



MIDLANDS STATE UNIVERSITY

FACULTY OF ARTS

DEPARTMENT OF DEVELOPMENT STUDIES

**A COMPARATIVE ASSESSMENT OF HIGHERLIFE FOUNDATION
AND MAVAMBO TRUST'S CONTRIBUTION TO THE
QUALITY OF EDUCATION IN
GOROMONZI DISTRICT**

By

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**A DISSERTATION SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS OF THE MASTERS OF ARTS IN DEVELOPMENT
STUDIES DEGREE.**

MIDLANDS STATE UNIVERSITY



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A Comparative Assessment of Higherlife Foundation and Mavambo Trust’s Contribution to the Quality of Education in Goromonzi District.

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DEDICATION

I dedicate this study to my family; my mother and daughters for being supportive and loving but most of all to my wife for her undying love, patience and understanding during my sleepless nights of studying.

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ABBREVIATIONS AND ACRONYMS

| | |
|----------|--|
| EFA | Education For All |
| NGOs | Non-Governmental Organizations |
| OVCs | Orphans and Vulnerable Children |
| ZINTEC | Zimbabwe Integrated Teacher Education Course |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children’s Education Fund |
| MDGs | Millennium Development Goal |
| SDA/SDC | School Development Association/School Development Committee |
| ECDE | Early Childhood Development Education |
| DRRM | Disaster Response and Risk Management |
| WASAN | Water and Sanitary Provisions |
| CSOs | Civil Service Organizations |
| ZIMPREST | Zimbabwe Programme for Economic and Social Transformation |
| SIDSEC | Sustainable Integrated Development Services Centre |
| ZOCS | Zambia Open Community Schools |
| BEAM | Basic Education Assistance Module |
| WHO | World Health Organization |
| ETF | Educational Transition Fund |
| GDP | Gross Domestic Product |
| ESAP | Economic Structural Adjustment Programme |

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1.0 INTRODUCTION

This study is concerned with the role of NGOs in the provision of quality education in Zimbabwe. It specifically makes a comparative assessment of the contribution to quality education by Higherlife Foundation and Mavambo Trust, both local NGOs. The economic environment in Zimbabwe has impacted negatively on the quality of education that is offered by public or government schools, especially in rural areas. NGOs have come to the aid of the government in capacity building in the education sector. The involvement of NGOs in the education sector is hoped to contribute immensely to the quality of education. Most research work on the role of NGOs in the education sector has mostly covered work by international NGOs. There is little or no research that has looked at the contribution made by NGOs on the quality of education in Zimbabwe. Most research tend to look at the general role played by NGOs in the delivery of social services. In contrast to the above this research focuses on local NGOs. It specifically aims to establish the extent to which local NGOs have assisted the government in the effective provision of quality education.

1.1 BACKGROUND TO THE STUDY.

UNZR (2012:25) asserts that, “Education is a fundamental and human right and a prerequisite for economic growth, human development and poverty reduction.” This implies that education is central to the development process. In other words, education directly impact on social and economic development. Zimbabwe’s literacy rate is among the highest in Africa. As of 2011 it stood at about 99% and the basic education completion rate was at 85% in 2009, (UNZR, 2012). Based on the context of these statistical figures it seems the education sector has made some commendable development. Contrary to the above, the low grade seven and Ordinary Level pass rates of about 39% and 20% respectively paint a different picture. These low percentage figures on the other hand reflect that the quality of education in Zimbabwe is still below world standards.

According to many studies, a mixture of political, social and economic challenges have impacted negatively on the quality of education in Zimbabwe. Faced with a host of challenges, the government has been unable to adequately provide for the development of the education sector. There has not been adequate increase in the number of primary and secondary schools to match the growing population. The few newly established satellite schools in resettlement farming areas lack adequate infrastructure and learning materials to warrant any meaningful learning. The government has stopped paying Grants to schools. Schools are expected to be self-sustaining

through charging fees and levies. Rising unemployment rates and successive droughts have led to extreme poverty levels in both urban and rural areas. As a result of all these problems the number of children not attending schools has significantly increased.

“While every child in Zimbabwe is supposed to have the right to primary education some school requirements render it unavailable to a number of children,”(FMSI,2011). Also, increased population without a matching increase in education infrastructure has led to over enrolment in schools. Mitigation actions to overcome over-enrolment, such as hot-sitting, do little to improve quality of education as children’s learning time is drastically reduced. Inadequate learning materials such as books, laboratory and practical subjects ‘equipment and classroom furniture directly impact negatively on the provision of quality education. Lack of commitment by poorly remunerated teachers and other government officials in addition to all the challenges stated above are hindering the country from achieving quality education for all.

World over, it is the full responsibility for any government to provide education services. However, in circumstances as those in Zimbabwe where the state seems failing to play its constitutional role of providing quality education, NGOs have intervened. NGOs perform many functions in assisting the government with the provision of social services including education. In Zimbabwe donor agencies such as Save the Children, UNESCO and UNICEF, and some international NGOs have supported the government of Zimbabwe to attain objectives such as

Education for All and the Millennium Development Goal on education. NGOs collaborate with government on programs neither could do alone and they generally use their funds expediently and cost effectively, (Brass, 2010). One of the main roles for NGOs in Zimbabwe has been the provision of educational services.

In view of the above, the focus of this study therefore was to make a comparative assessment of Higherlife Foundation and Mavambo Trust's contribution to the quality of education in Goromonzi district. Through this study, the researcher's aimed at determining to what extent are local NGOs impacting positively on the quality of education in the mentioned district. The researcher hoped to establish if these NGOs are playing effectively their 'gap-filling' role and contributing to the quality of the education provision. The study aimed at establishing whether local NGOs have the capacity to help the government achieve quality education. At the end of the research process this researcher should be in a position to answer the question, "Do these NGOs have the capacity to influence government offices and employees to improve the quality of education services they provide?"

1.2. STATEMENT OF THE PROBLEM.

Education is a critical ingredient to development. Education is very important in the process of poverty eradication and to a large extent, economic development. Education, “straddles both equity and productivity conceptualizations of development” (Baker, 2007:9). The provision of quality education in Zimbabwe is basically the responsibility of government through the Ministry of Primary and Secondary Education. However, the government has for a long time, since the late 90s, been incapacitated to do so by harsh economic conditions. These economic challenges have constrained the government and reduced its capacity to adequately provide vital social services such as health and education. NGOs have intervened in many different ways in an effort to develop the education sector. NGOs help provide a great part of educational services aimed at achieving quality education. This research study sought to make a comparative assessment of the contribution to the quality of education by Higherlife Foundation and Mavambo Trust in Goromonzi District. The focus of the study was to examine the similarities and differences between these two NGOs’ approaches in reinforcing government’s goal to achieve quality education.

1.3. RESEARCH OBJECTIVES.

1. To make a comparative assessment of the extent to which Higherlife Foundation and Mavambo Trust contribute to the provision of quality education in Goromonzi District.
2. To conceptualize the quality of education in Goromonzi District.
3. To identify the challenges faced by NGOs in their attempt to partner government in the provision of quality education in Goromonzi District.
4. To determine solutions on how NGOs can fully collaborate with government in the provision of quality education in Goromonzi District.

1.4 RESEARCH QUESTIONS.

1. How do Higherlife Foundation and Mavambo Trust contribute to the provision of quality education in Goromonzi District?
2. What is the level of quality of education in Goromonzi District?
3. What are the challenges hindering schools from attaining quality education in Goromonzi District?
4. What are the challenges faced by Higherlife Foundation and Mavambo Trust in their attempt to partner government in the provision of quality education in Goromonzi District?
5. How can NGOs overcome challenges they face in trying to contribute towards quality education in Goromonzi District?

1.5. SIGNIFICANCE OF THE STUDY.

The motivation to make a comparative assessment of the contribution made by Higherlife Foundation and Mavambo Trust to the quality of education in Goromonzi district was as a result of the realization that there has been very little research looking at the contribution made by local NGOs towards the provision of quality education in Zimbabwe. More so, the few research papers available to the public have focused mostly on international NGOs. Contrary to the above, this study focused on the contribution made by local NGOs towards quality of education. The research generated knowledge on the potential and capacity of local NGOs in assisting the government to meet the Millennium Development Goal on Education.

This study is crucial to numerous stakeholders who include academics, government, education ministries, communities, the private sector, NGOs and the civil society at large. The research study has identified many gaps in knowledge pertaining to the contribution by NGOs in the provision of quality education in Zimbabwe. Most importantly, the study generated information that is vital for future education policy formulation by the government, especially pertaining to the role played by local NGOs in the provision of quality education.

1.6 THEORETICAL FRAMEWORK.

This research was informed by the state-society synergy theory which fall under boundary – crossing theories. This theory pays attention to the coordination between civil society and the state, whereby civil society is accorded a more direct role inthe formulation of policy. The boundary-crossing theory is made up of two theories namely new governance theory and the state-society synergy. The fundamental principles of the boundary-crossing theory focus on mechanisms of coordination between civil society and the state. This research study was based on the state-synergy theory. According to Pedraza-Farina (2013) the state-synergy theory advocates a more direct role for civil society associations in lawmaking and implementation in collaboration with the state. This approach argues that civil society associations including non-governmental organizations should participate fully in the political process as decision and policy makers. Pedraza-Farina (2013) further postulates that scholars of the state-society synergy theory believe that allowing civil society to participate in policy making and implementation embraces all sectors of society with a problem-solving spirit. In a nutshell, the state-synergy theory therefore emphasizes that common problems can be tackled creatively where civil society and government complement each other’s role. Specifically, the state-synergy theory encourages synergies that lead to the more efficient implementation of state policies. This is only possible if there is honest complimentary effort by both state and civil society. Development of strong ties

that cross the public-private divide lead to successful attainment of social goals by the state or government.

The implication of the state-synergy theory to this research is the importance it accords to civil society in solving contemporary problems such as lack of quality education in developing countries. The theory also calls for cooperation between civil society and government. Unlike other theories that emphasize the separation of the public from the private, this theory puts importance in the synergy or collaboration of the two. Within the context of this research study, NGOs and government synergies are the only strategies through which the local education sector can develop to meet world class standards. NGOs can contribute fully to the quality of education if they work closely with government. On the other hand, the government has more capacity to attain quality education if it engages civil society such as NGOs in the provision of education services.

1.7. CONCEPTUAL FRAMEWORK.

The view on quality education can be clarified on the basis of conceptual framework that elaborates education. The concept of education is wide perspective and therefore there is no particular definition that is accurate or definite. Education may mean different things to different people. The great philosopher John Dewey cited in (Kamar and Ahmad: 2008) assert that “Education is not a preparation for life, rather it is the living. Education is the process of living

through a continuous reconstruction of experiences. It is the development of those capacities in the individual which will enable him to control his environment and fulfill possibilities.” Simply synthesized Dewey’s definition can be taken to imply that education is the child’s development from within. And the process of education goes on throughout one’s life, with each small experience contributing to whole being.

Kamar and Ahmed (2008) appropriately state that education can be conceptualized as a purposive, conscious or unconscious, psychological, sociological, scientific and philosophical process, which brings development of the individual to the fullest extent and also the maximum development of society in such a way that both enjoy maximum happiness and prosperity.

Borrowing ideas from all the above elaborations, this researcher views education as the complete development of the personality contributing to life according to the best of his or her abilities. In this context the role of schools is to maximize the capacity of each student. Quality education therefore means equipping students with cultural, social and economic goods that modern society values. It should afford students the capacity to become authors of their own life stories.

Within the development work framework, education is interpreted as an instrumental foundation for realizing all other human rights, in which government must play a critical role. Ban Ki-Moon (2011 cited in Davaadorj 2011:12) appropriately stated that “Education is not only a fundamental human right, but also a catalyst for the achievement of many other development goals.” The

involvement of Higherlife Foundation and Mavambo Trust in Goromonzi District is therefore expected to contribute immensely towards the achievement of education as a human right .This means it is fundamental to the attainment of the Millennium Development Goals and other internationally agreed goals and commitments such as the Education For All (EFA). Quality education should impart skills and knowledge on individuals so that they can become functional beings in society at large. Quality education is as a result of an inclusive schooling process, giving opportunities to children who are extremely vulnerable such as those living poverty, deprived of support, with HIV/AIDS and orphaned. Quality education should be the “foundation for women’s and girl’s development as human beings, for their self-realization and self-esteem” (Women’s Federation for Word Peace International, General 1997 cited in Davaadorj 2011). In other words education is becomes quality if it offers same opportunities to all individuals irrespective of race, gender or class, and ultimately when it results in progress towards achieving equality between women and men.

It has been mentioned in the preceding sections of this study that perspectives on education quality can be classified on the basis of conceptual framework that describes education. However, it should be noted that the meanings and definitions of education are wide and varied. Similarly, defining, qualifying and quantifying quality education is a debatable task. One approach frequently used depicts education as a productive system, in which inputs are transferred into outcome. The problem with this method is that it limits outcomes or measures

the quality education on the basis of student's attainment results. Output indicators are only measured in standardized achievement test. In the context of this research the above productive system approach is not applicable. The method is too narrow and it disregards other important indicators of quality education. This study adopts a broad and wide framework for measuring quality education. Indicators for quality education depend on a state's social, political and economic development. In third world countries a textbook ratio of 1:1 may be an indicator for quality education whereas in developed countries this could be insignificant since the aim is achieving a ratio of 1:1 in ICTs. The following section is a discussion of the indicators that are going to be used to make a comparative assessment of the contribution by Capernaum Trust and Mavambo Trust on the quality of education in Goromonzi district. Generally quality education indicators will primarily focus on the characteristics of teachers, characteristics of school environment and characteristics of schools as organisations with many stakeholders.

1.7.1 Academic and Professional Skills of Teachers.

This is a very important indicator of quality education because the teachers are the most important aspect of learning. Teachers are the ones who define and determine learning objectives. Meyer et al (2000) acknowledges that substantial research suggests that quality of education increases when teachers have high academic and professional skills, teach in the field in which they were trained and are experienced. Students benefit more when they are taught by

qualified and experienced teachers than they do from teachers with weak academic skills and those who are untrained or inexperienced. Also, it is believed that teachers are less effective when they teach courses they were not trained to teach. In this regard, academic and professional skills of teachers at those schools benefiting from programmes offered by Higherlife Foundation and Mavambo Trust were used as indicators for quality education.

1.7.2. Pedagogy.

This study will use pedagogy as a measure of quality education. Pedagogy describes methods of teaching and instruction. According to Barker (1988) pedagogy is the quality of teaching and it is an enduring concern in education. Good instructional strategies are good indicator of quality education. Teachers who make use of a variety of child centered approaches in their instructions make learning enjoyable to children. Teaching methods that equip learners with learning and investigative skills are more effective than those that bombard children with knowledge and dogma. The study will make an assessment of Higherlife Foundation and Mavambo's Trust's contribution towards the improvement on the methods of teaching employed by teachers in Goromonzi district. This was done on the expectation that NGOs' influence curriculum content and instructional techniques through provision of curriculum and teaching materials to teachers. Such material may include syllabi, teachers' textbooks, whiteboards, projectors and smart boards.

1.7.3. Attendance and Drop-out rates.

The other important indicators of quality education in Goromonzi district are attendance and drop-out rates. These will be used to assess the contribution made by Capernaum Trust and Mavambo Trust towards the quality of education. NGOs are expected to help the government create friendly school environments. When children feel safe at school they are less likely to be absent or to drop out, unless there are other reasons such as poverty. European Commission (2000) established that those who are frequently absent or drop out of formal education lack the fundamental skills needed to find employment or begin an income generation project. Low attendance and high drop-out rates reflect poor quality of education. European Commission (2000) points out that pupils who drop out of school without basic skills are generally less able and less willing than others to embark on a strategy of life-long learning. Therefore, the positive contribution by Higherlife Foundation and Mavambo Trust towards education was expected to lower absenteeism and drop-out rates.

1.7.4 SDCs Governance.

Governance by School Development Committees (SDCs) is a critical indicator of quality education. The participation of parents in their children's education has policy implications (European Commission, 2000). SDAs and SDCs contribute towards quality education by supporting and supervising school management and teacher performance. Parents of today are

becoming increasingly demanding and critical clients of the school. Parents contribute to achievement of quality education or they can hinder progress and create conflict. NGOs therefore are expected to be innovative and find ways in which parents involvement in school administration may impact positively on the quality of their children's education.

1.7.5 Teacher-Pupil Ratios

Meyer et al (2000:45) correctly note that, "How teachers implement the course content, instructional pedagogy, and technology use in the classroom may all be influenced by the number of students in the class." Hence, class size or the teacher-pupil ratio is a good indicator of quality education. In both urban and rural schools in Zimbabwe, teacher-pupils ratio has a bearing on learning resources. The greater the number of students per teacher the less likely he/she is able to employ a variety of pedagogical instructional approaches. A teacher-pupil ratio recommended by EFA is 1:30, while the Zimbabwean government has set it at 1: 4. However, in most schools both urban and rural the national teacher-pupil ratio stands above 1: 50. A high teacher-pupil ratio comprises the quality of education .Greater gains in student achievement occur in classes with a lower teacher-pupil ratio. The study made a comparative assessment of Capernaum Trust and Mavambo Trust's contribution towards reduction of the teacher-pupil ratio.

1.7.6 Inclusive Education.

Inclusive education is another factor that may be used to assess quality of education. In this study inclusive education will be used as an indicator for quality education in Goromonzi district. The goal will be to make a comparative assessment of Higherlife Foundation and Mavambo Trust's contribution toward inclusive inclusion. All schools should make education accessible for every child whether they are disabled, girls or come from poor families. Inclusive education is determined by support services schools provide to cater for children with special needs. Existence of NGOs programmes that focus on full education of orphans and vulnerable children is a good indicator of contribution to quality education by NGOs.

1.7.7 Pass Rates.

Pass rates or achievement a level is a direct indicator of quality education. The ultimate goal of most NGOs' interventions is to improve the quality of education, which can be measured at the local level by the pupils' performance. In this study, pass rates in schools that are receiving interventions from Higherlife Foundation and Mavambo Trust will be analysed. Both school based and national examinations will be analysed to establish the trends in educational attainment. Also, basic skills such as reading and counting at ECD level are good indicators of quality education.

1.7.8. Education Infrastructure.

The contribution made by Capernaum Trust and Mavambo Trust on the improvement of quality education can be assessed on the basis of their interventions towards infrastructure development. Education infrastructure development is a good indicator of the progress made towards quality education. The major question is whether the two NGOs are assisting schools in constructing or renovating school buildings as well as in provision of school furniture. Education infrastructure also includes issues such as Disaster Response and Risk Management (DRRM). Indicators in this area will include the mechanisms put for disaster risk management at school and community level. Existence of disaster management plans in schools would be good indicators of progress towards achieving quality education.

1.7.9. Textbook Ratios and Teaching and Learning Materials.

Text book ratios and availability of teaching and learning materials are excellent indicators for quality education. Quality education is usually associated with low textbook-pupil ratios of 1:1. This indicator will be used to assess contribution made by Higherlife Foundation and MavamboTrust in the provision of textbooks and other leaning and teaching materials. According to National Action Plan of Zimbabwe (2005) the quality of education is beset by the lack of learning and reading materials, which are critical if the literacy that learners gain is to be sustained.

1.7.10. Gender Sensitive Education.

The fundamental right of women to have access to education has been recognized in many international education policies such as a Human Right Issue. The Zimbabwe Education Act:2004 and the National Gender Policy outlaw discrimination on the basis of gender and emphasize social justice and equal opportunities to education (Mawere 2013). According to the Ministry of Primary and Secondary school policy on gender, schools should ensure inclusion of all children particularly girls in basic education. A gender sensitive education therefore acts as an indicator for quality of education. This study assessed the contribution made by Higherlife Foundation and Mavambo Trust towards creation of gender sensitive curriculum. Indicators for a gender sensitivity include bursary allocation to girls, gender sensitive training workshops, community sensitization and mobilization and promotion of gender responsive instructional material and parties.

1.7.11 Distance Travelled to School.

Quality education will also be assessed on the basis of the average distance that pupils at selected schools walk to school. The distance that children walk to school correlate with children's preparedness and commitment to school work. The greater the distance children walk to school the more challenges they face in attending school. Children who walk long distances before getting to school are exposed to harsh environmental conditions such as rain, flooding and cold.

The achievement level for students who travel long distances to school is usually poor. The Ministry of Education, Sport and Culture (2005-2010) states that children who walk long distances to school arrive late, hungry and tired, all of which deplete their ability. This study assessed mitigating strategies employed by Higherlife Foundation and Mavambo Trust to reduce the negative impact of long distances on quality education.

1.7.12. Water and Sanitary Provisions.

Another important factor that has a bearing in the quality of education is Water and Sanitary Provisions (WASAN). The availability of adequate water and sanitary facilities in a school influences children's attendance rates. According to Gidson (2004) menstruation in the absence of appropriate sanitary facilities and supplies contribute to significant absenteeism. A CAMFED study in Zimbabwe established that girls miss an average of 60 days per year for this reason. Interventions by NGOs should include drilling of wells and water storage facilities. Also provision of sanitary ware for girls. Other indicators for water and sanitary provisions include number of toilets available to children. Adequacy of toilets in rural areas is measured by pupil-squat hole ratios. Water and sanitary provisions contribute towards the creation of school-friendly environment.

1.8 RESEARCH METHODOLOGY.

The Research Paradigm may be defined as a basic set of beliefs that guide research action. Lincoln and Guba (1985) define a paradigm as the basic beliefs or worldview that guides the investigator in making choices of method and most importantly on ontological and epistemological fundamental ways. Paradigms are important in guiding the conduct of research. This is because they define the world-view of the researcher (Guba and Lincoln, 1994). The research design selected for this study is the qualitative approach. Reasons informing the use of such as design in a study of this magnitude is of great importance. Qualitative research seeks to understand a given research problem or topic from the perspective of the local population that it involves. “Qualitative research is especially effective in obtaining culturally specific information about the values, opinions, behaviors, and social context of particular populations,” (Mack et al 2011:1). Therefore, qualitative design is most suitable for this study whose aim was to make a comparative assessment of two NGOs’ contribution to the quality of education. The research design is therefore a two-pronged approach since it involves comparative assessment of two NGOs. It therefore selects Higherlife Foundation and Mavambo Trust as the two study sites. This approach is advantageous because it offers variation in the understanding of the social context in which each of the NGOs is operating. In addition, the research approach allows for assessment of the similarities and differences between the two NGOs’ approaches to education services

delivery. All in all, it is possible to extract information about the ‘human’ side of issues at hand such as, contradictory beliefs, opinions, and relationship of individuals in the population.

The population for this study was made up of all the schools in Goromonzi District that are beneficiaries of Capernaum Trust and Mavambo Trust programmes. Therefore, communities that serve as the catchment area of the schools, pupils, teachers and administrators of these schools make up the targeted research study population. The key informants for the study include Goromonzi District Education officials, heads, teachers, pupils, parents and members of SDCs.

The data collection instruments employed in this study were semi-structured interviews, focus group discussions and participant observations. The methods of data collection selected were influenced by the nature of the data that had to be collected, the research questions to be asked and the scope of study. These methods were the best because they enabled the researcher to maximise the trustworthiness of the data. By employing a multi-method approach, it was possible for the researcher to reach generalizable and rich qualitative finding.

In the semi-structured interviews, the researcher prepared and presented questions to selected interviewees in an identical way, employing a strict pre-determined order. Berg (2000) defines an interview, ‘as a conversation with a purpose, the purpose obviously being to gather information from the said respondent. During the in-depth interviews the researcher asked open ended questions and allowed conversations to become free-flowing. This enabled a detailed

discussion of topics that were under investigation. Cues and prompts were only employed to help clarify subject matter where interviewees had shown to have difficulties in answering questions.

This research study employed focus group as a data collection tool. In a way focus groups resemble interviews, but focus group transcripts can be analyzed so as to explore the ways in which the participants interact with each other and influence each other's expressed ideas, which obviously cannot happen with one-to-one interview method (Hancock, Ockleford and Windridge, 2009). The group context of focus groups creates a process that allows participants to present their own views and experiences while at the same time they hear from other people. The focus groups enable one to listen, reflect on what is being said, and in the light of this consider their own standpoint further.

During the discussion, participants are able to respond to others' contributions hence contributing additional information. What makes focus group an important data collecting tool is that participants ask questions of each other, seek clarification, comment on what they have heard and prompt others to reveal more. As the discussion progresses, individual responses become perfect and refined, addressing issues deeply. Focus groups for this research were made up of members of SDCs together with teacher representatives, heads of schools, teachers and

pupils, parents of individual beneficiaries of Higherlife Foundation and Mavambo Trust interventions.

Not all qualitative data collection approaches require direct interaction with people. Hancock, Ockleford and Windridge (2009:18) state, “Observation is a technique that can be used when data cannot be collected through other means, or those collected through observation reflect researchers’ interpretation or perception of social events or physical phenomenon under study. In this study, observations were employed to help the researcher validate the physical evidence of contributions and interventions made by both Higherlife Foundation and Mavambo Trust at specified schools in Goromonzi district. Observation techniques such as reports, pictures and videos will be used to collect data.

This research study used purposive sampling to select the key informants for the study. This sampling method is also called strategic sampling. Purposive sampling of respondents or key informants was based on the researchers’ own judgment. The researcher selected respondents he felt were going to provide rich information to illuminate the research questions. Purposive sampling helps the researcher select information-rich cases from which one can learn more about important issues central to the purpose of research (Patton, 2002). Respondents to this study were handpicked based on the information the researcher expected to find from each of them.

Respondent characteristics such as administrative position, level of education and age were put into consideration before the sampling process.

Given the qualitative nature of the study, collection and data analysis were done concurrently.

The researcher personally transcribed all the interviews and discussions. In order to come up with accurate generalizations, the researcher avoided by any means the coding of data with any preconceived ideas about what he could find. Themes were explored as they emerged naturally from the analysis of raw data. The data analysis process began by a thorough reading of data from the in-depth interviews and focus group discussions notes and observation reports. The second step was a systematic generation of codes that were related to the indicators of quality education that have been described under theoretical framework. Lastly, careful review of each analysis of the data collected through interviews, focus group discussions and observation done to ensure consistency of the coding process.

During all the stages of data collection that included interviewing and discussions in focus groups, the researcher clearly explained the research aims and procedures and for what the results were to be used. By so doing the researcher easily got all his respondents' consent. During the whole research study process, the researcher followed the protocol required to get necessary permission to involve organizations and key informants. The researcher at all times followed acceptable research strategies and techniques to gather data. The researcher at all times,

considered the religious and cultural customs that needed to be respected with regards to communication with respondents and interviewees. Contact information of interviewees does not appear in the collected data so as to protect people's personal identities. Most importantly, all people were interviewed after they had given their consent. Lastly but not least, all the data from the population sample, has been taken good care of and has been applied only for research purposes.

1.9 LITERATURE REVIEW

1.9.1 What is Civil Society, Civil Society Organizations and Non-Governmental Organizations?

Civil society has become an important dimension of society in addition to government and the private sector. The main goal of civil society is to provide machinery through which citizens come together to attain a wide range of distinguished purpose. Generally, civil society is perceived as collective effort by citizens to strive for development, democracy and good governance. The concept of civil society has many dimensions. Venesklasen cited in Ghaus-Pasha (2004:3) elaborates that, "Civil society is a sphere of social interaction between the household (family) and the state which is manifested in the norms of community cooperatives, structures of voluntary association and network of public communication, norms and values of thrust, reciprocity, tolerance and inclusion, which are critical to cooperation and community

problem solving. Structures of association refer to the full range of informal and formal organization through which citizens pursue common interests. The major characteristic of civil society that can be derived from the above definition is that it embraces the general public at large in the fulfillment of community goal. Civil Society Organizations (CSOs) are also conceived as citizens who associate neither for power nor profit, making up the third sector of society whose duty is to compliment government and business, (Halloway, 2001). Many authorities in development studies believe that the role of CSOs is to provide ideas, services and expertise to advance the will of the people, with the ultimate goal of influencing both government and business policies. Robinson and White (1997) cements that civil society is an intermediate associational realm between state and family, populated by organizations which are formed voluntarily by members of society to project or extend their interests and values. Civil society is the political space whereby voluntary associations deliberately seek to shape the rules that govern aspects of social institutions, (John Art Schulte in World Bank, 2010). Civil Society is expected to impact positively on the social dimension of people's lives.

Civil Society Organizations are formed for a number of reasons but the central motivation factor is a belief that the government is failing to meet its mandate in one way or another, (Hutter and O' Mahony, 2004). In the context of the above, the role of civil society is to impose corporate social responsibilities on the state. Civil Society therefore operate to influence government's economic, political and social development policies. To a large extent civil society influence law

policy through advocacy. There are various forms of civil society organizations. Connor (1999) argues that civil society is made up of autonomous associations which develop a dense, diverse and pluralistic network; it constitutes a range of local groups, specialized organizations whose linkages amplify the collective voices of civil society as a partner in governance and the market. The Media, cooperatives academic institutes business associations, Faith-based organizations (FBOs), non-governmental organizations, consumer protection syndicates, environment campaigns, ethnic groups and gender based groups and women movement and gender-based groups are some specific examples of CSOs, (Ghaus-Pasha 2004; WHO 2002; OCED, 2009). What should be noted is that today there is no universally accepted definition of civil society or organizations formed to represent civil society, even within member states and the UN family classification of civil society organizations tend to vary, (WHO, 2002). As such, the term NGOs is used synonymously with CSOs in this search study. In the development field, NGOs range from large international organizations and charities (mostly based in developed countries) to small community based self-help groups in development countries, (Nelson and Wright, 1995, World Bank, 2001). NGOs are therefore part of the third sector (civil society) that aims at providing services that the business and government sectors are unwilling or unable to provide, as well as venues for citizens to come together and be heard on issues that they feel are important.

1.9.2. An Overview of the Role of NGOs

The United Nations Charter, Chapter 10; Economic and Social Council were signed in San Francisco, California on June 26, 1945 and officially recognize the participation of NGOs. According to Davaadorj (2011) NGOs increase social capital by providing people with opportunities to build trust in each other and the capacity to work together toward common goals. Many donors support NGOs because they are the best placed for the task of fostering local community participation for articulating the needs of the weak. More than three quarters of the world's NGOs programmes are implemented in Third World countries. Most of the world's biggest NGOs work in remote areas and poor communities, changing attitudes and practices of local officials, and nurturing the productive capacity of the most vulnerable groups such as the disabled, poor or the landless. In many developing countries NGOs have played the traditional gap-filling role in state-provided public services that include education. NGOs help in the provision of basic education where government lacks the capacity to do so or where they do not take it to be a priority. "NGOs provide a large part of educational services and help to reinforce government effort in achieving Universal Primary Education (UPE) objectives, (Ibembe in Ullenberg, 2009). NGOs have consolidated their role in governance issues in the education sector locally, regionally, nationally and internationally through the provision of formal and non-informal education. Some NGOs are primarily involved in advocacy, putting pressure on

governments to fulfill their commitment to Education for All while some others provide support to improve the quality of government provision through ‘school adoption programmes.’

NGOs have also worked tirelessly to help governments in development countries in Asia, Latin America and Africa meet UNESCO’s Education for All (EFA) and the Millennium Development Goals. NGOs such as Action Aid, Education International, Oxfarm and Save the Children consult regularly with the EFA Fast Tract Initiative and engage in capacity development activities in education, (Ullenberg, 2009). Most of the NGOs are involved directly in education provision, primarily with the aim of providing educational opportunities to those children excluded from government schooling. Research findings by Rose (2009) in India, Bangladesh, Ghana, and Ethiopia have confirmed that the role of NGOs in education provision has moved from being seen as an alternative to being seen as complementary to formal provision. NGOs are involved in a wide range of education services. Some of the commonly listed activities undertaken by NGOs in quality education provision, (Dar, 2014; Literacy Watch Bulletin, 2000; Fielmua and Bandie 2012), include the following;

- i). Provision of funds for infrastructure development (building and furniture).
- ii). Capacity building for teachers
- iii). Provision of learning materials

iv). Establishing libraries.

v). Supply of water and sanitation facilities.

vi). Provision of funds for scholarships and fees for the disadvantaged.

vii). Income generating activities and credit schemes for poor communities.

1.9.3. The Role of NGOs in Africa

Since the fall of colonialism in Africa there has been extensive involvement in development issues of African countries by international NGOs. Non-Governmental Organizations have been increasingly tapped to implement development programs. Growing amounts of development resources have been channeled to and through NGOs in all sectors to alleviate poverty, improve social welfare of vulnerable populations and to develop the civil society. NGOs actively deal with poverty, equality and overall development of people in third world continents. A big number of NGOs today contribute towards provision of health care, education, socio-economic opportunities and democracy and human rights advocacy to billions of people on the African continent. For example NGOs provide over half of Kenya's health care services and more than a million women in that country receive credit from NGOs (Michael, 2002). A lot of work has been undertaken by NGOs to ensure human security of the African population.

Organizations such as CARE, Oxfarm and Save the Children are a few examples of NGOs that have made enormous contribution to human development in Africa in the areas of health,

education and the environment. These NGOs have embarked on critical work to ensure human security of many people in emergency relief situations. For example, International NGOs have carried out emergency relief roles in Mozambique during a succession of cyclones and storms in 2000 (Michael, 2002). NGOs play both the implementation and service delivery role. NGOs therefore are concerned with the mobilization of resources to provide goods and services to people who need them and carrying out activities such as healthcare, microfinance, emergency relief and human rights respectively.

In some rich African countries such as Nigeria, Egypt and South Africa NGOs are contracted by governments and donors to carry out specific tasks in return for payments. Lewis and Kanji (2009) postulate that NGOs in Africa inspire, facilitate and contribute to improved thinking and action to promote change in people's lives. NGOs engage in grassroots organizing gender, empowerment, lobbying and advocacy work, doing research on contemporary problems, and also work to influence government policy. Although development and aid work is dominated by international NGOs there is evidence of local NGOs that have done substantial amount of work to change African people's unfortunate circumstances. For example, the General Assistance and Volunteer Organization (GAVO) in Somaliland founded in 1992 by young men, transformed into an effective force of change. This local NGO began with provision of small scale charitable work but grew to become a lobby group helping to influence government for permanent changes in human rights policy (Green, 2008). Another area of interest that modern NGOs pay attention

to is the achievement of gender equity in service delivery and access to life opportunities and resources. Equality for women is impossible in economic, political and cultural societies that reserve resources, power and control for small groups of people such as men. But neither is development possible without greater equity for, and participation by women (Sen and Crown 1985 cited in Lewis and Kanji, 2009)

One specific area that is regarded as key to development is education. NGOs play a significant role in the development of the education sector in Africa. NGOs activities in education are not only limited to service delivery but also include lobbying and advocating for educational reform and policy dialogue. According to Miller-Grandvaux and Welmond (2002:10) “Recent Education For All (EFA) ...recognized the vital role of NGOs in promoting universal and equitable quality education. Here NGOs are viewed as alternative education providers and policy dialogue partners. The simplest engagement of NGOs in the education sector involves working at the community level to mobilize parents and other non-government actors to improve conditions and accountability at school level.

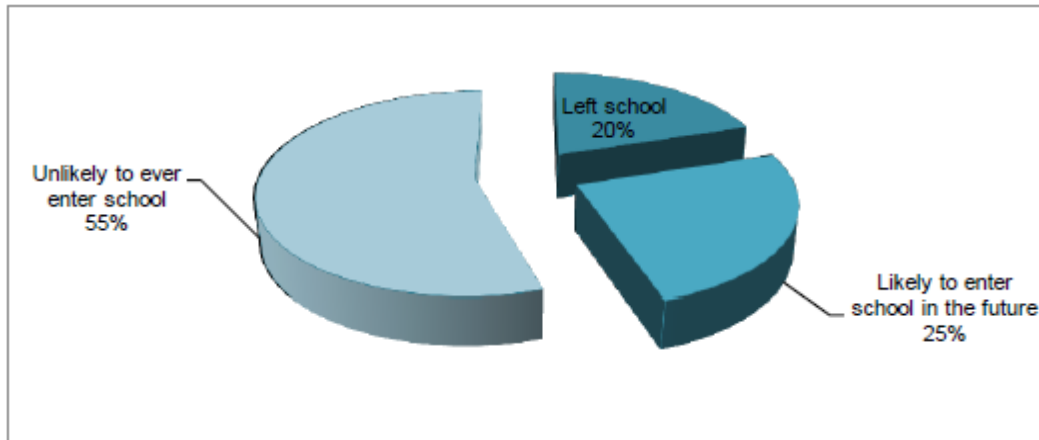
In post-war Rwanda, many NGOs were actively involved in popular education programmes that promoted political and governmental change. NGOs actively engage the Rwandan population in educational programmes that seek to instill a spirit of forgiveness and reconciliation among former enemies. NGOs are widely engaged in formal and informal education programmes with the goal of promoting a critical spirit which would prevent blind participation in conflicts in

future (Kuzwe, 1998). The Rwandan conflict enlightened and brought development work practitioners to the realization that illiteracy and lack of education provide the ideal cultural environment for the propagation of conflict. According to Kuzwe (1998) the role of NGOs in the education sector in post-war Rwanda should be a focus on all levels of education from primary school to university, including training programmes for magistrates. Kuzwe (1998) blames NGOs in Rwanda before and during the conflict for being incapable of establishing educational programmes that inculcated in pupils the value of peace and tolerance. Within the context of this study, the Rwandan situation does not help to explain how NGOs contribute to the provision of quality education. The activities of NGOs in the Rwandan education sector are not well documented. According to Mushanga (2010:2), “There are many NGOs supporting education in Rwanda but most are working in isolation.” It is therefore difficult to trace the achievement being made by NGOs towards the development of quality education.

Another study that focuses on the role of NGOs emphasizes that NGOs should work towards helping African states to attain the MDG- on education. A study by Iyenga et al (2015) notes the increasing figures of out- of- school or dropouts from 29 to 31 million between 2008 and 2010. Figure 1 below illustrates current situation of out of school Children in Sub-Saharan Africa and around the world.

Figure 1: Classification of out-of school children of primary age in sub-Saharan Africa.

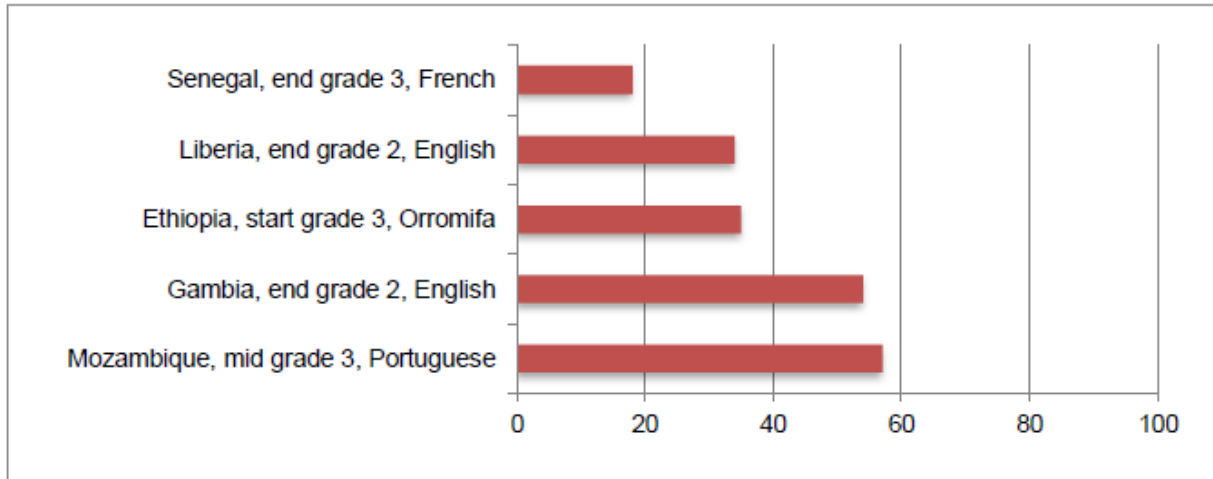
Classification of out-of-school children of primary age in sub-Saharan Africa



Source: Iyenga et al (2015)

Factors such as extreme poverty, cultural barriers, conflict and other emergencies in children's communities contribute towards school drop-outs. With such a big numbers of drop-outs indicated above it clearly indicates that sub-Saharan African governments are far from achieving quality education in their countries. African governments therefore should involve the third sector, that is NGO if the problems stated above are to be eradicated.

Figure 2: Percentage of students in grade 2 or 3 who cannot read a single word of a one paragraph.



Source: Iyenga, R et al (2015)

Iyenga et al (2015) also establishes that in Kenya, Tanzania and Uganda, two out of every ten children have a lower level of literacy and numeracy. Assessments have proved that children are not adequately learning the skills they need to improve their standard of living. The study statistics by Iyenga et al (2015) shown on Figure 2 shown above reflects the poor state of education in most African states. There is no quality education if children’s literacy and numeracy skills are very low. In contrast, Zimbabwe has done very well in this area, boasting a literacy level of above 90% since the 1990s. Interestingly, the study by Iyenga et al (2015) covers a number of aspects that may be applied to measure the quality education in Zimbabwe. These are access to education, drop-outs rates, literacy levels, quality of instruction and Early Childhood Development and Education (ECDE). Research studies have indicated that ECDE in

most African countries such as Kenya, Tanzania and Uganda is lost and neglected because of lack of urgency, sustainable funding and sensitization to its critical importance. ECDE in these countries is too fragmented and uncoordinated with the school system and is not yet regarded as a public sector (Woodhead and Moss, 2007, UNESCO, 2011 cited in Iyenga et al 2015). Iyenga et al (2015) highlights the lack of commitment by governments in the area of education. NGO's in Kenya, Tanzania and Uganda are beginning to seriously consider complementing government's work, even in teacher training. Although the study by Iyenga et al (2015) focuses on East African countries, it highlights some of the issues and factors consistent with the provision of quality education in Zimbabwe. In Kenya there is one common challenge facing educational interventions by NGOs. It has been noted that most NGOs rely on international donors for funds therefore raising sustainability questions on the supported projects (Ulleberg, 2009). Because of financial challenges NGOs do not contribute a lot towards quality education. Ulleberg (2009) asserts that NGOs should use capacity building for sustained support and to work hand in hand with, the government and all other stakeholders in education to help the government meet its commitment towards making basic education a fundamental right.

Non- Governmental Organizations play a very important role in the development process of many developing countries including Ghana. Many studies have confirmed that NGOs involvement in education in Sub- Sahara Africa is significant in supporting literacy, community

schools, healthy education, early childhood care, skills training and other forms of learning, thus assisting people to improve their living conditions.

Fielmua and Bandie (2012:4) hail the work of local NGOs in the provision of both basic and quality education but bemoan the lack of publicity on their work stating that, “Although the activities of the foreign NGOs in Third World have received extensive treatment in the literature, the contributions of indigenous or local NGOs in socio-economic development have gone largely unnoticed.” Like Fielmua and Bandie’s study this research study hopes to highlight the capacity of local NGOs in improving quality education in Zimbabwe. In Ghana, a local NGO called School for Life has enabled the education of children who were out of school, helping raise the school enrolment in Nadohli region from 69% to 83,3% between 1996 and 2003. The study by Fielmua and Bandie (2012) is based on the work of a local NGO called Sustainable Integrated Development Services Center (SIDSEC). This NGO embarked on infrastructure development as part of efforts to improve education in the deprived communities in rural Ghana. The work includes construction of classroom blocks, libraries, teachers’ houses and supply of furniture. In Ghana, SIDSEC has contributed positively towards enrolment and retention levels, drop out rates, gender parity rates, capacity building, establishment of parent-teacher associations, of parent-teacher associations, school feeding programmes, provision of teaching and learning materials and the performance of pupils. Although the study on SIDSEC was carried in North Africa, there are a lot of lessons for local NGOs in Zimbabwe to learn. In conclusion, Fielmua

and Bandie (2012) note that SIDSEC is making significant contribution to the socio –economic scene, and has made strides in increasing enrolment ,retention ,performance through a number of programmes in education .This study on SIDSEC clearly indicates how local NGOs can contribute towards delivery of quality education in Africa. However this study by Fielmua and Bandie (2012) has demonstrated some shortcomings in failing to address issues of gender parity .It does not helps us to explain the role that can be played by NGOs to attain gender parity. Gender parity levels are good indicators of the provision of quality education. In contrast this research focused on determining strategies NGOs use in their educational programmes in order to attain gender parity.

1.9.4. The role of NGOs in Southern Africa.

Southern African countries including Zimbabwe have a few published studies pertaining to the role of NGOs In the provision of quality education. This research study is aiming at closing this knowledge gape. One of the few studies available for the public is by Mwanza (2013) based on the ‘Role of Non- Governmental Organisations in Basic Education Policy Reform in Lusaka Province of Zambia.’ The historical development of the Zambian education sector is to an extend similar to that of the Zimbabwean education sector. However Zambia’s literacy levels of about 60% are lower than Zimbabwe’s current average of 98%.

According to Mwanza (2013) NGOs seek to serve community needs such as education, health, water and sanitation. In Zambia NGOs mostly perform three functions namely service delivery, educational provision and public policy advocacy. In other words, besides offering educational services, NGOs have the capacity to influence education policy process. There are NGOs in Zambia such as the Zambia Open Community Schools (ZOCs) that are providing education especially to orphans and other vulnerable children in community schools. Mwanza (2013) investigates the work of six NGOs working in education in the urban district of Lusaka. The major functions of these organizations include support of vulnerable children in local schools, provision of non-formal education to communities to promote literacy, focus on child of girls, infrastructural development of schools, provision of teaching and learning materials, creation of child friendly schools and working in partnership with parent committees. All the listed areas qualify to be indicators of quality education. Findings by Mwanza (2013) indicated that most NGOs have contributed to the development of quality basic education through their work in schools. More than half of the NGOs under study focused on provision of teaching and learning materials, helping in the construction of classroom blocks and even undertake programmes to supply associated services such as teacher training. Mwanza (2013) also revealed that advocacy is a tool used by NGOs to reach government and influence educational policy formation and implementation. Findings by Mwanza go a long way in informing this research on how NGOs can contribute to quality education. Mwanza (2013) creates some research gaps for this

researcher. The study focused on an urban district while this research looks at a rural district of Goromonzi. Because of its easy of access, the Lusaka district was over-subscribed by NGOs. Goromonzi district in Zimbabwe is not as luck. The relationship between Zambian NGOs and the government were very positive. In Zimbabwe, this may not be the case since the government has put stringent regulations in the operation of NGOs. (Global Trends in NGO Law, 2010). In Zimbabwe, there are too many protocols for NGOs to comply with before they provide a service, as a result meeting needs of clients is delayed.

1.9.5 The Role of NGOs in Zimbabwe

Since the attainment of independence in Zimbabwe, NGOs have assisted the government in social delivery. NGOs involvement has been mainly on health, education and improvement of livelihoods for rural people through income generating projects. NGOs have become involved in a fluctuating combination of drought relief and development work, notably in the communal and resettlement areas, (Helliker in Murisa, 2010). NGOs such as ORAP were prominent in poverty eradication projects around the country. The UN through its donor agencies such as WHO, UNESCO and UNICEF have directly or indirectly been engaged in development work in Zimbabwe. The economic challenges experienced in Zimbabwe in the late 90s brought a heightened local and international NGO activity in the areas of food and nutrition, poverty alleviation, livelihoods, water and sanitation in both rural and urban areas. NGOs such as Plan

International, Care, Christian Care and Concern to mention just a few, have become household names in development work.

Recently, the European Union through UNICEF established the Education Transition Fund (ETF), a \$50 million multi-donor programme, where resources are pooled with the singular purpose of improving the quality of Zimbabwe's education through the provision of learning materials, text books, supplies and technical assistance to the Ministry of Education, Sport and Culture (FSMI,2011:Shoko, 2010). The contribution by UNICEF's ETF has helped bring Zimbabwe's school textbook ratio from 15:1 to 1:1 in all primary schools. This has directly worked towards the attainment of quality education in the country. The education Transition Fund also broadened the scope of its programmes to include delivery of Early Childhood Development Kits to improve the teaching of infants in Zimbabwean schools. The ETF strengthened the Ministry of Primary and Secondary Education vision of providing quality Early Childhood Development Education by training of teaching assistance for infant classes. According to Europe Aid (2013) ETF in January 2013 launched an ambitious grants scheme to help financially-constrained schools manage and fund their own resources better to enable them to abolish unaffordable levies on parents. The above is one example of NGO related programmes in the education sector in Zimbabwe that directly contribute towards quality education. It has been mentioned earlier that although there may be other NGOs directly involved in the education sector, few studies on them have been carried or published. This study hopes to close that

knowledge gap by bringing to the public's attention the role of local NGOs in the provision of quality education in Zimbabwe. The ETF example cited above focuses on the work of donors such as European Union and UNICEF. Whereas this focused on two local NGOs namely Higherlife Foundation and Mavambo Trust.

IN Zimbabwe direct and indirect costs of primary and secondary education pose as major hurdles to access to basic education by many children. Also, an increased cost of education directly contribute to very low primary and secondary school completion rates. The Zimbabwe National Strategic Plan (2005-2010:20 asserts that, "since 2001, there has been a steady decline in the rates of children completing school.' Because of the deteriorating economic conditions the country is facing today, rates of completion for primary and secondary school are expected to be in their lowest levels. One of the best strategy at the disposal of the government that it has successfully employed although with a lot of reservations to ameliorate challenges faced by the education sector, especially with the goal to improve the quality of education is engagement and partnership with NGOs. Recently, Plan International has helped improve the provision of the quality of education in Masvingo Province in a number of ways including, construction and reconstruction of classroom blocks affected by storms at various schools. Figure 3 below illustrates the disastrous effects of hailstorms on classroom blocks at Gwamatenga Primary school of Mwenezi District in Masvingo and St Mathias Primary school of Mutasa District in Manicaland.

Figure3: Gwamatenga Pr School, Mwenezi



St Mathias Tsonzo, Mutasa, Manicaland



Source: Ministry of Primary and Secondary Education, 14 August 2014.

In response to the effects of persistent violent hailstorms in the region, Plan helped set up Disaster Response and Risk Management (DRRM) mechanisms in a total of 36 schools in Masvingo and Manicaland provinces in 2014. This project included provision of stationery and ECD furniture for all the schools affected by hailstorm emergencies. Plan International also set up Mulali primary and secondary schools at the Chingwizi transit camp to accommodate more than 2744, children whose families were affected and forced by flooding to relocate from TokweMukosi area, (Ministry of Primary and Secondary Education, 2014). Plan International has also been actively involved in many other districts around Zimbabwe, assisting the government in programmes that include provision of learning materials, infrastructure and food relief to schools. At the moment Plan is working with the Ministry of Primary and Secondary Education to establish 'friendly schools.' All these interventions by Plan International have gone

a long way in improving the quality of education. Despite a wide involvement of NGOs in the education sector very little has been done by scholars to publish studies focusing on the role of NGOs in improving the quality of education in Zimbabwe. This researcher hopes to close this research gap by making this study a public academic document that informs on the role of local NGOs in the provision of quality education.

1.9.6 An overview of Higherlife Foundation.

Higherlife Foundation was found in 1996 by Mr. and Mrs Masiyiwa under the name Capernaum Trust. The organization was formed to support disadvantaged and orphaned children by providing scholarship support. It also provides additional educational support materials such as learning Hubs, Solar lanterns, life skills, food and nutrition support, career guidance and medical support to the beneficiaries.

The organization's vision is to provide a platform for the orphans to fulfill their God given purpose .Higher life Foundation hopes to transform disadvantaged and orphaned children into History Makers around the country through education and training .To date Higherlife Foundation has supported over 75 000 History Makers through various educational intervention that include scholarships from primary through to tertiary ,spiritual ,social and life skills training, food packs and medical support.

The scholarship program is a comprehensive intervention that covers tuition, levies, school uniforms examination fees, text books, stationery and other support materials the orphans may need such as food stuffs and bus fares. The Foundation works with more than 2 568 primary and secondary schools and all the universities throughout the country. Hardworking History Makers will have the opportunity to study in prestigious colleges and universities across the world.

In addition to scholarship and provision of education materials, the Foundation has established Resource Centers and Libraries including in rural areas. These facilities go a long way in enabling school children access leaning materials through internet .The Foundation also provides welfare support to orphans and disadvantaged children. More than 3% of the country's orphans are beneficiaries of the Foundation. Once a child becomes a member of Higherlife, they continue to get support and assistance until they complete university. The History Makers receive psychosocial support .Vulnerable children are prone to a variety of abuses .Psychosocial support will enable victims of abuse, regain self-esteem and confidence According to Higherlife Foundation, the aim of psychosocial support is to ensure that every History Maker who finds themselves over whelmed by a particular difficulty in life is given sound, professional, and biblical Holy Spirit inspired counsel.

The Foundation provides orphaned children with nutritional packs so as to ensure they are always healthy and ready to learn. In addition to food, the Girl child benefits from sanitary ware also. Higherlife Foundation provides medical care for all the History Makers. Even those who require special and critical medical treatment get full support and assistance. The foundation provides for leadership development to its beneficiaries. History Makers, with special talents are supported in various ways. Most importantly they are enrolled for professional courses as a way of developing their unique talents.

The foundation programmes implemented with the assistance of schools. According to the Program Manager at the Foundation they have produced many professionals and entrepreneurs. Many of these professionals have joined Higherlife Foundation and some are part of their networking family.

1.9.7 An Overview of Mavambo Trust.

Sister Kathleen Barbee of the Mary knoll sisterhood and Redemptorist Brother Benjamin T. Posvo founded Mavambo in 2002. Mavambo was formed with the aim of meeting the profound needs of Zimbabwean children living in poverty. Mavambo means ‘Genesis’.

Mavambo Trust programmes assist orphans and vulnerable children (OVCs) who live in Mabvuku, Tafara and Goromonzi districts of Zimbabwe.

Mavambo's programs begin with identifying orphans and children who live in difficult circumstances. These children receive food and medical assistance from the Trust. Mavambo Trust ensures that orphans and vulnerable children without birth certificates get them. Then the organization facilitates and make sure the children get admitted in formal schools. With the help of schools in different communities in Mabvuku, Tafara and Goromonzi Districts Mavambo identifies drop-outs and off the school children drop-outs. These get academic instruction at its learning centers until they are ready to join the formal school. Children from child headed families receive palliative care training. The Trust also works with child-led support groups for children living with HIV/AIDS.

Mavambo Trust pays for school fees ad levies for many OVCS. It has also assisted many school in the mentioned Districts through provision of desks, leaning materials as well as helping other schools acquire school buses. More learning centers have been opened including in rural areas. To enable self-rehance, Mavambo Trust is supporting single parents and guardians of OVCs to start self-help projects, such as the popular Savings Clubs, known in the local language as 'Mukando.' Selected Schools also receive initial capital to start projects whose proceeds will be used to sponsor various school projects and to pay for additional OVCs' fees and levies.

CHAPTER ONE

Historical Overview of the Quality of Education in Zimbabwe.

2.0 Introduction

This chapter is looking at the historical overview of the quality of education in respect to the political, social and economic development of Zimbabwe. The topic is an attempt to illustrate how different social, economic and political perspectives of the government influenced the development and quality of the education in the country. Soon after independence the government adopted educational policies and embarked on reforms that were aimed at aligning the education sector to socialism and majority rule ideologies. This chapter will look at different epochs in the history of the country. Mainly, it will cover three periods namely 1980 to 1990, 1990 to 2000 and 2000 to date. Political, social and economic situations to be discussed include attainment of independence, ESAP, land reform and the political crisis. The final part looks at the different reforms and policies adopted by the government to ensure that Zimbabwe attains both the EFA and MDG goals on education.

2.1 The State of Education and Education Reforms: 1980- 1990

At the attainment of independence in 1980, the government in Zimbabwe complied with the EFA's universal primary education goal and declared education as a basic human right, (UNESCO, 2008). There were a lot of imbalances to be leveled hence education was made accessible to everyone including both the old and young. Government policy enabled education for all Zimbabweans regardless of people's age, sex, creed and race. At independence the government had inherited an education system that was based on policies which were discriminatory in nature and which marginalized and disadvantaged the majority black population. Earlier on the government had made the education of whites, Indians and colored's a priority while education for the blacks was a privilege. Bottlenecks in the system meant very low participation rates for the blacks at both primary and secondary education level. Transition rates from primary to secondary education was 12 ½%, 37 ½ % from primary to vocational institutions and the remaining 50% was the wastage rate (National Action Plan of Zimbabwe, 2005).

At the time of transition to democracy by the socialist government, important reforms to the governance, administration and funding of the education sector were immediately necessary. In 1980, education policies in the country were a result of deliberate effort by the Government to address the gross inequalities and imbalances which existed. The words of the minister of

education, DrMutumbuka in 1981 reaffirm this position when he said, “ Education must move towards a unitary system of education which must provide equal education opportunities for all Zimbabweans irrespective of race and irrespective of whether they live in urban or in the rural areas” (Colclough et al 1990). The Ministry of education, Sport and Culture put up grand measures to translate the philosophy of basic education for all into reality. Government of Zimbabwe (2005) asserts that “The Government acknowledged that education was the key to socio-economic and political transformation. It is also acknowledged that education was a basic human right, which played a pivotal role in combating ignorance, disease and poverty. “In other words there was realization of the critical role of education in social and economic development. The main driving principle of the socialist government during the first decade of independence was “Growth with Equity” which targeted redressing the inherited inequalities and imbalances in access to basic needs such as education and health facilities and services (ZNC for UNESCO 2001). The Government’s unified Ministry of Education, Sport and Culture embarked on strategies that were aimed to transform the education sector in both quantity and quality (Colcough et al 1990 p37). The policy in the provision of free primary school education, saw the increase in primary schools from 2 401 with a total enrolment of 81 958 pupils in 1979 to 4 504 schools with a total enrolment of 2 274 178 pupils in 1987. At secondary school level, there were 177 schools in 1979 with student enrolment of 66 215, and these increased to 1 502 schools with

an enrolment of 695 882 students by 1987 (Nziramasanga Commission Report, 1999). These figures are illustrated below in Figures 4 and 5, and Tables 1 and 2.

Figure 4: Expansion of Primary schools 1980-2000

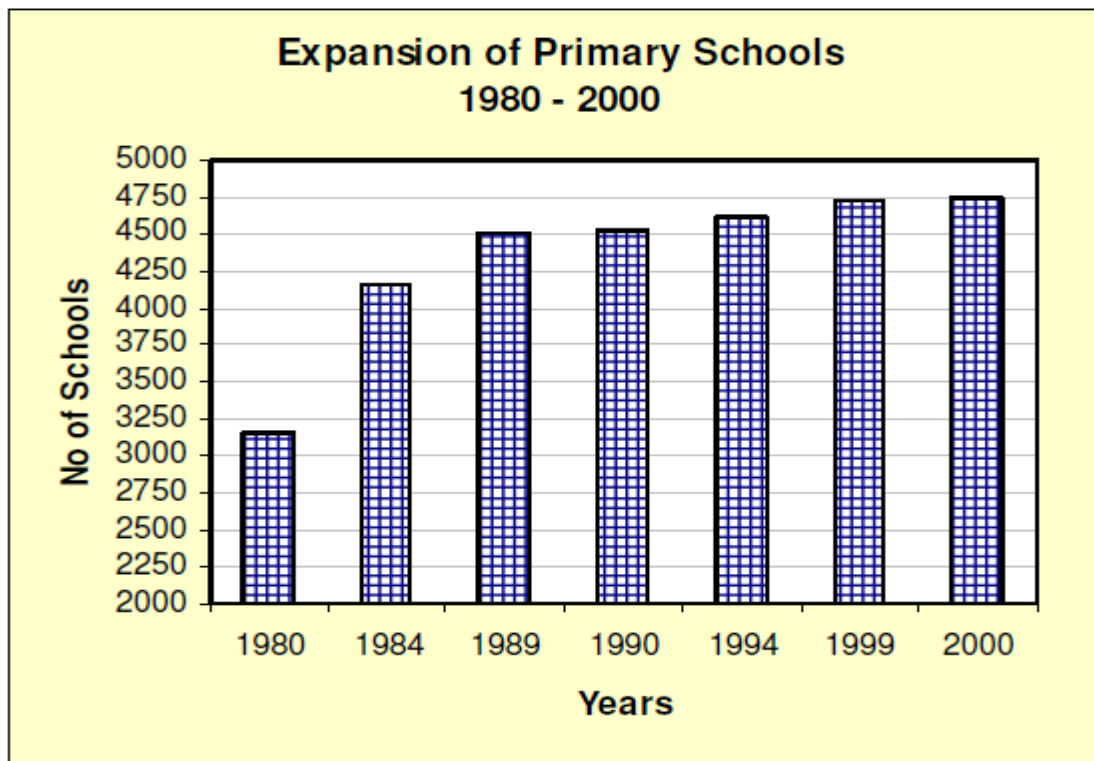


Table 1: Evolution of Enrolments: Primary Education

| | 1980 | 1984 | 1989 | 1990 | 1994 | 1999 | 2000 |
|----------------|------|------|------|------|------|------|------|
| Schools | 3161 | 4161 | 4504 | 4530 | 4611 | 4723 | 4741 |

Figure 5: Evolution of Enrolments: Primary Education

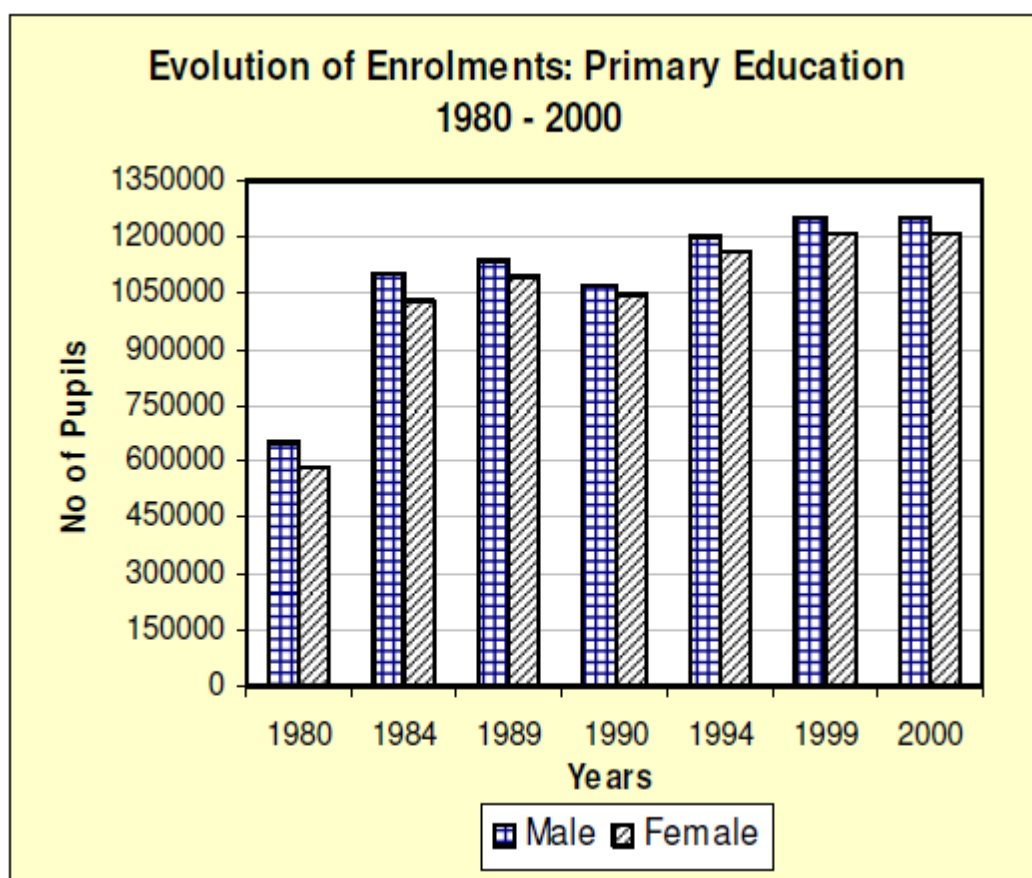


Table 2: Evolution of Primary Education:Enrolments

| | 1980 | 1984 | 1989 | 1990 | 1994 | 1999 | 2000 |
|--------|---------|---------|---------|---------|---------|---------|---------|
| Male | 647761 | 1101899 | 1131986 | 1073452 | 1202569 | 1251533 | 1251921 |
| Female | 588233 | 1030405 | 1091185 | 1046429 | 1163651 | 1208790 | 1208748 |
| TOTAL | 1235994 | 2132304 | 2223171 | 2119881 | 2366220 | 2460323 | 2460669 |

Source: Ministry of Education, Sport and Culture, (2005)

These increases reflect great strides being made in education since attainment of independence.

By 1999, there were more than three times the number of primary school pupils and twelve times as many in secondary schools. There were also 13 technical and vocations training institutions.

This expansion represented the quantitative aspect of the growth of the education sector.

The Ministry of Education, Sport and Culture also put different policies that focused on the improvement of the quality of education. Curriculum reform represented a strong break from previous arrangements that cultivated a master-servant relationship between whites and blacks respectively to advanced critical thinking and problem solving. The Education Act, as Amended in 1991 spells out precisely some of the legal basis of the reforms that were sought to transform the education sector to world standards. To enhance the quality of education the Government through the Ministry of Higher and Tertiary Education increased the number of teacher's training institutions, introduced ZINTEC programme, and in-service training programmes. These programmes saw an increase in the number of qualified teachers to match the growing

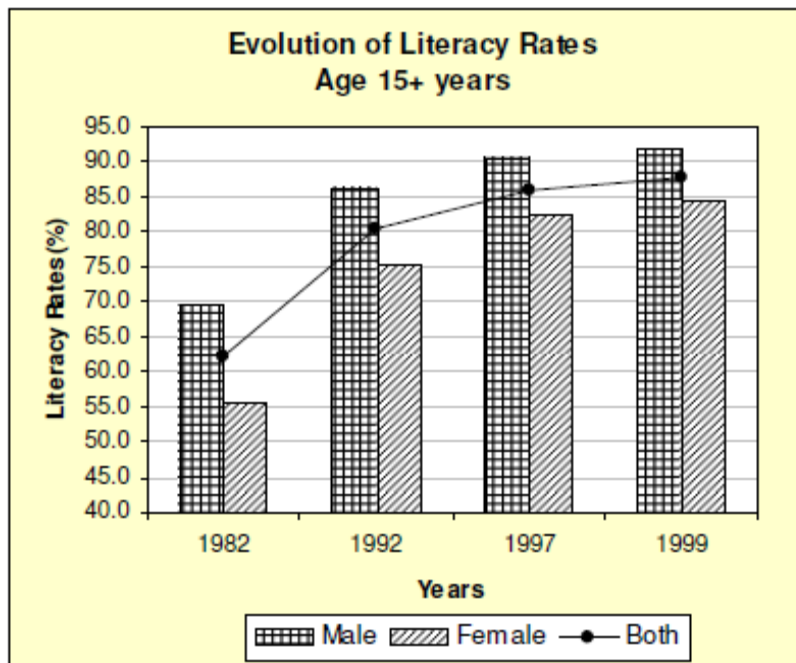
population of pupils. Some curriculum reforms targeted the teaching of local and foreign languages. According to UNESCO (2008:2), “To enable the nation to be an effective member of the global village, the Ministry has embarked on promoting and strengthening the teaching of Science and Technology... Computer Education and entrepreneurial skill.”

The education Act of 1987 reaffirmed the Government’s position on the value it attached to education for social, economic and political development. Shizha and Kariwo (2011) state that education policies at independence were aimed at widening access as well as filling the skills gap caused by the exodus of whites. The Transitional Development Plan (1983) emphasized that government policies in education focused on both quantity and quality. Education was viewed as investment in human capacity, which sustains and accelerates the rate of economic and socio-economic development (Shizha and Kariano, 2011). The dramatic increase of enrolment at primary and secondary schools resulted in government investing heavily in the education sector. University, polytechnic and vocational college enrolments increased by 300%. The expansion of the education sector constrained Government budget due to increased expenditure through construction of classrooms, training and salaries for teachers as well as provision of learning materials. Faced with these challenges, the government back tracked on its policy of free primary education and allowed for the introduction of levies and special fees. Special grants for tertiary education students were also withdrawn. According to FMSI (2011) Zimbabwe’s policy of

education for all progressed well until the introduction of tuition fees which led to a general decrease of school enrolment for both boys and girls.

All the above given information indicate that period from 1980 to 1990 was characterized by huge expansion of the education sector. During this period Zimbabwe made great strides in increasing access to both primary and secondary education. By the end of the 1990s Zimbabwe's literacy rate had improved remarkably to over 80% for both males and females. Figure 6 illustrates the above given position.

Figure 6: Evolution of Literacy Rates.



Source: Ministry of Education and Culture (2005)

The government kept to its promise of providing free primary education. Policies promoting inclusive and equitable education were put in place. As a result, more institutions such as ZIMCARE were opened to facilitate the education of the disabled. The number of girls and women in schools and tertiary institutions increased. More importantly various Education Act amendments encouraged full and equal participation between males and females in Mathematics and Science disciplines. NGO's participation was limited to those that offered funding especially in reconstruction of schools and uplifting the living standards of rural school teachers. During the period 1980-1990 NGOs involvement was limited to funding and technical support partners such as, UNESCO, UNICEF, SIDA and CIDA. Provision of education during this era remained the prerogative duty of government. By the end of the 1980s, the education sector began to suffer from underfunding, Gross admission rates shot beyond 100% and led to over enrolment. Economic and political challenges of the time meant that the Government had to develop new strategies that would ensure the attainment of quality education.

2.2 The Impact of ESAP on the State of Education: 1990-2000

By the early 1990s the government of Zimbabwe had made commendable gains in education. However, the rapid growth of the sector created new challenges. Shizha and Kariwo (2011:7) postulate that, "the government found itself faced with a huge budget for the provision of books, construction of buildings and fro the training and salaries of teachers. It had to back-track and

allow for the implementation of school levies, which is another form of tuition fees.” The transition education sector had failed to make a smooth transition from tackling the quality expansion into qualitative improvements. The Williams Commission:1989 cited in Nziramasanga Commission (1999) established that rapid expansion of the education sector had sacrificed its quality. Following the recommendations by World Bank, and in attempt to get economic funding, in 1990 the government of Zimbabwe fell for the Economic Structural Adjustment Programmes (ESAP). ESAP pressured the government to apply the elitist theory where policy were just made at the top and passed on to the passive masses. This resulted in adverse effects; the poor people were driven to extreme poverty where they could not afford the basic services. Only the elite could afford quality education and health services. Poor working conditions and remuneration led to a serious brain drain, (Matunhu and Mago 2013). This imposed foreign policy resulted in an unexpected economic decline, witnessed by growing poverty and inequality. According to Shizha and Kariwo the period 1996-2003 was characterized by accelerated deterioration in the socio-economic situation and increase in poverty. A poor GDP growth meant the government was unable to provide for social services such as health and education. Socio-economic challenges such as unemployment had negative consequences on education. As a result positive gains that had been made in enrolment were gradually lost. The country experienced declining rates of completion, many children especially from poor backgrounds dropped out of school. FMSI (2011) establishes that as a result of ESAP school

enrolment decreased for both boys and girls, the decrease was more marked among girls at primary level. The heavy dependence by the government upon individuals, families and communities for the provision of facilities, equipment and materials, through fees and voluntary contributions led to a highly differentiated structure of rural areas and high schooling. As a result schools in disadvantaged areas such as rural areas and High density suburbs were operating under poorly resourced circumstances and could not provide a worthwhile service.

By 1998, the government abandoned ESAP and replaced it with a “home-grown” economic reform policy known as the Zimbabwe Programme for Economic and Social Transformation (ZIMPREST), (ADEA, 2012). However this did very little to ameliorate the challenges faced by the education sector. However, there were some major improvements and gains made within the broader education sector. According to the Zimbabwe National Commission for UNESCO (2001) the major reforms and innovations introduced in the education system such as the Amended Education Act of 1991, the manpower Development Act of 1994, and The National Council for Higher Education Act 1990 helped to realign Zimbabwe’s education goals towards EFA and the achievement of the Millennium Development Goal on Education. Overall, Zimbabwe achieved education for all and the literacy level improved significantly. During this period the education sector achieved equity as was witnessed by equal gender participation ratios and parity indices and the growth of the tertiary education sector.

Following the recommendations of the Williams Commission:1989 the government established a science and technology biased university called the National University of science and Technology. (Shizha and Kariwo), 2011. Of the tertiary education sector UNESCO (2001) also acknowledged that an important achievement is the reduction of unqualified teachers in the education system from 37 572 in 1990 to 3 954 in December 2000.Stiftung (2011) observed that by mid- 1990s, Zimbabwe had almost achieved primary education for all its citizens and was on track to become one of the first African countries to achieve the Millennium Development Goal. However, the turn of the new millennium ushered a new socio-economic and political era. The economic and political environment derailed much of the gains the country had made in the development of the education sector. The Nziramasanga Commission established that all the challenges stated above called for the involvement of the third sector in the provision of basic social services including education, health and poverty alleviation. The end of the 1990s ushered a new era of calling for the engagement NGOs that in the provision of education services. NGO's that include save the children, World Vision, Care, CAMFED, Save Norway to mentioned just a few became household names.

2.3 Land Reform and the Political Crisis-Impact on the Education Sector: 2000-2015

Beginning with the crash of the Zimbabwe dollar in November 1997, the state of the economy has been characterized as an economy in crisis (Masuko, 2003). There are many factors that have been identified as contributing to the current economic crisis that include awarding of huge demobilization pay-outs to war veterans of liberation war. Most importantly, the invasion of white owned large scale commercial farms in 2000 had a negative impact on the state of political and social-economic environment. Land invasions had direct repercussions on the economy because Zimbabwe' economy had been agro-based. The situation was further complicated by the withdrawal of the World Bank and International Monetary Fund financial support. More so floods and droughts experienced in the country during the 2000- 2002 period aggravated these problems. ADEA (2012) says that the deep economic recession witnessed between 2000 and 2008 coupled with the hyper inflationary environment during the same period adversely affected the quality of education at all levels. National pass rates have declined significantly since 2006. Poor examination results suggest that the combined shortage of infrastructure, high pupil ratios, and lack of teaching and learning materials have had an adverse effect on the quality of learning. Textbook supplies, which had been largely financed by parents from levies and their own household income, have dropped to a record low.

UNICEF estimates that there are 15 children for each textbook in the core subjects in primary schools, while a recent survey showed that at least 12 per cent of secondary schools had no maths textbooks at all in 2009. Under this economic crisis which was witnessed by a very low GPP, high hyperinflation and an unemployment level of more 80%, the sustainability of government support to the social service sectors, education included became questionable (Masuke, 2011) therefore, the capacity of government to deliver quality education to all Zimbabweans was seriously compromised, following the withdrawal of government funding for schools, and the faltering economy deprived parents of the means to educate their children (Coltart, 2011, Stiftung, 2011). Despite the above stated challenges, the government of Zimbabwe made some commendable major reforms and innovations of the education systems at the beginning of the twenty-first century. By then the Education Ministry had been divided into two main ministries namely the Ministry of Education, Sports and Culture, for primary and secondary schools and the Ministry of Higher and Tertiary Education for such as institutions polytechnic colleges, vocational colleges and Universities. The Ministry of Education, Sport and Culture and Higher and Tertiary Education Report: 2004 emphasized the government's concern with gender equality, social inclusion, competencies for life and the key role of teachers and education for sustainable development.

2.3.1 Early Childhood Education and Care

Following recommendations made by the Presidential ECDE Commission of inquiry into education and training (1999), the government instituted Early Childhood Education and Care (ECDE). This programme meant that primary education had been extended to 9 years. To ensure provision of quality ECDE, the government also introduced a Diploma in Early Childhood Development in primary school teacher's training colleges.

2.3.2 Levies and Fees

The economic crisis had a significant impact on the education system which is only in the early stages of a fragile recovery. The burden of financing schools has fallen on parents which has created considerable inequities across schools based on the schools' ability to collect levies – and high rates of poverty leaves poor and rural children at a particular disadvantage, evident by declining primary participation rates. Most school authorities took advantage of the amended education Act that approved the charging of school fees and levies, and hiked fees beyond the affordability of certain categories of parents. These parents failed from continuing to send their children to school. High cost of schooling is the major reason for high drop-out rates in both primary and secondary schools in Zimbabwe. Upon realization that expensive fees and levies were resulting in many drop outs the government made a turn-around on this policy and put in new regulations to control the rampant hiking of fees and levies. Parents and other stakeholders

welcomed this decision that protected children from disadvantaged backgrounds. Now parents can pay fees and levies in instalments. Mrs. Rice, a teacher in Goromonzi district cited in a report by the Education Transition Fund II (2013) had this to say about unaffordable school fees and levies charged on parents, “In the past we often had to turn children away because parents couldn’t pay the school fees. Turnout is much better now that they can pay the fees in instalments.”

2.3.3. Education and Gender Equality

Zimbabwe has done very well in achieving parity in terms of girls and boys at basic education level. In the year 2000, 49, 2% of primary school enrolments were girls (EFA 2000, cited in the Ministries of Education, Sport and Culture and Higher and Tertiary Education (2004). The government took a pro-active role towards gender issues. Through the National Gender Policy, the government amended relevant education and legal instruments to promote gender equality and equity. Gender issues were incorporated in all circulars at all levels of education. Most importantly, a policy framework was put to enable girls who fell pregnant to continue with their education.

2.3.4 Education and Social Inclusion

The government has put up structures composed of community stakeholders and school heads. Such communities identify socially excluded children and their needs are forwarded to the department of social welfare which then deposits the funds for each of the beneficiaries into the school account. This programme is called, the Basic Education Assistance Module (BEAM) and it is one of the largest interventions and aims to reduce the number of orphans and vulnerable children (OVC) dropping out of school by covering their tuition fees and other levies (Zimbabwe – UN, 2012). Table 3 shown below indicate the national allocation of BEAM funds in 2009. BEAM became one of the key policy and strategy introduced in response the economic crisis that had forced many parents to withdraw their children from school because they could not afford to pay fees. The Ministry of Education, Sports, Arts and Culture also implemented the School Feeding Programme and a second chance Education Programme targeted at children who dropped out of school .During this period the ministry of Education, Sports and Culture put more emphasis on early identification of learners with disabilities. Access to education by children with disabilities has therefore subsequently increased from 248 in 1980 to 22118 in 2007.

Table 3: Basic Education Assistance Module (BEAM) Update 2009

| Summary Data | Amount/No. |
|---|----------------|
| Initial Allocation | \$5,000 000.00 |
| Administrative Budget | \$100,000 |
| Amount Released to Schools | \$4,564,827 |
| Cost per Child | \$8.93 |
| Average allocation per school | \$924.72 |
| Average number of children supported per school | 104 |
| Number of Targeted Schools | 5, 407 |
| Schools Benefited (submitted applications) | 5, 055 |
| Number of Beneficiaries Targeted | 560, 000 |

Source: ADEA (2012)

2.3.5 Support for Teaching Staff

The economic difficulties in Zimbabwe constrained government to the extent that it failed to remunerate civil servants including teachers .As a result of low pay, there has been an exodus of teachers from Zimbabwe to neighboring countries since the early 2000s. Teachers have migrated to neighboring countries such as Botswana and South Africa in search of high wages and better working conditions .Another challenge that faced government at the peak of crisis in 2008 was that teachers colleges operated below optimum capacities because very few people wanted to join the low paying service (PSMI, 2011) In addition to low pay, security was another challenge that was faced by rural school teachers. Pswarayi and Reeler (2012) observe that education has

been both politicized and militarized by ZANU PF through the setting up of militia bases in schools attacking teachers, and exposing pupils to violence. Attacks on teachers are rampant during build up to elections, as was the case during the 2008 elections. The impacts of the attacks have serious and long-term consequences on the quality of education and the dignity of teachers. According to PSMI (2011) schools that had experienced high levels of violence in 2008, have continuously failed to attract qualified teachers.

The Ministry of Education has embarked on different programmes to help improve the teachers' conditions of service. The government allowed SDCs to pay teachers 30 percent of the levies as incentives. UNESCO (2008:8) states that, "The Ministry continues to put in place many proposals to boost the morale of teachers and lobby the PSC for better conditions of service." The government consequently increased housing and transport allowances for teachers in 2006.

2.3.6 Access to Education and Gender Parity.

The Ministry of Education Sports and Culture and Higher and Tertiary Education Report (2004:5) indicates that in terms of access to both primary and secondary ,Zimbabwe has made great strides .At primary level, the gross enrolment ratio stands at slightly over 100% while the net enrolment ratio stands at 94% .The secondary level has a net enrolment ratio of 45%. However, the same report noted that while there has been an appreciable improvement in access,

the country faced a major challenge in the area of quality and the relevance of the education system

The UNESCO National Report on the Status of Education (2008) also acknowledges that the education sector is facing challenges, although there were clear indications that the enrolment rates had increased from 1980 to 2008 by about 155.74% while for secondary schools it had increased by 155.74% during the same period. The number of boys and girls enrolled at primary schools was 50-50, while girls constitute about 48% of the secondary school population. These figures indicated Zimbabwe had achieved gender parity (EFA National Action Plan, 2002, The Ministry of Education, Sport and Culture and Higher and Tertiary Education, 2004).

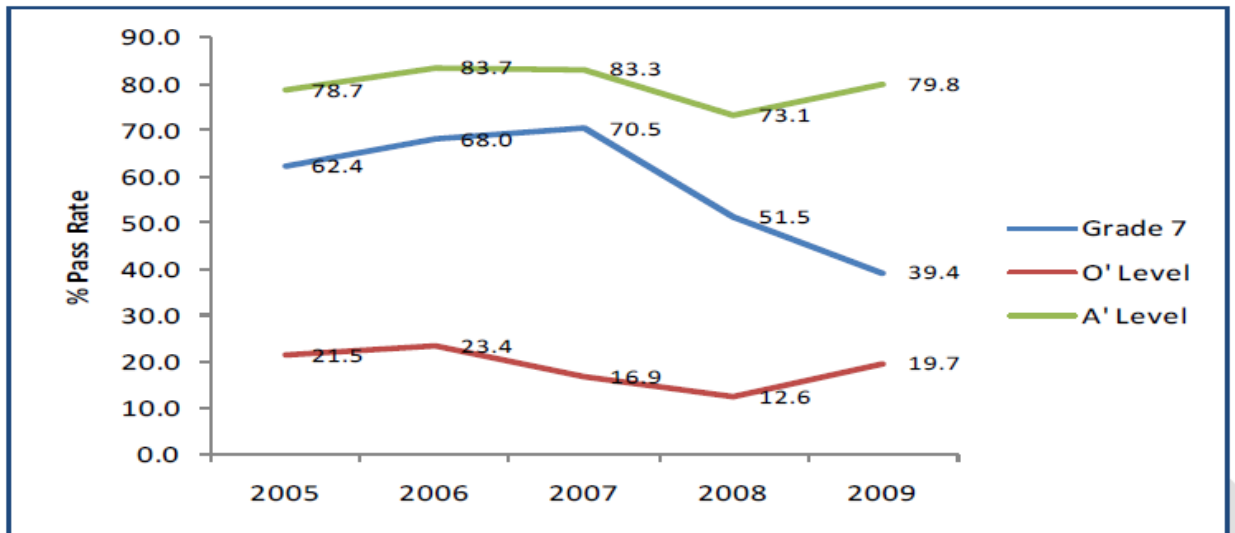
Despite the above stated positive trends in enrolment, declining rates of completion have been witnessed in both primary and secondary schools. According to the Zimbabwe National Strategic Plan (2005- 2010) Zimbabwe has a primary level completion rate of 68% in 2004 and a secondary level completion rate of 70% .These figures indicated a declining rate from high rates of above 80% in 1995.

2.3.7 Academic Pass-rates for ZIMSEC National Examinations.

Information available indicated a general decline of the pass rates in the early 2000s. According to the Zimbabwe National Strategic Plan (2005-2000) using the grade 7 pass rate as one of the indicators of quality ,it is evident from the 2004 data that the education system is facing

efficiency –related challenges as only 39% passed the exam. Pass rates for Primary and secondary schools declined terribly. Figure 7 below illustrates the trend of the grade seven, O. Level and A. Level pass rates from 2006 to 2009. During this period the grade seven pass rates were the worst.

Figure 7: Primary and Secondary School Pass Rates (2006-2009)



Source: ADEA (2012)

CHAPTER TWO

3.0 Introduction

This chapter looks at the research findings. The chapter discusses the interview, focus group discussions and observation findings regarding the contribution being made by Higherlife Foundation and Mavambo Trust. Excepts from some the research participants' responses to the various interview questions are cited to highlight the findings.

3.1 Higherlife Foundation's Contribution to the Quality of Education in Goromonzi District.

This section is a discussion on the findings about the contribution being made by Higherlife Foundation to the quality of education in Goromonzi District. Higherlife Foundation programmes are aimed at contributing directly at improving the quality of education in Goromonzi District. This has been indicated by the organization's Education Manager who alludes that;

Higherlife Foundation's projects in Goromonzi District are hoped to provide access to quality education from primary, secondary and tertiary levels. These programmes are conducted through scholarship management, computer centres, wellness and support and special projects such as solar lanterns, textbooks and uniforms.

Most of the officials interviewed at Higherlife Foundation seemed to have similar views on what constitute quality education. For instance one programmes manager said;

At Higherlife Foundation quality education is viewed as the provisions given to children that promote the teaching and learning of children.The attributes of quality education may include healthy environments for children to learn, availability of fees and levies to ensure children's maximum attendance, access to computer technology.

During an interview, the Basic Education Manager at Higherlife Foundation also alluded that;
Our long term vision towards the attainment of quality education is realized through the production of a group of students who are able to give to their communities. Children who have access to quality education as a basic human right.

3.1.1 Scholarship Programme

The study established that a total of 16 primary and 20 secondary schools in Goromonzi District were beneficiaries of the Higherlife Foundation scholarship programme. In contrast to Mavambo Trust, Higherlife foundation assists more children. Higherlife had more than 270 beneficiaries under the scholarship programme. The deputy head at Thorncroft Primary School confirmed that out of a total of 300 orphans at her school, Higherlife Foundation assists about 28 children by paying for their full school fees. She had this to say;

Higherlife pays for about 28 children's school fees which is \$3 a term including levy.

Higher life pays 100%, while Mavambo pays 75% of the fees. However Higherlife are

strict they assist orphans only. Before they pay the fees they want to see children's progress reports every term.

Teachers and heads interviewed stated that Higherlife Foundation only assist orphans. Their beneficiary qualifying criteria is a very strict. The heads acknowledged that sometimes the programme officers come and ask to see the beneficiaries of their project face to face. Most heads of schools alluded to the fact that Higherlife Foundation does not help any orphan unless the application form is accompanied with the parents' death certificates or an affidavit from a trusted source such as a head of school, local leadership and hospital administrator confirming the death of a parent.

3.1.2 The Welfare Support

All the scholarship beneficiaries are called History Markers. All the Teachers, SDCs and heads who interviewed recognized that Higherlife Foundation provides nutritional food packs quarterly. The programme officers interviewed at Higherlife Foundation argued that the nutritional packs are meant to ensure that all the History Makers get their nutritional needs. These children must not come to school on empty stomachs. When they have all their basic needs including food, they concentrate at their school work. The teachers also confirmed that the

nutritional packs are delivered to the beneficiaries through that school, but a parent or guardians signs for the packs to ensure accountability. According to one program officer interviewed;

At Higherlife Foundation we understand many poor families are living in less than a dollar a day. Because of this we make sure that our nutritional packs have all the requirements of a balanced diet. Most importantly, the food provisions should be enough to last for 3 months.

At all the schools that are benefiting from Highlife Foundation programmes, they acknowledged also that new History Markers are made to go through a rigorous medical examination. If any has a serious health problem, they are sent to specialist doctors. Higherlife provides for the full medical expenses. The head at one of the schools said that Higherlife Foundation assisted 2 orphans at their school who were HIV and AIDS positive by making sure they received their medical checks. One head said that the medical care project was a noble idea that has helped reduce the absenteeism rate of certain children who were always absent from school because they were sick. Since the intervention by Higherlife Foundation there has been less absenteeism by orphans. A few heads indicated that since the intervention by Higherlife Foundation they were witnessing a positive trend of daily attendance rates. More importantly, one trend in the school's examination results in the past five years to the intervention by Higherlife Foundation.

This head had this to say:

In the past years, I have noticed a significant reduction in red marks on our class mark schedules. There are one or two beneficiaries of the Foundation whose overall academic performance have improved remarkably.

3.1.3 Psycho-social Support

Some of the heads confirmed that the orphans at their schools had received psychosocial support programme, which tended to convert the children into Christians. Although some teachers declared the ignorance about what goes on during the psychosocial support, one head acknowledged that psychosocial support had been given to one of their beneficiaries. The programme was aimed at helping the orphan or History Makers deal with her challenges at home and school.

3.1.4. Resources Centres and Libraries.

Staff at only two schools stated that their orphans were benefiting immensely from the Resource Centre at Goromonzi High School. The teachers said that at the Resource centre, orphans have a lot of textbooks at their disposal and as well have access to internet. The teachers argued that if the Resource Centre could be made easily accessible to a lot of orphans and other children it would help contribute towards good school exam results. Many of the heads interviewed implored that the Concept of Resource Centres and libraries is a noble idea but these should be

introduced at each and every school if they are to benefit all the district's children academically.

The head, teachers, SDC members, parents and children at Zimbiru Primary school expressed their gratitude to Higherlife Foundation for establishing a Computer Centre equipped with computers, internet facilities, e-learning software and provision of textbooks. Although a few teachers from two of Zimbiru's neighbouring schools acknowledged that their upper grades (6-7) pupils occasionally had access to computers at Zimbiru school, unreliable electricity supply had limited their children's opportunity to learn and utilize ICTs. One teacher had this to say;

I hope Higherlife, the government or any other organization will establish a Computer centre at our school. At the moment, we waste a lot of time walking to another school to learn computers.

Most of the time we get to Zimbiru with our pupils to be told that there is no electricity.

3.1.5 Support to SDCs

Higherlife Foundation has been involved in training of SDC members in the schools where they have most beneficiaries. For example in February 2015 it held a workshop at Parirewa High School that was attended by more than 50 SDC members from ten schools, primary and secondary included. The workshop was aimed at imparting leadership and administration, basic financial management skills and school security and safety procedures. Two SDC members from different schools who participated in the above mentioned workshop interviewed by this researcher acknowledged that the workshop was very helpful. Now they are using the knowledge to help create conditions of better learning as well as motivating teachers at their schools. Proper

SDC management therefore is seen by many parents as a way through which schools can attain quality education. Higherlife Foundation's support of SDCs has gone a long way in promoting a working relationship between the organization and the communities and local leadership of the schools where it is undertaking projects.

3.2 Mavambo Trust's Contribution to the Quality of Education in Goromonzi District.

This section is a discussion on the findings based on the role of Mavambo Trust's contribution to the quality of education in Goromonzi district. Mavambo Trust has embarked on several interventions that have attributed towards quality education. Mavambo Trust has different projects running in 19 primary and four secondary schools in Goromonzi District. These schools are located in wards 3, 4, 5, 10, 12, 13, 16 and 24 of the district. According to the organization's project manager, Mavambo Trust's interventions are aimed at both males and females of school going age up to the age of 18 years. In describing quality education one of the organization's project assistant manager interviewed had this to say;

Education that focus on all facets of life, such as academic, sporting, life skills and other areas so that the child grows up to be a dynamic citizen who can make it in any life situation. The most attributes of quality education include a child friendly environment, teachers who are passionate, skilled and able to motivate all children to learn. Most importantly, it should have

learner friendly mediums of teachings which encompass development needs and well-resourced institutions of learning.

3.2.1 Enrolment of students

Mavambo Trust has assisted more than 100 pupils in the District who had no birth-certificates and so could not be enrolled at local schools. Some of the pupils had failed to sit for their Ordinary Level examinations because they lacked birth certificates and identify cards. About four Heads of schools confirmed that they had re-admitted children who had left earlier on because they could not register properly due to lack of birth certificates.

3.2.2 Payment of School Fees.

The Education Officer, in charge of Children's Welfare for Goromonzi District confirmed that Mavambo Trust pays 75% of the fees and levies of more than 150 orphans and disadvantaged children. Teachers, parents, SDCs and heads at some of the schools that receive assistance from Mavambo confirmed during interviews that the Trust is paying fees and levies for more than 10 orphans and vulnerable children at their schools. All those who were interviewed commended the organization for being consistent in their payments for the past five years. Payments are made instantly as soon as the school provides the required documents.

3.2.3 Drop-outs and Re-admission

5 of the 10 schools that Mavambo assist in Goromonzi district confirmed that they have re-admitted some of the school's drop-outs who had gone through MavamboTrust are learning Centres. 4 of these pupils were all learning at St Peter's High School. These pupils testified that they had been enrolled and received training at the Learning Centre in Mabvuku for three full months. Training covered health education, palliative care and academic education. Mavambo paid these children's full fees and assisted them with additional requirements such as school uniforms and food. A field officer for the organization hailed Mavambo Trust's programmes for enabling a lot of orphans and vulnerable children who had dropped out of school and some who had never been to school the opportunity to acquire education. She had this to say;

The programmes are tailor made to ensure that children have access to education and are retained in school, thereby improving the standards of education at the schools. Also the organization

3.2.4 Learning and Teaching Materials

Among the 10 heads interviewed 4 of them confirmed that Mavambo has assisted their schools in one way or the other. At one of the schools, the Trust sponsored the repair of classroom furniture. One of the schools had received full furniture for a newly constructed classroom block

that had two classrooms. Parents and SDCs at the other schools testified that OVCs had received learning materials including exercise books, pencils, covers and rulers. In addition to these resources, those children in secondary school had also received textbooks. The programme manager for Mavambo revealed that in January 2016, they will embark on a programme to supply half of the secondary schools District with Science and Mathematics textbooks. This programme will impact positively on quality education and is likely to help improve the Ordinary Level examinations.

3.2.5 Education Infrastructure

Although it is not one of its usual interventions, Mavambo Trust was involved in the construction of an ECD block by supplying window frames, door frames and roofing materials at Molife Primary school in 2014. As a result, the school was able to enroll its first ECD classes. The block had stood incomplete for more than two years due to lack of funds to buy the building materials. As a result of the intervention by Mavambo, the school enrolment at Molife Primary School increased in January 2015 by 80 pupils. According to Mavambo basic Education Manager, Mavambo Trust has also intervened at other schools including Chabwino and Zimbiru through a project that is aimed at education risks, that is looking at safety of infrastructure and textbooks. Here, the organization has assisted schools to repair classroom blocks as well as building safe storage facilities for keeping textbooks especially during the holidays.

3.2.6 Capacity Building for Teachers and SDCs on Gender and Child Rights awareness

Due to an increase in child abuse cases in the District, Mavambo Trust has embarked on Capacity Building for teachers and SDCs since 2012. The program manager at Mavambo Trust revealed that this project was initiated after the realization that most OVCs indentified in the District had been abused one way or the other. He stated that it was disturbing to note most of the abuse was targeted towards the girl child. In order to reduce the cases of child abuse, Mavambo holds more than 5 workshops every year in the District on Capacity Building, with the goal to create awareness on the prevalence and prevention of child abuse. Five teachers who were interviewed confirmed their attendance in these workshops. The teachers said the information gained helps them to be on the lookout for possible signs of abused children in their schools. One of the teachers commended the capacity building project saying it equipped teachers with vital counseling skills. The same teacher said that she had successfully counseled a fifteen-year old girl who was refusing to come to school after an alleged sexual abuse. After several sessions with her, she agreed to join school and she is back at school and working towards to pass her Ordinary Level examinations. Mavambo Trust officials have confirmed that another of their organization's goal is to assist schools create child friendly environments, and helping to create an awareness against cultural practices such as 'chiramu' and 'chigadzamapfihwa' which have led to girl child abuses and early marriages. A study by The Research and Advocacy Unit (2015) asserts that poverty and unemployment are rife in Goromonzi District resulting in many children

including girls failing to continue with their education. The same study reveals the prevalence of child marriages and transactional sex by young girls and women with international truck drivers.

This researcher found out that Mavambo sought to reduce the number of girls who get into early marriages and prostitution. The programme manager at Mavambo Trust asserts that;

In my experience in Goromonzi District, I have discovered that a lot of victims of child marriages involve themselves because most do not have money for school fees, hence they find staying at home boring. As a result they indulge in sex, get pregnant and their parents have no option but to force them to marry.

3.2.7 Water and Sanitation Facilities.

School teachers, heads of schools and SDCs of two of the 10 schools interviewed confirmed that their schools had received some assistance from Mavambo Trust towards the provision of water and sanitation facilities. At one Ruwa farm school Mavambo provided a storage tank for a borehole that had been drilled with the help of a local businessman. At another school, Mavambo helped to construct two girls Blair toilets with 20 squatting holes after the old toilet had sunk due to water logging during 2013-14 rain season. The teachers at these schools confirmed that the interventions had helped in a better way to improve girls' hygienic standards at school and promoted attendance by girls due to improved security. Availability of water and

toilets is very crucial, and indirectly help reduce absenteeism. When water is easily available at the school, pupils do not waste crucial study time while looking for water.

3.2.8 School Self-help Projects

The heads at Thorcroft, Hawson Primary School, Pote and Ezekiel Guti schools confirmed that Mavambo had given their schools initial capital to embark on a schools' self-help project. At Thorcroft, they bought two photocopying and printing machines. An SDC member at Thorcroft Primary school said In support of the School Self-help Project;

The photocopying business is helped [helping] the school to pay for the fees of some of our orphans and struggling [disadvantaged] children's school fees.

During an interview a programme assistant manager explained their goal for introducing Self-help projects in schools. He had this to say;

By introducing the Self-help projects in schools Mavambo Trust aims at strengthening schools and communities' social system to sustainably care for orphaned and vulnerable children.

These machines are being used in the school photocopying and typing shop, where the public pay for printing and typing services. Currently proceeds from this Printing shop, have been used to pay for 10 orphans' fees. At Hawson Primary school the funds were used to start a tuck-shop for the school. The funds generated through this project have been used to acquire new

chalkboards for the ECD Block and a small generator for the school. One teacher at Hawson made the following remark;

Through Mavambo Trust, the school has been able to purchase a generator. Now we can print useful documents and test papers even if there is no electricity.

All the above cited projects have directly or indirectly contributed to the provision of quality education in the District. The self-help projects have ensured full attendance by OVCs and therefore stabilized the school's attendance rates. Photocopying services increases the amount of supplementary learning materials and quality examination papers. There is no better way of improving quality education than all cited interventions.

3.2.9 Community Self-help Projects: Mukando Savings Clubs

At all the 10 schools involved in the research study, heads, teachers and SDC members confirmed that Mavambo Trust has initiated Mukando saving clubs. During a focus group discussion one of Mavambo Trust's official had this to say about the Mukando Savings Clubs;

The main reason for these clubs is to enhance the capacity of communities and parents to sustainably care for orphaned and vulnerable children. As a result, households can sustainably care for OVCs including paying for their school fees.

Members of these clubs are parents or guardians of OVCs. Initial capital provided by Mavambo is shared among club members who are helped to start self-help projects in their communities. The club's members contribute a certain amount monthly to one of the club members, who will use the contributions to enhance her own business. The club members are expected to pay installments towards their children's fees. 5 of the SDC members who were interviewed commended the project saying that it has capacitated many parents and guardians to pay their children's school fees and required levies. The impact of the project has been a reduction of absenteeism and drop-out that is usually a result of non-payment of fees. The heads indicated that as a result of these interventions, enrolment levels have been gradually increasing in all the schools.

3.3 Impact of Higherlife Foundation and Mavambo Trust's interventions on Academic Results in Goromonzi District.

The findings from this study indicate a positive improvement of academic results in the Goromonzi District. There has been a remarkable positive trend in grade seven, Ordinary Level (O. Level) and Advanced Level (A. Level) national academic results for Goromonzi District in the past four years. Table 4 below shows the ZIMSEC examinations pass-rates for Goromonzi district for a four year period from 2011 to 2015. The improvement in these results may not be attributed towards interventions by Higherlife Foundation and Mavambo Trust but it is good to

note there are such positive improvements in the quality of education ever since these two local NGOs have been engaged in the District. Findings from the schools also show the same positive trend.

Table 4: Goromonzi District ZIMSEC Examination Pass-rates by Level for 2011-2014.

| YEAR | GRADE 7 | O.LEVEL | A.LEVEL |
|------|---------|---------|---------|
| 2011 | 47.89 | 28 | 79.6 |
| 2012 | 46.65 | 30.96 | 80.5 |
| 2013 | 48 | 31.75 | 83.8 |
| 2014 | 56 | 37.15 | 93.10 |

Compared against the national ZIMSEC results for grade seven, O Level and A Level it shows that Goromonzi district has done very well. Their results are generally above the national levels for the years 2011-2014. Research findings have also confirmed the improvement in pass-rates

local school examinations. Table 5 shown below indicates that there is a positive increase in grade seven results for two primary schools. Although there is a lack of evidence to link the positive increase in pass rates to the NGOs' interventions by Higherlife and Mavambo Trust cannot be completely ignored. Other factors and interventions by other organizations such as the Education Transition Fund (ETF) which has provided textbooks to attain a textbook ratio of 1:1 in some of the schools in the district such as Belmont could have made a positive impact on academic results. However, lack of evidence to support this position that NGOs are contributing positively on academic attainments calls for the NGOs to come up with some tools and mechanisms to measure and assess academic attainment rates and the quality of education in schools during their baseline studies. Such surveys will help the local NGOs when they carry out impact assessment during and after programme implementation. Academic results should be taken seriously because they may not be the only measure but they are a good indicator of quality education. Although academic pass rates are key indicators of quality education, none of the two NGOs' officials indicated that they have compiled information based on academic examinations results. How then do these NGOs assess the impact of their interventions?

Table 5: Grade Seven National ZIMSEC Examinations Results for Thorncroft and Nyakudya schools in Goromonzi District.

| YEAR | THORNCROFT PRIMARY SCHOOL | NYAKUDYA PRIMARY SCHOOL |
|------|------------------------------|----------------------------|
| 2011 | 55 | 48.8 |
| 2012 | 60 | 50.7 |
| 2013 | 74 | 56.5 |
| 2014 | 79 | 68.2 |

CHAPTER THREE

4.0 Introduction

This chapter looks at the strategies that can be employed by both the government and NGOs such as Higherlife Foundation and Mavambo Trust to enhance the attainment of quality education in Goromonzi District. Basically, what is required is an all stake holder involvement. This part of the study links all the chapters, addressing the current trends of the education sector in Zimbabwe through an analysis of Goromonzi District. The chapter also takes us back to the Literature review section, to the role of NGOs in the provision of quality education. This chapter makes a comparative assessment of the achievements made by Higherlife Foundation and Mavambo Trust in the provision of quality education in Goromonzi District .In this chapter the researcher highlights some of the weaknesses of the program interventions by the two organizations. In light of the challenges being experienced by the NGOs, the researcher suggests possible solutions and strategies that can be employed by NGOs to enhance their capacity to contribute to the quality of education in Goromonzi district.

4.1. Enhancing the Role of Non-Governmental Organizations in Attainment of the Quality of Education in Goromonzi District.

The researcher acknowledges that the interventions by both Higherlife Foundation and Mavambo Trust are making an impact on the quality of education in Goromonzi District. Despite the fact that these interventions are most targeted at a selective small group of children, such as the orphans and the vulnerable children, the impact is felt by the whole education sector in the District. A few of these interventions such as construction of classroom blocks, establishment of Computer centres, provision of learning and teaching materials (exercise books ,textbooks ,chalk boards , photocopying machines and generators) are also directly benefiting mainstream children.

NGOs work in all sectors to alleviate poverty, improve social welfare of vulnerable populations. A big number of NGOs today contribute to the provision of the health care, education and ,socio-economic opportunities for many people on the African Continent ,(Michael, 2002) The findings of this study discussed in chapter two have highlighted the involvement of local NGOs in the provision of health–care, education and socio-economic opportunities. Therefore, both Higherlife Foundation and Mavambo Trust seem to be meeting their major goals of assisting orphans and vulnerable children (OVCs).

The Education For All (EFA) Forum recognizes the role of NGOs in promoting universal and equitable quality education (Miller-Grandvaux and Welmond, 2010). Findings from this research have clearly indicated how Higherlife Foundation and Mavambo Trust's interventions are directly aimed at contributing towards improvement of quality education. These organizations may both be dealing with a small group of children, but the benefits are felt by the whole system. Teachers and heads of schools have acknowledged direct impact of interventions on drop-out rates, attendance rates, and absenteeism rates and in some instances positive improvement of attainment results have been noted at school level. Both organizations have to some extent influenced the level of the quality of education in Goromonzi District through their effort to reach the unreachable. The two NGOs have contributed directly to quality education by increasing access to education. The NGOs have made schooling possible for many of the unreached out of school children who may have dropped out or had never had the chance to be enrolled.

Comparatively, Mavambo Trust seems to be doing better than Higherlife Foundation in terms of the coverage of its programs. While Higherlife Foundation's interventions are targeted at orphans, Mavambo goes further to assist a vulnerable children, that is children who live in poverty and whose parents are unable to provide for their welfare. Mavambo Trust also has widened its programs to include self-help projects for schools and Mukando Savings Clubs for

the communities. This approach is the best because it ensures the sustainability of the interventions in the event that the NGOs or donors withdraw before the end of the projects' life cycle. Most of the interventions by Mavambo Trust have a spill-over effect. In the long run they benefit main stream children. These interventions include supply of building materials, teaching materials such as chalk-boards, construction of Blair toilets and supply of water – storage facilities.

On the other hand, Higherlife Foundation seems to be reaching bigger numbers in terms of the scholarship beneficiaries. For example, at Thorncroft primary school the Foundation pays 100% of fees for 28 orphans, while Mavambo Trust provides for 75% of a total of 22 pupils. However, the problems with Higherlife Foundation's interventions are that they are elitist in nature. Higherlife fully provides for its intended beneficiaries only. There is nothing for the main stream children to expect from its interventions. Orphans under Higherlife Foundation support have really become envy of the other children.

This researcher also observed that there is a lack of coordination between the two local NGOs. In some instances, they both had projects running concurrently at one school while OVCs at a neighboring school are desperate for assistance. If there was coordination between the two organizations, it would be possible to spread interventions to all the schools across the whole

district. Mushanga (2010) notes that there are many NGOs supporting education but most work in isolation and it therefore becomes difficult to trace the achievement being made by these NGOs towards the development of quality education. It was quite interesting for the researcher to note that besides operating in the same District, Higherlife Foundation and Mavambo Trust have never made effort to collaborate their efforts. Instead, research findings show that staff from each of the organizations thought that their NGO had the best programme interventions. This researcher noted that if these two organizations worked together and not compete for glory, they would achieve more.

Although it is a noble idea for the organizations to choose a target group for their interventions, the researcher feels that it is worthwhile for the NGOs to consider interventions that benefit everyone, including the main stream children. For instance, during focus group discussions some SDC members argued that sometimes the orphans waste the opportunities given to them by NGOs by not taking academic work seriously .Three recent incidents of girls who were beneficiaries of the Higherlife Foundation scholarship who were impregnated before completing school were cited .In support of their position the SDC members argued that being an orphan should not be the only criteria to determine who should benefit. Interventions that included supply of a water storage tanks, building materials and the construction of a Blair toilet were hailed in many schools. Such projects have an overwhelming contribution towards the attainment

of quality education, which sometimes is measured by the inputs or provisions of an education system. Mavambo Trust has embarked on grand projects such as assisting schools to purchase vehicles and buses, construction of classroom blocks in Mabvuku and Tafara District. However it is yet to embark on any such large scale intervention in Goromonzi District.

Mavambo Trust's interventions also include Capacity Building on child abuse. This is quite commendable because the awareness helps to reduce the vulnerability of disadvantaged children. The benefits of capacity building on child abuse are that they impact on the whole society. Even the children in the mainstream are not impervious to different forms of abuse in their communities. If children live in a secure family, community and school environments, they are likely to perform better at school. Teachers who have been empowered with the skills to create awareness on child abuse are in a position to help create a 'friendly school environments' hence they have contributed indirectly towards the quality of education. Higherlife Foundation needs to do more, since it has programs such as the psycho-social support and leadership development, these should be extended to involve all mainstream children. Orphans do not live in isolation. In any case, it is more effective to deal with the causes of a problem more than its symptoms.

This researcher noted that both Higherlife Foundation and Mavambo Trust do not have a practical approach aimed at addressing gender imbalances in the education sector. Although both

organizations made reference to the population ratio of 51-49 between females and males, there was lack of statistics to support the view that girls are given a preferential treatment in Higherlife Foundation and Mavambo Trust's interventions. The statistics on the number of beneficiaries did not suggest an attempt by the organization for inclusiveness. Quality interventions should be assessed on the basis of their effectiveness in helping reduce gender parity levels in the education system. Any intervention intended at achieving quality education should aim at reducing gender bias, discrimination and segregation. Despite offering girls sanitary ware products, Higherlife foundation is not doing anything more to ensure that their programmes reach more girls. Studies have acknowledged that between the two sexes, orphaned or disadvantaged girls suffer more than the boys. The girls are expected to do all housework, to go supplement household earnings working as maids at a more tender age than boys, other studies have also confirmed that. Girls living in difficult circumstances have more risk of contracting HIV/AIDS because they get sexually abused more than boys. Studies have indicated that some families engage orphaned girls in child prostitution in order for them to supplement household earnings, (The Zimbabwe National Strategic Plan, 2005-2010: Research and Advocacy Unit, 2015). Girls are perceived to be more trustworthy than boys therefore they are called upon, more often than boys, to contribute to the family income. Being away from parental protection puts girls in a much higher risk position of becoming exposed to sexual abuses and exploitation. Many girls who live in poverty end up marrying very early. Mavambo Trust and Higherlife Foundation therefore require to

mobilise more financial resources and strategies to ensure that their educational interventions reach out to as many girls as is possible. Quality educational should be inclusive and can only be said to exist if schools help to empower those groups in our society that have always been disadvantaged. A lot is required to make sure that education achieves a 50-50 gender parity level. Local NGOs such as Mavambo Trust and Higherlife Foundation have the capacity to influence positively on religious and cultural practices that exist especially in the former white commercial farms that do not support or rather does not take seriously the education of education of girls.

Mavambo Trust has been commended for the compensatory learning programme they hold for out of school and drop-out children at the learning centre. This intervention is called Mavambo children-Vana Project. During a focus group discussion that was made up of teachers and some SDC members sentiments were that children who have been out of school for too long require a special programme to help them re-adjust and re-focus before they asked to join mainstream classes. The bridge courses offered at Mavambo Learning Centre go a long way in preparing out-of-school children to graduate to formal classrooms. The Learning Centre based at Mavambo Trust headquarters in Mabvuku is aimed at providing a supportive and joyful atmosphere for deprived children. Research findings have highlighted that most of the children who have gone through Mavambo Learning Centre become more than ready for their grades or forms. The

above given example is a clear reflection that Mavambo Trust's interventions is contributing to the quality of education in Goromonzi District.

The two NGOs were both lacking on a number of issues that are unusually expected to contribute directly towards the attainment of quality education .Besides Mavambo's Capacity Building programme for teacher on child abuse, there is not any other programme by the two NGOs that is aimed at supporting the teacher and equip them with skills that will help them to positively influence the quality of education. NGOs have been known worldwide to support the education sector through engagement of volunteer teachers who act as relief teachers in the absence of classroom teachers. NGOs can initiate and fund community teacher training programmes. Research findings in Ghana indicate that NGOs can contribute to the quality of education through capacity building for teachers. Untrained teachers undergo training in lesson preparation and general lesson delivery methodology. The training has improved lesson notes preparation and general delivery of the beneficiary teachers. As a result this has whipped up pupils' interest in learning, (Fiemula and Bandie, 2012). If Higherlife Foundation and Mavambo Trust could also adopt such an approach in their interventions then there would be no doubt that they will immensely contribute to the quality of education in Goromonzi District.

There was also lack of evidence in the research findings to support the position that Higherlife Foundation and Mavambo Trust are working towards influencing policy decisions in quality education in Goromonzi District. Some of the NGO officers stated that they were not sure if their organizations had made any impact on policy decisions. They acknowledged that they have involved other stakeholders in the education sector mostly during the launch of certain projects and when presenting some of their contributions. Only one program manager confirmed that he had twice attended a high profiled education sector stakeholders' meetings with senior education officers. The program officer argued that the government position has always been the convener, spelling out its ready-made policies and does not in most cases require any input or suggestions from NGO. Officials from both Higherlife Foundation and Mavambo Trust acknowledged that in order to carry out intervention programmes, it is a government requirement that they have to sign memorandum of understanding (MOUs). However, these MOUs are more or less a license for the NGOs to operate within a given geographical area more than it is sign of commitment and collaboration between NGOs and government. During one of the focus group discussions with NGO officials from Higherlife Foundation and Mavambo Trust, two programme managers had this to say but strongly insisted that their identities should be kept a secret;

- Our dealings with the government indicate that most Ministry of education Officials even at the provincial level are always uncomfortable and in most cases seem uncertain of government policy pertaining to NGO operations. We have tried as much as possible

to involve government at all level including district, but we do not get a positive response. In most cases our projects are delayed because of prolonged government approval procedures.

- I feel that the government is not happy at the moment about NGO engagement in the education sector. At one time we had a Stakeholder meeting cancelled by officials from the president office because they claimed we had not followed proper protocol. The workshop was meant to involve parents and teachers only but they claimed the MPs and councilors had to be there.

All the above interview extracts clearly shows that the NGOs have not made any impact on policy dialogue. Government collaboration with NGOs is currently non-existent. If NGOs are to make any significant contribution on the quality of education in Goromonzi District, therefore there is need for a spirit of collaboration and partnership to be nurtured between NGOs, government and local authorities and traditional leaders. If the environment for NGOs participation is redefined by the government, then NGOs would find it easy to collaborate with key education institutions of the Government for curriculum reform, training and improvement of the quality of education. The trend in Zimbabwe at the moment is that government prefers partnerships with UN related NGOs or rather donors such as the UNICEF, UNDP and so forth.

Findings here however indicate the need for close partnerships to ensure sustainability of the interventions by NGOs. According to Brass (2010) research in Kenya proves that NGOs are not a serious threat to government legitimacy. If anything, NGO penetration, contact and access are correlated with higher views of government legitimacy.

Local NGOs have the capacity to do substantial amount of work that can contribute to the quality of education. However, there should be realization that they cannot be the solution for all the challenges facing the development of quality education in Goromonzi District. While recognizing the strength of NGOs in assisting the disadvantaged and educationally deprived groups of children, the government must not completely disassociate itself from extending support to the under privileged in our society. Supportive action such as for the BEAM programme is exceedingly important to sustain and support the effort being made by the NGOs. During interviews , discussions and observations the researcher realized that Government response is lagging behind in terms of provisions of adequate learning space, support for teachers and a supportive environments in all schools as a way of trying to absorb and retain all learners. A lot needs to be done in order for the quality of education to be achieved in Goromonzi district. There are a lot of resettlement satellite schools in need of descent and proper infrastructure. Government on its own would not do much, and so requires a pro-active approach with regards to engagement of local NGOs in the provision of quality education.

The research findings also established that there is a lack of NGOs networking. NGOs officials interviewed acknowledged that they were not linked in any way during programme implementation in the same communities, at times at the same schools. Therefore recommendations for NGOs are that they should build networks among themselves for greater effectiveness. The NGOs need to build networks at district, provincial and national level to enable the sharing and dissemination of experiences and most importantly for joint action. NGOs must put effort to engage the government, and gain trust from it for effective interventions. Without the government support, NGOs' interventions will make very little impact. NGOs will achieve greater if they collaborate their efforts, (Mwanza, 2012)

CHAPTER FOUR

5 Conclusion

Highlife Foundation and Mavambo Trust are making a significant contribution to the quality of education in Goromonzi District. Both organizations seem to be meeting their fundamental goals as is defined by the organization's mission statements. The two local NGOs aim at impacting on the education sector through programmes aimed at the education of orphans and vulnerable children or children who come from disadvantaged backgrounds. Both organizations hope to contribute to quality education. There seem to be a consensus between Higherlife's official Foundation and Mavambo Trust that quality education in Goromonzi District can be measured by:

- a) Provisions given to children that promotes the teaching and learning.
- b) Availability of trained, experienced and competent teachers
- c) Existence of a relevant curriculum
- d) Good school governance and equitable allocation of resources
- e) Health and friendly school environment
- f) Availability of modern learning and teaching resources such as ICTs
- g) Payment of fees and levies through scholarship as a means of reducing absenteeism, drop-outs

h) Inclusive education

Higherlife Foundation targets orphans. The organization contributes towards quality education in Goromonzi District through provision of scholarships, educational support materials such as solar lanterns, textbooks as well as nutritious food packs. This local NGO ensures proper development. In Goromonzi District, it is supporting more than 200 orphans. The organization also provides medical care.

Mavambo Trust's interventions are directed towards meeting the needs of children living in poverty, both orphans and vulnerable children. In Goromonzi District, this local NGO has been involved in numerous projects. These include bridging courses for drop –out and out of school children offered at the Mavambo Learning Centre. The organization has paid for fees of disadvantaged children at various primary schools. To benefit mainstream children, Mavambo has provided financial and material support for the establishment of school based self-help projects and construction of classroom, and abolition facilities at some schools respectively.

The interventions of the two local NGOs are unquestionably contributing towards the improvement of quality education in Goromonzi District. Research findings have however identified a number of grey areas that the NGOs and the government should consider for the benefit of achieving quality education in the district. Both NGOs should do more on their

baseline studies to establish the state of the education in Goromonzi before interventions. This will enable them to establish the indicators upon which they can measure the impact of their programmes as well as the level of quality education in the District. The NGOs are encouraged to involve the government and find ways of getting its support. Local NGOs have to find means to differentiate themselves from international NGOs which currently do not enjoy good relationships with the government of Zimbabwe. In addition to the need for collaborating with the government, these NGOs must establish networking between themselves and other NGOs and grassroots organizations in order to make their voices heard. The NGOs are encouraged to engage more in Capacity building with teachers and the local community on a variety of issues such as quality provision of education, creation of safe and friendly school environments, gender issues and funding for school development. These local NGOs should source for more funds in order to widen their interventions and develop those pertinent areas that are critical to the attainment of quality education. More effort is required to reach out to all the disadvantaged children who cannot be absorbed by the formal education system to include children with disabilities. Research findings have established that both Higherlife Foundation and Mavambo Trust lack policy that enhances reaching out to children out to children with disabilities.

5.1 Suggestions for Other Studies

This Study Concentrated on a comparative assessment of Higherlife Foundation and Mavambo Trust's contribution to the quality of education in Goromonzi District. Somehow, this topic was too broad, future studies can make a case study of just one organization. Another area requiring further studies is the determination of the indicators of quality education by Zimbabwean standards. There is a tendency for various government instruments, including the Education Act of 1987, to view the quality of education as being measured by academic performance. According to this researcher quality education is very broad; it should include all the factors that make educational experiences memorable. The quality of the education should be measured on how functional products of the education system become in their society after years of schooling. Last but not least, this study found that there is a very weak networking between or among NGOs. Future studies could try to examine how NGOs may collaborate for greater achievement of their goals. Such studies could help establish best ways of avoiding duplication of duties or service provision.

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APPENDIX

NGOs Programmes Officer/Manager: Interview Guide

My name is Morris Bere, a final year Master of Arts in Development Studies student at the Midlands State University MSU. I am undertaking a study for my dissertation with the title: **A comparative assessment of Higherlife Foundation and Mavambo Trust's contribution to the quality of education in Goromonzi District.** You are free to participate in this exercise with the assurance that whatever you say here is confidential and will be used exclusively for academic purposes in the writing of this dissertation.

1. What is the name your NGO?
2. What is your job position?
3. What are the major objectives of your organization?
4. What do you hope to achieve in the short and long term (vision)?
5. State the project(s) that you are currently engaged in that are aimed at the provision of educational services in Goromonzi District?
6. Why has your organization chosen to be involved in this kind of a project(s)?
7. In which schools are you involved (Register of Targeted Beneficiaries)?
8. What are your target groups?
 - a) Sex.....
 - b) Age.....?
9. What is your understanding of quality education?
10. In your opinions which are the most important attributes of quality education?
11. Have you done any other different project(s) aimed at improving the quality of education in Goromonzi District in the past?

12. Is there equal participation of both males and females in your programmes?
13. What strategies are employed by your organization to ensure a gender balance in your project outreach?
14. Does your organization have any plans to expand your programmes in the near future?
15. What impact do you think your programmes are making towards the provision of quality education in Goromonzi District?
16. What strategies have you employed to ensure an all stakeholder participation?
17. How would you describe your relationship with the following stakeholders:
 - a) Ministry of Primary and Secondary Education.
 - b) Heads and staff of schools involved.
 - c) School Development Council.
 - d) Parents and the Community.
 - e) Local Governance and Local Traditional Leadership
 - f) Other NGOs working in schools in Goromonzi District?

Schools Key Informant Interview Guide

My name is Morris Bere, a final year Master of Arts in Development Studies student at the Midlands State University MSU. I am undertaking a study for my dissertation with the title: **A comparative assessment of Higherlife Foundation and Mavambo Trust's contribution to the quality of education in Goromonzi District.** You are free to participate in this exercise with the assurance that whatever you say here is confidential and will be used exclusively for academic purposes in the writing of this dissertation.

1. What is the name of School?
2. What is your job position in the school?
3. In your opinion what do you think are factors that determine the quality of education?
4. Name the NGO whose project your school is benefiting.
5. What project(s) is the NGO undertaking at your school?
6. How many pupils from your school have benefited from the projects? (Specify according to kind of assistance received)
7. When did the NGO's start its project(s) at your school?
8. What role do you play in the NGOs interventions?
9. Does the NGO seek your views before activities are implemented?
10. If YES to question 5 did your views change the activities of the NGO?
11. What do you think is the long lasting impact of the NGO's interventions on the quality of education at your school?
12. In what way do you think the NGO is meeting its major goals?
13. If your answer on number 8 is NO suggest strategies through which the NGO can use to enhance its programme implementation.

14. Describe your relationship with this NGO?
15. Did your school benefit from any other NGO interventions/assistance in the past five years?
- If YES, name the organization.
16. If your answer in question 14 is YES. Describe briefly the nature of assistance you received?
17. What assistance does your school require at the moment to improve the quality of education?

Focus Group Discussions Guide: For Mixed Sex

My name is Morris Bere, a final year Master of Arts in Development Studies student at the Midlands State University MSU. I am undertaking a study for my dissertation with the title: **A comparative assessment of Higherlife Foundation and Mavambo Trust's contribution to the quality of education in Goromonzi District.** You are free to participate in this exercise with the assurance that whatever you say here is confidential and will be used exclusively for academic purposes in the writing of this dissertation.

FOCUS GROUP DISCUSSION DETAILS

Place of Discussion.....

Name of facilitator.....

Name of note taker.....

Number of Participants

| Sex | Number |
|------------|---------------|
| Female | |
| Male | |

Research Questions

1. What is your understanding of Non-Governmental Organisation?
2. What is your understanding of quality education?
3. What characteristics do you think a good school must have?
4. Do you think your school is a good school?
5. What are the factors that make up quality education?
6. What assistance is your school getting from NGO X?
7. What other help or assistance does your school require in order to improve the quality of education?
8. How do you describe NGO X's relationship with your school?
9. What challenges exist in the operation of NGOs in your school?
10. What help have you received from any other NGOs in the past ten years?
11. What do you think NGOs should do to improve their interventions?
12. What can the community do to improve the quality of education your school is providing?