

# MIDLANDS STATE UNIVERSITY

## FACULTY OF ARTS



## DEPARTMENT OF DEVELOPMENT STUDIES

AN EXAMINATION OF ZIMBABWE'S ATTAINMENT OF MILLENNIUM DEVELOPMENT GOAL 2- ACHIEVE  
UNIVERSAL PRIMARY EDUCATION. THE CASE OF INSIZA CONSTITUENCY WARD 10.

**By**

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*This dissertation is submitted in partial fulfillment of the requirements of the Bachelor of Arts  
Honours Degree in Development Studies at Midlands State University.*

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**APPROVAL FORM**

The undersigned certify that they have supervised the student DLAKAMA BONGANI's dissertation entitled **An examination of Zimbabwe's attainment of Millennium Development Goal 2- Achieve Universal Primary Education. The Case of Insiza Constituency Ward 10** submitted in Partial fulfillment of the requirements of the Bachelor of Arts Honours Degree in Development Studies 4<sup>th</sup> year at Midlands State University.

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## **DEDICATIONS**

This work is dedicated to my fiancé Bongani Conrad Ndlovu who has been a pillar of strength and a source of comfort. May Jehovah's grace be with you always in all your endeavors.

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Above all I would like to thank Jehovah Almighty for giving me the strength to get this far. It would not have been possible without Him.

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## **ABSTRACT**

*The purpose of this research was to explore the challenges which the education sector has faced in meeting Millennium Development Goal 2 which is attainment of universal primary education for all. The research's main intent was to reveal the progress which the Government of Zimbabwe has made towards achieving universal primary education and to reveal the success and challenges which have been experienced in Insiza Ward 10 towards achieving universal primary education. A sample of 25 people were selected who composed of teachers, school heads, pupils and district education officers. Questionnaires and interviews were used to collect information from the research participants. The research results were based on the data captured in the questionnaires and through the face to face interviews. The education sector in Insiza constituency has faced numerous challenges in its quest to provide quality education and to attain millennium development goal 2. Chief among these challenges include the low budget allocation towards the education sector, as this compromises the ability of schools to improve the learning environments and the provision of teaching and learning materials. The low budget allocation also affects the levels of teacher morale and motivation to do their work. The economic decline has had its impact on rural households and this has seen parents withdrawing their children from primary school due to financial constraints and hunger and poverty. High teacher to pupil ratios also compromise the quality of education as some children are not given the much needed attention that they deserve in order to fully grasp concepts which they are being taught.*

## **LIST OF ACRONYMES**

AAP	Accelerated Action Plan
ANER	Adjusted Net Enrollment Rate
BEAM	Basic Education Assistance Module
BMI	Body Mass Index
CFS	Child Friendly Schools
CPF	Child Protection Fund
DBE	Department of Basic Education
DFID	Department for International Development
ECD	Early Childhood Development
EDI	Education for All Index
EFA	Education for All
ESPP	Enhanced Social Protection Programme
ETF	Education Transition Fund
GDP	Gross domestic Product
GNP	Gross National Product
ICT	Information Communication and Technology
INE	National Institute of Statistics
LER	Learner to Educator Ratio
MDGs	Millennium Development Goals
MIMS	Multiple Indicators Monitoring Survey
MOESAC	Ministry of Education, Sports, Arts and Culture
NEEDU	National Education Evaluation Unit
NER	Net Enrolment Ratio

NGOs	Non-Governmental Organisations
NSSP	National Social Protection Strategy
OVC	Orphans and Vulnerable Children
RBZ	Reserve Bank of Zimbabwe
SDCs	School Development Committees
SDF	Social Dimensions Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Education Fund
UPE	Universal Primary Education
ZINTEC	Zimbabwe Intergrated Teacher Education Course

### **LIST OF TABLES**

Table 1: Number of Primary Schools, Enrollment and Number of Teachers, 1979-1980 and 1998-1999.....	20
Table 2: Number of Schools and Teachers and School Enrollment, 1980-2007.....	20
Table 3: Percentage of schools applying for and receiving BEAM funding 2009-2011.....	24

### **LIST OF FIGURES**

Figure 1: Primary School Enrollment Ratio, 1994-2000.....	21
Figure 2: Challenges in the attainment of MDG 2 in Insiza Ward 10.....	36



TABLE OF CONTENTS

**APPROVAL FORM.....i**

**DEDICATION.....ii**

**ACKNOWLEDGEMENTS.....iii**

**ABSTRACT.....iv**

**LIST OF ACRONYMS.....v**

**LIST OF TABLES.....vii**

**LIST OF FIGURES.....vii**

**INTRODUCTION.....1**

**BACKGROUND OF THE STUDY..... 2**

**CONCEPTUAL FRAMEWORK.....3**

**PROBLEM STATEMENT.....4**

**RESEARCH OBJECTIVES.....5**

**RESEACH QUESTIONS.....5**

**THEORETICAL FRAMEWORK.....5**

**JUSTIFICATION OF THE STUDY.....7**

**LIMITATIONS OF THE STUDY.....7**

**ETHICAL CONSIDERATIONS.....8**

**RESEARCH METHODOLOGY.....9**

**DATA GATHERING INSTRUMENTS.....9**

**INTERVIEWS.....10**

**DATA GATHERING TECHNIQUES.....11**

**SAMPLING.....11**

<b>PURPOSIVE SAMPLING.....</b>	<b>11</b>
<b>TARGET POPULATION.....</b>	<b>11</b>
<b>LITERATURE REVIEW.....</b>	<b>12</b>
<b>VENEZUELA-PROGRESS TOWARDS ACHIEVING UNIVERSAL PRIMARY EDUACTION.....</b>	<b>12</b>
<b>SOUTH AFRICA-PROGRESS TOWARDS ACHIEVING UNIVERSAL PRIMARY EDUCATION.....</b>	<b>15</b>
ACCESS TO EDUCATION.....	16
INDICATORS OF QUALITY EDUCATION.....	17
<b>CHAPTER ONE.....</b>	<b>19</b>
1 THE ATTAINMENT OF MDG 2 IN INSIZA WARD 10.....	19
1.1 THE EDUCATION SYSTEM IN ZIMBABWE AFTER INDEPENDENCE .....	19
1.1.1 THE STRUCTURE OF THE PRIMARY EDUCATION SYSTEM IN ZIMBABWE.....	21
1.2 EFFORTS MADE BY GOVERNMENT AND INTERNATIONAL GOVERNMENTAL ORGANISATIONS TOWARDS UNIVERSAL PRIMARY EDUCATION AND QUALITY EDUCATION.....	22
1.3 NGOS CONTRIBUTION TOWARDS UNIVERSAL PRIMARY EDUCATION AND QUALITY EDUCATION IN ZIMBABWE.....	26
1.3.1 THE SCHOOL FEEDING PROGRAMME.....	26
1.3.2 SCHOOL IMPROVEMENT GRANTS PROGRAMME.....	27
1.3.3 EARLY CHILDHOOD DEVELOPMENT.....	27
1.3.4 EDUTRAC.....	31
<b>CHAPTER TWO.....</b>	<b>33</b>
<b>CHALLENGES IN ATTAINMENT OF MILLENNIUM DEVELOPMENT GOAL 2 IN INSIZA WARD 10.....</b>	<b>33</b>
2.1 THE PROFILE AND CHARACTERISTICS OF THE RESPONDENTS.....	33
2.1.1 THE HISTORICAL BACKGROUND OF INSIZA WARD 10.....	34
2.1.2 GOVERNMENT AND STAKEHOLDER PROGRAMMES WHICH ARE PROVIDING RESOURCES TO IMPROVE PRIMARY EDUCATION.....	34
2.1.3 CHALLENGES IN THE ATTAINMENT OF MDG 2 IN INSIZA WARD 10 ...	35
2.1.4 CONCLUSION.....	39
<b>CHAPTER THREE.....</b>	<b>40</b>

<b>WAYS THROUGH WHICH UNIVERSAL PRIMARY EDUCATION CAN BE ACHIEVED IN ZIMBABWE .....</b>	<b>40</b>
3.1 INCREASE GOVERNMENT EXPENDITURE TOWARDS EDUCATION .....	40
3.1.1 IMPROVE CHECKS AND BALANCES ON GOVERNMENT SPONSORED PROGRAMMES.....	41
3.1.2 GUIDE THE NEW CURRICULUM WITH A PHILOSOPHY OF EDUCATION.....	42
3.1.3 PROVIDE INCENTIVES TO PRIMARY SCHOOL TEACHERS.....	42
3.2 ENACT AND ENFORCE LEGISLATION MAKING IT COMPULSORY FOR CHILDREN TO ATTEND PRIMARY SCHOOL .....	43
3.3 CONSTRUCTION OF SCHOOLS IN NEWLY LAND RESETTLEMENT AREAS.....	43
3.4 IMPROVE ON BIRTH ALLOCATION AND REGISTRATION.....	44
3.5 ENGAGE DONORS TO PROVIDE SCHOOLS WITH SUITABLE TEACHING AND LEARNING RESOURCES.....	44
3.6 PROTECT AND ASSIST CHILDREN WITH SPECIAL NEEDS.....	44
3.7 INTRODUCE GENDER SENSITIVE LEARNING ENVIRONMENTS .....	45
3.8 INTRODUCE EDUCATION FOR WORK PROGRAMMES.....	45
3.9 INTRODUCE FOOD AND NUTRITION PACK PROGRAMMES AT PRIMARY SCHOOL .....	45
3.10 INTRODUCE A SOLAR POWERED INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT) PROGRAMME IN PRIMARY SCHOOLS.....	46
3.11 ENGAGING THE PARENTS AND COMMUNITIES.....	46
<b>GENERAL CONCLUSION.....</b>	<b>49</b>
<b>4: REFERENCES.....</b>	<b>50</b>
4.1 APPENDICES.....	53
4.2 INTERVIEW GUIDE.....	55

## **INTRODUCTION**

Article 11 of the African Charter on the Rights and Welfare of the Child states the right to Education. It is essential to human development and for the achievement of the millennium development goals which have the year 2015 as their deadline. Therefore this research seeks to examine Zimbabwe's challenges towards the attainment of Millennium Development Goal No. 2 which is to Achieve Universal Primary Education for all school going children. The research focused specifically on Insiza Constituency Ward 10. According to Tan and Van der Gaag (1999) investing in early child development will most likely increase economic productivity by between 1-5% over two decades after investment. According to the Zimbabwe 2012 Millennium Development Goals Progress Report, the major target of goal 2 is to ensure that by 2015 all Zimbabwean children will be able to complete a full programme of primary education. The indicators to measure this are the net enrolment ratio (NER) in primary education, the proportion of pupils starting Grade 1 who reach the last grade of primary school. The last indicator is literacy rates of 15-24 year old males and females.

The Zimbabwe 2012 MDG Progress report revealed that the net enrolment ratio (NER) increased from 81.9% in 1994 to 98.5% in 2002. Since 2003, however, there has been a gradual decrease, with the 2009 Multiple Indicator Monitoring Survey (MIMS) recording an NER of 91%. In urban areas the NER is 94% compared to 90% in rural areas. Gender equality at primary school level is good; in fact, 2009 saw a pro-female enrolment rate of 50.5%. Although enrolments have remained high, completion rates deteriorated between 1996 and 2006, plummeting from 82.6% in 1996 to 68.2% in 2006. The crisis in the education sector spread in 2007, with a marked depletion of teachers in schools and plummeting school attendance. This was at the height of the country's economic meltdown which was at its peak from 2007 to 2009. The dropout rate in 2009 was around 30% and slightly higher for boys than it was for girls. Fewer children in rural areas attend school than do children in urban areas. The primary school dropout rate is also much higher in rural areas, which accounts for 78.9% of the total number of dropouts.

In South Africa the 2010 MDG report revealed that the country had attained goal 2 before the targeted date of 2015. The report encouraged the government to translate this achievement into educational transformation and improve the quality and functioning of education. The 2014 MDG report for Malawi indicated that the achievement of universal primary education was unlikely to be attained. Primary school education is free in Malawi but, the net enrolment rate is not yet 100%. It was about 79% in 2013 down from 83% in 2009, and the proportion of pupils starting grade one who reach grade five without repeating a grade has also reduced from 86% in 2006 down to 64% in 2013.

## **BACKGROUND OF THE STUDY**

At independence, the majority of Zimbabweans did not have the opportunities and facilities for equal access to education. The education system was very restrictive for blacks and was dual in nature with certain schools catering for whites whilst a few catered for non-whites. According to Shizha and Kariwo (2011) these inequalities were inherited by the new government from the previous colonial government. The new post-independence government quickly got down to redress these inequalities which were rampant in the education sector. The Growth with Equity policy of 1981 was aimed at reducing the inherited inequalities in the education sector in Zimbabwe. This was done through the introduction of free primary schooling after independence. Over the next two decades the government took great strides in school expansion, teacher training and resource improvement. Teacher training was improved through the introduction of the Zimbabwe Intergrated Teacher Education Course (ZINTEC) which was a four year intensive teacher training exercise. Teachers acquired access to on the job training at where they attended teacher training colleges and supplemented this by practical industrial attachment at schools to gain experience (CSO, 2001).

During the 1990s policy makers stressed that education was the fundamental right of every citizen of Zimbabwe and pointed out that the state would guarantee at all costs, equal access to education opportunities for all. The immense expansion of both formal and informal education was to correct not only the imbalances created during the colonial era but to address the socio-economic needs of the country, as a result the Growth with Equity policy offered free education. There was an increase in the number of primary and secondary

schools by 80% from a total of 3358 in 1980 to 6042 in 1990 (Mazingi and Kamidza, 2011). The total primary and secondary enrolment increased as well by 146% from 1.3 million in 1980 to more than 3.2 million in 1990 (Government of Zimbabwe 1991).

Despite this expansion and improvement in the education sector, those who resided in the remote parts of the country, rural areas, farms and mines continued to fail to access education because they were either no schools or they were too poor to afford the costs involved. In response to this, the government made education free after independence. However, when the government adopted the Economic Structural Adjustment Programme in the year 1991 to 1995, tuition fees were re-introduced in the urban areas as the economic policy emphasized on the introduction of user fees for all services and a reduction in government expenditure.

The Basic Education Assistance Module (BEAM) programme was introduced in 2001 as a social safety net to assist those families who were struggling to send their children to school. The programme especially targeted orphans and vulnerable children and involved the payment of levies, school and examination fees for the selected students. The BEAM programme was a successor to and an improvement of the Social Dimensions Fund (SDF). The Poverty Assessment Study of 2003 revealed that 12% of pupils in primary schools and 10% of students in secondary schools were beneficiaries of the programme. From its inception until the end of 2008, Beam was totally funded by the Reserve Bank of Zimbabwe (RBZ) and at its peak it reached a total of 900,000 pupils. Due to the economic downturn, BEAM resources became insignificant and failed to reach the targeted intended beneficiaries.

## **CONCEPTUAL FRAMEWORK**

Millennium Development Goals (MDGs) are the world's time-bound and quantified targets for addressing extreme poverty in its many dimensions-income poverty, hunger, disease, lack of adequate shelter, and exclusion-while promoting gender equality, education, and environmental sustainability. They are also basic human rights-the rights of each person on the planet to health, education, shelter, and security. The Millennium Development Goals are eight and are noted below:

1. To eradicate extreme poverty and hunger.
2. To achieve universal primary education.
3. To promote gender equality.
4. To reduce child mortality.
5. To improve maternal health.
6. To combat HIV/AIDS, malaria and other diseases.
7. To ensure environmental sustainability.
8. To develop a global partnership for development.

### **Millennium Development Goal 2- Achieve Universal Primary Education**

According to Millennium Development Goal 2 (MDG 2) all children of school going age, boys and girls, must be able to complete a full programme of primary education. Its indicators are:

- Net enrolment ratio (NER) in primary education
- Completion rates
- Literacy rates of 15-24 year olds, male and female

#### **The concept of “quality of education”**

Quality of education is based on the attainment of the child’s physical, mental, emotional and spiritual capabilities. Quality education is education that facilitates the realisation of the child’s fullest potential and the various indicators of quality of education are: literacy rates, enrolment rates, completion rates, pass rates, teacher welfare, teacher-pupil ratios, attendance rates, pedagogy, qualified personnel, gender mainstreaming, an environment that is safe for schooling, the inclusion of disaster management into education, environment free from abuse, and the distance travelled to school should be less than 5 kilometres for primary learners and 7 kilometres for secondary learners.

### **PROBLEM STATEMENT**

Education is viewed as a panacea to development. There is evidence that supporting and improving education leads to economic growth and sustainable development in the future. Universal primary education is the basis through which any society can attain meaningful or sound development. A more equitable distribution of education correlates with reduced economic poverty and inequality and faster economic growth (Birdsall and Londono, 1998). The main focus of the research was on Zimbabwe's attainment of universal primary education which specifically narrowed to the successes which have been achieved and challenges which have been faced in achieving MDG 2. In particular, the research sought to explore how universal primary education has been achieved in Insiza Constituency Ward 10.

## **RESEARCH OBJECTIVES**

The Objectives of the study are to

1. To examine how far Zimbabwe has gone in achieving MDG number 2.
2. To examine the achievement of Universal Primary education in Insiza Ward 10.
3. To give recommendations on how the quality of education could be could be attained and to give recommendations on how the plight of rural education can be improved.

## **RESEARCH QUESTIONS**

1. What has the Government of Zimbabwe done towards attaining MDG 2- Universal Primary Education for all?
2. What successes and challenges have been experienced in Insiza Ward 10 towards achieving Universal primary Education?
3. What are the possible solutions which can be implemented to improve the quality of education in Insiza Ward 10 and what can be done to attain MDG 2?

## **THEORETICAL FRAMEWORK**

### **EDUCATION FOR SUSTAINABLE DEVELOPMENT**



Education for all has always been an integral part of the sustainable development agenda. There is growing international recognition of Education for Sustainable Development (ESD) as an integral element of quality education and a key enabler for sustainable development. The crucial role of education in achieving sustainable development was also duly noted at the United Nations Conference on Environment and Development, held in Rio de Janeiro in 1992, through Chapter 36 of its outcome document-Agenda 21. The importance of promoting education for sustainable development and integrating sustainable development actively into education was also emphasized in paragraph 233 of the Future We Want, the outcome of the United Nations Conference on Sustainable Development, Rio+20, in 2012

The term 'sustainable development' is subject to many different interpretations and definitions. Various scholars across the globe have not agreed on one single definition although a common denominator runs through all the listed explanations. For the purpose of this research, it is defined according to the definition used in the United Nations Brundtland Report (1987):

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The United Nations World Summit (2005) affirmed the concept of three 'pillars' of sustainability the economic, social and environmental factors that should be considered and their cultural context. These three factors are interwoven, overlapping and interdependent.

Education for sustainable development is the process of equipping learners with the knowledge and understanding, skills and attributes needed to work and live in a way that safeguards environmental, social and economic wellbeing, both in the present and for future generations. Education for sustainable development means working with students to encourage them to:

- consider what the concept of global citizenship means in the context of their own discipline and in their future professional and personal lives
- have a full understanding of the concept of environmental stewardship and what it entails in the context of their own discipline and in their future professional and personal lives

- ponder on matters of social justice, ethics and wellbeing and how these relate to ecological and economic factors
- develop a future facing outlook learning to think about the consequences of actions, and how systems and societies can be adapted to ensure sustainable futures

## **JUSTIFICATION**

This study was motivated by the desire to examine Zimbabwe's performance in attaining universal primary education, this is because the MDGs are expiring at the end of the year of 2015. Thus, the study sought to find out how far Zimbabwe has accomplished MDG 2 on universal primary education. The study will become a valuable contribution to literature on MDGs because the study will highlight the challenges that have been hindering the attainment of MDG 2 not only in Insiza Ward 10 but it will briefly explore the challenges facing the nation as a whole. The study is a dynamic research to Zimbabwe because it will reveal the obstacles which Insiza Ward 10 has been facing in achieving quality education and universal primary education. The findings of this research are most likely to benefit the government, legislators, academics, civil society, the community in Insiza and non-governmental organisations (NGOs). Relevant policy makers can derive ways and means to improve the quality of education not only for Insiza constituency but also for the whole nation at large. The findings of this research can assist policy makers, government departments and relevant stakeholders in improving the education sector. The study will also provide suggestions on how universal primary education can be achieved and how quality education can be attained in rural areas.

## **LIMITATIONS OF THE STUDY**

Due to the nature of study the following impeded on progress

- The research was constrained by time and finances, so there was a need to do thorough preparation and resource mobilisation to counter such challenges.

- The local teachers were hesitant to disclose much information because they were of the opinion that they will be undermining their local and national leadership. However, there was a great need to clearly explain why the research was being carried out. Issues pertaining to confidentiality, safety, anonymity and ethics were explained and guaranteed.

## **ETHICAL CONSIDERATIONS**

The researcher paid particular attention to ethical considerations in order to enhance the quality and accuracy of the research findings. Shebib, 2003 states that ethics can be viewed as a code of conduct, behaviour and ascribed values expected to be followed by the researcher before, during and after the research has been completed. Ethical norms are imperative to research because they enhance professionalism by the researcher to the participants. In order to deal with plagiarism, the researcher highlighted all scholars and researcher's whose information was utilised for purposes of this research. The difficulties inherent in qualitative research were reduced through awareness and the use of well-established ethical principles in particular; confidentiality, integrity, safety and informed consent.

### **Informed Consent**

This principle requires that where practicable, people should not be involved in a research without in depth understanding and free involvement in such a study. Individuals who participated in the study did so at their own free will were not forced to and had the right to withdraw at any time without penalty. Participant's rights were respected throughout the entire duration of the research. The researcher provided all participants with all the relevant information prior to the decision to participate. All research participants must have the opportunity to give or withhold their consent until they fully understand what the study is all about (Ragin and Amoroso, 2011).

### **Privacy and Confidentiality**

The researcher recognised the rights of participants both as individuals and collectives and steps were taken to ensure that the identities of the respondents were kept safe and anonymous. Questionnaires distributed to participants stated that the individuals were not going to be identified in any formal publications.

### **Access Letters**

Access letters were obtained from the university stating the purpose and objective of the study. This enhanced credibility and legitimacy of the study in the community that was studied. Access letters gave formal acceptance by the relevant authorities in that district, and province.

## **RESEARCH METHODOLOGY**

This research was carried out through the use of qualitative type of research. According to (Nicholls, 2011) qualitative research methods serve to provide a bigger picture of a situation or an issue and can provide information in an accessible way. Qualitative research allows for much more detailed investigation of issues answering questions of meaning, who is affected by the problem and why, what specific factors are involved, and how do individuals react or respond differently to each other. Human beings are the primary data collecting instrument in qualitative research. The qualitative research method make use of open-ended questions and probing gives participants the opportunity to respond in their own words, rather than restricting them to choose from fixed and bounded responses. Open-ended questions have the ability to evoke responses that are meaningful and culturally relevant to the participant, unanticipated by the researcher, rich and explanatory in nature. Qualitative research enabled the researcher to document information beyond the expected lines of research.

### **DATA GATHERING INSTRUMENTS**

Two instruments that are questionnaires and interviews were used to gather data from the respondents. There are more pros in using both questionnaires and interviews in this research. A number of teachers, pupils and government agencies were consulted during the research.

## **QUESTIONNAIRES**

A questionnaire is a research instrument consisting of series of questions and other prompts for the purpose of gathering information from respondents (Munn and Drever, 2004). The questionnaire was constructed and guided by the objectives of the study and the research questions in order to capture relevant data from education officers and teachers in Ward 10 of Insiza. Questionnaires are an imperative data gathering instrument because written data will not be lost easily and tabulated information is quicker to process and deduce the research results. Once respondents have completed the questionnaires that information can be kept safely and cannot be easily lost due to human error like forgetting. Questionnaires are also crucial in that the respondent takes his or her time to complete the questionnaires and is not rushed into doing so. The questionnaires were left in respondents hands to complete and collected later. This was so to give the respondent enough time to fill in the questionnaires.

## **INTERVIEWS**

This research also used interviews to gather data from the respondents. The research was broad in nature to the extent that not all the questions could be accommodated in a single questionnaire. Interviews allow flexibility that allows the researcher to get an in depth understanding of the interviewee's response and therefore develop the themes as they arise (Stuart MacDonald & Nicola Headlam, 2008). Hence, the decision to make use of interviews. During the interviews, the data was written down on interview questionnaires and some recorded through a voice recorder so as to get the full details about the research. More so, some of the respondents the younger pupils had difficulties in reading and understanding English and as a result, interviews were conducted in local languages which were later translated.

## **DESKTOP RESEARCH**

The researcher also conducted an in depth study of the available literature on the subject under study, both on the area of study and the attainment of Millenium Development Goal No. 2 in other countries. Desktop research was also useful to the researcher in that it enabled

the researcher to find broader statistics and find the gap in knowledge. Thus, desktop research helped the researcher to avoid duplication of other scholars and researcher's work.

## **DATA GATHERING TECHNIQUES**

### **SAMPLING**

Sampling can be generally defined as an act of selecting a part from the whole for the purpose of providing characteristics of a whole (Fridah, 2002). It is very crucial in this research. The major importance is that because of the large population in the research area, it is expensive, difficult if not impossible to consult each and every individual. Therefore sampling allows for to choose specific group of people as respondents. There is an opportunity for highly representative if all subjects participate.

### **PURPOSIVE SAMPLING**

The research made use of the purposive type of sampling. This technique groups participants according to pre-selected criteria relevant to a particular research question. Respondents were hand-picked on the basis of specific characteristics. It is important in that it ensures balance of group sizes when multiple groups are to be selected. Purposive sampling is therefore most successful when data review and analysis are done in conjunction with data collection.

### **TARGET POPULATION**

The (Central Statistical Office, 2012) states that Insiza Ward 10 had an estimated population of 2 280 which was made up of 1160 females and 1120 males. However, the targeted population for this research were mainly teachers, a few district education officers and a

handful of pupils. However, this research only focused on teachers, district education officers and pupils and specified relevant authorities who were residing within Insiza Ward 10 and only 25 people were sampled

## **LITERATURE REVIEW**

### **INTRODUCTION**

The section deals with examining the attainment of Millenium Development Goal 2 in Venezuela and South Africa. The first part is a situation analysis for the entire globe at large. Thereafter the section tracks the journeys of these two nations since 2000, the setbacks and prospects for the future in terms of attaining the goal.

### **SITUATION ANALYSIS**

The United Nations Development Goals Report for 2014 revealed that primary school net enrolment rate in the developing regions has reached an estimated 91% in 2015, up from 83% in the year 2000. The following statistics were also contained in the report:

- The number of out-of-school children of primary school age worldwide has fallen by almost half, to an estimated 57 million in 2015, from 100 million in 2000.
- Between 1990 and 2012, the number of children enrolled in primary school in sub-Saharan Africa more than doubled, from 62 to 149 million.
- In the developing regions, children in the poorest households are four times likely to be out of school than those from the richest households.
- The literacy rate among youth aged 15 to 24 has increased globally from 83% to 91% between 1990 and 2015

The achievement of universal primary education requires both enrolment in, and completion of, the full cycle of primary school education. Between 2000 and 2011, persistent early school leaving has slowed progress towards this goal in developing regions. During this period, the proportion of pupils in developing regions starting first grade who completed the last grade of primary education remained at 73%.

## **VENEZUELA-PROGRESS TOWARDS ACHIEVING UNIVERSAL PRIMARY EDUCATION**

The Bolivarian government of Venezuela in 2000 embraced the United Nations Millennium Development Goals (MDG) to achieve a better standard of living for all its citizens. President Chavez government's implementation of economic and social policies based on the principles underlying 21st century socialism, which gave priority to social investment for collective welfare and development made Venezuela rapidly achieve most of the MDGs. Since 2008, when Hugo Chavez was elected president, social investment in Venezuela has grown from just 8.4% of GDP to 18.8% of GDP in 2008.

### **Achievements:**

- Between 1991 and 2008, enrolment in primary education increased to 91.9%.
- Between 2008 and 2009, enrolment in primary education grew further, to 92.33%
- There has been a significant growth in overall participation in the education system, from a 31.25% increase between 1990 and 1998, to a 47.56% increase between 1999 and 2006.
- The United Nations Educational, Scientific and Cultural Organization (UNESCO) declared Venezuela free of illiteracy in 2005, and recently put it among the top five countries in terms of access to university education.

The UNESCO Education for All Global Monitoring Report released on 19 January 2010 indicated that Venezuela's education for all development index (EDI) increased by 5.1%



between 1999 and 2007 and by 2.4% between 2006 and 2007. The education for all development index attempts to measure progress according to access, equality, and quality of education, based on universal primary education, adult literacy, gender equality, and student survival rate to grade 5.

Venezuela's EDI ranks it 59<sup>th</sup> in a list of 128 countries, up from 64<sup>th</sup> three years ago. It has an overall EDI of 0.956 (where 1 is the highest), an adult literacy rate of 0.942 and a rate of 0.959 for survival rate to grade five. Norway ranks first, Japan second, Cuba 14<sup>th</sup>, the United Kingdom 9<sup>th</sup>, Mexico 55<sup>th</sup>, China 62<sup>nd</sup> and Niger last at 128<sup>th</sup>. The United States of America does not appear on the list. When ranking according to individual components of the EDI, Venezuela ranks 55<sup>th</sup> for adult literacy rates, 74<sup>th</sup> for gender equality, and 49<sup>th</sup> for survival rate beyond 5<sup>th</sup> grade. The report also indicates that Venezuela had around 93% enrolment in primary school in 2007, up from 87% in 1999. A survey done in 2000, showed that Venezuelans received an average of 9.1 years of education (8.5 for males and 9.6 for females, 11.8 for the richest 20% and 5.5 for the poorest 20%), 15% of the population had less than 4 years of education and 20.5% of females had less than 4 years and 11% of males.

However, Venezuela's National Institute of Statistics (INE) reports that the poorest 20% of the population studied for 3.72 years in 1998 and for 4.68 years in 2009, while the richest 20% also increased their enrolment, though by less. In 1998 they studied for 8.57 years and in 2009 for 8.82 years. This shows that more attention was given towards the poorest sectors, but also reflects that inequality as a result of income continues. According to the same 2000 survey, 4% of the population had less than 2 years of education, and 5.2% of women had less than 2 years education while 2.7% of men did. Of children aged 7-16, 4.6% in total had no education whatsoever, which breaks down to 5.5% girls and 3.6% of boys, as well as 12% of rural girls from the poorest 20% of the population. The UNESCO report also shows that between 1985 and 1994, the adult literacy rate (of people over the age of 15) was 90%, between 2000 and 2007 it was 95%, and the report projects it to be 97% by 2015. The number of illiterate youth (aged 15-24) in the first period was 176,000, in the second period it was 85,000, and the report projects 65,000 by 2015.

In both 1999 and 2007 the percentage of students aged 6 to 11 enrolled in private schools was 15%. In 1999, 88% of students made it to the last grade of primary school, and in 2006, 97% made it. In both cases, the percentage of females making it to the last grade was higher, with 100% making it in 2006. The total enrolment in high school in 1999 was 1.4 million students and in 2007 there were 2.2 million students enrolled. In 2007, 26% of those students were enrolled in private schools. In 2007 Venezuela spent US\$ 1071 per primary student whilst Peru spent US\$ 495 and Sweden spent US\$ 8001. In the same year Venezuela spent US\$ 891 on secondary education, per student. In 1999, 45% of students were enrolled in early childhood care, or pre-primary education, while in 2007 there were 62%.

The report further revealed that in terms of university registration Venezuela ranks 6<sup>th</sup> in the Latin American and Caribbean region. Four countries only, Argentina, Aruba, Cuba, and Uruguay in the region rank as education for all (EFA) achievers. Five countries including Venezuela are close to achieving education for all, 16 countries from the region are in the intermediate category and one, Nicaragua, is not close to achieving education for all.

## **SOUTH AFRICA-PROGRESS TOWARDS ACHIEVING UNIVERSAL PRIMARY EDUCATION**

The first democratic elections of 1994 highlighted a turning point in the history and development of South Africa as the new constitution that emanated from the transition to a democratic state entrenched the right to basic education. The South African constitution indicated that the state, through reasonable measures, must make primary education accessible and progressively available to all people (Act No. 108 of 1996). As a result, compulsory schooling was introduced for the age group 7–15 years. During the past 20 years, significant attention has been given to integrating the fragmented education sector inherited in 1994, to expanding the infrastructure as well as the introduction of a number of educational policies and strategies aimed at reducing inequalities in the education system. In the 2013 budget, 20% of resources were allocated to education highlighting the importance attached to education. Education currently represents the largest sectoral allocation in the country's budget and amounts to 6% of the gross domestic product (GDP). Public spending on primary and secondary education represents 4% of the Gross National Product (GNP) which compares well with the average of 3.1% for developing countries and 2.9% in sub-Saharan Africa (Department of Basic Education (DBE), 2012).

The importance of education in South Africa and the quality of education provided has been a matter of great concern to stakeholders. Poor learner performance in all assessments, high drop-out rates, and repetition rates are areas of grave concern. In response to this, the South African government as of 2003 and 2004 greatly expanded education funding and focused on the providing of quality primary education. This intensification is also emphasised in initiatives of strategic importance such as the introduction of annual national assessments, expansion of Grade R, emphasis on improving the Grade 12 pass rate and the streamlining of teacher education and development.

Although huge strides have been taken by the South African government, there are still many challenges; these include poor policy implementation, utilisation of the teacher labour force, poor learner performance in international and national assessments, distances travelled by children participating in Early Child Development (ECD) programmes to school and transport costs which are also a burden to school children.

### **Access to education**

**Primary school education:** The South African MDG Progress Report revealed that in 2011, 99.0% of 7 to 13-year old children were attending primary school. The Adjusted Net Enrolment Rate (ANER) rose from 96.7% in 2002 to 99.0% in 2011. The differences in ANER of males and females have decreased since 2002 and are currently less than 0.5 percentage points. MDG 2 has been achieved and the focus has now expanded to include access to early childhood development based on the belief that quality early childhood development has the potential to greatly improve learning outcomes throughout the school system.

### **Efficiency indicators**

**Primary school completion rate:** The primary completion rate for males in 2002 was 89.2% and for females 90.1%, and these improved to 93.4% and 96.1% respectively by 2011 .In

2011, on average, 73% of disabled pupils completed the primary level of education (MDG Report 2013). The successful completion rate of primary schooling is 94.7% in South Africa, this is fairly good comparing to international standards and is positive indicator for efficiency in the education sector.

### **Indicators of quality education**

**Learner to educator ratio (LER):** The teacher to pupil ratio is used as a proxy indicator for the quality of education. It is assumed that fewer pupils per teacher will result in greater contact between the two and result in an enhanced learning process. The department of basic education (DBE) set as its objective the reduction of teacher to pupil ratio and funding for this purpose was secured in 2009. The South African education sector witnessed a slight decrease in the LER for ordinary public schools between 2005 and 2012 from 33:1 in 2005 to 30:1 in 2012. The ideal ratio is considered 1:30

**Teacher qualifications:** Teacher shortages have never been a problem with 97% of all teachers employed nationally being qualified to teach since South Africa inherited a huge teacher labour force from the apartheid education system. The optimal utilisation of teachers labour force across provinces has however proven to be a challenge. Despite the high percentage of qualified teachers in South Africa, this has not impacted significantly on learner performance. This has been revealed by the national and international assessments. This is confirmed by the National Education Evaluation and Development Unit (NEEDU) report (NEEDU, 2011), which found that the teaching of Grades 1,2 and 3 is so poor, and the learners ability to read is so weak, eventually they are likely to struggle for the rest of their school years because of a poor foundation.

**Basic school infrastructure and services:** The National Education Infrastructure Management Systems (NEIMS) 2011 report revealed that even though 90.3% of schools have access to water, 2 611 schools out of 22 391 schools have been identified as having unreliable water sources. This report shows that the majority of schools have access to either municipal water on site or from a borehole. Only 85.7% of schools have electricity and 89.0% perimeter fencing. Nationally, 96.3% of schools have access to a single or multiple numbers of municipal flush, septic flush enviro-loo, VIP (pit latrine with ventilation pipe), pit latrine and

chemical sanitation facilities. However, in most cases the sanitation facilities are basic pit latrines (11 500 schools) followed by municipal flush (7 900 schools) (NEIMS, 2011).

The 2010 MDG report concluded that the country has attained the goal of universal primary education before the targeted date of 2015. That same report encouraged the government to maximise the gains made during the preceding 15 years by translating this achievement into educational transformation and improving the quality and functioning of education. The current report therefore goes beyond achievements related to universal access to education to also include indicators on the efficiency, quality and outputs of the education system.

The completion or graduation rates are not commensurate with the enrolments throughout the system with the problem getting worse higher up. For example, many candidates do not reach Grade 12, while the pass rate masks time taken by the successful candidates to complete their school careers from Grade 1 to Grade 12 (Seekings, 2002). The lower levels of the system are not producing strong candidates to perform well when they get to tertiary levels. The problem of underperformance starts in the foundation phase and gets progressively worse up to Grade 9. More attention must be given to primary education as it offers the foundation.

## **CHAPTER ONE**

### **1 THE ATTAINMENT OF MILLENIUM DEVELOPMENT GOAL 2 IN INSIZA WARD 10**

#### **CHAPTER INTRODUCTION**

This chapter explores the strides that have been taken in Zimbabwe in achieving Universal Primary Education. The chapter also looks at the contributions of other stakeholders which include non-governmental organisations and development partners. It further examines the successes that have been achieved in Insiza Constituency Ward 10 in attaining Universal Primary Education. The history of the Zimbabwe education shall be explored, together with the structure of the primary education system that is currently present in the country.

#### **1.1 THE EDUCATION SYSTEM IN ZIMBABWE AFTER INDEPENDENCE**

At independence, the education system was very restrictive for the black majority. In sharp contrast, the white education system was made compulsory and free as early as 1935. This made it hard for blacks to access basic primary education which made education for black people a privilege (Government of Zimbabwe, 1995). The annual unit cost per European pupil was 126 pounds compared to a meagre 6 pounds per African child (NAP,2005). The post-independence government quickly got down to redress these inequalities in the

education sector. Over the next the next two decades the government made great advances in school expansion, teacher training and resource improvement (Shizha and Kariwo, 2011). The training of teachers was done through the accelerated programme known as the Zimbabwe Intergrated Teacher Education Course (ZINTEC) and greatly contributed towards the production of quality teachers who were in short supply in most African attended schools.

Policy makers made it a point that education was the birth right of every citizen of Zimbabwe and ensured that the state would foot all the costs involved and thus guarantee equal access to education opportunities for all. The massive expansion of both formal and informal education was to correct not only the imbalances created during the colonial era but to address the socio-economic needs of the country, as a result the policy offered free education. The government of Zimbabwe, in recognising primary education as a basic right of every Zimbabwean, introduced free universal primary education (UPE) to all children of school going age in September 1980. As a result of this policy shift, the primary school enrolment figures increased remarkably from 1980 as shown in the tables below (Central Statistical Office, 2001). However, at the time admission into primary school had not yet been made compulsory, so universal primary education was not fully attained. Schools which had been closed down as a result of the liberation period were reopened. The government also embarked on an immense school reconstruction and repair programme which aimed at increasing the number of schools in Zimbabwe. Table 1 below illustrates the progress made in the education sector. This initiative was carried out with the assistance of local communities who made a significant contribution to its success.

**Table 1: Number of Primary Schools, Enrolment and Number of Teachers, 1979-1980 and 1998-1999**

	<b>1979</b>	<b>1980</b>	<b>1998</b>	<b>1999</b>
No of Schools	2 401	3 180	4 699	4 723
Enrolment	819 128	1 236 100	2 488 939	2 460 323
No. of Teachers	18 483	28 500	64 538	59 973

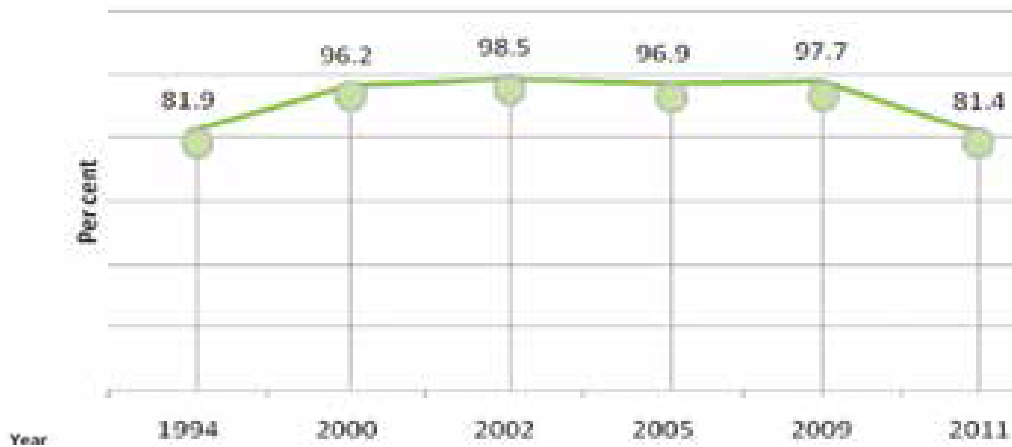
**Adapted from (CSO, 2001)**

**Table 2: Number of schools and teachers and school enrolment, 1980-2007**

Year	Primary School	Teachers	Pupils Enrolled
1980	2 411	28 455	819 566
1999	4 723	59 973	2 460 323
2004	5 007	69 461	2 464 682
2005	4 830	66 186	2 531 508
2006	4 842	66 220	2 493 260
2007	5 056	69 858	2 256 318

Adapted from (Ministry of Education Sport and Culture, 2007)

The Zimbabwe primary school Net Enrolment Ratio (NER) had risen to well above 95% by the year 2000. In 2005, it was 96.9% and in 2009, at the onset of economic recovery, it rose slightly to 97.7%.<sup>12</sup> However, by 2011, the primary school NER had fallen down to 81.4%. Primary school NER was higher in rural areas (84.1%) than in urban areas (73.4%).



**Figure 1: Primary School Enrolment Ratio, 1994-2011**

**Source: Ministry of Education, Sport and Culture, PICES (Poverty, Income, Consumption and Expenditure Survey) 2011/12**

In 2009, completion rates were 82.4%, possibly because of the improved economic situation that enabled children to stay in school and also as a result of the stabilisation of the economy. The completion rate for females (85%) rose to beyond that of males (80%) which should reflect the success of the national campaign to sensitise parents throughout the country on the



need to educate the girls. Urban areas had a higher completion rate (88.3%) than rural areas (80.4%) respectively.

### **1.1.1 THE STRUCTURE OF THE PRIMARY EDUCATION SYSTEM IN ZIMBABWE**

The education structure of Zimbabwe begins with a formal early childhood development (ECD) phase attended by 3-5 years olds. The formal primary school education system begins with a seven year primary cycle divided into infant (Grades 1 and 2) and junior school (Grades 3 to 7). Students are automatically promoted within the primary cycle, though in certain circumstances a pupil may be forced to repeat a grade. The primary school cycle ends when the pupils take a grade seven examination (Central Statistical Office, 2001). The education system in Zimbabwe positioned the country as an education leader on the African continent in the 1980s and 1990s. Although there were significant setbacks dating back to the economic structural adjustment programme (ESAP) of the mid-1990s, the economic meltdown and political unrest between 2000 and 2009. However, the education sector has made remarkable progress in recovering lost ground and is gathering momentum into the future. Through the support of government line ministries, United Nations agencies and international donors there has been progress in improving access to quality education in the past few years.

### **1.2 EFFORTS MADE BY GOVERNMENT, INTERNATIONAL GOVERNMENTAL ORGANISATIONS TOWARDS UNIVERSAL PRIMARY EDUCATION AND QUALITY EDUCATION**

#### **BEAM**

The Basic Education Assistance Module (BEAM) is an initiative that seeks to minimise the number of orphans and vulnerable children (OVC) who drop out of primary school by covering their tuition fees and other levies. In 2000, the Government of Zimbabwe in conjunction with the World Bank, UNICEF and other development partners formulated the Enhanced Social Protection Programme (ESPP). This was a comprehensive framework for protecting vulnerable groups against risk and shocks emanating from increased poverty. The

development partners included the Department for International Development (DFID), the European Commission, Australian Agency for International Development, New Zealand Agency for International Development and the German Development Bank. As the economy started to show signs of ailing in the early 2000s the government took a ‘quick-wins’ approach in 2001 and extracted four key components of the National Social Protection Strategy (NSSP) for immediate implementation. These components included: the Basic Education Assistance Module (BEAM); the Health Assistance Programme; the Public Works Programme; and the Children in Especially Difficult Circumstances Programme.

BEAM, a community-driven initiative, became the main social assistance programme in the schooling sector, aimed at providing funds (for tuition fees, levies and examination fees) for access to education by the poorest 30% of school-going children. BEAM is a demand-side response to the cost barriers affecting the ability of orphans and vulnerable children (OVC) to access education due to increasing poverty levels brought on by the economic meltdown (Process and Impact Evaluation of BEAM Report, 2012). BEAM’s major objective is to prevent households from resorting to perverse mechanisms, such as withdrawing children from school as a result of poverty. Since 2001, BEAM has sought to reach out to those children who have never attended or have dropped out of school for economic reasons and OVCs who are already in school. According to the Poverty Assessment Study of 2003, 12% of pupils in primary schools and 10% of students in secondary schools were sponsored by BEAM. From its inception until the end of 2008, BEAM was entirely financed by central government. At its peak, BEAM reached a total of 900,000 primary and secondary school children. However, with the advent of hyperinflation, BEAM resources became negligible and failed to reach the intended objective of supporting access to education by the poor and most vulnerable. There were reports of funds being abused and not reaching the intended beneficiaries.

The National Action Plan (NAP) for OVC was officially launched in September 2005. In late 2008 the government in partnership with UNICEF reviewed the BEAM programme. This was done to find any bottlenecks within the system and potential areas of improvement. The review was twofold, assessing firstly the programme design and its implementation and secondly the information management system used for payments and monitoring and

evaluation. It was agreed that the economic meltdown impacted negatively on the lives of the poor and vulnerable populations, with many failing to access basic social services such as health and education. As a result, in 2009 UNICEF mobilised the donor community, in close collaboration with the Zimbabwean government, to support the revitalisation of BEAM as part of Zimbabwe’s ESSP. This was also building on the programme of support for the NAP for orphans and vulnerable children, which had supported education through a number of fragmented civil society organisations since 2006. A total of US\$20 million was received from donors over the period 2009-2010, which contributed to the Programme of Support for OVC to aid government’s efforts to revitalise the BEAM programme. This amount covered the period from the third term of 2009 to the end of December 2010. The government availed US\$15 million for BEAM in 2010 for secondary school students. Thereafter, donors committed US\$10 million for 2011 within the framework of the National Action Plan for OVC Phase II (NAP II, 2011-2015) through its main funding mechanism, the Child Protection Fund (CPF). The government further committed US\$13 million for BEAM during 2011 for secondary school students and US\$5 million for primary school children to add to the US\$10 million committed by donors.

The number of schools registered and therefore eligible for BEAM funding was 5,407 in 2009 and 2010, rising to 5,666 in 2011. Table 1 below shows the success rates in applications for BEAM funding from 2009 to 2011.

**Table 3: Percentage of schools applying for and receiving BEAM funding 2009 -2011**

		Number	%
2009	Registered schools	5 407	
2009	Applications submitted	4 935	91.27%
2009	Successful transfers	4 540	83.97%
2010	Registered schools	5 407	
2010	Applications submitted	5 386	99.61%
2010	Successful transfers	4 540	83.97%
2011	Registered schools	5 666	
2011	Applications submitted	5 357	94.55%

2011	Successful transfers	5 344	94.32%
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**Source: Process and Impact Evaluation BEAM Report, 2012**

The BEAM evaluation report notes that efficiency in the utilisation of funds for primary schools increased over the three-year period 2009-2011, from 72% of available funds in 2009 to 91% in 2010 and 99% in 2011. This is largely contributed to the appointment of a BEAM Technical Advisor in May 2010 and an Information Technology Specialist funded by UNICEF. Their main focus was to speed up the processing of 2010 payments as well as trying to address the 2009 backlog. The processing of applications is a complex process, made more difficult by errors in the applications submitted by Community Selection Committees (such as submitting the wrong forms, names on bank statements not tallying with names of schools on the application form, requests for examination fees for grades not needing them, and even forms not indicating the funds required).

Article 11 of the African Charter on The Rights and Welfare of The Child states the right to education. State Parties to the Charter are obliged to provide “free and compulsory basic education.” Zimbabwe as a signatory to the Charter has taken great strides to provide education for all its citizens since independence. These efforts are complemented by other donors and non- governmental organisations who are paying school fees for pupils from vulnerable households. World Vision, Plan International are particularly active in Insiza Constituency with most of their beneficiaries being in Mapengani, Mwele and Elangeni primary schools.

### **1.2.1 UNICEF: EDUCATION TRANSITION FUNDS CONTRIBUTION TOWARDS UNIVERSAL PRIMARY EDUCATION AND QUALITY EDUCATION IN ZIMBABWE**

The Educational Transition Fund (ETF) is a multi-donor funding mechanism designed to mobilise resources for the education sector to ensure equitable access to quality education. The ETF also invested in the training of School Development Committees to improve management of schools at community level. It also provided technical support to strengthen the Ministry of Education’s ability to monitor educational services. Fandler (1992) postulates

that effective learning cannot take place without adequate resources. In Insiza Constituency, UNICEF has distributed textbooks, stationery, teaching aids to all primary schools. This has eased the burden for the government and greatly contributed to the delivery of quality education. Overall, some 22 million textbooks were printed, procured and distributed to 8,015 primary and secondary schools, along with other supplies including those needed for early childhood development centres (UNICEF Zimbabwe, 2012).

Specific actions include:

- The development of a national school grants initiative to deliver critical investment for education quality at school level;
- Teacher upgrading in O' level Maths and English for at least 7,500 under qualified teachers and improving the basic teaching skills of at least 10,000 ECD paraprofessionals;
- Training of at least 300 key Ministry personnel at the national, provincial and district level plus 8,000 school heads to strengthen their system management capacities and abilities related to planning, implementation, supervision and monitoring in line priorities outlined in the Education Medium Term Plan;
- The development of a second chance education programme which will provide alternative learning opportunities for at least 50,000 young people, with the aim of returning at least 50,000 school learners to mainstream education.

The pupil: textbook ratio for the four major primary school subjects; Mathematics, English, a local language and Environmental Science has reached the target of 1:1 as result of the support of the Educational Transition Fund (ETF). The education transition fund also invested in the training of School Development Committees (SDCs) to improve the management of schools at community level. It also provided technical support to strengthen the Ministry of Education Sports, Arts and Culture (MoESAC's) ability to monitor educational services. The national school improvement grants programme that is still in the pipeline is intended to strengthen education by providing finance directly to schools. The programme aims to identify the poorest and neediest schools and enable them to participate in a grants initiative aimed at eradicating the costs of schooling for parents and children and thereby ensuring quality education for the most vulnerable individuals in society.

## **1.3 NGOs: CONTRIBUTION TOWARDS UNIVERSAL PRIMARY EDUCATION AND QUALITY EDUCATION IN ZIMBABWE**

### **1.3.1 THE SCHOOL FEEDING PROGRAMME**

The School Feeding Programme which was launched by the Ministry of Education, Sport, Arts, and Culture was targeted at children who have dropped out of school due to hunger. This was to give them another opportunity to attend school and for those who faced food insecurity issues at home, the supplementary school feeding programme covered the pupils with basic food packs at school. Research has revealed that the physical effects of malnutrition as measured by indicators such as body mass index (BMI) have a significant impact on an individual's productivity/performance and wages (Broca and Stamoulis 2003). (Jomaa et al, 2011) state that "childhood under nutrition imposes significant economic costs on individuals and nations, and that improving children's diets and nutrition can have positive effects on their academic performance and behaviours at school as well as their long-term productivity as adults." Alderman, Hoddinott, and Kinsley (2006) found that malnutrition led to delayed entry to school, less overall schooling, smaller stature, and 14% lower earnings as adults.

School feeding programs can be a powerful instrument for achieving many multi-sectoral benefits –education, gender equality, food security, poverty reduction, nutrition and health, and agricultural development. School feeding programs act as both as a social safety net for children living in poverty and food insecurity areas, and as a tool for stimulating local agricultural production and economic opportunities in rural communities.

### **1.3.2 SCHOOL IMPROVEMENT GRANTS PROGRAMME**

The national School Improvement Grants Programme was intended to strengthen education by providing financing directly to schools. The programme identified the poorest and neediest schools and enabled them to participate in a grants initiative aimed at eliminating the costs of schooling for parents and children and ensuring quality education for the most vulnerable. The Ministry of Primary Education has also embraced the philosophy of Child-Friendly Schools (CFS) and child-centered learning and already 250 schools have been identified in which the CFS programme will be implemented. The CFS programme is aimed

at schools that do not currently cater for the needs of vulnerable children and enabling them to provide a safe, child-friendly environment which is an indicator of quality education.

### **1.3.3 EARLY CHILDHOOD DEVELOPMENT**

The Zimbabwe 2012 MDG Progress Report revealed that the Early Childhood Development (ECD) programme is progressing well. Approximately 98% of all primary schools have established ECD ‘B’ centres catering for children between the ages of four and five and 60% have ECD ‘A’ centres for children aged three to four, all with qualified personnel. The importance of early childhood development can never be underestimated because what transpires during the early years is of crucial importance for every child’s development. As much as it is a period of great opportunity, it is also of vulnerability to negative influences.

Early years of childhood form the basis of intelligence, personality, social behaviour, and capacity to learn and nurture oneself as an adult. There is significant evidence that links the circumstances of adversity and habits formed in early years to the non-communicable diseases of adulthood. Many children do not reach their full human potential because of their families’ income status, geographic location, ethnicity, disability, religion or sexual orientation. They do not receive adequate nutrition, care and opportunities to learn. However not all is lost as these children can be assisted. A good and sound foundation in the early years makes a significant difference through adulthood and even gives the next generation a better start. Educated and healthy people participate in, and contribute to, the financial and social wealth of their societies.

The brain develops very rapidly during the early years of life. When the quality of stimulation, support and nurturance is deficient there are detrimental effects on child development. The effects on disadvantaged children can be reduced. Early interventions for disadvantaged children lead to improvements in children’s survival, health, growth, and cognitive and social development. If children receive assistance in their early years, they achieve more success at school. As adults they have higher employment and earnings, better health, and lower levels of welfare dependence and crime rates than those who do not receive the proper assistance in the early years.



Efforts to improve early child development are an investment, not a cost. Available cost-benefit ratios of early intervention indicate that for every dollar spent on improving early child development, returns can be on average 4 to 5 times the amount invested, and in some cases, much higher. Van der Gaag and Tan(1998), provide a very useful framework for estimating the economic benefits that can come by if early child development programs are implemented. These economic benefits refer to the monetary value of the benefits in health, nutritional status, and cognitive and social development that accrue to the children who enrol in ECD programs. To these benefits we need to add benefits to the mother and other family members, to the neighbourhood and society at large. World Vision in Insiza Constituency has been very active in improving already existing ECD facilities and constructing new classroom blocks. Currently they are working in partnership with other donors to construct a ECD block in Mapengani Primary School. Furthermore, as a child-focused organization, Insiza Area Development Project has worked together with the school development committee to build a classroom block (picture below). A total of 90 pupils now have access to a safe learning environment that enhances numeracy and literacy skills.





Courtesy of World Vision Zimbabwe

World Vision is also playing a major role in the provision of school furniture in the Constituency. The comfort of scholars during the learning process plays a part in their performance in their studies. During interviewing one of the scholars at Mazeya Primary School, a respondent in Grade 5 said,

*"I am excited that my class benefited the new desks donated by World Vision. Writing lying on the floor was tiresome, but now I can sit comfortably and write eligibly."*

At Pumula Primary School World Vision has set up a play centre for the ECD pictured below. Playing is an essential and critical part of all children's development. According to Fromberg and Gullo (1992), play enhances language development, social competence, creativity, imagination, and thinking skills. Fromberg (1990) claims that play is the "ultimate integrator of human experience" (p. 223). Frost (1992) agrees with these sentiments, stating that "play is the chief vehicle for the development of imagination and intelligence, language, social skills, and perceptual-motor abilities in infants and young children" (p. 48). Garvey (1977) states that play is most common during childhood when children's knowledge of self, comprehension of verbal and non-verbal communication, and understanding of the physical and social worlds developing.



Courtesy of World Vision Zimbabwe

### **1.3.4 EduTrac**

The Ministry of Primary and Secondary Education in collaboration with UNICEF will launch a pilot SMS-based system called EduTrac. The main objective of the system is to strengthen the monitoring of education service delivery and improving the quality of

education in the country's schools. According to Carol Weiss as quoted by Khan (2012), monitoring and evaluation is the systematic assessment and tracking of the operation and/or outcomes of a program or policy, compared to a set of explicit or implicit standards. It is carried out to bring about meaningful contribution to the improvement or adjustments of the program. Given the above strategic role of monitoring and evaluation, it has proven to be an essential and tool for economic, social, financial and political progress in all spheres. Monitoring and evaluation has spread through every sector, program and human activity and education is no exception.

EduTrac will provide district education officers with a tool to identify hinderances to progress at schools, it will also facilitate the tracking of accountability for resolution of issues arising from various reports coming from schools, and help improve planning for education. The Director of Education in the Ministry of Primary and Secondary Education, Mr Tomax Dhoba said ,

*“the system is critical for the Ministry in that it will reduce the cost of monitoring our schools and will go a long way in improving real-time decision making on the part of policy makers at the Ministry’s headquarters.”*

EDUTRAC would be used at the district level by District Education Officers (DEOs), who will then manage and orient schools to use the system, make follow-ups with schools and take the necessary action on the reports submitted. When it reaches its optimal utilisation the SMS-based platform will give power to the Ministry of Education to collect any kind of numerical data by text messages and monitor all the 8,750 schools in the country, providing the results on an internet based dashboard in real-time. The system will incorporate practitioners, policy makers at all levels from district level, through to the community level and to individual schools. EduTrac collects data from schools through a scheduled poll system. Based on a schedule, the system sends out a question to a school head. A reply in a particular format is expected from the school head within 2-24 hours before the next question can be sent out if relevant. For example, to collect data on teacher attendance, every Thursday, the Headmaster will receive the question, “How many female teachers are at school today?” when a response is received for this question, it moves on to the next question, which is “How many male teachers are at school today?” If there is no reply within a day the system automatically sends another question (UNICEF, Zimbabwe 2015).

## **CHAPTER TWO**

### **2 CHALLENGES IN ATTAINMENT OF MILLENNIUM DEVELOPMENT GOAL 2 IN INSIZA WARD 10**

#### **CHAPTER INTRODUCTION**

This chapter seeks to give a thorough analysis and explanation of the challenges faced by Insiza Ward 10 in achieving universal primary education. Some of the challenges and obstacles which will be highlighted include hunger and poverty, poor learning environments, high teacher-pupil ratios, poor teacher remuneration and motivation, shortage of teaching and materials and financial constraints. This section shall also give a historical background of Insiza Ward 10 and will also highlight the actual number of schools that are currently present. The results are based on the information extracted from the questionnaires and the interviews which were conducted in Insiza Ward 10.

## **2.1 THE PROFILE AND CHARACTERISTICS OF THE RESPONDENTS**

Most of the sampled and interviewed respondents were middle aged men and women aged 20-40 years. This age range constituted 47% of the total sampled population. This population represented the working class of Insiza Ward 10 who comprised of teachers, and district education officers as well as school heads because they had the most knowledge on the issue which was being researched on. However, 37% constituted of people aged 41 and above, this was because there were very many teachers and district education officers who were of that age, with the inclusion of few school heads. Most teachers had work experience ranging from 8 years to 30 years. To conclude the statistics, 16% represented those who were below 20 years of age as this cluster represented the actual temporary school teachers who attend primary school in Insiza Ward 10. Views were solicited from both males and females in order to encourage gender balance and to ensure that both voices were heard. School children were also interviewed as they are the core of the research.

### **2.1.1 HISTORICAL BACKGROUND OF INSIZA WARD 10**

The primary schools in this ward are Elangeni, Gwatemba, Malole, Mapengani, Mazeya, Mwele and Pumula. They were built before independence and are owned by rural district council. Over 95% of the teachers at these schools received formal training. There are two

secondary schools in this ward known as Bungwe and Mwele and both schools are owned by the rural district council and were built after independence. More than 60% of the teachers at these schools are trained. Bungwe secondary offers education up to A' level whilst Mwele offers education up to O' level. The researcher discovered that in Insiza Constituency Ward 10 approximately 20% of the pupils are BEAM beneficiaries. This contribution has gone a long way in retaining orphaned and vulnerable children in school.

### **2.1.2 GOVERNMENT AND STAKEHOLDERS PROGRAMMES WHICH ARE PROVIDING RESOURCES**

The responses were noted from the questionnaires which were completed by the research participants. These are some of the non-governmental organisations and government backed programmes which have been implemented in Insiza Ward 10.

#### **Government backed programmes**

BEAM

MCC

School Improvements Grant

#### **Other stakeholders**

World Vision

UNICEF

Insiza Godlwayo Aids Council

Capernaum Trust

### **2.1.3 CHALLENGES IN THE ATTAINMENT OF MDG 2 IN INSIZA WARD 10**

Responses to the question on the challenges that threaten the quality of education and why MDG 2 has not been achieved were varied. The results are highlighted in the Figure below. From the pie chart below it is clear that the low budget allocation towards education and financial constraints are major hindrances in achieving this goal on universal primary

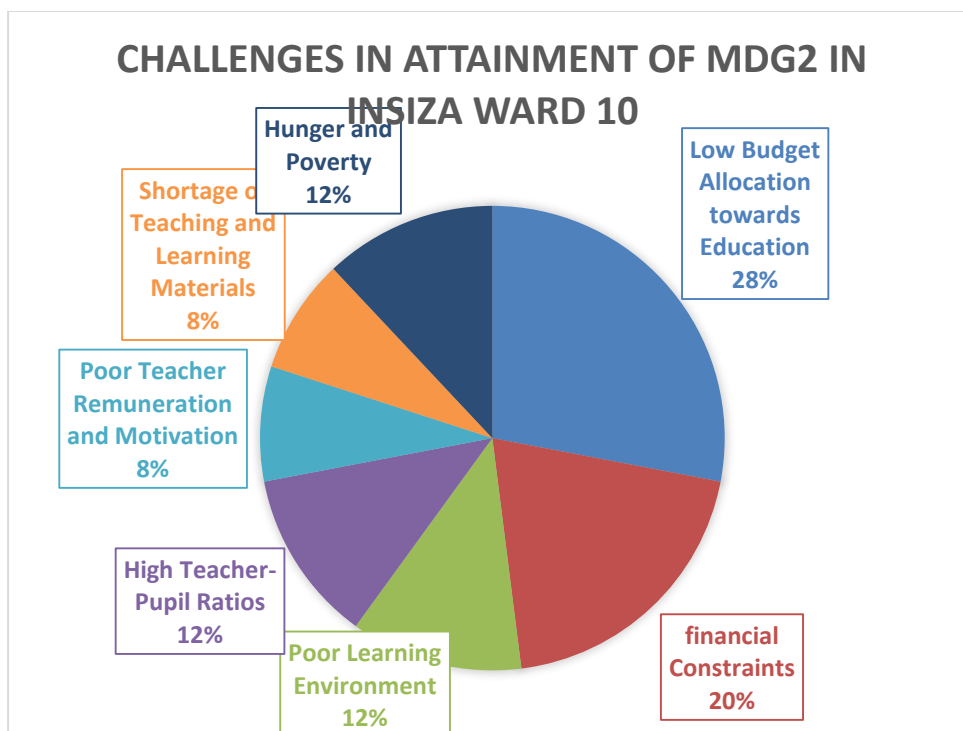
education. Other challenges include hunger and poverty, poor learning environments and the shortage of teaching and learning materials.

### **POOR TEACHER REMUNERATION AND MOTIVATION**

Most of the teachers interviewed agreed that teacher motivation was low because of the frustration as a result of low salaries. The poverty datum line is currently pegged at \$505 and most teachers' salaries are way below that. At the moment, the lowest paid civil servant earns around \$375 per month. Civil servants, teachers included have been clamouring for non-monetary benefits like housing schemes and tax exemption when importing vehicles. This has however fallen on deaf ears. A teacher from one of the schools in Ward 10 said,

*“We get very low salaries and the profession has been relegated as an occupation of last resort. These headcounts are affecting teacher’s morale as some are being struck off the register and payments are being frozen...”*

Many respondents highlighted that the government has not lived up to its expectation of providing an increased budget allocation towards the education sector. Without government investment, it has proven very difficult for the government schools to expand their classrooms and improve the existing facilities. Without adequate government support, universal primary education will always remain a pipeline dream.



**Figure 3: Challenges in the attainment of MDG 2 in Insiza Ward 10**

### **SHORTAGE OF TEACHING AND LEARNING MATERIALS**

Teachers in Insiza Ward 10 shared their day to day challenges which they are faced with when carrying out their duties. Most teachers lamented the shortage of learning materials such as blackboards, chalk, writing books and textbooks for the students. They also highlighted that the textbooks they get through the UNICEF Educational Transition Fund have errors and therefore could not be utilized. Some are not in sync with the curriculum that has undergone change. One teacher interviewed at Mapengani Primary School shared that:

*“There is a gross shortage of teaching and learning materials such as manila sheets and magic markers and there are no teacher development programmes in place to promote the use of ICTs.”*

Another respondent at Elangeni Primary School shared that:

*“The lack of furniture is a huge problem, pupils sit on uncomfortable damaged chairs, whilst others sit on the floor, making the learning environment very poor and uncondusive for the learner...”*



Thus, from the teachers who were interviewed it is clear that there is a shortage of teaching and learning materials which affect the process of learning and reduce the quality of education in that area. The lack of computers, textbooks, and teaching materials has detrimental effects on the attainment of MDG 2 in Insiza Ward 10 because the quality of education is compromised. This implies that the output which is produced from these schools is poor when compared with other schools. In such poor conditions, completion rates and high pass rates are very difficult to achieve.

### **HUGE TEACHER-PUPIL RATIOS**

Most of the teachers who were interviewed bemoaned the high teacher-pupil ratios which are dominant in most primary schools in Insiza Ward 10. This strains the teacher and some of the students fail to get adequate attention due to the bulging numbers of students. The teacher to pupil ratio is used as a proxy indicator for the quality of education as it is assumed that fewer learners per educator will result in greater contact between the two and lead to enhanced learning. . One Teacher from Mwele Primary School shared that:

*“The classes here are so huge, roughly every primary school here has an average 1:45 teacher to pupil ratios with some bulging to 1:50. This goes against the quality of education standards...”*

Thus, it can be noted that the government’s failure to construct more classrooms in rural areas has seriously hampered the progress of quality education from being achieved in Insiza Ward 10. The construction of classrooms was supposed to be accompanied by the deployment of teachers to these areas, but this has not been the case as current teacher-pupil ratios average 1:45 in Insiza Ward 10 which severely compromises the quality of education.

### **HUNGER AND POVERTY**

School children interviewed noted hunger and poverty as a cause of absenteeism. Due to national food insecurity and household food insecurity, children in Insiza Ward 10 are being affected by hunger due to the lack of food which is mostly a home case scenario. This leads to children absconding school due to hunger and the lack of food. One child interviewed at Pumula Primary School shared that:

*“We sometimes miss school due to the lack of food at home...”*

Another respondent interviewed from Mapengani Primary School noted that:

*“We walk very long distances to school on empty stomachs, when we arrive at school we will be very tired. It is very difficult to even participate in class on an empty stomach...”*

Thus, it can be noted that hunger and poverty at household and individual level are extreme causes of absenteeism from school and have a bearing on how a scholar performs. This is worsened by the long distances which children have to walk which are sometimes more than 10 kilometres.

The Sunday News, 2015 reported that over 6 000 pupils in the Matabeleland region have dropped out of school due to hunger. In reaction to this, education authorities in the region have been compelled to cut learning hours as a significant number of pupils come to class hungry, hence low concentration levels. The most food insecure regions in Zimbabwe are Matabeleland North and South, and Midlands provinces. According to statistics provided by education offices in Matabeleland North and South, drought has led to a sharp increase in school drop outs and absenteeism at both primary and secondary level. Matabeleland North provincial education director Mrs Boithatelo Mnguni, the Matabeleland North provincial education director said,

*"I can confirm that things are not good in the province due to hunger, while drop outs can be due to various reasons. We have had a sharp increase of absenteeism during the first and second term attributed to the hunger scourge. Our figures to date state that from the first to the second term we have had 2 758 drop outs at primary school level; that is from Grade Three to Seven. For the Early Childhood Development (ECD) special needs classes we have had 18 drop outs, while for the general ECD classes we have had over 1 000 drop outs,"*

## **FINANCIAL CONSTRAINTS**

Most of the teachers and district education officers who were interviewed cited financial constraints as another major stumbling block towards attaining universal primary education in Insiza Ward 10. The current economic meltdown that has been prevailing in the country for a number of years and the dollarisation of the economy has made it difficult for parents to afford to send their children to school continuously without dropping out. Most respondents noted that children have dropped out of school due to the failure to pay tuition fees, levies, poverty and hunger and the separation of parents. The active donor associations in the region have not been able to cater for all learners whose parents or guardians cannot pay for them. The situation has been compounded by the Ministry of Education directive to introduce examination fees for grade seven students whilst many parents are poor and struggle to pay tuition fees and school levies.

## **CONCLUSION**

In conclusion it can be noted that Insiza Ward 10 faces a number of challenges in the achievement of universal primary education for all by 2015. The major challenges which face schools in this area emanate from the low budget allocation towards education from the Ministry of Finance and Economic Development. The neglect of education from the central government has left rural schools with poor infrastructure and a lack of libraries, textbooks and teaching materials. This severely compromises the quality of education by forcing students to learn in sub-standard classrooms which are very poorly furnished. The low budget allocation towards education also has a bearing on teacher morale and motivation for their work. Teachers need the status of the profession to be re-instated and housing to be provided to cushion their current meagre salaries. Financial challenges amongst parents is another major constraint towards achieving universal primary education. This is because poverty forces parents to withdraw their children from school due to the inability to pay tuition fees, examination fees and levies. Hunger and abject poverty also cause absenteeism of pupils from schools in some instances.

## **CHAPTER THREE**

### **3 WAYS THROUGH WHICH UNIVERSAL PRIMARY EDUCATION CAN BE ACHIEVED IN ZIMBABWE.**

#### **INTRODUCTION**

This chapter seeks to address the challenges which the education sector has been facing in its quest to achieve universal primary education. Strategies which can be implemented shall be proffered as to how they can contribute towards the achievement of the goal. The study recommends that government should prioritise the education sector because it is the foundation of any society and a country's development. This section shall provide recommendations that if implemented would contribute towards attaining the Millennium Development Goal 2 in Zimbabwe and Insiza Constituency. These recommendations include the improved government expenditure towards education, restoring the professional status of teachers, restoring and improving the conditions of learning and teaching as well as the need for constant monitoring, evaluation and supervision in the education sector at Provincial and District Level.

#### **3.1 INCREASE GOVERNMENT EXPENDITURE TOWARDS EDUCATION**

The government should increase the budget allocation towards the education sector to facilitate for improvement in the standard and quality of education. Currently, primary schools in the rural areas lack adequate learning facilities and other schools face a challenge in rehabilitating existing infrastructure. This has resulted in pupils learning in poor facilities which are not conducive for effective learning to take place. Should funds be made available from the central government, this would greatly improve the dilapidated infrastructure and would facilitate for the purchase of new furniture such as desks, chairs, blackboards, and cupboards which are currently absent in primary schools in rural areas and also in some urban areas.

Proper tutorial accommodation should be provided and existing ones rehabilitated. According to the MoESAC Education Medium Term Plan 2011-15, the comfort of learners during lessons is a critical component of learning. As a result of economic meltdown experienced in the last decade in Zimbabwe, relevant authorities had difficulty in securing the needed funds to carry out maintenance and rehabilitation works, leaving many schools dilapidated. The funding that was availed by government for the purpose was quickly eroded by hyper - inflation and translated into very little on the ground. Now that the economy has stabilised due to the dollarisation of the economy and economic growth is beginning to show improvement signs, there is a need to ensure that resources are made available for primary school rehabilitation. Hygiene at schools is also of paramount importance. The Ministry of Education and other relevant stakeholders must provide adequate toilets for all schools. The provision of facilities for extra curriculum activities in a school is an indicator of quality education.

### **3.1.1 IMPROVE CHECKS AND BALANCES ON GOVERNMENT SPONSORED PROGRAMMES**

The government should improve on checks and balances on its sponsored programmes which are aimed at improving access to education for the poor and vulnerable children. To be specific, certain government sponsored programmes such as the Basic Education Assistance Module (BEAM) programme are not reaching the intended beneficiaries who are supposed to be orphans and vulnerable children. Monitoring and evaluation therefore ensures that the policies are checked in their ability to provide the best institutional and legal framework that promotes the desired objectives. These projects are sometimes manipulated by school authorities and pupils who are undeserving of such assistance end up benefiting at the expense of orphans and vulnerable children.

The government through the responsible Ministry of Primary Education should make follow ups on funds disbursed and the beneficiaries who are awarded such assistance should provide the required documentation if possible to verify that they are worthy of such assistance. Constant monitoring and evaluation in the education sector is of paramount importance. Supervisory staff at provincial and district schools need to conduct regular visits to various schools for supervision and monitoring purposes. These inspectors will identify and

understand school specific problems in relation to physical structure, the performance of pupils, completion rates, retention as well as the learning environment.

### **3.1.2 GUIDE THE NEW CURRICULUM WITH A PHILOSOPHY OF EDUCATION**

The Zimbabwean education system currently does not have a philosophy of education. This makes the whole education system lack coherence and direction as to what and why the children are going to school. The Ministry of Primary Education must see to it that the new curriculum which is going to be implemented in primary schools in 2016 must be directed by a philosophy of education which will provide and act as a guideline for the education sector. The philosophy which must be introduced can be either a home-grown blueprint which is sync with the local economy, culture and its natural resource endowments or the philosophy can be borrowed from existing philosophies such as the behaviourism philosophy, progressivism philosophy or the radical de-schooling philosophy.

### **3.1.3 PROVIDE INCENTIVES TO PRIMARY SCHOOL TEACHERS**

Incentives should be provided to primary school teachers so that they are able to execute their mandate with passion. Currently, most primary school teachers suffer from low levels of morale due to the poor remuneration packages being issued out by the Ministry of Primary Education. Improved remuneration and incentives in the form of housing loans and on site housing facilities would go a long way in improving the basic welfare of the school teacher. The Ministry of Primary Education should desist from worsening the morale of teachers by frustrating them with head counts and excluding some of the teachers who were not counted from receiving their salaries. This results in teachers not performing their job to their fullest potential due to depression and low levels of morale.

The Ministry of Primary Education should lobby for the increase of salaries of teachers and lobby for the increase of remote/rural allowances as morale and motivation in the profession are urgent challenges. In 2009, the government was able to pay a flat rate of US\$100 per month to all civil servants, including teachers. This has been gradually increased; a more

graduated scale and allowances have been reinstated, so that as of July 2011 a diploma-qualified teacher started at a monthly income of US\$363 (US\$232 basic salary, US\$66 transport allowance and US\$65 housing allowance). The Poverty Datum Line in July 2011 was US\$540, showing that the starting salary for a qualified teacher remains substantially below the minimum amount required to sustain a small household. Thus, teaching is no longer the envy of many but the profession of last resort.

### **3.2 ENACT AND ENFORCE LEGISLATION MAKING IT COMPULSORY FOR CHILDREN TO ATTEND PRIMARY SCHOOL**

The Government of Zimbabwe should enact and enforce legislation that makes it compulsory for children to attend primary school. This should act as a deterrent to those parents who default on sending their children to school simply because of their religious affiliation or due to the ignorance of it. The government should move in to deal with religions which do not promote education such as the apostolic sect whose religious philosophy does not believe in education or access to health facilities. This legislation would be able to force such religious groups to adapt to change thereby giving their children a right to access primary school education. This legislation would be able to deal with the issue of child labour which is dominant in rural areas and also in towns where children are forced to quit school in order to work for a living. Some children especially in rural areas are used as cheap labour in the fields at the expense of them attending school. The government must criminalize the act of child labour so as to protect children from being denied the clear right to access basic primary education which is a right of every citizen of Zimbabwe.

### **3.3 CONSTRUCTION OF SCHOOLS IN NEWLY LAND RESETTLEMENT AREAS**

The Government of Zimbabwe through the responsible Ministry of Primary Education and the Ministry of Finance must make it mandatory to provide funds for the construction of schools in newly land resettlement areas which currently do not have such facilities. Children are forced either to walk very long distances to school where they arrive late and are physically tired to fully participate in class. These long distances increase the level of vulnerability of the girl child who may be easily raped on her way home whilst others may be abducted. Setting up and increasing the number of schools in these remote areas will directly

contribute towards universal primary education through attendance, and the completion of primary school.

### **3.4 IMPROVE ON BIRTH ALLOCATION AND REGISTRATION**

Some rural children fail to attend and enroll for primary school due to the lack of a birth certificate which may be the result of a number of issues, for example such as orphan hood. The responsible ministry and government departments should assist such children who are faced with such challenges. Parliament should be lobbied to play a more dynamic role in advocating for child-friendly laws. Government facilities in this department should be increased in number to be able to serve those remote areas and those areas which are under newly resettlements which currently do not have access to such government departments.

### **3.5 ENGAGE DONORS TO PROVIDE SCHOOLS WITH SUITABLE TEACHING AND LEARNING RESOURCES**

In order to attain Millennium Development Goal 2, it is crucial that teachers and learners are provided with up to date learning materials for effective teaching and learning to take place. It is the mandate of the Ministry to provide textbooks and learning aids and materials. The Government and relevant stakeholders should embark on revitalisation of school and community libraries especially in rural and remote areas. When pupils lack a variety of materials they do not participate fully in the learning programme. Instructional material is vital to the learning process especially at primary school level. The conditions of learning should be improved so that the quality of education improves.

### **3.6 PROTECT AND ASSIST CHILDREN WITH SPECIAL NEEDS**

There is need for resources to be focused on those children who have special needs who need attention the most. Particular groups like orphans and vulnerable children (OVCs) with special needs and those affected by HIV/AIDS need particular attention. When planning, teachers need to be aware that pupils come from various backgrounds which likely will affect



their learning and mental capabilities. Learners may have physical, mental and psycho-social challenges and as a result educators need to make special arrangements for such pupils as they are often overlooked in the process. Deliberate policies and practices have to be put in place to protect learners with special needs. The government, NGOs and other relevant stakeholders should ensure the provision of critical equipment for this group of children. A special class should be opened to cater for students who are slow to grasp knowledge and who require more attention than the rest.

### **3.7 INTRODUCE GENDER SENSITIVE LEARNING ENVIRONMENTS**

Quality education also means the presence of a gender sensitive environment. Any potential hindrance or obstacle to female students must be identified and corrected. Gender sensitive learning materials should be provided and the syllabus content must be empowering for the girl child. Mechanisms must be in place to protect some of the primary school going girls who mature faster and are affected by the puberty changes which are accompanied with a menstrual cycle. Sanitary pads which are washable can be provided to girls in order to reduce the rate of absenteeism due to this biological occurrence.

### **3.8 INTRODUCE EDUCATION FOR WORK PROGRAMMES**

Education for work programmes can be introduced by schools for those parents who are unable to pay tuition fees and levies for their children so that they are able to attend primary school. Parents of such children may be able to work for an agreed amount of time at the school in order to compensate for the failure to pay tuition fees. The work done should be for the development of the school such as building of classroom blocks, and moulding of bricks which would contribute towards the improvement of the infrastructure at the schools.

### **3.9 INTRODUCE FOOD AND NUTRITION PACK PROGRAMMES AT PRIMARY SCHOOLS**

Hunger and the lack of food has been noted as a major stumbling block for primary school going children in Zimbabwe. Local communities may be able to donate certain food products

which will be consumed by all the children. Communities which are located in rural areas can donate some of their agricultural produce for this cause, with crops such as maize, wheat, fruits, milk, meat and sweet potatoes being donated. This will go a long way in improving pupil attendance as some children abscond from school simply because of hunger and the lack of food. The performance of children can be greatly improved by the provision of food because the lack of it affects the children's ability to full concentrate during class and the ability to take part in extra-mural activities which are energy demanding. The government must appeal to donors to support such initiatives as this will help a child to full develop to his or her fullest potential.

### **3.10 INTRODUCE A SOLAR POWERED INFORMATION, COMMUNICATIONS AND TECHNOLOGY (ICT) PROGRAM IN PRIMARY SCHOOLS**

There is also need to expand access to e-learning to improve the quality of education. Most rural schools are situated in areas which lack adequate access to electricity with some schools being situated in areas which do not have electricity at all. This is a major hindrance to the ICT programme which was spearheaded by President Robert Mugabe, which saw primary schools both in urban and rural areas being given computers so as to enhance the knowledge of the pupils with the modern skills required in the technology driven age. Most of the computers donated through this programme are still packed in their boxes and are lying idle in cupboards simply because of the lack of electricity to use them. Introducing a solar computer lab programme in primary schools will be able to facilitate the use of these computers. This will therefore improve the level of understanding and the level of practical computer experience among primary pupils in Zimbabwe and will eventually result in a population that is computer literate in the near future.

### **3.11 ENGAGING THE PARENTS AND THE COMMUNITIES**

The presence of a vibrant school development association is an indicator of quality education. Parents and communities are a wealthy source of human capacities which can and should be tapped into to enhance the education of children in Zimbabwe. Systems were set up after 1980 to enable parents and communities to contribute meaningfully to the education of their children. School Development Committes (SDCs) have proven their capability to keep schools operating. There should be more collaboration between the State, parents,

communities, private sector and donors in order for Millennium Development Goal 2 to be attained. The private sector is a major player in development. Before the economic meltdown, Zimbabwe's private sector used to be vibrant, it served the education sector with printing, publishing, technical support and the provision of school materials. Although the private sector still exists, it has been also affected by the economic challenges thereby impeding its efforts in assisting the education sector.

The State as the main funder of the education system must put in place sound technical and professional policies. Zimbabwe's early successes in the education system were a result of 22% of the State budget being allocated to education. This scenario should return so as to effectively implement policies that will accelerate the attainment of MDG 2. These policies include: decentralisation, ensuring that the education and training systems are more aligned to the development plans of the country. We remain hopeful as the government has committed to improve the quality of education from Early Childhood Development (ECD) to vocational and tertiary levels to enhance literacy levels and skills development under the Zimbabwe Agenda for Socio-Economic Transformation (ZIMASSET).

## **CONCLUSION**

In conclusion it can be noted that the education sector is currently faced with a number of challenges in order to achieve universal primary education. However, there are viable policy options and strategies which the Government of Zimbabwe and the third sector can take into consideration in order to reach the goal of universal primary education in Zimbabwe. These include the crafting and enforcing of legislation that makes it compulsory for children to attend primary school. The government of Zimbabwe through the Ministry of Finance and Economic Development should increase the budget allocation awarded to the education sector as the current allocation is insignificant to achieve much change. Teacher remuneration and incentives should be increased and the respect to the profession should be re-instated so that teachers are able to perform their jobs with passion. Government departments responsible for the registration and allocation of birth certificates should be made mobile and increased in number to cater for children who may be orphans and vulnerable children who are unaccompanied to these centres and are not able to produce the normally required documents which will assist one to get a birth certificate. Schools in newly resettled areas must be constructed so as to facilitate for primary education and reduce this burden on

children who are forced to walk very long distances. Checks and balances must be strengthened on government and donor implemented projects and programmes so as to ensure that the intended beneficiaries receive the assistance which would be rendered out. This means that constant monitoring and supervision is required by provincial and district officials. Food and nutrition pack programmes must be introduced so as to deal with the challenge of hunger and poverty which is currently hindering children from going to school on a daily basis. A solar powered ICT programme must be implemented by the Ministry of Energy so as to assist those schools which are located in rural areas who lack access to electricity to enable the use of donated computers. This will go a long way in improving computer literacy in both urban and primary schools in this age where electricity is in short supply and is currently a national programme.

## **GENERAL CONCLUSION**

The achievement of MDG 2 on universal primary education has been met with some challenges in Zimbabwe. As revealed by the study many of the challenges are linked with the poor and low budget allocation towards the education sector from the central treasury. Thus, this hinders school rehabilitation, the construction of new classroom blocks and the purchase of textbooks, teaching aids, learning aids and furniture. The low allocation towards the education sector also affects the salaries of teachers which is lower than the poverty datum line showing that most primary school teachers are currently living in poverty. Hunger and poverty are also other causes which deliberately affect the achievement of MDG 2 because some children are forced to drop out of school due to the inability of their parents to pay tuition fees and levies. This affects primary school completion rates which is an important indicator of universal primary education.

It is therefore important that the government increase the budget allocation towards the education sector so as to cushion some of the challenges which are being faced currently due to the lack of finance to improve facilities at primary schools. Donors should be brought into the equation in order to fill the gap where the where the government lacks. In order to improve the quality of education and achieve the MDG 2 on universal primary education it is imperative that the government improve the checks and balances on government sponsored programmes in order to reduce corruption and make sure that the intended beneficiaries receive the adequate assistance required. The legislature should also enact and enforce legislation making it compulsory for children to attend primary school. Responsible governments should assist orphans and vulnerable children who have special cases in order for them to acquire birth certificates which are needed for them to register for school. A solar powered ICT programme in primary schools can go a long way in improving computer literacy in these current times where electricity is a scarce resource and is totally absent in

some rural areas. A food and nutrition pack programme or the creation of school gardens can help alleviate the number of children who abscond from school due to hunger and the lack of food. Schools need to be constructed in newly resettled areas in order to reduce the long distances which primary school children are currently walking to school which makes them vulnerable to rape and abduction.

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## 4.1 APPENDICES

### Questionnaire guide for the challenges

#### QUESTIONNAIRE

My name is Bongani Dlakama (R113683F). I am pursuing a Bachelor of Arts Degree in Development Studies at the Midlands State University. As per the requirement of my degree programme, I am carrying out a research which examines Zimbabwe's attainment of Millennium Development Goal 2 which is to Achieve Universal Primary Education. Insiza Ward 10 is my case study. The questionnaire was designed to come up with data that will be used for research purposes only. Your responses will be treated with utmost confidentiality and will be used only for academic purposes for this study. Your cooperation will be greatly appreciated.

#### Guidelines

1. Please tick the appropriate answer in the spaces provided.
2. Provide brief explanations where required.

N.B. Responses will be treated as confidential information and used solely for the purpose of the intended research study

1. How long have you been employed as teacher? .....
2. How old are you below 20 ( ) 20-40 ( ) Above 41 ( )  
.....
3. Are you understaffed? Yes  No

4. What is the approximate teacher pupil ratio at your school?

.....

5. Does your class have enough textbooks? Yes  No

6. If no, which ones are not adequate

.....  
.....  
.....

7. Do you have enough learning materials/aid? Yes  No

8. If no, which ones are not there?

.....  
.....  
.....  
.....

9. What challenges do you face that threaten the quality of education?

.....  
.....  
.....  
.....

10. Has the government or any other stakeholders assisted your government with providing resources? Yes  No

11. If yes, which ones?

.....  
.....  
.....

12. How do you think the government or stakeholders should assist you?

.....  
.....  
.....  
.....

13. Have any of your pupils dropped out of school? Yes  No

14. If yes, why?

.....  
.....  
.....

**End of questionnaire thank you for your valuable time**

## **4.2 INTERVIEW GUIDE**

Interview questions for pupils

? Do you walk a very long distance to school?

? Do you get to school tired?

? Do you sometimes miss school because of household chores or because you have to be in the fields or head cattle?

? Do you eat before coming to school/ Do you carry a lunch pack?

? Do you have a desk and chair at school?