

Access and quality in education in resettlement schools: The case study of Zvivingwi Secondary School in Gutu District, Masvingo Province in Zimbabwe

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Abstract

In Zimbabwe, the discourse on access and quality in education has been a raging one since the colonial days of bottlenecks and outright discrimination against black Zimbabweans in education. The doors to education were declared open to all at independence in 1980 with the new Zimbabwe government's enunciated policy of education for all. It is an uncontested fact that strides were made soon after independence to address issues of quality and access in education. However, with the prosecution of the fast track land reform programme the dream for access and quality in education became a nightmare. Whilst trust schools, boarding schools, urban and some rural day schools have a comparative advantage in terms of resources like infrastructure and qualified and relatively motivated human resource, emerging resettlement schools bear the brunt of hastened and impromptu establishment. It is the contention of this paper that resettlement schools like Zvivingwi, established in the last decade, are a facade of the schools envisioned by many Zimbabweans at independence. These schools reel from abject shortage of everything except pupils. It would be recommended that government should show creativity in mobilising resources to intervene, failing which, most of the resettlement schools like Zvivingwi, risk closure as public confidence in them wanes. The researcher made use of a questionnaire and interviewed critical stakeholders at the school like headmaster, teachers, parents, pupils and education officers. School records and other critical documents were also made use of.