

## **The Impact of Examinations on the School Curriculum: A Zimbabwean Perspective**

**Chinyani, H., Kadodo, M., Madungwe, L. & Mandiudza, L.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

This paper explores the effect of examinations on the school curriculum. It takes cognisance of the fact that the area has been explored by many researchers but the paper situates the topic in the Zimbabwean context in which literature attest to the notion that very little has been written. Data gathered from document analysis and interviews conducted with teachers, pupils and various agencies were used to write this paper. The paper corroborates what has been established by researchers on the same issue albeit in other countries that while examinations ma impact positively on other students, motivating them to read more, to some students and on the school curriculum in general, the impact is negative. It therefore calls for the harmonisation of the two major bodies, that is, the one which determines what is to be learnt, the Curriculum Development Unit (CDU), and the body which determines what is assessed and the format of assessment, the Zimbabwe School Examinations Council (ZIMSEC) as a way of alleviating the effects of examinations on the students and the school curriculum.

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1).

## **The Development of Language in the Blind Child**

**Dakwa, F.E.**

Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe

### **Preamble**

The United Nations has declared 1981 the International Year of the Disabled. Society needs to be educated on various matters concerning the disabled. In this article, the writer, who is a speciality on blind education, is dealing with the blind child and how he acquires language. It will be interesting to the reader to compare the ideas discussed in this article with what goes on in situations where sighted children are involved.

In discussing language acquisition by the blind child, the author will classify his ideas under the following headings: symbolization, communication, cognition, and assimilation of the world. The role of verbalisation in the development of the blind child's cognitive structures will also be briefly discussed.

Language is the child's tool which enables him to express his feelings and communicate with the world around him. Through the sense of hearing, the blind child can listen to others talking and can hear sounds and words communicated to him. He learns to construct his world and as he does so, attaches meaning to it. In Braille reading, the blind child uses the sense of touch to feel the words. It therefore takes a lot of skill for the blind child to fully grasp language concepts and use them to understand his world.

1981, Bulletin of the Institute of Education, Vol. XVII(3).

## **Views of Children with Visual Impairment on the Challenges of Inclusion**

**Dakwa, F.E.**

Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe

### **Abstract**

The study sought to examine the views of children with visual impairment on the challenges of inclusion. A questionnaire was administered on 20 children with visual impairment. These had been randomly selected from three schools that were including children with visual impairment in their teaching and learning programmes. Results were analysed and data presented in tables. The results revealed that children with visual impairment were being successfully included in the school systems. They therefore, were benefiting from inclusion. However, teachers need to receive specialist training in order to assist children more effectively and children with low vision should be provided with appropriate magnifying devices.

2009, Zimbabwe Journal of Educational Research, Vol. 21(1).

## **Impact of Epilepsy on Children's Academic Performance**

**<sup>1</sup>Dakwa, F.E. & <sup>2</sup>Mudyahoto, T.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe

<sup>2</sup>Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

Most children living with epilepsy are typical learners who would, under normal conditions, perform well academically. This is not always the case with children exhibiting complex and more severe forms of epilepsy in which the epilepsy is associated with known or suspected brain abnormalities. For some children, frequent seizures and medical investigations may result in several days of missed school, consequently compromising learning. It is the intention of this study to examine the relationship between epilepsy and school performance. The authors shall regard epilepsy as seizure disorder resultant from an abnormal discharge of electric energy in the brain. It is our conviction that the results emanating from this study will generate debate leading to adoption of effective strategies for managing learners living with epilepsy within classroom situations. A sample of 20 children living with epilepsy was conveniently selected from 5 schools within an urban environment in Masvingo, Zimbabwe. The children will be interviewed to determine problems they encountered, which impacted on their learning. Ten teachers teaching these children were also interviewed to solicit their impressions and experiences regarding the impact of epileptic seizures on children's academic performance. The study revealed that mild epilepsy and frequent medication impacted on school performance.

Epileptic seizures emanating from extensive brain abnormalities also resulted in specific learning difficulties and developmental delays. Appropriate strategies that encompass individual education programmes should be employed to assist learners living with epilepsy.

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1).

## **A Reflection of Teacher's Perceptions on the Inclusion of Children with Visual Impairment in Ordinary Schools**

**Dakwa, F.E.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Special Needs Education, Masvingo, Zimbabwe

### **Abstract**

The study sought to investigate the teacher's perception towards the inclusion of children with visual impairment in the ordinary school. A sample of 15 teachers was chosen, representing 3 schools – one secondary and two primary, where children with visual impairment were being included in ordinary classes. A questionnaire was administered on the teachers. The study revealed that teachers received assistance from the specialist teachers in the resource rooms. They agreed that inclusion of children with visual impairment was successful because children interacted with other students in several activities. Teachers need to be in-serviced in the use of Braille and large print material so that children with visual impairment can be effectively included in the ordinary school.

2011, Zimbabwe International Journal of Open and Distance Learning, Vol. 1(1).

## **HIV and AIDS Awareness among Children with Mental Retardation in Masvingo Urban-A Teacher's Viewpoint**

**<sup>1</sup>Dakwa, F.E., <sup>2</sup>Bhebhe, A.G.Q., <sup>3</sup>Chireshe, R. & <sup>4</sup>Rutondoki, E.N.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Special Needs Education, Masvingo, Zimbabwe

<sup>2</sup>Great Zimbabwe University, Faculty of Education, Department of Special Needs Education, Masvingo, Zimbabwe

<sup>3</sup>Walter Sisulu University, Eastern Cape, South Africa

<sup>4</sup>Kyambogo University, Kampala, Uganda

### **Abstract**

The study sought to establish the level of HIV and AIDS awareness among children with mental retardation in Masvingo urban of southern Zimbabwe. Openness to the subject of sexuality and HIV and AIDS is considered as “taboo” in many African cultures. To persons with disabilities, let alone individuals with mental retardation, sexuality and HIV are still areas of grave concern, which still require further study and investigation, hence, the interest in the present study. A questionnaire was administered on twenty teachers of children with mental retardation in two institutions. Data was presented in tables and results analysed. The study revealed that teachers agreed that children with mental retardation were sensitized to problems relating to HIV and AIDS. The responses from teachers indicated that the HIV and AIDS sensitization programme in the schools was an effective awareness tool. There is need for more school based awareness campaigns to sensitize the children with mental retardation on the effects of HIV and AIDS transmission and infection. The need for communal participation in the awareness programmes is also highlighted.

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1)

## **Perceived Sexual Harassment Among Female Studies at a Zimbabwean Institution of Higher Learning**

**<sup>1</sup>Dhlomo, T., <sup>2</sup>Shoniwa, G., <sup>3</sup>Maunganidze, L. and <sup>4</sup>Sodi, T.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Education Foundations, Masvingo, Zimbabwe.

<sup>2</sup>Great Zimbabwe University, Faculty of Education, Department of Education Foundations, Masvingo, Zimbabwe.

<sup>3</sup>Midlands State University, Gweru, Zimbabwe.

<sup>4</sup>University of Limpopo, South Africa.

### **Abstract**

This study analysed perceived sexual harassment experiences and responses among 136 female students (aged 19 to 40) randomly drawn from an institution of higher learning in Zimbabwe. A Sexual Harassment Questionnaire (SEQ) was administered to the participants. Data were summarized using descriptive statistics. Thirty-one percent (42) of the students acknowledged having been harassed. About 69% (94) of the students appeared not to recognize sexually harassment that may have occurred to them. Only a minority of the students (7%) reported the harassment. Sexual harassment policies may help mitigate the experience of sexual harassment by college students in Zimbabwe.

**Keywords:** female students, sexual harassment, perception, experiences responses, institution of higher learning, African.

2012, Journal of Psychology in Africa, Vol. 22(2).

**Grand , N.,<sup>1</sup> Nyoni, T.,<sup>2</sup> & Nyoni, M.,<sup>3</sup>**

<sup>1</sup>Great Zimbabwe University, Faculty of Arts, Department of English and Media Studies,  
Masvingo, Zimbabwe.

<sup>2</sup>Great Zimbabwe University, Faculty of Education, Department of Teacher Development,  
Masvingo, Zimbabwe

<sup>3</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe.

### **Abstract**

This article investigates the Shona people's perceptions and attitude to the HIV/AIDS pandemic as reflected in their language. It argues that the HIV/AIDS pandemic has given birth to a host of new Shona terms, idiomatic and metaphorical expressions that are a rich source of the people's understanding of the pandemic, in terms of its origin, how it is contracted, its symptoms, what it does to its 'victims', its cure and the people's attitude to it. The article further asserts that the Shona, through the terms used to describe it, have animated HIV/AIDS. Most of the terms used belong to Classes 3,5,7 and 9 which delineate undesirability in terms of the qualities of an object variously. It is the contention of this article that although some terms have impacted positively on society in that behaviour change is now noticeable in most individuals as some cultural practices that seemed to accentuate the spread of the pandemic are now frowned upon, as evidenced by the language used to characterize them others are stigmatising and insensitive and some may even be seen as too judgemental and blindly paint the people living with the virus and the disease as serial sexual sinners who are justly paying for their transgressions . Qualitative research procedures were used to collect and analyze data .The main instruments used were observation of linguistic data in natural settings and documental analysis.

2010, Centre for Advanced Studies of African Society, **Occasional Paper 61**, 221 pages.



## **Integrating Early Childhood Development (ECD) into Mainstream Primary School Education in Zimbabwe: Implications to Water, Sanitation and Hygiene Delivery**

**Gunhu, M. R., Mugweni, M. R. and Dhlomo, T.**

Great Zimbabwe University, Faculty of Education, Department of Education Foundations,  
Masvingo, Zimbabwe.

### **Abstract**

The study sought to investigate implementation of water, sanitation and hygiene (WASH) deliverables by rural primary schools in Bikita District. Four school heads and eight early childhood development (ECD) teachers from four schools were interviewed. An observation checklist was used to assess the adequacy and age-appropriateness of WASH facilities. The research analyzed the capacity of WASH policies to influence the vision, and implementation of WASH in ECD. It was found that WASH related recommendations in the Statutory Instrument (SI) 106/2005 were too elicited and irrelevant to rural primary schools in Bikita. The schools did not have age appropriate toilets and rest rooms for the 3 to 5-year children. The schools were dependent heavily on donor subsidies for WASH resources and this subsequently affected the sustainability of hygiene and sanitation activities once the resources were finished, or broken down in the case of water boreholes. The teachers identified large teacher to pupil ratios, teacher attitudes, and the absence of caregivers. This paper concluded that some careful assessment is critical for the production of a research based WASH in school policy that is not only desirable but also feasible in terms of its capacity to address the educational and developmental needs of the 3 to 5-year old children.

**Keywords:** School sanitation, hygiene education, early childhood education, school, water, sanitation and hygiene (WASH), hand washing, sanitation.

2011, Journal of African Studies and Development Vol. 3(7), pp. 135-143.

## **The Rhetoric of Indigenisation in Zimbabwe: An Electioneering ploy or an Appeasement of an Embittered History?**

**Kondo, F. & Moyo, J.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

This paper analyses selected public addresses by two key figures behind the indigenization drive in Zimbabwe, Honourable Minister Saviour Kasukuwere and His Excellency, the President of the Republic of Zimbabwe, Robert Gabriel Mugabe. Minister Kasukuwere, head of the Ministry of Youth Development, Indigenization and Empowerment, has lectured extensively on the ethos of the indigenization process, in like terms, President Robert Mugabe, as First Secretary of the revolutionary Zimbabwe African National Union Patriotic Front (ZANU PF), has addressed both the Zimbabwean populace and the international community on the justification of the indigenization process at various fora. The research used content analysis of the selected speeches by Minister Kasukuwere and President Mugabe, respectively, alongside interview of attendees to the public addresses in question. The paper acknowledges that ZANU PF has vowed never to retrace its steps on the indigenisation drive, a position which the opposition Tsvangirai – led MDC decries. Equally, the paper establishes that ZANU PF holds that the indigenisation move is a quest to right a historical wrong, appeasing an embittered history. However, critics of ZANU PF view the whole process as a Machiavellan electioneering scheme, thus leavening Zimbabwe a polarised nation. Accordingly, uncertainty as to what is in store for the country rings alarming bells.

**Keywords:** Chimurenga, Third Chimurenga, Indegenization

**‘To be or not to be an Adult Educator’: Attitudes of Non-Governmental Organizations towards the Great Zimbabwe University Adult and Continuing Education Diploma.**

**Mabuto, M.P. & Chipatiso, D.P.**

Great Zimbabwe University, Faculty of Education, Department of Adult and Continuing Education, Masvingo, Zimbabwe

**Abstract**

The study sought to investigate the attitudes of Masvingo-based Non-Governmental Organizations (NGOs) towards the Diploma in Adult and Continuing Education Programme offered by Great Zimbabwe University following a noticeable decline in student enrolment from 2010. The study used the qualitative design. Ten management and twenty non-management employees from ten Masvingo-based NGOs participated in the survey. Data were obtained using structured questionnaires and interviews. The findings of the research were that the respondents positively indicated that the Diploma in Adult and Continuing Education programme was relevant for training adult educators. However, it needed to add on courses that addressed the current needs of the NGO sector. The research recommends that Great Zimbabwe University should engage the NGOs in stakeholder needs analysis in order to re-align the programme with current needs of the non-governmental sector and in the marketing of future programmes.

**Keywords:** adult education, adult educator, attitudes, adult and continuing education programme, non-governmental organizations.

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1).

**The Farmer in the Yoke – Effects of Humanitarian Aid on Rural Farmers of Mberengwa Ward 17 (2005-2007) in Zimbabwe.**

**<sup>1</sup>Mabuto, M.P. & <sup>2</sup>Mpamhadzi, V.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Adult and Continuing Education, Masvingo, Zimbabwe

<sup>2</sup>CARE International, Zimbabwe

**Abstract**

The study sought to investigate the effects of donor aid on rural farmers of Mberengwa Ward 17 who received agricultural inputs between 2005 and 2007 and continue to depend on humanitarian aid. The research used a descriptive survey design on purposive sample of 20 farmers and 5 donor agents. The data that were collected were presented using tables and were treated to qualitative analyses. The findings showed that the rural farmers had mixed perceptions of donors and aid. On one hand is a radical view that humanitarian aid is a form of compensation for the vices and plunder of resources by colonialists which is to be donated on a non-selective basis to all farmers. On the other hand, the perception is that only the deserving farmers must be assisted. Psychologically, the farmers have developed a dependency syndrome hence the ‘farmer in the yoke’ metaphor. Economically, the farmers are impoverished and vulnerable to food shortages. The research recommends that the donor community should conduct adult education programmes that accentuate the humanitarian face of donors and donor aid. It recommends that donor agents should bedrock such programmes in a 360 degrees-learner-involved cycle which should be conspicuous right from the concessionary discussion and planning stage, through to programme evaluation. By so doing, the programmes will heighten the farmers’ ability to depend on themselves for problem solving and promote sustainability in food production. Consequently, the farmer will be ‘unyoked’ from donor dependency and hunger.

**Keywords:** donors, donor aid, perceptions, dependency, adult education, yoke.

2013, Greener Journal of Social Sciences, Vol.3(4), pp. 180-186.

**‘To be or not to be an Adult Educator’: Attitudes of Non-Governmental Organizations towards the Great Zimbabwe University Adult and Continuing Education Diploma.**

**Mabuto, M.P. & Chipatiso, D.P.**

Great Zimbabwe University, Faculty of Education, Department of Adult and Continuing Education, Masvingo, Zimbabwe

**Abstract**

The study sought to investigate the attitudes of Masvingo-based Non-Governmental Organizations (NGOs) towards the Diploma in Adult and Continuing Education Programme offered by Great Zimbabwe University following a noticeable decline in student enrolment from 2010. The study used the qualitative design. Ten management and twenty non-management employees from ten Masvingo-based NGOs participated in the survey. Data were obtained using structured questionnaires and interviews. The findings of the research were that the respondents positively indicated that the Diploma in Adult and Continuing Education programme was relevant for training adult educators. However, it needed to add on courses that addressed the current needs of the NGO sector. The research recommends that Great Zimbabwe University should engage the NGOs in stakeholder needs analysis in order to re-align the programme with current needs of the non-governmental sector and in the marketing of future programmes.

**Keywords:** adult education, adult educator, attitudes, adult and continuing education programme, non-governmental organizations.

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1).

**The Farmer in the Yoke – Effects of Humanitarian Aid on Rural Farmers of Mberengwa Ward 17 (2005-2007) in Zimbabwe.**

**<sup>1</sup>Mabuto, M.P. & <sup>2</sup>Mpamhadzi, V.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Adult and Continuing Education, Masvingo, Zimbabwe

<sup>2</sup>CARE International, Zimbabwe

**Abstract**

The study sought to investigate the effects of donor aid on rural farmers of Mberengwa Ward 17 who received agricultural inputs between 2005 and 2007 and continue to depend on humanitarian aid. The research used a descriptive survey design on purposive sample of 20 farmers and 5 donor agents. The data that were collected were presented using tables and were treated to qualitative analyses. The findings showed that the rural farmers had mixed perceptions of donors and aid. On one hand is a radical view that humanitarian aid is a form of compensation for the vices and plunder of resources by colonialists which is to be donated on a non-selective basis to all farmers. On the other hand, the perception is that only the deserving farmers must be assisted. Psychologically, the farmers have developed a dependency syndrome hence the ‘farmer in the yoke’ metaphor. Economically, the farmers are impoverished and vulnerable to food shortages. The research recommends that the door community should conduct adult education programmes that accentuate the humanitarian face of donors and donor aid. It recommends that donor agents should bedrock such programmes in a 360 degrees-learner-involved cycle which should be conspicuous right from the concessionary discussion and planning stage, through to programme evaluation. By so doing, the programmes will heighten the farmers’ ability to depend on themselves for problem solving and promote sustainability in food production. Consequently, the farmer will be ‘unyoked’ from donor dependency and hunger.

**Keywords:** donors, donor aid, perceptions, dependency, adult education, yoke.

2013, Greener Journal of Social Sciences, Vol3(4), pp. 180-186.

**A Comparative Study of the Culture of Skilled Nursing Facilities in high and low Density Areas: A Case for Masvingo Urban in Zimbabwe**

**Madungwe, L. S., Mupfumira, I., & Chindedza W.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

**Abstract**

The purpose of the study was to do a follow-up of the study done by the researchers on a skilled nursing facility in a high density area. In this study, the researchers made a comparison of two skilled nursing facilities, one in the low density and the other in the high density urban areas of the Masvingo city in Zimbabwe. Data was collected using in-depth interviews with both residents and administrators at the two facilities. The study has established that there are vast differences between the two skilled nursing facilities with regard to infrastructure, funding, food and services, reasons for staying at the facilities and generally, life at the facilities. The differences are necessitated mainly by the funding patterns at the facilities. Where there is adequate funding, residents live a comfortable life and are emotionally at ease. Where there is inadequate funding, as in the case of the high density facility, it is mere survival for the residents. Generally, the study showed that the culture of sending the elderly to skilled nursing facilities is alien to black Zimbabweans, while it is acceptable to whites. This was quite evident to the residents' different emotional states, where most whites appeared to be at ease while blacks seemed to be in a traumatic state. If it were possible for the government to provide a grant for the elderly, then the blacks would take care of their parents in their own homes, rather than sending them to skilled nursing facilities, a culture that strips them of their identity.

2011, Journal of Sustainable Development in Africa, Vol. 13(1).

# **Teaching Mathematics to Visually Impaired Students: A Case Study of Margareta Hugo Schools for the Blind: Zimbabwe**

**Madungwe, L. S.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

## **Abstract**

A case study of how visually impaired, (VI), students are taught mathematics, was conducted at Margareta Hugo Primary and Secondary Schools for the blind in Masvingo Province, Zimbabwe. Data was collected using interviews with teachers, lesson observations, and participant observation of both teachers and students. The study revealed that the VI students learn the same curriculum as their sighted colleagues in ordinary schools. Only Primary teachers have had some training in Special Needs Education while the secondary teachers learn on the job. There is an acute shortage of special equipment for the students due to lack of funding since students do not pay school levies. Both the students and the teachers displayed very low motivation. The students lament the lack of models whom they can emulate, as only one blind student passed mathematics with a 'B' in the last ten years. The study recommends that the Government provides timeous, special grants to the school, to cover recurrent expenditure and some special allowance for the teachers. The school is encouraged to make a concerted effort to source donor funds for equipment.

2013, International Journal of Research in Educational Methodology, Vol. 2(3).



# **Indigenous Knowledge Systems and Modern Weather Forecasting: Exploring the Linkages**

**Makwara, E.C.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe.

## **Abstract**

Since time immemorial indigenous knowledge systems (IKSs) were used by societies in Africa and the rest of the world for various purposes depending on the needs of the society in question. Wherever humans have settled around the world, being able to predict weather has been necessary since man has never been a passive recipient of environmental bonuses and controls. Knowledge about past disasters and climate in Africa are the accumulated experiences that have been handed down to generations through oral traditions. There is, therefore, need to investigate how traditional knowledge systems can be integrated into agricultural activities in order to minimise losses associated with extremes of climate and weather. The study was, therefore, undertaken with a twin set of objectives. The first objective was to identify, analyse and document local indicators used in IK forecasting over the study area. The second was to assess perceptions of the local communities on the application and reliability of both IK and conventional forecasting in their daily lives in order to identify the gaps and the needs for improvement. In this study, it is argued that IK can provide significant value and boosts in the improvement of forecasting accuracy and reliability if it will be systematically researched, documented and subsequently integrated in conventional forecasting system. The results of the research could be useful in conjunction with weather forecasting information from the meteorological office to improve the timing of agricultural operations and disaster management activities.

**Keywords:** indigenous knowledge systems, rainfall prediction indicators, seasonal forecastings, seasonal planning, climate variability, disaster management

2013, Journal of Agriculture and Sustainability, Vol. 2(1), pp. 98-141.

## **A Characterisation of Out of Classroom Social Interactions of Students with Intellectual Disabilities at a Rural Day School in Zimbabwe**

**Manyowa, A.**

Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe.

### **Abstract**

The out of classroom activities of six pupils with intellectual disabilities attending a special class at a rural primary school were observed on four days of a week. The study found the children engaged more in solitary play than in play with peers. Children interacting with another were more likely to be engaged in pro social behaviour with a younger child. No same sex preferences for out of classroom social interaction partners were established. The study concludes that to make children with intellectual disabilities more acceptable to their peers there is need to research into issues affecting peer perceptions which contribute to the isolation of children with intellectual disabilities.

**Keywords:** intellectual disabilities, children's play, social behaviours, isolation

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(2)

## **A Consideration of Education Programs for Gifted Primary School Pupils in Masvingo, Zimbabwe**

**<sup>1</sup>Manyowa, A.F. & <sup>2</sup>Ncube, M.V.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Special Needs Education, Masvingo, Zimbabwe.

<sup>2</sup>Runyararo Primary School, Masvingo, Zimbabwe

### **Abstract**

An exploratory study reported here sought to consider and obtain baseline information on educational programs for gifted pupils available in primary schools in the City of Masvingo, Zimbabwe. A sample of 40 regular class teachers, selected from 9 of the 13 primary schools completed questionnaires that sought to establish categories of giftedness and identification methods used in the schools. The teachers were then asked to nominate children they considered gifted who had received some educational program that could be deemed specific for gifted children. 198 pupils were selected from the different grades using this purposive sampling method. A questionnaire that sought information from children on the educational provisions available in the schools was administered. Teachers named children they considered gifted across all the categories. All methods of identification save achievement tests were found to be used in the schools. Nine forms of educational provision for gifted learners were identified from the children's responses. It is suggested that further research focusing on content and sequence of knowledge and skills being taught in the various gifted education provisions be carried out so as to answer questions of appropriateness.

**Keywords:** Gifted, Categories, Identification, Programs

2013, International Journal of Development and Sustainability, Vol. 2(2)

## **Hopes and Hiccups Expressed: Barriers to University Female Lecturers' Promotion**

**Mugweni, R.M., Mufanechiya, T. & Dhlomo, T.**

Great Zimbabwe University, Faculty of Education, Department of Education Foundations,  
Masvingo, Zimbabwe.

### **Abstract**

The study explored barriers to promotion for university female lecturers to leadership positions. In Zimbabwe, women have gained legal rights through government pronounced policies such as the Gender policy and Affirmative Action policy (Government of Zimbabwe, 2004; Chabaya et al., 2009). The theoretical framework used is critical feminism which deals with issues that marginalize women from leadership roles in Zimbabwean universities. A qualitative research design was employed. Inductive reasoning was used to explore the research argument. The design enabled the researchers to establish how society perceives the practice of selecting leaders in institutions of higher learning. A sample of 60 lecturers, 30 males and 30 females was drawn from a population of 200 lecturers at Great Zimbabwe University. Data was collected using a questionnaire and semi-structured interviews. The study found that very few women are in leadership positions. There is a culture of fear on the part of female lecturers to apply for vacancies. Men were not keen to support female leadership. The study recommends the need for a paradigm shift and change of mindset of women to seriously take leadership challenges that come their way. Women need to assertively compete for leadership positions whenever opportunities arise.

**Keywords:** Barriers, female, university, promotion, lecturers, leadership

2011, Journal of African Studies and Development Vol. 3(5), pp. 87-95.

**Neither a borrower nor a lender be? Code-switching of first and second languages in mathematical discourse**

**Mugweni, R.M., Ganga, E.M. and Musengi, M.**

Great Zimbabwe University, Faculty of Education, Department of Education Foundations,  
Masvingo, Zimbabwe.

**Abstract**

The study seeks to investigate when and why primary school teachers (Grades 1 to 7) and their pupils code-switch between English and chiShona during mathematics lessons. It also focuses on the effects of such code-switching on learning outcomes. Ten primary school teachers in Masvingo city former group B schools were videotaped while teaching mathematics. The 10 teachers and 40 of their pupils were later interviewed. It was found that the teachers switch to the mother tongue to clarify concepts in their own minds and for the pupils. Pupils revert to the mother tongue whenever they cannot express themselves in the language of instruction. Such code-switching appears to be driven by the abrupt shift from first language (L1) to second language (L2) as medium of instruction in Grade 4. Code-switching appears to be caused and maintained by weak facility in the L2 and the unrealistic expectation that pupils will learn mathematical content through the L2 while at the same time learning that L2. The result has generally been an impoverished quality of communication which is counterproductive to the goal of accessing mathematical curricular content.

2012, South African Journal of African Languages, **32**(2)

## **The Impact of Space on Children's Play : a Case of Four Preschools in Masvingo City**

**<sup>1</sup>Mugweni, R.M., <sup>2</sup>Mutemeri, J. & <sup>3</sup>Ganga, E.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Education Foundations,  
Masvingo, Zimbabwe.

<sup>2</sup>Midlands State University, Gweru, Zimbabwe.

<sup>3</sup>Great Zimbabwe University, Faculty of Education, Department of Education Foundations,  
Masvingo, Zimbabwe.

### **Abstract**

This paper reports on findings of a study on the impact of children's population density in an available space during playing traditional games in Masvingo urban preschools, Zimbabwe. Some of the common traditional games for a holistic growth and development which are played in Early Childhood Development (ECD) centres in Zimbabwe are : chitsvambe (touch and run); chute/bhekari (ball dodging); mapere (hyenas); chihwande-hwande (hide and seek). A qualitative case study research design involving observation of 120 children playing at four randomly selected ECD centres in Masvingo urban namely A, B, C and D was undertaken. Eight (8) caregivers were also interviewed to solicit their views on the effects of children's numbers in a given space on playing traditional games. The results revealed that centres A, B and C had a high population density and faced serious molecular and molar challenges involving shortage of play space, materials and a general lack of a play enabling environment. Centre D showed the opposite, where space and play materials were found to be adequate. Centres D promoted sustainable such as social interaction and language use during playing traditional games in centres A, B, and C, were weak. In the three centres, children were crammed in small play environments which did not allow them to run freely without bumping and pecking on each other. In light of this study's findings, it was concluded that population density had influence on the way children played traditional games in Zimbabwe. Therefore, the study recommends that low population density, ideal space and play materials should be provided at ECD centres if children are to play freely and realize sustainable development.

2012, International Journal of Academic Research in Progressive Education and Development, Vol. 1(4)

# **Children's Homes: A Refuge for Vulnerable Children in Society: A Case Study of a Children's Home in Masvingo Province in Zimbabwe**

**Mupfumira, I.M., Madungwe, L.S. & Chindedza, W.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

## **Abstract**

The purpose of the study was to establish the extent to which children's homes serve as substitute homes for vulnerable children in society. The study was conducted at a children's home in Masvingo Province in Zimbabwe. The population comprised administrators, caregivers and the children. Data was collected using in-depth interviews and observations. The study established that children become vulnerable due to abandonment, neglect and juvenile delinquency. It was established that at the home, children are categorized into two groups. Those classified as being 'at a place of safety' are children who were kept there temporarily while the whereabouts of their relatives are being established, while the 'committed' are those who have no traceable backgrounds and would be kept until they attain the age of majority. The study also established that the home was run as a family, where there are mother figures in each family unit. The major challenge faced by the home is that of shortage of funding. Children need money for school fees and workers need monthly salaries. Generally, the study established that the children's home plays a crucial role in providing a nurturing environment for vulnerable children. The home provides the children with basic needs and equips them with essential survival skills needed in society. The study recommends total community participation and Government involvement at the home by providing emotional, financial, social, spiritual and material support.

**Keywords:** Vulnerable children, children's home, refuge

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(3).

## **Dress as a Communicator: A Case of Great Zimbabwe University Students: Zimbabwe**

**Mupfumira, I.M. & Jinga, N.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

Appearance is a critical dimension of communication which almost always precedes verbal transactions. Dress is a form of non-verbal communication. The purpose of the study was to establish whether students were aware of the role of dress as a language of communication in society. A qualitative case study approach was used. The population of the study comprised Bachelor of Education Undergraduate students. Stratified random sampling was used to come up with a sample of 20 respondents. The strata constituted male and female students. The questionnaire and interview methods were used to collect data from students on whether dress was a language of communication. The observation method was also used to collect data on the type of dress college students used when they are at campus. The data collected was presented in narrative form basing on the themes which emerged. The findings from the study were that to a great extent people dress for impression management, social acceptance is also an important factor. Students were generally aware that dress can act as a language of communication. Although the youth were aware that dress acts as communicator, their dress selection was affected to some extent by factors like mass media fashion trends, peer pressure. The findings also indicated that sometimes dress cues used by some students conveyed wrong messages, resulting in problems in communication. The study recommends that the youth be exposed to knowledge and skills in clothing selection for different occasions, roles and personality types, for informed clothing choices and effective communication.

**Keywords:** Dress, communicator, non- verbal, impression management, impression formation.

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1)



## **An Investigation into Care-Label Knowledge on Textile Products by Chesvingo Residents in Masvingo Zimbabwe**

**Mupfumira, I.M. & Jinga, N.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

The study examined knowledge of consumers on the care labels found on textile products. A qualitative survey was conducted to collect data for the study from the residents of Chesvingo high density suburb in Masvingo, Zimbabwe. The population of the study comprised women in Chesvingo, retail shops and flea markets in the city of Masvingo. The participants were drawn using convenience and availability sampling. The study involved three retail shops, two flea markets and ten women from Chesvingo residential area. Data was collected through the interview, questionnaire and observation. It was established by the study that some clothing from both the retail shops and flea market did not have care information. It was also established that most of the women did not follow information on the care labels due to lack of knowledge on their meanings and application. The study recommends community based teaching programs on care labels, and that all textile products should have care labels to facilitate proper care of textiles.

**Keywords:** Care label, textile product, fabric property, laundering, care information.

2013, Journal of Studies in Social Sciences, Vol. 3(1), 80-100

**The aim is for textile products to retain their quality during usage. The Language Dilemma of the Deaf Child: an Educator's Viewpoint**

**Musengi, M. & Dakwa, F.E.**

Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe

**Abstract**

The study sought to examine the extent to which deaf children communicated with their parents and teachers in sign and spoken language. The effect of such communication on academic performance was also investigated. A sample of 22 teachers was selected from one special school and three resource units or children with hearing impairments included in regular classes. A questionnaire with open-ended and closed questions was administered to the teacher sample. The study revealed that teachers and school heads felt that children who are deaf faced a home –school language dilemma which had negative effects on the acquisition of both sign and spoken language. This in turn, seemed to impact negatively on academic performance. The study also concluded that deaf children had no problem when communicating among themselves. It was also discovered that the use of the Zimbabwe sign language in the schools improved communication somewhat between the teachers and students who were deaf. The study recommended that sign language should be taught to children who are deaf as early as possible in the home. Workshops for teachers should be intensified to promote effective and efficient communication with the children in the Zimbabwe sign language.

2010, NAWA: Journal of Language and Communication, Vol. 4(2).

## Global Youth Culture

<sup>1</sup>Muzenda, G. & <sup>2</sup>Sibanda, E.  
[drgracious@yahoo.com1](mailto:drgracious@yahoo.com1), [ethianda@yahoo.com](mailto:ethianda@yahoo.com)

<sup>1</sup>Midlands State University, Gweru, Zimbabwe

<sup>2</sup>Great Zimbabwe State University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### Abstract

Every society has its own ways of living which are handed down from one generation to the other orally or behaviorally. These include folktales, traditional beliefs, practices, customs, values, proverbs, idioms, riddles, sayings, songs, dance stories, food and dressing. Globalization has brought with it a common culture which has become a popular culture among various nations of all ages. The Youth have their own culture unique to them. While oral performance produces good citizens with appreciated societal values, it is facing a lot of challenges from modern technology. During the colonial era, the colonizers imparted their own language and culture to the nationals making them lose their indigenous language and all forms of culture to adopt the colonizers'. When the states attained their independence, they vitalized their indigenous languages and culture. In schools, the curriculum was adjusted to suit their independence goals and values changed. As a result, the pre – independence and post – independence youths have a different character. The technological advances brought with them the use of electronic media in the likes of television, videos, computers, laptops, and cell phones accessible to everyone. Communication changed from the traditional letter writing, telegram and telephone to cell phone and internet. Globalization has brought about communication through internet. The youth have established their common Youth Culture which has become popular and unique from the preceding generations. It is the aim of this paper to highlight the impact of the Popular Culture, Youth Culture and Globalization on oral performance in Africa. The significance of this research is to show how globalization has affected the lives of the youth in general and how they have diverted from the traditional culture to that of their own making. Scholars and readers will be well-informed of how the youth across nations share common traits of behaviour learned through globalization and that they may be challenged to research on other similar areas of interest to them.

**Keywords:** Youth Culture, globalization, traditional culture, oral performance, modern technology, electronic media and internet.

(2013), Greener Journal of Social Sciences, Vol. 3(3), pp.128-132.

## **The Anatomy and Soul of SMSs : A Study of Selected Messages as a New Form of literature.**

**Nyoni, M.,<sup>1</sup> Jinga, T.<sup>1</sup> & Dzinoreva, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

### **Abstract**

S.M.S (Short-text Message Service) refers to the facility to write and send messages electronically from one cell phone to another. Since there is a limit to the number of characters one can use, the length constraints have an effect on style. The S.M.S facility has come to occupy a very important place in the lives of cell phone users especially because it is cheaper than phoning and can be successfully executed in areas where network is weak. Because of its immediacy and lower cost, it has virtually taken over the role played by ordinary letters. The researchers focused on the 'anatomy' and 'soul' of these literary products. By anatomy the researchers mean the 'form' or physical structure of S.M.Ss. such as being graphic , pictorial, poetic, abbreviated ,unconventional in terms of spelling to name but a few. In a nutshell the term 'anatomy' as used in this work refers to the shell/package of the message which the researchers chose to call the 'soul'. The soul or message or content has to have a container or frame, the package aforementioned. The two are interwoven to give the total product. The research was, thus, on the essence of S.M.Ss. and the observation technique was the major data-gathering instrument. The three researchers all set to gather verbatim the SMSs. The fact that there were three had a sociometric advantage since each had, as expected, a rich network of friends and associates to supply the raw materials, the SMSs. It is the contention of this paper that some SMSs should be viewed as serious literary products which should be given the attention and significance enjoyed by other genres of literature. As literary products they ,as shown later in the research ,entertain, protest, inform, shock, amuse, provoke...-they mirror as well as seek to reconstruct society. This paper will argue that SMSs are not just matter-of-fact, flat, technical, lifeless pieces of discourse but are, despite their length, rich literary products in both form and content. In analyzing SMSs, an eclectic approach, which, in our opinion allows one to throw in everything one has- be it psychology, sociology, philosophy, cosmology etc in holistically unravelling the hills and valleys of a work of art, was used.

2008, The Zimbabwe Bulletin of Teacher Education, Vol.14 (2), pp88-116.

**Reflections on Gender Sensitivity at Masvingo Teachers' College: A Special Case of 2006/2007 Student Representative Council Elections.**

**Nyoni, M.,<sup>1</sup> Jinga, T.<sup>1</sup> & Dzinoreva, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

**Abstract**

The paper critically examines the concept gender sensitivity with reference to teacher training, particularly at Masvingo Teachers' College. It outlines the special place the concept has at the college in question and in teacher training in general. It also critically analyzes the election framework and the electioneering at the above-named institution vis-à-vis the concept. A qualitative research design was used, in particular documental analysis of students' campaign posters, statistics on student enrolment as well as campaign speeches. Observation was intensively used as a data gathering technique whereby the three researchers immersed themselves in the thick of things to capture the minutest of details at the campaign 'rallies'. It was deemed prudent by the researchers to use initials instead of real names in order to maintain a certain degree of confidentiality. The researchers found out that although the college's enrolment policy is skewed in favour of females, this has not translated into gender sensitivity in terms of power distribution in student politics across the sexual divide. A case is made for the need not to pay lip service to the concept but to change teaching strategies and other practices so that gender asymmetry is genuinely tackled. Attention is also drawn to the need to sensitize and equip trainee teachers for the work of deconstructing gender.

May 2008, The Zimbabwe Bulletin of Teacher Education, Vol.15,(1), p144-165

## **Semiotic Exploration of the Inscriptions on Public Vehicle Walls**

**Nyoni, M.<sup>1</sup> & Nyoni, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development,  
Masvingo, Zimbabwe.

### **Abstract**

This study collected, analyzed and attempted a taxonomy of inscriptions on public vehicle walls. The research discovered that the inscriptions include the panegyric, the taunting, the religious, the eccentric, the politically conscious, the humorous and the cuckoo type. From these one can take a glimpse of the culture and cosmology of the people in which such texts are found. What Pongweni (1983: 4-5) notes about names that they are ‘essentially expressions of some experience, attitude both family and national’ and in analyzing them ‘... one is essentially engaged in linguistic investigation...’, applies to the inscriptions gathered.

2010, NAWA Journal of Language and Communication, Vol. 4(1), pp15-35.

## **Cry, The Beloved Profession: A Study of SMSs on the Teaching Profession**

**Nyoni, M.,<sup>1</sup> Jinga, T.<sup>1</sup> & Nyoni, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development,  
Masvingo, Zimbabwe.

### **Abstract**

The paper is based on a collection of cellular phone text messages (also known as S.M.S (Short-text Message Service) on the teaching profession that are currently being floated around in Zimbabwe. The observation technique was the major data-gathering instrument. The three researchers all set to gather verbatim the SMSs. Over one hundred SMSs on different subjects were gathered and stored in the 'archives' of one of the researchers' phones. It notes that these messages, largely ignored in academic discourse as mere trifles of humour, should be taken seriously as social commentaries. The paper finds that the messages in question bemoan, decry and poke fun on the declining standing of the profession in the country and do so with a condor, merit of form and structure that should earn them a place in the world of literary works of art. The paper calls for the improvement of the status of the profession in Zimbabwe so that the profession is restored to its glorious past.

2010, Zimbabwe Journal of Educational Research, Vol. 22(3), pp307-325.

## **The Media and Domestic Violence in Zimbabwe**

**Nyoni, M.<sup>1</sup> & Dzinoreva, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

### **Abstract**

In spite of the enactment of the Domestic Violence Act, domestic violence is still prevalent in fictional work such as drama and soaps on the only station in Zimbabwe. This study concentrates mainly on physical abuse as depicted in locally produced fictional programs. Viewers look forward to these but they are also heavily influenced by the actors, especially the young viewers. It is not uncommon to hear people discussing or arguing about characters in soaps and drama as if they are real. The researchers note that the Domestic Violence Bill might have been passed into an act but there should be a concerted effort to re-orient the art producers to ensure that their work is compliant with the furtherance of the philosophy of a violent-free family and society. Many artists we contend have never read the contents of the said Act and as such they are unconsciously peddling an archaic and retrogressive set of values when it comes to family relations and as such the producers of the family television station should reach out and conscientize those who supply them with the art works about the dictates of the Act. The study covers a period of about four months that is August to December 2007 during which different locally produced soaps and dramas were analyzed.

**Keywords:** media, fictional programs, domestic violence, bill, act

2010, Journal of sustainable Development in Africa, Vol. 12(1), pp249-257.



## **The Quest for Inclusive Education: The Case of Pakame High School**

**Nyoni, M.,<sup>1</sup> Marashe, J.<sup>1</sup> & Nyoni, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

### **Abstract**

This research notes that there are concerted efforts towards inclusive education at Pakame High School. Interviews, questionnaires and the observation technique were used in the data gathering process. Interviewed were the visually handicapped, the brailist, the teachers both current (10) and past (2), current (6) and ex-students (2) and ancillary staff(5). We believe the wide spectrum of interviewees involved gives a fair reflection of the attitudes and opinions of the Pakame High School community in as far as inclusive education is concerned. To augment the interview questionnaires were used one specifically for the school administration and the other for the teachers (10). It does not require a homo sapien endowed with extraordinary mental faculties to conclude that the use of more than one data-gathering instrument is better than one hence the multi-pronged approach in data generation. The researchers note that in order to fully and meaningfully assist visually impaired or any 'special pupils' the ordinary teacher should be equipped with appropriate skills and attitudes with which to deal with the inherent challenges of inclusive classes. Expecting the conventional teacher to miraculously handle students with special needs using the same resources and same skills can be described as misplaced trust. The research also calls for total inclusion to avoid a situation where there is de jure inclusion and de facto exclusion-a situation where the pupil is physically in the classroom but not fully catered for educationally.

**Keywords:** Inclusion Education; Visual Impairment.

2011, Journal of sustainable Development in Africa, Vol. 13(1), pp278-294.

**A Psychoanalytic Reading of Marechera's 'House of Hunger', 'The Black Insider' and 'Mindblast'.**

**Nyoni, M.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe.

**Abstract**

This paper analyses three works of art namely House of Hunger, The Black Insider and Mindblast by one of Zimbabwe's most famous, talented and controversial authors, Dambudzo Marechera, using mainly psychoanalytic tools of inquiry. The above works of fiction have been carefully chosen to sample the writer's skills and concerns as a poet, playwright and novelist extraordinaire. These works, which were written between 1978 and 1984, give a fair representation of the said author's vast and varied skills whose works according to one critic 'read a little like a clever dissertation for a PhD'<sup>1</sup> yet he never completed a first degree!

2011, International Journal of English and Literature Vol. 2(4), pp 83-88.

---

## **Endo- and Exo-bleaching: A Helicopter View of Selected African Literature**

**Nyoni, M.<sup>1</sup> & Nyoni, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

### **Abstract**

This research looked at the main forms of bleaching namely the common whitening of the skin through chemicals, which we chose to call Exo-bleaching, which in essence is only symptomatic as it is a manifestation of deep seated feelings and attitudes towards one's race in the form of Endo-bleaching. They are reflected in works of art analysed in this study selected from Africa and its Diaspora. This study has established that African literature, as a mirror of African living, is replete with bleaching, both Endo- and Exo-, a phenomenon which is intrinsically linked to Western influence of the colonial era which resulted in Africans sinking deeper and deeper into the quagmire of self-denigration. After the 'whitewashing' through various colonial agents everything Western began to be viewed as 'the' best', to the extent that one became ashamed of one's own skin colour, hence the use of skin lightening creams in order to be as close as possible to the 'ideal' skin pigment. The main data gathering tool was textual analysis. This was deemed appropriate since literature mirrors society and by analyzing the content and form of the selected works one would be in essence be taking a journey into the African being that includes, among other things, African psychology, sociology, philosophy and cosmology. Endo-bleaching reflects the attitudes and feelings evident in what the 'people' in the works of art say about themselves as black people, how they relate to other people whether black or otherwise and what they do. In other words the 'bleaching' issue is seen here as more than skin deep although it may manifest itself through the mutilation or alteration of one's skin pigment. It therefore goes to show that what is seen outside may be a reflection of one's attitude within.

2011, **NAWA** Journal of Language and Communication, Vol. 2 & Vol. 5(1), pp250-273.

# **The Heart's Desire versus The Dictates of Reality: Exploring Zimbabwe and Africa's Tongue aches**

**Nyoni, M.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

## **Abstract**

The following article is a reaction to a number of emotional ones which appear in various literatures bemoaning the continued marginalization of African languages even in independent countries. This paper argues that globally dominant languages especially English, French, Spanish and Arabic have ceased to be preserves of their original countries—they have become part of African culture and should be embraced. It would be foolhardy to throw away the said languages because of the way in which they found their way to Africa. Implementing language policies is an expensive undertaking that many African countries cannot afford. Expenses aside, there is also the question of feasibility and logistics. For instance out of the 220 African languages in the D.R.C. which one/s should be the official one/s? It is not a question of replacing a former colonizer's language with an African one because very few African countries are monolingual. Such decisions have far-reaching socio-politico-economic implications and are very likely to be vehemently and violently resisted. A global village requires a global language, or a few languages, for wider communication. Reality dictates that not all languages can be used thus. Therefore some languages will be, in the eyes of society (and not intrinsically), more equal than others. It should be stressed again that this is a societal construct and may it be emphasized that this paper is not advocating the death of local languages. On the contrary these will continue to be indispensable for international and limited international communication. The educational satchel has limited space and cannot therefore carry everything our hearts desire. This may sound cruel, callous and unAfrican to some (who might even call for my tongue!) but it is reality not Utopian idealism.

**Keywords:** Language, Education, Marginalization, Globalization

2013, International Journal of English and Education (IJEE), Vol. 2(2).

# **The Culture of Othering: An Interrogation of Shakespeare's Handling of Race and Ethnicity in *The Merchant of Venice* and *Othello***

**Nyoni, M.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

## **Abstract**

This paper examines Shakespeare's handling of the issue of race in *The Merchant of Venice* and *Othello*. Race and ethnicity have been at the epicentre of many conflicts throughout history and are still a headache even in 21<sup>st</sup> century societies that boast of unprecedented technological advancement and sophisticated lifestyles. Shakespeare has been used as a touchstone in many literary communities-playwrights and poets have been measured against his writings and pupils and students alike's academic diets in many countries have always included a dish from the 'Chief Chef', Shakespeare. There is no doubt that his works entertained as well as educated many, his contemporaries as well as later generations across cultures but did the curriculum content of his education always inculcate virtue? Wasn't the entertainment at the expense of certain individuals because of their background? Through close reference to the plays *The Merchant of Venice* and *Othello*, this paper argues that the revered artist was racially intolerant and his writings may have influenced or helped to perpetuate racism and religious bigotry which was evident in *The Slave Trade*, Colonialism and the persecution of Jews in Germany. Some of his works therefore not only entertain(ed) and instruct(ed) but also misentertain(ed) and misinstruct(ed).

2012, *Theory and Practice in Language Studies*, Vol. 2(4).

**Beyond The Humour: a Newspaper Cartoon as Socio-Political-Economic Commentary:  
The Case of 'Wasu' of the Manica Post in Zimbabwe**

**Nyoni, M.,<sup>1</sup> Grand, N.<sup>2</sup> & Nyoni, T.<sup>3</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Arts, Department of English and Media Studies,  
Masvingo, Zimbabwe.

<sup>3</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development,  
Masvingo, Zimbabwe.

**Abstract**

The research looks at the role of a newspaper cartoon ('Wasu' of The Manica Post in Zimbabwe) in the socio-economic and political landscape of Zimbabwe. Up to one hundred cartoons were collected from the period 2004 to 2010 and from these a few were selected for thorough scrutiny. Besides analyzing the cartoons collected, the researchers also interviewed Blessing Mukuze, the cartoonist and creator of the cartoon character 'Wasu' to provide an illumination on the background of the persona. The analysis reveals that although cartoons are perceived by the ordinary reader as primarily meant to tickle them into laughter, on a more serious level they are meant to comment on goings-on in a particular society with the aim of a better and improved society.

**Keywords:** Newspaper cartoon, Social, Political and Economic Commentary

2012, Greener Journal of Social Sciences, Vol. 2(6), pp179-190.

***Vuya uhodhe!* Unpacking the Form and Content of Informal Traders'  
Advertisements: A Submission from the Railway Siding Market Expedition in  
Masvingo**

**Nyoni, M.<sup>1</sup> & Nyoni, T.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

**Abstract**

This paper explores the linguistic repertoire of informal traders at the Railway Siding Market in Masvingo town, Zimbabwe. The researchers armed with notebooks, cell phones and video cameras recorded verbatim the advertisements on several days traversing the entire geography of the expansive market. The researchers did this in order to study the chosen phenomenon in situ observing the spirited advertising or the verbal gymnastics in the duel to bring bread and butter on the table. Interviews were also held with a few selected respondents. The paper argues that though the main activity engaged by the traders is a way to eke out a living and some may see their oral endeavours as nothing more than advertising, close scrutiny shows that those verbal efforts should be viewed as part of the rich African orature heritage adopting and adapting to a kaleidoscopic socio-politico-economic terrain. From the analysis of the linguistic data gathered one can witness a plethora of linguistic processes at play including borrowing, extension, narrowing, coinage, anti-language, among many. Also discernible from the code used and the material gathered and analyzed are the values, attitudes and stereotypes of the speech community which are discussed in this paper.

**Keywords:** Form, Content, Informal traders, Advertisements, Oral Literature.

2013, Greener Journal of Social Sciences, Vol. 3(5), pp220-231.

## The 'Culture hut' concept: a case of Danda and Chimedza Schools in Zaka District

Nyoni, T.<sup>1</sup> & Nyoni, M.<sup>2</sup>

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

### Abstract

The research looks at the 'culture hut' concept and its potential contribution to education in Zimbabwe. The researchers used the interview and observation techniques extensively in data gathering. Interviewed were cultural officers, teachers in charge of culture in the schools and the Great Zimbabwe National Monuments Director to give their views on the 'culture hut' concept. Observations entailed the researchers visiting selected schools in Zaka District of Masvingo Province that have 'culture huts' and getting into the huts to observe first hand. Observations included looking at the materials used in the construction of the huts as well as artifacts collected and displayed in them and writing copious notes on them. The researchers note the usefulness of the 'culture huts' in an attempt to preserve African cultural heritage, especially in the face of globalization and note their potential as a rich source of educational material if well used. However, the researchers note that their characterization as 'culture huts' is misleading since we feel that culture cannot be 'bottled' or 'containerized' and therefore the term 'culture huts' may be seen as a misnomer. Instead the term 'mini-cultural museum' could be closer to what the so-called 'culture huts' are doing. Quite a number of the artefacts in the 'culture huts' are no longer used in most people's day-to-day life for them to be legitimately called 'cultural' per se. The popular definition of culture is that it is a way of life of a people not the life of a people as lived in the past. For example, how many people in Zimbabwe use a wooden pillow?

**Keywords:** culture, material/non-material culture, policy, acculturation, globalization

2010, Journal of sustainable Development in Africa, Vol. 12(1), pp146-159.



## **Gender Destereotyping in ECD or Shrewd Oppportunism? A Case of Male ECD Students at Masvingo Teachers' College,Zimbabwe.**

**Nyoni, T.<sup>1</sup> & Nyoni, M.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

### **Abstract**

This research aimed at unraveling the mystery behind motivation of male student teachers in joining Early Childhood Development (ECD) in the face of negative societal attitudes. The interview, the questionnaire and document analysis were used in the process of data gathering. The researchers found that most students are motivated by external or extrinsic factors, such as deployment advantages, employment in better paying non-governmental organizations and professional advancement opportunities as 'minorities' in the area. This is a worrying phenomenon since the presence of the male ECD teacher from a distance looks like remarkable achievement in terms of deconstructing gender stereotyping in the area. It is recommended that to change negative societal attitudes towards male ECD teachers, more concerted efforts must be made to 'sell' the programme so that stakeholders are well informed. There should be mechanisms in place at college level to counsel students and therefore, forearm students who are forced to 'cross the floor' under pressure from traditional societal attitudes to remain steadfast.

**Keywords:** Early childhood development, male teachers, motivation, sex, gender.

2012, International Journal of Educational Administration and Policy Studies Vol. 4(9), pp181-187.

# **The Form and Content of Children's Poetry and Games on a Kaleidoscopic Cultural Terrain**

**Nyoni, T.<sup>1</sup> & Nyoni, M.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

## **Abstract**

This research sought to look into the form and content of children's poetry and games in Shona. It was premised on the view that these aspects are part and parcel of the rich African heritage of orature and are an important component of Shona indigenous knowledge systems, hence these cannot be simply ignored more so when it comes to the process of socialization. The objective was to analyze critically these so-called play poems and games in terms of their form and content and see what is embedded in them. Data was gathered through observation as children went about their business of play. The research concluded that these poems and games cannot be simply treated as child's play as their content is 'loaded'. They are actually a silent but powerful vehicle for the inculcation of certain values and attitudes that influence the children's own lives later whether positively or negatively, at home or away from their comfort zones in the global village. As part of the African Indigenous Knowledge System, which has sustained us for centuries such intangible heritage should not be let to just spill from our cultural hands. The various forms they take also allow children to simulate real life situations and learn adult roles vicariously and thus prepare them for the challenges life proffers not as shadows of other people but as proud beings who can cast their own shadows on the kaleidoscopic cultural terrain.

**Keywords:** form and content; children's literature; Orature; changing culture

2013, Theory and Practice in Language Studies, ISSN 680-687.

## **Language change: The special case of Shona in the era of the HIV/AIDS Pandemic.**

**Nyoni, T.,<sup>1</sup> Grand, N.<sup>2</sup> & Nyoni, M.<sup>3</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Arts, Department of English and Media Studies, Masvingo, Zimbabwe.

<sup>3</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

### **Abstract**

The article makes an analysis of the impact of the HIV/AIDS pandemic on the Shona language. The article argues that HIV/AIDS has effected change into the language through the borrowing of lexical items from English to fill a gap in its linguistic requirements and through a multiplicity of word building processes. It also asserts that the whole word-building exercise has been facilitated by some sociolinguistic factors inherent in the Shona speech community. The research shows that Shona as a language has not remained static in the advent of changes going on in the environment in which it is used. Thus the advent of H.I.V./A.I.D.S. has resulted in the expansion, in most cases, of Shona as a language as the speakers try to make sense of how the virus came into their world and also show how they perceive it and the people who are infected.

2010, Zimbabwe International Journal of Language and Culture, Vol. 1(1), p75-91

## **Composite Classes: The Murezi School Experience.**

**Nyoni, T.<sup>1</sup> & Nyoni, M.<sup>2</sup>**

<sup>1</sup> Great Zimbabwe University, Faculty of Education, Department of Teacher Development, Masvingo, Zimbabwe.

<sup>2</sup> Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe.

### **Abstract**

The research looks at the phenomenon of composite classes as experienced by the Murezi community. To gather the required data and to have an in-depth understanding of the Murezi school experience, the case study was employed and the questionnaire, interview and on-site observations were employed as data gathering instruments. The three were used in order to complement each other to achieve triangulation. The study notes that there are constraints in the implementation of such classes which are almost always in underprivileged environments. Teachers in such schools are overwhelmed with work and often 'short-circuit' their teaching to achieve pleasing academic paper results. The extramural activities which help in achieving a holistic school product are largely sacrificed because of want of time and resources, be they material or human. The researchers feel that the schools affected need to get first priority in computerization and other programs aimed at making teaching and learning pleasurable not laborious.

**Key words:** Composite classes, resources, educational attainment.

2012, International Journal of Educational Administration and Policy Studies Vol. 4(2), pp. 70-77.

**Indigenous Knowledge Systems and Environmental Management: A Case Study of  
Zaka District, Masvingo Province, Zimbabwe.**

**Risiro, J., Tshuma, D.T. & Basikiti, A.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

**Abstract**

The purpose of the study was to find out forms of Indigenous Knowledge Systems [IKS] in practice in the Zaka District of Masvingo and how these forms of IKS can be used as an environmental management tool. A case study approach was used. The study used informant interviews, focus groups, participant observation and photographs to collect information. Purposive sampling was used to select community elders, clan elders and traditional leaders and healers who were believed to have in depth knowledge on traditional practices used in the area in the conservation of biodiversity. There are sacred places, taboos and totems that ensure conservation of natural resources in the study area. Certain trees and animals have got some taboos that save them from human exploitation. Selected clans are responsible for carrying out *mukwerere* [rain making] and *mukuro* [harvesting] ceremonies. The community is not allowed to harvest wild fruits and edible insects in the sacred places before the *mukuro* ceremony. Sacred wells have remained unpolluted and ensured continued supply of clean water. Mixed farming and stone ridging have been used to conserve soil. There is land degradation in areas not preserved by traditional practices and culture. A policy on IKS and integration of IKS in the school curriculum are important in resource conservation. The infusion of IKS and modern methods of resource conservation is recommended. Traditional leaders need to be empowered as custodians of natural resources in their communities. There is need to carry out more research on IKS in other areas of Zimbabwe.

**Keywords:** Indigenous Knowledge Systems, sacred places, taboos, totems, traditional ceremonies, ancestral spirits

2013, International Journal of Academic Research in Progressive Education and Development, Vol. 2(1).

## **Weather Forecasting and Indigenous Knowledge Systems in Chimanimani District of Manicaland, Zimbabwe**

**Risiro, J., Mashoko, D., Tshuma, D.T. & Rurinda, E.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

The study focused on how traditional knowledge is used to forecast weather in the Chimanimani District in Manicaland Province of Zimbabwe. It is the purpose of this study to show how Indigenous Knowledge Systems (IKS) have been used by rural communities to predict weather and seasonal changes in their environments. A descriptive survey was adopted using open ended questionnaires and interviews to collect information in order to assess peoples' understanding, attitudes and beliefs on the value of indigenous knowledge on weather prediction. Purposive sampling was applied to collect data from people purported to be rich in indigenous knowledge. It was found that biological, atmospheric conditions, astronomic and relief features are used to predict weather over short and long periods of time. Temperature and wind patterns were regarded as pointers to weather changes. The behaviour of animals and insects were less mentioned as useful in determining weather conditions. Human ailments such as operations were pointed out as accurate indicators of impending weather changes. Astronomic features were used to predict weather especially coming of rains within a period of about two weeks. The study notes that there is rapid disappearance of plants and animals due to climate variability and human activities. There are few elders aware of traditional methods of weather forecasting. This makes traditional weather forecast less reliable. The study concludes that both modern and traditional methods have got some positives and weaknesses and therefore can be used together to produce more comprehensive reports of weather forecasts for end users. Traditional leaders need to be empowered to assist in the conservation of resources in their communities. Traditional methods of weather forecasting should be part and parcel of the school curriculum at all levels of education.

**Keywords:** Indigenous Knowledge Systems; Weather Forecasting; Climate Variability; Climate Change; Traditional Leaders; Conservation; Rain Making Ceremon

2012, Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), 3(4), pp561-566.

**The impact of pollution on the Riffle fauna of the Umwindisi and Mkuvisi Rivers,  
Harare, Zimbabwe.**

<sup>1</sup>Rurinda, E. & <sup>2</sup>Mukaro, J.P.

[eliasrurinda@gmail.com](mailto:eliasrurinda@gmail.com)/[joe.mukaro@yahoo.co.uk](mailto:joe.mukaro@yahoo.co.uk)

<sup>1</sup>Great Zimbabwe State University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

<sup>2</sup>B-Tech Programme, Masvingo Polytechnic, Masvingo, Zimbabwe

**Abstract**

The impact of pollution on Umwindisi and Mukuvisi rivers was determined using Riffle fauna as biological indicators to monitor water quality and determine the level of pollution using micro-benthic organisms as indicators of pollution level. There is value addition to the existing methods of chemical analysis of water. The study is important in developing a sound management policy for water quality and efficient disposal as well as research in aquatic environments. The abundance and diversity of the riffle fauna in the unpolluted Umwindisi river was compared with that of the polluted Mukuvisi from October 2001 to March 2002. The sampling sites on the two rivers were strategically located. Temperature, pH. Conductivity, dissolved oxygen, ammonia concentration and biological oxygen demand were determined. The abundance of collected riffle fauna was done by microscopy and classified. Data was analysed using MINITAB – and the Shannon Weiner diversity index. Riffle fauna abundance and diversity was high in Umwindisi than in Mukuvisi indicating high pollution impact in the later river.

**Keywords:** Biological indicators, Riffle fauna, Water pollution, Industrial discharge, Species diversity and water quality

2012, Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS), Vol. 3(4), pp 453—458.

# **Teachers' and Parents' Perception on Using English Across the Curriculum in early Childhood Development (ECD) in Gweru District, Zimbabwe.**

**Sekeni, S & Dakwa, F.E.**

Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe

## **Abstract**

The language policy in Zimbabwe is that children in the pre-school up to grade 2 [infant school] must be taught in their mother tongue in all subjects except for English. English must be taught strictly in English without code switching or direct translation and the same applies for Shona/Ndebele. The purpose of this study was to find out the ECD teachers' and parents' perception on the use of English as the medium of instruction across the curriculum. Both the quantitative and qualitative designs were employed and data was collected using questionnaire, focus group interviews and face to face interviews. The population comprised all ECD teachers, all ECD school heads and parents whose children attended these ECD schools and, from these, a sample of seventy was drawn using stratified random sampling. The study revealed that ECD teachers and ECD school heads were aware of the language policy but were not implementing it. All parents interviewed preferred that their children be spoken to and taught in English across the curriculum except for Shona/Ndebele lessons. The preference for English as a medium of instruction to vernacular was influenced by the higher status English enjoys in our society today as the official and international language. The researchers concluded that ECD teachers and parents preferred that ECD children be taught in English across the curriculum except for Shona/ Ndebele lessons. This was a sharp contradiction to the country's language policy. A number of recommendations were made and the main one being that ECD school heads should enforce the language policy during lesson observations.

Knowledge Platform Journal: An International and Interdisciplinary Journal of Theoretical and Empirical Research



## **Implementation of Authentic Assessment in Early Childhood Development [ECD] Maths and Science Education in Gweru Urban, Zimbabwe**

**Sekeni, S. & Dakwa, F.E.**

Great Zimbabwe University, Faculty of Education, Department of Special Needs Education,  
Masvingo, Zimbabwe

### **Abstract**

This was a comparative study after a similar one was carried out in Masvingo Urban to find out the familiarity with variety of assessment approaches in pre-school teachers. The purpose of this study was to assess the extend of implementation of authentic assessment models in maths and science education in Gweru urban ECD schools and to identify assessment approaches use pre-school teachers in assessing math and science education skills in Gweru Urban. ECD school heads and ECD school teachers from Gweru urban formed the population. The sample for the study was made up of forty ECD teachers and ten ECD school heads. The study employed the survey method and data were collected through a questionnaire and interviews. Tables were use to present data and descriptive statistics were used to analyze it. The study found out that ECD teachers in Gweru Urban were not very familiar with portfolios, rating scales and semantic differential scales as assessment approaches but were quite familiar with checklists and anecdotal records. Rating scales and portfolios were hardly used as alternative assessment approaches and semantic differential scales were not made use of. From the research findings, it was concluded that pre-school teachers in Gweru Urban did not make use of a variety of assessment approaches when assessing maths and science education but tended to depend on checklist and anecdotal records at the expense of other assessment approaches. The researchers made a number of recommendations as ways of improving assessment practices in pre-school maths and science education.

Knowledge Platform Journal: An International and Interdisciplinary Journal of Theoretical  
and Empirical Research

# **To what extent have indigenous knowledge systems been affected by modern knowledge systems?**

**Sibanda, E. & Chindedza, W.**

Great Zimbabwe State University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

## **Abstract**

Indigenous knowledge has been defined as the local knowledge that is unique to a given culture or society. African societies have survived through indigenous knowledge systems as they practice agriculture, health care, food preparation, education and natural resource management. In rural communities where farming is the main activity; methods of farming employed have always produced high yields. For various ailments; traditional medicine has been applied to the relief of patients. Traditional food (which is now highly recommended for health reasons) has always had its way of preparation. Traditional education has been transmitted from generation to generation in the form of folklore which plays a vital role in preserving traditional values and moralizing children as well as adults. Natural resources have been managed effectively (like water, soil, and vegetation) while benefitting from them. This indigenous knowledge enables the members of society to work together harmoniously as they share common values and activities. However indigenous knowledge systems have become dynamic as individuals are influenced by modern knowledge systems that they come into contact with. The paper aims at addressing to what extent the indigenous systems have been affected by modern systems.

## **The Forgotten Stories: The Case of Difficulties Encountered by Ndebele Ordinary and Advanced Level Students Studying Zulu Literature Texts**

**Sibanda, E. & Kadodo, W.**

[ethianda@yahoo.com](mailto:ethianda@yahoo.com), [kadodoweb@yahoo.com](mailto:kadodoweb@yahoo.com)

Great Zimbabwe State University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### **Abstract**

This article is premised on the view that Ndebele Ordinary and Advanced ('O' and 'A') level students in Zimbabwe face challenges when studying Zulu literary texts due to reduced intelligibility between Ndebele and Zulu. This is a result of inaccessible vocabulary and proverbs. The paper argues that in spite the fact that Ndebele and Zulu are both Nguni languages (others even argue that they are Nguni dialects), years of separation have tended to reduce their intelligibility. A comparison of the two languages is done with special reference to vocabulary and proverbs that are bound in Zulu literary works studied at both O' and A' levels. A qualitative descriptive survey design was employed in this research. Data collection used the interview, observation, document analysis and text exercises. The sample comprised ninety-five (95) students and ten (10) teachers. The findings revealed that Ndebele students studying Zulu texts at 'O' and 'A' levels face difficulties in fully comprehending Zulu literary works. Unfamiliar vocabulary and proverbs met in Zulu texts make it difficult for Ndebele students to totally comprehend the texts. Based on the findings the researchers recommend that Zimbabweans either stick to Ndebele works when prescribing literary works for 'O' and 'A' levels or that simpler Zulu texts be introduced to Form Ones in order for the learners to be exposed to Zulu texts early in their secondary school education.

(2011), NAWA: Journal of Language and Communication, Vol. 5(2), pp. 154 -167.

## **Stakeholders' Perceptions on the State of the Education System in Zimbabwe's Institutions of Learning from 2007 to 2010**

<sup>1</sup>Sibanda, E. & <sup>2</sup>Muzenda, G. & [ethianda@yahoo.com](mailto:ethianda@yahoo.com), [drgracious@yahoo.com](mailto:drgracious@yahoo.com)

<sup>1</sup>Great Zimbabwe State University, Faculty of Education, Department of Curriculum Studies, Masvingo, Zimbabwe

<sup>2</sup>Midlands State University, Gweru, Zimbabwe

### **Abstract**

The paper exposed stakeholders' perceptions on the state of the education system in Zimbabwe's institutions of learning as from 2007 up to 2010. The country experienced a lot of economic hardships. Inflation rose to alarming rates and workers could not be paid adequately. This in turn resulted in the collapse of the education system. The introduction of multiple currencies and foreign currency fees and examination fees created a lot of drop-outs from schools, colleges and universities. There was a high failure rate at Grade Seven, 'O' and 'A' Levels. There was an exodus into the Diaspora of skilled manpower to various countries of the world in search of greener pastures. The remaining workers could not deliver quality services. They have not yet been paid adequate salaries. Educators should be paid adequate salaries and have improved working conditions as well as be provided with adequate resources so as to produce quality results.

**Keywords:** inflation, multiple currencies, drop-outs, exodus, Diaspora and greener pastures.

## Degree of mutual intelligibility between Ndebele and Zulu

Sibanda, E.

[ethianda@yahoo.com](mailto:ethianda@yahoo.com).

Great Zimbabwe State University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

### Abstract

The paper presents the Zimbabwean Ndebele language as mutually intelligible with the South African Zulu language to a great extent with respect to vocabulary, semantics and proverbs. The two peoples are sub-families of the Nguni people of South Africa. The Ndebele came from South Africa under the leadership of Mzilikazi as he crossed the Limpopo from Zululand into Zimbabwe. These Nguni subfamilies have languages said to be Nguni which some people call Nguni dialects. The two languages (Ndebele and Zulu) are mutually intelligible to a great extent. Some people further allege that Ndebele is a dialect of Zulu. Differences have arisen due to geographical separation. Document analysis has been made with respect to vocabulary, semantics and proverbs to identify what is closely related as well as what is different. There are some common terms in both languages meaning the same thing and other common terms which mean different things. At times different terms refer to the same item. A lot of Zulu terms are difficult and unfamiliar to the Ndebele language. Proverbs may be similar but with some different morphological forms. In some cases the proverbs are quite different.

**Key words:** Mutual intelligibility, linguistic, Ndebele, Zulu.

(2012), Wudpecker Journal of Educational Research, Vol. 1(3), pp. 35 – 38.

## **Fostering Co-Operation and Partnerships: An Agenda to Improve Quality Education through Teacher Preparation in Zimbabwe**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

The idea of association of colleges had its origin in the McNair report of 1945 on Teacher Training in England and Wales that led to the creation of the Institute of Education. Its role was to bring in all those engaged in partnership in teacher preparation. Snaeffler sees partnership as a necessary part of the possible solution to the problems of education. This idea is in line with the Jomtien Declaration which stressed the new partnership and collaboration in the promotion of educational improvement. In Zimbabwe, the partnership scheme of association is realized through the co-operation among the Ministries of Education, the Teacher's Colleges, the University of Zimbabwe, some church related organizations, and Teacher's organizations. Government is responsible for administration, salaries for staff, buildings, equipment and other learning resource materials at teachers' colleges. The University of Zimbabwe gives professional guidance to colleges. Apart from the partnership at national level, the international community also plays a major role in teacher preparation. Non-governmental organizations and some governments contribute various forms of donations. All these efforts by the international community go a long way in promoting quality education.

1996, *Tonota Journal of Education*, Vol. 4(1).

## **Indigenous African Education and the Western Impact**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

One of the major problems in Zimbabwe's system of education is that it inherited a system of education that ignored the African culture. Therefore a topic on indigenous African Education offers an opportunity for arousing and sharpening awareness of our diverse cultural heritage. The paper focuses on Zimbabwe in particular, our national life according to our cultural goals. It is noted that this theme on indigenous African Education has recently captured the attention of many scholars. Their interests and desire is to know more about the nature of education in pre-colonial times. Indigenous African Education as conceived in this paper encompasses a broad range of activities such as incidental and deliberate learning. Whilst the education system in different societies differs in organization and content, their purpose is to transmit knowledge and skills to the young in either formal or informal setting. In this paper, schooling among the Lemba people of Mberengwa, characteristics of indigenous education and an analysis of the impact of the West on Zimbabwe is examined.

1983, The Bulletin of The Associate College Centre, Vol. Xvii.

## **Post Independence Education in Zimbabwe**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

The purpose of this study is to present an overview of education development in Zimbabwe since gaining its independence in 1980. Emphasis is placed on examining access to education and the transformation of society as reflected at various levels. Government is committed to meeting the needs of the people through universal education. Findings reveal enormous expansion that has implications on the whole system of education and this raises the question of quality education. New problems emerged such as:- the large number of untrained teachers, the need for additional classrooms, furniture, inadequate learning resources and lack of finances do not match with expansion. Findings reveal that more teachers have been trained; a new partnership has emerged that includes government, communities, colleges, universities and non-governmental organizations. In order to improve quality education, there is need for expansion to match with the availability of resources revisiting curricula at various levels, and strengthening the partnership.

1990, Seminar Paper Presentation, University of Fort Hare, South Africa.



## **The Role of the University of Zimbabwe in the Preparation of Teachers and Teacher Educators in Post-Independent Zimbabwe**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

In 1980 Zimbabwe became independent and adopted a policy of promoting universal education. As a result, there was a rapid and significant expansion at all levels of the school system because education was made free. However the problem was that more than half teaching the teaching force were either untrained or under-qualified. Serious questions regarding the degree of quality in the educational institutions were being raised. This article examines the role of the University of Zimbabwe in the preparation of manpower for the education system as part of the nation building. The major task was to provide education leadership for other institutions, for example preparation of teachers and administrators for primary and secondary, and providing lecturers for teacher education colleges. The reorganization and restructuring of the Faculty of Education resulted in the creation of new departments and new programmes were designed in response to national needs.

Despite some achievements by the University there are problem areas that require attention. Expansion of programmes has not been matched with the necessary resources such as library facilities or materials, adequate buildings, necessary equipment for Science and Practical subjects and adequate funds. On the whole the University is playing a major role in solving manpower shortages and ensuring quality education through constant review of teacher preparation programmes.

Journal of Practice in Education for Development, Vol. 2(3).

**Booker T. Washington's Philosophy of Education that Formed Tuskegee's Educational Creed**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

**Abstract**

This paper examines some of Booker T. Washington's educational ideas which seem most important and contributed to the foundations of Tuskegee Institute's educational creed by the founder's sayings.

1993, The Zimbabwe Bulletin of Teacher Education, Vol. 3(2).

# **Booker T. Washington's Philosophy of the 'Grand Trinity' in Education**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

## **Abstract**

The purpose of this article is to examine the philosophy of the 'Grand Trinity' in education of Booker T. Washington. Among other things the following aspects will be examined: his background and factors that influenced his philosophy; the 'Grand Trinity' as the great philosophy that guided his educational programmes; and strategies for its implementation, such as correlating theory and practice of education.

Booker T. Washington is one of the distinguished Black American educators. Born a slave at Hale's Ford, Virginia, in 1856, he lived through the most critical years in black history and passed his youth during the bitter trials of Reconstruction periods. He was educated at Hampton Normal and Agricultural Institute, Virginia, and elevated to the leadership level as founder and head of Tuskegee Institute. As principal of this institute from 1881 to 1915, Dr Washington had the opportunity to formulate and implement his philosophy of the 'Grand Trinity' in education as is evidenced by the programmes that he set up.

A key to the understanding of Booker T. Washington's philosophy can be found in the political and economic context of his time. After the emancipation of the Blacks, two major problems emerged; the first was to find work and economic provision for the four million ignorant and dependent blacks who were without status, untrained and unaccustomed to self-support, especially under a new state of wage service; the second was to secure for them the advantages and personal powers of education and mental discipline.

Men of vision like Booker T. Washington and W.E. Burghardt Du Bois articulated the Blacks' demands for social justice and symbolized their aspirations towards economic fulfillment. The former was acknowledged for his sanity, industrial philosophy, educational methods and contribution to harmony and co-operation between both races. His major objective was to produce trained man and women who could return to their communities and uplift people. Washington himself gives us some insights as he sums up his educational goals: 'from the very outset of my work, it has been my steadfast purpose to establish an institution that would provide instruction not for the selected few but for the masses, giving them standards and ideas and inspiring in them hope and courage to patiently forwards'. Indeed, Washington's role in education was recognized by president Hoover who started, 'the nation owes a debt of gratitude to the wisdom and constructive ideas of Booker T. Washington, Founder of Tuskegee'.

1986, The Journal Of The University Of Zimbabwe, The Education Supplement, Supplement to Zambezia

## **The Philosophy of Education with Production in the Zimbabwean Context**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

The purpose of this article is to discuss and examine the Philosophy of Education with production. The major focus is on aspects such as the concept education with production, some fundamental principles of this philosophy and related problems. Emphasis is placed on the understanding and interpretation of the philosophy of education with production in a conceptual framework. There can be little doubt that that unless an education philosophy is clearly understood, its implementation will be cumbersome, confused and counterproductive. It will be like a boat drifting on a wide ocean without any particular destination. In view of this, we ought to seek comprehension of this philosophy of education with production in its entirety since that guides our choices in educational ends and policies in Zimbabwe.

1998, The Bulletin of The Associate College Centre, Vol. Xx(3).

## **Booker T Washington Ideas on Curriculum Development and Strategies for Implementation**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

An analysis of Washington's educational programme indicates his contribution to Curriculum development. Among other things his curriculum model included the following:

- Determining the needs of the people and learners;
- Developing an educational programme in response to the needs ;
- Appointment of staff;
- Supervision and Evaluation to ensure the excellence.

Washington's curriculum model of the 1880's, bears similarities to ideas and Curriculum practices identified by Ralphy Tyler in the 1930s. The Tyler Model reflects needs of the learner and society, selection and organization of learning experiences and evaluation. Although Washington's ideas were not quite refined, he May be regarded as the fore runner of Tyler's Curriculum Model

1991, Zimbabwe Journal of Educational Research, Vol. 3(2).

## **Teaching the Slow Learner in our Schools**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

The purpose of this article is to examine several issues related to slow learners such as:- the problems of slow learners, the characteristics, and the pedagogical approaches of helping them. The suggestions made should not be treated as a prescription but as a way of offering alternative approaches of teaching slow learners either in heterogeneous or homogenous ability grouping classes.

1984, The Bulletin of the Associate College Centre, Vol. Xx(1).

## **Church and State Partnership in African Education in Colonial Zimbabwe**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

In an analysis of the relationship between church and state, the “partnership” has been conceptually too narrow and vague to help classify our thinking on the theory and practice of education.

In this partnership, which was uneasy, churches were more committed to their denominational dogma and competition among themselves rather than joint cooperation. Formidable problems were inadequate funds, lack of highly qualified and experienced staff, and lack of dynamic leadership. These constituted great obstacles in the church’s educational activities. In addition, churches lacked insight and planning strategies, and were also found wanting in the spirit of toleration that could enable them to work together to educate Africans in ways that recognized their integrity.

The colonial government was always the dominant partner with prerogatives in the control and direction of African education. As a result, this weakened the partnership instead of strengthening it.

Despite these problems, the government supported the perpetuation of an aided mission system of education of education. It would not bear the burden of financing African education alone but preferred to share it with the church.

1995, Zimbabwe Journal of Educational Research, Vol. 7(3).

## **Education for International Understanding: A Comparison of Teacher Education Students' Evaluations In Australia, Finland, USA, Cameroon and Zimbabwe**

<sup>1</sup>Yli-Renko, K., <sup>2</sup>Kullen, R., <sup>3</sup>Yoder, J., <sup>4</sup>Siyakwazi, B., <sup>5</sup>Donohoue, I. & <sup>6</sup>Tambo, L

<sup>4</sup>Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

### **Abstract**

This paper is an investigation of the importance that teacher education and their opinions of how adequately their teacher education programmes have prepared them to teach for international understanding. The study uses data from students who were preparing to become primary school teachers in Australia, Finland, the USA, Cameroon and Zimbabwe.

Overall, the students from the five countries were very much aware of the importance of international education and there was a broad consensus on the importance of the aims of international education among students from Australia, Finland and the USA.

Although the students in all five countries considered international education to be important, they did not agree that they would be getting adequate education in how to implement it in their teaching.

The results of the study can, in general, be seen to reflect cultures, policies and emphases in educational systems and curricula of the respective countries.

1997, The University of Turku, Research Report A: 180



## **Universal Education and Its Implications for Zimbabwe Since 1980**

**<sup>1</sup>Siyakwazi, B.J. & <sup>2</sup>Siyakwazi, P.D.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

<sup>1</sup>Durban University of Technology, School of Education, South Africa

### **Abstract**

Since time immemorial the concept universal education has been a major concern of great educational thinkers in an attempt to democratize education. In view of this, the United Nations and World Bank convened the world conference that resuscitated the debate on "Education for all in Jomtein", Thailand, March 5 through 9 1990. This paper is on universal education and its implications for Zimbabwe focuses on the following aspects: the historical background of universal education its access, justification, implications and challenges. After independence government was committed to promoting education for all but in the last few years to the present, there appears the decline in the implementation of universal education'.

Paper presented at the 5<sup>th</sup> World Conference on Educational Sciences, Sapienza University of Rome, Italy

## **The Hope Fountain Experiment in Infant Education in the 60s: An Historical Perspective**

**<sup>1</sup>Siyakwazi, B.J. & <sup>2</sup>Siyakwazi, P.D.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

<sup>1</sup>Durban University of Technology, School of Education, South Africa

### **Introduction**

Hope Fountain is one of the oldest missionary institutes in Colonial Zimbabwe that was founded by the London Missionary Society and lies 18KM South of city of Bulawayo. Apart from evangelization of the people in the area, the mission centre offered primary education and was the first African institution to train infant teachers in Colonial Zimbabwe under MacD Partridge as its Principal.

According to Joyce Childs one of the lecturers in the training school, a boarding school for girls was started in 1916 at Hope Fountain and a young woman first headmistress. It is noted that this school was unable to admit girls beyond the first five years of Primary School but by 1928, it offered educational facilities up to Standard 6. Another programme was also started in the late 1920's when Hope Fountain became the first centre in the country for the training of Female Jeans teachers.

1995, The Zimbabwe Bulletin Of Teacher Education, Vol. 4(2).

## **The Strategic Roles and Challenges of Mentor or Co-Operating Teachers in the Preparation of Pre-Service Teachers in Zimbabwe**

**<sup>1</sup>Siyakwazi, B.J. & <sup>2</sup>Siyakwazi, P.D.**

<sup>1</sup>Great Zimbabwe University, Faculty of Education, Department of Educational Foundations, Masvingo, Zimbabwe

<sup>1</sup>Durban University of Technology, School of Education, South Africa

### **Introduction**

In Zimbabwe to day, the partnership scheme of association in the preparation of teachers is realized through the co-operation among Ministry of Education, Ministry of Higher Education, Teachers' Colleges, the University of Zimbabwe and schools. The Department of Teachers Education monitors the sixteen teacher's college in the country. Among other things, professional activities are coordinated; syllabuses are scrutinized; examinations moderated including teaching practice and finally successful candidates are awarded a diploma by the University of Zimbabwe.

In this scheme of association, partners aim at excellence and this cannot be achieved unless the partnership is strong. Teachers' Colleges and the University cannot succeed in the scheme of association without meaningful participation of the schools through the Regional; Offices. It should be noted that educational quality, as measured by pupils, academic achievement, is a function of teacher quality. If what happens in classrooms is largely determined by the action of the teacher and if teachers can learn to teach in more effective ways, then it is clear that teacher education should continue to be an important policy option to improve the quality of education. It is important to note that the scheme of association is instrumental in facilitating reforms in schools through teacher education.

This paper focuses on preparing teachers to reform schools through teaching practice. Reports on schools reflect a decline in the academic performance of students and the problem of ineffective teaching approaches. There is indeed sickness in education, teachers are accused of being mediocre, and this is reflected in the poor results of most schools. In some cases the pedagogy is lacking in better teaching strategies. This matter of poor performance needs urgent attention, but we can not improve the quality of education in schools without improving the quality of teachers.

The focus of this paper is pre-service supervision of teaching practice by co-operating teachers and in service orientation as part of school reform. The major objective is improving the quality of instruction in the classroom and improving the status of classroom teachers. Whilst key partners, in pre-service programmes include; college lecturers, practicing teachers, headmasters, student teachers and University Faculty of Education, in this study, the strategic role of classroom teachers to whom student teachers who are on teaching practice are attached has been ignored. The paper examines student teaching experience in schools, selection of the co-operating teachers, their strategic duties and responsibilities of co-operating teachers, interacting with the student teacher, commitment and empowerment in school reforms.

The rationale for the study is promotion of excellence in teacher education through school reforms in teaching practice. The methodology involved literature review and documentary analysis of data collected. It should be realized that partnership in professional development has long been an integral part of teacher education in countries such as the United States and the United Kingdom. The success of collaboration among schools, colleges and university build a history of trust upon which future co-operative venture can be built. In view of this, it is important to understand the selection and the role of the classroom teacher or co-operating teacher to whom the student teacher is attached.

1998, The Zimbabwe Bulletin of Teacher Education, Vol. 5(4).

## **Elements of “Good Teaching”: A Comparison of Education Students’ Perceptions in Botswana, California, Finland and Zimbabwe**

Yoder, J., Shaw, L., **Siyakwazi, B.J.** & Yli-Renko, K.

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

The purpose of the study was to explore some of the differences in perceptions of education students in four countries (Botswana, Finland, United States and Zimbabwe) about what constitutes “ineffective” teaching. The data was gathered by questionnaire from 279 teachers-in-training identified among their own primary school teachers the specific teacher whom they considered most “effective” and the one most “ineffective”.

The results show that effective Botswana, Finnish and Zimbabwe teachers were first of all knowledgeable about their subject matter and able to teach well. Californians considered personal factors to be of considerably greater importance than did the respondents from the other countries. When viewing ineffective teachers the Finns differed from the other three groups by placing instructional skills as more important than personality characteristics. All four groups agreed that class management characteristics were of least importance. There was strong agreement between the African countries on the relative importance of the characteristics; the Western rankings were more like each other than like the African responses.

Conclusions and interpretation must be tentative, since the instrument used has only face validity and the restricted sample of each country cannot necessarily be regarded as representative and the findings not equivocal.

While there is an agreement about which of the listed characteristics contribute toward effective and ineffective teaching, there are important differences. It seems reasonable to speculate that the social, cultural and educational contexts of these countries lead to different philosophical assumptions about the role and purposes of education and schooling and, by extension, to notions of about the role and function of teaching.

1992, Cross Cultural Studies: A Challenge To Teacher Education, Research Report A: 156,  
University Of Turku

## **A Unique Experience in Teacher Preparation**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Educational Foundations,  
Masvingo, Zimbabwe

### **Abstract**

The purpose of this study is to examine and analyze the Zimbabwe Integrated National Teachers' Course: A Unique Experience in Teacher Preparation. At independence in 1980, this was a tremendous increase in enrolment. This necessitated hiring untrained teachers and government instituted an experimental crash four year in-service programme for primary school teachers.

Data was collected from the University of Zimbabwe and ZINTEC Colleges. In addition, interviews with students teachers and lecturers were conducted and data analysis carried out. Findings reveal the following: residential time at colleges was inadequate for an effective teacher preparation programme, prolonged two years and eight months full-time teaching without the benefit of observing experienced teachers was a problem, lack of relevant and adequate resource materials, at times unreliable postal systems created difficulties in the distribution of materials and distance education and inexperienced lecturing staff. Despite these problems, student learnt in concrete classroom situation to link theory with practice and developed skills of working with the school community in project such as adult literacy. Successful candidates were awarded University teachers' Diploma. Finally ZINTEC solved a national problem of teacher shortage since the number of untrained teachers has been drastically reduced and this gives hope in promoting quality education.

1996.

**A New Cultural Perspective of Indigenous African Education: A case for Zimbabwe revisited**

**Siyakwazi, B.J.**

Great Zimbabwe University, Faculty of Education, Department of Education Foundations,  
Masvingo, Zimbabwe.

**Abstract**

One of the major problems in Zimbabwe's system of education is that it inherited a system of education that ignored the African culture. Therefore a topic on indigenous African Education offers an opportunity for arousing and sharpening awareness of our diverse cultural heritage. It is noted that this theme on indigenous African Education has recently captured the attention of many scholars. Their interests and desire is to know more about the nature of education in pre-colonial times. Indigenous African Education encompasses a broad range of activities such as incidental and deliberate learning. Whilst the education system in different societies differs in organisation and content, their purpose is to transmit knowledge and skills to the young. In this paper, schooling among the Lemba people of Mberengwa, characteristics of indigenous education and an analysis of the impact of the West on Zimbabwe is examined.

**An Evaluation of Rainforest Alliance (R.F.A) Towards the Sustainable Use and Management of the Environment at Ratelshoek Tea Estate in Chipinge District of Manicaland Province, Zimbabwe.**

**Tshuma, D. T., Risiro, J. & Machoba, L.**

Great Zimbabwe University, Faculty of Education, Department of Curriculum Studies,  
Masvingo, Zimbabwe

**Abstract**

The study evaluated the Rainforest Alliance (R.F.A) towards the sustainable use and management of the environment at Ratelshoek Tea Estate in Chipinge District of Manicaland Province, Zimbabwe. A sample of thirty respondents was systematically selected from a workforce of 181 workers including five managers. Questionnaires, interviews and on-site observations were the main instruments used to collect data. In addition, document analysis was done on the R.F.A policy document. The study established that terrestrial and aquatic natural ecosystems were identified and largely conserved. Wildlife was protected as hunting was prohibited and waste was properly disposed off according to Environmental Management Agency (E.M.A) and R.F.A regulations. However worker welfare needed improvement as remuneration was below minimum legal limit and accommodation very poor. The study recommends that the government, through the Ministry of Agriculture, should inspect the seriousness and commitment of Transnational Corporations in the implementation of conservational and development programmes like the R.F.A. in addition, more funding and autonomy should be availed to environmental watchdogs such as E.M.A. to enhance their supervisory role. At the same time, workers salaries should be reviewed as they are far below the poverty datum line in Zimbabwe, except for the managerial posts. Heavy penalties and fines must be instituted against organizations and individuals who cause environmental degradation. Community based awareness programmes should be carried out to educate people on environmental degradation, its impacts and involve them in formulating home-grown solutions appropriate to their localities.

**Keywords:** sustainable management, evaluation, rainforest alliance, environment, sustainable agriculture natural ecosystem.

(2013), International Journal of Innovative Research and Development, Vol. 2(5), pp.1845 – 1860.



