader of Opposition and the Deputy represented for the Opening Opposition (O.O). On the other hand, Member of Government and Government Whip represented Closing Government (C.G) and the Member of Opposition and the Opposition Whip represented the Closing Opposition (C.O).



THE PRIME MINISTER

The Prime Minister sole responsibility was to define and interpret the motion and develop the case in support of the motion. Most participants as the Prime Minister managed to construct arguments for debate. On motion 3,5,6 and 9, participants who stood as the Prime Minister were able to comprehend the motion and managed to summarize the principles of the motion and successfully defend their positions.

Motion	Prime Minister	Submissions
3-THBT countries should work on adapting to climate change rather than trying to prevent it	Great Zimbabwe University	<i>"It is important to adapt to climate change through creating early warning systems and appreciate that low-income countries that suffer the most, hence the need to adapt. Low-income countries may not have adequate resources to prevent but may be more open to adaption"</i>
5- THBT negative emotions such as depression should be viewed as abnormal	University of Zimbabwe	<i>"This motion prevents the notion that people with negative emotions are a sign of weakness and subject them to shame and embarrassment without considering the victims"</i>
6 - THS the explicit expressions of female sexuality in the entertainment industry	Chinhoyi University of Technology	<i>"Patriarchy determines female expression in our society, but females must be allowed to express themselves through any medium they deem as appropriate. The explicit expression of female sexuality allows for the de - weaponization of the female bodies"</i>
9 - THBT that schools should be held liable for sexual harassment committed by their students and staff members.	Women's University in Africa	<i>"Holding schools liable for sexual harassment committed by their students and staff members will help in deterring retrogressive behavior. There is need to draft model framework to explain reporting procedure, enhance the support mechanisms for victims and retribution procedures for perpetrators"</i>

LEADER OF THE OPPOSITION

Participants who were placed as the Leader of the Opposition came up with three distinct responsibilities that included accepting the definition and interpretation of the motion and presented two counter arguments in opposition to the Prime Minister’s assertion. However, their counter arguments failed to dislodge those presented by the Prime Minister. This can be attributed to the fact that they did not adequately identify potential policy options that could address the stated problem. Out of nine episodes, they managed to win episode eight and came second in episode four. The rest of the episodes, they were either third or fourth.

Motion	Leader of Opposition	Submissions
4 - THBT that out of court settlements for crimes related to sexual harassment should be banned.	National University of Science and Technology	<i>“The out of court settlement principal shield victims from the rigors of the court procedures and/or processes which may prove to be a challenge to the majority of victims of sexual crimes.”</i>
8 - “Herd immunity occurs when a high percentage of the community is immune to a disease through vaccination and/or prior illness making the spread of this disease from person to person unlikely”. THR herd immunity to eradicate TB.	Midlands State University	<i>“The efficacy of a vaccine reduces over time and people who may not have completed the entire course may still be unprotected. At the same time, this can be risky if the antibodies developed against the TB bacteria fail to provide long term protection.”</i>

DEPUTY PRIME MINISTER

The Deputy Prime Minister successfully defended the case as presented by the Prime Minister and managed to refute counter arguments outlined by the Leader of Opposition. At the same time, the participants allotted the Deputy Prime Minister slot managed to add more information on the case presented by the Prime Minister. It is imperative to note that most of the presentation from this office was very systematic and led to a logical conclusion. The participants aided in buttressing the justification of the motion. In the first episode, the Deputy Prime Minister won the contest as well as episode four and seven. The position was ranked second in episode five and nine.

Motion	Deputy Minister	Prime	Submissions
1 - That the sex education curriculum should overstate and exaggerate the risks associated with sex	Lupane University	State	<i>"For the sex education curriculum to be effective it needs to have a specific target group that includes the media, youth sector and the civil society organizations. There is serious lack of credible and reliable information on sex education and the associated risks."</i>

DEPUTY LEADER OF THE OPPOSITION

The participants who had the deputy leader of opposition had similar expectations to those of the Deputy Prime Minister as they defended the refutation as presented by the Leader of Opposition. On top of the refutation, it was imperative to add more points of argument to the refutation but most importantly prove the ability to comprehend and analyze information. Most of the participants on this position were able to show argument construction skills and were ranked second in four episodes.

Motion	Deputy Leader of opposition	Submissions
1 - That the sex education curriculum should overstate and exaggerate the risks associated with sex	Harare Institute of Technology	<i>"We risk having a misinformed generation on the real dangers of sex if we are to adopt an approach of overstating and exaggerating the risk associated with sex"</i>
3 - THBT countries should work on adapting to climate change rather than trying to prevent it	Africa University	<i>"For years most countries have adjusted and endeavored to cope with ever changes in climate but with varying degrees of success. Today, we still battle climate change and there is need to come up with measures to prevent climate change because the continuous adapting is resource constraint."</i>
6 - THS the explicit expressions of female sexuality in the entertainment industry.	Manicaland State University of Applied Sciences	<i>"This will bring dishonor to women and the value of women in the entertainment industry will be distorted and many people will view women as sex trophies. This will advance the sadistic practice of carpet interviews."</i>
8 - THR herd immunity to eradicate TB.	Midlands State University	<i>"Some people do not produce antibodies despite having the vaccines, and successful resistance in herd immunity to eradicate TB is not predicted by the presence or absence of an immune response."</i>

MEMBER OF GOVERNMENT

The Member of Government participants managed to initiate the second half of the debate even though they were defending the general direction taken by the Prime Minister. However, there was a notable ability to offer a new perspective. The new perspective was consistent with the defender of the motion. At the same time, they were able to rebut the proposition made by the opposition and were not the same as those provided by the Deputy Prime Minister. In so doing, they were ranked first in two episodes whilst they were ranked second in three episodes.

Motion	Member of Government	Submissions
4 - THBT that out of court settlements for crimes related to sexual harassment should be banned.	Lupane State University	<i>"Court settlements are more regulated and have a tendency of avoiding uncertainty. Court determined award of damages are respected and are enforceable"</i>

Other teams however, failed to articulate on the issues of calculating damages as it is widely believed that calculating damages is not an easy task. Again, participants, failed to adequately define sexual harassment within purview of the law as it falls within the field of civil law. One major highlight is failure to cite a single sexual harassment case or event that could have buttressed their points of argument.

Motion	Member of Government	Submissions
7 - THR the Tinashe Mugabe DNA show	Africa University	<i>"The show attacks the cultural fabric of the family and makes a mockery of the institution of marriage. The participants are likely to be subjected to secondhand trauma."</i>

MEMBER OF OPPOSITION

The Member of Opposition were tasked with beginning the second half of the debate for the opposition side and were consistent with the first opposition team. They proved to have a unique perspective of their own because they managed to be more specific in their refutation of the arguments introduced by the member of government. The refutation by the member of opposition was brief but involve new points of refutation.

GOVERNMENT WHIP

The participants who were given responsibilities of being the government whip correctly closed the debate with eloquence and clarity. The Government Whip managed to summarise the debate from the perspective of the government side through identifying the most crucial issues in the debate. The team anchored their argument on being fair - minded.

OPPOSITION WHIP

Lastly, the participants who had the role of opposition whip managed to summarize the opposition side of the debate with special focus on accomplishments of the member of opposition.



RESULTS

Episode/Motion	1 st Position	2 nd Position	3 rd Position	4 th Position
1-	GSU (C.G)	WUA (C.O)	HIT (O.O)	LSU (O.G)
2-	UZ (C.O)	NUST (C.G)	MSU (O.G)	MSUAS (O.O)
3-	GZU (O.G)	CUT (C.O)	AU (O.O)	BUSE (C.G)
4-	LSU (C.G)	NUST (O.O)	BUSE (O.G)	HIT (C.O)
5-	UZ (O.G)	MSU (C.G)	AU (C.O)	GSU (O.O)
6-	CUT (O.G)	GZU (C.O)	WUA (C.G)	MSUAS (O.O)
7-	AU (C.G)	HIT (O.G)	GSU (C.O)	UZ (O.O)
8-	MSU (O.O)	LSU (C.O)	GZU (O.G)	MSUAS (C.G)
9-	WUA (O.G)	NUST (C.G)	CUT (C.O)	BUSE (O.O)

After the 9 episodes eight teams progressed to the semi - final and these were AU, CUT, GZU, LSU, MSU, NUST, UZ and WUA. The Eliminated teams were BUSE, GSU, HIT, and MSUAS.

SEMI-FINAL

Episode/Motion	Proceeding	Proceeding	Eliminated	Eliminated
1-	GZU (O.G)	UZ (C.G)	AU (O.O)	NUST (C.O)
2-	CUT (O.G)	MSU (C.G)	WUA (O.O)	LSU (C.O)

FINAL

Episode/Motion	1 st Position	2 nd Position	3 rd Position	4 th Position
3-	GZU (C.O)	MSU (O.G)	CUT (C.G)	UZ (O.O)

THE BEST MALE & FEMALE SPEAKER

Best Male Speaker	Best Female Speaker
Women's University in Africa	National University of Science & Technology
Dalitso Ndhlovu	MaryAnne Nazomba

CONCLUSION

The 6th edition of the intellectual battle on public health, the SASI Debate challenge saw 12 universities in Zimbabwe competes for the national championship where the Great Zimbabwe University went home with the roving trophy. The 24 participating students demonstrated knowledge and ability to offer innovative solutions to the sexual and reproductive, mental health, and climate health challenges that they face as young people.





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