

**EDUCATION AND
GOVERNMENT CONTROL
IN ZIMBABWE**

**A Study of the
Commissions of Inquiry,
1908-1974**

Dickson A. Mungazi

Education And Government Control In Zimbabwe

Dickson Mungazi



Education And Government Control In Zimbabwe:

Decentralization of Education Cathy Gaynor,1998-01-01 This book is based on a review of the literature on decentralization and teacher management The focus is on basic formal education mainly the primary and junior secondary levels of schooling and on presenting a rationale for decentralizing teacher management The book presents three models of decentralized teacher management explores the different functions of teacher management and how these functions are handled in centralized and decentralized systems examines the design of decentralization reforms in various countries and discusses the political feasibility and legal implications of decentralizing teacher management Since reliable data on decentralizing teacher management are limited the changes that are described changes that will affect the quality of teaching or learning are tentative Although recommendations for planners and policymakers are included the book emphasizes the viability of the approaches taken so far and the available evidence regarding their efficacy Contains 70 references RJM

Educational Reform and the Transformation of Southern Africa Dickson Mungazi,L. K. Walker,1997-06-18 The political social and economic problems of southern Africa cannot be resolved until nations of this critical region effect educational reform But this process requires more than change in the educational system it involves the thrust for social transformation in national institutions This unique study addresses key issues relative to both educational reform and social change in southern Africa Topics discussed include the need for educational reform approaches to educational reform and the results of such reform on the individual and society A bibliography and an index complete the text

African Police and Soldiers in Colonial Zimbabwe, 1923-80 Timothy Joseph Stapleton,2011 Recruiting and motivations for enlistment Perceptions of African security force members Education and upward mobility Camp life African women and the security forces Objections and reforms Travel and danger Demobilization and veterans

The Rise of an African Middle Class Michael O. West,2002-08-19 An in depth look at Africans who challenged the status quo in colonial Zimbabwe Impeccable and original scholarship American Historical Review Tracing their quest for social recognition from the time of Cecil Rhodes to Rhodesia s unilateral declaration of independence Michael O West shows how some Africans were able to avail themselves of scarce educational and social opportunities in order to achieve some degree of upward mobility in a society that was hostile to their ambitions Though relatively few in number and not rich by colonial standards this comparatively better off class of Africans challenged individual and social barriers imposed by colonialism to become the locus of protest against European domination This extensive and original book opens new perspective into relations between colonizers and colonized in colonial Zimbabwe Offers an extremely sophisticated nuanced view of the social and political construction of an African middle class in colonial Zimbabwe Elizabeth Schmidt

Missions and Empire Norman Etherington,2005-07-14 The explosive expansion of Christianity in Africa and Asia during the last two centuries constitutes one of the most remarkable cultural transformations in the history of mankind Because it coincided with the spread of European economic and political

hegemony it tends to be taken for granted that Christian missions went hand in hand with imperialism and colonial conquest In this book historians survey the relationship between Christian missions and the British Empire from the seventeenth century to the 1960s and treat the subject thematically rather than regionally or chronologically Many of these themes are treated at length for the first time relating the work of missions to language medicine anthropology and decolonization Other important chapters focus on the difficult relationship between missionaries and white settlers women and mission and the neglected role of the indigenous evangelists who did far more than European or North American missionaries to spread the Christian religion belying the image of Christianity as the white man s religion Zimbabwe's Economy Kenneth

Mahuni,James Zivanomoyo,Puruweti Siyakiya,Simba Mutsvangwa,2025-02-17 This book traces the economic history of Zimbabwe from independence to the present day Through a comprehensive historical examination it highlights the short lived successes in the early years after independence and the dwindling colonial economy as well as the economic problems of the decades that followed The authors identify crucial flaws in the country s economic policies and highlight several dilemmas in the implementation of policies that exacerbated the country s deep seated structural problems The book provides deep insights into the economic and social realities of post colonial states in Africa and offers important lessons for other African countries **The Handbook of International School Psychology** Shane R. Jimerson,Thomas D.

Oakland,Peter T. Farrell,Peter Farrell,2007 The Handbook of International School Psychology will be THE major resource on the profession and its various applications in different countries It is a must read for school psychologists and professionals from related disciplines who wish to understand monitor and shape the field of school psychology Scott Huebner NCSP University of South Carolina This book is a very important contribution The authors are all the most well known and respected in their countries with many years of international experience within the field The reader gets a firsthand impression of both the vast differences and the many common aspects within the school psychological domain The broad range of countries also shows how trends in school psychology and special education over years play an important role in cross national implementation strategies Niels Egelund Institute of Educational Psychology The Danish University of Education The Handbook of International School Psychology provides a description of the specialty of psychology devoted to the global provision of services to children and youth their teachers and parents Editors Shane R Jimerson Thomas D Oakland and Peter T Farrell have brought together prominent authors from 43 countries to provide valuable information and insights regarding the numerous facets of school psychology Key Features Offers a comprehensive overview of key areas This Handbook addresses the context of school psychology its origin history and current status and the infrastructure of school psychology In addition contributors examine the preparation of school psychologists their roles functions and responsibilities and current issues impacting the field Provides a balance of breadth and depth Internationally renowned authors offer insight on the work of school psychologists around the world such as assessing children who display cognitive emotional social or

behavioral difficulties developing and implementing intervention programs consulting with teachers parents and other relevant professionals and conducting research Reviews key trends in the field Trends influencing school psychology s international development are examined The past present and future of the International School Psychology Association ISPA are discussed as are findings from the International School Psychology Survey that examines the characteristics and responsibilities of school psychologists Intended Audience The Handbook of International School Psychology is the foremost international resource regarding school psychology It is ideal for scholars practitioners and graduate students interested in acquiring an international view of school psychology

Reimagining Utopias Iveta Silova, Noah W. Sobe, Alla Korzh, Serhiy Kovalchuk, 2017-07-13 Reimagining Utopias explores the shifting social imaginaries of post socialist transformations to understand what happens when the new and old utopias of post socialism confront the new and old utopias of social science This peer reviewed volume addresses the theoretical methodological and ethical dilemmas encountered by researchers in the social sciences as they plan and conduct education research in post socialist settings as well as disseminate their research findings Through an interdisciplinary inquiry that spans the fields of education political science sociology anthropology and history the book explores three broad questions How can we re imagine research to articulate new theoretical insights about post socialist education transformations in the context of globalization How can we re imagine methods to pursue alternative ways of producing knowledge And how can we navigate various ethical dilemmas in light of academic expectations and fieldwork realities Drawing on case studies conceptual and theoretical essays autoethnographic accounts as well as synthetic introductory and conclusion chapters by the editors this book advances an important conversation about these complicated questions in geopolitical settings ranging from post socialist Africa to Eastern Europe and Central Asia The contributors not only expose the limits of Western conceptual frameworks and research methods for understanding post socialist transformations but also engage creatively in addressing the persisting problems of knowledge hierarchies created by abstract universals epistemic difference and geographical distance inherent in comparative and international education research This book challenges the readers to question the existing education narratives and rethink taken for granted beliefs theoretical paradigms and methodological frameworks in order to reimagine the world in more complex and pluriversal ways

Education and Development in Zimbabwe Edward Shizha, Michael T. Kariwo, 2012-01-01 The book represents a contribution to policy formulation and design in an increasingly knowledge economy in Zimbabwe It challenges scholars to think about the role of education its funding and the egalitarian approach to widening access to education The nexus between education democracy and policy change is a complex one The book provides an illuminating account of the constantly evolving notions of national identity language and citizenship from the Zimbabwean experience The book discusses educational successes and challenges by examining the ideological effects of social political and economic considerations on Zimbabwe s colonial and postcolonial education Currently literature on current educational challenges in

Zimbabwe is lacking and there is very little published material on these ideological effects on educational development in Zimbabwe. This book is likely to be one of the first on the impact of social, political and economic meltdown on education. The book is targeted at local and international academics and scholars of history of education and comparative education, scholars of international education and development, undergraduate and graduate students and professors who are interested in educational development in Africa, particularly Zimbabwe. Notwithstanding, the book is a valuable resource to policy makers, educational administrators and researchers and the wider community. Shizha and Kariwo's book is an important and illuminating addition on the effects of social, political and economic trajectories on education and development in Zimbabwe. It critically analyses the crucial specifics of the Zimbabwean situation by providing an in-depth discourse on education at this historical juncture. The book offers new insights that may be useful for an understanding of not only the Zimbabwean case but also education in other African countries. Rosemary Gordon, Senior Lecturer in Educational Foundations, University of Zimbabwe. Ranging in temporal scope from the colonial era and its elitist legacy through the golden era of populist universal elementary education to the disarray of contemporary socioeconomic crisis covering elementary through higher education and touching thematically on everything from the pernicious effects of social adjustment programmes through the local deprofessionalization of teaching, this text provides a comprehensive, wide-ranging and yet carefully detailed account of education in Zimbabwe. This engagingly written portrayal will prove illuminating not only to readers interested in Zimbabwe's education specifically but more widely to all who are interested in how the sociopolitical shapes education, how ideology, policy, international pressures, economic factors and shifts in values collectively forge the historical and contemporary character of a country's education. Handel Kashope Wright, Professor of Education, University of British Columbia. The Presidential Commission of Inquiry Into Education and Training (Nziramasanga Commission) Manasa M. Madondo, Godfrey Museka, Morriri Phiri, 2014. Education and Social Development, 2008-01-01. The role of education in the development of societies is an important life perspective that is promoted by families, institutions and governments. In today's globalized world, this reality may presume a worldwide platform where what is termed knowledge societies could gain at the expense of the educationally less endowed. There is also the case where postcolonial systems of education in Africa, Asia, Latin America and other places did not lead to the expected social and technological progress that was promised with independence. The 17 chapters in this volume attempt to analyze these complex and interlinked contexts of education and development. The book contains important criticisms of the historical developments of education, the meanings and changing intersections of development, schooling, citizenships and their exclusions and the important interplays of globalization, knowledge, culture and languages. Beyond the theoretical focus, the book examines learning systems and possibilities in specific regions and countries of the world. These include Africa with a specialized focus on women's education and advancement as well as individual country studies on Ghana, Burkina Faso, Zimbabwe and Somalia. In the Asian context, the specific chapters analyze

the training of teachers in China and women's education and education and the caste system in India These are complemented by select treatments of education and social development in Chile in South America postcolonial post communist Europe Russia and the Caribbean region Together the book's contents should selectively respond to some of the most important social and educational development ideas and debates in our world today

Race, Resistance, and the Boy Scout Movement in British Colonial Africa Timothy H. Parsons, 2004-11-01 Conceived by General Sir Robert Baden Powell as a way to reduce class tensions in Edwardian Britain scouting evolved into an international youth movement It offered a vision of romantic outdoor life as a cure for disruption caused by industrialization and urbanization Scouting's global spread was due to its success in attaching itself to institutions of authority As a result scouting has become embroiled in controversies in the civil rights struggle in the American South in nationalist resistance movements in India and in the contemporary American debate over gay rights In *Race Resistance and the Boy Scout Movement in British Colonial Africa* Timothy Parsons uses scouting as an analytical tool to explore the tensions in colonial society Introduced by British officials to strengthen their rule the movement targeted the students juvenile delinquents and urban migrants who threatened the social stability of the regime Yet Africans themselves used scouting to claim the rights of full imperial citizenship They invoked the Fourth Scout Law which declared that a scout was a brother to every other scout to challenge racial discrimination Parsons shows that African scouting was both an instrument of colonial authority and a subversive challenge to the legitimacy of the British Empire His study of African scouting demonstrates the implications and far reaching consequences of colonial authority in all its guises

The Mind of Black Africa Dickson Mungazi, 1996-02-28 The violent colonization of Africa by European nations toward the end of the 19th century a colonization justified by theories about the African Mind promulgated in the Age of Reason had a profound impact upon the mind of Black Africa After World War II the mind of Black Africa rebelled this rebellion led to a struggle for the self After Africans achieved political independence the new African leaders betrayed their own people Africans now have the responsibility of restoring and reaffirming their true inheritance the mind of Black Africa

The Last British Liberals in Africa Dickson Mungazi, 1999-05-30 A study of the clash of two traditions British liberalism and African nationalism and an examination of how Michael Blundell in Kenya and Garfield Todd in Zimbabwe used their liberal backgrounds to further the future of their adopted countries despite threats and detention Both Blundell and Todd believed that political leaders had a responsibility to serve the needs of the people as a condition of national development By the time each came to power European colonization had had a profoundly negative effect on the lives of Africans Blundell and Todd sought to correct this by putting their positive views of Africans into practice While colonial governments designed strategies for controlling Africans to serve political and economic interests at home in Europe Africans themselves established their own effective strategy not only to ensure their survival in the colonial setting but also to initiate a process for the restoration of their sense of self Michael Blundell and Garfield Todd with their liberal beliefs served as excellent allies

in this period of a rising African consciousness Using sources obtained in Kenya and Zimbabwe over the past 15 years this work examines democratic traditions that have survived tumultuous times in recent years **In the Footsteps of the Masters** Dickson Mungazi,2000-02-28 The height of colonial rule on the African continent saw two prominent religious leaders step to the fore Desmond Tutu in South Africa and Abel Muzorewa in Zimbabwe Both Tutu and Muzorewa believed that Africans could govern their own nations responsibly and effectively if only they were given the opportunity In expressing their religious views about the need for social justice each man borrowed from national traditions that had shaped policy of earlier church leaders Tutu and Muzorewa argued that the political development of Africans was essential to the security of the white settlers and that whites should seek the promotion of political development of Africans as a condition of that future security Desmond Tutu and Abel Muzorewa were both motivated by strong religious principles They disregarded the possible personal repercussions that they might suffer as a result of their efforts to alter the fundamental bases of their colonial governments Each man hoped to create a new national climate in which blacks and whites could cooperate to build a new nation Each played a part in eventual independence for Zimbabwe in 1980 and for South Africa in 1994 Mungazi's examination of their efforts reveals how individuals with strong convictions can make a difference in shaping the future of their nations

International Handbook of Urban Education William T. Pink,George W. Noblit,2008-09-03 It is evident that urban education has become the central focus of educators at the present time In the U S for example almost one third of all school age children attend schools in large urban school districts It is in these urban schools where the diversity of cultures and languages is highest and where student learning is most problematic What has emerged from recent work to improve urban schools is the insight that there is no one size fits all panacea Rather we have discovered that the local context shapes in critically important ways what will be effective at the school level The universality of the problematics with urban education together with the importance of understanding the local or situated context of improvement interventions brings into sharp focus the importance and timeliness of an undertaking like the International Handbook of Urban Education An important focus of the International Handbook of Urban Education will be the interrogation of both the social and political factors that lead to different problem posing and subsequent solutions within each region An important question to be answered for example is what it takes in terms of resources political will and policy actions to improve urban education

The Challenge of Educational Innovation and National Development in Southern Africa Dickson A. Mungazi,1991 This study shows that the problems of national development in Southern Africa that part of Africa south of the Equator are caused primarily by the absence of educational innovation The steady decline of the economy political conflict and social disintegration are intimately related to the lack of innovation in education The book begins by discussing the problems of contemporary Southern Africa as a legacy of the policies defined and pursued by the colonial governments The unwillingness of the colonial governments to operate by democratic principles influenced their replacements African leaders who found it

politically expedient to perpetuate this practice This created the enormous problems that Southern Africa now faces Educational innovation would help to resolve these problems Zimbabwe's Fast Track Land Reform Prosper B. Matondi,2012-11-08 The Fast Track Land Reform Programme in Zimbabwe has emerged as a highly contested reform process both nationally and internationally The image of it has all too often been that of the widespread displacement and subsequent replacement of various people agricultural related production systems facets and processes The reality however is altogether more complex Providing new and much needed empirical research this in depth book examines how processes such as land acquisition allocation transitional production outcomes social life gender and tenure have influenced and been influenced by the forces driving the programme It also explores the ways in which the land reform programme has created a new agrarian structure based on small to medium scale farmers In attempting to resolve the problematic issues the reforms have raised the author argues that it is this new agrarian formation which provides the greatest scope for improving Zimbabwe s agriculture and development Based on a broader geographical scope than any previous study carried out on the subject this is a landmark work on a subject of considerable controversy *African Education and Globalization* Ali A. Abdi,Korbla P. Puplampu,George Jerry Sefa Dei,2006-01-01 Containing both theoretical discussions of globalization and specific case analyses of individual African countries this collection of essays examines the intersections of African education and globalization with multiple analytical and geographical emphases and intentions *The Politics of Economic Reform in Zimbabwe* Tor Skalmes,2016-07-27 In 1990 Zimbabwe embarked on economic liberalisation The country s economic associations notably that erstwhile proponent of protectionism the Confederation of Zimbabwe Industries had successfully lobbied for gradual reform While state autonomy has often been regarded as a vital condition for reform in Zimbabwe societal groups have induced an initially recalcitrant government to reconsider its basic policies After 1980 the government tried to limit political competition However because of the perceived need for racial reconciliation following the guerrilla war it maintained dialogue with settler dominated interest groups along the pattern of societal corporatism established in the 1930s By contrast African associations particularly labour unions have regularly been subjected to regimentation The government however has listened more closely to the demands of African farmers who want to preserve parastatal marketing and governmental determination of prices In Zimbabwe key urban groups support liberalisation while key rural groups do not Theories of urban bias must therefore be qualified

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