

S.MUYAMBO

HERITAGE STUDIES MODULE

NEW CURRICULUM

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HERITAGE STUDIES

Definition

- It refers to a combination of the study of culture, inherited traditions, monuments and symbols of nationhood
- It is the study of people's way of life's history and culture of a given society
- It speaks for the past generations and preserves such embodiments of the way we live and is further passed on to the next future generations

Importance

1. It assists learners to become responsible citizens, patriotic, competent, and self-reliant and have a sense of national pride, regardless of diverse cultural, ethnic, religious and political affiliation.
2. It helps to bring harmonious societal relations.
3. Learners will develop a critical spirit rather than a spirit of criticism and national development.
4. To know and understand our culture
5. To know the benefits of the liberation struggle.
6. To become better citizens
7. To have good behavior (hunhu/Ubuntu)
8. To participate in the development of our societies
9. To become citizens who value and protect our country's wealth.

THE SCRAMBLE AND PARTITION OF AFRICA.

Definition

Scramble: to rush for something in a disorderly manner

- It is the rush for something at the same time.

Partition: means dividing into parts

NB: This was the rush by European countries to divide Africa amongst themselves.

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Countries that scrambled to Africa and their respective colonies

European powers	Colonies
Britain	Zimbabwe, Malawi, Zambia, South Africa Sierra Leone, Egypt
France	Morocco, Algeria, Sudan, Tunisia, Niger Mali, Mauritania
Spain	Guinea Morocco
Germany	Togo, Cameroon
Portugal	Mozambique Angola
Italy	Libya, Somalia, Eretria
Belgium	Congo

THE BERLIN CONFERENCE (1884-1885)

- It took place from 15 November 1884 to 26 February 1885.
- It was called for by the German Chancellor called Otto Von Bismarck after he had been threatened by Britain.
- The Berlin Conference was held by European powers to determine the political future of Africa
- The main aim of this conference was to avoid clash of interests among European countries over colonies in Africa.
- At this conference Africa was divided into twenty territorial units known as **Spheres of Influence**
- This meeting gave a **legal** root to the colonization of Africa.

Countries that attended the Berlin Conference

Germany	Denmark	Sweden
Britain	Belgium	U.S.A
Italy	Hungary	Norway
Netherlands	Austria	Turkey
Portugal	Russia	
France	Spain	

The meeting principally agreed that the Congo and Niger Basin would be considered neutral and open to trade.

Terms or provisions of the Berlin Conference

Terms are obligations or those things that were agreed upon during the conference;

1. The conference recognized the free trade area in the Congo basin.
2. They agreed to freedom of navigation in major rivers like Congo, Niger, Zambezi and Nile.
3. They recognized the existence of claims made by countries such as those of Belgium in Congo and Britain in Egypt.
4. They agreed to settle disputes peacefully
5. They agreed that any European country which took off any African country had to inform others and to have its claims approved.
6. They agreed that any European country that had colonized an African country had to demonstrate that it had enough authority there to protect existing rights and freedom of trade.
7. The powers agreed that **spheres of influence** will become colonies.
8. They agreed that for a country to be yours there was need for the signing of treaties with African chiefs, creation of political administration and raising of colonial flags.
9. They agreed that colonies be developed by building infrastructure such roads and buildings.
10. They agreed to ban slavery
11. They agreed to ban slave trade
12. They agreed to respect the rights of the indigenous Africans.

Effects of the Berlin Conference

- ❖ Africans lost their lives
- ❖ Africans lost their fertile lands to Europeans
- ❖ Africans lost their authority and dignity
- ❖ Africans lost their independence
- ❖ Societies began to disintegrate
- ❖ The ATR lost its influence
- ❖ There was the creation of new boundaries and people of different ethnic groups were put in the same area.

- ❖ The gates for the colonization of Zimbabwe were opened as whites officially conquered the country in 1890. This led to the exploitation of minerals, wildlife and human capital.

CAUSES OF THE SCRAMBLE AND PARTITION OF AFRICA

- The colonization of Africa was caused by many factors ranging from economic, social and political

Economic factors

1. The need for markets

- Due to the industrial revolution in Europe, goods were produced in large quantities and were not fully consumed in Europe hence the need to find markets in Africa and Asia.

2. The need for investment areas

- The profits made by capitalists in Europe were very huge. Capital was not invested profitably in Europe hence the need to find an investment area thus they come to Africa.

3. The need for farming land

- Europe is characterized of cold weather and poor soils which disturb agricultural activities. Europeans then targeted Africa where the weather was fair and soils were fertile and suitable for agriculture. Because of this Africa was colonized.

4. The need for ivory

- There were lots of elephants and rhino in Africa which were communally owned. The Europeans targeted these ivory rich areas thus they came and colonized Africa.

5. The need for minerals

- Europeans came to Africa because they had heard that in Africa there were lots of minerals like gold in Zimbabwe and Ghana, copper in Zambia.
- This attracted more Europeans have more interests in taking control of these territories hence Africa was colonized.

6. The development of new technology

- The discoveries of ship and aero planes made the world a global village that is easily accessible.
- This made transport easier for Europeans to reach Africa hence its colonization.

Political factors

1. Global strategy

- Europeans suggested that Africa was blocking free movement of Europe to other parts of the world and therefore needed to be colonized. This then paved way for the Europeans to colonize Africa.

2. Political prestige

- Most of the European countries believed that the more colonies you control the higher the status to enjoy. The Europeans scrambled to take more colonies in Africa.

Social factors

1. The influence of Darwinism

- Charles in his book 'The Origins of Species' argue that the Europeans were the superior hence the need to rule the whole world thus leading to the colonization of Africa.

2. The need to spread Christianity

- 3. Africa was regarded as the darkest continent and therefore the need to introduce light in it through religion. They also felt that it was their duty to spread European civilization to the dark continent of Africa.

4. Poverty, crime and unemployment in Europe.

- These were very high in Europe so the European government decided to look for colonies in Africa so that these would be reduced and provide their people with an opportunity to farm for survival and to venture into other economic activities for their benefit.

5. Overpopulation in Europe

- In Europe there were too many people and the land was now too small to contain the people so for them to survive and have breathing space they looked for colonies worldwide and in the process Africa was colonized.
- Overpopulation also caused poverty and crime due to unemployment.

Results of the colonization of Africa

- ✓ Colonization resulted in benefits and non-benefits to the local people

Benefits

1. More technology was introduced in Africa.
2. There was improved medical facilities that is; hospitals and clinics were built which helped in curing diseases
3. There was infrastructure development; roads, railways and bridges were constructed.
4. Dip-tanks were also constructed which helped to control livestock diseases
5. Many schools were built and illiteracy was reduced
6. There was the sharing of skills and knowledge that is; Africans were taught how to drive tractors
7. Christianity was introduced which helped people to be closer to God
8. Africans benefited guns through trade
9. There was also civilization of the African continent
10. Communication systems were introduced for example telephones
11. Industries were also built in Africa and Africans benefited through employment
12. There was electrification of the African continent which made work easier for example; cooking and heating
13. Food production also increased through the use of advanced machinery like tractors

Non-benefits

1. African Tradition Religion was suppressed
2. African culture was diluted
3. Africans were enslaved that is; they were forced to work in settler farms and mines
4. Women were sexually abused
5. Africans lost their fertile lands
6. Africans lost their cattle
7. People of different nationalities were mixed together and those of the same background were separated
8. Africans lost control of their natural resources eg; minerals
9. Many Africans lost their lives in wars with these settlers
10. Africans lost their dignity

COLONIZATION OF ZIMBABWE

Countries that wanted to colonise Zimbabwe are:

1. Britain

2. Germany

3. Portugal

4. Holland

- Zimbabwe was colonized by Britain on 13 September 1890
- There are many reasons why Zimbabwe was colonized and the major ones are; economic, political and social

Economic reasons

1. The need for investment areas
 - Europeans wanted to open new investment destinations
2. The need for raw materials
 - Europeans wanted raw materials like oil, rubber, cotton, wood/timber and gold which were found in large quantities in Zimbabwe.
3. The need for cheap labour
 - Cheap labour was in its abundance in Zimbabwe
4. The need for markets
 - Europeans wanted open markets for their products which were produced in large volumes
5. The need for fertile agricultural land
6. The need for ivory in Zimbabwe

Political reasons

1. The desire to fulfill the Cape to Cairo dream of Cecil John Rhodes
2. The need to stop the Boer expansion to the North
3. The need to fulfill the imperialistic ambitions of Britain
4. The need to ensure political prestige for the British crown
5. Political instability in Africa led to the colonization because European countries took this advantage of this weakness to establish their rule.

Social reasons

1. The need to spread Christianity to African states
2. The need to civilize Zimbabwe
3. The need to stop the spread of Islam into Zimbabwe.
4. Some countries wanted to reduce their surplus population

TREATIES SIGNED BETWEEN LOBENGULA AND FOREIGNERS

1. Tati concession (1870)
2. Grobler treaty (1887)
3. Moffat treaty (1888)
4. Rudd concession (1888)
5. Lippert concession (1889)
6. Baines treaty (1893)

1. Tati concession

- It was signed between Lobengula and Sir John Swinburne
- It gave Swinburne the right to search for gold and other minerals on the extreme South West of Shashi River.
- It also paved way for the first mining operations in Matebeleland

2. The Grobler treaty

- It was signed on 30th July 1887 between Lobengula and Piet Grobler who was representing the Transvaal Boer Republic

Terms of the Grobler treaty

- a. There was to be everlasting peace between the Ndebele and the Boers
- b. There was to be everlasting friendship between Lobengula and the Boers
- c. Lobengula promised protection to the Boers during hunting expeditions in his kingdom
- d. Only Boers were authorized to enter the kingdom
- e. A permanent representative of the Boers was to be based in Bulawayo
- f. Lobengula was promised military help whenever it was required
- g. It recognized Lobengula as a paramount chief who was to be a friend of the Boers
- h. Lobengula agreed to catch and send back all escaped from the South African Boer Republic

NB: The treaty was in favour of the Boers. It gave nothing to Lobengula

3. The Moffat treaty

- When the news of the Grobler treaty reached South Africa, Rhodes felt defeated by the Boers
- Rhodes then sent John Smith Moffat to King Lobengula's court to look for a treaty and to convince Lobengula to abandon and cancel the Grobler Treaty
- The Moffat treaty was signed between Lobengula and John Smith Moffat on 11 February 1888

Terms of the Moffat treaty

- a. Lobengula was to abandon the Grobler treaty
- b. Lobengula was not to enter into any other treaty by any other foreign state without the permission of the British government.
- c. Lobengula was to use power to safeguard the Moffat treaty
- d. There was to be everlasting peace between the Ndebele people and the British Queen.
- e. There was to be everlasting friendship between the British and the Ndebele.
- f. Lobengula was not to sell any part of Matabeleland or Mashonaland to any without the knowledge of the British.

This treaty completely contained the British interests while Lobengula gets nothing for himself and his people. Lobengula himself did not understand this treaty but took it as a friendship treaty.

4. The Rudd Concession

- Following the signing of the Moffat treaty, Cecil John Rhodes pondered his next step to consolidate his efforts to control the territory.
- On 15 August 1888, he sent three (3) emissaries to Bulawayo to see Lobengula and these were;
 - a. **Charles Rudd**-who was a friend to Cecil John Rhodes and was a well-known business mogul whose job was to seal deals and to ensure profitability,
 - b. **Rotchfort Maguire**-who was a lawyer and was to draw and write the agreement
 - c. **Francis Thompson**-who was very linguistic, who knew local languages. This ensures effective translations. When talking to Lobengula, he spoke Zulu fluently.

- The Rudd Concession was signed on 30 October 1888 between Lobengula and Charles Rudd together with a couple of British representatives.
- Lobengula's signature to this treaty was an X V
- The Rudd Concession therefore was made to strengthen the relationship between the British and the Ndebele.

Terms of the Rudd Concession

- a. It granted Rhodes permission to do all things possible to procure all minerals
- b. It granted Rhodes exclusive mineral and metal rights in Lobengula's territory
- c. Rhodes was granted the power to hold, collect and enjoy profits and money collected from the said minerals and metals.

In return Lobengula was promised the following

- d. 100 British pounds a month
 - e. 1000 rifles (guns)
 - f. 100 000 rounds of ammunition (bullets)
 - g. A gunboat to patrol the Zambezi river
 - h. 500 pounds as compensation
- **The Rudd Concession was a perfected document with legal implications and once all promises were fulfilled there were more legal consequences to this bi-lateral agreement**
 - **It excluded Africans but placed Lobengula at the centre.**

LOBENGULA'S RESPONSE TO COLONIZATION

- After signing the **Rudd Concession**, Charles Rudd and his team returned to South Africa to inform Cecil John Rhodes and spread the news that the Ndebele Kingdom was now under the British control and this angered Lobengula.
- Lobengula used the Botswana news to counter this prevailing news and propaganda
- Lobengula demanded the original Rudd Concession document but Rhodes refused to release it
- Lobengula sent two **Indunas** namely; **Babejane** and **Umshete** to Queen Victoria in 1888 to explain his position about the new developments but these two were deliberately delayed in South Africa to give room for Rhodes to negotiate for a charter before they arrived in London

- They finally arrived in London and met Queen Victoria but the Queen refused to listen to their demands
- On his return on 30th April 1889, Rhodes formed the **British South African Company (BSAC)** which paved way for the colonization of Zimbabwe.
- Rhodes didn't rest but continued to find ways to colonize Zimbabwe.
- On 20 October 1889, the Queen signed the **Royal Charter** to colonize Zimbabwe.
- In February 1890, the Queen sent two people namely; **Captain Ferguson** and **Sergeant Major Melliden** to tell Lobengula that the **Royal Charter** had been given to the **BSAC**
- Ferguson and Melliden then handed over the letter to Lobengula which was interpreted to the effect that the **BSAC** had been given authority over the concession and the territory.
- Lobengula was given a handsome revolver and a pair of field glasses from the Duke of Abercorn.
- Later in September 1889, Lobengula called Lotshe who was his advisor and blamed him for having been bribed by Charles Rudd. Lotshe was then killed for high treason.
- Rhodes then used the Rudd Concession as the basis upon which to send the **Pioneer Column** in 1890.
- To avoid war with the Ndebele people, **Pioneer Column** went direct to Mashonaland and made a detour around Lobengula's state until they raised the **Union Jack** (British flag) on 12 September 1890 at present day Harare Kopje area.
- The people were surprised to see but they did not know that the whites were fulfilling the terms of the Rudd Concession which Rhodes had signed with Lobengula.

THE PIONEER COLUMN

- ❖ The pioneers were the first people to occupy Mashonaland
- ❖ After obtaining a charter from the British queen, Cecil John Rhodes recruited a group of agents to occupy Zimbabwe.
- ❖ The **BSAC** advertised for fit and adventurous people to occupy Zimbabwe.
- ❖ There were over 2 000 applicants but only 200 were chosen.
- ❖ The group was to have both English and African equipment.
- ❖ They were to have the South African experience and had to be 30 years on average age.

- ❖ The group was to be accompanied by the police led by **Colonel Penne father** to keep law and order among the pioneers and to crush any resistance to Zimbabwe
- ❖ Each pioneer was given a military training, each was armed and each was promised 3000 acres of land and 15 gold claims.
- ❖ The pioneer group was made up of 200 people and 500 police men.
- ❖ It was led by **Major Frank Johnson** and the deputies were **Heany** and **Borrow**.
- ❖ The group consisted of both African and English who had the South African experience.
- ❖ It consisted of people of different professions eg; doctors, lawyers, carpenters, teachers and builders etc.
- ❖ There were 1 000 auxiliaries who were supplied by **Khama the Ngwato king**.
- ❖ There were a number of African servants who accompanied the **Pioneer Column**.

Organization of the Pioneer

- **Frank Johnson** was the leader of the **Pioneer Column**.
- **Fredrick Courtney Sealous** was going to lead the way to Mashonaland.
- **Leander Star Jameson** was going to allocate land to the Pioneer.
- **Colonel Penne father** was the leader of the police force.
- **Archibold Ross** was the administrator of the **Pioneer Column**.
- The group had 117 wagons of livestock and a satellite which was equivalent to 10 000 candles.

Movement of the Pioneer Column

- The **Pioneers** started their journey at Mafikeng and crossed the Mloutsi River in June 1890.
- In July 1890 they crossed the Shashi River and built a Fort called Fort Tuli (present day Beitbridge) for defense against the Ndebele.
- They also crossed the Vubwi, Tokwe and Umzingwane rivers
- They avoided Matabeleland for fear of war with the Ndebele and by August 1890, the **Pioneers** had reached Fort Victoria (Masvingo) and proceeded to Fort Charter (Chivhu).
- On 12 September 1890 the **Pioneer** reached Fort Salisbury and raised their flag known as the **Union Jack** as a symbol of total occupation of Zimbabwe.
- The movement of the **Pioneer Column** can be illustrated on a diagram as follows;

STEPS TAKEN BY CECIL JOHN RHODES TO COLONIZE ZIMBABWE

1. The first step was to send John Smith Moffat to negotiate for a treaty with Lobengula. John Smith Moffat and Lobengula then signed the Moffat treaty which was meant to cancel the Grobler treaty.
2. The second step was to sign the Rudd Concession which was meant to strengthen the relationship between the British and the Ndebele. This treaty was more binding and eventually gave Rhodes the power to colonize Zimbabwe.
3. The third step was to seek the Royal Charter from the British Queen which was a document of permission to colonize. The charter was then granted to Rhodes on 20 October 1889 and this gave Rhodes the power to form his own government.
4. The fourth step was to form the **British South African Company** which was to sponsor the colonization process.
5. The fifth step was to advertise for this adventure. Adverts were broadcasted throughout the world and many people applied but only 200 were chosen to come and occupy Zimbabwe.
6. The sixth step was the recruitment of the **BSAC police** which was to maintain law and order among the pioneers and to crush any African resistance to occupy Zimbabwe.
7. The seventh step was the arrangement of the pioneer column which marched towards Mashonaland and reached Fort Salisbury where they raised the Union Jack which was a symbol of total occupation.

THE ANGLO-NDEBELE WAR

- The word **Anglo** means British
- This implies that this war was a war between the British and the Ndebele.
- It can also be known as **the war of dispossession**.
- It was fought from 1893-1894.

Causes of the Anglo-Ndebele war

1. The need for gold in Matabeleland
2. The boundary question
3. The need for an easy route to South Africa
4. The use of Shona police
5. The need for Lobengula's cattle
6. The need for Ndebele land
7. The need for cheap labour
8. The Gomara incident

9. The Bere incident

1. The need for gold in Matabeleland

- The settlers arrived in Mashonaland and found poor quality gold
- This made them to turn to Matabeleland because it was rumoured that Lobengula had built his capital on top of gold.
- Because of this rumour, Matabeleland was then the target of the settlers which then increased tension between the Ndebele and the whites.

2. The boundary question

- When the settlers came in Mashonaland they were being disturbed by regular Ndebele raids.
- The settlers then put a boundary between Matabeleland and Mashonaland and no Ndebele was allowed in Mashonaland.
- By this the Ndebele were angered since they regarded Mashonaland as their raiding ground hence tension was born between the Ndebele and the whites.

3. The need for an easy route to South Africa

- The whites attacked the Ndebele because they wanted to go to South Africa more easily through Matabeleland without asking for permission from anyone. So for this to happen Matabeleland was supposed to be under their control and as a result they started to prepare for a war to conquer Matabeleland.

4. The use of Shona police

- When the whites came they recruited some Shona police officers and used them to patrol in Matabeleland.
- This was disliked by the Ndebele who used to regard the Shona as their servants.
- For the Ndebele to claim their top position in the land they were to supposed to take up arms against the settlers who had made the Shona their superiors. This then led to the outbreak of the Anglo-Ndebele war.

5. The need for Lobengula's cattle

- When the settlers came, they envied Lobengula's fatty cattle and they wanted to seize them.

- In trying to do that they met stubborn resistance from Lobengula and his **Indunas** hence the war broke out.
6. The need for Ndebele land
- The settlers were attracted by large Ndebele lands which they hoped to use for European agriculture and for pastures.
 - In order to protect their land, the Ndebele resisted the settlers thereby making war more likely.
7. The need for cheap labour
- When the settlers came into Mashonaland, they faced serious labour shortages because the Shona were refusing to work for very low salaries and wages. They then hoped to get more labour in Matabeleland which the Ndebele resisted.
8. The Gomara incident
- A Shona chief called 'Chief Gomara' stole about 500 yards of telegraph wire from the whites.
 - The whites wanted to punish Gomara and his people but they requested to pay the fine in form of cattle.
 - They then used Lobengula's cattle which they got through the **Kuronzera** system to pay for their crime.
 - Lobengula protested and the cattle were returned.
 - However, the tension was high between the Ndebele and the white settlers.
9. The Bere incident
- In another case, Chief Bere stole Lobengula's cattle and Lobengula sent an **impi** (army) to punish them but instructed his soldiers not to disturb the white settlers' property and activities.
 - However, the attack brought the settlers' activities to a standstill.
 - Jameson told Lobengula warriors to withdraw but they did not react fast enough.
 - Jameson sent **Captain Lendy** to drive out the Ndebele warriors.
 - Shots were fired at the Ndebele army killing **Mugandani** the commander of the regiment. This led to the outbreak of the war since the Ndebele retaliated and began fighting the British settler

Course/events of the Anglo-Ndebele war

- The war began with serious preparations from both sides that is; Lobengula recalled his army that he had sent to **Barotseland** (Zambia).
- However, his army was not fully strong because the special 6 000 warriors had contracted small pox in Zambia.
- He positioned them strategically in areas covering Salisbury, Fort Victoria and Botswana.
- Rhodes brought in 1 000 soldiers on horses and Jameson recruited some volunteers among locals and each volunteer was promised 6 000 acres of land, 15 gold claims and a share of cattle raided from Lobengula.
- In Zimbabwe, three columns of British troops advanced towards Bulawayo that is;
 - a. One from Fort Salisbury led by Major Forbes
 - b. Another from Fort Victoria led by Captain Allan Wilson
 - c. Another one from the lower veld led by Captain Roaf.

Their overall commander was Colonel Bold Adam

Another group came from Botswana, who were supplied by Karma, Lobengula's old enemy.

- The other 1000 Ndebele soldiers were killed forcing them to retreat.
- When Lobengula heard that his regiment had been defeated, he panicked and fled from his capital and set it on fire (this is called the **Scorched Earth Policy**)
- When the white settlers entered Bulawayo in November 1893 they found Lobengula's capital on fire and deserted.
- The white settlers then saw this as a blessing and they raised their flag on 4 November 1893.
- Lobengula sent messages with a bag of gold pleading for peace.
- However, the bag of gold was stolen along the way by some white troopers and they did not tell their superiors.
- The white soldiers then continued to search for Lobengula in order to capture him.
- Allan Wilson led this expedition but the Ndebele killed him and his entire force team at Shangani.
- Lobengula was never captured. He died in 1894 of small pox.
- The Ndebele had 18 000 men in total and the settlers were 1 100 but were assisted by 2 000 Tswana, 400 Shona and Cape auxiliaries.

- In this war the Ndebele used their traditional weapons such as bows, arrows, spears and shield which they regarded as very dangerous.
- They also used the **cow-horn** formation method of fighting whilst whites used Maxim guns and Seven pounders.
- The first battle took place at Shangani River on 25 October 1893.
- The Ndebele attacked and killed those outside the laager but they were Africans.
- In response, the settlers began to march to seize the Ndebele.
- The second battle took place at Mbembesi River on 31 October 1893.
- The Ndebele warriors led by Imbezu and Ingubo attacked in the morning between 8.00 and 10.00 am.
- The Ndebele surrendered and Rhodes came to Bulawayo in victory.
- This marked the fall of the Ndebele state
- The Ndebele people were then resettled in Gwai and Shangani reserves and most of their possessions were taken by the white settlers.

Reasons why the Ndebele people were defeated

1. Some Ndebele regiments were affected by small pox
2. The Ndebele were attacked from many directions at the same time.
3. The Ndebele army used old fashioned weapons like spears, bows, arrows and shield, clubs and guns which were outdated. They didn't even know how to operate them.
4. The white settlers used superior modernized weapons like Maxim guns and Seven pounders.
5. The Ndebele used old military tactics (cow-horn) against the white forces who had guns and used horses and wagons for speed.
6. The whites received support and manpower from Britain and South Africa through the Mafikeng railway line. They also got support from the Tswana and Shona people.
7. The Ndebele were not united as some collaborated with the whites.
8. The white forces used laagers
9. The death of Lobengula demoralized the warriors.
10. The white forces received a steady supply of food, manpower through Mafikeng railway line.

Results/effects of the Anglo-Ndebele war

1. The Ndebele were defeated and many people were killed.

2. The Ndebele lost their king and were not allowed to choose another one after Lobengula's death
3. The defeat of the Ndebele marked the colonization of the whole of Zimbabwe.
4. The country was called Rhodesia after Cecil John Rhodes.
5. The Africans became divided as some supported the white settlers.
6. The **BSAC** administration was set up in Matabeleland and was led by Jameson.
7. Matabeleland was divided among the settlers and they took cattle, land and mines.
8. Reserves were created that is; Gwai and Shangani where the Ndebele were resettled.
9. Hut tax was introduced and it was compulsory for all Ndebeles and failure to pay tax resulted in forced labour.
10. The Ndebele became peasants.
11. The Ndebele way of life was destroyed eg; raids were stopped.
12. Matabeleland and Mashonaland were combined to form Rhodesia in 1895. This name was given in honour of Cecil John Rhodes, the man behind the colonization of Zimbabwe.
13. A rail line was built which passed through Matabeleland to Capetown.

British Nationals who participated in the Anglo-Ndebele war

1. Major Forbes
2. Leander Star Jameson
3. Captain Allan Wilson
4. Captain Raof
5. Thomas Meikles
6. Colonel Gold Adam
7. Captain Lendy
8. Heany
9. Borrow

Ndebele warriors/people who participated in the Anglo-Ndebele war

1. Ingubo
2. Imbezu
3. Mgandani
4. Babejani
5. Umtshete
6. Lobengula

7. Siginyamatshe

SMUYAMBO

THE FIRST CHIMURENGA (1896-1897)

Chimurenga is a Shona word that means a war of liberation. The other word for **Chimurenga** is Chindunduma. The Ndebele word for **Chimurenga** is **Umvukela**. This war was fought by the combined Ndebele and Shona against the white settlers.

Causes of the 1st Chimurenga

1. Loss of land
2. Loss of independence
3. Forced labour (chibharo)
4. Abuse by Europeans
5. Loss of cattle
6. Police brutality
7. Drought
8. Abuse of African women
9. Taxation
10. Jameson's raid

1. Loss of land

- When the settlers came, they took large pieces of land from Africans and the blacks were driven to unfertile reserves called Gwai and Shangani which were hot, dry and tsetse fly infested.
- For the blacks, land was a birthright and a deathright; so when their land was taken, the blacks felt offended and degraded.
- This then instilled a sense of resistance and caused unrest among the Shona.
- The Ndebele refused to move into these reserves arguing that they were like graveyards.
- However, the white settlers stood their ground and drove the Ndebele out.
- Land grabbing by the settlers was a major grievance that made Africans rise against the settlers.

2. Loss of independence

- Both the Shona and the Ndebele lost their independence which they wanted to regain.
- The whites failed to respect the political structure of the Shona.
- Lobengula's sons who were eligible to claim the throne were moved to South Africa where they were to be educated.
- This was to make sure that no one was to claim the throne.
- For political independence therefore, there was need to drive the whites out of their country hence Africans rose against the whites.

3. Forced labour (chibharo)

- When the whites came, they took large pieces of land and mines.
- However, they were experiencing serious labor shortages because blacks were not prepared to work for very low wages which were offered by the whites.
- The whites then recruited African men and women to work in their farms by force that is against their will.
- This displeased the Ndebele especially those who had never worked for anyone before.

4. Abuse by Europeans

- The Africans who worked for settlers were subjected to corporal punishment.
- They were abused and whipped by the settlers using hippo hides (sjamboks).
- Those who tried to escape were given harsh punishments.
- Their cattle were taken away or sometimes their villages burnt when they refused to comply.
- This then forced African men to rise against the white, hence war break out.

5. Loss of cattle

- The issue of cattle was also a major grievance.
- Cattle were important to their social and economic life.
- When the settlers came, they took the Ndebele cattle by force.
- Jameson who was a co-administrator claimed ownership of all Lobengula's cattle by right of conquest.
- However, Jameson was not able to differentiate between the king's cattle and those that were owned by individuals.
- They were then sold very cheap to the new farmers and settlers to stock in their new farms.

- This alone therefore might have been almost enough to drive crowd people especially a cattle loving people to revolt hence the war break out.

6. Police brutality

- This also played a role in bringing about the up rises.
- The police force was the most disliked of all the co-colonial instruments.
- The police took the Ndebele people by force to work for settlers in farms and mines for less or no pay.
- The Ndebele were very angry because they thought that they had been reduced to the level of the Hole (lowest class in the society)
- This was therefore humiliating and could not be accepted thus it forced the Ndebele to take up arms against the white settlers hence the war break out.

7. Drought

- The war was also sparked by the severe drought of 1895-1896 agriculture season, crops failed and a famine occurred
- Matters were worsened by a plague of locusts that invaded the area. They ate the little pastures and crops that had survived the drought. This then caused serious food shortages among the blacks.
- Apart from the drought, the country was also attacked by a cattle disease called rinderpest (chindarira).
- The settlers then ordered the killing of all the affected cattle to prevent the spread of the disease.
- To make matters worse, the people were not allowed to eat the meat and the cattle were burnt. The blacks regarded this as an act of cruelty and they disliked the settlers.
- Also spirit mediums interpreted that all those problems were being caused by the angry ancestors because of the pressure of the white people in their territory so for these problems to the end, the whites were supposed to be driven out hence the war broke out.

8. Abuse of African women

- African women were both physically and sexually abused by the whites.
- The police and white officials were notorious for busing African women.
- Chiefs were forced to give away their daughters for immoral purposes.
- Girls lost their virginity (girlhood) which was a requirement for marriages and some husbands lost their wives forever.

SMUYAMBO

9. Taxation

- When the settlers defeated the blacks, they imposed various taxes like the hut tax which was to be paid by every male household per month eg; dog tax, brave tax and extra wife tax.
- Failure to pay tax was usually by unpleasant punishment like public beatings.
- Hut tax was particularly annoying and humiliating. It made their traditional and polygamous traditions difficult because men with more wives were to pay more hut tax.
- This practice then forced blacks to take up arms against the white settlers hence the war broke out.

10. Jameson's raid

- The Jameson's raid provided a suitable moment for revolt to start in Matabeleland.
- Jameson and Cecil J. Rhodes had planned to invade the Transvaal Republic in South Africa as they wanted the Boers to accept the Federation of South Africa under the British.
- However, Jameson's defeat reached Matabeleland in February 1896.
- The Ndebele then realized that the British were not strong and since there were left than 40 white policemen left in the country.
- It appeared that the time was right to fight the settlers and drove them out of the country hence war broke out.

Events of the 1st Chimurenga

The war in Matabeleland

- In March 1896, the Ndebele people revolted against the authority of the whites.
- They were led by Mlimo, a spiritual leader.
- He accused the whites for the drought, locusts and rinderpest disease which had invaded the whole country.
- Mlimo planned to wait until the night of 29 March 1896, the first full moon.
- It took Bulawayo by surprise, immediately after the ceremony called the **BIG DANCE**.
- He promised the Ndebele that if they went to war against the whites, the white bullets would change into water and their cannon shells would change into eggs.
- His plan was to kill all the settlers in Bulawayo first and from there they would go round the country and kill all the settlers.

- Nearly 20 000 Ndebele warriors began a war on 24 March 1896.
- In this war the Ndebele used their traditional weapons such as bows, arrows, spears, assegais, battle axes and knobkerries as well as obsolete guns.
- They used the cow-horn formation method of fighting.
- When the settlers heard this Ndebele uprising they called troops from South Africa and Matabeleland and headed towards Bulawayo.
- When the settlers arrived in Bulawayo, the Ndebeles were being overpowered by the settlers because the settlers were using advanced weapons like maxim guns and seven pounders which were extremely dangerous. They also used horses for speed.
- The first days of the war were marked by Ndebele success. However, from April 1896 the table had turned against the Ndebele because the settlers led by Fredrick Carington began defeating the Ndebele army.
- Backups from the settlers also arrived from South Africa, Botswana and Europe. By June 1896, the Ndebele were ready to stop the war and settle for peace.

The war in Mashonaland

- In Mashonaland, the war broke out in mid June 1896 in Mazowe with an attack on Alice mine.
- The Shona joined the war late June because they were busy harvesting their crops.
- The uprising in Mashonaland however, was said to have started in different places at the same time (it was a ubiquitous uprising)
- In their uprising, the Shona were led by prominent spirit mediums like Mbuya Nehanda and Sekuru Kaguvi as well as chiefs like Chief Gwabayana, Chief Mangwenda, Chief Makoni, Chief Seke and Chief Mapondera among others.
- Nehanda gave her follower a drink made from maize and water to make them brave.
- She also told her followers that because of the drink the settlers' bullets will not harm them but will turn into water.
- This resulted in many deaths among the Shona because the teaching was deceiving.
- In this war, the Shona used their traditional weapons like arrows, bows, knobkerries, spears and battle sticks.
- The Shona used the guerrilla tactic method of fighting.
- They also used fire trumpet drums for communication.
- When attacked the Shona used to hide in caves, hills and mountains but however, the settlers used dynamites to blast them out.
- When the whites saw this Shona uprising they called troops from South Africa and Matabeleland to crash it and when the settlers began to arrive in Mashonaland the

Shona began to be overpowered because the settlers used advanced weapons like maxim guns and seven pounders as well as horses for speed.

- As the war intensified, Mbuya Nehanda and Sekuru Kaguvi were captured and executed on 27 April 1898 which marked the end of the Shona uprising with the defeat of the Shona.

Reasons why blacks were defeated in the 1st Chimurenga

1. Lack of unity among the Shona and the Ndebele that is; the Shona joined late in June when the Ndebele were giving up.
2. Africans used inferior weapons compared to those used by settlers.
3. Some African chiefs collaborated with the whites eg; Chief Mutasa helped the whites to fight Chief Makoni.
4. The use of brutal methods by the British such as the **Scorched Earth Policy**.
5. The capture of Nehanda and Kaguvi demoralized many Africans
6. The blacks used poor fighting methods eg; cow-horn formation.
7. Africans used to run on foot whilst whites used horses for speed.
8. Influence of spirit mediums that settlers bullets would turn into water and cannons into eggs.
9. Blacks had no national army.

Effects or results of the 1st Chimurenga

1. Many people lost their lives (about 8000 Africans and 450 whites)
2. The blacks lost confidence in their traditional leaders like Nehanda and Kaguvi who were hanged and this resulted in the African Traditional Religion losing ground to Christianity.
3. Changes were introduced in colonial administration that is the Ndebele indunas were recognized and became salaried officials.
4. A resident commissioner was stationed in Rhodesia and the colony became answerable to the British government.
5. Both the Shona and Ndebele were defeated.
6. Africans lost their independence completely.
7. Loss of land was accelerated.
8. African chiefs lost their traditional powers in dealing with issues concerning Africans.
9. Although Africans were defeated, the war became an inspiration among Africans against colonial rule in the 2nd Chimurenga.

Heroes and heroines of the 1st Chimurenga

1. Umlugulu
2. Mkwati
3. Mbuya Nehanda
4. Sekuru Kaguvi
5. Bonda Ponda
6. Chifamba
7. Chaminuka
8. Nehoreka
9. Mlimo

Chiefs who participated in the 1st Chimurenga

1. Chief Kunzvi Nyandoro
2. Chief Nyamwenda
3. Chief Mangwende
4. Chief Mapondera
5. Chief Sango
6. Chief Seke
7. Chief Makoni
8. Chief Svosve
9. Chief Mtekedza
10. Chief Nyashanu
11. Chief Chinomhara
12. Chief Hwata

Role played by the spirit mediums in the 1st Chimurenga

- The leading spirit mediums were Mkwati and Mlimo in Matabeleland, Kaguvi and Nehanda in Mashonaland;
 1. They provided inspiration to the war against the whites
 2. They commanded the Shona people to expel the British from the land encouraging them to intensify the struggle.
 3. They used secret meetings to communicate thus they effectively coordinated their efforts.
 4. They coordinated the army's rebellion against **vapambepfumi**
 5. They made the fighters brave.

6. They interpreted the spiritual world to the people.
7. They were the leaders and driving force behind the Chimurenga.
8. They interpreted natural disasters and the presence of whites as a cause of spiritual anger.
9. They instructed and disciplined the fighters.
10. They commanded the battles eg; giving directions and strategies to the fighters.

Reasons why the 1st Chimurenga took long in Mashonaland than Matabeleland.

1. Geographically, Mashonaland is bigger than Matabeleland
2. Geographically, Mashonaland is rocky and mountainous than Matabeleland. This provided hiding places for the Shona thereby making the war last long.
3. The Shona used the guerrilla tactics while the Ndebele used the cow-horn formation which was very dangerous especially against guns.
4. There was no central authority in Mashonaland as was in Matabeleland.
5. The Shona were many compared to the Ndebele.
6. The Shona had food for a long time.
7. The Shona joined the war late in June when the settlers were already tired.

THE SECOND CHIMURENGA (1966-1979)

- The 2nd Chimurenga refers to the Guerilla war of 1966-1979 which led to the end of white minority rule and to the independence of Zimbabwe in 1980.

Causes of the 2nd Chimurenga war

1. Loss of land
2. Lack of freedom
3. Taxation
4. Forced labour
5. Poor education
6. Poor accommodation
7. Racial segregation
8. The needy for political inclusion

1. Loss of land

- Land laws were introduced to take away land from Africans eg; the Land Appointment Act and the Land Tenure Act
- Africans were resettled in reserves which had poor soils and had low rainfall. This led to the growth of anger among the Africans who then took up arms against the settlers

2. Lack of freedom

- Africans lost their freedom
- They were controlled by whites and given rules
- African movements were limited to certain areas eg; Africans were not allowed in the Central Business District (CBD) before 6am and after 7pm.
- They were forced to carry passes and were to tell the whites when they had to visit a relative for approval or disapproval. This created tension between blacks and whites.

3. Taxation

- Africans were forced to pay various taxes which were beyond their reach eg; hut tax and animal tax.
- The majority were not working while those few working could not afford to pay the numerous amounts of money needed.

4. Forced labour

- Africans were forced to work in order to pay taxes.
- They worked very hard but given little wages and were often ill-treated.
- They did manual jobs with little or no pay at all.
- They also lived in squashed accommodation or hostels eg; Matapi and Majubeki in Mbare, Matida and Sakubva in Mutare.
- Women were not welcome in town to see their husbands but were made to stay in rural areas.

5. Poor accommodation

- Africans were accommodated in poorly built houses that were overcrowded in townships such as Makokoba in Bulawayo, Old Highfields in Harare, Sakubva and Maonde in Mutare, Mufakose and Rugare in Harare.
- In Gweru, old suburbs like Mutapa, Mambo and Ascot had communal toilets where one toilet accommodates ten families.
- Low density suburbs like Mount Pleasant, Borrowdale and Highlands in Harare were for whites only.
- In urban areas, the whites enjoyed large hectares of land at the expense of the black majority.

6. Poor Education

- African education was poorly funded.
- The bottle neck was used to limit the number of Africans who proceeded to the highest level.
- The majority failed Cambridge examinations. Students ended up as gardeners or labourers in the white man's homes and industries.
- Group A schools like Avondale primary and Mount Pleasant secondary were meant for white kids while Harare High in Mbare and Highfield High were meant for blacks and were referred to as Group B schools.
- In short, schools with excellent infrastructure were reserved for white kids while those with poor or bad infrastructure were for Africans.
- There was also bias when marking public examinations that is; a white student scored high marks whilst an African child scored very low marks.

7. Racial discrimination

- People were treated according to their race that is; Coloureds, Asians, whites and blacks with the blacks being the lowest of all the races.
- Some white collar jobs were strictly restricted for whites while blue collar job (rese rese) were for blacks.

8. The needy for political inclusion

- Africans had no political voice.
- Very few Africans qualified to be on the voter's role since qualifications were based on property and educational level.
- When Africans appeared to have enough wealth to qualify for voting, the qualifications were raised henceforth.

- As Africans became politically aware, the cry was for universal suffering that is one man one vote or majority rule to which the whites were opposed.
- This then created enemies between blacks and whites hence war broke out.

Course or events of the 2nd Chimurenga

- ❖ The armed struggle in Rhodesia started in the late 1960s but in a weakened position because the leaders were in prison.
- ❖ These leaders include; Joshua Nkomo, Robert Mugabe and Ndabanengi Sithole among others.
- ❖ Other leaders were arrested in 1964 and were released in 1974 after 10 years in prison.
- ❖ The few nationalists who were outside like James Chikerema, George Nyandoro, Jason Moyo and Herbert Chitepo were active in ensuring the success of the armed struggle.
- ❖ The 2nd Chimurenga broke out in 1966 in Chinhoyi. This was known as the **Chinhoyi battle** where the 7 freedom fighters fought against the Rhodesian forces. Six of the guerillas died and these were;
 - Simon Chimbodza
 - Christopher Chatambudza
 - Nathan Charuruka
 - Godwin Manyerere
 - David Guzuzu
 - Aurther Maramba

Ephraim Sherenje survived but was captured by the security forces.
- ❖ Fighting continued all over the country.
- ❖ In their armed struggle, the blacks received support from other countries including;
 - Ghana (the first country to train Zimbabwe liberation fighters)
 - Tanzania
 - Mozambique
 - Angola
- ❖ From these countries, the guerillas received **food, clothing, emotional support and weapons.**
- ❖ The ZAPU forces did not attack until 1967 on 27 August but a number of them were already in the country way before the Chinhoyi battle.

- ❖ The ZAPU forces attacked the Hwange Reserve on 27 August 1967. This was the toughest battle which lasted for six hours but the ZAPU forces did not succeed.
- ❖ The British realized that the crisis in Rhodesia was a major crisis and they sent **Harold Wilson** to negotiate with **Ian Smith** but the talks came to nothing because Smith was not prepared to move even step to meet African demands.
- ❖ The Zimbabwe guerillas after realizing Smith's mindset began to look for support from people in the rural areas (povo).
- ❖ They introduced forced recruitment of the **mujibhas** and the **chimbwidos**.
- ❖ The **mujibhas** were male fighters who were recruited to be trained for real warfare against Smith's regime. They were recruited from province to province and were trained on how to use guns and to spy on the enemies.
- ❖ The **chimbwidos** were equally important in the struggle because they were employed as cooks and were used to motivate the fighters.
- ❖ Some chimbwidos were also trained on how to use guns.
- ❖ Several refugee camps were established eg; Victory in Zambia, Chimoi and Nyadzonya in Mozambique.
- ❖ The guerillas from outside the country came back to Zimbabwe and began to educate the masses about the war and why they were fighting.
- ❖ Night meetings (pungwe) were organized where people were motivated to continue fighting.
- ❖ Songs were sung throughout the night instilling the war spirit in people.
- ❖ Those who lacked support for the war were thoroughly punished throughout these nights.
- ❖ In the areas of operation, there were three aspects important which were;
 - i. The knowledge and understanding of the area of operation
 - j. Studying the characteristic of the people in the area
 - k. Fighting the enemy and retreating if the enemy pursues
- ❖ Mass mobilization and politicization resulted in sudden explosion in recruitment.
- ❖ Within 2 years ZANLA had expanded from 300- 5 000 fighters.
- ❖ Upon seeing this, the settlers or white soldiers bombed refugee camps in Chimoi and Nyadzonya and thousands of innocent Zimbabweans were killed and buried in mass graves.
- ❖ The whites then targeted the leaders of the struggle who were out of the country and one of them was Herbert Chitepo (first Zimbabwean to be a lawyer) whom they assassinated on 18 March 1975.
- ❖ He was assassinated in Zambia in a car bomb.

- ❖ Chitepo was instrumental and was a highly intelligent lawyer and was a determined nationalist who managed to get support from Tanzania.
- ❖ He was killed at his home in Lusaka in a car bomb.
- ❖ He had moved to Zambia in 1966 after the Chinhoyi battle to take up the administration of the external wing of ZANU and coordination of the armed struggle.
- ❖ During that time, there was crisis in ZANU because Ndabaningi Sithole was discredited as leader.
- ❖ Out of this leadership crisis, Robert Mugabe emerged as a leader.
- ❖ Robert Mugabe born on 21 February 1924 at Kutama village was generally regarded as gentle, mild mannered and shy intellectual.
- ❖ He had a number of University Degrees, most of them attained while in prison (1964-1974)
- ❖ Mugabe's rise as the overall leader of ZANU and the collapse of Ndabaningi Sithole became a reality when the ZANLA officers signed the Mugagau declaration that denounced Abel Muzorewa, Ndabaningi Sithole and James Chikerema who had proved to be completely hopeless and ineffective as leaders of the Zimbabwe revolution.
- ❖ The Mugagau declaration had an emotional ending;
***'If we cannot live as a free man,
We rather choose to die as a free man'***
- ❖ The Mugagau declaration recognized Mugabe, the Secretary General as the leader.
- ❖ During this time, the liberation fighters began to score victories.
- ❖ The then president of Mozambique-Samora Machel pledged to help Zimbabwe and on 3rd March 1976, he closed his border and declared a full scale war on white supremacy in Rhodesia.
- ❖ The war intensified in 1976 and in 1976 alone 191 Rhodesian security forces were killed by the liberation fighters and more countries began to offer more training facilities for the Zimbabwe guerillas eg: Ethiopia, Mali, Yugoslavia and Romania.
- ❖ By 1977, about 3 000 ZANLA guerillas entered Zimbabwe from Mozambique with the objective of attacking settler mines, farms, roads, bridges and railway lines.
- ❖ The Rhodesian roads became unsafe. Because of this intensification, young men and women became more politically conscious and voluntarily joined the guerillas.
- ❖ The night time political rallies (pungwes) were intensified and these were attended by the elders, chimbwidos and mujibhas who fed the guerillas and collected information on the Rhodesian security forces.

- ❖ To reach its masses, ZANU used the voice of Zimbabwe; radio program which was broadcasted over Radio Mozambique at 8.00 in the evening and was popular among Africans both in Urban and rural areas.
- ❖ This radio station was very useful as an instrument of propaganda. This then intensified fighting and drew the attention of America.
- ❖ America then sent its foreign minister, Henry Kissinger to negotiate a settlement with Ian Smith and to encourage him to consider the majority rule under a settlement which protected minority rights in order to contain the spread of communism and Russian and Chinese influence.
- ❖ Kissinger and Smith came up with some proposals as the basis of settlement and Smith accepted that there will be majority rule in 2 years.
- ❖ In October 1976, ZANU and ZAPU agreed once more to unite and created the Patriotic Front. This brought them together as a joint negotiating team at Geneva and all the conferences before independence in 1980.
- ❖ The Geneva Conference failed to produce meaningful outcomes to the guerillas.
- ❖ One ZANU representative at Geneva remarked;
*"The conference was a waste of time
The power of the bazooka will decide our future"*
- ❖ In 1978, the war had entered a new phase. ZANU declared that year **The year of people with emphasis on political organization and was preparing for the year of the people's storm (gore regukurahundi, 1979)**
- ❖ This then intensified the war and many white people were killed.
- ❖ Smith's government was very angry because the war proved to be a brutal war.
- ❖ Smith maintained that he was trying to defend Western civilization and that he refused to acknowledge the guerillas' freedom.
- ❖ Leaders of the armed struggle were then detained.
- ❖ African youths who were seen attempting to cross the border into Mozambique or Botswana were fired at or blown to death and buried in landmines.
- ❖ The white forces publicly displayed mutilated bodies of guerillas and the civilians killed for cooperating with the guerillas.
- ❖ The dead bodies were at times displayed in the yards of police stations for viewing by everyone and even kids.
- ❖ Pictures of mutilated bodies were screened on television and were produced on newspapers.
- ❖ Flashy rewards were offered for information leading to the death of guerillas.
- ❖ People were tortured forcing them to release information about the war.

- ❖ The Rhodesian forces took the guerillas' maps of training camps, bases and refugees camps.
- ❖ These were used to raid military and training camps with great accuracy.
- ❖ ZIPRA's bases and refugee camps which were attacked were;
 - i. Kwalamanja (1976)
 - ii. Chikomba (1978)
 - iii. Mukushi (1978)
- ❖ ZANLA camps also raided were;
 - i. Nyadzonya (1976)
 - ii. Chimoi (1977)
 - iii. Tembwe (1977)
- ❖ Other camps in Angola and Botswana were also raided.
- ❖ Over 2000 refugees mostly kids were brutally murdered and buried in mass graves.
- ❖ This intensified the struggle because the guerillas re-strategized the conducted Kangaroo courts leading to the murder of people on allegation of being sellouts.
- ❖ In these courts, many Africans were tortured and some were murdered.
- ❖ Despite brutal methods used by the Rhodesian government to conduct the war and forcing the African rural people not to support the guerilla, the war escalated from 1976-1979 to a **No win rather sure loss situation** for the government.
- ❖ Pressure mounted on Smith forces because many guerillas were coming back from outside after military training.
- ❖ Smith finally accepted **one man one vote** in November 1978 and began concessions which led to the transfer of power to African people in two stages namely;
 - i. The internal settlement
 - ii. The Lancaster House conference
- ❖ Smith started talks with the internal moderate nationalists;
 - i. Ndabaningi Sithole of ZANU Mwenje
 - ii. Abel Muzorewa of UANC
 - iii. Chief Ndiweni and Jeremiah Chirau of ZUPO
- ❖ Smith tried to lure Joshua Nkomo into the talks but failed.
- ❖ The talks resulted in an internal settlement which allowed Africans.
- ❖ A general election was held in April 1980 in which 72 out of 100 members of parliament were blacks.
- ❖ Bishop Abel Muzorewa's party won 52 seats while Ndabaningi Sithole and Chief Ndiweni got 15 seats.
- ❖ Ian Smith stepped down for **Muzorewaa to become Prime minister of Rhodesia.**

- ❖ However, both the United Nations (UN) and Organization of African Unity (OAU) condemned the elections as invalid.
- ❖ The British Prime Minister, Margaret Thatcher (the iron lady) agreed and called for a constitutional conference in London.
- ❖ This was the Lancaster house conference of September to December 1979.
- ❖ It was attended by representatives from all parties including the Patriotic front.
- ❖ The conference agreed on a constitution for a new Republic of Zimbabwe-arrangements for elections as well as an end to the guerilla war.
- ❖ After the conference the guerillas called for a **ceasefire** through their various broadcasting stations eg; Radio Mozambique.
- ❖ Muzorewa stepped down as Prime Minister as the country was temporarily restored under Lord Soames during the transitional period until the elections were held.
- ❖ The elections were contested separately by ZANU PF and PF ZAPU as well as other parties.
- ❖ Mugabe's ZANU PF won 57 seats out of 80 that is; it won the majority seats.
- ❖ Zimbabwe officially became independent on 18 April 1980 when Prince Charles lowered the Union Jack to replace it with the **Zimbabwe flag**. This marked an end to the armed struggle.

Spirit mediums in the 2nd Chimurenga

1. Chipfeni
2. Chidyamauyu
3. Chiodzamumwera
4. Mutota
5. Nyamhita
6. Resipina Gweverende

Role of the spirit mediums in the 2nd Chimurenga and chiefs

1. Spirit mediums gave guerillas traditional potions to confuse white soldiers
2. They predicted to guerillas what was about to happen and to avoid disaster by changing routes to avoid being ambushed.
3. They provided the guidelines to the **dos & don'ts** during the armed struggle.
4. They advised the guerillas.
5. They led in songs and dances during pungwes.

Role played by masses (povo) in the Liberation struggle

1. Soldiers were the fish and the masses were the sea so the fighters heavily relied on the masses for survival just like the fish cannot survive without water-so the soldiers could not survive without the masses.
2. The masses were the information sources as they told the guerillas the directions that had been taken by the Rhodesian forces.
3. They provided hiding places for the guerillas and hid them in granaries.
4. They informed the guerilla of the people who were betraying them (sellouts)
5. The masses gave the guerillas nutritious food eg; beans
6. The masses acted as recruitment bases for the guerillas to train in Mozambique, Russia, Zambia and China.
7. The masses acted as luggage carriers that are carrying ammunitions, medicines and food for the guerillas.
8. The masses were used as spies.
9. The chimbwidos formed part of the main choirs that sang war songs at pungwes and broadcast them on the **Voice of Zimbabwe**-a radio station which broadcasted progress on the war to Zimbabweans from Mozambique and Tanzania.
10. The mujibhas gathered information and studied the movements of the Rhodesian forces and told the guerillas.
11. The girls cooked food and delivered it to the guerillas in the bushes.
12. African business man provided clothes, medicines and transport to guerillas.
13. Some missionaries and settler farmers also provided food and medicines to the fighters.
14. A few whites supported the guerillas with guns and ammunition from Zambia.

Heroes of the 2nd Chimurenga

Dead heroes

1. James Chikerema
2. Joshua Nkomo (ANC&ZAPU President, later Vice-President of Zimbabwe)
3. Herbert Chitepo (ZANU Chairman)
4. Josiah Tongogara (First Air Marshal of Zimbabwe Airforce)
5. Solomon Mujuru (former army general)
6. Leopold Takawira (ZANU PF-Vice President)
7. Edson Sithole
8. Molton Malianga
9. Godfrey Chidyausiku

10. Ndabaningi Sithole (first ZANU president)

Alive heroes

1. Robert Mugabe (former President of Zimbabwe)
2. Emmerson Dambudzo Mnangagwa (current President of Zimbabwe)
3. Constantino Chiwenga (current Vice-President of Zimbabwe)
4. Kembo Mohadi (current Vice-President of Zimbabwe)
5. Didymus Mutasa (provided hiding places for fighters at Cold Comfort farm)

Heroines of the 2nd Chimurenga

Dead heroines

1. Vivian Mwashita
2. Margaret Dongo
3. Fay Chung
4. Sally Mugabe
5. Victoria Chitepo
6. Juliet Muzenda
7. Mama Mafuyana
8. Julia Zvobgwo
9. Shuvai Mahofa

Alive

1. Joyce Mujuru (first woman to be Vice-President of Zimbabwe)
2. Opah Muchinguri
3. Edna Madzongwe

Commanders of the army

ZANLA commanders

1. Solomon Mujuru (the first black army commander in Independent Zimbabwe)
2. Josiah Tongogara
3. Perrence Shiri (Air Marshall of the Airforce of Zimbabwe)
4. Mayor Urimbo

ZIPRA commanders

1. Alfred Nikita Mangena
2. Dumiso Dabengwa
3. Lookout Masuku (was commander of integrated Zimbabwe)
4. Constantino Chiwenga
5. Valerio Sibanda

Heroes who died by accident

1. Solomon Mujuru (infemo)
2. Josiah Tongogara (died in car accident in December 1979 in Mozambique)
3. Herbert Chitepo (carbomb)
4. Elliot Manyika (car accident)
5. Border Gezzi (car accident)

Results of the 2nd Chimurenga

1. The whites were defeated.
2. Zimbabwe became independent
3. ZANU PF rose to power
4. The black government was set with R.G. Mugabe as the first black prime minister and C. Banana as the President.
5. Rhodesia was named Zimbabwe after Great Zimbabwe.
6. Mugabe did not order revenge to the whites.
7. Mugabe was honoured by the British Queen.

NATIONAL HERITAGE

- The national shrines, monuments and our heritage sites are important institutions in Zimbabwe.
- They are part of our tradition and culture that is passed on from generation to the other.
- These institutions are a reflection of our past experience which we should be proud of as they differentiate us from other countries.

National shrines

- Are those sacred places where national leaders are laid to rest or burried.

- Heritage sites are those places that are kept and honoured for their historical reference.
- The national shrines in Zimbabwe include the following;
 - i. National heroes acre
 - ii. The provincial heroes acre
 - iii. Njelele shrines
 - iv. Mass grave

i. National heroes acre

- It was established in 1980 and is located about 8km from the CBD of Harare.
- It is located in Warren Park suburb.
- It was designed and built by the Koreans.
- It has a total acreage of 57 hectares.
- It was modeled in the shape of an AK47 assault rifle, a weapon used by the liberation fighters.
- The National heroes' acre represents the struggle for our hard won independence from the colonial bondage and oppression.
- It represents sacrifice and selfness made by the sons and daughters of Zimbabwe.
- It also represents thousand selfless men and women who braved the weather and risked themselves crossing into Mozambique, Tanzania, Zambia, China and Russia in order to prosecute a war against the Smith regime.
- These people deserve respect and honour for the great work they have done for this great nation.
- This is a place where only a few selected who sacrificed their precious lives for liberating Zimbabwe as well as protecting its territorial integrity are buried.
- At the **National Heroes Acre** are some main feature which include;

Tomb of the unknown soldier

- It is a bronze structure statue that consists of three individuals, 2 men and 1 woman who represent the unknown men and women who lost their lives in the struggle of independence.
- 1 man stands holding a **rocket launcher** while the woman is holding a **gun** and the other man a flag.
- This statue has become the official symbol of the liberation struggle.

- Some of the walls of the monument were constructed to re-symbolize the Great Zimbabwe while the graves were built in a style to the Khami monument.
- Behind the statue and the tomb of the Unknown Soldier is the freedom tower which burns the internal flame.
- The Flame stands for the Ambition of Zimbabwe to have a free and independent nation.
- It represents flame that was lit on 18 April 1980 when we celebrated our independence.
- The Flame also stands for the **spirits** of all the people who died during the struggle.
- There are several heroes and heroines buried at the **National Heroes Acre**;

Heroes

Joshua Nkomo
Simon Muzenda
Edga Tekere
George Matinhire
Leopold Takawira
Joseph Musika
Herbert Chitepo

Heroines

Sally Mugabe
Julia Zvobgwo
Mama Mafuyana
Ruth Chinamano
Victoria Chitepo
Shuvai Mahofa
Maud Muzenda

ii. **The mass graves**

- Mass graves are grave sites where many people are buried in one large grave at the same time.
- Some of the mass graves in Zimbabwe are at Chibondo and Herbert mine in Mutasa District.
- Other mass graves are found in Mozambique and Zambia
- The sad thing about these graves is that they are a result of the brutal massacre of our fighters through ambushing and bombings by the Rhodesian soldiers.
- Examples of mass graves are;

Mozambique

Chimoi
Nyadzonya

Zambia

Mboroma
Morogoro

Zimbabwe

Chibondo
Herbert Shaft mine

iii. The provincial heroes acre

- These served the same purpose as the **national heroes acre**
- The national heroes who participated in the 1st and 2nd Chimurenga are buried here.
- This is a place of burial for liberation fighters whose contribution was influential at provincial level.
- There are ten (10) provincial heroes acre in Zimbabwe followed by several district levels heroes acres dotted around the country
- Some provincial heroes acres include the following:
 - i. Harare Provincial Heroes Acre
 - ii. Chinhoyi Provincial Heroes Acre
 - iii. Masvingo Provincial Heroes Acre
 - iv. Mutare Provincial Heroes Acre
 - v. Bulawayo Provincial Heroes Acre

iv. The Njelele Shrines

- The place is also known as **Mabweadziva or Matonjeni** and is located to the west of Matobo National Park which is about 100km south of Bulawayo.
- Information about this shrine has been orally passed and its origins date back to the 14th century.
- Around the 19th century Lobengula was said to have used the place to house Mwari Cult Priests where he would seek advice during the times of danger.
- The place is recognized as an important shrine where rain ceremonies are conducted.
- It is usually visited between August and September when rain makers from all over the country come together for ritual purposes just before the rains.
- Sexually inactive women and those who would have not reached puberty are the ones who conducted the rituals.
- Traditional beer was brought to the shrines in clay pots.
- After performing the rituals, a voice was heard directing them on what steps to take in order for the rains to come.

- Long ago, the Njelele shrines were a place where elders used to report all the problems facing the communities such as droughts, lightning bolts striking people and even flood problems.
- They also went there to apologize for societies behaviours and other related issues.
- A voice used to come out of the Njelele rock whenever spirit mediums went to present their grievances.
- This mysterious voice was last heard in 1974.

Significance of the Njelele shrines

1. The place spiritually connects people to their ancestors.
2. It is a place to ask rains from God.
3. It is a tourist attraction
4. It creates employment for locals eg; sculptors, weavers and some locals end up working at the National parks and Wildlife centers.

NATIONAL MONUMENTS

- A **monument** is defined as any building, ruin, structure, remaining position of a building which was built before 1980.
- A **monument** is also a statue, grave, curve, and shelter, shell known or believed to have been constructed or used in Zimbabwe before 1 January 1980.
- **Monuments** are declared by the relevant minister or any one authorized by the president.
- **Examples of monuments found in Zimbabwe are as follows;**
 1. Victoria Falls
 2. Chinhoyi Caves
 3. Great Zimbabwe
 4. Khami Ruins
 5. Njelele Shrines
 6. Kariba Dam

1. Victoria Falls

- The falls are an important heritage site for Zimbabwe.

- It is found in Matabeleland North Province
- The falls are 2km wide over a basalt plateau and plunges about 108 metres
- There is abundant evidence that the **later Stone Age** and **middle Stone Age** people stayed there.
- With time they were later displaced by the Bantu tribes including the Tonga people who were also pushed to Binga by the Ndebele, Botswana and Makololo people.
- One thing in common among these tribes is that they named the place **Mosi oa Tunya** meaning '*the smoke that thunders*'
- With time the town experienced massive development thereby pushing people away from this natural feature.
- Victoria Falls is located on the boundary between Zambia and Zimbabwe.
- The Victoria Falls is one of the largest falls natured in the world.
- Other falls which are as big as the Victoria Falls are;
 - i. Niagra Falls in USA
 - ii. Inga Falls in DRC
 - iii. Wagonia
 - iv. Chute Falls

Significance of Victoria Falls

- ✓ They are a source of our history and culture
- ✓ It creates employment as sculptors and weavers sell their traditional wares to people who come to see the falls.
- ✓ It is a tourist attraction center
- ✓ It is part of our heritage
- ✓ It brings Zambia and Zimbabwe together as they share falls on either sides.

2. Chinhoyi caves

- The caves are located about 8km from Chinhoyi town.
- At the Chinhoyi caves there is a light cave and dark cave.
- There is also a silent pool or sleeping pool called **Chirorodziva**.
- Historians believe that the name **Chirorodziva** was taken up from the horrific incidents related to the **Angani tribe** who moved Northwards and in the process suppress people who lived around the cave whom they threw in the pool in the 1830s.

- Some also believe the place was Nyamakwen's hide out who used to kill people and throw them into this **silent pool**. However, tragedy befell this murderer who was killed by Herdman Chinhoyi.

Significance of Chinhoyi Caves

- ✓ It is a tourist attraction center and people visit and pay a fare to view the place.
- ✓ The information surrounding the caves and the pool is our national history that is passed on from one generation to the other.

3. Great Zimbabwe Monuments

- It is a world heritage site
- It is located about 30km from Masvingo town.
- It was built around 1000-1450 AD by Shona people who demonstrated a high level of architectural expertise by constructing stone houses.
- The name **Zimbabwe** is derived from the Shona word for these monuments **Dzimbabwe** meaning 'houses of stones'.
- Great Zimbabwe is divided into three parts namely;
 - i. Hill ruins
 - ii. The Great Enclosure
 - iii. Valley ruins

Hill ruins

- These were inhabited from around the 11th-15th century.
- They were constructed and considered as residence of chiefs and to the western sides had birds used for ritual purposes.

The Great Enclosure

- It is located south of the Hill and it was built of granite blocks in the 14th century
- It has a narrow passage that leads to a high **Chronical towers**.
- There are some huts within the stone enclosure walls with two living huts and a kitchen.

Valley Ruins

- These were constructed in brick and dry stone masonry walls.

Significance of Great Zimbabwe Monuments

- ✓ It represents the values, creativity and hardwork of the people of Zimbabwe.
- ✓ The place is a tourist attraction centre where tourists from all over the world come to view the architectural works of the Shona people behind the much needed foreign currency.
- ✓ About 20 000 tourists visit the site every year.
- ✓ The structures are part of our history which can be passed from one generation to the other.
- ✓ It served as a basis of our international relations and foreign policy trade where trade of goods and minerals were conducted with the Portuguese traders, Chinese, Indians, The Middle East and the Far East Merchant.

4. The Khami Ruins

- They are located 22km West of Khami River in Bulawayo.
- It is the second largest stone structure after Great Zimbabwe Monuments.
- The ruins are located on the 1 300m hilltop from a dam which was built around 1928-1929.
- The ruins currently sit about 108 hectares of land.
- Historically, the ruins were the Capital of the Torwa Dynasty which became prominent after the fall of the Great Zimbabwe State.
- Some foreign goods are found at this site which originated from China and Europe which shows that the place was a centre of trade with the capacity to attract merchants and traders.
- The setup of the ruins shows a passage into the Northern Ruins.
- There were also huts made of daga and a chief residence which was built towards the North of the Hill Ruin.
- The architectural work was done by the local people.

Significance of Khami Ruins

- ✓ The place is a tourist attraction centre
- ✓ It is part of our history which reminds us of the past
- ✓ It provides a basis which forms our foreign policy.

SMUYAMBO

THE NATIONAL SCHOOL PLEDGE

- It is an oath of loyalty to one's country.
- It was officially launched on 3rd May 2016 at Harare High School by Dr. Olivia Utete Masango
- It was launched on the same day across the country's ten provinces.
- The National schools pledge was taken from the Constitution of Zimbabwe.
- The National schools pledge of Zimbabwe has been divided into three levels namely;
 - i. Infant level
 - ii. Junior level
 - iii. Senior level
- The idea of National schools pledge is also found in countries like Ghana, Britain and USA.

Significance of the National Schools Pledge

- ✓ The National Schools pledge raises a sense of patriotism among Zimbabweans
- ✓ It prepares totally committed people who are aware and able to defend national interest whenever they are threatened. These include the; **National unity, peace and stability, fair regional presentation, foreign policy and good governance.**
- ✓ The national schools pledge assists individuals to give loyalty to God and our country.
- ✓ It reminds us to respect the veterans of the liberation struggle that is; **heroes and heroines**
- ✓ It reminds us that Zimbabwe has plentiful natural resources to be exploited for our benefit today and business future.
- ✓ It educates us on a duty and the requirements that is given to us by inheritance and by participating in traditional and cultural ceremonies.
- ✓ It instills values of hardwork and honesty.

Relationship between the National schools pledge, National flag and National Anthem

- The **National Schools Pledge** is similar in so many ways to the **National Anthem** and the **National Flag** in that;
 1. They all represent the liberation struggle in the past, present and future endeavors of our nation. There is a general agreement between the three

that is recognition to the brave and selfless men and women who took part in the war of liberation.

2. In clear terms, the **National anthem** stresses Zimbabwe was born out of struggle where a lot of people spilt their blood. To match with the **National flag** which had red color representing the bloodshed.
3. The **Schools Pledge** promises to salute the **National flag**. This is because by flying the flag it reflects a complete independent Zimbabwe and reflects what the generality of Zimbabweans should be doing. The **National Anthem** on the other hand combines the same by producing a citizen who is ready to defend Zimbabwe from all kinds of threats.
4. They all ask God to bless our country and our future aspirations.
5. The **Schools pledge** reminds us that we are proud inheritors of our natural resources filled with richness. On the other hand the National Anthem (second stanza) talks about the same richness by asking Zimbabweans to appreciate the mountains, good rainfall patterns, fertile lands and free environment. These are represented by green and yellow colours on the flag.
6. The **National Anthem** further concludes by asking God to bless our country which was inherited from our forefathers and further implore the leadership to be exemplary.
7. The **National Schools pledge** concludes by pledging to produce a citizen who is honest and committed to the dignity of hard work. This is represented by the black colour on the national flag, white triangle and Zimbabwe bird.

THE NATIONAL FLAG

- This is a reflection of our journey from colonial determination to post independence and our future as a sovereign people.
- The colours are important for us

1. Red

- It represents the blood that was shed during the brutal battles and wars of liberation (1st and 2nd Chimurenga)

2. Green

- It represents our green vegetation

3. Yellow

- It represents our vast minerals

4. Black

- It represents the black majority (this country will be ruled by us and is for us)

5. The red star

- It stands for the nation's aspirations which are sometimes thought to represent the revolutionary struggle for freedom and peace.

6. The white triangle

- It represents peace

7. The Zimbabwe bird

- It represents the Hungwe bird (fish eagle) that was found at Great Zimbabwe and represents the great history of our land.

NATURAL RESOURCES

- These are naturally occurring sources of wealth that are used for economic gain.
- If they are not used sustainably, they can be depleted or exhausted.
- They occur naturally and sustain humanity.
- Examples of natural resources in Zimbabwe are as follows;

Minerals	Land	Water	Air	Forests
Sun	Fish	Wildlife	Top soil	

Distribution of natural resources during colonialism in Zimbabwe

- The story of resource distribution during the colonial period is a painful one
- Natural resources were unfairly distributed during colonial times.
- It was disheartening to see places and resources which blacks could have been enjoying being exploited by the white settlers.
- Key life sustaining resources like land, minerals and rivers were allocated in a biased manner to the benefit of the white settlers only.
- Colonial policies prevented Africans from owning natural resources hence pushing them to life threatening environments where they were crowded thereby causing land degradation.
- These inequalities started in 1890 and only ended in 1979 when Zimbabwe became independent.

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1. Land

- This resource belonged to the blacks but on the coming of the white settlers in 1890 they were chased away from the rich and fertile soils into thorny, scrubby and semi-desert areas.
- To achieve this, white settlers systematically put land policies that gave them access and power to displace black people.
- During the colonial period, all fertile land was owned by the whites while blacks were sent to infertile lands like the Gwai and Shangani.

2. Forests

- The laws that were used to allocate land also applied to forestry.
- The black people were pushed into communal land while the whites enjoyed large tracks of land across the country including forests.
- The state then allocated state forests which were used for conservation purposes and as a source of commercial timber.
- The first forests were demarcated/divided in 1936 and in 1941 and this resulted in;
 - a. Disturbance of social safety nets-whereby people used to sell timber in times of disaster/drought for survival.
 - b. It accelerated resource depletion and land degradation.
 - c. It worsened human insecurity or it resulted in the loss of revenue by Africans.
 - d. As the blacks were resettled in communal areas they became overcrowded resulting into squeezing for the few trees for firewood and furniture.
 - e. The Mukwa and teak forests were monopolized by the settlers.
 - f. In Hone Valley, Chimanimani and Chipinge the settlers displaced people from the rich mountains as they established tea estates.

3. Minerals

- During the colonial era, all minerals were owned and controlled by the whites.
- The blacks were not allowed to carry out mining activities but their role was limited to providing manual labour.
- The BSAC had a monopoly over gold and other mineral resources.

4. Water

- In the past and in recent times, water has continued to be a source of conflict in Africa as countries continued to compete to exploit the resources thereby triggering Trans-Border related fights.
- There are 60 Trans-Boundary rivers in Africa which serve over 200 million people and water is the only source of renewable resource in the region.
- The Nile River serves 11 countries namely: Burundi, DRC, Egypt, Ethiopia, Kenya, Rwanda, Sudan, South Sudan, Tanzania, Uganda and Eretria.
- These countries greatly depend on this water, mainly for agriculture and have a worrying trend of armed conflict along their borders.
- There are conflicts surrounding Lake Victoria that surrounds Kenya, Tanzania and Uganda.

5. Oil and gas

- These two resources have often attracted military intervention because they are a profitable business which the economically powerful states also tagged.
- There is corruption and eruption of tribal conflicts regarding the ownership of natural resources.
- They cause too many sided rebellions like in the case of Nigerian oil fields where Niger Delta avengers seek to take the resource for the betterment of the local people while International Petroleum Companies often push for control of the oil fields or conquest to benefit companies like Total, BP and Shell.

PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES

- **Distribution** is the process of delivering goods and services.
- **Resources** refer to anything that human beings use to survive. Some common resources include; **land, water, fuel, food, and gadgets**.
- The **informal sector** refers to a business operation conducted by individuals who are not registered but contribute to the country's economy indirectly.
- **Land reform** is a government policy implemented to give land to the landless black people.
- Resources such as water, fuel, land and food are not always found closer to the people that is, people live far away from these important resources.

SMUYAMBO

Ways of distributing resources

- Resource distribution methods vary from the nature, type and location of that particular resource.
- Resource like fuel for vehicle use, seed for agricultural purposes and food are sold to people.
- Land is also sold although in some rural areas it is allocated to people for free.
- Examples of distribution methods in Zimbabwe are;
 1. Allocation through government policy
 2. De-centralization
 3. Donations
 4. Inheritance
 5. Buying
 6. Claiming

COMMUNALISM

- It refers to a collective ownership of resources that is no person claims ownership of land or community infrastructure as these are said to belong to the community.
- Under communalism, everything is owned by the society and belongs to the society.

COMMERCIALIZATION

- It is the distribution of resources for profit making purposes.
- Commercialized resources get to the people at a price set by the owner. This is common in urban areas where land for residential purposes is sold to people by companies, individuals and town councils.
- Under commercialization, resources are owned by individuals who can sell to realize profits.

THE LAND REFORM PROGRAMME

- It is a process whereby the land was redistributed among the black people by the government of Zimbabwe.

- It is associated with agricultural revolution and subsequent rural development through training programs, capitalization initiatives such as loan schemes, infrastructure development and input provision schemes/programs.
- The Land Reform came as a result of Unequal Land Distribution.
- Following the colonization of Zimbabwe in 1890, the blacks were removed from their fertile lands while white settlers settled themselves on very fertile areas with plenty of rainfall.
- Negotiations were held between blacks and from these negotiations Britain included a **sunset clause** which prevented the majority government from repossessing land from whites until 10 years had lapsed.
- Land was to be distributed on the **willing buyer willing seller model** and Britain was obliged to pay for such land redistribution.
- In 1992, the government passed the Land Acquisition Act which allowed it to acquire land for resettlement purposes from all the unproductive land owners.
- Those affected were to be compensated
- However, the **willing buyer willing seller model** was later abused as whites increased the prices of land.
- Britain also refused to provide funding as per the agreement but only gave **\$100 million** dollars out of the needed **\$1,1 billion** required to complete the task.
- The World Bank then blamed corruption for disorganized Land Redistribution Exercise.
- The negotiations over land continued until 1998 when a Land Reform Conference was called in Harare and 40 countries participated including Britain and the USA as well as the representatives from other continents that is; African Union (AU) and the United Nations (UN) were also present.
- Due to the slow pace, the government of Zimbabwe in the year 2000 formerly embarked on a Land Reform Programme through the amendment of the Land Acquisition Act.
- From there onwards, many black people were given land, some for free and some at a very low price that is; A1 and A2 schemes.
- **It is important to note that the Land Reform Programme created enmity between Zimbabwe and the International Community in particular Britain and some European Union Members.**

Reasons for the Land Reform Programme

1. They wanted to reduce poverty among blacks and improve economic growth.

2. To make Zimbabwe self-sufficient in terms of food production.
3. To correct the colonial land takeover
4. To reduce population pressure in overcrowded communal lands.
5. To reward or appreciate those who fought in the liberation struggle and their families.
6. To give land back to its people who have been displaced during the war of liberation.
7. To make use of the land that had been lying idle
8. To create jobs on farms owned by individuals and cooperatives
9. To facilitate profitable farming
10. To improve the living standards of the poorest population group.
11. To increase production through individuals' cooperatives and state farms.

Benefits of the Land Reform programme

1. It increased crop and livestock production eg; in Mazowe
2. It has uplifted the standards of living through job creation and high incomes eg; tobacco farmers.
3. It increased foreign currency earning through exported tobacco, beef and fruits.
4. It has guaranteed full employment to the black majority in farms
5. It has addressed land imbalances through equal distribution.
6. It has encouraged conservation of soil through crop rotation.
7. Sound land management practices have been introduced by Agritex officers.
8. Revenue to the government has increased through taxes from farmers.
9. Infrastructure development through the District Development Fund (DDF).
10. Irrigation programmes have improved food security at household level hence poverty reduction.

Problems of Land Reform Programme

1. It has widened the gap between the rich and the poor hence income inequalities are significant.
2. It has led to breaking of family ties due to resettlement programmes.
3. Mechanization in big farms has led to unemployment.
4. Movement of livestock across Agro-ecological regions has led to the spread of diseases like foot and mouth and black leg.
5. There has been a concentration on cash crops like tobacco which fetch more money at the expense of food crops like maize which has resulted in food insecurity.

6. It has created racial tensions in Zimbabwe through violent land invasions of commercial farms.
7. There is widespread inappropriate use of land and some farmers have resorted to gold panning eg; in Shamva.
8. Environmental degradation has been worsened through deforestation in search for timber and wood.
9. It has reduced crop yields and farm productivity due to unskilled farmers as well as failure to cope with droughts.
10. Multiple farm ownership has resulted because senior politicians have acquired more than one farm.
11. Cases of child labour are now in tobacco regions.
12. Cases of school drop-out are now high as children are needed to work in fields.
13. Underutilizations of acquired farms as vast tracks of land are lying idle.
14. Resettlement areas lacked adequate social services eg; health care, education and transport.
15. It has been characterized by theft and vandalism of farm property.
16. Corruption

Conditions necessary for a successful Land Reform Programme

1. Provision of farming inputs at low prices eg; seeds, chemicals and equipment.
2. Extensive training programs by Agritex officers to farmers.
3. Political stability because farming is a business which does well in a stable environment.
4. Financing of farms which is consistent in forms of soft loans and grants.
5. Consistent supervision and management to ensure compliance and uproot bad practices like gold panning, deforestation and multiple farm ownership.
6. Improvement of infrastructure eg; roads, rail lines, dams and storage facilities.
7. Education and training programmes to improve farming knowledge and skills.
8. Good, fair and sound pricing system.
9. Use of hybrid seeds and cross breeding initiative
10. Resettlement on productive and fertile soils.
11. Dam construction to facilitate irrigation
12. Mechanization of farms
13. Use of greenhouses eg; in market gardening
14. Land reclamation initiatives of reclaiming swamps.

Supporting policies of Land Reform Programme

- Setting up of Agribank in order to improve financing of farmers.
- Extensive infrastructure development led by the minister of lands and rural settlement development.
- Back up services through Agritex officers
- Research and development to promote scientific management of farms through cross breeding.
- Developing new seed varieties
- Cloud seeding and artificial insemination
- Carrying out regular land audits to ensure maximum utilization of the land and to eliminate multiple farm ownership.
- Establishment of conservation committees to monitor the use of natural resources thus ensuring sustainable development.
- Introducing land tax for both A1 and A2 farmers in order to raise revenue for carrying out land audits.
- Farm mechanization policy through the **Morefood** for Africa programme that is being funded by the Brazilian government.
- Under this scheme, farmers are being given farming equipment namely; tractors, ploughs, seed planters and combine harvesters.
- Introducing irrigation schemes and provision of irrigation equipment to farmers namely; sprinklers, irrigation system, drip irrigation system and centre pivot irrigation technology.
- The presidential well-wishers input scheme has resulted in the distribution of inputs to farmers namely; seed and agro-chemicals.
- The **Command farming programme** under which the government is targeting to produce 2 million tons of maize.
- Under this programme, farmers are being given inputs, mechanized equipment and irrigation technologies.
- Livestock command farming has also been introduced to livestock farmers with inputs such as stock feeds and vaccines being given by the government.

Contribution of various industries to the economy

- **Economy** refers to the state of the country's ability to provide for its citizens' basic needs.

- It also means a successful industry and commerce.
- Micheal Todaro describes the **economy** as 'an industry that produces enough goods and services for the nation'.
- Zimbabwe's industry has grown with both formal and informal sectors contributing towards economic growth.

Characteristics of the formal sector

1. Employees work for fixed hours
2. A formal contract is signed between the employer and the employee with a clear job description, termination conditions, benefits, annual leave and salary.
3. Organize employment with clear rules
4. Company registered and pay tax
5. Clear dress code
6. They keep records of business activities

Characteristics of the informal sector

1. Usually there are no written rules and regulations
2. Mainly verbal contracts are agreed upon
3. No tax payments or even bank accounts are involved
4. Workers do not have benefits like medical aid and death insurance
5. Congested work environment
6. No fixed wages
7. No fixed working hours.

INDUSTRIES

- An **industry** is a group of companies and organizations engaged in a similar line of business.
- Examples of industries include;
 1. Manufacturing industry
 2. Clothing industry
 3. Meat industry
 4. Cellphone industry
 5. Leather industry
 6. Fishing industry

7. Agriculture industry
 8. Fertilizer industry
 9. Insurance industry
 10. Bakery industry
 11. Creative and arts industry
 12. Mining industry
 13. Advertising industry
- Industries exist in many different forms as some are processing while others deal with raw materials.
 - In Zimbabwe we have small, medium and large scale industries
 - These industries have huge benefits to the people and economy of any given country

Role of industries in economic development

1. They provide goods and services to the people
2. They provide employment to the people in arts, manufacturing and other services
3. They pay tax to the government which increase government revenue
4. They provide goods for domestic use
5. Industries also help to improve people's living standards in some societies.
6. They bring foreign currency through exports
7. They enable trade between countries
8. They lead to the acquisition of practical skills.

Challenges/constraints in the informal sector

- There are several challenges affecting the effectiveness of industries and these challenges include;
 - i. Poor policy framework
 - ii. Lack of capital to improve operation
 - iii. Bad corporate governance
 - iv. Corruption
 - v. Sanctions imposed on Zimbabwe
 - vi. Viability challenges
 - vii. Nepotism and favouratism
 - viii. Changes in national and global technologies
 - ix. Poor adaptation to current trends of economic affairs
 - x. Political developments
 - xi. Poor skills.

Solutions to these problems

1. Employ people with relevant skills
2. Research on how the other countries operate
3. Auditing financial statements in order to discover any form of mal-practice (chitsotsi)
4. Updating current operations by engaging new technology so as to meet the ongoing global trends.
5. Borrowing loans from banks
6. People should go for training refreshment courses
7. Introduction of anti-corruption officers in the informal sector
8. The government must assist with initial capital to start their business.

NATIONAL STRATEGIC RESERVES

- These are resources kept or preserved for use in times of need.
- They are referred to as strategic because they serve a special purpose of closing the gap created by the exhaustion or shortage of substance resources
- Reserves exist at different levels that is; at individual level, family level, community level, national level or regional level
- Such resources include;
 - i. Food reserves
 - ii. Water reserves
 - iii. Fuel reserves
 - iv. Mineral reserves
- A country serves certain quantities of critical resources such as **food or fuel** to use in the future when they are in short supply.

Reasons for establishing national strategic reserves

1. It saves a country from hunger especially following drought seasons
2. To avoid exhaustion of resources in a country
3. To reduce the cost of importing from other countries
4. Reduces dependence on other countries
5. It increases exports o other countries
6. They guard against conflicts arising from competition for limited resources
7. To save for future generation
8. To prevent extinction of resources and commodities

9. It improves the wealth and welfare of a country
10. It improves food security in a country
11. It promotes local product use and discourage importation
12. It helps avoid the country from borrowing
13. It decreases poverty
14. It control the selling and buying prices
15. They help to save money required to import resources

Examples/categories of National strategic reserves

- ✓ National strategic reserves exist in many different forms though their main aim is to provide security to the nation;
- ✓ Common strategic reserves include;
 - i. Grain reserves
 - ii. Water reserves
 - iii. Fuel reserves
 - iv. Mineral reserves
 - v. Animal reserves
 - vi. Money reserves
 - vii. Energy reserves
 - viii. Medical drug reserves

Oil

- ✓ Oil is a critical reserve that every country needs to have
- ✓ In times of crisis a country needs to survive and carry out its business.
- ✓ If the oil reserves are used up without replacement, traffic and related industries will stop functioning.
- ✓ This triggers price increases and later mass protests by the public against the government.
- ✓ At times this can lead to the over throwing of a legitimate government.
- ✓ Zimbabwe as a landlocked country does not have oil reserves or resources but imports from the middle-east among other countries.
- ✓ The oil is transported through seas by oil tankers.
- ✓ The ministry of energy and power development is mandated to constantly analyze and check the availability of this resource in order to avoid plunging the country into crisis.

Water

- ✓ Water is an important resource which needs to be stored or harvested so that it can be used in the future
- ✓ The government of Zimbabwe did this by constructing several dams and lakes across the country to ensure water availability

Examples of water reserves in Zimbabwe are

1. Lake chivero
2. Kyle dam
3. Kariba dam
4. Mutirikwi dam
5. Manyame dam

NB Lakes

1. Incizor
2. Mayfair
3. Mhende
4. Mushandike
5. Umzingwane
6. Tokwe mukosi

NB: They store millions of mega litres of water for use for agriculture and urban areas

Electricity

- This is another strategic resource that needs to be reserved; unfortunately electricity is not stored but is used as it is generated
- This is because it is extremely dangerous to store electricity
- In Zimbabwe electricity is mainly generated through thermal (coal) and hydro (water) means.
- Although efforts are being made to harness solar energy and biomass, they have not been taken as reserves
- ZESA is tasked with overseeing this resource at a technical level while the ministry of energy and power development is the policy overseer

GRAINS

- Grain reserves are the responsibility of the Grain Marketing Board (GMB) through the ministry of agriculture
- The GMB was established under the market control act of 1931
- Its responsibility is to give growers a fair share of local and export markets to provide them and ensure the availability of adequate supplies for the local demand either from internal production or from exports
- GMB owns 80 depots across the country equipped with silos for grain storage

Money

- Government all over the world have money reserves or other assets that will be used to meet the future cost of running a country
- In some cases gold reserves are created as a store of value
- In our case the RBZ oversees such reserves and these are reported from time to time

Challenges or problems faced by these functions (parastatals)

1. Failure by the responsible ministries to give priority to the challenges affecting the parastatals

2. More imports to ensure viability of which the accounts of money used must be used to develop infrastructure, to improve the welfare of its workers and that of its consumers
3. Poor climatic conditions e.g low or poor rainfall patterns and these are greatly affecting food production lack of rain causes low grain and other crop yields in the country. Under these circumstances GMB is failing to fulfill its mandate of being a national grain strategic reservoir
4. Poor infrastructure in parastatals to enhance efficiency
5. Corruption i.e the government is also blamed for allowing corrupt managers to supervise parastatals. Such managers are blamed for failing to implement policies which define the significance of National Strategic Reserves
6. Inadequate storage facilities e.g dams for water
7. Economic sanctions imposed on Zimbabwe

Land Degradation

- It is any change in the condition of land which reduces its productive potential. This includes the loss of topsoil, the loss of vegetation and increasing soil salinity, pollution of water resources from the contamination of soil through which water seeps into the ground or runoff to water bodies.
- Land degradation is the process in which the value of the biophysical environment is affected by a combination of human induced process acting upon the land
- It can also be defined as the deterioration of the land from its natural state.
- It is the process whereby land loses its value.
- The Zimbabwe Environment Outlook Report of 2010 defines **land degradation** as 'the reduction in the quality and potential of land resources shown in habitat destruction, loss of vegetation cover, soil erosion and loss of soil fertility'.

Causes of land degradation

1. Direct causes
 - a. Deforestation
 - b. Overgrazing
 - c. Agricultural practices

- d. Uncontrolled gold panning
- e. Industrialization
- f. Urbanization

Deforestation

- It is taking place at the fastest rate due to increasing demand for timber and fuel from forests which results in the degradation of land resources.
- Most rural areas are experiencing deforestation at a faster rate than ever eg; in Manicaland, Masvingo and Midlands provinces.
- The resettled farmers use firewood to cure their tobacco because it is a cheap source of energy than coal and charcoal.

Overgrazing

- This is referred to as the excessive eating of grass and other green plants by cattle and wild animals that are grazers.
- It results in reduced growth of vegetation reduced diversity of plant species, soil erosion and degradation due to animal movement.

Agricultural practices

- The modern agricultural practices like excessive use of fertilizers and pesticides have adversely degraded the natural quality and fertility of cultivated land.

Uncontrolled gold panning

- Many groups of people search for minerals like gold, diamond, copper and nickel. They end up degrading the land. They dug tunnels in the vast forests resulting in land degradation eg; along Mazowe catchment area, Shurugwi in Boterekwa area, Mvuma and Kwekwe where there is a lot of illegal gold panning taking place.

Industrialization

- Development of industries for economic growth of a country leads to excessive deforestation and utilization of land in such a way that it has lost its natural quality.
- In mining towns where mining is a major source of livelihood, the commercial excavation and extraction of minerals leaves the land with gullies.

Urbanization

- Increasing population growth and demand for more residential stands and commercial ones is also one reason for land degradation.
- In developing countries there is rapid expansion and growth of cities including shanty towns and squatter camps.
- There is pressure for accommodation in urban areas thus illegal settlements emerge where there is a tendency of overcrowding encouraging people to cut trees for firewood and building materials. This is also common in other countries like Mozambique, South Africa and Angola.

2. Indirect causes

i. Poor land tenure policies

- If a government fails to put comprehensive environment policies, then land degradation is witnessed.
- Unstrained people can cultivate along water channels, wetlands and undesignated which may result in land degradation.

ii. Over-reliance on agriculture

- The cultivation of fields every year for agricultural purposes results in land degradation in the long run.

iii. Lack of proper legislation

- Failure to enforce environmental legislation may result in land degradation
- This includes legislation with stiffer penalties for pit sand poachers, brick molders and gold panners.

Effects of land degradation

- Land degradation from human activities has the following effects.
 1. It causes deterioration in the chemical and physical properties of soil
 2. It accelerates soil loss
 3. It reduces primary productivity of plant communities
 4. It results in decline in biodiversity

5. It leads to increased hazards for human occupancy
6. It reduces the soil capacity to sustain plant growth for crops or pastures resulting in reduced yields

Prevention and control measures for land degradation

- The following are some practices for controlled land degradation;

1. Strip farming

- It is a practice in which cultivated crops are sown in alternative strips to prevent water movement.

2. Crop rotation

- It is one of the agricultural practices in which different crops are grown on the same piece of land following a rotation system which helps in nutrient replenishment of the soil.

3. Ridge and furrow formation

- Soil erosion is one of the factors responsible for land degradation.
- It can be prevented by ridges and furrows which decrease run-off.

4. Construction of dams

- This usually reduces the velocity of run-off so that soil supports vegetation.

5. Contour farming

- This type of farming is usually done across the hill side and is useful in collecting run-off to avoid erosion.

6. Planning

- There should be proper land planning and surveying especially in urban areas to avoid the increase of illegal settlements whereby people end up degrading land for pit sand, brick molding and cutting trees for firewood.

7. Policies

- Government should pass vibrant and sound public policies on the environment.
- Control illegal and legal miners, brick molders and pit sand poachers in terms of gully filling and controlled activity.

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DROUGHT

- ❖ **Drought** refers to a prolonged period of abnormally low rainfall leading to a shortage of water.
- ❖ The general definition relates to a situation where there is no rain.
- ❖ There are basically four (4) types of drought and these are:
 - i. Meteorological drought
 - ii. Hydrological drought
 - iii. Agricultural drought
 - iv. Socio-economic drought

Meteorological drought

- This is the type of drought caused by dry weather patterns
- It develops in a short period
- Meteorological departments in the world watch over this issue
- In Zimbabwe the Ministry of Environment, water and climate change is authorized to notify the public about droughts through periodic weather reports.

Hydrological drought

- This occurs when low water supply becomes evident in dams, streams, rivers and ground storage.
- This usually occurs after months of meteorological drought.

Agricultural drought

- This occurs when crops become affected by drought
- The crops wilt and die. This usually results in hunger, poverty and starvation.
- Agricultural drought falls under the Ministry of Agriculture in Zimbabwe.

Socio-economic drought

- This occurs when demand outstrips supply of commodities due to drought.

Causes of drought

1. Siltation of rivers

- This is the filling of rivers with sand due to erosion which reduces the river's storage capacity.

2. Overgrazing

- This is when livestock feed on and eat all plants and grass. This reduces transpiration which is required for cloud formation hence no rain.

3. Global warming

- This refers to the emission of dangerous gases into the atmosphere by industries and vehicles.
- This affects the ozone layer leading to the occurrence of drought.

4. Poor farming methods

- Poor farming methods such as stream bank cultivation may lead to the siltation of rivers

5. Deforestation

- This refers to the excessive cutting down of trees without replacement
- This will affect the process of evapotranspiration necessary for cloud formation.

6. Soil erosion

- When the soil is washed away by water and wind, it fills the rivers thereby causing the reduction of evaporation leading to the occurrence of drought.

7. Chemicals

- Pouring of chemicals into rivers like oils, pesticides and some agro-chemicals will reduce the process of evaporation which is needed for cloud formation.

8. Veld fires

- These are dangerous to the environment.
- They destroy living vegetation and various plants leading to the occurrence of drought because transpiration will be minimized.

Effects of drought on the people

1. It causes hunger and starvation
2. It results in loss of money either by individuals, families, business or government.

3. Farmers will have to spend more money to irrigate crops and provide water to livestock and this reduces their yields. They will have to spend more money on drilling boreholes or to buy water from far-away places.
4. Prostitution
5. Low crop yields meant that farmers loss a lot of money, farm workers have to take pay outs and some even be laid off.
6. Businesses and industries that manufacture farm equipment and resources lose money and the farmers will not have the money to buy from them.
7. It causes veld fires ie; farms are destroyed, properties are run down and forests or trees are burnt and people lose money.
8. The government also spends more resources to fight fires and sends emergency supplies to the most affected places.
9. Businesses spend more on electricity generation or close production if hydro-energy power operates at low capacity.
10. Energy industries also lose money because they cannot meet the energy demands from the affected regions.
11. Businesses connected to water recreation may close down because of low water levels or dried up water bodies.
12. The government gets less tax revenues because people spend less.
13. Movement of people from place to place in search of better living conditions is increased thereby causing resource challenges in the receiving country.
14. Increased rate of unemployment due to closure of productive industries mainly those that depend on agri-products.
15. It increases the prices of food and timber
16. Livestock
17. The country can lose a lot of foreign currency through imports
18. It causes low standard of living and low life expectancy
19. It can cause civil wars
20. It causes separation of families eg; father may look for green pastures in other countries
21. It causes malnutrition related diseases.
22. It causes brain drain
23. It causes inflation
24. It causes desertification
25. It causes poverty
26. It causes domestic violence

Effects of drought on the environment

1. It causes soil moisture depletion-decreased levels of rainfall, less cloud cover, increased sunlight and water temperatures cause moisture to evaporate quickly from the ground.
2. Wind erosion can cause dust storms and increase sand deposition which often kills more vegetation.
3. It causes vegetation stress-more intense heat and sunlight causes faster transpiration rate without water trees will not be able to defend themselves against predators like beetles.
4. It causes wild fires which can destroy large pieces of forests and vegetation.
5. It causes destruction of animal habitats, reduction of their food supplies causing them to starve or even die.

Drought prone areas in Zimbabwe

1. Matabeleland South
2. Masvingo
3. Matabeleland North
4. South of Manicaland Province (Save Valley)

Prevention measures against drought

1. Reliable forecast that provides early warnings and allow for preparedness.
2. Monitoring using surface and satellite observation
3. Better water and crop management
4. Inland water harvesting eg; Tokwe Mukosi dam for irrigation purposes
5. Increase public awareness and education
6. Improve water conservation methods
7. Cloud seeding
8. Digging of irrigation canals to divert water
9. Growing of drought resistant crops eg; millet and sorghum
10. Storage of food in silos and granaries for future use
11. Keeping drought tolerant animals like goats and donkeys
12. Practicing greenhouse farming
13. Drilling of boreholes

14. Import food stuffs from other countries

Floods

- It refers to an overflow of water that submerges land which is usually dry.
- Floods also refer to stream flow that rise above bank or when natural water does not have the capacity to excess water.
- There are basically four types of floods namely;
 - i. Flash floods
 - ii. Alluvial floods
 - iii. Urban floods
 - iv. Coastal floods

Flash floods

- These are a result of heavy rain and sudden flooding. They usually occur for 6 hours or less
- The Meteorological department of Zimbabwe uses the Southern Africa Flash Floods guidance system to forecast areas which may experience flash flooding in a given wet spell.
- They occur during a storm and when a storm ends they also disappear.

Alluvial floods

- These are a result of river overflow resulting in river banks failing sustaining rainfall.
- This is caused by prolonged heavy rain mainly in the upper catchment area.
- This results in a rise in the water levels eg; in the river Zambezi in 2008 and 2009

Urban floods

- These are a result of blocked sewage system or drainage canals resulting in poor drainage of falling rain.
- This is common in urban areas where water storage facilities are scarce hence precipitation received is normally transported by the drain and sewage systems.

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Coastal floods

- These are caused by the rising sea levels such as a result of low atmospheric pressure.

Causes

1. Bursting of water storage reservoirs or dams eg; Tokwe Mukosi
2. Intensive or prolonged rainfall patterns
3. Siltation of rivers leading to loss of channel capacity as river bed is made shallow
4. Heavy winds from coastal areas or tsunamis
5. Widespread deforestation which causes increased run-off leading to erosion and siltation.
6. Blocked drainage systems especially in urban areas
7. The melting of snow particularly when the subsoil is still frozen so that infiltration capacity is reduced.
8. Climate change which has also increased cyclone occurrences
9. Low atmospheric pressure causes the rising of sea levels causing floods.

Effects of floods

- The effects of floods are divided into three main categories which are;
 - i. Primary effects
 - ii. Secondary effects
 - iii. Tertiary effects

Primary effects

- ❖ These involve direct contact with the flood water caused mainly by high velocity resulting in damaged property, houses and drowning of people, livestock and other animals.
- ❖ In South Africa, the November 2016 flood destroyed properties and six people drowned.
- ❖ Also when water retreats sediments are deposited.

Secondary effects

- ❖ These include destruction of services
- ❖ They normally have health implications resulting in diseases like cholera, malaria and diarrhea
- ❖ This is because the supplies of water are polluted and water lines are destroyed leading to communication breakdown.
- ❖ In some cases, bridges are washed away thus disrupting the transportation system.

Tertiary effects

- ❖ These entail changes of river channels as a result of the velocity (speed) of water leading to the formation of new channels.
- ❖ The deposited sediments have a tendency to destroy farm lands close to their river channels and the destruction of wild life habitat.
- ❖ River bank erosion is caused by high and fast moving water that exceeds river banks.
- ❖ Wetlands flood waters can carry large amounts of sediments and leave deposits behind once the floods recedes.
- ❖ If extreme enough sedimentation can degrade the water quality and affect municipal, industrial and recreational water suppl.
- ❖ Sediment can result in the growth of algae and phytoplankton blooms that affect the water quality.
- ❖ Sometimes the nutrients, organic material and sediment deposited on the landscape can provide fertility benefits.

Effects of floods on the environment

1. It ensures biological productivity and diversity in the flood plains
2. Flooding can cause environmental degradation
3. Floods affect the health and well-being of wildlife and livestock.
4. It causes river bank erosion and sedimentation.
5. It defaces nutrients
6. It causes landscapes and habitats to shake

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Flood prone areas in Zimbabwe

1. Muzarabani-Chidodo
2. Middle Sabi
3. Malapati
4. Chikwalakwala
5. Gokwe North
6. Tsholotsho

Ways to prevent flooding

1. Channelization

- ❖ This involves enlarging the cross section area resulting in a higher discharge which is held within the channel.
- ❖ This is meant to increase water speed thus reducing drainage time.

2. Construction of dams and ponds

- ❖ This involves the construction of a dam which holds water thereby regulating downstream discharge.
- ❖ Ponds also trap water and then release it in a controlled manner downstream

3. Use of flood ways

- ❖ This relates to constructing a flood way to provide an outlet to a stream and allow it to flood in agricultural areas.

4. Use of flood plains

- ❖ These can be used for agricultural purposes so that run-off is delayed thereby saving lives and property.

Pollution

- ❖ **Pollution** refers to the contamination of air, water or soil by substances that are harmful to living organisms.
- ❖ **It** is also defined as the introduction into the environment of a substance which has a harmful effect.

- ❖ **Pollution** occurs when pollutants contaminate natural surroundings which bring about changes that affect our normal lifestyles unfavorably.
- ❖ **Pollution** disturbs our ecosystem and balance in the environment.

Nature/types of pollution

1. Land pollution
2. Air pollution
3. Water pollution
4. Noise pollution
5. Light pollution
6. Visual pollution
7. Heat or thermal pollution

Causes of pollution

Air pollution

- ❖ This is the contamination of air by emitting dangerous gases into the atmosphere.

Causes of air pollution

- ❖ Air pollution is the most prominent and dangerous pollution since it affects the health and well-being of living organisms. It is caused by the following factors:
1. **Veld fires** which emit large amounts of smoke into the atmosphere notably during the dry winter season
 2. **Volcanic eruptions** in the volcano prone regions emit large quantities of smoke and sulphur dioxide.
 3. **Vehicles exhaust fumes or gases** notably in urban areas like Harare, Pretoria and New York where unfriendly gases are emitted into the environment.
 4. **Industrial and factory gases** from thermal power stations, chemical manufacturers and other factories emit excessive amounts of pollutant gases.
 5. **Tobacco curing** through the use of coal in farms produce sulphur dioxide which pollutes the air.
 6. **Quarrying and mining operations** collectively produce dust which pollutes the air
 7. **Dumpsite fires** notably in urban areas contributes excessive amount of pollutant gases into the atmosphere
 8. **Strong winds** in desert environment and other Semi-Arid regions produce dust which pollutes the air.

9. **Car racing and nuclei testing** in desert environment causes an uplift of large quantities of dust thereby polluting the air.
10. **Growing of rice** produce methane gas which is environmental unfriendly
11. **Decaying sewage and treatment plants** release methane gas which pollutes the air
12. **Tyre burning** for example in Mbare and Gazaland produces dust which pollutes the air
13. **Land preparation** in winter on dry soils by tractors produce dust which pollutes the air
14. **Spraying of perfumes** for example colour me, von aspire, faraway pollutes the air

Effects of air pollution

1. It damages buildings as well as reducing visibility where smog and volcano gases are common.
2. It causes respiratory diseases in human eg; bronchitis, emphysema which kill large numbers of workers or people
3. Smog (accumulation of gases) makes breathing difficult for people suffering from lung, chest and heart problems.
4. It corrodes metals and statues hence denoting tourism
5. It causes acid rain which destroys plants, aquatic life and irritate human skin
6. It increases the greenhouse effect leading to the global warming

Solutions of air pollution

1. Education and awareness campaigns to inform people of the dangers of air pollution as well as preventive measures
2. Blending of petrol with ethanol to reduce pollutant vehicle gases.
3. Climate change conferences should be held to come up with strategies to reduce pollution.
4. Introduction of policies that peg the height of chimneys in power stations and other factories hence minimizing the concentration of poisonous gases in the near level ground.
5. Introduction of clean air campaigns and culture to control the quality of the air.
6. Introduction of filters to reduce the emission of dangerous gases.

7. Systematic inspection of vehicles to identify those that emit excessive carbon
8. Car sharing-whereby residents share vehicles to reduce vehicle exhaust fumes eg; in France
9. Banning or elimination of road unworthy vehicles
10. The use of mass transport system like buses and trains
11. Increase parking fees in the CBD to discourage people from using private vehicles.
12. Put laws against veld fires
13. Setting up of biogas digesters at sewage treatment plants to minimize the emission of methane gas

Land or soil pollution

- ❖ This refers to the dumping of materials on the earth surface including unwanted household waste such as papers, clothes and tins.
- ❖ There are common dumpsites in Dzivarasekwa and Warren Park D(Pamarara)

Causes of land pollution

1. Sand poaching eg in Dzivarasekwa and Epworth
2. Veld fires destroy the natural ecosystem notably in dry winter seasons
3. Widespread of gold panning in Mazowe Valley created large pits
4. Careless and random cutting down of trees has reduced tree population
5. Stream bank cultivation has degraded the environment
6. The practice of monoculture in rural areas and in plantation has caused soil erosion and exhaustion of top soil by running water
7. Overstocking and overgrazing has created bare surfaces eg in Masvingo
8. Application of pesticides and other agro-chemicals used in farming result in soil poisoning
9. Demolition of illegal structures and squatter camps caused excessive rebels
10. Floods cause land pollution through gully formation
11. Earthquakes which cause sudden rock displacement may result in massive cracks on earth or ground surface.

Effects of land pollution

1. Loss of top soil by rain water which results in the exposure of unfertile soils hence low agricultural output

2. Gullies may be formed which results in land degradation and land scaring
3. Siltation of water bodies which raises river banks hence increasing the risk of floods
4. Deforestation has increased the concentration of carbon dioxide in the atmosphere
5. Global warming and desertification
6. Increase in poverty due to poor agricultural output
7. High government costs in terms of gully filling
8. Pits from sand poaching have become death traps as they hold water during the rainy season leading to the drowning of people and animals.

Solutions o land pollution

1. Systematic educational campaigns to increase knowledge on the protection and preservation and control of land pollution
2. Extensive re-vegetation to reduce soil erosion and gully formation
3. Regular waste collection by local authorities
4. Provision of large bins eg in Harare CBD
5. Tougher legislation to protect the environment and control dumping of waste
6. Heavy fines to polluters
7. The use of organic fertilizers to reduce soil poisoning and burning of harmful pesticides and insecticides
8. Use of anti-littering sign boards or messages
9. To warn urban people on careless littering
10. Formation of volunteer teams on anti-littering
11. Police patrols in regions dominated by gold panners and sand poachers
12. Proper incineration by urbanites and local authorities to reduce waste paper
13. Rural electrification
14. Sound agricultural practices eg crop rotation and terracing
15. Recycling

Water pollution

- ❖ This refers to the contamination of water b chemicals or physical objects

Causes of water pollution

1. Sewage disposal into rivers eg Mukuvisi

2. Oil spillages into water bodies
3. Agro-chemicals produce toxic substances which pollutes the water
4. Dumping of unwanted household materials eg in Mukuvisi and Lake Chivero
5. Industrial waste discharged by industry into water has contaminated water sources eg Hwange Colliery
6. The extensive use of the bush system in rural areas pollutes water bodies
7. Gold panning along Mazowe River has increased water contamination.
8. Acid rain has also contaminated water.
9. Nuclei power plants have contaminated water bodies through the discharge of hot water eg, in UK and Japan.

Effects of water pollution

1. Polluted water produces bad smell and is often undrinkable since it will be full of bacteria
2. Polluted water lacks oxygen and this causes death of aquatic life eg fish
3. Drinking polluted water causes diarrhea diseases like typhoid and cholera
4. Oil spillages cause death of fish and birds
5. Heavily polluted water is expensive to treat and this has created high costs for the authorities
6. Livestock deaths are common in Save and Mazowe drainages where rivers are polluted by mercury and other poisonous substances
7. Siltation increases the risk of flooding

Solutions to water pollution

1. Tougher regulation laws to prevent contamination of water bodies by harmful substances and sewage disposals
2. Heavy fines and taxes to polluters and law breakers
3. Banning the use of certain agro-chemicals and substances like DDT
4. Setting up sewage treatment plants by local authorities to physically and chemically treated water eg; Morton Jeofrey
5. Education and anti-pollution awareness by local authorities and churches
6. Replacement and repairing of old sewage pipes
7. Physical and chemical treatment of industrial waste to remove solid and chemical substances which pollutes the water.

Noise pollution

- ❖ This refers to the contamination of the environment by loud sound either from people or machines

Causes of noise pollution

1. Loud play of music, characteristic feature of urban environments like Mereki in Warren Park D and growth points in rural areas like Mupandawana
2. Commuter omnibus touts and vendors in the CBD
3. Fire crackers during the festive season eg Christmas and New Year
4. Heavy concentration of grinding mills in rural areas notably diesel engine ones
5. Mining operations and quarrying involve the use of heavy excavators and conveyor belts which produce excessive noise
6. Dog barking especially in urban environments is classified as noise pollution.
7. Manufacturing industries, construction sites and printing press in large cities are also major sources of noise pollution.
8. Automobiles like cars, buses, trains, heavy trucks also cause noise pollution.
9. Public addressing systems used in places of worship and clubs also cause noise pollution.
10. Rock blasting during road construction and explosives also cause noise pollution
11. The manufacturing of snacks eg the popping of maputi at Cold Comfort shopping centre.
12. Street performances and road shows and open air events cause noise pollution
13. Computer games, car alarms, sirens also cause noise pollution.
14. Dragging of chairs and benches in classrooms also cause noise pollution.

Effects of noise pollution

1. It has significant impact on human health.
2. Unwanted sounds increases stress levels
3. It causes loss of sleep
4. Loss of production due to sleep disturbances
5. Prolonged exposure to high noise levels damages ear drums causing hearing challenges
6. It causes general health effects like headaches and fatigue

7. It causes tiredness in the morning especially among the elderly people.

Solutions to noise pollution

1. Use of noise silencers in industries and vehicles
2. Use of electronic grinding machines than diesel powered
3. Put legislation against noise from industries
4. Ban the use of fire crackers and fireworks during the festive seasons
5. Use of noise barriers to minimize road ways noise in eg in Austrilia
6. Use of sound level meters to trap noise levels in industries and factories
7. Heavy fines should be imposed on industries that exceed prescribed noise levels
8. The use of ear plg or other ear protection equipment to minimize ear damage in noise factories and mines
9. Introduction of quitter jet engines with noise reducing technology
10. Locating heavy industries and airports away from residential areas
11. Use of sound proof technology in houses, night clubs and recording studios to minimize noise pollution.
12. Introduction of electronic powered trains to replace diesel or coal powered trains which excessively cause noise
13. Improved architectural designs on buildings eg: special rooms lie Conference halls, Social venues through the use of sound absorbing liners
14. Enforce council by-laws to ban church activities and other social events in residential areas.

Visual or sight pollution

- ❖ This is the contamination of the atmosphere to an extent that visibility is reduced.

Causes of visual pollution

1. Dust which is common in deserts environment and other semi-arid regions raise large amounts of dust due to heavy winds
2. Smog which is common in most urban areas like Tokyo and New York
3. Smoke from vehicles and veld fires also cause visual pollution
4. Presence of motorway billboards notably in urban areas is another form of visual pollution
5. Overcrowded and poorly planned buildings, squatter settlements also cause visual pollution

6. Degraded environments with large pits due to quarrying and open cast mining
7. Dumpsites which are also common in urban areas and other illegal dumpsites which are ugly (eye sore) in most high density suburbs are also classified as visual pollution
8. Vandalized property including buildings are classified as visual pollution
9. The presence of shiny buildings in most urban areas notably in the CBD

Effects of visual pollution

1. Numerous billboards increase the risk of accidents as they distrust motorists.
2. Shiny buildings cause eye fatigue, confusion and poor concentration
3. Dust and smog reduces visibility and increases the risk of accidents
4. Dumpsites and large pits from quarrying an eyesore and reduces the natural beauty of the environment

Solutions to visual pollution

1. Educate people and campaign against visual pollution
2. Put laws against squatter camps
3. Licensing miners in order to monitor their operations
4. Gully filling
5. Tougher penalties to prevent illegal mining operations
6. Mass transport system to avoid visual pollution
7. Putting laws against veld fires.

Pandemics And Chronic Illnesses

*Pandemic refers to a global disease outbreak.

*Epidemic refers to an infectious disease that spreads rapidly among many people.

*Chronic illness is an illness that lasts three months or more.

*Endemic is a disease that occurs regularly in a particular area.

-A pandemic is an epidemic disease that spreads across populations over vast areas such as continents.

-Pandemics have posed the most fatal threats to mankind throughout history, having claimed the lives of more people than all accidents and wars combined.

Examples of pandemics

- HIV\AIDS
- Tuberculosis
- Leprosy
- Small pox
- Malaria
- Cholera
- Ebola virus
- Yellow fever
- Dysentery
- Influenza
- Typhoid
- Measles

1 HIV\AIDS

- HIV stands for Human Immune Deficiency Virus.
- If left untreated it can lead to AIDS (Acquired Immune Deficiency Syndrome)
- The human body cannot get rid of HIV completely

-Once you have HIV, you have it for life. HIV attacks the body's immune system specifically the CD4 cells which help the immune system to fight infections.

-HIV can destroy many of these cells that the body cannot fight infections and diseases because diseases will take advantage of a very weak immune system and signal that the person has AIDS, the last state of infection.

Causes of HIV and AIDS

-Contact with infected blood.

-Contact with semen and vaginal fluids.

-Having unprotected sex with an infected person with the HIV virus.

-Sharing needles with someone who is infected with HIV.

-It can also be passed from a mother to her baby during pregnancy, birth or breastfeeding.

Symptoms of HIV/AIDS

-Fever

-Sore throat

-Headache

-Muscle aches and joint pains

-Swollen glands (swollen lymph nodes)

-Extreme tiredness

-Weight loss

-Night sweats

- Neusea
- Pneumonia

Signs of HIV\AIDS

Brown or yellowish hair (unhealthy)

- Falling hair
- Being physically unfit
- Skin rash
- Weight loss
- Cold and flu
- Confusion

Prevention of HIV\AIDS

- Abstinence (not having sex at all)
- Avoid having multiple sexual partners
- Being faithful to one partner
- Avoid sharing needles and other injecting equipment including srynges
- Use of preventive pills to prevent mother to child transmission
- Getting tested and treated for STDs
- Use of condoms when having sex
- Educating people on the dangers of HIV\AIDS
- Getting circumcised

Impacts of HIV\AIDS

Economic

- It affects economic growth of a country by reducing availability of human capital.
- It increases rates of absenteeism at workplaces thereby reducing productivity.
- Due to ill health, the person may reduce the pace of doing tasks.
- It has left behind many orphans in the care of grandparents who may not be able to provide financial needs.
- People living with HIV\AIDS will not be able to work and will also require medical care which may be expensive.
- HIV increases deaths resulting in a small skilled population and labour force.
- Reduced knowledge and work experience will lead to reduced productivity.

Social

- People living with HIV\AIDS sometimes face discrimination.
- Death of parents has led to the increase of child headed families.
- HIV\AIDS has left behind many orphans that is an estimated 17 million children under the age of 15 have lost either one or both parents.
- Children that are orphaned through HIV\AIDS are at a greater risk of malnutrition, illness, abuse and sexual exploitation than orphaned by other causes.
- Premature deaths of large numbers of youth adults.

2 Cholera

- Cholera is an acute epidemic and infectious disease.
- It is characterised by watery diarrhoea, extreme loss of fluids and severe dehydration.
- It can be fatal (deadly) despite easy to treat.
- Due to severe dehydration, death rates are high when untreated especially among children and infants.
- Death can occur in otherwise healthy adults within hours.

Causes of cholera

- Cholera is caused by a bacteria that enters the body through the mouth often in food or water that has been contaminated with human waste or due to poor sanitation and hygiene.
- Bacteria can also enter by eating sea food that is raw or not completely cooked e.g. shell fish or crabs.
- Poorly washed vegetables and those irrigated by contaminated water sources also causes cholera infection.
- Poor sanitation with highly limited water resources can also cause cholera.

Symptoms of cholera

- Vomiting
- Leg cramp
- Large volumes of explosive watery diarrhoea sometimes called rice water stools because it can look like water that has been used to wash rice.
- A person with cholera can quickly lose fluids up to 20litres a day so severe dehydration and shock can occur.

Signs of dehydration include:

- Loose skin
- Sunken eyes
- Dry mouth
- Low blood pressure
- Decreased secretion (e.g. loss sweat)
- Fast heartbeat
- Dizziness or light headedness
- Rapid weight loss

Prevention and Reducing of cholera

*Cholera is often spread through food and poor hygiene.

*When travelling in areas where the disease is endemic, it is important to:

- eat peeled fruits
- avoid salads, raw fish and uncooked vegetables
- ensure that food is thoroughly cooked
- make sure water is bottled or boiled and safe to drink.
- avoid street food as it can carry cholera and other disease.

Impacts of cholera

-This disease has a lot of negative effects on human beings which include:

Human suffering

Loss of life

It triggers panic among people

It causes restrictions to travel from places or countries where the cholera outbreak is occurring.

It also triggers import restrictions on certain foods.

Ebola

-The Ebola virus disease also known as Ebola haemorrhagic fever is severe and very fatal infection.

-It is spread through contact with infected blood or bodily fluids.

-The Ebola virus was first identified in 1976 in Sudan and the DRC.

-It is named after a river in DRC.

-Since its discovery there have been several Ebola outbreaks mainly limited to remote villages near tropical rainforests in central and West Africa.

-The 2014 outbreak of the Ebola virus disease has been one of the largest in documented history in terms of both the number of cases and geographical spread.

Causes of Ebola

-Ebola outbreaks occur when the virus is transmitted first from an infected animal to a human and then between humans.

-The viral infection is spread from animals to humans through contact with infected wildlife e.g. fruit bats, chimpanzees and gorillas.

-Certain fruit bats are believed to be the natural hosts of Ebola virus.

-Ebola is transmitted from a person to person by direct contact (through broken skin and mucus membrane), via bodily fluids or secretions from infected people such as

1. Blood
2. Breast milk
3. Semen
4. Sweat
5. Stool
6. Urine
7. Vomit

-The transmission of Ebola can also occur through contact with objects contaminated with these fluids and the corpses of those who would have died from Ebola.

Symptoms of Ebola

-The Ebola virus targets the infected persons blood and immune system which can lead to bleeding and a weakened immune system.

-After an incubation period (time between infection and the appearance of symptoms) of 2-21 days, Ebola virus disease is characterised by a period onset of flu-like symptoms such as:

-headache

-fever

- muscle pains
- sore throat
- weakness
- *from there, many patients go on to develop:
 - diarrhoea
 - a measles-like rash
 - reduced liver and kidney function
 - vomiting

Prevention of Ebola

- There is currently no cure for Ebola nor are there any vaccines available to prevent infection.
- Since there is no cure for the disease, the key in limited outbreaks is to prevent transmission from animals to humans and between humans.
- There are several measures that need to be in place and these include:
 - Rapid quarantine of suspected infected animals - these animals should then be burnt or buried promptly.
 - Handling all animals and their waste with gloves and other protective clothing.
 - Cooking animal products (meat and blood) thoroughly before eating.
 - Safe burial practices.
 - Safe injection practices.
 - Regular hand washing.
 - Sanitisation and sterilisation of the environment and instruments.

- Identification and isolation of infected individuals from the community.
- Tracing contacts including those during the incubation period.
- Wearing protective gear such as gloves when dealing with infected patients.

Impacts of Ebola

- More than 16 000 children lost parents or guardians to Ebola in Guinea, Liberia and Sierra Leone by 2015.
- Agricultural production in the above mentioned countries in 2014 was smaller than previous year.
- Closure of schools in Liberia, Sierra Leone and Guinea during the Ebola outbreak in 2014 where children missed 6 months of education.
- In Sierra Leone, Christmas was cancelled.
- There were job losses in Liberia.

5 Dysentery

- It is an intestinal infection especially in the colon that can lead to severe diarrhoea with mucus or blood in the faeces'.
- Patients typically experience mild to severe abdominal pain or stomach cramps.
- In some cases, untreated dysentery can be life threatening as affected persons cannot replace lost fluids fast enough.

Causes of Dysentery

- Bacillary dysentery (shigellosis) is caused by a shigella bacteria.
 - The shigella bacteria are found in faeces and are spread through poor hygiene e.g. by not washing hands after having diarrhoea.
 - If you do not wash your hands, you can transfer the bacteria to other surfaces.
 - The bacteria can infect someone else if they touch the surface and transfer the bacteria in their mouth.
 - The bacteria will travel from the mouth to the bowel invading the cells that line the large bowel.
 - The bacteria multiply killing the cells and producing symptoms of dysentery.
 - Dysentery is also spread through food that has been contaminated with human faeces (stool) particularly cold, uncooked foods such as salads.
 - This is more likely to happen in countries where:
 - there is poor sanitation
 - water supplies and sewage disposals are inadequate
- Human faeces are used as fertilizer

Symptoms of dysentery

- Mild stomach pain
 - Bloody diarrhoea
- *These symptoms can last for 3-7 days.
- There is usually a lot of diarrhoea to begin with followed by smaller amounts that are passed frequently and sometimes painfully.
- *In more severe cases, symptoms include:

- watery diarrhoea that contains blood or mucus
- nausea
- vomiting
- severe abdominal pain
- Stomach cramps
- a high temperature of 38 c (fever)

Prevention of Dysentery

*To minimise the risk of catching the condition, you must:

- wash your hands with soap and water after using the toilet and regularly throughout the day particularly after coming into contact with an infected person.
- wash your hands before handling, eating or cooking food.
- wash your hands before handling babies and feeding children or elderly people.
- minimise contact with an affected person.
- avoid sharing towels.
- wash the laundry of an infected person with hot water.
- do not drink water unless you are sure that is sterile (clean).
- if water is not sterile, boil it for several minutes or use chemical disinfectancy.
- do not drink from public water foundations or clean your teeth with tap water.
- do not eat fresh fruit or vegetables that cannot be peeled before eating.
- do not eat or drink milk, cheese or dairy products that have not been pasteurised (a process that involves heating to destroy unwanted micro-organisms).

Do not eat or drink anything sold by street vendors except drinks from properly sealed cans or bottles.

Impacts of dysentery

- loss of life

- it affects the economy because more funds will be channelled towards fighting against the disease.

Human Trafficking

- Human trafficking is the trade of humans most commonly for the purpose of labour, sexual slavery or commercial sexual exploitation for the trafficker.
- Human trafficking is also defined as taking or trading any individual outside or within their country force, violence or threats or giving inducements to the victim for the purpose of facilitating the transportation of the victim.
- The international protocol defines human trafficking as the recruitment, transportation, transfer or receipt of persons by means of threat or use of force or other forms of coercion, abduction, fraud, deception, abuse of power or a position of vulnerability or giving or receiving of payments or benefits to achieve the consent of a person and having control over another person of exploitation.
- Exploitation involved forced labour, prostitution or any other sexual exploitation, slavery or practises similar to slavery or the removal of organs.
- Human trafficking is as old as humanity.
- In the past people were moved from Africa to Europe and the United States against their own will.

-Currently many Africans including Zimbabweans are increasingly becoming victims of human trafficking into the Middle East and Europe after being promised heaven on earth and better employment opportunities.

Unfortunately, after being lured, some end up being sold as slaves, sex workers or maids. Others end up being involved in drug trafficking while others are used in terrorist networks and attacks.

-About 27 million people around the world are estimated to be victims of slavery with about 5% of these victims being under the age of 18.

-About 800 000 men, women and children are trafficked across international borders every year.

-Russia is one of the major destinations of women trafficked for sexual exploitation.

-In Zimbabwe, human trafficking is a serious offence the act, clearly spells out that any person who traffics any individual by transporting him\her into, outside or within Zimbabwe by force, violence or threats deception, abuse of power or trust over the victim or giving inducements to the victim for the purpose of facilitating transportation of the victim is liable to prosecution.

-The act further states or outlines that even when the parties voluntarily agree knowingly to be recruited, transferred or receives another person that he\she knows or suspects is being trafficked, that person is liable for prosecution.

-In Zimbabwe, (in 2015) employment agencies in Zimbabwe were used to traffic people. Zimbabwe women were made to pay a certain fee so that they would go to Kuwait as maids. Once they paid, they were assisted to fly to Kuwait but upon arriving there, their documents and cell phones were taken to prevent communication with the outside world.

-They were sold to strangers who took turns to sexually abuse them or made to work without pay.

Causes of human trafficking

1. Wars caused human trafficking as many people will be moving to safer environments.
2. Economic challenges- many people move from their countries in search of better job opportunities.
3. Some people just want more money and they think they can get it easily in other countries.
4. Natural disasters can force people to move as they will be searching for places to resettle traffickers then took advantages of this and trick people into slave labour and prostitution.
5. Poverty is also a cause of vulnerability to human traffickings. The poor people are easily attracted to other countries hoping for better living standards.
6. False marriage promises expose people to trafficking.
7. Sale of children by parents- because of poverty some parents sell their children to human traffickers.
8. Job advertisements- most people respond to these thinking they are genuine but they will be sold later on.
9. False hopes to escape poverty - most people believe life is better in other countries or are attracted by false promises.
10. Social and cultural practises- many societies and cultural developments abuse and exploit women and girls creating poverty living conditions for these women exposing them to traffickers.
11. Political instability, militarism, generalised violence or unrest can result in human trafficking. The distribution and scattering of population increases their vulnerability to unfair treatment and abuse via trafficking and forced labour.
12. Low incomes and poor standards of living- this will expose professionals who are lowly paid to move to neighbouring countries or societies searching for better incomes.
13. Globalisation- this refers to the interconnectedness of the world into a single village. Communication across borders is very fast and this is increasing vulnerability of people.

14. Technology advancements e.g. cell phones, aeroplanes, ships and cars made transportation very easier.

Prevention and Mitigatory Measures Against Human Trafficking

- There is need to raise awareness on the issue of child trafficking particularly on how it happens and its consequences.
- The responsible ministry must create a communication platform where youths can share experiences on trafficking.
- The media should continuously educate the public on trafficking strategies.
- Schools should create clubs that discuss world infectious diseases and trafficking issues through wide research and trafficking issues through wide research and consultations.
- Government should increase diplomatic cooperation with other countries on trafficking issues.
- All those seeking employment outside the country must make use of embassies.
- Domestication of international law by individual countries to curb trafficking of people.
- Providing stiffer penalties for both the traffickers and the trafficked.
- Intensifying the publicity and awareness on the dangers of undocumented migration.
- Potential job seekers must go through the ministry of foreign affairs to check for the authenticity of job advertisements.

- Government must educate citizens on the dangers of engaging unregistered agencies to facilitate their job searches.
- Government must create employment and improve people's standards of living.
- Government must create national policies e.g. trafficking policy.
- There should be increased cooperation between governments, N.G.Os and the private sector in controlling migration.
- Governments must facilitate medical, psychological and material assistance for victims of trafficking.

Rights and Responsibilities.

Def. Human rights are defined as universal moral rights that belong to people.

- Every person is protected against violation of his\her rights.
 - It is important that people must know their rights.
1. Right to life- every person must know their rights.
 2. Right to personal liberty- every person has the right to personal liberty which includes the right not to be detained without trial.
 3. Right to human dignity- every person have the right to have their dignity protected and respected.
 4. Right to personal security- freedom from all farms of violence from public sources.
 5. Right to freedom from torture, inhuman treatment or punishment- no person may be subjected to physical or psychological torture.
 6. Freedom from slavery
 7. Right to freedom from forced or compulsory labour that is no person may be made to perform forced labour.
 8. Right to equality and no discrimination that is all persons are equal before the law and have the right to equal protection and benefit.

9. Right to privacy- that is the right not to have their home or premises entered without their permission.
10. Right to freedom of assembly and association that is the right to associate with people whom he\she wants.
11. Right to freedom of conscience- that is freedom of thought, opinion, religion and belief.
12. Freedom of expression and freedom of the media- that is freedom to seek, receive and communicate ideas and other information.
13. Right to have access to information- that is the right of access to information held by any person in so far as to the information is required for the protection of a right.
14. Right to freedom of profession or occupation- that is the right to choose one's own profession.
15. Right to freedom of movement and residents.

Rights and responsibilities of the elderly

-Elderly people have equal right like any other human being.

-Anyone who is above 70 years is regarded as an elderly person. The rights of the elderly persons include:

1. Right to receive reasonable care and assistance from their families and state.
2. Right to receive health care and medical assistance from the state.
3. Right to receive financial support by way of social security and welfare.
4. Right to be given first priority everywhere

Responsibilities of the elderly

- To share their life experiences, victories, failures and hopes with the younger generation. This will be beneficial as the younger generation will be motivated to face life challenges.
- To transfer societal norms and values to the next generation.
- To fulfil their social roles according to their abilities including paying for basic services to those renting and paying for dipping services among others.
- To look after themselves in a health manner according to their capabilities.
- To teach young generations on their roles as adults.
- To safeguard the culture of our country throughout teaching young generations.

Rights and Responsibilities of children

- According to the Zimbabwean constitution, children refers to every boy and girl under the age of 18.
- The following are the rights of children:
 1. Right to equal treatment before the law including the right to be heard.
 2. Right to be given a name and a family name.
 3. Right to be given a birth certificate.
 4. Right to be given family or parental care or to appropriate care when removed from the family environment.
 5. Right to be protected from economic and sexual exploitation from child labour, neglect or any form of abuse.

6. Right to education, healthcare services, nutrition and shelter.
7. Not to be recruited into a military force or take part in armed conflict or hostilities.
8. Not to be compelled to take part in any political activities.
9. Not to be detained except as a measure of last resort.

Responsibilities of children

***At school**

- to attend all lessons at their schools
- to be punctual that is to arrive at school and at home early.
- to complete all assignments and work given to them by their teachers.
- to observe rules and regulations at school.
- to cover all their books and ensure that they do all corrections as instructed by their teachers.

***At home**

- Sweeping- they must make sure that their bedrooms and yards are swept and also clean up the tables after eating their food.
- Cooking- both boys and girls can perform this duty.
- Fetching water - must fetch water for general use in the homestead.
- herding cattle and goats.
- watering the gardens.

Rights and responsibilities of women rights

Rights

1. Right to choose whom she wants to marry.
2. Right to be promoted to high ranks, jobs just as men do.
3. Right to decide the number of children to have.
4. Right to say no to sex to their husbands
5. Right to hold influential political positions
6. Every woman have full and equal dignity of the person with men and this includes equal opportunities in political, economic and social activities.
7. Women have the same rights as men regarding the custody and guardians of children.
8. Right to be heard
9. Right to privacy

Responsibilities of women

- To obey other provisions of constitution.
- Not to abuse their accorded rights.
- To work towards the development of the country.
- To respect other people's rights.
- To ensure the family gets enough nutrition.
- To respect their partners in marriage and give him first priority.
- To be loyal to their husbands.

Rights and responsibilities of war veterans

- Zimbabwe was born out of bitter political contestation between the whites and the blacks.

- Men and women of Zimbabwe selflessly sacrificed their precious lives for the enjoyment of peace and tranquility to prevail in the country.
- It is their sweat and blood that watered the cramps in Mukushi, Chimoio, Nyadzanga and Mboroma so that we enjoy independence.
- War veterans refers to those men and women who fought in the liberation struggle (fighters) or those who assisted the fighters in the war (war collaborators) or those who were imprisonment, detained or restricted for political reasons during the struggle (ex-detainees and restrictees).

The war veterans are accorded the following rights:

1. Right to have their children's education funded for by the government
2. Right to have access to grants for social, mental or physical rehabilitation.
3. Right to grants for man power development with a view to provide war veterans with academic, technical, vocational or any other training necessary to equip them for employment.
4. Right to grants for funeral expenses in respect of war veterans.
5. Right to the provision of loans to assist in income generating projects.

Responsibilities of war veterans

- To observe and respect the constitution and other legislators.
- To promote peace and unity in the country.
- To work hard to ensure economic development of the country.
- To respect the rights of other citizens.
- To share the history of the struggle with the young generation.

Rights and Responsibilities of the disabled people.

- A disabled person refers to any person with a physical or sensory disability including visual, hearing or speaking functional disability which barriers inhibiting him\her from participating at an equal level with other members of the society undertakings in various activities of employment that are open to others in society.
- People with disability can never be equated to incapable people that is disability does not mean inability it is just a condition of mental, intellectual and sensory disabilities.
- In Zimbabwe 1, 3 million people are officially recognised as having some form of disability and they are protected by the disabled act of 1992.
- A disabled person can perform the same duties as those of an abled person.
- The state must take appropriate measures within the limit of the resources available to it ensure that persons with disability realise their full mental and physical potential including measures.
 1. To enable them to become self-reliant
 2. To enable them to live with their families and participate in social, creative or recreational activities
 3. To prevent them from all forms of exploitation and abuse.
 4. To give them access to medical, psychological and functional treatment.
 5. To provide special facilities for their education.
 6. To provide state funded education and training where they need it.

Responsibilities of the disabled

- To observe and observe constitution of Zimbabwe just like any other citizen.
- If they commit any crime, they are sent to the courts as well but an explanatory factor is applied whereby at time the sentence is reduced given the disability levels.
- To be responsible as they claim their rights provided for in the constitution and the act of Zimbabwe.
- This means that they should not abuse their accorded rights.
- To work and look after their families.

The government interventions on people living with disabilities

1. The government created 3 national centres to cater for vocational needs of people living with disabilities and these are:
 - a) The Beatrice Rehabilitation Centre
 - b) The Ruwa Rehabilitation Centre which caters for vocational needs like welding, garment making, carpentry and motor mechanics.
 - c) Lowden Lodge in Mutare which caters for female students at primary school level.
2. The government registers all private organisations including disabled person's organisation.
 - there are 3 registered disabled person's organisations in Zimbabwe and these include:
 - a) Danhiko Project
 - b) Jairos Jiri
 - c) Zimcare Trust
- 3 Assisting special needs schools which cater for special needs e.g. Emeral Hill School of the Deaf and Dump, Capote School and Danhiko.
- 4 Recognising sign language as one of the official languages in Zimbabwe.

- 5 Provision of per capita grants institutions which look after people with disabilities whose figures vary from time to time.
- 6 Provision of administration grants to registered private voluntary organisations which assists the people with disabilities on a monthly basis depending on the outreach.
- 7 Creation of a fully-fledged disability department under the ministry of public service, labour and social welfare.
- 8 People with disabilities are given preference at hospitals, clinics and bank queues. While distributing food hand outs, the leadership gives priority to people with disabilities.
- 9 Extended tax concessions- this includes the suspension of customs duty on specified motor vehicles imported by physically challenged people. They are given a disability rebate which is limited to cars.
- 10 People with disability receive food and handouts country wide for free.

SOCIALISATION

- It is the process that teaches individuals to become functional human beings who must fit a number of groups and be productive.
- Socialisation is the process whereby individuals, groups or institutions are taught or learn values of a society.
- Socialisation is the transmission of important societal culture. It is important for the wellbeing of a society.
- Socialisation occurs through human interaction.

- Socialisation is a life-long process and becomes complete when the values and norms of a society has been internalised.
- We learn much from the people who are most important in our lives like our family members, friends, teachers, peers, television and celebrities.
- Socialisation also shapes our self-image and personality (looking glass theory) e.g. teenagers who are below 18 years are not allowed to watch horror movies for it is believed that they become violent in the long run.
- The process of socialisation follows several stages and these are: primary and secondary socialisation.

Primary Socialisation.

- In this stage, the family is the most known and strongest socialisation agent.
- Primary socialisation takes place within the family only where a child is exposed to different situations in his\her family.
- Parents direct their children's learning towards what culture defines as desirable character and behaviour e.g. respect towards elders, biblically to pray, to love and to share with others.
- The child is taught the norms which the family views as appropriate e.g. washing hands before eating or praying.
- *Norms are established standards of behaviour maintained by a society.
- Primary socialisation starts at birth that is 0-5 years.

Secondary Socialisation

- As the child grow older, they become more aware of other people other than their parents and family e.g. brothers, sisters, grandparents and other relatives.
- Secondary socialisation takes place outside the home that is in the school and other institutions of the society like churches and workplaces.
- The interaction with other people in the society can greatly influence a child's behaviour and attitude and help him to develop emotionally e.g. when a child socialises with bad friends, he\she is more likely to conform to the bad behaviour of the group members and when he\she socialises with groups at church, he\she is more likely to be more religious.

The role of socialisation

- It teaches the basics of life in the society.
- It transmit skills important for survival in the society.
- It insists in the new members a desire to work towards some goals that the society considers important e.g. marriage and education.
- It teaches members how to fulfil social roles e.g. according to Africa, men are supposed to provide for the family.
- It provides each individual with identity, people need to know who they are so that they may act accordingly.
- It helps in the transmission of language, values, customs, behaviour and skills of the society from one generation to other e.g. in institutions like church, dance, dress properly.
- Socialisation helps us to know where we fit into the social structure e.g. upper, middle and first class.

Agents of Socialisation

- The family
- mass media
- church\religion
- the school
- peer groups
- work place
- community
- state

Roles of socialisation agents in socialisation

1 Family

- The family is the first agent of socialisation.
- The life-long process of learning begins shortly after birth.
- The new born can hear, see, smell, taste, feel heat or cold, feel pain and constantly adjust to the surrounding environment.
- The family response to the baby's needs by feeding, cleaning and carrying the baby.
- Mothers, fathers, siblings and grandparents as well as members of extended family all teach a child what he\she needs to know e.g. they show a child how to use objects like remote, bikes, clothes etc.

- The child's first world is that of his\her family.
- The child's first human relationship is with the immediate family (father, mother, siblings).
- Within a family, a child experiences love, cooperation, authority, direction and protection.
- Language is also learnt from a family in childhood.
- Parents play a critical role in guiding children into their gender roles seen appropriate in a society e.g. boys are taught water the garden, wash cars while girls are taught to cook, wash and clean the floors.
- Also mothers buy toy guns for boys whilst she buys his sisters dolls, toy pots and plates etc.

2. The school

- Schools are important means of socialisation. After family, the education institutions take over the charge of socialisation.
- Schools teach reading, writing and other basic skills.
- They also teach students to develop themselves, to discipline themselves, to cooperate with others, to obey rules and to test their achievements through competition.
- Schools teach sets of expectations about the work, profession, which they will follow when they are mature.
- Schools have the formal responsibility of imparting knowledge in those disciplines which are most central to adults.

-In schools, we can also learn social skills through our interaction with staff, teachers and other students e.g. we learn to obey the authority, to be quite and to wait.

3. Peer Groups

- Peer group means the people of their own age and similar social status.
- Interaction with friends provides the first major social experience.
- Peer relations allow children to begin to separate themselves from the family.
- In peer group, the young child learns to conform to the accepted ways of a group and to appreciate the fact that social life is based on rules.
- Studies show that they create their own unique sub-culture e.g. college campus culture, drug culture, motorcycle culture and athletic group culture.
- Peer groups serve a valuable function by assisting the change or transition to adult responsibilities.
- The group may encourage a young person to follow pursuits that society considers admirable.
- On the other hand, the group may encourage someone to violate the culture's norms and values e.g. driving recklessly, vandalism, drug abuse, stealing etc.
- Some youths join a peer group which is not generally approved in the society because he/she saw herself as unloved, unworthy, unaccepted and unappreciated.
- Peer influence continues throughout life.

4. The work place

- The most important aspect of human socialisation learning to behave appropriately within an occupation.
- At the work place, one learns transparency, punctuality, sharing, respecting authority regardless of age.

-Adults are mostly exposed to occupational roles through observing the work of parents, people whom they meet while they are performing their duties as well as people portrayed in the media.

5. The State

-The protective functions which were previously performed by family members have steadily been taken over by outside agencies such as hospitals, health clinics and children's homes thus the state becomes the provider of childcare which gives it a new and direct role in the socialisation of infants and young children.

-The life of a person is also influenced by national interest e.g. labour unions, political parties saved.

-By regulating life cycle on certain laws, the state shapes the person by influencing our views of appropriate behaviour at particular ages.

6. The Community

-A community is a place where people live, share common resources such as dip tanks, roads, grazing areas, water sources, recreational centres and worship among other things.

-People live in communities and these communities shape their everyday lives and behaviours.

-Communities are known to develop relations that help to preserve culture, beliefs and values which are important in our present and future lives.

- Each community has distinct values unique to its geographic location or social status.
- A community in high density areas like Rugare and Mbare in Harare is socialised differently from those who stay in low density suburbs like Borrowdale, Chisipite and Highlands.
- The difference is seen in terms of music preferences where those in low density areas prefer Western music and other soft music genres whereas ghetto youths go for Zimdancehall, Reggae and even Sungura.
- However, communities do not force their members to follow the rules and traditions observed from a different locality.
- Every member is socialised through a natural persuasive process of learning from others called socialisation.
- The way people talk, respect the dead and the living preserve natural and other resources and observe social gaps tells a story about how communities socialise their members.
- Communities coordinate with other socialisation agents like religion, schools and the media to instil discipline and a value chain of religious and social beliefs.
- The way communities celebrate events also change to suit the type e.g. people are now using radios and televisions on parties instead of traditional drums and mbira.
- In Zimbabwe, some communities conduct rain making ceremonies when the country experiences drought, famine and other related disasters e.g. Mukwerera.
- Rituals are also performed by communities when death and other culturally important events occur e.g. kurova guva, Magadziro, Manyaradzo etc.
- Some communities emphasize on division of labour.
- When men and women graduate into adulthood certain ceremonies and rituals are performed e.g. bachelors and kitchen party where the new couples are taught their new responsibility as husbands and wives.

- The practise is socially transferred from one generation to the other by concerned communities.
- The community and the family works together to mould behaviour of people.
- Some ceremonies and rituals which are inhuman and degrading are discouraged by communities e.g. a system whereby young girls genitals are mutilated to suppress sexual feelings, practises like Musengabere as well as Kugaranhaka is discouraged. Communities also discourage indescant dressing.

7. Religion

- Religion refers to a system of worship of the supernatural.
- The constitution of Zimbabwe provides for many religions in the country thus Zimbabwe is a multi- religious country.
- Different religions convey certain messages to their followers and such messages have the power to influence behaviour, beliefs and life processes.
- Globally Islamic and Christian fundamentalists have been on a collision path with bloody clashes dominating.
- All religious pay homage to God except for Satanism through applying different divine names and means.

Types of religions

1. Christianity
2. Judaism
3. Buddhism
4. African Traditional Religion
5. Hinduism
6. Islamic
7. Rastafarian
8. Satanism

1. Christianity

- The cross is a symbol of Christianity.
- It compliments other socialisation agents by providing a link between human love and God.
- Christianity teaches its followers simple but critical values such as respect for parents, living a faithful life that will be rewarded by everlasting life and living a life according to God's standards.
- As young people grow into adult hood, they will continue to respect their parents and strive to do well in the community as a way to identify themselves with Christianity.
- Christianity disconnects itself from the dead and believes that once a person is dead, the only way the living will connect to that person is only after resurrection. Any connection before that is referred to as a bad spirit.
- Christians believe in life after death and they also believe that the way to go to heaven is through Jesus Christ.

2. African Traditional Religion

- It is a composition of religious beliefs and practises of African.
- It is a religion that is based on sustaining beliefs held by the ancestors of the present Africans.
- The religion is passed from one generation to the other orally as it seeks to connect the past with the present and the present with eternity.
- Those who practise this religion today rely on oral history since it is not written on paper.
- It is only in the hearts and minds and capacity to recall that drives the religion.
- ATR keeps hope among its followers that there exists ancestors (vadzimu) who act as mediators between them and God.
- Ancestors are believed to provide guidance and protection spiritually even though they are long dead.
- The living believe that if they appease the ancestors they will talk to God to mitigate droughts, starvation, diseases and provide a good future.

3. The Islamic Religion

- It is the largest religion and fellowship in the world that draws a big number of congregants.
- The word 'Muslim' refers to someone who submits to God.
- Unlike Christians, who believe and socialise their members that Jesus is the son of God, Islam's believe in God whose name is Allah and that prophet Mohammed is the last prophetic messenger.
- Mohammed is believed to have received Verbatim word from God in the Quran.
- Muslims believe that their religion is universal and there is a monolithic God.

-Every year, through the Islamic lunar calendar, members of this religion worldwide converge at different sites to commemorate the month of Ramadan. They fast and abstain from food, drinks and other physical needs during daylight like sex.

-The significance of Ramadan is that it is believed prophet Mohammed received the word of God during the ninth month on the lunar calendar.

-As they commemorate the Ramadan event, Muslims believe that it is the time to purify the soul and further improve their relationship with God.

-It is the time to sacrifice one's life towards doing Godly things.

4. Rastafarianism

-There is no agreed date as to when Rastafarian emerged.

-Historical achieves trace its origins between 1920 and 1930.

-Some scholars even traced its origins further into the biblical times of Samson.

-Rastafarian has strong roots in Jamaica through the teachings of Marcus Garvey (1887-1940).

-Later, this religion was embraced by the likes of Bob Marley who spread the message through reggae music.

-Rastafarians believe in the Messiahship of Emperor Haile Selassie of Ethiopia who was crowned on 2 November 1930. He is taken as a force of resistance to oppression and pride to Africa's heritage.

-The religion has roots in Judaism and Christianity with its main teachings drawn from the Old Testament laws, its prophecies as well as the book of revelations.

-Rastafarian is also referred to as Judio- Christian religion

-They believed that God is black and there is a black man's God.

- Their socialisation teachings are a reaction from historical imbalances where whites dominated blacks in all aspects of life including religion.
- This deep thought likens the imperial powers (Europe and America) to a Babylon system that led to the enslavement and impoverishment of the blacks.
- They claim that this Babylon must one day be brought down.
- Members usually wear clothes with different colours that resemble diversity and unity.
- Their colours are green, red, yellow, black and white.
- They usually have logs which are called Rasta.
- This type of religion is common in Jamaica and Brazil.
- They attach great importance to their long hair (Rasta) that is they do not cut it just like Samson in the bible who had very long hair.
- They are vegetarians that is they do not eat meat.
- They believe in one love and togetherness.
- Most people of this religion are musicians who sing in the Jamaican language e.g. Peter Tosh and Buju Banta.

5. Hinduism

- Hinduism is an Indian Dharma or a way of life widely practised in South Asia.
- Hinduism is the oldest religion in the world. Some scholars refers to it as 'Sanatana'.
- Hindus believe that there is one true God, the Supreme spirit called Brahaman Brahman.

- Hindus believes in Brahman as the one true God who is formless, limitless, all inclusive and eternal.
- Most Hindus believe that Brahman is present in every person as the eternal spirit or soul called Atman.
- Hindus practises include rituals such as Puja (worship) and recitation, meditation, family oriented rites of passage, annual festivals and occasional pilgrimages (religious journeys) or a journey to a second place.
- Some Hindus live their social world and material possessions and engage in lifelong Sannyas.
- The worshippers in Hindu repeat the names of their favourite gods and goddesses.
- Water, fruits, flowers and incense are offered to God.
- The majority of Hindu homes have a shrine where offerings are made and prayers are said. A shrine can be anything, a room, a small altar or simply pictures or statues of the deity.
- Family members often worship together.
- Rituals are performed 3 times a day come what may.

6. Buddhism

- Buddhism was founded by Siddhartha Gautama, the son of king Suddhodana approximately 2500 years ago in the Himalayas between present day India and Nepal.
- Siddhartha was born around 563 B.C. He was the son of Queen Maya and king Suddhodana of the Shakya clan.

-His father, Suddhodana worked hard to prevent his son from seeing any misery or suffering, he ordered his servants to shield the boy from any contact with suffering.

-The king gave his son 3 palaces and 40 000 dancing girls.

-At the age of 16, 500 women were sent to him as prospective brides. However, he chose his cousin Yasodhara. Then one day, when he was about 29 years, out of curiosity or boredom he fooled his father's royal servants and was able to visit a nearby Lumbini Park where he saw a world suffering.

-This caused Siddhartha to draw several conclusions.

-The first day, he saw a man bent over as a result of age, the next day he saw a person with a disease and the next time he saw a dead person.

-He then realised that neither luxurious living nor ascetism brings truth near.

-Realising that he was unsatisfied with his lavish and comfortable life, Siddhartha left his father's palace to seek to understand the causes of suffering.

-He then practised severe ascetism for many years denying his body, food and drink until he reached the point of starvation.

-At the age of 35, after realising death would bring him no closer enlightenment, he again took food and entered deep meditation under a tree.

-After seven days and nights of meditation, he attained enlightenment and became known as "The Buddha" meaning one who is truly awake.

-He taught monks, disciples and lay people throughout India for 45 years until his peaceful death at the age of 80.

-Buddhism was founded as a way to end suffering.

-The Buddha began his search in response to suffering.

-He wanted to find a way to live a life of happiness, wisdom, compassion and joy.

-The Buddha is not a God, nor is he worshipped by Buddhists as a god. The Buddha himself emphasized that he was not a god but was simply a human being who was fully awake, attentive and aware of the here and now.

-He encouraged people to look deeply into themselves to answer fundamental questions about life and death.

-Buddhism does not have one single sacred book like the bible, there are many sacred texts that they refer to and these are called Sutras.

-Buddhists practises includes meditation, and chanting which is a form of a prayer.

-There is no one holy day in Buddhism, every day is as sacred as the next and as good an opportunity for the practise of compassion.

-There are 3 basic religious observants in Buddhism and these are:

1. Meditation- it is practised to cultivate mindfulness and attentiveness to the present moment. Silent meditation is ideally practised at all times. It is not just in a quite room free from distractions but while working, washing dishes, running, walking, etc. Meditation helps to calm and focus the mind and gives strength to apply to a daily life.
2. Chanting- the teachings of the Buddha are recited by chanting in different languages depending on the country. Chanting services are dedicated to those who are suffering, sick, hungry or experiencing pain (chanting means singing).
3. Metta- refers to loving kindness meditation in which to a benefactor, then to a friend, then to a neutral person and finally to an enemy and then to all living beings. Buddhists place of worship are called temples or centres.

-Buddhist have no single holy place but there are several holy Buddhist sites in India that are visited on pilgrimages, these sites correspond with the place of Buddha's birth, enlightenment, first sermon and death.

7. Satanism

- This refers to devil worshipping.
- This is one of the most controversial belief system in the world today in whatever expression it takes.
- It is a group of ideological and philosophers beliefs based on Satan.
- Contemporary religious practise of Satanism began with the founding of the church in 1966 in America.
- Satanism is joined through initiations, exchange of jewelleries with a member of Satanism.
- The joy of Satanism is all about Satan, Lucifer, devil, demons, witchcraft, magic and evil spirits.
- Satanism is also known as Luciferism.

The role of religion in socialisation

- Religion is an integrative social force that binds people together as cement does not concrete.
- It thus shapes collective beliefs into collective identity.
- Religious gatherings such as national and international conversions foster solidarity (unity) and cohesion among individuals e.g. Jehovah's witness members held an international convention in Harare which attracted membership, the UFI Church conducts judgement nights every night allowing people to meet and share experiences.

- The members of AFM, ZAOGA and others also converge every year for the same purpose.
- Religion provides some form of school control. This is done through religious sanctions whereby deviant members are punished or are counselled by elders.
- In some societies, deviant members are tortured to ensure that they won't repeat the mistake again.
- Religion is also an important instrument that is used for prisoners or convicted persons to avoid indecorous behaviour. The Zimbabwe prisons and correctional services uses religion to rehabilitate prisoners by teaching moral values.
- Religion also assists in nation building. This is done by teaching people to accept negative life experiences.
- Religion teaches about holy morals that are provided by a supreme being who is God e.g. the sanctity of marriage, avoiding murderous behaviour and importance of life are taught everyday.
- Those who obey those sacred morals and commandments are rewarded with everlasting life.
- As they socialise, they carry the hope and promise of life after death.
- For some Muslims who are radical, they believe that if one dies, fighting for a cause through suicide and war, then he\she will go to Allah and receive 70 virgins. With this in mind, it is easy to deduce that the society will be full of violence and fighting.
- Religion provides comfort.

Religion and Terrorism

- Recently terrorist activities in the 21st century have been committed under the religious banner of Islamic fundamentalism where people are radicalised to commit acts of terror.
- Boko Haram and Islamic militant group in Nigeria have killed thousands of Christians since 2010. In 2014, they abducted Chibok girls in Borno State at a government boarding school who were sitting for their final examinations.
- They hid them in the Sambisa forest near the Cameroon border. The Boko Haram militants are against Western education which they believe violates values and teachings of the Muslim religion.
- The Islamic state of Iraq and Syria (ISIS) and later the Islamic state of Syria and Levant (ISIL) terrorist groups commit terror attacks in the name of religion.
- Al Shabab, an Islamic terrorist group based in Somalia committed atrocities in Kenya by attacking the Westgate Mall killing 67 people and wounding hundreds of people on 21 September 2013.
- They also attacked Garissa University and killed Christians in April 2015. These terrorist acts in the name of religion were a revenge for Kenya's military deployment in Somalia following Operation Linda Nchi aimed at preventing insurgent groups in Somalia.
- In some cases, Christians become violent due to failure to accept the existence of other denominations.

Karl Marx views on religion

- Karl Marx had divergent views on the role of religion on socialisation that is:
 1. He believed that religion is a deception that provides excuses to keep society functioning.

2. Religion works hand in hand with oppressors as often religion was used to oppress other weaker members e.g. the colonisation of Southern Africa was a result of intensive effort by missionaries in the name of religion.
3. Religion is a sign of the oppressed creature, the heart of the heartless world just as it is the spirit of the spiritless situation.
4. Religion is the opium of the people that often lead to submissiveness.
5. Max called for the abolishment of religion to remove the impression of happiness.

Religion and sexuality in Zimbabwe

- Some unscrupulous church members take advantage of the spiritual plight of congregants and physically, emotionally, psychologically and sexually abuse them e.g. pastors and prophets.
- There are numerous cases reported to the ZRP of prophets who rape female congregants on the excuse that the Holy Spirit would have commanded them to do so.
- Religion, the world over has been taken as a business with church founders living in luxury and great wealth.
- In Zimbabwe, some church founders own many properties and business as result of contributions paid by their members.
- In some cases, the girl child has been on the receiving end as parents marry them off to church leaders and members before the age of 18.
- They drop out from school and become mothers at a tender age. This is a form of abuse which can be challenged in the courts.

8. Mass Media

-Media refers to all means of communication.

-Media exists in 2 forms that are:

1. Print media
2. Electronic media

Def- Print media are physical paper publications

Examples of print media are:

- a) Newspapers
- b) Textbooks
- c) Magazines
- d) Billboards
- e) Pumphlets
- f) Flyers

Examples of print media in Zimbabwe are:

- a) The Herald
- b) The Sunday-mail
- c) H-Metro
- d) Newsday
- e) Standard
- f) Daily News
- g) Kwayedza
- h) Manica Post

Def- Electronic media refers to those publications that are produced electronically that is not printed.

Examples of electronic media include:

- a) Use of internet
- b) Radio
- c) Television
- d) Whats App
- e) Twitter
- f) Facebook
- g) Instagram
- h) Skype
- i) Viber

Role of Media in Socialisation

- The media is playing a central role in shaping the personality of individuals.
- Technological innovations such as radio, motion pictures, recorded music and television have become important agents of socialisation.
- Television in particular is a critical force in the socialisation throughout the world.
- Recently WhatsApp and Facebook is the most time consuming activity among young people.

*T.V has certain distinctive characteristics which are

- It permits imitation
- It promotes visual learning
- The role of the media can be split into 4 broad categories namely:

1. Agenda setting

- This refers to the ability of news houses or platform to pick prominent issues on the public agenda.
- This is done through repeated publishing of the same noticeable issues in pursuance of a certain line of thinking.
- The media can decide to publish issues of corruptions, rape, preferred candidates in elections, etc.

2. Informative role

- The media informs the public about politics, the economy and religion, cultural and social news.
- Newspapers, television stations, radio stations and social network platforms provide facts, analysis and discussion about certain topical issues.
- This helps in educating the public.
- Politicians use the media to put out their political manifests, programmes, unity, peace messages, and policy guidance to their constituencies.
- Schools use the media to promote education and sponsor further research.

3. Entertainment role

- The media is a source of entertainment in that it provides music, dramas, movies, jokes, puzzles and lifestyle.

4. Interpretive role

-The media through opinion, analysis columns and editorial comments assist in interpreting events to the public. They normally explain why, who, when, what, where and how (5w^s+h) of news events.

Advantages of using the media

1. The media provides education more easily that is the internet is widely used to research information so easily.
2. The media provides entertainment in that radio, TVs, radios and magazines provide leisure and entertainment.
3. People are connected easily through the click of a button one can share information.
4. The media promotes a democratic society in that people can engage in debates which contributes to the development of a society.
5. The media reaches various people from various areas more quickly e.g. radio.
6. The media raises awareness of trafficking syndicates, drug abuses, smuggling, travel alerts, weather patterns, road usage and health tips among others.
7. Culture and tradition is shared easily by seeing pictures, searching on the internet and even talking with others.
8. It increases global connections that is as our friends and relatives go to other countries, we can connect with them easily and cheaply as they share their experiences. This also helps us to compare our socialisation with what we are told.

Negative influences\impact of media socialisation

-If some media is not used responsibly, children can grow a habit of matching harmful and unlawful pornographic movies and pictures. This is a challenge to

school children and young adults who may want to experiment. This may result in unwanted pregnancies, STIs and addition. Media promotes aggressive behaviour. In the USA, more people\children are exposed to television violence and violent behaviour e.g. Research revealed that a typical American child will view more than 200 000 acts of violence including more than 16 000 murders before attaining the age of 18. This teaches a violent mentality among youths who sometimes become violent to others in the community.

-In Zimbabwe, youths watching movies and wrestling sessions are likely to become bullies as they apply stances displayed on the television in the USA, research revealed that high levels of violence, deviant behaviour, drug addiction and immoral behaviour are caused by media influence.

-Watching horror movies, the social media, sex tapes, DVDs and videos all affects the mindset of children and people in general.

-The media is used by terrorists to spread propaganda e.g. the A1 shabaab militants who operate in Somalia carried out bombings in Kenya but they operate through a radio station called Radio andalus. Boko Haram militants in Nigeria cut off the heads of their adversaries in full view of the media. This raises a sense of insecurity in Nigeria thus scaring away tourists and investors.

-At times the media is used to spread hate and discrimination e.g. Africans have been portrayed by Western owned media as backward and senseless than whites.

-The media is also used by both the young and old as a dating platform.

-They are internet sites and radio programmes that encourage computer generated dating (love affairs) e.g. internet sites like fling adult dating fun-fun love devotion and other free chat rooms have connected people in various parts of the world who feed in their profile for sexual escapades. If that happens, they just hook up and have sex without even going for blood tests leading to HIV infections and some STIs.

-The media also affects the mental development in children who are continuously exposed to cartoons with hidden violence and programmes that promotes gangsters.

-The internet, newspapers and radio programmes also encourage dishonesty among children where the clever ones are portrayed as heroes and cheaters are praised. This usually breeds 'town boys and town girls' who are seen as cleverer than their rural counterparts. This is why places like Mbare, Highlands (Cherima) and Epworth (PaBooster) as well as in the avenues, among others are seen as Harare's hot spots.

-The media affects culture especially among youths in terms of dressing. Traditionally, in Africa and Zimbabwe in general, women never wore trousers in whatever form sitting that only prostitutes wear them, but as media pushed for civilisation, women are now wearing trousers even at work places. This was adopted from Western movies, newspapers, internet and foreign cultures. For men, the dress code has shifted from dignified to "rembe" where trousers are dropped so that they sag. This is copied from hip pop artists like 50cent, Jay Z and Sean Paul, Lil Wayne etc. They would have seen this on television.

-The media promotes a false sense of beauty amongst women as it misrepresents ideas on what is regarded as beautiful. Musicians like Rihanna and Beyonce have charmed young girls resulting in scantily dressed women. As people are socialised in this manner, morals become loose.

-Some people are now addicted to media sites especially facebook, twitter and Whats App where most of the time is spent on such platforms instead of using the time productively to the extent that families no longer have time to discuss issues which may lead to family disputes and communication breakdown.

-Irresponsible use of the media has worsened cheating in relationships. This is because all communication is private whereby couples put passwords on their smartphones and delete love messages. The partner can use a finger print to unlock a cellphone which means his\her spouse is denied access.

-The media can be used to character assassination people while promoting others e.g. through #Tajamuka, #This flag, #My Zimbabwe Campaign, etc which sometimes send conflicting information and threatening messages to the public about Zimbabwe from May-September 2016.

-Sensitive issues like those that relate to military, intelligence, false border security alerts, state information, etc which repel investors into Zimbabwe. As people's minds become flooded with misleading information, communities are bound to challenge government orders thus producing individuals who are prepared to fight the government.

Qualities of a good media user

- Avoid pornographic sites because this is a criminal offence.
- Avoid dating on internet sites.
- Avoiding posting information whose accuracy you cannot determine.
- Listen and wait for guidance from the government on policy issues.
- Avoid violent sites.
- Avoid circulating sensitive information that portrays our country in bad light.
- Right positive things about your country whenever you visit media platforms.

IDENTITY (Family, Local and National identity)

Family as a form of identity

- The family is taken as the first of socialisation that has a long lasting impact on one's identity. It is referred to as the cradle of social qualities because principles such as tolerance, love, compassion, sacrifice, humility and togetherness,
- Everyone belongs to a certain family and it is this family institution that has a bearing on one's identity.
- James Fearon (1999) pointed that identity is used to refer to personal characteristics or attributes that cannot naturally be expressed in terms of social category.
- Francis Deng (1995) defines identity as the ways and systems groups define themselves.
- Groups are rather defined by others on the basis of race, ethnicity, religion, language and culture therefore there is a basic relationship between an individual and the family. This is because as people grow up, they usually show characters similar to their families.

-The type of family one grows up in has a decisive on the behaviour and attitude of an individual e.g. if the family is united and parents allow free communication with their children, the children are likely to be confident in the manner they discuss issues. On the other hand, a disjointed unnecessary competition and controlled grudges within and among its children.

-A family also shapes one's identity in that individuals inherit family activities like which include traditions and ceremonies.

-These activities will be practised by individuals even if they become mature and later on decide to move out of the family environment.

Types of families

1. Religious family
2. Traditional family
3. Political family
4. Business family
5. Polygamous
6. Grand/parent
7. Single parent
8. Child headed
9. Monogamous.

1. Religious families

-Zimbabwe is a country with an open religious policy where everyone has a right to choose a religion therefore some families teach religious principles as therefore to their children such that when they grow up they will be following religious practises.

-One's identity may be shaped based on a certain church's ideology e.g. a seventh day every Saturday, Jehovah's Witness followers press much focus on door to door preaching etc, Catholics allow their members to drink beer, smoke

and also blend tradition thus life preferences and patterns on behaviour is mainly controlled by the teachings from these churches.

2. Traditional families

- These are the families that respect and observe African Traditional beliefs that have a strong connection to ancestors.

- They consult and connect with the dead through 'bira' where they consult ancestors about future endeavours and 'Kurova guva' (returning the spirit into the family).

- These practises identify strongly with family members who perform them during their lifetime.

- The family of Mbuya Nehanda is likely to be traditional as they may want to carry the inheritance of this heroine from one generation to the other. This is so because they witness the role played by spirit mediums during the war of liberation.

- The importance of spirit mediums was also mentioned by King Leopold (ii) who stated that:

"If you want to colonise Africa, colonise their religion first".

- This statement was made in reference to a series of observations on the role of spirit mediums in Africa's social and economic life.

3. Political families

- These families in most cases are aware of political issues and are alive to developments in the country.

- They discuss with their children political issues to the extent that they make political choices either to be in the ruling or opposition party.

- Children who discuss politics with their parents are likely to follow the political views of their parents e.g. Rtd general Constantino Chiwenga said he joined the liberation struggle because of his grandfather, Matangira. Matangira was a bold

and strong man and in the 1930s, he addressed all whites meeting at market square reminding them that they never created Zimbabwe. This same boldness is seen in general Chiwenga who managed to remove Mugabe from power.

4. Business families

-Some families influence their children to follow their business paths and to carry on with family businesses by teaching them business ethics during their childhood. Most white and Indian owned businesses across the wild follow this method.

-On the other hand, some families with no business talent encourage their children into becoming doctors, engineers, musicians and comedians among others e.g. the Chimbetu family, the Dembo family, the Brown family and the Mt Mtukudzi, etc. Children of these families identify themselves by the type of music played by their parents.

-Some middle class families who are prosperous in small businesses encourage their children to seriously consider venturing into businesses of any nature.

-The children may also be attracted to venture into small business schemes seeing the benefits derived by their parents.

Psycho- Social Identity Development Theory

-This theory was developed by Erik Erikson in 1963 addressing identity of individuals from early adolescence to adulthood.

-He proposed 8 stages aimed at developing a healthy identity.

-If this is not properly taught, the family and community may breed individuals with offending behaviours who may even go against the institution of family and its established norms.

-The 8 stages link history, culture, traditions and ethical considerations as part of the principles that are found in a family and contribute to the process of identity development.

-The following are the 8 stages according to Erik Erikson.

1. Infant level (birth to 18 months)

-It is also called the basic trust vs mistrust stage.

-The parents at this stage are responsible for the promotion of abilities and caring for the child. This is the time when the child develops trust, mutual confidence and a sense of security as a new entrant\member to life outside of a mother's womb. If this is not well attended to, a child may feel insecure and have a general mistrust of the world even if they grow into adulthood.

2. Early childhood level\toddler level (18 months-3years)

-It is called the stage for independence vs embarrassment.

-At this stage, the child starts to learn new skills like walking, talking, crawling and running. They also learn right and wrong as parents normally punish them whenever something wrong is done.

-If not well-managed, the child resists punishment by becoming stubborn and tempers can appear as well.

-If new skills are not acquired well, the child loses self esteem and confidence.

3. Pre-Scholar level (3-5years)

-It is also called the initiative vs guilty stage.

-Here a child begins to understand his\her surroundings, know their relatives, play with toys which can determine gender roles and embarks on a lot of experiments.

-They usually mimic their parents' behaviour e.g. if parents do a lot of talking through their cell phones more. If the parents love watching T.V, their children are likely to develop the same interest.

4. School age child (6-12 years)

-Erikson referred to this level as the latency stage where children begin to learn more skills, create and accomplish new skills and knowledge. They build relationships with neighbours and their schools.

-They begin to dream and think about jobs found in industry and admire certain jobs particularly those that are done by their family members.

-If the child does not fully experience this stage, he\she has feelings of inadequacy and an inferiority complex develops within them.

5. Young adult level (18-35)

-When children grow up into adulthood, they graduate from childish behaviours and they begin to seek love, and friendship.

-They need closeness and relationships to the extend of starting their own families where they will reflect identities adopted from their families.

-Those who are successful at this stage are solid while some become isolated because of unwanted pregnancies, shaky marriages and uncontrolled ambitions.

-Those who are successful engage in weddings, attainment of professional qualifications (degrees and diplomas as well as certificates).

6. Middle aged adult (35-65)

- This stage includes people trying to produce or create new things that make a difference in societies.
- What they create is generally a by-product of their families.

7. Late Adulthood (65-75)

- This last level ensures that as people grow older, they reflect their past and count their fulfilments and losses.
- If one has led a healthy life full of family identities and their contributions to the society, they feel happy to pass on their culture, traditions and rituals to others. They are satisfied having followed and upheld their family traditions.
- Their satisfaction is derived from the fact that they will be classified amongst the dead in line with their family.

Community as a form of identity

- Community refers to neighbourhoods or groups of people that live near you. They can range from homesteads, schools, organisations, religious centres, businesses and service centres.
- They all exercise certain influences on the ultimate identity of individuals outside the family. These communities shape the character and thinking of individuals.
- The community offers a more independent environment where the individual decides what to do and how to react.
- In communities, people share common lifestyles and experiences.

-The sharing of these life situations shapes the behaviour of the people in these communities e.g. at a location close to a busy shopping centre, where sexual immorality is widespread, the surrounding children in that area can be influenced on their identity in the long run as they also take prostitution as a work.

-This also applies to mining towns e.g. Zvishavane and Shurugwi.

-In Manicaland province, due to the geographical make up of the province and the abundant rains, the people identify themselves with mountains and rains.

-People whose neighbours are high achievers in life tend to identify with such people and in some cases many have recorded successes as a result of competition and the need to archive.

-The surrounding community influence identity in many different ways including the following:

1. Members of adjacent communities protect each other. In urban areas this relationship leads to the formation of security clubs and neighbourhood watch teams. Such developments creates a sense of belonging and identity.
2. In wealthy communities, e.g. Borrowdale people do not make unnecessary noise. Even those who have the character tend to restrain themselves to identify with their surrounding communities.
3. They develop group rules based on geographical space and they are identified by such rules.
4. In Harare, the celebration church emerged from such group norms and identity. Residents of Borrowdale and the surrounding community felt the need for a church in their community. This is one way that surrounding communities become a form of identity.
5. In simple communities, Durkheim is a scholar, he made an observation that community relations were influenced by attaching value to what others do. In that respect, sociologists believe that skills were passed on from one community to the other as people sought to identify with each other.

INDIGENOUS CEREMONIAL TOOLS

-The Indigenous ceremonial tools are the equipments that used by our ancestors before the colonial era.

-These were developed to make jobs easier. The following are examples of ceremonial tools:

1. Ritual knives (munondo)
2. Ritual axes
3. Ladles (mukombe)
4. Wooden divining pieces (hakata)
5. Ornamental head dress (ngundu)

6. Arrows
7. Spears
8. Tsvimbo
9. Ivory horns (tsuri)
10. Claypots
11. Snuff
12. Daggars

-These ceremonial tools were a symbol of power and used for various reasons that include:

- *defence purposes
- *to communicate information to others
- *killing animals
- *cutting trees
- *tilling land

-The shape of these tools differ from one group of people to the other.

-Ceremonial tools are still important in some communities that is they are still values with great respect as they are a symbol of African tradition

1. Ritual knives and axes

-These were developed by our ancestors before the colonial period and were meant to cut meat and fibres for clothing. Axes were used to kill animals like elephants, buffaloes, kudus and even cattle at home.

-Some communities like the Ndebele, Ndau and the Korekore still view axes and knives as a resemblance of our ancestors and they give them much respect.

-When kings died, knives and axes were handed over to the spirit mediums of the king who would then pass it on to the successor.

-Also when an ordinary man dies, his ritual axes and knives are kept safe till the 'kurova guva' ceremony where these important tools are taken out.

-The widow is made to jump the knives and axes as a sign that she did not have sex with other men after the death of her husband. If she fails to jump it is a confirmation that she is dirty, she will then have to be purified and made free to be remarried.

-They were also used during ceremonies like welcoming of spirits into the family, entertainment ceremonies.

2. Ivory\Elephant Horns

-They were used on various occasions like weddings and entertainment ceremonies.

-They were used for communication purposes as well as to signal certain stages.

-They are still common today at places like Honde etc.

3. Mbira

-It was a useful tool on most Indigenous ceremonies. They were used to invoke the presence of ancestral spirits, hence the name 'mbira of the ancestors'.

-The instrument carries heavy spiritual overtones and is essential to the spiritual health of the traditional Shona people.

4. Traditional dress

-This includes head dress, wrap around, ornaments like earrings, necklaces and bracelets. It is usually used at traditional ceremonies.

5. Traditional masks

-They are part of a ceremonial costume, they are used in religious and social events to represent spirits of the ancestors or to control the good or evil forces in the community.

Indigenous foods

*mutakura

*nyimo

*tetenerwa

*manhanga

*mufushwa

*mbwire-mbwirwe

*derere

*sadza rezviyo

*mbambaira

Morden foods

*Pizza

*sharwama

*bacon

*rice

*sushi

*noodles

*hot dog

*sausages

*pies

Indigenous fruits

*tsvanzva

*nhunguru

*matamba

*maroro

*shumba

*nyii

*hute

*chakata

*madhorofiya

Morden fruits

*apples

*bananas

*natchies

*berries

*granadilla

*guavas

SMUYAMBO

INDIGENOUS Community Gatherings,

Ceremonies & Events

-Indigenous community gatherings and events are those gatherings that were done by our ancestors. They are native to Zimbabwe.

-They form part of our tradition as people and their uniqueness identifies and separates us on the international platform.

-The Indigenous events brought people together and promote a sense of oneness and unity.

-The following are some of the gatherings and events:

1. Nhimbe\ilima
2. Zunde ramambo\isifala seNkosi
3. Mukwerera\ukusela izulu
4. Funerals
5. Bira
6. Dare
7. Nyaradzo
8. Appeasal of the spirits
9. Jenaguru
10. Crowing ceremonies
11. Ndari
12. First fruits(inxwala)

Nhimbe\Humwe

-This is a common practise in most parts of the country where a family may want help in weeding, cultivation, winnowing, fencing, harvesting and taking out cowdung from the kraal.

- The family that wants assistance communicates first with the traditional authorities and after securing permission, children or representatives are sent to notify others about the work that is to be done.
- They communicate the day and time the event will start and the time it is likely to end.
- On the day in question, neighbours come and start the job.
- They divide themselves into groups based on age, sex and the tasks to be done and this helps in making the work easy.
- Some may sing traditional songs in order to boost the morale of participants.
- After the job is done, people are given food to eat, sweet beer (maheu) and beer in some instance.
- No one is paid for coming but the exchange is the norm.
- Nhimbe brings people together and it creates oneness and a sense of unity within communities.

2. Zunde ramambo

- This form of gathering is called for by the chief where all people under his chieftainship come together and do some tasks that may include cultivation, weeding and harvesting.
- Excess food harvested from the chief's field is later distributed to the needy who include widows, orphans and other vulnerable people e.g. in Honde Valley, headman Chikomba and headman Mandeya annually called for this event.

3. Kurova guva (Magadziro)\ Chenura

- This is done for those who died and left behind children.

- The event is not performed for those who die single.
- It is still practised in most parts of Zimbabwe e.g. Midlands, Matabeleland and Mashonaland provinces.
- A bullock is killed if the deceased was a male, and a cow is killed if it was a female.
- The ceremony is done from August to the end of October each year.
- The event is done mostly for three days, from Friday to Sunday.
- Traditional beer is brewed which is a special brew made over 7 days to be mature and ready to drink. On Friday, (first day) evening, people will be playing drums in a kitchen hut. Drums traditionally arouse the spirits.
- On early Saturday morning before sunrise (second day) family members and those in post menstrual period go to the grave site and plead with the spirits as they pour beer. They then come home playing and dancing. At home relatives line up and a goat possessed (mbudzi yeshungu) is brought to the relatives. They take turns to pour beer on it from a cup.
- Everyone has a chance of pouring beer on the goat. If it shakes off the beer, the person who would have poured beer is said to be the one the spirit wants to possess. The one chosen by the spirits will then be instructed to sit "parukukwe" (reed mat) in an acceptance ceremony. This is when the spirit possesses this person.
- The goat is then slaughtered but is not seasoned by salt.
- Outsiders are given their part of the meat in a pot and they eat outside the homestead.
- On Sunday (3rd day), people start to disperse.

4. Mukwerera (rainmaking)

-This gathering is meant to plead for rain.

Traditional beer is brought in a clay pot by virgin girls and old women (sexually inactive) to a rain making shrine to represent purity.

-In Zimbabwe places like Njelele, Mabiya are some of the few examples of shrines which are controlled by 'Mhondoro dzemvura' (rainmaking spirits).

-After the traditional beer is brought to the shrine, it is left a few metres away with some messengers or priests while the spokesperson kneels down and claps hands praising God and asking for the rains so that people can survive.

-After the clapping session, God's voice would be heard advising messengers of the requirements and procedures to follow in order for the rain to come.

*However, these practises are no longer being done because this tradition has been eroded by the coming of Christianity.

5. Funerals

-In African culture, when a loved one dies, relatives or people in the surrounding communities gather to comfort the grieving family. It is during this time that people come together to pay their condolences and to give hope to the surviving members.

-Funerals came in 3 forms:

- a) At family level
- b) At provincial level
- c) At national level
- d) Community level
- e) International

-Family level funerals happens when a family member dies and only a few people come to mourn that individual.

-Sometimes funerals can be community based meaning that the deceased would be a community figure whose works may have impacted positively on a community e.g. when a chief, celebrity, headman or a businessman of the local community dies.

-At times a funeral can be a provincial one. This will be mostly political and in our country one is declared a provincial hero given his\her contribution to the liberation struggle.

-At times, a funeral can be a national one. If one is declared a national hero, the funeral arrangement are taken over by the state. This type of funeral draws mourners from all walks of life to give a huge send off to the national.

-Examples of national funerals include that of Sally Mugabe, General Solomon Mujuru, Victoria Chitepo and Richard Morgan Tsvangirai.

-The type of national mourning will be one of giving hope to the nation and preach unity among various people in the country.

-Security services will be present including members of the diplomatic corps who will be showing solidarity with our nation.

-Lastly funerals can be classified as an international funeral that is beyond a single nation.

-Type of this funeral attracts members of the international community.

-The death of Joshua Nkomo was more of an international one since it was attended by various heads of state across the globe. Although close relatives play a critical role, it can be said that state funerals are beyond them. The death of Nelson Mandela of South Africa was also an international funeral as it was attended by members from Africa, Europe, Asia and America.

-The same can be said about the death of Princess Diana and Pope John Paul (ii). These funerals are symbolic in nature and they also reflect a level of togetherness among countries.

CEREMONIES & RITUALS

-All of us may have seen or attended ceremonies, it could have been a birthday party, a wedding, a funeral or a traditional ceremony.

-Ceremonies can be conducted at family level or any other level.

-Every ceremony has its rituals which are simple or complex (difficult).

Def: Rituals customs which are observed when ceremonial events take place e.g. burial ceremonies are headed by rituals such as prayers with episodes of music, dance and ululations in both Christianity and ATR.

-Music and dance are rituals believed to connect the spirit of the dead and the living.

-Professor Michael Boudillon describes the Shona people regarding burial rituals as:

1. Returning the dead person to his\her ancestors.
2. Completing the process of life experienced by the departed.
3. Exposing those responsible for the death of a person.
4. They are a show of respect to deceased persons.

-A descent burial is one that observes dignity of the deceased. This is seen through the respect given to old peoples burials in comparison to young people.

-In some cultures, the body of an adult is first taken to his\her rural home before it is buried in an urban setting. This is done to communicate with the ancestors that their child will be buried outside their home. Such respect is not given to young people who upon death are not allowed to sleep over for a night.

-As the coffin is taken to the grave site, a church and prayer session is conducted by the church representatives followed by speeches from close relatives who take turns to talk about the deceased.

-After the church and prayer session, the grave is covered with soil. In some cultures women have to live the grave yard while the grave is being covered with soil as a sign of respecting the dead.

-By the time the grave is fully covered, only men will remain at the site completing some duties related to the deceased burial.

-The next day, early in the mourning close relatives go to inspect the grave yard to see whether witches (varoyi) would have disturbed the peaceful sleep of the departed relative.

-Some throw stones on the grave as a way of giving a send off.

-Although rituals vary in their nature and occasions, their importance should never be down played.

-Among the Tonga people of Kariba, a woman whose husband has died is expected to undergo a cleansing ceremony within 30 days dominated by traditional music and dance and the cutting of hair.

-The custom of cutting the widows hair symbolises:

1. A total disconnection of the woman from her late husband.
2. The beginning of her new social life.
3. Respecting her life the two experienced together
4. That her separation was not by their choice.
5. That she was not responsible for the death of her husband.
6. That she is free to choose to remarry or to remain single.

-In that respect, if a widow has sexual intercourse with another man before the cleansing ceremony and rituals, both the man and the woman are considered unclean and possessed by the late husbands spirit. They will undergo another cleansing process accompanied by fines depending on the harshness of the crime. In some cases, deaths can be experienced within the families of the offenders.

-While the practise is hard on women, men also go through similar but moderate ritual processes. For a man whose wife died, he is expected to cook for himself until he is cleansed by relatives of his late wife.

Christianity as a threat to traditionalism

-The 'kurova guva' event is under threat from Christianity which is slowly replacing this important traditional event.

-Pastors, Bishops and church elders have persuaded indigenous people to distance themselves from conducting death rights in the true traditional sense. They attack this practise as ancient, ungodly and unclean in front of God. Instead they have replaced 'kurova guva' with the 'Nyaradzo', unvailing of tombstone death right.

'Nyaradzo' as a modern ritual

-The event is a result of the institution of the church which sought to replace traditional death rights which our ancestors used to practise.

-Nyaradzo is meant to console the grieved family, explaining death and its reality. Nyaradzo is usually held after a month or two given the availability of resources the family have.

-In some cases, the church may order a time frame like after two months, three months and so forth.

-The grieved family then notifies relatives and friends of the date, time and venue and they start reparations to host the event.

-On the day in question, the event follows a church service led by pastors, bishops or elders whose preaching will be mainly taken from bible verses relating to death, faith, hope and resurrection.

-After the sermon and singing, people are served with food and sweet beer. Some rich families will provide modern foods like Mazoe and some biscuits. People then disperse.

-Some after the Nyaradzo event, close family members will then assemble and distribute the estate. Thereafter, if the surviving spouse feels that he\she wants to get married, the bible allows them to do so.

The significance of ceremonies

1. Ceremonies are a get together platform reflecting memorable events and activities of people's lives.
2. Ceremonies make up our national ideology and unity e.g. independence and Heroes Day Celebrations.
3. Marriage ceremonies signify love and acceptance among couples and their respective families.
4. Ceremonies enhance dignity and encourage positive competition among members of the society.
5. Ceremonies play a socialisation role which is passed on to future generations. To this, Albert Bandura, an American psychologist said, "Children learn through observing what their elders do, how and why they do that".
6. Ceremonies also play an interactive role whereby the young generations learn how certain practises are conducted.
7. They are a form of entertainment.
8. Ceremonies act as sources of cultural preservation which are promoted through exercising the spirit of 'Unhu\Ubuntu' among the different groups in society.
9. Through ceremonies, we learn to be responsible with our lives, resources and properties.
10. Ceremonies build and cement relationships among individuals in communities.
11. Ceremonies have been used for talent scouting.
12. They also create a sense of solidarity and unity of purpose in society.

13. They are a source of continuity of norms and values in society which they attempt to maintain through interaction and participation.

Role Players at Ceremonies

- A person who directs a ceremony is called a master of ceremonies.
- A master of ceremonies is usually a cheerful, entertaining and sociable person. In some activities, being a master of ceremonies is a well paying profession.
- However, not all ceremonies require paid officials as some do so through family relations.
- At weddings and funerals, emotions will be so high and burning.
- In Zimbabwean culture, a family friend (Sahwira) is the only person who is allowed to make challenging jokes about the deceased without causing anger but he must be socially calculative who knows what to say, when and how to say.

Importance of Rituals

1. Rituals formalise ceremonies by adding value to traditional events e.g. the National Tree Planting Day Ceremony is incomplete without the planting of trees.
2. During burials, relatives and friends of the deceased take turns to throw soil into the grave symbolising the return of the deceased body to the dust from which we are believed to have been created.
3. Rituals satisfy our beliefs.
4. Rituals are done to authorise ceremonies.
5. Rituals act as a means of transportation which deliver the living people's requests to the spirit world for further transmission to God.
6. Rituals are disciplinarian in nature and only given to the most deserving to undertake the exercise.

*Rituals range from simple to complex rituals demand honesty, purity, attentiveness and a rich official knowledge on the problems to be addressed. Rituals of the rain making nature and require honesty.

CULTURAL HERITAGE (Norms and Values)

***Norms and Values at Workplace**

-Norms exist in various forms.

-They may exist in written or unwritten form.

*Norms are sometimes referred to as informal standards of behaviour which originate as a result of communication.

-They basically act as a guide to how people around a community interact, how decisions are made, how business is done, how conclusions are arrived at, how issues are communicated and at times extends to dress codes at social gatherings as well as at work places.

-Norms shape individuals correct behaviour and at right mental ability that will collectively assist a team to do work and discourage bad behaviour that disturbs a teams efficiency, effectiveness and usefulness.

*Values are statements and standards which address what is important in order to achieve the main objectives or to accomplish a certain mission.

-Values therefore are not actionable.

N.B: Norms and values at work are those agreed sets of standards, patterns and behaviours that come as a result of working together as a team.

-At workplaces, teams build patterns of what they should or should not do.

These patterns are then adopted into norms which people follow for the good of

the organisation. Once adopted, they become examples of the organisations success or failures.

-The following are examples of norms and values at the workplace:

1. Responsibility
2. Accountability
3. Respect
4. Integrity
5. Transparency
6. Commitment
7. Teamwork
8. Punctuality
9. Productivity

1. Responsibility

-This has to do with a list of duties as directed by the employer. This involves working towards accomplishing the requirements of the duties stated in one's contract. These include working days, holidays, leave days, breaktime, lunchtime and reporting for work etc.

-If one is not responsible, the organisation can lose revenue through wastages.

-Sociologists relate lack of responsibility to social crimes. Many lives are lost partly due to some irresponsible workers. Drivers are always reminded to be responsible on the roads to avoid unnecessary loss of lives due to road traffic accidents.

2. Accountability

-This refers to the ability of the employee to accomplish assigned tasks in a manner that fits the job description and relate to their presence. It deals with how individuals respond to their core values at the work place.

-It also involves being able to tell what you are doing or even balancing off finances if your job requires such a duty.

- A highly accountable workforce promotes corporate integrity.
- In workplaces, everyone should be accountable for their actions, decisions made and the implementation of decisions that benefit the organisation.
- Lack of accountability results in the collapse of firms or businesses.

3. Teamwork

- Members of the organisation are likened to ants when they build an anthill. It needs the combined effort of everyone to drive in the same direction so that the company can archive profitability.
- The saying "No man can live in isolation" sums up the need to teamwork in an organisation. Employees must help each other, encourage each other and motivate each other to archive desired outcomes.

4. Respect

- Respect can be defined as an understanding that someone or something is important, should be taken seriously and should be treated in an appropriate way.
- This involves respecting orders at your organisation. When one is doing the work, it should be taken seriously.
- The management must respect its workforce (employees) while the employees on the other hand must respect their bosses and authority.
- Respect also extends to keeping close to the chest of the operations and secrets of the organisation.
- If people just review information about their organisation they will surrender to competition and this will affect the performance of their organisation.

5. Integrity

- This is the state of being honest and continuously bold by moral principles. If conditions are changed, the principles are not changed e.g. of a client forgets his\ her change, a person of integrity will never take this but will proceed to alert

superiors or keep such change for the client. If it is the gvt, a person of integrity will never demand bribes from in need of gvt services.

-Integrity therefore involves the highest degree of trustworthiness and noble mindedness in everything one does for his\her organisation.

-Thus a person of integrity is fair minded, bold by moral and ethical standards which include corruption, stealing, demanding bribes, sexual exploitation to access services etc.

6. Transparency

-At workplace, teammates need to be honest and accept inspection. If one withstands inspection, business will flourish.

-At the workplace, people must:

- a. Avoid hidden agendas or secret dealings.
- b. Give full information that is required as and when it is needed

Employers should allow inspection of their actions so that maximum benefits are derived.

7. Commitment

-This refers to being dedicated to a cause, activity or job.

-It means giving your best effort and devoting your time and energy to accomplish something you believe in.

-Committed business always become successful and a committed employee is also loyal to the beliefs and values of the organisation.

8. Punctuality

-The saying, "Early birds catch the fattest worm", implies that those who are on time always archive their set targets. Employees need to observe time to start and knock off work. If this is not followed, a lot of time can be wasted at the expense of the company.

9. Productivity

-A sense of productivity should ring a bell in everyone's mind. Without productivity, the organisation is hopeless.

Norms and Values at Home

-These help to guide behaviour at home as well as to ensure success of the family.

-Some of the norms and values at home:

1) Respect

-At home, children are taught to respect their brothers and sisters so that there is unity among themselves. They are also taught to respect their parents, relatives and their family as an institution.

2) Courtesy

-This implies being polite and having a positive attitude. This is important in that a home whose children are ill-mannered and rude is not welcome to most people including neighbours. Therefore family with polite children is easily approachable and families can live in harmony.

3) Discipline

-This involves obeying rules and regulations at home. Disciplined children do not take or give other people's goods or anything without approval from parents. They also arrive early from school and their workplaces and work together to achieve goals as a united family.

4) honesty

-A family which is honest to themselves and to others is likely to succeed. If they are running a business, every resource is pulled together and parents are honest to each other. This guarantees peace and happiness.

Norms and Values at School

1. Hardworking
2. Punctuality
3. Respect
4. Honesty
5. Discipline
6. Cooperation

Threats to norms and values in the community

-The concept refers to disturbances and interferences usually negative to the observance of norms and values in the community.

-Communities are facing challenges in observing norms and values due to many factors. In some cases, instead of passing on norms and values, from one generation to the other, they suddenly disappear as they are neglected and discarded.

-Some of the norms and values that are under threat include:

1. Dressing
2. Sexuality
3. Deathrites
4. Birthrites
5. Chisi

6. Marriage

-These threats are threatening Ubuntu\unhu which supports our culture.

-The following are threats to norms and values:

1. Foreign influence
2. ICTs (Information Communication Technology)
3. Peer pressure
4. Mass media (T.V and Internet)

1 Foreign Influence

-This refers to external or outside influences. Due to international migration, people are travelling from one country to another and as they do so, some people from other countries come to Zimbabwe as investors, workers and even as refugee. Some norms and values unique to Zimbabwe are then weakened e.g. at Tongogara refugee camp, some refugees end up not valuing marriage as women are susceptible to rape as they migrate from DRC, Rwanda, Burundi and Somalia. This worsens the level of immorality and if this is adopted by nearby communities it will have a destructive effect on our norms and values.

2 ICTs

-Zimbabwe has embraced technological advancements. This involves the use of latest technologies for the betterment of people. Communication has been made easier by the arrival of cellphones, satellite communication, internet, facebook, Instagram, twitter, hangouts and whatsApp etc.

ICT support and encourage the spread and publicising of foreign norms and values. The world is connected instantly and people share their experiences and values with other people. Therefore, the development of ICTs should be viewed as promoting human rights that are connected to norms and values, diverse cultures.

-ICTs are being manipulated by big powers to stifle and destroy the norms and values of the developing world.

-ICTs have also increased access to issues of sexuality to anyone regardless of age.

-Even young people (school children) are keeping pornography in their cellphones and laptops and this has exposed them to sexual experiences causing unwanted pregnancies and diseases.

3. Peer Pressure

-This threatened norms and values more than ever before e.g. when a group of people from different backgrounds meet, weaker characters are persuaded to abandon norms and values they grew up with. Some are made to view values like no sex before marriage as 'no longer important'.

-In some cases, peer pressure has led to the abandonment of burial values such as the need to be buried alongside ones ancestors. Some people are persuaded to view transporting the body of the deceased to their rural home as senseless and no longer holding value in the modern times. Others end up being burned in towns and cities instead of their rural homes.

-Peer pressure has led to teenagers embracing the dresscode and the truant behaviour characterised by the ghetto that has seen some youths wearing dreadlocks, smoking mbanje and partying at pools.

-In the early 2000s, wearing trousers for women decency seen as immoral as the norms regarded decency and dignity of a female being. However, the wearing of trousers has increased in towns and cities as well as in rural areas.

4. Urbanisation

-The movement of people into urban areas has severely eroded norms and values that bind communities.

Urbanisation has eroded norms and values that include respect for the elderly e.g. in supermarkets, bus terminus or even in queues, youths no longer give first preference to elders but they rush to be the first to be served.

-To date, if one goes to any rural area, youths greet their elders and give respect but in urban areas, there is nothing like that, it is a 'one man for himself scenario'.

5. Mass Media

-This has become a serious threat especially among youths in urban area e.g. televisions and internet. On televisions, youths are copying foreign cultures, dressing and dances which are against the norms and values of our country. Through mass media, the youths or people have access to pornographic materials. This exposure is damaging the psychological development of youngsters in the African society.

Birth and Death Rites Ceremonies

-Rites are established social customs or practises that are conservatively observed.

-In Africa, examples of rites are:

1. Birthrite
2. Adulthood
3. Eldership
4. Death rite
5. Marriage rite
6. Ancestry rite

Importance of rites

-Professor Manu Ampin pointed out 4 points regarding the importance of rites and these are:

1. They represent a complete set of plans that prevent the urban conflicts between various age groups or the systematic ill treatment of children, women and the elderly.
2. They represent a complete united initiating system that has given indigenous African culture the stability and permanency to provide a model of consistency and inter-generational unity.

3. They provide a way of solving social conflicts and contradictions which help individuals to discover and fulfil their life mission and unique contribution.
4. They are part of a culture that can be passed from one generation to another.

Birth Rites

-Birth rites were developed by our ancestors to help individuals to link with their community. Birth rites were passed from generation to generation until now.

-Birth rites are not uniform but they vary from one community to the other and one nation to the other.

-Birth rites involve customary processes that are taken up from the time the baby is born up to infancy.

-In America, if a new baby is born, the rites include baptism and circumcision as part of birth traditions.

-In Zimbabwe, among the most important birth rite's is the dropping of the umbilical cord (rukuvhute) that ties the identity of the baby to the place of their ancestors.

Midlands Birth rite's

-The process starts from first pregnancy where towards delivery time, the mother is sent to her parents when she is around 8 months pregnant. This process is called 'kusungira' which is a one day event. The son-in-law is supposed to submit two goats, one she-goat is given to the grandmother and another one is for the father-in-law. The goat for the father is then slaughtered. While being cooked, the meat is mixed with traditional medicines and left to simmer. The dish is then served in a winnowing basket (rusero) together with some sadza.

-The dish is eaten by the pregnant daughter, her parents and samukuru.

N.B: The husband is not allowed to eat.

-After performing this ritual rite, the samukuru and the husband will leave the wife behind in the care of her parents until she gives birth.

-After by her parents who will make sure that their daughter recovers.

-They notify the son-in-law and his parents who will then come to see the baby.

-After a couple of days, the aunt, her sister and Samukuru will accompany the new mother to her husband.

-The husband's family welcomes the new born baby through dance and showering him\her with presents.

-In some families, herbal medicines are given to the child to confirm the ancestry of the baby. If the baby is accepted, he\she is taken as part of the family and they will then proceed to perform the fontanelle processes (kugadzira nhova).

Kalanga Birth rites

-The Kalanga share most of their culture with the Ndebele mainly in Matabeleland province. Some of the practises are also done by the Shona people especially customary marriages.

-The interesting part of the Kalanga culture is when a Kalanga girl is impregnated.

-The aunt and the girl will visit the son-in-laws home to notify them of the pregnancy. After notifying they both return together with the impregnated girl. They wait for the son-in-law to acknowledge if he fails to come, it means the pregnancy has been disowned.

-If the son in law is sure that he is the father of the child, he brings a goat that is slaughtered. The son in law will then take all offals and leave the rest of the meat. It is their responsibility to bring a knife for the slaughtering of the goat. It symbolises that indeed they bear the responsibility of the pregnancy.

-They also bring with them a head scarf, wrap around cloth and martenity dress for the wife. They leave behind the wife until she gives birth.

-After birth, in about 3 months, she will be accompanied to her husband. They will go and prepare for the customary lobola payments in which they place so much value on cattle.

-It is important to note that there is no 'masungiro' for the Kalangas but due to evolving cultures, one or two families might be practising it.

Umbilical Cord Unvailing

-The mother of the baby would put the baby on her back and walk for a long distance until the umbilical cord fell off. After this, the mother would then return home.

-As the child grows, the elderly will conduct 'Mutetelelo' so that the ancestors will guide and provide support for the baby.

Death Rites

-Death is a devastating and painfull experience. It brings great shock to the surviving members

-When this happens, there is always a belief that the spirit wonders around while the flesh later decomposes.

-Death rites have to be conducted in order to calm down the spirits.

-The process of connecting the dead to the living is known as 'Kurova guva'.

-Death rites starts when a beloved one is confirmed dead.

-Elderly people are called in to straighten the deceased and to close his\her eyes which in most cases will be wide open.

-The message of the death is circulated.

If the deceased had parents, the parents are notified in a traditional manner whereby a messenger is sent to announce the death of their child. The messenger is given any amount of money which he\she can handover to that family.

-The deceased is left to sleep in his\her house mainly in the kitchen for a night as a sign of bidding farewell.

In the morning, the body is then given a dry bath. A dish, towel and Vaseline are used. After that, the body is dressed and placed in a coffin.

Nowadays, there are funeral service providers who have taken over this responsibility of dressing the corpse (dead body).

-Men start to dig the grave after a person representing the father of the deceased first pegs the resting place (kutema rukawo) or (kutara guva).

-The grave is only dug by men and not women.

-After home, a church service is conducted followed by testimonies by friends and relatives on how they used to interact with others.

-The deceased is taken out of the kitchen and paraded for people to view, paying their last respect.

-Close to the corpse head, two female relatives will be holding a white cloth over it. This is done to shield the corpse from the sun as people take turns to view the body.

-The body is then taken to its resting place.

-At the grave site, a few speeches and a prayer are given and then a prayer before the grave is covered up with soil.

-Traditionally, women who have not reached menopause were not allowed to stay until the grave is fully covered. Children were also not allowed at the gravesite. However, this cultural practise is being ignored as women in some parts of the country to the proceedings and then depart with others.

-The next morning, close relatives visit the grave site to check whether there had been any witches at the gravesite.

-After this event, people can go home.

*In Manicaland, on the next day after burial, close relatives assemble to solve inheritance issues and distribute the estate of the deceased. Mourners will then disperse.

*In areas like Masvingo, Mash West and Mash East, inheritance issues are looked once the Nyaradzo had been conducted.

-After a year 'kurova guva' ceremony is held, with the need to reconnect the spirit of the deceased with the living members that is the deceased's spirit is expected to be called back to look after the remaining family.

Kalanga Death rite's

-In the past, the Kalanga people used to bury their loved ones in animal skins mainly from cows.

-They would dig a grave and place the wrapped body and a clatpot with water inside.

-Before the grave was covered, 'amahlanga' was conducted (this involved putting some reeds according to the number of children one had in the grave and covering it).

-If the deceased did not have any children or was not married, a rat (gonzo) or 'guri' was placed along side the grave. This is because it was believed that the dead will resurrect and haunt the living demanding that he\she needs children I their name.

-After a year or two, demanding on resources, the family organises the kurova guva ceremony. Before the event, traditional beer is brewed for seven days.

Steps during the 'Kurova Guva' ceremony among the Kalanga

Day 1

-The event takes place mainly from August to October. A cow is selected and brought before the family members and beer would be poured on it. If the beast shakes itself, it means the ancestors have allowed the event to happen.

Day 2

-In the early morning, the family members congregate on the Eastern side of the homestead in a circle with a clay pot that has beer inside at the centre.

-An elderly person pleads with ancestors (anodeketera) and then sips the beer. He then spits around the clay pot. Every other close family member follows the same procedure one after another.

-Among the family, the one who sneezes, is the most likely to have ancestral spirits coming to him or her.

-People then proceed to slaughter a cow or bull and outsiders are then allowed to come and share.

-Feasting, singing and dancing can extend throughout the night. No radios are played but drums and hosho are used for entertainment.

Day 3

-People then disperse

Inheritance And Heirship Practises

In contemporary families

-In the event of death, without a proper will, close relatives of the deceased must within 14 days register the estate.

-Estates are registered at the high court or at the magistrates court.

-When the deceased leaves the will behind, a copy must be left at the high court.

-If the spouse remains behind, with children, they have the right to automatically inherit both moveable and immovable properties left until such a time when the estate is wound up.

-After the death of a spouse (male\female), the master of high court will call upon the surviving spouse and five children who will then together chose the executer.

*An executer is someone who makes sure that things are done according to the wishes of a deceased persons will.

-If they fail to find one, the master is legally mandated to choose for them.

Other types of marriages and inheritance issues

- All other types of marriage are valid in terms of inheritance laws in Zimbabwe.
- If the deceased is a husband who left behind more than one wife, the first wife gets two shares more than others who will get the remainder of the equal shares.
- When the deceased (husband) has five wives, each having been staying in her house, they get ownership of the houses. If they were staying in the same house and it is impossible to share or divide the house, they all have the right to use the house.
- If the deceased (husband) leaves behind one wife and several children, the wife will get ownership of the house. If she thinks otherwise, she may sell the property and divide the proceeds among the children.
- If both parents die at the same time and are survived by their children, the children automatically inherit the property.

The role of the Executor

- *An executor is someone who makes sure that things are done according to the wishes of the deceased person's will.
- *A beneficiary is a person who derives advantage from something.
- The executor has the role to:
 1. Prepare an account which bears all the assets available including a list of creditors and then distributes the assets to the beneficiaries.
 2. He/she lists the property of the deceased in an inventory.
 3. Responsible for publishing the estate in a government gazette and newspapers that are circulating in the district where the deceased resided.

4. Monitors the maintenance of the estate by any beneficiary.

Importance of will writing

*A will refers to a legal document in which a person states whom should receive his/her possessions after he/she dies.

-A will outlines ways and means applied in the management and distribution of the deceased's estate which is not age based.

-It acts as a guarantee that will protect and settle inheritance disputes. In this case, the estate will be distributed according to the way the deceased wanted/wished.

-Failure to write a will, or if the will is declared invalid, one would have died intestate. This results in the estate being distributed in accordance to inheritance laws of the country.

-To ensure successful filing of a will, the writer (testator) needs to sign it and submit a copy to the master of high court for safe keeping (it costs \$1). A number is given as a reference.

-After successfully completing this process, the testator must then brief family members of the act and to some extent the contents of a will. This assists surviving family members to test whether the will has been tampered with.

-If the testator dies, after death, the family members simply notify the master of high court within 14 days if the estate was registered.

Advantages of a will

1. The testator has the liberty to choose his/her own beneficiaries unlike allowing the law to determine.
2. It allows the testator to choose a guardian of his/her choice.
3. One can review the will timely.

4. It can be kept safely.
5. It helps to prevent conflicts over the deceased properly.
6. It helps to prevent biased distribution of the deceased possessions.

Indigenous and Contemporary courtship Practises

The concept of courtship

- Societies change as the world changes.
- This has been the natural arrangement since the creation of mankind in the universe. As these changes happen, people's social relations also change.
- Social interactions result in dating and marriages among other important social relations. People do not simply start as a family.
- Families are a result of assembled relationships between men and women with children being the products of this practise.
- Importance's of to this arrangement is the way people date, and react to social forces like technology, the media and other socialisation processes.
- The concept of courtship existed in both the traditional (indigenous) and modern societies.

Def: Courtship is a term used to describe the process of engagement or dating for marriage purposes among different of a community.

-It is also defined as wooing or persuading an individual into accepting a proposal usually of marriage.

*Every adult man is expected by his society to have developed skills of approaching women for marriage purposes at a certain age level.

Indigenous Courtship

-In the traditional Zimbabwean society, there were various marriage practises.

1. Musengabere
2. Kuganha
3. Kugara nhaka
4. Kugadza mapfihwa
5. Chimutsa Mapfihwa
6. Kuzvarira

-The Indigenous courtship involved more than just to people. A man looking for a woman to marry would not wake up one morning with that dream wife. The process had to start with identifying a suitable one.

-Among the Shona people marriages were sacred activities involving ceremonies and rituals before people were allowed to stay together as husband and wife.

-Although a man had unlimited rights over a woman of his choice, much of the courtship was done through their female relatives after approval from both sides of the two families that the man was serious in his plan and objective to marry.

-It was a known practise that women would not easily reveal their inner feelings and intentions at courtship.

-The man's serious intentions were verified by the commitment he showed to the woman over a reasonable period of visits to the girls homestead.

-That commitment included among others, his interaction with the woman's aunties and in addition to a particular display of good behaviour.

- During that time, resources were not necessarily considered as a prioritise. Resilience, honesty, hardwork and humility were the major attributes to winning the heart of a woman.
- Virgins were the most preferred to non-virgins. Woman completed for that virtue and men knew they were marrying honest women. The process of courtship was maintained during the course of the marriage.
- There were certain communication processes that required a go-between as a way of respect to both the marriage and families of the groom and bride groom.
- In most cases, women were accompanied by an adult female during routine meetings.
- Where necessary, a reputable community elder was engaged to communicate with the woman's and man's relatives instead of the couple itself. Thus the process of courtship was rather long and involving.
- It was almost difficult to keep a secret in indigenous courtship.
- The method had its advantages over the modern ways that is there were very few cases of divorces and pre-marital sexual relationships than there are today.
- There was enough time to study one another before one commits himself or herself into marriage.
- If the couple agreed to stay together in a traditional way, they were allowed to do so at any given time of the year except in November because November is a sacred month.

Sociology perspective - Emile Durkheim

-Emile Durkheim was a French sociologist who noted that people are tied together by collective forces and ethics of their societies. His observation attempts to unpack the role played by culture, religion and technology in both the modern and traditional marriages.

-After the 19th century, the world witnessed a total shift in the way people used to live in societies. Dating and marriages are certainly the most affected practises in today's societies.

Contemporary\Modern Courtship

-These days, communication processes are by far the most developed in most societies. Dating is now done through the radio and phone and other platforms like WhatsApp, Facebook and newspaper platforms e.g. on radio Zimbabwe, there is a programme known as 'ida anokudawo' which connects those searching for loved ones while on the internet.

-A number of websites are also adding online dating without one having to physically meet the person.

-Contemporary courtship no longer involves a group of people who decide on what a couple should do.

-These days, it is normal for women to entice men.

-Decisions are prompt and do not require other people in the courting process.

-Contemporary courtship and marriages takes the shortest time to conclude.

-Contemporary courtship and marriages are not long lasting. Contemporary courtship is secretive with only 2 people making decisions, there are more divorces due to mistrust.

-These days, some important aspects are ignored in favour of financial resources.

-In most societies, many people are dying because of the shortcuts in courtship.

-There is little time to understand each other therefore partners contract incurable diseases like HIV and AIDS.

Indigenous Marriage Practises And Values Of Marriage

-Marriages were sacred in the past before two people agreed to stay together as husbands and wife, families had to agree on certain terms and references regarding the arrangements.

-In some communities, both the woman and man would exchange gifts as a sign of commitment and engagement. A skirt and a t-shirt were considered as important gifts that represented love and acceptance to the marriage gifts.

-After gifts were exchanged, the woman was considered taken and would not date other men until unforeseen circumstances such as death before the completion of the process.

-The roles of aunties (tete) include providing words of advice to their niece, providing physical security to the young lady, to avoid embarrassment resulting from loss of virginity during the waiting period and they also made sure that the girl was ready for the husband.

-Most women were married in their early teens hence the monitoring process to avoid the consequences associated with early pre-marital sex.

-Aunties would also accompany their niece to her husband after certifying her as a woman.

-The procedure was preceded by a ceremony to communicate with the spirits that the child was going to start life in another family.

-Upon arrival the aunties would present the bridegroom to her husband and wait for a report the next morning on the virginity status. That was the most defining moment for the aunties. If the report from the husband confirmed virginity, the aunties were rewarded with a token of appreciation for the role they had played in the preservation of their niece's virginity. The aunties were expected to give a report to their brothers about their journey. In some families, a beast was given as a token appreciation to the parents of the married (momba yechimanda manda).

-The procedure of indigenous marriage was not filmed as is the case these days but community members were called just to witness.

Methods of marriage

-There are various methods of marriage in Zimbabwe and these include:

1. Musengabere
2. Kutiza mukumbo
3. Kuganha
4. Kugara nhaka
5. Kuzvarira
6. Kugadza mapfihwa
7. Kumutsa mapfihwa
8. Kutema ugariri

-Zimbabwe is a multicultural society, but as the country is moving with the rest of the world under the process of globalisation, various forms of marriages are emerging which are replacing old methods. Some of the methods are now banned as they violate women's rights. One such practice is 'Musengabere', a forced marriage where a man waylay and forcibly carry a woman of his choice to his homestead without a previous arrangement with that woman. However, some rituals were first

conducted to make the woman less resistant during musengabere that is the man would first consult with his ancestors before going for Musengabere. He consulted spirit mediums and traditional healers. This was done to avoid taking a witch or an unsuitable woman.

-These days in Zimbabwe, Musengabere is deemed criminal and can lead to a jail sentence and thus it was totally banned.

Value of marriage in Indigenous perspective

-Marriage is a sign of responsibility and dignity to marry people in traditional African societies.

-Its value is immeasurable. However, we need to understand that we are all products of marriage.

-It provides a security to women and children.

-It was also a source of economic standing in society because after getting married, a man had access to resources such as land to settle on with his family.

-Married women were considered honest, responsible and caring and in that respect, every woman wanted to get married to avoid labelling and stereotyping associated with being single.

-In some societies, single women were associated with witchcraft and loose morals.

-Therefore, marriage the most important achievement that any adult woman dreamt about getting in her useful lifetime families would spend considerable amounts of resources in an attempt to get their daughters married and to be accepted in their communities. In some cases, blame was placed on mothers of girls who failed to secure a marriage.

-Others associated the cause of marriage failures to goblins owned by the girls parents and as such marriage became a serious measurement of family purity in indigenous societies. Among the Tonga people of Nyami-nyami District in Kariba, the father of a girl who failed to attract men for marriage was accused of having sexual intercourse with his daughter. The Tonga people believed that having sex with ones daughter or any young girl cast a very bad omen on the girl and she would not marry in her in life. In that respect, villages and communities were exposed to cleansing processes to discourage parents from engaging in witchcraft.

Dance & Drama

***as forms of entertainment, leisure and entertainment creation**

Def: To dance is to move ones feet or body or both rhythmically in a pattern of steps especially to some music.

-Dances have been part of the Zimbabwean culture and are used to entertain people.

-Dances are conducted according to the events at hand e.g. religious, social and political.

-Dances help to teach social values, unhu, recite history, encourage people to work, console people at funeral proceedings, celebrate festivals and to connect with ancestors.

-There are basically 12 prominent traditional dances in Zimbabwe and these are:

1. Shangara
2. Mbira
3. Dinhe
4. Mbakumba
5. Muchongoyo
6. Jerusalem
7. Mhande
8. Isitshikitsha
9. Amabhiza
10. Ingquza
11. Chinyobera
12. Ngungu

Shona Dances

1. Jerusalem Dance

-It is also known as Mbende.

-It is widely regarded as one of the most important and distinctive dances of Zimbabwe.

-Jerusalem is performed at funerals, festivals and other celebrations. Jerusalem is still practised by the Zezuru tribe in Murehwa and Uzumba Maramba pfungwe district. The dance was originally of a chiefs daughter but it is now open to everybody.

-The dance is characterised by a single poly-rhythmic drum sound accompanied by wood block clapper sounds, hand clapping, yodelling and blowing whistles.

-The music is performed by one master drama. In the course of the dance, men often crouch while jerking both arms and vigorously kicking the group with the right leg in imitation of a burrowing mole.

-This ancient fertility dance was called Mbende, the Shona word for mole which was regarded as a symbol of fertility, sexuality and family.

2. Mbira Dance

-Mbira dance is the religious of all Shona dances it is usually performed by community elders at important ancestral ceremonies such as bira.

-The dance is accompanied by mbira music and used as a medium to invite ancestral spirits into the midst of the community. Mbira dance and music play a significant role in bringing the spirits of the ancestors into the community.

-It regarded as unique for its intricate foot movements, graceful pauses and high energy jump bursts. Mbira dance is used as a source of entertainment, building physical strength and also used to appease the ancestors.

3. Dinhe

-This is a religious dance that is also performed to praise and invite the ancestors to speak to the community.

-A lot of war actions and movements of joy are portrayed in this dance. A number of songs are used to accompany this dance and the mood is important in inviting ancestral spirits.

4. Mbakumba

-It is a poly-rhythmic dance that is traditionally performed after harvest and is still used today for entertainment.

5. Mhande

-This is mostly popular among the Karanga people of Masvingo. The dance uses ritual indigenous context or spirituality known as chikaranga. It is characterised by strict rhythms and melodies, slow and dignified foot movements and the use of hand held objects and substances such as snuff and ceremonial beer which symbolize interaction between the community and the ancestors.

-Mhande dance is commonly performed at the popular 'kurova guva' ceremony which is performed by Shona people to welcome the return of deceased family members spirit (mudzimu).

6. Muchongoyo

-This dance is popular among the Ndau people in Chipinge. Muchongoyo was originally a war dance meant to boost the morale of the warriors as they entered the battle. However, Muchongoyo is now performed for entertainment.

-Muchongoyo is characterised by elaborate choreography and rhythmic drum beats.

-Both men and women do the singing and dancing but women take the lead while men do the chanting. Muchongoyo is a humorous dance which exploits dramatics such as miming and humour.

-In entertainment, women dance provocatively enticing men as they demonstrate sexual receptiveness.

-The dance is significant in celebrating communally shared values like Ubuntu\unhu, sexuality and unity.

-Muchongoyo is also used during traditional occasions like the marking of a bumper harvest, inauguration of a traditional leader, traditional marriages and other community festivals.

Ndebele Dances

1. Mushongoyo

-Historically, the Mushongoyo dance was performed by men in preparation for war or after war especially when the Ndebele warriors were victorious. The dance is performed with a stick and a shield.

-Men do the dancing and women are responsible for singing.

-It is also a social and recreational dance and does not have a religious future. Instead, it highlights the major events of the society.

2. Mutetelelo

-This dance is normally performed by the Kalanga in Matabeleland South.

-It is a religious dance whereby people will be dancing and praying for a sick person to recover.

3. Isitshiktsha

-It is a ceremonial dance historically performed for the king's pleasure.

-Isitshiktsha was also commonly performed at the Njelele shrine during a rainmaking ceremony held during drought seasons by the Ndebele people in Zimbabwe.

-The dance routine employs a unique brand of rhythm and style.

-In modern times, Isitshiktsha is performed at social gatherings, weddings or first fruits ceremonies.

-It is accompanied by singing, clapping, ululating and whistling.

Traditional Musical Instruments

1. Drum (ngoma)
2. Mbira
3. Shakers (hosho)
4. Wooden clappers
5. Trumpets
6. Chipendani
7. Chizambi
8. Tsuru
9. Mukwati wenyere

1. Drum

-Most traditional Zimbabwean music is accompanied by the drum (ngoma). Drums have different sizes and shapes.

-The bigger drums are played using sticks while smaller ones are played using open palms.

-Muchongoyo music is also accompanied by unique\perculiar drums. These have animal skins on both ends which are played using sticks regardless of the size of the drum.

2. Percussion instruments

-Traditional Zimbabwean music has a variety of percussin instruments such as.

- i.) Shakers (hosho)
- ii.) Wooden clappers (makwa)
- iii.) Mbira

-Mbira musicians also use 'chikorodzo', a notched stick scrapped by another stick as well as 'kanyemba', an instrument made of many bambiro straps that are strapped together and filled with small seeds for persussion.

3. Mbira

-The most famous of the Zimbabwean musical instrument is the Mbira. There are several types of Mbira found in Zimbabwe which are played during both religious secular activities.

-The types of mbira include the following:

1. Nhare
2. Mbira dzevadzimu (ancestral mbira)
3. Mbira dzebeze
4. Nyunga nyunga
5. Nyari
6. Matepe
7. Mbira dzavanhu
8. Karimba
9. Madebe dzamadhondoro (hera)

-Mbira dzavadzimu has between 22 and 24 keys and is known for its ability evoke the ancestral spirits.

-The Nyunganyunga mbira is a 15 key mbira and has been widely used by Zimbabwe's education system where it is taught from primary school up to university level.

Traditional musical instruments facing the danger of extinction

1. Chizambi
2. Chipendani
3. Tsuru
4. Mukwati wenyere

*Not all Zimbabwean traditional music is accompanied by instruments that is Zimbabwe has also traditional acapella music such as:

1. Imbued- it is associated with the Ndebele people.

2. Makwaira- it is associated with Shona people and was derived from the word choir.
3. Some songs are for Shangwe- Mukwerera, a rainmaking ceremony.

Dance and Drama

-Dance and drama are being supported by the Zimbabwe National Traditional Dance Association (ZNTDA).

-ZNTDA co-ordinates the jikinya, chibuku neshamwari traditional dance, Jerusalem traditional dance festival, murehwa-uzumba cultural festival, etc.

Ways to improve local dancing skills

- Training of the dances should be done by trained and accredited trainers.
- Regular rehearsals
- Research on the internet.
- There is need for the right frame of mind by the school and its students
- wear relevant dressing
- Consult the elderly who witnessed these dances.
- Use of videos
- Opening up of dancing academics\schools where people are taught how to dance.
- Reward those into dancing e.g. starbrite etc

Religious Dances

-Contemporary societies through religion have also developed dances as part of entertainment and worship and these are:

1. The Zimbabwe church of Christ

-They are involved in some energetic dances at their churches which is known as 'kutamba mutowo'. They jump up in the air to some melodius sounds similar to those played by the ZRP band. ZCC originated in Masvingo province. Its founder is Nehemiah Mutendi. ZCC spread its wings countrywide.

2. Jekenisheni

-Members of this church usually do a dignified religious dance of going round and round with men vigorously beating drums. The church is mainly found in Manicaland and Masvingo where members spend the whole night beating drums and blowing accompanied with some preaching.

3. Zion Church

-Members wear large flowing garments which reach the floor.

-When the drum is played, members will move sideways in an orderly manner. The dance also gives strength to its members.

DRAMA

-Drama is an act or performance in front of an audience. However, drama is also the portrayal of life, a character or telling a story through action and dialogue.

-Drama provides a source of entertainment in Zimbabwe in both rural and urban areas.

-It is also a source of income and one can survive out of acting dramas.

Forms of drama

-Drama can be a one man act or a group performance. It can be either in prose or verse.

*Prose refers to continuous sentences and paragraphs.

*This is composed in lines or stanzas.

-Drama is a form of dialogue and stage directions hence actors know exactly what to say when on stage.

Concepts of Drama

-There are five major concepts of drama and these are:

1. Textual

-Refers to how the story is composed e.g. plot, story line and\or theme.

2. Production

-This implies the use of appropriate sound machines and appropriate characters on appropriate roles.

3. Performance

-Refers to the actual act by characters, how they articulate or dialogue and interact during the act.

4. Staging

-It is the use of an appropriate stage and correct dress.

5. Critical

-These are silent issues like the appropriateness of the drama or play to the time, era and audiences. It encompasses the whole act or performance.

Types of drama

1. Comedy

-The story is based on real life characters and funny experiences of life or any funny provocative life situation.

-Examples of comedians in Zimbabwe are:

- i.) Gringo
- ii.) Kapfupi
- iii.) Timmy naBhonzo

-Comedies usually have a happy ending.

2. Farce

-There are highly improvable or unexpected and stereotyped characters e.g. Sabhuku Vharazipi. There is a lot of exaggerations and imaginative situations.

3. Melo Drama

-There is exaggerations of emotions and this lures the audience\viewers to continue watching. Usually it portrays good or bad evil aspects of the characters involved.

4. Fantasy

-This is a complete fixation where characters display supernatural skills and this is more appealing to children. Usually there is presence of angels and superheroes.

5. Music Drama

-This is the use of music in conveying a message or telling a story. The use of dance is also present. The music should be in sync with the action. The music is used for self expression.

Importance of Drama

A-It provides education and employment. It teaches people life that is outside their world. Drama is created with the aim of allowing people to gain knowledge from it.

- Drama gives moral lessons and socialises people about their cultural values. It must teach us something but not always.

- Drama should educate people to change their attitudes from what is undesirable to the desirable in society.

- Many people are employed as professional artists and drama can be a source of income for these involved including script writers, directors, actors and dancers.

- Worldwide, many celebrities are known as professional actors and actresses. Great Zimbabwe University and Midlands State University are offering degrees in theatre and film studies.

B-It helps in the socialism process that is drama teaches us about our social norms and values that binds our society together. Norms are specific guidelines about our behaviour in society like respecting elders.

- Drama should help in creating unity and shaping how people must live in society,

- It provides ways in which we can reflect our way of life in order to question it and probably improve it.

C-It provides entertainment that is drama brings laughter and happiness.

- Aristotle said that drama involves music and dance to entertain people. It occupies our free time to enjoy ourselves with family and our loved ones.

- Drama should be a way of life in schools because it gives children to learn in an entertaining way and at the same time gaining skills.

-It provides means to cope with trauma and to release stress from home as we act our lives and laugh.

D-It provides entertainment. Drama teaches through laughter and children get to memorise the lessons of life.

-Drama is rich with information that can change peoples attitudes and knowledge and at the same time enjoying themselves.

-Drama educate the society continuously even after punishing school.

E-It provides empowerment.

-To empower is to give power through knowledge and skills.

-People acquire knowledge through mastering scripts and are empowered with skills through rehearsals and training.

-Pupils involved in drama gain skills to reason about their emotions.

-Dance, drama with poetry and music empower pupils to be confident, verbally articulate and be critical of themselves and others , be active in various activities, independent and tolerant.

-Drama therefore empowers young pupils with emotional skills important for them to manage relationships within their families and communities.

The Constitution of Zimbabwe

-A constitution is a body of fundamental principles according to which a state or other organisations are acknowledged to be governed.

-The constitution of the republic of Zimbabwe amendment number 20 came into being in 2013 after repealing the 1979 Lancaster House Constitution.

- The constitution of Zimbabwe is the Supreme Law of the land and it is an important document.
- It is at the forefront of the operations of the state and how it is governed.

Tiers of government

-The constitution of Zimbabwe provides for 3 tiers of government which ensure economic growth country wide, provide good governance and create competition, efficiency, accountability and transparency in the way things are done.

-The tiers of government are:

1. The national government
2. The provincial metropolitan governments
3. The local government

1. The National Government

- This refers to the state and its apparatus that enable it to function well.
- In Zimbabwe, the national government comprises of the executive which consists of the presidency and cabinet that is seized with executive policing of the state.
- The national government also comprises of the legislative that makes laws for peace, order and good governance and amends the constitution.
- The national government also comprises of the judiciary that implements all the laws.
- Each arm is independent of the other hence the concept of separation of powers.

*The 3 branches that formed the national government are:

- 1) the executive
- 2) the legislature
- 3) the judiciary

2. Provincial and Metropolitan Governments

-The constitution of Zimbabwe provides for the creation of provincial councils for each province with the exclusion of the metropolitan provinces of Harare and Bulawayo.

-Zimbabwe is divided into 10 provinces of which 2 are referred to as metropolitan provinces. The 10 provinces of Zimbabwe are:

1. Bulawayo Metropolitan Province
2. Harare Metropolitan Province
3. Manicaland Province
4. Mashonaland Central Province
5. Mashonaland East Province
6. Mashonaland West Province
7. Masvingo Province
8. Matabeleland North Province
9. Matabeleland South Province
10. Midlands Province

Composition of the provincial council

-It is made up of a chairperson, the senators elected from the province in question, 2 chiefs, the president and deputy president of the National Council of chiefs where these areas may fall, all the members of parliament whose constituencies fall under the province, proportional representatives of women, mayors and chairpersons.

-To qualify into the provincial council, elections are conducted in accordance to the electoral laws where one should be qualified for election as an MP. At 21 years and above and being a registered voter, one can qualify to be an MP while those who are forty years and above can qualify to be a senator if he\she is a registered voter.

Composition of the metropolitan councils

-The 2 metropolitan councils in Zimbabwe (Bulawayo and Harare) consist of the mayor who is the chairperson, deputy chairperson, all members of the national assembly, the women MPs elected under a party list system of proportional representation and the senators.

Functions of the Provincial and Metropolitan Councils

- 1) Planning and implementing social economic development activities in their jurisdiction and are not limited to implementing economic blueprint like the ZIMASSET (Zimbabwe Agenda for Sustainable Socio-Economic Transformation).
- 2) Coordinating and implementing governmental programmes.
- 3) Planning and implementing measures for conservation, improvement and management of natural resources in their provinces.
- 4) Promoting tourism and developing facilities for that purpose.
- 5) Monitoring and evaluating the use of resources.
- 6) Exercising legislative functions that may be given or imposed on them by an act of parliament.

3) Local Government

-The instruments that govern local government operations are protected in chapter 14 of the constitution and include urban local authorities which represent and manage the affairs of people in urban areas. It also includes local authorities for rural areas like Zvimba RDC and Mutasa RDC.

-Local authorities have the right to govern on their own initiatives. This aims at the development of the local community and to make by laws and other necessary measures to assist in effective administration.

-Local councils can also collect levy rates and taxes.

-Leaders are elected by the people as determined by the electoral laws.

-In metropolitan run councils, a mayor is elected from among councillors during their seating.

-If the local government bill is passed into law, the operations of the local authorities will be governed by a tribunal.

Bill of Rights (Declaration of Rights)

-The Bill of rights assigns unchangeable rights given to every human being soon as fertilization occurs.

-Scientifically, a zygote is equally accorded the right to life during that period after birth up to its death.

-The bill of rights obeys the African Charter on human and peoples rights which was adopted in Nairobi, Kenya on 27 June 1981 and later came into force on 21 October 1986.

-The purpose of the Bill of rights is to protect these rights against violation by the state, public officials and/or private people.

*Accordingly, the state, people and every institution is bound to respect, protect, promote and fulfil the following 23 rights and freedoms.

1. Right to life
2. Rights of arrested and detained persons
3. Right to personal liberty
4. Right to personal security
5. Right to human dignity
6. Freedom from torture or cruel or inhuman or degrading treatments or punishments.
7. Freedom from slavery
8. Freedom from forced or compulsory labour
9. Equality and non-discrimination
10. Right to privacy
11. Freedom of assembly and association
12. Freedom to demonstrate and petition
13. Freedom of conscience.
14. Access to information
15. Freedom of expression and freedom of the media
16. Language and culture
17. Freedom of profession, trade or occupation
18. Labour rights
19. Freedom
20. Political rights
21. Right to a fair hearing
22. Right to administrative justice
23. Rights of accused persons.

Education

-The state is required by the constitution to take all measures to promote free and compulsory basic education for all children.

- To allow higher and tertiary education.
- It is important to note that both boys and girls are given equal opportunities in accessing education country wide from primary, secondary up to tertiary level.
- This is also a requirement for national development.

Educational sector developments from 1980-2000

- In 1980, the government introduced free education at primary level to encourage enrolment in schools under the slogan, "Education for all". The policy also attempted to create a balanced gender environment in education as girls were also encouraged to enrol as well.
- To cater for the increasing number of pupils enrolling in schools, the government hired ex-patriates (teachers from other countries) to supplement its professionals e.g. from Mauritius, Germany and Cuba in the 1980s.
- This led to a growth in the education sector and is also witnessed presently where more schools are being constructed to accommodate more pupils.
- In 1980, around 1,2 million pupils enrolled in primary schools and by year 2000, around 2,4 million were accessing education.
- The government's position to adopt education for all was a departure from colonial education policies which discouraged blacks to access education through a bottle neck system.
- The government embarked on a rapid infrastructural development programme in rural areas to replace damaged\destroyed structures during the war.
- In 1980, there were 179 secondary schools which had increased to 1548 by 2000.
- In terms of tertiary level development, the government moved in to train more teachers and they were attracted by huge salaries.
- Initially, there were the following tertiary, teaching institutions.

1. 4 Teachers colleges with an enrolment of 1000 which were later increased to 15 teachers colleges enrolling over 17000 student teachers by the year 2000.
2. 2 technical colleges with the capacity to enrol only an insignificant 2000 learners. And this was increased to 15 colleges enrolling to 20000.
3. A university (U.Z) with an enrolment of 2000 students and the government increased them to 8 state universities by year 2000.
4. Private players in education e.g. Peter House group of schools, Watershed College, Lomagundi schools, St Georges college, Gateway School, Happy primary school, Hillcrest school and Bishops lea etc.
5. Private players were also granted authority to establish universities in the country e.g. Africa Catholic Un, Solusi Un, Ezekiel Guti and Reformed Church University.

Supporting education policies since 1980

-Examples of education policies that were implemented in Zimbabwe since 1980 include:

1. The compulsory education of 1979 which was then revised in 1980 as education for all policy.
2. Education with production policy.
3. Every other economic plan included as one of the priorities of gvt. This led to the increase of both primary and secondary schools in Zimbabwe with increased capacity of teacher training colleges including university.
4. Millenium development goals (MDGs)
5. Access to education is a right for all Zimbabweans as indicated in the constitution.

THE NZIRAMASANGA COMMISSION

Towards Reforming The Education Sector

-Dr Cephus Nziramasanga carried out a study on how the country's education system could benefit learners, and he produced the Nziramasanga Commission report which was produced in 1999 at the initiation of the former President Mugabe in 1998.

-The study observed the need for schools to offer skills through training programmes.

-It also recommend a vigorous of early childhood development (ECD) and E-learning.

-Although the benefits took time to be realised, progress has been made in the implementation of some of the recommendations.

-In line with the Nziramasango directions, the government established a full ministry of psycho-motor activities responsible for technical and vocational training.

Former President Mugabe donated several computers in all schools over the past decade to fulfil the E-learning objective recommended by the inquiry.

-Meanwhile, ECD has been fully encoperated in all government schools in Zimbabwe.

Education Sector Developments (2000-2016)

-In 2014, the ministry of primary and secondary education, through its minister, Dr Lazarus Dokora embarked on a massive curriculum review programme in order to improve the quality of freedom as well as to mould multi-skilled and competent graduates.

-To this end, the ministry launched a new curriculum in 2017.

-Zimbabwe has over 90% literacy rate which is among the highest in Africa and the world.

Health Issues (since 1980)

-The constitution of Zimbabwe states that:

1. The state must take all practical measures to ensure the provision of basic, accessible and adequate health services throughout Zimbabwe.
2. The state must take appropriate, fair and reasonable measures to ensure that no person is denied emergency medical treatment at any health institution.
3. The state must take all preventive measures within the limits of the resources available to it, including education through public awareness programmes against the spread of diseases.

-From 1980, the government implemented various policies aimed at improving the quality of health in the country.

-Urgency was given to the expansion of the health delivery systems country wide with 85% of people accessing health services at an 8km radius at health clinics.

-The government also worked on primary health care, child immunisation, construction of clinics and hospitals and training health professionals including doctors.

-The government improved health services through the following:

- 1) There were 318 clinics in Zimbabwe at independence, but the gvt increased to 1105 clinics by the year 2000.

- 2) There were 28 district hospitals in Zimbabwe which were increased to 54 by the year 2000.
- 3) Provincial hospitals were increased from 3-7 by year 2000. They have since increased to 10, one in each province.
- 4) Allowing private practitioners to operate surgeries, theatres, clinics and hospitals e.g. Baines Avenues Clinic, Avenues Clinic, Premier Clinics and Hospitals, Mbuya Dorcas Hospital (owned by Ezekiel Guti) and Surbuban Clinic in Warren Park 1.

-Following the deaths of people by HIV & AIDS in the 1980s and 90s, the gvt since 2000 has intensified its campaign and public awareness on diseases through television and radio broadcasts as well as drama.

-Immunisation programmes are still conducted freely all over the country.

-Children under 5 years are given free medical care.

-The government has also partnered with the global fund, the World Health Organisation (WHO) and other international health organisations in health assistance which includes new technologies, drugs and further research.

-Information about new diseases has been timeously circulated country wide through radio, television, newspapers and the internet.

-Campaigns against AIDS were also introduced that is between 1987 and 2003, 'the AIDS kills' campaign was dominant on national television, radio and the press.

-Pregnant and nursing mothers were more vulnerable and the government intensified research on the prevention of parents to child transmission.

-Abstinence and use of condoms were encouraged. However, due to power dynamics, poverty and poor negotiation skills between men and women, HIV/AIDS infections continued to rise.

-The government instructed schools to teach learners on the dangers of HIV/AIDS guidance and counselling sessions.

- The government also offered free cancer screening in all government clinics and hospitals.
- It also provides clean water through drilling of boreholes in locations.

Zimbabwe's Health Policies

- A healthy nation is every government's priority.
- Economic delivery depends on a well-established health delivery system and a healthy nation.
- Every Zimbabwean has a right to access health services.
- A few years ago, the government established hospitals in every province in addition to district hospitals and clinics.
- Provincial and general hospitals were given a directive to train nurses and other medical personnel.
- Mission hospitals were also given government support to continue operating.
- To increase its health personnel, the government entered into an agreement with Cuba, South Korea and Egypt to provide Zimbabwe with some doctors and other specialists. China also provided Zimbabwe with some doctors.
- As a policy, Zimbabwe provides opportunities to individuals intending to invest in the health and medical field and in that respect, there are private hospitals operating in the country.
- As a responsibility to its citizens, people above the age of 60 years and those below 5 years do not pay medical fees in Zimbabwe. This also extends to pregnant women and people with disabilities.

Languages of Zimbabwe

-Languages are part of culture as they provide a medium for communication.

Importance's of languages

-Language is important in the following ways:

- 1) It is a medium of communication- it reflects ones identity as an integral part of culture. As people socialise they use language to identify each other.
-A community without a language is like a human body without a heart and soul.
- 2) It is means of expression- it allows people to participate in community activities. (cultural and traditional ceremonies). Language is an integral part of the structure of culture, it in fact constitutes its pillar and means of expression.
- 3) It allows valuable collective human accomplishments- it inspires human creativity and originality. Through language, people express their successes and failures either in battles and their conquest.
- 4) It is a source of power- language can be referred to as a source of power, social mobility and a way to campaign for opportunities. Countries like China, Japan and Russia use their language as a way to gain economic power by writing instruments on machinery in their own languages. British also used English to colonize major parts of Africa including Zimbabwe. This led to communication breakdown between the conquerers and indigenous people king Lobengula.
- 5) Language represents diversity- this is so because indigenous languages can be lost but the many languages a country has, the more diverse in its culture and language.
- 6) Language brings people together- if used correctly without regional bias, language creates identity e.g. Wasu, is a reminder used to describe people

from Manicaland and Wezhira is used to describe those from Masvingo Province.

*The constitution of Zimbabwe recognises the following 16 language as official.

1. Chewa
2. Chibarwe
3. English
4. Kalanga
5. Khoisan
6. Nambuya
7. Ndau
8. Ndebele
9. Shangane
10. Shona
11. Sign Language
12. Sotho
13. Tonga
14. Tswana
15. Venda
16. Xhosa

Citizenship

-A citizen is a member of the nation.

-A person can become a citizen of a nation by any of the following 3 years:

1. By birth
2. By registration
3. By descent

-The constitution states that Zimbabwean citizens have equal entitlements to the rights, privileges and benefits of citizenship and are equally subject to duties and obligations of citizenship.

-All Zimbabwean citizens are entitled to additional rights and benefits to those granted by law.

*Citizenship by birth defines those people who were born in Zimbabwe that is:

- a) Either their mother\father was a Zimbabwean citizen.
- b) Any of their grandparents was a Zimbabwean citizen by birth\descent.
People born outside Zimbabwe are Zimbabwean citizens by birth if when they were born, either of their parents was a Zimbabwean citizen.
- c) Ordinarily, a resident in Zimbabwe or working outside Zimbabwe for the state or international organisation.

-Any child below 15 years whose nationality and parents are not known is presumed to be a Zimbabwean citizen by birth.

-People born outside Zimbabwe are Zimbabwean citizens by descent or by registration in that the registration was done in accordance with Zimbabwe's law.

-Similarly, a person married to a Zimbabwean citizen at least 5 years can apply to be a citizen in Zimbabwe. Moreover, a person who has illegally resided in Zimbabwe, for more than 10 years including children legally adopted by Zimbabwean citizens are entitled to register to become Zimbabwean citizens. All Zimbabwean citizens are entitled to the protection of the state, to have passports and other travel documents, birth certificates and other important identification documents issued by the state at affordable conditions.

-The constitution encourages Zimbabwean citizens to be loyal to their country and to achieve this, the gvt introduced the national schools pledge and the singing of the national anthem in all schools and at national events like independence day celebrations.

- Issues of citizenship are national requirements with global, legal, penalties if mishandled.
- The majority of cases dominating the courts were challenging the absence of dual citizenship in Zimbabwe.
- Mutumwa Mawere became one of the first Zimbabweans to challenge and win a dual citizenship case in Zimbabwean courts.

System of Governance

- There are mainly 2 systems of governance and these are democracy and autocracy (dictatorship).

AUTOCRACY

- Autocracy is a system of government whereby one person has absolute powers.
- It is a form of government in which a country is ruled by a person or a group with total power.
- Autocracy is a government type in which a single person has unlimited authority.
- Autocracy is a system of authority in which supreme power is concentrated in the hands of one person.

Characteristics

- Decisions are made by a small group.
 - A single person is in power.
 - There is a strong army.
 - There is concentration on security issues.
 - There is no independence of the judicial system.
 - All sources of information are suppressed e.g. the media.
 - Any position to the gvt harshly punished.
 - No freedom of movement that is individuals need documents internal passports to move around inside the country.
 - Little or no freedom of speech.
 - No freedom of assembly that is individuals need documents, internal passports to move around inside the country.
 - Little or no freedom of speech.
 - No freedom of assembly that is citizens are not able or allowed to hold meetings without the approval of the government.
- *Examples of such countries are:

1. Saudi Arabia
2. North Korea
3. Iran

Democracy

-It can be defined as the government of the people by the people and for the people. The emphasis is on majority rule.

-Majority rule is a principle that means the majority has power to make decisions that are binding on the other group.

-Is a government in which supreme power is intrusted in the people and exercised by them directly or indirectly through a system of representation.

-Is a government by the people in which the supreme power is bestowed by the people and exercised directly by them or by their elected agents through an electoral system.

-Democracy is a form of government in which people choose leaders by voting.

*Democracy is centred upon the principles of majority rule and individual rights.

Characteristics

-Majority rule.

-Guarantee of individual.

-Implementation of the rule of law.

-Free and fair regular elections which are open to citizens of voting age.

-Decisions are made based on majority rule and minority rights.

-Citizens have the responsibility to participate in the political system that in turn protects their rights and freedoms.

-Freedom of movement is allowed.

-Decisions are made by the majority.

-There is independence of the judiciary system.

*Democratic governments are committed to the values of tolerance, cooperation and compromise.

-In the words of Mahatma, "Intolerance is itself a form of violence and an obstacle to the growth of a true democratic spirit."

-Democracy rests upon all central governments and decentralize governments to regional and local levels of the state. Which must be accessible and responsive to the people as far as possible.

Zimbabwe as a constitutional democracy

-Zimbabwe was born on 18 April through an election which was won by Robert Mugabe of ZANU PF.

-Thereafter, Zimbabwe has held methodically presidential, council and house of assembly as well as senate elections without fail since 1980. This is provided in the constitution.

Zimbabwe is a government where the sovereign power is derived from the constitution. Thus, national decisions are taken from the constitution.

-The government applies the separation of powers principle where the arms of the government work independently of each other (judiciary, legislature and the executive).

-The people of Zimbabwe are the ultimate source of authority through elections and referendum.

Monarchy

-A monarchy is the type of government whereby a family or a particular dynasty is mandated to rule without going for an election.

-The authority to run the state affairs rests upon the King\Queen.

*Examples are:

1. Saudi Arabia under King Salma
2. Swaziland under King Mswati (iii)
3. Spain under king Felipe vi
4. Sweden under King Carl Gustaf xvi
5. Britain under Queen Elizabeth ii
6. Belgium
7. Brunei
8. Lesotho
9. Netherlands

Structures & Functions of Central Government

-Zimbabwe is a constitutional democracy. Zimbabwe has 3 arms of state which are:

- 1) The executive
- 2) The judiciary
- 3) The legislature

-These were derived from the constitution and they enjoy separation of powers by maintaining their independence from one another, play different but complementing roles in national government.

The executive

-The president is the head of the state and the commander-in-chief of the Zimbabwe Defence force.

-He\she must be a Zimbabwean citizen by birth or descent aged 40 years or above and live in Zimbabwe.

- The president is elected for a term of 5 years by all registered voters and may be re-elected for any number of additional terms.
- The constitution of Zimbabwe provides for 2 vice presidents at a time and these are appointed by the president.
- The vice presidents and ministers can be removed by the president and ministers can be removed by the president or replaced upon death\resignation.

The Judiciary

- Judiciary authority is assigned in the supreme court, the high court, constitutional court and subsidiary courts established by an act of parliament namely: magistrate's court.
- Traditional courts are headed by chiefs or headman and claims courts.
- The president appoints the chief justice who is the head of the judiciary and supreme and high court judge's consultations with the judicial service commission.
- *The current chief justice is Justice Luke Malaba.
- Judges are removed from office upon reaching retirement age or due to illness of mind and body or bad behaviour.
- The judge constitutionally retires at 65 but a judge in good health can retire at 70.

The Legislature

- The legislature consists of the parliament and the president.
- The president is part of the legislature in his capacity as head of state who holds public seal and accordingly bills made by the parliament need the president's signature before becoming law.

- The state is headed by the president of the senate and the speaker heads the national assembly.
- The speaker of the national assembly is the head of the parliament.
- The senate is composed of 80 members of parliament while the national assembly has 270 members of parliament. Cumulatively the parliament has 350 members.
- It is important to note that Zimbabwe has a bi-cameral system parliament, the senate and the national assembly.
- The most important of the parliament is to make laws (legislative function).

Functions of the executive

*The president and cabinet are responsible for:

1. Initiating policies
2. Coordinating policies
3. Executing public policies and programmes
4. Directing the operations of the government,
5. Conducting government business in parliament.
6. Preparing initiating and implementing national legislation
7. Developing and implementing national policy
8. Ensures the holding of general and local government directions.
9. Directs operations of the civil service
10. Governs the country
11. Initiates laws
12. Policy making

Functions of the judiciary

- 1) Interprets the law
- 2) Insures that the executive does not violate the constitution

Functions of the legislature

1. Debates and makes laws
2. Represents the people
3. Authorises the budget

Government as a social service provider

1. The government ensures the provision of good health facilities
2. It ensures adequate provision of education for all.
3. It ensures the building of schools.
4. It provides housing.
5. It develops infrastructure.
6. Provision of drought relief to affected areas.

The electoral system in Zimbabwe

- The electoral refers to a set of rules and processes to be followed for an election to be valid.
- Harmonised elections refers to the consolidation of all national and local elections.
- They are held simultaneously
- Manifesto is an assortment of a political party's ideology and key policy interventions they intend to sell to the electorate.
- Election run-off is a second election conducted after the first round fails to produce a winner.
- The electoral system in Zimbabwe ensures that elections are conducted freely, fairly, efficiently and transparently in accordance with the constitution of Zimbabwe.
- It involves all process required to conduct an election from national, provincial and council elections including bi-elections.

-Zimbabwe has been conducting harmonised elections since 2008, whereby there is simultaneous holding of elections for the presidency, national assembly (senators and MPs), provincial and local authorities elections.

-Elections are conducted after every 5 years and in the event of the death or resignation of an MP or councillor, a bi-election in that constituency is held.

Zimbabwe Electoral Commission (ZEC)

-ZEC was established by an act of parliament in 2004 and has 8 commissions. The structure of ZEC is as follows:

- 1) Chairperson (the current is Justice Priscilla Chigumba)
- 2) Deputy chairperson
- 3) Chief elections officers
- 4) Five other commissioners

Functions of ZEC

-ZEC has basically 4 main functions which are:

-Voter education

-Conflict management

-Voters roll or registration of voters

Election process in Zimbabwe

-It starts from the political party whose leadership must know that it is a constitutional mandate that Zimbabwe holds general elections after every 5 years.

-The political parties willing to participate in the elections hold their internal primary elections to assess and elect candidates who will represent the party in the elections in line with the objectives of their party.

-The elected candidates who will represent the party in the elections will use their manifests to inform the electorates (voters) about their competencies.

ZEC concentrates on voter education campaigns, telling voters what an election is, who should vote and how voting is done.

-In Zimbabwe, the voting age is set 18 years.

-Voter registration is conducted country wide.

-Those registered to vote are then allowed to inspect the voters roll by checking whether their names and ID number as they appear on their documents are correct and if there are some differences, they are then adjusted.

-The inspection of the voters roll is done on a continuous basis and only whose names are appearing will be allowed to vote.

-As elections draw closer, political parties start to campaign, explaining their manifesto and exercising their democratic rights.

-The parliament is then dissolved thereby marking a new beginning. The president has the obligation or duty to dissolve the parliament indicating that from that period onwards, there will be no more seating of parliamentarians.

-A proclamation gives the green light to the start of an election period and also makes the provision for an election runoff.

-This is followed by nomination of candidates by the nomination court at least 14 days after the proclamation date. Political parties will then provide ZEC with nomination papers for its candidates.

-Nominations for the seats of chiefs and representations of the disabled in parliament are done by electoral colleges for separate constituencies as may be set by the president.

- The list of the accepted candidates is then published in the government gazette and this paves way for ZEC to design and print ballot papers and allocate members of polling stations. This is then followed by notification of interested observers. In Zimbabwe elections are observed by the SADC, AU, Africa Caribbean Countries and the pacific (ACD), UN, and other friendly countries.
- There is also early voting which is a privilege to all those who will be outside the country or those on government duty during the day in question including electoral officers and members of security personnel who will be on duty.
- They have to apply 14 days after the seating of the nomination court and if successful, the voting material will be provided to them.
- The next stage is the accreditation of observers by the accreditation committee 4 days before the actual voting day.
- This is followed by the voting day at designated polling stations where there will be ZEC officials, election agents of each candidate, the chief election agent and ZRP officers who will be maintaining order.
- After the casting of votes, they are counted, sealed and transported to the command centre.
- ZEC is empowered by the law to announce results of the elections. After the results are announced a contender can challenge a petition (application), the validity of the results. This is only done within 14 days after the announcement of election result.
- *If there is no ultimate winner with 50+1% of votes , there will be an election rerun.

The End

SMUYAMBO