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## LIST OF ABBREVIATIONS

BEAM	Basic Education Assistance Model
CSC	Community Selection Committee
DPS	Department of Parliamentary Services
EDF	Education Development Fund
EFA	Education for All
ESAP	Economic Structural Adjustment Programme
ETF	Education Transmission Fund
FUNDEF	Fund for development of fundamental education and enhancement of teachers' profession
GDP	Gross domestic product
ICT	Information and communication technology
IMF	International Monetary Fund
ISCA	Independent Schools Council of Australia
JBIC	Japan Bank for International Cooperation
MDG	Millennium Development Goals
MESAC	Ministry of Education, Sport, Art and Culture (Australia)
MOEST	Ministry of Education, Science & Technology (Kenya)
MOU	Memorandum of Understanding
MPSE	Ministry of Primary and Secondary Education (Zimbabwe)
NGO	Non-governmental organisation
NNSSF	National Norms and Standards for School Funding
OECD	Organisation for Economic Cooperation and Development
SDC	School Development Committee
SIG	School Improvement Grant
STEM	Science, Technology, Engineering and Mathematics
UNICEF	United Nations International Child Education Fund
UNISA	University of South Africa

# CHAPTER 1

## INTRODUCTION AND BACKGROUND OF THE STUDY

### 1.1 INTRODUCTION

The rapid expansion of education in Zimbabwe after independence in 1980 was aimed at addressing the past colonial imbalances in the provision of education to the different racial groups in the country. Colonial governments enacted and enforced Acts that were based on racial segregation (Zvobgo, 1994; Mda & Mothata, 2000). The changes in addressing disparities in education had a huge financial impact on the state's purse (Zvobgo, 1999). This revoked the Zimbabwe African National Union Patriotic Front ZANU (PF) Election Manifesto of 1980 which provided free education. This called for a change of policy by enacting the Education Act of 1991, which made payment of fees to secondary schools mandatory. Coombs (1970) mentions that educational planning makes education more effective and efficient in responding to the needs and goals of its students and society. Therefore, policies of financing education that see to it that the citizens of a country benefit from the education system, are investigated in this study. There are gaps which exist in studies of the privatisation of education. In the Zimbabwean context, privatisation targeted essential operations of the educational institutions. Brock, Wenbin and Wong (2008) as well as Zvobgo (1999) observe that education is a vital and costly service offered by government and, as such, it takes a huge amount from the overall fiscal resources. These examples suggest the necessity to explore other avenues for financing education, given that many countries struggle to provide it from state revenue.

### 1.2 BACKGROUND TO THE STUDY

As described in the ZANU (PF) Election Manifesto (1980), the Zimbabwean government embarked on a mass education system. Many schools were opened up to cater for disadvantaged black students who had been marginalised by the previous government. In 1980, the Zimbabwean government had to pay huge sums of money to finance the education system. Zvobgo (1994) observes the huge costs of education

incurred by government. In the absence of adequate resources, government called for cost recovery measures to sustain the system.

The International Monetary Fund prescribed cutting expenditure in education in order to realise economic development for developing countries such as Zimbabwe (World Bank, 2004). The visible cost recovery measures were directed at reducing expenditure by the treasury (Ministry of Finance), targeting non-major activities at learning institutions such as subcontracting ground staff and catering staff at government colleges and state universities.

Provision of education in many countries the world over has been at the expense of the state. For example, Njeru and Orodho (2003) describe the existence of partnership between the state, households and communities in the funding process. Government bursary schemes are created at secondary level, to cater for the poor and vulnerable households, the rationale being that no child who qualifies to be in secondary education should be denied access because of an inability to pay fees.

Mandina (2012) argues that education is pivotal in sustaining economic development of a nation, and it is therefore crucial that nations heavily invest in it to enable national development. Secondary education builds manpower, and access to it will enable recipients to contribute meaningfully once they proceed to tertiary education.

A United Nations (2014) Report argues that education is a basic human right upon which the foundation for sustainable development rests. Education is the driving force for sustainable development, be it social, economic and environmental. Therefore, investment in equitable and quality education generates economic growth for individuals and society. This brings about development in different areas, such as public health, for a stable and diverse society. In order to have development which takes place from one generation to another, education should be accessible to all to allow the different generations which benefit from the education system to be involved in various programmes that pertain to development. There should be gender equity, an enabling learning environment, quality education and sustainable financing to achieve education priorities in both urban and rural areas in Zimbabwe. Financing education is fundamental to realise sustainable development. Sound education unlocks the talents in the students which eventually bring about holistic development on society.

The Millennium Development Goals (MDGs) have ushered in a fresh demand for secondary education and increased pressures on governments, including Zimbabwe, to expand secondary education (Levine, 1996). Safety nets cushion the poor and the vulnerable from the harsh effects of increasing costs of secondary education (Njeru & Orodho, 2013). Zimbabwe had the Social Dimension Fund which later transformed into the Basic Education Assistance Module (BEAM), focusing on financing education for the poor and the vulnerable (affected by, for example, retrenchment, HIV/AIDS, economic conditions and drought). The goal of the programme is to ensure that no child who needs secondary education is left behind. The question is “Is this model of funding adequate for the vulnerable?”

Rose et al. (2013) and Nafukho, Wawire and Lam (2013) note strained donor-government relationships affecting the financing of secondary education. The Zimbabwe 2000 Land Reform Programme seems to have played a role in this, leading to a decline in funding in education. Land reform in Africa is gradual, especially in countries which attained independence in the 1990s. Lessons drawn from this study may help other countries as they venture into the land reform programme to finance and establish their schools.

In the United Nations International Child Education Fund (UNICEF) (2009) Report on Zimbabwe, statistics are that almost 50% of Zimbabwe’s children graduating from primary school do not proceed to secondary school. Lack of proper funding in education has led to the deterioration of standards in education. The government of Zimbabwe is the main financier of the Ministry of Education, Sport, Arts and Culture (MESAC). Given the economic meltdown in the country since 2000, capital and building grant funds provided by government have been far below what is expected for institutions of learning. Kanyongo (2005) states that the inability of parents to pay school fees, drying up of donor funding and high inflation eat into the state grants given to schools, creating shortages of teaching and learning material. Public financing has declined significantly over the last decade, leaving most schools with no funds to purchase even the most basic teaching materials. In the Economic Structural Adjustment Programme (ESAP), government was made to cut costs in education, paving the way for parents to be more responsible for the education of their children by way of paying fees. Owing to retrenchment in companies that were closing operations because of viability problems, many secondary school children whose

parents were affected were disadvantaged in not having funds to pursue a secondary education.

### **1.3 RATIONALE FOR THE STUDY**

The researcher's experience as a teacher, principal and part-time lecturer (Zimbabwe Open University) has been fundamental in experiencing the realities of the inadequacy of funding in the Zimbabwe education system, which is evidenced with increasing numbers of learners dropping out of school. This has given the impetus for an inner desire to investigate ways of funding secondary education. Evidence of the disparities of colonial education shows in the numbers of people who were sidelined in terms of basic human rights, who cannot contribute to the development of their country today owing to lack of education. International pressure on the Zimbabwean government through the MDGs and Education for All (EFA) has seen an increase in those seeking secondary education, which is derailing the government efforts to address disparities of the colonial system in the provision of education. It is also troubling to see the effort made by non-governmental organisations (NGOs) being put to waste as government seeks a stake in decisions about which NGOs to assist. This sidelines the real beneficiaries of the safety nets in education. The current research, therefore, seeks to explore how NGOs fund the vulnerable in society without advantaging those who can already finance themselves in secondary education. The researcher probes the criteria used by different organisations for assisting in funding secondary education in order to find an alternative model of financing education in Zimbabwe which will bring about sustainable development. This study can provide politicians with information, to enable them to come up with sound pronouncements regarding policy in financing secondary education.

### **1.4 LITERATURE REVIEW**

Post-independence African funding of secondary education will be briefly reviewed to shed light on the trend of funding. Education funding will be examined in the context of developing countries, including Zimbabwe. The sources for secondary education



funding in this case are established, together with the funding expenditure. To tie this to the focus of the investigation, sustainable development is defined in an attempt to establish its relationship with education financing.

#### **1.4.1 Post-independent African experiences of education funding**

The countries of post-colonial Africa share similar experiences in the funding of education. Education provision in the colonial period was meant for the elite. Colonial masters realised the capability of education which enlightened and transformed societies; hence, education provision was kept away from the majority of the people. The phenomenon of rapid expansion of education occurred in many countries in Africa soon after attaining independence, to address the past imbalances (Chung & Ngara, 1985). The Bantu Education Act in South Africa during apartheid denied many people of colour quality education while whites enjoyed a better curriculum and well-resourced schools (Organisation for Economic Cooperation and Development [OECD], 2008). This is also true of countries such as Zimbabwe, Kenya, Nigeria and Ghana.

Rodney (1972) in the article “Colonial Education in Africa” discusses the role of education in producing Africans to serve the colonial system and subscribe to its values, where poor funding for African education was perpetrated by the colonial governments in order to achieve domination by white people. Rodney further states that in colonial Nigeria, government avoided provision of education to its citizens because of the cost implications; rather, the missionaries played a leading role in the provision of education. A “bottleneck” education system was carried out in these states in the colonial period. Funding was allowed for a few who were intended to carry out the interests of the colonial masters. “Colonial education, therefore, created a black elite to succeed it and perpetuate its political and economic interests in the post-independence period” (Rodney, 1972). Provision of education in the said states in post-independent Africa has been at the expense of the state. In Kenya, the government is the main financier of secondary education; however, there is existing partnership between the state, households and communities (Njeru & Orodho, 2003). Post-independent South Africa adopted a quintile funding model. Schools are classified in quintiles which try to bridge the gap between former advantaged schools and those from poor economic backgrounds. Funding to these schools by government depends on the number of the quintile (OECD, 2008). Financing of public schools is

based on partnership between the government and the community, where school operating costs are funded partly by subsidy, and partly by income-related school fees paid by parents who can afford to pay. Poor parents apply for exemption from paying based on their income (South Africa: Department of Education, 1996). The World Bank (2008) states that the Nigerian federal government provides funding for direct providers of education.

#### **1.4.2 Sources of funding in developing countries**

Provision of secondary education is public good. Therefore, many governments see it as their obligation to provide funding, given the economic development that it generates thereafter. In a paper for the World Bank, Saavedra (2002) observes three main sources of education finance, namely public, private and international. Public finance is allocated by government to institutions of learning, while private funding comes from individuals or local philanthropists; international funding comes from international organisations. Vegas and Coffin (2012) regard the core areas of education financial systems as being school conditions and resources, allocation mechanisms, revenue sources, education spending and fiscal control and capacity. These systems ensure that funding to the school and students is catered for. When these education finance systems are in place, this enables the system to ensure adequacy, equity and efficiency and thereby promotes learning. The different sources of finance will be explained in the following paragraphs.

##### **1.4.2.1 Public finance**

In developing countries, the bulk of national education expenditure comes from public finance, which stands at approximately 80% and even more on the total funding structure (Saavedra, 2002). Public finance refers to funds coming from national or central government, and provincial, local/district level in the education system. It also refers to funds coming from educational institutions (Saavedra, 2002). Percentages of these funds vary from one country to another as a share of the gross domestic product (GDP) (Akanbi & Schoeman, 2010).

### **1.4.2.2 Private finances**

Relying on public finance alone for the sustenance of secondary education may not be adequate. Therefore, other funds are generated from private sources to augment government effort in the provision of education. Private sources of finance in some developing countries may take a significant slice of the money needed to fund secondary education. This form of funding comes from the individual households who send their children to schools, communities, civil society organisations and the private sector (Saavedra, 2002). Households pay a significant amount by incurring direct costs and indirect costs. The direct costs are tuition fees, payment of transportation to and from school, school uniforms, teaching and learning materials. The money which is forfeited by children being in school, rather than at work generating money for the family, becomes the indirect cost. In disadvantaged families (farming communities), the income generated by the child going to work is significant for improving that child's life. The inability of families to pay school fees (private costs) has a bearing on quality, access and equity to the provision of secondary education. The goal of EFA is compromised when a female child is sacrificed for secondary education for early marriage, allowing the male child to pursue his studies because of the financial inability of the family to send all their children to school. Kenya has been successful in reducing the monetary barrier for those in marginalised populations in pursuit of secondary education, by having "fee-free secondary education" boosting enrolment by 50% since its inception in 2008 (Malala Fund, 2013).

### **1.4.2.3 International sources**

Education is financed from international sources which include loans. This form of funding comes from bilateral and multilateral agencies. Bilateral agencies place their funds with multilateral agencies for disbursement in the designated funding areas. The multilateral agencies include the following: World Bank, European Union, UNICEF, African Development Bank, Asian Development Bank, and Global Partnership for Education. Small economies, predominantly in developing countries, may want more external funds and see this as a positive way to boost their funding in secondary education. However, dependence on external funding may derail educational goals if funding is not received on time or if it is inadequate. Governments have to then depend on internal funding as they have control over it. Prew, Msimango and Chaka (2011) suggest that local funding of education will increase its relevance and efficiency.

### **1.4.3 Funding expenditure**

Allocation of funds for different ministries/departments is the prerogative of government. In financing secondary education, a specific allocation of funds has to be put in place to ensure that delivery is executed. Funding has to cater for capital expenditure, recurrent and operational costs. Schools receive funding from government for operational costs such as maintenance of grounds and administrative costs, for example. Governments usually pay for salaries, educational materials and extra-curricular activities. Different countries have different policies which guide their funding models, for example, South Africa's quintile model (OECD, 2008), Zimbabwe's Basic Assistance Module and Kenya's Fee-Free Secondary Education Module (Malala Fund, 2013). Depending on the level of development of a country, a certain percentage of the GDP is allocated to education just like any other department (Akanbi & Schoeman, 2010). Schools supplement the revenue they receive from government grants with other forms of income such as school fees, fundraising and donations given by NGOs. A policy framework guides schools on the fees they charge. In spite of the vital importance of private sources in funding education in many developing countries, public expenditure is still the main source of educational funding, in which it contributes 80% of the total educational financing (Saavedra, 2002). One important common element in the funding systems in developing countries (Uganda, Lesotho, Ethiopia, Malawi and South Africa) is the concept of decentralisation of funding, which empowers the schools to take an active role in managing funds made available by government, donors and through fundraising (Prew, Msimango & Chaka, 2011).

Vegas and Coffin (2012) point out that there is no direct link between financing resources and a guarantee of quality education, and that the levels of funding in education do not equate to learning outcomes. In the view of the current paper, it is equally impossible to achieve quality education without adequate resources. Although this may be beyond the scope of this research, it is suggested that future research should try to examine the link between the two.

#### **1.4.4 Sustainable development**

Sustainable development is defined as “development that meets the needs of the present, without compromising the ability of future generations to meet their own needs” (Jones 2014:9). It means that while the world focuses on development for now, it will not do this at the expense of the future. Development should take place with cognisance of a future generation which has to benefit from the same environment. It entails sustainable use of resources, not depleting resources to disadvantage future generations, but instead seeking solutions to optimally use resources repeatedly for the benefit of current and future generations.

Bossel (1999:2) defines sustainable development in a broad way as “human activity that nourishes and perpetuates the historical fulfilment of the whole community of life on earth”. Human beings, as the main actors of development, should be seen interacting with the sum totality of the earth, working in harmony in order to bring about sustainable development through education. This is why post-independent governments used education as an instrument for sustainable development (Muzvidziwa & Seotsanyana, 2002).

#### **1.4.5 Relationship between financing of education and sustainable development**

The relationship between sustainable development and financing of education is mutual. In order for development to take place, it is essential to have a labour force that is attached to different areas that will unleash development. Training and development need to take place in bringing the levels of economic development required in a country. Secondary education plays a pivotal role as it is the exit stage in the school system to enable people to be trained in different fields of expertise. Bossel (1999) acknowledges the dynamic nature of technology, culture, environment, values and aspirations. Society must allow and sustain such changes. Education should be seen articulating these changes in order to bring about meaningful development. A sustainable society must allow change to occur, and countries should establish viable and vigorous ways to address the challenges in their environments in a bid to find lasting solutions which are relevant to sustainable development. There should be a strong link between funding secondary education and sustainable development. Funding secondary education is fundamental in generating human

capacity to be able to understand the complexities and dynamics of the systems that are interrelated but also have a degree of autonomy (Bossel, 1999).

There is wider consensus between politicians, policymakers and the general public on the “central role of education and skills development in accelerating economic growth, reducing poverty and promoting peace and stability in Africa” (World Bank 2010:39). No meaningful economic development takes place in an environment riddled with war. When people are educated, this generally creates harmony, and people want to foster further development which maintains their own survival and the survival of those who come after them. This suggests people are gainfully employed and poverty-free. Funding secondary education is important in bringing about this sustainable development. The quality of a country’s people is the main development engine. Through education, people’s expectations for life are higher, which then drives continuous development in different fields.

Funding secondary education is fundamental since it is an exit stage in a learning phase allowing learners to enter skills training and development which yields national development. Education plays a multifunctional role in shaping moral, ethical and social values of society in preparing young people for the world of employment and for being fit members of society, and in fostering mutual respect, social cohesion and cultural integration in society. Knowledge and innovation are vital in this century as drivers of economic growth which brings about sustainable development, which is in turn dependent on education (Anderson & Strecker, 2012) thus enabling Africa and the developing world to have a competitive edge over the rest of the world. Therefore, knowledgeable and informed decision-makers are prerequisites to sustainable development as these are the people who comprehend complex and interrelated economic-social and environmental matters which affect society (UNESCO, 2002). Secondary education funding that results in equity and quality will ensure that ultimately, sustainable development will take place.

#### **1.4.6 Theoretical framework**

The theoretical framework underpinning this research is “human capital theory”, a term coined by Becker (1964). The human capital theory postulates that an individual will want to spend more years in school or in on-the-job training as long as the marginal gains from that kind of investment exceed its added cost. This theory emphasises that an educated person is more productive than an uneducated one, therefore putting emphasis on the need to create a competent human capital through formal education. This is viewed as productive investment by proponents of the theory (Olaniyan & Okemakinde, 2008). It is viewed as equal to physical capital, because of the human factor which takes a leading role or initiates the levels of economic development, which, in this case, is sustainable development. The theory emphasises the vast expansion of education which accelerates economic growth and development. This confirms the close correlation that exists between investment in education and economic development (Olaniyan & Okemakinde, 2008). Education is a public good in which governments are obliged to provide despite the high cost involved. In order to share the cost, governments stimulate individuals to take up education, bearing in mind that there are lifelong gains for those who are educated (Woodhall, 2004). With education, individuals are assured of upward social mobility and better earnings, while the government is assured of economic development by participants in education. The problem which may arise is the inability of the poor to finance their direct cost in education, despite the assurance of big gains in the future and being funded in the bulk of their education by government (Jimenez & Patrinos, 2008).

The policy leading to paying of fees in the Education Amendment Act of 1991 (Zimbabwe Government, 1991) is informed by the human capital theory, in that government stimulates people to take up education, bearing in mind the benefit that it yields, namely development. This is notwithstanding the view of the inability of the Zimbabwe government to totally fund the education system owing to economic meltdown. This is done with the understanding of the huge benefits (better earnings) to the individual and family who bear the costs of education. However, this does not take cognisance of the unemployment rate after incurring these costs.

The MDGs, EFA and Universal Primary Education drive has seen an increase in primary graduates seeking secondary education in Zimbabwe. However, funding for secondary education has not increased to viable sustainable levels in the provision of

secondary education. Spending in education has been on the increase, 3.7% in 1970 to 4.5% of GDP in 2002 (MESAC, 2001). The rationale for the funding of secondary education by government, NGOs and individuals holds that education accelerates economic development. Sustainable development is accelerated once there is an educated workforce (Anderson & Strecker, 2012). Investment in secondary education is important to enable individuals to qualify to train in different fields and thereafter interact meaningfully in bringing about sustainable development. Human capital is instrumental in the development of a country.

The concept sustainable development has three pillars central to it, namely: economic growth, social development and environmental protection that are dependent on education (Anderson & Strecker, 2012) which ties in the concept to the human capital theory. In addition to the earnings one receives after acquiring skills, social development, which is dependent on education, empowers learners to maximise their capabilities to fully participate in society. Education is crucial to realise environmental protection which is done through teaching and learning environmental stewardship. This is done through skills acquisition by having an additional year in school which is the essence of the human capital theory. Skilled knowledge of the different areas and how they integrate brings about development.

## **1.5 STATEMENT OF THE PROBLEM**

There is a problem of funding secondary education in Zimbabwe. The problem appears to have its roots in the global emphasis on the improvement of basic (primary) education, which is articulated through the ratification of international commitments to the Millennium Development Goals (MDGs) and Education for All (EFA). In view of these commitments (focusing on critical issues of access, equity and quality relating to basic education), Zimbabwe as well as other developing countries, finds itself in a difficult financial position. While on the one hand the government has to meet its financial obligations to take its share of commitment to the right to basic EFA, on the other hand it has to deal with serious backlogs in addressing pre-existing colonial disparities in education provision. The two challenges shift the government's attention away from the equally important spending on the secondary education sector. Such a situation has serious implications for the country in that it has the potential to derail the



country's progress towards sustainable development, which is dependent on secondary education. There is already evidence of a negative outlook in this regard, manifesting itself in the form of a rising learner dropout from secondary schools (UNICEF, 2009).

## **1.6 RESEARCH QUESTIONS**

### **1.6.1 Main research question**

The main question underpinning this research is: How can Zimbabwe finance secondary education to ensure sustainable development in view of scarce financial resources?

### **1.6.2 Secondary research questions**

The following secondary research emanates from the main question:

1. How has the ratification of international commitment to the MDGs and EFA affected funding for secondary school education in Zimbabwe?
2. How is Zimbabwe dealing with colonial disparities in education funding?
3. What is the current model of financing secondary education in Zimbabwe?
4. What are the challenges experienced in the funding of secondary education in Zimbabwe?
5. What possible model can be proposed for funding secondary education in Zimbabwe?

## **1.7 PURPOSE AND OBJECTIVES OF THE STUDY**

### **1.7.1 Aim of the study**

Based on the problems and research question in this study, the aim of the study is to examine how Zimbabwe can finance secondary education to ensure sustainable development in view of scarce financial resources.

### **1.7.2 Objectives of the study**

The objectives of this study are to:

- Examine how the ratification of international commitment to the MDGs and EFA has affected funding for secondary school education in Zimbabwe
- Investigate how Zimbabwe is dealing with colonial disparities in education funding
- Evaluate the current model of funding secondary education in Zimbabwe
- Investigate the challenges experienced in the funding of secondary school education in Zimbabwe
- Recommend a sustainable funding model for secondary education in Zimbabwe.

## **1.8 RESEARCH DESIGN AND METHODOLOGY**

### **1.8.1 Research approach**

A research design is the plan, procedure or strategy that shapes research. It changes broad assumptions into detailed methods of data collection and analysis (Creswell, 2009). Johnson and Christensen (2004) define a research design as a way, order or plan for carrying out research so that it answers a research question. The research design adopted in this study will be mixed methods. The rationale for using this method is to strengthen the reliability and validity of findings and recommendations, which widen and deepen one's understanding of the research process itself (Bamberger, 2012).

Mixed methods research design involves collecting, analysing and mixing both qualitative and quantitative research and methods in a single study to understand a research problem (Creswell, 2008). The argument is that using both methods leads to a better understanding of the research problem and questions, than an approach when only one method is used. It entails extensive data collection and a great amount of time is invested in the analysis of findings. It translates into creating powerful evidence on the issues investigated.

In line with the research aim, the use of mixed methods design is ideal. In order to understand the challenges of funding secondary education in Zimbabwe, quantitative methods can be used (for a broad survey of the challenges) followed by qualitative methods of establishing how education can be funded using limited resources. Alternative ways of funding (sustainable ways of funding) are generated from findings from data collected from interviews, open-ended questions on questionnaires, and open-ended observations and documents. Adding to this discussion on the choice of the research design, Cohen, Manion and Morrison (2011) observe that the world is neither entirely qualitative nor quantitative; it is not an “either or” world but a mixed one. The researcher studies the problem of funding secondary education from this more holistic perspective.

The adopted research design is based on its ability to answer the research question. Leech and Onwuegbuzie in Cohen et al. (2011:22) define mixed methods research as “collecting, analysing, and interpreting qualitative and quantitative data in a single study or in a series of studies that investigate the same underlying phenomenon”. This research design is holistic in the sense that data is collected without limiting it to single approach in a world which is mixed.

### **1.8.2 Research methodology**

In order to arrive at results which are reliable and valid in research, appropriate research methods have to be chosen. Braun and Clarke (2013) explain that methodology is a broader view which refers to the framework within which research is conducted, whereas methods refer to a tool or technique for collecting or analysing data. This is echoed by Macmillan and Schumacher in Wanjiru (2012:8) who define research methods as “a plan of selecting subjects, research sites and data collection to answer the research questions.” The research question in this study is: How can Zimbabwe finance secondary education to ensure sustainable development in view of scarce financial resources? A mixed methods approach was adopted as an appropriate response to this question. This is because the researcher wished to understand the nature and challenges of funding secondary school education in Zimbabwe and how funding can be done in a sustainable way, given the scarce resources available. The researcher wants to understand how schools are challenged by the current funding system, and to make an assessment of how funding is affecting quality, equity and access of secondary education in relationship to sustainable

development. Because of the complexity of this problem, the researcher felt that it was best handled by the use of mixed methods, which involves carrying out a broad quantitative survey of the issues and generalising results of the population, followed by a second phase of detailed qualitative, open-ended interviews, focus groups and observations. The latter strategies were intended to collect detailed views of participants on the issue under investigation (Creswell, 2003).

In the sequence of this study, the researcher gave priority to quantitative data followed by qualitative data. This sequence was deliberate in order to generalise to the population. This was followed by detailed interviews, focus groups, observations, and document analysis in order to understand the nature and challenges of funding for secondary education in Zimbabwe.

### **1.8.3 Population and sampling**

#### ***1.8.3.1 Research population***

The population studied are the 398 secondary schools in Manicaland province in Zimbabwe with 398 principals. There are approximately 40 education officials from Manicaland province and five NGOs operating in the province who are involved in funding secondary education.

#### ***1.8.3.2 Sampling and sample***

In the quantitative part of the research, the researcher uses both probability and non-probability sampling methods in selecting the participants for the study. Simple random sampling was used to select the sample of 150 principals who responded to the questionnaire. A non-probability sampling method was used to select the NGOs responsible for funding secondary education in the province for in-depth individual face to face interviews, six schools for observation and in-depth interviews with their principals.

In the qualitative part of the research, the participants were purposively sampled for the selection of principals, education officials and NGOs to be interviewed. A focus

group interview was carried out with education officials in the three districts of Mutare, Mutasa and Makoni and with education officials at the provincial office.

#### **1.8.4 Instrumentation and data collection techniques**

The collection of quantitative and qualitative data was sequential. Quantitative data was collected first, in preparation for the collection of qualitative data. Closed-ended questions on questionnaire were used to survey the nature and problems of funding secondary education in Zimbabwe. Pilot testing of the questionnaire was done before the final survey was carried out. Permission was obtained from the Ministry of Primary and Secondary Education head office to carry out this research, and copies of the questionnaires were disseminated by the district office. Teferra (2013) states that questionnaires are validated based on research questions that informed the study and on the literature reviewed. This means that designing a questionnaire to answer research questions will be the initial stage of the research. In collecting qualitative data, open-ended questions will be asked during individual and focus group interviews.

##### **1.8.4.1 Data collection instruments**

Questionnaires were used for both the qualitative and quantitative aspects of the research. Closed-ended questions were part of the questionnaires used to collect quantitative data while open-ended questions were used on the qualitative questionnaires. The data collection instruments which were used in the study are questionnaires for school survey in collecting quantitative data. Interview schedules and interview guides, documents schedules, schedules for institutions and observation schedule were tools used in collecting qualitative data. The researcher also became the data collection instrument (in collecting qualitative data) because it is the researcher who decides what to record and what not to (Johnson & Christensen, 2004). In an effort to gather valid data, interviews were recorded on audiotape and later transcribed. Video tapes were used to capture the interviews and later compare with the audio transcription if the information was correct before analysing the data.

### Interviews

Interview guides were designed for use during interviews with principals, education officials, and NGOs. Interviews were carried out with NGOs to understand how they fund education. Interviews sessions were conducted over a period of a month during 2017. The researcher made visits to schools to interview principals about how financing of secondary education had affected quality and equity of, and access to secondary education, as well as ways of funding secondary education in a sustainable way. Formal and informal interviews were held with participants as individuals or as a group. Gall, Gall and Borg (2011) emphasise the need to use open-ended questions in interviews to solicit the opinions of the participants. Participants in the interviews may suggest alternative ways of funding education. Views of the interviewees were tape-recorded with their consent. The researcher had an opportunity to transcribe the recorded information.

The initial questions were loosely based on the guiding question, and subsequent questions were projected from there, which link to the leading question in the study (Punch, 2004). Depending on the response given to the researcher about the subjects in question, this warranted further enquiry by way of interviews to get clarity on the issues under study. In this study, the interview session was long enough to capture the attention of the participants. The researcher ensured that it took a maximum of 30 minutes regardless of how eager participants were to carry on the interview. This kept the discussion focused and enabled the researcher to collect the most vital information. The duration of the interview was long enough to give the participants the leeway to explain the issues in question from their own perspectives. Based on the central question, a number of key sub-questions were put to the interviewees.

### Focus group interviews

Four focus group interviews were conducted, one each from the following districts: Mutare, Mutasa and Makoni all from Manicaland province, the largest province in the country. Creswell (2008:226) says “focus groups can be used to collect shared understanding from several individuals as well as to get views from specific people”. The target group were education officials in the three district offices and officials from the provincial office.

### Observation

In a study in Limpopo, South Africa of the use of infrastructure in schools, Marishane (2013) successfully used observation as a method of data collection. Observation was similarly used to observe how the funding system was affecting the quality of education, availability of specialised rooms, and appropriate teaching and learning materials, as well as facilities in different schools. Creswell (2008) views observation as the process of gathering open-ended, first-hand information by observing people and places at a research site. Field notes were taken at the different secondary schools where the researcher carried out interviews.

### Document analysis

Official documents are an example of secondary data that can be used to collect qualitative data. Johnson and Christensen (2004) state that official documents are written, photographed, or recorded by some type of public or private organisation. This is existing data originally produced for a different purpose, which was used by the researcher. In this study, the documents related to the disbursement of funds from different organisations for funding for secondary education. This answered the research question: How can Zimbabwe finance secondary education to ensure sustainable development in view of scarce financial resources? Creswell (2008) notes that documents are valuable sources of qualitative data. These may be both private and public. They can include newspapers, minutes of meetings, personal journals, emails, comments, and website data (Creswell, 2008). In this case, documents were analysed from the perspective of the central research question. Documents from MESAC, Ministry of Labour and Social Welfare, Ministry of Finance, NGOs such as National AIDS Council were used. A major strength of using these documents as tools of data collection was that they presented a good source of text data which was ready for analysis in a qualitative study, unlike observation and interviews which need transcription (Creswell, 2008). However, the use of documents had its own challenges, as not all were easy to locate or made available for public consumption. With the introduction of the Access of Information Protection of Privacy Act of 2002 in Zimbabwe (Media Institute of Southern Africa, 2004), certain information was difficult to obtain from government officials. The subject of money is sensitive. This information was not readily available in the public domain for both private and public organisations. However, having obtained an ethical clearance from the University of South Africa

(UNISA), the researcher persuaded the authorities that the information disclosed regarding funding from these documents would not be used to prejudice their operations since it was purely for academic purposes.

### Questionnaire

A questionnaire was used in this study as a quantitative data collection tool. Babbie (2007:246) defines a questionnaire as “a document containing questions and other types of items designed to solicit information appropriate for analysis”. Questionnaires are primarily used in survey research, experimental, field and other forms of observation. The researcher used this tool to determine the extent to which respondents hold particular views regarding funding for secondary education in Zimbabwe. Use of the questionnaire augmented the other data collection tools stated above in collecting data that are more likely to be reliable once similar results emerge from them (Mouton, 2006).

### **1.8.5 Data analysis and interpretation**

Mixed data analysis was administered in this research. This was the use of both qualitative and quantitative analysis procedures in a single research (Johnson & Christensen, 2008). In this mixed methods research design, the researcher used qualitative and quantitative techniques sequentially. The initial quantitative data was analysed using thematic analysis, which refers to searching across a dataset to find repeated pattern of meaning (Braun & Clarke, 2006). This was later followed up with statistical analysis using the Statistical Package for Social Sciences version 2015 and interpreted, and used to inform the qualitative phase of the study. Creswell (2003) states that in mixed method analysis, the quantitative data is descriptive and involves inferential numeric analysis, while the qualitative data describes the issues investigated which are presented in a thematic approach. The second phase of this research produced a qualitative report which was complex and detailed, which captured the narratives that included the voices of the participants being studied (Hatch, 2002). Qualitative data obtained from interviews and analysis of documents were presented in descriptive form in different themes. A detailed account of the data analysis is provided in Chapter 3 of the study.



## **1.9 QUANTITATIVE AND QUALITATIVE DATA**

### **1.9.1 Reliability and validity of quantitative data**

Johnson and Christensen (2004:140) define validity as the “accuracy of the inferences, interpretations, or actions made on the basis of test scores” while reliability refers to “the consistency or stability of test scores. If a test or assessment procedure provides reliable scores, the scores will be similar on every occasion” (Johnson & Christensen 2004:133). Best and Kahn (2006) advise that, to ensure validity of a questionnaire, one has to ask the right questions phrased in the least ambiguous way. To ensure validity of the questionnaire, the researcher used questions that were directly related to the purpose and objectives of the study; the meanings of all terms were clearly defined so that the questions were correctly interpreted by all respondents, and the questionnaire was free of ambiguities. A questionnaire was pilot-tested. Piloting is the process of testing a questionnaire before a survey commences to make sure that any errors are identified and then rectified (Boyce, 2002; Cohen, Manion & Morrison, 2007).

The questionnaire falls into two broad categories, namely researcher-completed and subject-completed questionnaires. It is however, impossible to establish 100% validity on the use of instruments. In this research, to ascertain validity, the researcher collected data and analysed it to assess the accuracy of the instrument. Statistical tests were applied to the results to confirm its validity. Biddix (2009) refers to external validity which has a direct bearing on the sampling of the population under review. The sample should be as representative as possible because the whole population may not be available for generalisation of the findings of the total population regarding problems affecting secondary schools in terms of funding and how best it can be done using scarce resources, for example. The researcher ensured that the questions on the questionnaire had no ambiguity, and that what was intended to be measured was being measured by the instrument. Reliability is consistency in measuring what is intended to be measured (Cohen et al., 2007). Reliability confirms the quality of the measurement method which suggests that the same data will have been collected each time in repeated observations of the same phenomenon. Reliability in quantitative research is therefore the idea of dependability, consistency and replicability over time, over instruments and over groups of respondents.

### **1.9.2 Credibility and trustworthiness of qualitative data**

In a PhD study carried out by Shenton (2004) the following are identified as being attributes of a trustworthy study: credibility, transferability, dependability and confirmability. Ensuring credibility is one of the most important factors in establishing trustworthiness in qualitative research. The applicability of reliability in qualitative research is contested by many scholars (Cohen et al., 2007). Instead, preference is given to the term “credibility” as postulated by Shenton (2004). To ensure credibility of the study, Shenton (2004) states that the following are to be observed: the adoption of research methods well established in the area, familiarisation with the culture of participating organisations before the first data collection dialogues takes place, random sampling of individuals to serve as informants, triangulation, tactics to help ensure honesty informants when contributing data, interactive questioning to be allowed to probe the subject to give detailed data, peer scrutiny of the research project, member-checking, and thick description of the phenomena under scrutiny.

Credibility is a matter of how congruent the findings of the study are with reality (Shenton, 2004). In this study the researcher uses triangulation, which is the use of different methods such as observation, focus groups interviews (with education officials at district and provincial offices) and individual interviews. This forms the major data collection strategy in this study which enables the investigator to see if there are similarities in the findings emerging from different observations and interview data, which will create credibility in the data collection instruments used, thereby generating trustworthiness in the results of the study. This entails that the instruments used will have measured what they are supposed to measure. The instruments (observation schedules and interview schedules) were pilot-tested to ensure that any obstacles were cleared before the actual tool was used in the study.

A member check is critical to ensure credibility in a research study (Cohen et al., 2007) Checks relating to accuracy of data may take place “on the spot”. In this case, the researcher asked informants to check whether the transcriptions were recorded accurately and whether the words used matched what they actually intended to say. Interactive questioning allows the researcher to probe the informant for detailed data regarding the issues in question, which generates rich and thick data (Shenton, 2004) which is dependable (credible and trustworthy).

## **1.10 RESEARCH ETHICS**

### **1.10.1 Ethical procedures**

Ethical issues weave throughout the whole research process, from defining the problem, stating research questions to collecting and analysing data up to the research write-up (Creswell, 2008). Before collecting data, an ethical clearance certificate was obtained from UNISA. Applications were made to the Ministry of Primary and Secondary Education for permission to conduct research in the given schools, and to the Ministries of Finance, and Labour and Social Welfare to obtain documents pertaining to the financing of secondary education. The researcher wrote to the NGOs involved in funding secondary education for documents to be made available regarding their funding to secondary education.

### **1.10.2 Ethical considerations in involving participants**

All research participants were informed of the nature of the research and its intention (how to fund secondary education, given the scarce resources, to yield sustainable development in Zimbabwe) through a consent form. In this form, participants were informed that their participation was voluntary and that they could withdraw at any time. Participants were assured of the confidentiality of the information they furnished to the researcher which cannot be shared with other participants or individuals outside this study. The researcher assigned numbers to returned questionnaires to protect the identity of participants (Creswell, 2008). This enabled the researcher to check if all the questionnaires were returned.

### **1.10.3 Beneficence, data collection and report-writing**

The researcher explained that the research problem involved examining the lack of funding in secondary education, and that it would be to the benefit of individuals (in schools) once sound funding was available, to bring about quality, equity and access in education provision. The purpose of the research was clearly communicated to the participants who wanted to be in this study. Data was ethically collected as the researcher respected individuals who took part in the study at the different research sites where observation took place. Voluntary participation in the study, no harm to the participants, anonymity and confidentiality was guaranteed (Babbie, 2008). In

protecting the identity of individuals, roles, and incidents in the analysis of the findings right up to report-writing, pseudonyms for individuals were adopted (Creswell, 2003).

### **1.11 DELIMITATION OF THE STUDY**

This study was carried out in secondary schools in Manicaland province in Zimbabwe; special focus was given to schools offering advanced level studies. There are about 560 schools which have the same number of heads of schools (principals) and about 40 education officials stationed in district and provincial offices. The study was carried out in Mutare, Mutasa and Makoni districts. A mixed methods research design was used to explore a way to finance secondary education which will bring about sustainable development. This study used the Ministry of Primary and Secondary Education structures to disseminate questionnaires to schools and to carry out focus group interviews with education officials stationed at district offices and provincial office.

### **LIMITATIONS OF THE STUDY**

The study had certain limitations such as shortage of time, since the researcher is a full-time teacher. There was also a likelihood of difficulty in coordinating scheduled visits to schools to carry out interviews, owing to the dispersed nature of schools. However, the researcher ensured that these limitations were minimised to ensure quality and value of the study. The researcher assured participants that they could leave at any stage of the study if they were not happy or comfortable in continuing.

### **1.12 DEFINITION OF KEY CONCEPTS**

**Cost sharing:** Barr (2005:6) states that cost sharing is a situation in which “students should contribute to the cost of their degree”. In this research, cost sharing refers to the contribution in fees, building materials and others materials by parents in an effort to meet the government midway in covering educational costs for secondary education.

**Cost-benefit analysis:** Woodhall (2004) defines “cost-benefit analysis” as a systematic comparison of the magnitude of the costs and benefits of a form of investment in order to assess its economic profitability. All forms of investment involve a sacrifice of present consumption in order to secure future benefits in the form of higher levels of output or income.

**Basic Education Assistance Model (BEAM):** BEAM is a funding model in Zimbabwe that provides funds for underprivileged students in primary up to secondary school level. BEAM ensures that no one is sidelined as a result of social or economic inability to finance children to go to school.

**Sustainable development:** Jones (2014:9) defines sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. In this study, sustainable development refers to the continued development which is generated as a result of acquiring education.

**Safety nets:** Ninno and Mills (2015:2) see safety nets as universal subsidies that effectively safeguard poor households. In this research, “safety nets” refer to assistance given to vulnerable members of society in order for them to access education.

### 1.13 CHAPTER OUTLINE

The research has six chapters giving details about the research, why and how the research was conducted, methods used, discussion of findings, and input which this study brings to the body of knowledge in education. This is organised in chapters as follows: **Chapter 1** contains the introduction, which lays the foundation and rationale for the study. **Chapter 2** contains the background of the study, which is the literature review on funding for secondary education. This chapter reviews literature on the education funding models from the African context (South Africa and Kenya), South America (Brazil), Asian context (China) and Australia. Research done in the area will be described and the gaps established in terms of the funding models, challenges and sustainable ways of funding secondary education in the scarce resources background. **Chapter 3** deals with the application of models for funding secondary education in various countries stated above. **Chapter 4** gives a detailed discussion on the research design and methodology used in the study. The chapter explains how the research questions are addressed in the study. This chapter gives the rationale of adopting a mixed methods approach. **Chapter 5** is the presentation, analysis and interpretation of the research results. The chapter captures research findings, recommendations and

lessons drawn from the study. **Chapter 6** is a presentation of the summary findings, limitations, recommendations and conclusions of the study.

## **1.14 CONCLUSION**

Funding for secondary education is critically important in realising access, equity and quality education. According to UNESCO (2013), more than 57 million children are likely to continue to be denied the right to primary education, and many of them will never enter a classroom (UNESCO, 2013). This figure is probably too high, considering what different governments are currently doing in militating against this situation. Given the safety nets provided from internal and external sources, the number of students with no access to secondary education should be on the decline. The study gives a background to the topic in seeking the rationale of undertaking this task, the post-independence background, the ushering in of Economic Structural Adjustment Programme (ESAP), and affiliation to the EFA and the MDGs.

The colonial funding education system in Africa seem to have a huge bearing on the problems experienced in education provision in the continent today. The skewed colonial funding for a privileged few created a backlog on those who desired for education. Zimbabwe having experienced colonial rule for many years, it affected many black people tremendously. This led to the mass education system to address the colonial imbalances that drained huge state's resources.

Mandina (2012) argues on the importance of education in sustainable economic development of a country, and it is therefore important that countries take a well calculated investment in it to ensure that there is national development. Zimbabwe's economic state seem to be lagging behind in this drive of funding education in order to realise economic development. Therefore, the study wants to explore avenues in sustainable funding of secondary education which is believed to spur economic development in different aspects of the economy. Policy makers would benefit from this study as the different challenges of funding secondary education will be identified and solutions suggested that would enable them to craft policies that are suitable which will realise economic and sustainable development in the country.

The mixed methods adopted in the study has the capacity to unearth the challenges and craft possible solutions. The sequential approach to quantitative and qualitative methods will allow the sample used in this study to answer questionnaire which are followed up with interview schedules. Observation on schools where interviews for principals (individual interviews) were conducted as well as NGOs (individual interviews), focus group interviews sessions with education officials at district and provincial office were carried out.

## CHAPTER 2

### LITERATURE REVIEW OF EDUCATION FUNDING MODELS

#### 2.1 INTRODUCTION

The intention of this study is to uncover ways to fund secondary education in a situation of scarce financial resources, given that secondary education is pivotal in bringing about sustainable development in any given country. The previous chapter dealt with the background, purpose and rationale of the study, a brief description of the research design and methodology used in the study and the theoretical framework underpinning this thesis. This section of the study explores the theoretical framework on which the study is based. The researcher reviewed literature on funding models in South Africa, Kenya, China, Australia, Brazil and in the Zimbabwean case study. These countries have been selected for the reasons which follow.

Zimbabwe, Kenya and South Africa share a common history of colonial rule under the British rule. There is a likelihood of a similar education system imposed by the British and therefore it is perhaps necessary to investigate the literature on funding of their education system in order to see if they could be similar patterns of funding. The researcher views the two countries to be having a good education system which suggest that their funding model may have success stories to adopt on the Zimbabwean case. South Africa was the last country to have gained freedom in Africa that necessitated the unbanning of the Coordinating Committee of the then Organisation of African Unity (Moyana, Sibanda & Gumbo 2017). South Africa is seen as an envy of most African countries on her level of development and therefore an investigation into how the education is funded is imported to see the best practice.

At independence Zimbabwe adopted a socialist system similar to the Chinese communist ideology (Chung and Ngara, 1985). Zimbabwe fashioned the activities of how the government was running its activities which was similar to the communist ideology in China. Given the level of development of China as one of the fastest growing and most successful economies in the world it was worth reviewing its literature on how they fund education so as to tap into the systems used. Brazil was adopted in this study as one of the Southern American countries which has an



emerging economy which is part of the Group of five emerging economies of Brazil, Russia, India, China and South Africa) BRICS.

Selection of Australia was very important given the success stories it has registered in the past that has led to adoption of its systems in many countries in the world. For instance, South Africa outgoing education system, the *Outcome Based Education* system was adopted from Australia while Zimbabwe adopted the payment system which is in phases for infrastructure development in the Mass education system in the 1980s. The researcher's experience as a teacher in South African schools has that many schools want to have their children write International Benchmarking test (IBT) examination which are set and marked in Australia. These examinations try to assess the levels of competence for learners in different grades. This will ultimately compare the competence level of learners in a specific grade in different countries. Given this, it triggers the researcher wanting to find out the literature on how the education system in Australia is financed with of the hope adopting best practice for Zimbabwe.

Zimbabwe shares a common colonial history with South Africa and Kenya. The said countries were under British rule and the migration and transformation of their education systems may have links with Zimbabwe. Zimbabwe adopted a socialist ideology after independence in 1980 similar to the communist ideology in China (Chung & Ngara, 1985). The researcher assumes that China having similar ideological principles to Zimbabwe at independence could have a bearing on Zimbabwe's policies (mass education); hence, it was considered relevant to establish how China funds their education system. The researcher also wanted to have a view of how countries in South America would fund education given their level of economic development; thus, Brazil was selected. Australia was selected as a country from which many other countries borrow ideas. For example, the provision of funds in batches for specific project or phase in schools in Zimbabwe was adopted from the Australian case (MESAC, 2010). The fact that Australia has made huge strides in education caught the attention of the researcher, as he was hoping to learn something which would help to generate ideas for funding secondary education in Zimbabwe given the scarce resources in that country. The researcher was of the view that these countries must have used models which stimulate sustainable development, given their levels of development. This would enable the researcher to evaluate their relevance in the funding of secondary education in a bid to bring about sustainable development.

The theoretical framework underpinning this study is the human capital theory. While Chapter 1 provided background information regarding the theoretical framework on which this study is built, this chapter describes the theoretical considerations which positions this investigation into the body of knowledge regarding the philosophy behind funding of secondary education in the Zimbabwean case. This will be followed by Chapter 3, presenting a conceptual framework on literature regarding the funding of education from an African perspective, a Eurocentric perspective, as well as the Asian and Latin American view.

## **2.2 THEORETICAL CONSIDERATIONS FOR FUNDING SECONDARY EDUCATION**

### **2.2.1 Human capital theory**

The term “human capital theory” was coined by Becker in 1964. Dae-Bong (2009) alludes to the fact that the theory originates in the classical economics of 1776 which later developed into a scientific theory (Fitzsimons, 1999). This has become one of the renowned economic theories of modern times, and has led academics to research how the theory contributes to socio-economic development, notwithstanding the political development and freedoms that people enjoy the world over today (Grubb & Lazerson, 2004).

The conception of human capital theory has seen each academic field trying to equate it with and filter it into their different disciplines (Dae-Bong, 2009). This suggests that the theory speaks to many different fields. Schultz (1961) holds the view that human capital is larger than any other forms of wealth put together. Beach (2009) states that researchers have agreed that the capacity of the human being refers to knowledge and skills embedded in the individual. Some of these researchers show that human capital is connected to the knowledge, skills and educational abilities of the individual (Youndt, Subramaniam & Snell, 2004).

The link of the human capital to knowledge and skills is derived from education through either compulsory education, higher education or technical and vocational education (De la Fuente & Ciccone in Alan et al., 2008). Another aspect of the human capital theory is the productive aspect. This relates the human being to economic productivity.

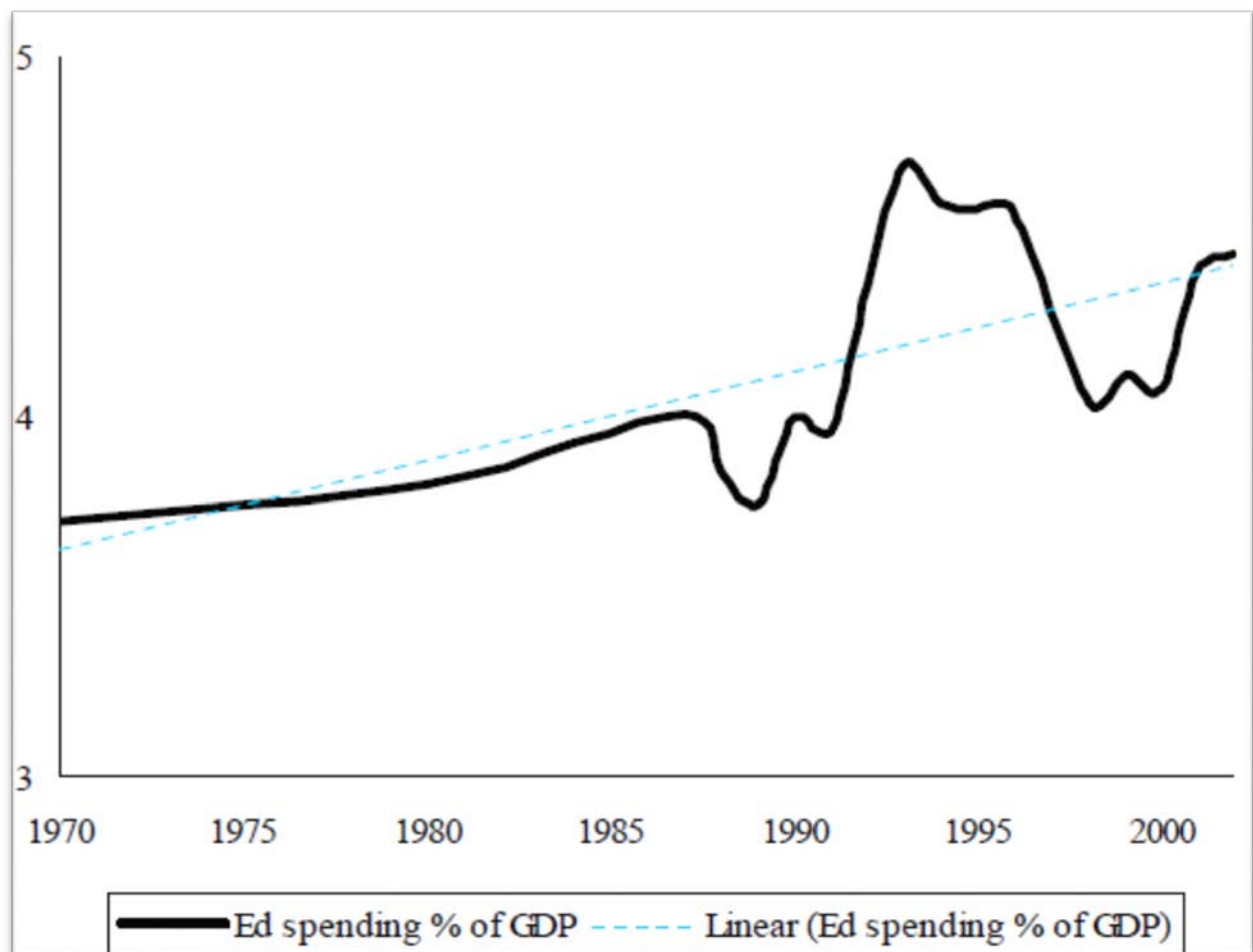
Rosen (1999) states that the investments which people make in themselves in education increase their productivity. Frank and Bernanke (2007) view on the theory is broader, in that they hold that it is the combination of factors such as education, experience, training, intelligence, energy and work habits that yields economic productivity.

In Becker's conception of the human capital theory (1964), an individual will want to spend more years in school or in on-the-job training as long as the marginal gains from that kind of investment exceed its added cost. This is regarded as productive investment by proponents of this theory (Olaniyan & Okemakinde, 2008). Economic prosperity and the operation of any given state hinges on the physical and human stocks in the said state (Olaniyan & Okemakinde, 2008). Olaniyan and Okemakinde (2008:479) observe: "The theoretical framework most responsible for the wholesome adaptation of the education and development policies has come to be known as the human capital theory". This theory has a firm base in the work of Schultz (1971), Sakamoto and Powers (1995) and Psacharopoulos and Woodhall (1997) whose assumptions are that formal education is instrumental in and essential for improved productivity in any given sphere of society. The argument posed by the human theorist is that people who are more educated are more productive than the less educated population. The theory then emphasises the dominance of education in increasing the productivity of workers by increasing the level of cognitive stock of economically productive human capability which is a product of innate abilities and investment in human beings (Olaniyan & Okemakinde, 2008). This puts the formal education component higher than the physical component in bringing about economic production in any given scenario.

Babalola (2003) advocates for three arguments which set rationality behind investment in human capital. First, the accumulated and discovered knowledge is made readily available from the previous generation. Second, people should be taught how existing knowledge is used so that they generate new products, and third, they should be encouraged to develop new ideas, products and processes and methods through creative approaches. According to Jimenez and Patrinos (2008), human capital theory has been a driving force for the huge financial commitments in education in the past four decades in developing and developed nations. The huge injection of financial resources was based on presumed economic return of investment in education at both

macro and micro levels. This was based on the overall view that investment in human capital would yield economic growth for society while it would provide returns in the form of individual economic success (lifelong earnings) and achievement (upward social mobility) for the one who takes part in education (Olaniyan & Okemakinde, 2008).

The huge financial investment in education as suggested by the human capital theory is illustrated in Figure 2.1.



**Figure 2.1: Worldwide education spending as percentage of GDP**

Source: Jimenez and Patrinos, 2008

## **2.3 SECONDARY EDUCATION FUNDING MODELS**

### **2.3.1 Introduction**

An education funding model can be defined as a clear and systematic operation in which funding of secondary education is done. In the global environment, which has a knowledge-based economy and technological evolution, many countries seek to remain competitive and as a result, seek to invest in education in order to respond to the needs of society (Dae-Bong, 2009; Coombs, 1970). A funding model is part of the educational planning processes which set aside resources in order to address the political, economic and social needs of society (Moyo, 1995). In the Zimbabwean case, the model for funding secondary education was intended to address the past colonial disparity in terms of provision of education, and at the same time create the desired manpower which would take up civil service at the exit of the colonial rule in 1980 (Zvobgo, 1999).

## **2.4 ZIMBABWE**

Zimbabwe is a former British colony which was known as Rhodesia from 1965 up to 1979. Before 1964, Rhodesia referred to Southern Rhodesia (Zimbabwe), Northern Rhodesia (Zambia) and Nyasaland (Malawi) (Shizha & Kariwo, 2011). It was also briefly known as Zimbabwe–Rhodesia in 1979 from June to December under the leadership of Archbishop Abel Muzorewa. This was done to frustrate the liberation of the country from the British, in which the then Prime Minister Ian Smith intended to stop those who were fighting in the liberation war, hoping that there were changes of guard to the African moderate leadership in the name of Muzorewa. These did not happen until real independence was won in April 1980 by ZANU PF under the leadership of Robert Mugabe (Shizha & Kariwo, 2011).

Zimbabwe inherited a system of education which was unfair, where many people were disadvantaged in the provision of education according to the colonial (bottleneck) education system (Zvobgo, 2009). Funding models for Zimbabwe were to be informed by the desire to close the disparities in education provision among the racial groups which favoured whites who constituted 1% of the population at the time compared to the black, coloured and Asian population groups who collectively formed 99%. The

colonial government paid 20 times more for white students' education than it did for students of colour (MESAC, 2001).

Mass education was pronounced by government through the ZANU PF Election Manifesto of 1980 to address the imbalances of the past; the vast, untapped mineral resources in the country needed skilled manpower (Shizha & Kariwo, 2011). The advent of the ESAP as suggested by the International Monetary Fund (IMF) to cut cost on government expenditure, MDG and EFA were to turn funding for secondary education in a different direction (Zvobgo, 2009; MESAC, 2010).

#### **2.4.1 Mass education system**

In order to address the colonial disparities in education, government enacted the Education Act of 1980 which made education free for all (Zvobgo, 1999). Government provided capital funding which led to mushrooming of schools in the countryside and in urban areas. As well as paying teachers' salaries through local councils in council schools, and in government schools, government also provided funding to buy building materials for schools, while the local communities in which these schools were located provided what was available locally such as bricks, pit sand and river sand, and paid the builders (Chung & Ngara 1985; Mubika & Bukaliya, 2011).

Schools were built in phases such as classroom blocks, administration blocks, laboratories, ablution blocks and teachers' quarters. At the provincial office for the Ministry of Education, an education official responsible for building would do an inspection of the different phases in the school in order for the school to get the next batch of money for the appropriate phase (MESAC, 2010).

#### **2.4.2 Basic education assistance model (BEAM)**

The effects of ESAP led to many people being retrenched from work; the general economic meltdown of the economy made parents unable to afford to pay fees for their children. The government then introduced the Social Development Fund (Kanyongo, 2005), later renamed BEAM which came into being in the year 2000 (MESAC, 2001). As suggested by the IMF to cut government expenditure, this meant that government had to revoke the free education system in which primary education was free for all according to the Education Act 5 of 1987, in line with the socio-economic climate in the country (Kanyongo, 2005). Government had to assist

vulnerable people who could not afford fees charged in schools through BEAM because it firmly believed that every citizen of Zimbabwe regardless of religion, race, creed and gender had the right to education (MESAC, 2007). BEAM paid the different fees charged in schools, namely for tuition, sport, general purpose fund and examination fees.

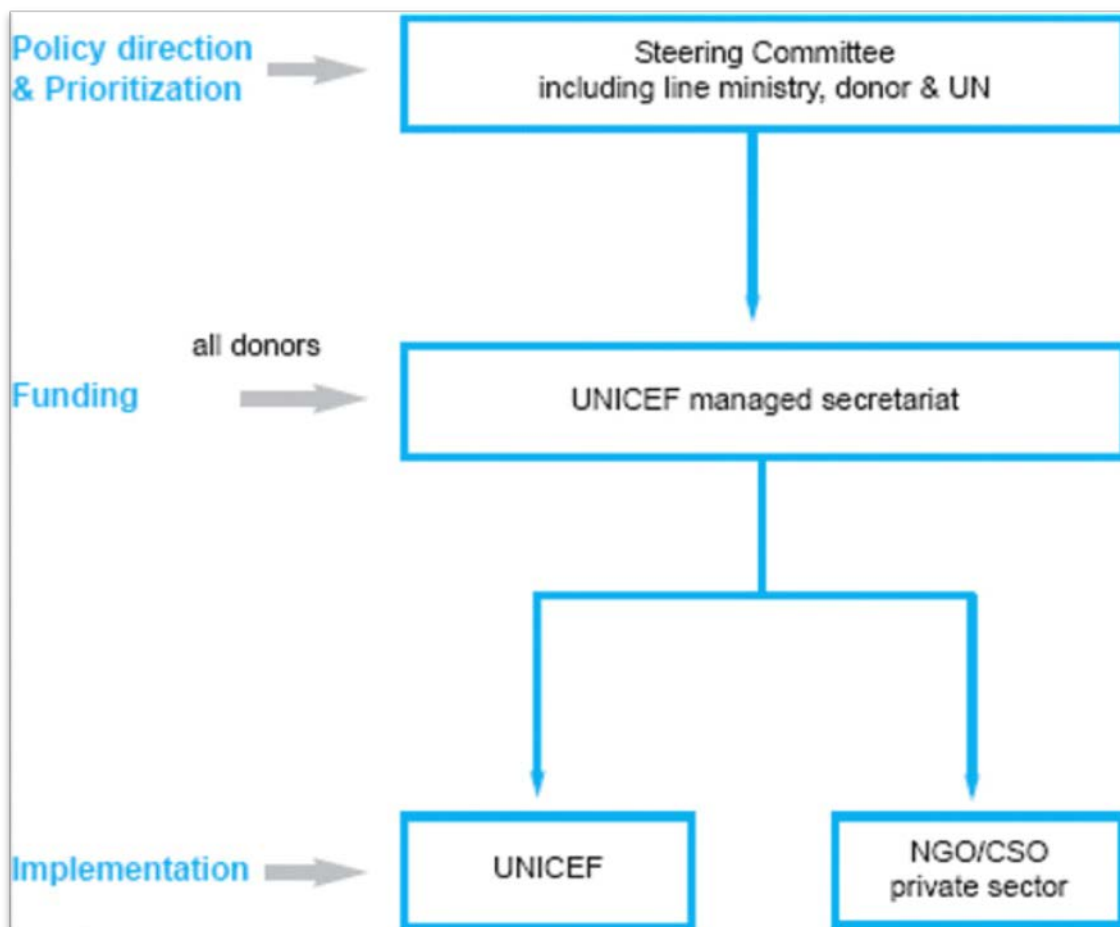
#### **2.4.3 Cost recovery funding model**

Transformation of education in Zimbabwe would not be possible if government continued to provide free education. The inability of government to shoulder the burden of funding secondary education was passed to the consumer of education, which in this case was the parents. Government cut costs in non-essential areas in education such as catering and ground maintenance in an attempt to reduce expenditure as suggested by ESAP conditions instituted by the IMF, while schools charged parents in the form of levies in order to meet the conditions (Mutigwa, 2004; MESAC, 2010). Levies to meet the costs of secondary schools were charged. However, the Ministry of Education at provincial level had to approve the raising of the fees in line with the consumer price index, despite parents holding an annual general meeting in which two-thirds of the parents present at such a meeting would have approved the budget to raise fees (MESAC, Circular No 2 of 2006). Government, however, continued to pay for the essential services such as salaries, per capita and tuition grants split as follows: 25% low density suburbs, 30% high density suburbs and 45% to rural schools (MESAC, 2010). This fulfilled the MDGs in ensuring that learners were provided with adequate services in schools and that they had access to education (MESAC, 2010).

#### **2.4.4 Education transmission Fund model**

The Education Transmission Fund (ETF) was established in 2009 by government to assist in provision of basic textbooks to schools through partnership with MESAC and key NGOs such as UNICEF, the European Union and others (UNICEF, 2011). The ETF was a multi-donor pooled fund that was managed by UNICEF on behalf of MESAC. ETF supported the government of Zimbabwe in making teaching and learning materials and technical support available for the Education Ministry (Mutenga, 2014). Capacity-building to enhance governance through training of the school development committee was made possible from this fund. A national education NGO network was

birthed by the education cluster affiliated to the needs of ETF to give technical and logistical support at provincial and district office level, which enhanced monitoring, and supervision of schools through NGOs such as World Vision, Plan International and Save the Children (UNICEF, 2011). The network assisted the Ministry of Education in monitoring textbooks and stationery distribution and key to their operation was ensuring access of education to children of school-going age and ensuring that emergent schools rehabilitation took place when the need arose (UNICEF, 2011). The structure of the transition fund is as shown in Figure 2.2 below.



**Figure 2.2: Education transition fund (ETF) structure**

Source: Salama, Ha, Negin and Muradzikwa, 2014:20



## **2.5 SOUTH AFRICA**

### **2.5.1 Introduction**

South Africa has been busy with reforms to address the issues of equity and redress from the time the country attained democracy in 1994 (Mestry & Ndhlovu, 2014). This was the result of the colonial state which dictated discriminatory education systems dating back to 1953, which varied in both the structure and state of funding based on racial grounds (OECD, 2008). During this period, the National Party government put black South African education under its wing to ensure perpetual control and financial neglect of schooling for these people (OECD, 2008). Funding for white children exceeded funding for black students by nine times, despite the black population being more economically disadvantaged than white people (Department of Education, 2005).

Redressing these historical imbalances was central and pivotal to the democratic government in 1994. This had its own challenges as the country sought to pursue universal education and at the same time rationalise the funding process through the National Norms and Standards for Schooling Funding (NNSSF) policy that was brought into effect through the National Education Act of 1996 (Mestry & Ndhlovu, 2014; Hindle, 2007; Marishane, 2013). While the disparities in state funding to schools were removed, a challenge remained as the state could not afford free education, nor could parents afford the fees charged in schools (Mestry & Ndhlovu, 2014). This brings into the picture the funding models used by the South African education system.

### **2.5.2 Quintile funding model**

Mestry and Ndhlovu (2014) report that the NNSSF policy introduced a progressive funding system which classified public schools according to their wealth quintiles and were therefore subsidised based on their poverty levels. Schools are classified from quintile 1 to quintile 5 (South Africa, 1998). Ranking of schools is dependent on the geographical locations in which these schools are located. Quintiles 1 to 3 are declared poor schools and are no-fee schools which are then allocated higher subsidy from government, while quintiles 4 and 5 are regarded as affluent schools (Mestry & Ndhlovu, 2014). The affluent schools receive small amounts from the state because parents can afford to pay fees and other levies charged by schools. South Africa's (1998) NNSSF policy states that schools servicing poor communities should receive

more funding than the ones which are servicing well-off communities. The idea of assisting the poor is premised on the notion of poverty targeting: economic advantaging of the less economically advantaged (Mestry & Bisschoff, 2009). In this funding model, quintiles are determined nationally whereby the national Department of Education determines the funding which needs to be allocated per student per quintile and is published annually in the Government Gazette (South Africa, 1998).

Factors used to determine recurrent funding of the quintiles are established by determining the relative poverty level of the immediate community around the school. This in turn depends on individual or household advantage or disadvantage with regard to income, wealth and level of education, which adds to the data collected from the national central census conducted by StatsSA (Statistics South Africa) and any other relative data which could be used as a source (Mestry & Bisschoff, 2009; Gauteng Department of Education, 2006).

This model serves as a means to harmonise the funding system in correcting the past disparities in education, where quintile 5 is the least funded and quintile 1 is the most funded. The model serves as a pro-poor means of determining funding for individual public schools across the country. The NNSF specifies that “non-personnel expenditure in provincial education departments has to be disbursed as follows: 40% of the poorest learners (quintile 1 and 2) will receive 60% of state resources in the form of funding” (Department of Education, 2002:12). On the other hand, the least disadvantaged 20% of schools (quintiles 4 and 5) only receive 5% of the resources allocated by government (Giese, Zide, Kock & Hall, 2009). This leaves quintile 3, which is in the middle of the quintile system, with no funding, giving provincial education directors no option other than to declare them as no-fees schools (Mestry & Bisschoff, 2009).

This has put the funding level of the advantaged and the disadvantaged school system of the past on par in terms of the socio-economic status of the communities being matched to the required resources needed in the schools (Motala, 2006). The advantaged quintiles 4 and 5 schools have the option of beefing up their finances by charging fees and using fundraising activities at the school to enable them to provide quality education (South Africa, 2006). This brings about equity in the provision of education, which provides for the economically disadvantaged, while those able are given an opportunity to finance their own education, making the funding system

sustainable. However, financing of public schools remains critical in the provision of the no-fee schools. Although this model is widely accepted as a funding philosophy, its sustainability leaves many questions unanswered (Wilderman & Hemmer-Vitti, 2010).

## **2.6 KENYA**

### **2.6.1 Introduction**

Kenya shares the same colonial history with many African countries. When this country attained independence from the British rule in 1963, it set up a commission to reform the education system. The education structure had adopted the British model of 7-4-2-3, with the figures representing the number of years in the school system (Buchmann, 1999). Educational reforms made it possible for the education system to acquire the skilled manpower needed to replace positions formerly held by the British (Ntarangwi, 2003). The education system made opportunities available to the former disadvantaged local people in Kenya, of whom the majority had been denied an opportunity for education by the previous political system (Kinuthia, 2009). The number of learners who needed primary education grew significantly and by 1992 there were 5.3 million learners attending primary school (UNESCO, 2008). This would obviously increase expenditure in education, given the introduction of free primary education in Kenya (MOEST, 2005). Through the cost-sharing initiatives promulgated by a structural adjustment programme in Kenya, the government did not reduce expenditure in primary and secondary education, even against the backdrop of the 2008–2009 global financial crises (Ayako, 2015). This was based on the premise that putting education on a national priority list was a key indicator for social and economic development (Kinuthia, 2009).

Kenya has embarked on a number of funding structures at both primary and secondary education levels. These are cost-sharing, bursary and fee-free secondary models, which will be explored next.

### **2.6.2 Cost-sharing funding model**

Wanjiru, (2012) research reveals that cost-sharing policy was introduced in Kenya in 1988 where costs were to be shared with government in partnership with the public and NGOs. This was part of educational development reforms in Kenya where government made a shift in policy with huge financial commitments in social services and education (Commonwealth, 2003). Government continued to provide remuneration for teachers in public schools, infrastructure development, disbursement of bursary and scholarships and their management (Onsomu, Muthaka, Ngware & Kosimbei, 2006). Government partners' responsibility was to provide maintenance of infrastructure, instructional materials in public and private secondary schools, payment of boarding fees and examination fees, transport, water and utilities bills (Onsomu et al., 2006; Ministry of Education, Science and Technology, 2005). Not giving aid in schools was part of the local concept known as Harambe School, which was the social demand for secondary education. In establishing these schools, local communities met most of the costs (Ngware, Onsomu & Muthaka, 2007). In this model, the cost of financing secondary education is shared by government, partners and parents.

### **2.6.3 Fee-free secondary education and the bursary funding model**

Free day secondary education came about in 2008 (Oyaro, 2008), in an effort to improve the transition rate of the many primary school learners coming from the free primary education into secondary education. Fee-free secondary education was meant to ensure that the primary school graduates were accommodated in secondary schools (Government of Kenya, 2008). The free primary education programme and secondary education formed part of the presidential campaign, which was implemented once a coalition government was installed (Ohba, 2009). President Kibaki introduced a 10,265 Kenyan Shillings (KHS) capitation grant per learner that was meant to cover tuition and other costs which excluded boarding fees for day secondary schools. This was disbursed in three batches of 50%, 30% and 20% during the months of December, April and August respectively (Mualuko & Lucy, 2013).

Ayako (2015) notes that other recurring costs in public schools such as teachers' remuneration would come from public resources. In alleviating the burden of households in the provision of secondary education, the capitation grants that came into being amounted to 60% of the cost of attendance (Ayako, 2015). All students in

secondary school were catered for, regardless of their socio-economic background (Mualuko & Lucy, 2013). This compromised on equity, based on the abilities of parents to finance the education of their own children. Because the capitation grant could not cover all the costs of secondary school, some underprivileged households could not send their children to secondary school, given their inability to pay other fees involved, while the rich could pay for their children. Inter-generational inequality was thus promoted when the poor and the marginalised would drop out of school while the rich continued (Mualuko & Lucy, 2013). Free day secondary education led to the huge enrolment in secondary education and the mushrooming of many secondary schools to accommodate the upsurge in enrolment of secondary students (Mualuko & Lucy, 2013). The government of Kenya recommended a guideline for fees charged by schools (Government of Kenya, 2008). However, schools departed from the prescript of government in charging all kinds of fees such as development project funds, teacher motivation fees, and school tour fees agreed upon at the annual general meeting by parents (Mualuko & Lucy, 2013). Parents were still obliged to meet the costs of uniforms, development levies, personal effects, and lunch for day school learners in addition to other fees charged (Kaberia & Ndiku, 2011). These fees were beyond the reach of some households, especially the low-income bracket group (Wanja, 2014). Cost is a key barrier for transition to secondary education in Kenya, which necessitated further funding from government in the form of the Constituency Bursary Fund (Mualuko & Lucy, 2013).

The Constituency Bursary Fund was intended to augment the effort of free day secondary education and parents in meeting the funding gap of disadvantaged and needy learners. It was initially operating through the Ministry of Education via the board of governors at school level as the Secondary Education Bursary Fund (Mualuko & Lucy, 2013). At its inception in 1993 to 1994, an allocation of 25 KHS was given to this fund which steadily grew each financial year and is currently being administered at the constituency level (Mualuko & Lucy, 2013). Ayako (2015) reports that bursaries from government were disbursed via the Constituency Development Fund, which was introduced in 2003. These funds were allocated to each member of parliament for the purpose of developing their constituencies. The allocation of this fund was dependent on the poverty index across the country and on the Constituency Development Committee where there was a possible expenditure of up to 50% on education (Ayako, 2015). The allocation for education would vary from one constituency to another, which

alleviated the financial constraint in the provision of secondary education (Glennerster et al., 2011).

## **2.7 CHINA**

### **2.7.1 Introduction**

Mok (2006) discusses reforms made in education in China after the death of Mao in 1976. China as a communist state had a centralised, planned economy with stringent rules, which were likely to frustrate the initiatives of education institutions. Mok (2006) states that reforms were meant for decentralisation of the economy and policy decisions in education which were intended to devolve powers to units at lower levels to allow flexibility in the running of education. Reforms then limited government control over schools, moving towards creating close ties between learning institutions and production units. In the communist perception, productive units were the link between theory and practice in a learning institution or company. This is where knowledge learnt was put into practice – where goods were produced and sold to generate income for schools or companies (Tsang, 1968). This initiative of learning institutions enhanced economic development while it enabled them to create revenue for themselves. Price (in Tsang, 1996) argues that mixing learning and production was the desire of government to encourage incentives for creating production units in schools, which was a prominent method for mobilising resources to school. Wei and Zhang (1995) note that government called upon parties, social organisations, retired cadres, intellectuals, collective economic organisations and individuals in the development of education through different means. Commitment to education was seen as priority in fostering economic development in China. China has a number of models which fund secondary education; these will be explored in the following sections.

### **2.7.2 Education saving fund (Guangdong model)**

The Guangdong provincial government adopted an education saving fund model which would foster educational development (Mok, 2006). In this province, many families are economically well off and these families were prepared to spend more money on their children's education. Mok (2006) comments that in this model, schools

are dependent on the contribution funds from parents. Parents' contributions go into the saving funds used to sustain school activities, notwithstanding the minimum contributions by government to augment the saving fund. In this funding model, parents make a substantial deposit to the school/college and will be reimbursed once their children graduate or leave the school. Mok (2006) establishes that funds generated from this source would take care of infrastructure development at the learning institution.

### **2.7.3 Private individual/unit (Wenzhou model)**

Mok (2006) states that this model called upon private individuals such as retired educators, intellectuals, entrepreneurs and various NGOs which included trade unions and political parties that were interested in starting and investing in *minban* (private) schools. This model focuses on providing private education in China which ensures that individuals go through to higher education after coming from these secondary schools. Mok (2006) believes that individuals going to higher education opportunities would facilitate economic and social development in the country.

### **2.7.4 Education conglomerates model**

Mok (2006) describes the education conglomerates model, in which conglomerates use their resources to develop appropriate physical infrastructure for schools such as buildings, and to equip schools with better educational facilities which is a direct contrast to the public schools. Partnership is made with established institutions which project the schools into the limelight, working to the schools' advantage. Mok (2006) states that the conglomerates model takes over public schools in the name of transformation, leaving privately owned schools better developed and more resourced than public schools.

### **2.7.5 Compulsory education model**

China has the largest number of learners in schools in the world. To ensure that those coming from disadvantaged backgrounds would have an opportunity to go to school, compulsory education in rural China was effected (Wen, 2013). According to the KPMG Report on Education in China (2010), the Chinese Ministry of Education put in place plans to ensure that the compulsory education programme was carried out in order to reduce illiteracy. Funding of schools in this programme came from both the

central and provincial government as they contributed funds for the improvement of the poor areas. Exemption from tuition and miscellaneous fees was instituted in school. This was extended to textbook fees, while living allowances for those coming from disadvantaged backgrounds were granted in the years 2006 to 2008 in both rural and urban areas (Wen, 2013). The Revised Law of Compulsory Education Act of 2006 made government give subsidies to different regions, depending on their economic capacities in the provision of education. This paved the way for universal basic education in China (OECD, 2010).

## **2.8 AUSTRALIA**

### **2.8.1 Introduction**

Australia uses a number of funding models dependent on the differing regions. Funding of schools is not an entity on its own, but is a vehicle in which to achieve a set of educational goals and objectives. Funding is the sole means available to governments to attain policy goals (McMorrow & Connors, 2011). It is a constitutional obligation for state and territory governments to have responsibility over the funding of education in Australia (Department of Parliamentary Services, 2011). The state and territory governments have the duty to give guidance in the operation of schools and funding of government schools.

Universal education is generally compulsory in Australia and the provision of public education is the means by which the government is able to meet its commitment to universal education (Department of Parliamentary Services, 2011). Before 1964 there was no direct Australian government funding in the states (regions). Instead, the Commonwealth was responsible only for schooling in the Australian Capital Territory, Northern Territory and overseas territories. The only form of government financial assistance came through taxation concessions for school fees and donations which were channelled towards school buildings (Department of Parliamentary Services, 2011). After 1964, an Act was passed which pronounced state grants for science laboratories and technical training in which the state allocated grants for the science laboratories and equipment which was later followed by the grant for construction of libraries in 1969, in both government and non-government secondary schools



(Department of Parliamentary Services, 2011). In the following sections, a number of modes used in the funding of secondary education in Australia will be discussed.

### **2.8.2 Taxation concession**

Capital funding in private schools comes through the contributions of parents. They contribute 82% of the annual investment in education. The revenue generated is through charging school fees, fundraising and voluntary contribution or donations (Independent Schools Council of Australia [ISCA], 2013). The government of Australia supports this venture where parents receive a reduction on their tax once they make a contribution to the building fund. A tax reduction is given to parents once they contribute towards grants which are approximately 14% of the total capital funding (ISCA, 2013, 2014). This would obviously incentivise parents to make contribution to schools, knowing that they would get their money back through tax reduction.

### **2.8.3 Schooling resources standard model**

In this model, the funding that each school receives is dependent on an assessment of the school's capacity to contribute – which is dependent on the socio-economic environment of the school (ISCA, 2014). There are variations in funding of resources from one region to another. However, some states and territories use this model in distributing financial resources and even use their own means to allocate resources in schools (ISCA, 2014). Schools in Australia make informed decisions based on the educational programmes they have in place in their schools while working within the prescripts of the national curriculum parameters, taking into account the staffing, nature of communities the schools serve and the needs of the learners (ISCA, 2014). The willingness of parents to pay fees for independent schooling saves government about 4.2 billion Australian dollars (AUD) per year, which is calculated on the basis that all students attend government schools where they would be fully funded. Private contributions and fees make a total contribution of about AUD 5 billion, an annual investment in education which goes a long way in making resources available to schools (ISCA, 2014). The model's intention is for government to correct current deficiencies and inequalities by providing funding increases at the level and rate needed to raise all schools to the appropriate standard (Mc Morrow & Connors, 2011).

#### **2.8.4 Student-centred funding model**

In a comprehensive review of funding of education done by the Australian Department of Education in association with the University of Melbourne's Centre for Research on Education Systems under the leadership of Professor Teese, a new model of funding education was conceived known as the "student-centred funding model" (Department of Education, 2013). The funding model has two categories that provide all resources as funds on a per-student basis. Funding is made available for each student enrolled. In the case of primary schools, funding is three-layered, namely kindergarten, pre-primary to year 3, and senior primary years 4 to 6. Secondary school students are funded one level above that of the primary school for the years 7 to 12 (Department of Education, 2013).

The second category of this funding addresses particular student and school characteristics. This funding takes care of Aboriginal students and those from socially disadvantaged backgrounds where English is a second additional language, those with disabilities, small schools and those from remote areas (Department of Education, 2013; Lamb & Teese 2012). This model addresses the major socio-economic disparities which are found in Western Australia, suggesting that in funding these students, different factors are considered which bring about equity. Funding for schools is made available through one budget which covers salaries and cash components, allowing flexibility to move resources between the two components (Department of Education, 2013).

## **2.9 BRAZIL**

### **2.9.1 Introduction**

Brazil, like any other country in the world, values the importance of secondary school education, especially in its role for national and economic development. In view of the foregoing statement, expenditure for students from primary to upper secondary education saw a steady increase by 121% between 2000 and 2008 (Japan Bank for International Cooperation [JBIC], 2005). In the light of high expenditure on education in Brazil, primary and secondary education stood at 77% of the combined expenditure on educational institutions which was 4.1% of the combined GDP in 2008 (OECD,

2011). Public expenditure grew from 10.5% in 2000 to 17.4% in 2008, which shows a huge commitment by government in the provision of public education in Brazil (OECD, 2011).

Financing of education in Brazil is a shared responsibility among the federal governments, states and municipalities (JBIC, 2005). In the 1988 federal constitution, it stipulated that the 25% of the state and municipal income and 18% of federal government income be directed towards education (JBIC, 2005). The leeway provided by government on municipalities on how to finance education gave municipalities a way to evade funding of education by adding administrative matters on their expenditures without proper budgets to finance the education system (JBIC, 2005). The next section will deal with the models used in Brazil in funding secondary education.

### **2.9.2 Fund for the development of fundamental education and enhancement of the teachers' profession (FUNDEF)**

According to the 1988 constitution, in each Brazilian municipality, the public schools belonged to the state system or to the municipality. The constitution stipulated that the municipalities, federal government and states had to spend a fixed share of their tax and transfer revenues into public education (Menezes-Filho & Pazello, 2005; De Mello & Hoppe, 2005; Herran & Rodriguez 1998). Menezes-Filho and Pazello (2005) confirm that the contribution made by the state and municipalities was 25%, while the federal government's share was 18% which would even up the educational resources among schools. It was observed that enrolment increased in the primary and lower secondary level when FUNDEF was implemented (De Mello & Hoppe, 2005). FUNDEF increased the earnings for teachers as 60% was earmarked for remuneration of teachers, operations and maintenance in schools (De Mello & Hoppe, 2005).

This model of funding improved enrolment of students, while operational costs were met depending on the increase of students. Maintenance of schools was also realised and at the same time teachers were incentivised with remuneration from the fund.

### **2.9.3 Bolsa Escola and Bolsa Familia model**

In the year 2001, the Brazilian government introduced the Bolsa Escola programme whose intention was to ensure that children remain in school (JBIC, 2005). This

programme provided assistance to the poor by giving monthly grants to poor families. This was guided by the fact that these families per capita income was less than half the minimum wage at the time. It was intended to discourage children between the ages of six and fifteen years who were in primary school from going into paid labour caused by poverty (JBIC, 2005; Rodriguez, Dahlman & Salmi, 2008). Because of the demand for secondary education by the poor, secondary education was soon universalised through the Bolsa Escola programme which was later translated to Bolsa Familia and other existing federal government grant programmes. The two programmes became the best-known government models which stimulated educational demand through subsidisation of secondary education (Rodriguez, Dahlman & Salmi, 2008). The changes in funding led to the expansion of education and the creation of minimum standards which pushed the teachers' preparedness levels. Efficiency was also realised through decentralisation in decision-making policy and direct school funding of projects, which enabled schools to receive direct funding to use as per their priority at school level (Rodriguez, Dahlman & Salmi, 2008).

## **2.10 CONCLUSION**

A move towards sustainable development will only be realised with the availability of suitable human capital. Human capital theory forms the foundation of this study. It is evident from the reviewed literature that education is pivotal in attaining development; it is the vehicle which drives development in any given country. This requires funding. In this chapter, a number of funding models in specific countries were identified and discussed in terms of how secondary school education can be financed. If human capital theory is to be tested in its ability to transform and bring about development which is sustainable in any given place, the funding systems must have the capacity to usher incapable individuals to bring about the desired development. Central to this study is the human capital theory that was coined by Becker in 1964. It is evident from the chapter that education is important in order that the necessary human capital is created that will carry out economic development in any given country. It is not progress and sustainable development is coincidental, it has to be planned. Therefore, it is imperative that education is adequately funded in order that appropriate human capital with relevant skills which will take the country to the next level of development is created. Mass education system that was birthed after independence in 1980 was

appropriate to cater for the huge backlog of many learners who had a hunger for education denied to them by the colonial education system. However, this system created financial burdens to the state within a short space of time. Discriminative funding in the form of BEAM was appropriate as only those who were orphans, HIV victims and children of those retrenched could be assisted. The system would allow those financial viable to fund their education. The appropriateness of the funding models was investigated in this study. It would enable the researcher arrive at the most sustainable way of funding education that would bring about sustainable development in the country.

The quintile funding model (South Africa), cost-sharing funding model, fee-free secondary and bursar funding model (Kenya), education saving fund model, private individual model, education conglomerates model and compulsory education model (China), taxation concession model, schooling resources standard model and student-centred funding model (Australia), FUNDEF, Bolsa Escola and Bolsa Familia model (Brazil) were explored in order to find the best practices from these countries.

The applicability of the different models in funding education that would generate the desired human capital to bring about sustainable development will be discussed in the following chapter.

## CHAPTER 3

### APPLICATION OF MODELS FOR FUNDING SECONDARY EDUCATION IN VARIOUS COUNTRIES

#### 3.1 INTRODUCTION

The preceding chapter dealt with the examination of various models for funding secondary education. The present chapter provides a critical study of how these models are applied in selected countries against the background of the MDGs and the EFA pronouncements made by the international community. Given that education is pivotal to economic and sustainable development, ensuring that there is sound funding for education is imperative for any given country. Matthew (2013) argues that the significance of financing education is not to be overemphasised as there is no organisation that can sufficiently carry out its operations without the required resources. Matthew (2013) states that with no sound funding, education delivery in schools is bound to fail, because money plays an important role within a school to cater for the construction and maintenance of buildings, purchasing of teaching and learning equipment, payment of staff salaries and running of daily operations and services in schools. In many countries schools depend on the annual state funding allocations. In addition, Clark, Olumese and Okukpon (2009) assert that financing education involves the provision of payment for the human resources and educational infrastructure which ensures availability of teaching and learning resources. Although some countries also offer incentives to independent schools for the provision of education, this is done purely on the basis that they are alleviating government's financial constraints experienced in its effort to provide for education. Public financing of education hinges on a premise of obtaining a good political and economic climate in any given state which give the political will to fund educational systems. Funding of education is dependent on the country's guiding principle (ideology), constitution, awareness on political issues, literacy, socio-economic development and its ability to deliver.

In assessing the funding system in Zimbabwe, an overview of how different countries fund their secondary education is of critical importance for this research. Literature

on selected countries is examined in this chapter, namely a Western country outside Europe (Australia), the Asian experience (China), a South American country (Brazil) and African countries (Kenya, South Africa) and the Zimbabwean case. This will give insight into how funding for education influences sustainable development in the selected countries. The rationale for the inclusion of the selected countries in the literature review is based on the research aim and objectives, which seek to establish the various options of financing secondary education in a situation of scarce financial resources.

Australia, which has made numerous strides in the provision of education, has seen its programmes adopted by other countries. For instance, Zimbabwe adopted the Australian system of funding in phases specific projects in schools (Ministry of Education Sports and Culture, 2010). The adaptation of outcomes-based education by South Africa after 1994 as well as other similar programmes, has drawn the researcher to find out more about how Australia's funding system works, given these milestones in education.

The South American trend of funding education was brought into the study by examining Brazil. This is an example of a populous nation and the researcher wish to establish how the country funds secondary education and at the sometime creates sustainable development, given its level of development.

Zimbabwe adopted a socialist ideology after independence in 1980, which appears to be similar to the Chinese system of communism. In addition to this, the country adopted a policy of “massification of education” which was fashioned on socialist/communist principles of providing services (Chung & Ngara, 1985). The researcher wishes to examine China’s models of providing education to establish whether they could be interlinked with those of Zimbabwe in the pursuit of finding education for sustainable development.

Kenya and South Africa share a common colonial history with Zimbabwe as all were former British colonies. The two countries seem to have made huge strides in closing the gaps in the provision of education from a discriminatory education system to that which provides access for all. The researcher wants to establish how the two countries have pushed an agenda to address the colonial imbalances in education provision and have advanced sustainable development through education funding.

## **3.2 FUNDING IN AUSTRALIA**

### **3.2.1 Historical context of education funding in Australia**

Australia is one country outside Europe which has taken tremendous strides in developing its education system. This has seen the adaptation of many programmes from Australia by other countries, such as the adoption of its outcomes-based education system by South Africa. The funding of different phases in schools by the Zimbabwean government after 1980 was also adopted from the Australian funding system (MESAC, 2010). This suggests the large following which directly comes from the Australian education system.

The Commonwealth carried out the burden of funding Australian schools in the different regions. It was only after 1964 that the government started funding education through tax rebates when parents paid fees and donated for construction of school infrastructure (Department of Parliamentary Services [DPS], 2011). A State Grants Act was passed in 1964 which funded infrastructure in schools for sciences and technical training which started the entry for state funding in schools (DPS, 2011). The state grants for science laboratories and equipment were later followed by grants for construction of libraries in 1969 for all the school's educational institutions. Funding to procure infrastructure was made available from government in both secondary and primary education, spreading from government to non-governmental schools (DPS, 2011).

In an attempt to come up with a more realistic and comprehensive way of funding education, a commission was set up chaired by Professor Peter Karmel to examine the needs of schools and then appraise the state of school funding (DPS, 2011). As a result of the findings of this commission, government schools saw the extension of recurrent funding in public schools in 1974. Target funding was introduced in the same year to disadvantaged schools to cater for special needs schools and teacher professional development and innovation (DPS, 2011). The Schools Assistance Act of 2008 (DPS, 2011) saw the government providing targeted funding to non-governmental learning institutions while the Indigenous Education Act of 2000 (DPS, 2011) directed assistance to the schools' socio-economic wellbeing (McMorrow & Connors, 2011). This would call for a more comprehensive funding model to address the inequalities in society based on the socio-economic backgrounds of learners as



discussed in the student-centred funding model. The Australian government school funding system was intensified in the early 1970s when the modality of how government was providing education was reviewed. This brought in the role of government in a more focused and active manner in the provision of education, given the capacity education has in building human capital and sustainable development.

### **3.2.2 The role of the Australian government in school education**

As pronounced by the Constitution of Australia, the state and territory governments are responsible for education (DPS, 2011). With the pronouncement by the constitution, regulation of education, administration and funding, public education was the sole commitment by government to enable all those still in the school-going age to access education. Education in Australia is compulsory to learners up to the age of 16. Both local and national governments fund independent educational institutions. This echoes the words of the former Prime Minister Julia Gillard who in 2010 said that citizens deserved to be financed in their studies regardless of where the child studies (McMorrow & Connors, 2011). This laid a firm foundation for financial assistance of the Australian child regardless of the school the child attends (Lamb & Teese, 2012). The bearing of this move enables the country to have adequate human resources which would spearhead sustainable development in the country.

### **3.2.3 Cost of funding secondary education**

The cost of funding secondary education, in comparison to pre-primary school, is relatively high. The article “The schools funding partnership” puts on record the high costs associated with secondary education in Australia (ISCA, 2013). Applying the Schooling Resource Standard Model of Australia, funding for each school is based on the determination and ability of the school to raise funds and it is dependent on the demographics of the school and its capacity to contribute economically to the school’s wellbeing (ISCA, 2014). This model has been used by other territories to determine how much funding they allocate to independent schools. According to the 2007–2008 statistics (DPS Report, 2011), the Australian national, provincial and local government made 91.4% funding available for secondary school education, while non-government schools received 72.1% of that funding, the national and the local education authorities provided 27.9%. Overall, government provides more funding for government schools compared to non-government schools (DPS, 2011).

To receive funding from the national government, all state and privately owned schools should be accredited. The school should be registered with the state and territory government education authorities, meeting requirements in terms of curriculum, buildings and staffing (Deloitte, 2011). The government and non-government school systems have a contractual agreement which they adhere to and the procedures to be followed in order to meet funding requirements by the Ministry of Education (OECD, 2011; DPS, 2011). This is likely to lead to the demand for accountability once funding is made available to schools. Funding to schools does not go directly to schools from the Commonwealth Treasury. Funds are channelled to the state and territory government education departments before dissemination to schools (European Commission, 2014).

### **3.2.4 Private school funding**

Having explored how the Australian government funds state schools, the way in which private schools get funding needs to be examined. Non-governmental schools receive most of their revenue from school levies, fees, donor funds and private charges. On average, independent schools receive 42% of their finance from government, while 58% of their revenue comes from parents through levies and fees (ISCA, 2013). Parents in these non-governmental schools choose to spend their money on the education of their children, which requires many sacrifices (McMorrow & Connors, 2011). Fees charged by these schools vary, depending on the community in which the school is located and the level of schooling, namely, pre-primary, primary or secondary education level (ISCA, 2013). Secondary education appears to be the most expensive, given the specialisation of subjects and the materials required for teaching and learning (ISCA, 2013). In 2013 private contribution in non-governmental schools accounted for 82%, while 18% of their revenue came from donor funding, money generated through fundraising and interests from investments (ISCA, 2013). Contribution by parents relieves the state of the pressure of financing secondary education.

### **3.2.5 Capital funding in private schools**

Capital development is costly to any organisation (Deloitte, 2011). Yearly projects in investment funds come from private sources. This is usually from school levy and individuals making contributions to schools (ISCA, 2013). The government of Australia supports this initiative through tax concessions on parents' voluntary contributions to school building funds. Grants contribute to 14% while 4% is provided by local and provincial governments (ISCA, 2013). The state and territory governments play a very insignificant role in their contribution to capital funding for education. Funding by the state is distributive in the sense that those areas which need more funding can benefit from government since funding is dependent on socio-economic standing of the community which the school serves (McMorrow & Connors, 2011). As recommended in the Karmel Report of 1973, government has to provide standard resources in schools for both government and non-government schools. Parents who are able to afford the high costs of private education would do so without affecting the delivery of the education system (McMorrow & Connors, 2011).

### **3.2.6 Partnership in funding secondary education**

Funding for both government and non-government schools is catered for through an alliance with stakeholders at national level which is termed national partnership (OECD, 2013). The nature and terms of partnership differ in provincial and local governments. This involves paying partially to the educational institutions either at provincial or local level when the schools pay a portion of the funds needed. Schools which go beyond what is expected of them are remunerated accordingly and certain learning institutions are used as pilot projects in the different programmes as they get funding from the different levels of government (DPS, 2011).

National partnership also involves the improvement of teacher quality too, which was a centre of focus from 2009–2013 (OECD, 2013). During this period, AUD 550 million was made available to attract the best graduate teachers where there was partnership with universities to enhance their skills. Rewards were given to teachers and school managers who went to serve schools in remote areas (OECD, 2013). This would obviously enable children to receive the best education from the best teachers and education leaders which would result into beneficitation to society through the knowledge and skills they would ultimately acquire at school. The country would

resolve the skills challenges in the end, because the products of secondary school would have a leeway to vocational education training or apprenticeships which will bring about sustainable development. Funding education would obviously challenge those who make policies to have their horizon of thinking go beyond the relationship between education for sustainable development and content-orientated education to that of how education can contribute to greater sustainability in the economic fraternity that includes labour market and in the industrial sectors (Benavot, 2015).

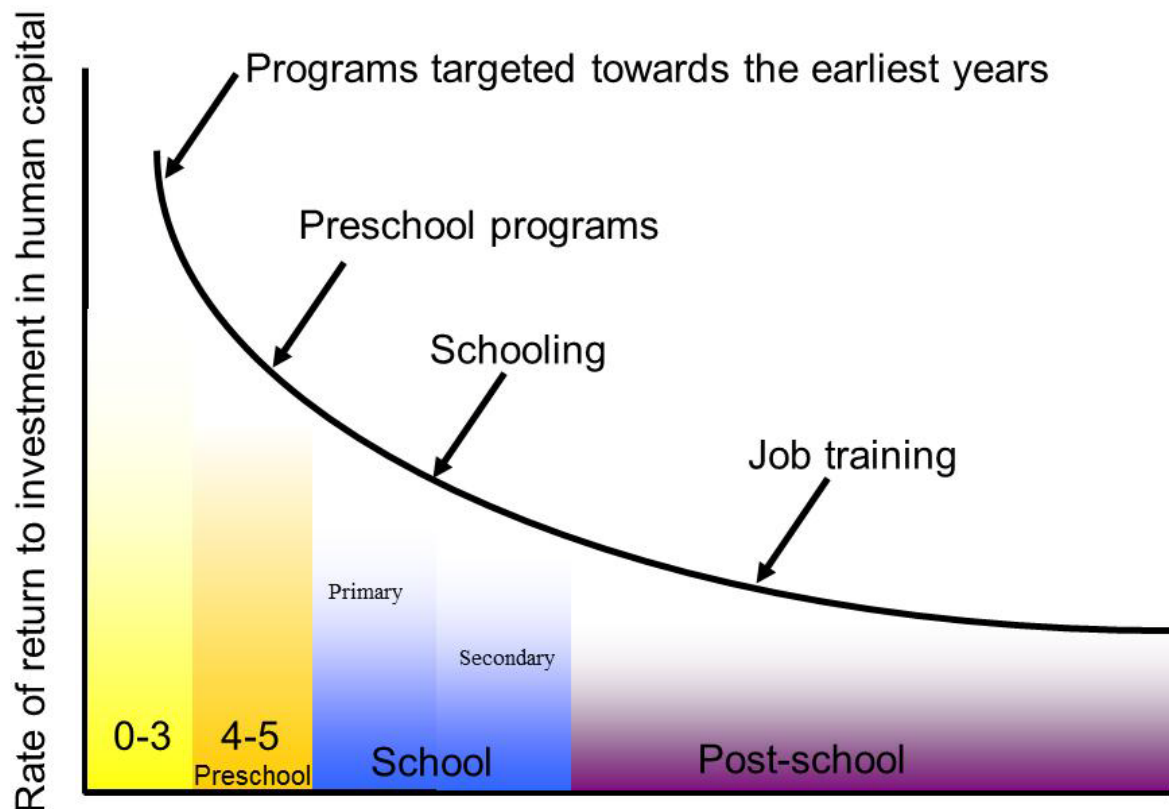
### **3.2.7 National target teaching resource standard model**

The national target teaching resources standard model is a model where resources are allocated to all schools ensuring that all schools are adequately resourced in a balanced way. The inequality between schools that have resources and those that do not have adequate resources due to their remote geographical location is addressed by a fair distribution of these resources, considering what the schools already have (McMorrow & Connors, 2011; ISCA, 2013). Taking stock of what is in these schools informs the officials on what to allocate. Government can regulate imbalances by financing all levels in the education system in order to meet expected standards (McMorrow & Connors, 2011). This would eradicate imbalances emanating from the use of the revenue coming from the state, while moving away from schools competing against each other in terms of resources. This would go a long way towards equal provision of education. Instead of widening the funding gap between schools, the state funding provision for schools through the model would narrow the resource differences among schools to meet the required standards for the achievement of all learners. Ultimately, this would ensure equal access to quality education, where resources are best managed for the benefit of the learning institutions in a transparent way when financial resources are made available to all schools in need (McMorrow & Connors, 2011).

### **3.2.8 Application of the student-centred funding model**

Because of the discrepancies in the previous models for funding education in Australia, the student-centred model provides a means to ensure that the needs of all students are catered for, given that different learners have different educational needs and that funding must cater for all these needs (Lamb & Teese, 2012). The different inputs are effected to determine an allocation for funding learners' education according

socio-economic background. This translates into per capita funding that ensures equity in the provision of education (Department of Education, 2013). Regression factors for students in terms of allowing them to pursue education are locked into the ability to determine funding. Lamb and Teese (2012) comment that this model tries to link school funding to learners' needs in a specific school. Given the colonial disparities in funding education in Australia, this model allows learners to have a fair opportunity to be in school as many barriers are addressed through this form of funding. This enables the recipient of education to go through the system, allowing the country to have highly qualified personnel who would handle the dynamic world (McMorrow & Connors, 2011). To bring about sustainable development, the demand for skilled labour would put government under immense pressure to review its policies and means to support the provision of an education system that will meet the expectations of the employers (Noonan, 2015). McMorrow and Connors (2011) argue that government has an obligation to provide education and this huge investment equips learners with relevant skills as they grow up which directly benefits learners through salaried employment. In the provision of this education, government is not only interested in investing in the lives of the young people as its obligation, but it also saves the country in advancing economic growth of the country. The investment in human capital can be best depicted as shown in Figure 3.1 below.



**Figure 3.1: Return to a unit dollar investment**

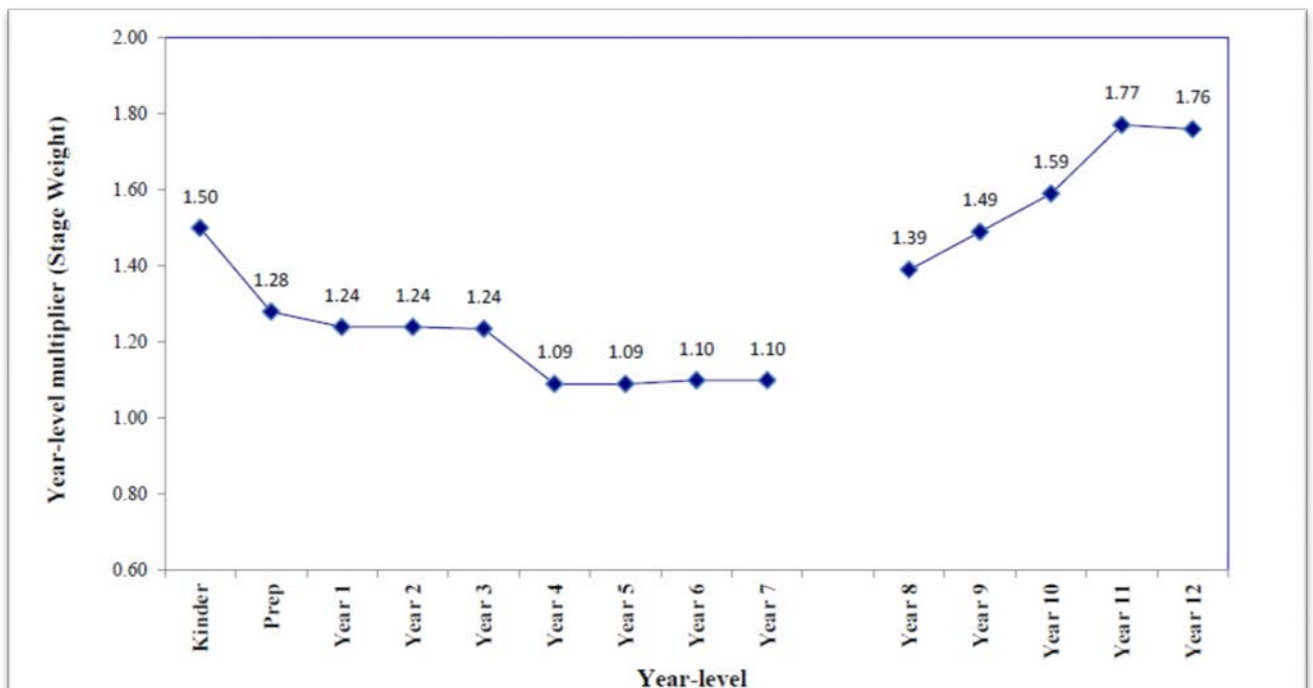
Source: Heckman and Lafontaine, 2007

Figure 3.1 shows the rate of return on investment in human capital where early intervention brings about the desired acquisition of skills. The rationale of funding in education is to apportion financial resources which will enable the specific gaps to be filled, starting from pre-primary education. Heckman and Lafontaine (2007) argue that there will be declining rate of returns on delayed intervention. This means that investment in education has to be done early in order to realise sustainable development in the long run. The critical issue is to identify the most ideal stage to provide funding, which enables schools to address gaps and students to master skills. This has a bearing on them in mastering the much-needed human resources skills, thereby creating human capital that brings about sustainable development (Lamb & Teese, 2012).

The main challenge for secondary schools is that of recruiting students from a range of backgrounds of students whose skills levels are not par with what they want. Hence,

it requires schools to close the different gaps in skills which will enable schools to take these students through to year 12 which eventually takes them through to tertiary education (Lamb & Teese, 2012).

One thing which brings the cost of secondary education up is the small classes created when students branch into different subjects, which include vocational education training, which are costly to administer (Lamb & Teese, 2012; OECD, 2011). This is demonstrated in Figure 3.2 where the allocation of resources appears to be high when students start school (kindergarten) and in their final years of secondary education, that is, in year 11 and 12. This creates a U-shape pattern appearing figure. The rationale of more funding in secondary education is geared towards production of human personnel, which is the driving engine for sustainable development.



**Figure 3.2: Year-level allocation weights per full-time equivalent enrolments**

Source: Lamb and Teese, 2012

The Australian government ensures that all schools – whether government or non-government – are assisted. This is shown in Figure 3.2 where more funding is directed in the initial stages and final stage of schooling. More resources are needed in the initial stage of schooling to enable the child to have a firm base, with specific skills needed as the child goes through the school system. While the later stage is crucial

as it is the exit stage of schooling, the child has to have a firm grounding in skills which will empower them as they prepare for work training that will bring about sustainable development for the country. Therefore, there is reduction of poverty when one acquires education and gets an income which ensures that the person is taken care of in health, housing and increases chances of employment (World Bank, 2016). Skills acquired enable recipients of quality education to engage in entrepreneurial activities which in turn create jobs which will grow the economy (UNESCO, 2015).

**Table 3.1: Australian government funding for schools as a proportion of GDP, 1999 to 2012**

Source: DPS, 2011

	Actual expenditure					Real expenditure <sup>(b)</sup>		
	Government schools		Non-government schools		All schools	Government schools	Non-government schools	All schools
		% of total funding		% of total funding				
	\$m		\$m		\$m	\$m	\$m	\$m
1999-00	1 909	39.8	2 883	60.2	4 792	2 751	4 155	6 906
2000-01	1 893	35.7	3 405	64.3	5 297	2 613	4 701	7 313
2001-02 <sup>(c)</sup>	2 058	35.5	3 737	64.5	5 795	2 772	5 034	7 806
2002-03	2 143	35.6	3 869	64.3	6 013	2 808	5 069	7 878
2003-04	2 284	33.9	4 452	66.1	6 735	2 888	5 629	8 516
2004-05	2 404	32.5	4 990	67.5	7 394	2 914	6 048	8 961
2005-06	2 910	35.0	5 414	65.0	8 324	3 357	6 245	9 602
2006-07	3 071	35.1	5 677	64.9	8 748	3 372	6 234	9 606
2007-08	3 078	33.6	6 085	66.4	9 163	3 238	6 401	9 639
2008-09	4 206	36.8	7 210	63.2	11 416	4 206	7 210	11 416
2009-10 <sup>(d)</sup>	9 974	51.0	9 575	49.0	19 550	9 825	9 432	19 257
2010-11 (est.) <sup>(d)</sup>	7 610	46.4	8 779	53.6	16 389	7 053	8 137	15 191
2011-12 (est.)	4 842	38.4	7 778	61.6	12 620	4 422	7 103	11 525



Because of the growth in learner enrolment in the non-governmental schools compared to enrolment in governmental schools, government has increased funding for non-governmental schools, considering the socio-economic status of the learners as shown in Table 3.1. It should not be an inhibiting factor for learners coming from poor socio-economic backgrounds to access quality education (DPS, 2012).

Australia ensures that it assists both government and non-governmental schools so that no child is left behind in terms of educational advancement. Although the state pays more on government than non-government schools, the significance is huge given the effort that they make in ensuring that its citizens receive an education. In the period 2008–2009, non-government schools received AUD 7210 million compared to government schools which received AUD 4206 million, as shown in the previous table.

**Table 3.2: Australian, state and territory government recurrent expenditure on schools, 2007–2008**

Source: DPS, 2011

	Government schools		Non-government schools		All schools	
	Total funding (\$'000)	Per student funding <sup>(b)</sup> (\$)	Total funding (\$'000)	Per student funding (\$)	Total funding (\$'000)	Per student funding (\$)
Australian Government <sup>(c)</sup>	2 485 752	1 092	5 531 064	4 767	8 016 816	2 333
State and territory government	26 272 069	11 546	2 135 703	1 840	28 407 772	8 268
<b>Total government</b>	<b>28 757 821</b>	<b>12 639</b>	<b>7 666 767</b>	<b>6 607</b>	<b>36 424 588</b>	<b>10 602</b>

Table 3.2 shows the expenditure incurred by the government for government schools and non-governmental schools. This would foster sustainable development once its citizens are educated as it embarks on different aspects of development. The following indicators of development will give an indication whether there is development or not

in the country: Human Development Index, the Index of Sustainable Economic Welfare and per capita grain consumption. Three indicators on the Human Development Index are longevity, knowledge and the command over resources needed for a decent life (Mannis, 2002). Education should enable one to have a decent life that would allow one to live a good healthy lifestyle, and access health services. Through education, one has the knowledge to use resources as well as possible, taking cognisance of the future generations.

### **3.2.9 The funding of education and sustainable development**

Funding of education models in Australia are meant to raise the human resources which should spearhead sustainable development in the country. Education reduces poverty and it enhances job opportunities and fosters economic prosperity. Once an individual has acquired education, chances of leading a healthier lifestyle increase while grounds for democracy are built through civic participation. Education for sustainable development fosters people to change attitudes on environmental protection and protection of women which advances gender parity in society (Benavot, 2015; UNESCO, 2014).

Critical debate on the relevance of today's education must be made in order to check whether it addresses the changing needs of society which will enable countries to have resources to be used again and again for the generations to come. Therefore, sound funding of this curriculum which would foster sustainable development must be encouraged. The main concern for the curriculum must be that of the main driver for economic security (Education for sustainable development toolkit, 2010). In the student-centred funding model, once all the needs of students are catered for – which will enable the students to attain the best education – students become skilled, which allows them to generate economic growth in the country.

The Australian funding models are likely to build the relevant human capital, with responsible leadership, to transform society through skills learnt. Therefore, funding of education in Australia is inclusive in that both government and non-government schools are funded by government which ensures that those who will be in position of responsibility are not sidelined through lack of funding. The funding model will ensure that sustainable development ultimately takes place when it drives the different facets

of the economic aspects through the human capital generated by the solid funding system.

Social-economic backgrounds for learners are considerations for all, where barriers (physical disabilities and economic challenges) to learning are addressed (Dowling, 2007). This type of funding enables all students from Australia to be given a decent education; they, in turn, contribute to the economic development of the country.

Although Australia has made tremendous strides in bringing together providers of education and approaches in bringing overall programmes of education for sustainability, more is yet to be done (Australian Government, 2009). Their funding of education is geared towards sustainable development which will bring about transformation and change of society through skilled human capital. Education for sustainability will enable lifelong learning, critical thinking, system thinking, participation and partnership for change (Australian Government, 2009). Education will equip people to understand connections between the environment, economy, social and political system which creates sustainable development in the country.

### **3.3 THE ASIAN FUNDING EXPERIENCE: CHINA**

#### **3.3.1 Educational reforms after 1976**

Key reforms in education were made in China after the death of Mao in 1976. This emerged as a result of the strong view that a centralised, planned economy which had been followed during Mao's reign had stringent rules which were likely to curb the initiatives of local institutions of learning. Hence, the reforms were geared towards decentralisation of the economic and policy decision in education. The whole purpose was to allow flexibility at lower levels in running the education system (Mok, 2006).

The ruling party was instrumental in the reform processes. This ultimately limited government control over schools and institutions of higher learning. The notion of reforming education in China was also to move away from a centralised, planned economy to a market-orientated and more robust economy which was obviously going to be competitive with the rest of the world. The reforms brought about close ties between learning institutions and production units. This brought out the initiative of

learning institutions to foster economic development and, at the same time, enabled schools to generate revenue in the learning institutions themselves.

The Chinese government pronounced a policy that stipulates that learners engage in learning with production. This is governmental incentive to make schools raise capital through linking learning and doing the practical work which generated income for schools (Wen, 2013). The provision of different educational facilities in China commenced when government encouraged stakeholders and organisations to contribute voluntarily in supporting the education system in various ways possible (Wang, 2013). This call by government made people aware of the task at hand and how much government was committed to seeing education fostered in the country to enable it to realise economic development. Education in China is seen as an expensive service which is made available by governments. It takes a huge portion of the state's resources. In a bid to provide free access to education for disadvantaged learners in needy (poor) areas, government began to fund education in 2001 (Brock, Wenbin & Wong, 2008).

### **3.3.2 Diversification of educational resources**

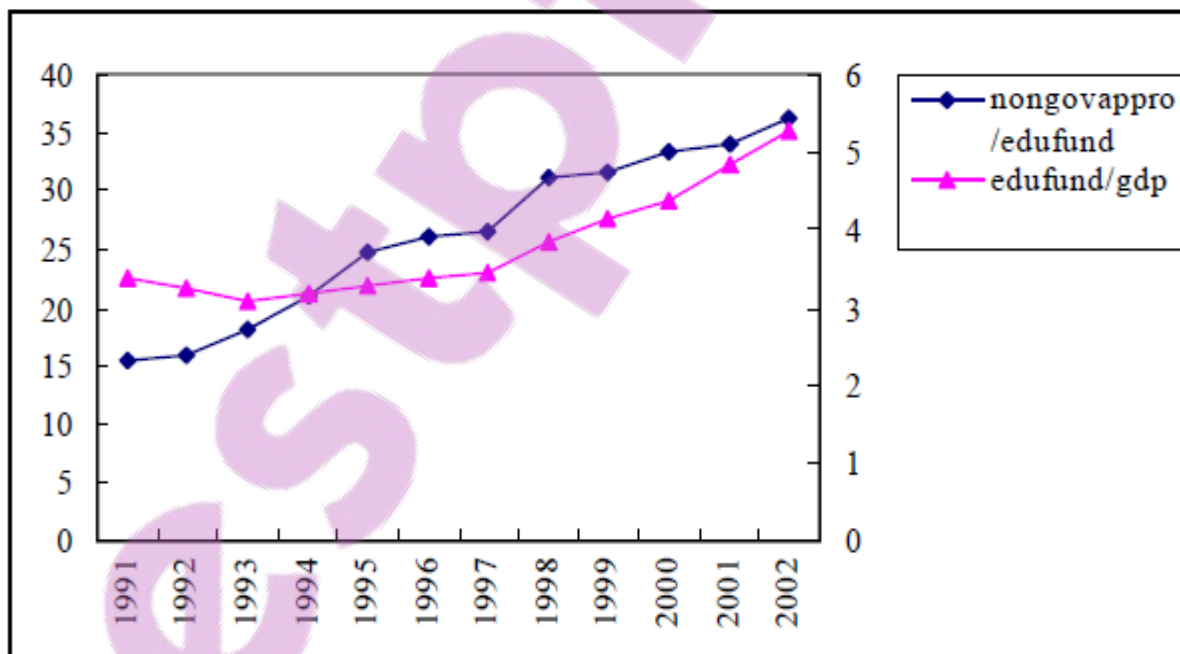
The call by government for everyone to be involved in the diversification of education led to more resources flowing into institutions of learning. Instead of only relying on state funding, they were now receiving support in the form of donations, learners' school fees and payments made by stakeholders (Mok, 2006). This ushered in a period of different types of schools, colleges and universities to cater for the needs of all citizens.

Diversification of education and its funding system created a high demand for education. Transformation from a planned economy to a market economy brought transformation in the provision of education, in which resources were solely provided by government to non-governmental sources in China (Chow, 2005). The changes birthed non-governmental schools. The number of learners who needed education swelled, leading to an increase in enrolment in private schools. The emerging of private schools came in during 1992–1997 where education reform was part of the development (Yan & Lin, 2004). The Chinese leader at the time, Deng Xiaoping, pronounced in the 14th Party Congress of 1992 that the state should not be the only

provider of education; instead, support was to be given to people who wanted to run schools, which created *minban* education (Yan & Lin, 2004).

As decentralisation took place, it opened up avenues for players other than the state to provide education, in which case other participants were mobilised to finance and provide more learning opportunities. State-funded schools and minban schools did not adopt a free-paying system in their institutions. Wang (2013) states that minban schools came about because the over-burdened government had retreated from being the main provider of education as a result of the increasing demand for education emanating from the initiated radical changes. State schools needed funding desperately from the government in order to sustain themselves. Collection of fees had to augment funding which came from the state. As minban schools did not receive funding from the state, their sustenance depended on fees paid by parents (Chan & Mok, 2001; Mok, 2002).

There was a steady rise of funding in both the government and non-governmental schools (Chow, 2005). This is evident in Figure 3.3 which shows the ratio of educational funds to GDP and non-governmental funding.



**Figure 3.3: Year-level allocation weights per full-time equivalent enrolments**

Source: Chow, 2005

Education which was meant to address a market economy realised the growth of the economy which sustained China's development (Chow, 2005). The economy grew and allowed citizens to acquire financial resources, which enabled them to start schools as a collective or individuals in different Chinese schooling systems (Chow, 2005). This attests to the notion that funding secondary education will indeed bring about sustainable development. For example, the growth of the Chinese economy lately to be the biggest growing economy in the world today is as a result of the development of the educational system which seek to grow the economy through production of skilled human capital. Education with production in China developed skills in students, to link skills to production of goods, which has led to many households in the world today filled with Chinese goods. Given the populous nature of China, a one-child policy was pronounced which would see to it that resources were to be made available for the student population which would ensure quality education that would yield to sustainable development.

Non-government schools were not directly receiving funding from government; instead, communities were given land to establish these schools and they received capital from local government, which desired to see an improvement in education delivery in their areas.

### **3.3.3 Education funding models in China**

China is a vast and populous nation with 1.4 billion people (Horsthemke et al., 2013). It has different models for funding education which are mainly dependent on the different regions. The economic status of the regions determines the applicable funding model for education, as indicated in the Wenzhou (private) model (Mok, 2006). The education saving model is no longer applicable due the fluctuation of interest rates, while the private funding, compulsory and conglomerate models are still operating.

#### **3.3.3.1 Education saving fund**

The education saving fund system was intended to mobilise financial resources from the community for schools. In the funding system, parents were required to make a pre-payment of fees to the institution prior to the child's admission to school (Min, 2004). However, the deposit of this money is returned once a child graduates or quits the learning institution. During the time the learner is still at the school, the deposit will

be attracting interests and at the time the learner leaves or graduate it would have accrued huge interests which will be used by the school. The only hurdle is that if the interest rate in the banks is not good enough to attract interest, this initiative will not be worthwhile. The profit is used for infrastructure development and facilities of the institution in question (Wen, 2008). This model was widely used in the Pearl River Delta region in the 1990s.

The limitation of such a funding model lies in the lowering of interest rates in the banking sector where the schools would not generate enough revenue from the money deposited by learners, together with the inability of parents to raise the said huge deposits (Mok, 2006; Wen, 2008). Owing to viability issues, the government intervened in 1999 by bringing changes to the funding model by allowing schools to start charging fees (Mok, 2006). The education saving fund model for secondary education can be sustainable if all parents pay huge sums of fees as deposits.

### **3.3.3.2 Private (*minban*) funding model**

In this model, as reported by Mok (2006), private individuals such as interested parties, NGOs including workers' organisations, and those in political circles that were keen to start running privately owned schools joined up to start schools. The business people embraced the idea as they believed that better and quality education fostered development in the country. This would obviously use the services of experts in the field of education who will bring about better ways of running schools, when retired educators and intellectuals run such institutions. Private schools still exist today in China and there has been a rise in both non-government schools and private universities.

**Table 3.3: Development of minban schools, 1994–2007**

Source: Wang, 2013

Year	Secondary education				Primary education			
	Schools	Enrollment	Graduates	Full-time teachers	Schools	Enrollment	Graduates	Full-time teachers
1994	1,280	247,484	35,416	8,621	1,078	203,621	6,257	12,255
1995	1,694	379,537	45,473	13,471	1,465	284,513	11,942	16,146
1996	2,035	514,002	80,212	20,490	1,453	463,220	21,197	22,140
1997	2,391	729,511	116,466	29,075	1,806	522,284	34,055	28,802
1998	3,045	1,013,979	186,940	41,114	2,504	727,645	54,809	28,448
1999	3,543	1,345,192	248,491	56,381	3,264	976,862	95,397	37,649
2000	4,315	1,798,099	313,351	77,611	4,341	1,308,061	141,133	50,777
2001	5,611	2,705,962	486,272	133,906	4,846	1,818,438	214,356	76,122
2002	6,447	3,529,595	683,468	177,431	5,122	2,221,370	300,627	95,084
2003	7,765	4,796,017	979,422	238,885	5,676	2,749,341	374,728	117,239
2004	8,829	6,118,550	1,294,448	290,876	6,047	3,283,213	434,241	139,432
2005	9,825	7,548,237	1,771,487	350,204	6,242	3,889,404	553,533	164,465
2006	10,366	8,447,424	2,204,290	393,112	6,161	4,120,907	643,121	179,836
2007	10,547	9,162,738	2,534,125	424,893	5,798	4,487,915	689,659	195,526

Gaps in knowledge in skills acquisition are observed in public schools which prompted parents to send their children to private schools. This is shown in Table 3.3 above. There is a strong emphasis on academics in both government and non-government schools in China today. This strong bearing on academic programmes in schools in China links up with the pursuit of vocational careers (OECD, 2010).

### **3.3.3.3 Education conglomerate**

The model differs from the private individual model in that companies which have enormous financial resources are likely to use these resources to run schools. It will be apparent that it would provide better learning environments with appropriate facilities, suitable for education services than the former models (Mok, 2006). In this model, there is a partnership with well-established institutions. This model has seen the taking over of public schools in the name of school transformation. By comparison, the privately owned schools are better developed and better resourced (Mok, 2006).



This will enable learners to meet their needs in schools and be better placed in their future careers.

#### **3.3.3.4 Education saving fund (Guangdong) model**

Mok (2006:109) reports: “In Guangdong, the provincial government adopted an ‘education saving fund model’ in facilitating education development”. In this province, many families are economically well off and are therefore prepared to spend more money on their children’s education. In this model, parents send their children to schools where they would gain skills and this meant private (Minban) schools (Wang, 2013). Schools are dependent on the contribution from parents with, of course, minimum government subsidy and intervention to augment that. There is a slight difference from the Education saving funding model practised in the Pearl River Delta region in that government assist in a very minimal way in the schools in the Guangdong region, whereas in the former, funding of schools is solely dependent on the deposits made by parents. With the introduction of the one-child policy, parents were interested in putting their children in such schools where they acquire skills and they are assisted by government in order to get the best results.

#### **3.3.4 Compulsory education**

Given the large numbers of learners in school in China and to ensure that everyone who is disadvantaged has an opportunity to attend school, compulsory education in rural and poor regions where people of minority backgrounds dwell was introduced (Wen, 2013). The inception of this programme took place in 1995–2000. The KPMG (2010) report on education in China states that as from 2004, the Ministry of Education in that country put in place different programmes which sought to advance compulsory education to reduce illiteracy in the country. In this project, the central financial and provincial government contributed funds for the improvement of the poor areas. Full exemption from tuition and miscellaneous fees was realised in 2006–2008 in both rural and urban schools (Wen, 2013). This was extended to textbook fees and granting living allowances for those coming from disadvantaged backgrounds (Wen, 2013). Compulsory education is made available to urban schools too.

Education in China is seen as an expensive service which is made available by governments. It takes a huge part of the state resources. For that reason, the national

government since 2001 began funding in education catering for disadvantaged learners in needy areas in a bid to provide free education (Brock, Wenbin & Wong, 2008).

**Table 3.4: Coefficients of variance of per-student education funding for all basic education levels in Shanghai, 2000–2006**

Source: Lin, Zhang and Shai, 2009

Year	Elementary schools	Junior middle schools	Senior middle schools
2000	23.48	17.32	–
2001	27.50	20.80	26.28
2002	33.50	24.82	35.43
2003	44.93	27.33	24.18
2004	43.87	30.93	25.33
2005	41.58	28.15	27.10
2006	38.63	27.65	28.94

The table shows the variance in the per-student funding in the Shanghai basic education system. This shows a higher funding in this province compared to the other areas in China in the provision of compulsory education (Lin, Zhang & Shai, 2009). The provision of education in Shanghai shows greater inequality, which is likely to compromise the creation of human capital which affects sustainable development in the country.

### 3.3.5 Secondary vocational education

Chinese schools provide an opportunity for learners to study and practise what they learn (secondary vocational education). This was part of the reform process to ensure that the education system could provide trained workers; hence, this was seen as the means to meet the expanding economy (Min, 2004). The upper secondary vocational education model ensures that there is specialisation, coupled with general academic skills in all programmes and a strong commitment to workplace training that has close

ties with employers (OECD, 2010). Government has put in place measures at both national and provincial level to curb the financial barriers so that children stay in school longer. Government made funding available for children without their parents paying fees, even in the non-governmental schools.

A national programme offers a CNY 1500 (*Yuan renminbi*) per year per student in vocational schools (OECD, 2010). This measure has addressed fees issues since 2009 and has made tuition free in upper secondary vocational schools. Financial support is given to provide equal educational chances for learners in the rural areas and minority ethnic areas. KPMG (2010) states that more resources are provided to teachers in these areas in order for them to perform maximally. E-learning and distance education has been introduced especially in remote areas (Bai, 2008). Those who want to pursue the academic or the vocational route are assisted in that regard. To bring about relevance in the workplace for graduates of the vocational education and training, teachers spend at least one month in industry each year, which translates into skilled graduates who could bring about economic development (Directorate for Education, Education and Training Policy Division, 2010). Learners are motivated to learn, given the links their training has with future jobs (Wen, 2006).

However, there is conflict between funding vocational education versus funding academic education. Vocational education does not get the necessary support because it is more expensive to administer in comparison with academic education (Mok, 2006). This ensures that China meets the demand for human capital. Planning to meet labour markets is done in schools which are managed at provincial, district and national levels. However, provinces can manage this directly through the Education Commission and other state bodies (OECD, 2010). These processes will ultimately ensure that sustainable development is realised when the necessary human resources are made available.

### **3.3.6 Financing the Chinese education system**

The Chinese government is the sole investor in education, notwithstanding private education which has been increasing since 1978 when the reforms in education were initiated in China. Funding for education in China is done through the Ministry of Finance, which allocates on a region-by-region basis that account for the majority of educational funding (KPMG, 2010). However, with the continuing reform process,

provincial and local finance have been the main sources of education expenditure – which is in fact six times more than funds coming from central government (Lin, 2013; Mok, 2006). With decentralisation of the education system, this has narrowed the gap in terms of funding from the central government to the provincial government. The rationale for decentralisation in education is to allow the actual players on the ground to take charge of financing and running the education system. The Chinese government noted the importance of education in the post-Mao era when the CCP leader Deng Xiaoping said in 1983 that education’s focus was to be directed towards addressing national economic development in the country (Mok, 2006; Tucker, 2005). This represents a shift in focus where education’s role is no longer viewed along ideological lines. Instead, it is to meet skills needs of the growing economy and bring about development through the use of modern technology which happens through education (Tucker, 2005). The decentralisation of the finance strategy has become part of the multilevel public financing system where government departments are to use funds independently and are made to be answerable for its allocation which dealt with education funding (Lin, 2013; Brock, Wenbin & Wong, 2008).

### **3.3.7 Other sources of funding**

Having stated that the government is the main player in the provision of funding for education, it is important to note that private funding is also playing a vital role in this regard. Decentralised education funding enables learning institutions to be more responsible and use funds in their best interests, tailored to their specific needs. The use of external funding of education and school fees will now be explained.

#### **3.3.7.1 External resources for education funding**

Contributions from Chinese living overseas are one important source of improvement to the physical condition of schools in some regions, particularly the coastal provinces (KPMG, 2010; Chow, 2005). The Sino-Foreign Cooperation Act that was passed by the State Council in 2003, established foreign schools in China which allowed children of foreign nationals to attend international schools to provide the same curriculum as schools in their home countries (KPMG, 2010; Min, 2004). These schools are located in the coastal cities which are relatively rich (Min, 2004). The establishment of these schools encourages the use of foreign quality education resources in the foreign

schools (Min, 2004). Deloitte (2013) observes that education attracts 97% of direct foreign investment in China. This suggests that education is bringing in the much-needed external funding to sustain provision of secondary education. Secondary education is seen playing a double task of supplying higher levels of schools with qualified students and training labour force for society which brings about sustainable development in the country (Liang, 2001).

### **3.3.7.2 School fees**

Payment of school fees is aimed at increasing higher levels of learning where parents of learners pay a certain portion of the fees. Provision of basic education means that parents of these learners pay tuition fees and other nominal fees to support non-personnel school expenditures (Mok, 2006). School administrators may attempt to charge different kinds of fees which are burdensome to many parents. Reforms in financing the education system have seen the local government taking over the financing of both primary and secondary schools, therefore, removing the need for fees to be paid by parents (Directorate for Education, Education and Training Policy Division, 2010). The reforms in this regard have tried to remove barriers in terms of access while trying to get rid of the disparities in terms of provision of education which is dependent on the sound economic conditions of different regions.

### **3.3.8 Benefits of sound secondary education funding**

Through educational reform in China, the number of educated people has grown and, more importantly, the human capital has increased – given the number of years learners spend in school (Gaston, 2014). Deloitte (2013) reported an increase in economic growth following the reforms in financing education, which has seen an increase in government revenue. This necessitated the need for qualified labour force to further promote the education system, which is seen as force behind the expansion of the Chinese economy. Sustainable funding of the education system has made education more responsive to skills demands through skills training, that has produced skilled labour needed for economic growth (Directorate for Education, Education and Training Policy Division, 2010; KPMG, 2010; Horsthemke et al., 2013).

### **3.3.9 Link between education funding and sustainable development**

According to Tucker (2005), the Chinese leader Deng Xiaoping viewed China's future economic development as hinged on education and therefore, government had to take a conscious effort to advance education through various funding structures. China moved from a planned economy to a market economy that was to be driven by education development that would sustain the development of China. The demand for education in China resulted in major policy shift leading into the democratised provision of education whereby government was no longer the sole provider of education (Mok et al., 2009). Owing to constraints of funding by government, private schools emerged and were fully operational from 2004 through the non-governmental/private schools law that was promulgated by the National People's Congress (Min, 2004). The creation of private (minban) schools gave parents choices where to place their children in school (Wang, 2013).

Financing of vocational education and training has brought about the link between education and the work place. Students are brought into the work environment to learn jobs practically. Basic education inculcates skills in learners that fosters sustainable development in China (OECD, 2010). The link between education and workplace would place the learners into the framework of acquiring skills at school that are relevant in solving problems in their environments. In this way, it would enable the funding of such an education system relevant in solving problems which affect society in general that would bring about development as a whole. Universal basic education is only possible with the help of the private sector in the provision of education (Smith & Joshi, 2015). Given the expenses involved, basic education can only be made possible if there is a concerted effort from different sectors of society in funding education as seen in the minban schools. Basic education inculcates skills into its recipients for example, literacy, numeracy and health, civil participation – which fosters sustainable development in the country (OECD, 2010).

The ability to read and write empowers the recipient of the education to live a healthy lifestyle, enabling that person to live longer and contribute more to the growth of the economy. The presence of private (minban) schools in China augment government effort in provision of education (Wang, 2013). Privatisation of education helps to generate public savings where those who can afford their own education are encouraged to do so. This makes savings on the public purse, which allows those

unable to afford private education to be assisted, increasing their access to education (Smith & Joshi, 2015). This ultimately leads to the creation of the much-needed skilled human capital that leads to sustainable development.

China's success in its economic boom has been mainly attributed to its investment in primary and secondary education that in campuses those in rural areas which prepare children to join the modern labour force (McKinsey Global Institute, 2012; Fredriksen & Fossberg, 2014). This brings about sustainable development in the country. Sustainable development from the Chinese economy entails utilising resources to the fullest without discarding the part which may not be relevant to a particular product that could be used by other entity from another company. Hence, given their numbers they ensure that they utilise every single resource to the fullest and they seek to go into partnerships with other countries in order to tap their resources in order to sustain their economies as in the Sino-Africa forums (Zhang in *The Sunday Times*, 21 April 2011). Through funding of education, their education systems endeavour to inculcate skills that make use of resources obtained locally or abroad using appropriate technology.

The view of the Chinese government is that sustainable development is critically important in addressing the challenges of the 21st century which include overpopulation, use of natural resources, over-consumption, environmental pollution and urban-rural development which is vital in attaining sustainable development (Abe et al., 2005). Education for sustainable development is brought about in China through curriculum reforms initiatives which seek to address sustainability issues (Abe et al., 2005). Therefore, education funding in education in China is meant to address sustainable development through provision of education in government and non-government schools. The thrust of government to have compulsory lower secondary education ensures that all are educated which will spearhead sustainable development. Abe et al. (2005) observe that through public awareness of education for sustainable development and understanding of sustainability, it draws the people to understand their role in bringing about development in the country.

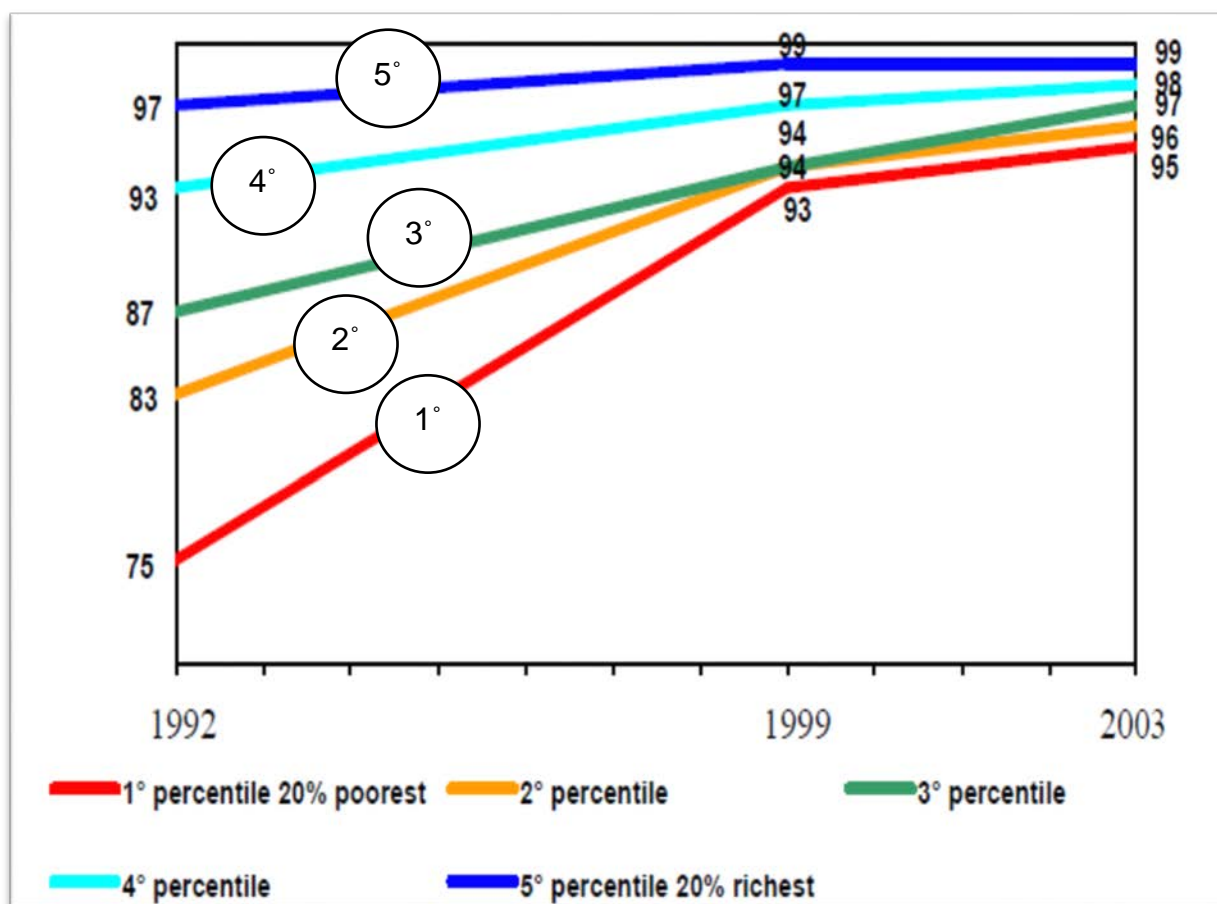
### **3.4 SOUTH AMERICAN FUNDING: BRAZIL**

#### **3.4.1 Historical context of financing secondary education in Brazil**

Gaston (2014) discusses a fragmented education funding system in Brazil which does not allow access to and equity in education provision. The constitution of 1988 that marked the end of 21 years of military dictatorship, aimed to create a fair society that would eradicate poverty and reduce regional inequalities (OECD, 2011). Before the new constitution, the state and municipalities placed administrative services, which were purported to be educational expenses on their budgets. This deprived many schools of the educational funding they needed and total public spending grew from 10.5% in 2000 to 17.4% in 2008 (JBIC, 2005).

The diverse landscape of Brazil presents a challenge in the provision of education for the country. This necessitate a probe into how they finance education given the high population in the country. A series of dictators in Brazil cost the country economic growth as the economy was not properly managed. However, the election of democratic leaders from 1994 reduced poverty through the Bolsa Familia programme that improved education and health provision in the country (Horsthemke et al., 2013). Bolsa Familia is a programme in which government wanted to see children staying in school longer by subsidising poor families with a certain cash threshold, whose children were likely to give up school and engage in domestic or farm labours in order to sustain the family (JBIC, 2005). This is depicted in Figure 3.4, which shows school attendance as a result of assistance from government.



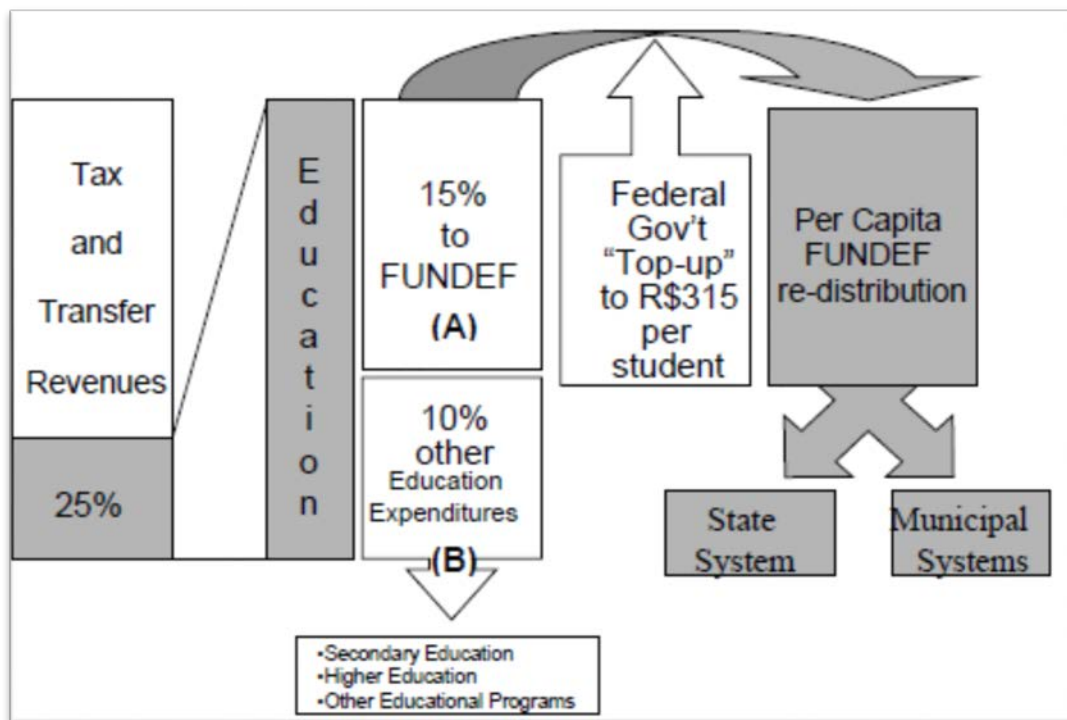


**Figure 3.4: Brazil school attendance of children 7–14 years, according to income level (%)**

Source: JBIC, 2005

In the period 1998 to 2006, many children who came from poor families were assisted to enable them to continue with their studies from the inception of the fund for development of fundamental education and enhancement of the teachers' profession (FUNDEF) programme in 1996. Through the 14th Constitutional Amendment that was rectified in 1996, FUNDEF aimed to specify the way revenue was to be spent by states and municipalities towards elementary education, the guarantees for minimum student expenditure per student by the federal government, and the resources to fund teachers' salaries (De Mello & Hoppe, 2005; Menezes-Filho & Pazello). Thus, the FUNDEF programme was created as shown in Figure 3.5. This is where 25% of tax generated by government was earmarked for education funding. The allocation was split into two, where 15% would be directed at per capita educational expenditure

which would be distributed into provincial and municipal educational structures, while 10% would go towards other educational expenses (Menezes-Filho & Pazello, 2005).



**Figure 3.5: The basic workings of the FUNDEF**

Source: Herran and Rodriguez, 1999

### 3.4.2 Responsibilities and reforms in funding Brazil's education

The financing of education in Brazil is shared among the federal government, states and municipalities. JBIC (2005) states that financing of the education system in this country stands at 5.2% of the GDP, while 4.7% is the public spending rate on education in 2005. This is huge compared to most industrialised nations – and Brazil is not one of these. Although the constitution stipulates specified spending in education, state and municipal governments evaded financing of education by including administrative matters on education budgets (JBIC, 2005).

Disparities in wealth in the different regions in Brazil have had a bearing in financing of education. As stipulated in the country's 1988 constitution, 25% of the municipal and state revenue was to be allocated to education (De Mello & Hoppe, 2005; JBIC, 2005). Therefore, for poor areas which could not generate sufficient revenues, this would mean less money would be made available to pass on to the education sector.

JBIC (2005) states that Brazil has imbalances in education funding in its regions. This means that poor regions have less capacity to finance the education system in comparison to wealthier regions, as is the case in the southeast and the south of Brazil. Regional imbalances in the provision of education have historical characteristics where there was discrepancy of enrolment of the two systems responsible for financing education. JBIC (2005) reports that national government put more financial resources in education than local authorities, especially in poor regions. However, the challenge is the greater numbers of learners in the northeast (poor regions) where municipalities have to provide for education where there is no state financing. Herran and Rodriguez (1999) report that the breakdowns of public investment in education per government sphere in 2003 were that the states would have 48%, municipalities 38%, and federal government 14%.

In 1995 a new government, which made basic education its priority, came into office. A policy which sought a fair allocation of financial resources and administration of the two systems, was promulgated (De Mello & Hoppe, 2005). Key to the reforms was the clear direction of policy in terms of funding as, for the first decade of the administration of the new government, 15% of the collected revenue from provinces and local authorities was to be directed towards basic education (Grade 1 to Grade 8). The federal government guaranteed a minimum expenditure per learner (JBIC, 2005). This form of funding would address the issue of access to education.

Brazil registered an 88% growth in enrolment at secondary level as a result of reforms in education (OECD, 2011). The government's objective was to fund all learners in order for them to pursue basic education (primary schooling and high school), making education in Brazil universal. Funding of education by government reduced repetition and dropout rates, that was to be maintained and managed at provincial level (OECD, 2011; De Mello & Hoppe, 2005).

The overwhelming pupil numbers from the primary schools into high school made the researcher want to understand whether the government, states and municipalities would be able to finance the education system. The fundamental issue to be resolved is how the governments are going to make universal secondary education accessible. The effort made by the federal government, state and municipalities in terms of funding are shown in Tables 3.5 and 3.6. Table 3.5 below indicates that the federal government spent 79.4% of its revenue on higher education, while provincial government spent

77.7% on primary and middle secondary school. The emphasis is that this is the stage where transferability of skill takes place during learning which is desired in the economic advancement of the country. Table 3.6 indicates the provincial government expenditure of 49.1% on the different education levels, while the municipalities spent 30.8% in administration and the federal government was spending the least at 20.2%.

**Table 3.5: Structure of education expenditures by sub-sector (%) 1996**

Source: World Bank, 1999

	Federal	State	Municipal	Total
Pre-school	0.0	0.6	18.5	5.6
Ensino Fundamental	11.2	77.7	71.8	58.6
Upper Secondary	9.4	9.7	7.8	9.0
Higher	79.4	12.0	1.9	26.8
Total	100.0	100.0	100.0	100.0

**Table 3.6: Structure of education expenditures by government administration (%) 1996**

Source: World Bank, 1999

	Federal	State	Municipal	Total
Pre-school	0.0	5.2	94.8	100.0
Ensino Fundamental	5.1	59.7	35.3	100.0
Upper Secondary	27.3	48.0	24.6	100.0
Higher	77.9	20.1	2.0	100.0
Total	20.2	49.1	30.8	100.0

### 3.4.3 Incentives for learners to remain in school

To motivate learners' interest in school, a national budget was allocated to a programme which started in 2001 (Horsthemke et al., 2013). The aim was to keep the children of poor families in school. For that reason, a monthly financial grant was given to learners from low-income families whose income was equivalent to half a minimum wage (De Mello & Hoppe, 2005). This would prevent parents from resorting to child labour in order to get an income for the family – a common practice in Brazil. The reform brought secondary education into the fold of basic education, where education was made universally accessible and states were encouraged to create conditions conducive to sound education provision in public schools, thereby enhancing enrolment rates for secondary school education (De Mello & Hoppe, 2005). *Bolsa escola*, later renamed *bolsa familia* (family allowance) is a government intervention programme that provides financial aid to poor Brazilian families if they have children attending school (Glewwe & Kassouf, 2008). *Bolsa familia* made education provision in Brazil available to the disadvantaged and encouraged demand for secondary education through subsidisation (Rodriguez, Dahlman & Salmi, 2008). Decentralisation in education funding enabled schools to receive direct funding for resources as per their priority at the school level (Rodriguez, Dahlman & Salmi, 2008). The completion rate of students in secondary school would apparently encourage the capacity-building for human capital which would bring about sustainable development.

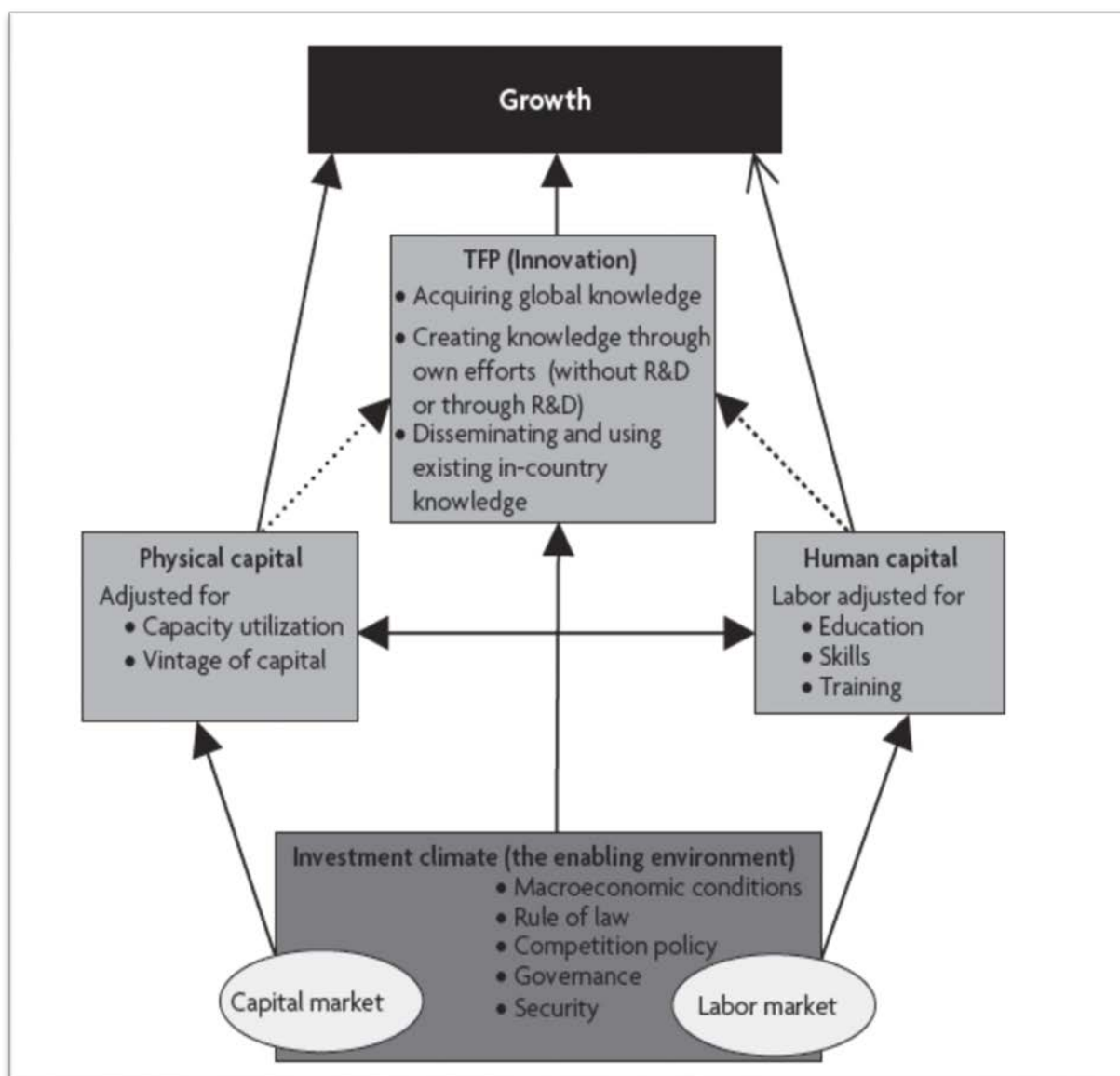
As stipulated in the constitution, a specific fund was used by municipalities, federal government and states to fund government education (Menezes-Filho & Pazello, 2005; De Mello & Hoppe, 2005; Herran & Rodriguez, 1998). Access to secondary education by the disadvantaged was made possible through FUNDEF funding in which state entities played their role in funding education, which increased the enrolment rate (De Mello & Hoppe, 2005). Earnings for teachers increased because 60% of the fund was earmarked for their remuneration (De Mello & Hoppe, 2005). Operations and maintenance costs in schools were also catered for through FUNDEF which made resources available in schools (De Mello & Hoppe, 2005). Rodriguez, Dahlman and Salmi (2008) argue that Brazil has made huge steps in expanding the educational system through the funding models, especially when it comes to making education accessible and addressing social imbalances which hindered many children in

receiving education. This includes the success of Brazil in skilled manpower having to train new skills through transformations through teaching and learning which is the basis to meet human capital needs.

#### **3.4.4 Funding secondary education for sustainable development**

Given the vast and populous nature of Brazil, funding for secondary education is earmarked to produce relevant human resources which should spearhead sustainable development for the country. Although there was growth in the volume of international trade in Brazil from 1976 to 2003 (World Bank, 2003), in the same period, Brazil had slow trade liberalisation, weak labour reforms and lagged behind in basic education (Rodriguez, Dahlman & Salmi, 2008). The unequal education system in Brazil was not able to produce the necessary human manpower required which embraces the global competition. The funding models which ensure that parents whose cash threshold is at a certain level are assisted financially (bolsa familia) would enable learners to complete secondary education. This will enable them to be productive later in their lives which bring about sustainable development for the country. This can be explained in Figure 3.6 which shows the components of growth.

Figure 3.6 represents the need for an investment climate in the country, which has a direct bearing on the creation of a capital market and labour market to tap into this investment. The existence of the physical capital requires human capital where skills are acquired through the education system that utilises the physical capital, leading to economic growth in the country. Innovation is needed in order to optimally use the physical capital through the skills acquired in education.



**Figure 3.6: A conceptual model for the components of growth**

Source: Rodriguez, Dahlman and Salmi, 2008

In bringing about sustainable development, components such as capital market and labour market are vital in production of human capital, which will utilise physical capital that brings about economic growth/ development.

Education is central in the economic growth and development. An unequal education system has been the basis of Brazil's low productivity and competitiveness (Rodriguez, Dahlman & Salmi, 2008). The quality of education has been the core for lack of numeracy skills, literacy skills, active citizenship and productive participation in a technology-bound labour market (Rodriguez, Dahlman & Salmi, 2008) which does not bring about sustainable development in the country. Unsatisfactory performance

by teachers caused poor quality education, which led to authorities giving incentives to teachers from the revenue which was generated by municipalities and local government (JBIC, 2005).

Brazilian companies spend huge resources in trying to raise the skills gaps which emanates from lack of better formal education (Rodriguez, Dahlman & Salmi, 2008). This suggests that sustainable development cannot happen in the absence of sound education. Good education should have strong funding from both the state and private entities that enable the recipients of the education to carry out sustainable development in the country. Among the benefits of funding secondary education, this changes the perspectives for learners in terms of financial behaviour, where learners become proactive in their households' financial decisions (Bruhn et al., 2013).

#### **3.4.5 Link between funding models and sustainable development in Brazil**

The education funding models described above are intended to ensure that no children who are of school-going age are left behind in accessing education owing to inability of parents to pay for their education. Through the constitutional reform of 1988, education funding structures were transformed and shared between the federal government, states and municipalities (JBIC, 2005). In the knowledge economy, where development is realised through skills and technological advancement (Rodriguez, Dahlman & Salmi, 2008), sound funding for secondary education is imperative in order to foster sustainable development.

The bolsa familia model was better placed to ensure that learners who are attracted by the idea of abandoning school to take wage employment on farms to augment families' earnings, were assisted in order to pursue their studies (Gaston, 2014). Funding structures would ensure that learners are adequately catered for to create the human capital needed for economic development in the country.

Ranieri (2010) believes that FUNDEF has achieved many of its goals, which include an increase in student enrolment in the secondary school as well as the primary school. According to the Brazil Institute of Geography and Statistics (cited in Ranieri, 2010), between 1995 and 2005, the number of children aged 7–14 years who were not in school, decreased from 9.8% to 2.6% and those aged 15–17 decreased from 33.4% to 18%. The decrease in the percentage of children who are not in school at



both primary and secondary level has a direct bearing on sustainable development in Brazil. This entails more people building up human capital, who then contribute to economic development after completion of their studies which brings about sustainable development. As a result of their level of education, these people have skills enabling them to look after the environment better. They also reduce their fertility rate owing to the long years spent at school, which reduces overburdening resources by reduction in population. They can then contribute to economic and social development of the country.

### **3.5 FUNDING SECONDARY EDUCATION IN AFRICA**

Most African countries were formerly colonised by European powers, with the exception of Liberia and Ethiopia. The colonial system advanced ways of funding secondary education, which were racially inclined. The white minority in African countries enjoyed a good education system which gave a guarantee for better white-collar jobs compared to the education offered to the black majority which was inferior and did not give an assurance for jobs and better living conditions (Rodney, 1972; Battaro et al., 2013). Instead, inferior education led the black learners into continual suppression by the white people as they entered the employment world as handymen and manual labourers. This ensured that the products of the education system served the interests of the colonial masters (Battaro et al., 2013). White schools were adequately funded by government in terms of materials and infrastructure, where the teacher-to-learner ratio was low compared to the black schools. The curriculum in the black schools was intended to make the products of this education servants of their colonial masters. The colonial governments avoided making education accessible to all because of the costs involved (Whitehead, 2005). In the following discussion, a focus is placed on funding secondary education in three African countries, namely Kenya, South Africa and Zimbabwe.

### **3.5.1 Kenya**

#### **3.5.1.1 *Historical and socio-economic context of education funding***

Kenya is a former British colony located in East Africa. In comparison to many African countries, it is one of the best in terms of infrastructure development. It served the British in creating an economic hub as they coordinated the tapping of economic resources in East Africa and set up a road network system and railway lines. This enabled the Western powers to exploit agricultural resources in this region (Kinuthia, 2009). Financing of education in Kenya has been a partnership project between the community and churches which helped create *harambee* schools (Ayako, 2015; Onsomu et al., 2004). The practice of making everyone in the catchment area participate in education spilled over into post-independence Kenya, culminating in the creation of private funding for education (Ohba, 2009).

Kenya has many ethnic groupings as do many other African countries. In the pre-colonial period, indigenous knowledge was seen as important to the Kenyan people. This was later in conflict with formal education, which the British brought into the country when the country was colonised. This gave rise to ideological conflict between the Western style of education and that of the indigenous people (Kinuthia, 2009). The focus was to use education to unify various ethnic groups by means of the curriculum offered, which inculcated into the learners a sense of patriotism and knowing where they came from. Expansion of education was imperative, given the political climate in the country at the time; it was to train people who could fill the positions previously held by the British. Kinuthia (2009) argues that education was regarded as a priority and promoted transformation of people's lives, bringing about changes in different sectors of society.

#### **3.5.1.2 *Financing education in Kenyan colonial and post-colonial eras***

During the colonial era in Kenya, local communities, NGOs and religious organisations took the initiative of funding primary school education. After independence, there was a paradigm shift when the state took over the responsibility of funding and administration, gradually handing it over to government agencies at provincial and district levels (Kinuthia, 2009). This effort was geared towards bringing about a free primary education system, which ultimately led to an influx of a large learner population seeking entry into secondary education (Kinuthia, 2009).

At independence, the then President Jomo Kenyatta introduced the *harambee* schools. The term stems from the Swahili word meaning “pulling together” or “self-help” (Onsomu et al., 2004). The state called upon the population to cooperate in bringing resources together in order to build schools. In order to bring about economic development, transformation was to be achieved through education; and hence, secondary schools were built in Kenya with joint efforts of the community and private donors (Onsomu et al., 2004). Harambee schools augmented government efforts in the provision of secondary education. However, these schools were more expensive, because they received minimal or no government funding for their establishment and operation (Kinuthia, 2009). This system was discontinued because of the many disparities it evoked and the lack of rigour in terms of attaining standards that the government expected. Hence, the harambee schools were absorbed into the main Kenyan education system (Onsomu et al., 2004). The major pitfall for the operation of harambee schools was the inability of parents to raise adequate financial resources for the schools. Poor funding created disparities with the other schools in terms of the standards in the provision of education, that in turn compromised the production of the human capital needed for the development of the country.

The late 1990s saw the introduction of free primary education in Kenya amidst the international call for *EFA*. Kenya realised that there was a need for primary education to be free of charge, given the numbers of dropouts and the inability of parents to pay for their children’s school fees (Mualuko & Lucy, 2013; Ngware, Onsomu & Muthaka, 2007).

### **3.5.1.3 Types of schools and funding**

Kenya has two main types of schools, namely public (government) schools and private schools. With the changing socio-economic environment, non-formal centres emerged which took the form of community schools. Onsomu et al. (2004) state that the majority of learning institutions countrywide are state-owned and thus, state-funded. In terms of funding, the state is responsible for educational services and facilities, curriculum development, provision of teaching and learning materials and food to learners attending these schools. In the harambee schools, teachers’ salaries were paid by the communities (Onsomu et al., 2004). Non-governmental schools are owned by different recognised bodies. Funding for these schools operates from revenue derived from tuition fees, levies and donations and, depending on geographical location of the

schools, these fees are high. Both private and public schools are expected to comply with the minimum requirements set by the Ministry of Education, Science and Technology. These include the minimum teacher qualifications, norms and standards, length of the school day, health standards and the inspection of physical infrastructure all of which depend on funding (Onsomu et al., 2004). Before free primary education was pronounced by government in 2003, government did not assist harambee schools financially. Communities provided supervision of such schools and paid salaries of teachers who were mostly unqualified. These schools also paid for teaching and learning materials and recurrent costs. These strong desires for secondary education were especially noted in informal settlements where there is a deficiency in the provision of education (Onsomu et al., 2004).

#### ***3.5.1.4 Free primary education and its impact in Kenya***

Free primary education introduced by President Kibaki's government in 2003 was a step in the right direction towards meeting the goal of universal primary education which was one of the MDGs (Wanja, 2014). It created large enrolment figures in the secondary schools without capacity to absorb them. This was working against the IMF pronouncement that suggested reducing public expenditure when primary education was made free for all. The question to ask was: who would then finance free primary education? Against the backdrop of the struggling economy, it would be difficult for government to finance a free education system. In 2008, this government went on to make secondary education free (Ayako, 2015). Government paid tuition fees for learners, while parents were responsible for other fees such as boarding fees and buying school uniforms (Ayako, 2015; Wanja, 2014).

#### ***3.5.1.5 Applying a cost-sharing, fee-free secondary education and the bursary funding model in Kenya***

In a research conducted by Wanjiru (2012) on the impact of cost-sharing in Kenya, the vulnerable would still be discriminated against if they had nothing in the first place to pay the fees not catered for by government. This raises the question of equity in education when those who are supposed to continue with education and subsequently transform the economy through their skills, are sidelined in education provision. The idea of cost-sharing in Kenya contributed to low numbers of learners enrolling for

secondary education (Mualuko & Lucy, 2013). In order to increase the enrolment for secondary education and reduce education costs by cushioning parents' effort in educating their children, the government provided financial assistance to the disadvantaged learners (Mualuko & Lucy, 2013). The introduction of a free secondary school education programme was applauded, but it soon became a pipe dream for many who struggled to meet the additional levies charged by schools against the background of a harsh economic climate and a high cost of living many parents experienced (Mualuko & Lucy, 2013). The tuition paid for by government was far less than the levies parents had to pay to schools. This seemed to defeat the whole notion of a free secondary school education in Kenya and cast doubt on the concept of free secondary education. Provision of the safety nets for the needy children was a noble idea, as it provided an opportunity for the vulnerable to receive a decent education.

The inadequacy of the bursary funds, given the rising education requirement, the irregularities in the delays of disbursement of funds, and biased identification of beneficiaries, were some of the challenges observed by Mualuko and Lucy (2013). This is one aspect which the researcher will try to investigate in the Zimbabwean scenario as it seems to be that people who are wealthy and politically connected benefit from this funding.

### ***3.5.1.6 Sustainable funding option in Kenya***

Education provision can never be underestimated given its role in advancing social, cultural, political and economic development (Mualuko & Lucy, 2013; Ngware, Onsomu & Muthaka, 2007). For this reason, skills training would generate the needed human power which would help in the different economic sectors of any given nation. The model for Kenya's sustainable funding of education is that of a partnership between the public and private sector as pronounced in the cost-sharing policy by government in 1988 (Ngware, Onsomu & Muthaka, 2007). In the partnership approach for funding secondary education, government is responsible for the professional development of teachers, teachers' remuneration in government schools, infrastructure development, and financing for the disadvantage learners. On the other hand, interested parties are responsible for financing of immovable educational structures and maintaining facilities, providing food to learners and paying utility bills (Mualuko & Lucy, 2013).

Through the structural adjustment programme which came about in the 1990s through recommendation from the IMF to resuscitate and stabilise the ailing Kenyan economy, government withdrew the major burden of providing for schools, except payment of teachers' salaries, owing to budget cuts. Widespread poverty in Kenya made parents unable to afford school fees and other levies charged by schools necessitating calls for government to provide bursaries to the vulnerable. Free primary education created a large burden for the provision of secondary education, given the numbers who sought secondary education (Mualuko & Lucy, 2013; Kinuthia, 2009).

Sharing of costs with stakeholders would enable government to provide secondary education for the Kenyan people. However, this depended on the ability of the partners to afford funding as in the cost-sharing venture (parents paying fees and levies and donors providing financial and material to be used in the schools). A different form of financing education was initiated for learners from disadvantaged families (Wanjiru, 2012; Mualuko & Lucy, 2013). The motivation behind cost-sharing was that the system would translate the idea of free EFA to accessing secondary school education (Institute of Policy Analysis & Research, 2003). This would obviously level the playing field by bringing about equity in access to secondary education. The system is sustainable because those who can afford are not denied an opportunity to fund their children's education and at the same time, government will not be burdened with funding everyone, particularly the high levies which schools charge, which is outside what government provides. Philanthropists are also likely to become involved as they wish to create attractive images of their businesses by injecting large sums of money into the education sector.

### **3.5.2 South Africa**

#### ***3.5.2.1 Historical context of education funding in South Africa***

There has been a historical disparity in terms of funding the South African education system, dating back to 1953. OECD (2008) states that the National Party government centralised education for black people and enforced decades of racial segregation. The education system denied black learners funding, despite increasing numbers of learners in black schools. The government was indifferent to the growing skills shortages prevalent in the country. Control of black people was done through the

education they received which was inferior to that of the white population group. This was the springboard for the riots against the system by secondary school learners in the 1970s (Battaro, Visser & Worden 2013; Battaro et al. 2013). Black schools were underfunded compared to white schools- they had inadequate infrastructure, unqualified educators, large learner-to-teacher ratios and a biased curriculum, which could only allow black learners to enter into specified careers (Department of Education, 2005).

### ***3.5.2.2 Addressing funding imbalance in South Africa education***

Given the economic disparities which existed between the various racial groups, it was anticipated that the economically disadvantaged black people would be supported by government, but the reverse prevailed. At the dawn of democracy in 1994 with an economy at a low ebb, the new Government of National Unity faced an insurmountable task of restructuring and rebuilding the education system and addressing the colonial disparities (OECD, 2008). This saw the transformation of the education system into one national entity, which included provincial subsystems. Structuring the system made education accessible for all who were formally marginalised by the previous government. Government made a conscious effort to address the needs of the vulnerable groups by making the first nine years of schooling compulsory. Inclusive education was implemented by government and the pro-poor funding policies were crafted, which saw an exemption-of-fees policy, the most notable being the “no fees” schools (Marishane, 2013; OECD, 2008).

As guaranteed in the Constitution of the Republic of South Africa, education is a human right for its people and therefore, the government has an obligation for its provision (Arendse, 2011; South African Government, 2006). The two South African education departments are the Basic Education and Higher Education and Training. Secondary education falls under the Department of Basic Education. National and provincial education systems share responsibility for education, except for tertiary education. Mestry and Ndhlovu (2014) mention that, as provided for in the national education policy, it is mandatory for government to fund state schools from government coffers equally. This would ensure that government reduces past disparities in funding and provides access to EFA children of school-going age, despite their disadvantaged backgrounds. This act makes provision for state school boards to augment the revenue it receives from government through charging levies and

fundraising activities to meet operational costs (Mestry & Ndhlovu, 2014). In order to address the issue of equity in accessing education, national policies, which spell out the standards and criteria for funding schools were instituted. Classification of schools into quintiles is basis on the wealth geographical areas where the schools are located.

### ***3.5.2.3 Application of the quintile funding model in South Africa***

In the NNSSF policy is an instrument applied by the state to address the pre-existing problem of inequitable school funding in South Africa. Zine (2001) defines equity in educational terms as the provision of resources to a specified group of people to improve the quality of their lives, given the past historical imbalances. In addressing this aspect, government classified schools according to the wealth of their geographical locations to assist them financially, depending on their different standings on a quintile scale. Schools are classified from quintile 1 to 5. Funding of learning institutions depend on economic demographics and economic wellness of the community in which the school is stationed. In research conducted by Mestry and Ndhlovu (2014), it is revealed that purposefully targeting more funding to schools in poor communities would not fully address the inequalities in the provision of education. Although it changes for the better to try and address the past imbalances, it will take a long time for these communities to be viable to a point where they will be self-sustaining in their income for the provision of education. Legotlo (2014) states that in spite of the efforts to assist the poor learners, poor learners continue to attend under resourced schools and they eventually drop out of school before they complete Grade 7.

The government allocation of funds to the different types of schools for each child is made available yearly in the Government Gazette (Department of Education, 2006). This makes the disbursement of funds to the different schools more or less uniform. Depending on their enrolments, schools are allocated funds that will be used towards recurrent cost. This model is realistic, in that parents of learners who come from poor areas are the ones who are likely to be unemployed and have a low-income threshold. Their schools are placed in quintile 1, which receive the highest funding allocation per learner, while the schools in quintile 5 receive the lowest funding. The Provincial Education Department allocates 60% for human resources and procurement of assets towards the disadvantaged 40% of their schools, which are the two most common quintiles in their provinces, while the rich 20% of the schools in their jurisdiction are



quintiles 4 and 5 only get 5% of the funds (Giese, Zide, Kock & Hall, 2009). This will narrow inequity between the poor and rich schools so that the beneficiary of the education system receives quality education.

The Minister of Education declares a school a “no-fees” school by publishing its name in the Government Gazette. At present, all schools which are in quintiles 1, 2 and 3 are no-fee schools (Department of Education, 2006). However, quintile 3 schools have recently been declared by the Provincial Education Department to be free-fee institutions, the rationale being that it would ease the financial burden on the schools as the government would be providing everything to these schools (Mestry & Ndhlovu, 2014). Equity and quality are addressed in the NNSF policy as resources are made available to disadvantaged schools in rural areas, townships and informal settlements, the major focus being to increase the cognitive levels and achievement of learners in these schools. Provision of sound funding for secondary education will go a long way towards addressing human capital issues. Ngware, Onsomu and Muthaka (2007) suggest that secondary school education which covers Grade 8 to Grade 12 would bring about transformation in different sectors of society.

#### ***3.5.2.4 Exemption from paying school fees***

Exemption from paying school fees is an important policy issue in the South African education system. To ensure proper execution of the exemption policy, establishment of school governing bodies was done to oversee that those who needed concession or exemption for fees were assisted as spelt out in the national education policy. The presence of school governing bodies assists with the governance of the school, management and administration (Department of Education, 2002; Marishane, 2013). Both public and independent schools are allowed to collect fees from parents at a special general meeting where parents agree on the fees reviewed (Department of Education, 2002). However, vulnerable children are given access to education, where parents apply for exemption from paying fees, given their low earnings. This gives the learners a chance to pursue their studies and eradicates denial of opportunity for the vulnerable children for a decent education based on their parents' socio-economic standing not to afford fees. However, the Department of Education (2002) states that there are discrepancies in the implementation of the policy on exemption of fees, when parents who seek exemption for fees are discriminated against when they are denied access to fee-paying schools on the basis of affordability. This defeats the efforts of

government to create equity so that learners have access to education. However, there must be financial accountability in schools, where school management teams and the school governing bodies ensure that all operations in the school system take place honestly and transparently and that infrastructure is well managed (Marishane, 2013).

### **3.5.2.5 Governance of and financing education in South African schools**

The National Department of Basic Education and the Provincial Education Departments share the responsibility of funding schools. This is encapsulated in the Constitution (1996) (Marishane, 2013; Mestry & Ndhlovu, 2014). All over the world, national governments are responsible for key policy issues in addition to financing education. Policies are developed by national government, while the provincial governments in turn implement the policies and in this case that entitles funding and governance in the education sector. In the implementation of government policy which has a direct bearing on funding education, Motala and Pampallis (2005) point out that after democracy, decentralisation of schools was created through the establishment of school governing bodies in public schools. These bodies have different powers and functions which include developing of policies, control of school property, recommending appointment of teachers to the department and developing a budget for the school. The school governing bodies may employ more teachers in public schools in addition to the ones employed by government, which is likely to enhance the quality and delivery of the education. School governing bodies may purchase textbooks and other learning and teaching materials (Motala & Pampallis, 2005). Without the prescription of the provincial and district education departments, schools prioritise the use of the funds they receive and raise to address the needs of their schools within the parameters of the South African Schools Act of 1996.

The national government allocates a budget to different departments and the share for the basic education is distributed to the different provincial education departments which in turn is distributed to schools. In its preamble, the South African Schools Act presents the partnership between the state, learners, parents and teachers in a joint responsibility for the organisation, governance and funding of schools (Roos, 2009). While schools are divided into quintile and assisted as per specified wealth criteria, school governing bodies in fee-paying schools recommend fees as suggested in their

budgets. In the quintile system, allocations are made for schools as shown in Table 3.7.

**Table 3.7: Target table of per capita subsidies 2010–2012**

Source: Roos, 2009

	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>NQ 1</b>	855	901	943
<b>NQ 2</b>	784	826	865
<b>NQ 3</b>	641	675	707
<b>NQ 4</b>	428	451	472
<b>NQ 5</b>	147	155	162
<b>Overall</b>	571	602	630

As indicated in Table 3.7, rich schools which are in quintile 4 and quintile 5 receive less funding compared to quintiles 1, 2 and 3 which get more. The idea is to address the past imbalances of even distribution of financial resources to education which will correct the access for education by all learners of school-going age up to 15 years.

Sayed (2008) argues that the South African Schools Act has created a system of educational governance that entrenched a participatory approach in the financing of schools and their operations as it addressed the inherited educational imbalances. School governing bodies raise fees in line with the requirement of schools and sanction exemption of fees to those who cannot afford eradicating past imbalances in the accessing of education. The idea of raising revenue through fees and other means in the fee-paying schools has been based on the premises that parents want to provide quality education for their children over and above what schools receives from government (Sayed, 2008). And with the structure of the school governing bodies having a treasure that ensures that there is financial accountability of the principal and the management for money collected.

### **3.5.2.6 *The link between the quintile funding model and sustainable development in South Africa***

Funding for education and development are two things which are inseparable. Sound funding of education is imperative if ever sustainable development is to take place in any given country. Funding for secondary education which cater for all children as seen in the quintile system enables students from different backgrounds and economic status to access education services. Because all learners are allowed to proceed with their studies up to secondary school, these graduates being the ones who train in different skills will then bring about sustainable development. Anderson (2009) argues for the human capital approach, which has its roots in industrial revolution and the philosophy of productivism. Technical vocational education and training is instrumental in the provision of human capital needed by industry and commerce (Tikly, 2013). Funding secondary education as suggested in the quintile system enables learners to venture into the different fields for training, as seen in other countries such as China, Korea and others where technical vocational education and training is a driver of economic growth which addresses skilled labour force (Maclean & Pavlova, 2013). Education's role has been seen in alleviating poverty and promoting social welfare (McGrath, 2012; World Bank, 2011). When education is able to alleviate poverty, it suggests some level of development which is continuous in nature, and thus, sustainable.

The holistic funding of secondary education in the South African education system is a strong driver of sustainable development. The issue of creation of skilled human capital is addressed as it responds to the globalisation that is based on environmental issues, economic and social sustainability (Tikly, 2013). The emphasis is placed on vocational education training's role in bringing about sustainable development as it provides skills needed to support economic, social and environmental sustainability. Vocational education training prepares the recipients of this education to be conscious livestock for sustainable development (Rasool & Mahembe, 2014).

In conclusion, given the quintile funding system in South Africa, secondary education becomes sustainable because government is not funding everyone who seeks secondary education in the sense that the system streamlines who has to be assisted based on the geographical location in which the school is placed in and the economic status of people in the area as specified in the determination of the criteria for quintiles.

This means government has a specific group of learners to assist and not everyone whose parents have the capacity to pay fees as found in the quintile 4 and 5 schools. However, the form of funding in the rich quintiles 4 and 5 is negligible given the ability of parents to pay for the education of their children. Therefore, government can only fund the needy students other than all learners whose parents can afford paying fees which makes it affordable by government. With the growing unemployment and poverty levels in the country, more schools are likely to be declared no-fees schools, leading to more disbursement of funds from government to finance such schools that will be a burden to government in the long run.

### **3.5.3 Zimbabwe**

#### ***3.5.3.1 Historical context of education funding in Zimbabwe***

To understand the current funding of secondary education in Zimbabwe, a brief historical background will provide an insight, which also speaks to the future. Zimbabwe is a landlocked country located in the southern part of Africa (Shizha & Kariwo, 2011). It is located on a high plateau between the river basins of the Limpopo in the south and the Zambezi in the north. Its rich soils make it suitable for agriculture. It has abundant mineral resources ranging from gold, diamond, platinum nickel, tin, iron, and coal to asbestos and others. Its good climate and scenic areas such as the mighty Victoria Falls and the beauty of the Eastern Highlands in Manicaland province were ideal for European settlers who colonised the country. The country experienced over 100 years of colonial rule by the British. It started off as a federation of three countries from 1953 to 1963 which were Zambia, Zimbabwe and Malawi (Shizha & Kariwo, 2011). Its capital was Salisbury (Harare) and it had one university which today is the University of Zimbabwe. It received its independence in 1980 when many other African countries, with the exception of South Africa and Namibia, were already independent. This would obviously have led to the acceleration of the different economic activities, including addressing educational issues in Zimbabwe. It inherited an unjust education system which favoured the white minority constituting only 1% of the total population comprising black, coloured and Asian people. White learners had compulsory education, which was better resourced, better funded and surpassed the MDGs of universalising education, though it was discriminatory (Kanyongo, 2005). The

colonial government paid 20 times more towards the education of white learners than it did towards that of their black counterparts (MESAC, 2001).

### **3.5.3.2 Funding colonial education in Zimbabwe**

Missionaries were interested in spreading Christianity and for that reason, education provision was catered for the local people or native Zimbabweans (Zvobgo, 1999; Kanyongo, 2005). Missionary stations had schools where learners were taught to read and write, following the curriculum for native Zimbabweans. However, the schools had a strong affiliation to religious matters. When the number of settlers increased in the colony, the demand of education increased for the settler community which opened the eyes of the indigenous people who sought for this education too. This saw the colonial state stepping in to control the increasing demand for education for the indigenous learner population (Shizha & Kariwo, 2011; Kanyongo, 2005). The concern for the colonial administration was to make missionaries stick to the prescribed curriculum to avoid giving too much book knowledge to the indigenous population (Nherera, 2000). Kanyongo (2005) explains that Africans were given an education that was practical skills orientated training, which would make the indigenous get basic skills in order for them to work for colonial settlers.

Missionaries funded the establishment of their mission stations, where they provided education to the indigenous people. Government, on the other hand, would fund state schools in disproportionate amounts for white and black schools in favour of whites (Shizha & Kariwo, 2011). Education resources in white schools were far greater than in black schools. This divisive system perpetuated racial segregation and promoted hatred and disharmony between the main two racial groups.

### **3.5.3.3 Addressing inequalities in education after 1980**

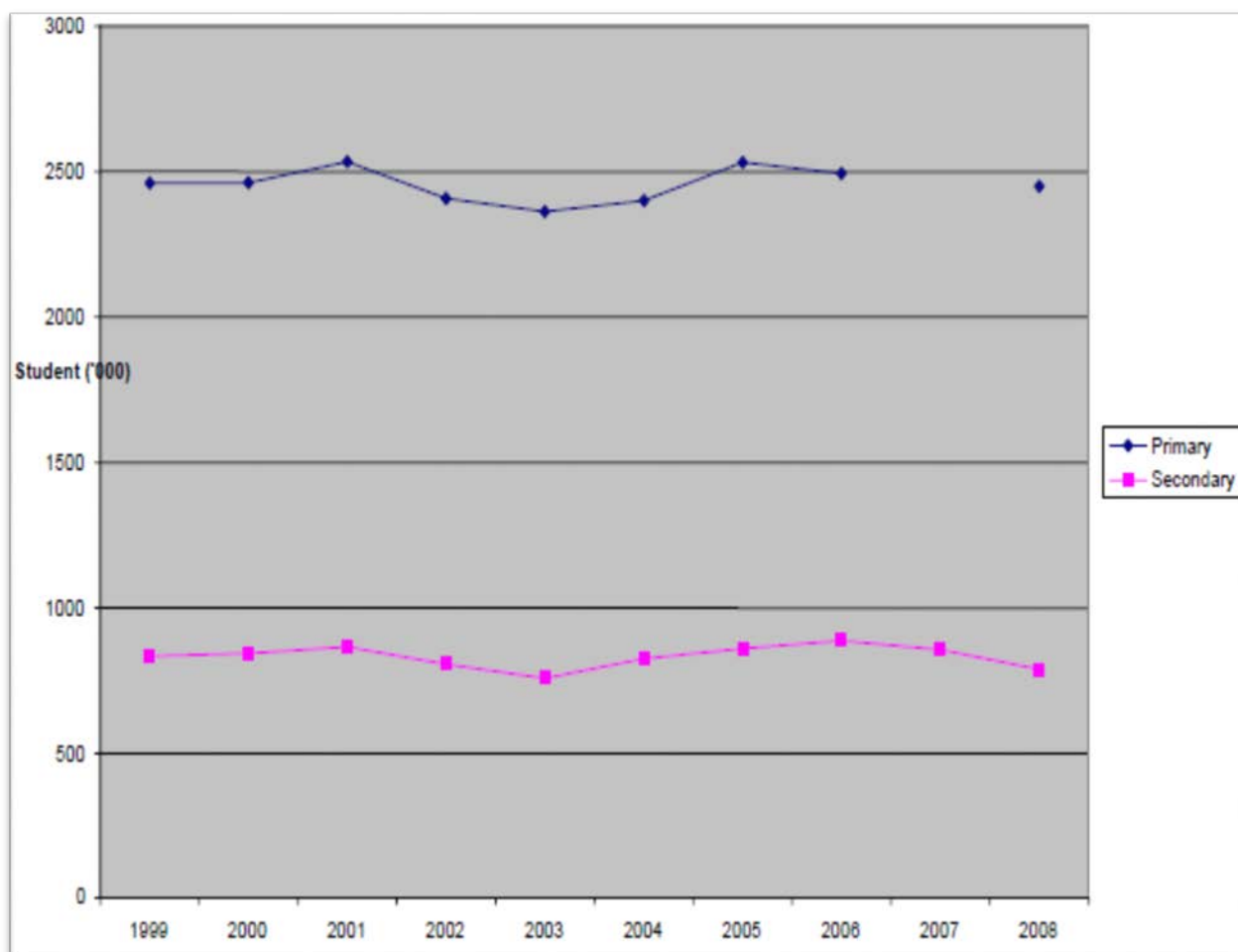
The education system in Zimbabwe was designed to benefit the minority colonial settlers more than the majority native, coloured and Asian people in the colonial state (Shizha & Kariwo, 2011). The education system was elitist by nature in that a few learners were allowed to progress in the system and these were dominantly bright learners; the average and very weak learners were denied an opportunity for education. Zvobgo (1996) refers to this nature of the education system as the “bottleneck” education system. Very few learners were allowed to progress to the next grade as accomplishment and achievement of gifted learners were used as the

measuring stick for progression, contrary to the current policy of allowing every learner to progress into the next grade, irrespective of their level of achievement.

Massification of the education system was adopted by government in 1980 in order to address the imbalance (ZANU PF Election Manifesto, 1980). Primary education was made free for all. Government was aware that many people desired to go through primary education so this was made available to all (Zvobgo, 1999). The issue of equity was always under the spotlight after independence, hence government endeavoured to adopt a policy whereby educational resources were distributed in the poor schools so as to promote equity (Ministry of Education, Sport and Culture and Higher and Tertiary Education, 2004).

A massive drive was launched by government to build learning institutions countrywide for secondary as well as primary schools. A policy was pronounced by government to the effect that children should not walk more than five kilometres to the nearest school. This was an effort to ensure that all learners were able to access schools in their neighbourhood. However, this policy was not fully realised owing to financial turmoil which began in the late 1990s when the IMF and the World Bank introduced ESAP in Zimbabwe in a bid to resuscitate the ailing economy (Shizha & Kariwo, 2011). In reality, ESAP eroded the gains experienced in the first decade of independence in Zimbabwe. ESAP cut large budgets in education on the pretext that the expenses incurred were not necessary for the functioning of the education department.

Figure 3.7 shows the enrolment of learners who were stranded owing to economic hardships when ESAP was being pursued by the Zimbabwean government. The table shows a steady increase of learners from 1999 to 2008. Although the government could assist the vulnerable in society through BEAM and NGOs, payment of other fees such as examination fees kept other students out of school (MESAC, 2010).



**Figure 3.7: Total primary and secondary school enrolments, 1999–2008**

Source: MESAC (2010)

### ***3.5.3.4 Financing secondary education in post-colonial Zimbabwe***

The Zimbabwean government is responsible for funding both primary and secondary education. The Education Act of 1991 made education free for primary education. However, this was later reversed by the 1996 Education Act which required tuition to be paid in secondary schools. Education was declared a basic human right and consequently, a high percentage of the national budget was channelled towards education (Ministry of Education, Art, Sport and Culture and Ministry of Higher and Tertiary Education, 2010). In the 1980s, Zimbabwe policy framework crafted by Ministry of Education fostered the principle of EFA in the mass education policy (Ministry of Education, Art, Sport and Culture and Ministry of Higher Education and Technology, 2001). Government financed the building of schools in marginalised



areas and disadvantaged urban areas in an attempt to make education accessible to all. This was followed with the acceleration of training of teachers to match the growing numbers of learners who were eager to return to school after 1980. A “polytechnic education” whose objective was to link mental and manual work to produce “totally developed individuals” was fostered (Chung & Ngara, 1985; Maravanyika, 1990). The growing numbers in both primary and secondary schools were matched with a plan of having a double session (known as “hot sitting”), where the same facilities could be used by two sets of streams in a school in which some attend in the morning up to perhaps midday and the next group would start from there up to late afternoon (Shizha & Kariwo, 2011; Kanyongo, 2005). This was cost effective in that the same facilities could cater for more learners who would use the facilities at different times.

Secondary education in Zimbabwe starts in Form 1 (Grade 8) right through upper six (Form 6); thereafter one goes to college or pursues a university education (Ministry of Education, Art, Sport and Culture and Ministry of Higher Education and Technology, 2001). There are a number of options for secondary education which are private schools, government schools, day secondary schools and church-affiliated boarding schools. Private (church) schools are more expensive than government schools. All the schools mentioned above teach the curriculum issued to them by the Curriculum Development Unit which is a government entity (MESAC, 2005).

Although primary education was made free of charge by government, government had to provide assistance for the provision of infrastructure, such as a building grant for construction of a laboratory, library, administration block and teachers’ houses (MESAC, 2001). However, this was done in phases and on condition of successful completion of the said project. This would ensure accountability of the funds made available, entailing massive investment in education given the gaps which existed in the different schools. Maravanyika (1990) observes an enrolment increase by 87.6% increase in Grade 1 to 7 in the first decade of independence while in the secondary school enrolment there was an increase of 95.9%. This is a significant increase, suggesting that there had been a stumbling block inhibiting learners from going to school. In this period, government public expenditure in education increased from 4.4% in 1979 to 22.6% by 1980 (Dzvimbo, 1991). While government assisted in the different grants and per capita grants (money given by government per student per year in the provision of tuition), communities were equally eager to ensure that their

children went to school by providing materials for the construction of schools in the form of locally available materials such as bricks in the rural areas (Chung & Ngara, 1985). The huge investment in education meant that government resources rapidly ran dry, calling for other options to finance education (Zvobgo, 1996).

### ***3.5.3.5 Impact of the Economic Structural Adjustment Programme (ESAP)***

ESAP was not unique to Zimbabwe. The IMF and the World Bank prescribed the same programmes for Tanzania, Zambia and Malawi (Zvobgo, 1996). However, this programme actually stepped countries back; instead of economically advancing them, the reverse occurred. This programme suggested to governments to cut staff in some key departments such as education and reduce government expenditure (Zimbabwe Government, 2000). The rationale was noble, but it left too many scars to heal. This led to a shortage of funds in the education sector for teaching and learning; supervision by education officials lagged behind, sinking the education sector into a quagmire. Although the suggested cut was fitting given the duplication of duties by different office bearers in the department, it crippled the operation of the education department (Zvobgo, 1999).

The Education Act of 1991 called for the introduction of fees in primary schools, which had been free since independence. In rural areas where there was no payment of tuition fees, parents still paid levies for buildings and sports. But the economic meltdown in the country meant that learners were unable to go to school since parents could not afford to pay any fees. This made learners who enrolled for secondary education drop out because of the inability of their parents to pay fees (Zimbabwe Government, 2000).

Junior Certificate Examinations after completion of Form 2 (Grade 9) were put on hold as the government had no funds to run them. Cambridge examinations were suspended in public schools by government as a result of the dropping value of the Zimbabwean dollar against the British pound in the 1990s. A local examination board was established which would charge local currency for learners to sit for O and A level examination.

### ***3.5.3.6 Measures to address funding constraints for parents***

At independence, the government adopted a Marxist–Leninist ideology of socialism (Chung & Ngara, 1985). Equity in education was part of the drive by government to ensure every disadvantaged person had access to education. Adult literacy schools were started early in independence in Zimbabwe. Because of its vigorous drive in education it saw itself overtaking most countries in the region in terms of literacy levels and today Zimbabwe is regarded as a breeding ground for human capital which has seen its people in many parts of the world (Kariwo, 2007).

Against a backdrop of hyperinflation, retrenchment and job losses, drought and HIV/AIDS, many parents were affected and were unable to send their children into secondary education. Government put in place safety nets for the provision of education. In the ESAP era, government had to put in place a Social Dimension Fund, a social safety net to cushion those who were not able to pay for their children's school fees and levies; it was later renamed "Basic Education Assistance Model" (BEAM) (MESAC, 2001). This module was inclusive in the sense that it would cater for the vulnerable who were unable to pay fees for both primary and secondary education for a range of reasons. There were more people living below the poverty datum line which strained significantly the fund. To ensure that deserving indigent children were assisted, community-based school selection committees were created to adjudicate the whole process. However, this system had its own defects in which deserving learners could be sidelined; this issue will be examined further in the current study. The funding model was effective in addressing access issues as students on the BEAM programme were allowed in schools, but the limiting factor was the unavailability of funds from government, making it unattainable (MESAC and Ministry of Higher and Tertiary Education, 2010).

Partnership with stakeholders is one form of funding which was made available to schools. As late as 2008 in the Government of Nation Unity, the ETF was introduced (MESAC, 2010). With the help of stakeholders such as UNICEF and the European Union, funds were made available, to buy textbooks for the six core subjects in secondary school, namely English, Shona/ Ndebele, Mathematics, Science, History and Geography, as well as stationery. This move tried to address the acute shortages of textbooks in schools (Salama et al., 2014).

Partnership with stakeholders, civil society, bilateral, multilateral and UN agencies has also assisted Zimbabwe with poverty alleviation through feeding schemes. This assistance rendered a range of help to have a facelift on the school infrastructure and educational facilities which included classroom blocks and teachers' residence among other things (Ministries of Education, Sport and Culture and Higher and Tertiary Education, 2004). This would go a long way to address funding deficits by government in the provision of secondary education.

The government of Zimbabwe has put in place several programmes to correct economic challenges, which were aborted midstream. These programmes include ZIMPREST (which targeted reduced government spending), the National Recovery programme, and another ensuring indigenisation of the economy. These aborted programmes fail to grow the economy and lead to social and economic ills in society (Shizha & Kariwo, 2011). The challenge with funds which are channelled into the education fraternity is that the bulk of these funds (94%) are taken up as salaries, leaving only 6% to finance development projects (UNESCO, 2001).

The government of Zimbabwe initiated another programme in 2010 to assist in funding education, known as the Public Sector Investment Programme (MESAC, 2010). The programme ensured that children learn in a conducive environment. Government provided funds for the construction of government schools. Non-government schools equally benefited from the programme when they were given a grant-in-aid in the construction effort. For that reason, USD 1 million was set aside for Public Sector Investment Programme in 2010 (MESAC, 2010). This tied in with similar programmes launched for school rehabilitation. Schools which were run down owing to the economic meltdown were assisted to maintain them and USD 3 million was set aside for refurbishment of targeted schools. This was made possible with help from partners.

The HIV/AIDS pandemic affected Zimbabwean education in multiple ways: ill parents were unable to go to work and pay fees for their children; child-headed households made the provision of education unsustainable. In 2001, Zimbabwe established a National AIDS Council and drafted an AIDS policy to combat the scourge of the disease. A levy was imposed on all employees whether private or public (MESAC, 2010). The National AIDS Council established structures from national, provincial and district level to ward level. These structures would ensure that the victims of HIV/AIDS would not be sidelined in the provision of education, by obtaining funding from the

AIDS council for fees, levies and provision of uniforms. The question to be raised is whether this kind of help is cascaded down to the right people. This will be further probed in the current study.

The Ministry of Education, Sports and Culture and Ministry of Higher and Tertiary Education (2010) state that in 2009 it was observed that about 33% of children were disadvantaged (orphans and vulnerable children), needing education and other forms of assistance and support. Through partnership via the ETF model, NGOs such as Red Cross, SOS, Plan International and World Vision assist with fees, food and uniforms, while government provides for them through BEAM (Ministry of Education, Sports and Culture and Ministry of Higher and Tertiary Education, 2010).

### **3.5.3.7 Education for sustainable development**

Education provision is vital to sustainable development in any given country as the education system is tailor-made for skills development which would generate the needed human capital (Shizha & Kariwo, 2011). The United Nations declared a Decade for Sustainable Development from 2005 to 2014. The Zimbabwean government, through MESAC, aligned curriculum to sustainable development to inculcate the essence of the concepts in children from a tender age as they progress through the school system. In the Presidential Commission of Inquiry into Education and Training led by a renowned educationist, Nziramasanga (1999) recommended into curriculum changes were made to focus on skills development through education. From the primary school level, right through to high school, Environmental Studies and Social Science teaches learners how look after the environment (Ministries of Education, Sport and Culture and Higher and Tertiary Education, 2004).

While funding for secondary education is a priority in this study, it has a bearing on sustainable development in Zimbabwe. This is chiefly because if learners fail to acquire education, they will miss out on learning skills in the subjects mentioned above, to foster sustainable development in the country and the world at large. However, education which encourages looking after natural resources must not be restricted to primary and secondary learners; it must be opened up for the adult population too, for the reason that these are the people who are likely to be behind most of the destruction of the ecosystem. In Zimbabwe, the Natural Resources Board (which was later renamed Environmental Management Agency) has the responsibility

to make people aware of sustainable use of natural resources as well as protecting the environment. Mandina (2012) argues that investment in education is pivotal in any country for the reason that it sustains human and economic development. Education is the driving engine to supply the much-needed human capital for sustenance of economic, social and technological development of any state.

The vigorous education policies in Zimbabwe have contributed in immense contribution in the production of professionals for government and the private sector in the neighbouring countries and beyond which spurs economic development. Funding of education and access to it has contributed to the high literacy levels of 94.2% for males and 87.2% for females and a total of 90.7% (Gomo, 2003). The literacy levels impact on sustainable development in the sense that it brings about public awareness of the environmental and health matters and people are likely to reduce family sizes owing to the constraints they are aware of, caused by big family sizes (International Labour Review, 1995).

At independence in 1980, education was considered pivotal in ushering economic and social development through training of skilled personnel (UNESCO, 2011). Curriculum recommendations through the Nziramasanga (1999) Presidential Commission of Inquiry into Education and Training which called for relevance of the curriculum in terms of skill development in subjects taught in secondary education, was intended to make education responsive to sustainable development. Dzvimbo (1991) states that Zimbabwe as a post-colonial state in transition, nationalists who assumed leadership were devoted to the development of the country where the state was the main agent of change and transformation which was to be realised through unrolling on an education system. Hence education is viewed as an agent for transformation of society and advancement which brings about sustainable development. Education is an investment in human capital which sustains and creates a momentum for economic growth and socio-economic development (Maravanyika, 1990).

### **3.6 What lessons can be drawn from the models and empirical studies**

There are a variety of models of funding which have been discussed from the different countries. Some of these models of funding are then suggested in the empirical data gathered. The fundamental issue is to now draw lessons from all the models in the

literature with the empirical data. For sustainable funding of secondary education to happen models must be holistic in nature.

### **3.6.1 Holistic**

The funding model proposed must be holistic in orientation. This suggest that the model must address all aspects of the needs of the learners. This means not only will the focus be on payment of fees for the orphans and vulnerable children (OVC), but must be able to address the needs of the learner for uniforms, transport to go to school, health, and provision of food and shelter. The rational of this is to ensure that the learners are not to fail to attend school due to lack of health services or other reasons mentioned. The Australian student-centred funding model addresses all the challenges for learners to access secondary education.

### **3.6.2 Self sustainable**

The Chinese system of education with production is self-sustaining in the funding of secondary education. In the different disciplines at secondary school, learners are able to learn skills and at the same time carry out projects for the school which generate revenue for operational and sustenance of the school. In the Zimbabwean case it was practiced in the early 1980s. Resuscitation of this venture was through the income generation projects that was encouraged by the MPSE in order to meet the financial needs for schools after 2010.

### **3.6.3 Environmental factors**

It is important to note that the environment where the school is located in considered for funding. The South African quintal system has important lessons to take where the geographical location and the poverty levels in the area are considered in funding schools from government. This will only work in governments which are economical viable to bail out schools as in the South African case. It will allow authorities to assist only those school located in areas where the poverty levels are high while those in economic environment are allowed to fund their schools through school fees high enough to meet operational costs in schools.

### **3.6.4 Macroeconomic state of the country**

While the poor want government to fund secondary education the financial state of government is a determining factor where it is possible to that. Quantitative data

available revealed that the BEAM funding model is not adequately funding secondary education. The main reason being the capacity by government to fund education. Empirical data suggest that the need for sound policy framework to create an environment to grow the economy where the majority of the population is employed. That will enable people to pay fees for their children and it becomes sustainable while government remain with a few that would need its assistance. This moves away from a call for free secondary education as in the Kenyan case that may not be sustainable.

### **3.6.5 Incentives for funding**

Zimbabwe has an agro based economy and as a result many children fail to go to school as they seek employment in farms. The Brazilian (Bolsa Escola and Balsa Familia) model comes very handy when incentives are provided to families to keep children in schools. Tax incentives in the Australian education funding system was heavily suggested in the empirical data conducted in this study. This has a potential where companies are likely to regenerate more income when they plough back their savings through tax cuts from government. There is a possibility of employing more workers in the process which empowers people to fund the education of their children as suggested in (3.6.4).

## **3.7 CONCLUSION**

This chapter has offered a review of literature on how models of funding secondary education are applied in various countries, namely Australia, China, Brazil, Kenya and South Africa in comparison to the Zimbabwean situation. It was observed that the system of funding schools in Australia (target funding) was adopted in Zimbabwe, for example, specific infrastructure in schools was funded by government. This was considered suitable in trying to address the acute shortage of infrastructure in schools in Zimbabwe when mass education was introduced in 1980. Funding of specific school projects took place in Zimbabwe in the early 1980s, such as building laboratories in secondary schools, administration blocks, as well as provision of grants. South Africa adopted the outcomes-based education system after 1994, though this has been put aside recently with the inception of the National Curriculum and Assessment Policy Statements.



The literature review identified a number of funding models which China, the fastest developing economy, is implementing from one region to another. China moved from a planned economy to a market economy and therefore, economic development was dependent on education. Education had to deliver the human capital that was desired in an effort to advance economic development of the country. China is the fastest growing economy in the world and has a high population of 1.4 billion people. Therefore, it is bound to come up with a varied funding models in order to address education funding for its huge population. Education saving fund model has been discontinued because of poor interests rates that the funds generate. It will not be sustainable for schools to use this model when interests will not meet operational costs to run schools. Private funding model would work as private individuals and intellectuals put resources in order to establish school. Such people would ensure the success of their schools but the only hurdle may be high fees charged in these schools beyond the reach of ordinary people. Compulsory education model ensures that all children access education. Government assist children in rural areas and poor regions where people of minority group live. This discriminating funding will ensure that those who are able to pay for their own education do so. Government will focus on those who are not able to pay and in the long run all children will have an opportunity to pursue their education. Through technical and vocational education, learners in China are able to acquire skill that will enable them to contribute positively to the development of the country.

Brazil's Bolsa Escola and Bolsa Familia funding model ensured that the poor are catered for as they are given a grant to keep them in school and avoiding earning wages on the farms in order to augment their family's wages.

Giving tax rebates to private organisations and individuals in Australia who finance education was also found to be an interesting funding practice. This is worth exploring and perhaps implementing as an incentive for companies to fund education programmes in secondary education, while their remittance to government in terms of taxes is adjusted in their favour.

The quintile system developed in South Africa appears to be one of the best systems. It seeks to address the socio-economic inequalities of the past and present by basing

funding on the geographic and economic wellbeing of the area in which the school is located. The cost-sharing model in Kenya, which was practised in Zimbabwe, has its merits and demerits in that those who are economically disempowered cannot cover all the costs while government defrays some of these costs.

Because of the high cost of education, governments are unable to meet their obligations in their commitment to free education. In Kenya, parents realised that they were paying more than the government was paying. In the Zimbabwean scenario, the BEAM model has failed to meet the financial needs of learners whose parents were retrenched or who have HIV/AIDS, for orphans and vulnerable children, or for children of many war veterans who fought in the liberation struggle. The social demand for secondary education has a direct bearing on the MDGs where EFA was declared. This created pressure on secondary schools because of the universalisation of primary education. More graduates from primary schools sought secondary education, to be funded by the state and their parents. Different models on funding secondary schools try and address the issues of availing EFA and addressing past imbalances in education provision in different countries and at the same time try to meet the human capital needs which enable them to realise sustainable development. However, more is needed to shape the funding models to be sustainable in funding secondary education. The next chapter reviews the research methodology in order to unearth methods of sustainable funding for secondary education in Zimbabwe and how funding of education brings about sustainable development.

## **CHAPTER 4**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.1 INTRODUCTION**

The discussion in Chapter 3 focused on the application of models for funding secondary education in various parts of the world. This was done to place funding for secondary education in Zimbabwe into an international context. This chapter presents a detailed discussion on how the empirical study was carried out, together with a description of the research design and the approach applied. This study aims to examine how Zimbabwe can finance secondary education to ensure sustainable development in view of scarce financial resources. In doing so, the study explores how the ratification of international commitment to the MDGs and EFA has affected funding for secondary school education in Zimbabwe. The study investigates how the country is dealing with colonial disparities in education funding. It evaluates the current funding model, notes the challenges experienced and recommends a sustainable funding model for secondary education in Zimbabwe. This chapter describes the mixed methods approach used in the study as well as the research population and sampling strategies applied. The data collection techniques are explained, namely, the use of questionnaires, interviews, observations and document analysis and the method of data analysis is reviewed. The purpose of this study is once again reflected upon and the role of the researcher and the ethical issues considered in the course of this study are discussed.

#### **4.2 RESEARCH DESIGN**

A research design is a procedure or strategy which is followed to carry out a research that ultimately shapes how a particular study is conducted. This is well captured by Johnson and Christensen (2004) who define a research design as a plan for carrying out research so that it answers a research question. This study adopted a mixed methods design. Mixed designs are viewed as two-dimensional methods that consider

the time aspect of a study, where qualitative and quantitative dimensions are involved in a single research (Johnson & Christensen, 2008).

Three aspects are considered in the use of mixed methods research design, namely time orientation, status and a paradigmatic emphasis. Time orientation refers to whether the qualitative and quantitative aspects of the research take place at more or less the same time (concurrently) or whether this is scheduled into phases over a specified time (sequentially) (Johnson & Christensen, 2008). The other aspect of a mixed method design to be considered is whether the two methods are of equal status or if one dominates the other. Paradigmatic emphasis refers to whether the qualitative and quantitative aspects of the research have equal emphasis in terms of addressing the research questions and interpretation of results (Johnson & Christensen, 2008). This study followed the sequential approach in the use of the mixed design, in which the initial quantitative part of the study (survey questionnaires) is followed by the qualitative aspect (individual interviews, observations and focus group interviews and analysis of documents).

In an attempt to account for the complexity of current challenges in funding secondary school education in Zimbabwe, an explanatory design was used. In the explanatory mixed methods design, the researcher first collects quantitative data (concerning the general challenges of funding of secondary school education), followed by collection of qualitative data (which could explore possible ways of addressing funding challenges). The initial data collected in the quantitative study dictated the type of data which had to be collected in the qualitative component of the research.

In sequential designs, there is a tendency of alternating the qualitative and quantitative aspects when administering a research (Arthur et al., 2012). In the word QUAL-quant, in mixed design, capital letters (QUAL) signify that the qualitative design will be more dominant to quantitative design. In this explanatory mixed methods design, the quantitative aspect of the approach was intended to generate causal explanations of the phenomena as Arthur et al. (2012) suggested, while the high dropout rates from Zimbabwean schools (Rose et al., 2013) prompted the use of in-depth qualitative interviews on how best to address the funding situation in Zimbabwe.

Mixed methods research design is a design which involves collecting, analysing and mixing both qualitative and quantitative methods and data collection instruments in a

single study to understand a research problem (Creswell, 2008). This design strengthened the reliability and validity of findings and recommendations, which widens and deepens the researcher's understanding of the research process itself, as suggested by Bamberger (2012). The argument for using both methods is that it leads to a better understanding of the research problem and questions, than when one method is used. The mixed method approach entails extensive data collection and a great amount of time is invested in the analysis of findings. It translates into creating powerful evidence on the issues investigated. Adopting a mixed methods design presents a better chance of examining the nature of the problem and how best to address it. The main reason for undertaking a mixed approach in this research was to build on the synergy and strength that exist between the two approaches in an effort to understand phenomena in a broader manner.

The prime reason for the researcher using the mix method research design is that qualitative research interrogates both the research process and the product of the research. This differs from the quantitative research design in that the design is not aimed at the generalisation of findings, but focuses on achieving a deeper understanding of the phenomenon being studied. This sets apart the operation of the two designs which, when combined, would produce more conclusive findings in the view of the researcher. While purist researchers may view the use of the two designs as conflicting, Creswell (2012) views them as complementary since they augment each other in the research task. Johnson and Onwuegbuzie in Arthur et al. (2012) argue that one would choose a combination or mixture of methods and procedures which work best for answering one's research questions. The researcher views the combination of the two approaches as the most appropriate way of trying to answer the research questions.

#### **4.3 RESEARCH METHODOLOGY**

To advance the aim and objectives of the study, the researcher found the mixed research methodology appropriate, since the approach shapes the broad assumptions into detailed methods of data collection and analysis (Creswell, 2012). This gives an indication of how the research is going to be conducted. Arriving at results that are reliable and valid in research is critical and therefore, appropriate research methods

have to be chosen. Braun and Clarke (2013) state that “methodology” is a broader view which refers to the framework within which research is conducted, whereas “methods” refer to a tool or technique for collecting or analysing data. This view is supported by Macmillan and Schumacher (2012) who define research methods as a clear programme or plan of selecting subjects, research sites and data collection to answer the research questions.

Makoella (2015) explains that a qualitative research approach is an approach that favours a natural setting that is relevant to a study. Following this view, the researcher visited different school sites in an effort to understand the nature of the problem of funding for secondary school education. The qualitative research method is not driven by theory and hypothesis testing as major research priorities, but is guided by the perceptions and experiences of the research participants. In his investigation of the research problem, the researcher played an important role in directing how the research was executed. The researcher shaped the data collection instruments so that they collected the desired data in order to answer the research question and objectives.

In the sequence of this study, the researcher gives priority to quantitative data followed by qualitative data. The sequence is deliberate as to survey the issue under discussion then generalise the population. This is followed by in-depth interviews, focus group interviews, observations and document analysis in order to understand the nature and challenges of funding for secondary education in Zimbabwe.

In broad terms, the two main research objectives of this study are: to understand how the ratification of international commitments to the MDGs and EFA has affected funding of secondary education in Zimbabwe and second, to understand how Zimbabwe is dealing with the colonial disparities in education funding. These two objectives are dealt with mainly through the quantitative aspect of the mixed methods design. The qualitative aspect of this approach deals with practical ways of bringing about sustainable development in the country. The other research objectives (to evaluate the current model of funding secondary education and to recommend a sustainable funding model for secondary education in Zimbabwe) are also dealt with using the qualitative approach. Specific information is solicited using the different instruments that relate to quantitative and qualitative issues in the research objectives.

### **4.3.1 Justification for the use of the mixed methods**

The use of mixed methods is dependent on the research topic that is under review. The nature of the research questions and their aims leads the research in a particular direction (Newby, 2014). The mixed methods approach to conducting research takes advantage of the strengths and weaknesses of the two approaches. The initial stage (quantitative approach) unveils the nature of the challenges to funding, which are then interrogated using the qualitative approach to search for answers to the challenges. Newby (2014) propounds six approaches to show how mixing qualitative and quantitative strategies assist in achieving set research goals. The most significant of these is the view that when one wants to answer research questions that are related, the use of the different approaches (qualitative and quantitative) may be employed.

This study draws on the complementary aspect of using mixed methods research (Creswell, 2012) which yields authentic findings. Combining methods is a powerful way of trying to understand the issues underlying complex investigations into an economy that has suffered decades of perennial stagnation.

## **4.4 POPULATION, SAMPLING STRATEGIES AND SAMPLE**

### **4.4.1 Research population**

A population is a large well-defined group with all the elements or characteristics that the researcher wants to investigate, and about which the researcher can make generalisations of the results derived from a sample (Johnson & Christensen, 2012). The population description and composition should mirror what is to be investigated (Gay, Mills & Airasian, 2011). This suggests that the population must be as representative as possible of the issues to be investigated in the study. The population studied comprised 398 secondary schools in the Manicaland province of Zimbabwe, with 398 school principals, 40 education officials and 10 NGOs with a compliment of five members of staff in each NGO involved in the funding of secondary education in this province.

When the research problem is identified, the next assignment in carrying out the research is to identify the units of analysis in the sample population (Merriam, 2009). The units of analysis are the critical entities being analysed in a study. This refers to

“what” or “who” is being studied. This suggests that in the sample population, the researcher identifies research participants who will address certain research objectives of the study. Typical units of analysis include individuals, groups, social organisations and artefacts, which in this case were the schools themselves.

#### **4.4.2 Sampling strategies and the sample**

This section presents a discussion of the sampling strategies and sample used in this study. It is imperative that appropriate sampling strategies and correct samples are used in research in order to come up with accurate research findings.

##### **4.4.2.1 Sampling strategies**

This study adopted probability and non-probability sampling strategies to draw its sample. Regarding probability sampling, a random sampling is used in quantitative research where the intention is to ensure that the sample is as representative of the population studied as possible. Random sampling is used to ensure equal chance of selection of participants in the study from the population. In this quantitative aspect of the study, a random sampling strategy was used to give the researcher an assurance that members of a defined population are selected in the sample, which enabled the researcher to generalise the views of the participants in the study as suggested by Cohen, Manion and Morrison (2007) and by Johnson and Christensen (2012).

Onwuegbuzie and Collins, as cited in Johnson and Christensen (2012:446) have developed a framework for mixed sampling designs according to “time orientation of components” and according to “relationship between quantitative and qualitative samples”. Time orientation refers to whether the mixed methods are used at the same time or in sequence, while the second category for mixed methods research generates four types of sampling designs, namely identical, parallel, nested, and multilevel (Johnson & Christensen, 2012:238). The researcher adopted the time-orientated approach as propounded by Johnson and Christensen (2012) where a timespan was allowed so that the initial stage would inform the next stage, namely the use of the qualitative instruments. The researcher found the multilevel sequential samples more applicable to this study as the researcher used the quantitative and qualitative samples that are constituted from different levels of the population under study as suggested by Bamberger (2012).



Non-probability sampling strategy was used for the qualitative aspect of this study. This strategy does not use statistics or mathematical formulae to determine the selection of the population studied. Based on the knowledge of the researcher, appropriate individuals and groups were selected and research sites were visited. The researcher sampled schools purposively to obtain the ideal information regarding funding challenges. School principals who had encountered the education transition phases from the mass education system and cost recovery up to the current state of affairs were purposively sampled. Education officials were also sampled purposively, selecting those with vast experience in supervising schools at district and provincial level.

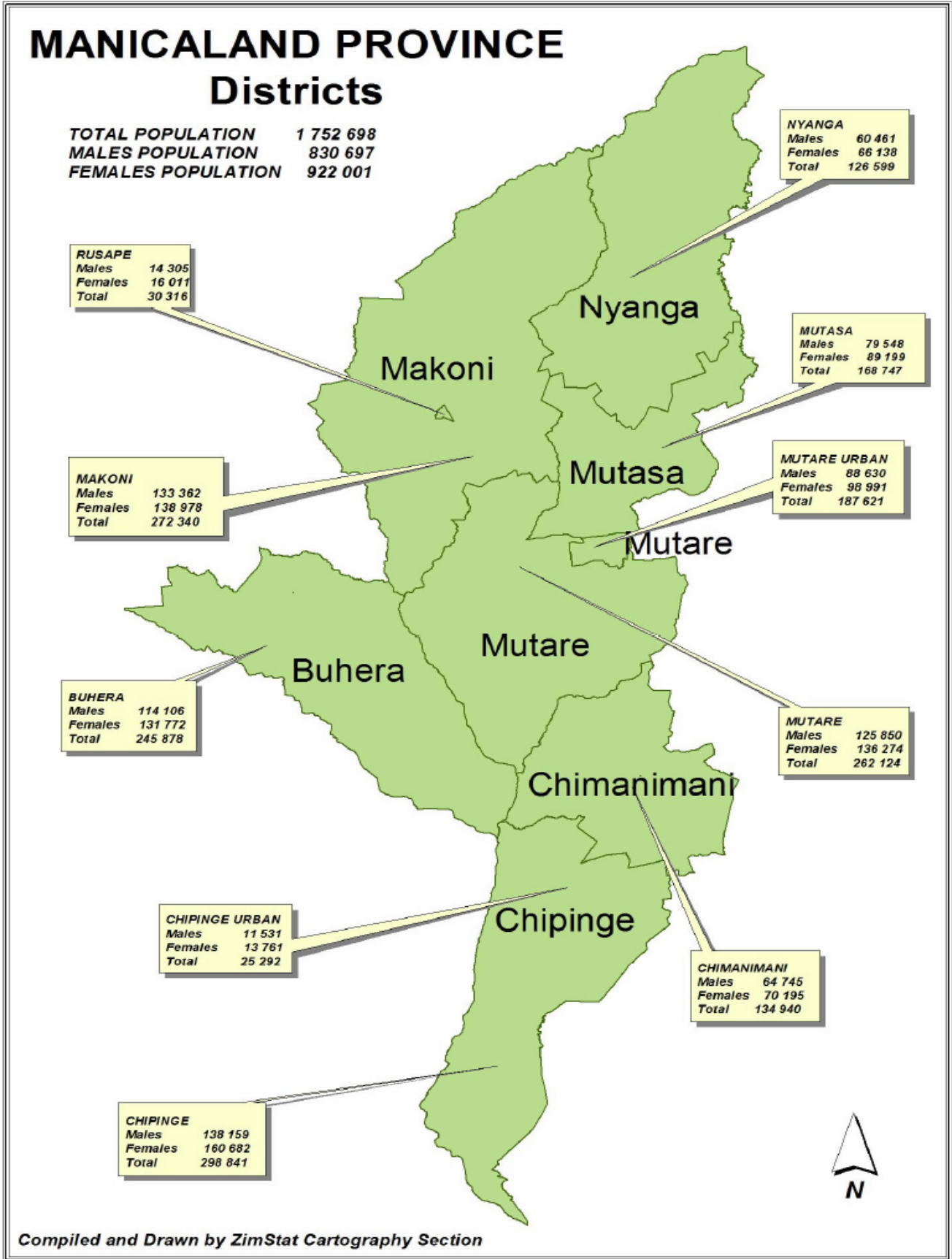
The researcher used this rich data because these participants were aware of the changes that had occurred in education, and, given their experience, they knew best how to address the financial shortfalls in education. The NGOs involved in the funding of education were purposively sampled as they have a direct bearing in terms of disbursement of funding for schools with financial challenges. They have already set criteria on how they fund schools. The choice of these NGOs would assist in obtaining pertinent information regarding assistance given to schools. The researcher anticipated that information would be directly accessible regarding how NGOs had tried to assist the government in addressing the colonial disparities in the provision of education, and how they viewed the current funding programme in Zimbabwe.

#### **4.4.2.2 Sample**

A sample is a group of individuals, events or items that are representative of the larger group under investigation from which the sample is taken. A sample is a subgroup of the target population that the researcher intends to study for generalising about the target population (Creswell, 2012; Punch & Oancea, 2014). In this case, the target population constitutes the people with the desired information or experience with which to answer the research question, namely headmasters, education officials and NGO officials in the Manicaland province of Zimbabwe.

In a population of 398 secondary schools from this province, there are 40 education officials, five education officials from each district and five from the provincial office, 10 NGOs with a staff of five officials in each NGO, totalling 50. The three districts

selected are shown in Figure 4.1 below on the Manicaland province map, showing administrative districts of Mutare, Mutasa and Makoni.



**Figure 4.1: Administrative districts in Manicaland province**

Source: Zimbabwe National Statistics Agency, 2012

A random sampling technique was used to sample 150 school principals who responded to the survey questionnaire (see Annexure 4). The sample represents 37,6% of the population under study, which must be sufficiently representative to supply the required data for this study. The sample size must allow multivariate statistical analysis and inference allowing generalisation to the population. Wiersma and Jurs (2009) argue that a large sample in quantitative studies has greater statistical precision and greater statistical power than small samples. This suggests that the larger the sample, the more realistic and statistically significant the data will be. The sample size was adequate as it captured the views of the stakeholders in education provision while having the capacity to generate data which was statistically significant regarding the issues in question. Given the time factor and costs in collecting and processing the data, this sample size for the quantitative aspect of this study is relevant.

Purposive sampling techniques were used for the qualitative aspect of the research to select six school principals and five NGOs officials who undertook in-depth individual (face-to-face) interviews (see Annexures 5 and 6). Four focus group interview sessions were carried out in gathering qualitative data. Focus groups with four Department of Education officials from the three districts and one group from the provincial office with four members were purposively sampled (see Annexure 8). The total number of education officials who took part in the focus group interviews was 20. The researcher visited six observations sites. These are the six sites where principals were interviewed. The sites were small enough to logistically allow the researcher to move from site to site and collect rich data on the different issues on funding secondary education in Zimbabwe as dictated by the research objectives. Five NGO officials were subjected to face-to-face interviews which formed 10% of the sample from the NGOs, 20 education officials were subjected to interview focus groups that formed 50% of the sample of education officials. Cohen, Manion and Morrison (2007) maintain that the quality of a research is not only dependent on the suitability of the methodology and instrumentation used but hinges heavily on the suitability of sampling strategy employed in the study. This means that appropriate research methodology, data collection instruments and correct sampling strategy were used in this study to arrive at the correct findings in the research.

#### 4.4.2.3 Demographic profile of the sample

The demographic profile of the sample is reported below. The respondents in this sample are believed to share more or less the same values and perceptions concerning the way in which schools are managed and funded. In order to understand the views of the participants, the different aspects of the group need to be explained. Therefore, gender, years of experience and qualifications of the sampled population are discussed. The understanding is that an insight into qualifications and years of experience of the participants has a bearing on understanding how participants respond to the different questions regarding funding of secondary education in Zimbabwean schools.

##### 4.4.2.3.1 Gender

Of the 150 school principals in the sample, 66.7% were males and 33.3% were females, as shown in Figure 4.2.

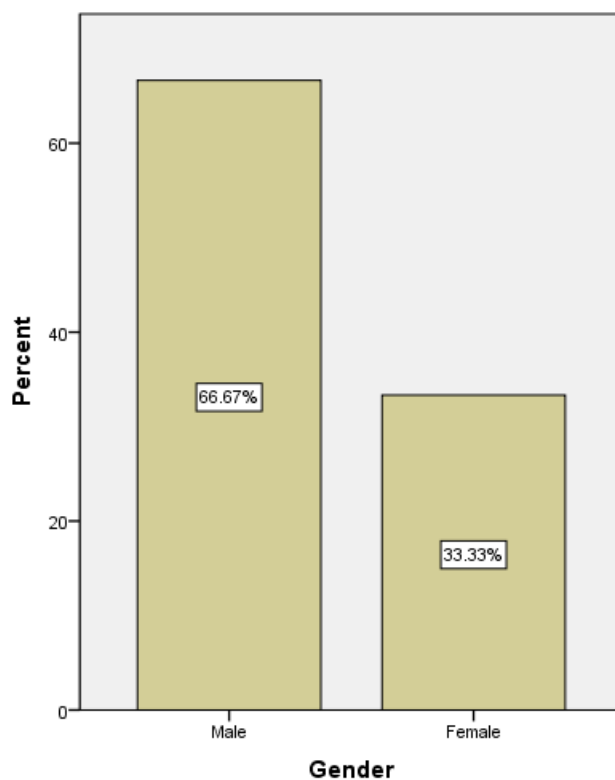
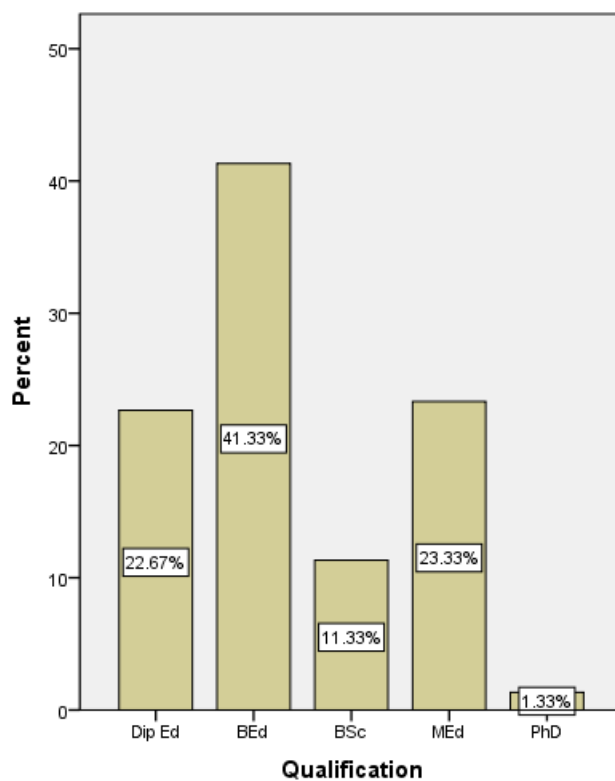


Figure 4.2: School principals' participation according to gender

The data shows that the majority (two-thirds) of school principals in Zimbabwean schools are men. This demonstrates the predominance of patriarchy in the country's school leadership and management system.

#### 4.4.2.3.2 Qualifications

Participants in the study ranged from those without degrees, to PhD holders as shown in the bar graph. Data was gathered from different people on the educational scale to find out if their views would have any significance based on their level of education.



**Figure 4.3: School principals' participation by qualification**

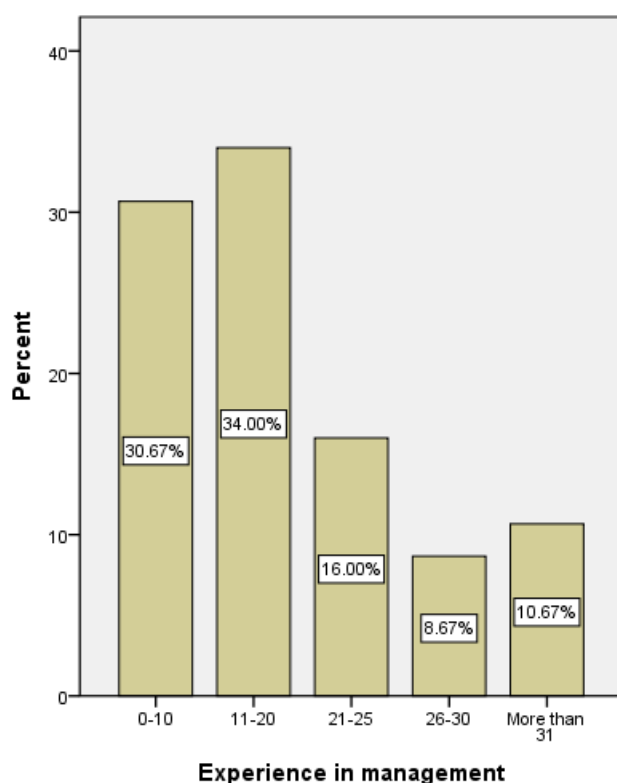
In terms of educational qualifications, the largest single group (41.33%) were in possession of a BEd qualification. A further 22.67% had a DipEd, while a similar number (23.22%) had an MEd. A small number (11.33%) had a BSc degree, while only two respondents had PhD qualifications. This suggests that the participants were fairly well educated and had sufficient knowledge to respond to the questionnaire.

#### 4.4.2.3.3 Management experience

**Table 4.1: Experience in management**

	Frequency	Percentage	Valid%	Cumulative%
Valid 0-10	46	30.7	30.7	30.7
11-20	51	34.0	34.0	64.7
21-25	24	16.0	16.0	80.7
26-30	13	8.7	8.7	89.3
More than 31	16	10.7	10.7	100.0
Total	150	100.0	100.0	

In the frequency distribution Table 4.1, 46 (30.7%) of the school principals had less than 10 years' experience in management while 104 (69.4%) had more than 11 years' management experience. This would suggest that they are experienced in understanding how schools operate and how the funding system is affecting secondary schools.



**Figure 4.4: Experience in management**

In Figure 4.4, the majority of respondents (69.34%) had more than 11 years of service while only 30.6% had less than 10 years' management experience. About one in 10 respondents had more than 31 years of service. The level of experience of school principals would suggest that they are aware of their duties as educational managers and that they are aware of the funding systems used in schools, as well as the constraints posed by the current funding system in Zimbabwe.

## **4.5 DATA COLLECTION STRATEGIES AND INSTRUMENTATION**

### **4.5.1 Quantitative data collection**

Quantitative in this study was collected through a survey wherein a questionnaire was used as a data collection instrument. Gay, Mills and Airasian (2011) define an instrument as a tool to collect data in a research process. Therefore, in order to have relevant data to understand the nature of funding issues, relevant and appropriate instruments have to be used to collect data. A questionnaire was used in this research as a way to obtain a picture of conditions, attitudes or events at a single point in time. The survey questionnaire established main patterns of the causes of funding challenges. Twenty-five closed-ended and five open-ended questions were used in the questionnaire to collect quantitative data from school principals. Questionnaires were followed up later with different interviews, observation schedules and documentary analysis as discussed below.

### **4.5.2 Qualitative data collection**

Qualitative data was collected through different research strategies and instruments, namely: face-to-face interviews, focus group interviews, observations and documentary analysis.

#### **4.5.2.1 Interviews**

A semi-structured interview guide with 15 open-ended questions was used in the interviews to solicit an in-depth understanding of the funding system and constraints in secondary schools while probing how secondary education in Zimbabwe should be funded. Face-to-face interviews involved six principals and five NGO officials (see Annexures 5 and 6), in pursuit of establishing and authenticating views that came in



the initial quantitative aspect of this study when respondents answered a closed-ended questionnaire soliciting qualitative data. Principals and NGOs responded to 15 interview questions.

#### **4.5.2.2 Focus group interviews**

In this study, focus group interviews were conducted. Krueger in Babbie (2008:309) presents a focus group interview as having a number of advantages. These advantages include capturing real-life data in a social context, flexibility of use, high face validity, speedy results and cost-effectiveness. Given these advantages, focus group interviews were regarded as some of the main data collection strategies of choice for the study. Four focus groups interviews of between four and six people deliberated in a guided conversation on evaluations of the funding model for secondary education in Zimbabwe, challenges of funding secondary education and recommendations for sustainable funding (see Annexure 8). As recommended by Creswell (2012), focus groups had a maximum of six people, which gave ample time for all participants to contribute. Notes were taken and the focus group interviews responses were taped by means of an audio recorder. Four focus groups comprising of four education officials each took part in the focus group interviews. Three groups were drawn from the three district offices and one from the provincial office. Twenty education officials participated in the focus group interviews.

#### **4.5.2.3 Observations**

Observation schedules were drawn up for the six schools where the principals were interviewed (see Annexure 7). Before the interview was conducted, the researcher first observed the appearance of the school, specialised classrooms, availability of equipment and teaching and learning materials. Field notes were taken at the different sites visited. The researcher obtained first-hand information through observation (Creswell, 2012). This assisted the researcher to get a deep insight into how funding affects quality of education and the availability of teaching and learning materials and specialised rooms in schools (Marishane, 2013).

#### **4.5.2.4 Document analysis**

Document analysis was carried out by scrutinising documents dealing with funding of secondary education from different organisations, namely the Ministry of Labour and Social Welfare, Ministry of Finance, and NGOs – specifically the National Aids Council, Canadian Development Agency, Plan International, United States Assistance

International Aid, Department for International Development and UNICEF. The documents for analysis were categorised in the following way:

- Policy on funding secondary education
- Capital funding for secondary education
- Per capita grant
- Targeted funding (vulnerable and orphaned children)
- Teaching and learner materials
- Infrastructure funding
- Learner support assistance

## **4.6 INSTRUMENTATION**

This section will give an overview of the data collection instruments used in this study from the mixed methods perspective. The instruments used were the questionnaire, semi-structured interview schedule, observation schedules and focus group interview schedules. Data analysis will also be discussed in this section.

### **4.6.1 Quantitative data collection instrument**

A survey questionnaire (see Annexure 4) was designed and administered to collect quantitative data from 150 school principals. Johnson and Christensen (2012) define a questionnaire as a document with a set of questions that a respondent fills out in a research study. The researcher solicited information regarding the challenges for funding for secondary education in Zimbabwe, how the ratification of the MDGs and EFA has affected funding for secondary education, with a view on what the government of Zimbabwe is doing to deal with colonial disparities in education funding. This enabled the researcher to understand the challenges in terms of funding secondary education whose findings were used in the qualitative aspect to get in-depth understanding on the issues raised.

The theory underpinning this study is the “human capital theory” (see 1.4.6). Development of human capital is synonymous with the provision of education to the population which must be seen as active players in the transformation of economies in different societies. The development of the research tools must therefore, be informed with the literature in the provision of education in this case. The researcher’s

experience as a school principal witnessed learners dropping out of school due to school fees that has a bearing on building human capital in Zimbabwe. According to (UNESCO, 2013) more than 57 million children may not have right to primary education. Zimbabwe being part of the global community, this challenges the researcher to craft a questionnaire which seeks to answer the challenges faced in funding education leading so many learners to be out of school. This will provide data which will be used to analyse the suitability of the existing BEAM funding model in Zimbabwe. Post-colonial Zimbabwe adopted a mass education model to address the colonial imbalances in education which had a huge effect on the state's purse. The questionnaire should seek to establish the suitability of mass education in the first place that is believed to have drained the state's resources. The questionnaire had a range of questions which would to and answer research questions.

#### **4.6.2 Qualitative data collection instruments**

##### **4.6.2.1 Semi-structured interview schedule**

Semi-structured schedules (see Annexures 5 and 6) were used to collect interview data from six school principals and five NGOs to try to evaluate the current model of funding secondary education, investigate the challenges experienced in funding of secondary education and recommend sustainable funding model for secondary education in Zimbabwe. The researcher used the face-to-face interview method, as there is rich data generated when the researcher asks questions on pertinent information regarding the issues of funding secondary education. An interview is a data collection method where the interviewer, who is a researcher, asks questions to the interviewee who is the research participant (Johnson & Christensen 2012). Wiersma and Jurs (2009) point out that interviews may be open-ended or structured depending on the phenomena that need to be uncovered. The researcher used the structured interview schedule to collect data. An audio tape recorder recorded the information provided by the interviewees/research participants. The main advantage of interviews as a data collection method was that the interviewer was able to encourage the interviewees to give more information on the issues under discussion. The researcher found valuable information from interviews, which was not possible through observation alone. Interviews were linked up with observation in schools that benefited the kind of data collected (Gall, Gall & Borg, 2011). Some interview

questions derived from observational data, where the researcher having observed something, made follow-up questions in the interview session that clarified the understanding on the phenomena. The qualitative aspect of this research was informed by literature gathered on the study. The documents available on the study suggest the inadequacy of funding schools, the funding structures and funds disbursed to schools. This gives an indication of the availability of funding and lack of it which is explored through interviews with school principals and NGOs. In order to get deeper understanding on the challenges of funding, focus group interviews were carried out with education officials. Shared views from participants on challenges and solution to funding secondary education would obviously yield possible funding models for the Zimbabwean case.

The following section discusses collection of data through observation schedules.

#### **4.6.2.2 *Observation schedules***

The researcher used observation schedules to try to understand the nature of the challenges in funding secondary education in Zimbabwe for different aspects of the school observed (see Annexure 7). The researcher watched participants and recorded what was seen taking place. What was important was the process to understand the natural environment (school) and how it functioned taking cognisance of the funding system. In this study, the researcher observed the state of infrastructure and resources of the schools visited while carrying out interviews with school principals. By observing the schools' conditions, the researcher was able to understand the sufficiency of funding in the institution and lack of it. Field notes were taken on what was observed by the researcher. Gall, Gall and Borg (2011) state that a participant or non-participant observer has to document what is observed – something facilitated through field notes. Comprehensive information about the teacher-to-pupil ratio, availability of specialised rooms for different subjects and the equipment and materials used was recorded. Information about teaching and learning materials and conditions of facilities were recorded which gave an indication of sufficiency of funding in the school and lack of it. As field notes capture all important details in line with what is investigated (Gay, Mills & Airasian, 2011) the observations formed an important part of the qualitative data collection in the mixed methodology that this study followed.

#### **4.6.2.3 Document analysis guide**

A document analysis guide was used to gather data from official documents such as policies on how funding of secondary education was done from NGOs, MPSE, Ministry of Finance, Ministry of Labour and Social Welfare and National Aids Council of Zimbabwe. The researcher looked at how the different departments and NGOs financed capital funding for secondary education, and specifically how they support the vulnerable (orphaned and AIDS victims). The documents the research extracted from the stated organisations were mainly policies which relate to funding of secondary education, which helped in ascertaining whether there was enough funding for secondary education or not. Financial statements on the disbursed funds and the purposes that funds were meant for, were reviewed in an effort to analyse whether there was compliance of schools in using funds for the purposes specified. The researcher ascertained the adequacy of the funding systems or lack thereof. The documents provided the data that was analysed in conjunction with data gathered from the other sources. The data gathered from documents gave a picture of the existing challenges faced in funding secondary education in Zimbabwe.

The advantage of using data collection from documents is that the researcher could understand language in the documents. The documents were ready for analysis rather than first subjecting the data to translation and transcription, as was necessary with the interviews (Creswell, 2012). Organisations were not at liberty to disclose their financial information nor were they ready to share these details with the researcher. However, upon production of the ethical clearance document from the university (see Annexure 1), noting that the information obtained was for academic purposes and that the anonymity of respondents was protected – information was made available to the researcher.

#### **4.7 PROCESS OF COLLECTING DATA**

Collection of empirical data must be done systematically and in an orderly way. To avoid a haphazard collection of data, a plan was put in place to be administered in phases. In the initial stage of the data collection, it was scheduled that the researcher communicated with the responsible authorities in the different research sites. This was

followed by a phase of collection of data through questionnaires to obtain quantitative data, and the last phase was collection of qualitative data.

In the first phase, it took the researcher three weeks to obtain permission from the Ministry of Labour and Social Welfare and the renamed Ministry of Primary and Secondary Education (MPSE) (See Annexures 2 and 3). The second phase involved sending quantitative survey questionnaires to the 150 sampled schools principals (see Annexure 4). This took the researcher two weeks to carry out. The third phase was highly active, where the qualitative data was collected in a structured way. Face-to-face interviews were undertaken with school principals and NGO officials (see Annexures 5 and 6). This took the researcher two weeks to administer.

Face-to-face interview sessions were carried out with six secondary school principals and five NGOs officials who responded to 15 general questions that would address the research questions. Letters seeking appointments with these officials were sent out two weeks in advance and a reminder via cell phone messaging was send out a week and a day before the interviews.

To ascertain the levels of funding in schools, observations were carried out in the six schools just before the interviews with each school principal took place. This was cost effective in that the researcher would not have to incur more expenses in going to another research site to collect data. Follow-up questions on what was observed were posed to the school principal during the interview sessions (see Annexure 5). This procedure took the researcher a week to complete.

Four focus group interview sessions were held as follows: three focus group sessions, one in each district with education officials and one session with education officials from the provincial office (see Annexure 8). The focus group interview questions were six general questions thought to be pertinent to the issues under investigation that took a week to complete.

Documentary analyses of documents from different organisations responsible for funding of secondary education were singled out for analysis (Annexure 9). Some of the different aspects analysed were funding for the vulnerable groups, capital funding, target funding, funding of teacher/learner materials, infrastructure funding in view of how government dealt with colonial disparities in education provision, and the

effectiveness of the BEAM funding model in catering for the educational requirements of all needy children.

## **4.8 DATA ANALYSIS**

### **4.8.1 Quantitative data analysis**

Mixed methods data analysis – the analysis of both qualitative and quantitative data in a single research study was carried out in this study. Data analysis aims at determining the relationship between variables, patterns and themes, which results in interpretation and involves synthesising data into a coherent whole (Mouton, 2006). The quantitative data was descriptive; therefore, inferential numeric analysis was used. Frequency distribution graphs were used to summarise and understand quantitative data that the researcher used. The first steps taken by the researcher in collecting and analysing quantitative data were the following:

- Stage 1: A pre-test questionnaire distribution to five principals
- Stage 2: Analysis to see its suitability
- Stage 3: Actual distribution of the questionnaire
- Stage 4: Recording of the findings in numerical terms.

The researcher made sense of quantitative collected data that informed the study on collected qualitatively data explained in the next section. The researcher made an examination and interpretation of the categories of themes against the given data and linked these to the research questions.

### **4.8.2 Qualitative data analysis**

In the mixed methods data analysis, once a determination of the number of data types is made, data types are classified either as quantitative data or as qualitative data. The next step is to establish how many data analysis types must be used (Johnson & Christensen, 2012). The qualitative data was presented as themes that highlighted the major voices of the participants (Hatch, 2002). The researcher attempted to make sense of all the data collected qualitatively from semi-structured (open-ended) questionnaires and unstructured interviews with principals and NGO officials, focus

group interviews and documentary analysis. The next phase of analysis is presented below.

- Stage 1: Read the collected data and listen to the audio recordings.

The researcher read the collected data and listened to the audio recordings to try to understand the main ideas that ran across the data collected. Transcription of the audio recordings was carried out.

- Stage 2: Initial identification of theme

Themes reflected in the collected qualitative data were identified. Similarly, themes which ran through the different types of data were scrutinised to see their suitability in answering and addressing the different research questions.

- Stage 3: Qualifying suitability of themes

The different types of data were re-read to ensure that the data would be suitable to fall into the identified themes stated above and if not, adjusted accordingly.

- Stage 4: Recording of the main ideas in each theme

The main ideas on each theme were written down in brief.

- Stage 5: Examining and interpretation of themes

The researcher made an examination and interpretation of the categories of themes against the given data and linked them to the research questions.

#### **4.9 PRESENTATION OF DATA**

Descriptive statistics was used to present and analyse quantitative data through frequency distribution graphs and tables that summarised the data on the views of the respondents. Qualitative data was recorded under the identified themes that ran throughout the entire data types collected. Audio recordings of interviews were transcribed and categorised into the themes mentioned above. Data was analysed and discussed, giving answers to the research questions. Research instruments, namely questionnaires that were used, were allocated numbers to protect the anonymity of the participants and to check the return of the instruments. Interviews



were transcribed, analysed, and briefly discussed. Data from documentary analyses was presented in tabular form and with descriptive text where the results of each analysis are presented. Topics which were covered in the analysis are those pertinent to funding secondary education in Zimbabwe, namely:

- Policy on funding secondary education
- Capital funding for secondary education
- Per capita grant
- Targeted funding (vulnerable and orphaned children)
- Teaching and learner materials
- Infrastructure funding
- Learner support assistance

#### **4.10 DATA QUALITY**

##### **4.10.1 Reliability and validity of quantitative data**

Reliability is defined as consistency or stability of the test scores while validity is the accuracy of the inference or interpretations one makes from test score (Johnson & Christensen, 2012). In the quantitative instruments used in this study, the different participants who answered the survey questionnaire gave similar views on the challenges of funding secondary school education and how that can be addressed, which shows consistency of the scores collected. Therefore, the frequency of specific responses on the question on the issues of funding and other aspects on the study gave an indication of the accuracy in terms of judgment on aspects of funding of secondary school education. This suggests that the more frequently participants answer questions in a particular way, the more credit is given to the issues under investigation. Gay, Mills and Airasian (2011) view reliability as the degree to which a test consistently measures that which it is supposed to measure. The survey questionnaire should only measure whether there is adequate funding or not and the related issues on funding challenges. The reliability of a test brings about confidence, in that if it gives the same scores when re-administered to the same people at different times by a different person, it gives the same results. However, a slight difference must be expected.

Reliability and validity are quality assurance dimensions of quantitative research; they check on whether the study brings about authentic results that can be dependable. It means that the results of measurement “are stable over time, always assuring that other things remain the same” (Newby, 2014:129). What renders the outcome of the research findings objective is that a disinterested person carrying out the same study using the same tools to investigate the issues in question, would come up with more or less the same results. Hence, Newby (2014) regards reliability and validity as the pillars of any research. The researcher pre-tested research instruments on a sampled population to ensure that the instruments collected the desired data that is critical in the quantitative aspect of the mixed research. This gave an assurance of the same or similar results being collected when the actual study was conducted.

Newby (2014:129) says, “Validity is the process of collecting data accurately to reflect the aspects that they are meant to measure”. The ability of the survey questionnaire to collect data on funding secondary school education was critical in finding solutions to the challenges. This suggests that the results of the findings are likely to be accurate. When another research establishes the same result on the same investigation, it confirms that the approach and the techniques used to gather data were suitable, suggesting that rigour was exercised in collection of data.

In this regard, the researcher ensured that the survey questionnaires were free of ambiguity and that they were related to the purpose statement and addressed research questions. Pre-testing was done on the use of questionnaires to ensure that they served the purpose for which they were designed.

#### **4.10.2 Credibility and trustworthiness of qualitative data**

Credibility can be assessed when different types of data on the same issue are presented by research participants either in agreement or in contradiction, which is referred to as data triangulation (Ary, Jacobs & Razavieh, 2002). In this study, different instruments of data collection were used. The results of the individual interviews, and focus group interviews to agree on different aspects of the study under review, confirmed credibility of the research regarding finding ways of funding secondary education given the scarce financial resources. For example, the semi-structured questions identified lack of funding for secondary education which was confirmed in the face-to-face interviews. This suggests the existence of the problem.

The concurrence of the participants in the face-to-face interviews and the focus group interviews on the solutions to the challenges of funding secondary school education validates the findings of the study as credible. “Trustworthiness” refers to the validity of a qualitative research where researchers ensure the trustworthiness of their studies by addressing credibility, transferability, dependability and confirmability of their findings (Gay, Mills & Airasian, 2011; Newby, 2014). A number of measures were put in place to ensure that findings of the study were credible. These include adaptation of appropriate methods relevant to the field of study, familiarisation with the participant’s culture before collecting data, random sampling for the informants, triangulation to ensure accurate data, and interactive questioning to probe the subject in order to receive detailed data.

“Credibility” concerns how closely related the findings are to reality, suggesting that research findings must mirror reality (Merriam, 2009). Triangulation ensures credibility of data where cross-checking data collected through observations at different research sites was followed up with interviews with different research participants (Merriam, 2009) as already suggested in the procedures for carrying out this study.

Member-checking was important to ensure credibility in research, as suggested by Cohen, Manion and Morrison (2007). The researcher checked with the participants whether the data collected on the spot was correctly recorded as suggested by Johnson and Christensen (2012). The checks and balances done in the study to verify the authenticity of data gathered through different research instruments ultimately led to a gathering of credible data on sustainable ways to fund secondary education in Zimbabwe which can be regarded as trustworthy in this field of research.

## **4.11 RESEARCH ETHICS**

### **4.11.1 Ethical procedures**

The researcher understands the need to ensure that ethical issues are adhered to throughout the research process. Ethical issues weave through the entire research process from defining the problem, research questions, data collection, analysis of findings to the research write-up (Creswell, 2012). This avoids compartmentalisation of ethical aspects of a research on one segment of a research rather than ensuring the totality of it all.

#### **4.11.2 Ethical considerations in involving participants**

Gay, Mills and Airasian (2011) stress that in research, the ends do not justify the means; researchers should not have the strong desire to carry out their research while harming the research participants. The concepts of confidentiality, anonymity and privacy are important in ensuring that ethical issues are taken care of in research (Johnson & Christensen, 2012). Respecting the privacy of research participants is at the core of conducting ethical research.

Participants were assured that they could withdraw from the research without facing any penalty. Numbers were placed on the questionnaires to ensure that there was no link to the identities of those who contributed to the research. Participants completed a declaration to agree to take part in the research; the purpose of the research was explained to participants in this declaration (see Annexure 10).

#### **4.11.3 Limitations and dealing with research dilemmas**

The researcher noted a few limitations in carrying out the research, namely:

- Having adequate resources and time to visit all the sites to collect data.
- Participants had to be kept informed about confidentiality of the information they provided to the researcher.
- Transparency was important to the collection of data, as was the idea of respecting the views of the participants without imposing the researcher's views.
- Data collected was only to be used for academic purposes and was not shared with any other person external to the research process.

The following are precautions that the researcher took to guard against any ethical dilemmas:

- The researcher's work was supervised by an experienced professor of education well versed in conducting research of this nature, who has written extensively in the area of study of the researcher. This person provided the necessary guidance in ensuring that the work was carried out in an ethical manner.

- The second phase of the research involved contacting interviewees. The researcher sought the consent of participants in written form. In the communication, guarantees were made ensuring that no physical harm or psychological harm would happen to the participants in this study. The procedures to be used during the study were explicitly made clear to the research participants.
- Research participants were recruited purposefully and through random sampling; no one was forced to take part in the study. No monetary or material gains were made available to the research participants. The participants were informed about the research procedures and were requested to sign the consent form (see Annexure 10) agreeing to the research procedure. Research participants were advised that they were at liberty to quit the study at any time. In this case, the participants were principals of secondary schools, education officials and NGO officials.
- An audio recorder was used to record the interviews which were checked by a technician prior to its use. As a contingent plan, the researcher hired a qualified typist to type out or record statements from the interviews.
- To ensure confidentiality of information given, the researcher used numbers on the questionnaires. This would enable the researcher to check whether the instruments were returned from all sites. To protect the identities of participants, pseudonyms were used.

#### **4.12 CONCLUSION**

In this chapter the researcher has highlighted how the study was carried out, detailing the research purpose, justification for the research approach adopted in the study, data collection procedure, research population, sample for this study, sampling strategies, data analysis and how the data was presented. The ethical considerations of this study were stated together with how possible dilemmas in carrying out this study would be avoided. An overview of how mixed methods were used in this study was given and the steps taken to gather quantitative and qualitative data were described. Another important aspect of this chapter was the discussion concerning the data's reliability, validity, credibility and trustworthiness. In order to investigate the complexity of funding secondary education in Zimbabwe, a mixed methods research design was

adopted. This was because of its ability to use both quantitative and qualitative techniques in a single study (questionnaires and the use of interviews schedules). It would enable the researcher to establish the nature of funding problems and map out solutions to it. A sequential design was preferred where questionnaires were used first and followed up with individual interview schedules, observation in schools and focus group interviews to try and authenticate views generated in the quantitative data. Probability sampling method was used to identify respondents to the questionnaire while purposively sampling methods were used to identify participants in the interviews and focus groups. Random sampling was done to ensure that equal chances of selection of participants in the study. Purposively sampling was used to gather qualitative data as the research would ensure that the defined members of the defined population are used in the study. These are usually with rich data, who have experience in the field. Cross examination of data from the two aspects enabled the researcher to collect authentic data on the phenomena under review.

The demographic profile of the sample was presented in the study in graphic form which showed the gender, level of qualification of principals and the experience of those who responded to the questionnaire. The following chapter will present findings from the collected data.

## CHAPTER 5

# PRESENTATION OF DATA, ANALYSIS AND INTERPRETATION OF RESEARCH FINDINGS

### 5.1 INTRODUCTION

Chapter 4 gave an outline of the research methodology and how the research was conducted. The manner in which data was to be gathered and analysed from the qualitative and quantitative perspective was explained. This chapter presents the findings of the study. Quantitative results are presented first, followed by the qualitative results. The demographic profile of the sample will be discussed first, followed by tabled frequencies per question. Response options to the questionnaire in the findings are combined into two categories (*strongly agree* and *agree* are combined into an “agree” option, while *disagree* and *strongly disagree* are combined into a “disagree” option). The “not sure” option was recoded to a missing value. Following the frequencies per question, the relationship between each question and the demographic characteristics of the sample is investigated by means of Chi-square tests. Only the significant results are reported in the study.

### 5.2 PRESENTATION OF QUANTITATIVE FINDINGS

The following are the results of the data captured in the research from the quantitative research instrument. A demographic profile of the sample which specifies the gender, qualification and management experience of participants is presented in the form of bar graphs. Frequency tables are also presented to demonstrate how participants responded to the questionnaire. The relationships between demographic variables with the individual questions were investigated by means of cross-tabulations and Chi-square tests to establish the degree of significance of the different aspects of the questionnaire in relation to the whole study.

#### 5.2.1 Frequencies of responses and discussion per question

Responses to each of the questions in terms of frequency are reported below and are then discussed, including an interpretation of how respondents answered the questions. The following tables show how participants responded to the questions on

the questionnaire. Where applicable, the specific question number from the questionnaire is shown in the table headings.

### 5.2.1.1 Effect of commitment to MDGs

**Table 5.1: Commitment to MDGs negatively affect funding secondary school education in Zimbabwe (Q5)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	64	42.7	58.7	58.7
	Disagree	45	30.0	41.3	100.0
	Total	109	72.7	100.0	
Missing	5	41	27.3		
Total		150	100.0		

In response to the question of whether commitment to MDGs negatively affected funding secondary school education in Zimbabwe (see Q5 of Annexure 4), 42.7% agreed, while 30% disagreed. While here was a slightly higher tendency to agree than to disagree, it is noticed that more than a quarter (27.3%) were not sure. Most of the respondents who were not sure were not familiar with the term “MDGs”.

In the open-ended part of the questionnaire which sought to justify *agree* or *disagree*, those who agreed argued that more money was invested in secondary education than in primary schools after 1980 because there were very few secondary schools in pre-independent Zimbabwe. Thus, to address this anomaly, more secondary schools were constructed. The MDGs also focused on the achievement of universal primary education thus denying funding for the expansion of secondary education. This shifted the focus of provision of secondary education to that of fulfilling the MDGs.

### 5.2.1.2 Quality education in the current funding system by government

**Table 5.2: Current state funding for quality education (Q6)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	61	40.7	40.9	40.9
	Disagree	88	58.7	59.1	100.0



Total	149	99.3	100.0
Missing 5	1	0.7	
Total	150	100.0	

Table 5.2 indicates that a total of 88 respondents were of the view that quality education is not possible given the current funding system. A total of 58.7% disagreed with the statement, while 40.7% agreed that quality education is still possible through the current funding system. This opinion is echoed in the qualitative part of the study which suggests that the current funding system does not enable the country to have quality education owing to inadequate funds in schools.

On the open-ended aspect of the question to justify the level of agreement of respondents, the following reasons for responding in this way were provided: the state was bankrupt and was no longer focusing on its priorities in education as it had in the early 1980s. It was believed that very little could be achieved with the current funding and the whole system needed to be revamped. This explained the state's inability to provide both teaching and learning materials, thereby compromising the quality of education. It was felt that schools could not put in place appropriate infrastructure such as laboratories, photocopiers and overhead projectors which enhance teaching and learning in secondary schools.

### 5.2.1.3 Effect of commitment to EFA

**Table 5.3: Commitment to EFA through funding for education (Q7)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	78	52.0	57.8	57.8
Disagree	57	38.0	42.2	100.0
Total	135	90.0	100.0	
Missing 5	15	10.0		
Total	150	100.0		

In Table 5.3, 78 (52%) respondents agreed that EFA derailed funding of secondary education, while 57 (38%) disagreed. In the justification on their views, respondents who agreed with the statement suggested that more money was channelled towards

EFA which focused more on universal primary education and did not address funding of secondary education. It depleted resources of a young country coming out of a war. Those who disagreed with the statement were of the view that EFA did not derail funding of secondary education; instead, corrupt practices denied the secondary education sector the much-needed funds. It was suggested that EFA was an ambitious project imposed on a young state.

#### **5.2.1.4 The role of state to provide EFA to its citizens**

**Table 5.4: State’s responsibility for providing EFA to its citizens (Q8)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	118	78.7	78.7	78.7
Disagree	32	21.3	21.3	100.0
Total	150	100.0	100.0	

In Table 5.4, 118 (78.7%) respondents stated that they agreed that it is the duty of the state to provide its citizens with education, while 32 (21.3%) participants disagreed. The fundamental question to answer is whether the government has the capacity to fund education adequately. Those who agreed with the statement said that it is the obligation of the state to provide education to its citizens so that the poor are not disadvantaged. However, the state’s budget is overstretched and cannot cater for all the citizens. Respondents highlighted that educated people help to develop a nation which concurs with (Babalola, 2003) and therefore, respondents argue that government must assist in the education of its citizens. Education is a fundamental right for every citizen and the state as the policymaker has the responsibility to provide EFA its citizens to access it.

### 5.2.1.5 The diversion of funds to fulfil international obligations in MDGs

**Table 5.5: Diversion of funds to fulfil international obligations in MDGs (Q9)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	67	44.7	60.9	60.9
Disagree	43	28.7	39.1	100.0
Total	110	73.3	100.0	
Missing 5	40	26.7		
Total	150	100.0		

In Table 5.5, 44.7% agreed with the statement while 28.7% disagreed and 26.7% were not sure. The respondents who were not sure how EFA affected funding of education were not familiar with the term. Some respondents to the questionnaire who disagreed with the statement were of the view that although the funding of MDGs was cushioned by donor funding, it was expensive because government still had to provide its own funding towards the programme. Those who agreed were of the view that government had to meet targets on health, poverty reduction and child mortality while compromising secondary education funding.

### 5.2.1.6 Sustainable development through MDGs

**Table 5.6: Ensuring sustainable development through MDGs (Q10)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	112	74.7	86.2	86.2
Disagree	18	12.0	13.8	100.0
Total	130	86.7	100.0	
Missing 5	20	13.3		
Total	150	100.0		

As shown in Table 5.6, 74.7% of the respondents agreed that pursuing MDGs would ensure that there is sustainable development for the country, while 12% disagreed.

Respondents who agreed with the statement suggest that health, universal primary education, eradication of extreme poverty and diseases are critical for sustainable development. Respondents believe that these indicators are highest in developed countries, justifying government expenditure on MDGs. Respondents argued that resources were depleted by government in trying to meet the MDGs but that was at the expense of the provision of secondary education.

**5.2.1.7 Addressing colonial disparities created unevenness in education provision in Zimbabwe**

**Table 5.7: Addressing colonial disparities in education provision (Q11)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	64	42.7	46.0	46.0
	Disagree	75	50.0	54.0	100.0
	Total	139	92.7	100.0	
Missing	5	11	7.3		
Total		150	100.0		

Table 5.7 show that half of the respondents disagreed with the view that addressing colonial differences in the way education was funded created unevenness in education provision while 42.7% agreed that it did create unevenness. Those who agreed suggested that attention was given to previously disadvantaged communities, thereby minimising the gap between the previously privileged and the disadvantaged schools and communities. Respondents who disagreed with the statement suggested that addressing colonial disparities did not create unevenness in the provision of education. Disparities were addressed; however, only 25% of primary school leavers proceeded to secondary school in the colonial education system compared to over 90% secondary education access in the post-colonial state. Expenditure for each white learner's education was about nine times more than that of the black child (Zvobgo, 1999). Respondents who disagreed with the statement suggested that disparities in education provision are exacerbated by the existence of private educational institutions. In addressing colonial disparities, government took emotional decisions to

give huge financial resources to the disadvantaged schools and communities. It promoted “near” evenness instead in the provision of educational resources.

### 5.2.1.8 Educational resources in the 1980s

**Table 5.8: Effect of massification of education on state resources (Q12)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	90	60.0	63.8	63.8
Disagree	51	34.0	36.2	100.0
Total	141	94.0	100.0	
Missing 5	9	6.0		
Total	150	100.0		

Table 5.8 shows that 60% of the respondents agreed with the statement while 34% respondents disagreed that massification of education drained the state’s resources. This agrees with the observation and study by Zvobgo (1999:37) where he argues that “mass education drained the state’s purse”. Respondents who disagreed with the statement suggested that while education drained huge state resources, there were other key government priorities such as health which took huge sums of money. However, education being important to drive the economy (Chung & Ngara, 1985), priority was placed on education which necessitated huge financial expenditure as it was intended to drive economic growth. Respondents who disagreed with the statement argued that although government invested huge resources in the mass education programme, the donor community was also instrumental in disbursing financial resources towards the programme. Because of the inadequacy of schools, teachers and books, huge sums were used from the state’s fiscus.

### 5.2.1.9 Benefits of payment of school fees in mass education

**Table 5.9: Cost of new schools in the mass education system (Q13)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	113	75.3	79.0	79.0
	Disagree	30	20.0	21.0	100.0
	Total	143	95.3	100.0	
Missing	5	7	4.7		
Total		150	100.0		

Table 5.9 indicates that 75.3% of respondents agreed that making parents pay fees for their children in the initial stage of mass education would have saved the state huge finances. This would lead to a few educated elites if parents were made to pay. Respondents stated that it would have placed a greater burden on the state in the long run having the majority uneducated. However, 20% of the respondents disagreed with the statement because government instituted free primary education (Education Act, 1992) but this was, in fact, never free because parents were struggling to pay levies (such as building funds, general purpose funds, sport fees) from the onset, as it was in the case of Kenya (Mualuko & Lucy, 2013). This may suggest that governments may pronounce certain policies when they do not have the capacity to execute them as seen in the two cases of Kenya and Zimbabwe where the policy of free primary education was not really free. Respondents said that parents had no capacity to pay especially at secondary school level where new infrastructure had to be established including in the new resettlement areas. However, respondents still believed that when parents paid fees they were subsidising the government and this cost-sharing effort should have been sustainable in the long run (Mutigwa, 2004).

### 5.2.1.10 Affording of free education based on wealth levels of countries

**Table 5.10: Free education is only applicable to wealthy nations (Q14)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	96	64.0	65.3	65.3
	Disagree	51	34.0	34.7	100.0
	Total	147	98.0	100.0	
Missing	5	3	2.0		
Total		150	100.0		

Table 5.10 shows that 64% of respondents agreed while 34% disagreed with the statement that free education is only applicable to wealthy nations.

However, in countries with high illiteracy and poverty, there is great need to finance their education. Respondents who agreed were of the view that poor countries cannot afford the luxury of paying for everyone, but can source funds to assist in providing some fees for some aspects. Those who disagreed with the statement said that Zimbabwe, as a developing country, has great need to finance education.

Respondents argued that, at times, poor countries collected enough revenue but they lacked proper management of these funds. Mismanagement of funds leads to higher taxes having to be paid in order to sustain investments in education. This suggests that in order to afford free education, funds need to be managed and allocated properly. This agrees with the qualitative data gathered from interviews in that the blame not to afford free education in poor countries was based on corruption in government officials.

### 5.2.1.11 Involvement of private sector and other stakeholders in mass education

**Table 5.11: Government's involvement of private sector in 1980s education massification (Q15)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	113	75.3	82.5	82.5

	Disagree	24	16.0	17.5	100.0
	Total	137	91.3	100.0	
Missing	5	13	8.7		
Total		150	100.0		

In Table 5.11 it can be seen that 75.3% agreed while 16% disagreed that government could have involved private sector and other stakeholders in the initial stages of mass education system in the 1990s. Respondents who agreed said that the private sector was the major beneficiary of the education system in terms of human resources development, and therefore, it would be fair and sensible to involve the sector in the provision of education. Besides that, they stated that it had a corporate social responsibility to fulfil private sector investment would have reduced the burden on the state's budget. Respondents that disagreed with statement stated that the private sector was involved in the initial phase of mass education. In the interviews, one respondent pointed out that private sector is the main beneficiary to skills development and therefore their involvement in the initial stage of mass education was a necessity.

#### **5.2.1.12 Cost of new schools in the mass education system**

**Table 5.12: Construction of new schools in mass education system at a high cost to the state (Q16)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	100	66.7	70.4	70.4
	Disagree	42	28.0	29.6	100.0
	Total	142	94.7	100.0	
Missing	5	8	5.3		
Total		150	100.0		

Table 5.12 shows that 66.7% agreed while 28% disagreed that construction of new schools in the mass education system was costly to government.

In justifying their responses, respondents who agreed with the statement argued that government was starting from scratch and that parents contributed substantially and significantly through the supply of locally available building materials and paying for construction labour that cushioned government financially. The respondents who



disagreed stated that donors also contributed significantly in the construction of these schools, suggesting that government was not doing it alone. Respondents who agreed with the statement stated that most of the schools constructed were in the rural areas in places which had no schools. Given the economic circumstances of people in the rural areas, ability to pay fees was compromised; therefore, government carried the entire burden.

**5.2.1.13 Ability to address secondary funding challenges by the current funding model in Zimbabwe**

**Table 5.13: Current funding model has addressed funding challenges in education provision (Q17)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	53	35.3	42.4	42.4
	Disagree	72	48.0	57.6	100.0
	Total	125	83.3	100.0	
Missing	5	25	16.7		
Total		150	100.0		

Table 5.13 indicates that 48% of the respondents disagreed while 35.3% agreed that the current funding model is addressing funding challenges in secondary education provision. Respondents said that communities contribute 60% to the development of schools which they found very difficult. A smaller percentage of 35.3% agreed that the funding system is working and suggested that the model has not fully addressed funding of education.

Respondents indicated that the situation was really bad although the system had addressed funding problems to some extent. Those who agreed that the system was working were of the view that government paid teachers' salaries, but the development of infrastructure and provision of textbooks had been left to individual secondary schools as it was in the case Kenya (Mualuko & Lucy, 2013); thus, there were large differences in the levels of development between schools. This is echoed in the "Nziramasa Report on Education and Training" where it states that 97% of the MPSE budget goes towards salaries, leaving a paltry 7% for non-salary inputs catering

for provision of infrastructure materials, school buildings and other school requirements (Nziramasinga, 1999) which are not adequate to meet the educational needs in schools. Respondents who felt that the system had not been beneficial stated that although there was a per capita grant, it did not go far in providing for the needs of schools. Schools still rely to a large extent on the parents for funding because the state grants are inadequate.

#### **5.2.1.14 Costs of learning materials in mass education schools**

**Table 5.14: Provision of learning materials in new schools in the mass education system came at a high cost to the state (Q18)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	91	60.7	64.5	64.5
Disagree	50	33.3	35.5	100.0
Total	141	94.0	100.0	
Missing 5	9	6.0		
Total	150	100.0		

Table 5.14 points out that 60.7% agreed and 33.3% disagreed that providing for new schools in achieving mass education was costly to the state. While provision of learning materials came at the huge cost to the state (Zvobgo, 1999), respondents who disagreed had the view that many donors initially assisted the state suggesting that costs were reduced through donor assistance in the new schools. Those who disagreed also suggested that schools provided the materials largely from their own resources. Government paid a per capita grant-in-aid that was far from adequate.

#### **5.2.1.15 Effects of availability of funds in the BEAM funding model**

**Table 5.15: The inability of government to make funds available compromises the efficiency of BEAM (Q19)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	131	87.3	89.1	89.1

Disagree	16	10.7	10.9	100.0
Total	147	98.0	100.0	
Missing 5	3	2.0		
Total	150	100.0		

In Table 5.15, more than three-quarters of the respondents agreed that the government has not been able to make funds available for BEAM, rendering it inefficient and not being able to serve its purpose, while 10.7% of the respondents disagreed with the statement. In trying to justify their views on agreeing or disagreeing, respondents who agreed with the statement indicated that it was possibly because of the corrupt practices of those in charge of BEAM, who channelled the funds to meet their own selfish interests. Respondents who agreed with the statement argued that BEAM was not able to deliver because it was more of a political tool; while appearing practical, it was not feasible and hence most schools struggled to receive the funds from the project. Respondents who agreed with the statements claimed that BEAM had been badly managed. While government paid something to the needy children, not all needy children are financed through BEAM.

#### **5.2.1.16 Demand for BEAM funding**

**Table 5.16: Many students want assistance from BEAM, rendering it unable to assist all who deserve to be assisted (Q20)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	134	89.3	90.5	90.5
Disagree	14	9.3	9.5	100.0
Total	148	98.7	100.0	
Missing 5	2	1.3		
Total	150	100.0		

In Table 5.16, 89.3% of the respondents agreed while 9.3% disagreed that many students wanted assistance from BEAM making it unable to help all who deserve to be assisted. This suggest the inability of many parents to pay fees for their own children leading to the rush to seek assistance from BEAM funds.

Respondents who agreed with the statement stated that it was because of the vetting process of the beneficiaries who were eligible that allows even those who are able to pay to apply also. Hence, it creates an inadequate financial resource on the part of government. Respondents who agreed with the statement further stated that even those who can afford fees apply for assistance. In the Commission for Education and Training a ‘Chef’s’ child who could afford a flight from Harare to Bulawayo and would take a bus to a school to Plumtree was on Social Dimension Fund (Nziramasa, 1999). This would dry the resources of government which were meant to assist the neediest in society. The government underestimated the number of underprivileged children who needed assistance which makes the criteria for selection of BEAM beneficiaries loosely followed. It is believed by those who agree with the statement that if BEAM is properly managed it would cover more deserving learners.

**5.2.1.17 Number of learners whose parents cannot afford school fees**

**Table 5.17: There is a small percentage of learners in every school whose parents cannot afford school fees (Q21)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	64	42.7	44.4	44.4
	Disagree	80	53.3	55.6	100.0
	Total	144	96.0	100.0	
Missing	5	6	4.0		
Total		150	100.0		

Table 5.17 indicated 42.7% of the respondents agreed while 53.3% disagreed with the statement that there is a small number of learners in every school whose parents cannot afford school fees. This suggests that a sizeable number of parents in schools cannot afford fees in secondary schools.

Those who agreed with the statement pointed out that affordability of parents to pay fees depended on the environment where the school was located. Considering the socio-economic ills bedevilling Zimbabwean society today, affording school fees

becomes a challenge. However, percentages of affordability are skewed because parents sacrifice a lot for their children.

Respondents who disagreed with the statement attributed the high levels of unemployment, company closures, retrenchments and a general underperforming economy makes parents not to afford fees for their children. While the current unemployment rate in Zimbabwe is standing at 85% (MPSE, 2016), this would suggest that the existence of functional companies which employ people are few and parents may not have funds to pay fees for their children.

#### **5.2.1.18 Effects of economic climate and affording of fees by parents**

**Table 5.18: The economic climate has affected parents by not being able to afford to send their children to school (Q22)**

	Frequency	Percentage	Valid%	Cumulative%
Valid Agree	121	80.7	81.2	81.2
Disagree	28	18.7	18.8	100.0
Total	149	99.3	100.0	
Missing 5	1	0.7		
Total	150	100.0		

Table 5.18 show that more than three-quarters of the respondents agreed while less than a quarter disagreed that the general economic climate had affected parents by not being able to afford to send their children to school. Respondents who agreed with the statement said that because of unemployment, retrenchment and the general difficulty of the economy, parents would opt not to send children to school while they spent their money on the family's survival.

### 5.2.2.19 The impact of the political climate on funding education in Zimbabwe

**Table 5.19: The general political climate made donors reluctant to fund education in Zimbabwe (Q23)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	105	70.0	80.2	80.2
	Disagree	26	17.3	19.8	100.0
	Total	131	87.3	100.0	
Missing	5	19	12.7		
Total		150	100.0		

Table 5.19 indicates that 70% of the respondents agreed while 17.3% disagreed and 12.7% were not sure whether donors were reluctant to fund education in Zimbabwe due to the political climate.

This question was very politically sensitive. Some respondents were not eager to reflect on it despite assurance that this was for academic purposes and that no names would be cited in this study. Respondents who disagreed with the statement cited other peripheral issues such as the current high levels of unemployment at 85%, company closures, retrenchments, a generally underperforming economy, and a high dependency on an oversubscribed informal sector, leading to parents not being able to afford school fees. Respondents stated that involvement of NGOs was seen by the government as a regime change agenda which made them shy away from funding education. Respondents indicated that, for example, the Swedish International Development Agency pulled out of funding, although in the 1980s and through to the 1990s, it funded the provision of Geography resources materials including essential maps, atlases and Geography kits in all secondary schools. Respondents pointed out that most donors had withdrawn largely as a consequence of political concerns, as echoed by Nziramasanga, 1999 in observing that no aid is free; it is usually tied to certain conditions being met.

### 5.2.1.20 Effects of economic sanction on the funding of education in Zimbabwe

**Table 5.20: The weak economy resulting from Western economic sanctions has negatively affected education funding (Q24)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	77	51.3	59.2	59.2
	Disagree	53	35.3	40.8	100.0
	Total	130	86.7	100.0	
Missing	5	20	13.3		
Total		150	100.0		

Table 5.20 shows that 51.3% agreed while 35.3% disagreed that the weak economy as a result of economic sanctions from the West had negatively affected education funding in Zimbabwe. Respondents who disagreed with the statement said that the weak economy did not result from economic sanctions but from mismanagement, corruption and greed from government officials. They further indicated that sanctions are targeted towards individuals, not education; however, government blocked donors' efforts. Respondents who agreed with the statement, however, argued that economic sanctions set off a negative multiplier effect on all sectors of the economy. The government, for example, had not received balance of payment support for the past 16 years which in turn affected funding of education.

### 5.2.1.21 Alternative ways of funding secondary education in Zimbabwe

**Table 5.21: Alternative ways of funding secondary education have to be found in Zimbabwe (Q25)**

		Frequency	Percentage	Valid%	Cumulative%
Valid	Agree	128	85.3	88.3	88.3
	Disagree	17	11.3	11.7	100.0
	Total	145	96.7	100.0	
Missing	5	5	3.3		
Total		150	100.0		

As shown in Table 5.21, more than three-quarters of the respondents agreed while less than a quarter disagreed with the view that an alternative way of funding secondary education had to be found in Zimbabwe. There is a strong indication that an alternative means of funding should be found given the reasons cited by respondents. For example, they said that educated people bring about development and economic growth in a country and therefore, the education sector cannot rely on government funding alone.

## 5.2.2 RELATIONSHIP BETWEEN DEMOGRAPHIC VARIABLES AND QUESTIONS

The relationships of demographic variables with the individual questions were investigated by means of cross-tabulations and a Chi-square test. This technique is appropriate to investigate the relationship between two categorical variables. An alpha level of 0.05 was used, so all relationships are significant at the 5% level of significance. Significance values smaller than 0.05 are thus reported below. Only significant results are reported in the text.

### 5.2.2.1 Responses to questions according to gender

This section analyses how the different genders viewed the questions, which enabled the researcher to make conclusions on the different issues relating to funding of secondary education and sustainable development in Zimbabwe.

The following questions were significantly related to gender.

#### 5.2.2.2 *Quality education through the current funding system*

**Table 5.22: (Q1a) There is quality education through current funding system**

Crosstab

		Q1 Gender		Total
		Male	Female	
Agree	Count	32	29	61



Q6 There is quality education through current funding system	% within Q1	32.3%	58.0%	40.9%
	Gender			
Disagree	Count	67	21	88
	% within Q1	67.7%	42.0%	59.1%
Total	Count	99	50	149
	% within Q1	100.0%	100.0%	100.0%
	Gender			

### Chi-square tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	9.059 <sup>a</sup>	1	0.003		
Continuity Correction	8.028	1	0.005		
Likelihood Ratio	9.011	1	0.003		
Fisher's Exact Test				0.004	0.002
Linear-by-Linear Association	8.998	1	0.003		
N of Valid Cases	149				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 20.47.

b. Computed only for a 2x2 table

As shown on the crosstab above, 58% of women and 32.3% of men agreed with the statement, while 67.7% of men and 42% of women disagreed with the statement. It would appear that women were more inclined to agree with the statement than men.

To check whether the figures given above are statistically significant, one needs to look at the significance value highlighted in the Chi-square table which is 0.002. If this value is smaller than 0.05, then there is a significant relationship between the two variables. So, in this case there is a significant relationship between gender and the response to the question, with women being more inclined to agree than men. It is believed that owing to the volatility of the political situation in Zimbabwe, women did not want to answer politically sensitive questions in a certain way which would put them in trouble.

### 5.2.2.3 Addressing colonial disparities created unevenness in education provision

**Table 5.23: Unevenness in education provision was worsened by addressing colonial disparities (Q1b)**

Crosstab

			Q1 Gender		Total
			Male	Female	
Q11 Unevenness in education provision was worsened by addressing colonial disparities	Agree	Count % within Q1 Gender	35 37.6%	29 63.0%	64 46.0%
	Disagree	Count % within Q1 Gender	58 62.4%	17 37.0%	75 54.0%
Total		Count % within Q1 Gender	93 100.0%	46 100.0%	139 100.0%

Chi-square tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	7.998 <sup>a</sup>	1	0.005		
Continuity Correction	7.008	1	0.008		
Likelihood Ratio	8.043	1	0.005		
Fisher's Exact Test				0.006	0.004
Linear-by-Linear Association	7.941	1	0.005		
N of Valid Cases	139				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 21.18.

b. Computed only for a 2x2 table

In the crosstab and Chi-square tests, the results show that 63% of women agreed while 37% disagreed, and 37.6% of men agreed while 62.4% disagreed that the process of addressing colonial disparities in the provision of education created unevenness in education provision. On the Chi-square test, the significant value of

0.004 shows that there is a significant relationship between genders on their view of the above statement. More women agreed with the statement than men. It is perceived that because of volatility of the political situation in Zimbabwe, women answered questions in a particular way to avoid clashing with political authorities.

#### 5.2.2.4 Effects of mass education

**Table 5.24: Mass education drained financial resources (Q1c)**

Crosstab

			Q1 Gender		Total
			Male	Female	
Q12 Mass education drained financial resources	Agree	Count % within Q1 Gender	52 56.5%	38 77.6%	90 63.8%
	Disagree	Count % within Q1 Gender	40 43.5%	11 22.4%	51 36.2%
Total		Count % within Q1 Gender	92 100.0%	49 100.0%	141 100.0%

Chi-square tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	6.124 <sup>a</sup>	1	0.013		
Continuity Correction <sup>b</sup>	5.247	1	0.022		
Likelihood Ratio	6.381	1	0.012		
Fisher's Exact Test				0.017	0.010

Linear-by-Linear Association	6.081	1	0.014		
N of Valid Cases	141				

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 17.72.
- b. Computed only for a 2x2 table

On the question of whether massification of education in 1980 drained the state’s resources, the crosstab shows that 77.6% of women agreed while 22.4% disagreed and 56.5% of men agreed while 43.5% disagreed with the statement. On the Chi-square test, the significant value of 0.010 shows that there is significant relationship between gender and the response to the question, with women more inclined to agree than men. The perception is that owing to volatility of the political situation in Zimbabwe, women are more vulnerable and therefore, they did not want to answer questions which were politically sensitive which would lead them into trouble.

#### 5.2.2.5 Fees payment saved government financial resources

**Table 5.25: Payment of fees by parents could have saved more government finances (Q1d)**

Crosstab

			Q1 Gender		Total
			Male	Female	
Q13 Payment of fees by parents could have saved more government finances	Agree	Count % within Q1 Gender	70 73.7%	43 89.6%	113 79.0%
	Disagree	Count % within Q1 Gender	25 26.3%	5 10.4%	30 21.0%
Total		Count % within Q1 Gender	95 100.0%	48 100.0%	143 100.0%

### Chi-square tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	4.862 <sup>a</sup>	1	0.027		
Continuity Correction <sup>b</sup>	3.951	1	0.047		
Likelihood Ratio	5.331	1	0.021		
Fisher's Exact Test				0.030	0.020
Linear-by-Linear Association	4.828	1	0.028		
N of Valid Cases	143				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 10.07.

b. Computed only for a 2x2 table

In the crosstab above, 89.6% of women agreed while 10.4% disagreed and 73.7% of men agreed while 26.3% disagreed that making parents pay school fees in the initial stage of mass education should have saved the state in the long run. There was a tendency for women to agree more than men with this statement. In the Chi-square test, the significant value of 0.020 shows that there is a close relationship relating to gender on agree more from female than men on the statement. There is a significant relation between in response to the statement. In this case women answer in this manner to avoid political persecution. The cost-sharing with government in the provision of education (Wanjiru, 2012) as was the Kenyan case could have saved huge financial resources by the Zimbabwean government.

### 5.2.2.6 Costs of mass education for new schools

**Table 5.26: Providing learning materials in new school was too costly (Q1e)**

Crosstab

			Q1 Gender		Total
			Male	Female	
Q18 Providing learning materials in new school was too costly	Agree	Count % within Q1 Gender	55 58.5%	36 76.6%	91 64.5%
	Disagree	Count % within Q1 Gender	39 41.5%	11 23.4%	50 35.5%
Total		Count % within Q1 Gender	94 100.0%	47 100.0%	141 100.0%

Chi-square tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	4.478 <sup>a</sup>	1	0.034		
Continuity Correction <sup>b</sup>	3.723	1	0.054		
Likelihood Ratio	4.650	1	0.031		
Fisher's Exact Test				0.041	0.025
Linear-by-Linear Association	4.446	1	0.035		
N of Valid Cases	141				

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 16.67.

b. Computed only for a 2x2 table

In the crosstab shown above, 58.5% of men agreed while 41.5% disagreed and 76.6% of women agreed while 23.4% disagreed that provision of learning materials in new

schools in the mass education system came at a high cost to the state. It appears that more women agreed with the statement than men. The significant value highlighted on the Chi-square table shows the value of 0.025 indicates a significant relationship between the variable and the genders in their response to the question. Despite the assurance of anonymity in answering the questionnaire, women were scare of possible political victimisation.

### 5.2.2.7 Ability of parents to afford school fees

**Table 5.27: Unemployment due to poor economic situation affected parents' ability to afford school fees (Q1f)**

Crosstab

			Q1 Gender		Total
			Male	Female	
Q22 Unemployment due to poor economic situation affected parents' ability to afford school fees	Agree	Count % within Q1 Gender	86 86.9%	35 70.0%	121 81.2%
	Disagree	Count % within Q1 Gender	13 13.1%	15 30.0%	28 18.8%
Total		Count % within Q1 Gender	99 100.0%	50 100.0%	149 100.0%

Chi-square tests

	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-square	6.195 <sup>a</sup>	1	0.013		
Continuity Correction <sup>b</sup>	5.138	1	0.023		

Likelihood Ratio	5.907	1	0.015		
Fisher's Exact Test				0.016	0.013
Linear-by-Linear Association	6.153	1	0.013		
N of Valid Cases	149				

- a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 9.40.
- b. Computed only for a 2x2 table

While 86.9% of men agreed, 13.1% disagreed, and 70% of women agreed while 30% disagreed that the general economic climate affected parents in not sending their children to school because of unemployment. It appears that more men were inclined to this view than women. On the Chi-square table, the value of 0.013 shows the significant relationship between the variable and gender on their response to the statement.

### 5.2.2.2 Relationship between qualification and questions

Investigation of the relationship between the levels of qualification showed that only one question was significantly related to qualification, namely “There is quality education through current funding system”. Inspection of percentages shows that those with a BEd were more inclined to agree with the statement (63.6%) than those with other qualifications. For all the other groups, respondents were more inclined to disagree with the statement.

#### 5.2.2.2.1 Quality education through current funding system

**Table 5.28: There is quality education through current funding system (Q3)**



Crosstab

			Q3 Qualification				Total
			Dip Ed	BEd	BSc	MEd/PhD	
Q6 There is quality education through current funding system	Agree	Count % within Q3 Qualification	21 63.6%	22 35.5%	7 41.2%	11 29.7%	61 40.9%
	Disagree	Count % within Q3 Qualification	12 36.4%	40 64.5%	10 58.8%	26 70.3%	88 59.1%
Total		Count % within Q3 Qualification	33 100.0%	62 100.0%	17 100.0%	37 100.0%	149 100.0%

Chi-square tests

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-square	9.717 <sup>a</sup>	3	0.021
Likelihood ratio	9.660	3	0.022
Linear-by-linear association	5.805	1	0.016
N of Valid Cases	149		

a. 0 cells (0.0%) have expected count less than 5. The minimum expected count is 6.96.

40.9% of the respondents agree while 59.1% disagree that through the current funding system, quality education will be realised. Although the variance between the two is narrow, it is significant that the current funding system cannot afford quality education which would suggest it being addressed.

### 5.2.2.3 Relationship between experience and questions

Chi-square analysis shows that there were no significant relationships between the questions on management level. It can be inferred that respondents' perceptions of the matters addressed in this questionnaire are not related to their experience in management.

### **5.3 SUMMARY**

This section explored the quantitative data, where data was subjected to quantitative analysis through crosstab and Chi-square tests to ascertain the degree of significance of the issues under investigation on the topic. Demographic data of the respondents was presented in bar graphs showing male and female participation in the study. It was significant to note that males dominated the principal's positions in the three districts from which data was collected. However, the gender equity policy enunciated by government encourages appointment of more females to bring parity to their male counterparts in an effort to address the past where males were considered ahead of females.

Qualifications of respondents were presented in a bar graph and in a frequency table. Evidence from the data shows that the management in secondary schools is highly qualified and experienced. This reassured the researcher that the data was of high quality, given the experience of participants on the job and their qualifications. Frequency tables were presented to show how respondents answered the questions on the questionnaire. Responses to open-ended questions on the questionnaires were captured which tended to agree with the ideas raised in the questionnaire on the different issues regarding funding of secondary education in Zimbabwe. For example, there is evidence from the questionnaire, tying in with the responses to the open-ended questions of the questionnaire that MDGs affect funding of education when funds are committed by government to meet the objectives of MDGs. Challenges for funding secondary education in Zimbabwe were identified and ways to address them were identified.

Relationship between demographic variables and questions was investigated by means of cross-tabulation and a Chi-square test. This was done to show the significance of the variable to the question. It is noted, with regard to all the questions except the last, that female respondents were significantly more inclined to agree with the statements. Only with regard to the question "Unemployment due to poor economic situation affected parents not to afford school fees" were male respondents more likely to agree.

### **5.4 PRESENTATION OF QUALITATIVE FINDINGS**

In this study, the plan was to mix quantitative data and qualitative data in a single study in an attempt to get rich data on the issues relating to funding of secondary education in Zimbabwe. Collection of data was carried out as initially planned. Therefore, collection of data was sequential, meaning that after collection of quantitative data, there were interview schedules to collect qualitative data. This was to seek further clarity on the results raised through quantitative data.

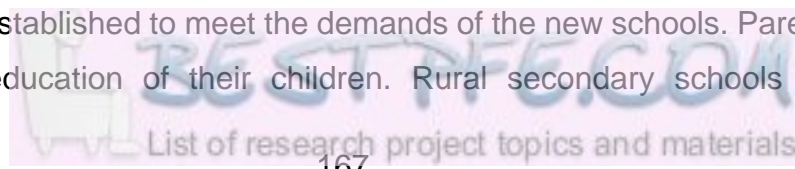
Individual interviews were held with six principals, two from each district of Mutare, Makoni and Mutasa as discussed in Chapters 1 and 4. Before interviews were conducted in the schools, observations were carried out at the respective schools to try to establish whether there was adequate funding or a lack of funding in each school. Individual interviews were also conducted with NGOs which assisted schools in the different districts to understand the levels of assistance given to schools and thereby measure the degree to which schools were adequately or inadequately funded. Focus group discussions were held, attended by education officials in the three districts and one from the provincial education office. The intention of the researcher was to understand the challenges facing secondary schools regarding funding and to attempt to find ways to address these challenges.

#### **5.4.1 RESPONSES TO OPEN-ENDED QUESTIONS ON THE QUESTIONNIRE**

In an effort to investigate funding of secondary school education in Zimbabwe, its challenges and how they can be addressed, it appears to the researcher that there are serious challenges which affect the quality of education in the country. The following results are the views of respondents in answering the open-ended questions on the questionnaire. Names which appear are pseudonyms to protect the privacy of individual respondents.

##### **5.4.1.1 How the Zimbabwe government tried to address the colonial disparities in funding of secondary school education (Q26)**

In the pronouncement of mass education in Zimbabwe in 1980 (ZANU PF Election Manifesto, 1980), many schools were opened. This called for new teacher training institutions to be established to meet the demands of the new schools. Parents footed the bill for the education of their children. Rural secondary schools that were



constructed were known as “upper-tops”, where science equipment was provided at a considerable cost to the state. Introduction of practical subjects was implemented in order to meet the demand by the labour market for skilled personnel, as a consequence of the exodus of white people who may have not favoured the new government.

Expansion of primary, secondary and tertiary education through a single curriculum system was adopted in the new independent state. The former Group A schools where only white children had attended with best facilities were opened to everyone. This was aimed at creating equity in the way education was provided. Government allowed independent organisations to sponsor learners in both primary and secondary education. Respondents had the view that “positive discrimination” was exercised to assist disadvantaged families in an attempt to have EFA.

In the late 1990s, the introduction of BEAM was made by government to ensure that the disadvantaged were able to access both primary and secondary education. Policy changes, for example, in terms of Statutory Instrument 87 of 1992 which saw the establishment of School Development Committee and School Development Association, were instrumental in ensuring that parents paid fees for their children and the management of these funds. The Statutory Instrument 87 of 1992 stated that fees must be paid, but it pegged fees lower for schools in high density suburbs, rural areas and schools in remote areas. This was to ensure that there was equity in terms of education provision given the affordability of fees while government was supported by parents in providing education.

Although the strain on provision of education in the 1980s was felt by government, NGOs such as UNICEF played a key role in providing science kits used in secondary schools. Respondents were of the view that although government struggled to provide for these secondary schools, NGOs were working with government to ensure that schools were established and had materials for use.

To enable access to education, government provided funding through BEAM and controlled the increase of fees in schools. Government provided per capita grants which benefited mainly poor schools. Government provided funds to assist with construction and infrastructure development in schools. Donor funding prioritised poor

schools while BEAM targeted those schools which catered for children from poor households.

Making education accessible to all pupils was a term that was often used by respondents as government sought to address the colonial imbalances in the provision of education. Orphans and vulnerable children and ex-combatants' (former liberation fighters) children were assisted to access secondary education. In recent years, assistance through the Science Technology Engineering and Mathematics (STEM) initiative in funding education was also birthed that assisted in the critical subjects at secondary school which include Mathematics and Science. Government crafted policies which allowed citizens to have access to schools of their choice. Variance in school fees paid in schools allowed parents to take their children where they could afford the fees.

The School Improvement Grant (SIG) which was initiated in 2015, this being funding for former Group B schools, that would create an equal footing in schools in terms of having suitable educational resources in disadvantaged schools. Free education in the mass education system was meant to “level the playing fields” by paying for those who could not afford it. Respondents observed that schools were encouraged to engage in projects to augment school fees which tied up with the practical component emphasised in the “Education with Production” that was emphasised in the 1980s. Free mass education made education accessible to all and removed racial barriers. Addressing colonial education went to the extent of having satellite schools even in remote areas, in order to allow students to access education in areas where there were no schools.

#### **5.4.1.2 The main challenges affecting funding of secondary education in Zimbabwe today (Q27)**

Respondents identified a number of challenges which were affecting funding of secondary education in Zimbabwe as follows:

- (a) Shrinking taxpayer base has led to the inability of the state to provide the much-needed financial resources to schools. A liquidity crunch in the banking sector has crippled the ability of state to finance education.
- (b) Poor economic performance: respondents were worried about how the economy performed. For example, Mr Mabvu was concerned about challenges such as poor economic performance in the country, limited donor funding for education, low state funding of education in the country, limited community and parents' support and low private sector support.
- (c) Government policy that students should not be sent home for not paying school fees makes parents complacent and they stop paying fees, believing that there will be no consequences for non-payment.
- (d) Limited government support for secondary education. This will ultimately compromise the quality of education. Therefore, to reverse this situation, there is need for sustainable economic growth which will grow national income and enhance the populace's ability to pay school fees.
- (e) Lack of teaching and learning resources, such as sufficient resources like textbooks and information and communication technology (ICT) that would improve the quality of education.
- (f) Political will, which fails to oversee monitoring and evaluation of educational programmes, activities and funding, affects the educational system as a whole. It was observed that funding especially from donors was no longer reliable because of the political climate in the country. Some learners, for example, failed to sit for their examinations because they lacked birth certificates, even though school fees were paid by NGOs.
- (g) Corruption in the funding programme was cited as a major challenge for the operation of the BEAM programme. It was suggested that funds were not reaching the real beneficiaries because of the biased selection carried out by the selection committee for BEAM.
- (h) Political unrest in Zimbabwe and sanctions levelled against specific people have affected funding of secondary education. Some donors are said to have developed donor fatigue in assisting the ailing nation in educational matters. A major

challenge for funding secondary education is the hollow promises made by government in respect of BEAM.

- (i) Schools are very expensive for parents: parents were not able to afford the fees. Affluent parents and guardians would send children to boarding schools and top private schools while the poor parents' children learnt at rural schools (S3 as per the current classification of schools). The inability of parents and guardians in rural communities to afford education for their children has been exacerbated by a poor support base for marketing crops. Hence their crops sell at unsustainable low prices.
- (j) Most industries have been closed which means that sources of income through gainful employment are close to zero. As a result of unemployment in the country, very few workers remit taxes to the state which makes it difficult for government to have funds available for funding secondary education. There is a high unemployment of most parents and guardians. This affects parents in affording school fees for their children.
- (k) Low budget allocations and poor management of the few resources were cited as some of the challenges for funding of secondary education. Distribution of funds in schools is not transparent. Non-participation of the private sector in funding education was noted to be significant as they are the direct beneficiaries of the education system in terms of human capital.
- (l) Brain drain of teachers is yet another major hurdle in the Zimbabwe education system due to job dissatisfaction and appropriate remuneration. This has put the country into a state where many skilled and experienced teachers have left the country for greener pastures.
- (m) Cumbersome NGO application policies have led some donors not to pursue the idea of funding education. Donors seem to be withdrawing due to politicisation of donations by the state. This has not helped schools in any way because, simultaneously, the government withdrew government grants due to a weak economy. Adoption of other religions at the expense of Christianity affected funding of some institutions.
- (n) Government no longer sees education as a top priority in the country.

- (o) Inconsistency in funding children from the time a student has been identified for assistance, that could not be guaranteed for the whole period that the student was at secondary school. Other economic and educational needs for children who are funded are not addressed through BEAM, such as money for transport to go to school and food to eat in the home. Thus, assistance given to learners does not address all the educational financial needs.
- (p) Lack of commitment to their education by the learners who are assisted defeats the purpose of assisting these children in the first place.

#### **5.4.1.3 How challenges for funding secondary education can be addressed (Q28)**

A number of suggestions were made by respondents on how the challenges in funding secondary education can be addressed. The major highlights for addressing funding challenges were as follows:

- (a) Resuscitating the economy is fundamental in addressing the funding challenges in secondary school education. Having the political will to address the economic situation is critical. This requires opening up of the economy and allowing free trade, and development of investor confidence. Once the economy is booming, government should have enough funds to support government programmes which include financing of education. Once the economy grows, more people would be employed and be able to remit taxes to government, grow the purse of the state, and give it the latitude to fund its activities and projects and re-engage donors to fund secondary education. Reviving the economy is critical in order to create a strong tax revenue base that will be at the disposal of government. Respondents were of the view that the government needed to re-establish economic relations with the West who have the economic muscle to get involved more in funding of education. Government should also take less time to process licences for potential investors. This would boost the government revenue which would make funds available for different ministries including education.
- (b) Government should involve other stakeholders and the private sector in assisting in funding of schools and schools should be monitored to see that they do not charge exorbitant fees which are beyond the reach of many. Increasing donor



projects in schools will ensure that donors are more involved in funding school programmes which will ultimately bring about quality education with the increased availability of teaching and learning materials. While the Zimbabwean government blames the economic conditions on targeted sanctions, it should concentrate addressing economic growth rather than engaging in political rhetoric.

- (c) Holistic funding which should be directed towards all areas of need for the learner; funding should be on monthly basis as to cater for all the basic needs of the learner over and above school fees. A multi-sectorial approach to funding through levies should be adopted since all other sectors rely on educated human resources. Skilled human power would promote industrial development which brings about sustainable development. A levy for education would create enough funding for secondary education which would ameliorate government failure to provide adequate funding to schools.
- (d) Although there was a call for funding from all angles on investors to assist government in the provision of secondary education, some respondents stated that Zimbabwe as a country must deal with realities and those parents must fund their children as in the past. While resource mobilisation with donors was crucial, the solution rested with government programmes in improving the economy. Respondents were of the view that government should source some funding from developed countries and introduce some sustainable projects in schools which would generate funds. Alternatively, government could assist in funding income-generating projects in secondary education. Private–public sector partnerships in funding secondary education were viewed as an option to assist in funding schools. This is where schools are adopted by private sector and are assisted financially.
- (e) Critical to the funding of education was political influence but this influence should be detached from the decision-making procedures and allow professionalism to take centre stage. Politicians meddled with key decisions in funding education where they were unaware of the ramifications of such decisions. If they stopped interfering, this would go a long way in addressing the challenges in funding education.
- (f) Sourcing funds from the non-profit sector, for example, education philanthropists (private sector) was one other possibility. Tax incentives could be initiated to

encourage citizens' philanthropy/transformational giving to education. As a matter of policy, the cumbersome processes of application for donors should be replaced by a memorandum of understanding in order to fund education can be removed.

- (g) Government could put thresholds for every income group in the payment of levies, for example, S1 (Former Group A) and Boarding schools: \$300.00, Rural Secondary Schools (S3) \$700.00. This should be mandatory.
- (h) The Ministry of Primary and Secondary Education (MPSE) should refrain from pronouncements that non-paying learners should stay at school. This will provide the urgency for parents to source funds for the fees of their children that will enable schools' operational costs to be met. Beneficiaries for BEAM should be selected on merit and background. This will avoid drawing beneficiaries from those who do not deserve assistance from the fund. Headmasters, teachers and community leaders who know the affected children must be tasked to choose beneficiaries of BEAM. It will stamp out corruption, nipping it in the bud, where deserving BEAM beneficiaries are not sidelined by corruptible selection committees. It would avoid situations of those who are able to pay for their own fees to be excluded from benefitting from BEAM as in the case cited in Nziramasanga, 1999.
- (i) Respondents felt that old students should be encouraged to go back and develop their former schools. This would go a long way to ensuring that quality education is provided once resources are made available to schools. Zimbabwe has an agro-based economy, and full support of agricultural activities would enable the majority to engage in profitable farming and be able to fund the education of their children.
- (j) MPSE must make payments to schools in time. Schools should embark on self-sustaining projects. If the projects generated good funds for the operation of schools, then fees structure should be revised downwards which would enable the majority to afford the education.

#### **5.4.1.4 Challenges BEAM faces in trying to fund vulnerable secondary school children (Q29)**

BEAM is the main system of funding the orphans and vulnerable children in the Zimbabwe education system. Other donor organisations augment the efforts of

government addressing the needs of these children. However, there a number of ways BEAM has been failing to carry out its mandate.

Respondents were worried about the gross irregularities in the administration of BEAM funds. For example, Mr Mafa was worried about corruption among those in charge of BEAM and that they mismanage and steal funds. BEAM has limited financial resources and is unable to meet the needs of the increasing number of orphans and vulnerable children. It appears that the BEAM funding is being politicised which detaches itself from the purpose that it should serve. One challenge with the fund is its delay in disbursement of funds to assist the orphans and vulnerable children. This makes operation of schools difficult, especially where there are many BEAM beneficiaries at a school.

Respondents were of the view that the current economy cannot sustain BEAM. It was also observed that there is no funding from donors and money was being channelled by government to other sectors not education. The low budget for BEAM compared to the numbers of children needing assistance from the organisation made the fund insufficient. Thus, BEAM cannot sustain the numbers of orphans and vulnerable children which have increased at an alarming rate. This is exacerbated by the poor economic performance of the country and the AIDS pandemic which results in more orphans needing state assistance.

Failure by the state to release funds for BEAM is a major challenge to schools funding. BEAM is facing late payment of fees with huge backlogs. It is also experienced a lack of government support leading to BEAM not having funds to pay school fees. The Ministry of Labour and Social Welfare has been the parent ministry in charge of BEAM dating back to 2014. It does not pay arrears from when it last disbursed money to schools. This makes it difficult for schools to procure teaching and learning materials.

Respondents noted that the selection system is fraught with problems; children and relatives of selection committee members are selected as beneficiaries of BEAM and end up accessing the funds at the expense of the vulnerable, which further strains the BEAM fund. Respondents pointed out that BEAM is not following up on performance of beneficiaries. This would ensure that the money disbursed is being put into good use, where its beneficiaries will ultimately be of benefit to the economy. The numbers of learners who need BEAM funding are high and many beneficiaries drop out of

school. This suggests that BEAM funding is not holistic as it does not cater for the other needs of the learner which prevent them from going to school despite fees being paid.

Many people in the country are poor and this creates pressure on the BEAM fund. This poses management challenges with regard to overwhelming demand for BEAM funding. Zimbabwe is agro-based; when resettlement was done, people with no knowledge of agriculture were given land, which destroyed the economy thereby reducing government revenue. This puts further pressure on the BEAM fund.

One hurdle for the fund was that there was no continuity for a child under BEAM from one year to the next. There were strong views from respondents that BEAM should pay the fees due to schools, some of which dated back to 2010. Respondents assumed that if BEAM funds were available, they were being diverted elsewhere.

#### **5.4.1.5 Proposed funding models for Zimbabwe (Q30)**

Evidence from the findings shows the need to find an alternative model of funding secondary education because the existing one is not sustainable. Because of the high unemployment rate and poverty levels in the country, most parents cannot afford high fees for secondary school. BEAM funding is overwhelmed with demand from learners from poor families; government funding in the form of per capita grants and the SIG is not adequate for the procurement of learning and teaching materials and therefore, an alternative model has to be established. There were varying opinions from respondents as to what model should be adopted in funding secondary education.

**Discriminative funding model** was proposed by some respondents. A discriminative funding model would be ideal for Zimbabwe. For example, Dr Madzi pointed out the advantage of the model by saying, “Those living below the poverty datum line should be assisted and those above the poverty datum line should fund their own education because of income gap differentials”. Government would save in so doing, rather than funding those who are capable of funding their own education. It was suggested that government should subsidise education while parents should pay largely for the education of their children. Parents could pay differential fees in state schools depending on location of schools and their ability to pay which will approximate the quintile funding model in the South Africa (Mestry & Ndhlovu, 2014). Totally free

education is ruled out in this proposal, given the limitations of state financial resources. It was believed that free education did not encourage hard work and a sense of ownership by the recipients of the education. As part of the differential funding model, it was viewed that, in cushioning civil servants with low salaries, government should fund all students of civil servants as a token of appreciation for the job they were doing in order to educate the nation.

**Public-private partnership funding model** was proposed as an alternative option in funding secondary education. In this model it was proposed that a school could be adopted by a private company that would fund its operations. It would then receive concession on the company tax to government. This is in the case of mine and farm schools whose responsible authorities are the mine and farm owners. The fundamental question will be whether it is feasible for costs to be met by the said authorities. Government would have offloaded its burden in funding the school in terms of disbursing per capita grant or SIG.

**Holistic funding model** was proposed by respondents as it would ensure all learners with different abilities and needs are given a fair chance of education; for example, through public-private partnership funding, disabled learners are funded where previously they were overlooked. A social grant should be awarded from state funds to the parents of disadvantaged learners to cater for all the basic needs of the learner on a monthly or quarterly basis as in the Bolsa Escola programme in Brazil (JBIC, 2005), unlike BEAM which comes once after a long period and it caters for school fees only. This would ensure that students remain in school when the different financial needs are met in the holistic funding model. Mr Kichi had this to say about the model, "Different funds which target the same learner to meet different needs which are educational, health that would cater for all the needs of the learner would encourage the child to perform better at school". Respondents believed that the learner is likely to perform better when the learner has no physiological worries.

**Cost-sharing model** between the state and parents was seen as another avenue for funding secondary education. This is where parents share the cost with government in financing the operation of schools. These partnerships bring a sense of ownership by the recipients of the education while partly relieving government of the mammoth task of paying salaries for the educational personnel, operational costs and capital costs. The proposed cost-sharing model has been implemented in a number of

countries at the recommendation of the IMF in an attempt to cut costs on government expenditure in the ESAPs which produced undesirable results in education and the health sector (Zvobgo, 1999).

**Centrally monitored funding model** was suggested by some respondents. This is where central government collects funds from schools and thereafter put a certain percentage to the collected funds and then redistribute to schools. Mr Makun said, “It would ensure that there is equity distribution of funds to all schools”. This model would guarantee that teaching and learning materials are made available to all schools. The suggested model is similar to what used to happen in the colonial system where tokens were paid at post offices, and schools would then receive their allocation of funds from the responsible authorities such as rural district councils.

Respondents had strong views on establishing an **education levy funding model**. It was proposed that all employees in Zimbabwe would contribute a certain percentage of their salary to the education levy funding model, in the same way that government introduced the AIDS levy in the early 2000s for the health department. Mr Chog stated that if all government employees were to pay 1.5% of their salaries, it could bring in about \$16.5 million per month, drawing on an average salary of government employees of \$550 from the possible total of two million workers. This figure would be much higher when worked out on the total employees in Zimbabwe. The funds would boost in infrastructure development in schools and procure the much-needed teaching and learning resources.

**Loan funding model** was suggested by some respondents. It was proposed that cheap loans or low interest rate loans were to be made available to secondary school children which could be repaid once they have completed their education. However, the limitation of this funding model could be that the rate of completion is low and students would only be able to repay once they were employed.

**Education with Production Funding Model** was proposed as another option that could sustain funding of secondary education. In the 1980s, education with production was a policy drive under the leadership of then Ministry of Education Sport and Culture (Chung & Ngara, 1985). This programme inculcated the value of working hard to learn and to be self-reliant which are aligned with socialist ideology. Education with production was a programme which mixed practical work and skills in specific subject

such as Agriculture, Woodwork and Metalwork, for example. In the process of learning, students would learn self-reliance skills and real job skills as they embarked on building of houses; others would learn carpentry and agricultural skills and become farmers. Schools were proposed to earn an income when students construct houses for a fee, produce crops and rear animals which would be sold at a commercial rate. It was proposed that schools would be sustained from such venture. Some respondents believed that this model should be rejuvenated to bring about sustainable funding in education. Schools would venture into these subjects while they would generate revenue from the projects in those subjects which would sustain schools financially. This model if pursued would create industrially orientated graduates who are likely to spur the country into economic development. When schools raise their own funding, it would boost the economy while self-sustaining the education system.

A **Multi-Sectorial Approach Funding Model** was proposed as a funding option for secondary education. In the questionnaire, Mr Much was concerned about lack of resources in schools and thereby suggested the idea of pooling of resources from different sectors and efficient disbursement of funds. This would include government subsidies, donors and parents' partnership. The limitation of such a model is what would compel the different sectors to make contributions to the fund if there are no incentives or measures to ensure that the fund receives funding. Pooling resources from different sectors would make education more affordable to the majority of parents. Once funds were available, they could be distributed to all the schools to cater for all the operational needs of schools. A holistic approach where a child is funded from Form 1 up to A Level would ensure that human resources are available for the job market. This approach could be an ability-based model, where beneficiaries of funding would be capable learners to ensure that they would ultimately benefit the economy because they would succeed in their education.

#### **5.4.2 INTERVIEWS WITH SCHOOL PRINCIPALS**

The following are the views of school principals when they were interviewed in different schools during the months of June and July 2017 in the districts of Mutare, Mutasa and Makoni in Zimbabwe. There was a concurrence of views expressed in the interviews with responses to the questionnaire, suggesting that there is credibility and trustworthiness in the data collected. The names which appear are pseudonyms which are used to protect the privacy of respondents.

#### **5.4.2.1 Effect of commitment to MDGs on funding of secondary education**

The MDGs have indirectly affected funding of secondary education since government focuses on the consolidation of different aspects of the society's structure (such as health, public service, agriculture) which do not relate to the MDGs. Although one of the MDGs is to eradicate extreme poverty and hunger and increase basic literacy and numeracy, lack of funds to sustain the MDGs has negatively affected the funding of secondary education. While the BEAM programme is not fully funding secondary education and many schools have not been paid from the BEAM fund for a number of years, this negatively affects and consequently increases poverty and hunger in society. This is exacerbated when government provides limited resources for education.

In the words of the principal of School E, Mr Pfup:

*MDGs affected funding of secondary schools positively. Most primary and secondary schools are now playing a central role in addressing many issues in society and education is the driver of change. Therefore, government agrees with the idea of addressing MDGs and prioritises education delivery in its budgets and planning.*

In other words, through advancement of education, it is believed that MDGs were met. In another interview an interviewee pointed out that the MDGs were not affecting funding of secondary education because all the MDGs are basic and the state had been addressing them well before they were pronounced by the international community. Furthermore, another interviewee remarked that MDGs had affected the funding positively for primary and secondary education because ICT was offered as a subject, which is part of the MDGs.

In the words of the principal of School F, Mr Muza said:

*It has affected us positively because for us to meet the MDGs education plays a central role. Education is the driver of change in anything. Therefore, government agrees with this idea and they prioritise education delivery in their budgeting and planning process.*

It suggests that education had a say in the achievement of MDGs and therefore, it did not affect funding of education.



On the contrary, in the words of the principal of School A, Mr Muta said:

*MDGs have affected the funding in the consolidation of different aspects of the society's structure which are not inter-woven and also lack of funds to sustain the MDGs have negatively affected the funding of secondary education for example one of the MDGs is to eradicate extreme poverty and hunger and the BEAM program is not officially funding the secondary education hence this negatively and consequently increases poverty and hunger in the society and also MDGs negatively avails limited resources to education.*

This suggest that focus is directed at MDGs instead of funding secondary education which will ultimately affect availability of human resources in the country.

#### **5.4.2.2 Zimbabwean challenges in trying to address the colonial disparities in education provision**

Interviewees identified a number of challenges which are affecting funding of secondary education. These challenges include shortage of capital, lack of political will, lack of human resources, declining economy and lack of foreign direct investment.

There is consensus that there is a shortage of capital to finance areas of need in secondary education. This means that schools which were established after independence still lag behind in terms of infrastructure development which compromises the quality of education. Lack of funding hampers initiatives towards the enhancement of provision of education and the building of new schools, and also lowers standards in comparison with the former system of education.

There was a lack of political will by government in its priorities so that it did not fund education adequately as evidenced by the problems with the BEAM fund. Government should be willing to prioritise education rather than other sectors of the economy.

Interviewees pointed out a lack of human resources to implement some teaching programmes. For example, there were very few teachers experienced in Science and Mathematics; many had left the country. Furthermore, schools had limited resources to work with, which made it difficult to produce quality outcomes. Lack of both financial and material resources affected efforts to address colonial disparities in the provision of education. Many schools in rural areas which were once marginalised still lagged behind in infrastructure development that would assist in delivering sound education,

thus calling for authorities to assist them more. Interviewees called for these schools to be allocated more money to build infrastructure and procure more teaching and learning material. While established schools could upgrade their facilities and bringing better equipment for use in teaching and learning, new schools would still be in the start-up phase of establishing facilities which leads to discrepancies in the provision of education. The existing schools lack resources and infrastructure such as specialist rooms and laboratories for science subjects.

Mr Muda, the principal of School C said, “Zimbabwe is subject to economic sanctions which are bringing a declining economy that in turn affect funding of secondary education”. Although sanctions are targeted against specific government officials and not necessarily the whole country, it is affecting the government in funding education as many organisations are no longer interested in helping Zimbabwe. The indigenous policies and programmes that are underway will not work because of corruption by government officials. The different programmes that are run by government to empower its citizens do not translate into the much-needed revenue (tax) for government that could be used to fund education, for instance.

Interviewees pointed out that there is lack of clear-cut ideology in the country which does not attract foreign direct investment. This would increase financial resources to the state through company tax and employees’ tax which would boost the government purse. It would enable government to have enough resources to fund education and address the colonial imbalances in the provision of education. Government may have the will to address the imbalances, but without financial backup, this will remain a pipedream.

In the words of the principal of School A, Mr Muta said:

*Lack of funding retards initiatives towards the enhancement of provision of education and also the building of new schools and also lowers standards in comparison with the former lack of political will – government in its priorities can fund the education if they are willing than priorities other sectors of the economy. Lack of human resource to implement the programmers- for example teachers in the science and mathematics departments, trained teachers are few and some have even limited resources to work with.*

Critical subjects which facilitate development have limited human resources and resources for teaching and learning. This inhibits delivery of the subjects such as science.

#### **5.4.2.3 Addressing colonial disparities in financing secondary education**

Participants highlighted a number of options to help funding of education in Zimbabwe.

In trying to address the colonial disparities in provision of education, it is critical to prioritise the construction of new schools in rural areas. Mr Muza, the principal of School F said this in an interview with the researcher: “Government must also prioritise provision of funds for satellite schools”. Funds should be made available to the Social Dimension Fund/BEAM programme, and orphans and vulnerable children in the community should be assisted so that they can have an education. The donor community must be allowed to move into schools to assist in the construction of schools and making teaching and learning materials available.

Empowerment of girls and women was made a priority by government such as in the Brazilian case, where families were given incentives to keep the children in school (JBIC, 2005). This was to address the patriarchal system in which boys were given priority for education rather than girls in the colonial era. Government must implement measures to ensure that girls are funded in the BEAM programme and by other organisations which wanted to assist in education funding at secondary school level. This effort was seen to advance the agenda of educating girls.

NGOs were involved such as Plan International, Capernaum, Family AIDS Caring Trust, and others that catered for fees, stationery and uniforms. Recently other NGOs have also been providing more than school fees, having realised that other learners may still fail to access education because they will be coming from child-headed household where the child has to source money for transport, buying groceries and medication. BEAM was seen as the main source of school fees for the vulnerable, though it fails to meet its obligations of honouring this commitment for those children selected to benefit from this fund.

Grouping of schools has been done away with in independent Zimbabwe. There are no more groupings of schools which will get preferential treatment and funding from

government and run separately along racial grounds as it used to happen in the colonial era. This places schools on the same footing as each other.

In the words of the principal of School A, Mr Muta said:

*The government is funding the secondary education through the Basic Education Assisted Module programme to pay levies for the less privileged members of the society. Policy changes – policies are made to enhance funding of education e.g. (SI) 81 of 1992. Formation of the school development committees and institution of statutory 81 of 1992 – this board manage and regulate the funding of the secondary education in school.*

Although government pleages to pay BEAM funds as pronounced in the statutory instruments, the bottom line is the capacity of government to fulfil it. It suffice to say that although there are institutions intended to manage and regulate funding of secondary schools, this is not happening as prescribed.

#### **5.4.2.4 Effect of the BEAM funding model in Zimbabwe**

The government set up the BEAM programme to fund secondary education through paying levies, school fees and examination fees for the less privileged members of society. From the information obtained from interviews, it is evident that BEAM is not effective at all. The idea of funding through BEAM is noble and, if it were able to honour its commitment, it would bring about real changes in people's lives. Mr Muta, the principal of School A commented on the effectiveness of BEAM, saying:

*BEAM is not effective because of its erratic payments; for example, BEAM last funded schools in 2014 ... This is, therefore, retarding the progress in secondary education in the country. Late disbursement of funds by government affects the running of school activities which is a major challenge. Uuuh, on the other hand, the BEAM model is very effective because it is giving orphans and vulnerable children access to education from primary up to secondary level.*

The model has also done well by paying examination fees for those sitting for O Level examinations. However, the biggest challenge to the model is that the government takes too long, even years, to release the funds for the beneficiaries, argued Mr Muza, the principal of School F. It is policy that learners on the BEAM scheme are not allowed

to be sent home to collect fees. So, for all the months and years that government does not make funds available for the BEAM beneficiaries, they will not be paying fees, and the funds are not backdated from when they were last paid. This seriously compromises the quality of education. It would negatively affect most schools whose students mainly depend on BEAM funds. It would therefore mean the schools in question will not have funds for operational purposes or to procure teaching and learning materials as most of the money will be with the government.

Because of poverty and unemployment, most students in rural areas need to be beneficiaries of the fund. Due to overwhelming demands, BEAM has failed to provide for all children in need. Furthermore, the fund appears to be crippled through corruption through the selection of students who should not be beneficiaries to the fund, rendering it dysfunctional.

In the words of the principal of School B, Mr Dhla said:

*BEAM is rendered ineffective when the beneficiaries suffer discrimination and stigmatisation simply because their fees are paid through it.*

As a result, relatives of BEAM beneficiaries may assist because they do not want to be seen to be getting free assistance from the state which may lower their self-esteem.

In an interview with the researcher, Mr Pfup, the principal of School E said:

*BEAM has bridged the gap between the rich and poor by affording children from poor background to access education regardless of political, religious and cultural orientation they are all assisted.*

However, its challenge is that of not timeously disbursing funds to respective schools.

#### **5.4.2.5 How funding of secondary education can bring about sustainable development in Zimbabwe**

Secondary education is more expensive than primary education because of the subjects which require equipment and other materials to support the learning process. Practical subjects require specialised rooms to conduct lessons in, for example, Metalwork, Building Studies, Agricultural Science, Woodwork and ICT. The materials are expensive, but once procured, they would enable students to understand the skills needed in a particular discipline.

In an interview with the researcher, Mr Nyam principal of School D said:

*Provision of education materials both practical and theoretical would produce well-equipped students. For example, once students master skills in food production, they are able to implement this at home and generate revenue for themselves.*

If they start a business, this would boost economic growth and sustain the economy. School leavers play a pivotal role in economic development; for example, a school learner will become a builder or business person by being equipped with entrepreneurial skills. This was echoed by Mr Muta, principal of School A who said:

*This is producing children who are good for nothing because the unemployment rate increases as a result of lack of skills to continue with their academic path also because it is too bookish rather than practical.*

There is a call for the curriculum to be practically oriented in order for sustainable development to happen in the country.

Mr Muza, principal of School F said:

*With proper, regular and meaningful funding, sustainable development in Zimbabwe could be achieved. Through the skills and knowledge that will be acquired, citizens would be able to exploit the available resources in a sustainable way. They would also have expertise and technological skills that would bring about development.*

Sustainable development can be realised when the products of the education system are employed and they contribute to the development of the economy. This is only possible when students have received a sound education that leads to transfer of skills which will enable them to be productive and bring about development in the country.

Mr Dhla, principal of School B said, "Parents should be encouraged to have small families in order for them to afford to fund the education of their children". The current system of funding through BEAM is not sustainable, given the numbers that need funding. Hence, if parents have fewer children they would stay within their means to pay for their education. Secondary education is the backbone/foundation to bring about the much-needed development in the country, while primary education provides

basic understanding of instruction in any economic setting because learners would be literate. This is further expanded at secondary school level which will enhance economic development when recipients are trained in different fields.

#### **5.4.2.6 Funding model recommended for Zimbabwe secondary education**

Given that the BEAM funding model is struggling in funding secondary education, there were a number of models which were then proposed by the interviewees.

Mr Muta, principal of School A said:

*Government should introduce free education. This model would ensure that no child is deprived of education despite diverse backgrounds like family's social status or religion. This provides uniformity in the education system.*

However, this is in sharp contrast to the views from the questionnaire regarding free education in developing nations which was disputed by respondents and would only be suitable in wealthy nations. A cost-sharing model for funding secondary education was mooted which should be heavily subsidised by government, so that it would prevent a drastic drop in the number of learners progressing from primary to secondary level. However, with the current state of government coffers, it would not be feasible.

Given the state of the economy, a self-funding model was the only option available.

Mr Muda, the principal of School C stated:

*If employment was available for parents they would work, receive good salaries and being able to pay for their children's education.*

This would boil down to transforming the economy so that parents are able to pay fees for their children. Mr Pfup, principa of School E said:

*BEAM model is suitable for Zimbabwe because it helps the less privileged pupils such as orphans, child-headed families, and parents who are very old, are unemployed or have been retrenched from their jobs and cannot afford school fees.*

Its limitations are that the disbursement of the funds is erratic and it may never happen, which cripples operation of schools.

#### **5.4.2.7 How the current funding for secondary education affects schools**

Interviewees concurred that the current BEAM funding model has negatively affected school operations, especially through delayed payments of funds. This hinders development of schools. Mr Muta, the principal of School A said:

*The education system is experiencing many dropouts due to lack of funds. Even when children are on the BEAM programme, they lack some basic resources such as stationery, money for transport and food in the house, to enable them to go to school.*

Hence, going to school will be seen as a last priority as opposed to putting food on the table, especially for child-headed households. School attendance is erratic for these reasons and will ultimately compromise the quality of the recipient of the education system. In the Child Labour Survey (2014), it was established that 68% of those polled said the main reason why children fail to enrol in school was financial. About 35% of the student population is out of school in Zimbabwe, owing to retrenchment of their parents or guardians and high inflation which has eroded earnings of employees so much that they have failed to send their children to school (World Bank, 2004).

At the moment, parents who are supposed to pay for their children's education through school fees and levies struggle to pay. This is affecting school operations greatly. There are financial constraints to purchasing teaching and learning materials, and building enough infrastructure and other needs at the school which would enhance learning in schools. Failure to pay fees by both parents and government has led to a lack of basic materials in schools, namely books, stationery, furniture, computers, laboratories and electricity. However, in spite of these problems in funding secondary education, it seems that activities in schools are still running as usual, and some schools are still registering high pass rates.

On the contrary, Mr Pfup, principal of School E said:

*It is quite effective. The pupils under this programme have been assisted quite well, their fees paid to their respective schools. This programme has also bridged the gap between the poor and the rich. The programme has seen all pupils regardless of political, religious and cultural differences being assisted. Well done.*



Despite the challenges cited, other school principals view that the current funding system is still effective.

#### **5.4.2.8 How MPSE policy on fee increase has affected the provision of secondary education**

Policy on fee increase has contributed to the quality of secondary education in Zimbabwe. This policy specifies that schools can raise school fees through an annual general meeting where parents discuss and vote to approve the budget which must be within 10% of the consumer price index and that the provincial office is supposed to authorise the fee increase (Ministry of Education Sports and Culture, 2002). In an interview with the researcher, Mr Muta, principal of School A said:

*This was, however, discriminatory because those who were privileged were able to have a superior education while the less privileged received an inferior education, and this caused inequity in the education system, based on affordability.*

On the other hand, when MPSE discouraged fee increases, this helped parents, as they were able to send their children to school and thereby help in the provision of secondary education. Mr Muza, the principal of School F said:

*Increasing school fees is a disadvantage to some schools that might have been undertaking new projects which would have benefited from a fee increase. Then they are not permitted to do so. This would result in underdevelopment in schools.*

Schools are failing to fund school development projects adequately and are struggling to balance income and expenditure said Mr Dhla, principal of School B.

On the contrary, Mr Muda, the principal of School C argued that:

*Fees have to be basic, and exorbitant fees are a setback to the goal of educating the whole nation and sustainable development.*

Therefore, control of fee increases would act as an equalising tool to ensure that there was fair treatment of parents while all children could have a decent education. Control

of school fees by government is aimed at keeping education affordable; however, this has compromised the school operations as the fees agreed upon by parents do not meet all the needs of the school. NGOs and individuals have been called on to assist in the form of donations.

#### ***5.4.2.9 Partnership between government, private sector and parents in funding secondary education***

Since independence in 1980 in Zimbabwe, the government has allowed interested parties to assist in the building of schools in the country. With economic challenges in the late 1990s, this yielded poor results because the economy had been eroded by hyperinflation. Therefore, in the absence of sound funding from government for schools, the school development committees (SDCs) were then empowered to introduce measures that would ensure that the current funding model is implemented through the consolidation of ideas and initiatives with regard to the funding programme.

Mr Muza, principal of School F said:

*Partnerships between government, private sector and parents have yielded very positive results in terms of funding secondary schools. For instance, the partnership of government with UNICEF has helped to reduce the ratio of pupils to textbooks from as high as 1:20 to 1:1 in five subjects, namely Mathematics, Science, Geography, History and Shona.*

This ensured that learning materials were available in core subjects, especially at a time where parents could hardly afford fees and materials for teaching were very scarce owing to the economic meltdown. Thus, partnerships with NGOs resuscitated basic education in the Government of National Unity.

In difficult times in the years 2010–2013, parents helped government in paying incentives for teachers, which revived the spirits of teachers to teach, rather than resorting to having additional jobs to make ends meet for their families. In the 1980s, partnership with parents was by way of paying fees and moulding bricks in rural areas for the construction of new schools. However, it has been noted that the partnership forum is rather fragmented. There is need to have a forum in which the partners discuss how funding will be done. On the contrary, Mr Dhla, principal of School B said,

“No results have been noted. The tripartite forum is non-existent, there is a fragmented approach”.

#### **5.4.2.10 Assistance to those who cannot afford school fees and examination fees to pursue their studies**

Interviewees pointed out a number of measures that have been put in place to assist those who cannot afford school fees and examination fees. This is through assistance from private institutions. Mr Muta, the principal of School A said:

*The introduction of BEAM to assist those who were not able to pay fees and levies was a major milestone in ensuring that orphans and vulnerable children are assisted. Intervention by NGOs like Plan International, Family AIDS Caring Trust, and Red Cross in funding education went a long way in ensuring that those who could not afford to pay for their education could access it. Funding was also provided by churches; for example, the Methodist provides scholarships for the less privileged members of society.*

The establishment of BEAM that catered for the vulnerable in society is a noble cause. However, it must be expanded so that it can accommodate more learners since most vulnerable learners are not being assisted owing to lack of funds. In addition, more private partners should be brought in to provide funding. Another option is to allow those without fees to learn and then do community service at public institutions such as hospitals, schools and government offices for their fees.

The government of Zimbabwe made scholarships available for STEM students from Ordinary level up to tertiary level. Government’s STEM thrust was to capacitate recipients in technological and engineering skills that would in turn spearhead the industrialisation and modernisation drive in the country to create sustainable development.

In certain circumstances, teachers have been forced to mobilise their own resources to pay for the vulnerable and disadvantaged pupils; this may not be sustainable. Mr Pfup, principal of School E said that other than BEAM, the Zimbabwean government has allowed numerous voluntary organisations to assist those who cannot afford school fees.

#### **5.4.2.11 Extent of coverage of expenses by per capita grant received from government annually**

It emerged from the interviews that no grants have been paid of late and they did not cover all the expenses that were supposed to be covered for the school. Schools used to receive the per capita grant to procure teaching and learning materials, but for a number of years, nothing had been paid by government. This affected the operations of schools negatively. It is believed that per capita grants are no longer being disbursed as the result of economic hardships said Mr Muda, principal of School C.

#### **5.4.2.12 How funds for infrastructure development are raised**

To keep pace with change, there is need to bring in new technology and infrastructure into the learning environment. This requires huge sums of money to procure the necessary materials. By and large, schools fund their own infrastructure development through school fees, levies and donations. Mr Muta, the principal of School A stated that, "Income-generating projects like poultry projects are undertaken to raise the much-needed revenue". A special levy for particular projects may be agreed upon by the parent board, and once it flows into the school, it is channelled into that project.

Application of donations from NGOs has yielded very positive results in terms of infrastructure development in schools; however, due to economic challenges, the donors are very few and some make empty promises, as in a recent case when promises for a science laboratory had not materialised. Access to loans for infrastructure development is another option available for schools. However, it is not as popular among schools and banks who want collateral for the money loaned.

Many schools resort to creating a building fund which is used for the purpose of construction of new buildings such as administration blocks, libraries, teachers' houses and computer centres. Mr Pfup, the principal of School E said:

*As a schools we have also not shied away from fundraising activities which involve both pupils and parents and the community at large. This may be in the form of a fun day at school where pupils and parents pay to take part in a number of activities which raise funds for the school.*

This enable schools to raise money for income generation projects which will ultimately be used for infrastructure development.

#### **5.4.2.13 How EFA influences sustainable development in the Zimbabwe**

The intention of mass education in 1980s was to ensure that education would vehicle development in the country. EFA is aimed at ensuring that every child has the skills necessary for self-reliance even after school; it ensures that every child is admitted into the school regardless of sex, religion or social status. EFA enables the children to discover their full potential in life for future purposes.

#### **5.4.2.14 Challenges schools face in the absence of specialised rooms**

Making specialised rooms available in schools creates an enabling environment for learning in that area of specialisation. In order for meaningful learning and skill transfer to happen, specialised classrooms have to be available. In the absence of specialised rooms these are some of the challenges suggested by Mr Muta, principal of School A who said:

*Firstly, schools lack reality and applicability of what has been taught theoretically for example in science lessons, lack of a laboratory poses a bigger challenge for all experiments with chemicals, processes involved in the subject area. Secondly the learners miss skills that could have maximised their dexterity and cognitive level.*

The unavailability of equipment means that lessons lack reality, practicality and applicability of what has been taught theoretically. For example, in science lessons, the lack of a laboratory prevents learners from experimenting with chemical and other processes in the subject area. Learners do not acquire skills which are inculcated through practical experiments. Laboratories or ICT centres which are poorly resourced act as a disincentive for children to enter schools or to attend school (MPSE, 2016).

Mr Muza, the principal of School E has this to say on challenges regarding availability of specialised rooms:

*It is difficult to carry out a computer lesson without a computer laboratory because of the time wasted in setting up equipment and carrying computers to the next classroom. This is also true for subjects such as Fashion and Fabrics, Food and Nutrition, Building Studies and Agriculture and Woodwork.*

In this regard, students are restricted to theoretical learning because of the lack of specialised rooms.

Overcrowding in classrooms may occur leading to a shortage of resources that compromises competence levels when summative assessments are carried out. Interviewees pointed out those practical lessons cannot be conducted well without these specialised rooms.

#### **5.4.2.15 Use of donor funds**

Schools principals who were interviewed had similar problems in their schools and they seem to agree on how they should use donor funds. This was well captured in the words of Mr Muta, the principal of School A who pointed out that:

*Donor funds were to be used for infrastructure development, provision of books, income generation projects and procurement of resources to enable the enhancement of the education at the school for example, computer laboratories, building of classroom blocks, state of the art libraries and teaching and learning technology such as smart boards or overhead projectors. Donor funds were to be used for construction of administration blocks and other specialist rooms such as a Geography room or purchasing of school buses because hiring private buses is very expensive for schools and due to unavailability of funds some sport fixtures were cancelled.*

Funds from donors could also be used to purchase equipment in Agriculture, Metalwork and Food and Nutrition. Development of infrastructure and acquiring more teaching and learning resources is also a priority for some schools.

#### **5.4.3 INTERVIEWS WITH NGO REPRESENTATIVES**

In the NGO interviews, the following organisations were approached: Plan international, Family AIDS Caring Trust, Simukai, National Aids Council and Diocese of Mutare Community Care Programme. The detailed views of the NGOs are found on Annexure 11-15. The names provided in this section are pseudonyms in order to maintain the participants' anonymity.

#### **5.4.3.1 The role played by the NGOs in addressing both the colonial disparities and pursuing the MDGs and EFA in Zimbabwe**

Mrs FBM, the representative of NGO A said,

*NGOs provided critical resources for the provision of school fees and education materials, for example, stationery to orphans and vulnerable children. Training of teachers through workshops in cases where some teachers are not trained or qualified in handling children with learning disabilities, or teaching children's rights and responsibilities.*

NGOs were important in the realisation of the MDGs and EFA. Mr Ric, representing NGO E said, "NGOs were supporting construction of more schools in remote and disadvantaged communities". NGOs were instrumental in infrastructure development in schools which augmented government efforts in this regard. Formation and strengthening of Child Rights clubs through NGOs ensured that children were empowered so that they are not abused in society.

NGOs A, B, D and E (see Annexure 11-14) attested to the fact that they were involved in the provision of educational materials in schools and payment of fees for disadvantaged children. This was all in line with the attainment of the MDGs and EFA objectives.

Mrs FBM, the representative of NGO A, commented that her organisation economically empowered communities so that they could realise income to support education of their children. This is one form of assisting which would enable parents and communities to be self-reliant and self-sustainable in the provision of education to their children in the long run without begging for donor assistance. The Simukai representative pointed out that they buy school uniforms and Early Childhood Development playground equipment. Ms Conn representing NGO B said:

*Through multi-sectorial child welfare assessments where teachers thoroughly evaluate every child health-wise. If necessary, the child is then referred for a particular service.*

NGOs were assisting the government in its commitment to the MDGs through funding various projects in schools like construction of classroom blocks, libraries, laboratories and donations of teaching and learning materials.

NGOs played a critical role in giving Zimbabwe financial help in trying to address the colonial imbalances. Mrs FBM representing NGO A said that they carried out:

*Awareness campaigns on the importance of educating a girl child. Building of schools in rural areas. Provision of school fees and education materials to orphans and vulnerable children-child headed households (CHH). Sensitization on child rights and responsibilities. Empowering parents to take part in the education of their children through strengthening School Development Committees (SDCs). Paying an oversight role of paying provision of quality education. Introduction of school levies, enhancing ownership, construction of schools and classroom blocks.*

Awareness campaigns on the importance of educating girls helped to reverse the colonial legacy where boys were given preference to go to school than girls.

Evidence from NGOs A and E showed that both organisations built schools and classroom blocks in rural areas. NGOs paid school fees and provided education materials for orphans and vulnerable children. Mrs FBM said that her organisation was involved in sensitisation on children's rights and responsibilities. Mrs FBM further stated that her organisation empowered parents to take part in the education of their children through strengthening of SDCs. Workshops on how to run successful SDCs were held with the assistance of funding from NGOs. This ensures that SDCs play an efficient oversight role in provision of quality education in the schools they are involved in (MPSE, 2005).

NGOs A, B, D and E (see Annexure 11-15) agreed in their support for the construction of schools in remote and disadvantaged communities. As earlier alluded to, they provide educational materials in poorly resourced schools. NGOs addressed the balance in trying to resource schools contrary to the practice in the colonial era. They supported in-service training of teachers on modern learning/ teaching methodologies. NGOs promoted the use of ICT as a learning and teaching tool, and assisted in addressing colonial disparities through construction of schools so that educational provision was available to all people without discrimination. NGOs also helped in the provision of teaching and learning materials to schools in an effort to address equality and equity in education. They also helped in the construction of libraries and laboratories in continued efforts to address disparities in education. They ensured



more children had access to education, especially girls, by paying school fees and constructing classrooms.

#### **5.4.3.2 The effectiveness of the BEAM funding model in Zimbabwe**

Results of the interviews indicate that, to a great extent, the BEAM funding model is not effective. Mrs FBM representing NGO A said:

*BEAM does not incorporate all vulnerable children including those with disabilities. Its selection criteria are biased. It is contributing little to improving schools' pass rate. It is contributing little to school supplies such as furniture and introducing feeding programmes for all. It does not cater for registration fees for O and A Level examinations.*

As earlier stated by school principals, BEAM is not effective because the disbursement of funds is lagging. This does not contribute to quality education. BEAM fees were last disbursed in 2014, rendering it useless.

On the contrary, Mr Rich representing NGO E said:

*The concept of BEAM funding is noble as it promotes access to education for the children from marginalised and economically poor families. However, the implementation has its challenges due to limited resources from the fund. NGOs are assisting because the fund is failing to meet demand and the late disbursement of funds is negatively affecting schools.*

In addition to that, Mr John representing NGO C said:

*BEAM would be quite effective as a funding model in Zimbabwe for the orphans and vulnerable children in schools if not for the above challenges. It has however, helped in slowing the dropout rate. However, of late, the model has been affected by limited or no funding from the government and schools are in arrears with non-payments dating back to 2012 and others from 2014. Only the primary sector is well funded by UNICEF. Another problem has been corruption as accusations have been raised that in some cases SDC members' children have been the major beneficiaries of BEAM and not the intended vulnerable children.*

Interviewees agree on the relevance of the model as echoed by Mr Henry representing NGO D when he said:

*The BEAM model is a relevant response to the educational needs vulnerable children. The model selection is managed by local community thus ensuring that the neediest children are selected. The model is not adequate to cover the school fees needs for children.*

Funding seems to have a number of challenges and flaws which would require major revamping. It starts with the selection criteria that are biased. More BEAM beneficiaries cause competition for fewer resources leading to lack of adequate funding. This will obviously make the BEAM fund not cater for all orphans and vulnerable children, including children with disabilities. Mrs FBM representing NGO A says, “The fund excludes street children as it is not flexible. The fund receives an inadequate budget allocation from treasury”.

It is believed that if one is not a primary school beneficiary of BEAM, it will not start paying fees during secondary education no matter how desperate the situation is, even in the case when one becomes orphaned while in secondary school. Mr Rich representing NGO E argued that the system is abused by implementers at grass roots level in the selection process as some deserving cases are left out. While BEAM only pays school fees, it ignores the other needs of the children. Interviewees highlighted that the fund is not sustainable. It creates dependency on the government without enhancing capacity of families to raise income on their own to pay fees for their children. A weaning strategy is not in place which would consider changes in the family’s income. Ms Conn representing NGO B said, “The late disbursement of funds to schools affects their operations”.

#### **5.4.3.3 How NGOs augment the BEAM funding model**

During observation in schools in an attempt to assess the state of buildings in order to find an indicator on the sufficiency and the deficiency of funding in school before doing the interviews, the researcher observed a number of buildings with names of donors on them with an inscription “ Donated by ...” This speaks volumes in terms of the assistance given to schools by donors and NGOs.

There is provision of livelihood and empowerment projects to the selected candidates for BEAM so that they can supplement other educational needs. Mrs FBM representing NGO A said:

*We complement the BEAM model through offering support systems such as strengthening and formation of Child Rights clubs. It empowers children to be aware of their rights while they forge ahead with their education. NGOs increase access to education for the vulnerable through their various interventions.*

Organisation provides school fees as well as educational materials such as stationery. Mr John representing NGO C said:

*NGOs gave educational support to deserving cases that are left out of the BEAM funding model. NGOs have adopted the selection criteria set by BEAM and they use the BEAM master list to pick their beneficiaries. As a result, BEAM has had a reduced number of beneficiaries in some schools. In primary schools, UNICEF has contributed finances to BEAM for fee payments of students.*

NGOs have also augmented BEAM funding by providing textbooks and other teaching and learning materials as well as provide funding for the construction of school buildings. They also provide psychological support to the beneficiaries of BEAM.

#### **5.4.3.4 How funding of secondary education can bring about development in Zimbabwe**

The support for education by government is intended to safeguard continued existence of human capital. Education increases individual productivity as measured by the well-documented link between educational attainment and personal earnings (Alan et al., 2008; Rosen, 1999). Today, knowledge is expanding exponentially, and growing economies depend on the creation, acquisition, distribution and use of knowledge which requires an educated and skilled population.

Mrs FBM representing NGO A said:

*Funding education reduces illiteracy rates. It increases intellectual and skill development opportunities that will enable each individual to develop their full potential.*

Provision of teaching and learning materials contributes to knowledge and skills acquisition by learners that can be used to drive the economy of the country. Children who would otherwise have dropped out of school have opportunities to pursue their careers aspirations.

Mr John representing NGO C said:

*Funding of education in the secondary sector can bring development if graduates from schools are immediately absorbed by both the formal and informal sectors and take part in industrial production and the service industries that develop the country. It can also bring development if funding is done in Science and practical subjects so that when the students finish school, they can participate in national development.*

Through sound funding of secondary education, more children can transition from primary to secondary education creating more opportunities for them to access tertiary education.

#### **5.4.3.5 Funding criteria for secondary education by NGOs**

The following are the criteria for funding secondary education by NGOs:

- Vulnerability status e.g. orphans;
- Child-headed households;
- School performance i.e. best performers or best sports performance;
- Second chance education e.g. survivors of child marriages;
- Orphans living with elderly caregivers and sickly guardians;
- Disadvantaged and remote schools;
- Non-private schools / public schools;
- Targeting girls in 15–24 years age group;
- Vulnerable student with either of the parents deceased;
- Disabled student
- Vulnerable student with parents unemployed or disabled.

#### **5.4.3.6 Major challenges in funding secondary education in Zimbabwe**

NGO interviewees highlighted a number of challenges in funding secondary education in Zimbabwe. Representative of NGO C, Mr John said:

*The following are the challenges faced in funding secondary education: Poor economic performance in the country; Limited and little donor funding of education; Limited and low state funding of education in the country; Limited community and parents' support; Limited and low private sector support.*

Poor funding and limited resources seem to be the main challenge by government to fund secondary education.

Diversion of funds for personal gains by school officials is yet another challenge of funding of secondary education which is suggested by Mrs FBM, representative of NGO A when she said:

*Poor funding and limited resources. Diversions of funds for personal gains by school officials. Selection criteria is biased, costly education system and poor accountability which does not attract funding.*

It will be difficult to assist needy learners if funds are diverted by officials where there is lack of accountability on funds entrusted to officials which must benefit the vulnerable in society.

In an interview with a representative of NGO D, Mr Henry said:

*High cost of secondary education—high fees hence few children can be assisted. Some secondary schools are not willing to accommodate the Block grant school fees payment model.*

Learning materials are expensive and therefore it pushes secondary education costs beyond the reach of the poor. The high numbers of children who are vulnerable makes it difficult for the BEAM fund to cater for huge numbers.

Mr John, representative of NGO C pointed out the following as challenges to funding of secondary education:

*Poor economic performance of the economy has a direct bearing on funding education. Limited and low state funding of education in the country; limited community and parental support and limited and low private sector support.*

When schools charge high fees it means that few children can be assisted given the NGOs budgets.

#### **5.4.3.7 Conditions made by government to NGOs for funding of secondary education**

A number of conditions were made by government to NGOs to be allowed to fund education in Zimbabwe. The conditions for funding secondary education according to Mr John, representative of NGO C are:

*Non-interference in local politics of the country. Stick to core and sole aim of associating with education business only. Respect the country's laws. Consider issues of gender, equity and equality on their operations.*

In this way government would monitor how NGOS operate contrary to the popular belief by the state of wanting to foster a regime change by NGOs. The NGOs must be registered under the Private Voluntary Organisations Act (Government of Zimbabwe, 2007). Mrs FBM representative of NGO A said:

*NGOs must have a valid memorandum of understanding (MOU) with the relevant authorities in the different districts; NGOs are expected to work with existing grassroots structures in the selection process. The NGOs should be a member of the education cluster.*

Partnership in funding education would enable NGOs to do resource mapping (identifying needs with all the partners in funding education) to avoid double funding for the same thing (double-dipping). When doing any activity in schools, an officer from MPSE should accompany NGOs. NGOs are expected to consider gender equity and equality in their operations.

#### **5.4.3.8 The rationale for conditions imposed by the government for NGOs' operation**

Interviewees concurred that the major worry that government was facing with NGOs was their involvement in political matters, given their financial strength. Although the

intention of government was noble in applying an oversight role in managing donor funding, it was feared that this was going to sway the views of people to make certain political decisions. Ms Conn representing NGO B cited the rationale for conditions on funding education imposed by government on NGO as a way of avoiding political meddling and sabotaging the state by NGOs and to ensure that the funding served the purpose for which it was brought into the country. Ms Conn representing NGO B said:

*Issues of transparency and are within the mandate of government policies. One my wonder if we not sabotaging the state.*

Hence, a number of measures were put in place. First, the motives of NGOs were continuously checked by authorities to ensure that they were doing what they were supposed to do. Mrs FBM representing NGO A said, “There is general mistrust between government and NGOs.

Second, to avoid “double-dipping” and fragmented intervention, and to ensure that specific schools or areas were not assisted twice or that there was no duplication of the same intervention by several organisations, government wanted to know how NGOs operated and what form of assistance they gave. Government would ensure that there was coordination of education programmes in a particular geographical area to reach as many deserving children as possible.

Government also wanted transparency in all interventions to ensure that NGOs were operating within the mandate specified in the government policies. It was necessary to check whether NGOs were sabotaging the state in order to reverse the gains made in the struggle for independence. Mr John representing NGO C said the rationale for the conditions was to ensure that:

*There was no discrimination but fairness and equity in the allocation of resources by NGOs. Government wanted NGOs to adhere to the country’s laws. In line with the Zimbabwe policy on gender equality, there was a need for consideration of gender matters so that girls also got equal opportunities in education.*

This would ensure that the disadvantaged which include the girl child was assisted in the funding by NGOs.

#### **5.4.3.9 How MPSE policy on fee increases affected NGOs on the provision of education**

Policy increase on fees affected both the NGOs and beneficiaries of funding (learners).

Mrs FBM representing NGO A said:

*In practical terms, fee increases were put in place after NGO budgets had already been approved by funding partners. This, therefore, made it difficult to review them and factor in the changes to fully support the learners in paying school fees. It reduced the number of beneficiaries from NGOs and made parents and guardians liable for paying the shortfalls created by budget cuts. It led to withdrawal from schools by beneficiaries as most orphans failed to pay any arrears. NGOs' intended goals were seriously compromised as part payments made by them did not allow the children to attend school before remitting the difference.*

Furthermore, the policy on fee increases affected NGOs on the provision of education because schools were forced not to increase fees, and even if they were able to pay huge amounts, NGOs were forced to pay the approved amounts for fees and levies. Mrs FBM further stated that fee increases resulted in fewer children being supported under limited NGO budgets. On the positive side, more deserving cases could be reached.

#### **5.4.3.10 Contribution made by partnership between government, private sector, NGOs and parents to secondary education funding**

Partnerships between government, the private sector and NGOs yields positive results in term of funding secondary education. It increases the number of beneficiaries who can access secondary education. Partnership ensures that the rightful beneficiaries receive the assistance to pursue their educational goals. It increases ownership of the project as to who is doing what and to what extent they are achieving their objectives. With all parties involved, a clear execution plan can be developed, thereby ensuring sustainability in the event that donors withdraw.

Mr Rich representing NGO E said, "While government provides the policy framework and goals in which private sector and NGOs operate, it also allows resource-mapping and reaching out to more deserving cases". It allows the sharing of best practices



between partners so that they target the right beneficiaries and address issues of transparency.

In the words of Mr John, representing NGO C said:

*Partnerships yield the desired results because they address the funding of education as a united front rather than attending to this as a single entity and then fail to fund the programmes. As partners, there are shared duties in funding and the funding burden is reduced rather than increased when the government does it alone.*

There is a shared vision and strategies on how to support the educational needs of children at secondary school level.

#### **5.4.3.11 How sustainable funding of secondary education can bring about development in Zimbabwe**

Education provides opportunities for students in vocational skills which bring about development in the country. Sustainable funding from STEM, for instance, will produce students who can help the economy in various fields of science. It allows individuals to explore their academic and skills potential.

Supporting technical and vocational education at secondary level would yield the desired development for the country. Promoting technical and scientific innovation through secondary education would bring about development. Sustainable funding would ensure learners successfully completed their secondary schooling. Mr Joh, representing NGO C, said:

*Government of Zimbabwe should play a major role in mobilising resources to fund secondary school education including regulating the level of fees so that they can be afforded by poor families.*

There should be policies in place that motivate corporate organisations to sponsor children at secondary school level.

#### **5.4.3.12 Addressing the challenges relating to funding secondary education in Zimbabwe**

Mrs FBM representative of NGO A said:

*Continuous follow-ups in schools were needed to ensure that targeted beneficiaries were benefiting from the funds. Promoting livelihood and empowerment projects in secondary schools was needed for income generation so that the school could earn revenue on a continual basis for the needy.*

A plough-back facility for all previously assisted students should be put in place so that incoming students could also benefit.

The private sector should be taken on board in funding education. Mrs FBM further emphasised the need for full participation by the private sector and enjoyment of tax cuts by such industries when they assist schools, would be a good option to explore. This would not remove the enforcement of the constitutional role of government for providing its citizens with a decent education. It was recommended that treasury allocate adequate budget to BEAM funds.

There is a need to promote household economic security so that families were able to support secondary education for their children through decent jobs. There is need for revised policies on early marriages and penalties to go with that. This is because some learners who may be on certain funding programmes may get married without completing secondary education, which does not bring about a return to the economy as a whole.

More local funders are needed to assist in funding secondary education in Zimbabwe.

Mr John, representing NGO C said:

*The government should create a favourable environment for NGOs to operate in the country and be free to fund education. It was viewed that government should prioritise funding education as opposed to it being second to the military budget when the country is not under threat of war. Government should consider introducing an education levy to fund education.*

These views were shared by principals and NGOs in this study. Government should reintroduce building grants and per capita grants, especially for satellite schools. It was recommended that the private sector should provide or extend bursaries or scholarships to lower secondary school levels.

#### **5.4.3.13 Recommended funding model for Zimbabwe secondary school education**

Zimbabwe is renowned for its natural resources and must fund primary, secondary and university education for deserving vulnerable students. A resource-based model was therefore suggested which would make use of resources in specific areas in the country. For instance, in the Chiadzwa-Marange Diamond mines, schools should be supported from the profits coming from the mining operations. The question was whether the mine fields would be able to cater for all the educational needs of the schools in the area on a sustainable basis. This is close to what was proposed in the feedback to the open-ended questions on the questionnaire in which respondents suggested a public-private partnership funding model.

A community empowerment model to fund own children's education was regarded as a more realistic way of funding education given the desire of every parent to see their children succeed in life. Once empowered with viable projects, they should be able to ensure that their children go to school.

The SIG model, which was introduced in 2015–2016, may work if all schools are provided with this fund. The SIG fund is intended to improve the infrastructure of the school but not to fund the operational costs. Mr John representing NGO C, said:

*Zimbabwe needs a four-way model in which there is government, private sector, NGO and parental involvement in funding education so that the government is not over-burdened with funding education at the expense of other sectors of the economy.*

Government scholarships for the academically gifted learners and extending STEM bursaries to lower secondary level, are additional options for funding secondary education. However, as long as the source of funding has no solid base and is inconsistent in disbursement as in the case of BEAM, the model will not be sustainable.

A tax incentive model was proposed as yet another model that could be adopted by government. This is where companies adopt schools and fund their operations. Government would then give tax concessions to such companies because of their bankrolling of school operations (ISCA, 2013). This may only be possible in a flourishing economy where companies are fully operational.

#### **5.4.4 FOCUS GROUP INTERVIEWS WITH EDUCATION OFFICIALS**

In the focus group sessions held in the three districts with education officials, it was evident that the current funding system in education was not adequately funding the vulnerable in communities. This would then require new ways of funding. Pseudonyms were used in these interviews in order to keep the views of the participants anonymous.

##### ***5.4.4.1 How the current funding of secondary education affects quality control in schools***

Parents pay for their children from their own resources and some are struggling and are in arrears. This means that schools are underfunded and have problems in acquiring teaching and learning materials. In many schools, specialist rooms are not available and in others, there are no computers or equipment to use. Less funding means that inspection of schools is compromised as supervisors are few. Mr Tamb pointed out the shortfalls of the current funding system by saying:

*Funding from parents is minimal due to economic hardships affecting service delivery. Funding problems result in the inability to purchase adequate teaching and learning materials for schools. The results are that school infrastructure becomes dilapidated, and schools have inadequate furniture and inadequate housing for teachers.*

There is no other funding of secondary schools apart from the SIG fund that targets satellite schools. Current funding of secondary education affects quality in schools negatively because there is nothing to subsidize parents' efforts such as a per capita grant which could be paid to all schools in the district to meet the educational needs of all learners. BEAM is being paid to schools but only caters for very few needy learners as a consequence of increasing numbers of orphans and vulnerable children in communities. In rural areas, schools are lagging behind in terms of quality because parents struggle to pay fees.

The majority of parents have been retrenched and industries have closed down. This leads to inadequate teaching and learning materials in schools and unavailability of specialised rooms, for example, science and computer laboratories.

Funding of secondary schools is so low that schools find it difficult to supply basic requirements such as textbooks, computers and other teaching and learning materials. The inadequacy of the current funding model was well summarised in the word of Mr Njik who said:

*The distribution of teachers in schools is not conducive to effective teaching and learning. Most schools have had to do with mismatches where sometimes a teacher trained in teaching Shona for example finds themselves teaching Mathematics. In one school, a teacher was found teaching two languages from Form 1 to 4. It is for the reason that government would not want another teacher for substitution when someone is on leave. Thus the school has to do with the personnel they have.*

Education officials pointed out that because of poor funding, many schools put up substandard building structures which do not attract learners. Many learners walk long distances to better schools and end up lodging in nearby business centres where they are exposed to abuse, especially girls, as confirmed in the “Report for the Presidential Enquiry into Education and Training” by Nziramasanga in 1999.

In the words of Mr Mapu, he said:

*Quality of education is determined by the level of funding. Currently, funding of secondary education is limited and yet high quality is expected, especially in the implementation of the updated new curriculum where much innovation is anticipated. Schools are expected to have computers and yet they do not have funding to set up computer laboratories. The school curriculum is practically orientated and requires a great deal of equipment and yet funding by parents and guardians, especially in rural areas, is very limited.*

Because of the economic situation in the country, the funding of secondary education has been low and inconsistent. This has led to deterioration in the provision of quality education in secondary schools. Some pupils have had to stay at home for lack of school and examination fees. Grants have not always been coming from the central government. This has negatively affected delivery of the education quality. However, the introduction of STEM has boosted the attendance in schools as well as access to

tertiary education by those pupils who might otherwise have ended their education in Form 4 or 6.

Non-payment leading to poor infrastructural development, delayed or part-payment causes unexpected changes in budgets and plans. Quality of education is compromised. Mrs Muus said:

*Treasury no longer has funds so very little money is now available for Public Sector Investment Programme which was meant to provide infrastructure in schools". Thus, schools are inadequate – leading to high enrolment at current schools, large classes and unmanageable teacher–pupil ratios. Individual assistance in class is compromised. Facilities such as laboratories and practical subject rooms were not available in most schools. The practical approach to the teaching of Science and practical subjects is compromised. Learners cannot develop the necessary skills. Per capita grant, Equalisation Grant, SIG and BEAM amounts have been reduced drastically as the government has financial constraints. This affects the availability of teaching and learning materials. Fees for orphaned and vulnerable children are not paid at times. Parents were funding all school activities but they did not have money as most of them were not employed or had gone for many months without salaries, so schools do not have funds. They are finding it difficult to meet operational costs. Without resources, teachers are demotivated. Learners are at times sent home to collect fees and they then lose out on the day's lessons. The disadvantage is that those who cannot afford private extra lessons are likely to fail or obtain poor passes in the end.*

Regarding the inadequacy of funding for education inspectors in schools, Mrs Muus said:

*Inspectors are inadequate as government cannot employ subject specialists. So, there is no one to assist the teachers who need special assistance from subject specialists at either district or regional level. No travel and subsistence allowances are paid out by government so supervision is difficult especially at provincial level. Supervision is now being done by head of departments, school principals and Inspectors at*

*district level. HODs and school heads are not doing the supervision properly due to their heavy workloads as outlined in their job description.*

Most schools fail to send their teachers for staff development workshops, which compromises their performance. Furniture in some schools is not adequate and some use makeshift furniture. The pass rate is on the downward trend in some schools due to the constraint of funds which affects availability of basic teaching and learning materials.

On the contrary Mr Godo suggest the sufficiency of funding when he says:

*Secondary schools get funding through levies paid by parents. There are also other forms of income to schools which may be through income-generating projects run by schools to fund their operations. Funding by NGOs has gone a long way to providing infrastructure development in some schools. Construction of libraries, classroom blocks and computer laboratories has assisted in the improvement of teaching and learning in secondary schools. However, the funds are limited owing to the socio-economic hardships which the country is experiencing. The funds received help in improving the quality of teaching and learning where teachers attend workshops, subject seminars, exchange programmes and teacher capacity development in some learning areas in the schools. Most errands done at schools for the benefit of learners are sponsored by these levies from parents to enhance the quality of education. Some schools receive funding through SIG. The funds are imperative for infrastructure development, furniture and equipment, teaching and learning materials provision.*

Even though the funds are limited, they go a long way in supporting teaching and learning in secondary schools which improves the quality of education in schools.

Mrs Mlam echoed the views of Mrs Muus when she said:

*If funding is not forthcoming this leads to shortage of resources such as textbooks, library books, resource books, teaching aids, sport equipment. BEAM funds which should help the selected students are not forthcoming; beneficiaries are not getting the funding which leads to a shortage of resources. Projects are done in the school because there are no funds. Per capita grants*

*which help in sourcing textbooks and exercise books for the students are not being paid. Schools cannot buy ICT equipment for the students because of shortage of funding.*

Operation of schools by school principal becomes a very challenging task when funds are not available to procure teaching and learning materials. Inadequacy of funding compromises the quality of education at secondary education.

#### **5.4.4.2 Current challenges relating to funding of secondary education and the role of MPSE in addressing them**

Ms Muny had the following to say about the challenges of funding Zimbabwean secondary education:

*The challenge of a stagnating economy means that there are few people who have a reliable income for them to pay fees for their children. This means that schools have to struggle to provide the requisite infrastructure and teaching and learning materials. Parents are not paying fees and levies as required because of economic hardships.*

The best way to deal with challenges is to encourage schools to start income-generating projects to subsidise fees and levies. The economic situation of the country is the main constraint which has to change. Parents sometime fail to understand that education is a basic right of every child and they do not prioritise sending or paying fees for their children. To address this, parents have to be educated about the importance of education especially in rural areas and mining and farming communities.

Government should continue providing funds to assist all schools so as to improve the quality of education in schools. However, parents play the major role in the education of their children. Partnerships should also be seen to be prioritising fees for orphans and vulnerable children and other activities should be secondary.

Mr Njik identified the economic climate as the main factor causing lack of funding for secondary education when he said:

*A harsh economic environment means that most people are living from hand to mouth. Most parents or guardians place education at the bottom of the ladder in prioritising needs. The AIDS pandemic has played havoc with government*



*plans. Personnel who had been trained by government have fallen victims to the AIDS and left children behind.*

One of the challenges of funding secondary education is that “parents in the catchment area are the major funders. Most of them especially in rural areas are low-income earners and cannot fund the system adequately,” said Mr Mapu. Government is expected to assist but the BEAM programme is always struggling and payment has lagged behind for about five years. This is a serious drawback as those unpaid funds are budgeted for annually. “Donor syndrome” is another challenge as most of the rural folk rely on donors. They always think that donors will come to their rescue. However, ministry personnel do not speak with one voice to encourage funding, especially from parents. Some are reluctant to encourage payment of levies.

Policy inconsistency is problematic; for example, at times children are told to go home to collect fees and at other times, the policy is that children must not be sent home to collect school fees and levies. Schools are supposed to deal with defaulting parents and even take them to court. Failure by government to provide funds under the BEAM programme because of fiscal constraints on the part of Treasury is very limiting. MPSE could invite other stakeholders to come in and assist in the funding, for example, the private sector in addition to the NGOs who are currently doing a good job in funding.

Mr Mhem said, “Most secondary schools are funded by school fees and levies paid by parents and guardians of learners but they are failing to raise the required fees”. The funding is too little and does not cover what is required. The BEAM funds are sometimes released late and are not used for the purpose for which they were intended; for example, buying teaching and learning materials for learners. At times, the funding is not released by MPSE and remains a promise only. The Ministry determines the use of funding and schools are not permitted to use the money how they wish. The best MPSE can do is to release adequate funds. They should not attach strings to the funds and should allow schools to use the funds as required per specific school needs. The money must be released timeously from treasury so that it benefits the learners at the right time.

Regarding challenges of funding secondary education Mr Godo has this to say:

*Most parents are facing challenges in raising school levies for their children due to the high rate of unemployment which the country is experiencing. This*

*scenario leads to low cash flow in schools. Thus, most schools fail to provide enough resources for teaching and learning in schools. Funding from government through BEAM is inconsistent and unreliable. Since 2014, schools have not yet received their BEAM funds. That is detrimental for project initiatives which the school would have planned expecting to receive funds from BEAM. SIGs are limited to selected schools and inadequate for all project initiatives planned in most secondary schools. The critical thing is that MPSE must encourage all schools to have income-generating projects so that they get funds to sustain themselves. It should be the role of the Ministry through its Finance and Audit Department to monitor the running of the projects so that they are of benefit to schools. The Ministry through the school administration/management and SDC can source funding from well-wishers, old-student associations or traditional and political leaders in their communities to help fund their schools and not rely on levies and government assistance. It is the role of the Ministry to mobilise funding for certain development projects in rural or satellite schools which have poor resources to enhance the quality of education. Certain learning areas have been sponsored through the STEM initiative to enhance teaching and learning of Science subjects from Ordinary level up to tertiary level.*

The harsh economic situation has led to many being retrenched from their jobs which makes it difficult for parents to pay fees for their children. Inflow of funds in schools becomes a challenge as many schools depend on fees and levies to sustain them. The situation is compounded by government's inability to remit funds through BEAM.

#### ***5.4.4.3 Funding secondary through MPSE to address the colonial imbalances in the provision of education***

A number of ways in funding secondary education to address colonial imbalances were highlighted in different focus group interviews.

Ms Muny pointed out the following as way MPSE addressed colonial imbalances in the provision of education:

*MPSE officials are civil servants who are paid by government. Furthermore, payment of teachers' salaries is done by government. Before 2008, government used to pay teachers in government and non-government schools but, because*

*of viability issues, this has since stopped. It was providing government grants i.e. per capita grants to schools annually based on the enrolment and again, due to viability issues, they have since been stopped.*

MPSE is working with global partners to raise funds for provision of stationery and textbooks. To address colonial imbalances, the government has allowed for the construction of schools especially secondary schools where there were none and allowed for construction of teacher's colleges and expansion of existing teachers' training colleges. MPSE advocates EFA that addresses the previous colonial education system. In 2015–2016, a new curriculum was introduced. The MPSE is involved in setting up of satellite schools and training of teachers in a variety of subjects to be equipped for the new curriculum. Implementation of teaching of indigenous languages is being advanced by the ministry, contrary to past practices. Implementation of practical subjects has begun; for example, Agriculture, which is the mainstay of the economy, from Early Childhood Development up to advanced level; and ICT from Early Childhood Education up to A Level which will keep the learners on the cutting edge of technology.

MPSE used to pay per capita grants to all schools. SIG previously targeted all S3 (rural) and S2 schools but now it focuses on satellite schools and special needs schools. Global Partnership for Education funds have been allocated to special needs facilities and, in the Makoni district, there is already one such facility which has benefited in terms of resources materials and textbooks.

Through EFA, changing of the history syllabus, implementing the new curriculum and per the Nziramasanga Commission, setting up satellite schools, training of teachers is no longer segregated and subjects offered now vary. MPSE has provided grants to assist all schools. Schools damaged by natural disasters have been assisted with grant aid to repair damages but that has been to only a few schools. To address the colonial imbalances, many schools have been established as satellites to existing established schools. For example, in one circuit, 14 schools out of 36 are satellite schools which offer facilities for Zimbabwe Schools Examination Council examinations. That reduces walking distances to as low as five kilometres for learners. Through grants such as SIG and EDF, many learners now have access to what was only the privilege of a chosen few during the colonial era.

Fundraising projects in schools are not viable as schools lack capital and at times management skills are also not available. MPSE has been funding secondary education through BEAM. Government has tried to address colonial imbalances by allocating more grants to S2 and S3 schools, encouraging each community to fund its own schools, and has scrapped BEAM funding for S1 schools. Through BEAM, Equalisation Grants and STEM, it is addressing imbalances by increasing the number of schools in the communal lands and the newly-resettled areas that need access to secondary education. Electrification programmes in these schools by the Rural Electrification Agency enhance the quality of education as these areas can use appropriate technology that uses electricity. Provision of science kits by the Ministry to the new and disadvantaged schools has been done to improve the quality of education. Furthermore, MPSE has provided qualified teachers to the schools and removed temporary and untrained teachers.

The Ministry has been paying levies for the orphans and vulnerable children through the BEAM programme, but since 2014, money has not been credited to school accounts. It has been encouraging income-generating programmes. SIG has been of assistance, but in the 2016–2017 periods, the government has not yet released the funding for schools despite paperwork and plans from schools having been submitted as requested.

Public Sector Investment Programme for infrastructure development mainly in government schools is no longer operating due to financial constraints. The per capita grant was previously given to non-government schools to buy teaching and learning materials and the Equalisation Grant given to government schools to buy teaching and learning materials. In addressing the previous imbalances, more schools were built after independence; segregation in former Group A schools were removed, equal salaries were paid to men and women and also to white and black teachers and education officials; women became permanent members of the Public Service, and vibrant, non-formal education programmes were introduced to cater for those who failed to access education for various reasons.

Prior to independence, building grants and rehabilitation grants were only paid to Group A schools which were for white learners only. Through the per capita grant, SIG and BEAM, government has tried to address the colonial imbalances by discarding F2 schools which were meant for less academically gifted learners, forcing all schools to

follow the same curriculum, for example, Grade 7 graduates not accessing secondary education owing to poor results. Everyone was encouraged to enter secondary education regardless of poor results. MPSE controls the charging of fees and levies to ensure that fees are fair and affordable. Schools must apply for permission to increase fees and levies and parents only pay when government has approved any increase.

The Ministry has engaged partners such as UNICEF and Global Partnership in Education in assisting schools by providing ICT equipment and other teaching and learning materials. The Ministry also initiated the ETF which provides textbooks to all secondary schools in the country. The Zimbabwe government has gone a long way in addressing colonial imbalances in the provision of education through the establishment of several secondary schools throughout the country. Before independence, there were a few mission or church-run secondary schools dotted around the country. Now, most communities, either in rural or urban areas, have a secondary school within easy reach.

Mr Godo pointed out the following regarding addressing colonial imbalances in funding secondary education:

*The Zimbabwean government through the Education Act (2006 as amended) has declared education as a child's right. Every child in Zimbabwe has the right and access to education regardless of race, tribe or religion. Because of this law, no child is denied entry to any secondary school in the country. In addition to that, children are not turned away even if their parents fail to pay their levies. The parent must make payment arrangements with school authorities and let the child have access to learning. The learners in schools can now undertake all learning area regardless of gender, a move which has tried to address imbalances in the provision of education between boys and girls.*

The policy on equal access and automatic progression of learners have allowed many to go through secondary education after 1980. Removal of bottlenecks has allowed many to access secondary education after independence.

#### **5.4.4.4 How government policy encouraged/discouraged NGOs and other stakeholders in the funding of secondary education**

Government policies sometimes discourage funding in secondary education; for instance, the idea that donations have to be vetted by government discourages the donors. NGOs must seek clearance from government in order to fund education and at times the process is cumbersome. NGOs are made to sign memoranda of understanding with government when they want to fund secondary education (Zimbabwean Government Gazette General Notice 99 of 2007). Previously, most of them were operating without such a memorandum, so they have stopped their funding. In a few cases where NGOs have signed MOUs, they can enter partnerships with a few chosen schools. This does not encourage NGOs who wish to assist.

Policies dictate that donors cannot fund teachers on workshops because they are on the government payroll, even though the teachers are poorly remunerated. At times, those intending to assist have been discouraged by the red tape involved in the process of application to assist schools.

Mrs Muus stated that:

*Government has discouraged NGOs through policies that do not permit them to visit and engage schools in any manner without letters of approval. Government wants funds to be given to Treasury first but, in so doing, very little will reach the intended beneficiaries. NGOs are worried that, if their funds are put into the pool, they will not go to where they are intended to go. Therefore, NGOs are now going direct to districts and communities, bypassing Head Office and Provincial offices.*

NGOs are skeptical that if they put their money in the treasury it will not get to the actual beneficiaries. Vetting of NGOs discourage them from wanting to fund secondary education.

Mr Mhem highlighted some of the frustration by NGOs for funding as the following:

*Screening of NGOs before being given a chance to pay for some disadvantaged learners discourages some NGOs. Government has vetted some NGOs and those they regarded as suspicious were not allowed to fund*

*secondary schools. Government has dictated the areas NGOs and other stakeholders should fund which may be against their wishes.*

However, government has given well known NGOs such as Plan International and World Vision the leeway to fund infrastructural development of schools. Government has on many occasions encouraged the other stakeholders by holding meetings with them and appreciating their efforts in assisting the funding of education. The government policy has encouraged the cooperation of NGOs to work with other stakeholders in funding secondary education. Some NGOs have signed MOUs with the MPSE to complement government efforts to provide quality relevant and inclusive education to its citizens. Nevertheless, the government does not allow schools to receive any kind of assistance from some NGOs or stakeholders without confirmation from district education offices.

#### ***5.4.4.5 How government ensures that the vulnerable learners are not disadvantaged in accessing secondary education***

In ensuring that the vulnerable are not disadvantaged, this is what Mr Tamb said:

*The vulnerable are assisted through BEAM which is a fund channelled through the social welfare department. The needy are selected by a selection committee at the school level. Government pays fees and examination fees for the vulnerable through BEAM; other donors and stakeholders are encouraged to pay fees and assist with stationery and uniforms.*

Although the BEAM allocation is meant for the most vulnerable learners, it is not catering for all special needs learners in the school. Development partners are also doing much to make a difference to this group of learners. Most development partners are also going a step further to capacitate the communities through projects for sustainable development. However, not all parts of the district have NGOs.

In line with ensuring that the vulnerable are not marginalised in accessing education, Mr Mude said:

*Government has put policies in place which ensure that learners are not suspended or sent back home for failure to pay fees and levies. Instead schools should deal with parents or guardians who default in paying*

*these levies instead. The government also encourages heads of schools to make payment plans with parents or guardians.*

Government encourages schools to put in place contingent measures for those who cannot pay the agreed fees and levies. Before schools charge levies and fees, they must apply for approval in an annual general meeting where three quarters of the parents must approve the raising of the fees and levies on the given budget. This will allow those who cannot afford the fees to have their voices heard by disapproving the budget.

Mr Mato applauded the establishment of BEAM despite challenges derived from its establishment when he said:

*Setting up of BEAM was a noble idea to plug these gaps that exist between the rich and poor. However, the funds do not always become available from government because of constricted fiscal capacity. Setting up schools in remote and marginalised areas of the country means that education is accessible to all and the government sends qualified teachers to these schools. Provision of textbooks through the ETF to all schools irrespective of location or status was a major milestone in funding.*

Allowing second chances to receive formal education by government caters for the vulnerable in society as many of them drop out due to lack of funds argued Mr Madz. Awareness campaigns and workshops undertaken by NGOs and partners on improving the status of girls have brought the plight of the vulnerable to the public authorities. With the assistance of NGOs, the government introduced the school feeding programme where all Early Childhood Development learners and infants are given lunch at school. Parents are now meeting the costs as there is no longer donor funding.

Students who fall pregnant are given maternity leave and are allowed to come back to school to continue with their education after giving birth. Non-formal education was introduced for the vulnerable in society who did not have a chance to go to school for whatever reason. To ensure transparency with regard to beneficiaries, meetings are held with the leadership in the community and the members in the community and the school. This should ensure that beneficiaries of BEAM funding are appropriately selected.



#### **5.4.4.6 The impact of the current funding system on the school operation**

A number of challenges were highlighted by education officials in the focus group sessions.

It was highlighted that schools with parents who pay fees and levies tend to do far better than those whose parents are reluctant to pay fees or levies. Schools use their levies and fees for procurement of teaching and learning materials, although some materials are more expensive than others. Those schools which are underfunded affect quality services delivery. They impact negatively because funds are not paid in time for example, the BEAM funds.

The impact of the current school funding system was captured in the words of Mrs Muny, who said:

*Schools find it difficult to operate without the necessary support. In some rural areas, children fail to participate in key curriculum aspects like sports fixtures due to lack of financial resources to hire transport. This is where you find learners walking long distances to go and participate in sporting activities and they perform badly due to fatigue. Other subjects which need to be taught practically will only be taught theoretically due to lack of support materials.*

Lack of funds cripples operation of schools and it denies children opportunities to learn. Mr Njik said:

*The current funding system impacts negatively on the standards in schools. A good example is the replacement of teachers who have gone on leave. If a teacher takes a vacation, maternity or sick leave, teachers are not replaced.*

This is so purely for financial reasons as government funds are unavailable to pay the substitute teachers. Learners go for weeks and months without teachers and obviously that has a direct negative bearing on the students' performance. The impact is that desired outcomes are compromised. The system then produces half-educated students, especially in learning areas where equipment should be used. In addition, some learning concepts are not covered owing to a lack of equipment needed in that special area.

Mrs Muus highlighted that BEAM and the grant system are fraught with challenges:

*Money does not always come when desperately needed in schools. This has negatively affected the functioning of schools. It is impacting negatively on the development and planning when funds promised for orphans and vulnerable children are not disbursed, but learners continue coming to the school. The question to ask is whose resources they will be using.*

Nevertheless, availability of infrastructure in schools has improved in the past years, for example, most schools now have adequate classrooms. Most schools have adequate textbooks which were funded through ETF. However, with the new curriculum introduced in 2015–2016, there is need for new textbooks.

Funding from any source enables schools to embrace the new curriculum through procurement of teaching and learning materials, purchasing ICT equipment and refurbishment of computer science laboratories. Despite poor funding Mr Mude said that “Schools are making use of the limited funds to enable their schools function even though it is at a slow pace”. Because of limited resources, schools are facing challenges in providing all the necessary equipment, materials and infrastructure for learners. With regard to the new curriculum, limited funding has negatively affected the morale of teachers and learners.

Most of the fees are not being paid because most of the parents are unemployed. Those who are working are not getting the money to pay fees.

## **5.5 OBSERVATION DATA**

In the schools which were visited to interview school principals, the researcher made various observations to ascertain whether there appeared to be adequate funding in the schools. Key indicators of availability or lack of funds were observed as follows: learner numbers in different classes, availability of specialised rooms, availability of an administration block, availability of teachers’ residences, conditions of buildings, use of technology in the classroom, availability of internet, availability of ablution blocks, teaching and learning materials, availability of classrooms, and facilities for curriculum activities.

### **5.5.1 Learner numbers and specialised classrooms**

Government has allocated standard learner numbers per teacher for the different levels of the education system. The teacher–pupil ratio as per government specification is 1:32 in the primary school, while in the secondary school it is 1:33 for junior secondary (Forms 1 and 2), for senior secondary (Forms 3 and 4) it is 1:30, and for Advanced level (Forms 5 and 6), the ratio is 1:20. In the case of practical subjects it is 1:100. These ratios are affected if teachers go on leave and school principals have to allocate learners to the available staff to allow learning to take place. The current position with government is that it does not have enough money to pay for relief teachers in place of a teacher who goes on leave. This can be seen as a way to save government resources which are deeply depleted, although it is detrimental to the national education system. In one school which the researcher visited, it was observed that there were more than 45 students in the Form 2 classroom for one teacher. It was almost impossible for the teacher to give individual attention to the learners in the 30-minute lesson.

Of the seven specialised rooms cited in the study (Home Economics, Geography, Library, Building Studies, Agriculture, Engineering and Graphs Design), there was an average of three specialised rooms available in each school. This presents a bleak situation if technical and practical skills are to be meaningfully taught and transferrable skills are to be passed to the learners.

### **5.5.2 Administration block, teacher residences, buildings**

All the schools observed had administration blocks, with the exception of one which had a small house used as an office. This allows schools to run their operations in one building. It makes the coordination of school activities better to allow school authorities to liaise with each other in a designated place and make strategies to run the school.

In most rural schools, teachers reside at the schools. Accommodation is provided by the respective schools for their teachers. In the urban areas, teachers must find their own accommodation. With availability of many residential facilities, teachers are expected to rent their own accommodation, which is not applicable to rural schools where there are no houses to rent.

In the schools observed, all the schools had adequate teachers' residence owing to commuting of teacher to town and nearby urban settlements. In schools close to towns, teachers preferred commuting from their urban homes which then made accommodation available for those who would want to be accommodated at the school. Owing to inadequate funds, schools were not able to improve the conditions of the teacher's houses, to include for example, installation of electricity and piped water. However, strides were being made to ensure that teachers residences were good enough to attract teachers to teach in rural areas.

The condition of the buildings was generally good. However, nearly all the buildings need maintenance. What was observed was that the paint was fading, there were cracks in walls, and windowpanes were broken and needed replacement as attested to by one school principal, Mr Brown in Mutasa district, who had counted 195 broken windows in the whole school. This was said to be as a result of mismanagement of the school where the situation had been left unattended for too long instead of making whoever broke the windows responsible for replacing them.

Some of the buildings were incomplete, for example, libraries and ICT rooms did not have tables or appropriate electrical fittings. Some classrooms were without doors though they were being used. This was the result of the unavailability of funds to address all that was missing in the schools. In a focus interview group with education officials in Mutare, Mr Nji said that this has an impact on learners who shy away from such poor schools and opt for better ones far away from their homes, where they would look for accommodation in nearby business centres and open themselves to possible abuse, especially the girls.

### **5.5.3 Technology and internet availability**

Of the six schools observed, only two schools were using technology in the classrooms. However, efforts were said to be currently underway to bring technology into the classrooms, as this was perceived to be the best way to encourage students to learn more effectively. Smart boards and overhead projectors were used in the two schools mentioned above.

Only three of the six schools had internet available at school. This would make it difficult for students to do research, especially for those pursuing their A and O Level

studies. In the digital information age which is ever-changing, access to the internet is critical for students. In one school which was visited, students were observed huddled near the administration block where they could access Wi-Fi. This suggested that internet was only available for the school at one limited location.

#### **5.5.4 Ablution blocks, teaching and learning materials**

Most of the schools observed were still using Blair toilets. These are toilets which do not use running water. The number of toilets available was adequate, although more were still required. It was observed that some of the toilets were filling up and needed to be replaced; however, owing to financial constraints, construction of new toilet blocks was not prioritised given other pressing needs in the school.

Adequate textbooks overall in languages, humanities, sciences, commercial, technical and vocational subjects were available in the schools which the researcher visited. The textbook to pupil ratio was 1:1 in some subjects such as languages. According to one school principal, Mr Gom, this was the result of textbooks having been distributed through the ETF. This was made possible through partnership with NGOs who invested funds in teaching and learning materials, and procured materials in schools.

It was observed however, that for particular subjects in the humanities (such as History and Geography) and in commerce (Accounting, Economics and Commerce), textbooks were not in adequate supply as the EFT did not provide for textbooks in these areas. Additionally, it was noted that there were insufficient textbooks for the incoming learners because of an increase in enrolment numbers.

Although core subjects had been catered for through the EFT, these were no longer relevant for the new curriculum implemented by government in 2015–2016. Thus, these books had become obsolete, creating another void in schools for textbooks in both core and non-core subjects. This raised the level of financial resources needed to procure textbooks as well as teaching and learning materials for the new curriculum ushered in by the outgoing Minister of Primary and Secondary Education, Dr Lazarus Dokora. In the schools visited, principals showed their frustration with the new curriculum which was very demanding given their financial constraints.

### **5.5.5 Availability of classrooms and extra-curricular facilities**

In the schools visited, students from different levels were allocated specific classrooms. The classrooms were meant for a particular group of learners. In one school visited for observation, Form 1 and 2 students only had two classroom blocks which were not adequate. In this level (junior secondary), students in this particular school had 60 students in one classroom. The principal pointed out that they did not have enough money to budget for another classroom block to accommodate the learners.

It was also observed in the schools visited, as previously noted, that there were adequate classrooms but a lack of specialised classrooms, particularly Physical Science laboratories for A Level learner. This questions the availability of funds in the school to set up the needed classrooms, given that they are expensive to establish.

Of the seven extra-curricular facilities cited in this study for observation (hockey, soccer, netball, basketball, rugby, tennis and cricket) there was an average of three facilities available in the schools visited. This suggests that learners were not given an opportunity to enjoy and learn the different sporting disciplines. However, one of the schools had alternative sporting facilities for volleyball and they used the soccer fields for handball.

## **5.6 DOCUMENT ANALYSIS**

Obtaining documentary evidence from the different departments regarding funding of secondary education was challenging, as many officials were sceptical about what the information was to be used for. Information obtained from the documents confirmed certain pieces of information regarding lack of funds for schools.

There are a number of ministries which are linked to the Education Department of the Zimbabwean government. The link is to ensure that children who are under the care of schools are well looked after and provided for. The ministries are those of Labour and Social Welfare and Finance and Economic Development.

The documents obtained for analysis from MPSE were the following:

- The Administration and Finance Circular Minute No: 6 of 1994,

- Statutory Instrument 87 of 1992 [Act, 5/87] Education (School Development Committees) (Non-Government Schools) Regulations 1992,
- Simplified Operational Accounting Manual for Non-Government Schools,
- Report of the Presidential Inquiry into Education and Training,
- Schools Improvement Grants-Revised Eligibility Criteria 2017,
- MPSE, Education Sector Strategic Plan 2016–2020.

Additionally, the BEAM Manual, a document which is the collaboration of the MPSE and Ministry of Public Service, Labour and Social Welfare was obtained from the Ministry of Public Service, Labour and Social Welfare while the Public Finance Act document and the budget statement was obtained from the Ministry of Finance and Economic Development. The different documents analysed will be discussed in following section.

### **5.6.1 Ministry of Primary and Secondary Education (MPSE)**

#### ***5.6.1.1 Policy on financing of secondary education***

In Zimbabwe, teaching and non-teaching staff in government, church and community schools fall under the Ministry of Public Service Commission. Conditions of employment fall under the ambit of this department. Therefore, remuneration of education personnel comes from government. The biggest chunk of funds which come from government goes towards salaries (93%) while 7% goes to non-salary inputs (Report of the Presidential Inquiry into Education and Training, 1999). In the Zimbabwe Public Finance Act, different ministries request a vote for their departments in line with the budgets created from their departments from the Ministry of Finance and Economic Development. However, the Ministry of Finance allocates budgets as it sees fit and not the exact figures needed by different ministries. The MPSE will then allocate funds province by province as it sees fit.

At school level, education funding is available from a number of sources which are the national budget, parents (as fees and as levies), communities and other funds. Districts and provinces accrue funds from the Better Schools Programme Zimbabwe (MPSE, Education Sector Strategic Plan 2016–2020). Funds from the programme are used by the education officials at district and provincial level for travel and subsistence when they supervise schools. The Better Schools Programme Zimbabwe funds are dependent on availability of funds from schools, which at times may compromise the

system when schools do not remit to this programme when fees and levies are not paid.

### **5.6.1.2 Capital funding for secondary education**

Capital funding is the fund which spearheads an initiative, be it a business operation or a social entity. Prior to independence, more funding was directed to white schools which had better facilities for teaching and learning – while in black schools, the allocation was marginal. The perception was that in black schools, there was no need to give out huge sums of money because learners were not meant to pursue further education. Instead they were going to be handymen serving the white community. At independence, government spent huge sums of money to establish schools within reach of many communities which were marginalised in the previous administration. This came at a huge cost to the state's purse (Zvobgo, 1999). Government provided building materials such as doors, doorframes, and roofing materials while local people provided labour and bricks. Building grants were provided in phases to complete classroom blocks, libraries, administration blocks and laboratories. The same applied to construction of teachers' accommodation. The grants cited above have now been discontinued. The SIG is offered to schools upon submission of a budget and depending on how financially strained the schools are. The fund is meant to address the most basic needs in order to meet minimum school functionality criteria (SIGs-Revised Eligibility Criteria, 2017). The fund is a joint effort of the MPSE and UNICEF. It should be seen to augment schools in meeting the school development plans.

### **5.6.1.3 Per capita grant**

Per capita grants were paid by government to schools to enable them to buy teaching and learning materials. This fund was calculated based on the enrolment of the individual schools. Based on figures which schools received, government embarked on an automatic promotion policy. Automatic promotion means that learners were allowed to progress into the next grade or form regardless of achieving set standards on assessments. Government would avoid paying twice or more for a learner who would fail a particular academic year and thereby save financial resources. However, per capita grant funds were last disbursed in 2012 owing to the general economic difficulty that the government was facing while the BEAM funds were last disbursed in



2014 for the same reasons. This compromised the availability of teaching and learning materials which were supposed to be catered for through this fund.

Per capita grant has since been discontinued and replaced with SIG. Funds from SIG fund procures teaching and facilitation materials approved by the MPSE such as Science kits and laboratory supplies, textbooks. Software for teaching and learning for special needs schools with special resources units, adapted toilets and hand-washing units for special needs pupils (SIGs-Revised Eligibility Criteria, 2017).

#### ***5.6.1.4 Targeted funding for vulnerable and orphaned children***

The MPSE has always been concerned about the vulnerable in society. Thus, it put in place policies to try to protect such people. One policy which was significant was ensuring that those who could not afford school fees should not be sent home. Mass education made education free to all as was pronounced in the ZANU PF 1980 election manifesto that was translated into the Education Act, 1987. However, this was repealed when learners were made to pay school fees as pronounced in the Education Act 1990 and 1992. School development committees were established to oversee the governance of schools.

The Social Development Fund was created in the 1990s to ensure that children whose parents were retrenched through the government ESAP were assisted with fees. BEAM was established in the year 2000 which replaced Social Development Fund but assumed more or less the same role as the former. Donor organisations put money together to cushion people affected by ESAP, by paying fees and giving health care to the vulnerable. However, BEAM seems to have been struggling to meet the demand of the huge number of learners needing assistance. Those on the programme cannot be dismissed from school due to non-payment of BEAM. Instead schools should find ways to deal with parents who cannot pay. MPSE also put in place a policy of increasing of fees which does not compromise the vulnerable. In an annual general meeting, parents are required to review school budgets and approve the budgets which translate to increase of fees (Ministry of Education Sports and Culture, 2002). Three-quarters of the parents should agree to increase fees which will be presented to the provincial office for approval. For the fees to be approved, fee increases must be within the 10% of the consumer price index. A well-crafted contingent plan is required to be presented to the provincial office on how to deal with indigent parents.

This would ensure that the vulnerable were not disadvantaged in accessing secondary education.

While it is government policy not to exclude children from poor households who cannot afford fees, there is evidence of many of them not being allowed to write final examinations or attend classes. Costs of books, uniforms, transport to school and food prevented them from remaining in school (Zimbabwe Public Expenditure Notes, 2011). This will eventually compromise the capacity of the country to create human capital that would bring about sustainable development in the country.

#### ***5.6.1.5 Teaching and learning materials***

The Curriculum Development Unit in the MPSE has been providing teaching and learning materials for both primary and secondary schools in Zimbabwe. The challenge in its continued production of these materials was that it did not receive a direct budget from the MPSE, and this worsened when donors stopped funding the unit (Report of the Presidential Inquiry into Education and Training, 1999).

Schools are expected to buy teaching and learning materials from fees and levies charged on learners (Report of the Presidential Inquiry into Education and Training, 1999). However, with partnerships with donor organisations and the establishment of ETF in 2010, teaching and learning materials were made available to schools. Per capita grants which have not been paid since 2012 were intended to buy tuition materials; this was replaced by SIG. SIG provides funding to selected schools for teaching and learning materials for mainstream and special needs schools just to satisfy basic functionality of schools (SIGs-Revised Eligibility Criteria, 2017). If it is a selection of schools, it suggests that others will lag behind in teaching and learning materials and because the materials provided are basic it means that they will not be able to address the aspect of quality and this is because of inadequate funds.

#### ***5.6.1.6 Infrastructure funding***

Infrastructure funding from the MPSE should strengthen the capacity of schools to ensure that there is proper infrastructure in schools (Report of the Presidential Inquiry into Education and Training, 1999). From the 1980s to the early 1990s, the Ministry of Education was able to give schools building grants that were earmarked for a specific phase that the school was in. The grants were for classroom blocks, libraries,

laboratories and teachers' accommodation. The disbursement of funds was similar to the Australian system where funds were given out to meet a particular need. This would ensure that money given to schools would be used for a particular purpose while the Education Buildings Officer stationed at the provincial office would play an oversight role in ensuring that the buildings were constructed to standard.

The discontinuation of the building grants that was meant for infrastructure development in schools has seen the introduction of SIG in 2010 which targets rural primary and secondary satellite schools, and those affected by natural disasters or those who seriously lacked resources, were selected for refurbishment. However, it is not made available to all schools which is a major challenge to schools. Schools with less than \$15 000 annual levy collection were earmarked to benefit from the SIG funds.

The fund is available for immediate needs in the various schools. The idea of the Ministry in creating this fund was to avoid sketchy assistance for schools which would not go a long way in addressing infrastructure development. In this regard, assistance is provided which ensures that significant help is provided, as opposed to the previous grants which were thinly spread over all schools with minimal effect on them. One of the weaknesses is that this fund targets satellite schools and those damaged by natural disasters. While it remains a noble idea to fund schools that desperately need funding (for example, when roofs are blown away by storms), schools which also need assistance may not get funding since they do not meet the above criteria. The question to pose is whether the schools which need assistance are all covered and whether the funds are available for this purpose. In the document "Education Sector Strategic Plan 2016–2020", secondary schools had a huge deficit of classroom blocks in 2014 and as a result, there are two learning sessions in some urban schools (6.6% in primary schools and 20.6% in secondary schools) to allow all children to access education.

#### ***5.6.1.7 Learner support assistance***

The MPSE has minimal support for students in the form of special needs teachers who are, however, more predominantly stationed in primary schools. However, at district level in the ministry there are education officials who are meant to give support to teachers who are teaching students with disabilities. These are education psychologists and special needs specialists who are able to give advice to teachers to handle physically challenged students and those with learning disabilities. With

urbanisation and the impact of the family dislocation due to the economic destabilisation of the economy, more teachers with special needs training should be engaged so that they assist can learners who may be affected.

In the Report of the Presidential Inquiry into Education and Training, there is no vote for special needs education by government. Its budget is lumped together with the Schools Psychological Services. This arm of the Ministry gives support to teachers in handling learners with special needs. According to the document “School Improvement Grants-Revised Eligibility Criteria 2017”, funds are provided for teaching and learning materials for special needs learners. This includes software for teaching and learning for special needs students which are placed only in specified schools called Special Education Resource Units.

#### ***5.6.1.8 Budget allocations in Ministry of Primary and Secondary Education (MPSE)***

The bulk of the budget for the MPSE goes to salaries for educational personnel while a third of the budget is spent on administrative costs for the department. In the document “Zimbabwe Public Expenditure Notes, 2011” the MPSE was allocated \$292.2 million in 2010, \$469 million in 2011, \$564.1 million in 2012 and \$630.6 million in 2013. In 2015, 98% of the budget went to salaries of education personnel, 2% to capital budget (Education Sector Strategic Plan 2016–2020), which is hardly enough to make significant impact on the quality of education.

#### ***5.6.1.9 Partnerships and donor funding***

At independence in 1980, the Zimbabwean government received overwhelming support from the donor community in the provision of educational materials in both disadvantaged and newly established schools. Donors were instrumental in the construction of classroom blocks, teachers’ houses and libraries. The donor community assisted in establishing vegetable gardens for the vulnerable in the rural communities. This would ensure that healthy food was available, which addressed some of the health needs of the communities. In the Report of the Presidential Inquiry into Education and Training, partnership was also most welcomed in the late 1990s when there was economic constraint on part of government which led to the discontinuation of grant-in-aid to schools such as building, boarding and tuition grants in 1999.

In 2010, a call by government on NGOs to pool resources, under the leadership of Senator David Coltart, the then Minister of Education in the Government of National Unity saw overwhelming response by NGOs. In 2010, the establishment of the ETF that later was transformed to the EDF was a major milestone in ensuring that schools had basic teaching and learning materials. As indicated in the document “Education Sector Strategic Plan 2016–2020”, the EDF focus was the revitalisation of the education sector by assisting the MPSE to realise its objectives of achieving universal and equitable access to quality educational services for all Zimbabwean children.

The donor partners that answer the call of the minister, contributing to the EDF are: Finland, Germany, Norway, Sweden, the United Kingdom, the European Union. UNICEF served as the fund manager and provided technical assistance for programme implementation.

## **5.6.2 Ministry of Labour and Social Welfare Services**

The Ministry of Public Service, Labour and Social Welfare is directly responsible for the social welfare for the Zimbabwean citizens. It takes into account the vulnerable members of society and ensures it takes care of them. This brings in the orphans and vulnerable children whose parents cannot afford school fees who were assisted by this ministry in accessing education through BEAM. The documents for analysis is “Basic Assistance Module (BEAM) Operational Manual 2016”.

### ***5.6.2.1 Policy document on funding vulnerable children***

BEAM was established in 2000 as a major component of Zimbabwe’s Enhanced Social Protection Programme. This entity provided school fees, levies and examination fees to orphans and vulnerable children (Ministry of Public Service, Labour and Social Welfare and MPSE, 2016). The threats arising from poverty, labour market vulnerabilities and human capital development losses, especially for children, were taken care of by government and its development partners. However, BEAM does not take all the responsibilities and obligations of parents or guardians to provide children’s education. This suggests that parents or guardians have a part to play in augmenting the efforts of BEAM. While the Ministry of Public Service, Labour and Social Welfare ensures the implementation of BEAM, the MPSE benefits from BEAM funds. The

Ministry of Finance and Economic Development has the responsibility to fund BEAM and auditing the funds is done by the Auditor General's Office (Ministry of Public Service, Labour and Social Welfare and MPSE, 2016).

BEAM's aim is to ensure that it reduces the number of children dropping out from school due to being in poor households that cannot afford school fees. It ensures that those who cannot go to school for economic reasons are assisted. The target group is those in the age group 4–19 years who are identified as “poor” by their community selection committee (CSC) and those in special needs schools. The question to be asked is whether those who deserve to be selected are being assisted by the BEAM funds. Policies on monitoring of BEAM funds are in place, but there is a question over whether the office of the Auditor General is properly auditing funds disbursed in schools. State and non-state funding of education is expected to be directed through the BEAM fund and NGOs draw their beneficiaries from the BEAM master list. This is aimed at avoiding duplication of funding of the same beneficiaries. Where non-state organisations' selection criteria for beneficiaries overlap that for BEAM, they may take 40% of the beneficiaries from the BEAM master list.

#### ***5.6.2.2 Framework for Basic Assistance Module***

In the late 1990s, the government of Zimbabwe had to ensure those who were retrenched through ESAP were financially assisted by Social Development Fund. The fund gave financial assistance to families whose income was not forthcoming because the IMF ESAP programme. In 2000, this fund was renamed BEAM, which was more encompassing to address a number of financial gaps created by retrenchments, drought, those who could not afford health services or school fees and levies for the orphans and vulnerable children.

#### ***5.6.2.3 Social workers and the identification of orphans and vulnerable children***

The responsibility for identification of orphans and vulnerable children and those who should be assisted by BEAM who are deemed “poor” rests with the CSC. Before fees and levies are paid for the beneficiaries for BEAM, beneficiaries are subjected to a proxy means test by the District Social Services officers. This enables the officers to ensure that they are assisting the correct people. In the selection process there are

major loopholes where those who do not deserve to be selected are identified leaving out the most vulnerable.

#### **5.6.2.4 Dealing with victims of retrenchments and HIV/AIDS parents and children**

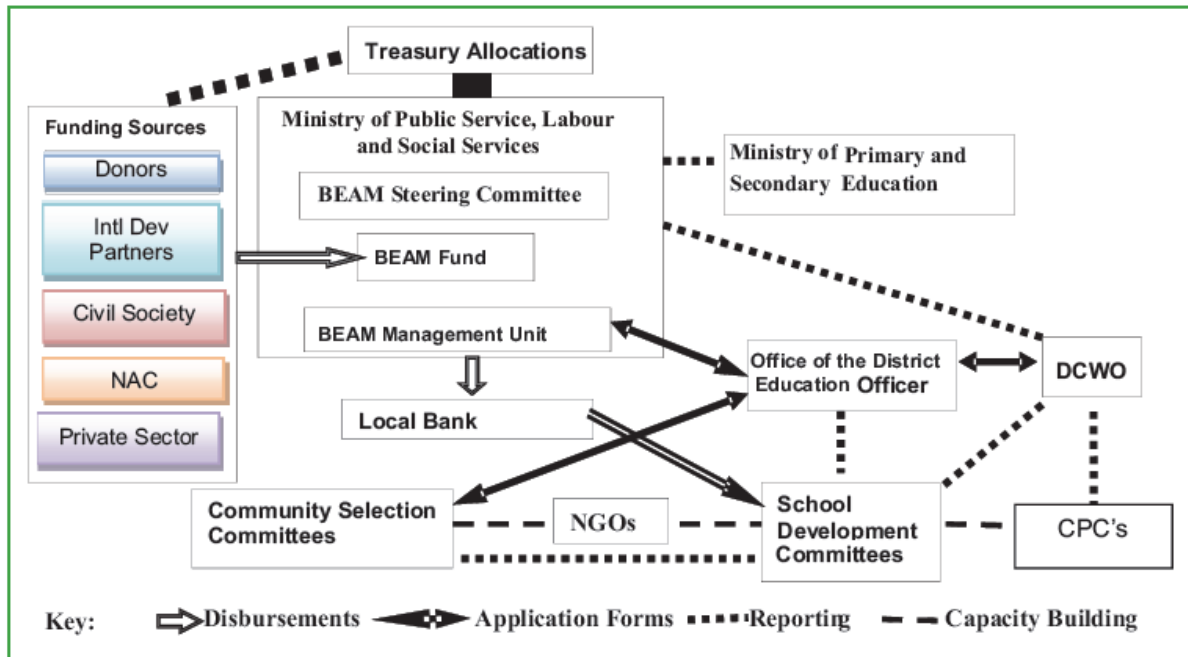
The criteria for BEAM beneficiaries are as follows:

- Dropouts from school due to poverty;
- School records of children's previous failure to pay fees and levies due to poverty;
- Source of income and health status of the breadwinner;
- Orphan status of the would-be beneficiaries;
- Household asset ownership of the guardian or parents of possible beneficiaries.

Those who would have been retrenched will not obviously have a steady income to send children to school and those who are challenged health-wise will be assisted to give their children access to education. The income and assets of the individuals are important factors that allow the CSC to make decisions about who qualifies as a beneficiary. Child-headed families with HIV or others sicknesses definitely must be considered. What needs to be understood is whether the policy is being properly implemented by the CSC. There seems to be a contradiction between what came from the interviews as to the reasons why BEAM is not managing to fund its beneficiaries. The main reason attached given was that of corruption where the genuine beneficiaries for the BEAM fund are sidelined by the CSC in favour of its families' members and friends who can afford to pay school fees and levies. This is a drawback in terms of advancing the view of providing education for those who cannot afford fees and levies which will compromise the development of human capital in the long run and, in turn, affect sustainable development in the country.

#### **5.6.2.5 Budgets for orphans and vulnerable children**

The funding for BEAM is represented in Figure 5.1. BEAM funds come from donors, international development partners, civil society, National AIDS Council and the private sector.



**Figure 5.1: BEAM funds and information flow**

Source: Ministry of Public Service, Labour and Social Welfare and MPSE (2016:8)

Once BEAM funds are collected, they are then allocated to provinces, districts and schools based on the poverty and vulnerability model. Calculations are based on poverty level data that is obtained from the Zimbabwe Statistics Agency (Ministry of Public Service, Labour and Social Welfare and MPSE, 2016). The provinces and districts with the highest poverty and vulnerability rates receive the highest amounts while the lowest on the poverty scale and vulnerability receive the least funding.

However, it seems that in the process, those who are less poor and vulnerable may be overlooked and those who should benefit may be sidelined. Allocations within each school or community are 60% for primary schools and 40% for secondary schools. Publication of figures is made available to the public which may not give complete information as to how the beneficiaries are selected outside the scope of the CSC.

The major limitation for BEAM in payment of fees to its beneficiaries is that it does not cover examination fees for all the subjects which the learner wants to write. Instead, it only pays for six subjects and one practical subject. The fund does not cater for uniforms and learning materials. Food and nutritional needs for the orphans and vulnerable children in and out of school are not catered for. This means that students may still stay away from school if they do not have food.



### 5.6.3 Ministry of Finance and Economic Development

#### 5.6.3.1 Policy of funding for secondary education

The Ministry of Finance and Economic Development disburses funds to all ministries in the country which includes the MPSE. Fund provided are for budgets provided by the ministry. Funds are made available for salaries and administration cost of ministry officials and grants. It is also responsible for providing funds for BEAM as shown in Table 5.29. In the 2016 financial year, BEAM received the following funding for Manicaland province.

**Table 5.29: 2016 BEAM budget allocations – Manicaland province**

Source: MPSE (2016)

District	Number of Schools	Primary budget \$	Number of schools	Secondary budget \$	Totals \$
Buhera	140	119 432	140	105 697	225 129
Chimanimani	74	58 392	74	51 676	110 068
Chipinge	125	50 437	125	133 133	183 570
Makoni	178	118 168	178	104 581	222 749
Mutare	156	149 997	156	132 750	282 747
Mutasa	86	66 418	86	58 776	125 194
Nyanga	85	55 907	85	49 478	105 385
TOTALS	844	618 751	844	636 091	1 254 842

In Table 5.29, the poorest districts received the highest BEAM funds as in the case of Buhera district which was paid \$225 129. Mutare district received the highest amount of \$282 747 mainly because of the number of schools there. Although it has a number of schools in the urban area where poverty levels are better, the bulk of schools are in the rural areas. Nyanga is the poorest of the districts; it received \$105 385 based on the number of schools there. It has the least number of schools.

### 5.6.3.2 Funds disbursed in the last five years to secondary education

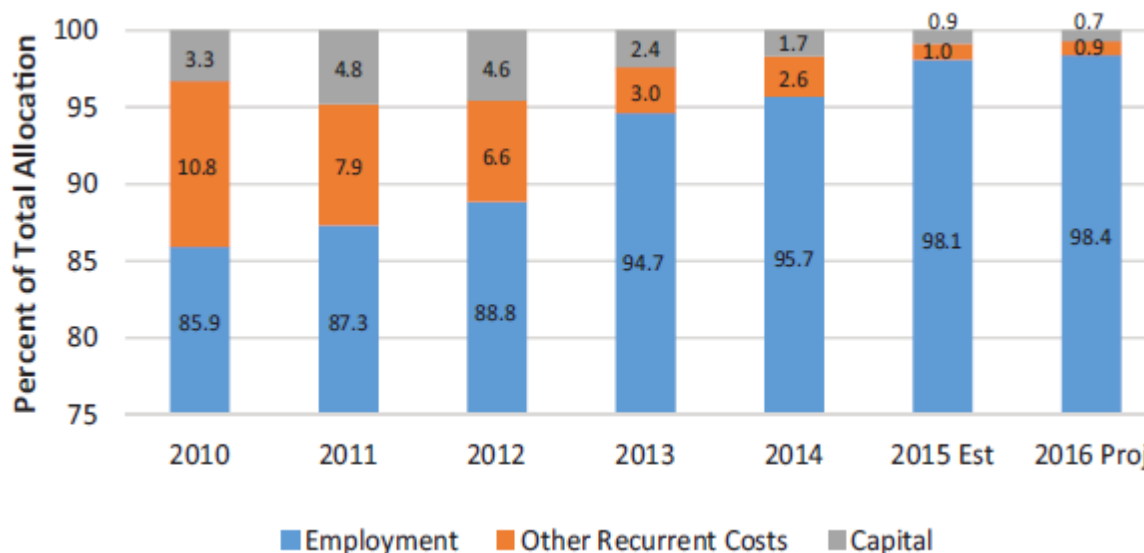
Information on funds disbursed to the MPSE is rather sketchy. It is a security item that is the purview of a selected few in the top echelons of the Ministry. Information that was made available to the researcher was as shown in Table 5.30. This shows the salaries for education personnel and operational and administrative costs as a percentage (disbursed funds) for the Ministry officials and schools.

**Table 5.30: Disbursement of funds to secondary education: average government expenditure per student 2012–2014**

Source: Various MPSE budget statements

Year	Salaries in \$		Recurrent	Capital	Administrative cost	Total \$
	Teaching	Non-teaching				
2010						626 609
2011						1015 469
2012	261 634	843				270 944
2013	292 551	821				304 562
2014	321 506	877	1017	797	6314	321 511

Figure 5.2 below shows the trends in the allocation of funds in the MPSE. As shown in the figure, most of the money allocated to the MPSE is spent on salaries, while capital expenditure and recurring expenditure has an insignificant allocation in the years 2010–2016. This has a bearing on the allocation of teaching and learning resources ultimately that compromises teaching and learning in schools.



**Figure 5.2: Trends in composition of education allocations**

Source: MPSE (2016)

The projected budget for 2016 on salaries was 98.4%, which leaves an insignificant 1.6% for the recurring and capital expenditure which cannot do anything significant in schools.

### **5.6.3.3 Monitoring tools used for disbursed funds**

Monitoring tools are important to ensure that whatever programmes are put into place are being implemented as desired. In the event of disbursement of BEAM funds, MPSE has a tool to monitor the use of funds. Officers at the district office are expected to check the use of these funds to ensure compliance. However, the funds may be used for other purposes and the auditors may be shown receipts for items not bought for the school. Acts of corruption of this nature are on the rise as suggested by one school principal, Mr Chir, during his interview with the researcher. He pointed out that his colleagues used all the money given out for BEAM and then he later asked a friend who supplies school materials to raise invoices for goods not supplied by the organisation. This requires the establishment of knowledgeable SDCs who can play a proper oversight role in the management of the school, checking on invoices paid out for school goods and physically seeing the purchased goods.

The district accounting officers and auditors may see the paperwork for the paid items while some of the purchased goods may have been used at the time of their visit to schools. Financial prudence by the SDC when they check financial transactions would ensure compliance by school authorities.

#### ***5.6.3.4 Sustainable developments through funding***

Sustainable development of a country is realised through sound education. Skills learnt in the different levels of the education system will enable the recipients of the education to engage in productive activities which bring about development in a country. In the event that students do not receive funding to pursue their education, their chances of learning and acquiring skills are slim and they would not be able to contribute meaningfully to economic development in the country. Funding for secondary education empowers students to be skilled in various areas such as in health matters that will enable them to live longer by avoiding engaging in risky behaviour that will endanger their lives. Health education in secondary education helps students to avoid sexual activities that will endanger their lives. Health lifestyles will enable people to remain healthy and ensure longevity.

Education is still deemed as the engine for economic development in Zimbabwe and elsewhere in the world. In the speech delivered for the 2017 national budget, the Minister of Finance and Economic Development 2016, Patrick Chinamasa, justified the allocation to the MPSE by stating that investment in education is a key poverty reduction strategy, as well as a vehicle for producing a skilled and capable workforce, which spoke to the theme of the budget: “Pushing Production Frontiers Across All Sectors of the Economy”. Sustainable funding of secondary education is central in articulating development in all aspects of the Zimbabwean economy. Thus, not funding education is suicidal in the long run as there will be a shortage of skilled human resources.

#### ***5.6.3.5 Foreign funding towards education***

A number of organisations are currently funding secondary education as observed in Manicaland province where crucial information on this study was obtained. Although some of the organisations are locally based, they receive funding from foreign institutions. The main NGOs involved in the three districts which were singled out for this study were: Family AIDS Caring Trust, Plan International, Diocese of Mutare Community Care Programme, Simukai, the National AIDS Council and UNICEF.

The policy of government is that funds from foreign organisations have to be channelled through the government. This was against a backdrop of foreign organisations pouring huge sums of money into education during the Government of

National Unity in 2008, where the key ministries of Education and Finance were in the hands of the opposition movement. To prevent a possible regime change, such funding measures were to be streamlined according to government specifications.

ETF, a donor-funded organisation which later became the EDF, administered by UNICEF on behalf of donor organisations, has played a pivotal role in making teaching and learning materials available in Zimbabwean schools since 2010. Government's financial resources would not make a difference in terms of the provision of education had it not been for the availability of foreign funding. The following has been the contribution from different foreign organisations towards EDF in 2010 as shown in Table 5.31.

**Table 5.31: Foreign funding for Ministry of Primary and Secondary Education (MPSE)**

Donor	Budget (donor currency)	Grant expiry date
UNICEF	\$ 400 000	31.12.2017
United Kingdom	£2 4000 000	31.03.2018
Germany	€14 000 000	06.12.2018
Global Partnership for Education	£20 584 958	31.12.2019

Given the numbers of learners who need help from BEAM and the delay in disbursement of these funds from the relevant ministry, this poses a huge challenge for schools to procure teaching and learning materials for learners, and in particular, textbooks. In the observations made by the researcher, schools visited were very appreciative of the help received from EDF in the disbursement of textbooks. The ratios for textbooks are in most cases 1:1. However, with the new curriculum, the shortage of textbooks will resurface once again if there is no continued help from this fund. In some schools, owing to higher current enrolment than anticipated, shortages were noted too. This would compromise the quality of teaching and learning in schools

and will affect skill acquisition which will affect sustainable development in the country ultimately.

#### **5.6.4 Non-governmental organisations (NGOs)**

The role played by NGOs in the provision of secondary education can never be overestimated, given the financial resources availability in the country today. As stated in the previous section above, NGOS are instrumental in augmenting effort of government in assisting orphans and vulnerable children in accessing education. As streamlined in the BEAM manual, NGOs may assist in aspects which are not addressed by the BEAM fund, while taking 40% of the beneficiaries from the BEAM master list.

This will enable orphans and vulnerable children to access education once their different needs are provided for. Payment of fees and levies for the child may only allow the child to be in school, while the child is battling to have enough food, transport money to go to school, and stationery to use at school. The leeway provided for by government in the funding system would allow NGOs to give a holistic form of assistance to the needy children. However, this may not be as inclusive as possible because children may need different forms of assistance depending on their background and environment.

##### ***5.6.4.1 Policy for funding schools***

The policy for funding schools starts from entry into an MOU between the MPSE and the NGO in question as stated in the document “Code of Procedure for the Registration and Operations of Non-Governmental Organisations in Zimbabwe”. NGOs sign MOUs with government when they want to fund primary or secondary education. NGOs are encouraged to get a memorandum of agreement in order to be accepted for involvement with the schools.

Donors have to be vetted by government to ensure that what they claim to do in schools is what they will do. To avoid allegiance of the teachers to NGOs, even when they hold workshops they are not allowed by MPSE to be remunerated because they are on a government payroll, despite their plight of being poorly remunerated. The processes to get clearance from government in order to fund education are reported

by some NGOs as very cumbersome. It does not encourage NGOs who wish to assist. This reduces the possible revenues which could flow into government in the funding of school.

#### **5.6.4.2 Budgets for school funding**

Different NGOs have their own budgets for funding of secondary education. However, an issue of funds is not easy to disclose, even when it is meant for academic purposes. The researcher managed to obtain documents from one NGO, Simukai based in Mutare which was keen to discuss its cash flows. This organisation has strong bonds with the Christian faith. It is involved in funding primary, secondary and tertiary students. The following was the budget that it spent on fees for both primary and secondary students as shown on Table 5.32.

**Table 5.32: Simukai: primary and secondary school budget 2015–2017**

Category	Boys	Girls	Total	Total Amount
Primary	117	204	321	\$ 9 630
Secondary	123	178	301	\$18 060
Total	240	382	622	\$27 690

School fees were paid as follows: \$30.00 per child for primary school students, while secondary school received \$60.00 per student. Given the marginalisation of girls, the Simukai is also trying to address the gender imbalance given the advantage the boy child received in the past. In both the primary and secondary schools those identified for assistance were 63.6% girls in secondary school while boys were 59.1%.

Budget assistance was also channelled towards examination fees for both primary and secondary schools. This is shown in Table 5.33. It shows the number of students supported and the extent of fees paid per school per level.

**Table 5.33: Simukai: school fees assistance in 2015**

Name of school	No. of children supported	Fees paid	Examination and affiliation fees
Dora High	49	\$6 321	\$321
Matika Primary	15	\$ 675	
Mutukwa Primary	14	\$ 840	
Mhandambiri Primary	11	\$ 462	
Kuhudzayi Primary	19	\$ 855	
Total	108	\$9 153	\$321

The figures shown above are just the “tip of the iceberg”. Owing to availability of funds, these were the only students assisted by this NGO. However, specific criteria were used to assist those identified. More primary students were assisted by this NGO in comparison to secondary schools. 45.4% of the needy students were from secondary schools in 2015, while primary schools were 54.6%. This suggests funding is not sufficient in secondary schools.

From the same NGO, budgets were obtained for the year 2016 which are represented in Table 5.34.

**Table 5.34: Simukai: school fees assistance in 2016**

Name of School	No. of children supported	Fees paid per learner	Examination & affiliation fees per learner
Dora High	62	\$6 048	\$990
Matika Primary	8	\$240	\$3
Mutukwa Primary	8	\$360	\$9
Mhandambiri Primary	8	\$240	\$6
Kuhudzayi Primary	10	\$300	\$9
Mutendi High	1	\$810	



King George	2	\$1 806	\$75
St Faith High	1	\$202.50	
Elim	1	\$375	
Jairos Jiri	1	\$450	
Total	102	\$10 831.50	\$1 092

Secondary education is relatively more expensive than primary education. The money used by the few learners selected for assistance is high compared to the individual amounts paid for primary students. The amount paid in assistance to secondary students is 81.9%, while the amount paid for primary schools is 18.1% to the total number of students assisted by this organisation.

While funding of tertiary education is beyond the scope of this study, it is perhaps necessary to state that Simukai is carving a niche in this regard, in paying university fees and fees for technical and vocational education from 2012–2017 in the amount of \$404 635. For university education, they provided funding amounting to \$60 970, while in technical vocational tertiary education, funding amounted to \$343 665 for the students selected for assistance. This is going a long way to creating skills needed in the country which will contribute to the economic development of the country. Students are supported with a term allowance of \$65.00 and after completing their vocational courses, they are given a start-up kit worth \$250.00 in their various fields.

This would bring about a more encompassing form of assistance where fees are paid and a small amount for imaging expenses is paid. Although it is a small amount, it would keep the students at school because other expenses are taken care of. With the BEAM programme, when fees are paid for by the fund, some students may find it challenging to continue to remain in school when they do not have food, clothes and transport money to go to school. This is where other organisations have a role to play.

#### **5.6.4.3 Infrastructure development**

The document sources reveal that great effort is made by NGOs in infrastructure development in schools. In the NGOs operating in Manicaland province and particularly in the three districts under study, namely, Mutare, Mutasa and Makoni, considerable progress has been made so far in infrastructure development.

Contributions made by NGOs are done in varying amounts; for instance, Simukai was instrumental in the construction of Sakubva Rehabilitation Centre for \$52 000 and it was also responsible for the construction of two classroom blocks at Magarati Primary School in 2014 (\$17 446) in Nyanga district. Other NGOs operating in the three districts were instrumental in the establishment of information technology centres, libraries, teachers' houses in rural areas and specialist classrooms in the three districts.

#### ***5.6.4.4 Government conditions for NGOs in funding education***

Conditions imposed by government to NGOs are that for them to operate in schools they must have an MOU with the department. This will ensure that they comply with government requirements for assisting financially in schools. In the Government of National Unity between ZANU PF and the MDC, key ministries of Basic Education and Finance were run by opposition. Funds came into the country and the fear was that the huge financial investments from Western governments were possibly going to be used for regime change. It was suspected that some NGOs could have been posing as organisations wanting to financially assist while they had ulterior motives to mobilise people against the government. Thus, plans were put in place to ensure that these NGOs were genuinely funding education; the EDF was birthed under the leadership of UNICEF which revamped funding in terms of provision of teaching and learning materials to the extent of having a 1:1 ratio of textbooks to learners.

#### ***5.6.4.5 Beneficiaries of NGO funds***

Between 2010 and 2017, NGO A assisted 881 students with fees and catch-up lessons for those wanting to write exams, food, uniforms and transport to school. A holistic approach is necessary to ensure that learners coming from vulnerable backgrounds access education. Some NGOs have made specific contributions to some aspects rather than others. Nutritional gardens have been established in some communities to ensure that orphans have access to nutritious diets especially those whose parents have died from HIV/AIDS. In the absence of adults in the home, children are open to eating whatever food is available which may not be nutritious. This will, in turn, affect their health and cause absenteeism at school which defeats the purpose of having been assisted financially with fees, uniforms and stationery. Records in the district office show that in the early 2000s, Safire, an NGO, provided

porridge to both primary and secondary schools in the rural communities in Odzi in the Mutare district. This form of assistance helped in keeping students in schools as many were hard hit with the 1992 drought and parents who were retrenched from work through ESAP. They could neither afford fees nor food for their families. This compromised the much-needed development in the country as the children could not access education.

Provision of stationery and transport falls outside the criteria of funding for BEAM; therefore, when NGOs assist in this regard, this provides for identified learners to access secondary education and meets most of their needs. In 2012, BEAM supported about 335 000 primary school children and 60 000 secondary school children. This left out an estimated number of learners which needed assistance to 672 567 children (MESAC, 2012).

National AIDS Council of Zimbabwe which is a government entity is also assisting in mitigation of HIV/AIDS in the country, particularly among the youth of school-going age who are at secondary school. At the inception of the National AIDS Council, it was involved in provision of fees, uniforms and other materials needed by HIV/AIDS orphans but its drive has shifted to that of trying to curb the spread of the pandemic. The huge financial boost that comes through employees in Zimbabwe in the form of AIDS levy which is 3% of workers' salaries goes to this fund. It then procures medication for those affected while funding the orphans and vulnerable children in secondary education lags behind.

Table 5.35 outline the Zimbabwe education funding model and the different funding models discussed in this study from other countries.

**Table 5.35: What is known about funding in Zimbabwe and the world at large**

<b>Country</b>	<b>Funding Model</b>	<b>Characteristics</b>
Australia	1.Taxation concession	Private schools are funded through contribution from parents. The Australian government encourage funding of schools in exchange for tax reduction for individuals.
	2.Schooling resources standard model	Schools receive funding depending on an assessment for the school's capacity to raise funds which is dependent on the socioeconomic environment of the school.
	3.Student-centred funding	The student-centred funding model provided funding for learners, ensuring that all their needs are catered for. It would meet the different educational needs for learners. The socio-economic backgrounds for learners are taken into account for funding
Brazil	Bolsa Escola and Bolsa Familia	To keep learners in the school, government provided monthly grants for the poor. Funding discouraged children aged 6-15 to join the labour market on farms while generating revenue for the families.

China	1.Education saving fund	Parents paid substantial deposits into school fund which were reimbursed when their children graduated from the schools. Funds generated from the initial deposit run operation of the school.
	2.Private individual	Retired educators and intellectuals
	3.Education conglomerates model	Conglomerates used their resources to develop appropriate physical infrastructure for schools. They partnered with established institutions as a way of marketing schools.
	4.Compulsory education model	Both central and provincial government contributed funds to improve schools in poor areas. Exemption of fees for poor families while they also received an allowance.
Kenya	1.Cost-sharing funding model	In order to reduce costs on education provision Kenyan government embarked on costs sharing among parents government and NGOs.
	2.Fee-free secondary education & bursary funding model	In order to ensure successful transmission of many primary school learners into secondary education, free secondary education was introduced. Capital grant per learner was introduced to cover for tuition and other costs.
South Africa	Quintal funding model	This a funding system which classified public schools according to their wealth quintiles and based on that schools received subsidies based on their poverty levels.

Zimbabwe	1. Mass education system	Free education system where government allowed all learners who were disadvantaged by the colonial system to go back to school.
	2. Basic education assistance module	BEAM is a targeted funding for the poor, orphans, HIV Aids victims and children of those retrenched through ESAP.
	3. Cost recovery funding model	Costs in provision of education was shared between government and parents.
	4. Education transmission fund	Partnership between government and NGOs and the donor community in the provision of basic textbooks managed by UNICEF.

The different model of funding education has been tabulated in table 6.1. This give an overview of what is known about Zimbabwe funding system and that of the country which were reviewed in this study.

## 5.7 CONCLUSION

This chapter has presented and analysed both qualitative and qualitative data. A number of views were presented which confirmed and at times disputed the views the researcher had; for instance, that the MDGs and EFA derailed the funding of education. Many measures have been put in place to address the colonial disparities. Many challenges of funding secondary education came to the fore and a number of ways to address these were brought into light. The evidence points to the current BEAM funding model having too many challenges to be effective in assisting the orphans and vulnerable children in Zimbabwe. In the current economic situation, parents do not have the capacity to pay fees because of retrenchment and slow

economic progress in the country. A sequential approach in presentation of the quantitative and qualitative data was carried out in this study. Indeed, the mixed methods which were conducted in a single study were useful in executing the task which they were meant for. The quantitative data was able to identify the challenges of funding secondary education which lay in the ailing economy. Therefore, the current funding model was seen not suitable for funding secondary education in Zimbabwe. Instead the economy has to function again where policies which attract investment in the country would lead to creation of jobs. When more funds are remitted to government through taxation and it would raise state resource which would enable it to pay for BEAM beneficiaries. It would reduce recipients of BEAM funding as in this case because of huge numbers everyone seems to qualify for funding and government fails to honour its obligation in paying due to overstretch on the state's purse.

This calls for another funding model to be formulated if sustainable development is to be achieved in the country. A sustainable way of funding secondary education is crucial for generating the much-needed human capital that would bring about development in the country. Key voices gathered from quantitative and qualitative data suggest the need for another model of funding secondary education. A number of possible models were highlighted in this study. The researcher used this data in the proposal of Multi-Sectoral Education Funding Model (MSEFM). This model has four pillars, namely state funding, donor and NGOs, parents and private companies. This model based on the notion of an economic viable environment created through sound economic policy by government. A tax levy of 0.5% for employees will generate sustainable income for education funding. Tax incentives for funders of education, and geographic and poverty location to fund schools, while donors and NGOs pay fees, uniforms, medication, transport and food allowances for OVCs. With good economic environment parents should be earning enough to pay for fees and levies charged in schools for their children. Private companies adopt schools and provide infrastructure and educational materials for the operation of schools. Schools would adopt commercialisation of technical and vocational subjects where students will carry out projects for a fee. The money generated will be used for the operation and capital projects for schools. It is believed that this model when used as suggested would be able to fund education in a sustainable way.

In the final chapter, a summary of the findings and recommendations will be presented.

## CHAPTER 6

# SUMMARY OF THE RESEARCH FINDINGS, RECOMMENDATIONS AND CONCLUSION

### 6.1 INTRODUCTION

Chapter 5 discussed the presentation of both the qualitative and quantitative data on the study. This study presented huge amount of data relating to funding of secondary education in Zimbabwe. The mixed methods used produced huge amount of data which in some cases agreed on a number of issues regarding the funding challenges faced in secondary education in Zimbabwe and presented solution on how they could be overcome. Quantitative data however, produced data which was in variance with what was produced in the qualitative data. This data sought to investigate funding of secondary education in Zimbabwe and how sustainable development could be achieved. The study established evidence with increasing numbers of learners dropping out of school as a result of lack of funding. Government put in place a number of ways to address disparities of colonial education-equity and access of education through mass education which had its challenges of draining the state's purse. Commitment to MDGs and EFA has seen an increase in those seeking secondary education, which has derailed the government efforts to address disparities of the colonial system in the provision of education. Many NGOs played a leading role in assisting government in rolling out mass education. After 2000, Zimbabwe government imposed conditions to NGOs fearing regime change through the organisation which politicised funding of school which affected funding of secondary education. This study comes up with an alternative model of financing education in Zimbabwe which will bring about sustainable development. The human capital theory, a term coined by Becker (1964) is still relevant in this time and age. Secondary education is a prerequisite for higher education and training which should be able to bring about development when individuals are employed. The scarce resources of the country can only be made available to those who are unable to finance themselves while those who are able are allowed to pay for their education. This reduces the burden on government to provide funding for all.



## **6.2 SUMMARY OF QUANTITATIVE DATA**

There is overwhelming evidence that there are serious funding challenges in the MPSE in Zimbabwe. Respondents overwhelmingly stated that the funding is not suitable because money from government does not come in time. Although the funding system was meant to address the vulnerable in the community, it is not serving the purpose which it was created for because the funds come late, and in a number of schools it has not been received since 2014. It can be imagined what will be happening in the absence of the funds in the concerned schools in terms procuring teaching and learning materials, paying bills, and meeting all the capital and operational costs in the schools.

Key to the problem was the issue of corruption of BEAM officials from the selection committee, right up to official who disburses the funds. This research established that there is a great deal of corruption by officials who select children of committee members and those connected to them, instead of the needy and vulnerable children, which floods the numbers of the beneficiaries of BEAM and it cripples the fund (see 5.3).

### **6.2.1 Demographic profile of the sample**

The demographic data shows that there are more males than females in the management of schools (see 4.4.2.3-4.4.2.3.1). Although it is beyond the scope of this research, MPSE should be seen trying to address the imbalances in equal gender representation in management. The female respondents tended to agree more, compared to their male counterparts, with most of the questions in the questionnaire. The researcher is of the view that, despite their privacy being assured, females were not very comfortable with answering some questions for fear of victimisation from the political front. Zimbabwe is a politically volatile country and many people are very conscious of the way they respond to questions, regardless of who asks them. Therefore, in some questions which were politically sensitive, they would choose options which would not lead them into trouble.

### **6.2.2 Commitment of the MDGs, EFA and funding of secondary education**

This study established that in the effort of committing to the fulfilment of the MDGs, Zimbabwe compromised on the expansion of secondary education. In 1991, there were 1499 secondary schools (Ministry of Education, Art, Sport and Culture, 1991) and government made efforts to construct new secondary schools which went up to 2300 in total. In this effort, government tried to meet the universal primary education by constructing primary schools which then conflicted with the effort in developing secondary schools. By comparison, in 1980, there were more primary schools than secondary schools.

The availability of primary schools compared to secondary schools was vested in the bottleneck education system during the colonial era. It was intended to allow few people to progress into the next grade and the graduates of primary education were relatively fewer and could hardly be absorbed in the few mission schools and government schools. The whole intention was to create some skilled labour for the white settlers. More primary graduates could not be accommodated in the few secondary schools that paved way for construction of the “Upper Top” (a term popularly used for rural secondary schools which emerged after independence in 1980). Introduction of a “hot sitting” system – a double session in secondary schools, accommodated the numbers seeking secondary education. It is believed that funding was diverted from education as prescribed by the IMF Structural Adjustment Programme to meet health, poverty reduction and child mortality needs at the expense of funding secondary education (see 5.4.2.1).

### **6.2.3 Current state funding for quality education**

It is evident from the findings of this research that there is inadequate funding to bring about quality education in Zimbabwe. The quantitative and qualitative data suggests this, and the qualitative component of the study further suggests that quality education cannot be realised because the country is bankrupt due to mismanagement and corruption where state resources are misappropriated by top government officials. The main state funding is through BEAM and SIG. Funds from BEAM are not disbursed in time and many schools are owed money from the fund which compromises the quality of education as teaching and learning materials are not procured because of lack of funds. SIG funding is through selection of schools having submitted a budget which is

approved by ministry officials (MPSE, (2017)). Schools have different needs and if the funds are provided because certain schools meet the funding criteria, others will be left to solve their own funding problems, which affects the quality of education in schools. Funds must be made available and schools through their management systems find the best way to utilise the money.

The issue of the current funding model being able to address all challenges was viewed from a political perspective in that respondents were not eager to speak their views in fear of possible victimisation. There is glaring evidence of the BEAM model and SIG being unable to address funding in secondary schools (see 5.3.2.2-5.3.2.3. In the schools visited for interviews with school principals, it was evident with the state of buildings in schools and the quality of playing fields that there is inadequate funding in schools. The bulk of the MPSE budgets for schools (97%) goes to salaries while operational costs rest on an insignificant 3% for non-salary input (Nziramasinga, 1999).

#### **6.2.4 Providing education to the nation is the responsibility of state**

Providing education to citizens is viewed as the responsibility of the state. However, the question is whether the government is able to afford that, given the economic state of Zimbabwe. Education is a universal basic human right as enshrined in the United Nation charter (Claude, 2005). It calls for governments throughout the world to ensure that this basic right is accorded their citizens. The fundamental question is whether Zimbabwe can afford it. Provision of education to citizens is premised on the notion that educated people bring about development in the country through their skills (Babalola, 2003). Therefore, it will be counterproductive and retrogressive when governments do not foster this perspective.

The researcher feels that lack of funding in education is synonymous with lack of human capital, which translates into lack of production (in the sense that education funding + human capital = development) whereas the reverse leads to lack of development. Rosen (1999) argues that investments in people's education increase their productivity.

### **6.2.5 Addressing colonial disparities in education**

Government made a conscious effort to address the colonial disparities in education provision by creating a uniform curriculum for racial groupings in the country. Government paid per capita grants to schools on a sliding scale that discriminated against more funding in former Group A schools which white children attended, with the most disadvantaged such as rural day secondary schools getting more than urban day secondary schools. In numerical terms, 25% was allocated to low density suburbs, 30% high density suburbs and 45% to rural schools (MESAC, 2010). Private schools were allowed to operate in order to address the unavailability of schools. However, it created a gulf between the rich and poor based on who could afford fees to send children into private schools. The assistance favoured the disadvantaged communities in order to even up the resources in schools. Assistance is perceived as emotional as it promoted “near” unevenness instead, in terms of provision of educational resources.

This process of addressing colonial imbalances by massification of education drained the state’s resources (Zvobgo, 1999). However, some respondents argue that the programme did not drain resources of the state. Because of availability of donor funding, they allude to the issues of corruption and maladministration which contributed to the downward plunge of the economy at the early stage of democracy in Zimbabwe.

Free education is viewed as something that is beyond the reach of Zimbabwe. However, poor countries are believed to offer free education in order to boost their economies if there is absence of corruption and mismanagement of the economy.

The years 1980 and 2000 were significant in that new schools were constructed to meet the demands of the historic and political movements. Mass education was pronounced in 1980 (ZANU PF Election Manifesto, 1980) which called for construction of more schools. It is perceived that education must not have been made free for all. Zimbabwe could have saved funds if those who were able to pay for their education were allowed to pay, therefore saving government funds. In the year 2000, Zimbabwe embarked on an agrarian reform. Land belonging to white commercial farmers was seized by the black people in an effort to address the imbalance of land ownership. Zimbabwean government altered the constitution in order to acquire land without compensating the farmers. Many schools emerged in the farming communities which

initially operated from farm houses. Government and communities bore the cost of construction of the schools in the agrarian reform.

It was established in this study that government pronounces policies which it does not follow through. Free education policy was later altered through the Education Amendment act of 1992, which allowed schools to charge fees. On the political outlook, the intention was to appeal to the populace that government was offering free education – when in fact parents paid for buildings and sports fees and other fees charged by schools (Mualuko & Lucy, 2013). Although the cost of construction of schools and provision of teaching and learning materials was high, it appears that government did not bear all the costs as donors assisted tremendously in this regard (see 5.2.1.7;5.3.2.3).

#### **6.2.6 Basic Education Assistance Model (BEAM) funding**

It was established that many students wanted BEAM funding because of the poor state of the economy prevailing in the country. Retrenchment and HIV/AIDS increased the number of people seeking assistance from the fund. The overwhelming numbers made it practically impossible to fund all the children. The swelling numbers are also believed to be the result of incorrect vetting procedures, where those who do not deserve funding are selected. This brings into question the integrity of the selection committees. It is believed that children of connected selection committee members and children of top government officials find themselves on the BEAM lists which strain the fund as reported in Nziramasanga (1999). This compromises the existence of the BEAM fund which has clear criteria for whom should benefit. It is believed that government wants to be seen helping the orphans and vulnerable children, when many children are listed for beneficiation, and the funds do not come (see 5.2.1.15; 5.3.2.4).

The number of children who need assistance shows that there many parents who cannot afford fees. However, the figures may be distorted because of corruption in the selection process. Unemployment which is standing at 85% (MPSE, 2016) makes it difficult for parents to pay school fees for their children. The economy has to be resuscitated in order for parents to pay school fees for their children.

Neither the economic nor the political climate is conducive to sound funding of the education system in Zimbabwe. Many companies have closed their operation in Zimbabwe and some have relocated their head offices elsewhere. This leaves many employees retrenched and without an income. Hence families begin to prioritise what to buy with the limited income at their disposal. Education in this instance is then compromised. This is when parents seek assistance from BEAM. The AIDs pandemic affected attendance of school by children whose parents are affected by the disease. It turned out that even when some children are being assisted by some NGOs, they absent themselves from school in order to look after members of the family who are sick.

The political instability in the country has a bearing on funding education. The political landscape has failed to pronounce economic policies that would attract investment, which create employment and thereby allow parents to be gainfully employed. That would allow them to pay school fees and avoid seek assistance from BEAM. Donor fatigue has been one aspect that affected funding of secondary education due to political climate which sort to purge donor organisations as it was perceived to be seeking a regime change by government. This gave birth to the idea of NGOs signing a memorandum of agreement with government in order to be allowed to operate in specific districts (as suggested in Zimbabwean Government Gazette General Notice 99 of 2007).

It is common knowledge that a tremendous amount of work was done in schools by NGOs in the early 1980s and early 1990s. However, this relationship was somewhat soured in the year 2000 when many European donor agencies began pulling out as a result of what they called “land invasion”.

The inability of BEAM to provide funding to orphans and vulnerable children in schools has left no other option in this work except to seek alternative ways of funding the entire education system, which is believed to be the backbone for creating human capital that is instrumental in spearheading sustainable development in the country.

### **6.3 OPEN-ENDED QUESTIONS ON THE QUESTIONNAIRE**

Open-ended questions on the questionnaire highlighted pertinent issues regarding funding of secondary education. It would seem that the views augmented the stance taken by respondents in completing the questionnaire in raising important issues in addressing funding in education in Zimbabwe.

Among the several initiatives to address colonial disparities in education provision, STEM was initiated as an attempt to alleviate funding constraints for Science, Mathematics and ICT student from Ordinary Level up to tertiary education. In order for innovation to be realised, the three subjects are central which will ultimately lead to development of the country. SIG was highly criticised as it targeted schools which were dilapidated or those which had encountered a natural disaster which overshadowed others which did not meet these criteria but had need for funding.

#### **6.3.1 Main challenges of funding secondary education**

The main challenges were as follows:

- Shrinking taxpayers' base and therefore, the state cannot raise revenue to fund education.
- Poor economy performance does not generate enough money to the satisfaction of the secondary education given that it is an expensive venture.
- Lack of foresight in crafting policies that affect funding of education, for instance, not sending children home for failure to pay school fees. This makes those who are able to pay, reluctant to make an effort to source funds to pay school fees.
- Lack of constant monitoring, transparency and evaluation of external funding programmes and how funds are used in schools which breeds suspicion by donors on how the funds are used.
- Rampant corruption in the administration of the BEAM fund where the real beneficiaries of BEAM are sidelined.
- Political unrest in the country has led to donors developing donor fatigue in assisting the ailing nation. There is lack of confidence in the leadership of the country by donor nations.

- Fees charged in schools are beyond the reach of many parents. This has been compounded by poor harvest and crops which cannot fetch high prices on the market to enable rural people to pay school fees and later to get paid for the crops they sell. An example of this is the Grain Marketing Board which failed to pay farmers.
- High unemployment rate, which makes it difficult for parents to pay fees for their children. Resuscitation of the closed industries would allow companies to remit tax to government which in turn gives revenue to the government to fund education.
- Low budget for education and lack of transparency in the allocation of funds, lack of private sector involvement in funding – although they are the beneficiary of the education system’s human capital.
- Brain drain of teachers in critical subjects such as Mathematics, Information Technology and Science.
- “Red tape” placed on donors to be allowed to assist schools.
- It is perceived that education is no longer a priority to government.
- Lack of holistic funding for children assisted through BEAM who may lack stationery and still fail to attend school.
- No commitment to children assisted by BEAM and other donor agencies, which then defeats the purpose of assistance (see 5.4.3.6; 5.4.4.2).

### **6.3.2 Ways to address the challenges of funding education in Zimbabwe**

A number of ways to address funding challenges of funding secondary education were identified as follows:

- Resuscitating the economy is critical to funding secondary education in a number of ways. Companies will be able to remit more tax based on their earnings to government, which increases the revenue base for government. The more workers who are employed, the better, in terms of government receiving pay-as-you-earn tax that will boost government revenue. Exports will generate foreign currency into government coffers through tax charged on foreign exports. Government will have reasonable revenue to channel to funding for secondary education. Employees will have decent income to allow them to pay school fees for their children.



- Government must not put red tape in the way of private sector and NGOs for them to fund secondary education. This is believed to have frustrated and stopped potential donors from funding education.
- An education levy would create enough revenue to cater for secondary education. A holistic approach will be that of trying to meet the needs of orphans and vulnerable children by paying fees and giving them an allowance which will enable them to buy food, stationery, uniforms and get medical assistance.
- Political influence should be distanced from key decision-making procedures that will allow professionalism to happen in education. Politicians should distance themselves on decisions of funding education as they may least understand the impact that their decisions have on the operation of this sector.
- Corruption must be eradicated from BEAM, from the selection process right up to the disbursement of funds. A thorough background check must be done on BEAM beneficiaries so that only those who meet the selection criteria are identified (see 5.4.3.12-5.4.3.13; 5.4.4.5).

### **6.3.3 Proposed funding models for secondary education**

Based on the evidence from this study that BEAM and SIG were unable to meaningfully fund secondary education, a number of funding models (see 5.4.1.5) were then proposed as follows:

#### ***6.3.3.1 Discriminative funding model***

This is based on the notion that people are operating from different economic levels and therefore, a discriminatory way of paying fees must be utilised. A certain threshold of combined earnings must be used to determine who must pay fees and who must not pay. This proposal is related to the South African quintile system in which, depending on geographical location of the school, parents are allowed to pay certain fees (Mestry & Ndhovu, 2014). However, in this case, the model looks at the income of parents and, based on that, they are exempted from paying fees.

### **6.3.3.2 Public-private partnership funding model**

This model is based on tax concessions that companies can get from government once they assist government in one form or the other in meeting its objectives (educating the nation). A private company can adopt a school where it will finance its operation in return for tax concessions for this work. This is more in line with what happens in Australia where tax for individuals is reduced for the donations that they make to schools (ISCA, 2013).

### **6.3.3.3 Holistic funding model**

This model was proposed on the foundation that although learners may be assisted by BEAM and other donor agencies in paying fees, they may have needs which keep them away from school such as lack of money to buy uniforms, stationery, and money for transport. As in the case of Brazil, they pay a quarterly or monthly grant for families of disadvantaged children in order for them to remain in school (JIC, 2005). In so doing the needs of the learners will be met holistically that allow the child to access education unhindered.

### **6.3.3.4 Cost-sharing model**

Sharing the cost of education between the state and parents was seen as another alternative for funding secondary education. This model was proposed in the IFM ESAPs for a number of countries which include Zambia, Zimbabwe and Kenya in order to address ailing economies in the late 1990s (Chakaodza, 1993). While government may pay salaries of personnel in the education sector, schools through levies and fees meet the capital and operational cost in different schools. When the economy was dollarised in 2010, schools were seen paying incentives to teachers to keep them coming to work because the earnings were eroded by hyperinflation and was evoked by government based on the burden it would create on parents. In this situation there was no longer cost-sharing with government because the parents were meeting all the costs, as was the case in Kenya (Mualuko & Lucy, 2013).

### **6.3.3.5 Education levy funding model**

A viable option for funding secondary education could that be of an introduction of an education levy as was the case for AIDS levy for the Department of Health in the mid-1990s. This levy is paid by all employees. According to Chiumia, (2014), about 5.7

million people are employed in the informal sector in Zimbabwe. If they pay a levy of 0.5% of their monthly earnings (average salary of \$350 per month) it would translate to nearly \$10 million per month, which is \$119.7 million in a year. It is believed that if it is distributed to schools it would address the challenges in the provision of infrastructure development, given the deficit of 10 218 classrooms recorded in 2014 (MPSE, 2016).

### ***6.3.3.6 Education with production funding model***

Education with production is a concept which came with the socialist system in the curriculum in the 1980s under the leadership of the then Minister of Education, Dr Dzingai Mutumbuka. This system was intended to make the beneficiaries of the education system self-reliant once they leave school. Hence subjects such as Woodwork, Agriculture, Metalwork, Building Studies, Fashion, Food and Nutrition were introduced to give the learner the practical skills that would enable them to do the same after completing secondary education. Schools in this case can use this model in generating revenue for the sustenance of the school once they get involved in projects which generate revenue for the school.

## **6.4 SUMMARY OF QUALITATIVE DATA**

What follows is a summary of qualitative data gathered from interviews with school principals, NGOs and education officials from districts and provincial offices.

### **6.4.1 Interviews with school principals**

The researcher was overjoyed to be in Zimbabwe schools after an absence of nearly a decade. It was interesting to see how schools had appeared 10 years ago compared to 2017. The researcher conducted individual interviews with school principals, individual interviews with NGOs and four focus group interviews with education officials, three from the respective districts and one at the provincial office.

#### ***6.4.1.1 Effects of commitment to MDGs on funding secondary education***

It appears that the commitment to MDGs compromised the funding of secondary education. Government shifted its focus on addressing the colonial disparities in

education as it pursued the agenda of fulfilling international goals set by the United Nations. Lack of education led to poverty. However, providing education has led to the fulfilment of MDGs. The MDGs brought positive aspects which augmented secondary education, for example the use of ICT in schools (see 5.4.2.1).

It is recommended that national agenda should not be offset by any programme which is put in place by an international or regional organisation.

#### **6.4.1.2 Challenges in addressing colonial disparities in education**

Evidence of unavailability of resources in secondary was noted from the interviews which concur with the quantitative data. The main challenge was that of the economic situation in the country. Government funding systems were unable to single-handedly fund the orphans and vulnerable children through BEAM and the different funds (building grants, per capita grant) were discontinued through lack of funds. Government should prioritise funding satellite schools and ensure that there is parity in assistance given to orphans and vulnerable children regarding gender.

It is recommended that the economy should be rejuvenated so that government receives more revenue through tax that will allow it to fund secondary education (see 5.3.2.2-5.3.2.3).

#### **6.4.1.3 Effectiveness of BEAM funding model**

Although the inception of BEAM was a noble idea, it is perceived as ineffective given that many schools have not received funding from it since 2014. Students from this fund attend school, yet their school fees are in arrears. Its erratic and late disbursement of funds makes operation of schools very difficult in terms of procuring teaching and learning materials. There is rampant corruption and maladministration from the selection process to disbursement of funds, which cripples availability of funds in BEAM.

The recommendation is that the economy starts up again, which will allow government to receive revenue which will allow it to fund secondary education. The composition of the selection committees should be re-examined to allow genuine beneficiaries to receive funding (see 5.3.2.4).

#### **6.4.1.4 Sustainable development through funding of secondary education**

Secondary education is undoubtedly more expensive than primary education because of the different subjects it offers and the amount of equipment needed in these subjects. Indeed, education brings about development. The rationale for the funding of secondary education by government, NGOs and individuals holds that education accelerates economic development. Sustainable development is accelerated once there is an educated workforce (Anderson & Strecker, 2012). Products of the education system are employed and contribute to the development of the economy, which can only happen once they receive the education.

#### **6.4.1.5 MPSE policy on fees increase effect on secondary education funding**

While the increase in school fees was meant to protect the poor and thereby allow all to access secondary education, it was a disadvantage for schools which had projects to carry out that were set aside due to lack of funds. It was observed that such policies meant schools failed to carry out development projects which could benefit the school in the long run.

It is recommended that schools which have parent bodies that can afford high fees should be allowed to increase fees in order for projects set out to be fulfilled when budgets are rectified by the parent body (see 5.3.2.8).

#### **6.4.1.6 Partnership in funding secondary education**

Partnership between government, private sector and parents has yielded positive results in the past, from the inception of mass education in the 1980s, 1990s and 2010. This partnership has led into construction of schools, and provision of teaching and learning materials. The ETF has made it possible for learners to have a textbook ratio of 1:1 (UNICEF, 2011). Parents helped government in paying incentives for teachers to stay in the classroom. The government later discontinued paying allowances to teachers through school governing bodies, citing that it was a burden to parents.

It is recommended that politicians should not interfere in issues that address funding in schools when they do not have solutions for the poor salaries for teachers. To avoid fragmented assistance from partners in education, forums must be created where all parties meet to discuss funding issues (see 5.3.2.9).

#### **6.4.1.7 Funding for infrastructure development in schools**

Funds for infrastructure development are raised through school fees, building funds, levies, fundraising activities, income generation projects such as poultry project and donations (see 5.3.2.12).

It is recommended that education officials should give professional support to schools in the different projects which schools embark on to ensure their success.

#### **6.4.1.8 EFA influence on sustainable development in Zimbabwe**

Equity and access to education is critical to sustainable development in the country. EFA ensures that every child has access to education regardless of the bearer. Skills transfer through education enables the recipients of the education to be productive, which develops the country (see 5.3.2.13; 5.4.3.11).

#### **6.4.1.9 Challenges in schools due to lack of specialised rooms**

Inadequate funding results in a lack of specialised rooms in secondary schools. In order for meaningful skills transfer, specialised rooms must be available where learners learn practical skills in the various subject areas. Learners are discouraged from attending school owing to lack of equipment in specialised rooms (MPSE, 2016). This compromises the competence levels of learners when they finish secondary education (see 5.3.2.14; 5.4.4.6).

It may be recommended that schools be allowed to operate once all materials are available in order to avoid procuring equipment and specialised rooms when the academic programmes have started.

### **6.4.2 Findings from NGO interviews**

In order to check the authenticity of the views of the principals and data generated from quantitative surveys, a number of NGOs were approached for their views on the funding of secondary education in the three districts.

#### **6.4.2.1 NGOs' role in addressing colonial disparities in education provision and meeting MDGs and EFA in the country**

At the inception of mass education, NGOs provided building, teaching and learning materials, paid fees and bought school uniforms for orphans and vulnerable children right up to the crisis moment when Zimbabwe was in higher inflation through ETF which transformed into EDF. Training of teachers in areas of need was also carried out by NGOs, for instance in handling special needs students. NGOs augmented government effort in the provision of education through contribution in different areas. NGOs empowered communities through self-reliant projects which set them off to be able to manage to pay fees for their children (see Annexure 11-15).

#### **6.4.2.2 Effectiveness of BEAM funding model in Zimbabwe**

It is again echoed by NGOs that BEAM is not effective as it fails to cater for disabled children. It does not cater for critical areas which need funding in schools such as feeding programmes, buying furniture and paying examination fees. Although the creation of the fund was good, its late disbursement of the fund is a great difficulty for school authorities. It has however, eased the dropout rate of learners. BEAM does not pay arrears and this creates problems for schools as it leads to huge deficits in their incomes, frustrating their improvement plans (see 5.3.2.4; 5.4.3.2; 5.4.4.1).

#### **6.4.2.3 NGOs augment BEAM funding**

While BEAM fund is meant only for school fees for the orphans and vulnerable children, NGOs assist in paying for the children which BEAM fails to assist. NGOs take their beneficiaries from the BEAM master list which BEAM fails to fund due to constraint of funds. NGOs go beyond BEAM funding of school fees by buying school uniforms and stationery.

#### **6.4.2.4 Funding secondary education and development of Zimbabwe**

Education creates a base for human capital that led to development of the country. Therefore, if the citizens are educated, they have skills which spearhead development. Knowledge is acquired through education and therefore it is important that education is adequately funded in order to realise this development.

#### **6.4.2.5 Major challenges in funding secondary education in Zimbabwe**

A number of challenges regarding funding for secondary education were identified. Critical to these was the poor economy performance by the country which has a ripple effect on many areas. Officials have the tendency to not observe judicious management of the funds made available for public use among other things.

#### **6.4.2.6 Government conditions on NGOs for funding secondary education**

Conditions imposed by government on NGOs have frustrated other NGOs in pursuing the agenda of assisting funding secondary education. The main condition is the signing of a memorandum of agreement with authorities for permission to assist in funding in secondary education. Government was suspicious of regime change through funding that came from NGOs after 2010 (see 5.4.3.7; 5.4.4.4).

#### **6.4.2.7 MPSE fee policy impact on NGO work**

Fee increases were effected well after the NGOs had submitted their budgets to their funders, which creates discrepancies when the fees are eventually increased, creating deficits in the fees remitted to schools by NGOs. This is difficult for NGOs to review in the case of top-ups. It distorts the statistics on the beneficiaries assisted by these organisations. Orphans and vulnerable children are made to pay differences and are kept out of school if this is not done. It is a disadvantage for NGOs who have the capacity to pay more, but cannot pay more than what is invoiced as school fees (see 5.4.3.9).

#### **6.4.2.8 Contribution made by partnership between government, private sector, NGOs and parents to secondary education funding**

Partnership brings about positive results which include more beneficiaries of orphans and vulnerable children. Plans for assistance are clearly drawn up and a strategy for allocating responsibilities is settled; resource mapping enables resources to reach the rightful beneficiaries. Partners share duties and reduce the burden on government (see 5.3.2.9; 5.4.3.10).



#### **6.4.2.9 Sustainable funding of secondary education role in development in Zimbabwe**

Sustainable funding of secondary education will produce graduates who are skilled to develop the economy of the country. The three pathway system of education: technical, science and vocational subjects are geared to produce the skills which will bring about development in different fields (see 5.3.2.13; 5.4.3.11).

#### **6.4.2.10 Addressing challenges relating to funding of secondary education**

There is a need for constant follow-ups in schools in monitoring that beneficiaries of different funds are receiving assistance. The private sector needs to be more involved because it is the beneficiary of the education system in terms of human resources development. Tax concessions are needed for private companies when they assist in funding education. The private sector addresses economic growth and increases government revenue which funds education. The military budget should be reduced because the country is not at war, and the funds should be channelled to education.

#### **6.4.2.11 Recommended funding model for secondary education**

Mineral beneficiation should happen in communities living in proximity to natural resources. Companies which are within the catchment areas of the schools should finance their operations. For instance, Chiadzwa-Marange Diamond Mines should financially assist schools in Marange area. A model that involves government, private sector, NGOs and parents was recommended. A tax incentive model was seen to be practical and would carry the necessary incentive for companies and individuals to assist financially in secondary education as is the case of Australia (ISCA, 2013).

### **6.4.3 Department of Education officials' focus groups**

The researcher was delighted to meet with the education official who had been his supervisor when he was acting school principal. It was encouraging to hear the views of the managers of school principals regarding funding of secondary education.

#### **6.4.3.1 Current funding system role in quality education**

The economic climate caused unemployment and retrenchment, and parents cannot afford school fees. Schools have failed to procure teaching and learning materials, and specialised rooms. Inspection of schools by educational officials is minimal due to lack of funding which compromises quality of education. Government is not filling posts for substitution in cases of sick leave or maternity leave as a cost-cutting measure in education. School principals have to reorganise their staff to deal with the situation, which compromises the quality of education. Poor infrastructure is caused by lack of funds in schools. Some learners walk long distances to access better schools, which makes them lodge in business centres where they are exposed to abuse (see 5.4.4.1).

#### **6.4.3.2 MPSE role in addressing the current challenges in financing education**

The stagnating economy is a major drawback in funding of secondary education, in that parents do not have reliable incomes to allow them to pay school fees. Government does not have sound revenue bases owing to the closing of companies and the general harsh economic environment. Schools started income-generating projects to subsidise their income for fees and levies.

Government needs to create an economic environment which is conducive to investment, as more viable companies means more revenue for government in the form of company tax and pay-as-you-earn tax from employees. Government should release BEAM fund in time. Funds from MPSE should be used as the school sees fit, rather than being obliged to follow the dictates of the Ministry. SIG funding is limited to schools which meet specific criteria. This should be opened up for other schools as they have different needs to meet to bring about quality education (5.3.2.13; 5.4.3.11).

#### **6.4.3.3 Funding to address colonial imbalances in education provision**

The bottleneck system which hindered graduates from progressing to the next grades has been eradicated. Different grants were paid to uplift the standard of schools after independence, but a number of these grants have since been discontinued due to funding constraints. Partnership with global players has raised funds in secondary education, leading to sufficient supply of textbooks. More schools were constructed which reduced the walking distance for learners to primary and secondary schools. Teaching of indigenous languages was advanced by the Ministry. Practical subjects

were prioritised from Early Childhood Development right up to Advanced level. SIG funding was made available for construction of satellite schools and special needs schools. Many schools were equipped with science kits. Control of fees was managed by the Ministry of Education to avoid exclusion of pupils based on economic reasons. It was made policy not to turn away learners on the basis of non-payment of fees in school. Schools principals were tasked to make arrangements with parents for payment of arrears (see 5.4.4.3).

#### **6.4.3.4 Government policy on funding schools by NGOs**

Policy of government for funding secondary education was perceived to be discouraging NGOs in funding secondary education. NGOs raised concerns for getting clearance for funding secondary education through MOUs. NGOs seem worried that if they remit funds to Treasury, their funds will be diverted for other purposes. Government has created good relations with NGOs where they hold regular meetings with them to appreciate their effort in funding education (see 5.4.4.4).

#### **6.4.3.5 The vulnerable learners in accessing secondary education**

BEAM is the main funding structure to assist the vulnerable children. Special needs students are, however, not being catered for through BEAM. Development partners are also augmenting BEAM in funding the vulnerable children. Schools are encouraged to have budgets to cater for indigent parents. Provision of textbooks and feeding programmes by NGOs has alleviated the plight of the vulnerable who cannot afford expensive books and food in their homes. Non-formal education has been offered for those disadvantaged who have not completed secondary education (see 5.4.4.5).

#### **6.4.3.6 Current funding system and the impact on school operation**

Underfunding impacts negatively on the standards of schools. It was observed that schools in the rural areas especially fail to take part in sport fixtures owing to lack of funds. They walk long distances to take part in the sports fixtures and do not perform well due to fatigue from having walked long distances. Failure to replace teachers on leave due to funding constraints by government affects children education, when at times, children are taught by someone who is not specialised in the area. BEAM funding does not come in time and this creates budget deficits in schools.

Infrastructure and practical equipment is seen to be lacking in schools due to inadequate funding. Shortages of classrooms result in overcrowding of learners in the classroom (see 5.4.4.6).

#### **6.4.4 Findings from observation data**

It was necessary to observe the schools to gain an impression of the availability of funding, or lack thereof, in key aspects of the school system. These were key indicators to measure whether there was adequate funding in schools. Observations were conducted to assess learner numbers per class, availability of specialised rooms, availability of administration blocks, availability of teachers' residences, conditions of buildings, technology in schools, availability of ablution blocks, teaching and learning materials, availability of classrooms and facilities for extra-curriculum activities. It was evident that schools were in dire need of funding to put facilities in place which would enhance an environment for learning. Textbooks were adequate in most schools as a result of funding from EFT. However, with the new curriculum, schools would lag behind in supply of current textbooks.

#### **6.4.5 Document analysis**

Documents were obtained from the ministries involved in the welfare of learners, namely MPSE, Ministry of Labour and Social Welfare Service, Ministry of Finance and Economic Development, as well as NGOs. This was done in an effort to understand the policies regarding funding in order to analyse how these impacted on funding of secondary education in Zimbabwe.

##### ***6.4.5.1 Ministry of Primary and Secondary Education (MPSE)***

###### Policy on financing secondary education

All schools fall under the jurisdiction of government. However, funding is only given to government schools, church and community schools. Private schools fund themselves for teachers' salaries and all the provisions in their schools. The bulk of the budget (93%) from MPSE goes for salaries with a meagre 7% for non-salary inputs

(Nziramasa, 1999). Schools fund their operation through school fees and levies. Provincial operations are funded through the Better Schools Programme Zimbabwe.

#### Capital funding for secondary schools

Government provided building materials for construction of schools while schools and their communities provided local available materials and labour. Building grants and the per capita grant were paid by the state for infrastructure and teaching and learning materials which have since been discontinued and in their place is SIG.

#### Targeted funding for vulnerable children and orphans

The inception of Social Development Fund that later renamed as BEAM had the focus of assisting vulnerable children in schools. Those affected by retrenchments, AIDs pandemic and orphaned were assisted through the fund. Government policy stipulates that children should not be excluded from school for non-payment of fees. Cost of books, uniforms, transport to school and lack of food prevents the orphans and vulnerable children from remaining in schools (Zimbabwe Public Expenditure Notes, 2011). NGOs assist in funding orphans and vulnerable children and the vulnerable in secondary schools.

#### Teaching and learning materials

While it is the duty of the Curriculum Development Unit to provide teaching and material for schools, it does not have a budget of its own which sustains its operations. It continues to operate at the goodwill of the development partners. This suggest a huge funding constraint for such an important arm of the MPSE.

#### Infrastructure funding

When the building grant was discontinued, schools struggled to raise money to fund their infrastructure. SIG has been put in place to assist schools in cases of disasters, and particularly in establishing satellite schools. Its main weakness is that it does not cater for all schools. This is causing double sessions in secondary schools owing to lack of classroom blocks.

#### Learner support assistance

Primary schools have special needs classes while secondary schools do not have these. Educational psychologists and special needs teachers are necessary in secondary schools to give support to students, especially in this era where families are dislocated due to urbanisation and the challenges of AIDS and poverty. Children

need support so that they are able to navigate the terrain of life. SIG is seen assisting in the provision of software for teaching special needs. However, this is inadequate given the criteria used for funding.

#### Partnership and donor funding

The partnership of government and donor organisations has enabled Zimbabwean schools to have a 1:1 ration for textbooks through the EDF. Partnership between donors has yielded positive results which averted a near collapse of the MPSE in 2008–2010 through the EDF.

#### **6.4.5.2 Ministry of Labour and Social Welfare Services**

The Ministry of Public Service Labour and Social Welfare is the originator of BEAM which is however, administered by MPSE. Orphans and vulnerable children are taken care of by the Ministry. The BEAM manual is the main document that stipulates the administration of BEAM funding.

#### Policy on funding of vulnerable children

The BEAM manual stipulates the criteria for funding of the orphans and vulnerable children. Government, through BEAM funding, assists these children. It is intended to reduce the number of children who are out of school owing to poverty by paying their school fees. The Ministry of Finance and Economic Development through the Auditor General's office monitors the funds from BEAM, while MPSE partly control the use of funds through their Accounts Department stationed at district offices.

#### Social Welfare and the identification of orphans and the vulnerable

CSCs are responsible for the selection of children who will benefit from BEAM funding. District social welfare officers try to authenticate the beneficiaries who have qualify for funding. This should be able to close all gaps and ensure that the children selected are genuinely in need.

#### Criteria for selection of beneficiaries for BEAM

While there is a clear criterion for selection of BEAM beneficiaries, the criteria are flouted by those bestowed with authority to identify the beneficiaries. This is perhaps

the reason why children of school-going age are still not in school, even when safety nets have been put in place by government.

#### Budgets for orphans and vulnerable children

It seems that there is bureaucracy in the funding for BEAM which should be avoided at all costs. Funding coming from donors, civil society, National AIDS Council and other organisations goes to Treasury which in turn is channelled to the Ministry of Public Service, Labour and Social Services that is later disbursed to MPSE through BEAM. Disbursement of funds to provinces and districts is based on poverty level as determined by the Zimbabwe Statistics Agency.

### **6.4.5.3 Ministry of Finance and Economic Development**

#### Policy of funding for secondary education

Ministry of Finance and Economic Development allocates a budget to all ministries that include MPSE. Funds disbursed are for salaries and administrative costs of the ministry which include grants. The poorest district receives the highest allocation.

#### Funds disbursed in the last five years to secondary schools

Information regarding funds disbursed to secondary schools was sketchy and difficult to obtain. However, documents obtained from the Ministry were shown as displayed in Table 5.31 (see 5.8.3.2).

#### Monitoring tools used for disbursed funds

MPSE has monitoring tools to monitor the funds disbursed from BEAM funding. Officers stationed at each district office monitor the funds disbursed to schools and ensure that school principals remit the acquittals for the money given to them by the Ministry. However, these tools do not appear to be entirely effective in avoiding misuse of the funds. In addition, SDC plays an oversight role in ensuring that the funds and other income collected from the school are properly used.

#### Sustainable development through funding

Education is seen as the main driver of the development in the country. This is made possible through skills transfer, which is inculcated in the education system. More years in education result in more skills and more production by the individual, which

accrues to the organisations where the individual works, as suggested in the human capital theory. Through education, individuals engage in lifestyles that ensure long life and avoid unhealthy patterns which work to the contrary.

#### Foreign funding for secondary education

Foreign organisations are plying a pivotal role in funding secondary education. Coming together of NGOs under the EDF created sufficiency in provision of textbooks in schools. Teaching and learning materials were provided through the EDF which avoided a near collapse of the MPSE in 2009–2010 through hyperinflation and the general political climate in the country.

#### **6.4.5.4 Non-governmental organisations (NGOs)**

NGOs have been instrumental in assisting the MPSE financially from the inception of mass education in the 1980s right up to the mid-1990s and 2010. NGOs take 40% of the learners on the BEAM master list for assistance in an array of areas which enables a number of vulnerable children to attend school.

NGOs are compelled to sign an MOU to be allowed to operate in schools. Donors are vetted by government to determine their suitability for funding secondary education. Tough conditions such as not allowing teachers to receive travel allowance after attending workshops organised by donors was imposed by the MPSE, despite government knowledge of the poor remuneration given to teachers. Different donors have their own budgets for the schools which operate in the areas they work in. Donors managed to assist a sizeable number of children and put in place infrastructure for schools. A number of NGOs were not prepared to share their budgets with the researcher.



## **6.5 RECOMMENDATIONS FROM THE FINDINGS**

There are a number of recommendations which arise from this research.

### **6.5.1 Government to address the economy**

The methodology used in collecting data indicated agreement on many issues regarding funding of secondary education. Both quantitative and qualitative data agreed that there is inadequate funding of secondary education as evidenced by the numbers of children who drop out of school. The inadequacy is chiefly because of the economic situation in the country. The economy has been performing badly for some years, especially in the late 1990s. Government cannot generate enough revenue (tax) to fund schools because it is not receiving enough revenue since most companies have closed and very few people are contributing tax through pay-as-you-earn, because those employed are in the informal sector and do not remit tax to government.

Policies which attract investment must be deliberately be crafted to lure investors into the economy who contribute to the fiscus through tax remittance. BEAM funding was marred with lack of funds and could not match the demand. In a performing economy, employers who are properly paid will not resort to corruption which diverts public funds into their pockets. This will curb corruption and mismanagement of BEAM. A political and economic climate must be created that is conducive to funding education. Zimbabwe has an agro-based economy which has to be developed, to see that farmers get the benefit of their produce to enable them to finance the education of their children.

### **6.5.2 Effective monitoring of disbursed funds**

The way in which money disbursed to schools is used, must be monitored to avoid misuse. From the Ministry of Finance and Economic Development, proper monitoring tools must be put in place to avoid corruption in the administration of BEAM funding from the time it is disbursed to the Labour Ministry up to the time it is given to schools. Auditing must be thorough, from the selection of beneficiaries onwards.

### **6.5.3 Commitment to MDGs and EFA and funding of secondary education**

Commitment to international programmes such as MDGs and EFA should not derail national programmes. From 1980, Zimbabwe has been indirectly carrying out the EFA

programme, which should not have derailed its efforts to address imbalances in education. Although funds were diverted in executing MDGs, its programme had a positive value in advancing education, for example with the use of ICT.

#### **6.5.4 Payment of school fees in mass education**

Government must critically review all policies before implementation. Failure to do so creates problems which can require aborting the entire programme midstream. Huge sums of money could have been saved if, at the inception of mass education, those who were able to afford fees had been allowed to pay.

#### **6.5.5 Effectiveness of BEAM funding**

Criteria for BEAM funding need to be revisited and the CSC must be properly constituted with people of integrity. Sound auditing procedures must be carried out from the BEAM head office through to schools, and corrupt tendencies must be rooted out. A platform should be put in place to investigate and fund all those who failed to pursue their education.

Politicians must not meddle with key decisions on funding secondary education. They may not be knowledgeable about the ramifications of such decisions. Ministry of Public Services and Social Welfare services officials should play a more leading role in the identification of the vulnerable children and orphans for inclusion into the BEAM funding. BEAM funding should be holistic, as a mere payment of fees will still sideline students who cannot afford uniforms, transport money to schools, food and health care.

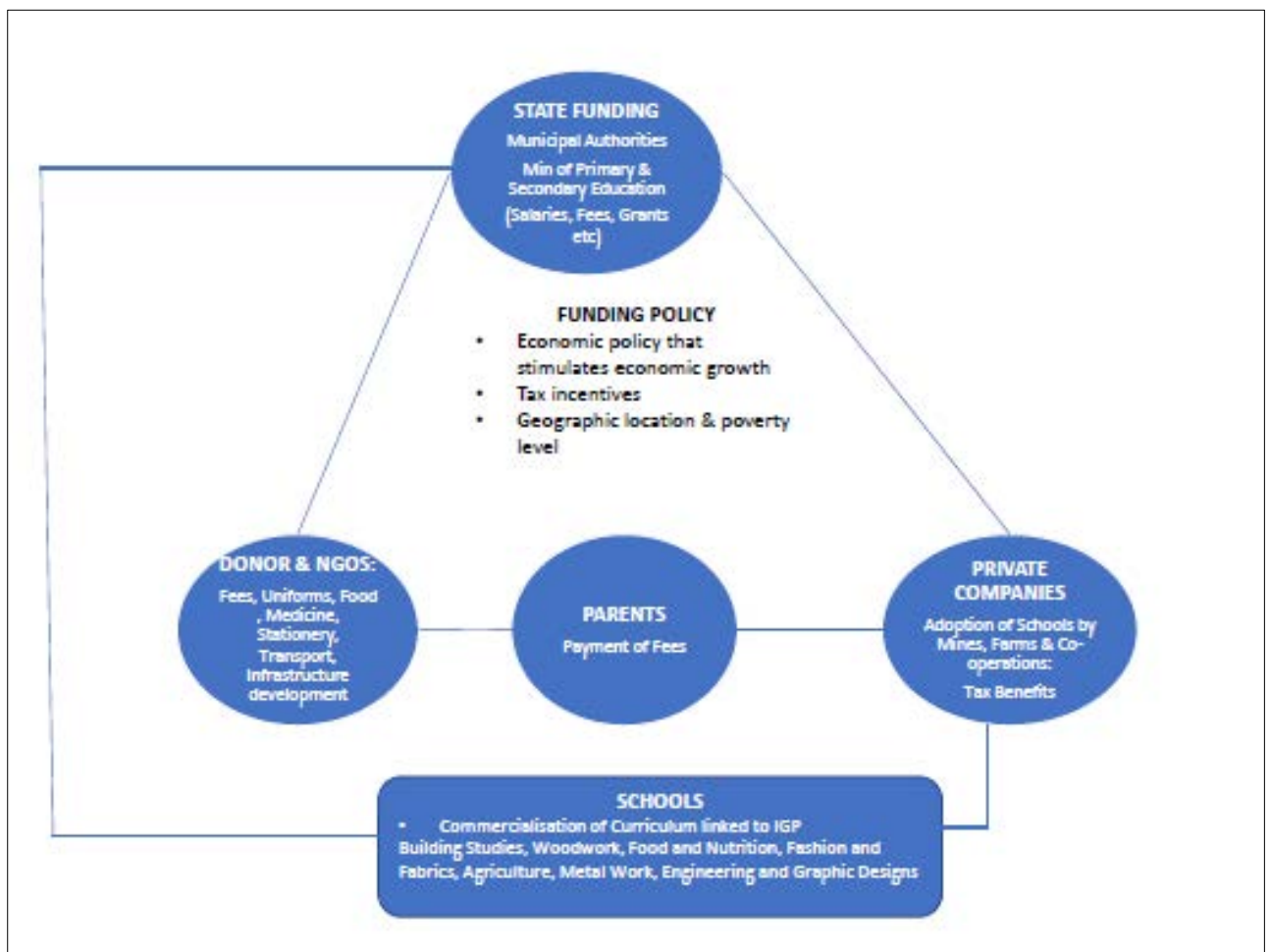
#### **6.5.6 Proposed funding models for secondary education**

This study has led to a number of funding proposals being put forward for consideration by government, MPSE and the relevant authorities (see 5.4.1.5) namely:

- Discriminative funding model
- Public-private partnership funding model
- Holistic funding model
- Cost-sharing model
- Centrally monitored funding model
- Education levy funding model

- Loan funding model
- Education with production funding model
- A multi-sector approach funding model

The researcher therefore, proposes Multi-Sectoral Education Funding Model (MSEFM) shown in Figure 6.1 as a model that captures both the views of the participants and respondents which fits in the literature given in this study.



**Figure 6.1 Multi-Sectoral Education Funding Model (MSEFM)**

The model suggests four pillars of funding secondary education namely: the state, donors and NGOs, Parents and Private companies. Policy framework spells out how funding must be carried out by the parties involved. Policy from government must not frustrate potential funders of education by putting unnecessary bureaucracy such as the Memorandum of understanding required by government. Schools whose cliental base is capable of paying higher fees must be allowed to do so without sanction by

government for a certain fees structure. It would allow schools managers to set high standards in schools that would produce competent students. However, those whose clients are poor must be assisted by government. Provision of education is a good that governments must provide its citizen and therefore, the state must be seen playing a major role regarding that. The state through the Ministry of Finance makes funds available for the parent Ministry of Primary and Secondary Education. Funding is mainly for salaries for personnel in the ministry and grants to schools. The ministry is also obliged to fund the venerable through BEAM funding. Funding is done through donors and NGOs for non-profitteering. This entity pays fees for learners, uniforms, food, medicine, stationery and transport for the OVC while it provides funding for infrastructure development in schools.

Funding of schools is not whisked away from government as parents are allowed to pay fees and levies for their children. This allows both government and donors and NGOs to pay for only those in need. With a policy framework at a macroeconomic level that allows simulative growth of the economy, it enables the economy to create employment that will allow parents to be gainfully employed and be able to pay fees and levies for their children and not burden government nor the donors and NGOs. The geographic location of schools is considered when catering for disadvantaged schools. Schools located in poverty stricken areas are then assisted in financing the learners' education as is the case of the South African quintile system. The call to fund poverty stricken areas was very prominent in both forms of data were it was pointed out that jobs are not available which incapacitate parent's ability to pay for their children's education.

The model is suggested to be sustained from the private funding too. This is where private companies such as farms, mines and cooperation fund schools. They adopt schools in their proximity and government have tax concession of taxies which they are expected to remit to the state. It is believed this would allow these companies to save while they plough back into capital injections in their operation and thereby employ more people.

The multi-sectoral funding model, schools are then expected to commercialise their curriculum in specific technical vocational subjects such as Agriculture, Building Studies, Woodwork, Food and Nutrition, Fashion and Fabrics, Metalwork and Engineering Graphics and Designs. Sustainable funding of education will be realised

when in such subjects, schools carry out projects in their communities which will generate income for the operation of schools. For instance, the Building Studies department may construct buildings for clients at a fee and is complemented by the Woodwork department which roofs the houses. Zimbabwe being an agro based country, skill in Agriculture are a prerequisite for the graduates of the schooling system. Agriculture projects may be done at a semi-commercial scale such as poultry, piggery and crop husbandry. These projects will generate revenue that will be used for the operational purpose of schools and profits used for capital projects. This may be possible given that in most school in Zimbabwe, government pay salaries to most of the workers who have a direct bearing in education provision.

#### **6.5.7 Conditions by government for NGOs to fund secondary education**

The government of Zimbabwe created unfavourable conditions for NGOs to finance secondary education. Government must not put administrative “red tape” in the way of the private sector and NGOs who wish to fund secondary education.

Government should create or ensure that favourable conditions are in place for NGOs to finance secondary education and do away with MOUs, as these frustrate would-be funders of secondary education. If government is concerned about sabotage and political interference by NGOs, the law enforcement agencies should investigate them while observing the rule of law, which will avoid scaring off NGOs. Government should continue to cultivate its relationship with NGOs which has seen a 1:1 ration on textbooks through funding from the EDF. NGOs and donors should be allowed to take their funds directly to the schools they wish to fund, not to remit them to Treasury first, as there are chances that the money may be used for purposes for which it was not originally intended.

#### **6.5.8 Sustainable funding of secondary education**

More funding in STEM is needed, as such learners are the torch-bearers for innovation and development in the country. The MPSE’s regulation of fees should not be exercised in such a way that it affects those communities which can afford and want to see changes in their schools.

### **6.5.9 Addressing challenges of funding secondary education**

Follow-up is required in schools to assess whether the vulnerable children are being assisted by BEAM or the relevant organisation. The MPSE oversees the establishing of sound income-generation projects which would empower schools financially. The MPSE must have tax incentives for private organisations which fund secondary education. This suggests that government should create an environment viable for education funding by the NGOs. A practice of not sending learners home for not paying school fees should be reviewed by asking learners to bring their parents to school instead, where they negotiate when payment of school fees will be done. This will avoid violation of children's rights to education by denying them access to education because of non-payment of school fees. BEAM funds should be disbursed at the beginning of the year to enable schools to make use of the funds in procuring teaching and learning materials.

There is need to have policy review in terms of funding secondary education, where SIG should cater for all schools rather than a few schools which meet a criterion. This is because schools with different needs may not be the framework for funding through SIG. A continual review of allocation of funds based on the level of poverty in the different districts should be done to eliminate schools which are well-resourced.

### **6.5.10 Learner numbers per class**

Learner numbers in the classroom must be reduced to enable the teacher to give individual attention to learners. Schools which can afford paying teachers outside the MPSE-allocated teacher establishment must do so, in order to address learner numbers in classrooms.

### **6.5.11 Facilities in the schools**

It is recommended that communities in which schools are located should play a crucial role in assisting schools. They have the important required infrastructure which would allow schools to operate more efficiently.

### **6.5.12 Teaching and learning materials**

The Curriculum Development Unit must be a fully flagged unit of the MPSE that must receive funding from Treasury which caters for its operations. It must produce materials at cost price for schools.

### **6.5.13 Learner support assistance**

The MPSE should introduce special needs assistance in secondary schools to give support to learners with different learning barriers. Schools should also have qualified counsellors who will give support to secondary school learners, particularly with regard to HIV/AIDS and the social ills of society.

### **6.5.14 Budget allocations for MPSE**

Budgets for the MPSE should be increased to substantially meet infrastructure development needs and teaching and learning material requirements in schools. The minimal 2%–7% as allocated in budgets over the years is far too small.

## **6.6 LIMITATION OF THE STUDY**

The main limitation of this study was that some questions were politically sensitive. With the volatile nature of Zimbabwean politics, respondents were reluctant to give views for which they could be victimised, despite assurances of anonymity given by the researcher when capturing views of respondents in this study. However, this did not affect the results of this study because of the use of mixed methods. The use of mixed methods enabled the researcher to cross-check views presented in one form of data with views presented in the other form.

## **6.7 RECOMMENDATIONS FOR FURTHER RESEARCH**

The following are recommendations suggested for further studies which were not addressed in this study:

- How government can grow the economy in order to increase the revenue to adequately fund various government departments.

- How the availability of safety nets for the vulnerable in society can fully address funding constraints for the disadvantaged in secondary education.

## **6.8 CONCLUSION**

This study has explored the challenges in funding secondary education in Zimbabwe and has discussed a range of alternatives to address these challenges. The study established that owing to lack of funding, a numbers of learners are sidelined in terms of basic human rights who cannot contribute to the development of their country today because of their lack of education. Commitment of the Zimbabwean government to the MDGs and EFA has seen an increase in those seeking secondary education, which derailed government efforts to address disparities of the colonial system in the provision of education. Efforts made by government to control funding provided by NGOs has contributed to reduction in funding, as some are frustrated by the cumbersome MOU to get permission to fund schools.

This study has found that the criteria for funding secondary education has to be looked at in order to provide a holistic way of funding the vulnerable and not only paying school fees. CSCs have a number of shortcomings which need to be overhauled. There is evidence from the research that the intended beneficiaries of BEAM were not receiving funding; this should be addressed by relevant authorities.

A range of funding models was proposed; the ones which stand out for the researcher are the tax incentive funding model and the education levy funding model. Zimbabwe has a small economy (GDP \$16.29 billion) which is not able to provide free EFA. In view of this fact, those who have the capacity to pay for their education should be allowed to do so, and those in affluent communities should be allowed to increase fees without control by government.

Tax incentive models are sustainable, in that many companies would want to have tax reduced in the current world economic climate when they fund schools, rather than remit huge tax to governments. The education levy funding model is equally sustainable, in that the contributions from employees would be an insignificant amount of their earnings (0.5%) which would raise approximately \$1.75 per employee per month. This study found that BEAM and SIG funding is not sustainable owing to the numbers of learners needing funding because of retrenchment and HIV/AIDS, and the



number of schools which need funding. It was established that the economy has to start working again in order for parents to finance their children into secondary schools when parents are gainfully employed. The researcher proposed a Multi-sectoral education funding model which has four pillars. The central tenant of this model is based on a sound economic environment which stimulate economic growth. Government policy must allow those willing to fund schools to have tax incentives. The poverty levels in communities must be considered for government to fund schools. Bureaucratic practices must be removed for those interested in funding schools. Donors and NGOs must be allowed to operate without the MOU. Parents would be able to pay fees and levies for their children if gainfully employed while private companies and co-operations are allowed to adopt schools where they provide capital funding and operational costs for schools. Schools commercialise technical and vocational subjects. Schools use proceeds of money they raise from small projects that it does for communities to meet operational and capital costs. This form of funding will caution all those who are interested in pursuit of secondary education. Education levy of 0.5% on all employees would build resources which will fund schools in poor communities. Secondary education is able to generate the necessary human capital needed for the development of the country.

Financing of secondary education would ultimately ensure sustainable development in the country through skills acquired, when individuals become truly productive. Through education, individuals are able to understand the benefits of healthy lifestyles, proper use of the environment and use of natural resources – which will transform and develop the country.

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# ANNEXURE 1

## Ethical Clearance Certificate

**UNISA**   
University of South Africa

**COLLEGE OF EDUCATION RESEARCH ETHICS REVIEW COMMITTEE**  
16 November 2016

Ref : 2016/11/16/36609900/56/MC  
Student : Mr A Mutigwa  
Student Number : 36609900

Dear Mr Mutigwa,

**Decision: Approved**

---

**Researcher:** Mr A Mutigwa  
Tel: +2776 917 8943  
Email: mutigwa@gmail.com

**Supervisor:** Prof RJ Botha  
College of Education  
Department of Educational Leadership and Management  
Tel: +27824116361  
Email: Botharj@unisa.ac.za

**Proposal:** The funding of secondary education: Towards sustainable development in Zimbabwe

**Qualification:** D Ed in Education Management


---

Thank you for the application for research ethics clearance by the College of Education Research Ethics Review Committee for the above mentioned research. Final approval is granted for the duration of the research.

The application was reviewed in compliance with the Unisa Policy on Research Ethics by the College of Education Research Ethics Review Committee on 16 November 2016.

The proposed research may now commence with the proviso that:

- 1) The researcher/s will ensure that the research project adheres to the values and principles expressed in the UNISA Policy on Research Ethics.
- 2) Any adverse circumstance arising in the undertaking of the research project that is relevant to the ethicality of the study, as well as changes in the methodology, should be communicated in writing to the College of Education Ethics Review Committee. An amended application could be requested if there are substantial changes from the existing proposal, especially if those changes affect any of the study-related risks for



University of South Africa  
Pretter Street, Matielana, Edg. City of Tshwane  
PO Box 392 UNISA, 0003 South Africa  
Telephone +27 12 429 3111 Facsimile: +27 12 429 4150  
[www.unisa.ac.za](http://www.unisa.ac.za)



the research participants.

- 3) The researcher will ensure that the research project adheres to any applicable national legislation, professional codes of conduct, institutional guidelines and scientific standards relevant to the specific field of study.

Note:

The reference number **2016/11/16/36609900/56/MC** should be clearly indicated on all forms of communication [e.g. Webmail, E-mail messages, letters] with the intended research participants, as well as with the College of Education RERC.

Kind regards,



**Dr M Claassens**  
**CHAIRPERSON: CEDU RERC**  
[mcotc@netactive.co.za](mailto:mcotc@netactive.co.za)



**Prof VI McKay**  
**EXECUTIVE DEAN**

## ANNEXURE 2

### Letter requesting permission to conduct the study from the Permanent Secretary of the Ministry of Primary and Secondary Education

4868, Bern-Win

Mutare

### Request for permission to conduct research in schools in Manicaland Province

Title of thesis: The funding of secondary education: towards sustainable development in Zimbabwe.

3 January 2017

Contact Person: Dr. RN Marishane

Department: Education Management

Contact person's telephone number: +27 72 239 7134 and email address: nmarishane@gmail.com

Dear Dr. Utete-Masango

I, **Archford Mutigwa** am doing a doctoral research into *Funding of Secondary Education: Towards Sustainable Development in Zimbabwe* under the supervision of Dr RN Marishane from University of South Africa's Department of Education Management and Leadership. I have received a bursary for this study. I wish to be given permission to carry out the research in schools for my thesis. In this study, I will invite principals of schools, education officers to participate in a study.

The purpose of this study is to examine how Zimbabwe can finance secondary education to ensure sustainable development in view of scarce financial resources. Ethical considerations will be made to ensure that no one who takes part in the study is harmed and the views of participants will be confidential and used for academic purposes only. An ethical clearance certificate has been obtained from the university.

Yours sincerely

---

Signature of researcher

---

Name of researcher

## ANNEXURE 3

### Letter from the Ministry of Primary and Secondary Education granting permission

All communications should be addressed to  
"The Secretary for Primary and Secondary  
Education"  
Telephone: 799914 and 705153  
Telegraphic address : "EDUCATION"  
Fax: 791923



ZIMBABWE

**Reference: C/426/3**  
Ministry of Primary and  
Secondary Education,  
P.O Box CY 121  
Causeway  
Harare  
**ZIMBABWE**

3 January 2017

Archiford Mutigwa  
4868 Bern-win  
Chikanga  
Mutare  
Zimbabwe

**RE: PERMISSION TO CARRY OUT RESEARCH IN MANICALAND PROVINCE:  
SECONDARY SCHOOLS**

Reference is made to your application to carry out a research in the secondary schools  
in Manicaland Province on the research title:

**"THE FUNDING OF SECONDARY EDUCATION: TOWARDS SUSTAINABLE  
DEVELOPMENT IN ZIMBABWE"**

Permission is hereby granted. However, you are required to liaise with the Provincial  
Education Director Manicaland, who is responsible for the schools which you want to  
involve in your research. You are required to seek consent of the parents/ guardians of  
all learners who will be involved in the research.

You are required to provide a copy of your final report to the Secretary for Primary and  
Secondary Education.



Dr. S.J. Utete - Masango  
**SECRETARY FOR PRIMARY AND SECONDARY EDUCATION**  
cc: PED – Manicaland

SECRETARY  
MINISTRY OF PRIMARY AND  
SECONDARY EDUCATION  
2017 -01- 03  
P.O. BOX CY 121 CAUSEWAY  
ZIMBABWE

## ANNEXURE 4

### SURVEY QUESTIONNAIRE TO SCHOOL PRINCIPALS

□□□ Record No

#### Survey on the funding of secondary education in Zimbabwe

This survey seeks to identify the challenges of funding of secondary school education. The intention is to ensure that sound provision of educational resources is done in an effort to bring about sustainable development in the country. The success of this survey is dependent upon your participation in this work and the valuable information you provide in this questionnaire. The information you furnish the researcher will be highly confidential. Please, may you respond to the following questions as honestly and completely as possible by putting an X on the response which mostly appeals to you.

Thank you in advance for your time and effort in completing this questionnaire for me.

#### Personal information

##### Section A

Mark with an X the option applicable to you.

1. Gender:

Male	1	Female	2
------	---	--------	---

2. Title:

Mr	1	Mrs	2	Ms	3	Dr	4
----	---	-----	---	----	---	----	---

3. Highest qualification

Dip Ed	1	B.Ed.	2	BSc	3	MEd	4	PhD	5
-----------	---	-------	---	-----	---	-----	---	-----	---

4. Experience in management.

0-10	1	11-20	2	21-25	3	26-30	4	Over 31	5
------	---	-------	---	-------	---	-------	---	---------	---

## Section B

Mark with an X the option you feel is best for you.

5. The commitment to the Millennium Development Goals (MDGs) negatively affected funding secondary school education

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

6. Quality education is possible given the current finding by the state.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

7. Commitment to the EFA derailed the financing of education in Zimbabwe.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

8. It is the responsibility of the state to provide EFA for its citizens.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

9. The MDG meant that financial resources had to be diverted by the state to fulfil this international obligation.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

10. MDG would ensure that there is sustainable development for the country.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

11. Addressing colonial disparities in the provision of education created unevenness in education provision.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

12. 'Massification' of education in 1980s drained the state's resources.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

13. Making parents pay fees for their children in the initial stage of mass education should have saved the state in the long run.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

14. Free education may be applicable to wealthy nations.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

15. Government could have involved private sector and other stakeholders in the initial stages of mass education system in the 1980s.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

16. Construction of new schools in the mass education system came at a high cost to the state.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

17. The current funding model for secondary schools in Zimbabwe has addressed the funding challenges in education provision.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

18. Provision of learning materials in new schools in the mass education system came at a high cost to the state.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

19. In ability of government to make funds available compromised the efficiency of BEAM.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

20. Many students want assistance from BEAM that makes it unable to assist all who deserve to be assisted.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

21. There is a small percentage of learners in every school whose parents cannot afford school fees.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

22. The general difficult economic climate has made parents not to afford sending children to school.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

23. The general political climate made donors not to want to fund education in Zimbabwe.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

24. The weak economy as a result of economic sanctions from the West has negatively affected education funding in Zimbabwe.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---

25. Alternative ways of funding secondary education have to be found in Zimbabwe.

Agree	1	Strongly Agree	2	Disagree	3	Strongly disagree	4	Not sure	5
-------	---	----------------	---	----------	---	-------------------	---	----------	---

Please, give reason (s) for your answer (option) \_\_\_\_\_

---



## Section C

**Please complete this section by filling in your response on the spaces provided as briefly and objectively as possible.**

26. How has the Zimbabwean government tried to address the colonial disparities in funding of secondary school education?

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---

---

27. What are the main challenges affecting funding of secondary education in Zimbabwe today?

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---

---

28. How can the challenges for funding secondary education be addressed?

---

---

---

---

29. What challenges is BEAM facing in trying to fund the vulnerable secondary school children?

---

---

---

30. What education funding model would you propose for Zimbabwe? Please give reasons for your answer.

---

---

---

## **ANNEXURE 5**

### **INTERVIEW SCHEDULE FOR PRINCIPALS**

1. In what way do you think the MDGs has affected funding of secondary education?
  2. What are the challenges that Zimbabwe is facing in trying to address the colonial disparities in education provision?
  3. How are the colonial disparities in funding secondary education being addressed?
  4. How effective is the BEAM funding model in Zimbabwe?
  5. How can funding of secondary education bring about sustainable development in Zimbabwe?
  6. What is the funding for secondary education model that can be recommended for Zimbabwe? Justify your reason?
  7. How has the current funding for secondary education affected your operation as a school?
  8. How has MPSE policy on fee increase affected negatively the provision of secondary education?
  9. In what ways has the partnership between government, private sector and parents can have yielded the desired result in terms of funding secondary education?
  10. What has been done to assist those who cannot afford school fees and examination fees to pursue their studies?
  11. How much per capital grant do you receive from government annually and does it cover all the expenses that are supposed to be covered through this fund?
  12. How do you raise funds for infrastructure development?
  13. How does EFA influence positively in sustainable development in the country?
  14. What educational challenges does unavailability of specialised rooms pose for your school?
  15. How would you use donor funds if ever they are made available for your school?
-

## **ANNEXURE 6**

### **INTERVIEW SCHEDULE FOR NGOs**

1. How has NGOs assisted in the commitment for the MDGs and EFA in the country?
2. How did NGOs assist Zimbabwe in trying to address the colonial disparities in education provision?
3. How effective is the BEAM funding model in Zimbabwe?
4. What are the limitations of BEAM in funding secondary education?
5. How do NGOs augment BEAM funding model?
6. In what way do you think funding of secondary education can bring about development in Zimbabwe?
7. What are the funding criteria for secondary education by NGOs?
8. What are the major challenges in funding secondary education in Zimbabwe?
9. What are the conditions made by government to NGOs for funding for secondary education?
10. What is the rationale of these conditions imposed by the government for your operation?
11. How has MPSE policy on fees increase affected NGOs on the provision of education?
12. In what ways does partnership between government, private sector, NGOs and parents can yield the desired result in terms of funding secondary education?
13. How best do you think sustainable funding of secondary education can bring about development in Zimbabwe?
14. What recommendations do you have to address the challenges of funding secondary education in Zimbabwe?
15. What funding model would you recommend for Zimbabwe secondary school education?

## ANNEXURE 7

### Observation schedule

- |  |                          |                          |
|--|--------------------------|--------------------------|
| 1. Learner numbers in class              | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Specialised rooms                     |                          |                          |
| Economics                                | <input type="checkbox"/> |                          |
| Geography                                | <input type="checkbox"/> |                          |
| Library                                  | <input type="checkbox"/> |                          |
| Building Studies                         |                          | <input type="checkbox"/> |
| Agriculture Unit                         |                          | <input type="checkbox"/> |
| Engineering and Graphics Design          |                          | <input type="checkbox"/> |
| IT Unit                                  | <input type="checkbox"/> |                          |
| 3. Administration block                  | <input type="checkbox"/> |                          |
| 4. Teachers' residency                   | <input type="checkbox"/> |                          |
| 5. Condition of buildings                | <input type="checkbox"/> |                          |
| 6. Use of technology in the classroom    | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Availability of internet              | <input type="checkbox"/> |                          |
| 8. Ablution blocks                       |                          | <input type="checkbox"/> |
| 9. Teaching and Learning Materials       |                          |                          |
| Languages                                | <input type="checkbox"/> |                          |
| Humanities                               | <input type="checkbox"/> |                          |
| Science                                  | <input type="checkbox"/> |                          |
| Commercials                              | <input type="checkbox"/> |                          |
| Technical & Vocational                   |                          | <input type="checkbox"/> |
| 10. Availability of classrooms           |                          | <input type="checkbox"/> |
| 11. Facilities for curriculum activities |                          |                          |
| Hockey                                   | <input type="checkbox"/> |                          |

- Soccer
- Netball
- Basketball
- Rugby
- Tennis Court
- Cricket

## **ANNEXURE 8**

### **INTERVIEW SCHEDULE FOR DEPARTMENT OF EDUCATION OFFICIALS FOCUS GROUP**

1. How does the current funding of secondary education affect quality control in schools?
2. What are the challenges of funding secondary education today and how would you think as MPSE is the best way to deal with them?
3. How has MPSE been funding secondary education and how has government tried to address the colonial imbalances in the provision of education?
4. How has government policy encouraged/discouraged NGOs and other stakeholders in the funding of secondary education?
5. How does government ensure that the vulnerable in society are not disadvantaged in accessing secondary education?
6. How does the current funding system impact on the operation of schools?

## **ANNEXURE 9**

### **DOCUMENTARY ANALYSIS GUIDE**

#### Ministry of Education Sports Art and Culture

1. Policy on funding secondary education
2. Capital funding for secondary education
3. Per capita grant
4. Targeted funding (vulnerable and orphaned children)
5. Teaching and learner materials
6. Infrastructure funding
7. Learner support assistance
8. Budgets allocations in MESAC
9. Partnerships and donor funding

#### Ministry of Labour and Social Welfare

1. Policy document on funding vulnerable children
2. Framework for BEAM
3. Social Workers and the identification of orphans and vulnerable children (OVC)
4. Dealing with victims of retrenchments and HIV/AIDS parents and children
5. Budgets for OVC

#### Ministry of Finance and Economic Development

1. Policy of funding for secondary education
2. Funds disbursed in the last 5 years to secondary education
3. Monitoring tools for used of disbursement of funds
4. Sustainable development through funding
5. Foreign funding towards education

## Non-Governmental Organisations

1. Policy for funding schools
2. Budgets for school funding
3. Infrastructure development
4. Government condition for funding
5. Statistics of beneficiaries from NGOs funds
6. Uniforms
7. Stationery
8. Transport



## ANNEXURE 10

### PARTICIPANT INFORMATION SHEET

3 July 2017

#### Dear Prospective Participant

I am doing research towards a Doctor of Education (Education Management and Leadership) at the University of South Africa. I have funding from UNISA M&D Study Bursary Fund for doctoral research study. I am inviting you to participate in a study entitled: The funding of secondary education: towards sustainable development in Zimbabwe. I am conducting this research to examine how Zimbabwe can finance secondary education to ensure sustainable development in view of scarce financial resources.

In this study participants, will answer questionnaires, face to face interviews and focus group interviews. An audio tape will be used to record individual and focus group interviews. Participants are expected to spend at least 30 minutes of their time completing a questionnaire and being interviewed on a face to face while it will take one hour to participate in a focus group. Participating in this study is voluntary and you are under no obligation to consent to participation. If you do decide to take part, you will be given this information sheet to keep and be asked to sign a written consent form. You are free to withdraw at any time and without giving a reason

Thank you for taking time to read this information sheet and for participating in this study.

Thank you.

\_\_\_\_\_  
Signature

Archford Mutigwa

#### CONSENT TO PARTICIPATE IN THIS STUDY (Return slip)

I, \_\_\_\_\_ (participant name), confirm that the person asking my consent to take part in this research has told me about the nature, procedure, potential benefits and anticipated inconvenience of participation. I have read (or had explained to me) and understood the study as explained in the information sheet. I have had sufficient opportunity to ask questions and am prepared to participate in the study. I understand that my participation is voluntary and that I am free to withdraw at any time without penalty (if applicable) I am aware that the findings of this study will be processed into a research report, journal publications and/or conference proceedings, but that my participation will be kept confidential unless otherwise specified. I agree to the recording of the interview through audio tape.

I have received a signed copy of the informed consent agreement.

Participant Name & Surname (please print) \_\_\_\_\_

Participant Signature \_\_\_\_\_ Date \_\_\_\_\_

Researcher's Name & Surname (please print) \_\_\_\_\_

Researcher's signature \_\_\_\_\_ Date \_\_\_\_\_

## **ANNEXURE 11**

### **INTERVIEW SCHEDULE FOR SIMUKAI AN NGO OFFICIAL**

**DATE** : **14 JULY 2017**

**DISTRICT** : **MUTARE**

**NGO** : **SIMUKAI (A)**

#### **PARTICIPANTS**

**INT** : **INTERVIEWER**

**RES** : **RESPONDENT (FRANCISCA BARBARA MATANGA)**

**INT:** How have NGOs assisted in the commitment for the MDGs and EFA in the country?

**RES:** Provision of school fees and education materials i.e. stationery to orphans and vulnerable children. Training teachers through workshops as some are not trained or qualified in incorporating children with disabilities, child rights and responsibilities. Infrastructure development Strengthening and formation of child rights clubs and GEM/ BEMs.

**INT:** How have NGOs assist Zimbabwe in trying to address the colonial disparities in the education provision?

**RES:** Awareness campaigns on the importance of educating a girl child. Building of schools in rural areas. Provision of school fees and education materials to orphans and vulnerable children (CHH). Sensitization on child rights and responsibilities. Empowering parents to take part in the education of their children through strengthening SDC (senior) junior SDCs. Paying an oversight role of paying provision of quality education. Introduction of school levies, enhancing ownership, construction of schools and classroom blocks.

**INT:** How effective is the BEAM funding model in Zimbabwe?

**RES:** To a greater extent it is not effective. This is because:

It does not incorporate all vulnerable children including those with disabilities.

Its selection criteria are biased. It is contributing less in improving pass rates, school supplies such as furniture and introducing feeding programmes for all. It does not cater for registration fee for final 'O' and 'A' level examinations. Disbursement of funds is lagging. It does not contribute to quality education. BEAM fees have last been disbursed in 2014.

**INT:** What are the limitations of BEAM funding in secondary school?

**RES:** Selection criteria is biased. Lack of adequate funding. BEAM does not cater for orphans and vulnerable children including children with disabilities. If you are not a primary school beneficiary of BEAM it will not start paying during secondary education no matter how desperate the situation could be. Exclusion of street children as it is not flexible to accept children midyear.

**INT:** How do NGOs augment the BEAM funding model?

**RES:** They complement the mode through offering support systems such as strengthening and formation of child rights and BEM/GEM clubs' materials such as stationery. Provision of livelihoods and empowerment projects to the selected candidates for BEAM so that they may supplement other educational needs. To install children's rights to education and their responsibilities if they are to attain education. Increasing access to education for the vulnerable through their various interventions.

**INT:** In what way do you think funding of secondary education can bring about development in Zimbabwe?

**RES:** It increases individual productivity as measured by the well documented link between educational attainment and personal earnings. Today, rapidly it widens the knowledge growing economies depend on the creation acquisition distribution and use of knowledge and this requires an educated and skilled population. It reduces illiteracy rates. It implies full access to intellectual and skill development opportunities that will enable each individual to develop his

or her full potential. However, BEAM is maintaining gender balance in terms of number of beneficiaries.

**INT:** What are the funding criteria for secondary education by NGOs?

**RES:** Vulnerability status e.g. Orphans, Child Headed Households (CHH), school performance/ Best performers, best Sportsman/ free Education E.g. Football and Rugby players. Second Chance education e.g. Survivors of child marriages. Orphans living with elderly.

**INT:** What are the major challenges in funding secondary education in Zimbabwe?

**RES:** Poor funding and limited resources. Diversions of funds for personal gains by school officials. Selection criteria is biased, costly education system and poor accountability which does not attract funding.

**INT:** What are the conditions made by government to NGOs for funding secondary education?

**RES:** Funding must be needs specific. The NGOs must be registered under PVO Act. The NGO must have valid MOU with the relevant authorities which at times a price tag depending on district to district, to work with the existing grassroots structures in the selection process.

**INT:** What is rationale of these conditions imposed by the government for your Operation?

**RES:** It helps in ensuring that the funding serves its purpose. Oversight role by the government. Ensuring that the massive is continuously on the check by the authorities, too harmful development style which comes out of favouritism, nepotism. General mistrust between government and NGOs and to avoid double dipping and fragmented inventions.

**INT:** How has MPSE policy on fee increases affected NGOs on the provision of education?

**RES:** The policy on fees increase came about when NGO budgets had already been approved by funding partners. This therefore, made it difficult to review them and factor in the changes to fully support the provision of education. It reduces number of beneficiaries. Lack of parents or guardians to pay the shortfalls created by budgetary cuts. Withdrawal from school of the beneficiaries as most orphans fail to pay the arrears. NGOs intended GOALS are seriously compromised as the part payment made by them does not allow the child to complete school.

**INT:** In what ways does partnership between government, private sector, NGOs and parents yield the desired results in terms of funding of secondary education?

**RES:** It prevents double dipping thereby promoting equality. Increases the number of beneficiaries. It ensures rightful beneficiaries to receive the assistance. It increases ownership of the project as to who is doing what and to what extent. With all parties involved a clear, extent can be developed thereby ensuring sustainability in the event that during pull out.

**INT:** How best do you think sustainable funding of secondary education can bring about Zimbabwe development?

**RES:** If it opens opportunities for other schools' students and vocational skills. STEM for instance, producing students who can heal the economy e.g. in the production centre.

**INT:** What recommendations do you have to address the challenges of funding secondary education in Zimbabwe?

**RES:** Continuous follow ups in schools so as to ensure that targeted beneficiaries are benefiting from the funds. Promoting livelihoods and empowerment projects in secondary schools for income generation so that the school establishes a revenue on a continues basis for the needy. A plough back facility for all

previously assisted students. Full participation contribution by the sector and enjoyment of tax cuts by such industries. Enforcement of the constitutional role of government.

**INT:** What funding model would you recommend for Zimbabwe secondary school education?

**RES:** BEAM if it is well funded criteria well set structure and selection team transparency held. Zimbabwe is renounced for its resources and must fund primary, secondary and university for deserving vulnerable children. A model that frees up space for active and uninterrupted participation by CSOs and private individuals.

## **ANNEXURE 12**

### **INTERVIEW SCHEDULE FOR FACT AN NGO OFFICIAL**

**DATE** : **19 JULY 2017**

**DISTRICT** : **MUTARE**

**NGO** : **FACT (B)**

#### **PARTICIPANTS**

**INT** : **INTERVIEWER**

**RES** : **RESPONDENT (MS CONNIE)**

**INT:** How have NGOs assisted in the commitment for the MDGs and EFA in the country?

**RES:** Through paying school fees for children. Through buying school uniforms and ECD playing equipment for ECD level. Through the Multi-sectoral Child Welfare Assessments (MSCWA) whereby teachers will be assessing every child from head to bottom health wise and if there is need for referral the child is then referred for a particular service.

**INT:** How have NGOs assist Zimbabwe in trying to address the colonial disparities in the education provision?

**RES:** We have DREAMS program which targets girls and young women to reach their full potential. We are doing Economic Strengthening amongst communities.

**INT:** How effective is the BEAM funding model in Zimbabwe?

**RES:** Late disbursements of funds in negatively affecting schools

**INT:** What are the limitations of BEAM funding in secondary school?

**RES:** I am not aware of any.

**INT:** How do NGOs augment the BEAM funding model?

**RES:** BEAM does not cover all vulnerable children therefore, NGOs are targeting more vulnerable children especially girls and young women and NGOs also give services that are not given by beam e.g. Health component to children and Parenting to caregivers of the children and also Economic Strengthening skills to have self-sustainable skills and promoting skills within the communities.

**INT:** In what way do you think funding of secondary education can bring about development in Zimbabwe?

**RES:** It is allowing the vulnerable children to reach their goals and they also go to vocational training centres to expose their skills, through ES skills within communities, ECS activities like sanitary ware production in communities brings development in Zimbabwe.

**INT:** What are the funding criteria for secondary education by NGOs?

**RES:** They should be vulnerable e.g. utter poor, Health, GBV, child headed households, targeting the girl child from 15-24 age groups.

**INT:** What are the major challenges in funding secondary education in Zimbabwe?

**RES:** Issues of dropouts through religious and cultural differences/ influences. We have children who are vulnerable number is high, demand exceeds

**INT:** What are the conditions made by government to NGOs for funding secondary education?

**RES:** Use of Memorandum of Understandings. When doing any activity in schools there should be an officer from MPSE.

**INT:** What is rationale of these conditions imposed by the government for your operation?



**RES:** Issues of transparency and are within the mandate of government policies. One my wonder if we not sabotaging the state.

**INT:** How has MPSE policy on fee increases affected NGOs on the provision of education?

**RES:** I have no idea.

**INT:** In what ways does partnership between government, private sector, NGOs and parents yield the desired results in terms of funding of secondary education?

**RES:** So that we target the right beneficiaries and issues of transparency. We do ES so that parents will later be graduated from the program so that they will not have the dependency syndrome.

**INT:** How best do you think sustainable funding of secondary education can bring about Zimbabwe development?

**RES:** We ensured the children will go through the successful completion of secondary level for all beneficiaries.

**INT:** What recommendations do you have to address the challenges of funding secondary education in Zimbabwe?

**RES:** There is need for revised policies on early marriages and penalties. We need more local funders to funding Secondary Education in Zimbabwe?

**INT:** What funding model would you recommend for Zimbabwe secondary school education?

**RES:** I have no idea.

## **ANNEXURE 13**

### **INTERVIEW SCHEDULE FOR NATIONAL AIDS COUNCIL AN NGO OFFICIAL**

**DATE** : **7 JULY 2017**

**DISTRICT** : **MUTARE**

**NGO** : **NAC (C)**

#### **PARTICIPANTS**

**INT** : **INTERVIEWER**

**RES** : **RESPONDENT (MR JOHN)**

**INT:** How have NGOs assisted in the commitment for the MDGs and EFA in the country?

**RES:** NGOs have assisted the government in the commitment to MDGs through funding various projects on schools like construction of classrooms, libraries, laboratories and donations of teaching and learning materials.

**INT:** How have NGOs assist Zimbabwe in trying to address the colonial disparities in the education provision?

**RES:** NGOs assisted on addressing colonial disparities through assisting on the construction of schools so that educational provision to the people is done without discrimination. NGOs also helped on the provision of teaching and learning materials to schools in an effort to cover the areas of equality and equity in education. They also helped in the construction of libraries and laboratories on continued efforts to address disparities in education.

**INT:** How effective is the BEAM funding model in Zimbabwe?

**RES:** BEAM has been quite effective in funding education in Zimbabwe for vulnerable and orphans in schools. This has helped much in almost keeping the dropout children in school. However, of late the programme has been affected by limited or no funding from government and schools are on arrears and on non-

payments dating back to 2012. Only the primary sector is well funded by UNICEF. Another problem has been corruption as accusations have been raised that on some cases SDC members have been the beneficiaries of BEAM and not the intended vulnerable children.

**INT:** What are the limitations of BEAM funding in secondary school?

**RES:** The following are some of the limitations of BEAM on funding secondary Education in Zimbabwe: Limited or lack of government financial support; Limited or lack of donor support to the programme.

**INT:** How do NGOs augment the BEAM funding model?

**RES:** NGOs have augmented BEAM funding by taking other vulnerable children for school fees payments. As a result, BEAM had a reduced number of students in some schools. In primary schools UNICEF has contributed finances to BEAM for fees payments to students. NGOS have also augmented BEAM funding by providing textbooks and other teaching and learning material as well as provide funding for construction of school buildings.

**INT:** In what way do you think funding of secondary education can bring about development in Zimbabwe?

**RES:** Funding of education in the secondary can bring development of graduates from schools are immediately absorbed by the formal and the informal sector and take part in industrial production and the service sectors that develop the country. It can also bring development if funding is done on science and practical subjects on which the students finish school they would participate in national development.

**INT:** What are the funding criteria for secondary education by NGOs?

**RES:** NGOs make the following as the funding criteria in secondary school's selection based on:

- Best school performance with excellent school grades.
- Orphaned students with both parents deceased.
- Orphaned children with either of the parents deceased.
- Vulnerable students with both parents unemployed.
- Vulnerable students with both parents living in poverty.
- Vulnerable students with both parents disabled.
- Vulnerable disabled students.

**INT:** What are the major challenges in funding secondary education in Zimbabwe?

**RES:** The following are the challenges faced in funding secondary education. Poor economic performance in the country; Limited and little donor funding of education; Limited and low state funding of education in the country; Limited community and parents' support; Limited and low private sector support.

**INT:** What are the conditions made by government to NGOs for funding secondary education?

**RES:** Some of the conditions made to NGOs for funding secondary education are: Non-interference in local politics of the country. Stick to their core and sole aim of associating with education business only. Respect the country's laws. Consider issues of gender, equity and equality on their operations.

**INT:** What is rationale of these conditions imposed by the government for your operation?

**RES:** The conditions ensure that: There is non-discrimination but equity and equality. There is adherence to the countries laws. There is consideration of gender matters that women and girls also get equal opportunities in education.

**INT:** How has MPSE policy on fee increases affected NGOs on the provision of education?

**RES:** The policies on fees increases has affected on the provision of education because schools have been forced not to increase school fees and NGOs even if they are able to pay huge amount of fees they have been forced to have the little amount of fees.

**INT:** In what ways does partnership between government, private sector, NGOs and parents yield the desired results in terms of funding of secondary education?

**RES:** The partnerships yield the positive results because these attend to the funding of education as a limited front than attending to this as a single entity and then fail to fund the programmes. Together there are shared duties in funding and the funding burden is reduced rather than the increased when the government goes it alone on funding.

**INT:** How best do you think sustainable funding of secondary education can bring about Zimbabwe development?

**RES:** Sustainable funding of secondary education cannot bring about development in Zimbabwe because there is need to focus on other areas of development as opposed to huge funding of education with no end. Sustainable funding of education may lead to under development since education is a social service that is non-productive and much funding onto this sector may reduce a material's capacity to develop oneself on other important sectors of the economy.

**INT:** What recommendations do you have to address the challenges of funding secondary education in Zimbabwe?

**RES:** The government should create a favourable environment for Naos to operate on the country and can be free to fund education. The government should prioritize education on funding as opposed to being second to the military funding. The private sector should be taken on board in funding of education. The government should introduce an education levy to fund education. The

government should re-introduce building grants and per- capital grants especially for satellite schools.

**INT:** What funding model would you recommend for Zimbabwe secondary school education?

**RES:** Zimbabwe needs a four-way model in which there is government, private sector, NGOs and parents' involvement on funding education so that the government is not overburdened with funding education at the expense of other sectors of the economy.

## **ANNEXURE 14**

### **INTERVIEW SCHEDULE FOR DOMCOMP AN NGO OFFICIAL**

**DATE** : **24 JULY 2017**  
**DISTRICT** : **MUTARE**  
**NGO** : **DOMCOMP (D)**

#### **PARTICIPANTS**

**INT** : **INTERVIEWER**  
**RES** : **RESPONDENT (MR HENRY)**

**INT:** How have NGOs assisted in the commitment for the MDGs and EFA in the country?

**RES:** Payment of school fees for vulnerable children, support establishment of educational infrastructure such as classrooms and ECD facilities.

**INT:** How have NGOs assist Zimbabwe in trying to address the colonial disparities in the education provision?

**RES:** By ensuring more children access education especially girls by paying school fees and constructing classrooms.

**INT:** How effective is the BEAM funding model in Zimbabwe?

**RES:** The BEAM model is a relevant response to the educational needs vulnerable children. The model selection is managed by local community thus ensuring that the neediest children are selected. The model is not adequate to cover the school fees needs for children

**INT:** What are the limitations of BEAM funding in secondary school?

**RES:** Only pays school fees ignoring the needs of the child, not sustainable creates dependency on the government without enhancing capacity of family to raise

income. Weaning strategy does not consider changes in the family's income, late disbursement to schools.

**INT:** How do NGOs augment the BEAM funding model?

**RES:** By paying school fees to those not included in the BEAM model, by providing scholastic material and uniforms to the beneficiaries of BEAM. Providing psychological support to the beneficiaries of the BEAM model

**INT:** In what way do you think funding of secondary education can bring about development in Zimbabwe?

**RES:** More children transition from primary to secondary education creating more opportunities for them to access tertiary education.

**INT:** What are the funding criteria for secondary education by NGOs?

**RES:** Level of vulnerability of the child e.g. orphan hood, disability and gender

**INT:** What are the major challenges in funding secondary education in Zimbabwe?

**RES:** High cost of secondary education – high fees hence few children can be assisted. Some secondary school not willing to accommodate the Block grant school fees payment model.

**INT:** What are the conditions made by government to NGOs for funding secondary education?

**RES:** I am not aware of any conditions.

**INT:** What is rationale of these conditions imposed by the government for your operation?

**RES:** Aaaaa! I have no idea.



**INT:** How has MPSE policy on fee increases affected NGOs on the provision of education?

**RES:** Fees increases resulting in a few children being supported under limited NGO budgets

**INT:** In what ways does partnership between government, private sector, NGOs and parents yield the desired results in terms of funding of secondary education?

**RES:** There is shared vision and strategies on how to support the educational needs of children school level.

**INT:** How best do you think sustainable funding of secondary education can bring about Zimbabwe development?

**RES:** Government of Zimbabwe should play a major role in mobilising resources to fund secondary school education including regulating the level of fees within levels that can be afforded by families. They should be policy that motivate corporate organisations to sponsor children at secondary school level.

**INT:** What recommendations do you have to address the challenges of funding secondary education in Zimbabwe?

**RES:** The private sector should provide/ extend bursaries/ scholarships to lower secondary school levels.

**INT:** What funding model would you recommend for Zimbabwe secondary school education?

**RES:** Government scholarships for the academically gifted, extending the STEM bursaries to lower secondary school level.

## **ANNEXURE 15**

### **INTERVIEW SCHEDULE FOR PLAN INTERNATIONAL AN NGO OFFICIAL**

**DATE** : **14 JULY 2017**  
**DISTRICT** : **MUTARE**  
**NGO** : **PLAN INTERNATIONAL (E)**

#### **PARTICIPANTS**

**INT** : **INTERVIEWER**  
**RES** : **RESPONDENT (MR RICHARD)**

**INT:** How have NGOs assisted in the commitment for the MDGs and EFA in the country?

**RES:** Provision of educational material in school. Payment of user fees for the disadvantaged. Economic empowerment of communities so that they release income to support education for their children.

**INT:** How have NGOs assist Zimbabwe in trying to address the colonial disparities in the education provision?

**RES:** Supporting construction of more schools in remote and disadvantaged communities. Provide educational materials in poorly resourced school. Support in servicing of teachers on modern learning/ teaching methodology. Promoting use of ICT as a learning and teaching tool.

**INT:** How effective is the BEAM funding model in Zimbabwe?

**RES:** The concept is noble as it promotes access to education of children of the marginalised and economically poor families; however, the implementation has its challenges due to mainly limited resources.

**INT:** What are the limitations of BEAM funding in secondary school?

**RES:** Abuse of implementation at ground level (selection process) as some deserving cases are left out, inadequate budget allocation by treasury.

**INT:** How do NGOs augment the BEAM funding model?

**RES:** Educational support to deserving cases that are left out in the BEAM funding model. NGOs have adopted the selection criteria set by BEAM.

**INT:** In what way do you think funding of secondary education can bring about development in Zimbabwe?

**RES:** Provision of learning/teaching material contributes to knowledge skills acquisition by learners. Children who otherwise have dropped out of school have opportunities to pursue their carrier.

**INT:** What are the funding criteria for secondary education by NGOs?

**RES:** Disadvantaged and remote schools. On- private schools, orphans and vulnerable children from economically disadvantaged families.

**INT:** What are the major challenges in funding secondary education in Zimbabwe?

**RES:** Learning material is quite expensive. User fees are high.

**INT:** What are the conditions made by government to NGOs for funding secondary education?

**RES:** Resource mapping to avoid double dipping. The NGO should be a member of the education cluster.

**INT:** What is rationale of these conditions imposed by the government for your operation?

**RES:** To allow coordination of education programs in a particular geographical area. To reach as many deserving children as possible.

**INT:** How has MPSE policy on fee increases affected NGOs on the provision of education?

**RES:** Positively: more deserving cases may be reached with little resources.

**INT:** In what ways does partnership between government, private sector, NGOs and parents yield the desired results in terms of funding of secondary education?

**RES:** Bigger rich with good coordination and partnership. Government provides the policy frame in which private sector and NGO operates to achieve MOPSE goals. It allows resource mapping and reaching out to more deserving cases. It has allowed sharing of best practice.

**INT:** How best do you think sustainable funding of secondary education can bring about Zimbabwe development?

**RES:** It allows individuals to reach and explore the academic and skills potential, supporting technical and vocational education, promoting technical and scientific innovation by secondary school learners.

**INT:** What recommendations do you have to address the challenges of funding secondary education in Zimbabwe?

**RES:** Treasury to allocate adequate budget to BEAM and school development grants. Promote household economic security so that families are able to support secondary education for their children

**INT:** What funding model would you recommend for Zimbabwe secondary school education?

**RES:** Community empowerment to fund own children's education. Convenient school improvement grants.

## **ANNEXURE 16**

### **INTERVIEW FOCUS GROUP OF EDUCATION OFFICIALS-MAKONI DISTRICT**

**DATE: 24 JULY 2017**

**PLACE: MAKONI EDUCATION DISTRICT OFFICE (MANICALAND PROVINCE)**

#### **PARTICIPANTS**

**INT: INTERVIEWER**

**TAM: MR TAMBWA**

**ZEN: MRS ZENGWA**

**MUN: MS MUNYAWARARA**

**CHA: MRS CHAKANYUKA**

**INT:** How does the current funding of secondary education affect quality control in schools?

**TAM:** Parents have to pay for their children for their own resources and some are struggling and they have got arrears. This means that schools are underfunded and have problems in acquiring teaching materials. In many school specialist room are not available and in others there are no computers and equipment for use. Less funding means that inspection of schools is compromised as supervisors are far.

**ZEN:** Funding from parents is very minimal due to economic hardships affecting service delivery. Effects resulting in school not able to purchase adequate teaching and learning materials resulting in school's infrastructure being dilapidated. This result in schools having inadequate furniture and inadequate houses for teachers.

**MUN:** Not aware of any funding to secondary schools besides the SIG funds targeting satellite schools. Current funding of secondary education affects quality control in school negatively because there is nothing to subsidize parent's efforts like per capita grants which is used to be paid to all schools in the district to meet educational needs of all learners. Yes, BEAM is being paid in schools but only catering for a very few needy learners due to increasing number of OVCs.

Schools with poor communities especially those in rural areas are lagging behind in terms of quality because parents struggle to pay fees and others fail to actually pay.

**CHA:** Funding from Parents is very minimal due to economic hardships. The majority have been retrenched. Industries have closed down.

Effects being: -inadequate teaching and learning materials, unavailability of specialist rooms e.g. laboratories, computer labs etc., resulting in dilapidated infrastructure & inadequate furniture and teachers' houses.

**INT:** What are the challenges of funding secondary education today and how do you think MPSE is the best way to deal with them?

**TAM:** Challenges – streaming the industry means that there are a few people who have a reliable income for them to pay fees for their children. This means that schools have to struggle to provide the requisite infrastructure and teaching and learning materials.

**ZEN:** Parents are not paying fees and levies due to economic hardships. Best way to deal with challenges is to encourage schools to start income generating projects to subsidise fees and levies.

**MUN:** The economic situation of the country is the number one constrain. Parents sometimes fail to understand that education is the basic right to every child hence they do not prioritise sending or paying fees for their children. The government should continue sourcing funds to assist all schools so as to improve the quality of education in all the schools. Partners should also be seen by prioritising fees for OVCs for schools they are working with other activities should be secondary.

**CHA:** Economic hardship. Ways of dealing with the problems: - schools should be encouraged to start income generating projects to subsidise school and levies and also looking for donors, to assist with funding.

**INT:** How has MPSE been funding secondary education and how has government tried to address the colonial imbalances in the provision of education?

**TAM:** Payment of teachers' salaries of government and non-government schools. Providing government grants e.g. per capita grants to selected schools. Assisting with global partners to assist raise funds for provision of stationery and textbooks. To address colonial imbalances, the government: - has allowed for the construction of schools especially secondary schools where they were none. Encouraging construction of teachers' colleges and increasing teacher training.

**ZEN:** Funding has been through (a) BEAM (b) SIG (c) UNICEF provides teaching and learning material, through advocacy for education for all, implementation of the new curriculum, setting up of satellite schools. Training of teachers does not segregate a variety of subjects are being offered, implementation of the teaching of indigenous languages. Implementation of practical subjects e.g. agriculture from ECDA – A level and ICT from ECDA – A level.

**MUN:** Sometime back MOPSE used to pay per capita grant to all schools. These days they have been SIG (SCHOOLS IMPROVEMENT GRANT) targeting all S3 and S2 school but now it has been narrowed down to satellites schools and neediest schools. GPE funds have been allocated to special needs facilities and in the District we only have one such facility which also benefited in terms of resource materials and text books.

**CHA:** Thorough (a) BEAM (b) SIG (c) UNICEF provides teaching and learning materials.

- (1) Through education for all
- (2) Changing of the history syllabus
- (3) Implementation the new curriculum as per the Nziramasanga Commission.
- (4) Setting up of satellite schools.
- (5) Implementation of the teaching of the indigenous languages.
- (6) Use of the hand on methodologies.
- (7) Training of the teachers is no longer segregates, subjects offered vary.

(8) Implementation of the teaching of practical subjects e.g. Agriculture from ECDA and ICT from ECDA to A level.

(9) Merging ECD classes to the mainstream

**INT:** How has government policy encouraged/discouraged NGOs and other stakeholders in the funding of secondary education?

**TAM:** NGOs sign memorandum of understanding with the government when they want to fund secondary education. As a matter of fact, there are a number of organisations funding secondary education one of them is Higher Life Foundation.

**ZEN:** NGOs must get a memorandum of agreement for them to accept into schools.

**MUN:** Accessibility due to too many/much demands.

**CHA:** NGOs are encouraged to have a MOU which would make it easier for them to get into schools.

**INT:** How does government ensure that the vulnerable in society are disadvantaged in accessing secondary education?

**TAM:** The vulnerable are assisted through the Basic Education Assistance Module (BEAM) which is a fund set aside and channelled through the social welfare department. The needy are selected by the school selection committee at school level.

**ZEN:** Pays for the vulnerable through BEAM for the fees and exam fees. Other donors and stake holders are encouraged to pay fees and assist with stationery and uniforms for the vulnerable.

**MUN:** There is BEAM allocation meant for the most vulnerable learners and it is not catering for all the need learners in school. Development partners are also a lot to show a difference to this group of learners. Most development partners are



also going a step further to capacitate the communities through projects for sustainable development. However not all parts of the district have got NGOs.

**CHA:** Government pays for the vulnerable through (i) BEAM pays for fees and exams.  
(ii) Other donors and stakeholders are encouraged to pay fees and levies for the vulnerable and also to assist through uniforms and stationery.

**INT:** How does the current funding system impact on the operation of schools?

**TAM:** Schools with parents who pay fees and levies can do far better than those where parents are reluctant to pay fees/ levies. Since schools use their levies and fees for procurement of travelling and learning materials some are more rebounded than others.

**ZEN:** Schools are underfunded impacting on quality service delivery.

**MUN:** It impacts negatively because funds do not come in time. E.g. BEAM Schools find it difficult to operate without the necessary support. In some cases, children fail to participate in key curriculum aspects like sporting due to lack of resources or you find learners walking long distances to go and participate and they perform badly due to fatigue. Other subjects which need to be practical will end up being done theoretically due to lack of support materials.

**CHA:** Schools operate without money for teaching and learning materials because they are underfunded. In addition to that quality service delivery is not met because school are underfunded.

## **ANNEXURE 17**

### **INTERVIEW FOCUS GROUP OF EDUCATION OFFICIALS-MUTARE DISTRICT**

**DATE: 26 JULY 2017**

**PLACE: MUTARE EDUCATION DISTRICT OFFICE (MANICALAND PROVINCE)**

#### **PARTICIPANTS**

**INT : INTERVIEWER**

**NJI : NJIKIZANA**

**MAP : MR MAPURANGA**

**MAT : MR MATONGERA**

**MAD : MRS MADZIRO**

**INT:** How does the current funding of secondary education affect quality control in schools?

**NJI:** Funding of secondary schools is as low that schools find it very difficult to meet basic requirements such as textbooks, computers and other teaching and learning materials. The distribution of teacher's in schools is not conducive to appreciate teaching/ learning. Most schools have to do with mismatches where sometimes a teacher trained in teaching Shona finds himself teaching Mathematics. In one school a teacher was found teaching two languages through from form 1-4. Because of poor funding many schools put up substandard buildings which do not attract learners. Many learners sometimes walk long distances to better schools and sometimes end up lodging in nearby business centres where they are exposed to abuse especially the girl child.

**MAP:** Quality of education is indeed determined by the level of funding. Currently, funding of secondary education is limited and yet high quality is expected especially in the implementation of the updated curriculum where a lot of innovation is expected. Many schools are expected to be having computers and yet they do not have funding to acquire computer laboratories. The school curriculum emphasizes the practical oriented curriculum which requires a lot of equipment and yet funding by parents and guardians especially in the rural areas is very limited. Quality is very affected by low funding.

**MAT:** With the economic meltdown in the country the funding of secondary education has been low and inconsistent. This has led to the deterioration in the provision of quality education in the secondary sector. Some people have had to stay home for lack of school fees as well as examination fees. Grants have not been always coming from the central government. This has negatively affected delivery affected delivery of the education quality. However, the introduction of STEM has boosted the attendance in schools as well as access to tertiary education by those pupils who have first ended at form 4 or 6.

**MAD:** Non-payment leading to poor infrastructural development. Delayed or part payment causes unexpected changes of budgets and plans. Quality of education is compromised.

**INT:** What are the challenges of funding secondary education today and how do you think MPSE is the best way to deal with them?

**NJI:** Challenges of funding in secondary education today are: -

- (1) Harsh economic environment where most people are living from hand to mouth. Most parents/guardians place education at the bottom of the ladder in priority needs.
- (2) The AIDS pandemic has played havoc in government plans. Personnel which had been trained by government have fallen victim to HIV and AIDS and much money is being spent on people who have died the children being left behind.
- (3) MPSE is not the best way to deal with the challenges. MPSE should only play a part but should do it in partnership with other partnered communities the corporate world and even non-governmental organisations. If communities are allowed to govern their own schools in the best way they possibly can, then some of the challenges could be overcome.

**MAP:** Challenges of funding secondary Education are that parents in the catchment area are the largest funders. Most of them, especially in rural areas are low income earners and could not fund the system adequately. The government

which is expected to assist those in the BEAM programme is always struggling and payment lagged behind for about five years. This is a serious draw back as these unpaid funds were budgeted for annually. Donor syndrome is another challenge as most of the rural folk relies on donors. They always think that donors will come to their rescue. The Ministry personnel do not speak with one voice to encourage funding especially from parents. Some especially at higher levels are reluctant to encourage payment of levies. The education ACT is very clear but adherence is very low.

**MAT:** Challenges are as follows:

Policy is inconsistent e.g. at one institution children are asked to go back home to collect fees and at one point the policy is that children are not supposed to be sent out of school. Schools are supposed to deal with defaulting parents and take them to court and failure by government to provide funds under the BEAM because of fiscal constraints on the part of treasury. MPSE could invite other stakeholders to come in and assist in the funding e.g. the private sector in addition to the NGO who are currently doing a great job in that area.

**MAD:** Poverty, erratic or non-payment of levies.

**INT:** How has MPSE been funding secondary education and how has government tried to address the colonial imbalances in the provision of education?

**NJI:** MOPSE has provided grants to assist all schools. Schools damaged by natural disasters have been assisted with grant aids to repair damages but that has only been to a limited number of fortunate schools. To address the colonial imbalances, many schools have been established as satellites to existing established. For example, in one circuit 14 schools out of 36 are satellites which offer facilities like being centres for ZIMSEC. That reduced walking distances to as little as 5 km from 15km plus. The bottle necks which were experienced in the colonial era are now a thing of the past. Through grants such as SIG; EDF many learners had success to what was only a privilege of a chosen few during the colonial era.

**MAP:** Education grants which used to fund secondary education are no more due to economic hardships. Fund raising projects in schools are not at times viable as schools lack capital and at times management skills are also not available. MPSE has been funding secondary education through BEAM. Government tried to address colonial imbalances. Allocating more grants to S2 and rural schools (S3) encouraging each community to fund its own schools and scrapping BEAM funding from S1 schools.

**MAT:** Funding through (a) Equalisation grant (b) BEAM (c) STEM

Addressing the imbalances through increase in the number of schools in communal lands and the newly resettled areas; electrification of schools in the rural areas by REA (Rural Electrification Agency); provision of science kits to the new and disadvantaged schools; provision of quality teachers in schools and the removal of temporary teachers.

**MAD:** It has been paying levies for the orphans and vulnerable learners through the beam program but for the past 2 years the money has not been credited to schools. It has been encouraging income generating programs. (SIG) School Improvement Grant has been assistance but in the 2016-2017 period, paper work and plans from schools have been submitted as requested but the government has not yet released the funding to the schools.

**INT:** How has government policy encouraged/discouraged NGOs and other stakeholders in the funding of secondary education?

**NJI:** Parents have to pay for their children for their own resources and some are struggling and they have got arrears. This means that schools are underfunded and have problems in acquiring teaching materials. In many school specialist room are not available and in others there are no computers and equipment for use. Less funding means that inspection of schools is compromised as supervisors are far.

**MAP:** Funding from parents is very minimal due to economic hardships affecting service delivery. Effects resulting in school not able to purchase adequate teaching and learning materials resulting in schools' infrastructure being

dilapidated. Resulting in schools having inadequate furniture. Inadequate houses for teachers.

**MAT:** Not aware of any funding to secondary schools besides the SIG funds targeting satellite schools. Current funding of secondary education affects quality control in school negatively because there is nothing to subsidize parent's efforts like per capita grants which is used to be paid to all schools in the district to meet educational needs of all learners. Yes, BEAM is being paid in schools but only catering for a very few needy learners due to increasing number of OVCs. Schools with poor communities especially those in rural areas are lagging behind in terms of quality because parents struggle to pay fees and others fail to actually pay.

**MAD:** It has encouraged them through the signing of MOUs. It has discouraged them through the policies that do not permit to visit and engage schools in manners without letters of approval. It has discouraged NGOs through the bureaucracy that they have follow.

**INT:** How does government ensure that the vulnerable in society are disadvantaged in accessing secondary education?

**NJI:** The government introduced BEAM to assist the disadvantaged in society. The government put in place policies that learners are not sent back or suspended for failure to pay levies. The school should deal with parents or guardians of the school. The government encouraged heads of institution to make payment plans with the parents/ guardians. The government also encouraged schools to put in place contingent measures for those who cannot pay the agreed fees/levies.

**MAP:** Allowing NGOs to fund vulnerable learners. The government also came up with the BEAM programme.

**MAT:** The setting up of BEAM was a noble idea to bridging the gap. However, the funds do not always become available to government because of constricted

fiscal space. Setting up schools in remote and marginal areas of the country so that education is accessible and sending qualified teachers to these schools, provision of textbooks through the ETF to schools irrespective of location or status.

**MAD:** Through BEAM allowing second chancers, awareness workshops done by NGOs and partners on empowering the girl child.

**INT:** How does the current funding system impact on the operation of schools?

**NJI:** The current funding system impacts negatively on the standards in schools. A good example is the replacement of teachers who would have gone on leave. If a teacher takes a vacation, maternity or sick leave he or she cannot be replaced. Learners go for weeks or even months without a teacher and this directly have negative bearing on students' performance.

**MAP:** The impact is that the desired outcomes are compromised as what should have been done was not done due to non-availability of funds. The system is then producing half-baked students especially in learning areas where equipment is used. Also some learning areas are not attempted due to lack of equipment needed in that special area.

**MAT:** BEAM of grant systems are brought with their own fair share of challenge money does not only come when desperately. This has negatively affected the functionality of the schools.

**MAD:** It is impacting negatively on the development and planning when: - funds promised for the orphans and vulnerable learners are not paid and learners continue coming to learn. It is disbursed but not on time.

## **ANNEXURE 18**

### **INTERVIEW FOCUS GROUP OF EDUCATION OFFICIALS-MUTASA DISTRICT**

**DATE: 28 JULY 2017**

**PLACE: MUTASA EDUCATION DISTRICT OFFICE (MANICALAND PROVINCE)**

#### **PARTICIPANTS**

**INT : INTERVIEWER**

**MUD : MR MUDEHWE**

**GOD : MR GODO**

**MLA : MRS MLAMBO**

**INT:** How does the current funding of secondary education affect quality control in schools?

**MUD:** Funding is irregular and inconsistent. Most schools do not have adequate teaching and learning materials. Most schools fail to send their teachers for staff development workshops. Furniture at some schools is not adequate and some uses make shift furniture. Pass rate is on downward trend in some schools due to above stated issues.

**GOD:** Secondary schools get funding through levies paid by parents. There are also other sources of income for school which may be through Income Generating Project (IGP) run by schools to fund themselves. There are also other NGOs who may assist secondary school in any way but limited. Funding by NGOs has gone a long way in infrastructure development in some school. Construction of libraries classroom blocks and computer laboratories in some schools has assisted in the improvement of teaching and learning in some secondary schools. All school are receiving funds through levies from parents. The funds are limited due to the socio-economic hardships which the country is going through. The funds received are significant in improving the quality of teaching and learning where teachers attend workshops subject seminars exchange programmes and teachers' capacity development in some learning areas in the school. Most errands done at school for the benefit of learners are sponsored by these levies from parents to enhance the quality of education they received at the school. Some schools receive funding through Schools' Improvement



Gant (SIG). The funds are imperative for infrastructure development future the school. Even through the funds are limited they go a long way in supporting teaching and learning in secondary and schools thereby improving the quality of education in schools.

**MLA:** Funding is not forthcoming that will lead to shortage of resources such as text books, library books, resource books, teaching aids sports equipment. BEAM which should help the selected students is not forthcoming those students are not getting the funding which will lead to shortage of resources. Projects will not be done in the schools because there are no funds. Per capita grant is not being paid which helped in sourcing textbooks and exercise books for the students. Schools cannot buy ICT equipment for the students because of shortage of funding.

**INT:** What are the challenges of funding secondary education today and how do you think MPSE is the best way to deal with them?

**MUD:** The funding money is too little that it cannot cover what is required. The funds are sometimes released late that they do not save the purpose they were intended for e.g. buying teaching and learning materials for the incumbent learners to benefit. At times the funding is not released by MOPSE and ends as a promise only. The ministry determines the use of funding and so schools are not flexible in using the money. The MOPSE can be the best to deal with funding of secondary schools if it releases adequate funds, do not attach strings to the funds and let schools be flexible to use the funds and that the money is released timeously so that it benefits the learners at the right time.

**GOD:** Most parents are facing challenges in raising school levies for the children in schools due to high rate of unemployment which the country is experiencing. This scenario leads to low income flow in schools. Thus, because of this reason, most schools fail to provide enough resources for teaching and learning in schools. Funding from the government through Basic Education Assistance Module (BEAM) is inconsistent and unreliable at all, for instance, from 2014 up to date schools have not yet received their BEAM funds. That is detrimental for

project initiatives which the school would have planned expecting to receive the funds. Schools Grants are limited to selected schools and inadequate for all project initiatives planned in most secondary schools. The Ministry of Primary and secondary Education (MOPSE) is to encourage all school to have Income Generation Project (IGP) so that they get funds to sustain themselves. It should be the c role of Ministry through its finance and audit department to monitor the running of the project so that they benefit the school. The Ministry through the school administration and School Development Committees (SDC) can source funding from well-wishers, Old Student Association, Traditional and Political leaders in their communities to help funds their schools and not rely on levies and government assistance. It may be the role of the Ministry of Primary and Secondary Education to mobile funding for certain development project in rural or satellite school which have poor resources to enhance the quality of education. Certain Learning areas have been sponsored through Science Technology Engineering and Maths (STEM) intensive to enhance teaching and learning of Science subject up to Advanced level.

**MLA:** Parents are not managing to pay the fees for their children which leading to shortage of textbooks, library books, resource books, practical subject's equipment sports equipment students come to school without enough exercise books, pens, pencils and instruments needed. BEAM is not paying the fees but students are selected. Per capita grant is not paid that will lead to shortage of textbooks and equipment. Schools cannot sponsor the activities in the schools. MPSE should make sure that BEAM is paid on time. Per capita grant must be paid for schools to be able to buy textbooks. The MPSE to encourage parents to pay their children's schools fees on time, parents to sponsor all the needs of their children in school.

**INT:** How has MPSE been funding secondary education and how has government tried to address the colonial imbalances in the provision of education?

**MUD:** Through Per capita Grant. Through School Improvement Grant (SIG) and through BEAM (Basic Education Assistance Module), government has tried to address the colonial imbalances by: Discarding F2 schools which were meant for less academic gifted learners, forcing all schools to follow the same

curriculum e.g. ZIMSEC oriented exams, removing bottlenecks in education e.g. Grade 7 graduates not accessing secondary education due to poor results. Everyone is encouraged to go for secondary education regardless of poor results. Controlling the charging of fees/levies and schools applying for permission to increase fees /levies and parents only pay when government has approved the fees/levies and constructing more schools closer to communities for easy access by learners.

**GOD:** The Ministry of primary and secondary Education (MOPSE) has been funding secondary education through provision of per capita grants in schools funding has also been received through basic Education Assistance Module (BEAM) some secondary schools in rural areas and satellite have received funding through schools' improvement Grant SIG All these programmes have been imperative in providing funds to schools however, they are now unreliable. The Ministry has engaged partners such as ZINICEF, Global Partnership in Education (G.P.E) in assisting school by providing I.C.T equipment and other teaching and learning materials. The Ministry also initiated the Educational Trust fund (ETF) which provided textbooks in all secondary schools in the country. The government of Zimbabwe has gone miles in trying to address colonial imbalances in the provision of education through the establishment of several secondary schools throughout the country. Before independence, there were few mission church run secondary schools dotted around the country. Currently most communities either rural or urban have a secondary school within their community. The Zimbabwean government through Education Act (2006 as amended) has declared education as a child's right. Every child in Zimbabwe has the right and access to education regardless of race tribe or religion. Because of this law no child is denied entry to any secondary schools in the country. In addition to that children are not turned away even if their parents fail to pay for their levies. The parents shall make a payment plan with school authorities and let the child have access to learning. The learners in schools can now undertake all learning areas regardless of sex a move which has tried to address colonial imbalances in the provision of education between boy and girls.

**MLA:** BEAM has been paying fees for selected children. Books had been donated to schools for cone subjects only science kits had been donated to schools. There is education for all where rural schools will pay less fees and boarding schools pay higher fees. Schools applied for fees increases and the MPSE approves.

**INT:** How has government policy encouraged/discouraged NGOs and other stakeholders in the funding of secondary education?

**MUD:** Encouragement-Government has given renowned NGOs such as PLAN International and World Vision the leeway to fund infrastructural development of schools. Discouragement-Government has vetted some NGOs and those which were on the suspicious net have been allowed to fund secondary schools. Government has directed the areas NGOs and other stakeholders should fund which was against their NGOs wish.

**GOD:** The government of policy has encouraged the cooperation of now Governmental Organisation NGOs and other stakeholders in funding secondary Education. NGOs have signed Memorandum of understanding MOU with the Ministry of primary and secondary to compliment government efforts to provide quality relevant and inclusive education to its citizen. The government does not allow schools to receive any kind of assistance from some NGOs or stakeholders without confirmation from District Education offices. This has demotivated other partner or would be partners who may end up withdrawing their assistance.

**MLA:** Donors/NGOs have been allowed to fund learning of selected students. NGOs pay fees, exercise books and uniforms. Government approved the NGOs to fund schools and no NGOs go to the community without approval of the government. They had to acquire required documents.

**INT:** How does government ensure that the vulnerable in society are disadvantaged in accessing secondary education?

**MUD:** Every child from primary school should access secondary education. Learners are not sent back home if they fail to pay fees / levies. BEAM was introduced to cater for the vulnerable in society. These who fall pregnant are given maternity leave and come back to continue with education after delivery. Non-formal Education was introduced. For the vulnerable in society. Parents make payment plans with school authorities. Some NGOs e.g. higher life foundation and FACT (Family Aids Caring Trust) have been granted permission to pay levies for the less privileged

**GOD:** The government through the Ministry of Primary and Secondary Education has crafted a policy where no child be turned away when they fail to pay levies. This has given learners from poor families to access education in both primary and secondary schools. Parents of learners need to make a payment plan with school authorities on how levies shall be paid. Basic Education Assistance Module is programme under the Ministry of Public Service and Social Welfare has been paying fees for disadvantaged learners in secondary schools to access education. A certain proportion from School Improvement Grants (SIG) is provided for disadvantaged learners in schools. It is meant to pay levies for less privileged learners.

**MLA:** Meetings are held with the leadership in the communities and the members in the communities when selecting the vulnerable in society everyone is involved including the school.

**INT:** How does the current funding system impact on the operation of schools?

**MUD:** Infrastructure has improved e.g. most schools now have adequate classrooms. Most schools have adequate textbooks when they were funded through Education Transition Fund (ETF). Standard furniture was provided and pass rate is slowly improving.

**GOD:** Currently funding in schools has a positive impact on school's operations. Funding from any source has enabled schools to embrace the new curriculum through procurement of teaching and learning materials, purchasing I.C.T equipment and refurbishment of computer and science laboratories. Schools

are making use of the limited funds to enable their school function even though it is at a slow pace. Because of limited resources schools are facing challenges in providing all the necessary equipment, materials and infrastructure for learners. With regards to the new curriculum limited funding which is being experienced currently in schools has negatively affect the morale of teachers and learners. The demands of the new curriculum have been negatively affected by limited funding in schools thereby affecting teaching and learning.

**MLA:** Most of the fees are not being paid because most of the parents are not at work. Those who are working are not getting the money to pay the fees. BEAM is not also paying but the students are selected. Per capita grant is not being paid to schools.

## **ANNEXURE 19**

### **INTERVIEW FOCUS GROUP OF EDUCATION OFFICIALS-PROVINCIAL OFFICE**

**DATE: 31 JULY 2017**

**PLACE: MANICALAND EDUCATION PROVINCIAL OFFICE**

#### **PARTICIPANTS**

**INT : INTERVIEWER**

**MUS : MRS MUUSHA**

**MUG : MR MUGANO**

**MHE : MR MHEMBERE**

**INT:** How does the current funding of secondary education affect quality control in schools?

**MUS:** Treasury no longer has funds so very little money is now available for PSIP (Public Sector Investment Programme) which was meant to provide immovable property in schools (infrastructure) – so schools are in adequate leading to high enrolment at current schools – leading to large classes and an unmanageable teacher/pupil ratio. Individual assistance in class is compromised. Facilities like laboratories and practical subject rooms are not available in most schools. The practical approach to teaching of science and practical subjects is compromised. Learners cannot get necessary skills. Per Capita grant, Equalisation grant and BEAM amounts have been reduced drastically as the government has got financial constraints. Therefore, teaching and learning materials are also reduced. Fees for OVCs may not be paid at times. Parents are funding most school activities but they also do not have money as most of them are not employed and have gone for many months without salaries so schools do not have funds. They are finding it difficult to meet operational costs without resources teachers cannot work well. Learners are at times sent home to collect fees and losing out on the day's lessons. The disadvantaged who cannot afford private or extra lessons are likely to fail or obtain poor passes. Inspectors are inadequate as government cannot employ subject specialist. So there is no one to assist the teachers. No travelling and subsistence allowances are paid out by the government so supervision is difficult especially at provincial level. Allowance is coming from school fees given to BSP2. Supervision is now

being done by HODs, Heads and Inspectors at District Level. HODs and Heads are not doing it well due to heavy loads.

**MHE:** Negatively since most secondary schools are not well funded.

**MUG:** A portion of fees paid in schools will filter to district, cluster and provincial office. It will be used for allowances for inspectors and education officials in their visit for school to ensure quality control-teacher improvement, quality control on buildings and facilitation in workshops.

**INT:** What are the challenges of funding secondary education today and how do you think MPSE is the best way to deal with them?

**MUS:** Very little funding is coming from the government except for teacher's salaries. Parents are shouldering everything and yet they are not employed and do not have money. Challenges are beyond MPSE control. The government should find solutions to the problems. Parents are trying but the majority cannot afford.

**MHE:** Most of the secondary schools are funded by school fees and levies paid by parents and guardians of learners who are failing to raise the required fees.

**INT:** How has MPSE been funding secondary education and how has government tried to address the colonial imbalances in the provision of education?

**MUS:** It has been funding through (1) PSIP – Public Sector investment Programme for infrastructure development mainly in government schools. It's no longer doing it due to financial constraints

(2) Per Capita Grant given to non – government schools to buy teaching and learning materials.

(3) Equalisation Grant given to government schools to buy teaching and learning materials.

(4) SIG – School Improvement Grant from UNICEF. This was for repairs, paying fees for OVCs left out of BEAM and buying teaching and learning materials.

(5) BEAM – Basic Education Assistance Module – pays fees for OVCs

(6) Paying teachers' salaries.



In addressing imbalances, the following was done:

- (a) More Schools were built after Independence.
- (b) Removed segregation in former 'A' schools.
- (c) Paid equal salaries to man and women and also whites and blacks.
- (d) Women become permanent members of the public service.
- (e) Introduced vibrant non-formal Education programmes to cater for those who failed to access education for various reasons.

**MHE:** Funding it by providing building grants and rehabilitation grants. Payment of Per Capita Grants, government started to pay the above funds to all schools but prior to independence they were only paid to group A schools which were for white learners only.

**INT:** How has government policy encouraged/discouraged NGOs and other stakeholders in the funding of secondary education?

**MUS:** It has discouraged NGOs and other stakeholders as they cannot sponsor education without MOU. Most of them are operating without the MOU so they have stopped funding. Government want funds to be given to treasury first and in so doing very little will get to the beneficiaries. So NGOs are now going direct to district and communities bypassing Head offices and Provinces.

**MHE:** Screening of NGOs and beneficiaries the NGOs are supposed to go through before being given a chance to pay for some disadvantaged learners is discouraging some NGOs.

**INT:** How does government ensure that the vulnerable in society are not disadvantaged in accessing secondary education?

**MUS:** The following is done to assist the disadvantaged:

- (a) BEAM - Basic Education Assistance Module which pays fees for OVCs
- (b) SIG – School Improvement Grant which also pays fees for OVCs who are not under BEAM.
- (c) Government has allowed NGOs to assist the disadvantaged people (NGOs like CAMFED which assist the girl child, FACT, CHIEDZE, MAVAMBO, are those who assist out of school leavers)

(d) Government introduced the school feeding programme, programme where all ECDs learners and infants are given lunch at school. Parents are now meeting the cost as there is no donor funding.

**MHE:** Paying BEAM funds for the vulnerable learners

**INT:** How does the current funding system impact on the operation of schools?

**MUS:** Most schools cannot put up new infrastructure or buy furniture. They are failing to meet their operational cost. Parents who fund the schools are overwhelmed. They cannot afford to pay the fees. Heads of schools cannot send learners home to collect fees and the parents are not honouring the payment plans made.

**MHE:** It is impacting negatively because most parents are failing to pay due to the harsh economic conditions being experienced nationally.