

INTRODUCTION

Many rural areas in Zimbabwe suffered the problem of being marginalized in education during the colonial era. The Rhodesian government did little to improve the education standards of black people especially in rural areas. The year 1980 witnessed the change of rule in Zimbabwe as Black people set their own government after attaining independence; despite this change of government, signs of marginalization in education in rural areas such as Gokwe were and are still witnessed. Due to this factor, it pushed the researcher to evaluate the contributions of the state and non-state actors in availing primary and secondary educational opportunities in Gokwe-Gumunyu area.

The 1984 convention held in Geneva by the United Nations Education Scientific Cultural Organization (UNESCO) declared that everyone has the right to education under Article 26 of the Universal Declaration of Human Rights. On the first hand, the Zimbabwean government became a signatory of this convention and resultantly declared free and compulsory primary education to all students through the 1987 Education Act. As if that was not enough, the government also went on to embark on different strategies in improving the sector through the building of schools, provision of grants (to students at tertiary level) and the provision of text and exercise books at no cost. On the other hand, this study will also take a look at activities of non-state actors. These include the activities of the 3rd sector (NGOs). The role of the 3rd sector fully took course after the death of the free education era. Students were now mandated to pay certain fees negotiated between the community and the school authorities but many failed to cope, hence, the emergence of the 3rd sector to their rescue.

Gokwe – Gumunyu is an area which falls under Zimbabwe’s Agricultural Region IV and is a semi- arid region. Education sector in this region has been marginalized by the colonial government through their discriminatory policies such as the 1966 Education Plan Act and 1979 Education Act which sidelined Blacks. When the Black government came into power in 1980, certain improvements were witnessed as a few pieces of development were traced. Quantitative education was now accessible. However, pass rates have remained poor especially up to the year this study was carried; series of zero percent pass rates remain an annual norm especially in rural areas. This was due to lack of provision of qualitative education. Setbacks to the attainment of qualitative education in brief include, political disasters, poor policy formulation by the government, natural disasters, outbreak of disease, strikes, currency devaluation, climate change, cultural beliefs as children were regarded as a source of virility and labor as well as the limited opportunities and performances of the formal economy.¹ Hence this had directly and indirectly affected education sector in Gumunyu area. The prevalence of these drawbacks is what eventually invited the 3rd Sector in the bid to curb early marriages, school drop outs, poor pass rates, increased illiteracy rates, and child pregnancies which were the consequences of the above mentioned drawbacks. That is when we witnessed the interference of NGOs such as UNICEF and World Vision in the area of study, trying to hold back the education sector which was now in shambles.²

The thesis further covers reasons which contributed to the decline of pass rate, literacy rate in the area. As some reasons had been pointed out by the UNICEF Zimbabwe Representative, Peter Salama who pointed out that, the political and economic challenges faced by Zimbabwe weakened the basic system and structures for the provision of education and other basic

services.³ NGOs' intervention showed changes in the improvement of education in Gumunyu and Zimbabwe as a whole. The former Minister of Education, Sports, Arts and Culture, David Coltart also acknowledged the positive changes in the education sector when he said, "Many schools are moving beyond the grim days, as the government of Zimbabwe works together with our communities, the International Donor Community, the UN and UNICEF in particular, towards providing equitable quality education in Zimbabwe".⁴

At the dawn of the New Millennium up to the year 2008, a lot of tragedies invaded Zimbabwe, these include, political chaos, decline of prices of cash crops such as cotton, devaluation of currency and the 2008 intense drought and famine. This exposed many community members of Gumunyu to extreme poverty and most of them failed to send their kids to school as they failed to meet the tuition fees demanded. Vulnerable and disadvantaged children like orphans remained great victims of the situation. The intervention of UNICEF with their motto "BACK TO SCHOOL" helped to do away with this situation which has raised its ugly head for quite a long time. The organization launched educational programs which embarked on the rehabilitation of infrastructures, provision of fees for the disadvantaged, free textbooks, sponsorship of sporting activities, introduction of the e-Learning program and a lot of vital educational equipment and resources.

Background of the study

Gokwe-Gumunyu is one of the reserves which were created by colonial settlers after the first Chimurenga. According to Nyambara the area was established on 15 March 1898 and the name Gokwe was to be used on 18 January 1957.⁵ Moyana added that the area was populated by Madheruka who came from Gutu after they were evicted by the state from their ancestral land due to the strict implementation of the 1930 Land Appointment Act.⁶ Gokwe –Gumunyu is located 340 kilometers from Harare and 190 kilometers Northwest of Kadoma in the Midlands Province of Zimbabwe. Evidence obtained during the study showed that, it had four political wards with a total population of about 235 193 people.⁷ It had about 4 966 orphans and other vulnerable children registered to World Vision, that is according to Tigere.⁸ Many of the inhabitants of Gokwe – Gumunyu rely on farming as their economic activity. They grew cash and cereal crops such as cotton, maize, groundnuts and sorghum only to mention a few.⁹ They used the income they generated from farming to sponsor education activities.

However, major challenges in the area directly and indirectly influenced the education marginalization in the area. These include vulnerability shocks, risks and disasters mainly incessant droughts, climatic changes, diseases, ethnic conflicts which had political connotations and notifiable animal diseases (anthrax outbreak). Also environmental degradation (siltation of rivers), lack of marketing avenues for project grounds, low economic viability of income environment and harmful cultural and religious practices by members which led to a rise in early marriages and child abuses in their varied forms.¹⁰ As a result of the above mentioned problems, it led non-government organizations such as World Vision to intervene in the area in October

2000 and embarked on the educational programs such as building schools, supplying exercise and text books. Also UNICEF and World vision intervened in order to improve the livelihoods of the Gumunyu community and specifically to improve the education sector through practicing various activities such as integration in child sponsorship, they held workshops and taught about the effects and forms of child abuse .¹¹ They agitated against harmful cultural morals, they sponsored text and exercise books, built schools for example Tenda, Rugare and rehabilitation as well as to implement e-learning programs for example at Chomuuyu Secondary School.

As the area known as Gokwe faced discrimination in education by the colonial rule of British Southern African Company (BSAC) which colonized Zimbabwe as a whole. The company permitted Missionary Christian schools to serve local communities. Missionary schools provided an education for the indigenous habitants that focused on manual education such as building, carpentry, agriculture and religious education thereby destroying local education of the indigenous people.¹⁰ Atkinson claims that in order to control the local population, the company limited education and censored knowledge in schools.¹¹ Furthermore, he argues that the European education system was a structural institution that reinforced the superiority of white settlers even though they were the minority of the population.¹² Missionary schools perpetuated social and economic repression of the indigenous population by reducing their chances of earning well-paying jobs or positions of power.¹³ Mapako claims education to Africans offered limited academic and foundational skills in order to promote labor exploitation and indentured servitude.¹⁴ Limited access to a quality education kept indigenous people subordinate to white colonialists in order to advance settler political and economic gains.¹⁵

Europeans were also disproportionately funded more for education than the majority African population because the colonial rule controlled access to quality schools based on racial discrimination.¹⁶ Segregation of schools based on funding was most extreme in the 1970s because Europeans only represented one percent of Zimbabwe's population, but were allocated 99 percent of government spending on education.¹⁷ Funding secondary school education was also disproportionately offered to Europeans rather than Africans.¹⁸ In the 1970s, only 43.5% of African children attended school, while only 3.9% of these children enrolled in secondary schools.¹⁹

Due to these activities it led the area of Gokwe –Gumunyu to remain marginalized as it also suffered the consequences, after attaining independence the government of R.G Mugabe tried to solve the problem by introducing free and compulsory primary education but it became a fiasco in the twenty first century due to economic and political problems faced by the government.²⁰ When Zimbabwe attained independence in 1980 it revised the situation and introduced various laws in order to make education equal, free and compulsory. As a way to help the situation UNICEF and World Vision intervened with various educational programs hence facilitated the researcher to compare and evaluate the impact of these NGOs.

Statement of the problem

Assessing the challenges faced in the provision of quality education in Zimbabwe at primary and secondary level is the central problem of this study, in the post-independence era. The Zimbabwean government's radical reforms had failed to provide quality education in the area under study. The study disclosed that there were social, economic, political and technological

factors which affected the achievements of quality education. Besides this, little had been said about the activities of NGOs such as World Vision and UNICEF programs, their activities of promoting the 3Cs had been given a blind eye. Little has been written about specific programs done by the above mentioned NGOs that is, their effort in promoting educations in the way they operated. Many historians such as G. T Ncube, Nyambara, Moyana had written a lot about the immigration of the inhabitants of Gokwe North West and their way of life but mention little about educational programs launched by the state and non- state organizations. In addition, their writings mainly focused in the years of colonial rule that is 1950s and years immediately after independence, that is, 1980s to 1990s and left the history of the 21st Century unearthed.

The study intends to uncover the problems of cultural diffusion caused by these organizations and asses the significant of programs launched by these organizations. The activities of non-governmental organization has been tarnished by politicians who pointed out that non-governmental organization are there in the area to pursue activities of opposition parties such as Movement for Democratic Change and secretly campaigned for it and caused cultural diffusion. NGOs were seen as perpetrating the agenda for regime change. However, the thesis would disclose that their activities were mainly focus to develop the area focusing on education. Also, these organizations did great improvement in education supported by the words of former Minister of Education David Coltart when he said , “many schools are moving beyond the grim days, the government of Zimbabwe works together with our communities, the International Donor Community the United Nation and UNICEF in particular towards providing equitable quality education in Zimbabwe”.²¹ More so, to show the achievements and failures of the state and non-state actors to the improvement of education in the area . In addition, it also dwells on

the bid to show that these organizations had negative impacts, with cultural diffusion topping the list.

Objectives of the study.

The study had the following objectives;

- ✓ To identify major challenges facing the provision of quality education in Zimbabwe in the first decade after Zimbabwe achieved her independence.
- ✓ To analyze factors contributing to the continuers poor performance of learners.
- ✓ To assess the organizational mechanisms and policies put in place to promote quality education in Gokwe, Gumunyu in particular.
- ✓ To evaluate the education programs launched by non-state actors in improving education in the area under study there by showing their successes and failures.

Research questions

The research would address the following questions.

- ✓ .What were the challenges facing the provision of quality education in post independent Zimbabwe and how the government has addressed them?
- ✓ Why does the quality of education continue to decline in primary and secondary schools as shown by the poor performance of pupils in the examinations?
- ✓ Of what significance was the role of the state and non-state organization towards the

improvement of primary and secondary education?

- ✓ Is there a significant change as a result of these organizations?

Significant of the study

The importance of the study is that historians would make use of the researched information and they could be motivated to study more about the area. The information will act as the basic information for the education planners to make proper decisions which would promote quality education. It is expected to influence both policy makers and implementers to review their funding and approaches to the problem of poor quality education. To evaluate mission of the civil society including NGOs in assessing the education programs they launched in promoting education. For the government to be aware of certain unsound policies which they implement, to be aware of the problems faced by children in the area especially the disadvantaged

Literature Review

Many scholars wrote about the discrimination and racial segregation of the white colonial rule in education. Historians such as Chavhunduka recorded that white government treated blacks unfairly in education and in other economic and political activities. The Rhodesian government implemented draconian laws to eliminate Blacks in the circles of education. Missionaries and Non-State actors were the ones left to provide education for the Blacks. Therefore, their activities can be traced during and after colonial period. Activities of non –governmental organizations in promoting education in Zimbabwe after Zimbabwe had achieved her independence have also been written which support the same view with the researcher. For instance, according to

Muhammad, the main mission of the civil society including NGOs is to provide services to the most vulnerable section of the society to make them empowered, capable and organized, so that they become able to defend their rights and to enhance their quality of life and living standards.²² They intended to go where the government had not paid attention. The objective is not to substitute the government, but to show the examples of services in order to draw the attention of responsible agencies and to help the local people to be self-reliant. More so, he adds that NGOs are there to restrain both government and business sector from abusing people's rights by taking the side of the people in order to protect their rights and interests.²³

Harold K Jacobson outlined that, NGOs are generally accepted to be organizations which have not been established by governments or agreements among governments. Their members are usually individuals and private associations rather than states and they may be formally established networks of other groups.²⁴ Lewis added that a wide variety of NGOs function in intractable conflict. These include conflict resolution, NGOs as well as those in humanitarian assistance, development of human rights, peace building, among others.²⁵ According to the UN Secretary General in the 1998 report stated in terms of net transfers, NGOs collectively constitute the second largest source of development assistance.²⁶ Stephenson has the supportive view that NGOs are able to reduce conflicts, stop wars as well as to reduce and ban the use of dangerous weapons. This took course in 1990 when NGOs disclosed the use of landmines at the International Campaign signed in December 1997 with signatures from 122 countries .²⁷ The Secretary General of the UN also pointed out that NGOs in Africa spread in the 1990s when democracy started to roam parts of in Africa.²⁸

However, it is also important to disclose that there are other scholars who opposed the above points and portrayed that NGOs are present in Africa to spearhead the interests of their mother countries as well as to loot and suck dry resources from the developing countries. They added that, NGOs are also present in Africa to spread their culture and religion while destroying the African traditional way of life.²⁹ This research has the same argument with many scholars that NGOs are non-profitable, voluntary citizens' groups that are organized on a local, national or international level to act as the voice of the voiceless and to provide aid to those in need. The research is different from other researchers because it mainly focuses on evaluating and comparing education programs being implemented by UNICEF and World Vision together with the state in improving education standards of Zimbabwe in Gokwe-Gumunyu area

Sources and Methodology

The researcher used many methods and sources to gather information for the compilation of this research. On the methods used, sampling and selection criteria were implemented most. Sources used comprised of primary and secondary sources which include letters, interviews, debates, pamphlets, newspapers, reports, seminars, texts books and the internet.

Sampling

Cadres who participated in the research from the overall population are referred as sample. In other words, it refers to the criteria used to select people who participated in the research. The researcher used certain strategies to choice whom, when and how to do the research. School

Heads, employees of non- state organizations were selected since they are the ones with full information on the subject in question. Students were also selected as the line of the research had to do more with them. Government officials were also included in the selection for the researcher to obtain more information on the activities done by the government which are related to the research.

Interviews

Interviews were also employed by the researcher as it enabled him to obtain information from both the literacy and illiteracy people. The criteria enable the researcher to ask further questions which rise as a result of interaction with the people, it enables the researcher to recognize the importance of an event from the people through their facial expression. However, the criteria of moving from one place to the other consumes more time. Before jumping into the interview, the researcher first introduced himself to them and explained the purpose of the interview to them and questions for the interview were mainly directed to the elders, school heads and employees of the non-governmental organizations as they are the ones who had adequate knowledge with versions of the past. School children were also asked as the research mainly targeted them.

Visualizing

Visualizing was another criteria used to obtain the reality of the information. On this issue, the researcher went around the wards visiting schools in the bid to visualize the visible developments being implemented by NGOs and this enabled him to see infrastructures built such as teachers'

houses and toilets. Furthermore, he also attended seminars of these organizations to hear their teachings and their programs' aims

Secondary data

Secondary data refers to the written information which includes books, letters, journals, newspapers and pamphlets. The researcher visited school archives, NGO archives to obtain more information about the developments which took place in the education sector. Written information was important as it provided information to complement the research as well as for the researcher to assess knowledge from other historians.

Delimitations

The emic approach helped the researcher to easily understand cultural norms of the area.

The research questions were carried successfully as NGO members and the inhabitants of the area were cooperative and friendly.

Other sources which show the activities of NGOs in the area of study were easily accessible

The research was carried successfully as there was no language barrier in communication.

DISSERTATION LAYOUT

CHAPTER ONE: MARGINAL AND PERIPHERAL: AN ASSESSMENT OF EDUCATIONAL OPPORTUNITIES IN GOKWE IN THE 1980s

This chapter examined the major factors which affected the provision of quality education in the first two decades after Zimbabwe attained her independence in Gokwe-Gumunyu Constituency. The chapter looks upon the radical educational programs launched by the government to correct the imbalances and segregation policies which had been implemented by the Rhodesian government. The chapter would also discuss social, political and economic factors which hinder the attainment of quality education in the area under study.

CHAPTER TWO: ASSESSING THE CHALLENGES FACING THE PROVISION OF EDUCATION IN GOKWE- GUMUNYU IN THE NEW MILLENNIUM

The chapter discuss on the recent factors which continue to be faced by the education sector in the new millennium

CHAPTER THREE: DECLINE AND REVIVAL: NGO INTERVENTIONS IN THE NEW MILLENNIUM.

The chapter assesses and evaluates the education programs being implemented by the non-state organizations in improving the education sector of the region hence; the chapter would address their activities and strategies implemented in their bid to achieve their goals.

CHAPTER FOUR: AN ASSESSEMENT OF THE ACHIEVEMENTS AND FAILURES OF THE STATE AND NON-STATE ORGANIZATIONS IN THE PROVISION OF QUALITATIVE EDUCATION

This is the last chapter. It discusses the successes and failures of the above mentioned organizations in promoting the qualitative education in the area. The chapter assesses the education programs they launched and evaluate their significance, that is, positive and negative changes brought by these programs to the area under study.

END NOTES

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CHAPTER ONE: MARGINAL AND PERIPHERAL: AN ASSESSEMENT OF EDUCATIONAL OPPORTUNITIES IN GOKWE GUMUNYU IN THE 1980s

1.0 Introduction

It is important to note that before Zimbabwe attained her independence, all the social, economic and political activities were under the colonial rule including education. Therefore the Rhodesian government introduced segregatory laws such as the 1966 Education Plan Act, 1979 Education Act which sidelined Black students and the government made education compulsory for White students and therefore offered universal education support as much as twenty times more per White student than a Black student.¹ Atkinson pointed out that, in order to control the local population, the company limited education knowledge in schools learnt by the Black students.² He added that Eurocentric curricula was a structural institution that reinforced the superiority of White settlers even though they were the minority of the population.³

When Blacks attained their independence in 1980, traces of slight changes in the education sector were seen especially in the years 1980 to 1987. The struggle for power among Blacks' political parties continued these include the Zimbabwe African People's Union (ZAPU), Zimbabwe African National Union (ZANU) and Union of African National Congress (UANC). As a result progress in education was being interrupted. When the struggle for power ended, Mugabe's government triumphed and assumed power. He tried to solve the situation in education by legalizing free and compulsory primary education through the 1987 Education Act. He built many schools, provided education resources in schools, eliminated the color bar in schools and as a result this witnessed a great improvement in quantitative education in the area of Gokwe.

However up-to-date they failed to solve the problem completely due to various factors such as stagnation in the economy which has also resulted in reduced capacity of the public to raise adequate revenue to provide quality service in education, limited resources on the part of government have also a negative impact, outbreak of natural disasters for instance 1992 and 1995 drought, political upheaval, cultural beliefs, poor reforms of the government such as ESAP which led to the destruction and deterioration of the education standards in the first decade, the effects of HIV/AIDS and shortage of basic commodities. As a result, these problems led the area of Gokwe-Gumunyu to further face difficulties, this time more intense in the education sector such as hot seating programs in primary and secondary schools, shortage of classrooms, shortage of trained teachers, shortage of textbooks, poor sanitation and many drop outs as they failed to pay their fees, others even failed to register for their ZIMSEC examinations due to intense financial challenges which were wavering through the area and the other parts of Zimbabwe.

1.1 Ethnic conflict (1980-1987) and its impact on education

Ethnic differences soon erupted after the attainment of independence in Zimbabwe and these conflicts had political connotations as tension among the Black political parties intensified. The activities of these parties were to blame in infrastructural distractions which were witnessed in the country during those years. For instance, as tension between ZAPU and ZANU PF in Matabeleland intensified, the conflict was also exported to other areas. The Muzorewa auxiliaries, who were being labeled the “*Madzakutsaku*” by the people of Gokwe, took arms against the Zimbabwe African National Liberation Army (ZANLA) sympathizers who resided in the area.

To begin with, the conflict between ZAPU and ZANU PF which erupted in Matabeleland resulted into a hot war between these parties and forced Nkomo to banish the country when weapons were discovered on properties owned by a ZAPU company called Nitram and at ZIPRA Assembly Points .¹ Mugabe fired Nkomo and his closest allies in 1982, the secret behind this scenario was that the conflict upon these political parties spread into the difference parts of the country including Gokwe and led the supporters of these parties to inherit these conflicts and continued to fight among themselves. Due to the conflict upon political parties, the inhabitants of Gokwe inherited the conflicts and opened doors for what was kind of an ethnic confrontation that is the *Ndebele* and the *Shangwe* on the same side versus the *Madherukwa*, as it should be noted that the *Shangwe* were strong supporters of ZAPU.

As the political leaders ethicized the conflict in order for them to obtain support, the conflict resulted in the emergence of dissidents such as Gwasela who inflicted heavy casualties upon the people of Gokwe where he and his crew operated until 1987 when he met his fate in the hands of the ZANLA soldiers. Historians added that, PF-ZAPU supporters and army deserters began a campaign of dissidence which continued up to 1987. It involved attacks on government personnel and schools with the aim of disrupting the security and economic life in the rural areas .⁵ Sources proved that Zimbabwe had to deploy forces in the early 1980s, barely two years into independence. This was on the external front in Mozambique along the Beira, Nyamapanda corridors and inside the country in Matabeleland and Midlands Provinces.⁶ Mugabe responded by instilling terror which claimed the lives of many innocent souls. This reign of terror which yorked with it murderous activities have been labeled “*Gukurahundi*” in Matabeleland and the people of Gokwe have dubbed it “*Pemu*”. The real fact upon this conflict is that, it spread and

intensified in rural areas such as Gokwe but the tragedy remain unearthed and was to blame on the retardations seen in educational improvements as people lived in fear and ceased partaking in education development.

People were residing in solitary places and caves as they feared to be victims of the sword in the world outside which was so cruel. Other people even fled to areas such as Binga and schools were temporarily closed meaning to say progress in education was disturbed as dropouts were rampant. Reports disclosed that, the youths left school and joined either side in further perpetrating violence. Some historians argued that the hunt for spies and those who threatened unity inevitably became more frienced and brutal, the supporters of the moderate African nationalists of Ndabaningi Sithole and Muzorewa also lost their lives due to these conflicts.⁷ Masipula Sithole added that the Zimbabwean nationalists movement became a “struggle within the struggle”.⁸ Ndlovu added that the Zimbabwean nationalist movement was a “revolution that ate its own children,” where revolutionary justice was used to eliminate others.⁹ Terms such as patriots versus puppets, freedom fighters versus sell-outs as well as by officially sanctioned violence against those defined as puppets and sellouts. More so, Krieger added that, in 1882 ZANU PF cabinet ministers’ speeches instigated and approved crimes against dissidents whom they took to be all ex- ZIPRA, ZAPU leaders, and ZAPU civilian supporters.¹⁰ It should be noted that violence between the Zimbabwean political parties reached every corner of the country, as a civil war or ethnic conflict between the Ndebele, Shangwe and the Shona as the political leaders encouraged it and sponsored it as proven by R G Mugabe’s words in 1983, “ZAPU and its leader, Dr Joshua Nkomo, are like a cobra in a house. The only way to deal effectively with a snake is to strike its head.”¹¹

Violence in the area of Gokwe was mainly perpetuated by youths who were being used by the ex-combatants who had found nothing to do after the war as the government failed to fully integrate them into the Zimbabwean National Army. The youths were used to gather people for the Pungwes and the so-called bases and those who failed to attend the bases because they did not heed the message or because of their own reasons were treated as sellouts; many were killed and their houses were burnt. According to Musemwa, he outlined his sad story when his father was treated as a sellout because he was given this label by their neighbor whom they had poor relations with. He further explained that his father died a slow and painful death as the *Gandangas* asked another youth at the base to cut one by one body parts of his father until he lost his life as the conflict became deeply ethnic, particularly between the Ndebele and the Shona.¹²

In Gokwe, those people who were and suspected to be the Ndebele were mostly the victims. It has been reported that a teacher at Dindimutiwi who was suspected to be a sellout was murdered in 1983; before his death he was tortured, beaten and harassed on the face of his workmates and his students.¹³ Meldrum argued that fighting continued until Mugabe and Nkomo reached an agreement in December 1987.¹⁴ A point to note is that all the above political harangues further marginalized the people of Gokwe, especially in the education sector which existed in a poorly and segregatory missionary education. United Nations also added that conflict reduces the access of education to children and leads to the increase of street children. As there was no time for students to go to school, especially the secondary students as they were frequently used as *Mujibas* and *Chibhidos* to organize, move and knock at the door of every house and invited the inmates that they were expected to be at the rally.

Sachikonye added that, the 5th Brigade overtly justified its violence in political and tribal terms, he further pointed out that it not only systematically attacked ZAPU and other community leaders but it also attacked civilians at large, civil servants and even ZNA units and police and the death toll was high.¹⁵ A point to remember is that they were also sexually abused by the *Gandangas* who relived their passions through treating them as their wives. The evidence of this is still openly available in Gokwe as up-to-date other people do not know their legitimate fathers and are still referred to as “*vana vemuhondo*”. Besides this, teachers were also forced to leave their jobs as they were expected to attend rallies, hence, the activities further marginalized the inhabitants of Gokwe and further led to the deterioration of the education system, the displacement of people was also induced by this ethnic conflict as a result students were being deprived their right to education as their parents migrated with them to safe areas.

The “*Dzakutsaku War*” as it was being called by the people of Gokwe, was another obstacle which discouraged the improvement of education systems in the area under study. According to Mawarire, one of Muzorewa’s soldier known as the auxiliaries, dangerous and irresponsible gangs that refused to be confined to barracks, he points out that, they were recruited under the leadership of Muzorewa and trained in Chegutu at Selous Cult for them to fight against the Rhodesian government.¹⁶ When they were deployed in 1979 the problem emerged, that is the problem between Mugabe and Nkomo on the same side against Muzorewa who was now on the side with Smith to reach a peace settlement which the other two political parties were against. The clash emerged because Muzorewa was popular as his gospel of democracy and unity was welcomed by many people in Zimbabwe which the other two political parties were against as they wanted unconditional surrender from the Rhodesian government. As a result, the ZANLA

and ZIPRA forces turned against the Muzorewa forces. Certain internal battles were fought on the land of Gokwe in 1979, therefore after independence war continued between the auxiliaries against the ZANLA forces as these ex-combants resumed their enmity in the 1980s due to violent eruptions as a way to manipulate the 1980 elections.

The war had a great impact as it led to the destruction of schools' infrastructure like Nyamasaka and Dindimutiwi as well as other infrastructures and people's homes as both sides inflicted heavy casualties upon the masses. The conflict came to a complete end when Muzorewa's people were completely defeated. One of the survivor soldiers, Mbombe, pointed out that, the conflict disturbed the education sector in Gokwe during this period as the situation was not conducive for students to go to school and even for teachers to go to work.¹⁷ Makwana even pointed out that, they had sleep outs in the forest where they shared the space with dangerous animals like snakes as sleeping in their homes had become risky. The guerrillas used night attacks on the people's homes and forced them to go to the "bases" to sing and cook for the soldiers as well as to witness the death of those being labeled *vatengisi* (sellouts) on the hands of the guerrillas.¹⁸ The above information disclosed the situation which was in Gokwe from 1980 for one to have a complete view of the situation and to link how these further affected the education sector of the area.

1.2 The social activities of the area and its impact on education.

The social situation of the area, Gokwe was a sparsely populated region of the Northwestern Zimbabwe mainly accommodated by the Shangwe people. Shangwe name was coined by the immigrants people into the area who named the indigenous people of Gokwe, the term was associated with primitive and backwardness.¹⁹ However, the indigenous people pointed out that the term describes the area they lived rather than who they really were or are, but the fact was and is still that the area is primitive with few schools built in the area by the missionaries and the Rhodesian government. Mutizwa pointed out that Gokwe was once perceived as the wild, remote and economically backward domain of the Shangwe.²⁰

The area was sparsely populated because people neglected to inhabit the area because it was a tsetse infested area, and a malaria infested area. Tangpukdee outlined that, malaria is a vector-borne disease endemic in tropical and subtropical areas; he added that Zimbabwe has a population of about 13million with half of that population lived in malaria prone areas. In Zimbabwe, the effect of resistance on vector control remains unknown, although there is no scientific evidence to support the link, Gokwe region, where resistance was reported on two occasions, has become one of the hubs of malaria transmission.²¹ Brooke pointed out that, high temperatures in the region promotes the survival and breeding of mosquitos.²² These points explain why Gokwe was marginalized. From 1980 and onwards, people continued to migrate to Gokwe voluntarily due to the cotton boom and involuntary due to the government's policies. Pangeti and Evelyn pointed out that the government encourages different ethnic groups to migrate to Gokwe, in order to promote ethnic fusion, thus fostering genuine national unity.²³

Thus, migration was used as a useful ideological tool in nation building. Another point to remember is that, the Madheruka also migrated into the area as they were evicted from their area by the Rhodesian government in order to accommodate the white soldier who saved in the 2nd World War.

As a result, this increased the population of Gokwe. Mangiza pointed out that by 1982 the population of Gokwe was 238, 566, in 1990, it increased to 291,851 and later reached 399,906 in 2000. As a result of these bad climatic conditions such as high temperatures and high risks of malaria infections, many trained teachers refused to teach in Gokwe. They preferred urban areas rather than the area and as a result this further led the people of Gokwe to trail behind in terms of education. To add more, there was overcrowding in school as the number of people in the area were more as compared to the number of schools which increased the teacher student ratio to an abnormal one.

1.3 The effects of cultural belief in Gokwe and their impact in marginalizing the area.

Culture refers to the traditional practices developed within specific ethnic groups, especially those aspects of the way of life that have been practiced since ancient times.²⁴ The social and home environment have been found to be highly correlated with students' achievements in academic areas. There is no doubt that, Mugabe's government inherited the colonial type of education system and then started to improve or spread it upon the Blacks in the whole nation, but the system faced certain difficulties in the area of Gokwe mainly inhabited by the Shangwe. Most of the Shangwe refused the western education in favor of their non-formal education which found its bases on Indigenous Knowledge Systems, which Gelfund described as the local

knowledge which suit the local environment. Many of the Shangwe people were experts in hunting and gathering in which they obtained their food. As a result many young men refused to attend school lessons preferring hunting which provided them with entertainment and meat as a source of food. In addition, they also refused their girl children to go to school as they regarded them as home keepers, child bearers, and sources of income through lobola.

As a result, in the 1980s there was still a high illiteracy rate in Gokwe hence, this showed few achievements by the government in the education systems of the area. Historians pointed out that, lack of education within parents in rural areas has been held to account for the backwardness and poor quality education in rural schools because uncivilized parents lacked parental aspiration. Besides these, even African Traditional Religion and certain Christian Churches had also acted as an obstacle in reducing the quality of education in the area such as the apostolic sect of the Johane Marange of Shoniwa Mtunyane which forbade the use of Western education and health facilities. Manyonganise pointed out that, children in African Apostolic Church of Marange were prevented to access modern health facilities, in turn this affects their school attendance.²⁵ She added that, young girls have become enslaved in religion and undergo such abuse and still suffer in silence. The Girl Child Network pointed that, a great number of girls in Zimbabwe have been forced into early marriages and were kept as sex slaves.²⁶ Therefore; this remains a barrier to education as young girls drop out of school.

1.4 State activities in improving the educational sector in the first two decades. (1980-2000)

The Zimbabwean government embarked on different activities and strategies in order for her to improve the education standards after they attained their independence. These strategies include, the introduction of free education for primary education in 1987, building of primary and secondary schools, supply of school materials in schools such as building material, text and exercise books as well as other necessary needs. More so, it introduced the 1991 Education Act, introduced the National Plan of Action, Social Development Funds were introduced in schools. As a result, in the 1980s education levels and illiteracy rates greatly improved and many schools were built. In Gokwe –Gumunyu which witnessed the building of 23 primary schools and 9 secondary schools in the period from 1980 to 1994.²⁷ More so, those who prospered in their education were sponsored by the government to proceed to tertiary education.

However, it should be underlined that the education sector witnessed its great improvement after the end of the civil war and the emergency of the Unity Accord between Nkomo and Mugabe, but this achievement slowly started to decline after the adoption of the Economic Structural Adjustment Programs (ESAP) and it continued to decline even up to the dawn of the 21st century. Through the 1987 Education Act, the newly established government promoted free and compulsory education in primary and secondary education in connection with the 1984 convention which made education a human right for all people. In this way, education was declared a fundamental human right and also the Act eliminated all forms of discrimination which were being kept intact by the 1979 Education Act.²⁸ Moreover, all other discrimination forms which based on race, religion, gender, creed and disabilities were executed by the

Education Act of 1996 and the Disabled Persons Act of 1996 and it enabled education to be accessed by all students despite their status and disabilities.

The government acquired teachers from abroad in countries such as Australia, Britain and Canada to fill the teaching gap, as well as to increase the human resources in order to accommodate many within the limited infrastructures and hot seating was being implemented, by this, the other students had lessons up to midafternoon and the other class exhausted the remaining time. However, the practice of hot seating failed to accommodate all students, hence the government embarked on building and opening the colleges which trained teachers by providing on-the-spot teacher training.²⁹ In 1986, 8,000 additional teachers were trained to meet national demands.³⁰

Communities also rapidly built more infrastructures for education. For example, from 1979 to 1984, the number of primary schools in operation increased by 73.3 percent and the number of secondary schools increased by 53.78 percent.³¹ Despite these challenges which disturbed students to have access to education, Zimbabwe claimed to achieve by the end of the 1980s.³² By the 1990s, primary schooling was nearly universal and over half the population had completed secondary education.³³

The government introduced the Social Development Fund for the government to meet the meager resources to meet the educational and training needs of a growing young population. In addition, the 1991 Act recognized the Early Childhood Education and the National Plan of Action for 1994-1996 set out four major objectives to reduce gender differences, for adult

education which have lagged behind the expansion of primary and secondary education systems. Through the effort of the government, it witnessed the Gumunyu constituency ended having 23 primary schools, well distributed across the constituency with every ward having at least 2 schools except for ward 32 which has no school at all. All 23 day schools are owned by Gokwe North Rural District Council. All schools were established before 1994 except for church owned St Kizito that was established in 2001.³⁴ The majority of the schools were built between 1980 and 1990. Primary schools have a total enrollment of 11,336 of which 48, 8% are girls. The number of teachers in the constituency is 294 with males dominating at 72%. There is an average teacher to pupil ratio of 1:38 which is above the Sustainable Development Goals' benchmark. In addition, the government was able to achieve 9 secondary schools in the constituency that offer day schooling. With Gumunyu Secondary school offering 'A' Level studies.³⁵

1.5 Adoption and the impacts of ESAP on education

The Zimbabwean government adopted ESAP in the end of 1990 as a program to improve the socio-economic situation of the country but the economic strategy acted against its purpose and it reversed the success which had been achieved by the government in the education sector through their socialist ideology. ESAP means the Economic Structural Adjustment Programme, it was an economic strategy designed by the World Bank and International Monetary Fund to help to uplift the economic structure of the Southern African countries. The Programme forced the Southern African countries to consume certain conditionalities to obtain financial help. These conditionalities included reduction of the government's expenditures, devaluation of currency, end of free health and educational facilities or privatization of the education sector and

liberalization of trade, investment and the financial sector, reduced investment in public and educational sectors, disclosure of their trade papers, disclosure of their prices, promotion of foreign and many others.

The adoption of ESAP witnessed a great negative change to the economy, education level and upon the lives of people. Nyambara pointed out that, ESAP influenced the liberation of the economy with the consequence that many people lost their jobs as local industrial companies closed down because of high completion from outside. Government also removed some subsidiaries for basic food commodities with the result that prices increased beyond the ability of an average wage earner. He also added that, the slow progress of the resettlement programs in much of the country and finally the adoption of ESAP in the end of 1990 witnessed massive retrenchments from the formal employment and added more people in Gokwe villages.³⁶ Besides, ESAP led to the region of Gokwe to be faced with the problem of shortage of qualified teachers as many trained personnel emigrated to neighboring countries searching for greener pastures. Hence, it led to brain drain especially in rural areas such as Gokwe where by nearly all qualified teachers migrated to other countries and urban areas where they could found other ways for them to survive. Mazambani outlined that, ESAP increased poverty levels in Africa; it widened the gap between the “haves” and the “have nots.” Removal of health subsidies made health out of reach of the African people medicines disappeared in the African hospitals soon after the adoption of ESAP. He added that, inflation became rampant, salaries and wages became worthless and the government was forced to reduce subsidies of education which resulted in many terrible effect on the education sector and many qualified teachers migrated and there was massive brain drain.³⁷

Many children were forced out of school, fees became unaffordable for the majority of the rural people as the Education Act of 1991 enabled education from primary level to be payable.³⁸ Chung added that, when ESAP was adopted by the government in the 1990s, it weakened the education sector leaving severe dents that cultivated in the collapse of education systems, for instance, the examination systems. She further explained that, in the first two decades after independence, government was giving between four to six dollars of capita grant per child for textbooks and expenses, but due to the effects of ESAP the education grant became erratic and died a natural death.³⁹ It also entrenched many gender balances as many girls were forced out of school and the government was no longer able to subsidize African education. Mlambo believes that the adoption of ESAP was counter revolutionary.⁴⁰ Due to the above points, it forced some historians to point out that ESAP was an economic problem coined and infested by IMF and WB to persecute the Zimbabwean economy and the education sector, therefore there is no kind word for ESAP.

To make matters worse the 1992 drought the most severe drought the country faced in living memories it also devastated the wealth of the people and nation, reduced agriculture production and reduced employment. As a result all these inflicted heavy casualties on the education sector of Gokwe and further marginalized the area as many young girls left school and started to practice prostitution, many of the girls left school and migrated to growth points such as Mutora where they were employed as house maids or shopkeepers but at night practiced their activities of prostitution in the beer halls. Boys on the other hand left their school in search for

employment and many of them found their destination in illegal gold panning areas such as Sanyati, Zenda and Kakwari as their parents were bankrupt so they had no money to pay for their fees, those who relied on farming for the survival and payment of their fees lost their hope in the cruel hands of the 1992 drought. Saunders added that, the situation was exacerbated by the severe drought of the early 1990s. In 1992 after two consecutive poor rainy seasons, the economy contracted by at least 7, 5 percent in which all agriculture sectors were affected.⁴¹

Historians pointed out that, while government's investment undermined the quality of education, its imposition of user fees effectively barred easy access to education for hundreds of thousands of students from poorer households. ESAP led to the retrenchment of workers, the Zimbabwe Congress of Trade Unions estimated that, about 55000 jobs were lost up to 1995, income for those still in the formal sector dropped sharply during ESAP and they continued to fall and about 22 000 public service employees have been retrenched, alongside cutbacks in real recurrent expenditure on services, the prices of basic commodities rose for example bread rose by thirty percent by 1996 it doubled and inflation became rife.⁴² There was high rate of unemployment, poverty became the order of the day and hunger strictly operated in rural areas. As a solution, many people especially students migrated to South Africa, Britain, Austria, Northern America but South Africa became the destination of many people. As a result, social crimes increased as those students who failed to pay for their fees became thieves, prostitutes as they found themselves with nothing to occupy themselves and the school enrollment declined with the pass rate greatly falling down. It was difficult for students to go to school on an empty stomach and also the introduction of tuition fees in rural school facilitated the slogan "no fees no education",

further intensified the matter and in a state of desperation, dropping out of school and migrating to neighboring countries became a solution.

Many households had nothing to pay for fees, in adding the burden upon them, they were forced to purchase books and uniforms and uniform prices acted as a barrier to education, Hyde argued that, the package of structural adjustment policies being advocated by the World Bank and the International Monetary Fund for many African countries could have some consequences for women education, as more of the cost of education is shifted to the students' families the strong consumption aspect of Western education for girls at secondary and tertiary levels will discourage many parents from keeping their daughter in school.⁴³ As a result instead of being the solution to the deterioration of the education sector in Gokwe ESAP oppositely worked as a destructor and it further made education to be inaccessible for many of the inhabitants of the area.

Conclusion

The independence government of Zimbabwe implemented various Acts in order to avail Zimbabwean education these includes, 1987 Education Act which legalize free education for all, 1991 Education Act, 1996 Education Act, Disabled Act of 1994, National Plan Action and many others explained above. These activities shows an incense improvement in education, but the social, economic, political crisis faced the country acted as an obstacles to their improvements, the adoption of ESAP in 1990 reversed the achievement achieved by the government

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CHAPTER TWO: ASSESSING THE CHALLENGES FACING THE PROVISION OF EDUCATION IN GOKWE IN THE NEW MILLENNIUM

2.0 Introduction

Historians claim that the country's education system was once the most developed on the continent, although the system continues to suffer from a contemporary decline in public funding. Despite the initiative policies during independence which rapidly expanded education opportunities, the demand for education was still greater than the supply. Quality education was hindered by teacher shortages, infrastructural pressure and the economic disaster in the past decade. UNICEF claims that, only a third of schools in Gokwe were considered to be in good condition.¹ Schools were also faced with a number of challenges, including double session schooling, or hot seating and overcrowded classrooms.² Hot seating means that half of students attend school in the morning and the second half attends school in the afternoon.³ These methods enable more students to attend school, but quality declines because students were given less attention and time to learn.⁴

Quality of education is also impacted by the lack of trained teachers in secondary schools. A majority of teaching colleges in Zimbabwe are for primary education training, leaving less opportunity to meet the demand of trained secondary school teachers.⁵ Teacher shortages problem was more intense in rural areas than in the urban areas due to bad working conditions and meagre wages. Many teachers in rural areas were untrained due to the high demand for labor and less concern for quality, Mhungu the school head of Dindimutiwi reported that, in 2008, he himself was the only qualified teacher at his station, he further added that many schools had this problem even in certain schools those untrained teachers refused to go to work and the schools

only became storerooms of books without any activity taking place.⁶ One of the former students of Gumunyu High School proclaimed that, in 2008, their stream failed because they never received any lesson from teachers except private lessons which they paid using grain as the notes incessantly lost their value due to the 2008 hyperinflation. Not only were teachers under-compensated, but teaching materials were also allocated less than one percent of the federal budget for education. Economic mismanagement and high inflation, a decrease in GDP by 40 percent from 2000 to 2008 marked a period of economic meltdown in the first decade of the 21st century.⁷ Social expenditures on health and education also decreased by more than half.

By the end of 2008, most schools and hospitals were shut down due to thousands of teachers leaving the profession, an economic crisis, an increase in HIV and AIDS, and an outbreak of cholera in 2008 leading to a national epidemic.⁸ UNICEF recorded that 94% of rural schools, serving the majority of the population, closed in 2009. During this period of time it also claimed that attendance rates plummeted from over 80% to 20%.⁹ Many teachers in Zimbabwe went on strike with the influence of teachers' unions and many others left the profession in recent years over low salaries, poor working conditions, political harassment and violence.¹⁰ Progressive Teacher's Union of Zimbabwe organized strikes to catalyze salary negotiations and better working conditions. In the first decade of the 21st century, 45,000 out of 100,000 teachers in the country left the profession. This caused the decline in education and many schools obtained poor pass rates on which many of the schools recorded zero percent pass rate.

Historians argued that the period from 2007 to 2009 was a period composed of the problem of hyperinflation in which teachers were the lowest paid professionals in which they received an

amount equal to US\$10 for three weeks of teaching. He further added that, the unacceptable salaries which they were offered by the government lost value to zero before they withdrew them from the banks.¹¹ Their salaries in 2008 to 2009 were reduced to as low as one US dollar for every month of teaching. Teachers protested and went on a long strike demanding better salaries paid in foreign currency and thousands of them left the profession and moved to foreign countries in order to survive the Zimbabwean economic disaster.¹² UNICEF records noted that, the strike led to nearly 94% of all rural schools to close and school attendance rates fell from 80% to 20%.¹³

Many teachers joined the informal economy during the economic crisis as the white collar job became unplayable. Many historians pointed out that, many people including teachers, sacrificed to immigrate to neighboring countries to be employed as gardeners, house maids and even to work in the foreign fields practicing activities such as fruit picking, weeding and other manual work than to remain in Zimbabwe waiting the straits of hunger to override them. Others would use their off time during the year to hoard goods from other countries and resell them in Zimbabwe to earn a livable living that their teaching salaries did not satisfy.¹⁴ The situation was even worse to students which lived in Gokwe as they had no funds to pay the fees and examination fees as the parents were busy to search for food on the table instead of fees.

2.1 The cotton price conflict and its impact on the provision of quality education

More than 70% of the inhabitants of Gokwe- Gumunyu depended on farming that is, growing cotton as their cash crop. The crop was able to survive in low rainfall areas such as Gokwe. Cotton was introduced in the area in the 1960s by the Rhodesian government, after the

attainment of independence in the 1980s, cotton became the lucrative crop and growing cotton in Zimbabwe was dubbed as growing white gold. As a result of cotton booms, there was a great influx of people into the area. The cotton sector was able to be a reliable source of life as the cadres of Gokwe used the money they obtained after marketing their cotton yield to address their economic needs. To add more, the cotton industry also increased employment as many people were employed in ginneries of Cottco, Cargill and Olam. Others were also employed in the marketing department. Therefore, the decline and deterioration of the cotton industry greatly affected the education sector.

The approach of the new millennium spelled doom upon the lives of the cotton farmers as the fall of cotton prices striped their source of money. The same doom was inherited by the students as their source of school fees was executed and to worsen the matters, even the schools in Gokwe experienced the impact as development remained stagnant as their source of funds had been executed as drop outs in schools and failure of the students to pay their fees meant levis for the development of the school were also greatly reduced. Cotton became a pale shadow of its former self, the effects of the poor producer price as the only source of income for the area were greatly evident as shops that were always fully stocked in the past were closed down, people which worked in the cotton industry lost their jobs, children dropped from school as parents failed to pay for their fees.

Senator for Gokwe North Tariro Mutingwende highlighted that, some of the problems faced by the cotton farmers in Gokwe, were a result of poor price of cotton at the local market by

reiterating that there was need to review the cotton pricing systems to allow farmers to pay back their loans, as the poor prices of cotton had led two hundred smallholder farmers to plunge into poverty.¹⁵ She added that, as cotton is everything in Gokwe, rural communities as they used the income from it to pay for their health and education, therefore the decline in prices directly affected them in their health and education sector. According to Musemwa, low prices had greatly contributed to the incensement of suicides, he added that as a way to run out of the unprofitable business of cotton, farmers had to move to maize and sweet potato farming but still maize is not paying and is actually being sold to private buyers at two dollars per bucket.¹⁶

This proves that the disaster of cotton prices led students to become orphans as many parental suicides were being speared by the cotton conflicts and also led the cotton farmers to remain vulnerable since they failed to sponsor their children in payment of fees. Furthermore, Taruona added that the cotton companies continued to attach properties belonging to those who failed to settle their debts hence the cycle of poverty continued.¹⁷ Some historians commented that, poverty played a big role in contribution to poor education results. Chingandu, manager of Cottco propounded that, the year 2008 was the climax point for the disasters of cotton farmers as the devaluation power of the Zimbabwean dollar forced the cotton companies to buy cotton seed from the farmers using commodities such as basic needs which included sugar, cooking oil, maize etc. The year became difficult for farmers to pay for their school fees as the schools wanted money not goods for the payment of fees, to worsen the matter, teachers during this time had also quitted their jobs because the money they obtained as their salary never bought anything.

As if that was not enough, teachers faced transport woes as there were no buses to ferry them to where the banks were located to withdraw their nuts, due to this they refused to go to work. Students only obtained lessons for their subjects through private lessons they paid but many failed to attend these private lessons as their sources of income had reached final breath. Many children dropped out of school with many of them becoming border jumpers and migrated to various neighboring countries to source a living. Due to these miseries, schools were forced to stop their operation and school buildings only became structures for decoration. Fadzai, one of the former students at Chomuuyu secondary school reported her story that her life was ruined by the 2008 cotton disaster, she reported that she was an intelligent girl who was supposed to pass and proceed with her education to tertiary education but her hopes were arrested by the cotton disaster which led her parents to fail to pay for her fees and without option she opted for marriage as there was no other alternative for her to proceed with her education.¹⁸ Hence, this proves that the economic disaster greatly affected the access of education to children and therefore led to poor quality of education. The diagram below shows a trend of the Gokwe North ZIMSEC results. During the period of the declaim of cotton prices and devaluation of the dollar power

Table 1.1 discloses the Grade seven results analysis for Gokwe North District from 2000-2007.

Year	Number of candidates	Number of candidates who failed	Percentage failure rate	Number of students who passed	Percentage pass rate
2001	5050	2915	57,73	2135	42,27
2002	5080	3800	74,81	1280	25,19
2003	5200	4102	78,88	1098	21,11
2004	5270	3579	67,97	1691	32,03
2005	5310	4153	78,21	1157	21,79
2006	5337	4234	79,33	1103	20,67
2007	5489	4389	79,96	1100	20,04
2008	5333	4689	71,56	0644	12,08

Source: Primary sources (Obtained from Nembudziya Education District Office)

2.2 Political conflicts and their impact on education

It is undisputed that Zimbabwe has witnessed serious political disputes since 2000 especially in 2008. Zimbabwe is among thirty one countries in the world including Iraq, Palestine, Ivory Coast only to mention but a few where attacks on education had been documented, reports claimed that three quarters of teachers and school children were forced to attend political meetings. Masunugure pointed out that, in Zimbabwe, violence was sponsored by the state and

the government leaders. He proved this when he quoted Mugabe's speech that, "we fought for this country and a lot of blood was shed, we are not going to give up our country because of a mere X, how can a ball point fight the gun?"¹⁹ The uniformed forces were instructed to help the perpetrators of violence. On 25 June, as the people gathered to receive a speech by the former Gokwe-Nembudziya Member of Parliament, Flora Buka at Dindimutiwi Primary School, teachers and many youths were beaten by the ZANU PF youths under the order of MP Buka. She further asserted that, "*kana nyoka ikapinda mumba, ngaiurawe*" by this she was referring to those people who voted for MDC as "snakes" which were supposed to be killed.²⁰ Teachers were being labeled as sellouts in the period between 2000 to 2008 where there was a political conflict between ZANU PF supporters and the MDC supporters, teachers were being targeted because they were regarded as the ones who had an influence upon the civilians to vote against ZANU PF.²¹ Teachers were being targeted because they were the ones who had contributed to the formation of the MDC in 1999.

The reports explained that, in the post-independence Zimbabwe, education had been both politicized and militarized by the setting up of militia bases in schools, attacking teachers and exposing pupils to violence.²² The reports also explained that, the long term impact of the years of targeted violence resulted in the disturbed education system. For example, schools in rural areas that have experienced high levels of violence had failed to obtain qualified teachers and have continuously recorded zero percent pass rates.

The reports disclosed that, about 94% rural schools closed in the 2008 political violence and many teachers fled to neighboring countries.²³ Examples of schools which closed during the 2008 violence in Gumunyu include Tenda, Tanda, Mavanga, Musadzi only to mention but a few, Sachikonye added that, stories were recounted of teachers having been flogged in front of their pupils, other teachers even disappeared, female teachers were forced to sit on hot white stones.²⁴ Further records shows that, raping and beating up of teachers was the order of the day in June 2008 and it forced many teacher to leave their professions. As a result, schools were closed and many teachers lost their lives. Besides this, school attendance rates were lowered. Chimuka a student at Gumunyu High reported that they were being forced to leave the lessons and attend political meetings which were being organized by the former “Green Bombers” who were the leaders of the political bases created at schools.²⁵ At these so called bases, students were taught to harass their teachers, parents and loot goods from shops for consumption at the bases. Ruramai added that, they were forced to sleep at the bases where they were forced to sing, cook for the youth, she further pointed out that girls were greatly affected than boys as many of them were sexually abused and some of the youth leaders like Jena and Hove demanded a “human blanket”, that is, they needed a girl who acted as a blanket to appease them each night of their sexual grandeur.²⁶

The impacts of the political violence which are being experienced even up to date continue to take effect as poor results are still being obtained. Coltart has repeatedly urged political parties to stop conducting rallies at schools to safeguard teachers.²⁷ The effects of violence on education were and are still unrecoverable as they had psychological impacts. Absenteeism became the order of the day during that period and it led students miss lessons and as a result, poor results

were a reward for it. School dropouts were uncountable as students were forced to commit violent activities and violence was glorified and given special names such as, Operation “*Wakavhotera Papi?*” (Where did you cast your ballot?) , Chimumumu, Jambanja, Chimurenga and Murambatsvina. To date, the emergence of youth political violence groups such as Chipango serves to be a good example of the impacts of 2008 violence.

It is also important to disclose that the Operation Murambatsvina violence in 2005 led many families to migrate to rural areas such as Gokwe and led rural schools to absorb large enrollments which eventually strained the few school resources which were present. To worsen the matter, resources were directed at undercutting and thwarting opposition and civil society forces while the education sector suffered a great deficit in need of resources. The death of intellectuals led to education deficit. Therefore it is not far from the truth to allege that the better part of the year was a total waste in education circles. The table below shows the number of school teachers victims who were treated at Gumunyu Clinical Center.

Table 1.2 shows the number of victimized teachers who were treated at Gumunyu Clinic

Nature of violence	Victims in April 2008	Victims in May 2008	Victim in June 2008
Assaults	15	27	30
Victims of fire	3	5	7
Murder	1	0	1
Torture	3	7	36

Primary source: (From Gumunyu Clinic Center records of April-June 2008)

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CHAPTER THREE: DECLINE AND REVIVAL: NGO INTERVENTION IN THE NEW MILLENIUM

3.0 Introduction

Marginalization and poor quality education being obtained by the inhabitants of Gokwe-Gumunyu Constituency, pushed non-governmental organizations to intervene and they implemented various educational programs in order to improve the education sector. More than ten local and international organizations put their tools in action to operate in the area. However in this study the researcher would only stick to the activities of only two NGOs that is World vision and UNICEF. They implemented various programs which includes Improving Girls Access to Education (IGATE), Bicycle Education Empowerment Program (BEEP), Village Saving and Lending (VSL), Emthonjeni Women's Forum, Zimbabwe Vulnerable Assessment (ZIMVAC), Community Supporting Girl Education (CSGE), Basic , Education Transitional Fund, The Education in Emergencies and Post Crisis Transition and other programs to be reviewed in the study.

3.1 Evaluating the impact of IGATE (Improving Girls Access Transformation Education)

It is an educational program launched by World Vision in 2000 when the organization settled in the area. The program worked hand in hand with UNICEF's Go Girls Education Program which was launched in 2007 under the main program of Education in Emergencies and Post Crisis as a four year partnership between UNICEF and the government of Netherlands to promote quality basic education for all.¹ The campaign enabled girls to have access to education and to do away with barriers which hindered a girl child's rights to education. To induce self-esteem in girls,

World Vision implemented various strategies in a way to fulfill the program.² It formed girls' clubs, for example, Power within Girl Child Model, whereby they formed many girl clubs within the community of Gokwe–Gumunyu, on which they trained many girls and boys to be peer educators.³ These organizations trained girls about their rights for them to know their rights, such as rights to education, educated them about adolescence, child sexual abuse and about harmful cultural norms for example pledged marriages and it also induced a spirit of self-esteem.

World Vision facilitated this program through employing their agencies which contacted basic counseling and communication skills in different schools in the area. More so, to speed up their program, they collaborated with UNICEF Gender Mainstreaming which also operated in Gokwe -Gumunyu to improve education standards of the girl child. The program equipped and reduced fear within girls especially on communicating issues on their health, menstrual cycle and any issues related to abuse. A research by World Vision pointed out that, 20% of rural primary school girls do not attend school when they are in their monthly periods as a result of lacking hygienic ways which can prevent blood spills.⁴ Therefore they pointed out that they formed girl child groups to teach them about hygiene and to provide them with sanitary pads and other necessary needs. Gertrude, one of the interviewed students pointed out that, the girl clubs formed by World Vision were very crucial to their education, as the absenteeism problem had been reduced, especially at her school due to these exercises. She added that, it gave them the room to discuss sensitive issues they faced which disturbed them in their lessons. In addition to that, she added that the number of girls which left school for marriage reduced since the program became effective in 2009. She added that some of the biblical teachings of the program such as keeping

sex within the confines of marriage help to reduce the spread of HIV and AIDS as the lessons disclosed to them the dangers of practicing sex before marriage.⁵

They also paid fees for the disadvantaged children, one of the interviewed Headmaster Minyashu pointed out that, the IGATE and Go Girls Education programs did not benefit girls only but the school and the community as a whole because the fees they paid for the girls was also used for the development of the school. He further added that, by ensuring that disadvantaged students had access to education, it was an indirect development to the school and the area as those educated students would act as heroes of the development of their area in future.⁶ The above argument can be supported by Mandela's speech that, "education is the most powerful weapon used to change the world."⁷ World Vision records disclosed that, about 11 300 trained primary school pupils and 18 school teachers in life skills.

Also a total of 4 000 Adventure unlimited books purchased and distributed to 20 schools in Gokwe some of these include Nyamasaka, Mavanga, Mbumbuzi only to mention a few.⁸ Chidhaka pointed out that NGOs paid fees for a girl student and disclosed that ,the money was then used as a source of school funds as many students even those with parents failed to pay their fees may be because of shortage of money as a result of the conflict of cotton prices or of ignorance.⁹ Patricia, acknowledged the importance of IGATE as she claimed that it paid fees for her from form 1 to 4 and she claimed that this acted as her foundation for her to proceed with her education to college level.¹⁰ As a result of this program, it greatly benefited the inhabitants of Gokwe Gumunyu as many students were able to return to school as their fees were being

sponsored by World Vision. The IGATE program also gave self-confidence and self-esteem to girls as it enabled them to be self-equipped with their rights, able to expose issues of abuse and discrimination they meet with.

For World Vision to make the program successful, they trained religious leaders, for example in Apostolic Church, about 58 church leaders and 80 community leaders received training on Channels of Hope (C o H) hence reduced gender based violence, polygamy, early marriages and other barriers to education which were being perpetuated by religious leaders in a peaceful situation using religious doctrines. They also trained School Development Committee (SDC) members, just like UNICEF, about 22 SDC members from 22 schools in Gokwe were trained under the Gokwe Area Development Programme (ADP) where they were trained on financial and asset management, good governance and roles of SDC members.¹¹ They also trained Zimbabwe's Mother Groups trained women on the importance of education of girls, how they can do to act as support mechanisms for their families to reduce truancy, abuse and drop outs and other social problems which affected girls. Mothers' groups provided mentorship, guidance and counseling to girls on adolescence and they played a mentorship role on girls in the bid to drive them into success.¹²

World Vision also worked with the government through the Ministry of Gender. According to Mpfu (Director of National AIDS Council) said, they had a program titled 'Sister to Sister' which is working to teach girls to have self-esteem and to say "no" to certain situations. He added that they put them in groups to facilitate projects which would ensure that they finished

their studies.¹³ SDC members were being trained in order to be aware of gender discrimination in schools as they are the representatives of parents at school and they also participated in decision making of the school. They were being taught for them to take care of school assets as well as to use school fees wisely for the development of the school. Sources recorded that they trained 58 church leaders and 80 community leaders together with ten couples trained as Trainer of Trainers (TOTs) in parenting skills.¹⁴

The teachings were more helpful as harmful cultural norms were denounced. A member of apostolic church interviewed exposed that, the biblical teachings they received from World Vision members proved that it was a sin before God to pledge their girls to church leaders to be their wives in a way of trying to cement relationships.¹⁵ These teachings also united the community to fight against barriers which hindered the education of the girl child. The training of mothers in Mothers' Clubs helped mothers to act as the voice of the voiceless that is the disadvantaged children.¹⁶ Gordon has the same argument with the above when he pointed out that, in times of economic crisis, resources for education were directed to males more than females due to cultural values and gender expectations.¹⁷ Mahiya, (Gumunyu MP) acknowledged that, education of World Vision and other non-state actors to the community helped the community to do away with harmful cultural norms of the community and it created a comprehensive, empowering and educating net of support for girls and it raised the level of partnership with the government of Zimbabwe through the Communities Supporting Girls' Education (CSGE).¹⁷ The above information uncovers that NGOs' activities promoted and improved the education sector in the area of Gokwe Gumunyu as about 15% of girls in the area

at primary level are being sponsored, protected and safe-guarded by these organizations through their activities.¹⁸

However, it should be noted that World Vision and UNICEF as Christian organizations had slowly led to the death of African Traditional Religion and the African Indigenous Knowledge System (IKSs). Gelfund notes that, IKS is the education knowledge system used by the local people to make use of the local resources.²⁰ Ajani defined it as an institutionalized local knowledge that has been built upon and passed on from one generation to the other by word of mouth, he added that it is the basis for local level decision making in many rural communities.²¹ Also, according to WHO, for the African people to develop they should make use of the indigenous resources, hence the slow persecution of IKS by World Vision is tantamount to the arresting of African development.²² Christianity had fashioned the life and social activities of the people of Gokwe and led them to adopt western education, western style of life and led them to sideline their culture and Indigenous Knowledge System.²³

3.2 Bicycle Education Empowerment Program (BEEP)

As distance was one of the top three barriers to girls' and boys' attendance in school. As revealed by a study which showed that many students walked about 10 to 20 kilometers to and from school. They arrived at school while they were already exhausted, hungry and unable to concentrate and even risked physical and sexual abuse on their way, especially girls.²⁴ To solve the problem World Vision partnered with World Bicycle Relief to create the Bicycle Empowerment Program and they created a based Community Supervisory Committees (CSC).

World Vision sponsored bicycles to students, mainly targeting girls, on their themes, building a better world for children and to promote and facilitate an equitable provision of quality, inclusive and relevant infant, junior and secondary education. They sponsored Buffalo bicycles to schools. At Nyamasaka primary school about 110 students, of which 95 were girls and 15 boys benefited from the program and at Mavanga Primary, 120 students also benefited from the program. Many other schools also benefited from the program such as Tenda, Zvanaka and Chomuuyu.²⁵ The program improved the education sector in Gokwe- Gumunyu as many students which had no access to education due to distance barrier were now able to transport themselves to and from school using bicycles they had been donated by World Vision.

Certain areas such as Tenda which are too remote could not be easily patrolled due to poor transport condition in the area. The organizations however solved these problems and despite the problem of low prices of cotton to farmers in Gokwe their hopes had been brought to an end by an insect which they dubbed “*madzibaba*” which wreaked havoc in the area by sucking the stem of cotton plants finally causing the plant to wither. The insect had nearly affected the whole area and to worsen the situation, no chemical has been discovered yet to kill it.²⁶ Hence, it directly forced students to drop out from school as their parents had nothing to sponsor them to proceed with their education that is to pay fees for them. As schools demanded them to pay certain tuition fee for them to obtain education, even if they squeezed to obtain fees the problem of walking long distance remained another problem. Without a solution many students were forced to travel long distances and even others failed to proceed with their education. The headmaster of Tenda outlined that the program of sponsoring pupils with bicycles had a great advantage to students as it enabled them to arrive at school early , hence they were able to do their morning work in time

without being exhausted by moving long distances.²⁷ Makoni the interviewed teacher of St Kizito reported that, the intervention of World Vision in aiding schools led to a change in pass rates as he disclosed that many schools from 2010 onwards started to record good results in their schools and he even pointed out that much of the credit should be given to World Vision as their sponsoring activities made leaning easier to students.²⁸

3.3 Building and rehabilitation of infrastructures

Building and rehabilitation was another program being implemented by World Vision to improve the education standards of Gokwe-Gumunyu. The constituency had 24 primary and 9 secondary schools. Every ward had at least two primary schools expect ward 32 which had no school, all schools were and are still being owned by the Gokwe North Development Council and these schools were built before 1994.²⁹ According to Chavhunduka, the Zimbabwean government adopted the socialist pathway and introduced free education in primary schools and also the government embarked on the massive building of schools which resulted in the Black enrollment and improve in pass rate in 1980s to 90s.³⁰ The United Nation Development Programme supported the above view by pointing out that Zimbabwe has 92 percent literacy rate by 1994.³¹

However in the 21st Century the situation turned bad in Zimbabwe as the beginning of the 21st Century saw Zimbabwe's an education fortune declining due to political and economic crises that has resulted in the death of the education sector. Chavhunduka added that, education in rural areas in Zimbabwe had been deteriorated and experts warn that at any gains made after independence were rapidly reversed in the continuing economic meltdown. There is also no

evidence of revitalization by the government, since it had failed to provide adequate resources to sustain the existing schools.³¹ Shizha pointed out that many rural schools do not have laboratories therefore depended on theory only. Teaching morale was low because they were poorly paid and the economic crunch characterized by more than 1 700%.³³

In Gokwe-Gumunyu, many schools had hot seating such as Mutadzi, Mutukanyi and Tafara were characterized with the problem of lack of classrooms with the ratio of 1:38 teacher pupil ratio which is above the recommended of 1:28.³⁴ As a result of these problems, World Vision tried at its best to resolve the situation. They constructed classroom blocks at Muchowe, Rugare and Tenda primary schools and Mashuma, Munyatipanzi, Sasikaritanda and Zvanaka Secondary schools. More so, eleven houses for teachers were constructed at the following schools, Mashuma Secondary (two), Munyatipanzi Primary and Secondary (6), Mavanga Primary (1), Gumunyu High School (1), Tenda (2) and Muchowe (1). On the rehabilitation side, six blocks were rehabilitated at Nyamasaka, Zvanaka, Mavanga, Chomuuyu, Machichiri and Chomuuyu Secondary. They also supported eight schools to construct rain water tanks.

They also provided furniture to the above mentioned schools for instance thirteen Primary schools received ECD furniture and sewing machines.³⁵ Chief Chiromo at the prize giving day at Chomuuyu testified that World Vision did a great job in the area which resulted not only in the development of education but also the development of the area.³⁶ Mulambani expressed his gratitude of high pass rate at Chomuuyu to the companied effort of the school staff and World

Vision's aid which enabled the learning environment to be conducive and favorable due to blocks, furniture and laboratory equipment which they sponsored the school with.³⁷

He also congratulated the community and their partner World Vision for opening an e-Learning program at his school, which was a great advancement in education as technology had been set into use by the program.³⁸ To disclose the handful impact of World Vision to education, they did not only open e-Learning programs but they also donated a large number of computers to schools. As a result, this would enable students to research their school work on the internet as well as to enjoy all other advantages of using computers. For instance, computer leaning program was then set into practice as a result pupils in Gokwe rural areas enjoy the use of technology just like a student in the urban areas. Siziba also uttered that, World Vision was a development organization they had been given by God after a long struggle to survive. He proceeded to say that World Vision also rescued their children from moving long distances to school to which they risked their life as they passed certain areas which are still habitats of dangerous animals.³⁹

From the above evidence one can be forced to conclude that the positive impact of World Vision to the area are undutiful that no one can steal the victory from them. As the establishment of eLearning programs close the gap which existed between schools in Gokwe Gumunyu as a rural area and those schools in town. Besides these it also work on behalf of the government in building schools, rehabilitation, drilling boreholes and other activities mentioned above which all these gave a great positive change to the education sector in the area up-to-date as the situation which was in the area in the years 2000 to 2009 shows that education systems in the area were

nearly facing their burial. However, the negative impacts of NGOs cannot be ignored. Mugabe propounded that NGOs have deviated from their core mandate in pursuit of a political agenda, he added that NGOs are not political parties and if they do so, it is better for them to renounce their humanitarian status and become full-pledged political parties .⁴⁰ Sigauke added that some NGOs are penetrating in rural areas with food aid in the right hand and opposition ideologies in the lefthand.⁴¹

3.4 Village Saving and Lending (VSL)

VSL is another program implemented by World Vision in Gokwe Gumunyu to improve education and the development of the community in the area. The program trained both male and female on saving, how to generate income, practice budgeting for them to have fees to pay for their children. Through the program twelve oil press machines were purchased and distributed to four Community Care Coalition (CCC) groups, the group currently produced at least 15 liters of cooking oil per day. It initiated 4 oyster mushroom projects at household level and facilitated 60 candle making mounds purchased for orphan care project and people living with HIV/AIDS.

About 225 farmers were also trained in animal husbandry and 200 of them were given 100 heifers on loan basis, 1280 she-goats were distributed to OVC on loan basis, twelve tons of sorghum seed loaned to farmers in the ADP and 700 households were supported with indigenous chickens and goats.⁴² Taruona who was interviewed propounded that World Vision programs were beneficial to them and it indirectly helped to improve education sector in the area as the programs opened the opportunities for them to generate cash to sponsor their children.⁴³

Chiyanike also praised the programs as he pointed that it helps the inhabitants of Gokwe – Gumunyu to turn away from the production of cotton which had now acted as the poverty generating program instead of income generating program to other lucrative income generating programs such as the production of cooking oil, candle and practicing animal husbandry on a large scale.

The implementation of irrigation schemes such as Nyamasaka garden created self-employment for the females as they were able to grow vegetables and ornamental fruits and sold them to the community.⁴⁴ Irrigation programs were also being implemented in schools as they sponsored agriculture sector in school with inputs, fence for the schools to fence their gardens. This was a great improvement in education as the introduction of agriculture in schools promoted a positive attitude towards agriculture and its study as an applied science, it promoted the development of environmental awareness and a sense of responsibility. It also developed the ability to identify and solve agriculture problems through the application of scientific skills and principles and to participate in conservation projects within the school and the environment. Shoko, the former Agriculture Officer in the area commented that the activities were a great improvement in the area but it should be noted that some of the programs failed at the knee stage due to erratic rainfall patterns.⁴⁵

However, it should be noted that some of these productions had certain disadvantages to the community because they created the dependency syndrome. Mazambani has the view that NGOs waste time of people on small things, they decide development for the people and they never

consult local people, poison the Africans with their teachings and create a dependency syndrome.⁴⁶

3.5 Donation of textbooks and supporting sporting activities through Bounce Back

Program

The government of Zimbabwe created the ministry of Sports and Recreation in September under the leadership of Makhosini Hongwani from the Ministry of Education Sports, Arts and Culture which was led by Andrew Langa before he was fired.⁴⁷ The ministry created programs such as NASH to cater for and generate money for sporting activities. However, the program failed to fully sponsor sporting activities due to economic hardships which forced many students to fail to pay their sports fees as a result it left the sporting child without a supportive father. As a result UNICEF and World Vision put a hand to rescue the sporting activities. They sponsored sporting activities such as athletics, football and netball.⁴⁸ Mhungu, the Head of Dindimutiwi School pointed out that, both UNICEF and World Vision supported sporting activities in their zone that is zone four as they gave winning prizes in sports competitions and sports kits together with food.⁴⁹ Minyashu, the Headmaster of Gumunyu acknowledged the help of these organizations in sporting activities as their school was sponsored with sports kits.⁵⁰

Besides these, they also sponsored textbooks in the area. The National Education Advisory Board states that 20% of students did not have textbooks for the core subjects and the student to textbook ratio was 10:1 but the situation was worse in Gokwe-Gumunyu where there was hot seating in schools and schools were overcrowded. Therefore the sponsoring of textbooks by

World Vision and UNICEF changed the situation into 1:1 ratio whereby each and every student had access to his or her textbook. The program was launched in 2007 by UNICEF and it also obtained financial support from Netherlands and the European Commission. It agitated for basic education for all, “Rebuild education systems” it was launched in September 2007 but much of the programs were put on the ground in 2009. The program supplied textbooks to schools in core subjects such as English, Mathematics, Environmental Science and English Language.⁵¹

Before the implementation of the program, UNICEF first embarked on the census in schools which are in the area and the whole of Zimbabwe and they obtained their enrollment. They employed an education specialist to monitor the program and be in charge of its management. The former Prime Minister Morgan Tsvangirai acknowledged the activities of this program when he reported that the largest single investment in the education sector since independence was the distribution of 13 million textbooks to all the 5 575 primary schools ensuring all primary schools would have access to textbooks.⁵² Through the program they also built a network with World Vision International, Plan International and Save the Children (UK) and the Ministry of Education at District and provincial levels to monitor progress of textbooks distribution. The implementation contributed to a great transformation in the education sector as pointed by the former Minister of Education David Coltart who stated that, “the education sector still faces numerous challenges but the transition fund we launched today is a step towards the revival of the sector. Indeed it is extremely gratifying to see donors, government and the United Nations come together to ensure quality education for Zimbabwe’s child as a government we are grateful and encouraged.”⁵³

To solidify the above point an interviewed Headmaster of Gumunyu High Mr. Minyashu pointed out that the donation of textbooks to schools by UNICEF was a great improvement to school as there was a crisis of shortage of books in schools. In which many students mainly rely on notes given to them by their teachers. He further added that, it was difficult to rely on written notes alone as other subjects such as geography had maps, cross sections, inserts which demanded a direct visualization by the learners.⁵⁴ Masiiwa, a school Head at a certain school also pointed that he attributed the credit to UNICEF a lot in the increase of pass rates of science subjects which for many years recorded low pass rates year after year. Gavi, an SDC member commended that fees being charged in rural area such as Gumunyu were very low, that it was very difficult for schools to purchase many textbooks; hence the problem of shortage of textbooks remained an unsolved issue before the hand of UNICEF.⁵⁶ He added that, the programs of these NGOs contributed towards the transformational development of the Gumunyu community through sustained wellbeing of children, their families and the aggregate community. The interventions also fostered economic empowerment of vulnerable groups in the community and social sustainability within the whole community. To cement the point, even Nelson Mandela pointed out that, "education is the most powerful weapon used to change the world."⁵⁷ Hence, their supportive activities in education greatly contributed to the development of the area indirectly as those students would be with development ideas.

Conclusion

Due to the imaginalisation and poor quality education being obtained by the inhabitants of Gokwe- Gumunyu Constituency, it pushed non – governmental organizations to intervene with different educational programs in order to improve the education sector. Programs implemented included Improving Girls Access to Education (IGATE), Bicycle Education Empowerment Program (BEEP), Village Saving and Lending (VSL), Emthonjeni Women’s Forum, Zimbabwe Vulnerable Assessment (ZIMVAC), Community Supporting Girl Education (CSGE), Basic Education Transitional Fund, The Education in Emergencies and Post Crisis Transition and other programs disclosed above.

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CHAPTER FOUR: ASSESSING THE SUCCESS AND FAILURES OF THE EDUCATIONAL PROGRAMS LAUNCHED BY THE GOVERNMENT AND NON-GOVERNMENTAL ORGANISATION

4.0 Introduction

Like any other African country as shown by the previous chapters, Zimbabwe after the attainment of independence introduced radical policies to achieve universal and equal education without any segregation. Non-governmental organizations also stepped in to help the disadvantages in the education sector, but an assessment of this thesis discovered that there are certain achievements obtained by these organizations such as achievements in quantitative education, abolishment of segregatory laws, improvement in gender education, improvement in literacy rate, an increase in school infrastructures and last but not least, an increase in school material resources. However, failures are still being mirrored in the education sector of the Gumunyu constituency, such as failure to obtain quality education, the continued records of zero percent pass rates in the Zimbabwe School Examinations Council (ZIMSEC) exams year after year, traces of school drop outs and the failure of the locals to read their indigenous languages are also symptoms of failure.

4.1 Failure to achieve quality education

The free and compulsory primary education legalized by the 1987 Education Act by the Zimbabwe government and the rapid increase of the school infrastructure by the effort of state

and non-state actors witnessed a huge number of students turning up for school. Despite this, zero percent pass rates are still recorded. Parents and the government hence proved that Zimbabwe had achieved quantity rather than quality education. Social, economic and political problems which Zimbabwe continued to suffer contributed to the poor education which was received in rural areas as it led to shortages of resources including qualified personnel and overcrowding in school.

4.2 Quality education: A general perspective

Quality education has been defined by Chinapah as, “a process of ensuring that a pupil who has been equipped with education exits with the requisite standard of competence or outcomes set”¹ Ross sees quality education as, “the provision of basic educational skills that human beings need for their survival and developing their intellectual potential to improve the quality of their lives.”² Thus, quality education is the acquisition of basic learning competencies, life skills, literacy and numeracy. The Dakar Framework identified quality education as the one which recognizes five dimensions of quality; pupils, environment, content, processes and outcomes founded on the right to the whole child and all children to survival, protection, development and participation.³ Quality education therefore means improving all aspects of education so that students are equipped with knowledge which is useful in her/his life span as it would enable them to survive.

While improving the quality of learning through inclusive holistic policies is an overriding priority of Zimbabwe, research studies have established that education quality in Zimbabwe has

been particularly challenged in recent years with declines in literacy achievement scores between 1995/96 and 2000/01 in one sample of count.⁴

4.3 An increase of school drop outs or school leavers and their failure to read their local and English language.

In Gokwe-Gumunyu, records in 2008 showed that, more than 50% school leavers were not able to read their local and foreign languages and there had been a record of poor pass rates in both Grade seven and Ordinary level results. Some historians added that, primary schools in the area produced semi-literates, it revealed that more than half of the primary leavers cannot properly read either English or the indigenous languages and those who proceeded to secondary school cannot cope as English is now the medium of instruction instead of the local languages. Chung lamented that reading is now taught at Form three and four yet this should be done at grade four or five.⁵ Mashanda the District Staffing Officer when interviewed blamed the poor pass rate on poor management of the teaching supervisors, he further outlined that poor transport system hindered the staff members to patrol in schools supervising teachers.⁶ He added that poor results cannot be blamed on poor management only but also went on to point out that there was a large number of pupils in schools while teaching material was very scarce despite the fact that NGOs donated some of it as it could not meet the demand being required.⁷

The number of school dropouts were very rampant in the area and those who failed to proceed to tertiary level after finishing their Ordinary Level were still occupied with social crimes such as practicing prostitution, theft, practicing illegal mining and other unacceptable activities.⁸ Hence, this proves that the state and non-state actors failed to equip the learners with quality education

which could be useful to life after school. The rapid expansion of primary and secondary education appeared to have integrated central planning resulting in problems related to the control of the expansion process, allocation of resources, shortages of manpower, accommodation, equipment and materials.

There is evidence of uneven distribution of the available human and material resources in favor of the more developed areas. Government spends much more on the urban child than on his/her rural counterpart. Equally, within urban areas there are highly disadvantaged schools and pupils. Therefore, the pattern of provision of education in Zimbabwe can be described as being highly unequal and it discriminates much more strongly in favor of the richer groups in society than is compatible with the longer term social and economic objectives of government.⁹ Also, the mushrooming of high - fee or trust schools initiated mainly by Whites resulted in furthering elitism in education contrary to the government declared intentions.

4.4 Failure to implement the use of technology

Although computers have been part of the country's education curriculum for a long time, the use of internet in Gokwe-Gumunyu area remain a new and unknown development. This was so because the government failed to electrify rural schools due to shortages of finances as the economic meltdown from 2000 affected most of the government's developmental activities. Chung has the supportive view when he noted that, the curriculum had not been improved to factor in changes in the electronic, societal and technological advancement in the global village, he adds that, pupils today were learning the same curriculum as their fathers did twenty seven

years ago, which is pathetic.¹⁰ Also, the outbreak of drought in the same period forced the government and non-governmental organizations to focus on drought relief programs thereby leaving the education sector unsponsored.

4.5 Continuous records of poor pass rate shows symptoms of failure

The researcher took samples of results on two secondary schools in Gokwe-Gumunyu Constituency, the below diagram showed percentages of pass rates from the visited schools. As shown by the diagram, it proved that pass rates in rural areas such as Gokwe were frequently unpleasant. The interviewed cadres proved that the government gave a blind eye in neglecting support to rural schools to clementine the point the interviewed added that many of the rich people prefers or sent their pupils to urban areas or to other schools outside the area to learn because they neglected the nearby school blaming them of producing poor results. More so, those school leavers who did better in their Ordinary levels could not find any entrepreneurship or any work for them to survive. Therefore, this proves that the state and non-state actors had failed to provide quality education in the area which could provide the learner with skills and ideas to adapt to the situation to generate their income to survive hence most of their effort provided theoretical education not practical which would benefit the learners after school. The table below in page 79 solidifies the above information as it disclosed poor results being obtained in two selected schools.

Table 1.3 below shows statistics of ‘O’ level results of two schools in Gumunyu area

Name of School	Pass rate in percentages year 2006	2007	2008
Tanda	20%	18,7%	4,2%
Musadzi	27%	26%	8%

Source: Primary (From Tanda and Musadzi Sec Schools for 2007 and 2008)

Achievements

4.6 Access to Education

The government made basic education accessible through policies of free education, compulsory education and upholding children’s right to education. Through a socialist ideology, free education at primary level was introduced and this resulted in admission rates expanding dramatically.¹¹ The Ministry of Education, Sport Arts and Culture, disclosed that, in the first decade of independence, the number of primary schools jumped from 2 401 in 1979 to 4 504 in 1989, an 87.6% increase and primary school enrolment showed a 177.5% increase from 819 586 to 2,274 178 during the same period.¹² The number of secondary schools increased from 177 in 1979 to 1 502 in 1989, a change of 748.6% and secondary school enrolment increased from 66 215 to 695 882 a 950.9% change.¹³ The state embarked on a rapid increase in public spending on education from 4.4% of recurrent public expenditures in 1979-80 to 22.6% by 1980 and introducing substantial community. ¹⁴ More so, UNICEF added her effort to make sure that all students had access to education through her support in the BEAM program a state program and

it also paid fees for a huge number of students in the area, in addition her effort in sponsoring fees to the disadvantaged should be acknowledged.

4.7 Gender Equity in Education

In 1980, there was unbalanced proportion of female students in primary schools. There was 47.6% compared to 52.4% males. By 1999, the gap slightly improved to 49.1% and that of males had gone down to 50.9%. The numbers proved that although the balanced or equal figures had not been achieved. There was a crucial improvement during the first two decades in improving gender equality in education. The achievements also witnessed in Secondary level where the gap was also reduced during the first two decades. In 1980, about 43.3% of students were females and 56.7% were males in Secondary education.¹⁵ Besides, these programs such as Go Girls and Gender Mainstreaming being implemented by World vision and UNICEF also promoted gender equality in schools especially in rural areas such as Gokwe where they sponsored the girl child to acquire education through paying fees for her. They also educated girls on the effects of early marriages, sexual abuses and cultural norms.

4.8 Racial Equity in Education

Before attaining independence, schools in Zimbabwe were divided into two main categories, Group A and Group B schools. Group A, were schools for White students and these were well sponsored by government. Group B, were schools for Blacks and they were poorly funded.¹⁶ By 1980s the state removed these segregatory activities in order to achieve racial equity in all

schools. White and Black students received equal opportunities in the education sector regardless of race.

4.9 Literacy Rate

The black government also managed to improve the literacy rate through their holistic policies. According to the United Nations Development Program (UNDP), the country achieved a male literacy rate of 94.2%; a female literacy rate of 87.2% and a total literacy rate of 90.7%.¹⁷ Furthermore, the intervention of UNICEF and World Vision in sponsoring text and exercise books witnessed a great improvement in literacy rates as students were able to access textbooks with a ratio of 1:1. They also supplied education materials such as chalk and other school stationaries help the process of learning to be simple and easy for students to understand.

Finally, the researcher discovered that there were certain achievements obtained by these organization such as achievements in quantitative education, abolition of segregation laws, improvement in gender education, improvement in literacy rate, an increase in school infrastructures, and an increase in school material resources. However, failures are still being mirrored in the education in Gumunyu constituency, such as failure to obtain quality education, the continued series of zero percent pass rates of ZIMSEC exams year after year, decline in literacy rate in twenty first century and presence of school drop outs as well as the failure of the students to read their indigenous languages and English Language are symptoms of failure.

CONCLUSION

Many rural areas in Zimbabwe suffered the problem of being marginalized in education during the colonial period as the colonial discriminatory policies such as 1966 Education Plan Action, 1979 Education Act did their best in eliminating blacks from acquiring quality education. The colonial government equipped Africans with manual education while the whites were well equipped with both academic and manual. The Rhodesian government did little to improve the education standards of black people especially in rural areas. The year 1980 marked the end of the white superiority as the black people set their own government after they attained their independence; despite the change of government, signs of marginalization in education in rural areas such as Gokwe were and are still witnessed. The researcher noted that the state and non-state organization introduced many programs in Gokwe in order to promote education opportunities.

The state introduced policies such as the 1987 Act which allowed free and compulsory primary education. However it should be noted that parents were forced to pay general fees such as sports, building and other types of fees as a result poor parents were not able to afford to pay it. Therefore abolition of primary school tuition fees made primary school cheaper for many families but did not succeed in making it free. More so, the government embarked in the rapid expansion of primary and secondary schools the move achieved quantitative education as many students were able to access education in areas they lived. The policy stretched resources and created shortages which threaten the system's viability. The shortage of finance within the government betrayed the government to fully support the education sector. As a result education sector in rural areas were left to survive like orphaned sector. Therefore students in rural areas

lean under trees, self-help shades, and teachers shared accommodation. Problems such as financial shortages, early marriages, religious beliefs and distances to and from school all acted as obstacles for the achievement of quality education in rural areas.

Other discrimination forms which based on race, religion, gender, creed and disabilities were executed by the Education Act of 1996 and the Disabled Persons Act of 1996 and it enabled education to be accessed by all students despite their status and disabilities. As discussed in the essay problem which stricken the country in the beginning of the New Millennium such as political conflicts, devaluation of currency, shortage of professional teachers, poor price of cotton and others. Forced government and parents to focus on food searching for the people to survive and neglected the education sector, hence lead some historians to point out that student of the twenty first century can be referred as the lost generation in terms of education.

In the year 2000 World vision and other discussed organization intervened in Gokwe- Gumunyu in order to promote primary and secondary education therefore they implemented various programs which includes Improving Girls Access to Education (IGATE), Bicycle Education Empowerment Program (BEEP), Village Saving and Lending (VSL), Emthonjeni Women's Forum, Zimbabwe Vulnerable Assessment (ZIMVAC), Community Supporting Girl Education (CSGE), Basic , Education Transitional Fund, The Education in Emergencies and Post Crisis Transition and other programs discussed in the study. All in all both the state and non-governmental organizations achieved racial equality in education, gender equity; education became access to all people and increase in literacy rate but they failed to fully do away with the

problem of drop out, records of poor pass rate, failure to fully implement the use of technology in rural areas and failure to improve the quality education.

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