



O level FRS

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FAMILY AND RELIGIOUS STUDIES “O” LEVEL NOTES

DEFINITION OF RELIGION

- There is no single correct definition of religion.
- The word religion is derived from the Latin word *religio*, which means both earnest observance of ritual obligations and an inward spirit of reverence.
- There are three aspects that might explain why we do not have a single definition of religion, and these are:

(i) Culture – people have different cultures.

(ii) Religions are many and therefore, no single definition can be suitable for them all.

(iii) Religion is dynamic and complex.

Working definition or operational definition of religion

1. **Religion** is a system of activities and beliefs directed towards that which is perceived to be of sacred values and transforming power.
2. **Religion** is a strong feeling that human beings have towards the Supreme Being.
3. **Religion** is a belief about the Supreme Being and other spirits.
4. Religion is a sacred engagement with what is taken to be a spiritual reality.

What is a Supreme Being?

- The Shona and the Ndebele people call the Supreme Being Mwari and uNkulunkulu, respectively. In short the Supreme Being is God.
- It is believed that the code of conduct or the rules of behaviour comes from the Supreme Being.
- The Supreme Being rewards those who behave well and punishes those who misbehave, thus the Supreme Being controls how believers behave; and this makes religion sacred.
- The Supreme Being is the source of morality- determines what is right and what is wrong, what is good and what is evil.
- It is believed that the Supreme Being has endless power and therefore, should be approached with a mixture of wonder and fear, that is should be approached with awe.
- In other words the Supreme Being is awesome.
- In IR it is believed that the Supreme Being is approached through ancestors. The Supreme Being is worshipped through the ancestors.

- It is also believed that the Supreme Being and other spirits are approached through rituals such as prayer and casting of lots or hakata.

Mashavi Spirits [Alien spirits]

- There are good and bad Mashavi.
- These are spirits of non-relatives, spirits of foreigners, or spirits of unmarried people who might have died young or unmarried.
- Mashavi are hovering spirits for people who either died in faraway places or had no decent burial, or people who died having deep grudges with other people, or whose home coming rituals were not performed for them.
- It should be noted that Mashavi are good for individuals and beneficial for society while on the other hand, Mashavi are dangerous for individuals and society.
- There are good Mashavi which are important in IR enterprise such as shavi for hunting, craftwork, farming, toolmaking, healing, pot making, basketry, smartness, business, trading, dancing, singing and many others.
- Evil Mashavi are those which are harmful such as shavi for witchcraft, stealing, backbiting, fighting, laziness and killing.

TYPES OF RELIGION.

- Zimbabwe is society with many religions which co-exist; they live alongside one another.
- Zimbabwe has religions like Indigenous Religion, Christianity, Judaism and Islam. However, there are many other religions but they are not very common.

CHARACTERISTICS OF RELIGION

1. Belief in the supernatural (eg spirits, gods, God)
2. Religions distinguish between sacred (holy) and profane (ordinary) in terms of time, space, objects and people. Religions believe in sacredness. [For example Christmas and Easter are sacred days in the Christian calendar and are not like any other ordinary day. For Muslims Mecca is different from Masvingo or Harare, Mecca is sacred city and Masvingo and Harare are ordinary cities to Muslims]
3. Religion has rituals or set of practices. [For examples rituals connected to birth and death]
4. Religion has a code of conduct to guide individuals and communities. In short religion has rules on what is good and what is bad; eg Ten Commandments for Judaism and Christianity; and Sharia [Islamic Law] for Islam.
5. Religion is emotional and experiential- religion is emotional, it raises feelings like fear, guilty, remorse, inner peace, joy, thanksgiving and awe in followers. Religion is something you feel from inside and you experience it.

6. Religion is a group phenomenon or organisation of believers; it is communal activity involving group worship, prayers and rituals.
7. Religion is about society- is concerned with how people are organised and how they relate to each other.
8. Religion has sacred texts and writings- eg Christianity and Judaism have the Bible and Islam has the Koran [Quran].
9. Religions encourage communication and provide ways to communicate and connect with the divine or Supreme Being. For example Individual and group prayers are visible among Christians, Muslims and Jews.
10. Religions provide a coherent worldview through sacred stories.
11. Soteriological [Salvation] beliefs- all religions have teachings about salvation. Religions offer a future hope through the coming of a new age in the afterlife.
 - “Soterio” is a Greek word which means to be ‘saved’.
12. Religions have a set of beliefs [body of beliefs] or doctrines that are to be followed- these set of beliefs are usually seen in sacred books and oral traditions. These set of beliefs are ideas about the Supreme Being, spirits and society.
13. Religions promise an inner peace and harmony despite the vicissitudes or problems of life such as diseases, evil, death and injustices in life.
 - Religions offer hope and meaning that move beyond mere physical survival.
14. Suffering and compassion are main and common themes of most religions.
15. Religions propagate or spread themselves through the recruitment of new members and procreation within the community of faith.
16. Religions have religious practitioners or functionaries or leaders.
17. Religion is expressed through material things- we worship God through things we can see and touch eg religious clothes, symbols, buildings built in a special way, sacred cities, natural rivers, art and sacred landmarks.
18. Religion organises life for individuals and societies- it tells people what they can do and how they can do it. It tells people what they should eat and how they should eat it. It prescribes or recommends what people should and should not wear.

NATIONAL DISTRIBUTION OF RELIGIONS

- National distribution of religions refers to the spreading out of religions in Zimbabwe.
- The Zimbabwean constitution allows the freedom of religion or freedom of worship; thus Zimbabwe has an assortment of religions, as people are allowed to worship God in a religion of their choice.

- However, in our study we will discuss on the four main religions in Zimbabwe, namely Indigenous Religion, Christianity, Judaism and Islam.

Geographical distribution and membership of religions in Zimbabwe.

Christianity.

- Christianity is a religion of people who believe in Jesus Christ as the messiah.
- Christianity is the most dominant and most populated religion in Zimbabwe with about 87% of the population.
- Christianity was brought in Zimbabwe by Portuguese Missionaries, hunters and traders.
- Colonisation paved the way for the spreading of Christianity across the whole country.
- Christianity is found all over the country in both urban and rural areas.
- However, most Christians continue to practice elements of Indigenous Religion.

Indigenous Religion

What is Indigenous Religion?

- Indigenous Religion is a religion that originated from that continent.
- Indigenous Religion is a religion that was not borrowed from outside the continent.
- Indigenous Religion is a religion for the Africans that were passed down from generation to generation through the spirit mediums, family elders, chiefs, headmen, it does not have written scriptures it rely on oral transmission.
- Indigenous Religion is a religion for Africa.
- Indigenous Religion might refer to religion for the natives of Zimbabwe.
- Indigenous religion is a religion of the local people of Zimbabwe.

History and Development of Indigenous Religion.

- The history of IR dates back a thousand years ago.
- IR is sometimes misunderstood as backward, old fashioned, primitive, archaic, out-dated and rooted in the past; this was caused by Europeans and missionaries who did not understand IR.
- Today IR is part of the worldwide culture.
- Today IR cut across all African families as represented by totems across Africa.

- IR has been exported to other parts of the world by people who spread out of Africa to other parts of the world. Africans in the diaspora were responsible for spreading rituals and other religious ideas associated with IR.
- IR has no founder; it is not a religion of one hero.
- IR is based mainly on oral transmission; thus professional story tellers such as elderly women and men were important for passing beliefs and practices of Indigenous Religion.
- IR is not written down, it is in people's hearts, minds, oral history, rituals, totems, proverbs, folktales, songs, idioms, myths, legends, jokes, shrines, and religious functions.
- IR can be called cultural religion because it is not easy to separate IR from the culture of the people.
- According to Mbiti, "Religion permeates in every aspect of an African life." Everything to an African is connected to religion.
- Totems unite or bind indigenous people together.

NAMES OF SUPREME BEING IN IR

NAME	MEANING
Mwari	Comes from the shona word 'kumwarika' meaning breaking into pieces, this means God is everywhere, he is omnipotent. Mwari also means one who speaks through nature.
Musiki	Creator.
Nyadenga	God is owner of heaven. God is owner of the sky. God stays in the sky.
Musikavanhu	Creator of people. Is God of life
Samasimba	God is the owner and source of power. Means all powerful, or all mighty
Mutangkugara	God is eternal. One who pre-existed.
Dzivaguru	Great pool. Huge and large pool. God is the source of water and rain.
Chidzivachopo	A pool that never dries up. God is a pool that always exists.
Chirazamauya	God is the giver of blessings such as life, wealth and health.
Chirozvamauya	God is the one who withdraws blessings.

Zame	One who is to be respected. God is the source of everything, source of justice, all wise, all knowing, all seeing, is immortal and holy.
Chibwechitedza	God is alienated or separated from humanity. God is spiritually infinite, eternal, invisible, mysterious, and morally upright. God is characterised with pity and love.
Ziendanakuenda	God has no end, God is infinite.
Chipindukire	God is one who brings change
Chikara	One who is all powerful
Rungirushumba	God is a moving thread like lightning
Mudzimumukuru	God is a great grand ancestor.
Muumbi	God is a moulder. God is also known as muumbipasi, that is the moulder of the earth

Attributes of God in IR

- An attribute- is a quality or a characteristic or an important part of someone or something.
- Every name in IR of the Supreme Being describes aspects of people's relationship with the Supreme Being and therefore, represents an attribute of the Supreme Being.

Attributes of the Supreme Being in IR.

1. Transcendent – he operates above his creation
2. Omnipotent – he is all powerful. Has power and influence to do anything
3. Omniscient – he knows everything
4. Omni present – he is present everywhere
5. Eternal – existed before the creation
6. Creator- is the originator of everything
7. Eternal- he always existed.
8. Incorporeal – has no physical existence

9. Oneness – he is only one
10. God is everlasting- he is indestructible for all time.

NB: The names of God in IR are attributes of God, they reflect what God does, the human picture of God, the nature of God and people's relationship with God.

Key beliefs of IR

1. Belief in one God
2. Belief in the ancestors
3. Belief in spirit mediums
4. Believe in life after death.
5. Belief in witchcraft
6. Belief in Mashavi and other spirits
7. Believe in ngozi [avenging spirits]
8. Believe that when one dies s/he will become too powerful.
9. Belief that salvation is this worldly and other worldly.
10. Believe in protective power such as charms, amulets, shrines and other sacred objects.
11. Belief in the protective power of sacrifices to ancestors or spirits.
12. Belief in n'angas or traditional healers.
13. Belief in veneration of the dead.
14. Belief in rituals.

Religious symbols in IR

1. Snuff
2. Beer
3. Wooden plates
4. Beads
5. Animal skins
6. Bones of different creatures
7. Wooden club or rod

8. Gourds
9. Specified clothes [with single or mixed colours]
10. Birds' feathers.

RELIGIOUS PRACTITIONERS IN INDIGENOUS RELIGION

- The following are religious practitioners in IR:
 1. Spirit mediums [Masvikiro]
 2. N'anga [traditional healers]
 3. Chief [ishe]
 4. Mid- wife [Nyamukuta]
 5. Rain makers [manyusa]
 6. Tete [aunt]
 7. Mbuya [grandmother]
 8. Uncle [sekuru]
 9. Grandfather [sekuru]
 10. Muzukuru [cousin]
 11. Elders
 12. Baba [father]
 13. Mother [amai]
 14. Nyamukumbi [acolyte]
- Religious practitioners are professionals and can either be males or females.
- Their roles affect individuals, families and the whole society.
- They initiate and influence individuals on the way of life expected of them.
- They socialise and make individuals aware of the code of conduct of the family, lineage and the whole society.
- Religious practitioners are responsible for instilling norms and values.
- They are also responsible for instilling Unhu/Ubuntu in the young people.
- Religious practitioners are character builders.

- They are the mirror of the family and society.

1. Spirit mediums [Masvikiro]

- These are the people who are possessed by the spirit of the ancestors.

The roles of spirit mediums.

- Can expose causes of illness.
- Can prescribe herbs.
- Are consulted in choosing a chief.
- Can expose witches.
- They acted as political advisors to chiefs.
- Are consulted during a crisis such as wars, drought and famine.
- They encouraged people to fight their land during colonial rule.
- Gave medicines to soldiers to protect them during wars.
- They communicate with God on behalf of the people.
- Led in the mukwerera ritual.
- They are mediators between humans and ancestors.
- Can exorcise or cast out spirits.
- They are foretellers.
- Encouraged people to live in harmony by following rules and taboos of the society.

2. **Chiefs [madzishe]**

- The chief is at the top of the society with various duties.
- The chief has economic, political, religious, socio-economic and judiciary roles in society.

Economic roles or duties of the chief.

- Lead in agricultural ceremonies such as mukwerera.
- Give people food through zunderamambo during drought or famine.
- Food hand outs and donations come through chiefs.

Political roles of the chief.

- Declared and led wars.

- Distribute land to the landless.
- Is the chief administrator.
- Work hand in hand with councillors and District Administrators [Das].

Religious roles of the chief.

- Chiefs are custodians of culture and religion.
- Controlled the chisi day.
- Responsible for appeasing the tribal and national ancestors in time of natural disasters.
- Perform rituals before and after harvest.
- Bless seeds before planting.

Socio-economic roles of the chief.

- Controlled the cutting of tress.
- Received tribute from their subjects.
- Help in distributing food from donors.
- Controlled mining and fishing.
- Controlled hunting.
- Feed people during famine through Zunde ramambo.

Judiciary roles of the chief.

- Solving land disputes.
- Solving disputes between couples.
- Handle cases of witchcraft.
- Investigate mysterious death in the society through Tsikamutandas.

3. Nyamukuta [mid-wife]

- Is responsible for helping women in giving birth.

Roles of Nyamukuta [mid-wife]

- Prepares the birth passage by enlarging the birth passage by applying masuwo medicines.
- Encourage expecting mother to confess in case of complications [for example confess infidelity or witchcraft.]

- Shapes the head and legs of the child.
- Know how to attend to still-birth.
- Buried the still-born child along the banks of the river.
- Responsible for cutting the umbilical cord [rukuvhute].
- Responsible for burying the umbilical cord [rukuvhute]
- Responsible for cutting the hair of the child.
- Responsible for treating the nhova [fontanele]
- Was consulted when weaning [kurumura].
- Discouraged early sex after birth.
- Abortion could be helped by Nyamukuta.
- In case of twins the Nyamukuta was the one who was responsible for selecting the child to kill.

4. N'anga [traditional healers]

- Traditional healers [N'angas] are charismatic people who are feared and respected in society.
- The roles of a n'anga can be destructive and positive since it benefit the society by bringing harmony.

Roles of a n'anga.

- Is a herbalist or medicine man who cures illness by use of herbs.
- Exposes or reveals causes of illness.
- Is also a spirit medium.
- Can exorcise or cast out evil spirits.
- Can reveal causes of bad luck.
- Divining – identifying of hidden things.
- Act as a political advisor to chiefs and other political leaders.
- Mediators between humans and spiritual world.
- Is a psychiatric.
- Is a foreteller.

- Is a health worker.
- Act as a counsellor by counselling those in distress.
- Is a judiciary worker who bring harmony in society for example they are hired for a ngozi [avenging spirit] to go
- Use rukwa to protect people's property.
- Use runyoka [the fencing system] to fence adulterous women.
- Act as a witch hunter as Tsikamutanda.
- They are consulted during, before and after death.
- Before magadziro, a n'anga is consulted.
- A n'anga is consulted before the naming ritual of a child.
- Encourage people to confess.
- Can be used by people to kill their enemies.
- They give love portions

5. Nyamukumbi [acolyte]

- The acolyte was responsible for assisting the n'anga.

Roles of the acolyte.

- Sent by a n'anga to fetch herbs.
- Pack medicines.
- Prescribe dosages.
- Helps to sing and beat drums to induce spirits.
- Carry the nhava [bag] of the n'anga if moving from one place to another.
- Interprets what the n'anga says in a language of the ancestors.

6. Tete [aunt]

- Was responsible for the girl child in most cases, but was also useful to boys.

Duties or roles of Tete.

- Responsible for the upbringings especially in relation to marital issues to females.
- Impart skills to female relatives such as pottery, weaving, basketry, cooking.

- Promotes relationships.
- Takes advisory role in family disputes.
- Tete can play the role of a father as babakadzi.
- Responsible for the initiation of girls into adulthood.
- Teach both girls and boys norms and values of the society.
- Can play the role of grandmother as nyamukuta [mid wife].

7. Grandmother [mbuya]

Grandmother performs the following duties:

- Play the role of nyamukuta.
- Teach boys and girls norms and values through folktales.
- Tell folktales for passing time and for character development.
- Teach girls life skills such as weaving, basketry and pot making.
- Play an advisory role in family disputes.
- Give advice to girls on bedroom issues and on life experiences.
- Advice girls on how to be good mothers and good wives.
- Accompany girls during initiation into adulthood.
- They could invoke spirits.
- Assisted girls during courtship.

8. Uncle [Sekuru]

Performs these functions:

- Give advice to boys.
- Teach boys how to be good fathers and husbands during the rite of passage to adulthood.
- Teach boys about bedroom issues.
- Teach practical skills such as blacksmithing, hunting, herding cattle.
- They could invoke spirits.
- Assisted boys in courtship.

9. Elders.

Are mature people .

They are usually of an old age and full of wisdom.

They are people who are morally upright.

They are rich depositories of cultural values and norms.

Duties of elders.

- Settle disputes in community.
- Make important family decisions.
- Preside over functions such as rites of passage.
- Help in solving land disputes.
- Give general guidance to individuals, family and community.
- Teach norms and values.

10. Rainmakers [Nyusa]

Are highly respected in IR.

The roles of rainmakers.

- They predict the weather by studying stars, moon, clouds, sky and winds movement.
- Use sacred objects in rainmaking.
- They could stop destructive rains.
- They perform special rituals to cause rain.
- They preside over rain making ceremony.
- They mediated between God and people.
- During big gathering they could delay the rain until the event is over.

11. Baba [Father].

Was responsible for the boy child.

Roles of baba.

- Leads in family venerations.
- Teach morals through story telling.

- Teach skills to boys such as hunting, tool making.
- In today's society the roles used to be played by sekuru are now the roles of the father.
- Responsible for disciplining his family.

12. Amai [Mother]

- Was responsible for the girl child.

Roles of mother.

- Teach morals through story telling.
- Mother teach girls about pot making, weaving, basketry, cooking.
- Teach girls to have unhu/Ubuntu.
- Teach norms and values to girls.
- Responsible for disciplining children.
- In today's society the roles that used to be the roles of tete and mbuya are now the roles of the mother.

SACRED PLACES IN INDIGENOUS RELIGION.

Sacred place – is a place that is regarded as holy in a religion.

Sacred places- are places which are set apart from daily activities.

A sacred place is a meeting point between God and people.

- Sacred places in IR includes :
 1. Mountains
 2. Caves and groves.
 3. Pools and rivers.
 4. Hot springs.
 5. Trees
 6. Forests.
 7. Shrines.
 8. Rocks [Domboramwari in Epworth]
 9. Wetlands.

10. Graveyards.
11. National monuments eg Great Zimbabwe.
12. Choto [fire place].
13. Chikuva.

1. Mountains

- Mountains such as Nyanga, Matopos, Hariyeumba, Bunchwa, Selinda, Matonjeni, Defe, Dopota, Gombe, Rasa, Manhize are considered sacred in IR.
- Mountains in IR are sacred because Chiefs lived on top of them and are buried in the caves that are at the bottom of the mountains.
- Mountains are habitat for wildlife including sacred animals in IR.
- Mountains were a meeting place between God and people. It is where people communicated with the ancestral spirits.
- Mountains were places of worship in IR.
- Rituals such as Mukwerera are still performed under the Muchakata tree under the foot of the mountain.
- Cleansing ceremonies took place on the mountain where people with bad spirits or mashavi were cleansed.
- Mountains are also a source of herbs in IR.
- Mountains are sources of food such as Mashuku [mazhanje]. Mushrooms and other edible wild fruits.
- Mountains also sheltered freedom fighters during the liberation struggle.
- Sacred mountains help in preserving and protecting the environment since cutting down of trees, burning of grass, hunting and farming is forbidden at and near mountains.
- Mountains such as Nyanga attract tourists, and this helps the country with foreign currency as well as employment creation.

2. Caves and groves.

- Chiefs were buried in caves.
- Groves are passages underneath the mountains known to link hills and mountains throughout the country.
- Groves are bigger than the caves and this is where most rituals and ceremonies were held.
- Rain making ceremonies are held in caves such as Matopo hill cave.

- In the First and Second Chimurenga war the freedom fighters used to hide in caves and groves.
- Freedom fighters also hide their weapons in caves and groves.
- Caves such as Chivavarira in Chirumhanzu were a hiding place for the community in time of war.
- Caves and groves are also habitat of sacred animals such as pythons.
- Caves and groves help in preserving the environment as hunting, cutting down trees and burning of grass is not allowed near and around sacred caves and groves.
- Caves and groves are a source of historical evidence as they have paintings and writings on their walls.
- Sacred caves and groves attract tourists, thus help in bringing foreign currency and job creation.

3. Forests.

- Forests such as Dark forest in Matebeleland and Nyamweda forest in Mhondoro are considered sacred.
- Rain making ceremonies are held in these forests.
- They are places of worship in IR
- They provide fruits and herbs.
- Sacred forests are used as burial places for chiefs.
- Sacred forests have taboos such as no cutting down of trees, no hunting, no farming and no burning of the grass in the forests and this help in protecting and preserving the environment.

4. Pools.

- Pools such as Chirorodziva [Chinhoyi pools], Gonawapotera and Manapools are considered sacred in IR.
- Pools are considered sacred because they are inhabited by Njuzu [mermaids].
- Sacred pools such as Chirorodziva are sacred because they have bones of Shona tribe heroes who died after being thrown by Nguni raiders in pre-colonial Zimbabwe.
- Gonawapotera river or pool is sacred because that is where criminal offenders such as witches, sorcerers, thieves and adulterous used to be drowned as death punishment.
- Traditional ceremonies and rituals are done at these pools.

- Spirit mediums would go down into the deep ends of the pool and spend hours under water and come out with prophetic word from water spirits.
- Sacred pools are places of worship in IR.
- Sacred pools help in protecting the environment as there are taboos which forbid people to fish and use dirty pots to fetch water in these pools.
- Sacred pools help to prevent pollution of rivers and siltation of rivers.

5. Hot springs

- Hot springs such as those in Nyanyadzi are sacred and water from these hot springs are believed to have healing qualities.
- Taboos such that deals with hot springs such as not using dirty pots, no farming around the area, are meant to protect and manage the environment and water sources.
- They provide people with purified water.
- Sacred hot springs attract tourists.
- Help to bring foreign currency.
- Create employment.

6. Wetlands and swamps.

- Wetlands and swamps are considered sacred since they are believed to be drinking places for Mhondoro and ancestors.
- Wetlands and swamps sustain the life of the rivers and they give the vital water.
- Taboos on wetlands and swamps such as no farming in these areas and not using sooty pots are meant to protect and preserve the wetlands and not to pollute them.
- Wetlands are regarded as the origin of fertility of nature.
- Taboos on wetlands help in ensuring values in hygiene.

7. Tsime [Well].

- Is the most common source of drinking water that deserves high level of reverence.
- Taboos such as ukachera mvura nechirongo chitema, tsime rinopwa; are meant to transmit values of hygiene and thus safeguard human life.

8. Rocks. Such as the Chiremba balancing rocks and Domboramwari in Epworth are considered sacred.

- Rituals such as mukwerera are performed at these sacred places.

- They also attract tourists, thus help to bring foreign currency.
- The balancing rocks were used as a symbol of Zimbabwean currency.
- Help in preserving the environment.

9. **Trees.**

- Trees such as Muchakata, Mutiusinazita, Mukute, Mishuku, Mumvee, Mushozhowa, mutamba and other big trees are considered sacred trees.
- They are inhabitant of spiritual beings or bodies.
- They are trees of the ancestors.
- Rituals such as mukwerera are performed under these trees.
- These trees also provide fruits for people and animals.
- They are also source of medicines in IR.
- Mukute is seen as a source of water in IR.
- Cutting down of these trees is prohibited and thus preserving the environment.
- Mutiusinazita is considered sacred because it is believed that it used to provide people with food in time of need.

10. **Shrines.**

- Shrines such as:
 - Matopos shrine
 - Njelele shrine.
 - Manyanga shrine
 - National Heroes Acre.
 - Great Zimbabwe.
 - Victoria Falls.
 - Tsindi ruins.
 - Chiremba balancing rocks.
 - Chinhoyi caves.
 - Matonjeni.
- These places were worshiping places in IR.

- Shrines were meeting place between God and people.
- Rainmaking rituals were performed at these shrines.
- Shrines helped in the preservation of the environment since people were not allowed to hunt, cut down trees, burn grass, and do farming around the shrines. Animals that sought refuge at the shrines were not to be killed.
- People also sought refuge at the shrines in times of war.
- Some shrines are burial places for the heroes of the country.

11. Graveyards.

- Graves are considered as resting place of the ancestors and are therefore sacred.
- People consult ancestral spirits at the graveyard.
- The grave is the meeting place between the living and the dead.
- Kurova guva ritual is done at the grave.

Importance of sacred places in IR

1. Sacred places are rain inducing centres. [Used for rain making ceremonies.]
2. Are pilgrimage centres, where local people often visit for spiritual and human inspiration.
3. Sacred places are places of worship.
4. Community celebrations such as coronation of the chief takes place at a sacred place.
5. Are burial places for the chiefs.
6. Was a meeting place for the community in time of wars.
7. Is where the gold and salt of the community was kept.
8. Sacred places attract tourists.
9. Sacred places help in bringing foreign currency.
10. Sacred places help in creating employment.
11. Sacred places help in protecting the environment as people are not allowed to cut trees around and near sacred places.
12. Most community rituals are performed at sacred places.
13. Sacred places were used as hiding places for freedom fighters.
14. Freedom fighters also hide their weapons at sacred places.

15. Sacred places are habitat for sacred animals such as pythons.
16. Sacred places are used for healing and cleansing rituals.

Benefits of sacred places to the community.

1. Preserve vegetation for example trees and grass.
2. Preserve wild animals.
3. Provide fruits.
4. Provide herbs
5. Provide more rainfall.
6. Helps to purify oxygen.
7. Attract tourists.
8. Create employment.
9. Help in bringing foreign currency.
10. Provides water for people and animals to drink.
11. Provide people with fish.
12. Helps in preventing siltation.
13. Prevent pollution of the rivers.

CHALLENGES CAUSED BY SACRED PLACES TO THE NATURAL ENVIRONMENT.

1. Deforestation during pilgrimage.
2. Pollution of air, water, land and noise during pilgrimages [visits or tours].
3. Poaching of animals.
4. Vandalism of sacred places by pilgrims [tourists or visitors].
5. Destroying of plants and trees as people look for herbs and medicines.
6. Over-population caused by huge gatherings at a sacred place which results in huge production of waste, leading to land, water and noise pollution as well as to environmental degradation.
7. Environment can be polluted through improper or incorrect disposal of waste.
8. Rituals which involve burning of things will cause air pollution.

9. Rituals which involve dumping of things into water and forests will cause water and land pollution.
10. Sacred places can be vandalised for the purpose of technological innovation and use.

Solutions to these challenges.

1. Educate people about the importance of sacred places and the preservation of the environment.
2. Punishing offenders by asking them to pay fines.
3. Imprisoning of offenders.
4. Do awareness campaigns on the importance of sacred places and the preservation of the environment.
5. Ensure police patrol at sacred places.
6. Enact laws that protect sacred places and the environment.
7. Empower local leaders to punish those who vandalize and disrespect sacred places.
8. Fencing of sacred places.

JUDAISM

What is Judaism?

- Judaism is a religion of the Jews.
- Judaism refers to both religion and culture of the Jews.
- Judaism is a cultural religion because its members practice the Jewish way of life such as observing certain food laws and Jewish customs.
- Followers of Judaism are born into the religion and are not converted to the religion.
- The Jews are also called Hebrews.
- Judaism is represented by a symbol called the Star of David.

HISTORICAL BACKGROUND

- The story of the Jews is in the Bible and we learn that during the exile the Jews were scattered all over the world for more than two thousand years.
- **Exile** – is the time the Jews were scattered all over the world.
- In 1947 the United Nations created the state of Israel by dividing Palestine.
- Jews from different parts of the world began to move to Israel.

- **Sephardic Jews** – are Jews who came from Africa especially Morocco and from Spain.
- **Ashkenazi Jews**- are Jews who came from Europe.
- In Zimbabwe we have the Lemba [vaRemba] people who consider themselves as Jews.

HISTORY AND DEVELOPMENT OF JUDAISM

Origins of Judaism

- The history of Judaism can be traced back to Abraham who is the first patriarch of the Jews. The other patriarchs of the Jews are Isaac, Jacob and the twelve sons of Jacob.
- **Patriarchs**- are male leaders of a tribe or clan.
- Others claim that history of Judaism started with Moses who led the Jews out of Egypt to the Promised Land and who was given the Ten Commandments by God.
- According to the Torah, Abraham who at birth was called Abram was the son of Terah.
- Abraham was born at Ur.
- **Torah**- the first five books of the Bible.
- Abraham believed in one God and later God called him and made an agreement with him. The agreement spelt out what God expected from Abraham and God's responsibilities to Abraham.
- God promised Abraham to be his God and to give him the land of Canaan [now Israel].
- In return Abraham would worship God as the only true God.

Tests given by God to Abraham to prove if he was obedient

1. To leave the land his fathers and kinsmen [relatives].
 2. Abraham was not given a child until he was very old
 3. Abraham was asked to sacrifice his son Isaac as an offering called Akeidah in Judaism.
- Akeidah- means the binding. This shows that Abraham bound Isaac as he prepared to sacrifice him to God.
 - This story also shows Isaac's faith to God for he was aware that he was going to be sacrificed but because of his faith he did not go against it.
 - Isaac was the son of Abraham.
 - Jacob who was later called Israel after he wrestled with the angel was the son of Isaac.
 - **Israel** – means 'one who wrestled with God'.

- Jacob had two wives who were sisters, namely Leah and Rachel who were daughters of Laban.
- From his two wives Jacob had twelve sons namely Reuben, Simeon, Levi, Judah, Zebulun, Isaachar, Dan Gad, Asher, Naphtali, Joseph and Benjamin.
- These twelve sons of Jacob are the ancestors of the twelve tribes of Israel.
- Joseph's elder brothers sold him into slavery in Egypt, but he was later appointed governor of Egypt after he interpreted Pharaoh's dreams. Later his father and brothers followed him to Egypt, where the Jews were later turned to slaves.
- God sent Moses to liberate the Jews out of Egypt.
- Moses led the Jews out of Egypt in the incident known as the exodus.
- **Exodus**- is the mass movement of the Jews out of Egypt to the Promised Land.
- The liberation of the Jews out of Egypt was accomplished through the involvement of God and this experience shaped their unique relationship with their God.
- God met Moses at Mount Sinai also called Mount Horeb, where God revealed his actual name Yahweh, and he gave the Ten Commandments.

Jews feasts that developed out of the Exodus.

- **Passover**- is a feast to commemorate the exodus when God freed the Jews from Egypt.
- It is a remembrance of God's deliverance of the Jews from Egyptian bondage.
- **Tabernacles**- is meant to commemorate the dwelling of the Israelites in the booths in the wilderness or desert during their 40years journey to the Promised Land.
- **Pentecost**- a Jewish festival known as Shavout, the Feast of Weeks, it was a harvest festival.
- It was meant to commemorate the giving of Ten Commandments to Moses and the Jews at Mt Sinai.

RITUALS IN JUDAISM

The following are rituals in Judaism:

1. Circumcision [Brit milah]
2. Naming ritual.
3. Redemption of male first born/presentation [Pidyon Haben]
4. Purification ritual or Cleansing ritual.
5. Marriage ritual.

6. Death and funeral rituals.
7. Passover rituals.
8. Coming of age ritual.
9. Harvest rituals.
10. Baptism ritual.

1. Circumcision ritual. [Genesis 17: 10-14]

- Circumcision was for boys only and not for girls in Judaism.
- It was performed eight days after birth.
- It takes place in the morning at the family's home.
- It was the duty of the father to see that his son is circumcised.
- Circumcision is so important that it may be performed on the Sabbath or any Jewish holidays.
- Circumcision is performed by a Mohel; that is an observant Jew who has been trained in the relevant Jewish Law and surgical techniques.

Importance of circumcision in Judaism.

- Circumcision is an outward sign of a man's participation in Israel's covenant with the God of Israel.
- It is a sign that the Jewish people will perpetuate [continue] through him.
- Circumcision is a symbol of partnership with God.
- Circumcision shows that the child belongs to God.
- Circumcision shows that the child is part of the covenant and has to follow the commandments that apply to all Jews.
- Circumcision recognises that God has ownership of the body and it is God who commanded it.
- Circumcision is a proof of one's dedication towards one's ancestors.
- Circumcision is a sign that one is a Jew, a member of the chosen people.
- Circumcision gives a sense of belonging.
- Circumcision is a sign of obedience to God.
- Circumcision is a covenant of the flesh which is similar to the covenant of the heart.

- Circumcision is symbolic, it shows the flow of life and that life is full of pain as symbolised by the spilling of blood.

In recent years circumcision has been encouraged for medical reasons; as it is believed to reduce the chances of being infected with STIs [Sexually Transmitted Infections] and HIV and AIDS.

It is also believed that circumcision of males reduces cases of cervical cancer in women.

On the other hand, some people denounce circumcision as unnecessary and harmful; and believe that circumcision to be mentally and physically damaging.

- However, circumcision in Judaism was never performed for medical reasons but for religious reasons, that is it was commanded by God.

2. Naming Ritual

- The naming ritual takes place soon after circumcision if the child is a boy.
- On the first Sabbath after the child is born the father of the infant is called forward at the synagogue to recite the Aliyah [the benedictions] and ask blessings for the health of the mother and the child.
- If the child is a girl she is named at this time.
- Boys will be named on the eighth day after birth as part of circumcision rite.
- The Hebrew name for boys takes the form of –‘child’s name’ bar –‘father’s name’ for example Simon bar Jonah. Simon bar Jonah means Simon son of Jonah. [Bar means son of].
- Hebrew name for girls will take the form of ‘child’s name’ bat – ‘father’s name’. Bat means daughter of.
- Jews traditionally name their children after a deceased relative.
- Most males are given names of their male forefathers.
- The naming is a way of accepting the child into the Jewish community.
- Naming ritual also gave the child an identity.
- Names also depicted the child’s character and his or her mission.
- A name also speaks volumes about the history of the family.

3. Presentation or redemption of the male first born. [Pidyon Haben]

- When a male first born son is born, the father takes the son to the Priest in the Temple and the father pays a redemptive price so that the son stays with him and not to be given up to full time temple duties.
- The father recites two blessings for the boy.

- The father takes the shekels from the father, and puts them on the boy's head and blesses him.
- The first male first born were said to belong to God and the father was supposed to buy the child back so that he won't be dedicated to temple duties.
- This ritual shows that all that we have belong to God.

4. Coming of age rituals

- [**Bar Mitzvah** – means Son of the Commandment, and boys at 13 years are expected to live by the commandments and are considered as adults who are responsible to the Law or to the commandments of the Torah and is expected to read the Torah in the synagogue in Hebrew, and **Bat Mitzvah**- means girl or daughter of the Commandment, and girls at 12 years are expected to live by the commandments and are considered as adults who are responsible to the Law or to the commandments of the Torah and is expected to read the Torah in the synagogue in Hebrew]

5. Marriage ritual.

- This is the first institution given to the Jews by God during the time of Adam and Eve [Genesis 1:20 -28].
- The ritual secure union of a man and a woman for life; to share strength, pleasure and hard times; and for rearing of children.
- This ritual is an honour to God's commandment; 'Be fruitful and multiply.'
- This was ritual was done in a synagogue.
- Sex is only for the married in Judaism.
- There are blessings and protection for the husband and wife from evil.
- Marriage ritual joined families together.
- Marriage ritual involved the exchange of wedding rings.
- Jews married only from the Jewish community.

6. Cleaning ritual/ purification ritual

- This is the bathing or cleansing of a woman one week after the menstruation had stopped.
- Furthermore, the mother was considered unclean for forty days if she gave birth to a boy and for eighty days [80 days] if the child was a girl. The mother was supposed to offer sacrifices so as to be made pure (clean).
- This was done to clean the woman before she sleeps with her husband.

7. Death and funeral rituals.

- Death is undisputed truth.
- Burial takes place as soon as possible; in most cases less than 24 hours after death.
- Relatives mourn for seven days [shiva- seven].
- The ritual is made to sustain and comfort the spirit of the bereaved.

Rituals for different purposes, times and places

8. Passover rituals

- Passover itself is not a ritual, but there are special rituals for the Passover.
- There are rituals which involves killing of the Lamb and eating unleavened bread.
- These rituals are meant to commemorate the liberation or emancipation of Jews from Egypt.

9. Harvest rituals.

- Rituals are done for the first and last fruits and crops as a thanks-giving to God the provider of food.
- The ceremony involves giving a portion of one's yields to:
 - (i) The poor.
 - (ii) Widows.
 - (iii) Orphans.
 - (iv) The temple.

10. Prayer and offering rituals.

- There special and unique way prescribed on how to pray and how to kill the lamb, turtle doves for sin offerings, peace offerings and thanks- giving.
- There was also a special way on how to build an altar wit 12 stone which represents the 12 tribes of Israel.

11. Baptism.

- Baptism is the outward washing away of sins. It is the washing away of one's sins before God.
- Baptism is also a sign of repentance and water was used.
- Baptism was used to initiate converts into Judaism.

Why rituals were introduced in Judaism.

- (i) It was a command or an order from God [Yahweh]
- (ii) As an act of obeying God.
- (iii) To show that they were the chosen people.
- (iv) As a form of identity.

Religious practitioners in Judaism.

- The following are some of the religious practitioners in Judaism.
 - (i) Rabbi (Teacher)
 - (ii) Priests.
 - (iii) Prophets.
 - (iv) Levites.
 - (v) Mohel.
 - (vi) Kings.
 - (vii) Dayan (Judge)

Roles of religious practitioners in Judaism.

1. Prophets

- Prophets were defenders of monotheism that is the belief in one God.
- They speak the will and purpose of God.
- They were inter-mediators between God and people.
- They reminded the people of their covenant with God.
- They predict the future.
- They advised kings.
- They were the voice of the voiceless.
- They were social commentators.

2. Priests.

- They worked in the temple and their duty was to burn incense and offer sacrifices.
- They teach the Torah.
- They lead in prayers.

- Lead in Jewish court.
- Act as spiritual leaders.
- Act as inter-mediators between God and people.
- Recites the Ten Commandments to the people.

3. Levites.

- The Levites were responsible for order in the temple.
- They assisted the priest in the temple.
- They provided choir and music in the temple.
- They helped the priest to dress and undress.

4. Mohel.

- Was the one responsible for circumcising Jewish boys in Judaism.

5. Rabbi [Teacher]

- Most Jewish practitioners were called rabbi, meaning teacher.
- They teach the Torah.
- They interpreted the Law.
- They acted as pastors.
- They were spiritual leaders.
- Conducted Torah classes for people.
- They are educators and counsellors.
- Represents the Jewish nation to a country he temporary resides.
- Represents the Jewish community before the government.
- Presides over members' weddings and funerals

6. Dayan.

- Is an expert in Jewish Law and sits in a rabbinical court.
- Deals with civil law and divorce cases.
- Leads Jewish Law court.

7. Kings.

- They were divinely chosen.
- Were representatives of God on earth.
- Defend the covenant and Laws of God.
- Protected the kingdom and the people.
- Increase the wealth and trade of the Kingdom.
- Take care of the poor.
- Receive and distribute tribute.
- Declared and led in wars.
- Responsible for peace talks.
- Leads Jewish Law court.

Summary on roles of religious practitioners in Judaism.

1. To teach the Torah.
2. To defend monotheism [worship of one God]
3. Participate and lead wars.
4. Prophets were to predict the future.
5. To advise kings.
6. Lead in prayers.
7. Lead in offerings and sacrifices.
8. To be a go-between before God and people.
9. Recite the Ten Commandments to the people.
10. Spiritual leader.
11. Counsellor.
12. Educator.
13. Takes part in naming process.
14. Lead rituals and ceremonies.
15. Lead Jewish Law court.
16. Represent the community before the government.

17. Conduct Torah classes for people.
18. Leads over members' weddings and funerals.
19. Represent the Jewish nation in a country they temporary resides.

Sacred places in Judaism.

The following are some of the sacred places in Judaism.

- (i) Israel.
- (ii) Western Wall.
- (iii) Mount Sinai.
- (iv) Jerusalem.
- (v) Temple Mount.
- (vi) Mountains.
- (vii) Graveyards.
- (viii) Synagogues.
- (ix) Rivers.

1. Israel.

- Israel is sacred because it is the Promised Land.
- It is a holy land because it is the land given to them by God.

2. Western Wall.

- Western Wall is also known as the 'Wailing Wall' because Jews grieve over the destruction of the temple.
- Western wall is the wall that used to surround the temple before it was destroyed.
- The Temple was regarded as the most sacred place [the holiest] place on earth for the Jews.
- The Western Wall is a trace of the ancient temple; therefore the wall is regarded as sacred or holy.

3. Mount Sinai.

- Is where Moses received the Ten Commandments.
- God himself descended from heaven at Mount Sinai.
- Mount Sinai was once the visiting place of God and that makes it a sacred place in Judaism.

- Mount Sinai is regarded as the meeting place of God and Moses.

4. The Temple Mount.

- The temple mount is where the Temple was built.
- It is where God chose his divine presence to rest [the temple was known as God's house].
- It is regarded as the most holy place because this is where the Ark of the Covenant [a sacred container, a gold plated wooden chest of the two tablets of the Ten Commandment] stayed.
- Jews do not walk on the mountain itself to avoid entering the place where the Holy of Holies stood.

5. Jerusalem.

- Today Jerusalem is viewed as a holy place, holy city; a holy land in the world.
- It is a holy city for Jews.
- It is the centre of the Jewish people.
- It is regarded as the city of great kings of the Jews.
- Jerusalem is the world's number one religious tourist centre.

6. Synagogues.

- Synagogues are regarded as sacred because they are places of worship, education and community gathering.

7. Rivers.

- Rivers such as Jordan are considered as sacred because this is where people's sins were washed away after baptism.
- Water in Judaism is a symbol of purity, and this is why rivers are considered sacred in Judaism.

8. Mountains.

- Mountains are considered sacred in Judaism because they are closer to heaven and therefore closer to God.
- In Judaism people used to speak to God while on a mountain such as Mount Sinai and mount Horeb.

9. Dome of the Rock.

- The Dome of the rock in Jerusalem is believed to be the rock on which Abraham used as an altar to sacrifice his son Isaac.

10. Graveyards.

- Graves are seen as the resting places for the forefathers; for example Mount of Olives contains Judaism's most important graveyard.
- Graves connects individuals with their forefather and their faith or religion; this is why they are sacred.

Christianity.

- Christianity is a religion of people who believe in Jesus Christ as the Messiah.
- NB: Christianity came out of Judaism. Christianity is an off-shoot of Judaism.

Rituals in Christianity.

- Rituals in Christianity are called sacraments.
- The following are some of the rituals in Christianity:
 - (i) Baptism
 - (ii) Marriage
 - (iii) Circumcision.
 - (iv) Communion, Last Supper, Eucharist.
 - (v) Extreme Unction [Anointing of the sick]
 - (vi) Penance.
 - (vii) Funerals.

1. Circumcision

- Circumcision is a symbol of covenant between God and his people.
- To some Christians who are still rooted in Judaism; circumcision is:
 - (i) A symbol of purity.
 - (ii) A sign of acceptance of God.
 - (iii) A sign of holiness.
- **NB: However, most Christian organisations today do not demand circumcision though it is still performed by others.**

2. Baptism.

- Baptism involves the application of or immersion in water as a way welcoming new members into Christianity.

- Baptism is an outward sign of washing away sins and water is used.
- Baptism is a proof that the sins have been washed away and that one has been made clean.
- Water is used in baptism because it is a symbol of purity and rebirth.
- Baptism is a symbol of repentance and a sign of being born again.
- Baptism is a public confirmation of sins having been forgiven.
- Baptism is a sign that one has accepted Jesus Christ.
- Baptism is a sign of membership.
- Baptism is a sign that you belong to that denomination.
- Baptism symbolises the death and resurrection of Jesus Christ.
- Baptism assures Christians of eternal life.
- Baptism is a unifying factor in the church [baptism brings oneness and unity in the church].
- Baptism shows that one has taken the way of the cross [that is one is prepared to suffer or die for the sake of the gospel].
- **NB:** Baptism is done in the name of the Father, the Son and the Holy Spirit.
- **NB:** Some Christians believe in infant baptism and therefore infants are baptised. This is based on the belief that we are all born sinners.

3. Marriage.

- Marriage ritual is as old as our planet.
- The church through the Priest gives formal blessings upon Christians when they enter into matrimony [marriage].
- In Christianity every person must enter into marriage at their own free- will.
- Marriage is regarded as one of the Holy institutions given by God himself; and therefore any form of impurity is not accepted.
- The marriage ritual encourages one man one wife.
- Pre-marital sex and extra marital sex is not allowed and is regarded as a sin.
- The ritual puts man as the head of the family, and the woman as the helper.

4. Communion/Lord's Supper/ Eucharist

- Communion or Eucharist is a ritual whereby Christians eat bread and drink wine in remembrance of the Last Supper of Jesus Christ.

- The bread represents the body of Jesus Christ and the wine represents the blood of Jesus Christ.
- It symbolized remembrance of Jesus Christ's death.
- It is a unifying force between spiritual Christ and the Christians.
- It is a sign of unity in Christ.
- It is also a sign of obedience to Jesus who commanded that it should be practised.
- Communion is also a thanksgiving ritual meant to thank Jesus who died for people's sins.
- Eucharist or communion is regarded as the centre of Christian life; it shows the selflessness of Jesus Christ, his suffering, pain and death for the sake of mankind.
- The Eucharist also symbolised the new covenant God made with his people through Jesus Christ.
- It is also done for the forgiveness of sins through the blood of Jesus.

5. Extreme Unction [Anointing the sick]

- This is a ritual of anointing the sick with oil for healing purposes.
- The pastor is called to pray for the sick and anoint the sick with oil in the name of Jesus.
- Anointing the sick with oil was done for these reasons:
 - (i) To heal the sick.
 - (ii) For the sins of the sick to be forgiven.
 - (iii) To make the sick clean before death.
 - (iv) A sign of faith in the power of prayer.

6. Funerals.

- Death though sorrowful, it is accompanied by Christian ceremonies.
- To Christians death is not the end of life but the beginning of eternal life.
- Some Christians believe that when a person dies, the soul returns to God and the dead will resurrect for eternal life with the second coming of Jesus Christ.
- People pray for the dead so that he/she might be forgiven and be accepted by God.
- Some Christians prepare the deceased for his/her next life.
- Prayers for the dead do not cease with burial, but continued after burial.

- Funerals in Christianity are a preparation for re-incarnation or resurrection with the second coming of Jesus Christ.

7. Penance.

- Is the confession and granting of forgiveness to a sinner.

Religious practitioners in Christianity.

- (i) Bishops
- (ii) Pastors.
- (iii) Prophets/ prophetesses
- (iv) Apostles.
- (v) Evangelists/Preachers.
- (vi) Deacons.
- (vii) Elders.
- (viii) Priests.

Names of early Christian practitioners.

1. Jesus.

- Jesus is the founder of Christianity.

2. Simon Peter.

- Is believed to be the first leader of the Christian church.

Religious leaders in colonial period in Zimbabwe.

- 1. Samuel Mutendi of Zion Christian Church [ZCC]
 - 2. Johane Masowe of Johane Masowe weChishanu [JMC].
 - 3. Johane Marange of Johane Marange Apostolic Church [JMAC]
 - 4. Rev Ndabaningi Sithole
 - 5. Bishop Abel Muzorerwa
- These are some of the African Initiated Church leaders who opposed colonial rule and supported the liberation struggle.
 - They encouraged Africans to resist and reject colonialism.

- Some religious practitioners such as Ndabaningi Sithole started his own political party such as ZANU
- However, some religious practitioners such as Bishop Abel Muzorerwa supported colonial rule and joined hands with colonialists.

Roles of Christian practitioners in colonial period.

1. They supported the liberation struggle.
2. Prayed for freedom fighters.
3. Challenged oppression.
4. They were advisors to political leaders.
5. They unified the people.
6. They defended the poor and the oppressed.
7. They were the voice of the voiceless.
8. They healed the sick.
9. They encouraged the spirit of patriotism and nationalism.
10. Encouraged people to fight for their God given land.
11. Give divine advice on how and when to attack the enemy.
12. Gave shelter and moral support to freedom fighters.
13. Predicted victory for the freedom fighters.
14. Gave spiritual support to the freedom fighters.

Present day Christian practitioners.

1. Ezekiel Guti of ZAOGA
2. Paul Mwazha of African Apostolic Church [AAC]
3. Walter Magaya of PHD
4. Emmanuel Makandiwa of UFIC
5. Gandiya of Anglican Church.
6. Father Mukonori of Roman Catholic Church.
7. Pius Ncube of Roman Catholic Church.
8. Nehemia Mutendi of ZCC

9. Apostle Chiwenga

Present Day roles of Christian practitioners.

1. Pray for and heal the sick.
2. Defend the Law of God.
3. To be voice of the voiceless.
4. Preach the word of God.
5. Defend justice among people.
6. Pray for unity and national healing.
7. Mediators in political disputes.
8. Pray for rain.
9. Pray for rain.
10. Donate to charity for example assisting victims of cyclone Idai.
11. To foretell the future through prophecies.
12. To raise other leaders after them.
13. To drive away demons.
14. Help people with breakthroughs.
15. Assist those who are less privileged.
16. Supported government policies of land distribution.
17. Encouraged people to be self-sufficient.
18. Leads in Christianity rituals such as baptism, weddings and funerals.

Sacred places in Christianity.

- In Christianity and in other religions, sacred place is connected to the origin of that religion; that is where that religion is formed, started or developed.
- Sacred places in Christianity are associated with places where Jesus was born, did his ministry, crucified and resurrected.
- Some places in Christianity are considered sacred or holy because:

- (i) It is the place where God revealed himself to the people or to the leader of that denomination.
- (ii) It is the place “set aside” [chosen] for the purpose of worship.
- (iii) It is the place where the church leader received his/her call or revelation.
- (iv) It is the place where the religious leader is buried.

NB: sacred places differ from denomination to denomination in Christianity.

The following are some of the sacred places in Christianity.

- (i) Jerusalem.
- (ii) Nazareth.
- (iii) Bethlehem.
- (iv) Jordan
- (v) Jericho.
- (vi) Sea of Galilee.
- (vii) The Red Sea
- (viii) Saint Peter Square [The Vatican].
- (ix) Churches.
- (x) The pulpit.
- (xi) The altar.
- (xii) Mt Tabor
- (xiii) Mt Nebo
- (xiv) Moriah in South Africa for ZCC
- (xv) Defe and Dopota for ZCC
- (xvi) Ngarikure in Masvingo for AAC of Mwazha.

1. Jerusalem.

- Jerusalem is sacred for Christians, Jews and Muslims.
- For Christians Jerusalem is sacred because:

- (i) Is where Jesus ministered.
 - (ii) Is where Jesus died, resurrected and ascended to heaven.
 - (iii) Is where Jesus was presented in the temple .
 - (iv) Is where Jesus attended festivals such as Passover.
 - (v) Is where Jesus had his Last Supper with his disciples.
 - (vi) Is where we find the cross and the tomb of Jesus.
 - (vii) Jerusalem is considered as the birth place of Christianity.
- Jerusalem is a religious tourists destination from all over the world because it is considered as the holy land because it is:
 - (i) The dwelling place of the Ark of the covenant.
 - (ii) Abrahamic covenant point to Jerusalem as the promised land.
 - (iii) It is [was] home of many holy prophets of God.
 - (iv) The throne of David.
 - (v) The ascension place of Prophet Muhammad.

NB: Christians associate themselves with the city of Jerusalem so that they can physically be in touch with their faith.

- **Jerusalem becomes a mysterious city for Christians:**

- (i) A city without pain or sorrow.
- (ii) A beautiful city and home.
- (iii) It is a city that symbolised paradise.

2. **Nazareth.**

- Jesus spent most part of his life about 20 years in Nazareth.
- Nazareth is seen as Jesus' home town; this is why Jesus is referred to as Jesus of Nazareth or the Nazarene.
- Jesus' birth was announced to Mary in Nazareth.
- After returning from Egypt Jesus and his parents settled in Nazareth.
- Jesus was rejected by his people in Nazareth.
- Nazareth is a holy city to Christians because this is where the holy family of Mary, Joseph and Jesus lived.

3. **Bethlehem.** [Means house of bread]

- Bethlehem is sacred to Christians because it is the birth place of Jesus Christ.
- Bethlehem is also the birth place of King David, and was known as the City of King David.
- Bethlehem was also the place where the Messiah was to be born thereby fulfilling the prophecy of Micah 5:2.
- Bethlehem is the place where Rachel died while giving birth [Genesis 35:19-20]

4. **River Jordan.**

- River Jordan is sacred because John the Baptist preached and baptised people in the river Jordan.
- Jesus was baptised in river Jordan.
- Jesus was proclaimed the Son of God in the river Jordan.
- Jesus received the Holy Spirit after baptised in the river Jordan.
- River Jordan connects Christians with their faith.

5. **Sea of Galilee.**

- It was also known as the Lake of Gennesaret or Sea of Tiberias.
- Sea of Galilee was the central point of Jesus' ministry for three years.
- Jesus called his first disciples by the Sea of Galilee.
- Jesus performed the miracle of the great catch of fish in the Sea of Galilee.
- Jesus taught and healed people along the Sea of Galilee.
- Jesus asked Simon Peter to go and catch a fish with a coin in its mouth in the sea of Galilee.
- Jesus performed nature miracles of Calming the Storm and walking on water on the Sea of Galilee.
- Sea of Galilee is seen as the place where Christian Church of Christ started; a place where the disciples shown deep faith.
- After resurrection Jesus instructed his disciples to meet him in Galilee.

6. **Saint Peter Square [Vatican]**

- Catholics regard Saint Peter Square as a holy place because:
 - (i) It is the permanent residence of the Pope.
 - (ii) Is where Peter's grave is believed to be; and Peter is believed to be the first Pope.

- (iii) It is the burial place for the Holy cardinals.
- (iv) Nominations and meetings of the Pope are held in the Vatican City.
- (v) The Vatican is a symbol of the birth of Catholic.

NB: Catholic Church members make holy pilgrimage to the Saint Peter Square.

7. Church.

- Is a building where Christians meet to pray and worship and this why it is sacred.
- Church is built with symbols which are seen from outside such as the cross and the pinnacle.
- The church is the house of God, which is not to be visited without real reason.

8. Pulpit.

- Pulpit is a raised stand for Christian church.
- The pulpit is generally reserved for the man or woman of God.
- Pulpit is regarded as the most important piece of furniture in the sanctuary.
- Pulpit is sacred because the bible, the word of God is placed on the pulpit and the word of God is preached from the pulpit.

9. Ngarikure in Masvingo for AAC of Mwazha.

- It is sacred because this is where Paul Mwazha the founder of AAC received divine revelation.
- Ngarikure is a symbol of AAC's faith and beliefs.
- Contact with the place is believed to be the contact with God's revelation spirit.
- Members of Paul Mwazha's church meet at Ngarikure annually.

Moriah of ZCC of Samuel Mutendi

- Members of ZCC meet every year for prayer and worship ceremonies.
- Moriah was a dwelling place of the founder and chief priest of ZCC.
- Other sacred places for ZCC are Mbungo, Defe and Dopota.

ISLAM

- Islam means 'submission to will of God'.
- Islam is a total way of life.

Five pillars of faith in Islam.

- These are five essential Islamic practices known as the pillars of Islam.
- (i) Shahada [profession or declaration of faith].
- (ii) Salat. (Salah) [worship]
- (iii) Zakat.(Zakah) [Alms-giving]
- (iv) Saum. [Fasting on the month of Ramadan]
- (v) Hajji. [Pilgrimage]

1. Shahada [declaration of faith]

- The beginning and essence of being a Muslim is to recite with sincere intention the simple Islamic creed called Shahada [confession] consisting of two statements:

“There is no god but Allah; and Mohammad is the messenger of God.”

- The declaration of faith is bearing witness (testifying) that there is no deity worthy of worship but Allah (God), and that Muhammad is His Servant and Messenger. It must be based on a sincere and firm belief in the heart, as well as being uttered verbally.
- The first part of the declaration implies that:
 - (i) No person, object or being has the right to be worshipped except Allah alone. The Arabic name “Allah” refers to the One True God of all mankind and everything that exists.
 - (ii) Allah alone is the Creator and Sustainer of all that exists, and He has power over all things.
 - (iii) Allah has no partner, equal, father, mother or son.
 - (iv) Allah alone has perfect attributes and is free from all deficiencies.
- The second part of the declaration is that Muhammad is Allah’s Servant and final Messenger.
- He is the final Prophet in a long chain of Prophets sent to call the people to the obedience and worship of Allah alone. Some of these Prophets include Adam, Noah, Abraham, Ishmael, Isaac, Jacob, Joseph, Moses, David, Solomon and Jesus.
- The Prophet Muhammad was sent with the Qur’an (the final revelation), in order to teach the people Allah’s message, and serve as an example for all to follow.

The Shahada is pronounced:

- (i) By new converts as part of the ceremony of becoming a Muslim.
- (ii) In each performance of the Salat.
- (iii) At birth ritual to a new born baby [The first words the child should hear is the shahada].
- (iv) To a dying man [The last words the person should hear is the shahada].

Importance or benefits of the Shahada.

- Complete surrender to the will of Allah and becoming His true servant and subject.
- Produces a high degree of self-respect and confidence, while also remaining humble and modest.
- Produces strong determination, patience and perseverance, making a person brave and courageous, as well as dutiful and upright.
- Makes a person obey and observe Allah's commands.

2. The Salat [Salah] and Friday worship [Prayer]

- The Salat or the daily prayer ritual is the earliest Islamic practice.
- The five daily prayers form the most important ritual of worship in a Muslim's life; one each at dawn, noon, mid-afternoon, sunset and nightfall. They pray facing Mecca, the Holy city.
- Mohammad once asked his companions, *"If one of you had a river by his door in which he bathed five times a day, would any filth remain on him?"* They replied, **"No."** Then the Prophet added **"Likewise, Allah wipes away sins with the five daily prayers."**
- On Friday Muslims go to the Mosque to pray and are asked by a public caller an official called Muezzin.
- The call to pray consists of seven short statements:
 - (i) God is most great.
 - (ii) I testify that there is no god but Allah.
 - (iii) I testify that Mohammad is the prophet [messenger] of Allah.
 - (iv) Come to pray.
 - (v) Come to salvation.
 - (vi) God is most great.

- (vii) There is no God but Allah.

NB: in the call for the Morning Prayer the statement; “Prayer is better than sleep,” is inserted after the fifth statement or at the end.

- Prayer is the centre of a Muslim’s life and the best way to achieve submission to Allah.
- It can be offered almost anywhere clean: such as in fields, offices, factories or universities; and takes only a few minutes to perform.
- It consists of recitation from the Holy Qur’an, supplicating to and praising Allah, with various body postures such as standing, bowing, prostrating and sitting.
- Through prayer, the Muslim remembers the greatness of his Creator and supplicates to Him for his needs and wishes.

Benefits of the Salat

- (i) Prayer establishes a personal and spiritual connection between the Muslim and his Creator, based on faith, love, hope and reverence.
- (ii) It fills one’s heart with contentment, peace and closeness with Allah.
- (iii) Helps in achieving submission to Allah.
- (iv) Prevents a person from falling into sin.
- (v) It purifies one’s soul.
- (vi) Is an opportunity for repentance and seeking forgiveness from Allah

3. Zakat or Zakah [Alms –giving or charity]

- The sharing of wealth with the poor is stressed in the Quran as a pious act.
- The Quran states that Muslims should pay the ‘surplus’ as alms-giving
- Islam teaches that all things belong to Allah, including wealth, which is considered as a trust. The prescribed charity (zakah) of 2.5% is an obligation on every Muslim who is mature, sane and has wealth above a certain threshold.
- The Prophet Mohammad said, “**Allah has made zakah obligatory simply to purify your remaining wealth.**”
- The meaning of the word “zakah,” is both ‘purification’ and ‘growth’. This is similar to the pruning of plants, whereby regularly trimming provides balance and encourages growth. By fulfilling this obligation, Muslims purify their remaining wealth, as well as ensure both financial and spiritual growth.

Benefits of Zakat

- Purifies one from selfishness, arrogance and a greedy heart.
- Trains one to be sympathetic and compassionate towards the poor and needy.
- Reminds one of the blessings from Allah and encourages one to be grateful.
- Bridges the gap between different socio-economic classes and groups, and is a form of social security.
- Reduces poverty and ensures equality by making it obligatory upon the rich to share some of their wealth with the less fortunate.

4. Saum [Fasting in the month of Ramadan]

- is a time for fasting throughout the month
- people will be confessing their sins to God
- As with any act of worship, fasting requires obedience and submission to Allah's commands through the highest degree of commitment and sincerity. Every year during the month of Ramadan (the 9th month of the lunar calendar), Muslims fast from dawn until sunset, abstaining from three key human needs – food, drink and sexual relations. One should also abstain from all sinful actions.
- During the days of fasting Muslims should avoid indecent talk, gossip, slander and anything else that will cause anger or grief to anyone, along with any actions that might arouse passion in oneself or someone else.
- Fasting during Ramadan is obligatory on every physically and mentally capable adult Muslim. Children, the sick, the mentally unfit, the elderly, menstruating women, and travelers are exempted.

Some benefits of fasting:

- (i) Promotes spiritual self-purification and growth.
- (ii) Scientifically proven health benefits.
- (iii) Sympathy for those less fortunate, prompting more charities.
- (iv) A means of learning self-restraint and patience.
- (v) Purifies the soul and helps it acquire the habit of obeying Allah by restraining desires, and promotes steadfastness.
- (vi) Creates an increased feeling of unity and collective identity amongst those fasting.

- (vii) Creates an increased awareness about the state of affairs across the globe and the hardships endured.
- (viii) Forgiveness of sins. The Prophet Mohammad is believed to have said, “He who fasts Ramadan, with faith and hoping for reward (from Allah), then his past sins are forgiven.”

5. Haji. [the Great Pilgrimage to Mecca]

- is the journey to Mecca the birth place of Muhammad
- is the journey to the most holy place
- Pilgrimage to the Holy city of Mecca or Makkah (in Saudi Arabia) and other sacred sites must be performed at least once in a person’s life, if they are physically and financially capable.
- Performing the pilgrimage is a temporary suspension of all worldly activities, and is a time for one to reflect, worship, seek the forgiveness of Allah and attain His closeness.
- The Pilgrimage is an annual event in the 12th month of the lunar calendar (Dhul-Hijjah in Arabic), which unifies people of every colour, race, status and age, as they join in worship of the One True God. All pilgrims wear simple and similar clothing, which strips away distinctions of class and culture, so that all stand equal before Allah.

Benefits of Hajj

- (i) Humbles a person
- (ii) Making them more patient and thankful to Allah.
- (iii) Brotherhood is increased, as all Muslims, regardless of their differences, are one nation.

Rituals in Islam

- These are beliefs prescribed by God [Allah] in the Quran and by the holy Prophet Mohammad.
 - Islam just like Judaism and Christianity is an Abrahamic religion and has similar rituals.
1. Birth rituals [Adhan]
 2. Naming ritual [Tasmiyah]
 3. Circumcision ritual [khitan]
 4. Commitment ritual [Bismillah]
 5. Marriage ritual [Nikah]

6. Death ritual.

1. **Birth ritual [Adhan]**

- A prayer is whispered into the baby's right ear when the child is born.
- They recite the Islamic creed: "God is great, there is no other god but Allah, and Mohammad is the messenger of Allah," are the first words the child must hear.
- Muslims believe that every child is born a Muslim.
- The first taste of the child should be sweet and this is why the baby is fed with a teaspoon of honey and this symbolises the sweetness of the Quran.
- This ritual was first carried out by Muhammad himself.

2. **Naming ritual [Tasmiyah].**

- Seven days after birth the child is given a Muslim name which is also an identity to the community.
- The naming ritual is performed because God demands that it must be done.
- A child in Islam should not go beyond seven days without a name.
- Parents name the child with the help of family members, friends and priests [Sheiks].

3. **Removing of hair ritual [The Aquiqah(Aquqah)]**

- This ritual takes place soon after naming ritual.
- This ritual is done to thank Allah for the gift of the child. It is a thanks giving ritual.
- The baby's hair is shaved and weighed and the family is asked to give at least the same weight of gold or money to charity [the poor] and at least two livestock should be sacrificed.
- After this ceremony a community meal with relatives, friends and neighbours is held as a way of welcoming the new bony baby into the community.
- Furthermore an animal is sacrificed and its meat is distributed among the poor.

4. **Circumcision ritual [Khitan]**

- This is mostly done soon after birth to new born sons.
- This is done as a sign of human submission to God.
- Circumcision is done as a sign of purity and cleanness.
- It is done to imitate Mohammad who was circumcised.

- A child is circumcised as a sign of belonging and attachment to the Islamic community.
- Circumcision is a sign of sacredness, loyalty and purity to God.
- A person who is not circumcised in Islam is not regarded as a man no matter his age. Thus, new born sons are circumcised to show that they are men.
- Circumcision is painful; hence it prepares the child for difficulties and pains of life.
- Spilling of blood occurs during circumcision, a sign of life; and symbolised the running and continuity of life.

5. Commitment ritual [Bismillah]

- Muslims children are considered to be born Muslims.
- At four years commitment ritual is performed and the child is dressed in traditional clothes or his/her best clothes and sit in front of the Koran [Quran] and recite verses from it.
- Parents, relatives and friends pray that will grow in full knowledge of the Koran.
- The parents or elderly members of the family promise that apart from fulfilling the basic needs of food, shelter and education; they will teach moral qualities, religious knowledge and religious practices to the children.
- At this ceremony they share sweet food to show the sweetness of the Quran.
- After the ritual the child takes part in the prayer life of the Muslim community.

6. Marriage ritual [Nikah]

- Marriage serves as the foundation of a Muslim family.
- Sex should only take place within marriage; all forms of pre and extra- marital relations are strictly forbidden.
- Muslims parents arrange a suitable partner for their children and the couples should agree on their parents' choice.
- The bride and the groom accept each other in the presence of two witnesses.
- Forced marriages are not accepted in Islam.
- Marriage rituals are usually done in a Mosque.
- The process of 'Nikah' [marriage] shows the change of status from young adults to fully grown adults.
- The groom is required to pay a bridal gift to the bride.
- The reading from the Quran takes place.

- The bride and groom exchange vows and rings.
- The ritual is performed to bless and protect the new family.
- The Quran allows men to practice polygamy, and a husband may have up to 4 wives provided he is able to love and treat them equally.
- Women are only allowed to have one husband.

Reasons for marriage in Islam.

- For procreation.
- For mutual love and support for husband and wife.
- For sexual expression of love.
- To support a stable family.
- To fulfil God's commandment.
- To be considered as adults.

7. Death rituals

- Those near a dying man encourage him to pronounce the Shahada; "God is great, there is no other god but Allah; and Mohammad is the messenger of Allah."
- Muslims want their last words to be their declaration of faith.
- After death the body is bathed properly by members of the same gender and put in a three-fold white garment called kafan.
- The body is placed on the bier and taken first to the Mosque where funeral prayer is offered for the dead person, and then taken to the grave for burial.
- Muslims believe in life after death.
- Muslims offer prayers for the forgiveness of the deceased and that he/she might find peace and happiness in the world to come.
- The body is buried as soon as possible.
- In the grave the head of the deceased faces Mecca, and the following words are said, "To Allah we belong, to Allah we return."
- There is a three day mourning period.
- Muslims believe in the Day of Judgement:
 - (i) All people will be judged by Allah.
 - (ii) Everyone will be raised from the grave.

- (iii) People will have their faith in Allah and their earthly good and bad deeds weighed.
- (iv) Those who can cross the bridge over Hell [Sirat] carrying their books of life will enter paradise and have eternal life.
- (v) Those who cannot cross the bridge will fall into hell forever.

Importance of rituals in Islam.

- Rituals leads to:
 - (i) Unity.
 - (ii) Respect
 - (iii) Obedience
 - (iv) Dignity [Self- worth or self-esteem or self-respect].
 - (v) Fear.
 - (vi) Self-control.
 - (vii) Love for one another.
 - (viii) Team work
 - (ix) Identity.
 - (x) Responsibility.
 - (xi) Leadership.
 - (xii) Spirit of belonging.
 - (xiii) Loyalty
 - (xiv) Sharing and giving.

Religious practitioners in Islam.

1. Mohammad.
2. The Alim.
3. Allamah.
4. The Caliph.
5. Imam.
6. Sheik

7. Ayatollah.
8. Muezzin [the one who calls for prayer five times a day]
9. Grand Imman.
10. Mosque leaders.

1. Mohammad

- Mohammad is the founder of Islam.
- He was born in Mecca and later moved to Medina.
- He is believed to be the last great Prophet of God.
- His teachings form the base or the foundation of the Islamic religion.
- It is believed that after death he went to heaven.
- Muslims believe that the Quran is a direct revelation from Allah to Mohammad through the angel Gabriel [Jibril]
- The name Mohammad means highly praised.

2. The Alim.

- Alim means the scholar or the learned one.
- It refers to experts and scholars in Arabic.
- The Alim is used to describe a knowledgeable person in Islamic religion.

3. Allamah.

- Is an honorary and prestigious title in Islam.
- It is a title given to a person who is educated in several disciplines in Islam.

4. The Caliph.

- The Caliph is a religious and a political leader.
- Caliphs were political successors of Mohammad.
- Caliphs were like kings in Muslim community.
- In modern days the Caliph refers to the Chief civil and religious leader in Islam.
- The first Caliph was Abu Bakr who succeeded Muhammad after his death.

5. Imam.

- Is a religious leader who teaches people the Quran and the Hadiths.
- Imam leads and performs rituals.
- They also lead in community prayers, at birth, weddings and funerals.
- Imam gives religious advice and delivers sermons.
- The Shia Muslims believe that the Imam is the successor of Muhammad and should be appointed by God.
- Imam interprets the Quran and the Sharia.

6. Mosque Leaders.

- The Sheiks in most cases are the mosque leaders.
- Their duties are:
 - ✓ Pray for the sick.
 - ✓ Interpreting the Quran
 - ✓ Lead all worship services.
 - ✓ Act as a priest.
 - ✓ Lead the journey to Mecca.
 - ✓ Are counsellors of the people.
 - ✓ They are advisors.
 - ✓ Teach the congregation the Prophet's teachings.
 - ✓ Provide leadership at the Mosque.
 - ✓ Look after Zakat.

Sacred places in Islam.

1. Mecca.
2. Medina.
3. Jerusalem.
4. Mosques.

1. **Mecca.**

- Mecca is the birth place of Prophet Mohammad.
- Is the holiest city for Muslims.
- The first stage of Prophet Mohammad's mission manifested or revealed in Mecca.
- The Prophet Mohammad received divine revelation in Mecca.
- Mecca is regarded as the birth place of Islam and every Muslim pray facing Mecca.

2. **Medina.** "Saudi Arabic".

- Medina is the second holiest city for Muslims.
- Medina is believed to contain the tomb of Prophet Muhammad.
- Mohammad was buried in Medina.
- Medina is where Mohammad lived after he fled Mecca.
- Medina is significant because it contributed to the development and growth of Islam.
- It was in Medina that the followers of Mohammad were called Muslims.
- In Medina is where Mohammad hid from his persecutors. He hid in a cave where he received some divine revelation.
- In Medina is where Mohammad received a revelation and truth about Moses and David.
- In Medina is where Mohammad fought and defeated Mecca.

3. **Jerusalem.**

- Is the third most holy place for Muslims.
- Jerusalem is a place where Prophet Mohammad is believed to have been taken to heaven after his death.
- Is where "the dome of the rock" is; and is on the site of the Jewish temple.
- "The dome of the rock" is a building in Jerusalem that enshrines the rock from which Mohammad ascended to heaven on the night he died as believed by Muslims.
- Most Mosques are built with a shape of the dome on top.
- Jerusalem is outside Arabic and is in Palestine; this symbolises Muslims' tolerance and good will on religious, cultural and social level.

4. **Mosques.**

- Mosques are regarded as holy in Islam because they are used for:

- Prayer.
 - Worship
 - Religious ceremonies and rituals.
 - Residents of priests.
 - Weddings.
 - Funerals.
- Mosques in Zimbabwe are cited near or in towns and big cities.
 - Mosques are meeting place for Muslims in their stipulated prayer times.

RELIGION AND CONTEMPORARY ISSUES

1. Religion, Family and Identity

Definition of a family

- A family is a group of people who live together and are related to each other by marriage, blood or adoption.
- A family is a group of people who are related through blood, marriage or custom.
- A family is a group of people consisting of parents and children.
- A group of people consisting of a grandfather and mother living with their children.
- The term family is derived from the Latin word 'familia', meaning a household establishment and refers to a 'group of individuals living together during important phases of their lifetime and bound to each other by biological and or social and psychological relationships.'

Family structure

Definition

- Family structure is the way in which families are organised in terms of the members found in each particular family.

- Family structure has to do with the different people making a family.
- A family in an African society is made up of parents and children.
- In Zimbabwe a family is headed by the father who is seconded by the wife or wives.
- NB: In Zimbabwe a man can marry more than one wife [polygamy], but a woman cannot marry more than one husband.
- **NB: We don't choose families to belong to and it is not a mistake to belong to any type of a family. We should, therefore, feel proud of our families no matter what.**

Types of families or family structures

1. Nuclear family- (i) *Monogamous family*. (ii) *Polygamous Family*
2. Extended family
3. Single parent family
4. Child- headed family
5. Adopted family
6. Step or blended family
7. Foster family.

1. Nuclear family

- Consists of a husband [father] and wife [mother] and their children.
- (a) *Monogamous family*: consists of a father, mother and children.
- (b) *Polygamous family*: consists of a father, several wives and children.

Advantages of Monogamous family

1. It is easy to look after.
2. There are less quarrels
3. It is easy to take care of children
4. Spreading of diseases such as Hiv/Aids is minimal.

Disadvantages of polygamous family

1. It has many quarrels and fights

2. It is not easy to look after children
3. If one partner is unfaithful diseases such as Hiv/Aids can easily spread.
4. It is not easy to look after since it is difficult to satisfy everyone.
5. Jealousy and suspicion is rife or common.

2. **Extended family**

- This includes members of the nuclear family, father, mother and children, and their relatives such as grandparents, uncles, aunts, cousins, nephews and many others.
-

3. **Single parent family**

- This is a family that has one parent and the child or children. The parent can either be the mother or the father.
- This type of a family is caused by either the death of either the husband or the wife or caused by divorce.

4. **Child-headed family**

- Child headed family is a family whereby one of the children especially the eldest child heads the family and this could have been caused by either the death of parents, divorce, or neglect of children by their parents and relatives.
- In contemporary society children head families because parents went to diaspora for green pastures.
- Child headed families and single families [one parent headed families] are a result of the diminishing role of extended family.

5. **Adopted family**

- It is whereby someone legally takes responsibility of a child from the biological parents and permanently becomes a member of the adoptive family and takes the adopting family's name.
- Adoption is a permanent set up which is made binding by law or religious approval.
- Adoption can result in multi-racial and multi-ethnic families.

6. **Step or blended family**

- Is a family whereby one parent or both have children from a previous relationship which they bring into the new relationship.

- The partner who has no biological ties with his or her partner's children is called a step parent [step mother or step father].
- The partner's children are step children [step daughter or step son].
- Children who do not share any of the biological parents are step siblings [step brother or step sister].
- Step families can blend people from different races.

7. Foster family

- A foster family is when another family takes a child from another family as temporary guardians. Fostering is a temporary arrangement whereby another family provides for the child with care that the parents would be failing to provide.
- The child would return when the conditions have improved or when he/she is to live independently or to be placed for adoption.
- A foster family can either be a single parent family or may have both parents.

Identity.

- It is a uniqueness of a person or something from the rest.
- Identity is the difference or the character that marks off an individual from the rest.

Family identity

- Family identity is the family's values and desires.
- Values and desires is what sets a family apart from other families such as dressing, type of food, the way we talk [our language], family values, family name, family belief system.

Factors that influence one's identity

1. Family

- Family is important in moulding one's personality. Families promote unity and oneness among family members.
- Family teaches the values of Ubuntu/Unhu; that is, a person is a person through others. Family is important in imparting or teaching good moral values into the growing child.
- A family has shared values, a strong common identity, and a protective environment for all members and strong support systems.
- The family is the first socialization agent of an individual.

2. Society.

- Some values, beliefs and practices as well as behaviours are found in the society we live.

3. Religion.

- Religion helps in giving individuals good identity and in some cases religion can be used negatively which leads others to have a negative identity.
- Religious factors that show identity are:
 - (i) Commitment
 - (ii) Leadership
 - (iii) Brotherhood or unity
 - (iv) Customs
 - (v) Traditions
 - (vi) Symbolism
 - (vii) Dress
 - (viii) Values
 - (ix) Ethics
 - (x) Family
 - (xi) Language
 - (xii) Gender.

4. School.

- Some people's identities are shaped and perfected at school.
- However some are influenced for good or for bad at school. Some are copycats of others and this impact negatively on character and identity.
- Being imitators of other people in doing bad at school leads to one being identified as a bad person.

5. Friends.

- Some people copy certain behaviours from friends.
- Bad influence from friends leads to most people being identified as bad people in society and family.
- Bad company ruins good character.

6. Media

- Some people are influenced for good or bad through television, internet, newspapers and radios.
- People should be therefore, be careful on what they see on the media because their behaviours, values and family identity can be eroded.
- Thus, some people's identity is shaped by media.

Role of IR and family identity

-IR gives families an identity through:

1. Totems.

- Totem is an object or animal which serves as a symbol or emblem of a family eg lion [shumba], moyo [heart], zebra [mbizi].
- A totem distinguishes between two families.
- People of the same totem are relatives and therefore, discouraged to marry each other.

2. Language.

- Language is a particular form of words and speech used by people of a particular family, country, area or social group.
- Language involves signs, symbols, sounds, feelings and ideas of a specific group of people.
- Different languages spoken by different families give them an identity. Some speak Shona, others Ndebele, English, Venda, Ndaou, Kalanga, Nambya etc.

3. Cultural practices.

- It involves ideas, customs and social behaviour of a particular people or society.
- This has to do with people's behaviour [hunhu], beliefs, values, language and symbols.
- Cultural practices include rituals, rites, dressing, dancing, and songs. These practices help in giving a family an identity.

4. Surnames

- Different surnames also give a family an identity.

Role of families in fostering Ubuntu/Unhu values in IR.

- Family is the most important foundation of society.
- Family is/was responsible for developing human resources for the community.
- Family help to develop an ideal person, a person with ubuntu values such as good behaviour, respect for others, respect for elders, hard work, dignity, perseverance, friendly,

- hospitality, self control, teamwork, tolerance, honesty, faithfulness, generous, helpful, empathy and caring.
- Family structure played an important role in the formation of ubuntu core values such as unity, socialisation, good morals, responsibility, gender roles, social responsibility, language and culture.
 - In IR the extended family played an important role of shaping a person into a cultured, respected and dignified person [munhu pavanhu] and not nzenza, nhubu, or mhuka yemunhu.
 - Family members such as aunties, uncles, father, mother, brothers and sisters helped children to know what is right and wrong, and to do what is good to others and to be morally upright.
 - They interact with each other at different levels such as family gathering, night vigils, rituals or ceremonies and day to day activities.
 - Parents are the first agents of socialising ubuntu/unhu values into children.
 - **The mother** teaches her daughter the expected code of conduct, tsika. The daughter's behaviour was always a measure of the work done by the mother in fostering unhu values to her daughter, thus the shona saying; "Mwana asina kurairwa namai vake". These sayings were common to married girls who lacked unhu/Ubuntu values such as respect for elders.
 - The mother also taught her daughters gender roles and what it means to be a woman.
 - The mother taught her daughters tsika -that is the ability to show unhu/ubuntu values such as respect, helpfulness, humbleness and hospitality.
 - Mothers teach girls to be humble, to talk in a peaceful way to elders and how to respect the mother in law even when she did wrong
 - **The aunties [vana Tete]** played a pivotal role in fostering unhu/ubuntu values in girls in IR. Aunties taught girls to maintain their virginity so that they get respect from their future husbands.
 - Tetes taught girls how to cook delicious food, to respect the parents in laws, how to be good mothers, how to be good wives, to be hardworking, hospitable and honesty. In other words, aunties played a major role in shaping the behaviour of the girl child in IR.
 - Aunties played a pivotal role during the rite of passage into adulthood, when they took girls to Chinamwari and teach them how to take care and handle their husbands when married.
 - Tetes taught girls how to interact with others gracefully or kindly.
 - Aunties played a role in courtship, thus encouraging unity in the community.
 - Tete played a role in solving family disputes, thus fostering the unhu/ubuntu values of peace, tolerance, reconciliation, teamwork, interdependence, unity and solidarity.

- **Uncles** teach boys to be good fathers with wisdom to obey ancestors since ancestors are the ones who communicate with God.
- Teach boys to respect others, respect elders, to respect their wives and to do good to others, thus teaching boys the values of unhu/ ubuntu.
- **The family unit** was also responsible for fostering unhu/ubuntu values such as unity, collectivism and teamwork.
- The family was united during calamities thereby creating a sense of belonging to family members.
- Night vigils [pungwe] created opportunities for storytelling, and these stories were important in shaping unhu/ubuntu values in individuals such as respect, communalism, solidarity, dignity, patience and perseverance.
- The family encourage each member to work hard and avoid laziness, thus fostering the values of hard work.
- **Brothers and sisters** teach unhu/ubuntu values through games, songs and dances. Through mahumbwe they teach gender roles in society.
- In IR brothers enforced their sisters' behaviour and would sometimes beat them for misbehaviour.
- **However**, elders in the community also help to promote unhu/ubuntu in IR.
- Education and churches also help in fostering unhu/ubuntu.

Roles of members in IR family

1. Father:

- He buys food for the family
- He provides accommodation or shelter.
- Protects his family
- Disciplining members of his family
- Giving rules and regulations
- Milking cows.

2. Mother.

- Cook food
- Sweep the house
- Wash clothes

- Working in the fields such weeding of the fields.
- Bearing and caring for children [Looking after children]

3. Girl child.

- Helping mother to clean the house
- Help mother in farming.
- Help mother to looking after her young siblings
- Help mother to cook
- Washing of dishes.
- Fetching water

4. Boy child.

- Herding cattle
- Doing gardening
- Helping father to milk cows.
- Help father in farming

Inter-dependency of families

- Inter-dependency of families is whereby families complement each other.
- It means families depend on each other and need each other.
- Families depend on each other, and no family can live in isolation.
- Families do not exist in isolation.

Ways in which religion encourages families to depend on each other.

1. Marriages.

- Religions encourage people to marry from other families, it is forbidden and a sin to marry within a family.
- Therefore, families depend on each other for wives and husbands.
- Furthermore, family members take part in the preparation of their children's marriage and this show and encourage family inter-dependency.

2. Funerals.

- IR, Christianity, Judaism and Islam encourage family inter-dependency of families in the face of death.
- When a loved one dies, relatives and people in the surrounding communities assemble to comfort the grieving family.
- It is this time that other families come together to pay their condolences, assist in burying and to give hope to the surviving members.

3. Charity or assisting the needy

- Christianity and Judaism have tithe that is 10% of one's wealth, Islam has zakat, which is 2.5% of one's wealth which should be given to the poor and those in needy. This encourage family inter-dependency.
- IR has Kuronzera or kuperekana mombe, whereby rich families are encouraged to assist poor families by lending the cattle to use in ploughing fields as well as for milk and this encourage families to depend on each other since the poor family will have cattle to use and on the other hand the rich family will have someone to look after the cattle.

4. Nhimbe/ ilima

- It is a ritual in IR which encourages collectivism, whereby community members assist each other in doing work such as weeding of the fields, harvesting, cultivation of the fields and taking out of the cow dung from kraal.
- Nhimbe brings people together and creates oneness and a sense of unity within the community, thus it encourages family inter-dependency.

5. Zunderamambo

- In IR traditional leaders such as chiefs [madzishe] have royal granaries into which all members of the community contribute and the leader will give the food to the poor and the disadvantaged members of the community, as well as to the people in the community in time of a famine or drought.
- This shows that the community of families depend on each other through the zunderamambo program.

6. Teaching about sharing

- Religions teach the importance of sharing and this encourages families to depend on each other.
- iR has a proverb, "Ukama igasva hunozadziwa nekudya." [a relationship is a covenant that is strengthened through eating together]. The shona also have a proverb, "Kandiro kanoenda kunobva kamwe' or kamdiro enda kandiro dzoka.' This shows that IR just like Christianity teaches that what you wish that man do to you do so to him. This encourages sharing and acts of love to fellow human beings and this encourages families to depend on each other.

- Kupanana mbeu [sharing crop seed; seed exchange for food sovereignty and security] shows that families depend on each other.
 - Christianity teaches that he who has two coats let him share with he who has none, and he who has food let him do likewise, this encourage family inter-dependency.
7. **Barter trade.**
- Barter trade in all religions encourage families to depend on each other.
8. **Taking good care of strangers and culture of love.**
- All religions teach that we ought to be kind and take good care of strangers and visitors.
 - Christianity teaches that we must take good care of strangers because Jesus or an angel might come in a form of a visitor and this encourage people to be hospitable to strangers and visitors, therefore encouraging family inter-dependency.
 - IR has a proverb, 'Mweni haendi nedura' or 'zuva rimwe haripedzi dura,' [the guest does not carry away the granary or one day does not empty the granary/]. This shows that the belly of the sojourner does not deplete one's resources. IR teaches its members to take good care of strangers, thus encouraging families to depend on each other.
9. **Majana or Madzoro** [rotational herding of cattle or livestock]
- Is whereby families rotate to herd cattle in the community in IR shows the inter-dependency of families in IR.
10. **Rituals and ceremonies**
- In all religions there are some rituals or ceremonies which are community based such as Mukwerera for IR and Praying for rain in Christianity shows that religion encourage families to depend on each other.
 - Initiation ceremony in IR where youth from different families are initiated into adulthood shows the inter-dependency of families
11. **Strong emphasis on Kinship [relational ties to extended families] and collectivism.**
- IR teaches that 'mwana ndewedu tese,' it takes a village to raise a child. This shows that other families have a role in raising children in IR. It is a responsibility of a society or community to raise a child, and this shows that the families depend on each other.
 - In case of death of parents in IR children will be taken care of by other members of the extended family and this shows that families depend on each other.
 - IR has a proverb, 'Kutsva kwendebvu varume vanodzimirana.' This encourages families to assist each other in time of trouble or need.
12. **Mutambo yevana vadiki/ mahumbwe [children's play or game]**

- Children of the whole community play together and this shows the inter-dependency of families in IR.

13. Church camps.

- Church camps such as Youth camps and Ruwadzano rwemadzimai where people from different families meet, share and discuss on religious issues, show the inter-dependency of families in Christianity.

14. Unhuism/ Ubuntu

- IR emphasises on the individual in relationship to the community [hunhu], rather than on the individual themselves, that is, 'I am human because I belong.'
- Unhu/Ubuntu embraces the sense and belief that, "I am because you are, and since we are, therefore, I am." This means that everything that one does will affect others in a community.
- Unhu/Ubuntu looks at norms and values in society and oneness in society. Harmony and inter-dependency, sharing life together, belongingness based on human solidarity.
- Unhu/ Ubuntu encourages unity, one man's problem is another's problem, varume kutsva kwende bvu tinodzimirana.
- Unhu/ Ubuntu is the love for fellow human beings since a person is a person through other people [munhu munhu nekuda kwevanhu], thus IR through Unhu/Ubuntu encourages family inter-dependency since it teaches that each one of us needs all of us.

IR and Zimbabwean identity

Zimbabwean identity- these are features or values that set Zimbabwe apart from other nations.

How Unhu/Ubuntu shapes Zimbabwean Identity?

- Unhu/Ubuntu is the love for other people.
- Unhu/Ubuntu speaks of the very essence of being human, when you want to give a high praise to someone we say, 'Uyu ane hunhu,' this shows you are loving, generous, hospitable, friendly, caring, compassionate and you share what you have.
- Unhu/Ubuntu is to be a complete person.
- The concept of Unhu/Ubuntu is the main basis for the sustainable of the African moral fabric. It guided people on what to do and what not to do.
- Unhu/Ubuntu embraces the sense and belief that, "I am because you are," which means that everything one does will affect others in a community.
- Unhu/Ubuntu shows that our existence and humanity are best seen in the manner we relate to others.

- Unhu/Ubuntu in IR looks at norms and values in society and oneness in society.
- Unhu/Ubuntu encourages harmony and inter-dependence, sharing life together, belongingness based on common human solidarity.
- Unhu/Ubuntu encourages unity. One man's problem is another's problem- 'Kutsva kwendeivu tinodzimirana.'
- IR through Unhu/Ubuntu emphasises on group solidarity, that is, 'an injury to one is an injury to all.' 'I am because we are.'
- Unhu/Ubuntu emphasises on teamwork; 'none of us is greater than all of us.'
- IR through Unhu/Ubuntu teaches the importance of family inter-dependence- 'each of us needs all of us.'
- Unhu/Ubuntu in IR teaches about unity and peace. Teaches about tolerance and reconciliation.
- Unhu/Ubuntu teaches that life is sacred and must be protected. This is why cases of murder in Zimbabwe are few as compared to other countries.
- iR also teaches about ngozi [avenging spirit], it is believed that if one commits murder, the spirit of the murdered victim will return and haunt the clan of the murderer. It is therefore, important to think of others before one acts, what an individual does affects the whole family. This is why cases of murder in Zimbabwe are few because people are afraid of the ngozi.
- Unhu/Ubuntu encourages the respect of elders, respect for peers and respect of property.
- Unhu/Ubuntu help in producing people that fits well into the society.
- Unhu/Ubuntu moulds character
- Unhu/Ubuntu teaches environmental awareness which is written in people's hearts.
- Unhu/Ubuntu promotes communal responsibility rather than individual rights, 'We belong in a bundle of life. I am human because I belong, I participate and I share.'

Aspects or characteristics of Unhu/Ubuntu

1. Loving. [Love for fellow human beings]
2. Hospitable.
3. Caring.
4. Generous.
5. Compassionate.
6. Tolerant.

7. Communalism [community based]
8. Solidarity.
9. Respect for elders.
10. Respect for peers.
11. Respect for property.
12. Trustworthy.
13. Honesty.
14. Loyal.
15. Helpful
16. Stand for what is right always.
17. Empathy- [feel for others]
18. Being reliable and dependable
19. Respect for the environment.[preservation of the environment]
20. Friendly

Aspects or characteristics of IR that bring out Zimbabwean identity.

1. Unhuism [values and ethics]
2. Totems
3. Religious ceremonies and rituals eg Funerals
4. Tolerance
5. National Flag.
6. National anthem.
7. Family
8. Language.
9. Names
10. Dress.
11. Commitment

12. Traditional music
13. Peace and unity
14. Wildlife
15. Land
16. National monuments

A. Totems – is a belief that people originated from animals, plants and other natural objects.

Importance of totems in IR

1. Are symbols of identity in society eg Moyo Sinyoro, Shumba, Shoko, Gumbo, Mhofu, Zhou.
2. Totems help to protect the environment as it regulate hunting of wild animals as it is a taboo to kill or hunt and eat one's totemic animal, one risk losing all his/her teeth.
 - It is the duty of the clan or individual to protect his/her totemic animal.
3. Totems regulate marriage- it is a taboo to marry a person of the same totem.
4. Totems help to promote unity and solidarity. People of the same totems are considered relatives.
5. Help in managing or solving conflicts as people of the same totem are encouraged to forgive each other.
 - One can also ask for forgiveness and reconcile with an angry person by using the totem's praise name when asking for forgiveness.
6. Totems are used in worshipping, that is used to communicate with ancestors and Musikavanhu.

Challenges faced by totems today

1. Christianity does not value totems eg Johane Masowe weChishanu consider using of totems as ancestor worshipping.
2. Western education- people have lost the significance of totems as people consider themselves educated and civilised.
3. Urbanization- totems are not valued in urban areas.
4. Prostitution – no one will ask a prostitute her totem and prostitutes will not ask their clients tyheir totems.
5. People consider Western values superior to African values; thus people end up considering totems as irrelevant.

6. Globalisation – as people socialise and interact with people of the globe totems are no longer valued.

NB: However, totems are still valued in rural areas at chief's courts you greet the chief using his totem's praise name.

In addition former president Robert Mugabe was referred to as Gushungo his totem's praise name. The late Tongai Moyo was known as Dhewa his totem's praise name and also Thomas Mapfumo is known as Mukanya his totemic praise name.

B. Unhu/Ubuntu

- The Zimbabwean identity is shaped through Unhu/Ubuntu in the sense that Zimbabweans are friendly, hospitable, generous, caring, compassionate, tolerate, preserve or protect the environment, united, respect elders and property, work as a team.
- IR has been a pillar of strength to the Zimbabweans during the colonial period, IR encouraged people to be united and to fight for their land and independence.

C. The National Flag

- Is the most important symbolic representation of Zimbabwe. It is the national identity of Zimbabwe.
- The national flag symbolised independence.
- The Zimbabwe bird [the African fish eagle] is the totem of Zimbabwe, which connects us with our ancestors and represents continuity.

D. National anthem.

Define the common identity as people who share common history, culture and values which encourage unity and the spirit of Unhu/Ubuntu.

E. Wildlife.

- Is part of our identity as a nation. Wildlife is also part of totems.

F. African traditional music.

- Foster Zimbabwean and African identity.
- Helps to understand where we are coming and where we are going.

G. Traditional healers and chiefs

- Are custodians of our culture and identity.

H. Land

- It is ancestral land. Land bears the remains of the ancestors in the form of graves. It is where our umbilical cords are buried. Land is a form of identity and it is God given.

I. National monuments

- National monuments such as Great Zimbabwe are a symbol of identity which shows our history, culture and civilisation.
- Monument such as Heroes Acre is where our liberation heroes are buried and therefore is part of our identity as a nation.

J. Peace and unity

- Zimbabweans are known to be peaceful and united. Therefore peace and unity is a form of identity for Zimbabwe.

K. Language

- Shona, Ndebele, Kalanga and other languages in Zimbabwe are a symbol of Zimbabwean identity.

L. Cultural practices

- Culture is associated with ideas, customs and social behaviours of a particular people or society.
- Rites, rituals dressing and dance are some of the practices that help in giving a Zimbabwean identity.

RELIGION IN FORMAL EDUCATION.

What is education?

- Education is a lifelong process in which the older generation impart [teach] skills, values and knowledge to the young ones for their own survival.
- Education is the process by which one generation transmits its culture to another succeeding generation.
- Education is a process or action of teaching someone in a school, college or university.

Formal education- is an orderly arranged education offered at recognized or official schools, colleges and universities.

- Formal education is classroom based education provided by trained teachers.

Characteristics of Formal Education.

1. It is organised.
2. It is guided by a formal curriculum.
3. It is done on a full time bases.
4. Strict discipline is observed.

5. It is classroom based. It is institution based.
6. It is provided by trained teachers.
7. One would get a certificate, diploma and a degree after completion.

Religious based educational institutions

- There are several formal religious based educational institutions in Zimbabwe from Primary level that is from grade 1 to grade 7, Secondary level, that is from form 1 to form 6 and Tertiary level that is colleges and universities.
- Several religion based schools have been built throughout the country such as Presbyterian High School, Kutama High School, Sandringham High School, Moleli High School, St Faith High School, Gutu High School, Zimuto High school, Gokomere High school, St Marks High school, St Michaels High school, Regina Mundi High school etc and Universities and colleges such as Selusi University, Africa University, Ezekiel Guti University, Masvingo University, Morgenster Teachers' College, Bondolfi Teachers' College.
- These religious- based schools are a hub of quality education in Zimbabwe.
- Judaism also have two day schools in Zimbabwe, one in Harare called Sharon School, and the other in Bulawayo called Carmel School.

It should be noted that religion play both positive and negative roles on formal education in Zimbabwe.

Positive impact and negative impact of religion on formal education.

- Positive impact refers to the advantages or merits or benefits.
- Negative impact refers to disadvantages or demerits and shortcomings or drawbacks and problems.

Advantages or positive impact of religion on formal education.

1. Leads to the building of schools, colleges and universities.
2. Helps learners with stress management.
3. Help in teaching values such as honesty, discipline, hard work and perseverance.
4. Encourages the acceptance and tolerance of one another.
5. Encourages unity in diversity.
6. Helps in decreasing religiously motivated hate crimes.
7. Helps in producing a complete human being who fits in a global society.
8. Helps to keep children out of trouble as children are taught that bad habits and evil habits are sin.

9. Teaches norms and values of society.
10. Produce people who are morally upright and who are more likely to be employed.
11. High education achievement- students attending mission schools are disciplined and have high pass rate.
12. Helps in promoting team work.
13. Helps in shaping collective belief into collective identity. [Religion is an integrative social force]
14. It promotes group solidarity and cohesion.
15. Encourages learners to fight for justice and be the voice of the voiceless. Encourages people to stand for what is right.
16. Improved morals- help in reducing teenage pregnancies, school violence and drug abuse.
17. Helps in reducing gender imbalance [inequality or differences].
18. Promotes Unhu/Ubuntu among learners.
19. Religion offers better extra- curricular activities. Churches help to keep learners out of dangerous activities by keeping them occupied for example through Scripture Union.
20. Provides moral guidance in making decisions and dealing with conflicts.
21. Fosters better relations between members and ensure a greater concern on children's education.
22. Helps in reducing non-marital sex behaviours in learners.
23. Helps in reducing cases of drug, alcohol and substance abuse.
24. Assisting the disadvantaged such as the poor by giving them bursaries to further their education.

Disadvantages or negative impact of religion on formal education.

1. Instilling fear- religion instils fear based on sin on its members. Learners are taught that those who please God will go to heaven and sinners will go to hell, thus learners live in continuous fear, afraid whether their actions are right in the eyes of God.
2. Labelling of others is high; if one makes a mistake she is called a sinner.
3. Intolerance to different beliefs- failure to accept other beliefs, for example Christians refer to IR as demon worship.
4. Religion keeps people ignorant- it does not allow people to question certain teachings as this is regarded as a sign of lack of faith.

5. It makes people docile [passive and submissive] in the face of abuse as they think it is the will of God.
6. Religion causes conflicts and enmity due to lack of tolerance to different teachings and this causes religious war.
7. Leads people to hate themselves as unworthy due to unrealistic demands which are said to be what God requires and if they fail to achieve them end up hating themselves as worthless.
8. Learners are indoctrinated to believe that their religion as the only true religion.
9. Learners at a religious school might be prevented from interacting with learners of other religions.
10. Influenced culture change- learners are taught cultures different from their families' culture.
11. Religion gives temporary relieve to problems- as learners are asked to trust God.
12. It makes education very expensive and unaffordable.
13. It is discriminatory and selective- as they may want learners from their religion.

Ways in which children are educated in Islam

1. Reading of the Quran.
2. Attending rituals
3. Celebrations.
4. Visiting and observing sacred places.
5. Punishments.
6. Through preaching.
7. Through teachings.

IR and informal education.

- **Socialisation:** is a process of learning how to live in a way accepted by the society. Socialisation is the act of interacting with others.
- **Informal education** is the education one gets from parents, elders and community members.
- Informal education is a process by which people are prepared to live efficiently and effectively in their environment.

- Through informal education a child learns about manners, habits, and patterns of behaviour while living with others at home.
- **IR teaches the young about good behaviour and other moral values, through :**
 - (i) Story telling
 - (ii) Rituals- by attending rituals people gain knowledge.
 - (iii) Rites of passage
 - (iv) Taboos
 - (v) Legends
 - (vi) Myths
 - (vii) Celebrations
 - (viii) Observing sacred places, objects and time
 - (ix) Rewards and punishments
 - (x) General advice to the young.
 - (xi) Proverbs
 - (xii) Riddles
- Education in IR is a life-long process. African children learnt what they lived, saw, and touch in their everyday life.
- **Indigenous Religion educators taught: [learners also acquired :)**
 - (i) Attitudes.
 - (ii) Values.
 - (iii) Skills – survival skills , that is on how to survive)
 - (iv) Knowledge
 - (v) Instilling acceptable standards and beliefs
 - (vi) Creating unity and consensus.
 - (vii) Governing correct behaviour
- IR trained and prepared a child for his/her role in society, to belong to the community, collectivism and not selfishness.
- Informal education in IR was for character building, that is moulding the character of children.

- Values such as hard work, honesty, respect for elders, spirit of caring, hospitality, humility, being generous and collectivism were encouraged.
- Informal education in IR was responsible for teaching gender roles, and help in preparing children for adulthood.

Contribution of IR in informal education.

1. Help to produce a life-long learner who is cultured, respectful, integrated, sensitive, and responsive to the needs of family and neighbours [society].
2. Aimed at inculcating attitudes and values capable of integrating [fitting in] the individual into the wider society. [That is producing a child who fits in the society.]
3. Help in producing a person who is guided by wisdom.
4. Children learn about their origin, history, culture and religion; about meanings and reality of life; about norms and morals and survival skills.
5. Through proverbs which are rich source of African wisdom and philosophy; they learnt how to treat people with respect, dignity, empathy and kindness.
6. It teaches everyone to respect elders, to accept values sanctioned by ancestors, to be honest, dedicated and to be loyal.
7. Teaches that to gain long life, to be wise, to be blessed and protected, one must respect elders in society.
8. The child is taught social courtesies [good manners], elders are addressed in plural, greet people with appropriate gestures, to show respect, to establish good relationships and to thank someone for good deed.
9. Encourages society to pay special attention to strangers and visitors whom they are to welcome warmly; and believe in the saying, 'the more the merrier.'
10. Aimed at preparing a child for adulthood, with emphasis on social responsibility, job orientation, and political participation, spiritual and moral values.
11. Teaches that all human beings share equal membership of the society.
12. Encouraged the young to share whatever they had- teaches about communalism.
13. The education was for personhood, unhuism/ Ubuntu; education was meant for person's conduct.
14. Informal education in IR was the maintenance of morally upright members.
15. The child was taught how to deport [or how to behave or presents] oneself before elders and superiors; how to behave at meals, and how to respect places and property of others.

16. Informal education in IR inculcated [trained or taught] a religious attitude to life; reverence [respect or admiration or veneration] towards nature and the unknown universe.
- Taught that life was sacred and should be protected.
- Taught that the environment should be protected or preserved.

Advantages of informal education over formal education.

1. It is affordable. No fees are paid.
2. Learning is personal and less threatening.
3. There is freedom for one to work on his/her speed, time and place.
4. Improves skills and capabilities of an individual.
5. There is more room for originality and brain stimulation.
6. Takes away the pressure of examinations.

Disadvantages of informal education.

1. Depends on how fast one learns.
2. Does not have a fixed timetable or curriculum. What learners learn is different from place to place.
3. No certificates, diplomas and degrees are given at the end of the course.
4. It may take place through the radio, television and films and therefore might be dangerous since it can bring foreign ideas that are evil or anti-social.
5. People who teach it are not trained.

Advantages of formal education over informal education.

1. Learners learn the same content.
2. It is curriculum based.
3. Learners get certificates, diplomas and degrees at the end of the course.
4. It is the education that helps learners to get employment after completion.
5. It encourages competition among learners.
6. It promotes Unhu/Ubuntu as teachers, prefects and monitors ensure that learners are disciplined.
7. It is taught by trained teachers.
8. What is taught is up to date and accurate.

Disadvantages of formal education.

1. It is too expensive.
2. It is threatening to some because of its strict organisation.
3. It is done within a specified period of time.
4. Has pressure of examinations.

Religion and gender roles.

- **Gender**- refers to the socially constructed roles of women and men in their relationships, as well as meanings associated with particular roles.
- **Gender**- means socially constructed roles of men and women.
- **Gender** – is what it means to society to be male or female.
- **Gender**- deals with masculinity in men; and femininity in women.
- **NB:** Sex- is biological. Is what you are born with that is being male or female; it is something that you did not choose.
- **Sex** -means to be male or female

Difference between gender and sex

- Sex is biological and gender is socially constructed.
- One is born with a particular sex, whereas gender is adopted from the moment one is born.
- Gender is attributed [or endorsed] to a person by others.
- Therefore, what a person does as male or female mostly depend on the social units that surrounds him/her.
- These social units are called socialising agents; and these are:
 - (i) The family
 - (ii) Religion.
 - (iii) One's culture.
 - (iv) Environment.
 - (v) Schools.
 - (vi) Communities
 - (vii) Media.

(viii) Polit.

Gender roles

- Gender roles are dynamic and are defined by society at specific historical periods.
- Gender roles are not permanent, and may change as society changes.
- Gender roles also differ from one community to another.
- Religions such as IR, Christianity, Judaism and Islam are patriarchal – that is male dominated or male controlled.

Gender roles in Christianity.

- It is patriarchal, it is male dominated.

Gender roles of Males

1. Head of family- have authority over the family and set rules.
2. Are bread winners of their families; men are creators of wealth in their families.
3. Men are leaders in church as Bishops, Apostles, Pastors, deacons, prophets and elders.
4. Responsible for teaching and preaching in church [1 Cor 14:34]
5. Men are decision makers at home and church.
6. Responsible for disciplining children and wife at home.
7. Leadership positions are preserved for men, for example in Roman Catholic Church only men can be priests; and in SDA women are not allowed to be pastors.
8. Major roles in church are led by men for example in the Eucharist; males argue that females cannot represent Jesus who was a man.
9. Men are founders of churches, for example Ezekiel Guti, Paul Mwazha, Johane Marange, Emmanuel Makandiwa, and Walter Magaya.

NB: Christianity just like other religions is patriarchal; it is male dominated. Leadership roles is in the hands of men and they use scriptures such as 1 Timothy 2: 11-14; 1 Corinthians 14: 34-35 to suppress women and marginalise or sideline women.

Roles of women in Christianity.

- Women are seen as second class citizens who are inferior to men.
- Women are socialised to be soft and to be silent, thus they remain silent at home and in church.

1. Support men in their positions in church eg in Roman Catholic Church women assist the Priest as nannies.
2. Child bearing.
3. Being a helper to the husband.
4. Submit to their husbands. [Ephesians 5:22-33]
5. Love their husbands. [Titus 2:4]
6. Cleaning churches
7. Preparing food for husband and male religious leaders.
8. Public relation officers; by welcoming visitors at home and in Church.
9. Lead in singing
10. Conduct virginity tests for girls eg in Johane Marange.
11. Act as mid-wives [nyamukuta].
12. Food production in the fields.
13. Should stay at home as mothers [looking after children, cooking, cleaning]
14. Prophetesses.
15. Preaching.
16. Healers
17. Some have taken up leadership positions in churches eg Eunar Guti of Zaoga; Mai Chaza started her church, and in Reformed Church in Zimbabwe [RCZ], Methodist Church, Salvation Army and Presbyterian Church women have been ordained as pastors.
18. Take leadership positions in politics eg Mai Mujuru of Salvation Army became the vice President in Zimbabwe.

NB:in Christianity, women are seen as temptresses and whores or prostitutes who unleashed sinfulness among mankind through Eve.

In Johane Marange and Zion Christian Church [ZCC] women are not allowed to stand and teach or preach church or at a church gathering.

NB: however in some Christian Churches women have taken leadership positions as prophetesses and pastors. Furthermore, it should be noted that in Christianity, Mary the mother of Jesus Christ is highly respected. Christianity also views women and men as equal before God.

Gender roles in Judaism

- Judaism is also patriarchal, it is male dominated. Authority, leadership, wealth and decision making is in the hands of males.
- Men are considered superior to women, and women are considered inferior to men.

Roles of males.

1. Head of family- leads family in prayer and faith.
2. Is the bread winner- should provide for his family.
3. Act as religious leader- as priest, Levite, scribe
4. Act as a political leader- as a king.
5. Decision making in family, religion and society.
6. Regarded as a representative of God on earth.
7. Preach in the synagogue.
8. Allowed to join the army.
9. Pray daily and long hours.
10. Leads in religious rituals and ceremonies.
11. Honour and respect wife.

NB: men are not allowed to pray in the presence of women to prevent distraction and temptations.

Roles of females in Judaism.

1. Their role is in the kitchen- preparing food for the family.
2. Bearing of children.
3. Being obedient and submissive to the husband.
4. Looking after [rearing] of children.
5. Producing food in the fields.
6. Take care of the house, sweeping and cleaning it.
7. Take leadership roles as prophetess and judges eg Deborah.
8. To observe the Torah.
9. Women can be rabbis.

NB: Women pray separately from men. Women are considered weak and temptresses who should be controlled by men.

In Judaism, a woman could not be a witness in court and was not to be seen in public without the permission of the husband.

Jews considered women as insignificant [unimportant] and as children, and were not counted as adults.

Gender roles in Islam

- Islam is patriarch; it is male dominated. Authority and decision making is in the hands of men. Resources and wealth is controlled by men.
- Generally in a Muslim family, a woman's sphere of operation is the home and a man's corresponding sphere is the outside world.
- However, the Quran states that men and females are spiritually equal before God.

Roles of males in Islam.

1. Is the head of the family- leads in prayer and faith.
2. Is the bread winner of the family- should work and be able to protect and financial support his wife and family.
3. Is a religious leader- teach and preach in the mosques.
4. Are political leaders – are allowed to take leadership positions in government.
5. Responsible for making decisions in family, religion and society.
6. Lead in rituals and ceremonies.
7. Is the highest authority in Islam – responsible for disciplining his family.

NB: Men pray in front of women or separately to avoid sexual distress [suffering].

Roles of women in Islam

1. To be obedient to the husband.
2. Responsible for domestic welfare of the husband and children through cooking, sweeping, washing.
3. Care for their husbands-expected to support them in everything.
4. Responsible for training children.
5. Responsible for bearing and rearing of children.
6. Teaching children about faith.
7. Welcome visitors
8. Have freedom to work and have an income.

9. Allowed to work in caring services, for example as teachers or nurses.
10. Can be involved in politics.

NB: in criminal cases women are not allowed to testify or stand as witnesses in court of Law.

Women are not allowed to speak to another man, media or leave the house without the permission of the husband, son or grandson.

Women cannot lead in a prayer as an Imam.

NB: women pray separately from men to avoid distractions.

Islam believes that men and women were created equal but they are not identical.

NB: However, Islam regards Fatimah, the daughter of Muhammad as an exemplar for both men and women.

Gender roles in Indigenous Religion.

- Indigenous Religion is patriarch; it is male dominated. Authority and decision making is in the hands of men. Resources and wealth is controlled by men.
- Generally in a IR family, a woman's sphere of operation is the home and a man's sphere is the outside world.
- Women are regarded as inferior to men and therefore regarded as second class people.

Roles of males in IR

1. Head of the family
2. Is the bread winner- is expected to look for food.
3. Leadership positions socially, economically and politically as Chiefs.
4. Care and protects his family.
5. Herding cattle
6. Making tools
7. Leading in religious ceremonies.
8. Responsible for decision making in a family, religion and society.
9. Joining the army if there is war.
10. Solving disputes
11. Hunting.
12. Clearing the fields preparing for farming season.

13. Disciplining family members.
14. Responsible for family venerations
15. Responsible for enacting Laws
16. Teach skills to boys.

Roles of women.

1. Bearing children.
2. Rearing or looking after children.
3. Gathering food.
4. Midwifery [Nyamukuta].
5. Healers.
6. Taking care of the sick.
7. Brewing beer.
8. Doing household duties such as cooking, cleaning and washing.
9. Welcoming visitors
10. Being submissive and obedient to the husband.
11. Responsible for marking pots and weaving.
12. Responsible for imparting skills and giving advice to the girl child
13. Teaching norms and values to children.
14. Solve family duties as aunties [vana tete]
15. Tell folktales for passing time and for character building.
16. Responsible for singing, dancing and ululating at religious ceremonies.
17. Act as spirit mediums [Masvikiro]
18. Taking leadership positions eg Mai Mujuru who became the vice President of Zimbabwe.
19. Decision making.

NB: It is generally believed that males use religion to oppress and dominate women. Religion is considered patriarchal and therefore, place women in a subordinate position. Thus in IR women depend on men.

NB: However it should be noted that women as tets and spirit mediums are very powerful in IR society. Above that IR has a proverb which says, “Musha mukadzi,” and this places women highly in society.

- However, it should be noted that that gender roles changes as society undergoes change.
- Gender roles are dynamic; gender roles are not permanent and are defined by society at specific historical periods.
- Gender roles may also be suspended in response to crises, for example, baba havabiki sadza, but kana mai varwara kana kuti vafa, baba motobika sadzabecause paita crisis.
- Gender roles change due to interaction with other societies, due to education and due to new religions.

RELIGION AND WOMEN EMPOWERMENT.

Empowerment- is the granting of the social, political and economic power to an individual or group.

- It is the process of supporting another person or persons to discover and claim personal power.

Religion and empowerment

- Religion is often seen as a barrier to gender parity [equality].
- Religion is used as a vehicle to perpetuate [to continue] gender inequality, for example, of the 12 disciples of Jesus there was no female disciples. The Catholic does not have female Priests. In IR men are socialised through religion that man can have sex with the female partners at any time, at anywhere and anyhow and this makes a woman to have no power to discuss issues of safe sex and this makes her more vulnerable to HIV and AIDS.
- In IR men are socialised that real man should beat a woman and this has caused gender based violence, on the other hand women are socialised to accept gender based violence on the belief that ‘ndogarira vana vangu.’

However, religion on the other hand has played a significant role to empower women in society. All religions have empowered women at different times.

Indigenous Religion and women empowerment

1. Have a saying, Musha mukadzi,’ thus, mothers are highly respected and seen as the centre of the home.
2. It supported women rights.
3. It supported women candidates in national elections for example; Mai Mujuru was once the Vice President of Zimbabwe.
4. Accepted women as chiefs and sabhuku eg in Gokwe there is a female sabhuku.

5. Accepted and honoured female leaders for example Mbuya Nehanda is highly respected in IR.
6. Allowed equal access to education to both males and females.
7. Condemns domestic violence against women.
8. Allow women to own land and cattle.
9. Practice of 'kutanda botso' discourages abuse of women.
10. In IR most spirit mediums [masvikiro] are women and are highly respected.
11. In IR ngozi yamai [avenging spirit of the mother] is more dangerous, thus, discouraging gender based violence.

However, IR does not empower women to a lesser extent because it allows:

1. Genital mutilation of women.
2. Breast flattening
3. Throat enlargement
4. Teeth removal
5. Incisions on women
6. Polygamy
7. Use of girl child to pay ngozi
8. Chiramu
9. Payment of lobola- reduces women's ability to discuss on issues of safe sex in marriage
10. Early marriages [kuzvarira-child pledging]-girls are allowed to marry men who are already in polygamous marriage.
11. Kugara nhaka [widow inheritance]
12. Virgidity tests
13. Sexual violence against a wife is seen as a sign of love

Christianity and women empowerment

1. Allowed women to take leadership positions as Pastors and administrators.
2. Women are preachers and prophetesses and are respected as their male counterparts.

3. Women are founders of churches for example Mai Chaza of Guta raMwari; Mildred was co-founder of Matthias and Mildred Ministries; and Eunar Guti is the Arch- Bishop of Zaoga Church.
4. Supported women rights
5. Supported education of the girl child for example there are several Christian Mission schools which are meant for girls only such as Regina Mundi, Mukaro High School, Bonda Girls High, St Dominic Girls High
6. Have supported women in general elections.
7. Supported the appointment of Mai Mujuru as the Vice President.
8. Preached against gender based violence and domestic violence.
9. Have organisations which empower women through projects they fund.
10. Virgin Mary is important in Roman Catholic Church, as well as Mother Theresa, and this encourages the empowering of women.
11. Campaigned against child pledging [kuzvarira]; use of girls to pay ngozi, and genital mutilation of girls.
12. Teaches that men and women were created equal by God.

NB: However, some churches indirectly support abuse of women by remaining silent against gender based violence and continue to give perpetrators of violence posts in church.

2. In Roman Catholic women are not allowed to be Priests.
3. Conduct of virginity tests eg in Johane Marange.
4. Kuzvarira , child pledging is still being practiced in some churches such as Johane Marange.
5. Some churches don't allow girls to go to school.

Women empowerment in Islam.

1. Allowed to form women to form organisations that empower them.
2. Islam recognises and validates traditional roles of women. Islam recognises and acknowledges benefits women bring to family and community.
3. Encourage women to be educated.
4. Have women and girls scholarship.
5. Allow women to have debate clubs.
6. Islam condemns all forms of violence against women.

7. Islam encourages spouses to treat each other with love and mercy.
8. Islam considers Fatimah the daughter of Muhammad as an exemplar for men and women.
9. Islam encourages children to do good to their mother.
10. In Islam a woman has a right to choose her husband. Islam allows women's consent in marriage.
11. Islam encourages husbands to love and treat with kindness his wife.
12. Women are allowed to own property in Islam.
13. Islam believes that men and women were born equal.
14. There is no official distinction between men and women in Islam.

NB: However, Islam on the other hand does not empower women to a lesser extent because:

1. The Law of inheritance favours the male child; a male child gets a portion equal to two females.
2. Islam believes that it is the responsible of males to look after women and children.
3. Islam allows polygamy; a man can have up to 4 wives.

Empowerment of women in Judaism

1. Supported women in national elections.
2. Encouraged women to be educated.
3. Allowed women to take up jobs that were considered to be for males, for example Israel has female pilots.
4. Allowed men and women to hold mixed prayers.
5. Formed women organisations which fight for the rights of women.
6. Allowed women to take leadership positions as rabbis.
7. Have organisations which assist disadvantaged girls to further their education.
8. Encourages every member of the community to treat each other with love and respect.
9. Allowed women to be involved in decision making as parliamentarians.

Religion, Ethics, Health and Sexuality.

- **Ethic**- is the study of what is right and what is wrong; what is good and what is evil.
- **Ethic** – is the code of conduct for examples taboos.

- **Ethics** – are standards of behaviour our society accepts as true and good.
- **Ethic** – is the study of our own moral beliefs and our moral conduct.

Examples of unethical behaviours/ evil deeds

- i. Stealing
- ii. Rape.
- iii. Murder.
- iv. Assault. [physical attack]
- v. Slander [Insult]
- vi. Fraud [corruption and bribe]
- vii. Telling lies
- viii. Failing to honour commitments
- ix. Taking credit for something that another person did.
- x. Spoiling another person's work out of jealousy.
- xi. Driving a car without a driver's licence.

Ethical behaviour/ good deeds

- i. Being honest
- ii. Compassionate.
- iii. Loving.
- iv. Loyal.
- v. Respecting other people's rights

IR and Unhu/Ubuntu, values and sexuality.

We will be looking at the ideas of IR that safeguard or uphold the life of people in their relationship with one another and the world around them.

- **Values**- are important and lasting beliefs about what is good or bad that members of a culture share.
- **Values**- are deeds or acts that are acceptable or good in society.
- Values influence a person's behaviour and attitude to life.
- Values are passed to us by: (i) Parents

(ii) Peers

(iii) Teachers.

(iv) Religious leaders.

(v) Friends.

(vi) Society.

Some of the cherished values include:

1. Honesty.
 2. Trustworthiness.
 3. Diligence.
 4. Discipline.
 5. Bravery
 6. Charity.
 7. Compassion.
 8. Loyalty.
 9. Kindness
 10. Responsibility.
 11. Creativity.
 12. Honour.
 13. Peace.
 14. Justice
 15. Fairness
 16. Caring
 17. Selflessness
 18. Caring for the environment.
 19. Putting the well-being of others first.
- Values help to know what is right and wrong. Helps a person to make right decisions.

- Values help in improving behaviour, instilling respect and making relationships with other people strong.
- Values help in creating good leaders.
- Values help in producing good workers who serve their community well.

Moral values in IR that shape Zimbabwean identity.

1. Hospitality.
2. Friendly.
3. Compassionate.
4. Cooperation/collectivism
5. Honesty.
6. Truth.
7. Courtesy [good manners].
8. Justice
9. Tolerance
10. Perseverance
11. Love
12. Loyalty
13. Right and wrong
14. Chastity.
15. Good and evil
16. Integrity.
17. Respect for people and property
18. Unity and solidarity.
19. Character.
20. Praise and blame.
21. Generous.
22. Faithfulness.

23. Self-control.
24. Respect of the environment
25. Empathy.
26. Reconciliation.
27. Reciprocity.
28. Peace.
29. Helpful.
30. Respect for elders.
31. Standing for what is right always.

In Zimbabwe morals and values of IR help people to know what is good and evil; right and wrong; and people's rights and responsibilities.

- These values in Indigenous Religion deal with man's relationship to:
 - (i) Fellow man
 - (ii) God.
 - (iii) Other spiritual beings.
 - (iv) Environment [world of nature]
- These morals and values in IR guide people in doing what is good and right for themselves and the community.
- These values and morals make Zimbabwe to be a safe and peaceful country.
- People in Zimbabwe show respect, love, and self-control, bravery against all adversity, integrity, justice, and unity.
- Morals and values in IR deal with human conduct and social conduct, morals guide people in doing what is right and good for themselves and the community.
- IR values and morals have kept the societies, communities and nation united even during hard times.
- IR teaches that whatever strengthens the life of the community is good and right; and whatever weakens the life of the community is considered evil and wrong.

Taboos – in IR taboos determines what should be done and what should not be done; and the consequences of disobeying them.

- Taboos help to shape the values of the community regarding the duties of males and females.
- Breaking these taboos is regarded as a breach of morals within the community.

Myths- IR have myths that discourage people from bad behaviour, morally wrong acts and evil acts such as robbery, murder, rape, telling lies, stealing, disrespect, sorcery, witchcraft, laziness, greedy and breaking of promise.

- Anyone male or female if they commit these crimes they are held with contempt and as worthless in society.

Gender roles- for a father to do his duties of providing for his wife and family is good and socially acceptable, and morally good for the whole community.

- Hardworking males and fathers help to eradicate poverty and hunger in society and therefore, eliminate theft.
- Fulfilling one's gender roles is both morally and socially good.
- For a woman to love her husband and submit to him and care for her children and others is morally good and accepted in community.
- But when she neglects her gender roles she becomes morally bad and socially unacceptable.

NB: IR through myths, legends and beliefs show that people could enjoy happiness, peace, prosperity and well-being if they keep good morals.

IR emphasises the importance of good morals which should be practised in all areas of life.

Indigenous Religion and health.

- **Health**: is the state of being free from physical or psychological diseases or illness.
- Health – means well- being.
- Health is the state of well-being physically, mentally and socially.
- IR is very much concerned with the health of its members.
- In IR to have good health is a form of salvation.

NB: A health person is able to perform his/her duties, values family work and community roles without any disturbance from illness.

- Health refers to mental well-being due to absence of stress. It also means well- being in society because of absence of such ills such as poverty, conflict and war.

How to maintain good health

1. Diet.

- Balanced diet boosts human nutrition and gives the body energy, build and strengthen bones, and muscles.

2. **Physical exercises.**

Makes the body fit and improves the pumping of the blood by the heart and circulating it.

3. **Sleep.**

Sleep is important for growth and development.

4. **Sexual life.**

- Keeping our sexual organs clean and free from diseases.
- Abstaining from sex before marriage and practising safe sex.

Methods of healing in IR

- In IR African healers provide treatment for physical, psychological, spiritual and social symptoms.
- IR does not separate the natural from the spiritual; or the physical from the supernatural.
- In IR every illness or sickness or disease has a connection to the spirit world.

The following are some of the methods of healing in IR:

1. Spiritual protection.
 2. Confession and Sacrifices.
 3. Rituals.
 4. Spiritual cleansing.
 5. Appeasing to gods.
 6. Libation.
 7. Use of herbs
 8. Extraction (Removing of objects from the body)
 9. Exorcism
1. **Spiritual protection.**
 - If the cause of the disease is as a result of an attack from evil spirits, then the sick person would be protected through the use of a talisman, charm, amulets and incisions (nyora) on the body or body marks so as to drive away the evil spirits.
 2. **Confession and Sacrifices**

- If the sickness has been caused by any wrongdoing by the sick person, then the sick person must confess and offer sacrifices for healing to take place.
- Confessions will help the healer to diagnose the nature of sickness.
- Confessions are normally done in public as a sign of repentance, and sacrifice is an act of asking forgiveness from the ancestors.

3. **Rituals**

- Some rituals are done to consecrate or bless herbs. Medicine without consecrating is meaningless in IR, divine and ancestral sanction is considered necessary before and during preparation and application of medicine.

4. **Spiritual cleansing.**

- Herbs are prepared for the person to bath with at specific times for a number of days.
- Animal blood may be poured on the head and foot of the sick person as a way of cleansing evil spirits.
- Spiritual cleansing also involves taking a sick person to a water fall where one washes oneself with the falling water of the waterfall as a way of cleansing.

5. **Appeasing Mwari and ancestral spirits**

- When illness is from the anger of the spirits, healing methods include appeasing these spirits and higher powers.
- Diseases that are caused by an invocation or spell of a curse or violation of taboos then one was supposed to appease the ancestors and Mwari by offering sacrifices and usually spotless animals such as a goat and fowl were used and pouring libation.

6. **Exorcism.**

- Is a practice of expelling demons or evil spirits from people or places that are possessed, or are in danger of being possessed by evil spirits.
- Healing will be done by driving away the spirits through spells or charms [kupfungaidzirwa], [there are specific herbs used to cure evil spirits,] kurasirira mamhepo on huku or mbudzi [cast out evil spirits into a fowl or a goat].
- Some evil spirits are lured and cured through music and dance.

7. **Pouring libation. [Kudeketera]**

- Libation is a rite by which some liquid is poured on the ground or sometimes on objects followed by chanting or reciting of words, this is a form of prayer.
- The liquid could be beer [seven days] and sometimes snuff [bute].

8. **Extraction or removing of disease causing objects from the body.**

- Intrusion of foreign objects is real in IR, and healing is concentrated on removing these objects from one's body and this is done through rubbing salt, blowing on the affected area and sucking out using the mouth to remove these foreign objects.
- Witches and sorcerers are believed to magically transmit the disease causing objects from a distance or bring it into contact with the victims.
- The extraction of objects such as insects, stones, hair, worms, thorns, bones which are believed to magically transmit, is done magically by traditional healers.
- After the extraction of the objects the sick person would be well again.

9. Using Herbs.

- In IR traditional healers prescribe herbs to the sick person.
- These prescriptions come with specific instructions on how to prepare the herb, dosage and time frame.
- In IR the natural illness will respond to the herbs or medicine.

Indigenous Religion and sexuality

Sexuality- is about sexual feelings and attractions we feel towards other people.

- Sexuality is about sexual attractions, sexual practices and identity.
- Sexuality refers to the total expression of who one is as a human being; one's femininity or one's masculinity. One's sexuality begins at birth and ends at death.
- Sexuality includes our gender identity as males and females.
- Sexuality includes gender roles and how to behave as males and females.

Types of sexuality

1. **Heterosexual [or straight]**- one is sexually attracted to the opposite sex.
2. **Homosexual**- people who are attracted to people of the same sex.
 - There are two types of homosexual, namely gay and lesbian.
 - **Gay**- a man who is attracted mostly men.
 - **Lesbian**- a woman who is attracted mostly to other women.
3. **Bisexual**- a person who is attracted to both men and women. They are also called pansexual- meaning they are attracted to different types of people regardless of their gender.

4. **Asexual**- people who not attracted to anyone.

Masculinity and femininity- refers to what it means be a man and a woman in society.

Characteristics of masculinity

1. Dominant
2. Brave
3. Aggressive.
4. Strong.
5. Active
6. Courageous

Characteristics of femininity

1. Soft
2. Passive.
3. Timid
4. Emotional
5. Fearful
6. Tenderness

How Indigenous Religion instils self- control.

Self-control- is about being able to regulate oneself.

Self-control is the ability to control one's desires and impulses.

Self-control can also be called self-discipline. Being able to restrain oneself.

- Human sexuality is highly valued in IR.
- Sexuality is understood in terms of marriage and parenthood.
- In IR the sole purpose of sex is for procreation or child bearing.
- Sex is practised in marriage and is sacred.
- Pre and extra-marital sex is forbidden.
- Adultery is forbidden and offenders are punished.
- Irresponsible behaviour and relationships are discouraged and forbidden.

- Virginity before marriage is highly valued. Thus, IR teaches abstinence from sex before marriage and this helped to instil self- control to individuals.
- Girls who lost their virginity before marriage were treated with contempt and lost respect in society, and this helped to instil self-control.
- A boy who impregnates a girl before marriage was heavily fined.
- In IR it is a taboo to discuss sexual matters openly.
- Grandparents, Uncles and aunties [tetes] were responsible for teaching sex education, and this was normally done during initiation period.
- In IR free mixing of boys and girls is not allowed except through strict supervision.
- To ensure discipline in relationships, fear was instilled through supernatural curses, myths, taboos and rules.
- IR also uses proverbs such as 'Zingizi gonyera pamwe maruva enyika haaperi.' This encouraged partners to stick to one partner.
- Ngozi in general is used to instil self-control.
- Punishments which meant as deterrence for example those caught are dealt with severely as an example to persuade others from not committing crimes eg forced confessions [kudura, sending witches from the community for example witches were sent to Gandavaroyi in IR, kutanda botso and rukawo[the locking system] serves as a warning to other members of the community.
- Retribution or revenge for example rukawo and ngozi [avenging spirits] are a form of revenge
- **NB:** However, IR does not condemn polygamy, it encouraged men to have many wives through proverbs such as, 'Bhuru rinorwa rinoonekwa nemavanga,' and this is dangerous in this time of HIV and AIDS.
- **On the other hand it is taboo for a woman to have more than one partner.**

How Christianity instils self-control.

1. Teaches that sex is for married people.
2. Pre-marital sex is considered a sin.
3. Sex is for procreation.
4. Extra-marital sex is forbidden.
5. Homosexuality is condemned as a sin.
6. Celibacy and virginity were highly praised.

7. Forbids fornication.
8. Do not allow divorce unless if one is unfaithful.
9. Condemns lustful thoughts.
10. Have the Ten Commandments which act as the moral code of conduct.
11. Teaches that what you wish that men do to you, do so to them.
12. Teaches about loving your neighbour as you love yourself.
13. Teaches that all those who do evil deeds will be punished on the Day of Judgement.
14. Teaches that a true Christian will return evil by doing good, thus it condemns retaliation of any form.
15. Teaches that a husband should have only one wife.

How Islam instils self-control

1. Sex is for married people.
2. Muslim women are only allowed to marry Muslim man.
3. A Muslim man is allowed to marry a Muslim, Christian or a Jew [anyone from the Abrahamic religions]
4. Forbade sexual contact with a woman in menstruation.
5. Adultery warrants severe punishment.
6. Pre-marital sex is considered a sin.
7. Temporary marriage is not allowed.
8. Homosexuality is considered a sin and an abomination.
9. Punishments which are meant to humiliate offenders publicly, such as public beating, a thief's hand might be amputated; through such punishments Muslims believe that this will instil self-control; and this would deter the would be criminals.

How Judaism instils self-control

1. Sex is sacred
2. Sex is for procreation.
3. Sex is only for the married.
4. Pre-marital sex is forbidden and is considered as a sin.
5. Prohibit sexual activities during menstruation period.

6. Adultery is considered a sin.
7. Some do not allow polygamy.
8. Homosexuality is a sin and an abomination.
9. Have the Ten Commandments as their moral guideline.
10. Punishments as a retribution or revenge for example a tooth for a tooth as well as punishment for deterrence.

RELIGION AND CHRONIC CONDITION.

Chronic conditions- are very serious diseases that affect a person for a long time for example 3 months.

- Some chronic conditions are permanent and others are temporary.
- People with chronic condition often depend on medicines for a long time.

Examples of chronic condition

1. Heart attack.
2. Arthritis.
3. Cancer.
4. HIV/AIDS
5. Diabetes.
6. Stroke
7. Kidney failure.
8. Hypertension.
9. Asthma.
10. Tuberculosis.[TB]
11. Epilepsy.
12. Malaria.
13. Rheumatism.
14. Cystic fibrosis.

NB: chronic diseases represent 60% of all deaths in the world.

IR and Chronic Condition.

- In IR illness cannot be explained without referring to the spirit world.
- In IR chronic condition is an enemy of the community.

Causes of chronic diseases in IR

1. Witchcraft and sorcery.
2. Curses.
3. Broken taboos
4. Punishment from God.
5. Punishment from ancestors.
6. Attacks from evil spirits for example Shavi.
7. Punishment for wrong doing.
8. Social moral causes eg Runyoka

Judaism and chronic condition.

1. As punishment for disobedience.
2. As a test for one's faith.
3. As a punishment for sins committed.
4. As caused by evil spirits.
5. Consider it as a curse.
6. Caused by the devil.

Christianity and chronic condition.

1. As a punishment for sins John 9:41
2. Caused by demon possession or evil spirits.
3. Diseases are seen as a person's test and temptation.
4. As a way of showing God's power.
5. Caused by witchcraft.
6. As a sign of testing one's faith.
7. Diseases are a sign of problems and difficulties of this evil world.

NB: Christians believe that diseases and illness are temporary and will end with the second coming of Jesus [Rev 21:4]

Islam and chronic condition

1. Caused by Allah as a way of forcing an individual to take a desired rest and care for the body.
2. As a punishment for disobedience.
3. Is seen as an opportunity for trial and suffering that one goes through.
4. As a blessing in disguise by Allah that prevents a person from doing evil deeds that may be dangerous to him/her.

NB: In Islam chronic condition is not always bad.

Positive impact of religion on people with chronic condition.

1. Encourage people to take care of them.
2. Encourage the sick not to lose hope.
3. They are prayed for.
4. They are healed.
5. They are given medicines in IR.
6. Evil spirits are exorcised [cast-out].
7. They are comforted and told that it is the will of God [Allah]
8. Objects that cause illness are removed from their bodies in IR and Christianity.
9. Giving them spiritual support.
10. Giving them emotional support.
11. Building them homes.
12. Paying fees.
13. Building them homes.
14. Giving them wheelchairs.
15. Providing them with medicines.

Negative Impact of religion on people living with chronic condition.

1. The emphasis on witchcraft and unseen forces may lead others not to seek for help at health institutions.

2. Some patients are discouraged not to take their medicines especially ARVs and this may exacerbate the illness.
3. May lead to conflict in society as some people are pointed as witches who caused the diseases.
4. Leads to stigmatisation and discrimination as some patients are accused of causing their sickness.
5. People with chronic condition are condemned for having committed crimes and sins and are therefore shunned eg people with HIV/AIDS.
6. Some stop taking medicines after being prayed for.
7. Some are abused for example raped by prophets and n'angas who claim to be assisting them.
8. Some patients' wealth is devoured by fake prophets and n'angas in the name of being assisted.

Religion and disability.

Definition of disability

1. Is a medical problem.
2. Is a physical or mental condition which makes it difficult or impossible for a person to adequately his/her normal roles in society.
3. It is a condition that makes it difficult for someone to carry out his/her day to day activities.
4. Disability can also mean impairment.

NB: what is impairment?

- Lack of all or part of a limb.
- It is having a defective limb, organ or mechanism of the body.

Types of disabilities.

1. Deafness
2. Blindness
3. Dumbness
4. Mobility impairments.
5. Psychological disorders.

6. Spinal cord injury.
7. Leprosy
8. paralysis

Effects of disability

- Disability gives rise to physical barriers, cultural barriers and social barriers.
- Barriers prevent a person from participating at an equal level with other members of society in different activities in society, such as employment, sporting activities, and education.

NB: Disability may be present from birth or may occur during a person's life.

Causes of disability [General causes of disability in all religions]

1. Illness
2. Injury.
3. Poverty.
4. Genetic. [inheriting condition through genes]
5. Poverty.
6. Improper use of medicines
7. Poor access to health care.
8. Unknown causes [scientists have no explanations to some of the causes of disabilities]

These cause of disabilities can be grouped into 3 main factors of disability namely:

1. **Genetic causes-** are a result of abnormalities in a person's genes. One is born with the disability.
2. **Environmental causes/ life circumstances.**
 - These include accidents, injury, diseases and infections.
 - (i) **Illness-** illness such as cancer, back pain, polio, meningitis, and heart attack can cause disabilities.
 - (ii) **Poverty-** poverty can cause disabilities for example, poor sanitation and poor diets causes diseases such as malnutrition, tuberculosis and malaria which may result in disabilities.
 - (iii) **Improper use of medicines** - causes disabilities.
 - (iv) **Injury-** may cause disabilities.

- (v) **Exposed to dangerous chemicals-** can cause disabilities.
 - (vi) **Poor access to health care-** causes disabilities.
3. **Unknown causes-** there are no scientific explanations on the causes of certain disabilities.

Religion and perceptions about disability

Perception- is to look at the views, opinions and explanations.

- Religion shapes people's attitude about disabilities because of its views, explanations and opinions.
- Some religions believe that disability is a curse, a punishment and a test; while others take it as a blessing.
- Disability is viewed by religion in both positive and negative way.

Indigenous Religion and disability.

- IR has three ways of explaining the causes of disability or on how disability occurs.
1. Religious explanation.
 2. Supernatural means.
 3. Natural or physical causes.

1. Religious explanation.

- Disability is seen as a punishment by ancestors and God because of:
 - (i) Broken taboos.
 - (ii) Broken oaths.
 - (iii) Disobedience.
 - (iv) Immorality.
 - (v) Sins committed.
 - (vi) It is also seen as a curse from ancestors and God.
 - (vii) Evil spirits.
- In IR if a couple give birth to a child with disability they would say, "Vadzimu vatiseka," or "vadzimu vatifuratira." This shows that the ancestors could have prevented it, but they allowed it as a form of punishment or as a curse by the angry ancestral spirits.

2. Supernatural means.

- This is based on the belief that people within the community due to sour or bad relationships end up harming each other by causing disabilities.
- IR believe that disability can be caused by other human beings through supernatural means such as:
 - (i) Through witchcraft and sorcery.
 - (ii) Curses.
 - (iii) Ngozi [avenging spirit]
 - (iv) Evil deeds of a person with disability [due to crimes committed] this is supported by Shona saying, “uroyi haubati pasina mhosva.” [witchcraft does not affect the innocent]

3. Natural or physical causes.

- They belief that disability can just be a misfortune caused by:
 1. Illness
 2. Injury caused by war; or caused by lightning or animal attack.
 3. Poverty.
 4. Genetic. [inheriting condition through genes]
 5. Poverty.
 6. Improper use of medicines
 7. Poor access to health care.
 8. Old age.

Perceptions about disability in IR

- Perceptions about disability in IR vary significantly from one community to another.

Positive perceptions

- In some communities, people with disabilities were believed to be a reincarnation [or re-birth] of the deity.
 1. Were regarded as highly favoured
 2. Were protected.
 3. Were treated with great kindness.
 4. Were treated with patience.
 5. It was believed that they were highly protected by God [Mwari]

6. It was believed that hurting them or ill-treating them will attract severe punishment from God. The Shona has a saying, 'Seka urema wafa.'
7. In Zimbabwe the disabled are highly respected and are given their full rights as complete human beings; this led to the slogan, 'disability is not inability.'
8. Are educated.
9. Accepted as leaders for example Malinga was once the mayor of Bulawayo.
10. Some are healed.
11. Evil spirits which cause disability are exorcised
12. Given moral support

Negative perceptions.

People living with disability have been:

1. Stigmatised and discriminated. [don't allow people with disabilities to be chiefs]
2. Labelled- given names such as Murambiwa, Musekiwa, Chiramwiwa, Mushoriwa
3. Isolated- excluded from social activities [some spent days locked inside homes]
4. Underrated- or looked down upon as useless people.
5. Feared and viewed with hostility.
6. Rejected [some are abandoned by their parents, and a wife can be divorced for giving birth to a disabled child]
7. Disability is associated with evil, sin and witchcraft in IR.
8. In the past some were killed.
9. Disabled children are not allowed to play with abled children

Christianity and disability.

- Christianity shows Jesus healing and curing several disabilities such as :
 - (i) Blindness
 - (ii) Dumbness
 - (iii) Deafness
 - (iv) Leprosy.
 - (v) Paralysis.

(vi) Maim

(vii) Madness.

(viii) Lameness

- It is important to note that Christians' view to disability is a positive one because of what is regarded as Jesus' attitude towards disability; however, there are some negative perceptions about disability in Christianity.

Positive perceptions of Christianity about disability.

1. Recognises that all human beings including the disabled people are created equal and in the image of God.
2. All people including the disabled people deserve the love and mercy of God.
3. Disability is not a curse and does not hinder one from receiving the love of God[2 Corinthians 12:7-10]
4. Disabled people are created, valued and loved by God [Exodus 4:11]
5. God cares and is concerned with the disabled.
6. Building of special schools for the disabled.
7. Building homes for the disabled people.
8. Providing health care to the disabled people.
9. Disability occurs to show God's power to heal.
10. Disability does not show that one is a sinner, we all sinned before God.
11. Disabled people are given positions in Church for example the son of Ezekiel Guti who was crippled was the Arch Bishop of Zaoga.
12. Disabled people are healed through prayer; this shows Christianity's concern over the disabled's welfare and well-being.
13. Give emotional support
14. Give spiritual support.
15. Paying fees for them.
16. Donating to them wheel chairs

Negative perceptions of Christianity about disability.

1. Consider disability as a curse from God because of disobedience, unbelief and ignorance.

2. Disability is seen as a punishment for sins committed.
3. Disability is caused by committing sins.
4. Disability is caused by demon attack.
5. People with disability are stigmatised instead of being supported and helped.
6. Disability is seen as being caused by witchcraft.
7. Disabled people are abused and raped by fake pastors and prophets in the name of being helped; thus disabled people are seen as worthless people.

Judaism and disability.

Positive perceptions about disability in Judaism.

1. It is the responsible for the whole community to care for the disabled.
2. Disability is a gift from God as a divergence in his creation [Exodus 4:11].
3. It is a demonstration of God's power and grace.
4. For people to repent.
5. It is a sign of a blessing for example Jacob's hip was disabled by God and was blessed and called Israel [Genesis 32:24-30].
6. As a way of testing one's faith eg Job.

Negative perceptions about disability in Judaism.

1. Disabled are stigmatised [Leviticus 21:17-20]
 2. Is seen as a punishment for disobedience.
 3. Is seen as a curse for sins.
- NB: thus in Judaism disability can either be a curse or a test; a blessing or a punishment.

Islam and disability.

Positive perceptions about disability in Islam.

1. No man is disabled for it is the duty of all abled men to take care of the disabled.
2. Disability is a test by Allah to the victim and the whole community.
3. God cares and is concerned with the disabled.
4. Building of special schools for the disabled.
5. Building homes for the disabled people.

6. Providing health care to the disabled people.
7. Disability occurs to show God's power to heal.
8. Disability does not show that one is a sinner.

Negative perceptions about disability in Islam.

1. Consider disability as a curse from God because of disobedience, unbelief and ignorance.
2. Disability is seen as a punishment for sins committed.
3. Disability is caused by committing sins.
4. Disability is caused by demon attack.
5. People with disability are stigmatised instead of being supported and helped.
6. Disability is seen as being caused by witchcraft.

Religion and marginalisation of people living with disability.

Marginalisation- is to relegate or to side line or to reduce in importance a group of people.

- This therefore mean that religion plays a part in making people consider people living with disability as unimportant or as worthless to a certain extent.

It should be noted that when disability is perceived to be a result of wrong doing, society develops wrong attitude towards people living with disability.

- When people think that disability is a sin; this will lead to people with disability to be marginalised in society.
- People in society will take advantage of the disabled and end up abusing them, like forcing them to accept that they have been miraculously healed.

Different types of disabilities/ categories of disabilities.

1. **Physical disability**: limits the physical functioning of the limbs, bones or gross motor ability.
2. **Sensory disability**: is the impairment of one's senses like hearing or vision.
3. **Intellectual disability or Learning disability**: is a disability that involves difficulty in communicating, learning, and/ or retaining information. It is also called 'invisible disability' because it cannot be detected by merely looking at someone.

Severity of disability.

- Severity of disability is the measurement of disability. Is to measure how severe the disability is; some disability can vary in severity from mild to serious; for example

Asthma

- One victim might need an inhaler; while the other does not need it.
- One can play soccer; while the other cannot; is inactive in sports.
- One can use the inhaler less and be active in sports; while one uses inhalers frequently and be inactive in sports.

Types of disability	Severity/ form or degree of disability
Visual impairment	Partially sighted Low vision. Legally blind. Totally blind.
Hearing impairment	Mild. Moderate. Moderately severe Severe Profound. Totally deaf.
Speech and language disorder.	Disorder of the voice, including pitch, loudness, or quality. A common speech disorder is stuttering or stammering.
Physical impairment	Temporary or permanent physical impairments that require use of devices or mobility aids such as wheel chairs, crutches, canes, and artificial limbs to obtain mobility.

Religion and intervention measures on disability.

Here we look at how religion can assist people living with disability.

- Religion play a role in supporting disabled people through the following:

1. **Spiritual support:** by involving and let the people living with disability lead in programs that uplifts their spiritual lives.
 - By telling them about God's love and care for them.
2. **Emotional support:** by showing that they care for them and listening to their concerns in the community.
3. **Showing respect:** by listening to their views and giving them leadership positions.
4. **Charity:** showing them love through charity work, for example donating to them wheel chairs, crutches, canes, paying fees, building homes, hearing aids, walking sticks, clothes, and braille.
5. **Building schools for the disabled:** providing them with education. Campaign for inclusive education, where the disabled learn together with the abled children in mainline education.
6. **Providing health care:** building clinics that cater for the disabled people as well as pay for the disabled's medical bills.
7. **Campaign for the rights of people living with disability.**
8. **Support the disabled by:**
 - (i) Truth.
 - (ii) Justice
 - (iii) Love.
 - (iv) Tolerance.
 - (v) Acceptance.
 - (vi) Respect.
 - (vii) Understanding.
 - (viii) Protection.
9. Some pray for them.
10. Some heal or cure them.
11. Some give them jobs so that they can be self-sufficient.

RELIGION AND NATURAL ENVIRONMENT

Natural Environment:

- Natural environment are things in the world which we can see, touch, and feel which human beings did not make.
- Natural Environment refers to all things that exist and were not created by human beings; they are both living and non-living, such as vegetation, rocks, land, rivers, and animals.
- Components of natural environment are: 1. Vegetation. 2. Water. 3. Soil. 4. Wildlife.

Judaism and the natural environment.

- Jews believe that the world belongs to God and because of that humans need to respect the environment and treat it well in order to preserve that which God has created. In other words, Jews believe that humans are protectors of the environment on behalf of God.
- However, Jews consider human beings more important than the environment.

Attitude of Jews towards the environment.

1. Environment as created by God and the idea of Stewardship.

- The world belongs to God, and people should care and preserve the world which God created.
- Humans are protectors of the environment on behalf of God.
- The world and all that are contained in it belong to God. [Psalm 24:1]
- Therefore, humans should thank God by taking care of the world which God gave them.
- God's creation is good, in other words the environment is perfect and sufficient and man should preserve it.
- To the Jews, the more one observes the natural order, the more one comes to revere (respect) the creator.
- God is the wise designer of the world, He (God) created it, governs it and sustains it. Humans are just managers (stewards) of the world on behalf of God and should protect and preserve the world which belongs to God.

2. Tikkun Olam [Repairing the world].

- Jews encourage people to live in harmony with the environment by taking care of the environment.
- Jews believe it is the duty of humans to fix the damaged environment.
- Sabbatical year: Jews try to heal the world [environment] by using the Sabbatical Year, that is, by allowing the land to lie fallow after every seven year so that the land could heal or replenish itself.

The Jewish declaration on Nature in Assisi in 1986 pointed to the following:

- (i) God made order out of creation when he created the world.
- (ii) Man accepted responsibility before God to care for all creation.
- (iii) Righteous Jews respect the rights of other people and the environment [world].
- (iv) Man was given dominion [authority] over nature, but God commanded man to have compassion and fairness to the rest of creation.

3. **Jews consider nature and environment holy.**

- To the Jews land is holy.
- Land of Israel is viewed as collateral in the external covenant, was given to the people of Israel by God.
- When Jews look after the environment well, then people will benefit from oil, fruits, fish, wine etc, for the land will be fertile and abundant.
- However, when Israel sins, when Israel fails to follow God's laws the land becomes desolate [barren] and inhospitable.
- God is the owner of the land and humans are custodians of the land, the world and the environment.
- God forbids man to unnecessarily cut down trees, especially fruit trees (Deutro 20: 19).

HOW JEWS PRESERVE AND PROTECT THE ENVIRONMENT?

1. People are stewards or managers who should look after the world on behalf of God by protecting, preserving and caring for the world.
2. Jews encourage the protection of the environment and generate new ones for the future generation.
3. Encourage families and communities to reduce their waste that pollute the environment.
4. The Torah prohibits wasteful consumption of anything. [Deutro 20:6-7]
5. The Torah prohibits the extinction of species and causing undue pain to other creatures. [Deutro 22:6-7.[The Torah does not permit a destructive act that will bring about the extinction of a species. He who kills the mother and offspring on one day is considered as if he destroyed the species.]
6. Jews should not destroy animals, plants, trees, and natural resources that can benefit humans. (Even in time of war Deutro 20:19)
7. Jews believe that it is the duty of humans to fix the damaged environment eg they should plant trees where trees are needed.

8. Sabbatical year- the land shall be allowed to lie fallow after seven years so that it regain its fertility. Thus, Jews try to heal the world through ensuring that the Sabbatical years are effectively observed, eg 2015 was a Sabbatical year.
9. No fruit trees are to be cut, destroyed or disturbed even during war.
10. Jews have sacred mountains with shrines, sacred rivers and pools, and sacred valleys which help to preserve the environment.
11. No grazing in areas where such grazing may cause environmental damage.
12. Every Jewish city according to the Torah should have a greenbelt surrounding it, thus limiting urban sprawl.
13. God created the environment which is good and man must preserve it.
14. Humans must share the earth's resources more fairly and improve the standard of living.
15. Jews do not allow certain animals such as pigs, hares, camels, lions, leopards, elephants, and birds such as the eagle, vultures, ostrich, owl, and certain fish and reptiles to be eaten thus preserving these animals.[Leviticus 11]
16. Water in Judaism has healing and cleansing power and thus it is considered important and holy which should not be polluted. [Water is a symbol of life and death in Judaism].
17. Environmental justice is a value according to the Jews.
18. Use energy that comes from renewable sources
19. Observing of the Sabbath- one cannot slaughter animals, work them in the field, hunt them, harvest crops, chop down trees, and pick fruits. Thus, on the Sabbath nature also has a day of rest from human manipulation. In short Sabbath Day help in preserving the environment.

How Jewish attitude cause environmental damage

1. Jews consider the environment as created in order to benefit man and, therefore, should be used to benefit man; and this might lead to the destruction of the environment. "Let them (humankind) have dominion over the fish of the sea, the fowl of the heavens, animals, all the earth, and all crawling things that crawl upon the earth! (Genesis 1:26) This passage has been frequently cited as the basis for the claim that the Bible legitimates, even commands, the exploitation of nature by humans.
2. Jews pollute water through ritual cleansing and baptism.
3. Jewish rituals such as burnt offerings pollute the air.

ISLAM AND THE ENVIRONMENT

- Islamic attitude towards the environment is based on the belief that Allah is the creator and sustainer of the universe.

Attitude of Islam to the environment

- 1 Muslims believe that Prophet Mohammad said that the world is green and beautiful and therefore, should be protected and cared for.
- 2 Muslims believe that Allah (God) appointed people to be stewards and guardians to the environment and the world and should therefore, protect it.
- 3 Allah is the actual owner of all resources and man is required to use the resources in the right ways.
- 4 Muslims believe that on the Day of Judgment, Allah will judge them on how well they have carried the responsibility of protecting and looking after [caring] the environment.
- 5 Muslims believe that there is unity in creation that must be respected.
- 6 Islam is against the cutting and destruction of plants and trees.
- 7 Protecting the environment is a religious duty for Muslims.
- 8 **Ecological or environmental advice or teachings from Prophet Mohammad that support the protection of the environment:**
 - (i) A believer is like a growing tree.
 - (ii) Plant a tree even if it is your last deed.
 - (iii) Planting a tree is a renewable source of reward.
 - (iv) Encourage people to conserve the environment even when used for rituals.
 - (v) Eat a little less every day [Oh children of Adam, eat and drink but waste not by excess, for Allah loves not wasters. (Sura 7:31)]. This discourages being wasteful.
 - (vi) Consider recycling and fixing before buying new items.
 - (vii) Animals should be cared for.
 - (viii) Keeping the environment clean maintains the community.

Muslims declaration of Assisi in 1986 states that:

1. Allah created plants and animals first before humans and therefore humans should respect the rights of other creatures.
2. Humans should submit to the will of Allah and live in peace with each other and with the rest of creation.

3. Humans should recognise and accept what Allah has given including the gift of nature and creation.
4. Humans should work in harmony with nature and not against natural order.

How Muslims preserve the environment

1. Islam is against cutting or destruction of plants and trees.
2. Protecting and preserving of the environment is a religious duty for Muslims.
3. Muslims are encouraged to plant trees.
4. Muslims are encouraged to keep the environment clean.
5. Muslims believe that on the Day of Judgment they will be judged on how well they have protected and cared for the environment.
6. Muslims do awareness campaigns, educating people on the importance of preserving the environment.
7. Muslims encourage recycling.
8. Islam rejects hunting or killing of animals for sports or for recreation.
9. Killing animals for no good reason is forbidden.
10. The Quran teaches that animals have feelings and a purpose in their lives; Islam is against cruelty to animals.
11. Animals should only be killed for food and one should use sharp objects and not blunt objects.
12. Islam has taboos which forbid people to eat certain animals such as pigs, thus preserving these animals.
13. Muslims should avoid being wasteful.
14. Sharia law protects forests and limits urbanization.
15. **Haram zones**- Muslims created animals' reserves to protect wild animals and forests.

Practices of Islam which do not protect environment

1. Animal sacrifices in Islam do not preserve the environment.
2. Muslims believe in Jihads or holy wars which cause environmental damage. [These wars destroy animals, plants and land]
3. Muslims permits the use of animals for experimentation.

Religious causes of environmental damage

1. **Overpopulation.** Caused by huge gathering at a sacred place or for religious purposes results in a huge production of wastes, leading to land, water and noise pollution as well as environmental degradation.
2. **Pollution.** Such as water, air, land, and noise pollution during pilgrimages or religious gatherings.
 - Some religious rituals lead to pollution of air, water and land.
 - Environment can be polluted through improper disposal of waste.
 - There are some rituals that involve the burning of things that pollutes the air.
 - Other rituals involve dumping of things into the water or into the forest, and this cause water and land pollution.
3. **Deforestation.** Cutting down of trees is the major cause of environmental damage.
 - Some cut trees so as to clear the area for religious gatherings.
 - Cutting down of trees and burning grass affect rainfall, causes soil erosion and causes air pollution.
4. **Vandalization** of sacred places due to over-population. Poaching of animals at sacred places.
5. **Wars.** Also lead to environmental damage.
6. **Natural causes.** Of environmental damage are earthquakes, volcanoes, landslides and floods.

Ways of environmental preservation

1. Educating people about the importance of the environment.
2. Environmental awareness Campaigns – by carrying environmental awareness campaigns.
3. Legislation or putting laws- that protects and preserve the environment.
4. Punishment of offenders- ensuring that those who cause environmental damage either pay fines or are imprisoned.
5. Fencing- putting a fence as a way of protecting the environment, for example area reserved for animals can be fenced in order to protect the animals as well as the forest.
6. Police patrol- also help in protecting the environment especially fenced areas and areas reserved for the protection of the environment.
7. Follow religious teachings which contribute to the protection of the environment, teachings such as respecting of the environment, caring for the environment, protecting the environment, working and guarding it.

RELIGION, RIGHTS AND SOCIAL RESPONSIBILITY

A right - is a freedom that is protected.

Human rights- are basic conditions that each person is entitled to by law or social rule.

- Rights are common claims of all the people.

Types of rights

1. Civil rights
2. Political rights
3. Social rights.
4. Economic rights.
5. Cultural rights.

Civil rights- are personal liberties or freedoms as a citizen or resident of a country.

1. Right to life
2. Right to education
3. Freedom of conscience.
4. Freedom of expression and freedom of media.
5. Freedom to demonstrate and petition.
6. Freedom of movement and residence.
7. Freedom of assembly and association.
8. Right to personal liberty.
9. Right to privacy
10. Freedom from slavery or servitude
11. Right to human dignity

Political rights- are rights exercised in the formation and administration of a government.

- Every citizen in a country has a right to participate in politics.
- Political rights include:
 1. Right to vote

2. Right to get elected (right to stand as a candidate in an election)
3. Right to hold public office.
4. Right to join and participate in the activities of a party of one's choice.
5. Right to participate in a peaceful demonstration.
6. Right to a fair hearing.

NB These rights are available to all people in a democratic society.

Social rights-are made by a group of people to maintain social order in society.

1. Right to education.
2. Right to health care.
3. Right to food and water.
4. Right to marriage.
5. Right to adequate standard of living.

Economic rights- these are rights that provide economic security to people.

1. Right to work.
2. Right to adequate wages.
3. Right to leisure and rest.
4. Right to social security.
5. Right to own property.
6. Right to work in a safe environment.

Cultural rights- these are right related to art and culture.

1. Right to take part in cultural life.
2. Right to take part in scientific discoveries.
3. Right to use language of one's choice.

NB every right comes with a responsibility. It is everyone's responsibility to respect other people's rights.

Rights of the elderly

1. Right to receive reasonable care and assistance from their families and the 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 form movements of associations of the elderly.
5. To exercise their right of freedom of choice regarding to shelter, food, clothing within their limitation of their resources.

NB these rights are enshrined in the constitution of Zimbabwe.

Rights of war veterans:

War veterans – are those who fought in the war of liberation.

Their rights

1. To be recognised for their contribution to the liberation of Zimbabwe
2. To suitable welfare such as pension and access to basic health.

Rights of persons with disabilities

- These rights ensure that people with disabilities realise their full mental and physical potential.
1. Right to enable them to be self-reliant
 2. Right to enable them live with their families and participate in social creative and recreation activities.
 3. To give them access to medical, psychological and functional treatment.
 4. To provide special facilities for their education.
 5. To provide state funded education and training where they need it.

NB In Zimbabwe disabled people are recognized and this helps in nation building, and to show that no one is better than the other- we are all equal before the constitution of Zimbabwe.

- It shows that all human beings are born free.
- These rights also show that disability is not inability.

Rights of freedom of worship.

- Freedom of worship is the right to choose and worship God in a religion of your choice.

Advantages or benefits of freedom of worship.

1. Encourage respect.

2. Encourage tolerance.
3. Reduces corruption.
4. Promotes peace
5. Encourage unity
6. Increase in the number of religious institutions such as schools and universities.
7. Promotes quality and good education
8. Helps people to live and co-exist with their differences.
9. Promotes stability.
10. Promotes democracy.
11. Promotes economic prosperity and better health.
12. Creates employment opportunities, where people are employed in mission institutions.
13. Helps in the protection of other rights such as freedom of speech and freedom of association.

Disadvantages of freedom of worship

1. Can lead to conflict over religious issues.
2. Leads to cultural decay.
3. May leads to dangerous religions such as Satanism.
4. Leads to different interpretation of the scripture.
5. Leads to discrimination against small church congregations.
6. Emergence of faith practices that offend others.
7. Superiority and inferiority complex.
8. Leads to blind following.
9. Leads to opposing beliefs.

Social responsibility

Social responsibility- is what an individual does to benefit the community one lives in.

Social responsibility is a duty or an obligation one should do in society.

Social responsibilities- are actions that one has to perform as one exercise one's rights.

NB: rights and responsibilities go hand in hand.

Relationship between rights and social responsibility.

1. A child has a right to education, but at the same time has a duty to attend school.
2. A child has a right to health protection, but one has a duty or responsibility to take care of his/her health.
3. A child has a right to speech, but has an obligation to respect the rights of other children and adults.

Social responsibilities of a parent

1. Provide food and shelter to their children.
2. Pay for the education of their children.
3. Discipline children.
4. Protect and nurture children.

Rights of citizens

1. Right to life.
2. Right to education.
3. Right to freedom of association.
4. Right to freedom of movement.
5. Right to freedom of conscience and religion.
6. Right to liberty.
7. Right to protection of property.

Social responsibilities of citizens

1. Take care of the elderly and the needy.
2. Respecting parents and elders and offer them help when necessary.
3. Providing home based care.
4. Donating food and clothes to the people.
5. Respect the flag and national anthem.
6. Respect the laws of the land.
7. Respect those in authority.

8. Register as a voter and vote in national elections.
9. Protect the environment
10. Planting of trees.
11. Paying school fees for needy learners.
12. Helping the elderly in planting, weeding and harvesting the field.
13. Participating in the Zunde ramambo to make sure there is enough food to feed the hungry in the community in the event of famine.

Social responsibilities of the Government

1. Construction of schools, colleges and universities.
2. Construction of roads and bridges.
3. Construction of clinics and hospitals.
4. Giving food to citizens during drought and famine.
5. Provide educational loans to students.
6. Building dams.
7. Providing houses to citizens.
8. Protecting its citizens.

NB: it is everyone's social responsibility that no one harms others in pursuit of one's own interests or rights.

- The respect for others' rights is important, to have solidarity with others for the sake of peace and good citizenship, shows Unhu/Ubuntu.

Religion and leadership styles

- Religion plays an important role in shaping types of leadership.

Types of leadership [leadership styles]

1. Authoritarian/ autocratic
2. Affiliate leader
3. Coaching leadership
4. Democratic leadership
5. Laissez-Faire leadership

Authoritarian/ Autocratic leadership

- The leader has much power, does not consult those he/she leads and followers are expected to obey orders.
- The leader mobilises the team to focus toward a common vision and o end goals.
- Religion encourages followers to be focused and promote teamwork amongst individuals.
- The common goal for Israelites was to reach the Promised Land and Moses mobilised the people of Israel to work towards the land of Canaan. Moses in Judaism is considered a great leader because of authoritarian leadership.

Affiliate leader

- Leadership which believes that people come first.
- In Christianity, Jesus is believed to be that kind of a leader who cared most about others instead of himself.
- Its where the leader serves the interests of the people, this type of leadership is also known as servant hood leadership.

Coaching leadership

- Is a type of leadership where a leader allows the people to show case their talents and abilities.
- It is the duty of religion to give people another or a second chance.

Democratic leadership

- Is a leadership which allows people in decision making and problem solving.
- People are given freedom of speech and expression without hindrance.
- It is a participative leadership style.
- The leader trusts his subordinates and there is team spirit and high morale.
- This style of leadership is more religious than the rest.

Laissez-Faire leadership style

- Is when a leader allows the subordinates as the please or want.
- There is too much trust.
- It is known as self- rule style of leadership.

Islamic influences of a good leader

Qualities of a good leader in Islam

1. Ability to command with respect.
2. Confidence on ability.
3. Approachable for suggestions.
4. Ready to sacrifice.
5. Acceptability as a leader.
6. Open- minded.
7. Optimism.
8. Understanding of responsibilities.
9. Ability to help understand efficiently.
10. Ability to answer questions adequately.
11. Ability to have love and affection of members.
12. Habit of making decisions after consultation.
13. Courage to encourage criticism.
14. Dynamic.
15. Serious.
16. Ability to plan
17. Ability to organise
18. Ability to implement.

Qualities of a good leader in Christianity.

1. One who seeks God's direction
2. Is modest and no arrogant.
3. Is a peacemaker.
4. Is fair and just.
5. Surrounds himself with honest and trustworthy people.
6. Is a good learner.
7. Is humble.
8. Is sensible and kind.

9. Optimistic.
10. A mature thinker.
11. A servant of all.
12. Able to teach.
13. Have self control
14. A good judge of character.
15. Is energetic.

Religious values that influences good leadership styles.

1. Integrity
2. Caring and concern.
3. Honesty.
4. Humility
5. Respect for others
6. Fair treatment and justice.
7. Listening
8. Appreciating others.

Manifestation of bad leadership.

1. Pride and arrogance
2. Boastfulness.
3. Self-worship
4. Self-love
5. Jealousy
6. Suspicion
7. Backbiting
8. Slander
9. Imbalance of attitude
10. Narrow mindedness

11. Cruelty.
12. Insensitive.

RELIGION AND CONFLICT MANAGEMENT

Conflict: is a struggle or a contest between parties with opposing needs, ideas, beliefs, values, interests or goals.

- **Conflict** is a state of disagreement between two or more people.
- **Latent conflict**- is a conflict that leads to violence.
- **Latent conflict** is a violent conflict.
- **NB: latent conflict affects development.**

Conflict management: is the study of conflict and analyse ways to bring it under control.

- Conflict management seeks to point out that conflict is inevitable [expected or unavoidable], and that not all conflicts can be resolved, conflict can only be managed, controlled or regulated.
- Those who manage conflict are called **mediators**.

Types of conflicts.

1. Social conflicts
2. Tribal conflicts
3. Political conflicts
4. Economic conflicts
5. Religious conflicts.
6. Racial conflicts.

Levels of conflict.

1. Personal conflict level conflict- is a conflict that involves individuals.
 - (a) Intra-personal- person versus self conflict
 - (b) Inter-personal – person versus person conflict.
2. Family level conflict- is a conflict between family members.
3. Communal level conflict- is a conflict that is community based.
4. National level conflict- is a conflict within a country.

5. Regional level conflict- is a conflict within a region.
6. Continental level conflict- is a conflict within a continent.
7. Worldwide or Global level conflict- is a conflict which involves countries or continents of the world.

Family conflict

There are many examples of family conflicts such as:

1. Husband and wife conflict.
2. Parents and children conflict.
3. In-laws and daughter in law conflict.
4. In-laws and son in law conflict.
5. Wife and husband's relatives conflict.
6. Siblings conflict.

Causes of conflict in a family.

1. Unfaithfulness or Deceit or cheating.
2. Cultural differences
3. Religious labels.
4. Witch hunting.
5. Misunderstanding.
6. Poor communication.
7. Lack of planning.
8. Unfulfilled promises.
9. Drug and alcohol abuse
10. Favouritism.
11. Lack of shared vision.

Ways of solving conflicts at family level in IR

1. Through the use of aunts [vana tete]
2. Through the use of uncles [vana sekuru]

3. Through family dare [where by the whole family sit to solve the dispute]
4. Through the use of elders in a family.
5. Seeking assistance from traditional healers [n'angas] especially if it about witchcraft.
6. Seeking help from family ancestral spirits [mudzimu wemusha].

Causes of conflict at communal level and national level

1. Poor communication.
2. Misunderstandings.
3. Scarcity of resources or shortage of resources.
4. Lack of planning.
5. Corruption.
6. Poor staff selection.
7. Frustration and stress.
8. Threats of violence.
9. Harassment.
10. Alcohol and drug abuse
11. Political differences/ political intolerance
12. Unfulfilled promises [too many unfulfilled promises]
13. Lack of shared visions.
14. Unemployment especially of the youth.
15. Militarization.
16. Ethnic dominance.
17. Resource curse.
18. Regional instability.
19. Illegitimacy of political leadership.
20. Economic mismanagement.
21. Different religions/ different religious beliefs/ religious labels.
22. Witchcraft hunting.

23. Power hungry.
24. Suspicion
25. Deceit/ dishonesty.
26. Lack of democracy.
27. Racial discrimination.
28. Cultural differences.
29. Tribal differences.
30. Xenophobia.
31. Land issue.

Religious causes of communal conflict and national conflict

1. Religious labels.
2. Having different sacred days, sacred objects and sacred places.
3. Witch hunting- pointing at others as witches.
4. Deceit especially by Tsikamutandas and prophets who lie to people in order to get money from unsuspecting people.
5. Defence of faith.
6. Promise of divine rewards for earthly sacrifices.
7. Different religions/ different religious beliefs.
8. Religious intolerance.
9. Martyrdom.
10. Defending believers against infidels.
11. Power hungry eg in the Anglican Church when Kunonga and Bakare were fighting for power .
12. Lack of shared vision.
13. Discrimination and exclusion.
14. Religious extremism/ radicalism/ fanaticism.

Role of religion in conflict management

- Religion plays a significant role in maintaining peace in society.

1. **Peace building**- churches in Zimbabwe pray before and after elections so that God can intervene to avoid bloodshed.

-they pray for peace, and youth encourage to be peaceful and refrain from being used by politicians

2. Religion acts as the voice of the voiceless.
3. Judiciary use religion to make oath for honest.
4. Reconciliation – policy of reconciliation in 1980 was influenced by religion, and in 2008 elections religion encouraged national healing and forgiveness.
5. Brings Unity- religion encourages unity eg Christianity teaches about brotherhood and sisterhood, it is against segregation since Jesus died for all.
6. Consolation in times of bereavement- eg songs by Christians is used to comfort the bereaved.
7. Religions have radio stations and Televisions which encourage people to live in harmony with others.
8. TV programs of Christians eg Another Chance where criminals ask society to forgive them.
9. Caring for the injured during political violence.
10. IR is effective in managing conflict through the use of tete, uncle, muzukuru, sawhira, mbuya, family dare and chief.
11. IR uses taboos to manage conflict eg forbids any child to physically abuse or hurt one's mother for this will attract a series of misfortunes called Kutandabotso.
12. Use of Ngozi to manage conflicts in IR, through the fear of avenging spirit
13. Conflict management structures are set up to try and maintain peace.
14. Religion teaches us to love one another- thus managing conflicts.
15. Mediation by religious leaders led to the formation of a Government of National Unity[GNU] between ZANUPF and MDC in 2009.

Impact of conflicts

Negative impact

1. Leads to division in society.
2. It leads to death of innocent people such as children and women.
3. Destruction of buildings.
4. It leads to terrorism.

5. It leads to under-development, as economic activities come to a standstill.
6. People will be injured and wounded.
7. Increase in refugees as people flee from the conflict.
8. Criminal activities will increase as criminals take advantage of the conflict.
9. Raping of women.
10. Human rights abuse will increase, such as beating of opponents.
11. It leads to fear, emotional and psychological torture.
12. It breeds hatred and suspicion.
13. Destruction of the environment.
14. Disrupt educational activities.
15. Disrupts economic activities.
16. Disrupts social activities.
17. It leads to assassinations and murder.
18. It hinders peaceful co-existence.
19. Families and friends are separated.
20. Leads to diseases and famine.

Positive impact of conflicts

1. It leads to the recognition of the minority's rights.
2. It leads to independence.
3. It leads to international intervention in order to solve the crisis.
4. May help to end oppressive laws which could have caused the conflict.
5. May lead to better peaceful future where people learn to live in harmony realising the horrors of the conflict.
6. Conflict leads to defeat or victory.
7. May bring justice to the society and families.
8. People might gain freedom or democracy after a conflict.
9. Cruel dictators might be overthrown or removed from power.

10. May leads people to work together to defeat a common enemy.

Religion and enterprise

- By religion and enterprise we will look at the relationship between religion and enterprise; that is look at how religion influences business [enterprise], and how enterprise influences religion.
- In other words we will be looking at the relationship between religion and business.

Enterprise: is the activity of creating a business or businesses and managing them.

- **Enterprise** is a business.
- **An enterprise** - is a business an individual or group of individuals start.

Entrepreneur: is a business person.

- Is a person who sell items [artefacts] or religious artefacts such as religious regalia [clothes], musical instruments, sacred books [scriptures], drums, shakers [hosho], and marimba.

Reasons for a business [an enterprise].

1. Business is set up to solve problems encountered in society. As a service to the people.
2. To provide a need.
3. To make profits.
4. To make a living out of it.

Forms of enterprise in all religions

1. **Sole trader** –is a business that is owned by one individual.
 - The owner has the complete control over assets and profits
 - The business is directly managed by the owner.
2. **Partnership** – is a business owned by two or more individuals called partners.
 - The partners contribute to the business by sharing property, responsibilities, knowledge and activities
 - They share profits and losses.
 - This type of business is created through a partnership agreement.

3. **Private limited company**- is a business that limits owners' liability [or debt or legal responsibility] to their shares.
 - It limits the number of shareholders to 50.
 - Restricts shareholders from publicly trading their shares.
4. **Public limited company**- is a business that operates as a separate entity from its owners.
 - It is owned by shareholders and managed or led by a board of Directors of 2 to 12 members.
 - Board of directors are elected from shareholders at the annual meeting.
 - Board of Directors act as representatives of the shareholders in the management of the company.
 - Shareholder liability for the loss of the company is limited to their share contribution only.
5. **Public corporation** – is an entity created by State [Government] to carry out public missions and services, and are also known as parastatals.
 - Is a company whose shares are publicly traded and shareholders can be thousands of people.
 - Public corporations are sometimes government owned for example Air Zimbabwe, National Railways of Zimbabwe etc

Types of religious enterprise

- Religions participate in enterprise to increase their visibility and appeal to their members. These businesses can be carried out by individuals, groups or large corporates.
1. Manufacturing of religious materials
 2. Marketing and distribution of religious goods.
 3. Provision of services.

Manufacturing of religious materials.

- (v) All religions have items that are needed by their followers, since religion is materialistic.

Items produced or manufactured for religions.			
Indigenous Religion	Christianity	Judaism	Islam

1. Skins from different animals.	1. Uniforms	1. Bible	1. Koran
2. Bones and teeth of animals.	2. Texts or books	2. Texts or books	2. Texts or books.
3. Reptile skins and bone.	3. Instruments	3. Turbans	3. Long gowns.
4. Masks.	4. Wrist bands	4. Tunics	4. Crosters/ hats
5. Religious clothes	5. Bibles.	5. Cloaks.	5. Scuffs
6. Drums	6. Anointing oils	6. Sandals.	6. Hijabs
7. Pots	7. Crosses	7. Kippah	7. Niqah/Burka [dress]
8. Beads[zvuma]	8. CDs	8. Tallit	8. Newsletters
9. Snuff [bute]	9. Newsletters	9. Scarf	9. DVDs
10. Medicines/herbs	10. DVDs	10. Snood	10. CDs
	11. Rosaries [a string of beads]	11. Hat/beret/wigs	
	12. Easter eggs	12. Unleavened bread	
	13. Christmas trees.		

- Each religion has goods and materials peculiar to it, used by its followers.
- Some of the items are produced or manufactured for a specific religious ritual.
- Religions such as Christianity, Islam and Judaism have printing presses to produces their sacred scriptures, textbooks and newsletters for their followers.
- Religions also manufacture clothes for their followers.
- Religions also make instruments and other paraphernalia for example IR have other people who specialise in making drums for specific rituals.

Marketing and distribution of religious goods

- Religions that have written texts have got bookshops that specialise in selling their religious materials.
- Religions that have special way of preparing food have food outlets to cater for their followers.
- Muslims have got butcheries that observe the ways their meat is prepared.
- Across the world there are specialty shops that meet the needs of particular religions.

Provision of services

- There are religious enterprise in the provision of services for example the establishment of church schools, health services such as church hospitals and clinics, church hotels and booking houses, sports clubs, old people's homes, church buses and food outlets.

Religion and enterprise.

- Religion teaches that business is a trust from God and man should love the giver of business more than the business.
- Judaism and Christianity teach that people should give 10 percent of their income as tithe in order to assist the poor and the disadvantaged members of society.
- In Judaism, giving to the poor is not a generous act but it is a duty.
- Islam has a concept of Zakat, meaning giving 2.5% of wealth to the poor.
- Religion teaches that social action and doing good deeds makes the world a better place.
- Religion teaches that business is a trust from God who requires a proper management.
- In Christianity parables such as the Parable of Talents and Parable of the Shrewd manager shows that God supports enterprise.

Advantages of religion on enterprise.

1. Encourages unity among workers.
2. Encourages business owners to give fair wages to workers.
3. Discourage theft and fraudulent behaviour.
4. Encourages respect of one another.
5. Discourages profiteering.
- (vi) Teaches values such as
6. Faithfulness.
7. Humility.
8. Diligence.
9. Trust
10. Honesty
11. Justice or fairness.
12. Peace.
13. Perseverance.

14. Hard work.

15. Team work.

Benefits of religious enterprise to the disadvantaged in society

1. Payment of school fees.
2. Food donations for example to the victims of Cyclone Idai in Chimanimani and Chipinge.
3. Building of schools for the disadvantaged.
4. Building of health facilities.
5. Building of homes for the disadvantaged.
6. Donating clothes.
7. Providing employment to the disadvantaged.

Disadvantages of religion on enterprise.

1. Time for production and growth is lost by observing sacred days.
2. Profits are lost as money is given as tithe and Zakat.
3. Followers are abused in today's society by unscrupulous or deceitful prophets and papas who demand offering for business to boost in the name of gospel of prosperity.
4. No compensation for resources, time and money the business lost attending religious ceremonies.
5. Closed during sacred times, therefore money is lost.
6. Some people bring goblins and charms in the name of prosperity gospel. These charms and goblins end up causing destruction and harm to believers and the owner as well.
7. Leads to flourishing of satanic churches that needs human blood to make money.
8. Exploitation of believers by religious leaders for example has to pay thousands of dollars for one on one with the prophet.
9. Women are abuse and raped by religious leaders in the name of being healed.
10. Labelling- those who are not members of the religion are labelled as sinners.
11. Some religions do not allow their members to be involved in certain enterprise, for example Islam and Judaism don't allow:
 - (i) Keeping of pigs.
 - (ii) Selling of pigs

- (iii) Gambling.
- (iv) Making huge profits [profiteering].
- (v) Tobacco farming.
- (vi) Having beerhalls and bottle stores [selling of beer].

Bad business practices in Islam

1. Fraud in business.
2. Hoarding of goods to make high profits.
3. Dealing in weapons which cause harm to humans.
4. Dealing in illicit drugs and alcohol.
5. Failure to fulfil their business promises.
6. Charge interest which is forbidden by the Quran.
7. Fixation of prices.

Religion and Technology.

Forms of technology used by religions in Zimbabwe.

1. Computers.
2. Cell phones.
3. Loud speakers.
4. Televisions.
5. Radios.
6. Internet.
7. PA System [Public Address System.]
8. Musical instruments [such as pianos, guitars, drums, trumpets]
9. Projectors.
10. Newspapers
11. Social media [whatsapp, facebook, twitter, Instagram]

Interaction between religion and technology

- Religion offers a moral framework for technology to flourish.

- On the other hand, technology has caused some previously unquestioned moral issues to be revisited.
- Science through technology has clarified on some religious doctrines.
- Religion can be abused through technological process.
- Sacred places and sacred objects have been vandalised for the purpose of technological innovation and use.
- On the other hand religion can hamper certain technological developments and progress, for example a chief in Mt Darwin did not allow the construction of a dam because its site was considered a sacred place.
- Religion has also been used by politicians to hinder technological developments for fear of losing their power for example strict cyber laws that curtails free use of information technology by ordinary people in the country.
- Thus religion has been used by political leaders to control the people they rule.

How technology affect religious values.

1. Internet has impacted negatively to religious values such as decency, abstaining from seeing naked pictures, avoiding porno videos and pictures and not listening to immoral utterances.
 - People post porno pictures and videos which affect young people's minds.
 - People learn about sex through internet
2. Cell phones and use of social media such as WhatsApp leads people not to concentrate in church as they post silly things.
3. Television is another technology that has brought havoc to religious values as people spend much of their time watching televisions and seeing all sort of movies and pictures that will affect their religious values.

NB it should also be noted that technology has played a role in the growth and expansion of religions in Zimbabwe, for example religious leaders preach through the Television, whatsapp, internet and radios.

Role of IR in Chimurenga 2

- IR played a pivotal role in both the First and Second Chimurenga war. In the first Chimurenga IR practitioners [or leaders] such as spirit mediums namely Mbuya Nehanda, Kaguvi, Mkwati, Namaponga, Mlugulu, Siginyamatshe, and chiefs such as Mashayamombe, Makoni, Hwata, Zvimba, and many others took part in the first chimurenga war.
- IR leaders of the First Chimurenga war inspired IR practitioners in the Second Chimurenga War.

Spirit mediums who took part in the Second Chimurenga war.

1. Murenga Musorowenzou
2. Nehanda.
3. Pindukai
4. Chatunga [Zvimba]
5. Beperere [Zvimba]
6. Konjanan
7. Manhova Mupawaenda
8. Nyabapa [Mamvuradonha]
9. Gusa Muparavara [Darwin]

The roles of the spirit mediums in the second Chimurenga.

1. Communicated the code of conduct for both the freedom fighters and the masses. Fighters were not to eat certain food, not to take things of the white men, against sexual immoral behaviours and stealing.
2. Monitored the observance of sacred days [chisi] and asked for rains.
3. Advised fighters and masses on what to do, where to go and when to go during the war.
4. Advised the fighter on when to attack and when not to attack.
5. Strengthened the fighters with charms such as bute meant to protect the fighters and cover their tracks
6. They elected chiefs and religious leaders who assisted the fighters.
7. They also prophesied victory for Africans and foretold freedom fighters where there was danger.
8. Some fought side by side by the freedom fighters and some were arrested and killed.
9. They had enormous influence on the people, so they were important in mobilising the people against the white rule.
10. They gave moral support to the nationalist leaders, encouraged the guerrillas to carry on with the struggle.
11. They blessed the fighters and the struggle.
12. Performed rituals and sacrifices.
13. Give information on the whereabouts of the enemy.

14. Provided the guerrillas with food and spiritual support.
15. Where consulted before an attack.

Chiefs.

- Chiefs such as chief Tangwena played a role in resisting colonial rule in Zimbabwe.
- Chief Tangwena is the one who assisted former President Robert Mugabe and Edgar Tekere to cross into Mozambique.
- Chief Tangwena assisted young men who wanted to fight for independence to cross into Mozambique.
- He provided them with food, information and hiding places during the war.

Musicians. Such as Thomas Mapfumo encouraged many young people to decide to go and take up arms to fight and defend the motherland

However, other chiefs such as Chirau and Chikerema were puppets of the whites; they worked with the whites to fight against freedom fighters.

Role of Christianity in the liberation struggle

- Christianity is accused for paving the way for the colonisation of Zimbabwe and for instigating the white minority to destroy African resistance in the First chimurenga war.
- In the first Chimurenga war Christian missionaries were silent on the abuse of Africans by white settlers.
- Christianity justified the attack on Africans by white settlers.
- However, in the second chimurenga war Christianity was vocal against colonial rule.

Christian Practitioners

1. Archbishop Patrick Chakaipa
2. Bishop Donal Lamonte
3. Reverend Ndabaningi Sithole
4. Bishop Adolph Schmitt.
5. Rev Canaan Banana
6. Fr Patrick Mutume
7. Sister Mary Macleish
8. Fr Emmanuel Ribeiro
9. Apostle Ezekiel Guti

10. Apostle Paul Mwazha
11. Fr Alexander Sakarombe
12. Bishop Samuel Mutendi
13. Fr Ignatious Mhonda
14. Bishop Abel Muzorewa.

Roles of Christian practitioners.

1. **Reverend Ndabaningi Sithole**- was involved in the formation of many political parties which were opposed to colonial rule.
 - He is one of the founders of ZANUPF in 1963 and became its first president.
2. **Paul Mwazha**- played a role in trying to unite Africans and white settlers; he always preached and encouraged people to be united.
3. **Bishop Abel Muzorewa**- was chosen as the leader of ANC in 1971 to oppose the Pearce Commission. He successfully campaigned for a no vote to self-rule under white minority.

Unfortunately Muzorewa later became a puppet of the white and he was involved in the internal settlement in 1978 which culminated in the infamous Zimbabwe-Rhodesia government with Muzorewa as the Prime Minister.

- Muzorewa had an army called Pfomo revanhu [Madzakudzaku] which was fighting against liberation fighters.
4. Sister Mary MacLeish- she condemned the Land Tenure Act in 1969 and was against racial discrimination in schools and wanted all catholic institutions to be closed in protest.
 5. Fr Dieter Scholz- whom was stationed at St Alberts Mission in Chinhoyi Diocese; he investigated cases of brutality against civilians by the colonial forces and brought the findings to the Justice and Peace Commission [JPC].
 6. Leaders of Roman Catholic Church voiced strong criticism of the minority rule through their magazine, the Moto. They encouraged warring parties to come to a negotiating table.
 7. Rev Canaan Banana- played a significant role in ensuring that the second chimurenga come to an end through peaceful means. He became the first President of an independent Zimbabwe.
 8. Fr Ribeiro- housed nationalist leaders such as Robert Mugabe and Enos Nkala at his Parish house in April 1975. He assisted Robert Mugabe to escape to Mozambique.

Roles of Christian practitioners

1. Moral support
2. Educating leaders in various institutions

3. Provided freedom fighters with food, clothes, medicines and transport.
4. Encouraging national identity and pride.
5. Spoke against atrocities committed by the settlers
6. Help leaders to communicate through written records.
7. Encouraged warring parties to come to a negotiating table.
8. Spiritual support.
9. Financial support.
10. Encouraged unity between Africans and whites
11. Encouraged and defended the African liberation struggle.
12. Supplied vital information to the guerrillas on the whereabouts and movement of the enemy.
13. Leaders of African Initiated Churches gave prophecies of victory by the guerrillas.

Global distribution of religions

- By Global we mean world over, or all over the world.
- Global religions are Christianity, Islam and Judaism.
- IR is not found outside Africa

Christianity – constitutes 32.2% of the world population.

- Christianity with more than 2 billion believers has the highest number of followers.
- Christianity is more popular in Europe and was popularised by the Jews in the Diaspora.
- Roman Catholic constitutes 51% of the Christian population in the world.
- Protestants constitute 24% of the Christian population in the world
- While Orthodox or Eastern Orthodox constitutes 11% of Christian population.
- In Africa, Sub- Sahara Christianity constitutes 63%, Middle East 4%, North America 77%, South America 90%, Europe 75% and Asia-Pacific 7%.

Islam – constitutes 24.4 of the world population.

- Islam has the second highest numbers of believers with about 1 billion followers in the world.
- Islam is concentrated in Arab States where the Muslim population is greater than anywhere else.

- Islam is also popular in East Asia.
- In the Middle East 93% of the population are Muslims, Asia pacific 24%, Sub Sahara Africa 30%, Europe 6%, North America 8% and South America 5%.

Judaism

- Judaism is the first recorded religion to believe in monotheism.
- About 40% of the Jews live in the USA and about 40% in Israel.
- In Europe there are about 10% of the Jewish population.
- It is generally believed that Judaism is more popular in Middle East where the ancestors of the religion originated.
- Of the three Abrahamic religions; Judaism has the lowest number of believers.

Indigenous Religion- is mainly based in Africa; it is however exported to other parts of the world by Africans in the Diaspora who continue to follow their [IR] religion.

Rites of passage in IR

Rites of passage- are rituals performed when a person or group of people are to move from one stage of life to another stage of life.

- Rites of passage are rituals and ceremonies meant to celebrate the development of a person from one status to the next.
- It is the initiation of a person into the next level of one's life.
- Rite of passage is meant to introduce a person to new responsibilities and behaviours of the next stage of life.

Types of rites of passage in IR

1. Birth rites
2. Masungiro.
3. Naming rites
4. Circumcision as a rite of passage
5. Puberty rites
6. Marriage rites.
7. Death rites
8. Magadziro/Kurova guva (Ancestorship rites)
9. Eldership rites

10. Rukuvhute ritual

11. Nhova Ritual

Rites in Indigenous Religion (Rites of passage in Indigenous Religion)

Rites of passage are stages of life for human beings and rites are done to prepare or initiate an individual to a particular stage of life

There are five major African initiation rites which are fundamental to human growth and development. These rites were originally established to link the individual to the community and the community spiritual world. Initiation rites are important because people do not automatically grow and develop into responsible, community-oriented adults.

Rites of passage are fundamental to start a new phase or beginning in life. It marks the passing from one phase in life to the next more mature phase. *Initiation* fundamentally has to do with transformation. Rites of passage help guide the person from one stage in life into the next stage of one's life and development, that is, from birth to death and beyond.

The five rites of passages are *birth*, *adulthood*, *marriage*, *eldership*, and *ancestors*. A rite is a fundamental act (or set of rituals) performed according to prescribed social rules and customs. These 5 rites represent an integrated initiation system that has given indigenous African cultures the stability and longevity to provide a model of consistency and inter-generational unity. They represent a complete set of devices that prevent the inherent conflicts between various age groups or the systematic ill treatment of women, children, or elders.

1. RITE OF BIRTH (Take note of Naming Rite)

The *Rite of Birth* involves initiating the infant into the world through a ritual and naming ceremony. Indigenous religion believes that the infant comes from the spirit world with important information from that world, and is bringing unique talents and gifts to offer to the community. The infant is believed to have been commissioned to come to the world and accomplish a particular mission or project, and often has a great message to deliver.

Therefore, it is the responsibility of the family and community to discover the infant's unique mission through consultations with a diviner. The infant's name is given after the determination of the mission and it is a reflection of the infant's personality or the life mission itself.

2. RITE OF ADULTHOOD (Puberty rite or Initiation into adulthood rite and circumcision)

The *Rite of Adulthood* refers to initiation into adulthood. Adulthood rites are usually done at the onset puberty age (around 12-13 years of age in many cultures) and they are to ensure the shaping of productive, community-oriented responsible adults. There is nothing automatic about youth being productive members of society, nor is there anything particularly difficult about transitioning from a child to an adult.

African societies systematically initiate boys and girls into adulthood. They often take the young initiates out of the community, to teach them all the ways of adulthood: including the rules and

taboos of the society; moral instruction and social responsibility; and further clarification of his/her mission or calling in life.

3. RITE OF MARRIAGE (Also take note of Masungiro rite)

The *Rite of Marriage* represents not only the joining of two families, but also the joining of the two missions of the new couple. In other words, the marriage rites are performed for not only the coming together of male and females to procreate and perpetuate life and the coming together of families; it is also an institution that helps both the husband and wife to best fulfil their mission and objectives in life. African society, primary motivation for marriage is on building families and communities. The focus is on the collective more than the individual. A person is not generally considered an adult until they have married and had children.

4. RITE OF ELDERSHIP

The *Rite of Eldership* is an important component of the initiation system, because it is the elders who represent tradition and the wisdom of the past. In IR there is a fundamental distinction between an “elder” and “older” person. An older person has simply lived a longer life than most of people, but it not considered one who deserves high praise and respect. This is because the older person’s life has not been a positive example for the community. An older person could be a thief or drunkard, an evil person, or could be someone who never married and had children, and thus these examples would certainly prevent a person from being considered a respected elder.

On the other hand, an elder is someone who is given the highest status in African culture because s(he) has lived a life of purpose, and there is nothing more respected than living a purposeful life. The life of an elder is centred in the best tradition of the community, and is someone who has gone through all of the previous three rites, and is a living model for the other groups in the society to emulate.

RITE OF ANCESTORSHIP (Take note of Magadziro/Kurova guva)

Rite of Ancestorship, is meant to make a dead elder to become an ancestor. IR does not believe that when a person dies this ends all ties and communication with the living. IR believes that the spirit of the deceased is still with the living community, and that a distinction must be made in the status of the various spirits, as there are distinctions made in the status of the living.

A respected elder who passes on is revered and honoured as an “ancestor.” A respected elder who passes on becomes a respected ancestor and is given the highest honour. This group of ancestor wield great power and are often called upon in matters of trouble or uncertainty to help influence a favourable outcome. Thus, ancestors are respected elders who have passed away and who continue to serve as an extension of the family and community.

Attire in IR

Attire- is religious regalia.

- Attire is a religious regalia or clothes worn by religious practitioners on religious ceremonies.
- Attire is a type of dressing for a particular occasion.

- In IR there are clothes for women and clothes for men.

Types of attire in IR are made from:

11. Skins from different animals.
 12. Bones and teeth of animals.
 13. Reptile skins and bone.
 14. Masks.
- These clothing have strong connection with the spiritual world and mostly acquired through guidance from the ancestors.

In IR there are clothes for:

1. The king or queen
2. Chief.
3. Traditional healers. (N'anga)
4. Soldiers.
5. Men.
6. Women.
7. Children.
8. For wedding
9. For puberty.

Sacred attire in IR

1. **King's attire/dresses/clothes-** they are usually made from royal animals such as:
 - (i) Lion
 - (ii) Leopard
 - (iii) Eagle
 - (iv) Cheetah
- Kings are seen as representatives of God on earth.

The king's attire symbolises:

- (i) Royalty

- (ii) Power or authority
 - (iii) Wisdom
- The king wear head gear that act and symbolised a crown.
- Stuff (Tsvimbo) the king carries is part of the dressing to show his kingship.

2. Traditional leaders (Chiefs).

- They wear skins of royal animals like kings but did not wear crowns.
- Their clothes symbolised wisdom and power.
- Chiefs wear different clothes when handling cases from those he wore daily.
- Modern chiefs in Zimbabwe wear big hats, carry stuff and have badges of royalty.

3. Spiritual healers [N'anga]

- Their clothes are usually made from:
 - (i) Animal skins
 - (ii) Bird's feathers
 - (iii) Reptiles skins and bones
 - (iv) Sea shells
 - (v) Other natural objects
 - (vi) Clothes made from cotton by modern spiritual healers especially the following colours:
 - (a) White (Mucheka muchena)
 - (b) Red (Mucheka mutsvuku)
 - (c) Black (Mucheka mutema)
 - (d) Blue
- **N'anga carry a stuff, nhekwe with bute, nhava (bag) with herbs and hakata (magic bones).**
- **Their attire is usually done under the guidance and instructions of the ancestors.**
- **The n'angas wear thee attire at different types of ceremonies, rites and payers.**

4. Soldiers

- Attire for military men were made from strong animal skins for rough conditions of the bush.
- Part of the attire includes:
 - (i) Spears.
 - (ii) Shields
 - (iii) Bows and arrows
 - (iv) Knobkerries

5. Men and women

- Men's clothes were made from animal skins and were to be long enough to cover manhood.
- Women's dresses were made with great consideration of their nature and were made with modesty and dignity.
- Women and men wear clothing with different symbols to show their status or positions in society.
- Dress for the women includes various pieces that signify age and marital status.
- A woman wearing a head-wrap and a long wrap around skirt is likely young and unmarried.
- A cloth around a woman's mid-section is often for carrying babies thus shows the woman is married.
- Women's clothing includes headdress, ornaments including necklaces, earrings and bracelets.
- There are also dresses for weddings and funerals, different attires are worn with different symbols.

6. Children

- Made from soft materials for the soft skin of the child.
- These are approved for the protection and blessing of the children.

Sacred days in IR

Sacred day- is a day seen as holy in a religion.

Different types of sacred days:

1. Chisi

2. Death of a king
3. Marriage of a king.
4. When lightning struck.
5. Death in a family
6. Birth of an appointed Prince or king.
7. Rainmaking

1. Chisi

- Is a day set aside to honour Mwari [God] and to honour territorial spirits who are believed to be the guardians of the land.
- Chisi varies among the Shona, as each community [Chiefdom] has a different day of a chisi because each community [chiefdom] has its own territorial spirits.
- Chisi is meant to give guardians of the land time to rest.
- Chisi is a day of rest from agricultural activities.
- Agricultural activities and working on the soil is forbidden on the chisi day, non-compliance of the chisi might spell disaster to the individual or to the community. Punishment might come in the form of:
 - (i) Insufficient rain
 - (ii) Drought
 - (iii) Pests
 - (iv) Or any other misfortunes or calamities at a later stage, hence the proverb, Chisi hachieri musi wacharimwa.
- Chisi gave labourers time to rest- thus maintaining a healthy workforce.
- Chisi gave people time to visit relatives and socialising, thus creating solidarity in the society.
- Chisi gave people chance to do other chores such as thatching huts, cleaning the homesteads, washing

NB: On the other hand chisi might have negative implications on agricultural production, especially perishable garden crops might be affected negatively.

2. Death of a king

- Is a sacred day because the nation and the community will be mourning the passing on of a King.
- The King is usually mourned for several days.
- The days of mourning are considered sacred and are called mahakurimwi, as agricultural activities are suspended and the whole community is obliged to mourn the deceased.
- People were to abstain from farming activities in the field as a sign of respect and mourning.
- Mahakurimwi play an important role in promoting solidarity.
- Rituals, sacrifices and offerings are made to ensure the deceased king can go well to other great kings of the past.
- It is believed that the deceased king is a new ancestor of the community.

3. Marriage of a king

- The day is set aside as holy when the king marries.
- No one was allowed to do his/her own work.
- The day was set aside for celebrating and it helped to unify the nation.

4. Lightning attack

- When lightning struck, it was seen as God's anger and punishment for wrong doings.
- People will gather after lightning struck for a ritual and ceremony to offer sacrifices as a way of asking for forgiveness and apologising to God so that it won't happen again.
- No one was allowed to go to the field to work.

5. Rain making

- Is a petition for rainfall from the spirit world.
- It was community based and no one was allowed to go to the field to do his work.
- The day for Mukwerere ritual is considered sacred.

6. Death in a family

- Funerals are sacred in IR.
- If death has robbed the family and the community of one of its members then the whole community is required to mourn the deceased.
- The sabhuku ensures that all agricultural activities are suspended for a day.

- People were to abstain from farming activities in the field as a sign of respect and mourning.
- This day of rest is known as mahakurimwi, and this promotes solidarity in society as people come together to mourn and respect the deceased.

7. Month of November.

- The month of is regarded as sacred in IR.
- It is believed that the spiritual world will be resting during the month of November.
- Everything that is linked to spiritual and ancestral world of Zimbabwean tradition temporarily ceases to function.
- Cultural ceremonies such as Kurova makuva, biras, traditional marriage rites (Kuroora) are regarded as taboos in November.
- One might argue and say that the month of November was considered sacred so as to give people time to concentrate on farming activities.

Importance of sacred days in IR

1. They are regarded as holy.
2. They are observed to honour God and ancestors.
3. They are strictly observed because they have religious significance and symbolism.
4. They are part of the indigenous laws.
5. There are taboos which are connected to sacred days.
6. Sacred days were set up by kings therefore they have historical significance.
7. People who defile sacred days are punished and sometimes banished from the community.
8. Sacred days form part of worship and rituals.
9. Sacred days strengthen the bond between people and their ancestors.
10. Observance of sacred days encourage unity among the people in the community as they worship and celebrate together.
11. Sacred days showed people's loyalty to their God, ancestors and traditional leaders.

Rites of passage in Judaism.

1. Birth rites.
2. Brit Milah [circumcision]

3. **Naming rites**

4. Coming of age rites [**Bar Mitzvah** – means Son of the Commandment, and boys at 13 years are expected to live by the commandments and are considered as adults who are responsible to the Law or to the commandments of the Torah and is expected to read the Torah in the synagogue in Hebrew, and **Bat Mitzvah**- means girl or daughter of the Commandment, and girls at 12 years are expected to live by the commandments and are considered as adults who are responsible to the Law or to the commandments of the Torah and is expected to read the Torah in the synagogue in Hebrew]

5. **Marriage rites.**

6. **Death rites.**

7. **Mourning or Shiva rites**- after burial, relatives and friends are allowed to mourn for seven days. During this period mourners sit on low stools, mirrors are covered, head is not shaved, or cut there will be no music, mourners do not live the house except on Sabbath, and no wearing leather shoes. Mourners are allowed to express their grief and gradually resume normal operations.

- (vii) Neighbours and people in the community bring food and provide company during the shiva.

8. **Baptism rites.**

NB: for further information refer to rituals in Judaism.

Jewish sacred attire.

In Judaism there is an attire for:

1. High priest
 2. Priest
 3. Prophets
 4. Scribes.
 5. Rabbi.
 6. Men.
 7. Women.
- The most sacred attire in Jewish religion was for the High Priest, because were used in the presence of God in the Holy of Holies.
 - High priest wore 8 garments and other priests wore 4 garments [Exodus 39 and 28].

Eight garments of the High Priest

1. **Tunic**- made of pure white linen- represents readiness to reach final goal, or to reach God.
2. **Cloak**- made of blue wool, on its hem hung a golden bells, as well as red, blue and purple ornaments.. Shows that one is totally absorbed (or deep) in spirituality.

Bells- symbolised forgiveness of sins made of speech.

3. **Apron**- was made of white, red, purple and blue linen, and on the shoulders of the apron were two stones each with six names of the tribes of Israel. This shows that the tribe of Israel was important to God.
4. **Breast plate**- was worn over the apron and was made from 3 colours of wool with 12 precious stones arranged in 4 rows of 3 and each stone was engraved with the names of 12 tribes of Israel. This symbolised unity with all tribes of Israel.

Stones- show that every tribe of Israel is precious to God.

5. **Belt**- represents preparedness. Readiness to travel.
6. **Turban**- made of white linen around the head. This symbolised that one is forgiven for hidden thoughts. It might also mean that one has reached the top that is; I'm on my way up and to show that the High Priest is infallible [perfect].
7. **Gold plate**- was won over the turban with a gold plate rested on the forehead and tied with a blue straps to the back of the head. This symbolised atonement [forgiven] for misguided thoughts.
8. **Pants or shorts**- made of pure white linen. This might symbolise forgiven for sexual transgressions [wrong doings]

NB: the High Priest represents humanity's highest spiritual level

Garments for the priest.

1. Tunic
2. Turban.
3. Belt.
4. Pants.

NB: Ordinary priest or regular priest represents man striving to reach God.

Meaning of colours in Jewish attire

1. Gold- symbolised purity of heart
2. Red wool –represent animal aspect of men.
3. Blue wool–shows the heavenly spiritually.

4. Purple wool – is a combination of red and blue and shows that man is both animal (physical) and spiritual (Godly).
5. White – shows purity or cleanness and untarnished (faultless).
6. Linen – represent the vegetable aspect of man.

Jewish attire for MEN

1. Turbans
2. Tunics
3. Cloaks.
4. Sandals.
5. Kippah (Head covering) worn by men during prayer services.
6. Tallit (Prayer shawl)- is a large rectangular shawl made of wool, cotton or synthetic fibers and was worn by married men. The tallit was for morning services.

Jewish attire for women

1. A scarf.
2. A snood
3. A hat, or a beret, a wig. (Head coverings for women.)- To show that one is married. Married women were required by the Torah to cover their hair.
4. Tallit.

NB: the attire for ordinary Jews that is for men and women was dressed in a way that honour and respect their God.

Jewish sacred days.

1. The Sabbath (Shabbat)
2. New moon or new month.
3. Day of Atonement (Yom Kippur)
4. Feast of Tabernacles (Sukkot)
5. The Passover (Pesach)

Sabbath.

- Is the seventh day of the week.
- Is the day God rested after creating the world.

- Sabbath is a day of worship.
- God commanded the people not to work on the Sabbath and is part of the Ten Commandments.
- Some Jews do not even travel on the Sabbath.
- Jews believe that keeping the Sabbath Holy attracts rewards from God and defiling the commandments attracts punishment from God.
- Keeping the Sabbath holy is a sign of obedience to God.
- The Sabbath is a foretaste of paradise.

New moon/ new month

- Is held every first day of the month.
- The celebrations are meant to thank God for guiding them for the past month and ask God for guidance for the coming month.

Day of atonement (Yom Kippur) (Leviticus 23:26-32)

- Is considered the holiest day in the year.
- Is held on the tenth of the seven month.
- Is a solemn day devoted to fasting, prayer and asking for forgiveness (repentance).
- The focus is directed to the quest or search for atonement.
- Jews will not do any work, eat, drink (even water), bath, engage in sexual activities, or wear leather shoes or clothes or use perfumes.
- The Day of Atonement was given to the Jews by God.
- All sins of the whole or past year are atoned or forgiven.

Feast of Tabernacles (Sukkot) [Lev 23:33-44]

- This is a seven day festival also known as the feast of Booths [Musangano wematumba].
- The Feast of Tabernacles is meant to commemorate the dwelling of the Israelites in the booths in the wilderness or desert during their 40years journey to the Promised Land.
- The first day is a sacred assembly.
- This is a pilgrimage festival where every Jew has to go so as to offer sacrifices to God for seven days.
- The Tabernacle ritual is made up of four species:

(i) Palm

(ii) Myrtle

(iii) Willow

(iv) Citron.

- This feast is held after harvest, therefore fruits and grains are used as offering symbols.
- People will be thanking God (Yahweh) for the harvest and asking God to bless them in the next planting season.

Passover (Pesach)

- Passover was a feast to commemorate the exodus when God freed the Jews from Egypt.
- It is a remembrance of God's deliverance of the Jews from Egyptian bondage.
- It is a remembrance of how the angel of God passed over the houses of the Israelites as he killed all the first born Egyptians.
- It is a day the Jews remember their journey and how God set them free from Egypt.
- Passover feast is also known as the feast of Unleavened Bread as the Jews ate unleavened bread the following day.
- The feast of Passover is celebrated on the sunset of the 14th day of the first month.

Year of Jubilee (Lev 25:8)

- Is the 50th year after the counting of the seven Sabbaths of the year, times seven years.
- Is the year of returning properties to their rightful owners.
- Each person was to return to his family land.
- The year of jubilee was holy to the Jews.

Feast of weeks (Shavout)

- Feast of Weeks marks the giving of the Law (Torah) at Mt Sinai

Rites of passage in Christianity

- Rites of passage are events that take place at significant times in Christian life. These rites of passage in Christianity include:
 1. Birth
 2. Baptism.
 3. Eucharist (Last Supper or Lord's supper)
 4. Confirmation.

5. Reconciliation.
 6. Anointing of the sick (Extreme Unction).
 7. Marriage
 8. Coming of age
 9. Ordination.[is the granting of authority to church leaders as Priest, Deacons, pastors, bishops, reverends, or as nuns.
 10. Death or Funerals.
 11. Circumcision. (Not all Christians circumcise their children. But those who circumcise them:
 - (i) It is a way of acceptance
 - (ii) It's a way of cleansing and recognition into the community.
 - (iii) It is a sign of sacredness
 - (iv) A sign of loyalty and purity to God
- Circumcision is painful and it prepares the male child to the difficulties and pains of life.
 - Spilling of blood is a symbol of life and the continuity of life.

NB: refer to notes on rituals in Christianity.

Sacred days in Christianity

There are many sacred days in Christianity namely:

1. Sabbath (Saturday, Sunday or Friday)
2. Christmas.
3. Good Friday.
4. Easter.
5. Pentecost.
6. Palm Sunday.
7. The Lent
8. Ascension Day.
9. Maundy Thursday [Last Supper]

1. Sabbath Day

- Christians are divided on this; some believe the Sabbath is the 7th day of the week, Saturday according to the Old Testament Law. Some believe Sabbath is the first day of the week on Sunday the day Jesus rose from the dead. Some, especially members of the Johane Masowe weChishanu think the Sabbath is the 5th day of the week, the day when Jesus was crucified.
- However the Sabbath is a symbol of God's creative power.
- Is the day God rested after creating the world.
- Sabbath is a day of worship.
- God commanded the people not to work on the Sabbath and is part of the Ten Commandments.
- Christians believe that keeping the Sabbath Holy attracts rewards from God and defiling the commandments attracts punishment from God.
- Keeping the Sabbath holy is a sign of obedience to God.
- The Sabbath is a foretaste of paradise.

Christmas:

- Is on 25th December and is meant to celebrate the birth of Jesus Christ.
- Is a day of thanking God for giving the world Jesus Christ who died for people's sins.
- Some Christians hold overnight prayers on this day.

Palm Sunday

- It is a Sunday before Easter.
- It is meant to celebrate the triumphal entry of Jesus into Jerusalem riding on a donkey and was welcomed as a victorious King.
- Christians celebrate this day in a joyous manner by spreading palm branches and singing.

The Lent

- Is mostly celebrated by Catholic Church and the Anglican Church 40 days before Easter celebrations.
- It is seen as a period of self-examination before Easter.
- People focus on self- denial and fasting.

Maundy Thursday

- It is a celebration of the Last supper and this is on a Thursday before Easter.

- This shows Jesus as a suffering servant.
- Jesus promised his disciples the gift of the Holy Spirit.
- Jesus showed his humility by washing his disciples' feet.
- It is meant to commemorate the Last supper of Jesus with his followers.
- Jesus gave his disciples wine which represent his blood and bread which represent his body, and commanded the disciples to always do this in his remembrance.
- The word Maundy is Latin word for 'command'
- Jesus commands his disciples at the Last Supper, to love one another.

Good Friday

- Is regarded as the day Jesus was crucified and died on the cross.
- Good Friday is in remembrance of Jesus' passion [suffering] and death.
- It is in memory of Jesus' crucifixion on the cross.
- It is remembered as the day of a new covenant with God through the blood of Jesus Christ.
- It is known as the Good Friday because it brought good news of salvation through the death of Jesus.
- Jesus' death brought back sinners to God through his death on the cross.

Easter Sunday.

- Christians will be celebrating the resurrection of Jesus on the first day of the week.
- The dates for Easter celebrations are not fixed, its dates are moveable.
- It's the first Sunday following the full moon after 21 March; that is between 22 March and 25 April.
- Easter Sunday assures the Christians about the resurrection of the dead.
- It shows that resurrection of the dead is real; and to Christians it is a fact that Jesus rose from the dead.
- Christians have mass service, lit candles and sing halleluiahe is risen.

Pentecost.

- They celebrate coming of the Holy Spirit which Jesus had promised to the first Christian leaders and apostles.
- Is seen as a day God fulfilled his promise of sending the Holy Spirit to the early church.

- It is a day of celebrating the power of the Holy Spirit.
- Christians also hold prayers of request based on God's promises to fulfil His promises.

Ascension Day

- It is meant to celebrate the ascension of Jesus Christ into heaven.
- This took place on a Thursday, 40 days after Easter. This Thursday is known as the holy Thursday.

Rites of Passage in Islam

1. Birth rites [Adhan]
2. Naming rites [Tasmiyah]
3. Removing of hair [Aqiqah/ aquaqah]
4. Circumcision rite [Khitan]
5. Commitment rite [Bismillah]
6. Marriage rites [Nikah]
7. Death rites

NB: refer to notes on rituals for notes on rites of passage.

Attire in Islam.

- Muslims are required to dress and live in a modest way.

Attire for women

1. Hijab.

- Is a veil that covers the head and part of the face and left only the eyes uncovered.
- The Quran states that women should lower their gaze and protect their private parts to sin, should not display their beauty and ornaments.

2. The Niqah/ Burka [Dress]

- These are very long dresses covering every part of the skin except eyes and hands.
- The patterns of these dresses are called sufis meaning order or orders.
- It is believed that it is God's order that women dress in this decent manner.
- The dress symbolised a form of respect and dignity.

- The dress hides the woman's body and not his personality.
- This attire should not be worn to gain popularity or fame; and women should not attract attention of the opposite sex, they should not become sexually attractive to men by exposing their bodies or part of their bodies.
- The Niqah should not be a tight dress which only hides the colour of the skin but still describes the size and shape of the body and create vivid images.

Attire for men

- Men's dresses are long gowns, a design believed to be Mohammad's clothes.

Men's dresses are:

1. Long gowns.
 2. Croters/ hats
 3. Scuffs
- These dresses symbolised leadership invested in them [men], at home and in the house of Allah.
 - Most of their clothes are white symbolised purity of their religion, faithfulness to Allah and to their wives.
 - Men should lower their gaze and protect their private parts to sin.
 - A man is not allowed to wear garments made of silk or jewellery of gold.

Sacred days in Islam

- is a day that is regarded as holy in a religion

Sacred days in Islam.

1. Death of Muhammad
2. Birth of Muhammad
3. Hajj
4. Ramadan/ Saum
5. Zakat

Death of Muhammad

- remember and celebrate the contributions of Muhammad to the growth and development of Islamic communities
- remember the political and religious contributions of Muhammad

- The day Mohammad died is regarded with great solemnity or sombreness in Islam.
- It is believed that Mohammad went to heaven [Paradise] when he died.

Birth of Muhammad

- is believed to be the founder of the Islamic Religion
- is believed to be the last prophet,

Haji

- is the journey to Mecca the birth place of Muhammad
- is the journey to the most holy place
- Pilgrimage to the Holy city of Mecca or Makkah (in Saudi Arabia) and other sacred sites must be performed at least once in a person's life, if they are physically and financially capable.
- Performing the pilgrimage is a temporary suspension of all worldly activities, and is a time for one to reflect, worship, seek the forgiveness of Allah and attain His closeness.
- The Pilgrimage is an annual event in the 12th month of the lunar calendar (Dhul-Hijjah in Arabic), which unifies people of every colour, race, status and age, as they join in worship of the One True God. All pilgrims wear simple and similar clothing, which strips away distinctions of class and culture, so that all stand equal before Allah.
-

Zakat

- a day for almsgiving
- Muslims believe that they should share their wealth with the poor
- All things belong to Allah, including wealth, which is considered as a trust. The prescribed charity (zakah) is an obligation on every Muslim who meets certain criteria (e.g. attained maturity, is sane, has wealth above a certain threshold.
- It is believed that Prophet Mohammad said: **“Allah has made zakah obligatory simply to purify your remaining wealth.”**
- The meaning of the word “zakah”, is both ‘purification’ and ‘growth’. This is similar to the pruning of plants, whereby regularly trimming provides balance and encourages growth. By fulfilling this obligation, Muslims purify their remaining wealth, as well as ensure both financial and spiritual growth.
- **Some benefits of zakah:**
- Purifies one from selfishness, arrogance and a greedy heart.

- Trains one to be sympathetic and compassionate towards the poor and needy.
- Reminds one of the blessings from Allah and encourages one to be grateful.
- Bridges the gap between different socio-economic classes and groups, and is a form of social security.
- Reduces poverty and ensures equality by making it obligatory upon the rich to share some of their wealth with the less fortunate

Ramadan

- is a time for fasting throughout the month
- people will be confessing their sins to God
- As with any act of worship, fasting requires obedience and submission to Allah's commands through the highest degree of commitment and sincerity. Every year during the month of Ramadan (the 9th month of the lunar calendar), Muslims fast from dawn until sunset, abstaining from three key human needs – food, drink and sexual relations. One should also abstain from all sinful actions.
- Fasting during Ramadan is obligatory on every physically and mentally capable adult Muslim. Children, the sick, the mentally unfit, the elderly, menstruating women, and travellers are exempt.
- **Some benefits of fasting:**
- Promotes spiritual self-purification and growth.
- Scientifically proven health benefits.
- Sympathy for those less fortunate, prompting more charities.
- A means of learning self-restraint and patience.
- Purifies the soul and helps it acquire the habit of obeying Allah by restraining desires, and promotes steadfastness.
- Creates an increased feeling of unity and collective identity amongst those fasting.
- Creates an increased awareness about the state of affairs across the globe and the hardships endured.
- Forgiveness of sins. The Prophet Mohammad is believed to have said, "He who fasts Ramadan, with faith and hoping for reward (from Allah), then his past sins are forgiven."

How sacred days in Islam promote brotherhood.

- Common prayer
- Unity as people do things together

- Helping each other
- Fasting together

Gender Based Violence

- **Gender Based Violence** – is any act that results or is likely to results in, physical, sexual, psychological or economic harm, or suffering to women or men, including threats of such acts as coercion, or arbitrary deprivation of liberty, whether occurring in public or private life.

Forms of Gender Based Violence

1. Sexual violence.
2. Physical abuse.
3. Psychological or emotional abuse
4. Child marriages
5. Domestic violence.
6. Human trafficking.
7. Sexual exploitation.
8. Molestation.
9. Humiliation.
10. Bride kidnapping [Musengabere]
11. Forced sterilisation
12. Economic abuse.
13. Marital rape.
14. Rape and torture
15. Inheritance.
16. Social economic violence

NB: Gender based violence is mostly perpetrated or instigated by men on women to a larger extent, and to a lesser extent perpetrated by women on men, this is so because in most cases men suffer silently for fear of being considered weak.

1. Sexual violence or abuse

- This includes any sexual act directed against a person using force regardless of their relationship the victim in both the private and public spheres.

- This includes rape, verbal abuse of sexual nature, forced marriage, forced abortion, genital mutilation, forced virginity testing and other violent acts against the sexual integrity of a person.
- This also includes denial of access to sexual reproductive service and facilities such as birth control.
- In short this includes (i) rape (ii) sexual assault (iii) sexual harassment.

2. Physical abuse

- Refers to any deliberate act that directly impairs the victim's physical well-being.
- It is the intentional use of physical force with the potential of causing harm, injury, disability or death.
- Physical violence includes pushing, choking, slapping, punching and burning and other acts that cause physical harm.

Signs of physical abuse

1. Sprains, dislocations, fractures or broken bones.
2. Burns from cigarettes, appliances or hot water or oil.
3. Internal injuries evidenced by pain.
4. Signs of traumatic hair and tooth loss.

3. Psychological or emotional abuse.

- This behaviour affects the victim's feelings and sense of self with the intention of directly impairing the victim's psychological integrity.
- Such acts include insults, stalking, threats, yelling, ignoring of spouses, isolation of spouses, excluding spouses from meaningful events or activities and denial of access of needs and requirements.
- Extra- marital affairs known as 'small house' that men are engaging in is a form of gender based violence which is psychological or emotional abuse, as this brings emotional torture as the wife is always in constant fear of being infected with HIV and other sexually transmitted infections.
- Ritual sex perpetrated by women upon men as a way of harvesting sperms.
- The use of love portions by women on men is a form of gender based violence.

4. Domestic violence.

- It involves violent, abusive, or intimidating behaviour in marriage or in a relationship. There are many types of domestic violence including physical, sexual, social, and emotional violence.

- Men used to boast about beating up their wives as a disciplinary measure and women considered being beaten as part of marriage and love.
- There are partners who are excessively jealousy (kuchengera) of their sexual partners therefore, restrictions are put on what they can and cannot do and some became captives in their homes.
- Extra- marital affairs, 'Small houses' cause emotional torture.
- Married women who request the use of condoms are suspected of committing adultery and are subjected to violence.
- Marital rape.

5. Economic abuse

- Is when a husband who is a bread winner fails to take care of their families mainly as a result of small houses, and this result in the suffering of the wife and children.

6. Social –economic violence.

- Socio- economic status of a person is often measured as a combination of education, income and occupation.
- Most girls in Johane Marange and Johane Masowe are denied their basic right to education as they are forced into early marriages yet boys receive their education and freedom
- There are jobs specifically reserved for men as if women cannot do them.
- Women used to earn less than men but doing the same work.
- Women can be prohibited from walking in specific areas at specific times of the day where they can be accused of or arrested for prostitution.

Causes of Gender Based Violence

1. Lack of education
2. Political instability – in 2008 Presidential re-run rape was used as a tool to punish women who supported the opposition party MDC.
3. Alcohol and drug abuse as shown by Mutukudzi's song "Tozesa baba."
4. Unemployment – bosses may take advantage of this and resort to carpet interviews, whereby they ask for sexual favours for one to be employed.
5. Poor reporting and redress mechanism.
6. Poverty- makes women more vulnerable, and poverty may push women to trade sex for income as a survival strategy and have no access to condoms poverty may leads to child prostitution

7. Lobola- payment of lobola leads women to be viewed as a husband's property or furniture that was bought.
8. Past experience of violence.
9. Exposure to sexual abuse.
10. Previous violent relationship
11. Cultural and social norms eg concept of Chiramu, use of girl child to pay ngozi (restitution), child pledging (Kuzvarira), virginity tests especially in Johane Marange.
12. Intra- parental violence during childhood.
13. Failed expectations.
14. Religion- remaining silent; continue to give perpetrators of gender based violence posts in church. Church leaders and n'angas such as Gumbura, Madibaba Nzira and a number of prophets from African Initiated Churches (AICs) have raped many women in the name of religion.
15. Economic dependence of women on men
16. Mismanagement of family resources.
17. Widow Inheritance- it is a common practice in IR when a husband dies for his brother to marry his widow who may have no choice because of economic reasons and if she refuses she might be chased from the homestead.
18. Virginity Myth - Rape of virgins by HIV positive men in the belief that they can be cured of their diseases.
19. Subjugation or suppression of women-
20. Ritual sex.
21. Extra- marital affairs- in IR men are socialised to believe that to be a 'real man' one should have sexual intercourse with many women. Shona have a proverb, 'Bhuru rinorwa rinoonekwa nemavanga' and this create problem of extra- marital affairs known as 'Small houses' that men engage in.
22. Polygamy.

Ways religion can solve gender based violence.

Christianity:

1. Preach against gender based violence.
2. Christians have used the internet, media and press to highlight the evil and dangers of gender based violence.

3. Christians engage in study groups; seminars; newsletters and bible study to help reduce gender based violence
4. Have appointed female pastors to promote respected of women by their male counterparts.
5. Christians organise workshops to educate and discourage gender based violence.
6. Teaches members to love one another.
7. Discourage and condemn any form of violence.
8. Teaches that men and women are equal before God.
9. Allow women to come together to share experiences and ideas.
10. Do campaign awareness on Gender based violence.

Islam.

1. Condemns all forms of violence against women and children.
2. Quran teaches that spouses should treat each other with love and mercy.
3. Quran is against the use of injurious statements by a husband to a wife.
4. Fatima the daughter of Mohammad is highly regarded in Islam; this helps in respecting women in Islam.

Judaism.

1. Teaches that peaceful and harmonious domestic relations are everyone's responsibility.
2. Jews are against humiliating or belittling another person through a word or a deed.
3. Condemns any form of violence.
4. Encourage cooperation, patience, mutual respect and understanding.

Indigenous Religion

1. Discourage gender based violence and perpetrators are arrested and fined.
2. Have a proverb, "Musha mukadzi", this leads to the respect of women in society.
3. Supports "Sixteen days of Activism against gender based violence."
4. Have supported the appointment of women in leadership positions eg Mai Mujuru as the Vice President and the appointment of a female chief in Gokwe, this helps in encouraging society to respect women.
5. In IR a mother is respected and if you anger her you will face bad luck or Kutanda Botso.
6. The role of a tete is highly respected in IR and this helps in respecting women in society.

ATTRIBUTES OF GOD IN CHRISTIANITY AND JUDAISM.

11. Transcendent – he operates above his creation
12. Omnipotent – he is all powerful
13. Omniscient – he knows everything
14. Omni present – he is present everywhere
15. Eternal – existed before the creation
16. Omni benevolent – all that God does is good
17. God is Holy – he is separate from sin
18. Impeccable – he is perfect and without sin
19. Immutable – he never changes
20. Incorporeal – has no physical existence
21. Oneness – he is only one
22. God is love- he is a loving God, who loved us before we love him.
23. God is everlasting- he is indestructible for all time.
24. God is the provider – he knows all our needs.
25. God is merciful- he is full of mercy.
26. God is forgiving- he is not concerned with the number of sins one has committed.
27. God is compassionate- is kind hearted
28. God is gracious- he favoured when we did not deserve it
29. Immanent- he is present within his creation.

