

**HERITAGE STUDIES**

**FOR**

**O-LEVEL**

**Prepared by**

**High Grade Tutors**

**Edited by**

**Rodreck Matsveru**

## **CHAPTER ONE: SOCIALISATION**

### **Heritage**

- It is a birth right in which people identify themselves with.

Examples of things in which people identify themselves are:

- land
- minerals
- culture
- mountains
- rivers

### **Community**

- As a place where people collectively live, share common resources such as food, roads, water resources, recreational centres and many others.

### **Society**

- Refers to a group of people sharing the same geographical location in an organised way and share the same norms, values, hopes, successes, aspirations, determination, failures, cultures and other things.

### **Norms**

- refers to accepted standards of behaviour in a particular society.  
It also refers to expectations developed by a group of people that guide behaviour.

**Examples** of expectations are: Children are expected to greet elders; Men are expected to remove their hats when eating

### **Beliefs**

- refers as to the state of mind which trusts that something exists.
- It is faith and acceptance that something is true and exists.

### **Culture**

- Is a way of life that encompasses language, ideas, behaviour, and food.
- Is ideas, arts, customs, beliefs, and social behaviour passed from one generation to the other.

### **Custom**

- Are habits that are continuously practised that is more or less permanent for use by a society.

### **Media**

- Is a collective term used to refer to the means of communication.
- Is means through which different types of information are conveyed to people

Examples of media include Newspapers, Telephone, Televisions, Internet and Other forms

## **Rituals**

- Are ceremonies that are repeatedly done in a set manner for example the Shangani initiation ceremonies and other forms.

## **WHAT IS SOCIALISATION?**

- Is defined as the process whereby individuals acquire and share beliefs and culture in the society
- It can also be defined as the process whereby an infant systematically becomes a self-aware and knowledgeable person in skills to understand and share the culture into which he or she was born.
- It is a lifelong process during which people learn about social expectations and how to interact with other people such as how to talk, walk, and play with others.
- It is a process of welcoming infants into the social world.
- It is a lifelong social experience by which individuals develop their potential, learn, and share their culture.

## **Socialisation in low density, High density and Medium Density**

- socialisation in these areas is different in terms of  
accommodation,  
clothes to wear,  
music played  
Beliefs  
discipline and other things

## **Community Ceremonies and Rituals**

- rain making ceremonies
- Intwasa reed dance
- Shangani initiation ceremony

## **Why some ceremonies are discouraged?**

- Are in conflicts with human and women rights issues
- They suppress the girls' feelings
- are against Christianity

## **The role of religion in the socialisation process**

- There are various religions in Zimbabwe such as African Traditional religion,
- Christianity, Islam, Judaism and Rastafarianism to mention a few.

- these religion's message has the power to influence people's beliefs and behaviour.

### **Christianity**

- provides a link between people and God-the love of God.it teaches critical values such as respect for parents
- living a faithful life
- Good morals and behaviour and so on

### **African Traditional Religion**

- it teaches good beliefs of Africans
- beliefs are passed from one generation to the other by the word of mouth.
- teaches about vadzimu-mediators between God and people.
- Vadzimu provides us with guidance and protection.
- They can stop drought
- they can also stop starvation
- they can stop diseases and provide good for the future.

### **Islamic Religion**

- Muslim means someone who submits to God.
- they believed in Allah.
- religion is universal
- they believed in one God
- On Ramadan day they fast and abstain from food, drinks and other physical needs like sex.
- their founder is Prophet Mohammed
- they sacrifice to do Godly things

### **Rastafarianism**

- was founded by Marcus Garvey around 1920-1930 in Jamaica
- Rastafarianists believe in the Messiarship of emperor Haile sellasie of Ethiopia.
- Who resisted oppression
- pride to Africa's heritage
- its teachings are from Old Testament
- are based on Judaism and Christianity.
- They believe that God is black and that there is a black man's God

### **The place of Religion in Socialisation**

- It binds people together.
- It shapes their beliefs into collective identity.
- Religious gatherings foster solidarity and unity.
- Religion encourage people to share experiences

- Religion provides social control
- it avoids indecorous behaviour on prisoned people
- it encourages nation building-people will accept negative life experiences
- it teaches about holy morals-good behaviour
- it also provides comfort

### **Religion and Fundamentalism**

- Fundamentalism is strict adherence to set rules and regulations.
- Example people may be forced to obey certain rules in church (Christianity)
- In Islam they can kill people who do not follow it (Jihad-mass killing of people)  
the same applies in Buddhism they also kill or persecute those who do not follow its doctrines or teachings.

### **The role of Media in the Socialisation Process**

#### **What is media?**

- means of communication

#### **Forms of Media**

Media exists in two forms namely: Print media and Electronic Media

#### **Types of Print Media**

- papers
- newspapers like Daily News,Herald,Sunday Mail,H-Metro etc
- textbooks
- magazines
- billboards
- pamphlets
- flyers

#### **Types of Electronic Media are:**

- whatsApp
- internet
- twitter
- radio
- television
- face book
- instagram
- Skype
- Vyber

### **Media Hegemony**

- is the use of media to further political desires than its purported use
- to gather public opinion
- Hostile media will publish false stories
- causing alarm and hostility in society

### **The role of media in the socialisation process**

- children can end up watching harmful and unlawful pornographic material/movies and videos.
- Spread of diseases through wanting to experience what they see on these media
- Media also promotes aggressive behaviour i.e. in America –most children are violent
- In Zimbabwe Children who watch these videos ended up being more bully and deviant
- Media is used by terrorists to spread propaganda, eg in Nigeria –Boko Haram
- At times media is used to spread Hate and discrimination e.g. among HIV and AIDS patients, Africans are portrayed as backwardness and poor
- Media is also used by the young as a dating platform
- It also affects proper mental development especially to people /children who continuously watch cartoons.
- Media also affects culture especially in terms of dressing and language
- Media also give young girls a false sense of beauty-copying Rihanna
- Media also encouraged hacking for monetary gains.
- Media has also led to communication breakdown and family disputes since most people are now taking most of their time watching videos and playing games instead of doing productive work.
- Irresponsible use of media has resulted in worsened cheating in marriages
- Media was also used for political reasons to threaten people in other social platforms
- Media also teach people to be more critical to the government

### **Advantages of using media**

- It provides learning and education more easily through researches on Google
- It provides entertainment and leisure through dramas etc
- People are more connected more easily
- Media promotes a democratic society when people engage in free debates
- It reaches various people in various areas
- It raises awareness of bad habits like trafficking syndicates and drug abusers.
- sharing of culture and belief practices
- Globalisation-we meet new friends and business partners

### **Qualities of good media user**

- Avoid the use of pornographic material-this is a criminal offense
- Avoid dating on internet sites

- Avoid posting information whose accuracy you cannot determine
- Avoid violent sites
- Avoid sending and circulating sensitive information
- Write positive information only
- Wait for the government policies on information circulation

### **Problems that arise on the use of Media in Schools**

- interruption of studies-more time spend watching movies and games
- students are exposed to pornographic materials
- more money is spend in upgrading phones topping up and swapping
- Some students became preoccupied to the extent of not doing work
- Can lead to misbehaviour.
- media promotes cyber bullying.Increase in theft of cell phones

### **Example where socialisation starts:**

- A baby or foetus starts its socialisation process in the womb or during pregnancy by talking to his father or mother by kicking when she/he hears the outside noise, laughter or cries.

### **Importance of Socialisation**

Socialisation helps us to:

- Talk
- Walk
- Play well with others
- Feed ourselves
- Acquire norms and values

Eight Stages of Socialisation when a child is born

#### **Stage I**

-Pregnant mother

#### **Stage 2**

-Child is born and socialises with mother and father.

#### **Stage 3**

-Child socialises with the extended family

#### **Stage 4**

-Child socialises with friends.

#### **Stage 5**

-Child reaches adolescence and succumbs to peer pressure.

### **Stage 6**

-Child matures

### **Stage 7**

-Child becomes old

### **Stage 8**

-Child finally dies.

### **Qualities of a well socialised child**

- Greets his or her elders.
- Respects authority.
- Finds time to pray.
- Listens to other people's views.
- Helps parents/guardians at home.

## **SOCIALISATION AT HOME AND THEIR ROLES AND RESPONSIBILITIES IN A FAMILY**

### **List socialisation agents at home**

- Mother
- Father
- siblings/children

-This is the first point of socialisation for an infant's development

### **Mother**

- A mother is referred to as a woman or female adult related to a child or children to whom she has given birth.
- Mothers provide children with their first experience of the social world.
- Mothers start socialisation process with their babies whilst in their wombs.
- Mothers teach their children hymning, talking, and clapping.
- They do this in their mother tongue.
- Prepares food for the family.
- Keeps the house in order.
- Nurtures and raising the children, teaching the children morals and values

### **Father**

- Is a male adult in relation to his child or children.
- The father also plays an equally important role in the socialisation process of a child.
- The father nurture and guide their infants.
- The father provides moral and logistical support for the family.
- The father is the role model of discipline, guidance and culture.



- The father instils a sense of security and discipline.
- He resolves disputes arising in the family.
- Provides food for the family.
- Provides shelter for the family.
- Provides money for the family.
- Making important decisions.

### **Siblings/Children**

- Refers to two or more children with one or both parents in common for example a brother and a sister.
- Siblings interact together.
- Siblings binds the family.
- siblings exchange clothes to show oneness.
- In Zimbabwean cultures they say.
- Obeying parents
- Assisting in performing household chores i.e. kitchen, garden, laundry, and cattle herding
- Living up to the family's expectations
- Getting good marks in the school

### **Friend/relations**

- Help to relate to each other.
- Help each other in times of need.
- People interact together.
- Exchange views based on their cultures.
- Some of the relations are families, friends, casual, and romantic relations.

### **Roles of individuals in the community**

- To obey laws and social norms.
- Contribution towards the economic and development of the community
- Participating in income generating projects.
- Giving back to the community.

### **Roles of individuals to the Nation**

- To help in the nation's development or growth.
- To get a good education in order to become better citizens of tomorrow.
- To learn skills to do jobs which the country's economy needs to develop.
- Need to know how to read, write, think, understand, analyse and discuss the problems.
- To have good morals and values.

### **OTHER SOCIALISING AGENTS/PLACES**

- The home
- The school
- The Church
- The Shops
- Religion
- Media

Definitions of other terms

**Relations**-Is a way of life in which two or more people are connected.  
Some are related by blood or community.

**Idioms**-Is an expression that cannot be understood from the meanings of its separate words, but that has a separate meaning of its own.

**Proverb**-Is referred to as a short saying that is widely used to express an obvious truth.

**Responsibility**-A duty or task that you are required or expected to do.

**Deviant**-Is an action of departing from accepted standards

**Folklore**-refers to the traditional beliefs, customs and stories of the community passed through generations by the word of mouth.

**Nurturing**-Is an act of encouraging, nourishing and caring for.

## **SOCIALISATION IN DIFFERENT LIFE SETUPS**

### **High density areas**

- Examples are Mabvuku and Tafara, Sakubva in Mutare etc.
- Houses are closely packed together.
- There are Ghetto Youths
- Prefer Dancehall music, Sungura and Reggae.
- school pupils go to poor schools.
- There are low income wage earners

### **Low Density Areas**

- Examples are Borrowdale in Harare, Hillside in Bulawayo, Ascot in Gweru. There are good houses. People living in these areas are educated.
- Most people living in these areas are very rich.
- People living there prefer soft genres and western music

### **Rural Areas**

- Examples are in Mberengwa, Gutu, Mutoko and many others.
- People live and work together.

- People share food equally.
- People do community gatherings and ceremonies.
- They also do community rituals together etc

## **CHAPTER 2: IDENTITY; LOCAL AND NATIONAL IDENTITY**

### **Family**

- Is a group of people who are related to each other such as mother, father and their children
- Are the people who you love
- Are the foundation of the society

### **Identify the four types of families**

- single –parent family
- child-headed
- monogamous family
- polygamous family

### **Single-parent family**

- Is also known as one –parent family.
- consists of one parent raising one or more children on his or her own.
- in Zimbabwe, it consists of a mother and her children.
- there are also single fathers as well.
- normally single parents receive help from relatives and friends.
- they result from one partner dying.
- the surviving partner will swear not to re-marry.

### **What are the reasons why there are a lot of single-parent families in Zimbabwe?**

- Death of one partner.
- Divorce cases caused by cheating and infidelity
- Economic hardships
- Migration to greener pastures.

### **Child –headed family**

- Is a family in which a minor or a child or an adolescent has become the head of the family
- They are common in developing countries.
- Also in areas of war.
- The child provides for the family with food.

### **What are the causes of the child-headed families in Zimbabwe?**

- Death during wars
- death during droughts and hunger.
- death caused by floods
- death caused by earthquakes

- death caused by diseases like HIV and AIDS

### **What are the problems faced by child-headed families?**

- Family responsibilities
- Stop going to school because of the lack of funds
- Lack of funds to buy food.
- poor accommodation
- poor health services due to lack of money

### **Examples of countries with an increased number of child-headed families**

- South Africa
- Zimbabwe
- Rwanda
- Mozambique
- Angola
- Botswana

### **What are the solutions to child-headed families**

- Assistance and help from other parents, relatives and friends
- Help from charity organisations
- Help from non-governmental organisations
- Help from United Nations i.e. UNICEF

### **Monogamous family**

- Is also known as the nuclear family.
- It consists of two parents and their children.
- It is well respected by the society.
- Because it provides ideal conditions to raise their children.
- It receives strength and stability from the two parents.
- The family has a strong financial support from the two parents.

### **Polygamous family**

- it refers to a situation where by a man or husband has two or more wives.
- it is well known and pronounced in Africa and Asia.
- in Zimbabwe it is well supported by customary law.
- it is well supported by the Customary Marriage Act.
- about 10% of women in Zimbabwe are in polygamous families.
- it provides with children with household goods and financial support.

### **Types of family environments**

#### **Religious families**

- Some families teaches religious principles
- Teaches children to obey their church's ideology.
- Teach good behaviour and good morals

### **Traditional Families**

- They respect their traditional culture.
- They believe in ancestors.they do Biras
- Kurova guva
- They also follow traditional inheritance practices

### **Political families**

- are aware of political issues in the country
- Know political developments in the country
- they discuss with their children political issues
- children who discuss political issues ended up into politics

### **Business/Career Families**

- influence their children to follow career paths of their choice
- they teach their children professional ethics e.g. doctors, nurses, teachers and many others

### **Psychological Identity Development Theory**

- was developed by Erick Erickson in 1963
- he proposed eight stages in development
- stages are linked to history, culture, tradition and ethical considerations

**Stage 1-Infant level (birth-18 months)**-parents took care of the child and the child develops trust in the parents and mutual confidence

**Stage 2-Toddler/Early Childhood Level-18-3 years**-is a stage of independence versus embarrassment, the child start learning to walk and talk ect, they learn what is right and wrong and parents punish them.

**Stage3-Pre-Scholar Level (3-5 Years)**-the child begins to understand his/her surroundings, parents, talking a lot with parents, child develops same interest as parents

**Stage 4-School Aged Child (6-12 years)**-begin to dream, learn new skills create friends etc

**Stage 5-Adolescence Stage (13-17 years)**-experimental stage, children can fall into predators, doing bad habits, drop out of school, engage in sexual activities etc

**Stage 6-Young Adult Level (18-35)**-seek love and friendship, want to start their families, those successful are solid and those not successful fall into unwanted pregnancies.

**Stage 7-Middle Aged Adult (35-65 years)**-people try to create or start new things, for their families.

**Stage 8-Late adulthood**-people grow older, reflects their past, count their fulfilment and losses, follow family traditions and other values

### **Community as a form of identity**

- A community is a neighbourhood or groups of people that live near you.
- A community can range from homesteads, schools, organisations, religious centres as well as business and services centres.
- These shape the character of individuals and their thinking
- Society shapes the identity of individuals
- Society forms part of the surroundings
- People in the community share common lifestyles and experiences
- This sharing shapes their behaviour
- Example a community near business centre where prostitution is rife only takes prostitution as a way of survival.
- The community can positively or negatively influence the people's behaviour
- Members of the community can protect each other through neighbourhood watches
- No unnecessary noise is made in wealthy communities
- Group rules are made to protect people

## **LANGUAGES AND NATIONAL IDENTITY**

### **Language**

- Refers to the words and expressions used and understood by a large group of people.

### **Proverbs**

- are simple and concrete sayings popularly known and repeated that express truth based on common sense or experience

### **Riddles**

- refers to statements, questions or phrases having a double or hidden meaning.

### **Folklores**

- are traditional beliefs, customs, and stories of the community passed through generations by the word of mouth

### **Local languages**

- Chewa.
- Chibarwe
- English
- Kalanga
- Khoisan

- Nambya
- Ndau
- Ndebele
- Shangani
- Shona
- Sign language
- Sotho
- Tonga
- Tswana
- Venda
- Xhosa

### **The importance of wise sayings/proverbs and language**

- Are rich sources of wisdom
- Are relevant to our day to day life
- Are easy to understand
- Offer advice
- Offer observations to our life.

### **The importance of languages**

- Is a medium of communication
- Is a means of communication
- Is a means of expressions
- It inspires human communication and originality.
- Is a source of power
- It represents our diverse culture.
- Language brings people together.

## **INDIGENOUS CEREMONIAL TOOLS**

### **Ceremony**

- An official gathering with religious significance that is done to celebrate or commemorate something

### **Indigenous Tool**

- Tools that were developed by native people in Zimbabwe for different uses.

### **Indigenous ceremonial Tools**

- Are tools or equipment's used by our ancestors before colonial era
- They make their job easier.

### **Examples of indigenous Ceremonial Tools**



- Knives
- Axes
- Ladles (mukombe)
- Hooden divining pieces (hakata)
- ornamental head-dress (ngundu)
- arrows
- spears
- Tsvimbo/Induku
- Ivory horns (tsuri)
- Clay pots
- Snuff
- daggers

### **Reasons why indigenous ceremonial tools were used**

- To make their job easier
- Symbol of power
- Mechanisms for defence
- To communicate information to others
- Killing animals
- Cutting trees
- Tilling land
- To cut meat and fibre for clothing
- Axes were used to hamstring animals like elephants, buffalos etc
- When a king died the knives, axes and other tools were handed over to spirit mediums to pass to the next successor.
- For welcoming other spirits and during weddings e.g. Mbira, hosho
- During entertainment functions e.g. Mbira, hosho
- Traditional masks are worn during religious and social events
- And to control good and evil spirits in the society

### **Areas in Zimbabwe where an Axe is still viewed as important are:**

- Tonga in Binga
- Ndebele
- Kore Kore
- Rushinga
- Mount Darwin
- Doma
- Kanyemba
- Honde Valley
- Ndau
- Chipinge/Chimanimani

## **INDIGENOUS COMMUNITY GATHERINGS AND TRADITIONAL CEREMONIES AND EVENTS**

- Are those events that were gathered by our native people in Zimbabwe.
- They represent purity
- they bring people together
- they promote social identity
- they unify people
- they promote oneness

### **NHIMBE/ILIMA**

- practiced all over Zimbabwe
- people need help in :
  - weeding
  - cultivation
  - winnowing
  - fencing
  - harvesting
- taking out cow dung out of the kraal
- People do the work together
- they divide themselves into groups according to sex.
- this division of labour makes work easier
- Traditional songs are sang to boost morale
- After job, they are given food to eat, sweat beer to drink, and beer sometimes
- no one is paid for his or service
- nhimbe brings people together
- it unifies people together

### **Zunde ramambo/Isiphala seNkosi**

- gathering done for the chief
- people gather to do tasks such as cultivation, weeding, and harvesting. excess food is given to widows and orphans

### **Kurova Guva/magadziro/chenuro/Uyumbiso**

- This is done for those who have died and left their children alive
- The event is not done for those who have died single.
- It is still practiced in most parts of the country.
- A bullock (Ngavi) is slaughtered if the deceased was a male; if female a cow is slaughtered.
- The ceremony is done from August to October each year
- Is done for three days from Friday-Sunday
- Traditional beer is brewed for seven days

**Friday** -people meet and play drums to arouse spirits

**Saturday**-before sun set ,family members and those post menstrual go to the grave, plead with the spirits and pour beer and go back home playing and dancing

- a goat possessed with spirit is poured beer
- everyone take turns to pour beer on this goat.
- a person is chosen and is instructed to sit parukukwe to accept the ceremony
- the goat is killed and salt is not put and the eat
- outsiders are given their portion and eat outside

**Sunday**-people disperse

### **Mukwerera/Ukucela izulu**

- gathering is done to plead for rainfall
- traditional beer is brought in clay pot by pre –puberty and post menopause women to a rainmaking shrine to represent purity
- messengers or priest kneel down and clap hands asking god and ancestors for rains other procedures follow
- In Zimbabwe people go at Njelele Shrine for rain making ceremony

### **Funerals**

- a gathering to comfort relatives of the deceased person.
- people come together to pay condolences and to give hope to the people
- funerals can be community biased –for community figure i.e. a chief,celebrity,headman,or businessman
- It can be a provincial level ,for a political figure or hero or heroine
- it can be National figure

### **Examples of National Heroes and Heroines are:**

- CDE Victoria Chitepo
- CDE Solomon Mujuru
- CDE Sally Mugabe
- CDE Joshua Nkomo
- CDE Simon Muzenda
- Nelson Mandela of S.A

### **Examples of ceremonies in Zimbabwe**

#### **Family level ceremonies**

- Birthday party
- Wedding
- Funeral

- traditional ceremony
- celebrations

### **National Level**

- independence commemorations
- National tree Planting Day
- Defence forces day
- Heroes Day

### **Significance of Burial Ritual**

- returning of the dead person to his or her ancestors
- completing the process of life experienced by the departed
- exposing those responsible for the death of the deceased-no person die without a reason
- to show respect of the deceased person

### **The significance of cutting a Widow's hair after husband dies Are:**

- cleansing ceremony
- total disconnection of the woman from her late husband
- marking the beginning of her new social life.
- Respecting the life of the two experienced together
- that her separation was not by her choice
- that she was not responsible for the death of her husband
- that she is free to choose to marry or remarry

### **NYARADZO/ISIKHUMBUZO/MORDEN RITUAL**

- meant to console the bereaved family
- usually held after a month
- the church may take the initiation
- notifications of the date are given to family members and friends
- during the day a church service led by a pastor is carried out
- After service, singing and dancing follow
- then people are given food to eat
- Sweat beer also is given
- People then disperse

### **Importance of ceremonies**

- are a get together platform
- reflects memorable events and activities
- make our national ideology and unity
- marriage ceremonies signify love and acceptance among couples

- ceremony enhance dignity
- encourage positive competition among individuals
- play an interactive role in the society
- ceremonies build and cement relations
- are also used to identify talents e.g. music talent
- Unify people

### **Importance of rituals**

- they add traditional value to life-honouring that day
- to satisfy our beliefs
- to authorise ceremonies

## **INDIGENOUS HUNTING AND PRODUCTION TOOLS**

### **Indigenous hunting tools**

- refers to tools used for hunting during the Stone Age period by early people such as the San and the Khoi Khoi

### **Give examples of indigenous hunting tools**

- Dogs
- Traps
- Snares
- Spears
- Knobkerries
- Bows
- Arrows.

### **Indigenous production tools**

- refers to tools used for production purposes such as production of mealie-meal, butter

### **Examples of indigenous production tools**

- grinding stones (guyo nehuyo)
- mortar and pestle (duri nemutswi)
- winnowing basket (rutsero)

## **NATIONAL IDENTITY DOCUMENTS**

**Guardian**-refers to person who looks after a minor.

**National Identity card**-is a plastic or metal card carrying a holder's photograph, name, surname, date of birth, and other details serving as an official proof of one identity.

**Passport Office**-is an office that issues passports.

**Registrar General**-is the head of the general registry office or a government official responsible for holding a population census.

### **Three types of identity documents**

- Birth Certificate
- National Identity card
- Passport

All these documents are issued by the Registrar General 's Department  
It is under the Ministry of Home Affairs

### **Services Offered by the Ministry of Home Affairs/Registrar's Department?**

- processing of birth certificates
- processing of death certificates
- processing of burial certificates
- processing of cremations certificates
- registration of brands
- registration of marriages
- registration of citizenships
- processing of national registration cards
- processing of travel documents

### **Birth certificate**

- Is an official document used to identify a person
- It contains a record of a person's birth and identifies him or her

### **A birth contains**

- person's surname
- person's name
- date of birth
- place of birth
- name of parents
- birth entry number
- ID number

### **The importance of a birth certificate**

- it is required when registering for school.
- When sitting for grade seven exams
- when registering for O and A level examinations
- when applying for a national registration card.
- when applying for a Zimbabwean passport.

- When applying for college or university place
- when seeking employment

### **The law and Birth Certificates**

- It requires that every parent has to register and acquire a child's birth within six weeks of birth.
- It is also a criminal offence to falsify the names on a birth.

### **The requirements when acquiring a birth certificate**

- Mother and father's national identity documents
- birth record from the hospital
- Parents' signature

### **National identity Card**

- It is a portable document, plastic in nature, with digitally embedded information confirming a person's identity.

### **National Identity Card Contains**

- people name
- person's surname
- national identity number
- date of birth
- village of origin
- place of birth
- date of issue
- holder's signature
- holder's finger prints
- holder's photograph

### **The importance of a National Identity card**

- required when registering to vote
- when opening a bank account
- when visiting governmental offices
- when visiting embassies
- when seeking employment
- when travelling abroad
- when applying a driver's license
- when applying for food aid
- when travelling in the country

## **The requirements for acquiring a National Identity Card**

- parent's identity cards
- passport if required
- physical identity of the person
- processing fees
- birth certificates

## **Passport**

- Is a travel document issued by the country's government to identify the holder's identity

## **A passport contains**

- Name
- Surname
- Nationality
- identity number
- sex
- birth place
- date of birth
- date of issue
- country of permanent resident
- expiry date
- profession
- passport number
- signature
- finger print
- picture

## **A passport needed**

- When registering to vote
- when registering exams
- when applying for a driver's licence
- when seeking employment inside or outside the country

## **The requirements when getting a passport**

- Old passport
- Birth Certificate
- National Identity card
- Two colour photographs



## **CHAPTER 3: CULTURAL HERITAGE: NORMS AND VALUES**

**Compassion**-is the feeling of wanting to help someone who is sick, hungry and in trouble

**Humanity**-all living human beings in the world

**Positive African**-an African who is full of hope and has confidence-well groomed

**Statesman**-is an international leader or national leader.

**Reciprocity**-the practice of exchanging things with others for mutual benefit

### **Core values of Delta Corporation**

- Clear accountability
- people as enduring advantage
- Team work
- Respect
- Understanding
- Indivisible reputation
- Growth Oriented
- Research  
Development

### **Postal and Telecommunication Regulatory Authority of Zimbabwe (POTRAZ)**

- Integrity
- Transparency
- Teamwork
- Responsiveness
- Predictability
- Fairness

### **Values of ZESA**

- Team work
- Innovation
- conducive Environment
- Social responsibility
- Productivity
- Customer Delight
- Professionalism

### **Unhu/Ubuntu/Vumunhu represents**

- African dignity
- Humanity

- Reciprocity
  - shared relations
  - shared culture
  - solidarity
  - communalism
- positive Africans

### **Attributes of Ubuntu/Unhu/Vumunhu**

- Compassion
- Reciprocity
- Dignity
- Humanity
- mutual interests
- oneness
- tolerance
- respect
- integrity
- humility

### **African Statesman who promoted the concept of Unhu/Ubuntu/Vumunhu**

- Kwame Nkrumah
- Julius Nyerere
- Kenneth Kaunda
- Nelson Mandela
- Muammar Gaddafi
- Robert Mugabe
- Ellen Johnson-Sirleaf
- Nkosazana Dlamini –Zuma

### **The importance of Unhu/Ubuntu/Vumunhu**

- Unites people
- produces well cultured citizens
- promotes unity
- promotes oneness-one love
- improves relations among citizens
- reduces conflicts
- helps boost business

### **NORM AND VALUES**

**Accountability**-is accepting responsibility

**Discipline**-being able to obey laws and norms and values

**Integrity**-quality of being honest having strong moral principles

**Transparency**-allowing inspection

**Productivity**-being able to generate or create and enhance wealth

**Punctuality**-being on time

**Respect**-qualities of being good to someone

**Courtesy**-showing politeness in one's attitude and behaviour towards others.

### **The values of Primary and Secondary Education**

- Commitment
- Integrity
- Empathy
- team work
- transparency

### **Examples of values at schools**

- One love
- hard working
- smartness
- intelligence
- good morals
- obedience
- Punctuality
- Discipline
- Respect
- Excellence
- Co-operation
- Empathy
- Togetherness
- Seniority

### **The values of the Ministry of Public Services and Social Welfare**

- Professionalism
- Excellence
- Accountability
- Commitment
- Dedication
- Empathy

### **The norms and values at home**

- Respect
- Courtesy
- Discipline
- Honesty

### **The norms and values at the work place**

- Team work
- Accountability
- Punctuality
- Respect
- Transparency
- Productivity
- Responsibility
- Integrity
- Commitment

### **Threats of norms and values**

- Peer pressure
- Information Communication Technology
- Urbanisation
- Lost generation
- Foreign influence

## **THE CONCEPT OF HEIRSHIP**

**Heirship**- refers to the right to inheritance

**Executor**-is a person appointed by the deceased to administer a will

**Heir**-a person who has the right to inherit the property of the deceased.

**Deceased** –a dead person no longer is living.

**Estate**-net worth of an individual including land, all possessions and other assets.

**Master of High Court**-a judicial officer found in the courts.

**Beneficiary**-a person who derive advantage from something

**Inheritance**-money or property which you receive from someone who has died

**Will**-is a legal document in which a person who should receive his/her possessions after he or she dies

## **HEIRSHIP IN ZIMBABWE**

- When the deceased is no longer a person inherits property or estate.
- In Zimbabwe, it involves accepting authority over the surviving family

### **The classifications of Heirship**

- Indigenous inheritance practices
- Contemporary/Modern inheritance practices.

### **Indigenous Inheritance practices**

- Was practised by our ancestors.
- Property of the deceased was shared /distributed by our elders.
- Following the death of the husband, widowed woman were not allowed to become heirs to their husband's estate.
- Inheritance was given to the male child not female child.
- Females were not given anything.
- The surviving wife was given water that has been boiled to choose his or her husband.
- the one chosen will then drink the water to show acceptance that he will take care of her.
- In some cases the father tells the elder son to take care of the family.

### **Traditional Inheritance regarding women**

- All domestic household appliances like cups, beds, blankets, and clothes were of the woman's family.
- The woman's family will decide whether to carry or leave the goods for the children.
- The deceased parents cared for the husband.
- They could even supply him with a woman.
- She would continue just like her sister was doing while she was still alive.
- If she died with cattle, goats and other animals, they would be given to her family

### **Contemporary/ Modern Inheritance Practices**

- This is a Western way of distributing an estate of the deceased through a will.
- One registers the estate to the High Court/Magistrate court.
- They write their will and send it to the lawyers for safe keeping.
- The owner of the will chooses the one who will benefit.
- Every child has a right to have a share.
- This extends to children born out of marriage.
- The constitution of Zimbabwe Chapter 59 states that everyone is entitled to inherit his or her parent's estate
- when the owner of the will dies ,the surviving family notifies the HighCourt/Magistrate Court.
- The Master of High Court will appoint an executor to distribute the property.

### **The functions of the executor**

- Prepares a balance sheet of the deceased
- provides a list of properties of the deceased
- maintains all beneficiaries
- publishes the estate in the gazette distribute the estate

### **The importance of the Contemporary/modern heirship/Will writing**

- Safeguard of inheritance.
- Written records do not have manipulation.
- Everyone is entitled to inheritance.
- An executor is likely not to be biased in handling the estate.
- a will outlines the means and ways of distributing resources of the deceased to beneficiaries
- It settles inheritance disputes
- A will is a written evidence for future reference
- It also allows the testator to choose his/her own guardian
- To choose his/her own beneficiaries
- One can review the will timely
- a will can be kept safely

### **rites of passage**

Define the following terms

**Rites**-refers to the agreed customary forms of conducting a religious or other serious ceremonies. Are established social customs or practices that are conservatively observed

#### **Examples of rites in Africa include**

- birth rituals
- adult rites  
eldership rites
- marriage rites
- ancestry rites

**Lobola**-is the bride price especially among the Bantu –Speaking people of Southern Africa.

**Deceased** –is a person who has died.

#### **Rites of passage**

- Refers to ceremonies that mark a graduation from one stage of life to the other.
- It starts from birth, through adolescence, adulthood, marriage up to death.
- They are different depending on culture and society.
- They are passed orally from one generation to the other.

- Nowadays they face threats from Christianity.
- They are being abandoned.

### **Morden practices of rites of passages**

- Baby showers
- birth day parties
- memorial services (Nyaradzo)
- anniversaries

### **Traditional rites of passages in Southern Africa**

- Kurova guva
- welcoming the baby
- kupira midzimu
- circumcision

### **The importance of rites of passages**

- They help us to determine our hopes, visions, aspirations, victories, and defects.
- They help transmit values, norms, beliefs, and culture.
- They help us to apportion responsibilities to future generations in peace and tranquility.
- People form their identities as part of their culture.
- Rituals make people feel that they belong to a larger group.
- They are a community approved method of marking natural social transitions.
- They mark a transition from one phase to the other.
- They control the natural world.
- They represent a complete set of plans that prevents conflicts between various age groups.
- They are part of our culture that is passed from one generation to the other.
- They provide a way of solving social conflicts in the society

### **Midlands Birth rites**

- A pregnant mother is sent back home to her parents when she is towards delivery.
- the process is called Kusungira
- it is a one day event
- the son-in-law is mandated to provide two goats
- one she-goat is given to the grandmother
- another to the grand father-in-law
- the goat for the father is slaughtered
- it is mixed with traditional medicines while being cooked and left to simmer
- the meat is served in a winnowing basket and with some sadza
- the dish is eaten by the pregnant woman, her parents and samukuru.

- the husband is not allowed to eat
- after this, the husband and samukuru will leave the wife with her parents until she gave birth
- after giving birth the new baby together with the mother are taken care with her parents
- the will notify the husband about the new baby
- The wife will be accompanied by aunt, samukuru and her sister to her husband
- the husband's family will welcome the new baby through dances and presents
- in some cases she/he is given herbs to drink
- kugadzira nhova will be the last process

### **Ndebele Birth rituals**

- Woman leaves her husband at ninth month and goes to her parents.
- She prepares her room by polishing it with cow dung.
- No one is allowed to enter the room until the mother is nearing time of delivery.
- When the time is near, the pregnant woman is accompanied by her mother,
- Grandmother and any other woman into the room.for delivery.
- No man is allowed to enter into the room, its not allowed.
- The midwife first washes hands with herbs to protect the baby.
- The midwife is the first person to touch the baby and cleans the baby with herbs again.
- The umbilical cord is cut and buried into the soil.
- The baby is then washed again.
- Fire is prepared when the baby is feeding from its mother.
- Specially selected herbs are put into the fire to burn slowly.
- The baby is made to breathe on the smoke, and the process is done daily until the umbilical code drops.
- The baby is recognised as the person and is given the name.
- People outside are called to celebrate the baby and give their gifts.
- The father of the baby is then allowed to see the baby.
- The father is then given a piece of the umbilical code and goes to bury it outside and thanks the ancestors and asks them to protect the baby.
- After this, the father and mother goes back to the home.

### **Shona Birth rituals/Kalanga Birth rites**

- When the expecting mother is about six month, she goes back to her parents so that they administer herbs to make it easy for baby delivery.
- This is called Kusungira in Shona.
- This is symbolised by Mbudzi yemasungiro
- The goat is then slaughtered.
- After giving birth, the mother stays at her parents' home for three month.



- She is not allowed to near her husband.
  - The new mother will be taught to look after the new baby.
  - The grandmother will give her herbs.
  - Both parents are informed when the umbilical cord drops.
  - It is either buried or thrown into running water in the river.
- the two are very similar

### **Xhosa Birth rituals**

- It is treated with respect, honour, and with great celebrations.
- Experienced grandmothers attend to the pregnant mother.
- She is prepared a hut made of mud, thatched, dark and circular in nature.
- After birth, the mother and baby are secluded, umbilical cord fall.
- The cord is mixed with ash, sugar, umlinga and is rubbed on it to aid drying.
- The baby is then introduced to major family members when the cord has dropped out.
- The ritual of sidufu is then performed.
- Pungent leaves of the sidufu are burnt in fire, around which the women gather.
- The baby is floated on the smoke to make the baby stronger and to protect it for future evil.
- The baby is then washed with white substance called ingeke, mtomboti for many weeks.
- The baby is then breast fed by the umdlezana, the mother.
- The umbilical cord is then buried by inkaba ritual.
- The ritual of imbeleko is that of welcoming the baby.
- A goat is slaughtered and relatives invited to welcome the new baby.
- The baby is given his /her name.

### **The coming of Age rituals**

- At teenage period, children enter a variety of initiation ceremonies.
- the rites enabled them to know their phases.
- The elders take charge of the initiation ceremonies.
- The ceremonies are done in phases in the forests or a specially build house.
- This is where they lose their identities and become adults.

### **Marriage rituals you know**

- Ndebele Wedding
- Shona Wedding

### **Ndebele marriage and Wedding**

- Lobola is the first stage and is paid in portions to the bride.
- A two week isolation of the bride and the groom, to teach the bride to be a good mother.

- The groom sends someone to request a date to pay lobola.
- A groom buys a sheep, blankets and few clothes for the bride's family.
- The groom's parents then visit the bride's parents and pay the lobola.
- A girl is taken to the boy's family to get to know each other.
- The official Ndebele wedding took place in the Church.
- Family members will be present to witness the celebrations.
- After the celebrations, the couple will then change to traditional clothes for further celebrations
- Gifts will be presented and given.

### **Ndebele /Shona traditional marriage customs**

- A man marrying a woman in both setups pays lobola/roora.
- Lobola is not paid in full but in instalments.
- The first stage is vhuramuromo/isivhulamlo
- The bride's family tells the groom's family what they want as lobola.
- A date is then, agreeable to both parties.
- The groom's family then presents themselves to the bride's home
- Munyai is there to fulfil the bride's hopes and duties.
- Lobola/Roora is paid.
- The meeting of the two families is called Mbanano and permission to enter the room.
- This is followed by greeting the in-laws through clapping hands.
- The traditional greeting follows thereafter
- Gifts of cash or food are then placed into a special plate that is used for the occasion.
- the plate has a special name called kubvisa ndiro
- Other gifts are called vhuramuromo, meaning opening mouth to greet guests.
- A dare for makandinzwanani is called for.
- Gifts for the mother are paid for (mbereko)
- Mafukidzadumbu gift is also paid for.
- Nhumbi dzamai is also paid for (including a blanket)
- Nhumbi dzababa is also paid for (including a suit)
- Matekenyandebvu is also paid as a gift.
- Mari inonongwa nemusikana to buy for herself household goods.
- Actual bride price is paid for (rusambo)
- munongedzo wedanga price is also paid for, for a stick used to point cattle.
- He final stage is that of a part, financed by the groom.
- Gifts are presented at the ceremony.

### **DEATH RITUALS**

#### **The Shona/Kalanga death rituals**

- The kalanga used to bury their dead in animal skins.
- They would wrap body and burry it with a clay pot with water inside

- Before the body is buried, some reeds according to the number of children would also be placed inside.
- If the deceased had no children or not married, a rat or muguri was placed besides the dead body
- After a year or two years Kurova guva ceremony will be held.
- When an adult dies in the Shona culture, it is believed that her/his spirit wonders about.
- It is a homeless spirit.
- Members of the family need to welcome back the spirit by holding a ceremony.
- The spirit is believed to have two shadows
- black shadow-representing her /his flesh
- White shadow-representing her/his spirit/soul.
- During the burial, a long stick of the height of the grave is rested against the body of the deceased.
- Its top end will be visible at the end.
- The stick is normally removed after several months.
- It is believed that the spirit will come out of the hole and show itself as a worm or a caterpillar which will wander about.
- Members of the family constantly visit the grave to check for the worm or caterpillar

### **The concept of Kurova guva in Shona**

- The family will wait for about a year after the death of the deceased member. The ceremony of bringing back the wandering spirit is called Kurova Guva in Shona.
- In other parts it is called Bira.
- A descendant of the family is chosen as Svikiro or Spirit medium.
- Beer is brewed before the ceremony.
- A beast is also slaughtered in honour for the incoming spirit.
- Sadza and meat is eaten during the ceremony in the morning.
- Beer is placed on the grave yard and a prayer of welcome is done by the elderly member of the family
- Then, the family leaves the grave yard and continues with the festivities till midnight.
- Mbira is also played.
- The following morning, relatives will take several pots of beer to the kraal and pour it on to the beast to be possessed with the spirit (kupururudza).

### **Nguni/ Ndebele death rituals**

- It is similar like that of the Shona.
- Like the Shona, the Ndebele believed that death is passage from one form of being to the other.
- When an adult dies, he/she will become an ancestral spirit.
- The spirit is welcomed back by a ceremony called Uyumbiso
- The spirit is welcomed back again by singing when going back home (wozekhaya)

- The ox is killed and the meat cooked and eaten.
- The ceremony continues till late, people eating and drinking.
- The rest of the food left is left in the hut for spirit to eat.
- In the, morning they sang and dance (ubaba makeze ekhaya /father should come home.

## **INDIGENIOUS COURTSHIP PRACTICES OF DIFFERENT ETHNIC GROUPS**

**Abduction**-forcibly taking someone away against their will.

**Courtship**-is a period during which a couple develops a romantic relationship before getting married.

**Consent**-is to permit or approve.

**Rape**-forcing a woman/man to have sex without his or her consent.

**Internet Dating**-Having a love affair using the internet.

## **INDIGENOUS COURTSHIP PRACTICES**

- Involves more than just two people.
- The process starts with identifying a suitable woman to marry
- It was done through relatives a man 's seriousness was shown by his visits to the woman 's home
- Interaction with aunties
- Good behaviour display
- Resilience,honesty,hard work and humility were major attributes looked for to a man by a girl
- Virtue was for women
- Virginity was most preferred than no-virgins
- A go between was sent to the girl
- the courtship was long and involved elders
- No secrets
- very few cases of divorces
- Very few cases of pre-marital sexual relationships.
- There was time to study one another
- November was a sacred month-no rituals or ceremonies to be held in this month

## **MUSENGABERE/KIDNAPING**

- Involves kidnapping the targeted girl.
- The man identifies the targeted girl he wants to marry.
- He does not communicate with the girl.
- The man is assisted by assistants to catch the girl.
- The girl is caught when she goes fetching firewood or water.
- Even when the girl screams, the boy won't let her go.
- When they arrived home, they organise for a marriage.

- It ensured that every man who cannot talk to woman have their woman
- It brought communities together
- It encourage that in community there were no social outcasts
- Incidences of sexual immorality are unheard

## **FORMAL MARRIAGE**

- A boy and a girl enter into an agreement to marry each other.
- They start by a process called kunyengana (courtship).
- A boy and a girl met at river or outside the home yard or in the forest.
- Nowadays they meet at a business centre or church
- they fall in love and agree to marry.
- They exchange a token of appreciation (nduma).
- The Nduma will be in the form of a handkerchief or other cloth.
- This is a sign of love and may be produced as evidence before the elders.

## **TONGA COURTSHIP PRACTICES**

- Are the forms of Tonga Courtship.
- kweba/kutumira.
- Kutizisisa/Kutizisya

### **Kweba/Kutumira**

- A boy (mulombe) and a girl (musimbi) have both to be virgins.
- They use middlemen (Ngeenda) to connect the two families.
- The girl and a boy has to be mature (30 years and above)
- The man is pieced at the inner part of his nose to show maturity.
- The man scout for a girl to marry and then tell his parents.
- The boy's family will then vet for the girl's character.
- Ngeenda is then sent to the girl's home to notify of the boy's interests if the profile is good.
- The parents of the two are involved
- When the girl accepted, she then gave her beads on a thread known as the Mbeji.
- The girl's family then receives a first bride price in the form of cattle and other assortments.
- The son in law will then be called to take his wife (mwanakazi)
- Whilst the son-in law is at his wife's home, he took a bath of very cold water, and if
- He shivered then he is regarded as a weak man.
- After this the sadza is then prepared with pumpkin seeds.
- If the relish turn into water, then the son in law was not a virgin.
- If the relish thickens ,then,he is a virgin
- They then ate the relish together and throw some food away.
- The girl then oils her face with oil to show that she is now a married woman.

- They then go to the son in law's homestead.
- The girl is then received and paid various prices of entering the yard of his husband.
- Several rituals are done

### **Kutizisya/Kutizisya**

- This form of marriage is equivalent to Musengabere in Shona. Read that section.
- The marriage practice rests upon a Girl and a boy who wish to marry each other without following cultural practices
- It is now more organised than before but however the practices has now been diluted.

## **COURTSHIP AND MEETING PLACES IN THE ZIMBABWEAN TONGA CULTURE.**

### **Ciilimba Ceremony**

- It is a joyous ceremony conducted in
- March
- April
- May
- June
- December
- January
- Two drums a big and a small one are played at this ceremony.
- Ciilimba is practiced in the evening after supper.

### **Ntuutu**

- Is done after harvesting
- Girls go out to scavenge for crops leftovers in the fields.
- They cook them at Ntuutu plays.
- Boys go into the forests and hunt and put up snares to catch mice.

### **Importance of Ntuutu**

- Boys and girls can practice chores.
- Chance to learn responsibilities.
- Opportunity to identify marriage partners.

### **Ngomabuntibe**

- These are dances and joyous moments done at ceremonies  
drums are played
- Horns are blow.
- songs sang communicate joy, sorrow, or hopes for the future

## **TONGA CULTURE IN MORDEN ERA**

- The culture has been diluted by :
- mixed marriages
- Socialisation
- Information and Communication Technology
- Globalisation
- Business Centres like Simbala, Saba and mpambe.
- Beer halls
- Western life style.
- ChristianityMorden way of life

## **MORDEN /CONTEMPORARY COURTSHIP PRACTICES**

People of today now fall into love affairs through the engagement of:

- (i) Pastor
- (ii) Internet dating on sites like
  - (a) Metro date
  - (b) Top face
  - (c) Dating Buzz
  - (d) Evening Touch
  - (e) Face book
  - (f) instagram
  - (g) Twitter
  - (h) WhatsApp
  - (i) Radio Zimbabwe –Ida anokuda

## **FORMS OF INDEGINOUS DANCES IN ZIMBABWE**

- Mbira dance
- Shangara
- Dinhe
- Mbakumba
- Muchongoyo
- Jerusalem
- Mhande
- Amabhiza
- Ngungu
- Isitshikitsha
- Ingquza
- chinyobera

## **Traditional dances facing extinction**

- Chizambi
- Chipendani
- Tsuru
- Mukwati wenyere

### **Ways of Improving local dance skills**

- training of dancers by qualified dancers
- training of dancers in schools
- right of frame by the schools and students

### **Religious Dances**

- Formulated as part of their entertainment and worship
- ZCC-Kutamba mutowo
- ZRP Police Band
- Jekenisheni Band-Ngoma Nehosho
- Zion Church Dance group

### **Drama as a form of Entertainment**

- Is an act or performance in front of the audience
- Drama portrays life.
- Portrays character
- Its action and dialogue

### **Forms of drama**

**Prose**-continuous sentences and paragraphs

**Verse**-Lines and stanzas

**Concepts of Drama** are five major concepts of drama namely:

**Textual**-story composure, plot, storyline and theme

**Production**-use of sound machines, sound characters and their roles

**Performance**-actual characters, interaction of characters

**Staging**-use of an appropriate stage, correct dress

**Critical**-era, play of time, whole act, and performance

### **Types of Dramas**

**Comedy**-real life characters, funny experiences e.g. Gringo, Kapfupi

**Farce**-highly improbable, unexpected, stereotyped character Sabhuku Vharazipi



**Melodrama**-Exaggeration of emotion, lures audience to watch, portrays good and bad characters

**Fantasy**-complete fixation, characters display supernatural skills, angels, and super heroes are involved

**Music**-use of music to convey message, use of dance, self expression

### **Importance of drama**

#### **Education**

- Teaches people life that is outside their world.Gain knowledge
- Teaches moral lessons
- Educate people to change attitudes
- Teaches girls to stand for their rights

#### **Employment**

- many people are employed as professional artistes
- drama became a source of income for those involved like
- script writers
- directors
- actors
- actresses
- dancers

#### **Socialisation**

- drama teaches about social norms and values
- binds our society together
- teaches about respecting elders
- teaches about drama

#### **Entertainment**

- brings laughter and happiness
- involves music and dance
- involves enjoyment of pleasure
- it relieves stress and trauma

#### **Edutainment**

- Drama entertains
- teaches through laughter
- children get memories of life

#### **Empowerment**

- to empower is to give power through knowledge and skills

## **SHONA DANCES**

### **JERUSALEM AND MUCHONGOYO**

- Are the most popular dances in Zimbabwe.
- Are most performed on marriage ceremonies of a chief.
- drums are played, clapper sounds as well, handclapping as well and blowing of whistles

### **OTHER SHONA DANCES ARE:**

- Mbende
- Mbira
- Dinhe
- Mbakumba
- Mhande
- Muchongoyo

### **NDEBELE DANCES ARE:**

i)Isitshikitsha

ii)Amabhiza

## **TRADITIONAL MUSICAL INSTRUMENTS**

- Ngoma (drum)
- Hosho (shakers)
- Leg rattles
- Wooden Clappers
- Mbira
- Percussion Instruments.

### **TRADITIONAL INSTRUMENTS FACING THE DANGER OF EXTINCTION ARE:**

- Chizambi
- Chipendani
- Tsuru
- Mukwati wenyere

### **Types of Mbira**

- Nhare
- Mbira Dzevadzimu
- Mbira Dzedeze
- Nyunga Nyunga

- Njari
- Matepe
- Mbira DzaVandau
- Marimba

## **FOLKLORES**

- Are passed from one generation to the other.
- Introductions start with 'Paivepo or once upon a time'
- were done during the evening after supper.

## **EXAMPLES OF ZIMBABWEAN TRADITIONAL FOLKLORE:**

- Karikoga Gumi remiseve
- Pfumojena
- Tsure magen'a
- Tsure naGudo

## **EXAMPLES OF ZIMBABWEAN TRADITIONAL GAMES:**

- Matakanana (Playhouse)
- Mahumbwe (advanced from playhouse)
- Chamuhwande muhwande (Hide and Seek)
- Mapere akaenda Hwedza (hyenas to went far away place)
- Ndakanaka Amai (mother i am very beautiful)
- Dudu-uu muduri kacha
- Fuva/Tsoro
- Gumbe gumbeve gumbu

## **CHAPTER 4: NATIONAL HISTORY, SOVEREIGNTY AND GOVERNANCE**

### **THE SAN AND THE KHOI KHOI**

#### **Background**

- The San were the first known inhabitants of Central and Southern Africa. They were hunter-gatherers living in highly mobilised groups between 20-50 people either following game around the country or living in close rhythm with the land and its seasons or maintaining a more settled life depending on seals, shellfish, crayfish, birds and fruits for food.
- The Sans have left a lasting record of their lives through a thousand paintings. These hunter-gatherers have still survived but in small numbers in the Kalahari desert. Their physical appearance is small in structure, brown in colour and they have unique click languages.
- The San were Stone Age people so they did not use metals so their weapons were made of wood, stone and bones. They did not domesticate animals and cultivate crops. No pottery was made instead they used ostrich egg shells for storing and holding liquids.
- The San were nomads as they were always on the move in search of game and plant food so they did not build permanent shelter, they preferred rock shelter for temporary shelter. A chief controlled their resources on behalf of the group back in the day before the arrival of shelter.
- A number of fish bones were found in caves and this indicates that they were accomplished fishermen. Slivers of bones and wood sharpened at each end were used to hook fish which were also caught by means of tidal trap made from walls constructed by river Sanda.

#### **Social and cultural life**

- The San had no sense of ownership.
- Disputes were solved by a group known as a consensus.
- The status of women was relatively equal.
- The San of both sex wore many ornaments made of seed, berries, shell and small pieces stuck together as necklaces and bracelets they used ostrich and tortoise shells to carry and store water.
- Movement to different campsites was organised by a group. Their lifestyle was primitive communism.
- The San men were responsible for hunting and fishing, they went on long hunting trips and they would gather Hordia Gordidni and chew the bitter miracle plant to suppress their appetite.
- The women did most of the gathering of plants and that included wild fruit and berries as well as leaves, stems bulbs, corms, and root of a variety of plants.
- They were very good hunters that knew the ways of the animals they hunted.

- The San had to devise many different hunting traps in the form of parts covered by leaves which was another way of trapping the animals.
- Another way was extracting poison which was then used to hunt.
- The meat was cooked fresh or smoked and dried for later use, only small quantities were preserved this way because it had to be carried when the group moved to the next place.
- Clothing was light for easy movement, men wore line skirts with a short skin in front tied on the waist, and they also used skin cloaks and blankets to keep themselves warm especially in temperate climates.
- Leather work was common and leather was made into Ned bag for carrying food, string bags were woven from great fibre.

### **Rock paintings**

- They painted on rocks and in cave walls and engraved on eggshells.
- These rock paintings have given us a lot on their life style.
- These rock paintings show that the San were tuned to their environment.

### **San beliefs**

- They paid tribute to the chief.
- They believed in God.
- The eland was considered the most spiritual animal.
- The taught their children through oral tradition.

### **THE KHOI KHOI**

- The other early inhabitants of Central and Southern Africa were the Khoisan herders or Khoi Khoi.
- The early Europeans called these people the “Hottentots” meaning stammers.
- The exact origin of these people is still being debated by historians.
- The old theory was the Khoi Khoi migrated from East Africa with their livestock and settled in Southern Africa but recent historical evidence has shown it is not true.
- It is being argued that the Khoi Khoi were among the original inhabitants of the area.
- It is also known that some of the San people adapted to the changes in their environment and began to domesticate animals probably about 2000 years ago.
- The Khoi Khoi was originated from pastoral culture and language was found.
- The exact place of origin of these people is still debated and some say they originated from the northern place of Bulawayo and migrated to East Africa with their livestock in Southern Africa.
- However, recent evidence argues that they were among the original inhabitants. It is also known that some of the san adopted change in the environment and began to domesticate animals.

### **Economic System**

- Major economic system was based on lifestyle and production.
- They raised long horned cattle and fat tailed sheep and goats; cattle were a symbol of wealth and prestige.
- Their way of life was organised around their livestock therefore they moved from place to place during different seasons in search of pasture and water for the animals.
- Animals were kept for meat, milk and blood.
- Husbandry of sheep, goats and cattle provided a stable balanced diet and allowed the related Khoi Khoi people to live in large groups than the previous inhabitants.
- As time went on Khoisan began to grow crops and a variety of other plants.
- Like the San both sexes were involved in the economic activities.
- Apart from herding animals men sometimes hunted wild animals for meat and skin for clothing.
- Women milked cows and goats, gathered roots and berries and also made pottery.
- The Khoi Khoi industry was more developed than that of the San.
- Their technology included carvings of shallow dishes, bone ivory and smelting and smiting of iron.
- Trading of some of these times was developed with traders from the Far East who often came to the south of the east coast of Africa.
- They also extracted salt from the salt mineral springs through evaporation in soapstone dishes.

### **Political and Social Organisation**

- The village settlement was relatively large often well over hundred persons.
- They did not live in caves because of their large numbers.
- They built dome shaped huts from young branches.
- They covered them with mats from reeds and sometimes with animal skins.
- Huts were arranged in a circle and domestic animals were often kraaled overnight within the circle.
- Each village consisted of members of the same clan and a group of male descendants of a particular ancestor with their wives and children.
- The young people were initiated at adulthood at about 18 years and marriage could take place after the ceremony.
- The groom paid lobola in the form of an ox for the wedding feast.
- After the marriage a hut was built for the couple near the bride's mother's hut.
- Unlike the San the Khoisan community had more organised system of authority.
- Each village had a headman, it was a hereditary position passed to the eldest son of the founding ancestor for every generation.
- Headman made decisions such as when and where to move.
- They also acted as mediators or judges in criminal and civil disputes.
- Senior people had more privileges than the juniors e.g. they lived in houses to the right of the elder whilst juniors lived to the left side.

- Each family had their own hut; however, children who were older lived with their age group.
- The Khoisan were polygamous (more than one wife). Several villages were united into a larger unit called a tribe.
- Tribes had a kinship base and were made up of a number of linked clans with a Seniority of one of the clans being recognised.
- The head of the senior clan was recognised as the chief of the tribe.
- The extent of the tribal land was not defined by exact boundaries but reference to land
- Tribal chiefs controlled outside access to their resources.

### **Religious beliefs**

- The Khoisan believed in a supreme being.
- They believed in spirits of natural forces especially water and rain.
- They gave special significance to the moon which they viewed as a physical magnification of the Supreme Being associated with heaven.
- The time of a new and full moon was a special occasion for dancing.

### **CONTRIBUTION OF THE SAN AND THE KHOI KHOI IN MODERN SOCIETIES**

- Traditional medicine-to heal kidneys, urinary track diseases, and digestive disturbances.
- Rock paintings-legacy of our History as portrayed on the New Court of Arms

### **THE SCRAMBLE AND PARTITION OF SOUTHERN AFRICA**

- Scramble was the rush for colonies. Partition refers to the division of Southern African colonies by European powers.
- In the Scramble and partition of Southern Africa the most powerful countries were able to get more colonies and vice versa.
- European countries involved in the Scramble for Africa included Britain, Germany, Portugal, Belgium and Holland / Netherlands.

<b>European country</b>	<b>Colonies</b>
-Germany	-Namibia [South West Africa]
-Portugal	-Mozambique [Portuguese East Africa], Angola [Portuguese West Africa]
-Britain and Zambia	-Zimbabwe, South Africa, Botswana, Malawi, Lesotho, Swaziland
-Holland	-Transvaal
-Belgium	-Congo

### **Reasons for the Scramble and partition of Southern Africa**

#### **Economic reasons**

- The need for raw materials by Europeans
- The need for markets in Southern Africa
- The need for cheap labour for greater profits
- The need for areas to invest surplus capital in Southern Africa
- The need for fertile land for agriculture
- There was improved transport which facilitated travel overseas
- Good climatic conditions in Southern Africa
- The need acquire protectorate for trade
- The discovery of minerals like gold and diamonds in South Africa
- The need for wild life [game]
- The need for ivory
- The need to acquire colonies for resources
- The need for pastures

#### **Social reasons**

- The need to settle population pressure
- Availability of quinine and tablets gave whites the confidence to venture into the interior of Africa.
- There were good climatic conditions in Southern Africa which were favourable to the health of some European nationals like Rhodes.
- The need to civilise Africans
- The need to educate Africans
- The need to spread Christianity
- The need to end slave trade
- Racial superiority of Europeans

#### **Political reasons**

- The upset of balance of power led to the Scramble for Southern Africa.
- Southern Africa was colonised for prestige reasons.
- Southern Africa was colonised for strategic reasons.
- Diplomatic reasons also led to the scramble.
- The Berlin Conference also contributed.
- Influence of European agents
- The whites had superior weapons than Africans.
- Explorers encouraged colonisation.
- Public opinion and pressure
- Rhodes' Cape to Cairo dream
- Encouraging reports from hunters and traders
- The need to spread political influence
- The Boers wanted to extend their territory beyond the Limpopo River to avoid being encircled by the British.

#### **Political factors in Africa**



- Disunity of local people
- Wars amongst Africans
- Africans had inferior weapons

### **Political aims of Britain in the Scramble for Southern Africa**

- To fulfil the Cape to Cairo dream
- To establish a crown colony in Botswana and secure the missionary road
- To carry on the white men's burden of civilising the African barbarian-Social Darwinism
- Pressure from the electorate
- To create a British empire of colonies stretching from South Africa to Egypt
- To stop Portuguese expansion
- To gain prestige
- To encircle the Boers

### **Political aims of Germany in the Scramble for Southern Africa**

- Germany wanted to make enemies with France by forcing Britain to move next to her
- To gain prestige
- To civilise Africans
- Pressure from the electorate

### **Economic aims of Britain and Germany in the Scramble for Southern Africa**

- |                |                          |
|----------------|--------------------------|
| • Markets      | Raw materials            |
| • Cheap labour | Investment opportunities |
| • Fertile land | Hunting grounds          |
| • Minerals     | Need for cattle          |
| • Pastures     |                          |

### **To what extent had Britain achieved her aims in Southern Africa by 1900?**

#### **Achievements**

- He occupied Bechuanaland, frustrated Germany and the Boers
- She occupied Zimbabwe, frustrated the Boers and Portuguese
- The missionary road was kept open
- She managed to take the gold and diamond producing areas

#### **Failures**

- She failed to completely dislodge the Boers in South Africa
- She failed to have access to the Indian Ocean via Mozambique
- She failed to create a federation of whites in South Africa

### **The Berlin Conference [1884-85]**

- This conference was convened by Otto von Bismarck, the chancellor of Germany from 1871 to 1890 to chart ways of partitioning Africa peacefully.
- It was held in Berlin, in Germany.
- It was also meant to curb the increasing conflicts over colonies.
- Africans were not invited. Countries which were represented were Britain, France, Italy, Germany, Spain, Portugal and Belgium.

### **Terms of the Berlin Conference / Agreements made at Berlin Conference of 1884-5 which speeded up the partition of Southern Africa**

- Africa was divided into 20 spheres of influence
- There was to be effective occupation of spheres of influence
- Each country was to make sure that there was a marked development in its sphere of influence
- There was to be freedom of navigation on major rivers like Niger, Zambezi, Nile and Congo
- Slave trade and slavery were to be abolished where they still existed
- All countries were to recognise king Leopold's occupation of Congo and Britain's occupation of Egypt. There was to be recognition of existing spheres of influence by European powers
- They agreed to notify each other of new spheres of influence
- Any intending country was to sign treaties with local rulers as legal right to occupy that area
- They were to respect the rights of the indigenous people
- They were to develop infrastructure in areas colonised
- They were to create new political structures
- They were to draw boundaries
- They were to settle disputes peacefully
- They were to hoist national flags in areas colonised

### **Contribution of the Berlin Conference in stimulating the Scramble and partition of Southern Africa**

- It legalised the partition of Africa. It set rules of the game of partition. It legitimised the occupation of Southern Africa
- Many treaties were signed with African chiefs leading to the eventual occupation of their territories
- Chiefs were cheated or deceived
- European powers competed for unoccupied areas of Southern Africa
- There was also scramble to define and extend boundaries of existing spheres of influence by the British, Portuguese, Boers and Germans.

### **Other factors**

- The industrial revolution
- Weaknesses of Africans
- The discovery on minerals in South Africa
- Work of European agents like traders, missionaries, concession seekers, hunters and individuals like Rhodes
- Strategic reasons
- Humanitarian reasons

## **British protectorates in Southern Africa and their respective chiefs**

<b>Protectorates</b>	<b>Chiefs</b>
• Botswana	Khama
• Barotseland	Lewanika
• Swaziland	Sobhuza
• Lesotho	Moshoeshoe









## **African leaders who sought protection from Europeans**

- Moshoeshoe
- Lewanika
- Mswati
- Maherero
- Khama

## **African leaders who resisted colonisation**

- Lobengula
- Dinizulu
- Ngungunyana
- Witbooi
- Cetshwayo
- Mapondera

## **African chiefdoms colonised by Europeans in Southern Africa**

 Ndebele	Zvimba
 Gaza	Makoni
 Mugabe	Pedi
 Mashayamombe	Zulu
 Lozi	Chinamhora
 Xhosa	Chihota
 Ngwato	Mangwende
 Swazi	

## **Ethnic groups that fought wars of resistance in Southern Africa between 1870 and 1900**

- |                 |        |
|-----------------|--------|
| • Zulu          | Shona  |
| • Ndebele       | Herero |
| • Nama/Herero   | Ngwato |
| • Gaza/Shangani | Pedi   |
| • Swazi         | Xhosa  |
| • Sotho         |        |

## **Wars of resistance to colonisation in Southern Africa between 1870 and 1900**

- Anglo-Zulu War [1879]-Anglo-Ndebele War [1893-4]
- Ndebele-Shona risings/First Chimurenga [1896-7]-Sotho rising
- Griqua-Thlapin rising-British-Pedi War
- Portuguese-Gaza War [1895]-Bambata rebellion-Nama rising-Herero rising-The gun war

## **Methods used by Europeans to colonise chiefdoms in Southern Africa / Ways used by Europeans to destroy African independence**

- Warfare, for example, the 1893 Anglo-Ndebele war, the 1896 Ndebele-Shone uprisings and the Anglo-Zulu war
- Treaty making, for example, The Moffat treaty of 1888 and the Rudd Concession of 1888
- Use of agents like Rhodes
- Divide and rule tactic
- Use of Chartered companies such as BSAC, NIASA
- Granting of charter
- Conquest
- Trickery, for example, Lobengula was given verbal promises that were never fulfilled
- Use of gifts to African leaders to persuade people to accept colonial rule
- Buying concessions, for example, Edward Lippert sold the Lippert concession to Rhodes in 1891
- Bribery, for example, Lotshe was bribed by Thompson to influence Lobengula to sign the Rudd Concession
- Through the influence of hunters like Henry Hartley and Frederick Courtney Selous
- Offering protection, for example, the Sotho, Tswana and Swazi got protection from the British
- Use of ambitious wealth men like Rhodes and Luderitz
- Using missionary influence

## **Why Europeans were successful in colonising the African chiefdoms during this period**

### **Advantages of Europeans**

- They had superior weapons
- They had better communication
- They used tricks
- They used bribery
- They used dynamites

### **Disadvantages of Africans**

- They had inferior weapons
- They had poor communication
- They had poor methods of fighting
- They were illiterate
- There was disunity among Africans

## **To what extent were Africans to blame for the colonisation of Southern Africa**

### **Why Africans were to blame**

- They were not united
- Some African chiefs collaborated with colonial agents
- Their military weaknesses invited Europeans

- Some asked for colonial power protection from raids by neighbours, for example, the Ngwato got protection from the Ndebele raids.
- Tribal wars, for example, Tswana and Korana

#### **Other factors**

- Illiteracy made Africans vulnerable during treaty making
- Forces of industrial capitalism were too strong, for example, Britain and Germany
- Europeans were very determined to colonise Africans

#### **Methods used by Africans to resist colonisation in Southern Africa**

- Wars [armed resistance], for example, Anglo-Ndebele war of 1893, the Zulu wars
- Diplomacy. They engaged in diplomatic engagements to postpone their down fall
- Friendship
- Protectorate status [Collaboration with Europeans], Lewanika collaborated with the British
- Migration
- Delegations-giving part of one's power, rights, for a certain time
- Treaties and agreements
- Concessions, for example, Rudd Concession, Lippert concession and the like
- Killed whites in farms and mines
- Use of Christianity to resist colonisation, for example, Moshoeshoe against the Boers

#### **The competition for the colonisation of Southern Africa by Europeans**

- **Britain and Boers**-competed for the colonisation of the Ndebele state as shown by the signing of the Grobler and Moffat treaty. The British ended up as winners after the signing of the Rudd Concession.
- **Britain and Boers**-competed for control of the diamond wealth in Kimberly. This led to the British annexation of Orange Free State.
- The British desire to access Nguni labour force and to encircle Boers led to the annexation of Natal and to declare a protectorate over Bechuanaland so as to preserve the missionary road and thwart [stop] Boer expansion westwards. Boers had declared two republics of Stella land and Goshen.
- The Second Anglo-Boer war was part of the struggle to control the gold wealth at the Witwatersrand.
- **Britain and Portugal**-competed for the control of Mashonaland which the Ndebele claimed to control. The Portuguese intended to join Portuguese East Africa [Mozambique] with Portuguese West Africa whilst Rhodes had the Cape to Cairo dream. The Anglo-Portuguese treaty of 1891 resolved boundaries between Rhodesia and Portuguese East Africa.
- **Germany and Britain**-British influence was spreading from the South to the North whilst Germany was expanding eastwards from the area she had, that is, South West Africa [Namibia]. Britain declared a protectorate in Bechuanaland in 1885 to thwart German expansion and preserve the missionary road.

**To what extent were the people of Southern Africa affected by this competition up to 1900?**

- Some states gained protection and remained intact, for example, the Lozi of Lewanika and Khama's Ngwato.
- Some chiefs retained their power, for example, Lewanika.
- Many missionaries visited the state to convert people to Christianity.
- Trade with foreigners increased
- There was an end of ethnic wars, for example, the Ndebele versus the Shona or Ngwato; the Zulu-Pedi clashes and so on.
- The Ndebele state remained intact up to 1893.

### **However**

- Loss of independence
- Erosion of African culture
- Lots of wealth, for example, raw materials was exploited
- It led to colonial wars and wars of dispossession
- There were high death rates due to the use of maxim guns
- Africans were cheated in treaties
- The Ndebele kings spent time dealing with concession seekers

### **Why Britain was able to obtain more colonies in the region**

- The role of Lord Salisbury and others. Salisbury was the British Prime Minister.
- The British South Africa company [BSAC] got support from the rich.
- Britain was fully prepared for a war'
- Rhodes' wealth
- Influence of missionaries
- Influence of traders, hunters and concession seekers

### **Other factors**

- Germany was a late comer into the scramble for Africa
- Boers were militarily weak
- The Portuguese were weak
- Weaknesses of Africans
- Other countries lacked foreign support

### **People who participated in the Scramble for Southern Africa**

- |                       |                     |
|-----------------------|---------------------|
| • Cecil John Rhodes   | Herr Luderitz       |
| • John Smith Moffat   | Piet Grobler        |
| • Charles Dannel Rudd | Francis Thompson    |
| • Rochford Maguire    | Sir Sydney Shippard |
| • Edward Lippert      | Thomas Baines       |
| • Charles Helm        |                     |

### **Colonial agents and their European countries who were involved in the scramble for Africa**

- |                     |         |
|---------------------|---------|
| • Cecil John Rhodes | Britain |
| • Karl Peters       | Germany |

- Paul Kruger

Boers

### **Describe the contribution made by Paul Kruger in the colonisation of Southern Africa**

- Paul Kruger was the president of Transvaal [South African Boer Republic]
- He was eager to expand Boer territory.
- He annexed Stella land and Goshen.
- He organised the construction of a railway line-Delagoa
- He sent the Grobler brothers to sign the Grobler treaty.
- He tried to link up with Germans in South West Africa [Namibia]
- He blocked the missionary road to the north.
- He facilitated the protection of Botswana by the British.
- Negotiations between Kruger and Rhodes failed, so competition continued.
- Kruger foiled the Jameson raid
- Rhodes resigned as prime minister after the failure of the Jameson raid.
- He wanted to promote Afrikaner nationalism.

### **To what extent did Paul Kruger contribute to the colonisation of Zimbabwe?**

#### **Paul Kruger's contribution**

- He signed the Grobler treaty which led to the signing of the Moffat treaty which also led to the signing of the Rudd concession.
- He motivated Rhodes to colonise Zimbabwe by blocking the missionary road.
- He wanted to expand his territory towards Zimbabwe.

#### **Others factors**

- Influence of Germans and Portuguese
- Rhodes believed that there was a second rand in Zimbabwe.
- The need for minerals, fertile soils, markets, raw materials and areas of investment
- The need to end slavery and slave trade
- The need to spread 3cs, civilisation, Christianity and commerce

### **THE COLONISATION OF ZIMBABWE**

#### **Reasons for the colonisation of Zimbabwe**

##### **Economic reasons**

- The need for markets
- The need for raw materials
- The need for pastures
- The need for cheap labour
- The need to invest surplus capital
- The need for fertile land
- The need to bail BSAC out of bankrupt
- The whites wanted Ndebele cattle in Zimbabwe
- Favourable climatic conditions in Zimbabwe
- Rhodes believed that there was a second rand in Zimbabwe
- The discovery of gold and diamond in the Transvaal made many whites to think that the gold belt in South Africa stretched into Zimbabwe.

### **Political reasons**

- Rhodes wanted to promote British imperialism.
- Rhodes wanted to prevent other countries from colonising Zimbabwe.
- Rhodes wanted to stop Germany expansion from the west [Namibia].
- Rhodes was determined to encircle the Transvaal [Boers].
- Rhodes wanted to prevent Boers from expanding northwards.
- Zimbabwe was colonised for prestige reasons.
- Influence of hunters, traders, explorers and missionaries
- Rhodes' Cape to Cairo dream. He wanted to colonise Africa from Cape [South Africa] to Egypt [Cairo].
- Rhodes wanted to construct a railway line past Matabeleland
- Rhodes believed in British superiority. His purpose was therefore to spread liberty, peace and justice to other parts of the world.
- Zimbabwe was colonised for strategic reasons

### **Social Reasons**

- The British wanted to civilise Africans
- The British wanted to spread Christianity
- The British wanted to spread education
- Favourable climatic conditions
- Population expansion. There was need to settle population pressure.

### **Importance of economic factors in the colonisation of Zimbabwe**

- Attraction of mineral wealth
- Opportunities to invest surplus capital by the DeBeers Company
- Attractive soils and cattle
- Market opportunities
- Availability of raw materials in Zimbabwe

### **Describe the part played by Africans in bringing about the colonisation of Zimbabwe**

- Some Ndebele court officials collaborated with colonial agents, for example, Lotshe and Sikombo persuaded Lobengula to sign the Rudd Concession.
- Lobengula, king of the Ndebele, signed treaties and concessions, whose contents he did not understand, for example, Moffat treaty, Rudd Concession and Lippert Concession.
- Lobengula claimed to be the king of both the Ndebele and the Shona thus facilitating colonisation.
- Weaknesses of the Ndebele were exploited by the Europeans who had the maxim guns.
- The Shona did not resist the coming of the colonisers in 1890.
- Rivalry between the Ndebele and the Shona undermined the possibility of a united resistance.
- Some Shona collaborated with the whites in the Anglo-Ndebele war of 1893-4.
- Khama provided the auxiliary forces to assist the BSAC.
- Khama advised Lobengula to seek British protection like him.



- Some Africans accompanied the pioneer column from South Africa into Mashonaland.
- The Fingo people, also from South Africa accompanied Rhodes.
- Some Shona chiefs also signed treaties with the whites.
- Some Africans hosted colonial agents.

#### **Importance of the part played by Africans in the colonisation of Zimbabwe**

- Influence of court officials helped in influencing the signing of treaties.
- They cleared the road to facilitate the penetration of the pioneer column.
- They hosted European agents of colonisation.
- Collaborators boosted the number of invaders.

#### **Other factors**

- Rhodes financed the whole process of colonisation; secured the treaties and royal charter.
- Selous guided the pioneer column.
- Activities of Grobler sparked the scramble for Zimbabwe.
- Rhodes' Cape to Cairo dream.

#### **Whites who helped in the colonisation of Southern Africa**

- |                             |                          |
|-----------------------------|--------------------------|
| • Cecil John Rhodes         | Duke of Fife             |
| • Duke of Abercorn          | Paul Kruger              |
| • Lord Grey                 | Baroness Burdette Coutts |
| • Queen Victoria            | Otto von Bismarck        |
| • Lord Salisbury            | Robinson                 |
| • Leander Starr Jameson     | Prince of Wales          |
| • E Maund                   | Edward Lippert           |
| • Sir Sydney Shippard       | J.S Moffat               |
| • Penne father              | Charles Helm             |
| • Frederick Courtney Selous | Piet Grobler             |
| • Charles Rudd              |                          |

#### **Treaties signed between Lobengula and the whites**

- London-Limpopo treaty [1870]
- Baines treaty [1871]
- Grobler treaty [1887]
- Moffat treaty [1888]
- Rudd Concession [1888]
- Lippert Concession [1891]

#### **London Limpopo Treaty [1870]**

This was a mineral concession to the London and Limpopo Company in the Tati area

#### **Terms of this treaty**

- There was to be erection of buildings and operation of machines by the company.
- The company was to make roads.
- The company was given mining rights.
- Lobengula was to get 120 pounds per month.

### **The Baines Treaty [1871]**

It was a verbal agreement made between Lobengula and Thomas Baines.

#### **Terms of this treaty**

- Baines was given the right to exploit minerals in the area between Gweru and Hunyani rivers.
- However, Baines died before registering his treaty.

### **Grobler Treaty [1887]**

It was signed between Lobengula and the Boers. It was negotiated between Piet Grobler, Frederick Grobler and Lobengula.

#### **Terms of this treaty**

- There was to be everlasting peace between the Ndebele and the Boers.
- A Boer permanent representative [a council] was to be stationed in Bulawayo to administer justice to Boers who might violate Lobengula law.
- Boers carrying passports from the Transvaal were to be allowed entry into Zimbabwe.
- Boers were to prospect for minerals.
- Lobengula was to catch and extradite all criminals from who escaped from the South African Boer Republic [Transvaal].
- Hunters and prospectors from South African Boer Republic would be allowed to operate in Lobengula kingdom.
- Lobengula was to protect Transvaal citizens who visited his country.
- The Ndebele were committed to providing military assistance to Transvaal if and when asked to do so.
- Lobengula was to be recognised as a paramount chief.

### **Did the Grobler treaty protect the Ndebele state from colonisation?**

#### **Protection**

- The Grobler treaty protected the Ndebele state from invasion by the Boers or other Europeans
- It delayed the occupation of the Ndebele state by other groups
- The treaty created friendship between the Ndebele and the Boers

#### **Limitations**

- Lobengula faced threats from the Portuguese and the British
- The treaty could not prevent the British from entering into treaties with Lobengula
- Lobengula had to sign the Moffat treaty and the Rudd Concession which led to the colonisation of Zimbabwe
- Military assistance was one sided
- It increased the scramble for Zimbabwe

### **The Moffat Treaty [February 1888]**

- It was signed between Lobengula and John Smith Moffat representing Cecil John Rhodes.
- It was meant to repudiate [cancel] the Grobler treaty.

- Moffat enjoyed an advantage when he negotiated for this treaty with Lobengula because he had worked among the Ndebele for long, Lobengula trusted him as an honest man, his father, Robert Moffat was a close friend of Lobengula father, Mzilikazi and their fathers had signed a treaty, so Lobengula thought he was renewing the old treaty.

#### **Terms of this treaty**

- There was to be everlasting peace and friendship between Lobengula and the British.
- Lobengula was not to enter into any other agreement without the consent / permission of the British.
- Lobengula was to get British protection.
- The Grobler treaty was to be cancelled.
- Lobengula was not to give any part of the country to any other country.
- Lobengula agreed to be a friend of the British Queen.

#### **Rudd Concession [October 1888]**

- It was signed between Lobengula and the British. Rhodes used the Moffat treaty to keep the Germans, Boers and the Portuguese out of Matabeleland and Mashonaland. Rhodes sent Charles Rudd, Francis Thompson and Rochfort Maguire to persuade Lobengula to grant them a concession

#### **Terms of the Rudd Concession**

##### **Written terms / written agreements**

- The BSAC was granted the right to exploit minerals.
- The BSAC was granted the authority 'to do all things they might deem necessary' in order to promote their mining activities.
- Lobengula was to be given 100 pounds per month.
- Lobengula was to be given 1000 rifles and 100000 rounds of ammunition.
- A gun boat was to be stationed on the Zambezi valley or he was to be given 500 pounds.

##### **Verbal agreements / Verbal terms**

- Not more than 10 men were to enter into the kingdom and dig only one hole.
- The few whites would not mine near towns.
- The men were to surrender their weapons on arrival into Zimbabwe.
- All whites who came to Matabeleland were to be under Lobengula jurisdiction
- The whites to come to Matabeleland were to fight in defence of the Ndebele state
- Rhodes would advertise the concession in South African newspapers.
- Whites were not to stay permanently

#### **People who were involved in the negotiations [signing] of the Rudd Concession**

- Charles Rudd-Francis Thompson
- Rochford Maguire-Sir Sydney Shippard
- Charles Helm-Dreyer
- John Smith Moffat-Lobengula
- Lotshe-Sikombo

## **Did the Ndebele king benefit from the Rudd Concession?**

### **Benefits of the king**

- Other European agents were kept out of Lobengula country
- The treaty controlled the influx of whites into the Ndebele state
- Lobengula received the first monthly salary of 100 pounds and some old guns.

### **Non-benefits**

- Loss of land
- Loss of independence
- Loss of cattle
- Exploitation of minerals increased
- The treaty led to the invasion of the country
- The treaty legalised the occupation of Zimbabwe.
- It caused disunity in the state
- It led to the execution of Lotshe
- Lobengula stopped trusting his induna
- Lobengula lost his life
- He never received the gun boats

### **Is it fair to blame Lobengula for signing the Rudd Concession? Explain your answer.**

- He was too soft and blunt unlike his father, Mzilikazi who was diplomatic and cunning.
- He was supposed to take military action before white population increased.
- He restrained Amajuha when they wanted to resort to military action to drive out the whites.
- He should have delayed in signing to consider all possibilities and implications.

### **Blame on other factors**

- The Rudd delegation played a scapegoat to Lobengula.
- The Rudd delegation used bribery to have the document signed.
- Missionaries like Moffat and Helm lied to Lobengula and misinterpreted the document.
- Lotshe and Sikombo, senior induna were bribed into selling out the country.

### **To what extent did the Rudd Concession contribute to the colonisation of Zimbabwe?**

- It was used to obtain the charter which was used to colonise Zimbabwe.
- It excluded other competing powers
- It met the requirements of the Berlin West African Conference
- It gave unlimited powers to the BSAC
- It led to the creation of the pioneer column

### **Other factors**

- The charter which was written permission to colonise
- Rhodes and British financiers financed the occupation
- Other treaties like Grobler treaty also paved the way
- Assistance of collaborators

### **Reasons why Lobengula agreed to sign the Rudd Concession**

- He was attracted by the promises of receiving a monthly payment of 100pounds and guns as well as ammunition.
- He thought that this could deter other foreign powers who were rather molesting him for land and mining concessions.
- He thought that he could get British protection during the attacks from the Zulu and other tribes.
- He was persuaded by his induna like Lotshe.
- He was also persuaded by Charles Helm [a missionary].
- Lobengula reaction after signing the Rudd Concession

#### **Evidence to show that Lobengula was cheated in the signing of the Rudd Concession**

- Instead of 10 men agreed, a column came and Lobengula was surprised.
- Lobengula was illiterate so he could not understand the legal language used.
- The Rudd team was made up of intellectual giants who had ventured into various works of life, battle hardened men and economic heavy weights who could trick anyone.
- Bribes were common during the signing of the treaty.
- Items promised were never delivered.
- The Rudd team used Queen of England's name.
- Sending of Babejane and Umshete to London to have the Rudd Concession clarified.
- The document given to the Queen was different from the one which Lobengula possessed
- Execution of all people who persuaded Lobengula to sign the treaty, for example, Lotshe.
- The Rudd team quickly rode off after signing the treaty leaving Thompson behind who sneaked during the night.

#### **Evidence to show that Lobengula was not cheated**

- Lobengula wanted to please his subjects by signing the treaty after getting goods like money and guns.
- The desire to be protected by the British drove him into signing the treaty.
- He changed his mind afterwards, as a result of influence from other parties like the Germans, Boers and Portuguese.
- Lobengula had a natural weakness for luxury goods.
- Lobengula claimed to be cheated after his diplomacy failed.

#### **Problems faced by Lobengula in dealing with concession seekers**

- Whites came in large numbers.
- Language barrier
- Poor advice from white acquaintances like missionaries such as Helm and J.S Moffat and hunters like Selous.
- Opposition from Amajaha [warriors]. They wanted direct confrontation with the whites.
- Difficulty in judging the best group to deal with

- Sometimes concession seekers pretended to be working against each other to influence Lobengula decision, for example, Lippert who sold his concession to Rhodes.
- Poor education levels which prevented him from fully understanding the implications of what he was required to sign.
- He had a natural weakness for luxury goods like receiving gifts of no lasting value.
- He was afraid of what might happen if he did not sign.

#### **Concession seekers who visited Matabeleland between 1870 and 1900**

- |                    |                   |
|--------------------|-------------------|
| • Swinburne        | Thomas Baines     |
| • Piet Grobler     | Frederick Grobler |
| • J.S Moffat       | Charles Rudd      |
| • Francis Thompson | Rochfort Maguire  |
| • Edward Lippert   | E Maund           |

#### **Hunters who operated in Zimbabwe [1850-1893]**

- |                   |               |
|-------------------|---------------|
| • Jan Villon      | Henry Hartley |
| • Martinus Swartz | John Lee      |
| • F.C Selous      |               |

#### **Traders who operated in Zimbabwe [1850-1893]**

- Sam Edwards
- Joseph McCabe
- George Phillips
- George West beech
- Fairburn
- Dawson
- Thomas Meikles

#### **Whites who were involved in the signing of treaties and concessions in Zimbabwe between 1850 and 1891**

- |                 |                   |
|-----------------|-------------------|
| • Thomas Baines | Sydney Shippard   |
| • Piet Grobler  | Frederick Grobler |
| • Charles Helm  | Rochfort Maguire  |
| • W Graham      | Dreyer            |
| • J.S Moffat    | Charles Rudd      |
| • F Thompson    | E Lippert         |
| • Van Wyk       | E Maund           |
| • C.J Rhodes    | Paul Kruger       |
| • J Swinburne   |                   |

#### **Measures taken by Rhodes after obtaining the Rudd Concession to prepare for the occupation of Zimbabwe up to 1893**

- He published the Rudd Concession in South African, Canada and New Zealand.
- He held a meeting with the Parliamentarians
- He obtained the royal Charter from the Queen [1889]
- He formed the BSAC

- He obtained money from the rich of Britain to finance the occupation
- He planned the delay of Lobengula emissaries namely, Umshete and Babejane in South Africa
- He advertised the occupation of Zimbabwe
- He recruited the Pioneer column
- He bought the Lippert Concession
- Rhodes sought aid from Khama
- Rhodes sent Jameson to cure Lobengula so as to entice him for his support
- Invasion of Mashonaland [1890]
- Planned to fight the Anglo-Ndebele war [1893]

#### **Importance of these measures to the occupation of Zimbabwe**

- The Charter gave Rhodes the authority to occupy Zimbabwe.
- The Charter assured him of protection.
- He obtained support from Rothschild and DeBeers companies.
- Advertising protected him.
- Fighting the Ndebele led to the completion of the process of occupation

#### **Other factors which facilitated the occupation of Zimbabwe**

- Role of hunters
- Role of missionaries like Helm
- Role of traders
- Weaknesses of the Boers
- Weaknesses of the Shona
- Weaknesses of the Ndebele
- Role of concession seekers

#### **Role played by Rhodes in the colonisation of Zimbabwe**

- He sent representatives to trick Lobengula into signing the Rudd Concession
- He bought the Lippert concession
- He was very rich and used his personal wealth to finance the occupation
- He obtained the royal charter
- He formed the BSAC and recruited pioneers
- He financed the Anglo-Ndebele war
- He devised the Cape to Cairo plan which engulfed Zimbabwe.

#### **Other factors**

- The British supported the move by Rhodes
- British financiers like Duke of Fife and Duke of Abercorn
- Missionaries helped, for example, Charles Helm and John Smith Moffat.
- Initial lack of resistance by the Shona
- Ndebele induna like Lotshe and Sikombo who were bribed to persuade Lobengula to sign the Rudd concession
- Role of hunters and traders
- The need for civilisation
- The need for markets, raw materials and investment opportunities.

- The discovery of minerals was also important.

### **Provisions of the Royal Charter**

- To promote good governance
- To preserve peace and order
- To issue mining concessions
- To grant plots of land
- To establish banks
- To make roads, railways, telegraphs and harbours
- To promote trade and commerce
- To promote civilisation
- To respect local customs, laws and religion
- To ban the sale of liquor to locals
- To abolish slave trade
- To establish police force
- To monetise the economy

### **People who assisted Rhodes to get the British South Africa Royal Charter in 1889**

- Duke of Fife -
- Duke of Abercorn
- Lord Grey
- Lord Salisbury
- Baroness Burdette Coutts
- Prince of Wales

### **Lobengula reaction after discovering that he had been cheated in the Rudd concession**

- E.A Maund informed Lobengula that he had been cheated.
- Lobengula demanded the immediate return of the original document which he claimed did not contain any of his words.
- Lobengula wrote a letter to Rhodes complaining about the Rudd concession.
- He also wrote a letter to the High Commissioner in Botswana.
- He sent two emissaries [Babejane and Umshete] to the Queen accompanied by E.A Maund.
- He executed Lotshe and his family.
- He invited a few explorers to explain the Rudd concession to him.
- Lobengula continued to emphasise on the verbal agreements of the Rudd concession to those at his court.
- He signed the Lippert concession.
- He publicly renounced the Rudd Concession
- He sent a search party after Maguire.
- He refused to accept the payment in form of arms and ammunition.

### **Why did Lobengula efforts fail to stop the colonisation of Zimbabwe?**

- He cancelled the Gribble treaty.
- He depended on white interpreters.
- Illiteracy



- He did not have direct access to the queen or Rhodes.
- He put too much trust in missionaries.
- He trusted Lotshe and Sikombo too much.
- He was greedy for natural benefits like weapons
- He had a desire to keep out many whites

#### **Other factors**

- Rhodes was financially powerful
- Cheating by Lippert
- The Boers were unable to help Lobengula militarily
- The Shona and the British collaborated against the Ndebele

#### **The recruitment of the pioneer column**

- The recruiting and equipping of pioneer corps was delegated to Frank Johnson and he was assisted by Maurice and Heaney.
- The pioneer corps men were about 25 years.
- They were carefully chosen from several thousand applicants [about 2000 applicants].
- The pioneers included English and Afrikaner elements and had South African experience.
- Only 200 were needed.
- Pioneers came from many different occupations, for example, blacksmiths, carpenters, builders, printers, bakers, miners, farmers and traders.
- Each pioneer was promised 3000 acres of land and 15 gold claims.
- Some Ngwato auxiliaries were also hired.
- 500 mounted policemen were also recruited.

#### **To what extent did the recruitment of the pioneer column contribute to the success of their settlement in Mashonaland**

- Recruitment policy helped to create the nucleus of a complete society.
- Economic activities were promoted by presence of skilled personnel, for example, miners, farmers, blacksmiths, carpenters, bankers and traders.
- Pioneers with South African experience could withstand hardships experienced in the interior.
- The police provided security to Forts.
- The Ngwato helped to make roads and to herd the horses and cattle.

#### **Other factors**

- Lobengula restricted Amajaha from attacking.
- The Shona did not resist. They expected pioneers to go back first like the Portuguese.

#### **The Pioneer Column [1890]**

- After obtaining the charter, Rhodes recruited the pioneer column to occupy Zimbabwe.
- The pioneer column consisted of 200 pioneer men [settlers], most of which were below 30 years and 500 British South Africa Police [BSAP].
- The pioneer column set out from Macloutsie River in Botswana on 27 June 1890.

- Penne father was in command of the BSAP assisted by Borrow and Henry.
- Frederick Courtney Selous, the hunter was the guide.
- The first stop was at Shashe River where they built Fort Tuli.
- The pioneers thus established Forts as they travelled.
- The pioneers avoided the Ndebele state for fear of attacks.
- Lobengula protested at the pioneer invasion.
- Lobengula did not allow regiments to attack the pioneers.
- 200 Ngwato people accompanied the pioneers.
- The Ngwato helped to make roads.
- They used ox-drawn wagons [117 wagons] to transport women, children and supplies.
- Scouts patrolled the areas ahead
- They travelled 12 miles per day and built a laager at the place of rest during the night.
- Pioneers often met small groups of Ndebele warriors.
- In August 1890 the pioneer column was in Masvingo where they built fort Victoria.
- Part of the pioneers branched to Melsetter while the other continued northwards and built Fort Charter.
- They reached Fort Salisbury on 21 September 1890 where they hoisted the Union Jack.

#### **Forts built by the British South Africa Company in Zimbabwe [1890-96]**

- Fort Tuli-Fort Victoria
- Fort Charter-Fort Salisbury
- Fort Martin-Fort Usher
- Fort Rixon

#### **Security arrangements made by the pioneer column during its movement into Mashonaland in 1890**

- Pioneers were given military training.
- Each pioneer member was armed.
- 500 policemen accompanied the column.
- Military discipline was enforced to all pioneers.
- They established forts on their way.
- They had heavy guns-maxim guns and two seven pounders.
- Movement was done during the day.
- They used laagers when they camped for the night.
- They kept a big lamp burning when they camped night.
- They maintained patrols on horse backs.
- They had doctors to treat the sick.
- They used Selous as the guide.
- They avoided the Ndebele state.
- They were advised not to attack anyone.
- Movement was fairly slow to avoid fatigue [16 km / 12 miles a day].
- They were accompanied by the Ngwato auxiliaries [1 000].
- They built forts

- Scouting parties were sent in advance.
- The march was undertaken during the dry season.
- Powerful search light beams were used to scare away wild animals.
- They left some police guarding the established forts.

#### **How successful were these measures**

- They managed to cross big rivers since the march was undertaken during the dry season.
- Pioneers did not encounter any conflicts from Ndebele warriors.
- The local Shona people did not put up any resistance.
- Laagers also protected the pioneers during the night.
- Doctors which were part of the pioneers treated the sick.
- Incentives [rewards] which Rhodes promised the pioneers motivated them to accomplish the mission.
- Leaders whom Rhodes chose completed the task.
- Military training given to each pioneer made them to complete the task.
- Use of advance parties made the journey successful.

#### **Challenges / Problems**

- There was the problem of terrain
- There was breakdown of some wagons.
- Some pioneers were attacked by diseases such as black water.
- Some lost their lives.
- They lost some livestock.

#### **Leaders of the pioneer column**

- F Johnson
- Penne father
- Maurice
- F C Selous
- Borrow-Heaney
- Captain John Willoughby
- Arch bold Colquhoun
- Francis Thompson

#### **Rivers crossed by the pioneer column on the way to Mashonaland**

- Macloutsie River      Tuli River
- Bubi River              Runde River
- Manyame River      Shashe River
- Mzingwane River      Nuanetsi River
- Tokwe River

#### **Did the pioneers find it easy to reach their destination?**

- Yes they found it easy to reach their destination because
- They were led by F.C Selous who knew the country

- They were well equipped with provisions
- They were accompanied by the police
- They had reliable means of transport
- They met no resistance from the Ndebele and the Shona
- The Shona were disunited
- The Shona were weakened by years of Ndebele raids

**However**, they took too long a route to avoid the Ndebele, They faced diseases, They crossed larger rivers, Clearing land was laborious, They failed to settle at their intended destination

#### **How far can the occupation of Mashonaland be attributed to the pioneers?**

- They physically travelled to Mashonaland and pegged out farms
- The pioneers were trained for the war; they fought in the 1893-4 war of dispossession.
- The pioneers included all trades such as farmers and bankers
- Their different skills made the new colony self-sustaining
- They built settlements and developed infrastructure on their farms
- Selous, Lendy and Penne father led the pioneer column
- Khama contributed manpower to make roads

#### **Other factors**

- Rhodes financed the occupation
- Rhodes's company recruited the settlers
- Lobengula prevented his soldiers from attacking pioneers
- The Shona did not resist colonisation
- Missionaries like Charles Helm and J.S Moffat also facilitated colonisation

#### **Activities of the pioneer settlers in Mashonaland between 1890 and 1893**

- After hoisting the Union Jack, pioneers set out to peg farms
- There was widespread search for gold
- They pegged gold claims
- They signed a treaty with chief Mutasa in the east to thwart Portuguese penetration.
- They divided Mashonaland into districts each under a magistrate.
- Selling land
- Setting towns, post offices, newspapers, bakeries and so on.
- They employed Africans in farms and mines.
- They laid roads and streets.
- They formed the police force.
- They established churches
- Hunting
- Farming
- Abuse of Africans
- They set up boundaries
- They introduced money
- They set up health centres

#### **How were Africans affected by these activities?**

##### **Positive effects**

- Opening roads eased transport
- The Shona got protection from the Ndebele
- They were able to buy new manufactured goods
- They got markets for their grain
- They learnt new farming skills
- Employment was created

#### **Negative effects**

- Loss of land
- Loss of livestock
- Ill-treatment of Africans
- Abuse of African women
- Loss of power by African chiefs
- Dilution of culture
- Lucrative trade with the Portuguese was disrupted

#### **Steps taken by Rhodes to colonise Zimbabwe between 1887 and 1890**

- Rhodes acted as a British agent of imperialism.
- He signed the Moffat treaty.
- This treaty was to reverse the Gribler treaty.
- In October 1888, he sent Maguire, Thompson and Rudd to sign the Rudd Concession.
- In October 1889, Rhodes was granted the Royal Charter and permission to colonise and administer Zimbabwe on behalf of Britain.
- He used his personal fortune to finance the occupation.
- He formed the BSAC.
- He recruited the pioneer column.
- Rhodes sought and got support from British financiers like Duke of Fife and Duke of Abercorn.
- The pioneers moved into Zimbabwe and established forts namely Fort Tuli, Fort Victoria, Fort Charter and Fort Salisbury.
- In September 1890 the Union Jack was raised / hoisted.
- Rhodes signed treaties with Portuguese and Shona chiefs.
- He delayed Lobengula induna to see the queen.

#### **Effects of colonialism on Zimbabwe**

##### **Positive effects**

- There was creation of law and order by ending tribal wars.
- Infrastructure was improved by construction of roads, bridges and railways.
- Better means of transport were introduced, for example, vehicles, trains and aeroplanes.
- Improvement of communication, for example, radios and televisions.
- Provision of better water resources like taps
- There was creation of employment [industries]
- There was provision of the cash economy. Money was introduced.

- New and better methods of agriculture were introduced, for example, irrigation, crop rotation and intercropping.
- Advanced methods of mining were introduced.
- Better weapons for defence were introduced, for example, guns and bombs.
- New languages were introduced, for example, Portuguese, English, Swahili and Chiraparapa which improved communication between people.
- A few urbanised classes of Africans emerged
- New crops were introduced, for example, wheat.

### **Negative effects of colonialism in Zimbabwe**

#### **Negative political effects**

- Loss of political power by chiefs
- Boundaries were fixed without regard to tribal affiliations.
- There was loss of lives during wars of resistance

#### **Negative social effects**

- African traditional religion was undermined
- There was emergence of social ills such as prostitution
- Women were raped
- Africans were detribalised
- New epidemics were brought to Africa, for example, AIDS.
- Africans were oppressed and used as a source of cheap labour [chibharo].

#### **Negative economic effects**

- Africa was under developed
- Raw materials from Zimbabwe were used to promote and develop Britain at her expense.
- Africans were underpaid and heavily taxed
- Loss of productive land and cattle by Africans
- African industries were undermined as Africans favoured European manufactured goods at the expense of African goods.

### **THE 1893-4 ANGLO-NDEBELE WAR / THE 1893-4 WAR OF DISPOSSESSION**

This war was fought between the Ndebele and the British

#### **Causes of the Anglo-Ndebele war**

There are long term and short term causes

##### **Long term causes**

- The need to control the Shona between the Ndebele and the whites
- Raiding was a major boost for the Ndebele Economy  
Whites settlers were opposed to Ndebele raids  
The boundary introduced by the whites sparked a revolt by the Ndebele the Jameson raid
- Failure to find the second rand in Mashonaland resulted in the whites anticipating that the second rand was in Matabeleland.
- The desire to acquire a hero status in Britain after the fall of the Ndebele state.
- The quarrel over the ownership of the Shona between the Ndebele and the whites.

- Rhodes' Cape to Cairo dream
- The shifting of the boundary between Matabeleland and Mashonaland
- The fall of the BSAC share prices
- The desire to seize Ndebele cattle by the whites
- Rhodes wanted to facilitate the construction of a railway line cutting across Matabeleland
- The defeat of the Ndebele would herald the total colonisation of Zimbabwe
- Influence of missionaries
- Jameson's warlike mood
- The killing of Lobengula peace envoys [emissaries]
- The need for cheap labour in Matabeleland
- Fear of a strong Ndebele state by the whites
- Ndebele raids disrupted farming and mining

The Victoria incidents which are---

- The cutting of telegraph wire which belonged to the whites by chief Gomora / Gomala
- The death of chief Chivi [1891] who is said to have been skinned alive by Lobengula for refusing to pay tribute
- The death of chief Nemaikonde / Lomagundi [1891] who also had refused to pay tribute to Lobengula
- Raiding of Lobengula cattle by chief Bere
- Umgandani-Lendy clashes led to the 1893 war

#### **Short-term causes**

- the Victoria Incident-issue of 500 yards of telegraph wires which were cut by the Shona people under headman Gomara.
- Gomara and his people were punished by paying a fine to the whites in the form of cattle but the cattle used were stolen from Lobengula's kraal.
- Chief Bere also stole Lobengula cattle and Lobengula sent an arm to punish the offenders but the Ndebele interfered with the Whites activities and this caused the war with Jameson

#### **Why Lobengula was to blame for the outbreak of the Anglo-Ndebele war?**

- He failed to control the regiments
- Raiding Mashonaland disrupted white farms and mines
- He refused to accept the shifting boundary
- He mobilised for war after the Victoria incident
- He killed chief Chivi and chief Nemaikonde

#### **Other factors**

- The BSAC was determined to annex Matabeleland as in the 1889 charter
- The BSAC wanted to boost the value of its shares
- The by the BSAC to deal with the Ndebele once and for all
- The whites kept shifting the boundary
- The desire for the second rand
- The whites wanted political control of the Shona

### **British nationals who participated in the 1893-4 war**

- Leander Starr Jameson      Captain Allan Wilson
- Major Forbes      Major Johnson
- Captain Heaney      Captain Lendy
- Captain Borrow      Gold Adams
- Captain Raff      Sir Henry Lock
- Colquhoun

### **Military leaders of the BSAC forces during the 1893-4 war**

- Major Forbes      Captain Lendy
- Lt Colonel Gold Adams      Captain Raff
- Allan Wilson      Captain Lendy
- Captain H.T Borrow      Heaney

### **Leaders of the BSAC forces who fought in the Anglo-Ndebele war and the respective forces they led**

#### **Leaders**

- Major Patrick Forbes
- Captain Allan Wilson
- Captain Raff
- Lt Colonel Gold Adams

#### **Forces**

- Salisbury Force
- Fort Victoria Force
- South African Force
- Bechuanaland Force / South African force

### **Course of the Anglo-Ndebele war**

- This war broke out in 1893.
- The white volunteers formed 3 columns to fight a war of dispossession. These 3 columns included
  - The Salisbury column under Major Forbes
  - Fort Victoria column under Captain Allan Wilson
  - The Tuli column under Captain Raff and Gold Adams
- There were 18000 Ndebele warriors versus 3500 opponents [1100 whites and 2000 auxiliaries and about 400 Shona and Cape auxiliaries.
- The 3 columns met at Iron Hill Mine.
- The first major battle took place at Shangani River on 24 October. The Ndebele were defeated because of the superiority of the Maxim gun. About 500 Ndebele warriors were killed. The BSAC suffered few casualties.
- The Ndebele were also defeated at Lalapanzi battle
- The second major battle took place at Mbembesi River. Again the Ndebele were defeated with heavy losses.
- The Ndebele regiment of Inqabo, Imbizo and Ugukamini clashed with company soldiers.
- 7 pounder guns cost many Ndebele lives.
- On 3 November, the Southern column [Tuli column] laagered at Singuesi River near Empandeni. The Ndebele under Gumbo attacked but were defeated due to heavy gun fire.
- Khama's men returned to Botswana due to outbreak of small pox



- Jameson and the company troops entered Bulawayo but found the town burnt down and deserted.
- Lobengula fled northwards.
- Jameson assigned Forbes and Raff to pursue and capture Lobengula.
- When Forbes and his forces reached Shangani River they found the trace of Lobengula.
- When Lobengula realised that he could not continue to fight he sent a bag of gold and message offering surrender.
- The message was given to an ordinary trooper who did not convey the message to their leaders, Forbes and Raff.
- The whites continued searching for Lobengula part.
- Allan Wilson was asked to continue with the search but the Shangani River was in flood.
- Wilson's forces caught up with Lobengula fleeing part on the western side of the river.
- Wilson requested for reinforcements but Forbes did not comply.
- Instead he dispatched Captain H.J Borrow with 20 men without instructing them whether they were a support unit or another attacking force.
- Borrow's force joined Wilson's group on 4 December.
- Together, Wilson's group and that of Burrow attacked Lobengula group.
- Lobengula group defended itself well and they defeated the combined forces of Burrow and Wilson.
- Burrow and Wilson and a majority of other men were killed by Lobengula, except 3 scouts who escaped.
- Forbes could not assist them because Shangani River was flooded.
- They never captured Lobengula.
- Forbes' group retreated.
- Lobengula is said to have died of small pox on escape to the north.
- Lobengula forces surrendered and the war came to an end.
- The BSAC took over the burning city and raised a Union Jack.

### **Did the pursuit of Lobengula by the BSAC forces after the fall of Bulawayo benefit the BSAC?**

#### **Benefits to the BSAC**

- They completed the occupation of Zimbabwe
- The whites gained total control of Matabeleland
- They gained Lobengula cattle
- It united the settlers than ever before
- It drove Lobengula to death

#### **Disadvantages to the BSAC**

- The expedition was costly
- BSAC lost men

- Company horses and cattle were killed
- Company lost ammunition
- Settlers failed to capture Lobengula
- The company received criticism from Britain

### **Reasons for the defeat of the Ndebele**

#### **Strengths of the whites**

- The whites had better transport. They fought on horse backs and they also used wagons.
- The whites had superior weapons like maxim guns.
- The whites got support from the Shona and Tswana fighters.
- Total determination on the part of the whites.
- The whites were better prepared for the war.
- The whites had better organisation and strategy
- The whites were supplied from South Africa through the Mafeking rail way line.
- The British used laagers which were difficult to penetrate.

#### **Weaknesses of the Ndebele**

- The Ndebele used conventional warfare rather than guerrilla warfare.
- News of Lobengula flight demoralised Ndebele warriors.
- Most Ndebele warriors were raiding across the Zambezi.
- The Ndebele lacked unity of purpose.
- Not all Ndebele took part in the war.
- The Ndebele had poor communication
- Outbreak of small pox which killed the Ndebele king
- Lack of cooperation by the Ndebele and the Shona to attack the common enemy.
- The Ndebele had inferior weapons.

### **To what extent did external support contribute to the defeat of the Ndebele in the Anglo-Ndebele war?**

#### **External support**

- Khama provided a force that fought alongside the whites
- The British supplied 200 imperial forces led by Lt Colonel Gold Adams
- Ammunition and horses were brought from South Africa
- Captain Raff led a South African force into Matabeleland

#### **Other factors**

- Use of laagers by company forces
- Whites had better fighting methods
- Whites had better means of communication
- Whites had better transport
- There was disunity among the Ndebele
- The Ndebele army used inferior weapons
- Over 6 000 Ndebele warriors did not participate in the war. They had contracted small pox.
- Betrayal by Nyenyezi. Nyenyezi of the Umhlaba house guided the company forces.

### **Results of the Anglo-Ndebele war**

- The Ndebele surrendered, agreed to peace negotiations
- The land commission was set up to divide land between the BSAC and the Ndebele.
- There was construction of a railway line from South Africa to Matabeleland.
- Ndebele fertile land was taken by the whites.
- There was creation of Gwai and Shangani reserves.
- The Ndebele lost their independence.
- Numerous deaths were incurred.
- Lobengula's cattle were taken.
- Lobengula's capital was taken.
- There was introduction of forced labour.
- The Ndebele were denied from choosing a new king.
- Mashonaland and Matabeleland were merged into Southern Rhodesia.
- Most of the Ndebele remained on their traditional lands as squatters on white owned farms.
- The local people were required to pay tax on their land.
- There was creation of Matabeleland order in council of 1894 with Dr Leander Starr Jameson as the administrator.

### **THE FIRST CHIMURENGA / THE NDEBELE-SHONA UPRISING / UMOVUKELA**

This war was fought by the Ndebele and the Shona versus the British

#### **Causes of Chimurenga in Matabeleland / Ndebele grievances**

- Loss of land to the whites by the Ndebele after the Anglo-Ndebele war.
- Loss of independence by the Ndebele after the 1893 war.
- Loss of cattle by the Ndebele after the 1893 war.
- The Ndebele were forced to work in settler mines and farms [forced labour].
- The Ndebele were forced to pay taxes like hut tax, dog tax and dip tax by the whites.
- Hatred of Shona police who ill-treated the Africans.
- The justice system favoured the whites.
- Oppressive administration
- Abuse of African women by the whites
- The Ndebele were not allowed to choose a new king after the death of Lobengula.
- Influence of spirit mediums who assured them that they would win the war.
- Natural disasters like rinderpest, drought and outbreak of locusts.
- The Jameson raid failure also contributed.

#### **Causes of Chimurenga in Mashonaland / Shona grievances**

- Loss of land to the whites by the Shona
- The Shona were forced to pay taxes like hut tax, dog tax and dip tax to the whites.
- The Shona were forced to work in settler farms and mines.
- Loss of cattle to the whites by the Shona.
- The system of justice favoured the whites.
- Oppressive administration

- Abuse of Shona women by the whites
- Police brutality especially during tax collection
- Chiefs lost their powers
- Ill-treatment of Shona workers by the whites. They were given heavy punishments for simple offences.
- Loss of independence by the Shona since 1890
- End of Shona-Portuguese trade links angered the Shona.
- Influence of spirit mediums who assured them that they would win the war.
- Natural disasters like drought, rinderpest and outbreak of locusts

#### **Role or religious leaders in causing the war**

- They blamed natural disasters on the coming of whites.
- They promised that the disasters could disappear if they drove out whites.
- They promised immunity from bullets to fighters.
- They prophesied that the blacks would win the war.

#### **Course of Chimurenga in Matabeleland / Events of the war in Matabeleland**

- The Ndebele uprising began in March 1896.
- The Ndebele took advantage of the Jameson raid fiasco / failure.
- Many of the BSAP had gone to South Africa to fight the Boers but unfortunately the British were defeated and Jameson and his platoon were captured.
- Thus there was not enough police to protect whites in Zimbabwe.
- The Ndebele warriors targeted those whites on farms, mines, missions, stores, police posts and traders.
- During the first week of the war about 130 whites had been killed.
- Those who escaped were surrounded in Bulawayo by the Amabutho.
- The Ndebele were joined by the Shona in June 1896.
- The British settlers asked the British government to stop the uprising.
- The British instead reinforced 1000 soldiers to Southern Rhodesia.
- The whites attacked Ndebele Amabutho one by one.
- The Ndebele Amabutho withdrew to Matopo Hill where they were able to defend themselves.
- The British constructed laagers in Bulawayo, Gweru and Mberengwa.
- They organised mounted patrols to rescue survivors.
- They destroyed Ndebele grain stores and any food items.
- They blew up caves using dynamites.
- They brought reinforcements from outside, that is, from South Africa, Bechuanaland, Johannesburg and Natal.
- They burnt villages.
- They used the route which the Ndebele left open to bring reinforcements from South Africa.
- They fought the Ndebele under the command of Frederick Carrington.
- They captured Ntabazikamambo in July 1896.
- The settlers also burnt Ndebele crops.

- Rhodes held a meeting with Ndebele so as to stop the war.
- During the negotiations with the Ndebele senior induna, Rhodes used bribery to get the induna to negotiate for peace.
- He promised induna jobs in the BSAC, pensions and the induna were to retain their regional powers.
- The Ndebele senior induna made peace with Rhodes in October 1896 at Matopos.
- The war came to an end.

#### **Military reaction of the white settlers in colonial Zimbabwe to the Ndebele uprising**

- They constructed laagers in Bulawayo, Gweru and Mberengwa.
- They organised mounted patrols to rescue survivors and bury the dead.
- They destroyed Ndebele grain stores and any food items.
- They blew up the caves.
- They brought reinforcements from outside, that is, from South Africa and Bechuanaland.
- They burnt villages.
- They used the route left open to South Africa to bring in reinforcements.
- They fought the Ndebele under the command of Frederick Carrington.
- They captured Ntabazikamambo in July 1896.
- They used horses and foot soldiers.
- They sought and solicited assistance from Khama.
- They bribed some Shona to fight on their side.

#### **White officials who attended the Matopo Indaba**

- Cecil John Rhodes
- Dr Sauer
- V Stent
- Johan Cole brander

#### **Ndebele leaders who attended the Matopo Indaba**

- Umlugulu
- Sikombo Nguni

#### **Terms of the agreement made at Matopo Indaba**

- The Ndebele agreed to suspend fighting the settlers and even raiding them.
- Mwari cult officials were to be punished for their role in the uprising.
- The Ndebele officials and people who murdered or committed other crimes during the uprising should be tried.
- Ndebele assegais and guns should be submitted to the settler government.
- Rhodes would withdraw white forces from Matabeleland.
- A permanent BSAP would be deployed in Matabeleland to replace white forces and maintain peace after the uprising.
- No African police, especially the Shona would work in Matabeleland without Ndebele approval.
- The settler government would recognise Ndebele chiefs and headmen.
- Rhodes' government would give the Ndebele grain and food.

- The Indaba also promised that the government would give seeds to the Ndebele in the planting season.

### **Did Matopo Indaba or the uprising benefit the Ndebele?**

#### **Ndebele benefits**

- There was re-establishment of peace in Matabeleland.
- They received grain, food and planting seeds.
- The settler government recognised Ndebele chiefs and headmen.
- They were assured that no Shona police would work in Matabeleland without Ndebele approval.

#### **Ndebele losses at Matopo Indaba**

- Loss of freedom and independence.
- They lost a lot of their spears [13000] and guns [2500].
- Some of their leaders were tried, sentenced to death and executed.
- Lost land to settlers
- Were to pay taxes
- Nyamanda was not recognised as king of the Ndebele
- There was destruction of traditional institutions like age regiments.

### **Were the terms of Matopo Indaba fair to the Ndebele people? Explain your answer.**

#### **Fairness of Matopo Hills Indaba**

- The Ndebele received grain and food
- There was recognition of some Ndebele chiefs and headmen
- There was payment of a regular salary to Ndebele chiefs
- The Ndebele gained seeds
- There was removal of Shona policemen from Matabeleland

#### **Unfairness of the Matopo Hills Indaba**

- The Ndebele continued paying taxes
- The Ndebele lost their assegais and guns
- There was punishment of Mwari cult officials for their role in the uprising
- There was deployment of BSAC police in Matabeleland
- People who committed crimes and murder were punished

### **Why Rhodes negotiated with the Ndebele**

- The Ndebele were brave and were known to be good fighters and warlike, so to continue fighting the Ndebele would take a long time.
- The fighting was costly to the BSAC in terms of money.
- The mines and farms were not working during the uprising and the BSAC was losing its profits.
- The British government was unwilling to bear the cost of sending troops to crush the uprising.
- There were growing demands in the British parliament to withdraw the BSAC charter to rule the territory and this drove Rhodes to make talks with the Ndebele.
- The guerrilla tactics used by the Ndebele were difficult to deal with.
- The whites were losing both in terms of manpower and material resources.

### **Ndebele chiefs / Induna who took part in the 1896 war**

- Sikombo Nguni
- Ndiweni
- Somabulana Dhlokhlo
- Mahlahleni
- Gumbo
- Nyamanda
- Mathafeni

### **Ndebele religious leaders who took part in the 1896 war**

- Umlugulu
- Mwabeni
- Siginyamatshe
- Mkwati
- Tenger / Tenkela
- Tshiwa

### **Why the Ndebele were defeated**

#### **Weaknesses of the Ndebele**

- They had inferior weapons.
- They had poor strategies.
- They had poor communication networks.
- There was disunity among the Ndebele.
- The Ndebele had poor transport.
- Not all the Ndebele took part in the war.

#### **Strengths of whites**

- The whites had better transport
- The whites got external support from South Africa.
- The whites had superior weapons like maxim guns.
- The whites used a lot of brutality that frightened the Ndebele.
- The whites used dynamites.

#### **Reasons for blaming religious leaders for defeat of the Ndebele**

- Their prophecy was misleading
- They suggested poor strategies
- They could not give ready solutions to problems
- They aligned themselves to one group
- Their propaganda was misleading

### **Course of Chimurenga in Mashonaland / Events of the war in Mashonaland**

- In Mashonaland the war started in June 1896 after harvesting crops.
- It began with the killing of whites in Mashayamombe area.
- Two Indian traders were killed by Mashayamombe people who also killed the native commissioner for Chegutu.
- By the end of June, over 10 whites had been killed.

- The whites were taken by surprise because they considered the Shona as a peaceful group.
- The whites responded by setting up laagers in places like Gweru, Bulawayo, Mberengwa, Mutare, Harare and Charter.
- The Shona fighters blocked roads using trees.
- The Shona used guerrilla warfare tactics.
- Some Shona did not join the war.
- Chiefdoms in Masvingo, Chikomba, Buhera, extreme Eastern Zimbabwe and Northern Zimbabwe stayed out of the war.
- The Shona chiefs fought the whites as separate entities.
- Some Shona fought on the side of whites.
- The Shona hid in caves
- The whites used dynamites to attack the Shona in caves.
- The spread of Chimurenga to other areas was done through spirit mediums and fire signals [on top of mountains].
- Nehanda and Kaguvi were important spirit mediums who encouraged the Shona to fight, especially in Mazoe and Chishawasha areas.
- The uprising rapidly spread to Harare, Mazoe, Charter, Marondera, Makonde and other eastern districts of Zimbabwe.
- The settlers mounted patrols to rescue survivors and ferrying them to laagers in Harare, Mutare and Charter.
- The whites were assisted by reinforcements from South Africa. British imperial forces were brought in from South Africa under Lieutenant Colonel Alderson.
- The BSA forces under Alderson attacked and defeated Makoni's Gwindingwi fortress.
- They also defeated Mangwende Maope fortress
- Defeated Shona chiefs were executed, for example, Makoni.
- The whites adopted the scorched earth policy, destroying Shona grain stores, homes and water sources to starve the Shona into submission.
- The white settlers attacked and defeated Shona chiefdoms separately.
- Nehanda was captured and executed in April 1897.
- She had ordered the killing of Pullard, the Native commissioner for Mazoe.
- Shona resistance collapsed following the capture of their leaders like Mashayamombe in July 1897 and Kaguvi who was an inspirational medium of the Harare area in October 1897.
- This capture of inspirational leaders brought the war to an end.
- Mapondera however, continued to fight until 1903.

#### **Areas where the first Chimurenga was fought in Mashonaland**

- |                |           |
|----------------|-----------|
| • Chinamhora   | Makoni    |
| • Mashayamombe | Chihota   |
| • Nemaikonde   | Mangwende |
| • Mazoe        | Svosve    |



- Chiweshe                      Mutekedza
- Nyandoro                      Mapondera

**Shona chiefs who fought on the side of the whites during the First Chimurenga / Shona chiefs who collaborated with the whites during the First Chimurenga**

- Zimuto-Gutu
- Chirimuhanzu-Matibi
- Mutasa-Njanja

**Shona chiefs who fought against the whites during the First Chimurenga**

- Mashayamombe                      Nyamweda
- Mangwende                      Mapondera
- Mutekedza                      Makoni
- Mashonganyika                      Kunzvi

**Shona chiefs who took part in the 1896-7 war**

- Mashayamombe
- Makoni
- Mangwende
- Nyamweda
- Mapondera
- Chihota
- Zvimba
- Kunzvi Nyandoro
- Rusike
- Chinamhora
- Sango
- Nyachuru

**Religious leaders who were active in Mashonaland during the first Chimurenga**

- Kaguvi [Gumboreshumba]
- Nehanda [Chagwe]
- Zhanda-Mponga
- Chaminuka
- Bonda

**Heros and Heroins of the First Chimurenga**

- Umlugulu
- Mkwati
- Mbuya Nehanda
- sekuru Kaguvi
- Bonda
- Chifamba
- Chaminuka
- Nehoreka

**Role played by Spirit Mediums/religious leaders in the uprising**

- They planned and organised the uprising.
- They prophesied on the war and assured Africans that they would win the war.
- They encouraged people to fight.
- They advised on strategies to be used.
- They communicated with ancestral spirits.
- They commanded the soldiers.
- They relayed information from God and ancestors to chiefs and people.
- They provided medical herbs
- They led at war discussions and presided over war crimes.
- They coordinated the war.
- They mobilised the people and taught people political education.
- They provided spiritual guidance.
- They gave moral support to the fighters.
- Some trained soldiers
- They were the chief propagandists.

#### **The role played by Chiefs in the First Chimurenga**

- organise warriors
- Unite People
- Lead soldiers in the war
- Participate in the war

**Was the extension of the Uprising to 1897 a result of the effectiveness of the Shona tactics? Explain your answer.**

#### **Shona tactics**

- The Shona used guerrilla warfare
- The Shona fought in small groups, it was a series of Zvimurenga.
- Spirit mediums coordinated the war and encouraged individual chiefs to keep on fighting.
- The Shona mobilised faster than the whites.
- The Shona had guns acquired from the Portuguese.
- The Shona were familiar with terrain
- They used nocturnal [night] attacks
- Shona fighters disguised themselves as ordinary innocent hunters
- War was not restricted to soldiers only
- They embarked on surprise attacks.

#### **Weaknesses of the whites [Other factors]**

- Whites underestimated the Shona
- The whites initially had fewer troops.
- The BSAC had financial problems.
- Whites as enemies were easily identified because of their colour.
- Whites were not familiar with the terrain.
- Whites had been stretched in terms of resources by the war in Matabeleland.

### **Why the Shona took so long to be defeated in the 1896-7 uprising**

- They had stored a lot of food in caves.
- The Shona chiefs fought separately in small groups and this made it difficult for the whites to defeat them easily.
- The Shona used guerrilla warfare tactics such as night attacks, hit and run and surprise attacks.
- Spirit mediums coordinated the war and encouraged the individual chiefs to keep on fighting.
- Shona chiefs such as Makoni and Mangwende used fortified mountains.
- They had guns obtained from the Portuguese through trade and a few modern rifles they captured.
- The Shona were familiar with the terrain than the whites.
- The war in Mashonaland was not limited to professional fighters but it included everyone including women.
- There were many hills in Mashonaland and these provided cover for the Shona fighters.
- However, the whites initially had fewer soldiers because some had been taken to South Africa in the Jameson raid.
- The BSAC had financial problems.
- The whites were not prepared for war with the Shona and they took too long to mobilise.
- The resources of the whites had been overstretched due to the war in Matabeleland.
- The whites were not familiar with the terrain.

### **Why the Shona were defeated by the British**

#### **Weaknesses of the Shona**

- The Shona lacked coordination.
- They had no common military strategy.
- The Shona were not united.
- Some Shona fought on the side of the whites.
- Some Shona did not join the war, for example, Mutasa.
- They had inferior weapons like spears.
- They had inferior training as they were not regular soldiers.
- They had poor communication.
- They had poor transport.
- The spirit mediums misled the people by telling them that bullets won't work against them.

#### **Strengths of the whites**

- The whites had better transport.
- The whites were better organised.
- The whites had superior weapons.
- The surrender of the Ndebele made the whites to concentrate on the Shona only.
- The scorched earth policy adopted by the whites starved the Shona into submission.

- The whites captured inspirational leaders like Makoni, Mashayamombe, Kaguvi and Nehanda.
- Use of torture and cruel interrogation methods by the whites forced the captives to reveal the whereabouts of their leaders and strongholds.
- The whites used explosives and dynamites.
- The settlers bribed some Shona to fight on their side.

#### **Contribution of the execution of Nehanda and Kaguvi to the defeat of the Shona**

- They were a source of motivation and courage of the Shona.
- They were leaders hence their death resulted in lack of leadership.
- They were coordinators during the war.
- Their death demoralised the Shona fighters.

#### **To what extent did lack of unity contribute to the defeat of the Shona?**

- There was lack of coordination among the Shona.
- Some Shona chiefs did not join the war, for example, Mutasa.
- Some Shona chiefs assisted the whites.
- They had no common military strategy

#### **Other factors**

- The Shona had inferior weapons
- Whites were better organised
- Whites had faster transport
- The surrender of the Ndebele

#### **Weapons used by the whites against the Ndebele and Shona**

- Dynamites
- Maxim guns
- 2, 5 inch screw guns
- Henry Martin rifles
- Seven pounder guns
- Wagons
- Scorched earth policy
- Horses

#### **Weapons used by the Africans**

- Old muskets obtained from Portuguese
- Few captured rifles
- Spears
- Clubs and knobkerries
- Fortified Mountains and caves
- bows and arrows
- Guerrilla warfare

#### **Results of the First Chimurenga**

- Africans were defeated.
- Africans lost their independence.
- African traditional politics was destroyed.

- Nehanda, Makoni and Kaguvi were executed.
- Mashonaland was divided into districts, each under a native Commissioner.
- The BSAC introduced formal government through the Rhodesia-Order-Council of 1898.
- The British introduced a resident Commissioner to monitor the administration of the BSAC.
- Those who defied settler authority were substituted by collaborators.
- The Ndebele could not choose a new king and this led to the collapse of the Ndebele state.
- Most African leaders were either imprisoned or killed.
- More reserves were created, especially in Mashonaland and Africans became desperate for land and some became squatters.
- Most African men worked for low wages in mines and farms.
- Africans became economically dependent on whites as labourers.
- Payment of taxes by Africans continued.
- Kunzvi and Mapondera continued with resistance but were later defeated.
- Many Africans were turned into Christianity.
- The Shona were forbidden to build houses in mountains.

#### **How were the settlers affected by the results of the First Chimurenga?**

- Cheap labour was obtained from both Matabeleland and Mashonaland.
- They appropriated more land and cattle
- They now had more revenue base
- Security was enhanced
- The settlers were united

#### **Negative effects of the results to the whites**

- There was international condemnation especially by Britain.
- They were blamed for various acts of oppression.
- Hatred between blacks and whites intensified.
- BSAC shares dropped.
- Rhodes' image was tarnished.
- Africans wanted revenge.

#### **THE LIBERATION STRUGGLE (SECOND CHIMURENGA/UMVUKELA)**

- Chimbwidos-female war collaborators
- Mujibhas-Male war collaborators
- Guerrillas-Freedom fighters
- Sell outs-traitors, people who betray a cause

#### **CAUSES OF THE SECOND CHIMURENGA/UMVUKELA**

- Loss of land
- Lack of freedom/independence
- Taxation
- Forced Labour

- Poor Education
- Accommodation
- Racial segregation

### **The Role Played by spirit Mediums and Chiefs in the Second Chimurenga**

- They planned and organised the uprising.
- They prophesied on the war and assured Africans that they would win the war.
- They encouraged people to fight.
- They advised on strategies to be used.
- They communicated with ancestral spirits.
- They commanded the soldiers.
- They relayed information from God and ancestors to chiefs and people.
- They provided medical herbs
- They led at war discussions and presided over war crimes.
- They coordinated the war.
- They mobilised the people and taught people political education.
- They provided spiritual guidance.
- They gave moral support to the fighters.
- Some trained soldiers
- They were the chief propagandists.

### **The role played by Chiefs in the Second Chimurenga**

- organise warriors
- Unite People
- Lead soldiers in the war
- Participate in the war

### **The role played by the Masses in the Liberation Struggle**

- Soldiers are the fish and masses are the sea
- Just like the fish cannot survive without water, so soldiers cannot survive without the masses
- These were the information gatherers, they told the guerrillas of the direction taken by the soldiers
- they provided hiding places for the guerrillas
- They informed the guerrillas of sell-outs
- They cooked food for the guerrillas
- The masses acted as the recruitment bases for guerrillas to train in
- Mozambique, Russia, Zambia and China
- They acted as language carriers, carrying ammunition, medicines, and food for the Guerrillas
- The mujibhas and Chimbwidos sang liberation struggle songs to motivate and entertain soldiers
- The Mujibhas acted as spies for the guerrillas
- The girls cooked food and delivered to the guerrillas in the Bush

- African Business man provided clothes,shoes,medicines and transport to the guerrillas
- Some missionaries and settler farmers also supported the guerrillas by providing information, food and medicine
- A few whites (liberals)supported guerrillas with guns and ammunition from Zambia for fighters of the Zimbabwe's People's Revolutionary Army ZIPRA inside Rhodesia

## **HEROES AND HEROINES OF THE SECOND CHIMURENGA /UMVUKELA**

- James Chikerema
- Edison Sithole
- Ndabaningi Sithole-ZANU
- George Nyandoro-ANC
- Joshua Nkomo-ANC
- Joice Mujuru
- Vivian Mwashita
- Oppah Muchinguri
- Margaret Dongo
- Fay Chang
- Leopold Takawira-ZANU PF
- Jason Ziyapapa Moyo
- Hebert Chitepo
- Robert Gabriel Mugabe
- Emerson Mnangagwa
- Didymus Mutasa
- Josiah Tungamirai

## **COMMANDERS OF THE ARMY**

- Rex Nhongo-Solomon Mujuru-ZANLA
- Josiah Tongogara-ZANLA
- Perence Shiri-ZANLA
- Mayor Urimbo\_ZANLA
- Alfred Nikita Mangena-ZIPRA
- Dumiso Dabengwa
- Lookout Masuku-ZIPRA

## **RESULTS OF THE SECOND CHIMURENGA**

- When the whites began losing the war ,they negotiated for peace.  
talks for peace were held between Ian Smith government and ZANU,ZAPU,UANC representatives and were hoisted by the British government at the Lancaster House in London from September to December 1979

- Talks paved the way for a cease fire  
The year 1979 was followed by elections in 1980 in which ZANU PF AND ZAPU participated.
- On March 4 1980 ,the Election results were announced and they were as follows  
ZANU PF-57 seats  
PF ZAPU-20 seats  
UANC-03 seats  
RF-20 seats reserved for whites
- ZANU PF won 57 seats of the 80 in which President Robert Gabriel Mugabe was the first Prime Minister of Zimbabwe

## **INDIGENOUS POLITICAL STRUCTURES**

Traditional authority is vested in the hands of the:

- Chiefs
- Headman
- Village Heads.

## **THE ROLE OF CHIEFS**

- Promoting and upholding cultural values
- Carrying out provincial assemblies meetings
- Nominating headman
- approving village heads appointed
- Supervising headman's and village heads their duties.
- Preventing an unauthorised settlement and use of land
- Maintaining any up-to- date register of all villagers. and their settlements.
- Resolving land disputes
- Currently there are 271 chiefs in Zimbabwe.

## **THE ROLE OF HEADSMAN IN ZIMBABWE**

- To carryout lawful and reasonable orders given by the chief.
- make a report to the police of the commission of any type of crime
- To report all criminal acts, and acts of misconduct.
- To recommend the appointment of village heads.
- To preside over a ward assembly.
- To mediate in local disputes such as of lobola, elopement, burials, domestic disputes and –incest's
- There are about 400 headmen in Zimbabwe.

## **THE ROLE OF VILLAGE HEADSMEN IN ZIMBABWE**

- To carry out lawful and reasonable orders of the chief and headmen.
- To lead his village in all traditional customary and cultural matters



- Promote moral and good social standards.
- To maintain an up-to-date register of names of the villagers.
- To preside over the village assembly.
- To collect taxes, levies and other charges payable according to the Rural District Councils Act
- To report on any damage on state property.
- To ensure security of schools, clinics, contour ridges, water points and roads.
- to ensure the catching of offenders and that they are handed over to the police

## **CHAPTER 5: NATIONAL SYMBOLS, MONUMENTS AND SHRINES**

**Shrines;** are holy and sacred places which are dedicated to ancestors.

**Conservation;** Maintaining and protecting a resource.

**Monument;** an immovable cultural heritage including rock paintings, terraces, earthen houses, historical building, forts, liberation war heroes' graves and graves.

### **NATIONAL SYMBOLS**

**National flag** represents a country's national identity and pride.

### **COLOURS ON THE FLAG AND THEIR MEANING**

**Green** stripe-vegetation and land resources

**Yellow** stripe-mineral wealth.

**Black** strip-black majority

**Red** stripe-blood spilt during the liberation struggle.

**White triangle**-peace, **black edge**-mean new leaders

**Bird**-National emblem.

**Star**-nation's aspirations, internationalism and socialism

**The Zimbabwean Flag**-adopted in 1980, April 18, with Green, Yellow, Red, White, and Black which are official colours of ZANU PF and Pan Africanism.

### **COAT OF ARMS**

- Two kudus on left and right.
- Stalks of wheat.
- Pile of cotton
- a head of maize
- Banner with motto-Unity, freedom and Work.
- Great Zimbabwe walls
- 14 waves of white and blue lines.
- Agricultural hoe (left)
- AK -47 Assault Rifle (right)
- Wreath of Gold and Green crest on the Zimbabwean Bird
- Red Star Background

### **MEANING OF THE COAT OF ARMS**

**Kudus**-unity of various ethnic groups.

**Earthly mount with plants**-the need to always provide for Zimbabweans.

**Motto Banner**-the need to maintain national unity and preservation of freedom.

**Green Shied**-fertility of the country's soil and water

**Great Zimbabwe**-the historical heritage of the nation

**Hoe and Riffle**-transition from war to peace, peace and democracy.

**Stripes of Silk, Gold and Green**-the national financial enterprise and protection of the economy.

**Red Star**-hope for the future of Zimbabweans.

**Zimbabwe Bird**-National Identity.

**Blue and white wavy lines**-Victoria Falls-water which brings prosperity.

## **THE ZIMBABWE BIRD**

- is a stone carved National emblem of Zimbabwe.
- Is on the National flag and Coat of arms, Bank notes and coins.
- it represents the eagle or African fish eagle from Soap stone
- Is used by various National sports teams
- Used also as badges and logos
- is linked to ancestors-Shiri yaMwari/Bird of God

## **NATIONAL MONUMENTS**

### **GREAT ZIMBAWE**

- Located 30 km from Masvingo town.
- Built around 1000-1450 Ad by the Shona.
- The name derived from Dzimba Dzamabwe-meaning House of stone or stone buildings
- it has three portions
- it covers an area of 720 hectares
- Hill Ruins
- Great Enclosure
- Valley Ruins

### **Significance of Great Zimbabwe**

- Represents values, creative mind and hard work of the people of Zimbabwe.
- For tourists attraction
- historical legacy

- It represents values, creativeness and hard work of the people of Zimbabwe served international relations
- it's a symbol of power and orderliness

## **VICTORIAL FALLS**

- Also known as Mosi-oa-Tunya-smoke that thunders
- Positioned along the Zambezi River.
- is found in Matabeleland North Province between the borders of Zimbabwe and Zambia. David Livingstone named the falls after Queen Victoria of England.

### **Significance of the Victoria Falls**

- It is a source of our history and culture
- creates employment to the people as sculptors and weavers sell their goods
- Part of our heritage.
- source of income as tourists pay for viewing and touring
- it brings Zambia and Zimbabwe together as they share the same falls
- Tourists also pay to view the Devil's Gorge
- Several Hotels constructed there have created employment to the Local people
- Creation for other places of economic facilities and places for entertainment for tourists e.g. the Crocodile farm, Helicopter tours and boat cruises.

## **CHINHOYI CAVES**

- located 8km from Chinhoyi town.
- are also known as Chirorodziva-meaning pool of the fallen.
- are surrounded by the national parks

### **Significance of the Chinhoyi Caves**

- tourist attraction
- historical legacy

## **KHAMI RUINS**

- located 22km west of Khami river –Bulawayo
- is second from Great Zimbabwe
- Were a capital of the Torwa

### **Significance of the Khami Ruins**

- Tourist attraction
- reminds of our pasts-history
- basis of our foreign policy

## **NATIONAL SHRINES**

### **The National Heroes Acre/Provincial Heroes Acre/**

- Situated 7 km from Harare city centre.
- Is a 57 acre shrine in Zimbabwe.
- are in warren Park 1

### **The main attractions are**

- Statue
- Tomb of the unknown Soldier
- Eternal flame
- Sculptors of the liberation Struggle.
- was built in 1980.

### **Significance of the Heroes acre**

- is a pledge to those who fought and brought independence and freedom of all Zimbabweans.
- Historical legacy.the place represents the struggle for our hard won independence from colonial bondage.
- It represents thousands of selfless men and women who died during the liberation struggle
- it has a Tomb of unknown soldiers to represent all unknown soldiers, cadres and others who perished during the war

### **Heroes and Heroines at the National Heroes Acres**

- Joseph Musika
- John Nkomo
- Herbert Chitepo
- Josiah Tongogara
- Julia Zvobgo
- Mama Mapfuyana
- Victoria Chitepo
- Ruth Chinamano

### **Mass Graves**

- Chibondo
- Chimoio
- Nyadzonya
- Mukushi
- Mboroma-Zambia
- Morongoro -Zambia

### **Njelele Shrine**

- Located in Matopos Hills in Bulawayo.
- Is in Matabeleland south province.
- Is usually visited between August and September towards the rain season-rain making ceremonies.
- it was also a place where the elders go and report their problems such as drought,
- Lightning bolts as well as paying apologies.

### **Significance of the Njelele shrine**

- The place connects people spiritually.
- it is a place to ask for the rains from God
- It is a tourist attraction place.
- It creates employment for the locals.

### **THE NATIONAL SCHOOLS PLEDGE**

- is an oath of loyalty to one's country.
- was launched by Dr Olivia Utete Masango-the Permanent secretary of the ministry of Primary and Secondary education on 3 May 2016 at Harare High School
- it is divided into three sections/levels
- Infant level
- junior Level
- Senior Level

### **Examples of countries with National Schools Pledges are:**

- Zimbabwe
- Ghana
- Britain
- USA
- Tanzania

### **Significance of the National Schools Pledges**

- Teaches patriotism.
- Teaches total commitment to one's country.
- Teaches allegiance to God
- It reminds us of our National Flag.
- It reminds us to respect and remember our freedom fighters.
- It reminds us that Zimbabwe has plenty of Natural resources exploited for the benefit of the Blacks.
- It educates us to participate in traditional and cultural preservations.
- it introduces values of hard work and honesty to every Zimbabwean.
- Raises a sense of Patriotism among Zimbabweans
- Fosters unity, peace and stability in people in the country

## **NATURAL RESOURCES**

- Are things around us that were not made by any human being
- are materials that occur in nature and are essential or useful to humans

### **Examples of Natural Resources**

- water
- air
- land
- forests
- fish
- wildlife
- topsoil
- minerals
- Sunlight

### **Two types of Natural Resources**

- Renewable resources-resources that can be replaced.
- Non-Renewable Resources-resources that cannot be replaced.

### **Examples of Renewable Resources**

- Air
- Forests
- Fish
- wild life
- soil
- water

### **Examples of Non-Renewable Resources**

- Oil
- Minerals Like gold, diamonds, platinum etc
- Gas

### **Categories of Natural Resources: Are three namely:**

- food and drink
- housing and infrastructure
- mobility

#### **Food and Drink**

derived from agricultural crops and products, game, seeds, water and herbal medicines.

#### **Housing and Infrastructure**

- building materials (cement, bricks, stones, grass)
- Heating and Cooling systems (coal, charcoal, electricity, gas and the sun)

### **Mobility**

- these are natural resources that assist in the movement of people from place to place
- railways
- roads
- vehicles
- petrol
- diesel
- paraffin

### **Processing of Natural Resource**

- Processing
- Refining
- Extraction

## **EXAMPLES OF NATURAL RESOURCES**

### **Minerals**

- Largest foreign currency earner in Zimbabwe
- Gold
- Diamonds
- Platinum
- Chrome
- Tin
- Zinc
- Asbestos
- black granite
- copper
- lead

### **Land**

- a symbol of life
- inheritance from our ancestral fathers
- for agriculture and other activities

### **Water**

- for irrigation of crops
- comes from streams dams, lakes and seas

### **Examples of irrigation schemes**



- Nyamadzi
- Middle Sabi
- Nyamatiki
- Mhende Irrigation Scheme
- Cashel Valley
- Nyakomba Irrigation Scheme
- Eastern Highlands Tea Estates

### **Water is a source of:**

#### **fisheries**

lake Chivero

Lake Kariba

Mutirikwi

Rusape Dam

Nyawamba Dam

Osborne Dam

Mujanganja Dam

Tokwe- Mukosi Dam

#### **Entertainment**

attracting tourists

e.g. Mutarazi falls

Victoria falls

Nyangombe Falls

#### **Electricity**

is used to generate electricity

e.g. Kariba Power Station

Nyamhingura Power Station

Pungwe 1 and 2 Power Station

Batoka Power Station

#### **Coal and Charcoal**

used for heating purposes

for transportation purposes

to generate electricity

for exportation

#### **Forestry**

provides timber for building

provides furniture

for heating in factories and industries

### **THREATS TO OUR NATURAL RESOURCES**

- Smuggling
- undervaluation e.g. of gold
- corruption
- extinction/scarcity
- imperialism
- sabotage
- exploitation

## **SIGNIFICANCE OF NATURAL RESOURCES**

Natural resources are important because they:

- are source of wealth
- represent the economic value of a state
- sustain lives on Earth
- reduce poverty
- create employment
- Mountains and forestry attracts tourists thereby boosting revenue collections.
- Source of livelihoods
- can be used to generate electricity

## **CHAPTER 6: THE CONSTITUTION**

**Constitution**-is a body of important values or established examples according to which a state or other organisations are acknowledged to be governed.it is a document with set rules (dos and don'ts)that govern the conduct of citizens and the community.

**Human rights**-are universally agreed legal guarantees protecting individuals or any group against actions which interfere with important freedom and dignity (1948)-Universal Declaration of Human Rights)

**Democracy**-a system or way of governing through elected representatives or the control of an organisation, state, or group by the majority of its members.

**Rule of law**-is the submission by individuals /people to obey and be governed by law.

**Treaties**-are agreements between two or more countries. They are usually written, signed and later approved.

**Citizens**-are inhabitants of a country by birth or decent.

### **Arms of the Government**

- National government
- Provincial and Metropolitan Government
- Local Government

## **NATIONAL GOVERNMENT**

- refers to the state and its apparatus
- comprises of the executive-has President and Cabinet
- the Legislature-law making body and the Judiciary

## **PROVINCIAL AND METROPOLITAN GOVERNMENTS**

Zimbabwe is divided into 10 provinces of which two are referred as the Metropolitan Provinces:

- 1.Bulawayo Metropolitan Province
- 2.Harare Metropolitan Province
- 3.Manicaland Province
- 4.Mashonaland Central Province
- 5.Mashonaland East Province
- 6.Mashonaland West Province
- 7.Masvingo Province
- 8.Matabeleland North Province
- 9.Matabeleland South Province
- 10.Midlands Province

## **COMPOSITION OF PROVINCIAL COUNCIL**

- made up of a chairperson.
- Senators elected from the Province.
- Two Chiefs.
- President.
- Deputy President of the National Council Of Chiefs
- Mayors.

### **COMPOSITION OF THE METROPOLITAN COUNCIL**

- has a Mayor-chairperson
- Deputy Chair person
- all members of the National Assembly
- Women MPs
- Senators

### **FUNCTIONS OF PROVINCIAL AND METROPOLITAN COUNCILS**

- Planning and implementing social and economic development activities
- Co-ordinating and implementing governmental programmes
- Planning and implementing measures for conservation and management of natural resources.
- Promoting tourism
- Monitoring and evaluating the use of resources
- Exercising Legislative functions

### **LOCAL GOVERNMENT**

- govern local operations
- manage urban areas e.g. Mutasa Rural District Council
- Zvimba Rural District Council
- Monitor programmes and activities at District level

### **Examples of Political Parties in Zimbabwe:**

- Zimbabwe African National Union Patriotic Front (ZANU PF)
- Movement for Democratic Change (MDC)
- Zimbabwe People First (Zim PF)
- People's Democratic Party (PDP)

### **The Old Constitution of Zimbabwe (1980-2013)**

- This constitution came into operation in April 1980 until March 2013.
- This constitution came into operation because of the 1979 Lancaster House
- Negotiations between ZANU, ZAPU and the RHODESIAN FRONT

### **Towards a New Constitution**

- March 2013 opened the gate for a new constitution
- The old constitution was replaced by the new constitution called the Constitution of
- The REPUBLIC OF ZIMBABWE AMMENDMENT NO.20
- Individuals in Zimbabwe submitted their concerns to the Constitution amendment Body

## **THE CONSTITUTION MAKING PROCESS**

Negotiations for the new constitution were brought about by the following leaders from three main political parties in Zimbabwe

- ZANU PF-Roberty Gabriel Mugabe
- MDC-T-Morgan Tsvangirai
- MDC-M-Proffessor Authur Mutambara

## **Processes of the new Constitution since 2010**

- Appointment of the constitutional select committee.
- First all –stakeholder conference
- Outreach consultations
- Data uploading
- Sitting of thematic committees
- Drafting stage
- Second all stakeholders conference
- Draft constitution debate in Parliament
- Referendum
- Presidential assent
- The new Constitution of the Republic of Zimbabwe Amendment No.20

## **THE ROLE OF CITIZENS IN FORMULATING THE NEW CONSTITUTION OF THE REPUBLIC OF ZIMBABWE**

- providing their views on what should be included in the constitution during data gathering
- they participate /contribute during the referendum exercise
- adhering to the rules of the new constitution

## **EXPLANATION OF THE CONSTITUTION OF ZIMBABWE**

### **SECTIONS**

#### **Preamble**

- is a declaration on behalf of all Zimbabweans
- it explains what we stand for, our hopes, principles, resources, etc
- it represents freedom of all Zimbabweans

## **Chapter 1**

- describes the values of our nations
- the national flag
- the national anthem
- public seal and coat of arms
- it also represents the following local languages used in Zimbabwe

### **Importance of Languages in Zimbabwe**

- medium of communication
- Means of expression
- valuable collective human accomplishment
- Source of power
- represents diverse culture and language
- brings people together

### **SIXTEEN LOCAL LANGUAGES IN ZIMBABWE**

The languages are Chewa,Chibarwe,English,kalanga,Khoisan,Nambya,Ndau,Ndebele ,Shangani,Shona,sign language,Sotho,Tonga,tswana,Venda and Xhosa

### **CITIZENSHIP**

A person is a Zimbabwean citizen by Birth, descent or registration

- (i) either mother or father was a Zimbabwean citizen
- (ii)any of their grant parents was a Zimbabwean citizen by birth or descent
- (iii)Ordinarily a resident in Zimbabwe or working outside Zimbabwe

### **DUAL CITIZENSHIP**

it was first won by Mutumwa Mawere in early 2000s

### **DISADVANTAGES OF DUAL CITIZENSHIP**

- it encourages fugitives and criminals
- some individuals can end up selling their countries' secrets-it is difficult to serve two masters
- Increase in issues of Human trafficking
- Challenges in monitoring the movement of people with dual citizen
- it attracts trans-national criminals like drug traffickers, human traffickers and terrorists

### **CANCELLATION AND ABUSE OF CITIZENSHIP**

- Citizenship can be cancelled upon discovery of false representation
- when given to enemies by default

### **SYSTEMS OF GOVERNANCE**

- Are three forms namely:
- Autocracy
- Democracy
- Monarchy

## **AUTOCRACY**

- A system of government with one person in power with absolute power
- A form of government in which a country is ruled by a person or group with total power
- A government type in which a single person has unlimited authority
- A system of authority in which supreme power is concentrated in the hands of one person.

## **FEATURES OF AUTOCRACY**

- decisions are made by a small group
- a single person is in power.
- there is a strong army
- concentration on security issues
- no independence of the judicial system
- all sources of information are suppressed
- any opposition to the government is harshly suppressed
- no freedom of movement
- little or no freedom of speech
- no freedom of assembly
- Examples of such countries are Saudi Arabia, North Korea and Iran

## **DEMOCRACY**

- A government by the people for the people.
- a rule of the majority
- A government in which supreme power is entrusted in the people and exercised by them directly or indirectly through a system of representation
- a form of government in which people choose leaders by voting

## **FEATURES OF DEMOCRACY**

- Majority rule
- Individual rights
- Rule of law
- Free, fair and regular elections
- Voting by all citizens
- Decisions made are based on majority rule

- Citizens have a responsibility to participate in the political system that in turn protect their rights and freedoms
- democracy is based on principles of majority rule

## **MONACHY AS A FORM OF GOVERNMENT**

- A monarchy is a type of government whereby a family or a particular dynasty is mandated to rule without going for an election
- Ultimate authority to run the state rests upon the King/Queen

## **EXAMPLES OF SUCH MONARCHICAL GOVERNMENTS ARE:**

- Saudi Arabia under King Salma
- Swaziland under King Mswati III
- Spain under King Felipe VI
- Sweden under King Carl Gustaf XVI
- Britain under Queen Elizabeth II
- Belgium under King Leopold II
- Brunei
- Lesotho
- Netherlands

## **STRUCTURES AND FUNCTIONS OF CENTRAL GOVERNMENT**

- There are three namely;Executive,Judiciary and Legislature

## **EXECUTIVE**

- The President is the head
- He must be a citizen of Zimbabwe
- Must be aged 40 years
- Is elected for a term of 5 years
- May also be re-elected for additional terms
- He selects two vice Presidents
- He appoints two vice Presidents
- The vice Presidents can be removed by the President or replaced upon death or resignation

## **THE JUDICIARY**

- Is assigned in the Supreme Court, High Court, Constitutional and Subsidiary Courts also heads Magistrates Courts, Traditional courts, and Small Claims Courts
- The President appoints the Chief Justice
- Chief Justice is the head of the judiciary as well as the Supreme court and High Court

## **REMOVAL OF JUDGES FROM OFFICE**



- Judges are removed from office upon reaching retirement age
- also due to illness of mind, body
- Due to bad behaviour
- A judge retires at 65
- But a Judge in good health retires at 70

## **THE LEGISLATURE**

- Consists of the Parliament
- The President
- President is part of the legislature
- President heads the Public Seal
- Senate is also headed by the President of the Senate and
- The Speaker Heads National Assembly.
- The Speaker of the National Assembly is the Head of the Parliament.
- The Senate is composed of 80 Members of Parliament
- The national Assembly is composed of 270 Members of the Parliament
- In total the Parliament has 350 members

## **FUNCTIONS OF THE LEGISLATIVE**

- Is the Law making body
- Legislative refers to making of laws that govern parties and communication
- The law governs and binds every person
- It also passes Bills
- A Bill may originate in the House of Assembly
- The National Assembly has the power to prepare, initiate consider, reject any legislation
- It also addresses issues of National interest
- Parliament is expected to thoroughly debate and study Bills so that there is value addition
- A Bill becomes act when presented and passed in the House of Parliament
- It is assented and signed to by the President

## **FUNCTIONS OF THE EXECUTIVE**

The President and Cabinet are responsible for: initiating policies, coordinating policies, executing public policies and programmes

### **The Cabinet is responsible for,**

- Directing the operations of the government
- Conducting government business in Parliament
- Preparing, initiating and implementing National legislation
- Developing and implementing National policy

## **OTHER FUNCTIONS OF THE EXECUTIVE**

- Initiates Legislation/Law
- Governs the country
- Directs the operations of the Civil service
- Policy making
- Ensures the holding of General and Local Government elections

## **FUNCTIONS OF THE JUDICIARY**

- Interprets the Law
- Ensures that the Executive does not violate the Constitution

## **FUNCTIONS OF THE LEGISLATURE**

- Debates and make laws
- Represents the people
- Authorises the budget

**Tiers of the Government are:** the national government, provincial Metropolitan Councils i.e. Harare, Bulawayo etc, local authorities, urban councils i.e. Gutu, rural district councils i.e. Mutoko and Rural District Council

## **Chapter 2: National Objectives**

- Good governance
- National unity, peace and stability
- Fostering of fundamental rights and freedoms
- Foreign policy
- National development
- Veterans of the liberation struggle
- Food security
- Culture
- Gender balance
- Fair regional balance
- Children
- Youths
- Elderly people
- People with disability
- Preservation of traditional knowledge
- Domestication of international instruments
- Work labour relations

## **Examples of the veterans of the liberation struggle**

- Herbet Chitepo
- Margarate Dongo
- Alfred N.Mangena
- Joyce Mujuru
- Robert Mugabe
- Simon Muzenda

### **Chapter 3: Citizenship**

Citizenship can be obtained by:birth,descent and registration

### **Chapter 4: Declaration of Rights or Bill of Rights**

- Right to life
- Rights of arrested and detained persons
- Rights to personal liberty
- Right to personal security
- Right to human dignity
- Freedom from forced or compulsory labour
- Freedom from slavery or servitude
- Equality and non-discrimination
- Right to privacy
- Freedom from assembly and association
- Freedom to demonstration and petition
- Freedom of conscience
- Freedom of expressions
- Freedom of the media
- Access to information, language and culture
- Freedom of profession, trade or occupation
- Labour rights
- Freedom of movement and resident
- Political rights
- Right to agricultural land
- Environmental rights
- Right to health
- Right to education
- Marriage rights
- Rights of food and water
- Rights of veterans of the liberation struggle
- Rights of school children

**Education rights ;**Every citizen in Zimbabwe has a right to: (a) a state-funded education including adult basic education (b) Further education which the state through reasonable legislative and other measures, must make progressively available and acceptable.

**Rights of women;**same dignity as men i.e. equal opportunities in political, economic and social activities women have rights as men regarding the custody and guardianship of children.

**Marriage rights ;**Every person who has reached the age of 18 years has the right to start a family.;no person shall be compelled to enter into marriage against their will  
;Persons of the same sex are prohibited to marry each other.

### **The role of the Government in providing social services**

- During the colonial era ,Colonial governments neglected the African people in providing them social services like health ,education,and accommodation
- Africans were treated as second class citizens
- Most of the social services before independence were there to cater for the minority race-the whites

### **EDUCATIONAL DEVELOPMENTS SINCE 1980-2017**

- Free Compulsory education at all levels.higher and tertiary education
- Increase in the number of pupils enrolled
- The government hired expatriates to supplement its professionals from Cuba, Mauritius etc
- Government embarked on rapid infrastructural development in rural areas
- In 1980 ,there were 179 secondary schools but were increased to 1548 by 2000
- The government trained more Primary and secondary school teachers
- Four teachers' colleges were increased to 15 teachers' colleges
- Two technical colleges which enrolled to 2 000 were increased to 15 and enrolled to 20 000
- There was one university which enrolled 2000 students but now there are more than 8 universities
- Private players like Peterhouse,Watershed etc also contributed to the increase in the country's education
- Private universities were also started in Zimbabwe like Catholic University, Ezekiel Guti University and other
- Early Childhood Development and E-Learning was launched
- New curriculum was launched by Lazarus Dokora in 2014
- Launch of the Nziramasanga Commission by President Robert Mugabe to offer skills through training programmes
- It also recommended a vigorous development of the Early-Childhood development (ECD and E-learning
- Donation of several computers by President Robert Mugabe

### **HEALTH DEVELOPMENTS SINCE 1980**

- Free health delivery to young below 5 years and adults above 60 years

- No person is denied medical health at any institution
- Public awareness campaigns on the spread of diseases
- Child immunisation programmes launched
- There were 318 clinics in Zimbabwe since 1980 but have increased to 1105 by 2000
- There were 28 district hospitals but were increased to 54 by 2000
- Provincial hospitals were three but now are seven by 2000
- Private doctors were allowed to open their own surgeries and hospitals
- HIV and AIDS education and free health service
- Acquiring of Drugs and other health equipments from Global Fund, and WHO
- More nurses were trained and doctors in Cuba, South Korea etc
- Guidance and counselling lessons in Schools are being learnt
- Increasing the number of clinics,hospitals,doctors,nurses,health workers and other staff
- Training medical and other Para-medical staff to cater for patients in hospitals
- Educating people about nutrition,health,preventable diseases and immunisation

## **ACCOMMODATION/HOUSING/SHELTER**

- During the Colonial era ,the Africans were not allowed to live and reside in good Suburban areas like Hatfield and Mount Pleasant but in areas like Mbare,Tafara Mabvuku and others
- However since independence the government of Zimbabwe addressed this colonial inequality by:
- Giving its all workers accommodation in towns
- Between 1980-1989 about 1,9 million housing units were built in urban areas
- the government also encouraged people to form co-operatives to give stands and houses to people
- Foreign donors and private companies also help people in the provision of houses
- International organisations such as World Bank ,UN,USAID and Common Wealth also made available funds for this purpose
- Building Societies like CABS,BEVERLY and others also construct houses to cater for accommodation
- Loans were introduced to people so that they borrow money to buy stands and houses
- Mortgages are given to people to buy Stands and Houses

## **Chapter 5:The Executive**

- Power rests in the President
- Talks of the President, vice President
- Their duties, qualifications for elections
- Assumption of duties
- Term of office
- Talks of the Prosecutor General (PG)

- Also of the Attorney General (AG)
- All appointed by the President

## **Legislature**

- made up of the
- Parliament
- The President

### **The role of the Parliament**

- To protect the constitution
- Promote democratic governance in Zimbabwe
- Ensures that the provisions of the constitution are followed

### **The role of the Legislature**

- Amend the constitution through a two-thirds majority.
- Make laws for peace, order, and good governance of Zimbabwe
- Confer subordinate legislative powers upon another body or authority
- Zimbabwe has a two house parliamentary with the Senate as the upper house and the National assembly as the Lower House

### **The Senate**

- Is the upper house
- Is headed by the President of the senate
- There are 80 Senators in Zimbabwe
- 16 are from chiefs
- 6 are from provinces
- 2 are from electoral laws
- President
- Deputy President of the National council of Chiefs

### **The National Assembly**

- This is the Lower House
- It is made up of 210 members elected
- From 210 constituents
- 60 are women
- Six from each province

## **Chapter 7: Elections**

- Zimbabwe is a constitutional country and very democratic which holds free and fair elections after every 5 years.
- Elections are held through the secret ballot

- The Zimbabwe electoral Commission (ZEC) was put in place to administer these elections.

### **THE ELECTORAL SYSTEM IN ZIMBABWE (ZEC)**

- The electoral system in Zimbabwe ensures that elections are conducted free, fair and regular.
- elections are held after every 5 years

### **ZIMBABWE ELECTORAL COMMISSION (ZEC)**

- ZEC was established by an act of Parliament in 2004 and has eight commissioners it is structured like this: Chairperson, Deputy Chairperson, Chief Elections Officer and Five other Commissioners

### **FUNCTIONS OF ZEC**

- Voter education
- Demarcation of the boundaries
- Conflict management
- Voter's roll/registration of voters

### **Describe the Electoral process in Zimbabwe**

- Elections are held after every five years in Zimbabwe.
- All political parties in Zimbabwe know this
- Candidates are elected within parties
- Elected candidates will be posted their names to ZEC for competencies
- ZEC will concentrate on voter education, campaigns, telling voters what election is all about.
- In Zimbabwe, the voting age is 18 years
- This is followed by voter registration country wide
- Voters are encouraged to check their names against names and ID numbers if they are correct
- As elections draw closer, political parties start to campaign
- The parliament is dissolved
- The President has the right to dissolve the Parliament
- Political parties will then provide ZEC with nominated members or candidates for their parties
- The list of members is then Published in the financial gazette
- ZEC will then design ballot boxes
- It will also allocate the number of Polling Stations
- This is also followed by notification of interested observers
- In Zimbabwe elections are observed by SADC, AU, Africa –Caribbean Countries, the Pacific (ACP), UN and other friendly Countries

- A voting day will be designed
- ZEC officials ,election agents of each candidate, Chief Election Agents and ZRP Officers will be maintaining order during that day
- After counting Votes ,They are counted, sealed and transported to the Command Centre
  - ZEC is empowered by the Law to announce results of the elections.
  - after the results are announced, a contender can challenge through a petition.
  - This is only done within 14 days after the announcement of election results.
  - if there is no ultimate winner with 51% of votes, there will be an election re-run.

### **The Judiciary and the Courts**

Zimbabwe has the following Courts

Constitutional Court

Supreme Court

High Court

Administration Court

Magistrate Court

civil court

Customary Law Courts

### **Chapter 9:Principles of Public Administration And leadership**

- This section deals with the conduct of all public institutions ,including agencies of the state and state owned enterprises
- All public officials must show highest levels of professionalism ,efficiency, and good human relations

### **Chapter 10: Functions of the civil Commission (CSC)**

- Is the Human resources arm of the Government.

### **Chapter 11: Security Services**

- Are the to preserve National security of Zimbabwe.
- They assist Zimbabweans to live in peace and harmony and free from harmony.
- They defend the state our nation from external aggression and protect the country from lawlessness, rebellion and sabotage

### **Security Services of Zimbabwe:**

- The Defence forces of Zimbabwe (Zimbabwe National Army and Air Force of Zimbabwe)
- The Police Service (Zimbabwe Republic Police)
- The Intelligence Services (State Security)
- The Prisons and Correctional Services



## **Chapter 12 :Independent Commissions Supporting Democracy**

- Are there to support human rights and democracy
- To protect sovereignty
- to protect constitutionalism
- ensure fairness
- secure the observances of democratic values

### **Examples of such commissions are :**

- Zimbabwe Anti-Corruption Commission (ZACC)
- The Zimbabwe Electoral Commission (ZEC)
- The Zimbabwe Gender Commission (ZGC)
- The Zimbabwe Human Rights Commission (ZHRC)
- The Zimbabwe Media Commission (ZMC)

## **Chapter 13: Institutions to prevent and Battle Crime**

- Which fight against serious frauds
- Fight against serious smuggling
- Fight against corruption
- Fight against money laundering

Examples are; Zimbabwe Anti –Corruption Commission (ZACC) and National Prosecuting Authority

### **Other Chapters**

- Chapter 14: Provincial and Local Government Issues.
- Chapter 15: Traditional Leaders Issues
- Chapter 16: Agricultural Land
- Chapter 17: Financial Management Issues
- Chapter 18: General and Supplementary Provisions Customary International Law
- International Conventions
- Amendment to Constitution

## **The importance of the Constitution of Zimbabwe Amendment (No.20)**

- It provides governance Structures
- It defines who does what ,when and how.
- It outlines inherent human rights for citizens (Bill of Rights)
- It brings peace and order in the Society.

## **CHAPTER 7:RIGHTS AND RESPONSIBILITIES**

### **Entitlement**

is having a right to something.

### **Indigenous**

naturally occurring or produced locally

### **Rights of the Elderly in the community**

- To receive reasonable care and assistance from their families and the state.
- To receive health care and medical assistance from the state.
- To receive financial support by way of social security and welfare
- Food distribution privileges
- Free medical treatment in governmental hospitals
- Free cancer treatment and screening
- Eye surgeries
- Excuses from withdrawal charges
- Excuses from bank charges

### **RESPONSIBILITIES OF ELDERS**

- To share life experiences, victories, hopes and failures to the younger generation
- To transfer societal norms and values to the next generation
- To fulfil their social roles according to their abilities including paying for paying basic services to those renting and paying for dipping services.
- To look after themselves in a health manner according to their capabilities.

### **RIGHTS OF DISABLED PEOPLE**

- A disabled person is a person with a physical, mental, sensory disability, including visual, hearing, or speaking functional disability which gives rise to physical or social barriers inhibiting him/her from participating at an equal level
- employment rights
- To be self-reliant
- To live themselves with their families
- To participate in social ,creative or recreational activities
- To protect them from all forms of exploitation and abuse
- Give them access to medical ,psychological and functional treatment
- Provides specific facilities for their education and welfare
- To provide them with state-funded education and training where and when they need it

### **NATIONAL DISABILITY BOARD**

- consists of 20 members
- 10 are from Disability Persons Organisation
- six from the following ministries
  - (i)Ministry of Health and child Care
  - (ii)Ministry of Primary and Secondary Education
  - (iii)Ministry of Local Government, Public and Works And National Housing
  - (iv)Ministry of Public Service, Labour and Social Welfare
  - (v)Ministry of Transport and infrastructural development

### **FUNCTIONS OF THE DISABILITY BOARD**

- Issues adjustment orders in terms of the act
- Formulates and develops measures so that people with disabilities have access to all social services
- Write reports to the minister
- Keep measures for the welfare and rehabilitation of persons with disabilities
- To perform such other functions in relation to the welfare and rehabilitation of persons with disabilities as may be recommended

### **FUNCTIONS OF THE DISABLED PERSONS FUND**

- cater for school fees
- Vocational and Training fees
- Per Capita Grants
- Medical fees
- Purchase of assistive technologies

### **VOCATIONAL TRAINING CENTRES**

in Zimbabwe they are only three namely:in Ruwa,in Beatrice and in Lowden Lodge

### **COURSES OFFERED AT VOCATIONAL TRAINING CENTRES**

- Carpentry
- Motor Mechanics
- Clothing and Textile technology
- Leather work
- Domestic appliances
- Electrical
- Welding
- Storekeeping
- Bookkeeping
- Ornamental
- Horticulture
- Information Technology

## **RESPONSIBILITIES OF PEOPLE WITH DISABILITIES**

- To observe and obey the constitution of Zimbabwe.
- To work and look after their families
- To be responsible for their life.

## **THE GOVERNMENT'S ROLE TO CATER FOR PEOPLE LIVING WITH DISABILITIES**

- It created national centres to cater for vocational needs of people living with disabilities, Ruwa, National Rehabilitation Centre , Beatrice National Rehabilitation Centre and Lowden Lodge in Mutare
- Government registers all private organisations i.e. Danhiko Project,ZimCare Trust.
- Assisting special needs schools which cater for special needs
- Recognising sign language as one of the official languages in Zimbabwe
- Provision of Per-Capita grants to institutions which look after PWDS
- Provision of administration grants to registered PVOS which assist PWDS
- Creation of a fully-fledged disability department to cater for the welfare of the PWDS

## **RIGHTS OF WOMEN**

- Every woman has a full and equal dignity of the person with men.
- Custodian rights as to the guardian of children
- Gender equality-Ministry of Women Affairs
- Equal access and utilisation of resources
- Equal access in employment opportunities

## **RESPONSIBILITIES OF WOMEN**

- To obey other provisions of the Constitution like any other human being
- Not to abuse their accorded rights
- To work towards the development of their country
- To respect other people's rights

## **RIGHTS OF WAR VETERANS**

War Veterans are those : Who fought in the liberation struggle, Assisted the fighters in the war of liberation (war Collaborators) and Were imprisoned ,detained or restricted for political reasons during the struggle(Ex-detainees and restrictees)

## **FUNCTIONS OF THE WAR VETERANS FUND**

- Grants to war veterans and their dependants who lack means of subsistence.
- Grants for physical, mental or social rehabilitation of war veterans.
- Grants for manpower development with a view to provide war veterans with academic, technical and vocational training.

- (iv) Grants to funeral expenses in respect of war veterans.
- (v) The provision of loans to assist in income generating projects.

## **RESPONSIBILITIES OF WAR VETERANS**

- To observe and respect the constitution and other related legislation
- To promote peace and unity in the country.
- To work and ensure economic development in the country
- To respect the rights of other citizens

## **Indigenous Entitlements for Woman**

### **Mother's Cow/Mombe Yaamai**

- A heifer is given to the mother whose child is being married.
- If the mother is dead, it is given to her sisters who will stand as his mother
- If all are dead, then no more entitlement.
- When the heifer gave birth, the calf is waited to grow and is then killed by the Son-in-Law during the occasion of paying the bride price.

### **Tseu Yaamai/Mother's Field**

- Is a small part of the main field, usually a hectare or 2 given to the mother to cultivate and plant her own crops.
- The crops can be sold by her to buy what she wants or for food consumption
- Examples of crops she can grow are: millet, groundnuts, round nuts ,rapoko, maize and cowpeas
- The practice is common in: Zezuru , Mabuja, Mutoko, Makaranga ,Kore Korea and Manicaland

## **Indigenous Entitlements for Men**

- They are given these in honour of raising the children.
- They also serve as a symbol of authority
- They also serve as a symbol of protection
- They also serve as a symbol of identity.

### **Father's Bull**

- Father is given a bull by his son-in law as acknowledgement of the father's authority
- It is coupled together with Danga

### **Lobola**

- Is paid in honour of respect of their daughter's child
- In the form of cattle, majasi, etc

### **Benza/Father's Field**

this is a small field of the father. It is common in: Kore Kore, Mabuja, Zezuru and Karanga

### **Rights and Responsibilities of Children**

**Responsibility** -Is a duty or obligation to satisfactorily perform or complete a task.

**Right**-is a legal; social principles or entitlement.

### **Difference between Rights and Responsibilities**

- A right is acceptable or fair to have, responsibility refer to the expectation of duty that one has to do or being duty bound to do something .Examples of Rights are right to education, right to life, right to shelter, right to security right to security and right to economic ownership
- Examples of responsibilities are going to school on time, covering your books, doing your homework , cleaning your classrooms attend all lessons ,be punctual, Complete all exercises, observe rules and regulations at school
- Examples of organisations in partnership with government to give shelter are Public works, Local Government, National Housing, Urban Development Corporation, Public Private Partnership, Central Bank of Zimbabwe, FBC, ZB Bank and Home link Investments
- Examples of organisations in partnership with the government to give education are Basic Education Assistance Model (BEAM), CAMFED, Plan International, Care International, Global Fund, UNICEF and Save the Children

### **Children's duties at home**

- Sweeping the yard, home.
- Cooking food
- Fetching water
- Herding cattle/goats

### **Rights of Elderly**

- Elderly are people who had attained the age of 60-65 years of age
- To receive reasonable care and assistance from their families and the state
- To receive health care and medical assistance from the state
- To receive financial support by way of social security and welfare
- To receive free medical treatment in government hospitals
- To receive free Cancer Screening and eye surgeries
- Banks also excuse elderly from withdrawal charges and from queues

### **Responsibilities of Elderly**

- To share life experiences
- To share victories

- To share failures
- To share hopes
- To transfer societal norms and values to the next generation
- To fulfil their social roles according to their abilities
- To look after themselves in a healthy manner according to their capabilities.

### **Rights of People with Disabilities**

- A disabled person is a person with a physical, mental, or sensory disability including visual, hearing or speaking functional disability which gives rise to physical, cultural or social barriers inhibiting him/her from participating at an equal level with other members of the society in activities.

### **THE NATIONAL DISABILITY BOARD**

- it consists of 20 members
- 10 from the Disabled Persons Organisations
- Six from the following ministries  
Ministry of Health and Child Care  
Ministry of Primary and Secondary Education  
Ministry of Local Governance, Public Works and National Housing.  
Ministry of Public Service, Labour and Social Welfare  
Ministry of Transport and Infrastructural Development.

### **FUNCTIONS OF THE NATIONAL DISABILITY BOARD**

- Issues adjustment orders in terms of the act
- Formulates and develops measures and policies designed to ensure that persons with disabilities live independent lives and that they have access to all social services
- Estimates and reports to the Minister on the cost of proposed measures of the Social welfare
- Keep reviews of the Social Welfare.
- Recommends the Social Welfare on areas of improvement.

### **RIGHTS OF PEOPLE WITH DISABILITIES**

- To become self –reliant
- To live with their families
- To participate in Social, Creative or recreational activities
- To protect themselves from all forms of exploitation and abuse
- Give them access to medical and Psychological and functional treatment
- To provide specific facilities for their education and welfare
- Provide them with State funded education and training where and when they need it.

## **CHAPTER 8: PRODUCTION AND DISTRIBUTION OF GOODS AND SERVICES**

### **Factors influencing production of wealth**

#### **Ways of distributing resources**

- Allocation through government policy
- Decentralisation
- Donations
- Inheritance
- buying of land
- claiming

### **COMMUNALISM**

- Is collective ownership of resources
- No person claims to be the owner of land or community infrastructure
- Resources belong to the community

### **COMMERCIALISATION**

- Is the distribution of resources for profit making purposes
- This is common in urban areas where land for residential purposes is sold to people by companies, individuals, the city and town councils.

### **Reasons for land distribution in Zimbabwe**

- This came as a result of unequal distribution of land in Zimbabwe during colonial rule it also aimed to reduce poverty and improve economic growth
- It was also meant to address the inequalities in land possession and ownership between indigenous black population and the minority whites community in Zimbabwe
- It was meant to enable Zimbabweans to become self-reliant in terms of food production with the intention of eradicating poverty

**Fixed resources**-is any resource that will always be available

**Foreign currency**-is money of another country

**Land reform program?**-involves the changing of laws, regulations or customs regarding land ownership

**Wealth**-refers to large amounts of money and possessions

**Utilisation**-to put to use, especially to make profitable or effective use of something

**Factors affecting production are** Land, Labour , Capital and Entrepreneurship

**Land**



- Is a natural resource
- It is covered by all water bodies
- Resources like water, minerals, grass and plants survive on water.
- In Zimbabwe land was fought for.

## **Labour**

- Refers to work force or human resources
- Is required to produce goods and services
- It depends on the levels of skills, knowledge, memory, education, talent, and journeyman ship and ICT developments

## **Capital**

- refers to money or funds that are needed to start or operate a business  
it includes funds for purchasing machinery, equipment, and infrastructure.  
it is used to pay work force, pay taxes, bills, and other overhead expenses

## **Entrepreneurship**

- refers to how people use resources and market them for the benefit or profit

## **Concept of Industry**

**Industry**-is the process of making a natural resource into finished or semi-finished product using machines

Examples of Industries in Zimbabwe are Energy industry, Heavy and light industries, Agricultural processing industry, Automotive industry, Transport industry and Mining industry

## **Transport Networks**

- Air
- Road
- Railway
- water/Sea

## **Types of Industries in Zimbabwe**

**Primary industry**-extraction of raw materials like agriculture, forestry, fishing and open cast mining

**Secondary** -processing goods into finished or semi-finished products, Tobacco industry, Chemical industry, Baking industry, Oil refineries, Steel production and Beverages production

**Tertiary Industry**-provides skilled or semi-skilled people who offer services and semi-skilled people who offer services and knowledge to improve performance and productivity eg trademanship, insurance, health service, tourism and computer services

## **Types of industries in Early Zimbabwean Societies**

### **Mining**

- was done by people at Great Zimbabwe, Mutapa, Rozvi and other states
- They mined Gold, copper, iron and tin

### **Crafts**

- like iron smithing
- Gold smithing
- Weaving
- Wood work
- Carpentry
- Stone work

## **The role of industries in economic development**

- Employment creation
- Manufacturing of goods and services
- Payment of the taxes to the government
- Production of goods and services for domestic consumption and export
- Industries also help to improve people's living conditions in some societies

## **Features of formal sector**

- Employees work for fixed hours
- A formal contract is signed between the employer and employee with a clear job description, termination and conditions, benefits, annual and leave days
- Organised employment with clear rules
- Companies register and pays taxes.

**Informal sector**-refers to people who are self employed

## **Characteristics of informal sector**

- It does not have any written rules or agreements.
- It exists on verbal agreements
- It does not have any fixed wage and salaries.
- It does not have any fixed hours of work
- It relies mostly on daily earnings
- No labour associations
- Have poor awareness levels on environmental protection schemes
- They are not able to make savings
- Do not see the necessity of insuring their business
- Congested work environment

### **Constraints of the informal sector/Industries**

- Poor policy frameworks
- Capital constraints
- Bad corporate governance
- Corruption
- Viability challenges
- Sanctions imposed on Zimbabwe
- Nepotism
- Changes in national and global technologies
- Poor adaptation to current trends of economic affairs
- Political developments
- Poor skills

### **NATIONAL STRATEGIC RESOURCES**

- Are resources kept or preserved for use in times of need
- Are referred to as strategic because they serve the purpose of closing the gap created
- By exhaustion or shortage of subsistence resources.

### **EXAMPLES OF NATIONAL STRATEGIC RESOURCES ARE:**

- Oil reserves
- Water reserves
- Electricity reserves
- Grains reserves
- Money reserves etc
- Medical drugs reserves
- Fuel reserves

### **OBJECTIVES OF NATIONAL STRATEGIC RESOURCES**

- Economic development
- Social and cultural needs
- Political defence between leaders and their people

### **IMPORTANCE OF NATIONAL STRATEGIC RESERVES**

- They serve money required to buy or import resources that in short supply
- They help to reduce starvation
- They guard against conflicts arising from competition.

### **CHALLENGES FACED BY NATIONAL STRATEGIC RESERVES**

- Money problems

- Climatic conditions
- Infrastructure problems
- Corruption challenges

### **Types of businesses belonging to the informal sector**

- Vendors
- Hawkers
- small traders
- micro-entrepreneurs
- home based workers
- cobblers
- porters
- labourers
- artisans
- welders

### **Importance of the informal sector**

- It generates income for low income families
- It keeps low income groups occupied with jobs
- It generates employment opportunities
- It helps some firms sustain their business.

### **Food Preservation and Storage of indigenous food**

Food Preservation- involves preventing food from fungi, bacteria and other micro-organisms to slow oxidation of fats that causes food to go bad easily

#### **Drying**

- Fish
- Mufushwa
- Madora
- all are sprinkled salt for them to dry.

#### **Burying**

- matamba
- mazhanje
- bananas
- mangoes

**Boiling**-is done using heat or electricity for them not to go bad i.e. milk, water

**Salting** -putting salt on meat, fish etc.

## **Smoking**

- meat
- fish

## **Cooling**

- meat
- fish
- fruits
- milk

Morden/Contemporary food preservations

**Refrigeration**-is placing food in a fridge: milk,sadza and drinks

**Canning**-putting food in cans for fish i.e. fruits and meat

## **Fermenting**

- beer
- yoghurt
- cheese
- Wine

## **CHAPTER 9: GLOBAL ISSUES**

### **Environmental issues**

#### **Forms of Natural resources**

**Renewable Natural resources**-they are continuously supplied and renewed eg plants, animals and water

**Non –Renewable Natural resources**-these are resources that are not renewed once they are used up.

-they are also called inorganic in nature hence the term inorganic renewable resources.

-these include minerals such as tin, copper, platinum, gold, iron, zinc, diamonds and oil

### **LAND DEGRADATION**

- Is the process in which the value of the biophysical environment is affected by a combination of human-induced process acting upon the land
- It involves loss of top soil
- Loss of vegetation
- Increasing soil salinity
- Pollution of water resources

### **CAUSES OF LAND DEGRADATION**

#### **DIRECT CAUSES**

- Deforestation
- Overgrazing
- Agricultural practices ie use of fertilizers and chemicals
- Uncontrolled gold panning
- Industrialisation
- Urbanisation

#### **INDIRECT CAUSES**

- Poor land tenure policies
- Over reliance on agriculture as a source of living
- Lack of proper legislation to enforce environmental legislation

### **EFFECTS OF LAND DEGRADATION**

- Deterioration of the chemical and physical properties of the soil
- Accelerates soil loss
- Reduces the primary productivity of plant communities
- Results in a decline of bio-diversity
- Leads to increased hazards for human occupancy

- Reduces soil capacity to sustain plant growth for crops or pasture resulting in reduced crop yields

## **PREVENTION AND CONTROL MEASURES FOR LAND DEGRADATION**

- Strip farming
- Crop rotation
- Ridge and furrow formation
- Construction of dams
- Contour farming
- Planning
- Use of policies by the government

**Perpetual Natural Resources**-these are resources that last for millions of years e.g. air, wind, sun, mountains and moon

**DROUGHT**-is a prolonged lack of or no precipitation over a period of time.

**Causes of drought**-changes in weather patterns

## **TYPES OF DROUGHTS**

- Metrological drought-caused by weather partens
- Hydrological drought-caused by lack of rainfall /water from dams
- Agricultural drought-when crops wilt and die
- Socio-economic drought-demand affects supply

## **ECONOMIC EFFECTS OF DROUGHT**

- soil moisture depletion
- vegetation stress
- Veld fires
- Destruction of animal habitats

## **DROUGHT PRONE AREAS**

- Matabeleland South
- Masvingo
- South of Manicaland Province (Save Valley)
- Matabeleland North

## **Effects of Drought**

- Contraction of diseases like valley fever.
- Malnutrition
- Increase rate of Prostitution
- Lack of food

- Death of animals, human beings and plants.
- Reduced electricity of hydro-electric power.
- Decline in attendance in Schools
- Lack of water to drink
- Crops wilt
- Food aid agencies took advantage of people to get involved in politics.

## **PREVENTION OF DROUGHT**

- Use of reliable weather forecasts
- Monitoring using surface and satellite observations
- Impact assessment of droughts
- Better water and crop management
- Increases public awareness and education
- Reduction in water demand
- Improved water conservation and herd management

## **FLOODS**

- Refers to the situation where water overflows over the land.
- The river bank bursts because they can no longer contain the water and its flood plains

## **TYPES OF FLOODS**

- Flash floods-caused by heavy rainfall and sudden flooding
- Alluvial floods-caused by river flow
- Urban Floods-caused by poor drainage systems
- Coastal floods-caused by a rising level as a result of atmospheric pressure

## **FACTORS LEADING TO FLOODING**

- Widespread deforestation.
- Siltation of rivers
- Intense and prolonged rainfall
- Climate change which has also increased cyclone occurrences

## **Causes of Floods**

- Heavy and prolonged rainfall
- Melting Iceland
- Dam failures
- Increase in Tsunami/Cyclones

## **Negative effects of Floods**



- Loss of life
- Damage of property
- Misuse of funds by the government towards unbudgeted things
- Spread of diseases
- Disturbances of the Ecosystem
- Communication breakdown
- Political interference by NGOs and other organisation when the government fails to help its people.
- Changes in the river channels as a result of the river velocity
- Environmental degradation

### **FLOOD PRONE AREAS IN ZIMBABWE**

- Muzarabani
- Chidodo
- Middle Sabi
- Malapati
- Chikwalakwala
- Gokwe north
- Tsholoshu

### **FLOOD RESPONSES IN ZIMBABWE**

- Channelization
- Construction of dams and ponds
- Flood ways
- Use of flood plains

### **Positive effects of Drought**

- Introduction of predators
- Floods create flood plains with fertile soils
- Firewood from Debris
- Sand for building
- Water for irrigation
- Fish for a balanced diet

**Pollution**-Contaminating air, water, and land by discharging toxic materials that affects both animals and plants

**Pollutants**- are substances that pollute the environment.

**EMA stands for**-Environmental Management Agency

### **Causes of pollution**

- Wastes discharge from industries
- Toxic chemicals
- Sewage
- Fertilisers
- Chemicals
- Pesticides
- Exhausts fumes from vehicles
- Smoke
- Quarries

## **Types of Pollution**

**Air Pollution** -Can be caused by causes above

**Global warming**-is increased in temperatures that affects surroundings.It is caused by the emissions of gases into the atmosphere

## **Measures to reduce air Pollution**

- Use of filters, electrostatics, precipitators and scrubbers.
- Use of cleaner fuels in Engines
- Replacing charcoal and coal by electricity and solar energy
- Passing air pollution policies

**Ozone layer depletion**-pollution causes ozone layer depletion.

**Water pollution**-discharge of wastes into the water bodies

## **Causes of water pollution**

- Agricultural activities, use of pesticides
- Industrial activities
- Sewage
- Nuclear cooling
- soil erosion
- decaying organic matter
- Mineral leaching

## **Ways of reducing water pollution**

- recycling sewage water
- avoid discharge of toxic substances in water bodies
- Insert filters
- burn or bury used materials

**Noise pollution**-is unwanted sounds

## **Causes of Noise pollution**

- from operational machines
- industries
- Quarries
- Auto mobiles
- Military drills
- aeroplanes

## **EFFECTS OF POLLUTION**

- Environmental degradation
- Human Health
- Global warming
- Ozone layer depletion
- Infertility of the land

## **Ways of reducing Noise pollution**

- Putting silencers on machines
- Maintaining roads by the local councils
- Avoid use of loud speakers and drums during the night.
- Formulating laws that govern the landing and takeoff of aeroplanes

## **Pandemics and Chronic illness**

**Globalisation**-is the process of international integration arising from interchange of world views, products, ideas, and other aspects of culture.

**Pandemic**-is an epidemic disease that spreads across population over vast areas such as continents e.g. HIV and AIDS, Cholera, Dysentery, Ebola, Influenza, Typhoid, Small Pox, Measles, Tuberculosis and Leprosy

## **Ebola**

- Ebola Virus is also known as Haemorrhagic fever
- Caused by sharing of fluids and materials from infected people.
- virus spread from animals to humans through contact with infected wildlife such as fruit bats, chimpanzees and Gorillas
- It is transmitted through a person to person by direct contact through broken skin and mucous membrane via bodily fluids or secretions from infected people such as
  - Blood
  - Breast milk
  - semen
  - Sweat
  - Stool

- Urine
- Vomit

### **Countries where Ebola is common**

- Sudan
- Zaire
- DRC
- Uganda
- Guinea
- Sierra Leone
- Liberia
- Nigeria
- Mali
- Uk
- Italy

### **Symptoms of Ebola**

- Fever
- head ache
- back aches
- diarrhoea
- nausea
- vomiting
- rapid weight loss
- stomach pains
- red eyes
- Bleeding from the eyes
- Weakness
- Sore throat
- Rash
- Vomiting
- Reduced liver and Kidney function

### **PREVENTION OF EBOLA**

- Rapid quarantining
- Wearing protective clothes
- Handling animals with Ebola with protective clothing
- Cooking animal products thoroughly
- Safe burial practices
- Safe injection practices
- Regular hand washing

- Sanitation
- sterilisation of the environment
- Identification and isolation of infected
- Feeling hungry always

## **IMPACT OF EBOLA**

- death of people-more than 16000 children lost their parents in Guinea, Liberia, and Sierra Leone in 2015
- Low production in agriculture in the above mentioned countries.
- Closure of schools in the above mentioned countries in 2014 for six months due to the outbreak of Ebola
- In Sierra Leone, Christmas was cancelled.
- Losses of Jobs in Liberia.

## **Hypertension**

Primary Hypertension-affects adults mainly

Secondary Hypertension-appears to be sudden

### **Causes of hypertension**

- Obstructive sleep
- Kidney problems
- Adrenal gland tumours
- Defects in blood vessels
- Birth control pill
- Illegal drugs like cocaine
- Smoking
- Stress
- Use of too much salt
- abuse of alcohol

### **Symptoms of Hypertension**

- High blood pressure
- Headaches
- Heavy body
- Dryness on the mouth

## **HIV AND AIDS**

**HIV**-Human immune Deficiency Virus

**AIDS**-Acquired Immune Deficiency Syndrome.

### **Causes of HIV and AIDS**

- Is caused by HIV virus
- Is transmitted through infected blood or semen or vaginal fluids,
- By having unprotected sex with an infected partner or mother to child transmission
- Contact with infected blood
- Semen and vaginal fluids
- Most people get the virus by having unprotected sex with someone who has HIV
- Sharing sharp objects with an infected person.
- Mother to child transmission.

### **Symptoms of HIV and AIDS**

- Weight loss
- Diarrhoea
- lymph nodes on the neck
- swollen stomach
- Fever
- Nausea
- Vomiting
- Night sweats
- Fatigue
- Nail changes
- Vaginal; yeast infection
- Pelvic inflammation
- Chest pains
- Mouth sores
- Reddish lips
- Sore throat.
- Head ache
- Swollen glands
- Extreme tiredness

### **Preventative measures of HIV and AIDS**

- Abstinence from sex
- Avoiding multiple sexual partners
- Use of preventative pills to prevent mother to child transmission
- Use of Condoms
- Knowing HIV status and being responsibly
- Being faithful to one partner.
- Use of preventative pills to prevent mother child transmission
- Getting tested and treated for sexually transmitted diseases (STIS)

### **ECONOMIC IMPACT OF HIV/AIDS**

- Reduces the availability of Human Capital.
- poor prevention methods, poor nutrition, poor health care and lack of medicine in
- developing countries are increasing the number of people from HIV/AIDS
- People with AIDS will not be able to go to work
- Increasing in the number of Orphans
- increasing mortality results in a small skilled population and labour force
- Reduced Knowledge and work experience will lead to reduced productivity.

## **SOCIAL IMPACT OF HIV AND AIDS**

- Death of many people.
- More orphans has been left behind on earth
- Premature death of larger numbers of young adults

## **CHOLERA**

### **CAUSES OF CHOLERA**

- Contaminated water or food by bacteria.
- Poor Sanitation
- Poor Hygiene
- Contaminated food and fruits and vegetables

### **SYMPTOMS OF CHOLERA**

- Explosive watery diarrhoea
- Vomiting
- Leg cramp
- Severe dehydration

### **SIGNS OF DEHYDRATION ARE:**

- Loose Skin
- Sunken eyes
- Dry mouth
- Decreased Secretion
- Low Blood Pressure
- Fast Heart beat
- Dizziness
- Rapid weight loss

### **PREVENTION AND REDUCING THE RISK OF CHOLERA**

- Eat peeled fruits
- Avoid salads, raw fish, and uncooked vegetables
- Ensure that food is thoroughly cooked

- Make sure that water is bottled or boiled and safe to consume.  
avoid street food

## **IMPACT OF CHOLERA**

- Human suffering
- Loss of life
- Restrictions from travel

**DYSENTRY**-Is an intestinal inflammation, especially in the colon, that can lead to severe diarrhoea with mucus or blood in the faeces.

## **CAUSES OF DYSENTRY**

- Is caused by Bacillary Dysentery caused by Shigella
- It is found in faeces

## **CAUSES OF DYSENTRY**

- Contaminated food
- Uncooked food such as Salads
- Poor sanitation
- Poor water supplies and sewage disposals
- Human faeces are used as fertilisers

## **SYMPTOMS OF DYSENTRY**

- Mild stomach pain
- bloody diarrhoea
- Watery diarrhoea that contains blood or mucus
- Nausea
- Vomiting
- Severe abdominal pain
- Stomach cramps
- High temperature (fever)

## **PREVENTION OF DYSENTRY**

- Wash your hands with soap after visiting the toilet.
- Wash your hands before handling or eating food
- Wash your hands before handling babies or feeding them.
- Stop contacting with people who are infected.
- Avoid sharing towels
- Wash the clothes of an infected person with hot water.
- Drink boiled and safe water
- Eat peeled fruits



- Do not eat anything sold at the market

## **EFFECTS OF DISEASES ON INTERNATIONAL COMMUNITIES**

- Loss of lives
- Death of many people
- Lowering the Gross Domestic Product (GDP)
- Diseases affect funds of the economy
- Some diseases scare away investors
- Can result also in inflation

**Human trafficking**-is illegal movement of people and children for the purpose of exploitation or sexual activities.

## **International treaties signed by Government to control Human trafficking**

- United Nations Convention Transnational Organised crime
- Protocol to Prevent ,Suppress and Punish Trafficking in Persons especially Women and Children
- The Zimbabwe Trafficking Persons Act (Chapter9;25)

## **False promises by traffickers to Human**

- Greener pastures
- Good jobs
- High returns
- Better life
- Dreams

## **Causes of Human Trafficking**

- Poverty
- family rejection
- truancy
- deviancy
- marginalisation
- wars
- conflicts
- Discrimination
- Economic challenges
- Love of money
- Natural Disasters
- False marriage Promises
- Sale of Children by Parents
- False hopes to escape poverty

### **Countries affected by human trafficking**

- DRC
- Somalia
- Zimbabwe
- Mozambique
- South Africa
- Zambia
- Eritrea

### **Used in Countries like**

- UK
- Canada
- Australia
- Asia
- USA

### **Impact of Human Trafficking**

- denial of freedom on the part of the victim
- Deprivation of education
- Disturbance on the part of physical and mental development
- Extreme form of Child labour
- It affects the growth of the economy
- Increase in other serial crimes
- Spread of sexual disease through rape etc
- Increase in violence
- Increase in unwanted pregnancies
- Psychological deprivation
- Sexual abuse
- Trauma
- Drug Abuse
- Disunity
- Drug trafficking conduits
- Breakup of families
- Disrupts the social fabric of the country
- It brings gangsterism
- Burdens the country 's health system
- Government loses a lot of money in trying to fight these illegal activities and to accommodate refugees
- Violation of international law by people who cross borders without proper documentation

- Increases incidents of cross-border movements which leads to deterioration of security levels along borders

### **Strategies to prevent human trafficking**

- Education
- Awareness campaigns
- Communication through responsible Ministries
- Creating Clubs at Schools to deal with issues like diseases and Human trafficking
- Government to increase diplomatic corporation on human trafficking issues
- All those seeking employment must seek it through embassies
- Avoid the love of money offered by strangers
- Avoid exchanging secrets on whatsapp,facebook,and internet
- Avoid responding to job adverts offering fake employment agents
- Be sure on the job employment opportunity offered in and outside Zimbabwe.
- Listen to government's position regarding trafficking development
- Imprisonment for life or years not more than 10 years.
- Domestication of international law by individual countries to curb trafficking of people
- Providing stiffer penalties for both traffickers and the trafficked
- Public awareness campaigns on radios and other medias
- Potential job seekers should go through the ministry the Ministry of Foreign Affairs to check for the Authenticity for job advertisements.
- Government should educate citizens on the dangers of engaging unregistered agents to facilitate their job searches.
- Government should create jobs and improve people's standards of living
- Creating national policies e.g. trafficking policy.
- There should be increased cooperation between governments, NGOs and the Private sector in controlling migration.