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**FACULTY OF EDUCATION**

**DEPARTMENT OF APPLIED EDUCATION**

**A STUDY OF WAYS THE MINISTRY OF PRIMARY AND SECONDARY  
EDUCATION IS MAINSTREAMING ZIM ASSET IN SECONDARY SCHOOLS**

**By**

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## **Dedication**

I dedicate this research project to my beloved parents Mr and Mrs Makwenya for what they have sacrificed for me in the whole of my academic career. Thank you mum and dad.

Dedications also go my husband Golden Gadaga, my brother Gladman Makwenya ,his wife Fairlady Makwenya and my friends, who supported me during the course of my study. May God continue to bless them.

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## **Abstract**

The Government of Zimbabwe launched the Zimbabwe Agenda for Sustainable Socio Economic Transformation in 2013. The government called upon all Ministries to mainstream Zim Asset into their sectors. The economic changes catch up with international and regional efforts to improve the education systems in ways that are relevant to pupils who in turn would drive economies. The improvements challenge the negative consequences of colonial education in Africa and Zimbabwe in particular. This researcher was curious and wondered about the ways the Ministry of Primary and Secondary Education was mainstreaming Zim Asset in the teaching of practical subjects. At the same time, the researcher wondered on how the Ministry linked the new curriculum and Zim Asset, especially practical subjects. These curiosities informed the researcher to conduct a study to assess the ways the Ministry was mainstreaming Zim Asset in the teaching of practical subjects at Lord Malvern High School. The study was based on the objectives, questions and interview guide questions. The researcher was informed by Julius Nyerere's (1922-1999) philosophy on self reliance. The philosophy helped the researcher to locate the study as she inquired from the school administration and pupils on ways the school mainstreamed Zim Asset. The researcher was also informed by various theoretical frame works (see chapter 3). The study presented data, analysed data and discussed it in view of related authorities. The discussions helped the researcher to see the ways the Ministry, through the head, teachers, pupils and the researcher was mainstreaming Zim Asset at the school. Mainstreaming is not an event but rather a process. The researcher learnt that the Ministry has trained the District school heads; distributed relevant literature; school and class activities talking about Zim Asset; pupils beginning to make sense of Zim Asset and the researcher caused the school Administration to increase its awareness and understanding about Zim Asset. These ways and recommendations are spelt out in chapter 5. The latter are opportunities for the Ministry, school administration, pupils and other researchers to scale up mainstreaming and research on significance of Zim Asset in teaching of practical subjects in schools.

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## **CHAPTER 1: INTRODUCTION OF THE STUDY**

### **1.0 INTRODUCTION**

The Zimbabwe ordinary level pass rate ranges between 23% -30% (Handbook on Curriculum Review 2013:3). These pupils proceed to advanced level in sciences, humanities and commercial subjects. The rest (70 -77%) do not proceed to the next level. Pupils who fail have a second chance, vocational training or drop out of school. This means that there is a huge gap between pupils who pass and fail. The latter are not employable in the white collar jobs.

This presents a practical challenge for the Ministry of Primary and secondary education. The challenge is that the Ministry is producing fewer pupils who proceed to A-level. The majority of pupils join the unemployed members of the society. It makes a mockery of the education system. These challenges, informed the government to review the post-independence curriculum. There are two major educational policy improvements done in Zimbabwe since 1980; the Dzingai Mutumbuka and Nziramasanga Commissions (see Yellow 2009: 33; Handbook on curriculum: 8) The Commissions observe that the post independence education curriculum was insensitive to the variously endowed.

The Ministry inherited an education system which was biased towards academics than practical subjects. The review aims at closing the gap between academics and practical subjects. The review considers the three path ways of education. These are academic, commercial/business and technical/vocational subjects. The review coincides with the launch of Zimbabwe Agenda for Sustainable Socio Economic Transformation (Zim Asset).

Zim Asset is an economic and social programme. It was launched by the Zimbabwe government in 2013. It aims to facilitate social and economic development. The development focuses on the Food and Nutrition; Social services; Infrastructure development and Value addition clusters (see section 1:10). The success of the program hinges on the wise use of the human and natural resources (Zim asset: 9).

In other words, this research discussed the low pass rate; increasing unemployment rate; curriculum review and Zim Asset. The researcher took an interest in the Zim Asset programme. The researcher assessed ways the Ministry of Primary and education is mainstreaming Zim Asset in schools. The researcher learnt about the extent the Ministry is mainstreaming Zim Asset in schools. The researcher learnt about the extent to which

secondary school teachers and pupils are aware of the Zim Asset goals. The researcher learnt about the extent to which the Bachelor of Education Degree in accounting improves the teaching of practical subjects. The researcher learnt about the specific indicators of Zim Asset mainstreaming.

The researcher borrowed ideas from Julius Nyerere's Philosophy on education. Nyerere 1922-1999 (cited in Yellow 2009:32-33) argues that an education system should be a media that imparts knowledge and skills which result in self reliance. The philosophy informed the researcher and interviewees to study the new phenomena of the curriculum review and Zim Asset.

The researcher also used the theoretical framework of social reconstructionism. Nyerere argues that social reconstructionism is the process of undoing the dominant western and colonial education system and replace it with a new African or local education system (see Yellow 2009 :32). The new local education system promotes education for self reliance.

The researcher preferred the philosophy of Julius Nyerere and theoretical framework of social reconstructionism. The researcher used the philosophical and theoretical ideas and practices to assess the ways the Ministry is mainstreaming Zim asset. The researcher also used social reconstructionism to learn about the meanings teachers and pupils made about the new phenomena.

## **1:1 RESEARCH BACKGROUND**

The colonial education system created imbalances among races in the then Rhodesia. Zvobgo (1994:32) observes that the colonial system divided schools into three groups.

The groups are

- i. Group A whites only;
- ii. Group B coloured, Asians and urban African
- iii. Group C African rural schools.

The post independent government of Zimbabwe has tried to review the colonial education system. Yellow (2009:33) cites Dzingai Mutumbuka as one advocate of the replacement of Western elitist education with a more African and Zimbabwean education system. As a result Mutumbuka in 1980 introduced Education with Production. He emphasized on practical subjects. This approach agrees with Nyerere's philosophy on education which emphasizes on education for self reliance.

In 1998, the government unveiled the Nziramasanga commission. The Nziramasanga commission was tasked to further review the colonial education system. The Nziramasanga commission argued that the education system favoured most white pupils to do academic subjects. Few intelligent blacks were allowed to do academic subjects. Few non whites and the majority of black pupils were enrolled in vocational schools then known as F1. The Nziramasanga commission aims at redressing the remaining imbalances in the education system.

The commission proposes that the Ministry of education implement a three pathway education system. It comprises of academics, commercial/business and technical/practical subjects. This position aims to strengthen the different capabilities of pupils. However, not all recommendations for the Nziramasanga commission were implemented. This means that the gap between academic and practical subjects remains wide. It has necessitated the government to consider another review in light of the Zim Asset programme.

The government Presidency, cabinet ministers, members of parliament, chiefs and civic societies are talking about Zim Asset. These authorities are talking about Zim Asset in the cabinet, house of assembly and parliament. In these forums, they are discussing on ways that the government ministries could mainstream Zim Asset. They are also aligning the Zim Asset programme to the relevant laws in the constitution. These efforts aim to stimulate the socio economic and cultural self reliance.

This researcher uses the media. Here; the media refer to the radio, television, internet and newspapers. The researcher listens, views and reads about Zim Asset through the media. The content is about the activities of the presidency, cabinet ministers, and members of parliament, chiefs and civic societies with regards to Zim Asset. These media contents form the basis of the researcher understanding of Zim Asset.

Unfortunately, the researcher does not hear much about Zim Asset in the school she works at. The researcher heard about the Zim Asset programme in a conversation with school administration. In the conversation the researcher wanted to find out whether there were circulars on Zim Asset from the Ministry. Then, the administration said there was none except that the head had attended a workshop to prepare schools to mainstream Zim Asset.

In view of the non availability of circulars, this researcher wondered about the extent of awareness on Zim Asset programmes in schools. The researcher was curious on how much teachers and pupils bought into the Zim Asset agenda. This study assessed the ways the Ministry of Primary and Secondary schools is mainstreaming Zim asset in its constituency.

The Zim Asset is a national economic programme for development .Zim Asset aims to achieve sustainable development and social justice anchored on indigenization, empowerment and employment creation. It is propelled by the exploitation of the country's abundant human and natural resources (Zim Asset 2013:6-8, section 2:2).

Zim Asset intends to achieve economic development through the following four clusters:

- i. Food Security and Nutrition,
- ii. Social Services and Poverty Eradication,
- iii. Infrastructure and Utilities,
- iv. Value Addition and Beneficiation, (Zim Asset 2013:6).

The programme hopes to fulfil the constitutional mandate of the government to stimulate economic development (Constitution of Zimbabwe 2013:19). The government of Zimbabwe was voted into power in July 2013. The electorates expect the government through various ministries to deliver socio economic developments. These developments improve their lives and general welfare. Zim asset becomes an inclusive strategy in meeting the wishes of the citizens.

The philosophy of Julius Nyerere 1922-1999 (cited in Yellow 2009:32) informs this study. Nyerere proposes the philosophy of Education for Self-Reliance. Self-reliance in education calls for a school curriculum that integrates theory and practice. Active participation between teacher and pupils is central to education for self-reliance. Nyerere cited by Akinpelu (1981:122) states that “the object of teaching must be the provision of knowledge, skills and attitudes.”

Akinpelu (1981) insists that skills in self reliance serve the student where he/she lives and join the labour market. Nyerere wanted education that students could apply to the real world. Self-reliance in education calls for a school curriculum that integrates theory and practice.

Major et al (2009) explains that students should become self-confident and co-operative. They should develop critical and inquiring minds.

Nyerere believed that when students complete their education they should return and work in the villages. Education was geared towards the societal needs as compared to individual needs. Education must help in the development of a society in which all members share its resources fairly equally. According to Nyerere, education must serve the common good and foster the social goals of living together and working together.

In view of the above ideas, the researcher argues that Nyerere's philosophy challenged the colonial education systems of the Western governments. According to Nyerere, colonial education was based on the assumptions of a colonialist and capitalist society. It was therefore designed to transmit the values of the colonizing power and to train individuals for the service of the colonial state. It induced attitudes of subservience and emphasized white-collar skills.

The content of colonial education was largely alien. The entire education system was organized by racial segregation. Nyerere saw the school system giving formal education as basically elitist in nature. It catered for the needs and interests of the very small proportion of those who manage to enter the hierarchical pyramid of formal schooling (see also Zvobgo 1994 :32) Education was biased towards obtaining the white collar jobs like teaching, engineering and administration .

This researcher preferred Nyerere's philosophy of education for self reliance. The philosophy helped me to embrace the ideas and practices on self reliance. These ideas helped the researcher to inquire into the ways the Zim Asset programme could facilitate self reliance in the teaching of technical and practical subjects. The philosophy inspired teachers and pupils to participate with each other towards self reliance. Thus the ideas on self reliance and participation informed participants and this researcher throughout the research process.

## **1.2 STATEMENT OF THE PROBLEM**

Zimbabwe has a literacy rate of 92 percent. Zimbabwe has a pass rate of between 23 -30% percent in ordinary level. 70 -77 percent of pupils do not go for advanced level (Handbook on curriculum Review: 2).Rising unemployment worsens the situation. In general, the

government has introduced Zim Asset through its ministries to stimulate socio economic improvements.

In particular, the Ministry of Primary and Secondary Schools is reviewing its curriculum. The review facilitates strengthening of academic, commercial and practical subjects for self reliance during and after secondary education (see section 2:5). Therefore, the researcher sought to assess the extent to which the Ministry is mainstreaming Zim asset in secondary schools for self reliance. The philosophy and theoretical framework of Julius Nyerere inspired me and participants throughout the research process.

### **1.3 RESEARCH QUESTIONS**

In view of the research topic, background and statement of the problem the researcher considered her research questions. The questions comprised of one main question and sub questions.

#### **1.3.1 Main study question**

In what ways is the Ministry mainstreaming Zim Asset in secondary schools especially at Lord Malvern High School?

The main study question inquired about the ways the Ministry is mainstreaming Zim Asset in schools. The question also inquired on ways the teachers are using knowledge on Zim Asset to equip pupils with life skills they could use now and in future. The researcher assessed ways the Ministry is mainstreaming Zim Asset in secondary schools through the practical subjects. Here, practical subjects refer to, Agriculture, Technical Drawings/Graphics, Metal work, Food and Nutrition, Fashion and Fabrics, Computers and Woodwork.

#### **1.3.2 Sub Questions**

1. What is the teachers' understanding of Zim Asset and ways they use it to empower pupils?

The first sub question inquired from teachers from Lord Malvern High School about their awareness and understanding of Zim Asset. The study learnt about the teachers' awareness and understanding about the importance of Zim Asset in the teaching of practical subjects.

2. What is the pupils' understanding of Zim Asset and ways they use it now and in future?

The second sub question inquired from pupils from Lord Malvern High School about their understanding and awareness about Zim Asset. The question also inquired on skills pupils can gain and use now and in future.

3. In what ways does the Bachelor of education in Accounting (Bed ACC) enhance the teaching of practical subjects in secondary schools?

The third sub question proposed ways the Bed Accounting program could enhance the teaching of practical subjects in schools. It showed ways accounts could benefit students doing practical subjects, especially pupils not doing accounts. The study suggested on ways pupils could use accounting principles. These skills are helpful to pupils doing practical subjects. The skills guide on ways of managing books of accounts. Therefore, the researcher related the Bed Accounting program in the implementation of Zim Asset in schools.

#### **1.4 RESEARCH OBJECTIVES**

1. Assess ways the Ministry is implementing/mainstreaming Zim Asset in secondary schools
2. Assess the understanding and awareness of teachers and pupils about Zim Asset
3. Assess how Bachelor of education in Accounting enhances the teaching of practical subjects in secondary schools.

Put together, the preceding three objectives assessed ways the Ministry is mainstreaming Zim Asset. The objectives assessed the teachers and pupils awareness about the Zim Asset. Finally, the study related Bed Accounting in the teaching of practical subjects. This is one way of closing the gap between theory and practise. It was in keeping with the philosophy of Julius Nyerere that advocates for the improvement of education to self reliance. Thus, all the objectives helped the research participants and this researcher to achieve the research topic.

#### **1.5 SIGNIFICANCE OF STUDY**

The study could impact the Ministry, teachers, pupils and the researcher.

### **1.5.1 Ministry**

The findings are useful to the Ministry as they reflect feedback on the extent to which secondary schools are implementing Zim Asset in practical subjects. The feedback should help the ministry further improve the teaching of practical subjects in schools.

### **1.5.2 Teachers and pupils**

The findings enticed teachers and pupils to buy into the Zim asset agenda. Teachers became aware of the existence of Zim Asset. They also became aware on the expectations from the ministry to implement the Zim Asset program in secondary schools. This made them ready to participant in this research and find ways they could implement the new economic and education policies in schools.

Pupils professed lack of knowledge about the existence and relevance of Zim Asset in schools. Pupils are stakeholders in the implementation of education policies. In this research, pupils bought into the Zim Asset programme. They were keen to learn about Zim Asset. They were interested to share on ways Zim Asset could benefit their learning of practical subjects. This embrace and reception created opportunities for pupils to commit themselves to use Zim Asset and the practical subjects in their lives.

Informed by Julius Nyerere's philosophy and framework of re-constructionism, this researcher witnessed enthusiasms from teachers and pupils on Zim Asset and the practical subjects. The teachers wanted to learn more about Zim Asset. The researcher availed information on Zim Asset. The teachers brainstormed on ways they could mainstream Zim Asset in the teaching of practical subjects. In turn, the pupils in practical subject classes were excited to learn new economic skills. The skills equipped them on ways of self reliance during and after secondary education. Participants and the researcher challenged the colonial mindset that created an employee than an employer.

### **1.5.3 Researcher**

The researcher started from a position "of not knowing" "to a point of knowing" (Anderson& Goolishian 1992:27). At the onset, the researcher did not know anything about the teachers and pupils awareness or knowledge on Zim Asset and its relationship with practical subjects'. As a result of the research process, the researcher gained new knowledge about Zim asset, teachers and pupils' awareness about Zim Asset in schools. The researcher

saw ways of relating Bed Accounting in the teaching and running of practical subjects or skills in life after school. In a way, this contributes new knowledge to the existing bodies of knowledge. Thus, the study had various significances.

## **1.6 ASSUMPTIONS**

The study was based on the following assumptions:

- i. That teachers and pupils give true information on interviews questions
- ii. That the ministry is mainstreaming Zim Asset
- iii. That there is an educational policy on Zim Asset

## **1.7 DELIMITATIONS OF THE STUDY**

The study was a case study of a secondary school in the High Glen district of the ministry of secondary and primary schools. It targeted Lord Malvern. The school enrolls about one thousand pupils and fifty-four teachers. The researcher interviewed a total of 20 pupils and teachers involved in practical subjects. The study was successfully completed during the last part of the three-year-long course.

## **1.8 LIMITATIONS**

The following were my limitations:

### **1.8.1 Time**

The researcher had limited time to do the research. The researcher did the research from August 2015 to July 2016. This made the researcher sample 20 pupils and teachers to participate with in the research. A large sample size could have been preferable. This would have given a more representative result in schools in many districts in Zimbabwe. It could have co-opted schools in both urban and rural areas. There are 12 schools in the district. However the research is valid for the sample size was reasonable enough to provide useful and helpful results.

### **1.8.2 Budget constraints**

Researching with many schools and pupils is costly. This includes driving, commuting, hosting of focussed groups, going to and fro the respective ministry offices. Due to limited resources, the researcher purposefully chose a smaller sample size. In this consideration, the researcher balanced issues of validity, reliability and accountability.

### **1.8.3 Limited scope**

The scope could have been far and wide. It could have included detailed and statistical data around Zim Asset and teaching of practical subject. It was suffice to purposefully focus on the research aims, questions, one philosophy and theoretical framework. Thus the limited scope is not situational but intentional enough to meet the successful completion of the Bed Accounting program.

## **1.9 DEFINITIONS OF TERMS**

### **School**

Magadzire (2012) defines school as a system which enables learning and teaching processes of pupils in local, public primary and secondary schools

### **Mainstreaming**

In this research mainstreaming refers to the process of interpreting Zim Asset, education policy and relating or applying it to secondary schools. It focuses on the assessment of the extent of teachers and pupils awareness of Zim Asset. The extent to which teachers' are applying the education policy on Zim Asset in schools. The extent to which pupils assimilation and use of Zim Asset in the learning and application of new skills, opportunities of closing gap between Bed Accounting in theory and practise in facilitating self reliance in the school curriculum and life beyond.

## **PRACTICAL SUBJECTS**

Zvobgo (1986) defines practical subjects as subjects that integrate theoretical education and practical education to meet the skills demand in industry and productive needs of the society. Practical subjects are subjects where a student uses both the hands and the brain to acquire lifelong skills.

## **1.10 CONCLUSIONS**

Chapter 1 covered research background, statement of the problem, questions, objectives, significance of the study, assumptions, delimitation, limitation and definition of terms.

## **CHAPTER 2 REVIEW OF LITERATURE**

### **2.0 INTRODUCTION**

The world is becoming a “one small global village” (McLuhan cited in Kwaramba 2000:57,157). Telecommunication, satellite, computers, new media technologies and modes of transport are helping compress the globe into a small village. Kwaramba (2000) calls this process globalisation. What happens in one part of the global village affects the other parts. In this study, the global trends in the economy and education are inter-related. Authorities argue that the economic and educational policies of the United Nations affect the West, Latin America, Asia and Africa (UNESCO 2013:2,2015: v). This analysis applies to relationship between the Zimbabwean governments’ economic and educational policies (i.e. the Zim Asset and The Ministry of Primary and Secondary schools’ policies).

In view of the above, chapter 2 covers the views of authorities who write on topics which are related to this study. The topical issues include difference in developments and impact on education sectors; Asian educational policies, Research philosophy; African educational policies; Zimbabwe economy, unemployment levels and Zim Asset; Zim Asset and the Ministry of schools; research gap and conclusion. The researcher reviews and analyses the literature in view of the research topic, questions and objectives among others.

### **2.1 Differences in development and impact on education sectors**

“Countries face many challenges in preparing their learners for the current global realities. Economic, social, environmental, and technological changes, including competition from within and across borders, are prevalent and require appropriate measures. Education policies and curricular aim to incorporate a broad range of skills and competencies necessary for learners to successfully navigate the changing global landscape”, argues UNESCO (2013; 2 (2015: v)

Developmental differences affect the countries educational programmes. Globally, there is a huge gap in advancement between developed (North America and Europe) and developing (South America, Asia and Africa) countries, the gap means that the developing countries are lagging behind. Most citizens are living below the poverty datum line of \$511.47 for any average of five persons per household (see Zimstat 2012:5). The gap affects the education sectors of developing nations. This informs the United Nation Educational Scientific and Cultural Organisations (UNESCO) to find new development pathways that encourage

creativity and innovation. These promote inclusive, equitable, sustainable growth and development.

UNESCO and United Nation Development Program (UNDP) (2013:p2, 15) emphasise on the importance of the creative and technical industries. These industries include goods based on innovation, services, research, software development and teaching of technical and vocational skills. This position by UNESCO and UNDP inform the western countries to come up with policies that guide the creative industries and curricular in the 1990s. The policies helped developed nations to extend their curricular to include computers, business and technical skills. The United Nations agencies advocate for the 21<sup>st</sup> Century Skills agenda in developing nations. The agenda shifts from the traditional academic subjects to practical subjects. The shift prepares students for effective life beyond formal education (UNESCO 2013)

## **2.2 Asian educational policies**

UNESCO (2015: v) argues that the Asia-Pacific Education Research Institutes Network (ERI-Net) is ready to oversee and facilitate the transition from traditional to non-traditional methods of learning. ERI-Net promotes and assists knowledge sharing among partners and members. It supports the efforts of countries to identify and implement practical skills and competencies for future developments. ERI-Net is working with the Education Ministries for countries in Asia.

The Asian Education Ministries are concerned that education systems are focusing too much on the accumulation of academic “cognitive” skills. For example skills like communication, innovative thinking, and team work and conflict resolution. These academic skills are gained at the expense of practical subjects. Both academic and practical skills are preferable. These prepare Asian generations to live meaningful, sustainable and responsible lives in a rapidly changing and interconnected world (UNESCO 2015vi). The Asian countries’ struggles are common in Africa.

### **2.3 Philosophy of education for self reliance (Julius Nyerere 1922-1999)**

This researcher locates the study in Julius Nyerere's philosophy of education for self reliance.

Cited in Yellow (2009:32) and Mutubuki (unpublished), Nyerere propounds that economic, social and political systems inherited from colonialists were geared towards the subjugation and subservience of the colonised people. Colonial ideology and practices denigrated the African as having no economy, no social structure and no advanced political system. In their place they desired to create white washed Africans subservient to the needs of the capitalist occupiers. Religion was subtly woven into the fabric of society. The colonial system gave rise to individualism, self centeredness and preference of individual interests rather than the needs of the group. Thus capitalism, in Nyerere's view, promoted competition rather than cooperation.

Yellow and Mutubuki argue that Nyerere proposes critical steps in implementing education for self reliance. Nyerere focused on the following three steps:

#### **Self reliance challenges colonial education system**

Step 1, the curriculum removes the existence of elitist, egoistic structures and goals of the colonial education system. Education serves the needs and interest of the community as a whole regardless of background, colour, gender and creed. Primary and adult education for all becomes the major goal of education. The curriculum would be complete courses in themselves, not preparation for secondary education. So, universal education would become the target of national development.

Secondary and Tertiary education would be for a selected few pupils who excel in academics. In 1980, Zimbabwe introduced education for all, including adult literacy. This accounts for the high literacy rate of 92% in Zimbabwe. Although education for all now is burdensome in Zimbabwe, this step emphasises the importance of education for self reliance in primary, secondary and vocational colleges. These preceding essential aspects of Julius Nyerere's philosophy are important for this study.

#### **Education with production**

Step 2, is the designing of education with production programmes. The programmes are dominated by agricultural activities. The products benefit mainly rural people. Positive

traditional knowledge, skills, norms, values, wisdom and experiences formed the pillars of education for development. Other knowledge systems, skills and experiences would come in to blend with the African ideas. This forms an integrated approach to development. This step is most convenient in Zimbabwe in view of the land redistribution program.

### **Use of local knowledge and resources**

Step 3 focuses on self reliance programmes that expand production, hard work, and efficient use of local resources. Schools become a preparation for life. Schools, colleges and universities develop as totally self sufficient and self reliant socio economic entities (a farm workshop production unit). These aspects of self reliance are key issues the study assesses with secondary school pupils.

Julius Nyerere's philosophy is a reconstruction of people's norms and values of dignity, respect impersonal integrity, moral integrity and universal neighbourly love. In other words, it is human centred and self directed development strategy aimed at total liberation. Nyerere argues that liberation is total freedom of body, mind and soul. Total liberation involves freedom from external constraints and freedom from internal chains. Complete freedom means freedom to pursue and achieve self actualisation. This "is holistic development".

This researcher prefers Nyerere's philosophy. The philosophy is persuasive. It provides ideas, concepts, views and practices which inform the researcher and pupils doing practical subjects. The philosophy inspires the study to explore ways pupils could lead a life of self sufficiency, self employment and elimination of poverty and development of self help skills knowledge. In addition, it allows the pupils and the researcher to explore the African and Zimbabwean ideas and practices that enhance self reliance. At this point, I review the African and Zimbabwean education systems in view of Nyerere's philosophy.

## **2.4 African educational policies**

In Africa UNESCO has been working with post independent countries. Laugo (2004:3) argues that UNESCO has helped strengthen the concept of practical subjects in the Education Ministries in Africa. The school based practical subjects are taught in primary and secondary schools alongside the academic subjects. More hours are put on academic than practical subjects. Pupils do seven academic subjects and one practical subject. This means

that there is a bias on academic than practical subjects. The bias is what Julius Nyerere's philosophy on education for self reliance challenges.

In the spirit of the self reliance philosophy, the African Ministries of education have introduced vocational training centres. The centres offer practical skills to persons out of school. The centres offer 3-4years long training in practical skills. The skills include farming, carpentry, sewing, building, metal work and cookery (see Lauglo2004:3-5).These skills equip trainees with skills which they can use to earn a living. The trainees have formed the small to medium enterprises in Africa. This analysis leads to a look at the Zimbabwean situation.

## **2.5 Zimbabwean context**

The country went through the colonial and post colonial challenges. These affected the economy and education sectors.

### **2.5.1 Zimbabwean Economy and unemployment**

The pre and post independence Zimbabwe economy was in favour of the white more than the black communities. The white communities owned the means of production. The communities owned fertile land, manufacturing, building and real estate industries. This means that the black communities were pushed to barren lands and sources of cheap labour. Upon becoming independent the black led government of Zimbabwe made efforts to deal with economic inequalities between and among races. These efforts came to the climax in 2000.This saw the onset of the land reform programme .The reform aimed at normalising the distribution of land between the blacks and the whites.

The land reform programme was good. In the process however, the programme took most of the utilised land from the white to black people. It angered the white people and the western government. This resulted in the slapping of economic sanctions on the Zimbabwe African National Union Patriotic Front (ZANU PF) led government. The economic reactions by the west and global economic crisis explain the current Zimbabwe economic problems. The problems are affecting the black majorities in cities, towns, farms, mines and growth points.

“The government of Zimbabwe in pursuit of the policy of empowering its people, embarked on the land reform Programme. It resulted in Britain and its allies imposing illegal economic sanctions on the country after year 2000.The resultant sanctions brought about poor economic performance and untold suffering to the populace...This resulted in a deep economic and

social crisis characterised by a hyperinflationary environment and low industrial capacity utilisation, leading to the overall decline in Gross Domestic Product (GDP) by 50% in 2008...Growth declined from 11,9% in 2011 to 10,6% in 2012 and 3,4% in 2013,(Zim Asset:8,12,18)".

The land reform, resultant sanctions and economic crisis have resulted in rising unemployment. Most people are unemployed. Zim Asset (2013:23) estimates that unemployment is over 50%.This sounds like an understatement of the unemployment levels in Zimbabwe. Recently, thousands of workers had their employment terminated on three months' notice. These realities are the reasons that inform the government to stimulate national development through the Zim Asset economic Programme.

### **2.5.2 Zim Asset and economic development**

The President of Zimbabwe, His Excellency Robert Gabriel Mugabe argues :”In pursuit of accelerated economic growth and wealth creation, my Government has formulated a new plan known as the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (Zim Asset): October 2013 - December 2018. Zim Asset was crafted to achieve sustainable development and social equity anchored on indigenisation, empowerment and employment creation which will be largely propelled by the judicious exploitation of the country’s abundant human and natural resources” Zim Asset (2013:6)

Zim Asset aims to stimulate sustainable social and economic changes. It focuses on:

a) Food Security and Nutrition

This cluster aims to create a self sufficient and food surplus economy and see Zimbabwe re-emerging as the ‘Bread Basket of Southern Africa’. In other words the cluster aims to promote food security and contribute to sustainable national development. However, this researcher observes that poor funding, repeated droughts and changing climatic conditions affects the provision of food and nutritional security (see Zim Asset 2013:20,50).

b) Social Services and Poverty Eradication

This cluster aims to reduce or eradicate poverty; improve living standards of the citizenry; increase access of citizenry to goods and services; strengthen social networks like families and communities; and retain and/or lure skilled human resources who left for greener pastures.

c) Infrastructure and Utilities,

This cluster aims to rehabilitate water and sanitation; public facilities; information communication technology; energy and power supply and transport routes. The government is opening up to private and public partnerships to work on infrastructure. It is hoped that infrastructural development enables socio and economic development.

d) Value Addition and Beneficiation, (Zim Asset 2013:6).

The cluster aims to add value on every product of the major sectors of our economy. It shifts from selling or exporting raw materials to selling and exporting quality finished products for example agricultural, mining, wildlife and aquatic life products.

The constitution of Zimbabwe which is the supreme law of the land declares that the government must provide the social-economic, cultural, political and religious development of the citizenry. The government of Zimbabwe has come up with Zim Asset strategy to accelerate national development. To achieve national development, the government relies on the multiple sectoral approaches. It relies on the participation of government ministries, non governmental organisations and faith based organisations. In this vain, the government calls upon the government ministries and nongovernmental organisations to mainstream and collectively implement Zim Asset in the public and private sectors.

## **2.6 Colonial education systems**

Then Rhodesia, Zimbabwe was a colony of Britain. Britain had an indirect rule of the country. Particularly, Britain introduced its British education system in the country driven by capitalist motives. Guided by the grand motive of apartheid, two systems stuck out (Zvobgo, 1999). Firstly, it ran the F1 schools. F1 system was meant for the academic subjects for whites and exceptionally intelligent Zimbabweans. These students attended group A schools, comprising primary and secondary schools. Pupils were groomed to take up the white collar jobs. These include management, secretarial and artisan jobs. This means that the colonial system was elitist and marginalised the average and the differently gifted black Zimbabweans (see Presidential Commission of Inquiry into Education and Training 1999: iii; Zvobgo, 1999:71).

Secondly, the British colonial Administration ran the group B schools .Group B schools were set aside for the black pupils in black communities in cities and towns. The administration ran rural schools for the black majorities. It also ran F2 schools. The F2 schools taught vocational

subjects for the so-called pupils of less academic abilities Zvobgo (1999:72). These systems produced the servants or workers class. The workers did the inferior and dirty roles. They were seen as second class citizens after the white class. This created barriers or bottlenecks for the black pupils to rise to higher tertiary colleges and white collar jobs. Zimbabwe got its independence in 1980.

### **2.6.1 Post colonial Zimbabwe**

The post independent government inherited the colonial and elitist education systems. Schools wrote the British supervised Cambridge examinations. For example Grade seven, Ordinary level and Advanced level classes. The basic qualifications for Advanced level, tertiary education and employment were five O levels including Maths, Science and English. These strict requirements resulted in a gap between the academically and none academically gifted pupils. In view of the post independence colonial inheritance, this researcher draws inspiration from Julius Nyerere's philosophy and reconstructionist theoretical frame work (see chapter 3)

The above realities informed the government of Zimbabwe to improve the country's education sector. The improvements include;

- i) Dzingai Mutumbuka's policy on "education for living" in 1980 (Yellow 2009:33);

The Mutumbuka policy was based on the view that the black people had the role and power to decide and to determine their own destiny (Baker cited in Yellow 2009:33) Yellow (2009:33) adds that the Zimbabwe government was expected to create a free state independent from colonial rule. The new government was expected to restore ownership for means of production to the poor majority; reconstruct and preserve the African identity; address the problem of unequal opportunity to rights, freedom and to education. This means that Mutumbuka wanted pupils in primary and secondary schools to use their skills as means of empowerment or liberation in their daily lives.

- ii) Nziramasanga's Commission of Inquiry (1998-1999)

The Nziramasanga commission was unveiled by President Mugabe to inquire into Education system the country inherited. Commission's terms of reference were as follows:

- a) Assessment of inherited and existing education and training system

- b) Provision of education and training
- c) Organisational capacity and management of education and training
- d) Financing of education and training system
- e) Any other matters that may be deemed necessary in addressing Education and Training requirements in Zimbabwe or the 21<sup>st</sup> century.

The Nziramasanga commission pointed out on the bias of colonial education on academic subjects. The colonial system discriminated against pupils doing non academic subjects. The commission observed that the globe was moving towards use of technologies like computers, fibre networks and latest telecommunication systems. As a result, the Commission recommended a broad based curriculum. It would promote the learner's spiritual, moral, cultural, intellectual and physical development at school and in society in general. In other words, the curriculum would prepare learners for the opportunities, responsibilities and experiences of adult life as well as the challenges of the future (Handbook on Curriculum Review: 6).

iii) Zim Asset and Curriculum Review of (2014)

In view of the multi-sectoral approach, this researcher focuses on the Ministry of Primary and Secondary education. The focus blends the Zim Asset and the educational review. The researcher was curious about the ways the Ministry implements its Constitutional mandate in education through Zim Asset. The researcher wonders about the ways the Ministry is implementing the Zim Asset in secondary schools.

The government of Zim tasked the Ministry of Primary and Secondary education to mainstream the Zim Asset programme in primary and secondary schools. The Zim Asset contains strategies for national economic development. Zim Asset seeks to empower secondary school pupils with practical skills they can use during and after secondary school. This means that the skills are inculcated in pupils through the education sector. This necessitated the government to propose a curriculum review. The review would open up opportunities for the mainstreaming of education for self reliance and reconstruction of the education system.

Following up to the Nziramasanga Commission, the government tasked the Ministry of Primary and Secondary education to indigenise the country's education curriculum. The review sought to address the following;

a) The curriculum lacked values that should mould the learners into useful citizens of Zimbabwe

b) The captains of industries bemoaned a curriculum which did not extol the virtues of self reliance and entrepreneurship

c) The curriculum was too elitist and academic and catered only for 23% at the expense of 77% who were relegated to failure thus exacerbating the unemployment situation

d) It was felt that the curriculum offered very little to develop children's natural talents and aptitudes

e) The curriculum was blamed for not aggressively promoting the teaching of science, mathematics, technology, computer studies, local languages and vocational and technical subjects

f) There was no particular philosophy underpinning the curriculum

g)The curriculum did not place adequate premium on Early Childhood Development education and non formal education (Presidential Commission of Inquiry into Education and Training 1999:1-2).

The revised curriculum becomes the forum through which the Ministry seeks to empower schools. The Minister of Primary and Secondary schools, Mr Lazarus Dokora wants to improve infant level (Early Childhood Development to Grade 2), junior level (Grades 3-7)and Secondary level (Forms 1-6) (see Presidential Commission into Inquiry 1999: iv)

The Minister argues, "that there is need to improve the education curricular to consider the practical subjects. The shift comes at a time when most students are not doing well in academic subjects. Our curriculum has lacked balance; our core subjects are largely academic such as Geography, English, indigenous literature, Mathematics, Science and History,"

The Minister also adds that the sector needed strengthening through a needs-driven education system. It would have strong scientific, vocational and technical bias stressing a strong value

system. The Ministry hopes to implement the new approach in non academic practical subjects; UNICEF (2013).It also seeks to train youths out of school in practical subjects. The Ministry calls this Second Chance. Related to this is the Psychomotor Ministry. It seeks to reinforce the teaching of practical subjects in schools.

### **2.6.2 Infant levels**

In infant level the Ministry has established ECD A and B for ages 4 and 5 respectively. To date, 97% of Primary schools have established ECD B classes. Sixty percent of schools have established the ECD A .Ten percent of ECD teachers are now trained. In service training of Para-professionals is on-going (Handbook on Curriculum Review: 6) It introduced creative arts, local languages and cultural activities.

### **2.6.3 Junior level**

Junior pupils do both academic and practical subjects. They do academic subjects like Maths, Shona, English and Content. To date Sport, Arts, Culture, HIV and Aids and life skills are now part of the school curriculum. The Ministry has revived practical skills like Home economics and agriculture. In home economics pupils learn about practical skills like cooking and sewing. In agriculture pupils get skills such as gardening, farming and animal keeping. These skills equip junior pupils with skills they can use at home. Put together, the practical skills gained in infant and junior levels can be used in secondary level.

### **2.6.4 Secondary level**

The Nziramasanga commission proposes that the Ministry use the three pathway education system namely: academics, commercial/business and technical/vocational. This recommendation stresses the importance of the three subject areas. In exams about 23 percent pass and 77 percent fail .So the technical/vocational skills are aimed to empower the non academic pupils. The Ministry encourages school leavers that did not pass O or A levels to do evening lessons and vocational training (second chance).

Some curricular improvements have been done in primary schools. The researcher focuses on secondary schools and not Second chance system. The researcher wonders about the extent to which the Ministry is mainstreaming Zim Asset in schools. To what extent do teachers and pupils buy in the agenda of Zim Asset? How can I relate Bed Accounting to the teaching of practical subjects? Chapter 3 should provide answers to these curiosities.

## 2.7 Research gap

The literature review shows the importance of creative and innovative educational systems the world over. Developed countries use creativity and innovation to give skills to pupils. The strategies empower school leavers to use the acquired skills to boost various industries. This means that the strategies create a culture of creativity and innovation in pupils who become motivated or inspired to use the skills in their homes, communities and in industries.

The literature review also shows that most education systems in developing countries, Africa, especially Zimbabwe lack creativity and innovation. The education systems were inherited from former colonial masters like the British education system. The colonial education aimed at creating school leavers who were ineffective and employable mostly in menial work. A few leavers made it as teachers, nurses, clerks, uniformed forces among others. The system constructed ideas that blacks are employees, servants and labourers in farms and mines.

The difference between the innovative systems and oppressive colonial systems explain the gap in the education system in Zimbabwe. Seventy to seventy seven percent of pupils who write academic subjects at Ordinary level do not pass. These pupils drop out of the academic education. They re-sit 'O' level, enrol in vocational training or start buying and selling. The high failure rate informs the Ministry to redesign a new education curriculum for primary and secondary schools. Coupled with the new curriculum, the Ministry is using the Zim Asset to strengthen the teaching of practical subjects or life skills in pupils.

In primary schools some considerable mainstreaming on the new curriculum and Zim Asset has been done. For example the Ministry is promoting creativity and innovation in the Infant school pupils in Early Child hood Development, in grades 1-3 and in Junior level in grades 4-7. Pupils are doing Computers, Sports, Home economics covering cookery, knitting, sewing and craft. The preceding positive improvements in primary schools aim at empowering the primary pupils with life skills.

In secondary schools, pupils are doing practical subjects: Food and Nutrition, Technical Graphics, Agriculture, Woodwork, Computers and Fashion and Fabrics. The practical subjects aim to give pupils life skills they can use now and in future .But not all pupils seem to be serious about practical subjects. The researcher assumes practical skill subjects' classes are doing practical subjects to meet examination requirements. It appears not all pupils doing

practical subjects in secondary school have a vision of how to apply the skills so acquired in their secondary studies.

This researcher sees gaps in the mainstreaming of Zim Asset in secondary school education. Since 2013, the Ministry has done workshops with national, provincial and District officials on Zim Asset. It has also done similar workshops with related Ministries. The study is curious on the ways the Ministry is mainstreaming Zim Asset in Secondary schools. This curiosity inspires the researcher to do a study of the ways the Ministry of Primary and Secondary Education is mainstreaming Zim Asset in secondary schools. The researcher is curious to learn from teachers and pupils on their understanding about Zim Asset. In what ways is the school administration, including teachers mainstreaming Zim Asset in the teaching of practical subjects at Lord Malvern High School?

This means that more effort should be given to mainstream Zim Asset in the teaching of practical subjects. Research (es) should be done to study the ways Zim Asset is woven into teaching of practical subjects. The studies shade light on the efforts the Ministry is doing to implement Zim Asset goals in schools. This researcher aims to contribute knowledge about this gap. Therefore, the researcher wants to contribute new knowledge to the existing body of knowledge on the relationship between Zim Asset and teaching of practical subjects in secondary schools.

## **2.8 Conclusion**

The chapter reviewed literature by authors who looked at global economy and its impact on the economies and educational sectors of developing countries. This helps the researcher appreciate the introduction of Zim Asset in Zimbabwean economy and schools. Thus, literature review helps me to learn with authorities who studied global economies, educational systems and helped position the study in Zimbabwe, especially in the practical subjects in secondary schools

## **CHAPTER 3 THEORETICAL FRAMEWORKS RESEARCH DESIGN AND METHODOLOGY**

### **3.0 INTRODUCTION**

Chapter 3 presents the methodology, design, methods which the study used to gather information on mainstreaming of Zim Asset in secondary schools. The chapter discusses theoretical framework, research design, population of the study, sampling methods, research instruments and the methods used to present and analyse data. The study uses the preceding elements to collect the necessary data.

#### **3.1 Reconstructionist Theoretical Frame work**

The theoretical framework of reconstructionism is based on the view that colonisation and capitalism constructed an elitist oppressive and unequal system of governance in favour of the white than the black race. In the context of education the white race constructed an education system that favoured the white pupils and students than the black race. So, the theoretical framework of reconstructionism provides a set of ideas, views and practices that challenge domination systems.

This researcher agrees with Yellow (2009). Yellow (2009:29) argues that to reconstruct means to rebuild something that has been destroyed or distorted. Yellow explains that the major aim of reconstructionism is to correct injustices, oppression, elitism, individualism, alienation, unfairness in governance, control of economic wealth and biased education systems.”Reconstructionism in Africa and Latin America is a reaction to imperialism, colonialism and racial segregation. The black indigenous people were denied access to the means of production, land and natural resources.”

The researcher locates this research in the theoretical framework of reconstructionism. The researcher prefers this framework. The framework informs teachers, pupils and the researcher to question the constructions of ideas, views and practices of the education system that oppresses or marginalises the none academically than the academically gifted pupils. The framework informs participants and the researcher to reconstruct ideas and practices that open up opportunities for self reliance of all pupils especially pupils in practical subjects.

In other words the theory of reconstructionism is a contextual theoretical framework. The framework creates an enabling educational environment. The environment causes teachers,

pupils and the researcher to see the ways the colonial and inherited post colonial education systems oppress pupils good in practical subjects. Yellow (2009:29) argues, “Education is viewed as a medium through which the reconstruction process can be successful”.

Yellow clarifies that Reconstruction is the process of conscientising the people of their objective reality. The process increases self awareness about the oppressive education system and their roles in uprooting it. Awareness makes pupils the active participants than passive objects of the education system. Pupils participate through dialogue, reconstruction and research. “The educational process encourages critical attitudes essential to achieving economic development as a support for democracy and consequently ending the oppressive policy of rich few over the poor majority”(Yellow 2009:29).

To make visible the importance of reconstruction of the Zimbabwean education system, this research gives a little more on two historic changes. One of the first major changes is the setting up of the local Zimbabwe School Examination Council (ZIMSEC) in 1994 by an Act of parliament. ZIMSEC replaced the foreign Cambridge Examination Syndicate. The new system enables the Ministry to set, supervise and mark all local exams. It ensures that most schools sit for the localised examinations .This is one way of dealing with inequalities though a few schools still sit for Cambridge examinations. This historic change informs this researcher to assess the ways the Ministry is facilitating the writing of practical subjects through its local syndicate.

In view of the terms of reference, this researcher sees the philosophy and the reconstruction theory as relevant to the study. Both open up opportunities for participants and the researcher to relate Nyerere’s philosophy and theory in mainstreaming Zim Asset in the teaching of practical subjects in secondary schools.

### **3.2 Research Design**

Saunders et al (2007), defines research as, the systematic collection and interpretation of information. It has a clear purpose, to find out more about the patterns, ideas, events or practices under study. Creswell, (2013:3) defines research design as, the plan of action, structure, and strategy of investigation conceived to obtain answers to the research questions and to control variance.

### **3.2.1 Research methodology**

This study is positioned largely within the qualitative methodology. Masuku (1999:24-25) says a qualitative research inquires and gains an in-depth view as well as detailed and broad non-numerical and pictorial data. It also understands the participants' lives, observations and experiences within their daily contexts. The research questions attempt to make sense of the world in terms of the meanings people make and share (Denzin & Lincoln 1994:4). Ross (1999) argues that researchers assume meaning/reality is context-specific; personal, group-specific and shared; reality is negotiated and upgraded over time.

The researcher agrees with Denzin and Lincoln (1994:4) and Masuku (1999:25) that qualitative research does not have a single preference for any methodology, method or approach. This means that qualitative methodology co-opts other methodologies. For example, it co-opts the quantitative methodology. Masuku (1999:24) says a quantitative research is largely statistical and detailed research. The co-option enables researchers to produce a detailed descriptive research with the necessary statistics. The statistics comprise figures from the research population, sampling and participants.

Informed by Denzil and Lincoln and Masuku, the researcher prefers the qualitative research that borrows aspects of a quantitative methodology. The preference enables the researcher to be personally involved with research participants. The researcher participates with pupils and teachers in assessing the ways of mainstreaming Zim Asset in the teaching of practical subjects in secondary schools. The qualitative methodology allows me to understand mainstreaming from the perspective of pupils, teachers and school administrators. It helps me to get detailed information about the ideas on self reliance and reconstruction of a home-grown curriculum from participants.

### **3.2.2 Research method**

This study is a case study. Cohen and Manion (2000) define a case study as "an exploration of a closed system". It can be quantitative or qualitative in nature. In addition, it can help in understanding more general research questions and problem. Masuku (1999:30) also defines a case study as 'a strategy for doing research. The study focuses on a current phenomenon within its real life context. It requires a clear-cut plan(s) and uses multiple sources of evidence (Saunders, 2009).

Cohen and Manion (2000) clarifies that the purposes of a case study as are to portray, analyse and interpret the uniqueness of real individuals and situations through accessible

accounts. A case study catches the complexity and situatedness of behaviour, pattern which contributes to action or intervention. This case study uses the methods of interviews and focused group discussions. These methods help the study inquire into specific ideas and practices about the ways the Ministry are mainstreaming Zim Asset in secondary schools.

### **3.2.3 Population**

Creswell (2007) defines research population as a collection of all elements from which a sample is to be drawn. In this research the population is a school in High-Glen district. The school is in a low density suburb of the Southern suburbs of Harare. The district comprise of thirteen schools. The researcher sampled one school namely Lord Malvern high school. The school has an average population of 1200 pupils. The sample was taken from Zimbabwe Junior Certificate (ZJC) and Ordinary Level who do practical subjects.

### **3.2.4 Sample**

The researcher used simple random sampling technique to sample interviewees. Simple random sampling is a sampling technique where each member of the population has an equal chance of being selected. The probability of a member of the population being selected is unaffected by the selection of other members of the population (Cohen and Manion, 2000).

I prefer simple random sampling technique. It allows each pupil an equal chance of being chosen. The technique eliminates any bias and gives a representative sample of the population. The main disadvantage with this method of sampling is that it can be very time consuming to allocate each member of the population a unique identifying number. Furthermore, it may not always be possible to do so. Very often, the extent of the population is unknown. I selected 20 pupils, 5 from each form from form one to four to represent the larger population.

Purposeful sampling was done on 6 subject teachers. According to Cohen and Manion (2007) purposive sampling is done by the researcher to select the participants because they possess particular characteristic or knowledge being sought. In this case practical subject teachers were chosen because of their positions as practical subject teachers.

### **3.2.5 Interviews**

Interviews are a widely used instruments to access people's experiences and their inside perceptions, attitudes, and feelings of reality. Druckman, (2005) argues that an interview is a

face-to-face interaction between two people; the interviewer, who asks the questions, and the interviewee, who provides responses to those questions. There are three main types of interview:

a) Structured interviews

The interviewer asks each respondent the same series of questions. The questions are created earlier to the interview, and often have a limited set of response categories. There is generally little room for variation in responses and there are few open-ended questions included in the interview guide. Questioning is uniform. The ordering and phrasing of the questions are kept consistent from interview to interview. The interviewer plays a neutral role and acts casual and friendly, but does not insert his or her opinion in the interview. The questions are asked in a set order. The interviewer will not move away from the interview schedule or probe beyond the answers received. These are based on structured, closed-ended questions.

Structured interviews have the benefit of being easy to duplicate, as a permanent set of closed questions are used. They are easy to quantify. They are easy to test for reliability. Structured interviews also have the advantage of not requiring the development of rapport between interviewer and interviewee. They can produce consistent data that can be compared across a number of respondents. Structured interviews are fairly quick to carry out. This enables many interviews to take place within a short space of time. This also means a large sample can be obtained resulting in the findings being representative. Samples have the ability to be generalized to a large population.

However, structured interviews are inflexible. This means new questions cannot be asked spontaneously during the interview as an interview list must be followed. The answers from structured interviews lack detail as only closed questions are asked. This means a researcher will not know why an individual behaves in a certain way.

b) Semi-structured

May (2001:98) argues that semi structured interviews involves both structured and flexible questions. The questions allow purposive interview to be conducted within the aims of the

research. This allows for dialogue that could be of value to discussions. The responses to some of the questions may be probed by the interviewer and, in this sense; the interview schedule becomes less predictable than a fully-structured interview.

The main advantage of this method is the ability to collect more in-depth information regarding certain issues during the interview itself. There is however, greater danger of the interviewer influencing the responses and bias may be introduced because questions are not asked or posed in the same way in each schedule. The largest practical difficulty in using semi-structured interviews, however, is the collation and analysis of results.

### c) Unstructured

Patton (2002) described unstructured interviews as a natural extension of participants' observation, because they so often occur as part of ongoing participant observation fieldwork. He argued that they rely entirely on the spontaneous generation of questions in the natural flow of an interaction. An unstructured interview is an interview in which questions are not prearranged. An interview schedule might not be used, and even if one is used, they will contain open-ended questions that can be asked in any order. Some questions might be added as the Interview progresses. Unstructured interviews have the strengths of being more flexible as questions can be modified and altered depending on the respondents' answers. The interview can move away from the interview schedule. Unstructured interviews generate qualitative data through the use of open questions.

This allows the respondent to talk in some depth, choosing their own words. This helps the researcher develop a real sense of a person's understanding of a situation. They also have increased validity because it gives the interviewer the opportunity to probe for a deeper understanding, ask for clarification and allow the interviewee to steer the direction of the interview.

However unstructured interviews can be time consuming to conduct and analyze the qualitative data. Employing and training interviewers is expensive, and not as cheap as collecting data via questionnaires. For example, certain skills may be needed by the interviewer. These include the ability to establish rapport and knowing when to probe.

Swetnam and Swetnam (2009) allude that in the three cases, the purpose of the interviews remains the same. The interviews provide qualitative information from the respondents.

Interviews were done with the school head and 20 pupils. Brynan (2012) observes that interviews are essential in getting the facial and body language in data collection. This makes it a data collection technique.

Chiwore (1994) says that an interview is the most appropriate technique for revealing information about complex subjects. Interviews can be used for searching sentiments that may underlie an expressed opinion. He stresses the idea of face-to-face interviews as the most ideal since they reveal information hidden in the respondents' minds. The interview allows the researcher and participants to understand more about the ways the Ministry is mainstreaming Zim Asset in secondary schools.

The disadvantages of interviews are that they are time consuming. There is a chance of bias and prejudice. Swetnam and Swetnam (2009) argues that the personality of the interviewer might have inclined the responses. The interviewee may answer in a way which pleases the interviewer.

#### d) Research Interview guide

What follows are the research guide questions. The questions were derived from the broad research objectives and questions. The guideline questions helped me to learn from the pupils and teachers on the ways the Ministry is mainstreaming Zim Asset in the teaching of Practical subjects at Lord Malvern high school (see chapter 4).

1. Tell me anything you know about Zim Asset?
2. Where did you get this information from?
- 3 Who proposed it Zim Asset?
4. What are its aims and Objectives?
5. What are the major clusters of Zim Asset document?
6. In what ways are the school administration and class activities mainstreaming Zim Asset?
7. How is Zim Asset useful to you?

7:1 Now-----

7:2 After O level? -----

### **3.2.6 Focused group discussions**

Clarke( 1999:77)define focus groups as a group of individuals chosen and assembled by researchers to discuss and comment on, from personal experience, the topic that is the subject of research .Clarke(1999:77) also adds that focus groups are an essential way of gathering qualitative data, by gathering an “insight into the attitudes and opinions of a group”. May (2001) suggests that focus groups are a useful tool for investigating and exploring “group norms and dynamics”. A total of six teachers were selected for the focus group. The group was manageable enough to discuss the research questions. Each member had equal chances of speaking or reacting to other members comments.

The structure of the focus groups was an equally mixed group of males and females. The advantages of focus groups are that they produce qualitative data through making use of open questions. This enables the interviewees to talk in some depth, choosing their own words. This helps the researcher build up a real sense of an individual understanding of a situation. They also have better validity because some participants may feel more relaxing being with others as they are used to chatting in groups in real life situations. It also increases the size of the sample and to collect more wide-ranging responses.

The researcher was the facilitator in the focus group. This role of the interviewer is to make sure the group relate with each other and do not move away from the topic. Researcher must be greatly skilful to carry out a group interview. Skills like the ability to create rapport and knowing when to probe may be required.

The drawbacks of focus groups are that there are risks that participants in the focus group do not give a true reflection of their feelings on Zim Asset. Some will not disclose their personal experiences of it. Some may withdraw from participating, especially when some participants dominate the proceedings (Bryman, 2001). However, the drawbacks were addressed. The researcher facilitated the discussion giving each participant time to speak.

### **3. 2.7 Data collection procedure**

For data collection, the researcher made arrangements with the head of the school and a schedule was made which stipulated the days the researcher was going to do the interviews in

the school. The interviews were carried out by the researcher with the participants. The purpose of the study was clearly explained to the participants before interviews were conducted. The venue of the interviews was the hall of the school from which the samples have been drawn. The interview proceedings were recorded by writing.

### **3.2.8 Data Analysis and Presentation**

To illustrate the responses, data from focused group discussions were also summarized in graphs and pie charts. Data from the interviews was analysed in qualitative form using narratives analysis. These were presented accurately under the appropriate theme. Data collected from interviews were analysed quantitatively and qualitatively. It was easy to compare.

### **3.2.9 Reliability and validity**

Henning (2004) states that, validity refers to the truth and accuracy of a description or a measurement. Data is valid when it gives a correct picture of a way of life or a precise measurement of something. Sanders (2009:156) describe reliability as the extent to which data collection techniques or analysis procedures will yield consistent findings. Saunders (2009:153) says reliability is a measure of whether a technique, applied to the same object, would obtain the same result every time. Reliability demonstrates that the operations of study can be repeated, with the same results.

In terms of reliability and validity data triangulation was used. Cohen and Manion (2011) defines triangulation as the use of different data collection techniques within one study in order to ensure that the data are telling the researcher what he/she thinks they are telling. Saunders (2009:153) also describes triangulation as the use of two or more methods of data collection in a study of some aspects of human behaviour or a physical phenomenon. Data triangulation is the collecting of data different times from different people in different places. Involved also is combining primary and secondary data. Data triangulation serves as a cross-check for validity says Punch (2005). It also serves as a means of reaching researcher's interpretations and conclusions. Validity and reliability was checked by asking similar question in a variety of ways Someck and Lewin (2011).

### **3.3 Ethical Considerations**

According to Sanders (2009:170) ethics refers to the appropriateness of behaviour in relation to the rights of those who become the subject of your work, or are affected by it. Cooper and Schindler (2008:34) define ethics as the 'norms or values of behaviour that direct moral

choices about our conduct and our relationships with others'. Research ethics thus relates to questions about how we prepare and clarify our research topic, design our research and get access, collect data, process and store up our data, analyse data and write up our research findings in a proper and responsible way. This means that researcher will have to make sure that the way one designs the study is both methodologically sound and morally defensible to all those who are involved. Inevitably, what is morally defensible behaviour as researchers will be affected by broader social norms of behaviour (Zikmund, 2000)(See section 4.2.2 and 4.2.3)

The researcher took the following steps to do the research

- i) The researcher used the introductory letter from the Midlands State University
- ii) Sought permission from the Province to District Education Officers
- iii) Sought permission from head of school to carry out the research in the school.
- iv) Random sampling of participants and signing of consent form
- v) Conducting interviews
- vii) Writing of draft report and verification with interviewees
- viii) Writing of final research and handing into to Midlands for marking

Consent was sought from participants before they took part in the study. Consent was sought from parents and school personnel. Participants were not forced to participate in the study against their will. According to Cohen and Manion, (2011) when people choose not to participate in the study, their choice must be valued. No other means may be used, either direct or indirect, to compel them to participate. The participants were given the choice to stop their participation any time when they felt like doing so. Protection was given to those who participated. The information they gave was used for the purpose of the study only. Interviewees' identities were not disclosed. Verbal consent was used in this study. No incentives were given to participants. This distorts the results as participants can end up giving pleasant data independent from actual experiences.

### **3.4 Researcher's reflections on role of Bed Accounting in practical subjects**

In view of the responses from pupils and teachers, the researcher reflected on Bed Accounting, Zim Asset and practical subjects. The researcher reflected on ways Bed Accounting could be applied in the teaching of practical subjects. On the one hand, the researcher considered ways the teachers suggested could mainstream Zim Asset in the teaching of practical subjects. On the other hand the researcher considered ways of incorporating key accounting knowledge in the teaching of practical subjects for example capital, assets, liabilities and preparing books of accounts. Put together, the considerations are an attempt to relate Bed Accounting in the teaching of practical subjects and mainstreaming of Zim Asset.

### **3.5 Conclusion**

The research methodology outlined satisfactorily fits into the study and achieved the objectives of this study. It constitutes of the research design and methodology as the core of the research activity. The chapter also outlines research instruments that are questionnaires, interviews and focus group discussions, population of the study, sample, ethics, data presentation and analysis. The next chapter therefore, will show the results of the study and findings.

## **CHAPTER 4 DATA PRESENTATION, ANALYSIS AND DISCUSSION**

### **4.0 INTRODUCTION**

Chapter 4 presents data, analysis and discussion from interviews with participants. The researcher conducted interviews with 20 pupils and 6 teachers. The interviews explored several topical issues related to practical subjects and Zim Asset which gave enough research background and focus. The background helped the researcher to join well with pupils and teachers. The joining enabled the participants and researcher to have a normal interview: a free flowing question and answer process. The researcher does not present all the data from the interviews. But the researcher presents the data which is relevant to the research questions the researcher inquired from the school, teachers and pupils.

This means that the chapter presents only data relevant to the research guideline questions (see 3.2.6). The data from the interviews is presented in italics to make the contributions of interviewees more visible. The comments of the researcher and of the authorities are presented in normal font. The researcher analysed the data. The data and analysis were discussed in view of what other authorities' observed about self reliance, practical subjects and Zim Asset. This located the study within relevant authorities and helped the researcher to see the new knowledge that came out of the research process.

### **4.1 Data presentation**

#### **School Administration**

##### **4.1.1 Ways the Ministry is mainstreaming Zim Asset in schools**

This study was carried out to find out the ways the Ministry is mainstreaming Zim Asset in the teaching of practical subjects in secondary schools, especially at Lord Malvern High School. The researcher was excited to learn from the school administration. The school administration refers to the school head, who is the representative of the Ministry's permanent secretary and teachers of practical subjects. The researcher interviewed the head to learn about the ways the Ministry was mainstreaming Zim Asset in the curriculum of practical subjects. The head said,

*“Sometime last year I attended a training workshop of school heads at High Glen District offices. The workshop emphasised that the school heads should mainstream Zim Asset in the school curriculum. The Ministry's facilitators argued that mainstreaming Zim Asset would accelerate the government's agenda for socio and economic development. Pupils would be*

*prepared to use education for their self reliance for example through gaining skills in practical subjects which they could use to create employment for themselves and others.*

*To date, the Ministry has distributed literature that suggests ways of mainstreaming Zim Asset in schools;*

*a) Curriculum Framework for Primary and Secondary Education (2015-2022)*

*Among other issues, the Ministry wants to improve infrastructure development. This includes construction of more schools and related facilities. The developments enable pupils to demonstrate desirable literacy and numeracy skills including practical competences necessary for life.*

*b) Handbook on Teachers Professional Standards (2015)*

*Handbook on teacher professional standards (2015:8) argues that the teacher should have the ability to teach for entrepreneurship.*

*c) Teacher Professional Standards (2015)*

*Teacher Professional Standards (2015:3) add that the teacher should be able to include industrial, agricultural, cultural and heritage knowledge and experiences in the planning and teaching of Technical /Vocational education subjects. On the other hand the pupils should produce and repair items. These items should be exhibited as evidence of empowerment and self reliance. When the new curriculum is implemented the school should produce pupils who create employment than employment seekers. Schools are encouraged to talk about Zim Asset at the assembly and debate clubs”.*

#### **4.1.2 Group discussions with Teachers**

The researcher conducted a focused group discussion with six teachers. The discussion used the same interview guide. The researcher wanted to assess the ways the Ministry was mainstreaming Zim Asset in secondary schools. The interview wanted to inquire on ways the teachers are mainstreaming Zim asset in the teaching practical subjects. It also aimed at assessing the teachers understanding of Zim Asset and its implications to the teaching of practical subjects.

#### **What is Zim Asset**

In a discussion, the researcher inquired from the teachers on what they knew about Zim Asset. The researcher asked the following question: Can you tell me anything you know about Zim Asset? There was silence. The researcher waited curiously to learn from the group discussion. So what follows are their responses.

*a) Zim Asset is Zimbabwe Agenda for Sustainable Social Economic Transformation (2 teachers*

*b) No idea (4*

The above responses show that 33, 3% of the teacher knew the definition of Zim Asset. The researcher learnt that the teachers did not have adequate knowledge on Zim Asset. This observation made me wondering .The researcher wondered on ways of proceeding with the research in the back drop of the information inadequacy. Ethical considerations on whether to proceed with little information or give information came to mind. The researcher considered “taking a one up approach” (Connect 1995).The approach informed the researcher to give information on the definition of Zim Asset. After that I took a one down approach to sit in the same discussion group with the interviewees.

### **Sources of Zim Asset**

Following the definition of Zim Asset, the researcher asked the teachers about the sources where they got the information on Zim Asset.

*a) Research from internet e.g. from goggle search (2*

*b) TV (5*

*c) Radio (1*

*d) Rallies (2*

### **Proponents of Zim Asset**

Who proposed it?

*a) Policy makers including Minister Chinamasa (1*

*b) The government of Zim (6*

### **Zim Asset Aims**

In view of the definition, sources and proponents of Zim Asset this researcher inquired about the aims of Zim Asset. Teachers said:

- a) Raise people's standard of living (1*
- b) To create employment (3*
- c) Giving people skills for self sustenance (4*

### **Zim Asset clusters**

The teachers said:

- a) Food and nutrition teaching them growing and planting nutritious crops (1*
- b) Beneficiation what the pupils have produced not to sell them in their raw state but improve them, groundnuts to peanut butter or press into cooking oil so that they fetch more money(1*
- c) Does not know (1, 2,3,4,5*

In view of the above responses the researcher gave more information on the clusters.

### **School administration, activities and Zim Asset**

The Researcher was interested to learn from teachers on the relationship and role of Zim Asset in the school administration and activities. The school administrations including teachers were better placed to shed light. So I asked them: In what ways are the school administration and school activities mainstreaming Zim Asset? The teachers said;

- a) The Ministry 'vision and mission talks about Zim Asset. This expresses commitment from the Ministry to mainstream Zim Asset in school curriculum and other school activities (6teachers).*

Recently all teachers got reading material from the Ministry .The literature includes: Curriculum Framework for Primary and Secondary Education (2015-2022), Handbook on Teacher Professional Standards and Teacher Professional Standards. The school head

strongly encouraged every teacher to file the documents where they are easily accessible (See Appendix A)

What follow are some excerpts from the new curriculum hand out:

*a) Ensure learners demonstrate desirable literacy and numeracy skills including practical competence necessary for life (The curriculum framework)*

*b) Infrastructure development*

*c) Secondary school prepares learners for various pathways including university education, technical and vocational training and various other professions.*

*d) As a requirement for completing form 4, learners make use of period between the last day of writing the Ordinary level examinations and the start of Lower Sixth school term to conclude their Life Skills Orientation Programme (LOP)*

### **Significance of Zim Asset now and in future**

The preceding section explained the linkage of school administration, school activities and Zim Asset. The discussion improved following the distribution of literature from the Ministry. The researcher was excited. Then, the researcher asked the teachers: How is Zim Asset useful to pupils now and after O level?

*a) Woodwork lessons impart skills on designing, carpentry; costing among others .Woodwork brightens the future of pupils. This is brighter if the curriculum further improves .For example, giving pupils more time to study woodwork as well as equipping workshops with the right modern equipment. There is need for excursions to industries like Forest Commission to actually learn what happens in the industries. Entrepreneurial skills also need to be given to pupils. The skills help students to produce goods, services and sell them for a profit (1*

*b) Computer teacher is giving pupils technological skills, knowledge for producing e-learning projects. After O level pupils will be able to use all peripheral devices for example photocopying, printing and filming. Pupils can become programmers and data capturers (1*

*c) Agriculture lessons give life skills to pupils. The skills help school leavers do farming activities for a living. (1*

*d) About Agricultural skills they include skills from planting to harvesting and value addition. Value addition involves milling maize to mealie meal (1*

*e) Fashion and Fabrics provides skills in garment construction .So pupils now and later, can make garments for their use, families and for sell to others (1*

*f) Food and Nutrition pupils gain skills in cookery. They can prepare, serve meals and sell among other projects; leavers can open food outlets, be waiters and chefs in hotels (1*

#### **4.1.3 Interviews with pupils**

##### **Definition of Zim Asset**

After speaking with the school administration the researcher turned to do individual interviews with 20 pupils. The researcher was interested to learn from the pupils what they knew about Zim Asset. This informed the researcher to ask each pupil: tell me what you know about Zim Asset? In response the pupils gave different answers to the question. The specific numbers of interviewees who answered correctly, incorrectly and had no idea will be presented on relevant diagrams. This is what they said:

*a) Zim Asset is an abbreviation. The abbreviation stands for: Zimbabwe Agenda for Sustainable Social Economic Transformation (4 pupils).*

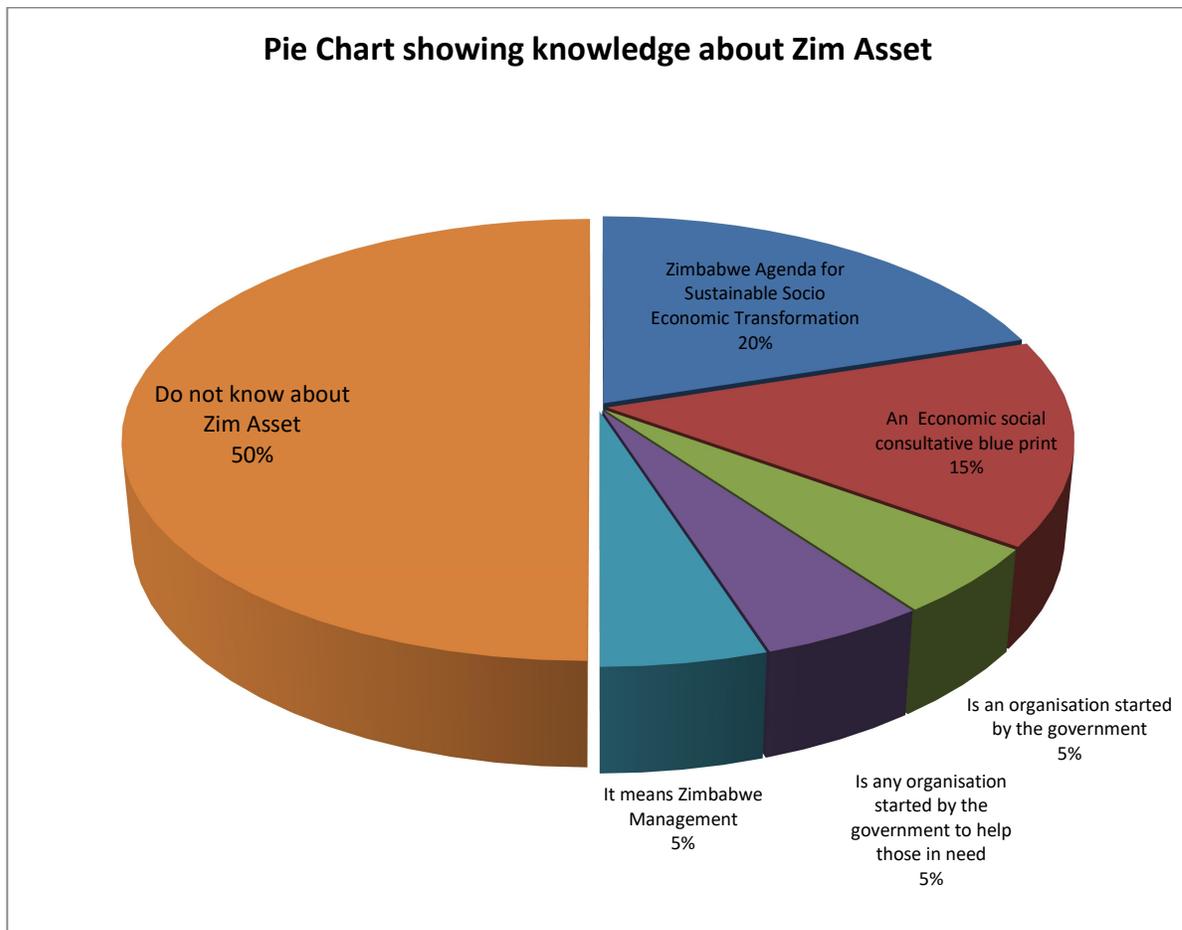
*b)Zim Asset is a an economic social consultative blue print .This means that the government is using the blue print to develop the country's economic and social standards(3pupil).*

*c) Zim Asset is any organisation started by the government (1)*

*d) Zim Asset is any organisation started by the government to help those in need (1).*

*e) It is also means Zimbabwe Management (1)*

*f) Do not know about Zim Asset (10).*For representation of pupils responses on definition of Zim Asset (see fig 1)



**Figure 1**

### **Sources of Zim Asset**

Indeed, the definition of Zim Asset was variously understood. This left the researcher wondering and curious about the sources of the pupils' knowledge about Zim Asset. To answer these curiosities, this researcher asked: Where did you get this information from? In reply, the pupils said:

*a) We got information about Zim Asset from the media. The Media refer to the radio, television and newspaper. The media covered news and rallies, featuring government and party officials. These officials include President of the Republic of Zimbabwe, His Excellency Robert Gabriel Mugabe; Minister of Primary and Secondary Education, Dr Lazarus Dokora; Minister of Finance, Patrick Chinamasa ; and a reliable member of parliament(9pupils).*

*b) We heard about Zim Asset from the school in various forums (12 pupils). The forums include:*

*a) Science club*

*b) debate club*

*As members of the debate club we were given topics to talk about. One of the topics was about Zim Asset. I heard to do a research about Zim Asset. This research helped me understand Zim Asset.*

*c) Assembly*

*In one of the assemblies, the school head mentioned about Zim Asset. The head helped us learn a little more about Zim Asset*

*d) Prize giving*

*In one prize giving occasion a student gave a speech about Zim Asset.*

*e) School lessons*

*In school lessons, including practical subjects and academic subjects some teachers talked about Zim Asset in relation to different subjects.*

*f) In other sources, we heard about Zim Asset in social forums. The forums include talking with friends and relatives at home (3).The forums gave bits and pieces about Zim Asset.*

*g) Unfortunately I did not hear about Zim Asset in the above sources. This makes me have no idea about Zim Asset (1)(see fig 2).*

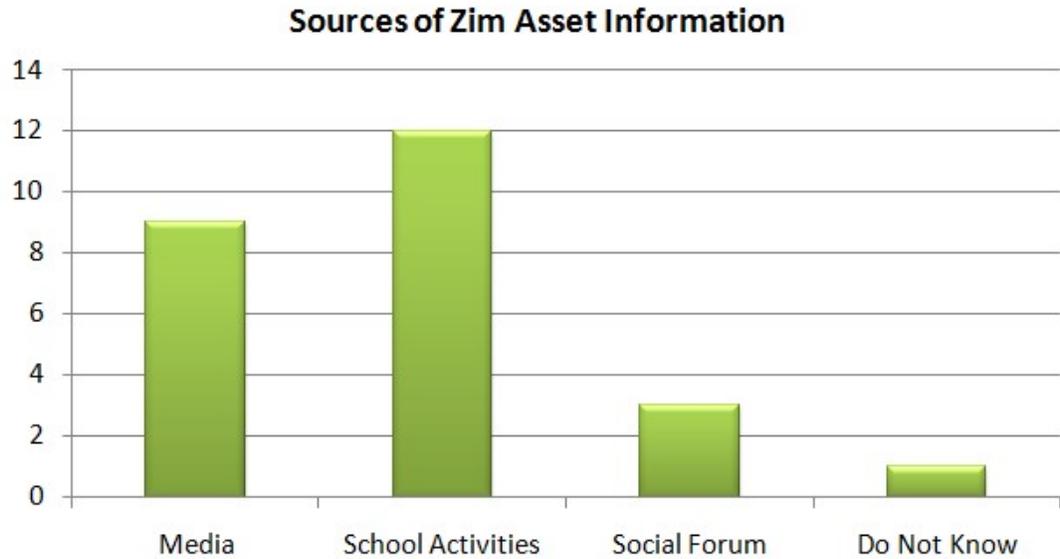


Figure 2

### **Proponents of Zim Asset**

In view of the definition and sources of information about Zim Asset, this researcher inquired from pupils about who in their view proposed Zim Asset. The pupils said the proponents include:

- a) ZANU PF (1)
- b) The government of Zimbabwe (6)
- c) Internet (2)
- d) Minister of finance (1)
- e) Minister Dokora (1)
- g) President (2)
- f) Reliable government official (1)
- i) Members of parliament (1)

## **Aims and Objectives of Zim Asset**

At this point the data establishes definition, source and proponents of Zim Asset. The researcher went on to find out from the pupils about what they thought were the aims of Zim Asset?

- a) Employment e.g. for youths, self employment (9*
- b) Works in schools, agriculture sectors and Social economic and political development (1*
- c) To make Zimbabwe's economy better, creating jobs giving education to children and youths (1*
- d) To help people with life skills, giving them development (1*
- e) Providing funding for companies to pay their workers (1*
- f) Better life (1*
- g) Creating own currency (1*
- h) To create nongovernmental (1*
- i) Encourage hard working among citizens (1*
- J) Transference of power from non blacks to indigenous people, utilisation of land and mineral resources (1*
- k) Help orphans and needy people (1*
- l) Employ every school lever, the unskilled and crippled (1*
- m) Help youth development in areas other than academics providing them with financial help to fund projects (1*
- n) No idea (3*

## **Clusters of Zim Asset**

Zim Asset is a big document. The document requires time to read through. However, the writer(s) of the document have categorised it into four clusters. The researcher was interested to learn from pupils about what they thought are the four major clusters of Zim Asset?

*a) Food and... (2)*

*b) Do not know the clusters, have never heard about them (18)*

## **School administration, activities and Zim Asset**

The researcher wondered about the relationship between Zim Asset and the teaching of practical subjects in secondary schools. This informed the researcher to put focus on the linkages. So, the researcher went on to inquire about the ways the school administration and school activities mainstream Zim Asset? The pupils pointed out a few options that the school was mainstreaming Zim Asset. These include:

*The head spoke about Zim Asset at one assembly. She told the school that the Ministry wants to implement Zim Asset in schools. She added that Zim Asset wanted to strengthen the teaching of practical subjects. Related to the assembly, the school allowed one pupil to say a speech during a prize giving ceremony.*

*In class-related activities, the teachers drew attention of pupils in practical subject classes on the importance of gaining skills in Fashion and Fabrics, Food and Nutrition, Technical Graphics, Agriculture, Woodwork and Computers. These skills could help pupils earn a living from the practical subjects. The school also allowed the science and debate clubs to talk about Zim Asset. This approach seems to suggest that Zim Asset should be talked about in the school (see other responses above and below).*

## **Significance of Zim Asset now and in future**

In view of the efforts by the school administration and school activities to mainstream Zim Asset in the school curriculum, the researcher was interested to learn the meanings the pupils made about Zim Asset now and in future? The pupils talked about a range of benefits. So, what follow are some of the answers from pupils:

a) I am gaining skills in wood cutting, designing and finishing as a result of the skills I will start my own woodwork workshop if I don't pass my O level and helping others (1

b) In agriculture I am learning about handling farm animals. I have gained skills of animal breeding. After O level I can start my farming system and helping others (1

c) I will start a Technical Graphics company later, it will produce various products like pencil holders, to sell the products and earn a living. Independence and self reliance (1

d) As a woman I am gaining skills in Technical Graphics. If I fail I want to go for further training at a technical college. This prepares me for roles as an architecture or interior designer (1

e) As a male student in agriculture, I am gaining skill in growing trees. I have gained skills of planting, pruning, budding and grafting. If I fail; I will grow fruit trees for the orchard and timber estate for timber. I will sell fruits and timber. (1

As a male technographics designer I am gaining skills in drawing and problem solving. I want to start my own company; I will do drawing plans for houses including my own.

f) As a male pupil doing Food and Nutrition I am gaining skills in food preparation and cake making. I want to work as a waiter in a hotel. I can also serve meals for a living (1

g) If I fail, as a female pupil doing Food and Nutrition I will start a hotel and hire employees for the food industries (1

h) In computers I learn how to print and type. As a female in future I want to be employed in a computer company and use computers, I will look for a job as a computer teacher and teach others (1

i) As woodwork pupil I am acquiring skills in designing and making cabinets. As a male carpenter I will make cupboards for sell to the public. I will earn a living. This makes me independent and self reliant.

j) I do not know the skills I am gaining and how to use them in future (a male and female pupil

## **4.2 Data analyses and discussion**

This was a study on ways the Ministry of Primary and Secondary Education is mainstreaming Zim Asset in secondary schools. The study wanted to assess the understanding and awareness of the school administration, teachers and pupils about Zim Asset. To achieve this the study inquired into the awareness and understanding of school administration, teachers and pupils about Zim Asset and its role in the teaching of practical subjects at Lord Malvern High School? What follow are the data analyses and discussions about awareness and understanding about the significance of Zim Asset and its importance in the teaching of practical subjects.

### **4.2.1 Ways the Ministry is mainstreaming Zim Asset in schools**

The interview with the school head showed important ways the Ministry aim to mainstream Zim Asset in secondary schools. Firstly, the Ministry through High Glen District held a workshop on Zim Asset for school heads. The training of school heads was a way of empowering them with regards to mainstreaming of Zim Asset in schools. It privileged school heads to train and supervise teachers on mainstreaming of Zim Asset. However, training school heads is one thing and training of teachers to train pupils is another thing. This is a process that the Ministry needs to follow through.

Secondly the interview showed that the Ministry distributed important literature that proposes ways secondary schools could mainstream Zim Asset in the teaching of practical subjects. At the time of doing this study, Lord Malvern got three pieces of information. The literature showed the specific ways the teachers could facilitate new skills in vocational and technical subjects. The new skills were linked to the Zim Asset goals. The new curriculum and Zim Asset are expected to raise a pupil who can produce products for him/herself and industries. But this researcher did not see enough evidence that the teachers are utilising the literature.

The literature is aimed to generate awareness and understanding by teachers on ways they could mainstream Zim Asset. This means that the Ministry has trained school heads on Zim Asset. The heads are expected to train and mainstream Zim Asset through the new curriculum in secondary schools. The recently distributed literature is important. It guides schools on ways of teaching of practical subjects. Thus training for school heads and literature generate awareness and understanding on the link between Zim asset and teaching of practical subjects.

#### **4.2.2 Teachers' awareness and understanding of significance of Zim Asset**

The researcher conducted a focused group discussion with teachers. The teachers had inadequate knowledge about Zim Asset. For example, 33, 3% of the teachers knew the meaning of Zim Asset. Surprisingly, the teachers said they got information from the media: radio, television and internet. The media is filled with information on Zim Asset. The researcher wondered why the teachers did not understand the definition, aims, objectives and clusters of Zim Asset. The researcher observes less interest on Zim Asset among some members of the public. It seems that most Zimbabweans stereotype Zim Asset as a document for the ruling party and its members. This could result in negative attitude towards Zim Asset. But Zim Asset is run by the government of Zimbabwe for all Zimbabweans (Zim Asset 2013:12). Zim Asset aims to stimulate economic development for all citizens. The stimulation targets full utilisation of the land, water bodies, minerals and human resources for the betterment of all Zimbabweans.

The inadequacy and non availability of information on Zim Asset limited the group discussions with teachers. The researcher felt she could not proceed the research without closing the gap. She took a one up position as proposed by Connect (1995). The one up position literally means standing up to give information to members of a group discussion. It was ethically responsible and moral to give information to teachers on the aims, objectives, proponents and clusters of Zim Asset.

After the information, the researcher took a one down position Connect (1995). A one down position means that the researcher shifted to the same sitting position in the group discussion. The participants and researcher were now on the same position with regards to the meaning of Zim Asset. This means that giving information was one way the researcher contributed towards the mainstreaming of Zim Asset at Lord Malvern. Information sharing caused teachers to see ways they could be of use in mainstreaming Zim Asset in the teaching of practical subject at the school.

In addition the teachers got literature on the new curriculum. It was emphasized that the literature should be filed where it was accessible. The literature showed how Zim Asset can be mainstreamed (see section4:1:1). Provision of literature further improved the group discussions with the teachers. During the discussions, the teachers flipped through the

literature. This process showed the importance of training teachers on the new curriculum and Zim Asset.

### **Significance of Zim Asset now and in future**

In view of improved teachers' information on Zim Asset, the researcher learnt from teachers on the ways they thought pupils in practical subjects could benefit from Zim Asset now and in future. The teacher said:

*“Pupils gained important skills in Agriculture, Fashion and Fabrics, Food and Nutrition, Technical Graphics, Computers and Woodwork. These skills could help pupils to start their own related companies. This creates employment for the school leavers and other persons in different communities. Job creation is one of the aims of Zim Asset.*

*For example school leavers from Agriculture and Fashion and Fabrics could employ themselves and other youths. These workers plant, cultivate and harvest the fields. They can add value by packing the yields for sale to supermarkets and to the public. School leavers of Fashion and Fabrics will design, cut their own patterns and make garments for themselves and for sale to others. These efforts fulfil the aims of Zim Asset with regards to employment creation, value addition and beneficitation.*

*However, considerable capital injection is essential. The practical subjects need modern equipment. These areas include equipping practical subjects with the state of the art equipment to cut and design cupboards; industrial sewing machines; technographic instruments and industrial cooking utensils. The infrastructures enable school leavers to be equipped with latest skills. The leavers become relevant in their own context and could invest in regional and international markets. Thus fulfil the aims and objectives of Zim Asset.*

Above, teachers make important contributions' on ways pupils benefit now and in future with regards to practical subjects. This researcher observes that practical subjects equip would-be professionals to do projects locally, regionally and internationally. This explains why the United Nations agencies advocate for the 21<sup>st</sup> Century Skills agenda in developing nations. The agenda shifts from the traditional academic subjects to practical subjects. The shift prepares students for effective life beyond formal education (UNESCO 2013).

The Ministry of Primary and Secondary Education buys into the 21<sup>st</sup> Century Skills Agenda. The Ministry is in the process of implementing a new curriculum that emphasises on the teaching of academic, business/commercial and vocational/technical subjects. These subjects suit pupils with different abilities. Zim Asset becomes relevant to the new curriculum. Thus, the international advocacy; new curriculum and Zim Asset are initiatives that benefit pupils now and in future.

These initiatives and benefits result in the Reconstruction of colonial education. This researcher agrees with Yellow (2009). Yellow (2009: 29) argues that a new education curriculum challenges colonial education and considers the different educational needs of pupils. Nyerere (1922-1999) calls it education for self reliance. Dzingai Mutumbuka cited in Yellow (2009) calls it education for living. This researcher argues that improved curriculum in the long term closes the gap between the 70 – 77% of pupils who fail “O” level and 23 - 30% of pupils who proceed to “A” level. The former pupils can proceed to train in practical subjects in technical and vocational tertiary institutions.

#### **4.2.3 Pupils awareness and understanding of Zim Asset**

The pie chart on fig 3 shows that 50 % of the interviewed pupils at Lord Malvern High school did not know the meaning of Zim Asset. 20% of the pupils knew about the meaning of Zim Asset. 15% of the pupils said Zim Asset is an Economic consultative blue print. The remainder said Zim Asset is an organisation started by the government (5%); an organisation started by the government to help those in need (5%); and Zimbabwe Management (5%).

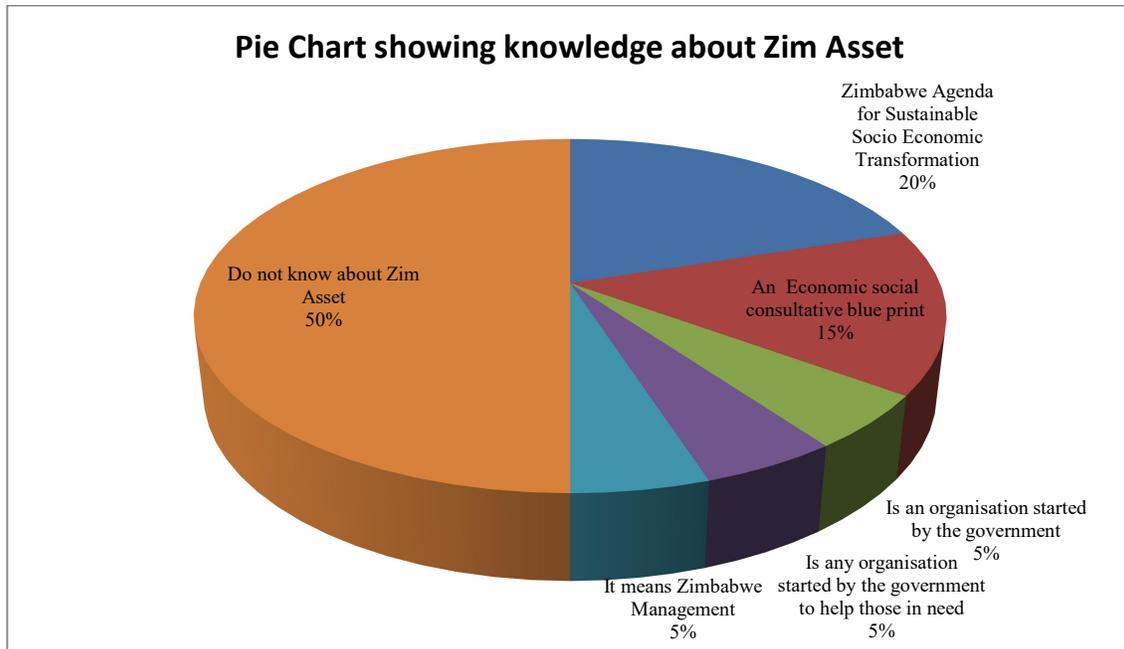


Figure 3

### Sources of Zim Asset Information

Bar graph (fig 4) represents statistics of the sources from where pupils got information about Zim Asset. 20 pupils indicated their sources: some students got information from more than one source. This means that the statistics show how pupils scored their sources. For example 12 pupils got information from school activities (head's speech, school assembly, prize giving day, science and debate clubs); 9 from media (news on radio, television and newspapers); 3 from social forum; and do not know.

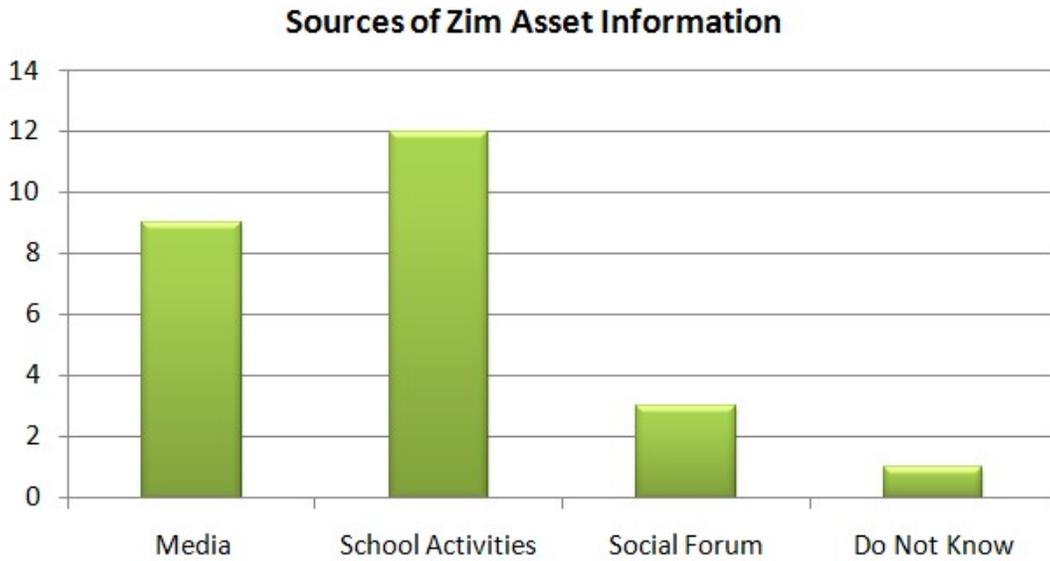


Figure 4

In view of pupils awareness, understanding and their sources of information about Zim Asset, this researcher wondered about the interviewees' lack of information about Zim Asset. 50% did not know the meaning of Zim Asset. This wonder comes in the background that there is a lot of information on Zim Asset. The latter pie shows the available sources pupils exposed themselves to. It seems that 50% of pupils were not interested to read, listen and view the media for information on Zim Asset.

This researcher agrees with (Graeff, Elder, Booth 1993). Graeff et al (1993) explain that there are different responses and exposures to various media contents. For example (Graeff et al, 1993:21) argue that audiences selectively expose themselves to some information than the other. Audiences avoid contents that compete with other pieces of information they want to internalise. The 20% of pupils who knew the meaning of Zim Asset exposed themselves to the media that carried information on Zim Asset. 80% who did not know avoided the media that carried information on Zim Asset. The latter focused on sources of information that taught them on academic contents.

## **Proponents of Zim Asset**

Zim Asset was proposed by the ruling party ZANU PF led by His Excellency Robert Mugabe. His Excellency is the presiding President of the government of Zimbabwe. The President signed into effect the Zim Asset document. This means that the ZANU PF party officials, Members of Parliament and Ministers are mandated to spread the information on Zim Asset. This explains why the Ministers Mr Dokora and Mr Chinamasa are quoted as proponents of Zim Asset. These personalities make news in the media and are quotable sources.

## **Zim Asset clusters, aims and objectives**

All the 20 pupils did not know the clusters of Zim Asset. They also did not know the aims and objectives of Zim Asset. Pupils generalised the aims and objectives around socio economic and political values. These were wrongly mixed up (see section 4:1). The knowledge gaps left the researcher wondering. The researcher wondered whether she could proceed with the study or give information on what is Zim Asset. What are the sources of Zim Asset? What are the clusters, aims and objectives of Zim Asset? The wondering helped the researcher to come to an ethical consideration. The researcher asked herself was it ethically responsible and moral to complete the study and graduate at the ignorance of the pupils with regards to Zim Asset.?

As a researcher, it was unethical to graduate at the expense of participants. This informed the researcher to invite the 20 pupils to come to a group discussion on the definition, clusters, aims, objectives, proponents and sources of Zim Asset. Sixteen came for the discussion. Four excused themselves with no implication to them. This upholds the right of interviewees to excuse themselves as and when they like without any consequences. The researcher gave information on the said elements of Zim Asset.

The researcher turned to Zim Asset document (Zim Asset 2013:6) .The discussion talked about the four clusters of Zim Asset;

- a) Food Security and Nutrition,
- b) Social Services and Poverty Eradication,
- c) Infrastructure and Utilities,
- d) Value Addition and Beneficiation, (Zim Asset 2013:6).

The aims and objectives are:

- a) To achieve sustainable development
- b) To achieve social equity

These will be anchored on indigenization, empowerment and employment creation which will be largely propelled by the judicious exploitation of the country's abundant human and natural resources( Zim Asset 2013:6).

To assess whether learning took place the researcher, gave each pupil a test. The pupils passed between 60% - 86,7%.(see fig 5).The researcher shares 3 scripts with the highest , medium and least marks (see Appendix B,C and D ).

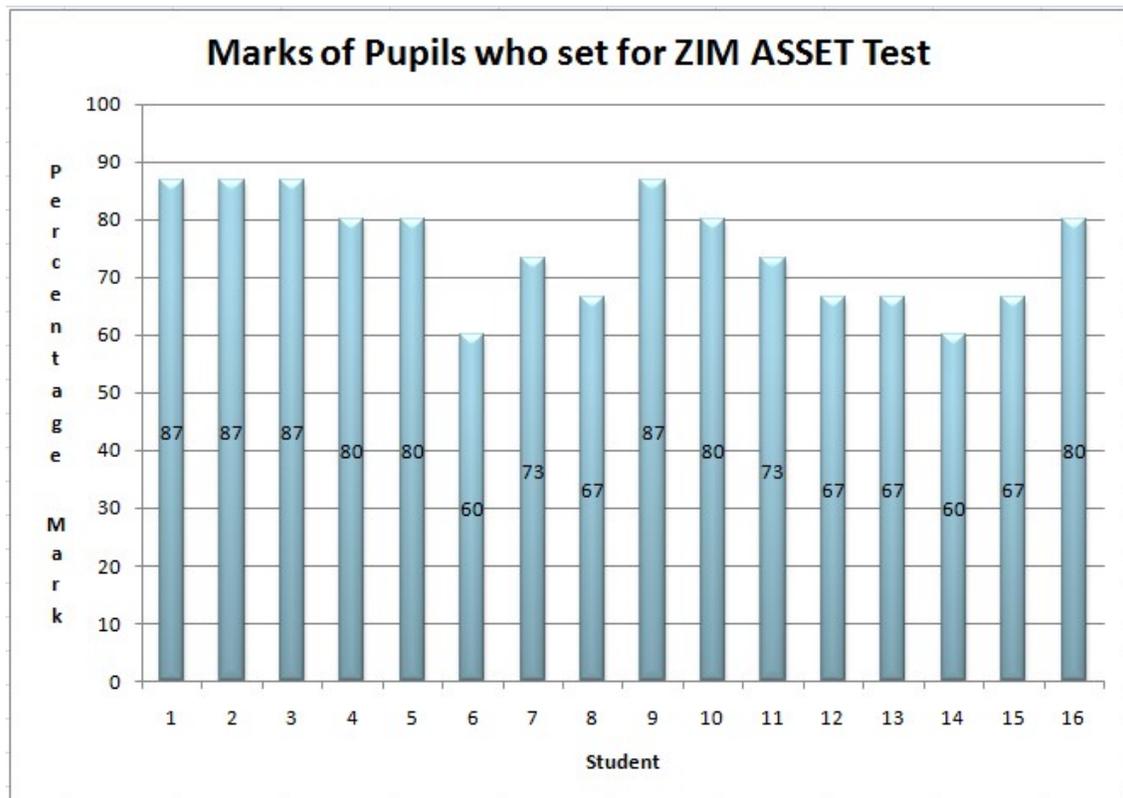


Figure 5

### Significance of Zim Asset now and in future

In preceding sections, the researcher reported that pupils did not have enough information about Zim Asset. The researcher suspects that pupils selectively exposed themselves and avoided texts on Zim Asset in the media and other sources. The researcher went on to give

relevant information on Zim Asset. The pupils went on to make meaning out of the information they read, viewed, learnt and heard. The researcher agrees with Gergen (1985) who writes on social constructionism. Gergen (1985b:3) argues that persons socially construct and use meanings within their socio-economic, cultural, political and religious contexts. Morgan (2000:8-12) agrees that the dominant ideas and practices in the broader society shape persons' ideas. These ideas inform their lives and future.

Gergen and Morgan help the researcher understand the ways pupils made meaning about Zim Asset. The Zimbabwean society since 2013 is filled with information about Zim Asset. The media is covering news by ZANU PF party officials and government officials. These sources are determining the content that people are talking about in daily stories. The pupils are also making meaning and sense out of the ideas on Zim Asset in Zimbabwe. These meanings informed pupils to relate the importance of Zim Asset in their lives now and in future. The researcher summarised the pupils' responses as follows.

Pupils said they are learning skills in Woodwork, Agriculture, Technical Graphics, Food and Nutrition, Fashion and Fabrics and Computers. These skills include wood cutting, designing and finishing; animal/poultry breeding, feeding ,crop production; drawing plans; cake making, food serving; cutting, designing, garment construction; typing and printing respectively. Sixteen pupils said they would use their skills to earn a living, if they failed. Two pupils said they would do carpentry and technographic designing businesses to earn a living. Two would look for employment as computer and food nutrition personnel.

The pupils' responses about the importance of practical subjects left me more curious .The researcher wondered why the pupils wanted to use practical skills only when they failed. To what extent do pupils see visions about their future in which they used practical subjects to start businesses? These are some questions I asked to the pupils. They said that education prepares pupils for employment. So, if one fails one tends to use practical subjects to earn a living.

The pupils' preceding comments agrees with the critique of Julius Nyerere 1922 -1999 on colonial education. Nyerere argued that colonial education brain washed African pupils to see visions as employees. Colonial education produced black pupils to become clerks, teachers, nurses, police officers and menial workers. The curriculum favoured the so called whites, Asians to the disadvantage of black pupils (see also Zvobgo1999:72). The colonial mindset

still haunts pupils in this study. The researcher challenged the sixteen and two pupils who wanted to seek for employment to see new visions as new entrepreneurs.

The two who wanted to start businesses excited this researcher. The pupils had visions about the future starting businesses. Their expectations agree with Nyerere's vision about education for self reliance. The school curriculum must cause pupils to use theory and skills for their development and self reliance in communities. Nyerere cited in Yellow (2000:33) argues that education serves the needs and interest of the community as a whole regardless of background, colour, gender and creed.

The constructions of the two visionary pupils are a result of their own interpretation of the aims of Zim Asset as it is discussed in school, class activities and society. This researcher sees it this way as it seems there is no systematic implementation of Zim Asset and new curriculum. There is no written policy and circular on implementation of Zim asset in schools.

It appears that the pronouncement of the Zim Asset document in 2013 serves as a guideline to ways the Ministries would mainstream Zim Asset. One could say the absence of a written policy and circular that directs, regulates and orders the implementation of Zim Asset is a hindrance on the systematic ways the Ministry is mainstreaming Zim Asset. Zim Asset and new curriculum are being gradually mainstreamed at Lord Malvern High School. Information is trickling into the school thorough handouts and pamphlets from the Ministry. The constructions are the pupils' efforts to reconstruct colonial mentality to self reliance (Mutumbuka cited in Yellow 2000:29).

### **School administration, activities and Zim Asset**

The pupils spoke about their evaluation of the ways they understood the school to be mainstreaming Zim Asset. Pupils said generally, the school administration allowed for activities which talked about Zim Asset. The activities included speeches at assembly, prize giving, and science and debate clubs. These activities showed that the school administration opened up opportunities for sharing of information on Zim Asset. The forums provided "bits and pieces". This researcher argues that the forums gave little information about Zim Asset to empower pupils with ways they could link practical subjects to their future.

However the researcher commends the efforts by the administration. The administration is responsible for creating opportunities for the implementation of government policies in schools. The head is the representative of the permanent secretary of the Ministry. S/he is responsible for enforcing specific policies and circulars or any documents send in schools. This explains reasons the head addressed pupils, teachers about Zim Asset; edited speech by a pupil on prize giving day and allowed the science and debate clubs to talk about Zim Asset.

### **4.3 Relationship between Bachelor of education in Accounting and practical subjects**

This researcher learnt from teachers and pupils about the significance of Zim asset in teaching of practical subjects. Teachers and pupils agreed that Zim Asset would empower pupils with skills for now and after school. Pupils could use the practical skills to earn money during and after school. Pupils could start farming, carpentry, technical drawing, fashion and fabrics and computer projects. Both agreed that the new curriculum should increase more content and time in the teaching of practical subjects. These improvements deepen pupils' skills in practical subjects.

In view of deepening skills, this researcher saw opportunities for relating Bed Accounting in the teaching of practical subjects. The study showed that entrepreneurial pupils need adequate skills in accounting. This researcher argues that pupil entrepreneurs need skills in a number of areas.

Entrepreneurs need accounting skills like double entry. Double entry is a system where each transaction is entered twice, once on the debit side and once on the credit side,(Wood and Sangster,2012:21).The system helps an entrepreneur to know the business property (assets), costs incurred in the day to day running of a business (expenses); people or other businesses that owe the business some money (debtors); people or other businesses that are owed some money by the business (creditors); goods or money taken by the owner for personal use (drawings); what the business buys for resale (purchases); income from selling goods that the business deal in (sales) and resources brought into the business by the owner (capital).

Knowledge of accounting helps entrepreneurs to understand and interpret financial statements. The statements include trading profit and loss account and balance sheet. Trading, profit and loss account is an account in which gross profit and net profit of a business are calculated. The profit earned and the loss incurred by the business is calculated in this account. The balance sheet shows the financial position of a business on a specific date.

Knowledge of the balance sheet enables the entrepreneurs to know their assets, liabilities and what their capital is.

An entrepreneur needs knowledge on pricing. Pricing is putting a right value on a product that enables business to sell at a profit not loss. This means that an entrepreneurial pupil needs to assess whether the business is making profit or loss .Is it worthy to continue in the business? In summary, record keeping is important. Record keeping is a process of putting together transactions and events in an accounting system. A transaction is an exchange of money for a commodity or service.

The above principles of accounts prove that Bed Accounting is important in the teaching of practical subjects. Bed Accounting equips entrepreneurial pupils to start businesses while in school and beyond .As a result they do not require services of bookkeepers. It further helps pupils to envision ways of using their skills in life. The researcher agrees with Nyerere that practical education readies pupils for self reliance. This goes a long way in fulfilling the aims and objectives of Zim Asset through teaching of practical subjects.

#### **4.4 Conclusion**

Chapter 4 presented data on the interview guide and focused group questions. The questions enabled the school administration, teachers and pupils to talk about their awareness and understanding of the aims, objectives, clusters, proponents, sources and significance of Zim Asset to school pupils and levers. The data was presented in narrative and two data presentation tools (pie chart and bar graphs).The data was analysed and discussed in view of the Zim Asset document literature on new curriculum and other authorities relevant to this study. This helped participants and the researcher see the emerging ways Zim Asset is being mainstreamed in schools. Mainstreaming of Zim Asset is not an event. Rather it is a process: starting with training of schools heads; distribution of relevant literature; application of teachers' knowledge on Zim Asset and application of pupils' knowledge about what they hear and learn about Zim Asset into their practical education and future businesses. The researcher also argued on ways Bed Accounting could be related in the teaching of practical subjects in secondary schools.

## **CHAPTER 5: STUDY FINDINGS, RECOMMENDATIONS AND CONCLUSIONS**

### **5.0 INTRODUCTION**

Chapter 1 introduced the study. It introduced research background, statement of the problem, questions, objectives, significance of the study, assumptions, delimitation, limitation and definition of terms. Chapter 2 reviewed literature relevant to this study. The review started from a wide angle and narrowed down to the Zimbabwean context, especially the relationship between Zim asset and the Ministry of Primary and Secondary Education. The review helped the researcher identify the gap of the study: the need to identify ways the Ministry is mainstreaming Zim Asset in the teaching of practical subjects.

Chapter 3 highlighted the theoretical frame works in which the study is located. The theoretical frameworks included reconstructionism, research design, methodology, population, instruments, reliability and ethical considerations. Chapter 4 presented data, analysis and discussed it. Chapter 5 summarises the whole study. The summary contains research findings, recommendations and conclusion.

#### **5.1 Research topic, objectives and questions**

The study focused on the research topic. The objectives and questions helped the participants and researcher to inquire into the study.

##### **5.1.1 Research topic**

This was a study of ways the Ministry of Primary and Secondary Education is mainstreaming Zim Asset in secondary schools. The researcher wanted to find out from the school administration and pupils on the ways the Ministry is mainstreaming Zim Asset at Lord Malvern High School. The study wanted to find out how Zim Asset is mainstreamed in the teaching of practical subjects. The subjects include Agriculture, Fashion and Fabrics, Food and Nutrition, Woodwork, Technical Graphics and Computers.

##### **5.1.2 RESEARCH OBJECTIVES**

The study was based on the following objectives:

- i) Assess ways the Ministry is implementing/mainstreaming Zim Asset in secondary schools

- ii) Assess the understanding and awareness of teachers and pupils about Zim Asset
- iii) Assess how Bachelor of education in Accounting enhances the teaching of practical subjects in secondary schools.

The objectives informed the researcher throughout the study. The first objective informed participants and the researcher to identify the specific ways the Ministry, through the school administration and pupils are mainstreaming Zim Asset in the teaching of practical subjects. The second objective informed the researcher to assess the awareness and understanding by the school administration and pupils on Zim Asset. The third objective informed the researcher to relate Bed accounting in the teaching of practical subjects.

### **5.1.3 Research Questions**

- a) In what ways is the Ministry mainstreaming Zim Asset in secondary schools?
- b) What is the awareness and understanding of pupils and teachers about Zim Asset and its role in the teaching of practical subjects at Lord Malvern High School?
- c) In what ways does the Bachelor of education in Accounting (Bed Accounting) enhance the teaching of practical subjects in secondary schools?

The above are questions that helped unlock the topic of the study. They also helped achieve the objectives of the study. To further facilitate the process the researcher had interview guide questions which opened up opportunities for availing research data from participants (see section 3.2.6)

## **5.2 Research Findings**

The study topic, objectives and questions shaped curiosities and wonderings of the researcher. The study elements informed participants and the researcher throughout the study. Therefore, the researcher presents the study findings. The findings spell out the ways the Ministry is mainstreaming Zim Asset in the teaching of practical subjects at Lord Malvern High School. These are:

### **5.2.1 Training of school heads by the Ministry of Primary and Secondary Education, including Lord Malvern head**

The Ministry trained School heads in High Glen District on the new curriculum in which Zim Asset is emphasised. The training emphasised on definition, aims, objectives and clusters of Zim Asset. The heads were told to mainstream Zim Asset. This means that mainstreaming of Zim Asset is not an event. But it is a process. The process has started with training of school administrators who are the school heads and the representatives of the Ministry in school

### **5.2.2 Ministry distributes literature on new curriculum**

The Ministry distributed three pieces of information to schools including Lord Malvern High School namely the Curriculum Framework for Primary and Secondary Education (2015-2022), Handbook on Teachers Professional Standards (2015) and Handbook on teacher professional standards (2015).

The school head handed the information to teachers. She urged teachers to keep the literature where it was accessible. The new curriculum encourages the mainstreaming of Zim Asset in the teaching of secondary schools subjects including practical subjects. The distribution is an event in the process of the mainstreaming of Zim Asset at Lord Malvern. The Ministry is creating awareness on the new curriculum and the special attention to mainstreaming of Zim Asset in schools. This informs teachers to stress the significance of Zim Asset in imparting knowledge and skills pupils can use now and after school.

### **5.2.3 Ministry's staff (teachers) mainstreaming Zim Asset in school curriculum**

#### **5.2.4 The school administration**

The school administration talks about Zim Asset in different school and class activities. The school administration, comprising the head and teachers are creating opportunities for discussions about Zim Asset. The school talked about Zim Asset at assembly and prize giving days. The pupils talked about Zim Asset in their practical subject, debate and science clubs.

#### **5.2.5 Pupils relate Zim Asset in their practical subjects**

The pupils in practical subjects are linking Zim Asset in the learning of practical subjects. They relate their skills in their lives now and after school. The relation is a social construction of what they read, learn and hear about Zim Asset through the media, social forums, and

school and class activities. So pupils in one way are involved in the mainstreaming of Zim Asset in the teaching of practical subjects at Lord Malvern High School.

### **5:2:6 Researcher facilitates research with teachers and pupils**

This researcher was privileged in this study. The researcher was privileged in that she studied a new area in relation to teaching of practical subjects at Lord Malvern High School. Teachers and pupils had inadequate information on Zim Asset. This informed the researcher to give information to the study participants (see section 4.1.2 and 4.1.3). In the view of the researcher the information giving is one way she contributed, on behalf of the Ministry on the mainstreaming of Zim Asset at Lord Malvern High School.

Information giving was an ethical consideration. The researcher saw it ethical to share information with participants. It was unethical to complete the study and graduate on the ignorance of teachers and pupils. The participants would have been objects than equal participants to the study. So in view of the knowledge in adequacy I did something about it; information sharing. This caused the teachers and pupils to increase their awareness and understanding of the significance of Zim asset in the teaching and learning of Zim Asset in the curriculum on practical subjects.

### **5.2.7 Bed Accounting deepens skills for entrepreneurial pupils**

Applying Bed Accounting in the teaching of practical subjects is another way this researcher, who is an employee of the Ministry enhances the teaching of practical subjects at Lord Malvern High School. This researcher argued that Bed Accounting provides the much needed skills for entrepreneurial pupils. This argument was borne in view of the skills gap by pupils doing practical subjects. The skills empower pupils to strengthen ideas on practical skills into tangible businesses. This closes the gap that affects most informal traders in the small to medium sector. Lack of accounting knowledge is behind the fall of most informal traders. When the link between Bed Accounting and practical subjects is closed, then the researcher graduates to the benefit of pupils doing practical subjects.

## **5.3 Recommendations**

In view of data presentation, analysis and findings this researcher makes recommendations. The recommendations are for the consideration for any researchers and use for the Ministry of Primary and Secondary education and school administration. The recommendations are:

**5.3.1 That the Ministry provides a policy and circular on Zim Asset which reinforces a systematic mainstreaming of Zim asset in teaching of practical subjects in schools**

**5.3.2 That the Ministry follows up on the training of teachers on the new curriculum especially the mainstreaming of Zim Asset in schools.**

**5.3.3 That teachers of practical subjects prepare schemes of work on practical subjects that open up for detailed ways for skills development and envisioning of businesses now and in future.**

**5.3.4 That adequate time be allocated to the teaching of practical subjects in schools.**

**5.3.5 That the Ministry allocates land, source financial resources or equipment to improve the infrastructure for practical subjects, for example machinery for Woodwork and Agriculture, industrial cooking utensils for the food and nutrition classes; and capital for school leavers to start businesses.**

**5.3.6 That the current ways of mainstreaming Zim Asset be intensified into practices that strengthen self reliance in pupils and school leavers.**

**5.3.7 That important accounting skills be taught to pupils doing practical subjects especially pupils not doing Accounts as a subject.**

#### **5.4 Conclusion**

In conclusion chapter 5 summarised chapters 1, 2, 3, 4 and 5. Chapter 5 in view of the study topic, objectives and questions presented findings of the study. The findings name the ways the Ministry is mainstreaming of Zim Asset in the teaching of practical subjects at Lord Malvern High School. The chapter also makes recommendations for use by the Ministry, school administration and readers. These recommendations would help further mainstreaming and research around Zim Asset.

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*Zimbabwe:*

# Appendix A: Curriculum Framework

**ASSESSMENT**

The assessment will be both formative and summative and will take various forms, namely, profiling, portfolio, continuous assessment and formal examinations.

**Formative assessment** - involves tracking learner behaviour and performance on an on-going basis. This mode of assessment informs the teaching and learning process and contributes to learner profile.

**Summative assessment** - relates to the end of learning cycle examination or end of programme assessment



**ZIMBABWE**

**Ministry of Primary and Secondary Education**



**Curriculum Framework for Primary and Secondary Education 2015 - 2022**

**ASSESSMENT**

The assessment will be both formative and summative and will take various forms, namely, profiling, portfolio, continuous assessment and formal examinations.

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**Summative assessment** - relates to the end of learning cycle examination or end of programme assessment

**The National School Pledge**

*Infant level*

- ▶ Almighty God, in whose hands our future lies;
- ▶ I salute the national flag;
- ▶ I commit to honesty and the dignity of hard work.

*Junior and Secondary level*

- ▶ Almighty God, in whose hands our future lies;
- ▶ I salute the national flag;
- ▶ Respecting the brave fathers and mothers who lost lives in the Chamerupepa (Umvumba).
- ▶ We are proud inheritors of the richness of our natural resources.
- ▶ We are proud creators and participants in our vibrant traditions and cultures.
- ▶ So I commit to honesty and the dignity of hard work.

**CONCLUSION**

The curriculum framework seeks to produce a well-rounded learner capable of contributing meaningfully to the development of the country while leading a fulfilling and happy life.

*Thank you!*

**VISION**

To be the lead provider of inclusive quality education for socio-economic transformation by 2020.

**MISSION**

To provide equitable, quality, inclusive, relevant and competence - driven Infant, Junior, Secondary and Non - Formal Education.

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**THE HEAD**  
**LORE MALVERN SCHOOL**  
**20 FEB 2016**

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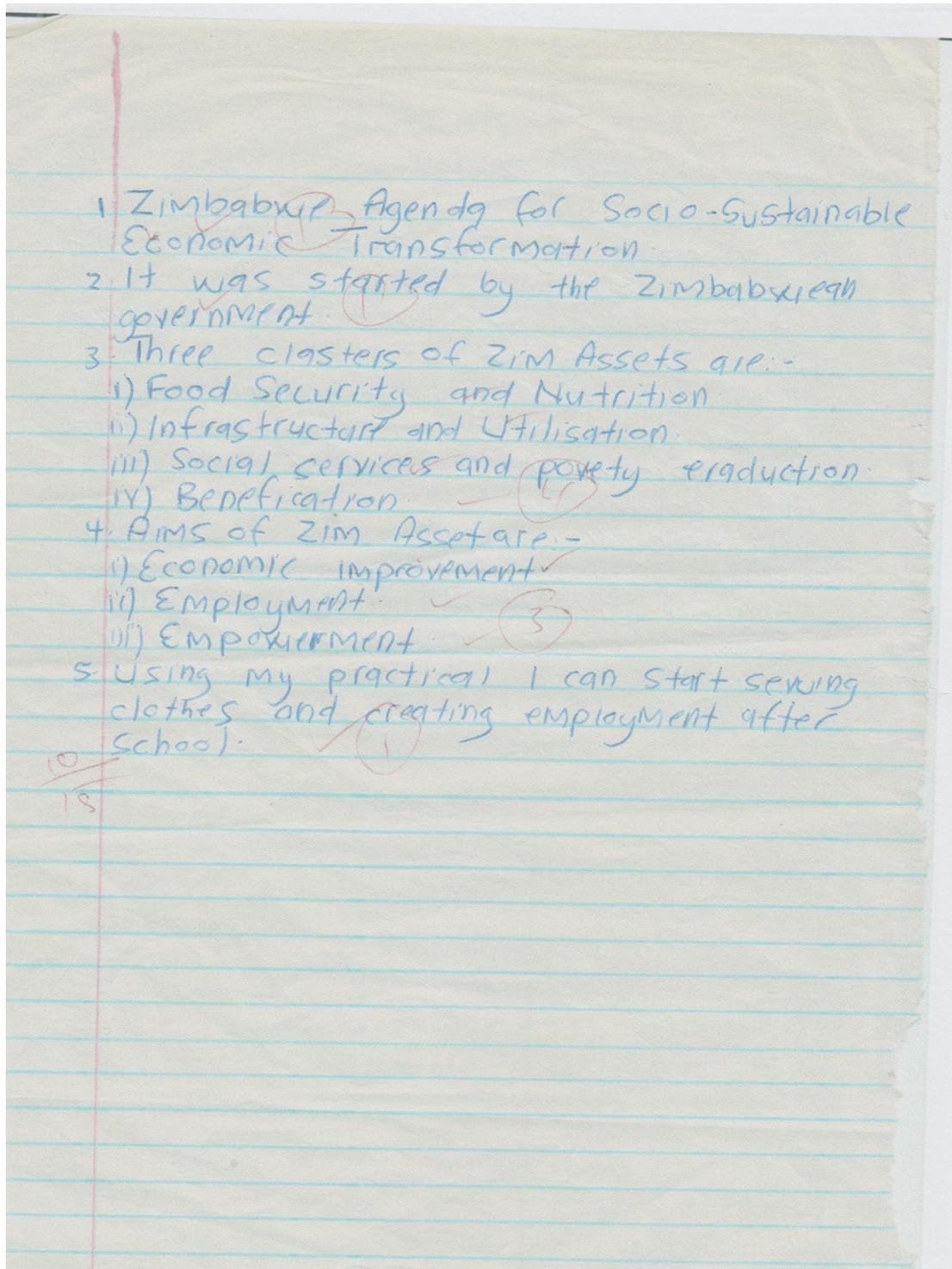
## Appendix B: Pupil with the highest mark

ZIMASSET

1. ZIMASSET stands for Zimbabwe Agenda for sustainable socio-economic Transformation. ✓ (1)
2. It was proposed by the Government. ✓ (1)
3. The four clusters of ZIMASSET are
  - a) Food Security and Nutrition. ✓
  - b) Infrastructure development. ✓
  - c) Social services and poverty eradication. ✓ (4)
  - d) Value addition and beneficiation. ✓
4. The aims of ZIMASSET are
  - a) to create employment. ✓
  - b) to empower people. ✓
  - c) giving skills for self-reliant people. ✓ (3)  
*reliance to*
5. ZIMASSET is useful to me before and after O'LEVEL.  
It will be useful to me because when I finish O'LEVEL (3)  
I would be able to go to a Poly or a University so that  
I can do my Graphic Illustration and Design so that I can be  
an interior designer or an architect. When I finish my ~~course~~ course  
of being an interior designer I can employ other people who will  
be designing while I will be instructing them.
6. I heard about this
  - a) on the news. ✓ (1)
  - b) in the radios. ✓
  - c) on the newspapers. ✓

$\frac{13}{15}$

Appendix C: Pupil with the medium mark



Appendix D: Pupil with least marks

1) ZIMBABWE Agenda for <sup>Sustainable</sup> Social Economic Transpotation

2) It was proposed by G.R.G Mygabe (1)

3) The four cluster of Zimasset are <sup>Infrasturcture</sup> food <sup>security</sup>, <sup>social services</sup> Interstructure and <sup>value addition and</sup> value <sup>beneficiation</sup>.

4) The aims of Zimasset are <sup>creation</sup> <sup>of employment</sup> improving selfservices and improving <sup>self</sup> reliance (2)

5) It is useful to me because I do like Agriculture and it help me how to put manure in the garden and how to weed them after High school and after O level it help me to <sup>sell</sup> <sup>produce of</sup> <sup>weed</sup> the things (3)

6) I heard Zimasset from the television on the programm called Current Affairs and on Melting <sup>pot</sup> and Public Partners (1)

## **Appendix E Interview Guide: School Head**

### Interview Guide

1. From your privileged position as our head, in your view point in what ways is the school mainstreaming Zim Asset in

i)the teaching of practical subjects

ii)the school activities?

2) In your view how does Zim Asset benefit pupils doing practical subjects now in future?

3) How are you preparing teachers and pupils on Zim Asset?

## Appendix F: Interview Guide: Teachers and pupils

### Research Interview guide

What follows are the research guide questions. The questions were derived from the broad research objectives and questions. The guideline questions helped me to learn from the pupils and teachers on the ways the Ministry is mainstreaming Zim Asset in the teaching of Practical subjects at Lord Malvern high school (see chapter 4).

1. Can you tell me anything you know about Zim Asset?
2. Where did you get this information from?
- 3 Who proposed it?
4. What are its aims?
5. What are the major clusters of Zim Asset?
6. In what ways are the school administration and school activities mainstreaming Zim Asset?
7. How is Zim Asset useful to you

7:1 Now-----

7:2 After O level? -----

**Appendix G: Confirmation Letter**

All communications should be addressed to  
**"THE PROVINCIAL EDUCATION DIRECTOR"**

Telephone : 792671-9  
Fax : 796125/792548  
E-mail :  
[moeschre@yahoo.com](mailto:moeschre@yahoo.com)



ZIMBABWE

REF: G142/1  
Ministry of Education,  
Sport and Culture  
Harare Provincial Education  
Office  
P. O. Box CY 1343  
Causeway  
Zimbabwe

16/03/2016

Martha Gadaga  
6397 Bloomingdale  
Mabelreign  
Harare

RE: PERMISSION TO CARRY OUT RESEARCH IN SOME SELECTED SCHOOLS

"In High Glen District at Lord Malvern High School,  
on the research title: "An Assessment of ways  
the Ministry of Primary and Secondary School is  
main stream ZIM-ASSET in Secondary Schools"

Reference is made to your letter dated... 14 March 2016

Please be advised that the Provincial Education Director grants you authority to carry out your research on the above topic. You are required to supply Provincial Office with a copy of your research findings.

*[Signature]*

For: Provincial Education Director  
Harare Metropolitan Province

*Acknowledged*

MINISTRY OF PRIMARY & SECONDARY  
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