

**THE PARTICIPATION OF RURAL BASED
TEACHERS IN COMMUNITY DEVELOPMENT
ACTIVITIES IN THE CHIVI DISTRICT,
MASVINGO, ZIMBABWE**

by

EDMORE NTINI

submitted in part fulfilment of the requirements for the degree of

MASTER OF ARTS

in the subject

DEVELOPMENT STUDIES

at the

UNIVERSITY OF SOUTH AFRICA

SUPERVISOR: DR DA KOTZE

NOVEMBER 2006

DEDICATION

I am morally and spiritually obliged to dedicate this work to the departed, living, and yet to come members of my lineage, namely my great grandparents, Velemu Ntini and MaNyath, as well as the following people: My grandparents, Mzanywa Ntini and MaNsingo. Mzanywa's brothers, Ndabankulu, Nhatale, and Qobodo, and sisters Vaphi, Ziho and Nhani. My parents, Dingimuzi Ntini (Mzanywa's son) and Magnet (MaNcube). My uncles, Katshana, Dumakhudhe and Nyang'azonke, and aunts Mbhule, Qubatsha, Siziwe, Mendiwe, Senzeni and M'thandazo. My brothers, Qinisa, Norman and Victor, sisters Stembile and Unity. My wife, Florance (MaNdhlovu) and children Raviro (Mantombi) and Vusa. All descendents of the houses of Ndabankulu, Mzanywa, Nhatale and Qobodo, who are too numerous to mention here.

DECLARATION

I, Edmore Ntini, declare that: **The participation of rural based teachers in community development activities in Chivi District, Masvingo, Zimbabwe** is my own work and that all the sources that I have used or quoted have been indicated and acknowledged by means of complete references.

Signed:
[Edmore Ntini]

Date:

At: **UNISA**

ACKNOWLEDGEMENTS

I would like to thank Dr Derica Kotze of the Department of Development Studies (UNISA) for her professional guidance throughout this research. A sincere acknowledgement is made of the moral support I received from Rita Venter, Professor Peter Stewart, Professor Linda Cornwell, Stephan Treurnicht, Jeff Modiga and Professor Frik De Beer of the Department of Development Studies at UNISA. Further acknowledgements go to my wife Florance and our children for enduring and sadly accepting that the search for academic excellence interferes with family responsibilities.

I sincerely acknowledge the valuable input and comments by Felix Gwenzi, a friend and former student of the University of Zimbabwe, who has worked for several NGOs in Zimbabwe. The unconditional support I got from the following cannot go unmentioned: National Aids Council (NAC), Masvingo; Ministry of Education, Sports and Culture, Masvingo; Dr Sande, Provincial Medical Officer (PMO), Masvingo Province; and Miss Kwanai, an agronomist with the Ministry of Agriculture, Lands and Rural Development, Masvingo Province. Thank you to all who took part in this research and to Mrs. M. Chipanga for all the efficient typing services provided. Lastly, my sincere gratitude to Mr. Ebron Ngoma for the preliminary editorial services provided, and to Miss Leanne Brown, subject librarian at UNISA Library, for the final editing of this work.

ABSTRACT

Too often, literature on participation in community development is void of the rationale for the participation of teachers; the roles they may play; factors for and against their participation; and strategies for inviting and sustaining their participation. This study examines what could be done to ensure the participation of rural based teachers in community development activities, by exploring these issues. A qualitative design and purposeful sampling are used. The sample consists of information-rich informants from the following five categories: officials of the Rural District Council, non-governmental organisation workers, rural based school teachers, Village Development Committee Chairpersons, and ordinary community members. Interviewing is used as the major instrument of data collection. The study reveals that rural based teachers should participate in community development activities, since they have a wide knowledge base and transferable skills, and they are part of and trusted by the community. It reveals that rural based teachers' participation is deterred by political factors, lack of supportive policies, attitudes, conservativeness, lack of specialized training, and labour issues. Twenty two roles are identified for rural based teachers in community development activities. Strategies for inviting them to participate are: the use of policy, change of attitudes, use of media campaigns, training, and inclusion of community development in tertiary education in general, and teacher education in particular. Strategies for sustaining their participation emerge as: the use of incentives, free time or days off and holding responsible offices. Sixteen recommendations are finally presented.

ABBREVIATIONS

CADEC	Catholic Development Commission
CD	Community Development
NGO	Non Governmental Organization
RUDO	Rural Unity For Development Organization
VIDCO	Village Development Committee
WADCO	Ward Development Committee
ZIRRCO	Zimbabwe Institute Of Religious Research and Ecological Conservation
ZNAC	Zimbabwe National Aids Council

SUMMARY OF KEYWORDS

Community development; development activities; rural based teachers; participation; roles; political factor; socio-economic factor; non-governmental organisations; involvement; villagers; levels of participation; respondents; Chivi district; Masvingo province.

TABLE OF CONTENTS	PAGE
Dedication	i
Declaration	ii
Acknowledgements	iii
Abstract	iv
Abbreviations	v
Summary of keywords	vi
Tables	
4.1	115
4.2	130

CHAPTER 1	PAGE
INTRODUCTION	
1.1 Field and focus of study	1
1.2 Background to the study	2
1.3 Research problem	4
1.3.1 Research questions	4
1.4 Objectives and relevance of the study	5
1.4.1 Objectives	5
1.4.2 Relevance	6
1.5 Research methods	7
1.5.1 Research methods used	10
1.5.1.1 Observation	10
1.5.1.2 Interviewing	11
1.5.1.2.1 The unstructured interview	13
1.5.1.2.2 The semi-structured interview	14
1.5.1.2.3 The “Elite” interview	15
1.5.1.2.4 The interview guide	16

1.5.1.3 Literature review	17
1.5.1.4 Personal journal, field notes, tape recordings	18
1.5.2 Sampling	19
1.5.3 Reliability and validity of the research	21
1.5.4 Gaining access	23
1.5.5 The process of data analysis	24
1.6 Classification of chapters	25

CHAPTER 2

PAGE

THEORETICAL FRAMEWORK: COMMUNITY DEVELOPMENT AND PARTICIPATION

2.1 Introduction	28
2.2 Definitions of community development	29
2.3 Approaches to community development	33
2.3.1 Community development as a process	33
2.3.2 Community development as a method	35
2.3.3 Community development as a program	36
2.3.4 Community development as a movement	36
2.4 Philosophy of community development	37
2.5 Basic principles of community development	38
2.5.1 Human solidarity	38
2.5.2 Social equity	39
2.5.3 Respect for others	40
2.5.4 Continuing activism	40
2.6 Aims of community development	41

2.7	Participation in community development	44
2.8	Rationale for teacher participation in community development activities	47
2.9	Levels of participation	60
2.9.1	Participation in response to an order or force	61
2.9.2	Voluntary participation prompted by a reward	62
2.9.3	Voluntary participation prompted by awareness	62
2.9.4	Participation by suggestions and criticism aimed at the improvement of an activity	63
2.9.5	Participation by taking initiative	64
2.9.6	Participation through initiative	64
2.10	Participation and political factors	65
2.11	Participation and socio-economic factors	68
2.12	Roles of non-governmental organisations (NGOs) in the development process	70
2.13	Roles of community-based organisations in the development process	72
2.14	Conclusion	73

CHAPTER 3

PAGE

THE POVERTY SITUATION IN THE CHIVI DISTRICT

3.1	Introduction	75
3.2	Demographic data	76
3.3	Living conditions	77
3.3.1	Educational facilities	77
3.3.2	Health facilities	78
3.3.3	Communications	79

3.3.4	Economic activities	80
3.4	The involvement of NGOs in the Chivi district	81
3.4.1	Descriptions of NGOs operating in the Chivi district	82
3.4.1.1	Christian Care	82
3.4.1.2	Zimbabwe Institute of Religious Research and Ecological Conservation (ZIRRCO)	83
3.4.1.3	Care International in Zimbabwe	84
3.4.1.4	Catholic Development Commission (CADEC) and Rural Unity for Development Organisation (RUDO)	84
3.4.2	Missions of NGOs in the Chivi district	85
3.4.3	Objectives of NGOs in the Chivi district	85
3.4.4	Development activities of NGOs	88
3.4.5	Skills and values of NGOs	90
3.5	Involvement of stakeholders in the Chivi district	91
3.5.1	Local people	92
3.5.2	Government institutions	93
3.5.2.1	Traditional leaders	94
3.5.2.2	Representatives of central government departments	94
3.5.2.3	Specialised local organisations	95
3.5.2.4	Local government bodies	95
3.6	Conclusion	99

CHAPTER 4

PAGE

PRESENTATION AND DISCUSSION OF FINDINGS

4.1	Introduction	101
-----	--------------	-----

4.2	Research participants	101
4.2.1	Officials of the Chivi Rural District Council	102
4.2.2	NGO workers	104
4.2.3	Rural-based teachers	105
4.2.4	Village Development Committee (VIDCO) chairpersons	106
4.2.5	Ordinary community members	107
4.3	Findings of the study	108
4.3.1	General knowledge of community development	109
4.3.2	General knowledge of participation	111
4.3.3	Roles of rural-based teachers in community development activities	113
4.3.4	Teacher competencies for community development activities	119
4.3.5	Gains and losses for the community emanating from rural-based teachers' participation in community development activities	122
4.3.5.1	Gains	122
4.3.5.2	Losses	127
4.3.6	Factors in favour of and factors that deter rural-based teachers' participation in community development activities	129
4.3.6.1	Factors in favour of rural-based teachers' participation in community development activities	130
4.3.6.1.1	Possession of wide knowledge	130
4.3.6.1.2	Possession of transferable skills	131
4.3.6.1.3	Being part of and trusted by the community	132
4.3.6.2	Factors deterring rural-based teachers from participating in community development activities	134
4.3.6.2.1	Unfavourable political conditions	134
4.3.6.2.2	Lack of a specific supportive policy	137
4.3.6.2.3	Attitudes	138

4.3.6.2.4	Lack of opportunities and incentives	140
4.3.6.2.5	Conservativeness of villagers and teachers	141
4.3.6.2.6	Lack of training in community development	142
4.3.6.2.7	Labour issues	143
4.3.7	Inviting rural-based teachers to participate in community development activities	145
4.3.7.1	Inviting rural-based teachers to participate	145
4.3.7.2	Strategies for sustaining rural-based teachers' participation in community development activities	148
4.4	Conclusion	150

CHAPTER 5

PAGE

CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	151
5.2	Findings	153
5.2.1	General knowledge of community development	153
5.2.2	General knowledge of participation	153
5.2.3	Roles of rural-based teachers in community development activities	154
5.2.4	Teacher competencies for community development	154
5.2.5	Gains for the community if rural-based teachers participate in community development activities	155
5.2.6	Losses to the community if rural-based teachers participate in community development activities	156
5.2.7	Factors in favour of rural-based teachers' participation in community development activities	156
5.2.8	Factors that deter rural-based teachers from participating in community development activities	157
5.2.9	Strategies for inviting rural-based teachers to participate in community development activities	158

5.2.10 Strategies for sustaining rural-based teachers’ participation in community development activities	158
5.3 Recommendations	159
5.4 Conclusions	162

	PAGE
ANNEXURES	
A. Interview guide	164
B. Interview with a rural based teacher	165
C. “Elite” interview with a Non-Governmental Organisation Worker	169
D. Interview with an ordinary village member	180
E. Extracts from field notes on teachers’ informal/unstructured interviews	183
F. Interview with an official of the Chivi Rural District	185
G. Interview with one Village Development Committee (VIDCO) chairperson	188
5.5 Bibliography	193

CHAPTER 1 : INTRODUCTION

1.1 FIELD AND FOCUS OF STUDY

This topic falls within the discipline of Development Studies in general, and specifically in the field of community development, with a focus on the participation of rural based teachers in community development activities. The geographical focus is the rural community in the Chivi district of Masvingo Province in Zimbabwe. This study addresses the definition of community development (CD), approaches of community development, basic principles and aims of CD, and participation. An analysis of the roles of non-governmental organisations (NGOs) in the development process is done. The poverty situation in the Chivi district is described by means of interpretation of demographic data and living conditions. A description of NGOs operating in Chivi district is given, with a focus on their mission, objectives, development activities, strategies, skills and values. The involvement of other stakeholders is also addressed, leading to the rationale for teacher participation in CD activities in general. Respondents are selected and interviewed to obtain data on how rural based teachers can participate in CD activities. The presentation and discussion of findings is given, leading to conclusions and recommendations.

1.2 BACKGROUND TO THE STUDY

The economic and social situation in the Chivi district of the Masvingo Province in Zimbabwe indicates that there are a lot of economic and social problems requiring urgent attention by those with an interest in rural community development. According to the Zimbabwean government's Central Statistics Office (2002), demographic data show a continuous decline in population growth (by 5 067), and an increase in the number of orphan and child-headed families (by 7%). The Zimbabwe government's National Aids Council (2002:12) reveals that living conditions in the Chivi district are poor and health facilities are inadequate and poorly equipped. HIV/AIDS deaths and HIV/AIDS related illnesses, hunger and malnutrition, are common and an ever-increasing number of patients require home-based care. This grim picture is well illustrated in Chapter 3, sections 3.2 and 3.3. Non-governmental organisations are frantically involved in community development activities such as HIV/AIDS education and awareness, gender and development education, sustainable agriculture and agricultural development, livestock restocking, advocacy, skills training, seed diversity and security, natural resource conservation and management, rehabilitation of water resources and construction of sanitary facilities. The role of NGOs and other stakeholders such as government institutions, local people and local government bodies is very important in such an environment, and is discussed in detail in Chapter 3, sections 3.4 and 3.5, indicating that teachers are not being placed anywhere in community development plans and activities in the Chivi district. Teachers in the Chivi district are not targeted by NGO development policies,

and do not belong to any Ward Development Committee (WADCO) or Village Development Committee (VIDCO). The theoretical framework in Chapter 2 indicates a glaring absence of teachers in community development activities such as improving sanitation conditions, provision of clean and adequate water, water preservation and management, human rights and gender education and income generating projects. Rural based teachers are prominent in CD activities such as literacy programmes and adult literacy.

Writers in the post-1980s, like Swanepoel (1985, 1986, 1987, 1989, 1996, 1997); Swanepoel and De Beer (1998); Abbot (1995); Anyanwu (1988); Chambers (1992); Bryant and White (1984); Dore and Mars (1981); Gow and Morss (1981); Gow and Vansant (1983); Makumbe (1996) and many others, are quite practical in this subject and yet have not addressed the possibility of teachers taking part in community development activities. Their focus on the rural poor and community development efforts does not specify the role teachers can play. There is an emphasis on involving several structures in society, but teachers are not specifically mentioned. The concept of community development is complex, as the theoretical framework in Chapter 2 demonstrates. In this study, community development is viewed as “a process by which efforts of the people at the grassroots level are united with those of the government to improve the socio-economic and cultural conditions of the communities” (Sharma, 2000:183). While in Chapter 2, the theme of participation is discussed in detail, the operational definition of participation adopted for this research is that it is the action by which people are voluntarily taking part in community development activities to improve

their living conditions. This then makes our research problem open for consideration.

1.3 RESEARCH PROBLEM

McClenaghan (2000:1) points out that community development, among other purposes, involves citizens in collective activities aimed at socio-economic development. Community development in the Chivi district excludes teachers as if they are not part of the citizenry involved in community development. NGO policy and action manuals do not mention the rural based teachers at all. Literature on participation in community development activities is silent regarding the part rural based teachers can play. Rural based teachers (professionals in teaching and learning), residing and always interacting with the rural poor, are not participating and therefore the need to investigate their non-participation is self-evident.

The research problem of this study is the lack of participation of rural based teachers in CD activities in the Chivi district of the Masvingo Province in Zimbabwe.

1.3.1 RESEARCH QUESTIONS

Emanating from the main research problem, namely the lack of participation of rural based teachers in community development activities in the Chivi district, the following research questions should be answered:

- ❖ What is community development?
- ❖ What is participation?
- ❖ Why should teachers participate?
- ❖ What roles can rural based teachers play in community development activities?
- ❖ Do teachers have the basic awareness, knowledge and skills necessary for participation in community development activities?
- ❖ Why are teachers not participating in community development activities?
- ❖ What are the gains and losses for the community resulting from teachers' participation in development activities?
- ❖ What strategies can be put in place to involve rural based teachers in community development activities?

The research question can be formulated as follows:

What are the main reasons for the lack of participation of rural based teachers in community development activities, and what can be done to increase their effective participation in this regard in the Chivi district of Masvingo?

1.4 OBJECTIVES AND RELEVANCE OF THE STUDY

1.4.1 OBJECTIVES

This study is concerned with the non-participation of teachers in community development activities in the Chivi district in Zimbabwe. The situation in the Chivi district, described in Chapter 3, indicates that there are severe problems. Community development workers of the various NGOs and the Chivi Rural District Council are not doing much to reduce

the problem. They are not making efforts to remove factors hindering the participation of teachers, or to facilitate the factors that promote teacher participation. This study aims to establish the main reasons for the lack of participation of rural based teachers in community development activities, and to propose guidelines on what can be done to increase their participation in community development activities in the Chivi district of Masvingo. In order to achieve this, this study will do the following:

- ❖ explain the concept of community development ;
- ❖ clarify and describe the concept of participation.;
- ❖ provide the rationale for teachers' participation in community development;
- ❖ determine what roles rural based teachers can play in community development activities;
- ❖ determine the basic awareness, knowledge and skills teachers have that are necessary for participation in community development;
- ❖ identify and describe the causes of non-participation by teachers in community development activities;
- ❖ determine the gains and losses for the community resulting from teacher participation in development activities; and
- ❖ recommend guidelines that can be put in place to involve rural based teachers in community development activities .

1.4.2 RELEVANCE

This problem has been selected to ensure that today's rural communities exploit the abundance of skills and talent in their local schools in their

development efforts and activities to enhance their living standards. Another reason is to provide a set of guidelines along with which teachers and the community can work for their common good through community development activities. There is a need to establish how teachers can be involved in development activities. This problem enables the search for strategies that may be put in place for the continuous participation of rural based teachers in community development activities, and the nature of development projects which teachers should be involved in. This problem has been chosen for its potential to lead us to establishing roles that teachers can play in community development activities.

Another rationale is to revamp the role of teachers in society as active and participating members in as many areas of development as possible.

This research may lead to the emergence of a new teacher-community partnership based on genuine trust, solidarity and mutuality, in Zimbabwe's rural areas. The findings of this study may have a bearing on the need to train teachers in community development principles and techniques, so that they can better use the skills obtained through their studies to organise development activities at the micro-level, involving parents and pupils.

1.5 RESEARCH METHODS

This section addresses the qualitative research design and methodology followed in this study. To achieve the aim of this study, the following research

methods have been used: observation, interviewing, the interview guide, purposive sampling, literature review, personal journals, field-notes and tape recordings. A synopsis of data analysis, including the use of codes and the process and preparation for data analysis, is outlined.

Qualitative research is any kind of research that produces findings not arrived at by means of statistical procedures or other means of quantification (Strauss and Corbin, 1990:17). McMillan and Schumacher (1993:14) point out that it presents facts narratively with words, and is concerned with understanding the social phenomenon from the participants' perspectives, and this occurs through the researcher's participation in the life of those actors in a research role or through historical empathy with participants in past social events. Nachmias and Nachmias (1996:28) point out that qualitative approaches help us understand behaviour by getting to know the persons involved and their values, rituals, symbols, beliefs and emotions. In this research, this approach is appropriate in that the researcher typically investigates an aspect (non-participation in development activities by teachers) as it occurs naturally in a non-contrived situation, ie. the Chivi district. This further allows the researcher to get first-hand information from the people concerned, namely teachers, villagers, development workers and administrators and their understanding of why teachers are not involved, how they may be invited to participate, and how their participation can be sustained. Another reason for using this approach is that the researcher wants to understand the problem from the perspective of the aforementioned participants themselves as they

experience the problem in their reality (Chivi district) and as they view the problem and give meaning to it in their situation.

In qualitative research, multi-method strategies are used to gather data. In this research, interactive (observation and interviews) and non-interactive (the use of documents) strategies have been used. The advantage of this combination of strategies is that they allow the researcher to systematically observe, interview and record processes as they occur naturally. These activities are appropriate to this research because they "...are carried out in close proximity to a local setting for a sustained period of time ..." (Miles and Huberman, 1994:9).

According to Miles and Huberman (1994:10), the strengths of the qualitative approach may be summarised as follows:

- focuses on naturally occurring, ordinary events in natural settings, so that we have a strong handle on what "real life" is like;
- enables us to understand the latent, underlying or non-obvious issues because of its local groundedness, proximity to a specific situation, emphasis on a specific case in its context, and environmental influences;
- enables us to obtain data that is rich and holistic, revealing complexity by "thick descriptions" that are vivid, nested in a real context and have a ring of truth; and
- enables us to locate the meanings people give to the events, processes and structures of their lives, and their perceptions, assumptions, prejudgments, and presuppositions.

1.5.1 RESEARCH METHODS USED

The aim of this research is to establish guidelines on how to involve teachers in community development activities. The following strategies were used: observation, interviewing and literature review.

1.5.1.1 *Observation*

Gillham (2000a:45) defines observation as watching what people do, listening to what they say, and sometimes asking them to clarify questions. It entails the systematic noting of events, behaviours and artefacts (objects) in the social setting chosen for study (Marshall and Rossman, 1999:107). Neuman (2000:361) points out that the researcher becomes an instrument that absorbs all sources of information. In this research, participant observation has been used. This technique enabled the researcher to visit the community development projects in the Chivi district and note issues reflecting the non-participation of teachers, such as the fact that none of the local school teachers were members of any community development committee or were present at village development meetings, and no NGO worker made an effort to involve teachers. This technique allows room for discussion, as the need to have some aspects clarified naturally emerges.

In participant observation, the researcher identifies himself as a researcher and interacts with the participants in the social process, but makes no

pretence of actually being a participant (Babbie, 1989:266). This is suitable for the researcher because he travels from elsewhere to conduct the research and is not a teacher or member of the Chivi community. This method enables the researcher to observe leaders, teachers and development workers, visit villagers where they live, and observe development work. McMillan and Schumacher (1993:415) point out that in this case the researcher establishes this role strictly for the research and obtains permission to create the role for the sole purpose of data collection. McMillan and Schumacher (1993:13) point out that the informed consent of subjects should be obtained by explaining the research to them. In this research, the researcher did reveal his status to the members of the Chivi district being studied. The researcher made an effort to explain the advantages of this research to the subjects and their entire community.

1.5.1.2 *Interviewing*

An interview is described by Gillham (2000b:1) as a conversation, usually between two people, in which one person (the interviewer) is seeking responses for a particular purpose from the other person (the interviewee). Maykut and Morehouse (1994:80) are more accurate in saying that an interview is a form of discourse shaped and organised by the asking and answering of questions, thereby allowing the interviewer and interviewee to talk about the focus of the study, and it also leads to a discussion of thoughts and perceptions. Gillham (2000a:62) says that the overwhelming strength of the face-to-face interview is the “richness” of the communication that is

possible. According to Bogdan and Biklen (1992:96), in this type of research the interview is used as the dominant strategy of data collection, in combination with observation, document analysis or other techniques. In all these situations, the interview is used “to gather descriptive data in the subjects’ own words so that the researcher can develop insights on how subjects interpret some piece of the world” (Bogdan and Biklen, 1992: 96). In this research, the researcher used the interview as the dominant strategy for data collection, in conjunction with observation.

Qualitative interviews are suitable in this research because a small number of people are involved. Gillham (2000b: 11) states that in qualitative interviews, most questions are open-ended and require an extended response with prompts and probes, and everyone selected is “key” and cannot be excluded at all. Gillham (2000b: 11) points out that although interview guides are used, qualitative interviews offer the interviewer considerable latitude to pursue a range of topics, and offer the subjects the opportunity to shape the content of the interview. When the interviewer controls the content so rigidly that the interviewee cannot tell his/her story in his/her own words, “the interview falls out of the qualitative range”. The researcher took all this into account during this research. The formal semi-structured interview and the informal unstructured interview have been used. Therefore, the researcher had to obtain the informed consent of all the participants.

1.5.1.2.1. *The unstructured interview*

The unstructured interview suits this qualitative research. Babbie (1989:270) points out that unstructured interviews are usually more appropriate to field research, as they have greater flexibility and freedom. The researcher tried to gain an understanding, in considerable detail, regarding why teachers are not participating in community development activities. In this case, the researcher used open-ended questions. Babbie (1989:270) defines an unstructured interview as an interview taking place between an interviewer and a respondent, in which the interviewer has a general plan of inquiry but not a specific set of questions that must be asked in a particular way and in a particular order. McMillan and Schumacher (1993:426) call this the informal conversation interview, with questions emerging from the immediate context and being asked in the natural course of events: there is no predetermination of question topics or phrasing. Babbie (1989:270) says that ideally the respondent should do most of the talking. Borg and Gall (1989:453) point out that although the interviewer does not employ a detailed interview guide, he/she “has a general plan and usually asks questions or makes comments intended to lead the respondent towards giving data to meet the interviewers objectives”. In this research, the researcher used unstructured interviews well in the beginning of the research, to establish teachers’ own reasons for not participating in community-based development activities and the factors that kept them from participating per se, for example, some teachers were spoken to at a bus stop. This provided data that would not have been obtained in formalised settings. The unstructured interview was also used to

obtain data in informal settings such as a local shopping centre called Maringire in the Chivi district, where the researcher interviewed ordinary community members.

1.5.1.2.2. *The semi-structured interview*

The semi-structured interview was used in this research because it has the advantage of being reasonably objective, and it allows for individual responses (McMillan and Schumacher, 1993:251). Borg and Gall (1989:452) say that the semi-structured interview permits a more thorough understanding of the respondents' opinions and the reasons behind them than would be possible using a mailed questionnaire. The researcher found the semi-structured interview generally to be most appropriate to interview studies in development-related research, and adopted it as a major tool for this study because it allows for the expression of opinions. Gillham (2000a: 65) argues that if well handled, the semi-structured interview can be the richest single source of data. Rubin and Rubin (1995:5) state that, in using semi-structured interviews, the researcher introduces the topic and thereafter guides the discussion by asking specific questions. Robson (1993:231) points out that there is the advantage, on the part of the interviewer, of being able to modify the order of questions based upon the context of the conversation, change the wording of questions, give explanations, leave out particular questions that may seem inappropriate with a particular interviewee, and include additional questions. Bogdan and Biklen (1992:97) contend that, although the interview guide is used, semi-structured interviews offer the researcher considerable

latitude to pursue a range of topics, and offer the interviewee the opportunity to shape the content of the interview. Thus, the researcher used the semi-structured interview for its ability to combine depth and objectivity, and to obtain detailed data accounting for the non-participation of rural based teachers in community development activities in the Chivi district. Participants such as teachers and development workers were expected to be critical, inquisitive and challenging. The semi-structured interview was necessary, although the interview guide was still to be used to ensure that interviewer and interviewee remained focused.

1.5.1.2.3 *The “Elite” interview*

Gillham (2000b:81); McMillan and Schumacher (1993:427) and Neuman (2000:152) concur that the elite interview is a special application of interviewing that focuses on people considered to be influential, prominent, well-informed in an organisation or community, people in positions of authority, and those in privileged positions on the basis of their knowledge and skills. This research targeted officials of the Chivi Rural District Council, fieldworkers, administrators in the various non-governmental organisations operating in the Chivi district, and heads of schools. These people, as Gillham (2000b: 81) points out, are likely to have a particularly comprehensive understanding of the wider context of why teachers are not participating in community development, and to be privy to information that is withheld from others.

This type of interview enabled the researcher to get the informed opinions of teachers, particularly concerning whether there was room for their participation in

community development activities in their job descriptions, and whether the heads of their schools would allow them to engage in such activities. NGO officials and fieldworkers, as specialists in development work, were targeted because the informed reasons for them not including rural based teachers in community development activities had to be obtained from “the horse’s mouth”. When questions (for example, questions 5, 10 and 11 of Annexure A) demanded suggestions, these specialists were expected to bring forth useful ideas. The technique was used for the richness and relevance of data that it was going to obtain.

1.5.1.2.4 *The Interview guide*

Neuman (2000:250) defines the interview guide in general as a set of questions read to the respondent by an interviewer, who then records all the responses. Borg and Gall (1989:451) view it as a list of questions that are asked during the interview in the desired sequence, and which provide guidelines to the researcher regarding what to say at the beginning and end of the interview. Dooley (1990:288) calls it a checklist of topics to be covered, including reminders about categories of interest to the researcher, arranged in an order meant to promote rapport, as well as it being a general guide *per se*, because actual questions are composed on the spot to fit the natural rhythm of the dialogue, in order to promote maximum and unbiased disclosure by the interviewee. When using the interview guide as an approach, “topics are selected in advance but the researcher decides the sequence and wording of the questions during the interview” (McMillan and Schumacher, 1993:426).

Although the researcher used the interview guide to obtain the required data to meet the objectives of the study, the most important role it played was “to standardize the situation to some degree” (Borg and Gall, 1989:451). The flexibility implied in the interview guide allows the interviewer the latitude to pursue a range of topics. Bogdan and Biklen (1992:97) stress that it is important that the researcher should not allow him/herself to control the content so rigidly that the interviewee fails to tell his/her story in his/her own words. In this study, the researcher allowed flexibility to prevail by allowing respondents to explain issues in their own words. In most cases in this study, a specific order of questions was not followed, as the need to link one response to another question not necessarily next in the order, had to be observed.

1.5.1.3 *Literature review*

In the course of this research, a literature review was done to aid the researcher in the following ways:

- enable the researcher to state the significance of the problem, develop the research design, relate the results of the study to previous knowledge, and suggest further research (McMillan and Schumacher, 1993:113);
- enable the researcher to access the results of other studies that are closely related to the particular study that is being undertaken (Crosswell, 1998:20);

- enable the researcher to identify methodological techniques which have previously been used to research similar phenomena, as well as to identify contradictory findings (McMillan, 1992:44);
- provide analogies to the observed social scenes, a scholarly language to synthesize descriptions, or analytical schemes to analyse data (McMillan and Schumacher, 1993:142) and
- enable the researcher to develop a theoretical or analytical framework serving as a scientific basis for the analysis and interpretation of the data obtained in the field .

In this project, the researcher used the literature review to provide an understanding of the concept of participation in community development, to inform the shaping and development of the interview schedule, and to provide a theoretical and analytical framework for the analysis of research findings.

1.5.1.4 Personal journal, field notes and tape recordings

The qualitative study required that the researcher use a personal journal to record accounts of his thoughts, feelings, assumptions, motives and rationale for decisions made. This enabled the researcher to address “the issue of the enquiry being value-bound” (Ary, Jacobs and Razavieh, 1996:479). Field notes were used for noting aspects that may not be recorded on tape recorders, to remind the researcher during the interpretation of data collected. Maykut and Morehouse (1994:730) point out that field notes contain what has been seen. McMillan and Schumacher (1993:418) suggest that field notes are written at the end of each observation, describing in detail the settings and

activities of each subject. The researcher kept these ready for any desired use in the course of research and data analysis. Field notes were used for every interview to describe the setting, people involved and type of development activities. The researcher used the tape recorder during scheduled interviews, with the respondents' permission.

1.5.2 SAMPLING

While admitting that the problem under consideration may occur in other districts of Zimbabwe, this study was limited to the Chivi district in the southern province of Masvingo, Zimbabwe. Since qualitative research methodology is used, nine carefully selected participants were involved in this study. The district chosen is one of the poorest in Zimbabwe, consisting primarily of Shona-speaking, black Zimbabweans. The chosen participants had to be permanent residents of the area or have either stayed or worked there for a fairly long time. Others were those in positions of responsibility (village heads, heads of schools, teachers, administrators of NGOs and the Chivi Rural District Council). The researcher expected these people to be information-rich, as they were knowledgeable and informative in terms of the phenomenon under investigation.

This study focused on a small, distinct group of participants, to enable the researcher to get an in-depth understanding of the problem of lack of participation in community development activities by teachers in the Chivi district. To achieve this, purposive sampling was used. Gillham (2000b:12);

McMillan and Schumacher (1993:378); and Patton (1990:169) concur that purposive sampling involves selecting information-rich cases for in-depth study, while keeping the number of interviews to a minimum for adequate representation. This included permanent residents such as ordinary villagers, village heads, and Village Development Committee (VIDCO) and Ward Development Committee (WADCO) chairpersons. Chosen school heads and teachers were expected to have stayed or worked in the area for a fairly long time. Others were expected to be those in positions of responsibility, such as village heads, heads of schools, teachers, administrators in NGOs and the Chivi Rural District Council. These information-rich participants who were selected are “knowledgeable and informative about the phenomenon the researcher is investigating” (McMillan and Schumacher, 1993:378). Fetterman (1984:44) points out that these participants should be willing to talk. McMillan and Schumacher (1993:378-382) and Robson (1993:141-42) point out that purposive sampling is done at random and is inclusive of site selection (selecting a particular place where events are expected to occur), network sampling (each successive person or group is nominated by a prior person as appropriate to a profile or attribute), comprehensive sampling (choosing an entire group according to criteria), and maximum variation sampling (selecting to obtain maximum differences of perception about a topic among information-rich persons or groups, as a strategy to represent sub-units of the major unit of analysis, the research problem). These were used in a complementary way to ensure that data was collected from knowledgeable and informative participants such as the chiefs of the Chipindu, Ngundu and Nyajena areas, where these had been identified by site selection. Network sampling saw each

interviewee identifying the next most suitable one according to issues that emerged. This was effective in deciding which teacher, NGO worker and ordinary villager were to be interviewed. By using the maximum variation sampling technique, the groups of respondents were carefully considered, so as to be divergent in their understanding of CD and participation (See sections 4.2.1 to 4.2.5 of Chapter 4).

1.5.3 RELIABILITY AND VALIDITY OF THE RESEARCH

McMillan and Schumacher (1993:385-386) state that reliability in qualitative research is addressed through study designs and data collection strategies, and refers to the consistency of the researcher's interactive style, data recording, data analysis, and interpretation of participant responses from the data. In other words, aspects to do with reliability are handled concomitantly and "within the study to obtain consistency of research strategies" (McMillan and Schumacher, 1993:386). Ary , Jacobs and Razavien (1996:480) suggest a prolonged engagement at the site and persistent observation, to provide sufficient scope and depth to observations. Both Ary et al (1996:480) and McMillan and Schumacher (1993:386) recommend the employment of triangulation or a range of techniques in any study, to test findings for reliability.

McMillan (1992:223) describes reliability as the extent to which what was recorded is in fact what occurred in the natural setting. Denscombe

(1998:213) basically views reliability as obtaining the same findings even when another researcher does the research. De Vos (1998:95) clearly describes reliability as “the extent to which independent administrations of the same instrument yield the same results under comparable conditions and it is synonymous to dependability, stability, consistency, predictability and generalisability”. Babbie (1989:125); Nachmias and Nachmias (1996:165); McMillan and Schumacher (1993:391) and Ary et al (1996:262) contend that validity refers to the extent to which an instrument measures what it is supposed to measure. However, McMillan and Schumacher (1993:391-392) and Babbie (1989:127) go further to distinguish and describe internal and external validity aspects, which are too numerous to address in a study of limited scope such as this one. De Vos (1998:83) sees a valid instrument as one which does what it is intended to do, measures what it is supposed to measure, and yields scores whose differences reflect the true differences of the variable being measured, rather than random or constant errors.

In this study, the researcher defended the reliability and validity (trustworthiness) of the research by doing the following: spending some time at the site (field) and conducting persistent observation, thereby allowing for sufficient scope and depth of observations; using triangulation (using multiple sources of data, multiple observations and/or multiple methods to allow for the confirmation of data obtained using a different procedure or instrument); and submitting his interpretations to members in the setting (especially elites) for their validation. For example, the transcriptions of the interviews (see annexures B to G) were taken to respondents to confirm what they had said,

and interview questions were carefully formulated to achieve clarification and precision.

1.5.4 GAINING ACCESS

The researcher requested a confirmation letter from the Registrar (Postgraduate Studies) at the University of South Africa (UNISA), to the effect that the researcher is a registered student at UNISA intending to study the possibility of the participation of rural based teachers in community development activities in the Chivi district of Masvingo, Zimbabwe.

The researcher then wrote to the Provincial Administrator and office of the Resident Minister of Masvingo Province for permission. The researcher presented the letter to the Provincial Education Officer for permission to interview teachers. Then, the researcher approached the District Administrator, NGO officials, heads of schools, teachers and VIDCO chairpersons, to gather data. This was successful, as all the office bearers allowed the researcher to gain access to the research area, and the desired data was collected by means of both observation and interviewing. The rationale for seeking the consent of senior officials was for security reasons and to get cooperation from respondents. Thus, the researcher was able to note salient issues that could not be verbally communicated, but which are being practised.

1.5.5 THE PROCESS OF DATA ANALYSIS

Data analysis was based on a thorough examination of the field notes, on observations made, and on responses of each participant observed and interviewed. The researcher used the constant comparative method ie. qualitatively comparing and contrasting each topic and category to determine the distinctive characteristics of each. The following steps in data analysis, as identified by Maykut and Morehouse (1994:135), were used in this study:

- Step 1

Conducting and recording the interview, reflecting on it and further carrying out observations, and writing notes, comments and memos.

- Step 2

Transcribing data in verbatim immediately after the interviews, and placing additional comments in brackets.

- Step 3

Reading through the data and decoding it according to all the emerging categories.

- Step 4

Unitising the data and identifying units of meaning in the context of the research questions and topic.

- Step 5

Identifying provisional categories and sub-categories. Here the main theme/phenomenon represented by a category was given a conceptual name.

Utilised data cards were matched to a category.

- Step 6

Refining categories and making a list of key items (main ideas, words and phrases). Doing a literature check to confirm whether the respondents' responses during the interviews bear some similarities to the research topic, and what other respondents concluded in similar studies. This is a final check for validity.

1.6 CLASSIFICATION OF CHAPTERS

CHAPTER 1

This chapter presents the field and framework of the topic, background to the study, research problem, sub-problems, reasons for selecting the problem, aims and objectives of the study, scope of the research, and the research methodology.

CHAPTER 2

The theoretical framework is presented here, with a focus on the definition of community development and a discussion of theories of and approaches to community development. Community development as a philosophy is analysed. The principles and aims of participation in community development are discussed, as well as participation and political and socio-economic factors. The roles of NGOs and CBOs in the development process in general are outlined.

CHAPTER 3

The poverty and development situation in the Chivi district (research setting) receives a more detailed examination here, and the demographic data is presented. Living conditions are discussed, with a focus on educational facilities, health facilities, communications and economic activities. The involvement of NGOs in the Chivi district is described in terms of their missions, objectives, activities, strategies, skills and values. The involvement of stakeholders in community development in the Chivi District focuses on what the local people, government institutions and local government bodies are doing.

CHAPTER 4

In this chapter, the researcher deals with the presentation, interpretation and analysis of data. Opinions/ideas on how teachers can possibly participate in CD activities, and strategies to sustain their interest, are presented by way of descriptions and summaries. A question-by-question analysis and criticism is also done to enable the recommendations of what could be done to ensure that teachers participate in community development activities in the Chivi district, to be made. Since purposive sampling has been chosen, the researcher identifies patterns or inconsistencies emerging from the responses of the sample. The main results are highlighted. Results emerging from each of the sub-problems are discussed and interpreted in terms of the community development theories, philosophies and approaches discussed in Chapter 2.

CHAPTER 5

In this chapter, the researcher presents the findings and indicates any anomalies or startling results, as well as results confirming or deviating from the expected. The researcher presents the conclusions and recommendations regarding how teachers may participate in development activities on the basis of the nature of activities, and suggests possible strategies for sustaining teacher participation in development activities. Other recommendations focus on policy and policy reforms in government, education and NGOs, with regard to how to involve teachers in community development activities.

CHAPTER 2

THEORETICAL FRAMEWORK: COMMUNITY

DEVELOPMENT AND PARTICIPATION

2.1 INTRODUCTION

This chapter contains the theoretical framework that informs this study on the non-participation of rural based teachers in the Chivi district of Masvingo, Zimbabwe in community development activities, and what could be done to ensure that these teachers do participate. The literature reviewed here is meant to establish a framework within which the problem can be investigated. The literature review also provides clarification of the concepts of participation and community development as this will help us in developing a theoretical or analytical framework that can serve as a basis for analysis and interpretation of the data collected.

In this chapter, the definition of community development, theories of and approaches to community development, the philosophy of community development, participation in community development, aims of community development, and the roles of non-governmental organisation (NGOs) and community-based organisations (CBOs) in the development process in general, will be addressed. These topics further provide indicators of

where and how teachers may take part in community development activities in Zimbabwe. Another reason is to enable the researcher to access the results of other studies that are closely related to the particular study being undertaken. This will enable us to relate the inquiry to the larger studies that have been undertaken on the topic [if any], and we will endeavour to fill in the gaps and extend other former studies.

2.2 DEFINITIONS OF COMMUNITY DEVELOPMENT

Anyanwu (1988:11) and Kramer and Specht (1969:202) define community development (CD) as a major prototype of community organisation, which can be conceptualised as a form of purposive, planned or directed change, and related to the theories of social change as well as to community decision-making. Anyanwu (1988:11) further points out that CD involves a composite of processes, programme objectives and planned activities largely within the resources of the single community, the objective being to help that specific community. Passmore (1971:9) affirms that community development is a process by which the efforts of the people themselves are used to improve the economic, social and cultural conditions of communities, to integrate the communities into the life of the nation, and to enable them to contribute fully to national progress. McClenaghan (2000:1) points out that community development is in general a social learning process, which serves to empower individuals

and involve them as citizens in collective activities aimed at socio-economic development.

Abbott (1995:158) stresses that community development is actually a form of community participation, and its success is determined by the role of the state and the complexity of the decision-making process. A more direct definition of this concept is that by Hakanson (1981:13), who views it as “the creation of an enlightened, involved, learning citizenry ... participants being beneficiaries learning social and political skills; the general community gets its problems solved and troubles ameliorated or diverted; facilitating institutions also grow through new alliances and improved status”. Edwards and Jones (1976:138) and Hakanson (1981) concur that community development is a process in which the people of a community attempt a collaborative effort to promote what they consider to be the wellbeing of their community. Hakanson (1981:13) says that CD is a joint effort by community members to address shared problems and to acquire skills needed for effective political, social and economic skills. Edwards and Jones (1976:138) point out that CD is a unitary effort making use of consensus directed towards making some community changes. Cornwell (1987:88) points out that community development is a formally structured instrument deliberately used to bring about, accelerate, or, in some instances, slow down the process of change.

Although the concept of community development is so wide and vague, certain features are central to the CD process. Edwards and Jones (1976:139) point out that community development should include the involvement of people in the community in an effort to attain common goals; some emotional commitment to the effort on the part of the people involved; enough formalisation of goals to ensure that their meaning is conveyed to the people involved; the use of procedures that are designed for effectiveness and consistency with the goals; attention paid to people's felt needs for action; and consideration given to the socio-cultural, demographic, and ecological features of the community as a whole. This view leaves one with an understanding of community development as a complex concept, and that coming up with a comprehensive definition is problematic.

Cary (1970:2) points out that recurring elements or aspects in literature on community development are, *inter alia*, the community as a unit of action; community initiatives and leadership as resources; use of both internal and external resources; inclusive participation; an organised, comprehensive approach that attempts to involve the entire community; and a democratic, rational, task accomplishment. Dunham (1960:33) defines community development as organised efforts to improve the conditions of community life, and the capacity for community integration and self-direction. Dunham (1960:33) identifies basic elements of

community development, such as the following: a planned program, encouragement of self-help, technical assistance which may include personnel, equipment, and supplies, and integration of various specialities for the help of the community. De Beer and Swanepoel (1994:629-630) define CD as enabling people to take an active part (involvement) in undertakings by government or any other development institutions aimed at empowering them. Du Toit (1997:26) calls it a continuous improvement of the standard of living through the elimination of ignorance and poverty with the assistance of technical progress and organisation, and that it is a right democratically attained. Adejunmobi (1990:226) calls CD an approach used to improve the living conditions of people and a strategy for reaching and involving rural villagers and communities in the process of building their nations. Citing the United Nations Department of Economic and Social Affairs (1963:4), Adejunmobi (1990:226) calls CD the efforts of the people themselves, being united with those of governmental authorities, to improve the economic, social and cultural conditions, to integrate these communities into the life of the nation and to enable them to contribute fully to national progress. Sharma (2000:183) views CD as a process by which the efforts of the people at grass root level are united with those of the government to improve the economic, social and cultural conditions of the communities. Langton (1978:34) says that CD is a process that involves legal residents of the community in purpose for activities in relation to the political units at the local level, of

which they are a part. Hussein (2003:272) contends that CD is a process and social action in which the people at the district, area and village levels organise for planning and action going beyond mere material changes in human attitudes, to an enhanced self-help spirit and citizen participation in the decision-making process. Hussein (2003:274) further argues that CD requires the collective effort of various institutions, including the district councils and non-governmental organisations.

The abovementioned definitions of community development will help us to evaluate views emerging from the research, and to keep within the scope of the research.

2.3 APPROACHES TO COMMUNITY DEVELOPMENT

Chekki (1979:15) and Sanders (1958:4) identify four major approaches used in the literature on community development. These are the process, method, program, and social movement approaches.

2.3.1 COMMUNITY DEVELOPMENT AS A PROCESS

Sanders (1958:4-5) points out that social scientists who view community development as a process, focus upon the sequences through which communities go as they move from one stage of development to another

in the course of time; it refers to a progression of changes in terms of specified criteria. The main emphasis is upon what happens to people socially and psychologically. It is within this approach that community development could be defined, with the process element absolutised. Sanders (1970:19–21) provides sound definitions of community development as a process, which one may summarise as follows:

- A process of social action in which the people in a community organise themselves for planning and action, define common and individual needs and problems, make group and individual plans to meet their needs and solve their problems, execute these plans with a maximum reliance upon community resources, and supplement these resources when necessary with services and materials from governmental and non-governmental agencies outside the community.
- A planned and organised effort to assist individuals to acquire attitudes, skills and concepts required for their democratic participation in the effective solution of as wide as possible a range of community problems, in an order of priority determined by their increasing levels of competence.
- An organised educational process which deals comprehensively with the community as a whole, and with all of the various functions of community life as integrated parts of the whole.

- The process by which the efforts of the people themselves are combined with those of governmental authorities to improve the economic, social and cultural conditions of communities, to integrate these communities into the life of the nation, and to enable them to contribute fully to national progress.

Thus, process approach-based definitions of community development stress the following elements: changing communities according to desired goals, and studying, training, educating, planning, organising and acting to bring about purposeful cognitive change for achieving community goals. The part that rural based teachers may play here is our concern. Elements of this approach, such as training, educating and planning, are closely related to the skills that teachers acquire during their training. Thus, in this qualitative research, special attention will be paid to determining how teachers can participate in community development as a process.

2.3.2 COMMUNITY DEVELOPMENT AS A METHOD

Sanders (1958:4-5) views community development as a method or way of working in order to achieve some goal. This therefore means that suitable methods are used stage by stage, to enable the community to move

through the various stages. Thus, one can view CD as a tool for uplifting a community's living standards. This enables us to determine whether or not projects are suitable for teacher participation.

2.3.3 COMMUNITY DEVELOPMENT AS A PROGRAM

Sanders (1958:5) says that another way of viewing community development is to call it a program that emphasises activities and the involvement of subject-matter specialists such as those in health, welfare, agriculture, industry, recreation, education and development. The main point is that programs take a longer period in comparison to projects. Programs extend over a period of five years or more, while a project may last for a very short period such as a month or slightly more. The relevance of this is that we will be in a position to determine whether teachers should participate in programs or projects. This is feasible in practice, as projects are common with NGOs and governmental development workers. Projects yield results in a shorter period of time, thus community interest can be sustained.

2.3.4 COMMUNITY DEVELOPMENT AS A MOVEMENT

Sanders (1958:5) further argues that community development is a crusade, a cause to which people become committed. Community

development is dedicated to progress. This study aims to embark on a crusade by involving rural based teachers in community development activities in local communities.

2.4 PHILOSOPHY OF COMMUNITY DEVELOPMENT

Ferrinho (1980:39-42; 47-59) defines community development as an agent of social change, and further argues that it is a philosophy and a process, and that the best definition must deal with its principles rather than its practices. Thus, Ferrinho's (1980:50) basic philosophical principles of community development, namely human solidarity, social equity, respect for others and continuing activism, contribute to our understanding of community development as a philosophy. Anyanwu (1988:11) views community development as a major prototype of community organisation, conceptualised as a form of purposive, planned, or directed change, related to theories of social change as well as to community decision-making. Ferrinho (1980:49) points out that, as a philosophy and agent of change, community development aims at continuing modernisation by creating an ongoing process in which change and conflict are real.

Anyanwu (1980:11) argues that community development is basically democratic in its philosophy because it believes in such ideas as: ultimate control by the people, a substantial degree of freedom of individuals and

groups, a considerable amount of government decentralisation, and widespread citizen participation. Anyanwu (1988:11) and Ferrinho (1980:49) concur that community development as a philosophy implies the search for an understanding and development of democratic values and processes, which is an important feature of the definition of community development itself. Anyanwu (1988:11) is more accurate in saying that community development as a philosophy and concept is based on the premise that people are given the opportunity to work out their own problems, finding solutions that will have a more lasting effect, and thus the changes that have taken place are more important than how they have affected their physical environment.

2.5 BASIC PRINCIPLES OF COMMUNITY DEVELOPMENT

2.5.1 HUMAN SOLIDARITY

Ferrinho (1980:51) says that human solidarity, as a principle of community development, implies a shared feeling or spirit of unity, a common responsibility for the present and future life of the community, with members bearing a social responsibility, a duty, and participating in the making and implementation of decisions regarding public affairs.

Anyanwu (1988:11) points out that this common responsibility enables people to establish and maintain cooperative and harmonious relationships. Ferrinho (1980:51) says that this principle of community development promotes interdependence, thus making each individual responsible for his/her achievements as well as the achievements of others. Anyanwu (1988:11) concludes that this may therefore bring about gradual and self-chosen changes in the life of a community, with a minimum of stress and disruption. Anyanwu (1988:11) suggests that community development uses methods that promote human solidarity as a principle of community development. Anyanwu (1988:11) says that the impact upon people of group discussions, democratic organisation, and the involvement of large numbers of people in discussions and actions, is more effective in community development than putting infrastructures in place. It is believed that by working together in most development activities, a sense or spirit of solidarity develops as the community becomes more democratic.

2.5.2 SOCIAL EQUITY

Ferrinho (1980:51) points out that social equity, as a principle of community development, entails that the nature of social organisation practised in community development provides for appropriate opportunities for all individuals to participate and develop themselves as

essences of equity, and allows for self-actualisation through increased and continuous participation. Community members are free to analyse their role and to participate in a responsible and creative way in meetings and unexpected situations. Community development, as both a philosophy and a practice, should be able to offer these opportunities.

2.5.3 RESPECT FOR OTHERS

Ferrinho (1980:54) argues that respect for others involves acceptance of all other human beings as fellows, and a refusal to be blinded to their common human condition by race, nationality, social status, or other attributes. One may understand this principle to mean that every individual in a community should view himself/herself and others as ends and means to developing the community. Ferrinho (1980:54) further stresses that everyone's efforts should be respected, and even external assistance in community development must be a function of people's self-help.

2.5.4 CONTINUING ACTIVISM

Ferrinho (1980:55) emphasises that central to the principle of continuing activism is that people are the agents of the development of which they are the beneficiaries. It means participation in power-sharing and decision-making, and having a positive attitude towards the practical realisation of

the aims of a development programme. Ferrinho (1980:55) stresses that continuing activism basically aims to mobilise popular action to involve everyone, and to persuade all others of its purpose. As a social movement, it therefore follows that it will encourage people to resist anything that oppresses them, and it attempts to ensure that they will overcome whatever tends to jeopardise the achievement of the aims of its ideology.

It is one of the most important arguments of this research that teachers would be the best facilitators of this movement, as they would provide appropriate continuing education and organisation of the people in their communities. To ensure that community development as a social movement is effected, one has to be participating. Hence, it is very important to focus on central issues in participation. It is through participation that teachers can spearhead development in their communities.

2.6 AIMS OF COMMUNITY DEVELOPMENT

It is important to consider the aims of community development, in order to determine whether or not it is reasonable to involve teachers in community development to achieve these aims, and how. The question the researcher is bearing in mind is whether or not having teachers

participating in community development assists in the attainment of these aims, and possibly in which ways, in the Chivi district of Masvingo, Zimbabwe. De Beer and Swanepoel (1988:2) point out that the aim of community development is to bring back life in its completeness, making villagers self-reliant and self-respecting, acquainted with cultural traditions of their own country and competent to make effective use of modern resources for the fullest development of their physical, social, economic and intellectual conditions.

Makumbe (1996:81) says that the aim of community development is to raise the standard of living of people by encouraging them to actively participate in various development-oriented activities. These aims mean that community development is an activity meant to benefit the targeted group. The beneficiaries should, in the end, be able to do those activities independently and sustainably. Anyanwu (1981:165) is more accurate in saying that community development aims at educating and motivating people for self-help, by initiating self-generating, self-sustaining and enduring processes of growth. Anyanwu (1981:165-166) points out that other aims are to develop responsible local leadership, to inculcate among the members of rural communities a sense of citizenship, and to introduce and strengthen democracy at the grassroots level.

Anyanwu (1981:165-166) further suggests that community development aims at enabling people to establish and maintain cooperative and harmonious relationships. In our case, this aim suggests that a stronger solidarity will develop between the community members and teachers, and among the community members themselves. This would therefore serve as a good basis for all development activities. Anyanwu (1981:166) argues that another aim of community development is to bring about gradual and self-chosen changes in the life of communities. This means that community development empowers people to make decisions for their own good, unlike the situation in which change is effected and directed by external forces and organisations such as the church, non-governmental organisations and the Rural District Council. In looking at the above aims of community development, it is important to note that they do not divorce themselves from the central issues that appear in the definitions of community development, as addressed in section 2.2 of this chapter.

From a critical point of view, community development has to do with gaining the support of local people and working with them to improve their living standards, conditions and to provide for their basic needs. A note should also be made of aspects that are not of a concrete form, but which community development addresses. De Beer and Swanepoel (1994:630) say that the aim of CD is to empower people to determine their needs, decide on actions, and take control and ownership of their own

development. They further point out that CD aims at building the capacity of individuals, communities, and society to manage their own efforts.

2.7 PARTICIPATION IN COMMUNITY DEVELOPMENT

Omiya (2000:197) points out that participation is the active involvement of people at the grassroots level in the choice, execution and evaluation of programs designed to improve their livelihoods. Hussein (2003:273) stresses that participation is regarded as a cornerstone of good governance and as a means of enhancing community development. Sharma (2000:178) says that participation enables the community to address its felt needs through self-help projects and to realise grassroots democracy, as well as to ensure fair and equitable distribution and access to resources and optimal use of local resources for effective community development.

Johnston (1982:202) points out that the primary aim of community development programmes is to promote human development, and this can only be achieved if people participate at levels of increasing responsibility in community activities (see section 2.9). De Beer and Swanepoel (1998:20) observe that, in the literature, participation is always associated with the actions of communities, groups or individuals in terms of the development, improvement or change of an existing situation. They further

discuss three viewpoints on participation, namely participation as cheap labour, as involvement, and as empowerment. Literature on participation helps the researcher to identify the nature of participation, as it may apply to rural based teachers. Johnston's (1982:203) levels of participation enable the researcher to identify on which levels teachers could participate in community development efforts (see section 2.9).

Rahnema (1992:116) points out that participation can be transitive or intransitive, moral, amoral or immoral, forced or free, and manipulated or spontaneous. The nature of participation with regard to teachers should be in a transitive form. Rahnema (1992:116) views transitive forms of participation as those with a moral aspect which are oriented towards a specific goal or target. Slocum and Thomas-Slayter (1995:4-5) say that participation is best understood in conjunction with empowerment. They view empowerment as a process by which individuals, as well as local groups and communities, identify and shape their lives and the kind of society in which they live. Empowerment can be experienced on an individual level or in terms of the household, local groups, community or a larger entity, with people being able to organise and influence change on the basis of their access to knowledge, political processes and financial, social and natural resources. Slocum and Thomas-Slayter (1995:5) point out that participation is a process of empowerment that helps to amplify traditionally unacknowledged voices, strengthen the confidence of all

members of a group in the knowledge and capacity of each, and may foster the ability to question and contribute to both local and international systems of knowledge. It also involves consciousness-raising and a shared understanding of problems and vision for the future that leads to commitment and ownership by the community.

Munguti (1989:23) stresses that participation involves people who have a common problem that affects their lives, and helps them to be aware of why it is a problem and why it should be eradicated. Swanepoel (1997:16) concurs that community participation enhances empowerment, which further encourages the community to have collective activities in which the people share mutual interests, sentiments or concerns.

It is clear from the above definitions that participation in community development refers to communities in general, and no specific mention is made of teacher participation. However, one may view community participation as the direct involvement of the local community in the processes of policy formulation, administrative decision-making and programme implementation, and in such a definition one can infer that the term "local community" includes teachers by implication.

2.8 RATIONALE FOR TEACHER PARTICIPATION IN COMMUNITY DEVELOPMENT ACTIVITIES

Bryant and White (1984:10); Huntington (1980:15); Coombs (1980:12); Ruddle and Chesterfield (1976:311); and Swanepoel (1989:39), defend the need to use local expertise, since without it planning is flawed. They argue that local people are the world's leading authorities on matters concerning their area, and should be afforded the opportunity to give input on the social and political environment, as well as their traditions, values, psychological outlooks, lifestyle, and the daily hardships they face. Rural based teachers are today's formal educators of the community - they form the majority of literate people living in daily contact with the rural poor and as professionals, they should be involved in CD activities. Teachers have studied theories of psychology, philosophy and sociology, whose relevance in rural settings and schools is critical. The lack of skills such as management, budgeting, record-keeping and monitoring, among rural people, could be disseminated by the teachers. Rural based teachers strive for a rapport with the community, and to work harmoniously with NGO and government development workers, who may then take advantage of this rapport and work with the teachers in developing rural communities. Rural based teachers are also the experts we need to lure into participation, in order to make use of the skills they acquired during their three years of training. This, however, does not mean that we should

ignore the ordinary villagers, whose informal expertise should be allowed to play a part in community development.

Swanepoel (1989:39) points out that another rationale for participation in general is that it is a prerequisite for sustained development, in that through participation, local people develop an affinity with / attachment to the products of their efforts. Since they take part in planning, decision-making, implementation, monitoring and evaluation, they develop the capacity to act in a self-reliant way. Literature on participation (Makumbe, 1996: 81) generally includes teachers. There is room for them to make meaningful contributions in all the above stages. They should be involved in the birth of local organisations / institutions “to formalize the various decisions and actions necessary for community development” (Abeyrama and Saeed, 1984:22). Here we need to indicate the role teachers can play in the formation of well-informed local clubs, associations and voluntary groups to play a part in local development. Possible roles here are those of mobilisers, secretaries, researchers, bookkeepers and marketers.

Coombs (1980:32) and Swanepoel (1987:61; 1989:39) state that another reason for participation of beneficiaries (which should include teachers) is that it is a prerequisite for equitable development, in that everyone participating has an opportunity to get a share of the outcomes of the development projects. In the Zimbabwean rural areas, teachers are

among the poor due to high inflation, and may also benefit from participation, where they will at least be left with something.

Swanepoel (1989:40) points out that another rationale for participation is that it is in fact democratisation. Bryant and White (1984:8) and Slocum and Thomas-Slayter (1995:5) say that the emphasis is on gaining control and taking over management and political control while people are participating in problem identification, data collection, decision-making and implementation processes, thus encouraging community awareness, understanding and commitment, facilitating decision-making, coalition formation and consensus building, and promoting cooperation.

In the Chivi district, teachers are part of the local community. NGOs operate in communities where teachers are already engaged. They are in daily contact with the community and depend on it as it thrives on their teaching and educative skills. The organisations are not attracting these professionals (teachers) to participation in development activities. It is vital that these organisations involve teachers. The development organisations in the Chivi district are not mobilising teachers for development activities. For quite some time, teachers have been part of the middle class, who are not targeted for development efforts in Zimbabwe. Of all the NGOs engaged in the Chivi district, none have the objective of ensuring that teachers take part in development activities. Teachers should be mobilised and their professional skills tapped for community development

activities in the Chivi district. A teacher has a fairly sound knowledge of society and communities in general, as well as his/her community in particular, and can therefore be both a consultant and participant in development activities of the rural community.

There is ample literature to support the idea that the participation of teachers in community development activities in the Chivi district would benefit both the teachers and the community. Swick (2001:263) points out that both teaching and community building are lifelong commitments, enabling the teacher to practically appreciate how tutoring a child positively affects the community, and also giving them the chance to contribute to the long-term enhancement of the community as a key benefit. Anderson (2000:3) argues that the participation of teachers would serve the common good of both education and community, by addressing social, political, economic and cultural injustices through direct service and advocacy projects, and learning how to prepare their pupils to live peacefully with those who differ from them, since elements of human differences and commonalities are mastered in the process. In such circumstances, I do not hesitate to point out that community development activities that could accommodate rural based teachers in the Chivi district, may become “socio-contextual processes that are most powerful when collaboration and reciprocity are valued” (Swick, 2001:263).

Another reason for ensuring that rural based teachers participate in community development activities is to enable the rural communities to benefit from the varied experiences of citizens. This is possible, as results from this study could be used as possible guidelines for involving other professionals in community development activities in the Chivi district and elsewhere. Rural based teachers should be taking part in community development activities, since this would give them and the community the chance to further or nurture democratic values. Swick (2001:264) stresses that the “voice” of every person is important in creating strong people and communities. It is my conviction that teachers have valuable knowledge of various learning styles and how to promote them. This participation with villagers in community development activities will see teachers instilling democratic values and qualities in rural people. Swick (2001:264) concurs that teacher-community cooperation assists both teachers and communities in understanding their heritage and their role in the overall community-building process. In this case, the Chivi district people and the teachers in their local schools will learn to take pride in their heritage, and also learn how people from other cultures can achieve a similar sense of pride. This is possible, as no criterion is considered in deploying teachers to rural schools, other than that they are qualified, and NGOs may bring in field workers from any culture or geographical location, while government specialists may be Zimbabweans or expatriates.

For rural based teachers, participation in community development activities may provide concrete experiences of how classroom values and content can be meaningfully applied to real-life contexts, and thus enable them to adequately prepare their pupils for this. Swick (1999:3) points out that in such participation, rural based teachers will ensure that “teachers gain a better sense of the big picture enabling them to realize ways and reasons for advocating for better social conditions throughout society”. In the case of the Chivi district, we can envisage a future in which advocacy comes from within the village, unlike the present situation in which NGOs and external human rights activists lobby for change in rural Chivi and elsewhere in Zimbabwe.

The technique of participatory research in CD may explain the role of rural based teachers in CD activities. Anyanwu (1988:12) defines participatory research as the involvement in the entire research process of the people who are supposed to be its beneficiaries. If rural based teachers and villagers in the Chivi district are involved in this type of research, with a focus on dealing with common problems through community development, there could be community development which is one of the best ever in the history of Zimbabwe. The role of the outsider would be minimised, and teachers and villagers in the Chivi district could analyse their own reality, allowing each person full participation in the formulation of research designs, collection of data, interpretation of information, and

analysis of findings. Anyanwu (1988:12) further states that this technique enables the participants to better articulate their problems and to initiate the search for solutions. With teacher participation this is possible, as skills such as investigation, discussion and analysis, which are central to participatory research, are part and parcel of teachers' professional skills. Anyanwu (1988:12-13) mentions educators (teachers) as among those who can constitute participatory research teams – others being villagers, farmers, unemployed people, local leaders, government employees and politicians.

Benest (1999:7) says that teachers may help in preventing communities from becoming isolated, excluded from the public realm, and passively relying more and more on government to solve their problems. Benest (1999:7) states that teachers should remain active problem-solving citizens, and not turn into passive consumers of government services. Benest (1999:7) suggests that teachers could be involved in community development activities, thus enabling them to come together as “producers” by contributing their skills, talents, and energies towards solutions to their common problems, and thereby producing something of lasting value. Benest (1999:11) further explains that teachers, as in all activities, are responsible for informing themselves about issues and working with other citizens and local government to address common problems. De Beer and Swanepoel (1994:630) advocate the training of

state and government employees in community development issues .They point out that, over the broadest spectrum, and regardless of their professional training, teachers must be sensitised to the milieu of poverty in which they operate. De Beer and Swanepoel (1994:631) point out that training in community development can be achieved by training the trainers. Trainers in community development should also have the opportunity for receiving training in particular functions, so that they can also promote, for example, adult basic education, water management and primary health care. Teachers may be involved as native participants.

Hope and Timmel (1984:101) point out that, in participatory research or learning, adults have a broad range of experience and like to learn from their peers by sharing within a group, as everyone becomes a source of information about their world, situation, experiences, needs, strategies, initiatives, solutions, ideas and resources. Turney, Eltis, Towler and Wright (1986:52) suggest that teachers use appropriate strategies and establish and maintain conditions in which instruction can take place efficiently and effectively, ie in which pupils feel comfortable and unthreatened.

These qualities will enrich the practice of CD in the Chivi district. Schenck and Louw (1995:13) assert that, in community development's participatory learning process, it is important for people to feel comfortable, accepted, valued, relaxed and free to express opinions, to comment, to be creative and to give feedback. The views of Turney et al (1986:) and Schenck and

Louw (1995: 12) suggest that teachers' participation in community development will benefit both the community and community development facilitators, as their knowledge, skills and experience become very relevant.

Basson and Smith (1991:14-15) indicate that, among other aspects, teachers determine the content of courses and programs in schools on the basis of knowledge, skills, attitudes, convictions, values and norms. The relevance of active teacher participation in community development is increased if some of them become facilitators and trainers. Schenck and Louw (1995:13) maintain that, while a community development trainer's technical skills are important, more significance is attached to their attitudes, behaviour and values, as well as being sensitive to others' needs and respecting people's potential and knowledge, which matches the values inherent in teaching.

Another factor in favour of teachers' participation in community development activities is the centrality of group dynamics in both the classroom and in community development. Kruger (1996:53) observes that the teacher manages teaching-learning in a group dynamic perspective, since the following is observed:

- teaching occurs in a (class) group context;

- the teachers' task is to transform the group into an effective, productive class (group);
- the class (group) is a social system and should display the same characteristics as any other social system; and
- the teacher is creating an atmosphere in which the class (group) can function as an effective social group.

Participatory learning in community development explores group dynamics. Schenck and Louw (1995:14) say that this happens by means of operationalisation, through groups sharing existing knowledge and skills, discovering, experiencing, doing and feedback, as well as collectively determining the needed skills and knowledge and how to source them. These views indicate that there are potential benefits in encouraging teachers to actively participate in community development activities. The daily use of the group dynamic approach in dealing with learners may be put to use for the common good of the community. The similarity between teaching methods used in the classroom and those used in participatory learning, may make it easier for teachers to participate in development activities. Pitt and Michel (1992:131-134) write about the appropriate use of workshops, case studies, audio-visual media, group discussions, story-telling, role play and simulation games, community theatre and acting, brain-storming, visits and practical activities in participatory learning for community development. Fraser (1993:14)

talks of the same methods as some that teachers use in the teaching-learning situation. Hernandez (1989:182) points out that teachers regularly use a broad range of teaching methods. One may see this as an area in which teaching skills are transferable for serving specific purposes in community development activities.

Schenck and Louw (1995:17) point out that participatory learning in community development stresses the development of the people involved. By implication, they infer that all involved in community development, including teachers, are encouraged to see themselves as a source of information and knowledge about their world, and that their knowledge and skills are appreciated and useful.

In the event of the community experiencing a need for literacy training which some development workers cannot provide, a rural based teacher is handy. Schenck and Louw (1995:12) state that such a person, for example a teacher, would be carefully selected in order to respect guidelines. Hunderson and Thomas (1992:239) and Schenck and Louw (1995:12) spell out that teachers can assist the community to deal with outside expertise in the following manner:

- use experts without surrendering to them;
- choose sympathetic, appreciative, understanding and respectful specialists;

- locate the experts, motivating them regarding the community's work, and orientate them about the community and its needs;
- maximise use of the specialists' skills; and
- evaluate the relevance of the specialists' inputs and ideas.

Henderson and Thomas (1989:242) point out that teachers and development workers or participants should be able to facilitate the interaction between the community and outside experts, so that the community's confidence and abilities in finding and receiving help is enhanced. The community would thus have a hand in the learning process.

Another rationale for teachers' participation in community development lies in the fact that they are planners. Calitz (1987:72-90) identifies the following planning methods often used by teachers: lesson planning, incidental planning, mental planning, comprehensive planning and planning for the effective utilisation of time and facilities. Kruger (1992:217) explains that planning by teachers leads to the effective implementation of the plans, and the evaluation of their lessons and tasks. This literature highlights the possibility of teachers being able to work together with villagers in planning, implementing, evaluating and monitoring community development projects. Kruger and van Schalkwyk (1993:49) point out that the teacher is able to encourage, strengthen,

arouse interest and maintain it, create enthusiasm, initiate and motivate. These abilities are very important to the use of methods in participatory learning in community development. One may further argue that there is potential for using teachers to assist in community development in the Chivi district, as researchers, data gatherers, and needs assessors in their local villages. Literature cited thus far on teachers' skills and abilities reveals that teachers can assist in the training of various skills as an extension of their professional training, and it can be easier for them to train in capacity-building skills, which in turn can be applied to community development matters. Badenhorst et al (1987:135) contend that there is an interrelationship between values, culture and education, and that teachers are always reflecting on their values and those of the community - a clear knowledge of sociology, philosophy and psychology is at play. This may be a pointer to the possibility of teachers participating in community development as consultants on social issues affecting community development, such as norms, values, aspirations and needs.

Literature on community development in Zimbabwe, such as that of Passmore (1971), Makumbe (1996), Mbayiwa (1992) and Otzen (1988), does not single out anything at all regarding teachers, yet they have the potential to participate meaningfully. Anyanwu (1988:15) mentions the following qualities that are essential in participatory research and which teachers have perfected or continue to improve on, by virtue of their

profession, such as: skills in human relationships, a willingness to learn from and with people, and sensitivity, adaptability, patience, empathy and flexibility of attitude, enabling them to adjust to the pace of the research. Rural based teachers can pass on these skills and qualities in their collaborative efforts with villagers in uplifting the living standards in the Chivi district. Lippitt and van Til (1981) point out that citizens of a community are increasingly becoming articulate about their needs and expectations, and are aware of the types of resources and services that have been developed and could be available to them. This may be typical of the United States of America and other developed countries, but not in our research area. I feel that the human resources (rural based teachers) could open their communities to the outside world. I strongly believe that the participation of teachers in community development activities in the Chivi district will bring about a more collaborative, development-conscious community that can forge ahead in creating better living conditions for its members.

2.9 LEVELS OF PARTICIPATION

Johnston (1982:203) identifies various levels of participation. A closer examination of these levels may enable us to identify where teachers can play a role.

2.9.1 PARTICIPATION IN RESPONSE TO AN ORDER OR FORCE

Johnston (1982:203) explains participation in an activity in response to coercion by an authoritative figure as the lowest level of participation, whereby people have no share in decision-making and are merely complying with predetermined plans by providing material, labour, or even votes or acceptance of specific conditions. This level of participation is not suitable for either teachers or the community in general. In the researcher's experience, this approach has not yielded good results in Zimbabwe. The best way is to create an environment in which teachers can willingly participate. Makumbe (1996:85) observes that rural and community development strategies have not been successful in bringing about development because it has basically been government- rather than people-centred, as government sought to initiate control and direct all-important human activities to the extent that it created a dependence mentality among the people. In the lives of rural based teachers, this level of participation may result in despondence, rejection, and more passivity in matters regarding community development.

2.9.2 VOLUNTARY PARTICIPATION PROMPTED BY A REWARD

Johnston (1982:203) states that this level is better than the abovementioned one, because people can at least use their discretion and make the choice of participating in the activity. For the rural based teachers in Zimbabwe, incentives such as a cash allowance and/or off-days may result in teachers taking part in community development activities to some extent.

2.9.3 VOLUNTARY PARTICIPATION PROMPTED BY AWARENESS

Johnston (1982:203) says that here participation is a result of awareness of the need to participate, and is therefore more responsible than either of the previous two. Makumbe (1996:80-81) explains that in Zimbabwe, awareness leads to improved participation in community development activities such as planning and decision-making at the local level, needs identification, and participation in infrastructural development projects such as water supply, sanitation, and income generating activities. Makumbe (1996:81) points out that education, training and information dissemination have been implemented to equip communities with the necessary skills to meaningfully participate in development activities in Zimbabwe. Makumbe (1996:81) says that adult literacy groups were

formed, and villagers were trained in leadership and management skills, as well as health information such as childcare and family planning practices being disseminated to communities through awareness-raising programs.

This level of participation should include rural teachers in awareness raising programs, and teachers themselves need to be informed about the need to be involved in community development activities and the roles they can play as indispensable members of the community. Makumbe (1996) observes that the degree of participation by villagers improved in the 1980's. Teachers only became active in adult literacy programs that had collapsed due to teachers' loss of interest. There may be a need to raise awareness in government, non-governmental organisations, and the Rural District Council, of the importance of seriously considering the need for teachers to participate in community development activities.

2.9.4 PARTICIPATION BY SUGGESTIONS AND CRITICISM AIMED AT THE IMPROVEMENT OF AN ACTIVITY

Johnston (1982:203) points out that with this level, people have assumed a critical attitude and are prepared to make suggestions for improvements and changes, and given the opportunity, they are prepared to participate in a more responsible way. While rural

communities can be trained to attain this level, teachers are already far ahead by virtue of their professional training. They have been trained to conduct critical observations, as well as in the evaluation and monitoring of progress, and also have other skills that make them suited to participate in community development activities.

2.9.5 PARTICIPATION BY TAKING INITIATIVE

Johnston (1982:203) says at this level, participants take the initiative to promote a new activity and assume responsibility for carrying it through successfully. One may argue that this level of participation could be attained and flourish if, in the Zimbabwean case, teachers and community members are more integrated and work together for their mutual benefit. Rural based teachers can lead rural communities by taking the initiative in identifying their needs and assuming a clear-cut responsibility for solution-seeking programmes.

2.9.6 PARTICIPATION THROUGH INITIATIVE

Johnston (1982:203) calls this “the highest level of participation” attained through several years of experience, in which the participation of a group of people has involved defining their situation, determining priorities, and planning, implementing and evaluating development

activities, projects and programmes. By so doing, people are being creative in their participation and providing a way in which a community can eventually assume full responsibility for its own programmes. This level provides ample room for teacher participation. Teachers have already mastered how to teach, nurture and sustain creativity in the classroom. These are a set of skills that can be transferred to community development activities for the benefit of the community as a whole. There may be a growth in participation as both teachers and villagers continue to jointly exercise their initiative.

2.10 PARTICIPATION AND POLITICAL FACTORS

Political factors affect participation in CD activities. Hussein (2003:277); Ngubane (1999:22) and Somanje (2001:4) concur that political factors may deter villagers or other people from taking part in CD activities. In a case study on the role of local government in CD in Malawi, Hussein (2003:277) observes that villagers were unwilling to contribute to self-help projects initiated by a rival party. Dube and Goncalves (2004:7-8) observe that, in the case of Zimbabwe, participation in civic education and voter education is a highly contested terrain in which government has banned the latter as contravening sections 18 and 20 of the National Constitution. Ngubane (1999:22) and Hussein (2003:277) argue that a political

environment characterised by intolerance of diversity of opinion, electoral manipulation, party violence and confrontational tactics, renders local institutions and people ineffective and unwilling in the task of promoting participation in the political process as well as in CD. Dube and Goncalves (2004:8-9) point out that the major cause of non-participation in politics, voter education, electoral processes and other civic issues by ordinary people, civic organisations, professional bodies, churches and student organisations in Zimbabwe, are the following:

- A plethora of security and media restrictions which impose stringent conditions upon civic organisations, making it difficult for them to operate freely,
- political violence and intimidation by state organs and partisan supporters,
- polarisation across the whole spectrum of public life,
- prevailing mistrust and political intolerance, and
- prevailing physical violence and psychological pressure on opposition party members and their supporters by government.

Hussein (2003:277) asserts that development activities and projects tend to be highly politicised in certain areas of Malawi. Somanje (2000:5) points out that to effectively promote participation, there is a need to stabilise nascent democracy and cultivate democratic efforts at both grassroots and national levels. Hussein (2003:277) maintains that

participation in CD cannot survive in the absence of political tolerance. Somanje (2001:4); Ngubane (1999:23) and Hussein (2003:277) stress that the political leadership has to engage all mechanisms that nurture a stable local democracy and consensus building, through inter-party discussions and training workshops to promote people's participation in CD activities amongst others. Makumbe (1996:85) is of the opinion that, in Zimbabwe, the government believes that people at district and sub-district levels cannot effectively initiate and manage their own projects and programmes, therefore they restrict participation in development activities. Makumbe (1996:86) points out that, by 1996, there was a need to identify institutions that could provide training to community leaders in production and management skills, and that could embark on orientation exercises for extension staff assigned to community development.

A case study by Makumbe (1996: 96) on Zimbabwe indicates that none of the decision makers in government and non-governmental organisations (NGOs) felt that the teaching fraternity was one such institution that could be mobilised to provide training and other skills to the rural poor, as inadequate co-ordination, confusion, lack of appropriate management skills, lack of skills in social mobilisation and lack of motivation skills were rampant. Simukonda (1997:8) points out that a large proportion of the community may be politically naïve and stand aloof from CD activities, due to the political background and other prevailing conditions such as

centralisation, authoritarian or autocratic rule, and community manipulation and oppression. Hussein (2003:278) argues that participation in political processes and CD may be influenced by attitudes and perceptions of local people regarding their representatives or those who advocate CD. It would be interesting to determine the role of political factors in the non- participation of rural based teachers in CD activities.

2.11 PARTICIPATION AND SOCIO-ECONOMIC FACTORS

Gama (2000:3) and Hussein (2003:277) point out that socio-economic factors such as lack of effective civic education, illiteracy and poverty, which culminate in a tendency towards apathy, hamper community participation in both development and political processes. Musukwa (2001:20) and Hussein (2003:278) point out that citizens are reluctant to participate if they are frustrated by the rising cost of living and economic conditions that rob them of their peace of mind and desire to effectively participate. Bratton and Liatto-Katukdu (1994:545) point out that an educated, well-informed citizenry is a critical pre-condition for the effective promotion of participation. Hussein (2003:278) says that a community needs motivation and a thorough understanding of their political system, civil rights, and responsibilities of the various levels of government, in order to intelligently participate in local issues. Hussein (2003:278) stresses that, in order to encourage people at the grassroots level to

participate, there is a need on the part of representatives to provide tangible outcomes in terms of roads, bridges, schools, clinics and affordable quality services. Edralin (1997:112) argues that the sustainability of community participation in development requires appropriate management styles and adequate numbers of highly qualified personnel. Hussein (2003:278) concludes that political and socio-economic factors at the local level that negatively affect CD, have to be pragmatically addressed through measures such as capacity building, civic education, and training and development programs at all levels, to promote effective community participation in development.

2.12 ROLES OF NON-GOVERNMENTAL ORGANISATIONS (NGOS) IN THE DEVELOPMENT PROCESS

One of the types of organisations making efforts to ensure that the aims of community development are achieved, are the non-governmental organisations (NGOs). NGO roles, as outlined below, demonstrate that they are a major stakeholder in facilitating development in the rural areas in Zimbabwe and elsewhere. Bratton (1989:571) views NGOs as those voluntary organisations with an interest in the development of community-based associations and international relief and development agencies.

Bratton (1989:571) points out that NGOs and international relief and development agencies are pure service organisations with a large professional staff, field officers in several countries, and world-wide budgets which compare in size with those of the smaller governments in Africa. In Zimbabwe's Chivi District, Care International and Catholic Development Commission are typical examples. Their roles are however worth stating, as this research is concerned about the need for them to ensure that teachers participate in community development.

De Beer and Swanepoel (1998:39-40) and Makumbe (1996:74) mention the following roles of NGOs in the development process in general:

- improving the living standards of the rural poor;
- contributing towards enhancing the lives of the poor and protecting their basic rights;
- promoting popular participation through facilitating resource mobilisation;
- mobilising the rural populace for development activities that will result in the alleviation of poverty, squalor, hunger and ignorance in a better way than when done with government, international donors and the private sector;
- broadening channels through which resources and benefits can reach groups (the needy) without too many bureaucratic delays or resource diversion;

- promoting improvement in the sustainable quality of life of people through, inter alia, community development;
- facilitating popular access to basic human needs such as clean water, health, training and credit facilities, thus improving the living standards of rural people;
- improving the level of awareness and skills base of the less advantaged people through training and education activities;
- organising grassroots people to participate in such activities as cattle-feeding schemes, woodlot development, well digging, and construction of toilets, clinics and schools;
- providing local communities with expertise and resources such as capital and equipment, to carry out development projects in which beneficiaries themselves effectively participate; and
- increasing diversity of opportunity in society by promoting human rights, equal rights and democracy.

2.13 ROLES OF COMMUNITY-BASED ORGANISATIONS IN THE DEVELOPMENT PROCESS

Bratton (1989:571) views community-based organisations as those small and intimate membership organisations run by the members themselves, and relying on limited amounts of primarily local resources. It is worthwhile outlining the roles of these organisations in general, as teachers have the potential to take part in them as members of the community who should be participating in community development activities in the Chivi district of Masvingo, Zimbabwe.

De Beer and Swanepoel (1998:41); White (1986:249); and Gow and Morss (1981:12) point out that community-based organisations play the following important roles in the development process:

- acting as channels for governmental and non-governmental attempts at development;
- linking the local people with outside organisations to enable the flow of inputs to their development efforts;
- mobilising the local people to play their proper role in community development;
- providing a basis for development, as they are building an organisation and bringing the community together around mutual concerns and needs;
- carrying out community development in their rural setting; and
- assisting in overcoming individual financial handicaps that are likely to derail projects needing capital and other inputs.

De Beer and Swanepoel (1998:13-14) give the following as examples of community-based organisations: burial societies, sports clubs, choirs, savings clubs, women's groups and independent churches. These groups are basically involved in activities which include some of the following: sewing, knitting, gardening and home-making.

2.14. CONCLUSION

In this chapter, a detailed literature review examining the concept of community development, has demonstrated how complex CD is. Sanders' (1958) approaches to community development that view it as a process, method, program and movement, have also placed our research aim in context, in that these approaches have a role to play in ensuring that teachers end up participating in community development activities. The principles of CD that have been identified are human solidarity, social equity, respect for others, and continuing activism. These principles have been able to inspire the need to ensure that teachers participate in development activities, and that teachers have important roles to play in upholding these principles of community development. The aims of community development have been presented with a view to arguing for rural based teachers' participation in development activities. The rationale

for teacher participation in CD activities has been explained. Johnston's (1982) levels of participation have been addressed as a guide to possible levels of teacher participation in CD activities. The next chapter deals with the prevailing poverty situation in the Chivi district. The aim is to provide the background to this study, and to demonstrate the hive of NGO development activities in the area being researched. The effect of politics and socio-economic factors on participation has been addressed. The role of different stakeholders will receive special attention, as well as the rationale for teacher participation in CD activities.

CHAPTER 3

THE POVERTY SITUATION IN THE CHIVI DISTRICT

3.1 INTRODUCTION

This chapter provides a detailed description of the poverty situation in the Chivi district and justifies the need for teacher participation in community development activities. The main thrust of this chapter is to expose the precarious situation of poverty in the Chivi district and the consequent need for teacher participation in community development activities. A summary of demographic data for the Chivi district is presented. A discussion of the living conditions there focuses on the educational facilities, health facilities, communications and economic activities. The involvement of NGOs in the Chivi district is discussed with an emphasis on their missions, objectives, activities, strategies, skills and values imparted in reducing poverty levels. The involvement of stakeholders in community development in the district is also explained, with a focus on how local people, government institutions and local government bodies are contributing to development. The main point here is to show that rural based teachers are not participating in community development in the Chivi district. The last part of this chapter provides the rationale for

teacher participation in community development activities in the Chivi district.

3.2 DEMOGRAPHIC DATA

RUDO (2001:1) points out that the Chivi district is one of the seven districts of the Masvingo province in Zimbabwe. It is the smallest district, covering 1/7 of the province. It lies within ecological regions 4 and 5, characterised by sandy soil, poor rainfall, and a susceptibility to persistent droughts and poor harvests. The Central Statistics Office of the government of Zimbabwe (2002:4) states that the Chivi district has a total population of 155 442 people. Of these, 71 028 are male and 84 414 are female. There are 31 469 households, each of an average size of 4.9 members. There is a significant decline in population figures (by 56 712 people) when the above figures are compared with the previous census of 1992, that counted the district population as totalling 212 154. An analysis of district death records reveals that the HIV/AIDS pandemic, hunger and malnutrition, are taking their toll on the people of the Chivi district, at the rate of 4,717 deaths per annum. This is mainly as a result of the poor health delivery system, the unreliable rainfall pattern, and food insecurity which have become phenomenal in this province as a whole and this district in particular. Details of these are discussed in sections 3.3.2 and 3.3.4 of this chapter.

3.3 LIVING CONDITIONS

The Chivi district is unique compared to other districts of the Masvingo province, in that it has no commercial farming of any kind. The district of Chiredzi has advanced irrigation schemes where double cropping, sugar plantations and employment ensure food security in the district. Care International Zimbabwe (2003:4) observes that the districts of Gutu and Bikita in the Masvingo South province practise cattle-ranching, commercial agriculture and mining, thus ensuring relative food security. The Masvingo urban district provides formal employment, as the capital city of the province, where retailing, tourism, six tertiary colleges, hotels, offices of several government departments, the transport industry and the municipality are the major employers.

3.3.1 EDUCATIONAL FACILITIES

The Chivi district has 89 schools and 112 pre-schools. More than 30 000 children are annually attending school (Chivi District Registrar's Office, 2002:4). This is not enough compared to the presence of approximately 50 000 children of school-going age in the district. This disparity can be explained in terms of the high school drop-out rate, the reintroduction of school fees, and other user charges that have worsened the living

conditions of the rural poor since the structural adjustment programmes implemented in Zimbabwe since 1991. Parents were now required to pay school and examination fees for their children. More girls dropped out of school than boys. The people in the district became poorer, as they sold some of their livestock to raise money to pay school fees.

3.3.2 HEALTH FACILITIES

There is one district hospital that was opened in 1999, one rural hospital, and 12 rural health clinics. The National Aids Council of Zimbabwe (2002: 5) points out that all these institutions are poorly staffed, with some clinics manned only by three nurse aides. Some serve more than three wards, and people travel more than twenty kilometres to the nearest clinic.

The National Aids Council (2002:4) notes that there is also inadequate social assistance in terms of finance for the disabled, orphaned, widowed and the elderly. Sexually transmitted diseases and HIV/AIDS are the major causes of morbidity in the 15 year age group. The National Aids Council of Zimbabwe (2002:4) reports that increased incidences of HIV/AIDS-related infections, such as T.B. and Herpes zooster, have led to an average death of 4,717 per year in the 20-40 year age group

The National Aids Council of Zimbabwe (2002:4) estimates that the average number of child-headed households stands at 2,778 for the Chivi District. The average number of orphans recorded in the Chivi district, of 7,587 children, is expected to rise. The average number of terminally ill patients in home-based care in the district is 2 217. CADEC (2002:3) recorded an average of 26 cases of malnutrition in children in the 4-5 year age group, with no fewer than 4 of these dying, and that out of 22 known cases of malnutrition recorded in the 1-4 years age group, no fewer than 9 of these are dying each year.

The number of reported cases of illness in the district stands at 600 people per month. The number of single-parent children stands at 5,190 (National Aids Council of Zimbabwe, 2002:5).

3.3.3 COMMUNICATIONS

RUDO (2002:1) and Christian Care (2002:5) point out that there is a good road network connecting the district's major and minor roads with towns like Bulawayo, Masvingo, Chiredzi, Gweru, Zvishavane and Beitbridge. Most schools, clinics, hospitals, townships and business centres have no telephone service. More can be done to improve the quality of interior roads, as they are mostly gravel and therefore not usable during the rainy

season. The bridges are not strong enough and are mostly swept away during floods.

3.3.4 ECONOMIC ACTIVITIES

Economically speaking, the people of Chivi are very poor. Peasant farming is a major economic activity which often fails because of insufficient rainfall. Villagers try to raise some income by selling crafts to tourists from the Masvingo town to Beitbridge road. There is a high unemployment rate in the district. More than 70% of the able-bodied villagers are unemployed. The Chivi district does not offer any employment in the form of mining, industry or commercial farming. Some youth engage in illegal gold panning in Wards 13, 14, and 15. This has led to more environmental degradation in these wards than economic benefits (RUDO, 2001:2).

The Zimbabwe Early Warning Unit for Food Security (2002:14) reports that the Chivi district's food security continues to be in serious danger. Maize and rapoko (district's staple foods) were a total failure, while small grains, sorghum and mhunga recorded 0.1 tons/hectare and 0.2 tons per/hectare each and sunflower 0.1 tons/hectare, while cotton and ground nuts yielded 0.5 tons and 0.2 tons per/hectare respectively. RUDO

(2001:3) observes that what this means in practical terms is that the Chivi district has to rely on food handouts from government and NGOs. Statistics provided so far indicate that among other miseries, food as a basic need is unavailable, inaccessible and unaffordable.

In general, people in the Chivi district are willing to work and contribute their labour to any project that can improve their food security and socio-economic status, as evidenced by various projects sponsored by NGOs (RUDO, 2001:4). The involvement of NGOs in the Chivi district reveals that there is a hive of development activity in which teachers are not to be seen participating.

3.4 THE INVOLVEMENT OF NGOS IN THE CHIVI DISTRICT

The non-governmental organisations that are currently involved in development activities in the Chivi district are: Christian Care, Zimbabwe Institute of Religious Research and Ecological Conservation (ZIRRCO), Care International, the Catholic Development Commission (CADEC), and the Rural Unity for Development Organisation (RUDO). These organisations fall within the general category of non-governmental organisations, as defined and described in section 2.12 of Chapter 2. Their role and importance in community development and the development discourse in general, has also been attended to in section

2.12. What follows here are specific descriptions of each, before summarising their missions, objectives, activities, strategies, skills and values in terms of their involvement in the Chivi district.

3.4.1 DESCRIPTIONS OF NGOs OPERATING IN THE CHIVI DISTRICT

3.4.1.1 *Christian Care*

Christian Care is an arm of the churches and church-related organisations in Zimbabwe, and was established to improve the quality of life of people who are disadvantaged, uprooted or in distress. It was formed by the Zimbabwe Council of Churches in 1967 and registered as a Welfare Organisation (WO 79/67) (Christian Care, 2002:1). Christian Care is a non-sectorian, non-partisan organisation and stands as testimony of the unity of the church and the richness of denominational diversity. Christian Care (2002:3) points out that, from 1967 to the present, it has been involved in a number of activities, including the construction of Blair toilets, sinking of boreholes, HIV/AIDS awareness programs and income-generating projects such as poultry, piggery, candle- and soap making. In 1995, it expanded its operations to cover rural Zimbabwe including the Chivi district of Masvingo province. The organisation has at present twenty donor partners including heavyweights such as the United Nations Agencies,

the World Council of Churches, the United Church of Canada, Norwegian Church Aid, Presbyterian Church of the USA and Dutch Aid. Church denominations that are members of the Christian Care include the Anglican, African Methodist, Evangelical Lutheran, Methodist, Church of Christ, United Methodist and many more, amounting so far to twenty-one.

3.4.1.2 Zimbabwe Institute of Religious Research and Ecological Conservation (ZIRRCO)

ZIRRCO (2001:1) points out that it is a non-profit organisation focusing on natural resources conservation. It is a member of the World Conservation Union, engages in information dissemination, and has links with the Zimbabwe Forestry Commission, Christian Care and Care in Zimbabwe, amongst others. It is a unique organisation in Zimbabwe, trying to sustain nurseries and distribute plant and tree seedlings to needy areas to recover forests, to address land degradation and to reclaim gullies. More about its activities is addressed in section 3.4.4 of this chapter, which deals with the development activities of NGOs in the Chivi district.

3.4.1.3 *Care International in Zimbabwe*

Care International in Zimbabwe (2003:1) states that it is an international NGO operating according to a basic country agreement with the government of Zimbabwe and focusing on relief and long-term development activities across the country, having offices in all provincial capitals. More about its mission, objectives, activities, skills and values is discussed in sections 3.4.2; 3.4.3; 3.4.4 and 3.4.5.

3.4.1.4 *Catholic Development Commission (CADEC) and Rural Unity for Development Organisation (RUDO)*

The Catholic Development Commission is the community arm of the Catholic Church in Zimbabwe. CADEC News (2002:8) states that CADEC has a unique niche in the society, in that it has a strong grass-root network in the remotest villages. It is a non-profit organisation involved in development work, food relief and health improvement. The CADEC Annual Report (2002:1) points out that it has the support of the Netherlands Embassy in Harare and the Catholic Agency for Overseas Development (CAFOD). CADEC's missions, objectives, activities, skills and values are addressed in sections 3.4.2; 3.4.3; 3.4.4 and 3.4.5. RUDO is a subsidiary of CADEC, and the two organisations have the same mission and objectives (See section 3.4.2).

3.4.2 MISSIONS OF NGOs IN THE CHIVI DISTRICT

The policy documents of the NGOs mentioned above clearly state that their missions are in general the following:

- to help the rural underprivileged groups to achieve sustainable livelihoods through facilitating development processes and appropriate training that leads to physical, social, spiritual and economic self-reliance (CADEC, 2002:2; RUDO, 2001:1);
- to improve the quality of life and self-supporting capacity of disadvantaged people in Chivi, without discrimination and in an efficient and effective manner (Christian Care,2002:1; Care International, 2001:2); and
- to provide environmental education, conservation and support to rural communities through educational programmes, setting up nurseries and facilitating tree planting (ZIRRCO, 2001:1).

3.4.3 OBJECTIVES OF NGOs IN THE CHIVI DISTRICT

Christian Care (2002:2) points out that its main objective is to formulate and implement sustainable community development programmes that take into account gender issues, environmental concerns and indigenous

knowledge, with special emphasis on advocacy and lobbying. Care International (2001:2) spells out six objectives of its development activities in the Chivi district:

- to enhance the household livelihood security of poor people in rural areas;
- to establish and facilitate market systems for agricultural products in rural areas;
- to improve the health and nutritional status of socio-economically deprived individuals in rural areas; and
- to reduce people's vulnerability and contribute to increased food and economic security in communal lands, by protecting the food security of at-risk populations through improving agricultural production.

ZIRRCO (2001:1-2) divides its objectives into two categories, namely those targeting community organisations in general, and those specifically geared towards local economic development. ZIRRCO (2001:1) points out that the community organisations objectives are:

- to build and strengthen people organisations in the Chivi district;
- to empower people for independent action (planning, monitoring, implementation and evaluation) in all community group activities;
- to organise and build the capacity of traditional leaders as a means of strengthening people's organisations; and

- to mobilise and lobby for structural development, resources, policies and rights.

ZIRRCO's local economic development objectives tend to match those of Care International (see section 3.4.2) in general, although the following objectives need to be emphasised:

- to build the local economies through utilisation of local resources;
- to provide community members with new skills through training and community participation;
- to improve the community's quality of life by creating opportunities to increase its income base; and
- to improve people's livelihoods through the establishment of food security programmes.

CADEC (2002:3) and RUDO (2201:2) state their objectives as the following:

- to set up advocacy committees made up of orphaned children;
- to lobby for HIV/AIDS orphaned children to get preference in tertiary education, health, micro-finance and resettlement schemes;
- to improve the socio-economic security of HIV/AIDS orphans;
- to provide food relief for needy villages;

- to provide training in skills such as dressmaking, blacksmithing, literacy, brick-making and brick-laying, and to provide opportunities and support for self-employment in village communities; and
- to provide education for empowerment.

The missions and objectives of these NGOs reflect a high level of organisation, and suggest that if they are implemented, the living conditions in the Chivi district should improve. Before focusing on the level of involvement of the targeted beneficiaries of these efforts, an outline of the development activities and strategies of the NGOs in the Chivi district is necessary.

3.4.4 DEVELOPMENT ACTIVITIES OF NGOs

CADEC (2002:3) points out that they are engaged in communication for social change, HIV/AIDS awareness, wills and inheritance education, gender and development education, sustainable agriculture and natural resource management, rehabilitation of water resources, construction of sanitary facilities, small-scale economic activities development, and relief and emergency services.

RUDO (2001:2) offers programmes/activities in market linkages and small enterprise development programmes, including crafts, crops and artisan

training, agricultural development programmes, lobbying and advocacy training, and STRIVE efforts (support to replicable innovative village/community-level efforts). Care International (2001:3) engages in small dams rehabilitation, seed diversity and security, community resource building, income diversification and livelihood watch. ZIRRCO (2001:2) involves villagers in the Chivi district in water harvesting and management, erosion control, skills development, seedling production, distribution and rehabilitation, as well as restoration and conservation of natural resources. Christian Care (2002:3) focuses on HIV/AIDS and gender issues, livestock restocking, income generating projects, water and sanitation projects, advocacy, irrigation development, and food security and nutrition programmes. These organisations show that they engage in quite a wide range of activities, and these fall into the following categories: health, agriculture, natural resources, gender issues, advocacy and HIV/AIDS education.

Christian Care (2002:4), RUDO (2001:3), Care International (2001:5), CADEC (2002:4) and ZIRRCO (2001:2) state that the following strategies are commonly used by them: workshops, networking and public relations, meetings, providing access to information, exchange programmes, direct delivery, training, mobilisation of resources, including human resources, unique linkages with partner organisations, active participation of stakeholders through shared responsibility, shared

leadership, shared decision-making, teamwork and democratic leadership, capacity building, use of participatory rural appraisal and lobbying and advocacy.

3.4.5 SKILLS AND VALUES OF NGOs

RUDO (2001:2), Care International (2001:4) and CADEC (2002:3) state that the nature of activities and strategies used by the NGOs are intended to instil the following skills and values in villagers:

- creativity and initiative;
- equal opportunity;
- respect for human dignity and democracy;
- horticultural production skills, including agro-processing skills, marketing skills, leadership skills, project management skills, and record-keeping skills;
- accountability and transparency; and
- respect for the dignity of other people regardless of their social standing in society.

3.5 INVOLVEMENT OF STAKEHOLDERS IN THE CHIVI DISTRICT

Stakeholders in community development comprise the local people, government, and role players such as government-employed specialists and teachers. It is important to discuss them because they determine the progress and success or failure of community development projects. The local people should be involved in all stages of the development activities because they are the owners and beneficiaries of the projects. As explained in sections 2.7 and 2.8, they have the best knowledge of their environment. Failure to involve them may result in development projects collapsing as soon as the facilitating agent withdraws. Hussein (2003:274) points out that government should create an enabling environment and allow community development activities to prevail unabated by suspicion regarding facilitating agents. The following extract from a local newspaper article shows that the government is failing to create an enabling environment in the Chivi district:

“A number of NGOs involved in development activities are being forced to withdraw their services. Some are already winding up their operations despite evidence that their services are still needed .Some locals have criticised politicians for issuing reckless statements without making a thorough assessment of the social and economic conditions on the ground in Chivi district” (Masvingo Mirror,4 October 2005:1).

3.5.1 LOCAL PEOPLE

The involvement of local people in community development activities to eliminate poverty, attain equitable distribution of and access to resources, is of paramount importance. Korten (1991:5) points out that such a process enables local people to increase their personal and institutional capacity to mobilise and manage resources to produce sustainable projects and to improve the quality of life consistent with their own aspirations. The local people should be involved in the development process, as their participation allows them as beneficiaries “to discover the possibilities of exercising choice and thereby becoming capable of managing their own future” (Korten, 1991:5). Activities of local people include participating in project execution, management and maintenance, and especially in decision-making (Sheng, 1987:78). Munguti (1989:13) views community members offering themselves for manual work (free labour force) as participation in development activities; planning, making decisions, accepting responsibility, and maintaining projects. The NGOs are interested in the villager per se. The rationale for not involving teachers is not at all clear. Villagers (the rural poor) participate in large numbers, yet teachers seem to be left out and/or are not included or involved in any activities (see Table 4.2 for explanation).

3.5.2 GOVERNMENT INSTITUTIONS

Government institutions are crucial stakeholders in community development activities. Makumbe (1996:4) points out that government can use all its arms to ensure a peaceful environment in which development activities can prevail without disruptions. Government is expected to support and assist community development beneficiaries, NGOs and all parties interested in the well-being of the rural poor. Swanepoel (1989:37-41) and Gow and Vansant (1983:429-430) identify the following government institutions that play a role in development: local government bodies, traditional leaders, representatives of central government departments, and specialised local organisations.. These people provide an important stimulus for development and act as communication channels to the outside world. In Zimbabwe, they generally have problems providing NGOs with relevant data or suitable starting points for development work, because of the Public Order and Security Act (POSA), the Access to Information and Protection of Privacy Act (AIPPA), and the Private Voluntary Organisations Act (PVOA) (Dube and Goncalves, 2004:8).

3.5.2.1 *Traditional leaders*

Makumbe (1996:55-58) emphasises the danger of ignoring the role of traditional leaders in community development in Zimbabwe. He observes that traditional leaders are excluded from Ward Development Committees (WADCO) and Village Development Committees (VIDCO) that have been useful for participation. Makumbe (1996:57-58) states that problems such as lack of funding and relevant skills, lack of relevant training programmes and lack of allowances remain perennial problems, as one of the major setbacks is the fall in the number of villagers attending meetings. Makumbe (1996:58) points out that people tend to pay more attention to traditional leaders than to VIDCO and WADCO members, as people feel that chiefs and headmen should be included in these structures. Traditional leaders are in a better position for influencing the opinions of villagers. In practical terms, they represent the state in rural matters.

3.5.2.2 *Representatives of central government departments*

In Zimbabwe, the representatives of central government departments provide NGOs with relevant data or a good starting point for development work. In this study, the participation of teachers is the focal point. While other government representatives are involved, there is a need to

determine how teachers in rural Chivi can participate in community development activities.

3.5.2.3. *Specialised local organisations*

The Chivi district has several specialised organisations that can benefit from the inclusion of teachers. There is the Chivi Farmers' Union, a branch of the Zimbabwe Farmers' Union (ZFU), several women's sewing, gardening, pottery and small animal breeding clubs, and piggery and poultry clubs. Some of these clubs are quite close to the schools, yet teachers are not involved at all. The frequency with which most of these clubs collapse entirely, with only a few re-emerging, is alarming. CADEC (2002:4) observes that very few (only 18%) of these projects survive for more than two years. CADEC (2002:4) further points out that development projects collapse soon after donor/NGO withdrawal, because the local communities lack people who are at least literate enough to sustain projects after NGO withdrawal.

3.5.2.4 *Local Government bodies*

It is also important to consider the role of the Chivi Rural District Council as both a stakeholder and role player in the development process. As stipulated by the Zimbabwe Rural District Councils Act 29 of 1996, Section

59, Subsection 1, paragraphs (a) and (b), it is mandatory that each rural council area should have a Ward Development Committee (WADCO) consisting of the councillor of the ward as chairperson and chairpersons and secretaries of every Village Development Committee (VIDCO). Subsection 3 points out that the Ward Development Committee annually prepares and submits a ward development plan to the Rural Development Committee of the council. There are thirty administrative districts in Chivi, and several schools fall within several villages in which development committees are operating.

No development committee at either village or district level has a teacher serving as an office bearer. The Rural District Council Act 29 of 1996, Section 60, Subsection (1), paragraphs (a), (b), (c), (d) and (e) point out that the Rural District Committee consists of the district administrator, chairperson of every committee, the chief executive officer of the council and other officers of the Zimbabwe Republic Police, Zimbabwe National Army, the President's Office, and the district heads of each ministry/department. However, this indicates that rural based teachers are excluded from the development process and from community-based development activities. The closest is the District Education Officer (D.E.O.). This person's role is clearly monumental, as no tasks are passed down to the teachers for execution.

There is no doubt that teachers can make meaningful contributions in all the functions of the Rural Development Committee. The Rural District Council Act 29 of 1996, Section 60, Sub-section (5) points out that the Rural District Development Committee's functions are:

- to consider ward development plans submitted to it in terms of section 59;
- to make recommendations to the council on matters to be included in the annual development and other long-term plans for the district within which the council area is situated;
- to prepare annual district development plans for approval by council; and
- to investigate (when instructed by council) the implementation of the annual development and other long-term plans for the council area.

Hussein (2003:273) observes that the promotion of citizen participation and community development through local government institutions reveals a gap between theory and practice. Hussein (2003:273) points out that CD strategies fail to realise genuine participation, due to a centralised system that allows only minimal citizen participation and heavily regulates local institutions. Hussein (2003:273) says that local government should promote participation and create viable local institutions instrumental to ensuring effective community development. The UNDP (2000:62) argues

that local government should promote community empowerment and enhance capacities to mobilise resources required for community or local development. Miller (1970:130) says that local government should promote the government's development policies at the local level and coordinate the various stages of decision-making and project management. Simukonda (1997:18) states that local government should promote community involvement in self-help projects at the local level. Apthorpe, Chiviya and Kaunda (1995:8) point out that in Malawi, local structures had no mandate to play a significant role in local governance and community development, as the political environment was characterised by intimidation and repression. The UNDP (2000:2) points out that all local government has to do is to facilitate the participation of people at the grassroots level in decision-making and promote accountability in good governance at the local level, in order to help the government with poverty reduction.

Hussein (2003:275) stresses that local government plays the role of facilitating bottom-up planning, giving greater attention to felt needs, problems, expectations, and aspirations regarding poverty alleviation and CD. He further argues that local government has the role of promoting community participation in the development process, and of promoting an interest in people taking part in decision-making, particularly in terms of proposing solutions to development needs. Hussein (2003:276) says that

the role of local government is to spread the idea about the bottom-up approach to development and to practically involve the community during the formulation, implementation and evaluation of projects. Benest (1999:7) states that local government enhances a community's quality of life by solving common problems and promoting economic development, as well as protecting the environment. In Zimbabwe, local government is undermined by the sidelining of traditional leaders in development matters. District councils should ensure that they play their part in mobilising the people.

3.6 CONCLUSION

The situation in the Chivi district is characterised by poor living conditions, lack of good infrastructure and poor harvests due to inadequate or no rainfall at all. The Rural District Council is trying to raise the living standards of the people in the Chivi district. My discussion of the involvement of the following NGOs: Christian Care, ZIRRICON, Care International, CADEC and RUDO, has focused on their missions, objectives, activities, strategies and skills being imparted. I also focused on the involvement of stakeholders such as the local people, government institutions, traditional leaders, representatives of the central government departments, specialised local organisations, and local government

bodies. It was noted that rural based teachers are not involved in any development efforts discussed. Chapter 2 provided the theoretical framework of the concepts of CD, participation, levels of participation in CD activities, political and social factors, and participation in CD activities. In Chapter 3, the poverty situation and prevailing development efforts in the Chivi district have been outlined. In the next chapter, data gathered through interviews, observations, field notes and tape-recordings will be presented and analysed. The rationale for rural based teachers' participation in community development activities has been given, with clear evidence that the literature consulted (section 2.8) mentions the role that rural based teachers can play. However, by virtue of what takes place in community development, the aims, skills and activities required, the researcher has maintained the argument that rural based teachers should participate in community development activities, as they are also community members.

CHAPTER 4

PRESENTATION AND DISCUSSION OF FINDINGS

4.1 INTRODUCTION

The focus of this chapter is to present and discuss the findings based on data that has been collected on the views/opinions of five categories of respondents: the Chivi Rural District Administrator, rural based teachers in the Chivi district, Village Development Committee chairpersons, ordinary villagers and non-governmental organisation workers. Findings generated from interviews, observations, field notes and personal journals are presented and discussed in the context of the approaches to and philosophy of community development and the concept of participation, as reviewed in Chapter 2. The task here is to establish whether the approaches, philosophy and principles can either on their own or collectively explain the findings. Quotes representing common rather than idiosyncratic responses will be used.

4.2 RESEARCH PARTICIPANTS

In this study, the following criteria were used in the selection of participants:

- an official who is a leader in the Chivi Rural District Council;

- two fairly experienced development workers in any non-governmental organisation (NGO) engaged in development work in the Chivi district;
- six teachers who have worked for no less than five years in schools;
- one Village Development Committee chairperson; and
- one ordinary community member.

It is important to note that these participants are spread out to include the Rural District Council, NGOs, teachers and the community, in order to cater for differences in opinions and perceptions. These selected participants were willing to be interviewed and were free to express their views without fear, although fear was apparent when interviewing some of them. Participants in the five categories were the ones regarded as thoughtful, perceptive and serious-minded in their circles and roles. Another reason for choosing each category was to ensure the representativeness of stakeholders. The most interesting and richest interview in terms of data in each category was transcribed and is attached as Annexures B, C, D, E, F, and G.

4.2.1 OFFICIALS OF THE CHIVI RURAL DISTRICT COUNCIL

The researcher chose this category for the purpose of accessing the Chivi District Administrator (DA), who chairs the Chivi Rural District

Development Committee (RDDC). Pan Afric (2000:30) points out that the RDDC is a committee of the Rural District Council (RDC), but also includes all other stakeholders in the district, including central government officers, NGOs, parastatals and the private sector. This official was expected to have an overall knowledge of reasons pertaining to the non-participation of teachers in community development activities that are spearheaded by the RDDC-affiliated organisations. It was also important and relevant to compare his views with those of others falling in the category of elite interviewees, to determine why teachers are not participating in community development activities, what can be done to involve them, and how to sustain their participation. The views of this official were anticipated to be very clear and would open up another area of possible research, such as how Rural District Councils could involve rural based teachers in community development activities. This is the official who approves NGO operations in the Chivi rural district on behalf of central government, after being satisfied with the NGOs missions, objectives and strategies in consultation with representatives of the ministries of health, education, agriculture, roads and road transport. For the sake of the richness and depth of data, this research could not afford to leave the official out, since his/her role in co-ordinating development and other activities in the Chivi district is apparent. See Annexure F for the interview conducted with this person.

4.2.2 NGO WORKERS

This category was identified, as Makumbe (1996:77) points out, as being an important agent for promoting beneficiary participation in development, playing a significant role in organising grassroots people to participate in such activities as cattle-feeding schemes, woodlot development, well digging and market gardening, and supplying the expertise and start-up capital and equipment for community development projects. PlanAfric (2000:43) observes that many NGOs attend and participate in Rural District Development Committee meetings. Thus, the researcher chose to include this category and targeted the participants by using elite interviews, because they had the expertise and were expected to provide very relevant data to inspire efforts to ensure that rural based teachers participate in community development. It was going to be interesting to find out whether the skills they required for community development were in any way the same as those that teachers have. Since this category is known for their use of participatory methods in community development activities, their failure to involve rural based teachers in such activities needed to be investigated. Another reason for targeting them was that the researcher hoped to get detailed data, as some of them have been working in NGOs for over ten years, and would therefore have gained a lot of experience. These people would indeed enrich this research, by pointing out how the researcher could improve his instruments and

arguments, and also by indicating similar studies they had come across and concrete circumstances that might inform this study. The researcher targeted them so that the few of them exposed to this study would think deeper about the “error” of not involving teachers in community development activities, and this might influence the inclusion of rural based teachers in community development activities. See Annexure C for the most representative interview conducted and included as a sample.

4.2.3 RURAL BASED TEACHERS

This category is central to the study and consists of qualified teachers employed by the central government to teach in rural schools after not less than two years of training. The situation in the Chivi district, described in Chapter 3, indicates that there are economic and social problems and rural based teachers are not participating in community development activities meant to improve the living conditions. This study targeted them for interviews, to obtain their views concerning their non-participation in community development activities. They were expected to provide us with their understanding of community development, and argue for or against the relevance of their skills for community development activities. Their opinions concerning factors that impede their participation and what could be done to obtain and increase their participation in community development activities, are crucial to this study. It would also

be interesting to compare their opinions with those of NGO workers and the Rural District Council Official, as the latter two have not done anything to include rural based teachers in their development activities in the Chivi district in general, although they clearly expressed the opinion that teachers have an important role to play. See Annexures B and E for the interviews conducted with the teachers.

4.2.4 VILLAGE DEVELOPMENT COMMITTEE (VIDCO) CHAIRPERSONS

This category was identified so as to give the researcher access to officials elected by villagers to lead them in community development. They are the spokespersons of the villagers. Makumbe (1996:45-46) points out that the VIDCO is the basic unit of organisation for decentralized development in Zimbabwe, and its functions are to enable the villagers to identify and articulate their needs, to collate and forward village needs and proposals to the Ward Development Committee (WADCO), to facilitate planning throughout the village, to facilitate improved communication in the village, to run all activities at the village development centre, and to coordinate and cooperate with government extension workers in the operation of a cooperative shop, preschool, market stall, income generating activities, health post (dispensary), adult literacy classes, craft and technology centres. This category has a lot of responsibility on paper, but practical application of these tasks may be

questionable. From this group, the researcher intended to find out whether all this could be achieved without the participation of teachers. This category would be in a better position to express in what ways rural based teachers' participation in community development activities would benefit the community in general. Participants in this category were expected to give more data on the specific roles teachers could play. The researcher also assumed that they would be able to indicate the losses and gains for the community if rural based teachers were to participate in community development activities. Having studied the role of this category in rural development in Zimbabwe, the researcher felt that they would perform their roles better if they received some form of skills training such as communication, planning and needs analysis from rural based teachers. Thus, the researcher saw them as being indispensable to this study. See Annexure G for one of the interviews conducted and attached as a sample.

4.2.5 ORDINARY COMMUNITY MEMBERS

This category was chosen to ensure that this research is democratic, by including the people at grassroots level. The ordinary and poor villagers

are the targets of most NGO development efforts, and they have representatives in VIDCOs and WADCOs in the form of their village-elected chairperson. They live with teachers and interact with them formally on issues concerning the education of their children and in school development committees. They interact with them informally in the use of village resources such as firewood, water resources, the market and shopping centre. The researcher felt that their views were necessary because villagers know their own situation better, and may be able to point out how rural based teachers could benefit them in community development activities in the Chivi district. See Annexure D for one of the interviews conducted and included as a sample.

4.3 FINDINGS OF THE STUDY

The main findings will be described and summarised in terms of the following categories:

- General knowledge of community development.
- General knowledge of participation.
- Roles of rural based teachers in community development.
- Teacher competencies for community development.
- Gains and losses for the community of teacher participation.
- Factors for and against teacher participation in community development.

- Strategies for inviting rural based teachers to participate in community development activities.
- Strategies for sustaining rural based teachers' participation in community development activities.

It is important to state that during the interviews, the order of the questions used to generate the responses categorised as indicated above (see Annexure A: Interview Guide) was sometimes changed and some of the questions were combined, thereby changing the wording of some of the questions from their original appearance in the interview guide. This flexible use of the questions was determined by how a particular interview unfolded, but the essence of the enquiry was never at all distorted.

4.3.1 GENERAL KNOWLEDGE OF COMMUNITY DEVELOPMENT

Respondents were asked to explain what they understood by community development (Annexure A: Question 1). Their general knowledge of community development provides a background against which findings can be considered.

All (100%) respondents gave general definitions of the concept of community development, and were quite aware that it is in progress in their locality. The following quotes from the interviews confirm this finding:

“All activities that these NGOs persuade us to do so we live well.”

“Works by NGOs and government that are meant to improve our living conditions ... family planning education, HIV/AIDS education, sinking of boreholes, construction of toilets and clinics, poultry, piggery, gardening and building dams.”

“All those activities done by NGOs with villagers to improve rural life and so on ... doing projects that make sure villagers have enough and clean drinking water, clinics, good roads and such stuff as piggery, poultry, money clubs, crafts, sculpture for income generation.”

“... that strategy of improving communities by making sure in the process and thereafter the people own the project and its proceeds.”

“ ... any input which changes the life of the community for the better.”

“ ... a problem solving approach to group needs ...”.

The literature reviewed (refer to Chapter 2) confirms and illuminates these findings. Hakanson (1981:13) points out that community development is the joint effort by community members in addressing shared problems, and the acquisition of skills needed for effective political, social and economic skills. Edwards and Jones (1976:138) and Hakanson (1981) concur that, in community development, people attempt a collaborative effort to promote what they consider to be the well-being of their community. The findings have basically been biased in favour of the

economic outcomes of community development activities, at the expense of other outcomes. Less tangible outcomes that have been raised in the literature were not mentioned at all by any of the respondents. This, therefore, becomes a major weakness of the findings regarding the definition of community development. Passmore (1971:9); Dunham (1960:33) and Adejunmobi (1990:226) note the element of integration of communities in the life of the nation, and their being enabled to contribute fully to national progress. The respondents did not mention the acquisition of social, political and decision-making skills. Thus, respondents' understanding of the concept of community development is not detailed enough. However, part of the reason is that respondents are hardly exposed to any literature regarding this practice. The views that define CD as a process, such as those of Sharma (2000); Langton (1978); and Hussein (2003), were not confirmed. Even those people working for NGOs exhibited limited knowledge about community development as a concept.

4.3.2 GENERAL KNOWLEDGE OF PARTICIPATION

Respondents were asked to explain their understanding of the meaning of participation in community development activities (Annexure A: Question 2). Their knowledge and awareness of participation was crucial in explaining how rural based teachers could take part in community

development activities. All (100%) respondents had some understanding of the concept of participation. The following quotes from the interviews confirm this finding:

“Generally doing something in development activities / projects ... providing labour, attending meetings and contributing points during discussions. If one is voted secretary, treasurer, chairman etc that is how one is participating.”

“ ... providing information, labour and ideas.”

“Participation has an internal motivation or motive. People are taking part ... because they want to express their willingness and commitment to get their community need/problem addressed or solved with them being part and parcel of the proceedings at all levels of the activity be long-term or short-term.”

“It is taking part in all the business of community development. Best is that one is playing a specific role as chairperson, secretary, providing labour, ideas and so on in community development work.”

The responses confirm the observations and discussions between the respondents and the researcher (see Annexures B, C, D, F and G). The literature confirms the findings. De Beer and Swanepoel (1998:20) point out that participation is always connected to the action of communities, groups and individuals related to development and improvement of an existing situation. Rahmema (1992:116) confirms the finding that

participation is transitive, in that it has a moral aspect and is oriented towards a specific goal or target. Slocum et al (1995:5) confirm that participation is a process of empowerment that helps in creating a shared understanding of problems and a vision for the future that leads to commitment and ownership by the community. The data on the general knowledge of participation appears to have been confirmed by the literature reviewed. Respondents had a clear understanding of the principle of participation in development activities.

4.3.3 ROLES OF RURAL BASED TEACHERS IN COMMUNITY DEVELOPMENT ACTIVITIES

Before respondents explained the roles of rural based teachers in community development activities, they were asked to justify why they felt that teachers should or should not participate in community development activities (Annexure A: Question 3). All the respondents (100%) agreed that teachers should participate in community development activities. The following quotes from the interviews confirm this finding:

“Teachers should participate”.

“Of course some of us ... can participate if opportunities are available”

“... I know they can help us if they want.”

“I think they should join hands with us and we improve our rural life as a community.”

“They must be part of us”

These findings provided a good basis for explaining the roles of rural based teachers in community development activities. Respondents justified rural based teachers’ participation in community development activities on the basis of the roles they thought teachers could play. The roles that were mentioned by all twelve respondents were tabled, computed and presented in the form of numbers and percentages (see Table 4.1 below).

TABLE 4.1 ROLES FOR RURAL BASED TEACHERS IN COMMUNITY DEVELOPMENT ACTIVITIES

		Planners	Counsellors	Report Writers	Proposal Writers	Teachers In Agriculture	Teachers in Voter Educ.	Teachers in Health Issues	Teachers in Environ. Issues	Teachers in General Farming	Teachers in Topical Issues	Teachers in Craftwork	Needs Assessors	Implementers	Monitors	Evaluators	Trainers	Marketers	
NGO Workers	1	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	
	2	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	X	√
Teachers	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
	2	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	√
	3	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	√
	4	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√
	5	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√
	6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
VIDCO chairpersons	1	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√
	2	√	X		√	√	X	√	√	√	√	X	√	√	√	√	√	√	√
Ordinary villagers		√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√
District Administrator		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Total: 12		12	11	12	12	12	7	12	12	12	12	5	11	12	12	12	1	1	12
%		100	92	100	100	100	58	100	100	100	100	42	92	100	100	100	9	1	100

All twelve (100%) respondents felt that rural based teachers could play the following roles in community development activities in the Chivi district:

- Community development planners
- Report writers
- Proposal writers
- Community development implementers
- Community development evaluators
- Community development monitors
- Marketers
- Public speakers
- Demonstrators
- Guides

Eleven (92%) of the respondents felt that rural based teachers in the Chivi district could assume the roles of counsellors and trainers, while one (8%) was of the opinion that teachers could not assume these roles in community development activities. The disparity in each case lay in the observation that the 8% felt that teachers could not be counsellors for various reasons, as some of them are younger and seem themselves to need counselling. Regarding the trainer role, the one respondent (8%) was an NGO worker who viewed it as being futile to generalise by saying that teachers could be trainers, as they may not have certain skills and

knowledge required in, for example, craftwork and soil value analysis for agricultural purposes.

Twelve (100%) respondents expressed confidence in the idea that rural based teachers can play a role as trainers in a number of activities included in community development. These activities are: teaching in agriculture, health-related issues, environmental conservation and related issues, general farming and topical issues. These respondents were convinced that teachers have the skills and only need to transfer them to practical use in community development activities for the benefit of themselves and their local community. Five (42%) of the respondents maintained that rural based teachers still play the role of teacher in craftwork, while the other seven (58%) felt that these teachers were too urbanised and had lost touch with skills in craftwork that are still common in rural areas, and that the teachers needed to learn from the villagers.

Nine (75%) respondents were of the view that teachers could be facilitators of community development activities in the Chivi district. Three (25%) respondents, being rural based teachers themselves, felt that this role was not possible, given time limitations. They were further probed and agreed that it would only be possible if they were allowed to shed off some of their classroom workload to, say, three days a week, so that the

other two working days could be spent on community development activities.

Seven (58%) respondents felt that rural based teachers could participate as mobilisers and teachers in voter education. Five (42%) respondents argued that these roles were not possible because of political factors. This will be discussed in detail in section 4.3.6.2.1.

The role of needs assessor and analyser was quite popular with eleven (92%) respondents, while one (8%) felt that this was not possible due to political factors (see section 4.3.6.2.1).

These findings on the possible roles of rural based teachers in community development activities in the Chivi district are given credence through the literature reviewed in Chapter 2. In such roles, Sanders (1958) (section 2.3.1) points out that teachers are involved in a process that is well planned and organised to assist individuals in acquiring attitudes, skills and concepts required for democratic participation. Furthermore, the views expressed by Bryant and White (1984) and Slocum et al (1995) (section 2.8) confirm these findings, as this entails that teachers will be participating in problem identification, data collection, decision-making and implementation processes. Johnston's (1982) (section 2.9.4) levels of participation, by providing suggestions and giving criticisms aimed at the

improvement of an activity, also give credence to these findings, in that rural based teachers' opportunities to conduct critical observations, evaluations and monitoring of community development progress and other skills, become apparent. Literature on NGOs operating in the Chivi district (sections 3.4.2; 3.4.3; 3.4.4 and 3.4.5) also indicates that rural based teachers may participate in CD activities to ensure that the missions, objectives and activities are realised. In this study, there is a close relationship between existing missions, objectives and activities, and what the respondents believe to be the roles that teachers can play in CD activities.

4.3.4 TEACHER COMPETENCIES FOR COMMUNITY DEVELOPMENT ACTIVITIES

Respondents were asked to state the necessary competencies teachers have that could be used in development work in their area. (Annexure A: Question 5).

Respondents made a connection between the roles they felt teachers could play in community development activities, and the competencies that they felt were necessary and which teachers possessed. Respondents mentioned the following as necessary teacher competencies for community development activities:

- planning
- writing, teaching and instruction
- training / demonstration /guidance
- assessing
- evaluating
- marketing, public speaking /oration
- facilitating
- motivating and analysing

This finding is confirmed by the following quotes:

“... several teachers ... can train villagers in gardening, agriculture, poultry, piggery ... have planning, monitoring, evaluation, marketing, book keeping or accounting and public speaking skills ...”

“...a teacher can explain something ...”

“... teachers would monitor our learning, plan schoolwork, mark, and evaluate or performance ... can't these skills be transferred into helping us?”

“These people (rural based teachers) can read with understanding, teach, explain and demonstrate, ... can translate booklets for us. They can write and draw good plans even buildings meant to be constructed.”

“Believe me, teachers have an array of skills such as marketing, mobilization, management, public speaking, planning, organisation, monitoring, evaluation, analytical skills.”

“I don't hesitate to say that teachers have a fairly good knowledge of psychology, sociology and social sciences, national issues, policies, government institutions and modern trends plus a wide readership make them apt for better participation in community development here.”

These findings are consistent with one of the researcher's reasons for selecting the research problem, namely to exploit the abundance of skills and talent in local schools for community development work. These findings proved the researcher's belief that teachers have an abundance of skills that should be tapped for development work in rural areas. The views of Kruger (1996; 1992); Schenck and Louw (1995); Calitz (1987); and Henderson and Thomas (1992), as discussed in section 2.8 of Chapter 2, give credence to these findings.

One of Johnston's (1982) levels of participation, namely participation by making suggestions and giving criticisms aimed at the improvement of an activity, addressed in section 2.9.4 of Chapter 2, gives credence to this finding, as rural based teachers already have a critical attitude and can make suggestions for improvements and changes, and can participate in a more responsible way.

4.3.5 GAINS AND LOSSES FOR THE COMMUNITY EMANATING FROM RURAL BASED TEACHERS' PARTICIPATION IN COMMUNITY DEVELOPMENT ACTIVITIES

4.3.5.1 *Gains*

Respondents were asked to explain what they thought the community would gain if teachers were to participate in community development activities. (see Annexure A: Question 9).

Rural based teachers suggested several gains for the community in this case. These teachers pointed out that the community would benefit from the general and specific uses of teachers' skills in all levels of project work. Another gain identified was the efficient use of time with regard to some activities. Some respondents felt that gains would be in the form of minimal costs, as a reliance on expensive specialists from towns would eventually be reduced. This category of respondents also felt that a reliance on local rather than external skills is a morale booster as well as a gain. The following quotes (Annexures B and E) confirm this finding:

"The general and specific use of the skills ... sees the community gaining in all levels of activities, economy of time, low costs..."

"It will be cheaper for the community because they will be relying on skills teachers have for most of the things."

“Locally available skills will be of great importance and the community will acquire some of the skills teachers have.”

“The increase in rapport between the two will benefit more villagers who have had no opportunities to attend school than the teachers themselves.”

The category of village development committee chairpersons articulated several gains for the community. They pointed out that there would be an abundant number of consultants on issues such as agriculture, health, civic education, and related matters. Another gain mentioned was that rural based teachers’ participation in community development activities would at least guarantee villagers access to some advisers. The community would benefit a lot, as rural based teachers could market community products and also share their skills with them. In addition, teachers would be useful in sourcing funding and donors for community development activities. It was also noted that some of the teachers would be able to provide cheaper transport to and from town for errands related to community development activities. The rapport between villagers and teachers was also another gain identified by this category of respondents.

The following quotes (Annexure G) confirm these findings:

“... authorities to be consulted (teachers) will be easier to talk to and accessible to all of us.”

“We will gain knowledge of skills teachers have ... advice”

“They can get donors for us because they (teachers) are good at report writing and can get markets for our produce...”

“Some of the teachers have cars and we can benefit in terms of transport. ... I think we will celebrate the peaceful parent – teacher rapport...”

The category of ordinary community members was presented with the same question, and revealed that they would benefit by gaining new knowledge and skills such as planning, report writing, project proposal writing, monitoring and evaluation of community development activities, as well as how to work better in groups. They also felt that there were gains involved in learning good agricultural techniques from rural based teachers. Ordinary community members pointed out that receiving free education on a number of issues such as health, civic education, and world developments, were some of the gains they anticipated. The following quotes (Annexure D) confirm these findings:

“We can learn a lot of new knowledge and skills ... how to plan well, writing good reports and project proposals and even how to work in groups with the youths who are giving us headaches in these villages.”

“I believe as mere villagers we will gain from the teachers’ knowledge of developments in the world, and new discoveries in agriculture and agricultural methods.”

“The most important gain I will receive from teachers is knowledge on how governments work, how to take part in politics and even how to decide who to vote for.”

“Once we start working with teachers, there is a possibility that our ability to “speak” [communicate] will improve and this is a gain that is evident.”

“I think we will gain practical skills such as pottery and curving skills using new technology.”

The Chivi district administrator (Annexure F) and non-governmental organisation development workers (Annexure C) who were interviewed, gave responses consistent with those from the categories of teachers, village development committee members, and ordinary village members. The NGO development workers mentioned gains such as the availability of cheaper or free transport for development work/activities, marketing of development projects and produce, gaining of some of the skills/competencies that teachers have, learning from one another, and increased opportunities for sharing ideas. However, they were also able to suggest other gains such as the modernisation of rural culture, upliftment of rural standards of living, and the prevalence of exemplary behaviour and patience.

The following quotes confirm these findings, which were not obtained with the other categories of respondents:

“Other gains I may mention are ... modernization of rural aspects thus narrowing the rural-urban gap, uplifting rural standards of living.”

“Rural based teachers we are talking about here may create a sense of order and organisation in rural areas in the sense that they display exemplary behaviour and if emulated by the youths, there is no doubt such will lead to behavioural or moral gains.”

“One of the gains is that the government will have found reliable agents of change committed to transforming rural life into modern a one embracing new charges, attitudes and technology”.

The literature reviewed in Chapter 2 illuminates some of these abovementioned gains. Theories of community development as a method confirm the gain of time-efficiency. Chambers (1992:7) points out that in agriculture, some practitioners of farming systems research provide extension services using lighter and quicker methods. Gains such as opportunities for sharing ideas and social rapport are consistent with the benefits alluded to in Sanders’ (1958:4-5) definition of community development as a process, particularly in terms of what happens to people socially and psychologically. Thus, people are engaged in social action, thereby acquiring attitudes, skills and concepts necessary for their democratic participation.

Gains such as being educated on health, civic issues, current affairs and other skills such as planning, report writing, and monitoring and evaluation of community development projects, are consistent with Sanders’ (1958) views regarding gains in terms of community development. Sanders (1958:19-21) points out that CD is an organised educational process which deals comprehensively with the community in its entirety and with all of the various functions of community life as integrated parts of the whole. Ferrinho’s (1980:39-42; 47-59) philosophy of community

development gives credence to these findings, since as long as social equity is attained, and understanding and democratic values are sought, social solidarity is achieved. Anyanwu (1988:11) confirms these findings by pointing out that people generally establish and maintain cooperative and harmonious relationships. The use of teacher competencies such as planning, monitoring and evaluation, addressed in section 2.8 of Chapter 2, gives further credence to these findings.

4.3.5.2 *Losses*

Respondents were asked to point out the losses to the community if rural based teachers were to participate in community development activities. (see Annexure A: Question 9).

Respondents in all five categories (100%) indicated that there were no losses to the community if teachers were to participate in community development activities in the Chivi district. However, because of the critical attitudes of the teachers and District Administrator, fears about the participation of teachers in community development activities were expressed. These included fears that teachers might monopolise roles and offices, that they would be domineering, and that they would try to manipulate villagers to their advantage. The following quotes explain these findings:

“I think if not well coordinated and monitored, the villagers will not learn at all as teachers may monopolize all roles / offices, move faster and even think its theirs and not for the community.”

“I do not see any losses at all but fears such as that teachers may take over certain projects especially the income generating ones by use and abuse of legal instruments behind the illiterate villagers.”

“...if teachers are not trained in community development and participate unchecked, they can be too dominant and domineering to the disadvantage of the villagers.”

“... they may manipulate community members to their advantage...”

The following quotes explain the finding that no losses were envisaged with regard to the participation of rural based teachers in community development activities:

“... losing is out of place because teachers can make us better intellectuallyWhat can we lose by working with such professionals... who have degrees and have trained in how to teach?”

“None”

The literature reviewed in Chapter 2 fails to give credence to the findings on losses to the community if teachers were to participate in community development activities. This is because teacher participation in community development activities has not so far been practised in Zimbabwe, although in theory they are included in the policy manuals of NGOs and RDCs.

4.3.6 FACTORS IN FAVOUR OF AND FACTORS THAT DETER RURAL BASED TEACHERS' PARTICIPATION IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents were asked to mention factors that deter rural based teachers' participation in development activities in the Chivi district. (see Annexure A: Questions 6, 7 and 8.). Respondents were able to suggest factors in favour of and factors against rural based teachers' participation in development activities. Before the findings are descriptively presented according to the various sub-categories that emerged, a table showing the responses vis-a-vis factors that deter rural based teachers' participation in community development activities and factors in favour of their participation is presented in the following table:

Table 4.2 Factors for and against the participation of rural based teachers in community development activities

Factors in favour of rural based teachers' participation in community development activities	Factors against rural based teachers' participation in community development activities
<ul style="list-style-type: none"> ▪ Possession of wide knowledge. ▪ Possession of transferable skills. ▪ Being part of and trusted by the community. 	<ul style="list-style-type: none"> ▪ Unfavourable political conditions. ▪ Lack of specific supportive policy. ▪ Attitudes of rural based teachers. ▪ Lack of opportunities and incentives. ▪ Conservativeness of both villagers and teachers. ▪ Lack of training in community development. ▪ Labour issues.

4.3.6.1 Factors in favour of rural based teachers' participation in community development activities

4.3.6.1.1 Possession of wide knowledge

All (100%) respondents felt that teachers' possession of wide knowledge counted in favour of their participation in community development activities. The following quotes have been extracted from the interviews:

“... teachers are enlightened ... they have demonstrated good work in the history of education and nations ... they are the community’s light in the dark nights of illiteracy They have travelled more widely and are aware of what is happening in other areas and countries”.

“... a teacher is several things in one. We have functional knowledge of sociology, psychology etc... .”

“Teachers are literate, they can teach us developments in the world... .”

“... they [teachers] have studied science, agriculture even English...”

“I don’t hesitate to say that teachers have a fairly good knowledge of psychology, sociology and social issues, national issues, politics, government institutions and modern trends plus a wide readership make them opt for better participation in community development here.”

4.3.6.1.2 Possession of transferable skills

All (100%) respondents felt that teachers have transferable skills, and as such could participate in community development activities and play some of the roles listed in Table 4.1. However, nine (75%) respondents believed that the transferable skills could only be effectively applied after some form of training for teachers in community development. The following quotes from some of the interviews confirm these findings:

“We ... have skills such as planning, demonstrating, teaching, monitoring and evaluation skills. Hey! Imagine all my classroom skills transferred to development work?”

“We even need very little time and few lessons to be able to do what development workers are doing.”

“Teachers are all over in the corporate world, in politics, and cabinet in Zimbabwe, ... there are several teachers who studied agriculture at college and can train villagers in gardening, agriculture in general, poultry, piggery and small animal rearing. Apart from training skills, teachers have planning, monitoring, evaluation, marketing, book keeping or accounting and public speaking skills ... that can be used in developing communities.”

“A lot of skills they [teachers] have can be of value in community development work.”

“Believe me teachers have an array of skills such as marketing skills, mobilization skills, organizational skills, monitoring skills, evaluation skills and analytical skills. Like I said teachers need training in community development to redirect these skills to serve communities. Basically these skills are transferable.”

“A teacher can teach at many levels you see? They can even serve at any stage of a project.”

“If teachers can be trained in this field [community development] they can do better than some of them [development workers with NGOs].”

The skills common to teachers, as referred to in section 2.8, as well as skills focused on by NGOs (section 3.4.5), have been confirmed by the respondents, who indicated that a majority of these same skills may be transferred by teachers from the classroom to CD work. The summary of roles (table 4.1), in conjunction with sections 2.8 and 3.4.5, indicates that teachers have transferable skills for CD activities.

4.3.6.1.3 Being part of and trusted by the community

Respondents felt that teachers are part of and trusted by the community, and these two variables counted in favour of teachers' participation in community development activities. Rural based teachers (50%) pointed

out that inflation and poverty have placed them in the same class as the ordinary rural people. The following quotes confirm this finding:

“They [teachers] are trusted by the community under normal circumstances. They have demonstrated good work in the history of education and nations. They are part of the community though at present artificially forced to observe a gap.”

“We are as poor as the villagers, with no reliable sources of clean water, desperate for better diet in this rural setting. Our salaries have been eroded by inflation and being a teacher here is meaningless and almost a joke.”

The views of Swick (2001:263) and Anderson (2000:3), addressed in section 2.8, give credence to these findings. Swick (2001) points out that both teaching and community-building are life-long commitments. Anderson (2000) argues that teachers serve the common good of both education and community, by addressing social, political, economic and cultural injustices. These views cement teachers (teaching) and the community as core, related activities. Basson and Smith’s (1991) view that teachers determine the content of courses and programs in schools on the basis of knowledge, skills, attitudes, convictions, values and norms, is a clear pointer to the finding that teachers are part of and trusted by the community.

It is in the literature on participation that we have been able to discuss the role that rural based teachers can play in community development. Indeed, the three findings presented in this section with regard to the factors in favour of rural based teachers' participation in community development activities, are new ones.

4.3.6.2 Factors deterring rural based teachers from participating in community development activities

Respondents highlighted the prevalence of seven factors which deter rural based teachers from participating in community development activities in the Chivi district. (see Table 4.2). Some respondents suggested what could be done to eliminate these factors, in their responses to questions 10 and 11 in Annexure A.

4.3.6.2.1 Unfavourable political conditions

Ordinary villagers, NGO workers and VIDCO chairpersons who were interviewed, felt that the unfavourable political climate deters rural based teachers from participating in development activities. Ordinary villagers, in particular, thought that working with teachers was not possible because they feared political reprisals. The following quotes (Annexure D) confirm this finding:

“The majority of us are not happy with teachers mingling within us. We don’t like their political views. They preach change and this does not go well with us because we are war weary and further government will not give us maize seed, fertilizers and food during drought if we accept opposition politics.”

“It is safer for the teachers to keep their distance. During the previous election time they were accused of spreading opposition politics into the rural areas and this has now increased the gap between us and teachers.”

“They are strongly believed by government to be spreading discontent about the present government and therefore mixing with them is risky.”

NGO workers pointed out that, in the area being researched, as with anywhere in Zimbabwe, the political factor deters rural teachers from participating in development activities. They felt that the enabling role that politics could play in promoting development in the Chivi district is academic. They also pointed out that class struggles are keeping teachers out of development activities, and that since teachers are believed to be part of the machinery spreading opposition politics, it is apparent that villagers are not comfortable working with teachers in community development activities. The following quotes (Annexure C) confirm this finding:

“Teachers have been victims of Third World politics and have been thrown out of the middle class. Third World politics don’t like the middle class.”

“... teachers are accused of spreading opposition politics thus “polluting” the rural people and “awakening” them to new political trends world wide... the more teachers stay away from villagers the better for the government.”

“The government is paying lip service to teachers’ crucial role in society. They fear teachers deliver political education informally or non-formally thus enlightening rural folks against the ills of the government”.

All six rural based teachers interviewed, confirmed that unfavourable political conditions were one of the factors deterring them from participating in community development activities. They confirmed earlier views of NGO workers, VIDCO chairpersons and ordinary villagers, in feeling that government was not comfortable with teachers mixing with rural people, as this would give the opposition party (Movement for Democratic Change) political mileage. The following quotes confirm this finding:

“As for government, believe me, the teacher should dare not “awaken” rural ... I decline to speak on political issues in rural areas”.

“You see, it is risky to engage oneself with the rural people if one is a teacher because you can be mistaken to be influencing rural people against the ruling party.”

“Ours is a dicy situation as one may end up arrested for or under suspicion of campaigning for the opposition.”

“It is safer for us to keep our distance as the possibility of being accused of political agitation and spreading political discontent is rife here in Chivi district in general.”

“These villagers may misunderstand a teacher and think he / she is the opposition voice when for example you speak on certain civic education issues and demonstrate against him/ her, too bad....”

The literature on political factors in participation, discussed in section 2.10, gives credence to these findings. Observations by Hussein (2000);

Ngubane (1999); Somanje (2001); and Dube and Gonclaves (2004) that political factors can deter participation in political processes and CD activities, have been confirmed in this study. NGO workers, villagers and rural based teachers in the Chivi district talk about political intimidation. As Ngubane (1999:22) points out, the political factor renders people ineffective and unwilling in the task of promoting participation in political processes as well as in CD activities. This is compounded by socio-economic factors (see section 2.11) particularly the high cost of living, which negatively affect participation in CD activities. Thus, the views of Musukwa (2001) are confirmed.

4.3.6.2.2 Lack of a specific supportive policy

Respondents generally felt that there is no specific supportive policy as a term of reference for guiding the participation of rural based teachers in community development activities. NGO workers indicated that their targets are the poor rural villagers, and teachers are not included in this category. The following quotes confirm these findings:

“... but I suppose there should be a policy binding all parties in community development”

“There are no policies or clauses in the Education Act of Zimbabwe compelling us teachers to take part in community development activities at all.”

“The absence of any enabling policy meant to ensure we take part in development activities allows even NGOs and villagers to ignore teachers in development related activities here in Chivi”.

“We are not compelled by any policy to include teachers in our activities meant to improve the lives of rural people.”

“One other reason is perhaps that the government does not tell them to do so....”

These findings are confirmed by Hussein (2003) (see section 2.11), who highlights the absence, among other factors, of tangible outcomes, a thorough understanding of civil rights and responsibilities, a supportive political system, and a controlled economy. This therefore shows that the lack of a specific policy that places teachers at the centre of CD activities, could explain their non-participation.

4.3.6.2.3 Attitudes

All (100%) respondents confirmed that attitudes play a crucial role in keeping rural based teachers out of community development activities. Villagers pointed out that some of the teachers are so pompous that their mixing with villagers is out of the question. Rural based teachers felt that the villagers had a negative attitude towards them, which was fuelled by the political factor previously discussed. NGO workers pointed out that the prevalence of negative attitudes of villagers and teachers towards each other seriously undermines the possibility of rural based teachers' participation in community development activities. The following quotes confirm these findings:

“The majority of us are not happy with teachers mingling within us.”

“But some of these young teachers defend what they call ‘class’ and are ever going back to town and have no time with villagers.”

“The possible oneness of that school and us villagers is far from their mind.”

“Community partitions teachers along church denominations and yet does not engage in development activities with those teachers in their denomination.”

“Some [teachers] feel too smart to do so while others may have an attitude against the community.”

“I mean teachers feel community development work does not qualify in their white collar job and is too manual a job.”

“Some [teachers] may not participate because they are in a place they do not like because deployment practices have not placed him/her in their home area. The community may not like him/her for being an outsider.”

“... the teachers’ general dislike of rural life. Some of these young men have a casanova attitude and are thus not eager to formally interact with the community.”

“... the majority of teachers may be exhibiting negative attitudes towards community development activities and dismissing it as their (villagers) activities.”

Hussein (2003) argues that attitudes and perceptions play an important role in participation or non-participation in CD activities (see section 2.11). This gives credence to these findings, as teachers are deterred from participating in CD activities because of their attitude towards the government and vice versa.

4.3.6.2.4 *Lack of opportunities and incentives*

All (100%) rural based teachers interviewed agreed that there were no opportunities and incentives for them to participate in community development activities in the Chivi district. This acted as a deterrent to their participation in community development activities. The following quotes confirm this finding:

“The Rural District Council invites District Education Officers and Regional Education Officers to important annual meetings and have nothing for us ‘small’ teachers.”

“NGO workers never give us any chance at all. It is like we do not exist here at all.”

“ ... there are no incentives in place for teachers who may be involved in community development activities”

“... In these times of economic difficulties teachers can’t engage their skills in areas they are not invited and nothing is set aside for them as remuneration or as a token. We need to be paid for that.”

“Although I do not doubt that as a teacher I have a contribution to make in community development activities, I do not want to be persuaded into labour I am not given any compensation or a token after all such opportunities do not exist here.”

The literature reviewed (see sections 2.10 & 2.11) confirms this finding. Hussein (2003); Ngubane (1999); and Somanje (2001), whose views on political and socio-economic factors in participation show that opportunities for participation do not exist in a politically volatile

environment characterised by authoritarian and autocratic rule, centralisation, community manipulation and oppression. Hussein (2003) argues that there is no way that participation can be realised in a situation of high cost of living, poor economic conditions, and a reduced peace of mind among the citizenry. In this case, teachers need some incentives.

4.3.6.2.5 Conservativeness of villagers and teachers

NGO workers, teachers and villagers pointed out that conservativeness plays a part in deterring the participation of teachers in community development activities in the Chivi district. Conservativeness tends to polarise rural based teachers and villagers from one another. This has confirmed the views of Hussein (2003) (see section 2.11) on the effect of attitudes on participation in general. The following quotes confirm this finding:

“... teachers are conservative and may not prefer something added to what they are doing and have been doing for some time. Teaching values are not dynamic enough to absorb community development as a practice by teachers.”

“They [villagers] are so closed and conservative and our role is to teach their children, not them.”

“Villagers are yet to receive civic education for their own good.”

“I think we [teachers] better stick to our teaching business and anything extra may lead to work overload.”

“But you need to be careful here. I chose to be a teacher not a social or development worker. These do not mix. I am not comfortable with issues that pollute the teaching profession. We [teachers] should leave that to other sectors.”

“Those are some of the things that dilute the purity of the teaching profession. Why can’t that be felt for NGOs? We have no room for this in our career.”

“But you guys can’t you see that us teachers lack exposure to such issues. We are used to traditional school routine: class–sports–home: or class–general work–home.”

“Generally let us be honest. Heads and teachers are not given to diversity of tasks, we operate as stated according to ministry policy... .”

4.3.6.2.6 Lack of training in community development

Elite interviews with NGO workers revealed that lack of training in community development deters rural based teachers from participating in community development activities. While NGO workers agreed that teachers have transferable skills, they still felt that the lack of training in community development in particular, remains a serious hindrance. Rural based teachers agreed that a lack of training in community development was a deterrent, but felt that this could easily be done through seminars, workshops, or in-service training. Ordinary villagers and VIDCO chairpersons did not identify this as a hindrance, since a teacher can do a lot. The following quotes by NGO workers and teachers confirm these findings:

“Their [teachers] nature of training has less focus on community development as a role of the teacher. There is too much on content and pedagogics in their curriculum. Community development is not taken as a philosophy worth studying and taking into the community.”

“Teachers do not have training on how to develop communities per se. It would be futile to assume that since they have an abundance of transferable skills they can handle community development. Futile in the sense that dealing with adults is not the same as handling boys and girls in a classroom. Some teachers are aware of this weakness and stay off community development work.”

“One of the reasons is that teachers are skilled educators who know their limits and understand society’s division of labour and thus feel justified not to be participating in community development activities.”

“I only have transferable skills but my knowledge of community development per se is suspect if not zero. We need training and practice to reinforce it....”

The literature reviewed, particularly that of Somanje (2001); Ngubane (1999); and Hussein (2003) (see section 2.10), points out that the stabilisation of nascent democracy, cultivation of a democratic ethos, bringing about of political tolerance, consensus building, discussions and training, can promote participation. This confirms the need for teachers to receive training in CD. However, the fact of teachers having transferable skills for CD was a prominent finding. Hussein (2003) (see section 2.11) stresses the need for motivation and civic education in order for people to participate intelligently in local issues. Adralin (1997) (see section 2.11) points out that participation in CD activities requires appropriate management styles and highly qualified staff.

4.3.6.2.7 Labour issues

Respondents such as rural based teachers and NGO workers strongly felt that labour politics were behind the exclusion of rural based teachers from participation in community development activities. This finding was also

probed to determine whether professional ethics, rules and regulations impeded rural based teachers' participation in community development activities in the Chivi district (see Annexure A: Question 7). Rural based teachers stated that the part played by their superiors and NGO workers amounted to labour politics, deterring them from taking part in community development activities. The following quotes confirm this finding:

“Regional and District Education Officers are the only ones who attend Rural District Council meetings and nothing trickles down to us.”

“NGO workers are damn scared of the threat we pose to their jobs, they fear we can take their jobs. A labour issue you see.”

“If NGO workers know that the inclusion of teachers in community development activities creates an opportunity for those at their head office to identify other or alternative untapped skills and talent for developing communities, they find it safer to ignore the need to include us in the community development business.”

“... we operate as stated according to ministry policy. If as a teacher you start mixing with villagers, the headmaster feels offended because he calls that his key result area as Public Relations Officer of the school... .”

“I don't object that as contract workers we in NGO employment may have fears of job losses as teachers have the potential to perform better than some of us. Yes keeping teachers out is indeed a labour issue / strategy in favour of some of us.”

“But if government as the employer of rural based teachers does not allow them to participate then that is both a political and a labour factor arguably deterring rural based teachers from taking part in community development activities. If some of us the NGO workers foresee job threats in including teachers in developing communities, then labour politics qualifies as one of the deterrent factors that needs to be addressed.”

“But perhaps field workers who happen to be our men on the ground fear losing their jobs to them [teachers] This is a labour issue to do with one group of workers fearing for their jobs and being defensive,

conservative and silent about this need (need to involve rural based teachers in community development activities). If teachers can be trained in this field, they can do better than some of them.”

From these quotes, the view emerges that labour issues may account for the failure of teachers to participate in CD activities. The core business of teachers pins them to classroom activities, while those engaged in development work as a career may also feel threatened by job loss as more teachers come in.

4.3.7 INVITING RURAL BASED TEACHERS TO PARTICIPATE IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents were asked to suggest how rural based teachers could be invited to participate in community development activities, and to propose strategies that could ensure that they participated in community development activities. Respondents combined invitations and strategies in their responses to questions 10 and 11 of Annexure A. The issue of how to invite teachers to participate will be discussed in the next section.

4.3.7.1 *Inviting rural based teachers to participate*

VIDCO chairpersons and ordinary villagers interviewed, felt that the government is best positioned to ensure that rural based teachers participate in community development activities, by giving them freedom to

mix with villagers, allowing and encouraging NGOs to involve teachers, and even using its (government) muscle and political tactics for the good of the rural people. The following quotes confirm these findings:

“I don’t know really, but the NGOs should find a way but mmm ... I think the government can make it possible.”

“Government must make it its responsibility to ensure teachers take part in community development activities. It must go further to ensure all NGOs involve teachers and nurses as well.”

“I don’t know really how, but all I know is that the government has the muscle, obviously here in Zimbabwe the political decisions are most powerful and supersede social and economic decisions. So government can use political tactics for the good of us.”

Rural based teachers in the Chivi district felt that they could be invited into community development activities if a policy was put in place to bind all stakeholders in community development, such as the government, the Rural District Council (RDC) and NGOs, to engaging teachers. The following quotes confirm these findings:

“Mmm ... I don’t know how NGOs can do it but I suppose there should be a policy binding all parties in community development to consider us as serious would-be co-workers.”

“I would suggest that a policy be in place compelling both NGOs and the RDC to engage teachers in community development.”

“I am personally a public service employee and if there are no clauses stipulating that I do community development activities, how can I just be in such issues that are not even a key result area? The situation on the ground is not conducive for such operations for teachers, so I better stay off until such a time that enabling policy has been put in place.”

“If our ministry adds that (community development) to our job description, then the better for us.”

The Chivi Rural District Administrator and NGO workers gave good suggestions on how to invite rural based teachers to participate in community development activities. They felt that teachers needed to part ways with politics in order to be accepted by the community. They pointed out that media campaigns should be used to harmonise relationships between rural based teachers and villagers. They also pointed out that there was a need for a change of attitude towards rural based teachers on the part of the rural people. They also felt that there was a need to introduce a policy in favour of teachers’ participation in community development activities, and a need for NGOs and CBOs to invite teachers into community development activities. These elites expressed confidence in their suggestion that community development as a co-curricular issue or subject in tertiary education in general and teacher education in particular, should be introduced. The following quotes confirm these findings:

“As long as they can succeed in putting away opposition politics they may be invited to participate. This is a major area to correct on the part of government, teachers and the rural communities in Zimbabwe.”

“... impress upon government and the education system to put in place policies requiring teachers to participate voluntarily or as part of their job.”

“The media should openly harmonise teachers and rural communities and set a new agenda encouraging rural teachers and the communities to participate jointly in community development activities. Another way is to

introduce community development as co-curricula issues for teachers. NGOs and community based organisations need to be encouraged and invite teachers into participation.”

“... there is need for a change of attitude towards teachers on the part of the rural people particularly here in politically volatile areas of Chivi district.”

The literature on how rural based teachers can be invited to participate in community development activities has been scarce. Opinions of respondents could not be seen to be in line with any existing literature.

4.3.7.2 Strategies for sustaining rural based teachers' participation in community development activities

VIDCO chairpersons and villagers felt that teacher participation in community development activities could be sustained by ensuring that they served on the various committees of the village development programmes, and by trusting them with responsibilities in dealing with ordinary villagers. They also felt that government could give rural based teachers incentives such as an allowance, time off or off-days per month or week. The following quotes confirm these findings:

“All we can do is ensure that they (rural based teachers) permanently serve on the various committees we have here and be trusted with the task of grooming us or some of us”.

“... but government could be more helpful here by giving teachers incentives for this in the form of an allowance or free time/off-days.”

“I think authorities should persuade them. Make participation more attractive. Government should give them allowances.”

NGO workers and rural based teachers suggested that appropriate strategies should include the promotion of staff development by means of training, workshops and seminars. Many felt that community development should be introduced as a core course in teacher education. They also felt that the introduction of incentives for teachers to take part in community development would be a good strategy. They stressed that there was a need for a political commitment by government, and that parliament and local structures needed to be sensitised to realise that community development should include rural based teachers. Some felt that participation in community development activities should be a criterion for the promotion of teachers serving in rural areas. Others felt that public service regulations that deny teachers the right to venture into business need to be revised, as some community development activities include income generation, and teachers were likely to be interested in these activities. The following quotes confirm these findings:

“I suggest only a political decision ... can make this possible, unless parliament is sensitised in seeing the benefits of accepting this suggested philosophy nothing can take off.

“I see strategies such as media campaigns on community development. Adding community development as a subject at tertiary level in Zimbabwe.”

“We can develop our communities by ensuring that not only teachers participate with villagers but also nurses, artisans at the growth points and administration staff at the district office. All these need basic education in community development.”

“The media should set the tone and atmosphere conducive for teacher-villager co-existence and better cooperation and suspicion-free-environment where all parties can engage in community development for their common good.”

“The media should appeal to everyone.”

“We need to sensitise people in all levels of the education system and structures to as far as having it put on the time table for teachers.”

“Teachers should be trained at colleges or by other stakeholders through seminars, workshops and staff development programmes in community development.”

“It becomes easy to sustain if the education system takes into account ones’ participation and achievements in community development among other aspects. Another important point is to abolish the Public Service Commission’s draconian regulation denying teachers participation and engagement in business ventures in communities, cooperatives etc ... also the need for political commitment in all this or else nothing can be done.”

4.4 Conclusion

In this chapter, data obtained from the respondents, indicate that there are many factors in favour of the participation of rural based teachers in CD activities. These factors tend to outweigh the factors that deter rural based teachers from participating in CD activities.

In the next chapter, conclusions are drawn from and with reference to the data obtained.

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In this chapter, the main focus is on the conclusions and the recommendations based on the literature reviewed in Chapter 2 and the empirical data presented and discussed in Chapter 4.

The research question, ie. what are the main reasons for the lack of participation of rural based teachers in community development activities, and what can be done to increase their participation in the Chivi district of Masvingo, was addressed. While addressing the research question, the concepts of community development and participation were defined with the help of several authorities. In the context of this research community development was defined as a major prototype of community organisation, as a social learning process, as organised efforts to improve the conditions of community life, and the capacity for community integration and self-direction. The approaches to community development of Chekki (1979) and Sanders (1959), namely process, method, program and movement, illuminate this concept. The philosophical definition of community development as an agent of social change comprised of

principles such as human solidarity, social equity, self-respect of the human being, and continuing activism, was discussed. Central to this research is the concept of participation, which has been defined as a transitive form of action or fact of partaking, as well as a process of empowerment. It was established that rural based teachers can participate in community development activities. This can be done by eliminating factors that deter them from participating, and promoting factors that are in favour of their participation in community development activities. (These factors are referred to in 5.2.7 and 5.2.8 below). The roles that rural based teachers can play in community development activities were explored, as well as the gains and losses for the community if rural based teachers were to participate. Strategies that could be put in place to ensure that they participate and to sustain their commitment to community development were also identified in addressing the research problems. These strategies are referred to in 5.2.9 and 5.2.10 below. In addressing the research question, the aims of the research ie. to establish guidelines on how to involve teachers in community development activities and increase their participation, were achieved (as indicated earlier on in this paragraph and in section 1.4.1).

5.2 FINDINGS

Conclusions are drawn from the literature reviewed in Chapter 2 and discussed in section 4.3, according to the categories that emerged as the main or repetitive themes. These findings are presented as follows:

5.2.1 GENERAL KNOWLEDGE OF COMMUNITY DEVELOPMENT

Respondents displayed a general knowledge of community development by providing generally accepted definitions of the concept. This confirmed that there are some community development activities in progress in the Chief Chipindu area of the Chivi district.

5.2.2 GENERAL KNOWLEDGE OF PARTICIPATION

Respondents stated that they had a general understanding of the concept of participation in community development. They confirmed the need for those involved in community development activities to ensure that rural based teachers participated in these activities. Thus, respondents clearly showed that they knew what it meant to participate and not to participate.

5.2.3 ROLES OF RURAL BASED TEACHERS IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents convincingly suggested that rural based teachers should participate in community development activities. At least twenty-two roles for rural based teachers in this regard were identified (see Table 4.1). Thus, there is a need for rural based teachers to participate by playing any of the mentioned roles or a combination of them. The roles that rural based teachers could play are as follows: planners; counsellors; report writers; proposal writers; and teachers in agriculture, voter education, health issues, environmental education, general farming, topical issues and craftwork. They could also play the roles of needs assessors, implementers, monitors, evaluators, trainers, marketers, mobilisers, public speakers, guides and facilitators.

5.2.4 TEACHER COMPETENCIES FOR COMMUNITY DEVELOPMENT

Respondents affirmed that rural based teachers have skills or competencies that may be effectively used in community development activities. A minimum of twelve skills/competencies were mentioned (see section 4.3.4). Thus, there is an abundance of transferable skills that rural based teachers have which can be used in community development activities. The competencies that rural based teachers may bring to CD

activities are as follows: planning, writing, teaching and instruction, training/demonstrating/guiding, assessing, evaluating, marketing, orating, facilitating, motivating and analysing.

5.2.5 GAINS FOR THE COMMUNITY IF RURAL BASED TEACHERS PARTICIPATE IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents felt that rural communities had a lot to gain if rural based teachers take part in community development activities (see section 4.3.5). The gains are a good indicator of what rural based teachers can contribute to these communities. Thus, there is a need to realise such gains to rural communities. The gains identified are as follows:

- use of teachers' skills at all levels of project work,
- economy of time,
- minimum cost by use of local skills,
- availability of consultants,
- sharing of skills,
- marketing of community projects,
- sourcing of funding and donors for community projects,
- provision of transport in cases where rural based teachers have cars,
- improved teacher-community rapport,

- learning better farming methods and techniques from teachers, and
- receiving free education on health, topical issues and civic education.

5.2.6 LOSSES TO THE COMMUNITY IF RURAL BASED TEACHERS TAKE PART IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents advanced very few, if not negligible, losses to communities if rural based teachers were to participate in community development activities. Fears of a possibility of teacher dominance and monopolising of offices are trivial, as this can be easily checked. Thus, there is no need for rural based teachers to keep away from community development activities on the grounds that there are fears expressed by other interested parties or stakeholders.

5.2.7 FACTORS IN FAVOUR OF RURAL BASED TEACHERS' PARTICIPATION IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents stated that there are already factors in favour of rural based teachers' participation in community development activities (see Table 4.2 in Chapter 4). Thus, there is a need for government, NGOs and the Rural District Council to build on these factors in order to ensure that teachers take part. The factors found to be in favour of rural based teachers'

participation in CD activities are that teachers have a wide knowledge base and transferable skills, and are part of and trusted by the community.

5.2.8 FACTORS THAT DETER RURAL BASED TEACHERS FROM PARTICIPATING IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents mentioned factors that deter rural based teachers from participating in community development activities. See Table 4.2 in Chapter 4 for factors in favour of and factors that deter rural based teachers from participating in community development activities. There is a need for parties interested in community development to identify these deterrents and eliminate them, if rural based teachers are to take part in community development activities. The following factors deter rural based teachers from participating in CD activities:

- unfavourable political conditions,
- lack of a specific supportive policy,
- attitudes,
- lack of opportunities and incentives,
- conservativeness of both villagers and teachers,
- lack of training in community development, and
- labour issues.

5.2.9 STRATEGIES FOR INVITING RURAL BASED TEACHERS TO PARTICIPATE IN COMMUNITY DEVELOPMENT ACTIVITIES.

Respondents expressed faith in the use of policy, a change of attitudes on the part of government, allegiance to the ruling party by teachers, the use of media campaigns, training rural based teachers in community development through workshops and seminars, and introducing community development into tertiary education so as to equip teachers with the necessary skills for community development (see section 4.3.7.1). Thus, there is a need to implement these strategies as a way of inviting rural based teachers to participate in community development activities.

5.2.10 STRATEGIES FOR SUSTAINING RURAL BASED TEACHERS' PARTICIPATION IN COMMUNITY DEVELOPMENT ACTIVITIES

Respondents mentioned several strategies such as the use of incentives, time or days off, giving rural based teachers responsibilities in committees, and showing political commitment, as some of the strategies that could be used to sustain rural based teachers' participation in community development activities (see section 4.3.7.2).

5.3 RECOMMENDATIONS

Based on the literature reviewed in Chapter 2 and the empirical data presented and discussed in Chapter 4, the following recommendations are made for involving rural based teachers and increasing their participation in CD activities in the Chivi district:

- depoliticise community and rural development issues;
- ensure a strong national political commitment to teacher participation in community development ;
- policy makers and the ruling elite/party need to encourage a climate which is conducive to cooperation and co-existence between villagers and rural based teachers, in order for the latter to freely participate in community development activities;
- introduce a coherent rural development policy that caters for rural based teachers' participation in community development;
- make provisions in the aims and objectives of courses offered at tertiary colleges to equip teacher trainees with relevant skills, knowledge and attitudes to enable them to take part in community development activities and programmes after qualifying;
- train rural based teachers in community development by means of seminars, workshops, and in-service staff development programmes;

- encourage rural based teachers to conduct research projects on community development in their school locality;
- provide training and opportunities to work with stakeholders in community development, so as to develop and publish land use and other local resource recommendations by informing local government leaders and citizens about possible alternatives;
- set up community agencies in local schools in order to involve rural based teachers in the training of community members for jobs that provide needed community services;
- use mass media to encourage and popularise rural based teachers' participation in community development, to report positively on teacher-community relations and the potential of their possible rapport, to call for more action and to celebrate local progress in rural based teachers' participation in community development;
- design inventories of capacities or skills of teachers and distribute them to NGOs, rural district councils and community-based organisations, who may need technical advice and other forms of assistance;
- encourage rural based teachers to develop a personal and collaborative commitment to serve on the development committees in their local area;
- encourage NGOs, government and rural district councils to involve rural based teachers in identifying key assets of each community

and jointly creating a guidebook for community development, thus educating others about the community while at the same time cultivating a harmonious working relationship;

- practise multi-sectoral community development activities in order to widen the base and create concrete roles for the participation of rural based teachers, retirees and other work-experienced elders staying in the rural areas;
- eliminate counter-development attitudes of villagers and rural based teachers on the one hand and those of rural based teachers and formal development workers on the other ; and
- introduce incentives for rural based teachers who participate in community development activities.

It must be noted that factors deterring and supporting rural based teachers' participation in community development may differ from one community to another. Thus, a given strategy of inviting, involving and sustaining rural based teachers' participation may have different impacts on the participation of rural based teachers. Therefore, those people working in community development need to critically consider the factors that deter rural based teachers, and come up with effective strategies and recommendations to ensure that teachers participate in community development activities.

5.4 CONCLUSION

A dissertation of limited scope such as this one cannot solve the problem of what can be done to involve rural based teachers in community development activities and increase their effective participation. There are also limitations to achieving the primary aim, namely to establish guidelines on how to involve rural based teachers in community development activities and increase their participation, because of this limited scope. Further research is recommended to establish, for example, guidelines for involving other civil servants in community development. In addition, further research is recommended on political factors and the community development participation of rural based teachers, in order to generate more data by covering other areas in Zimbabwe's politically volatile rural areas where the ruling Zanu PF has a monopoly and selfishly and jealously guards its 75% electorate. Comparative studies or research on the theme of rural based teachers' participation in community development is recommended, so as to enrich the discipline of development studies in general and the community development field in particular, and to gain a more comprehensive understanding of community development as a practice.

In addressing the research problem and research objective (see sections 1.3 – 1.4.1 and section 5.1), this study has established the need to ensure

that rural based teachers participate in community development activities.
Such participation should be transitive in form and supported by all stakeholders in community development.

5.5 Bibliography

Abbott J. 1995. Community Participation and its Relationship to Community Development. *Community Development Journal*, 30(2):158 – 168.

Abeyrama, R. and Saeed, K. 1984. The Gramodaya Mandalaya Scheme in Sri Lanka: Participatory Development or Power Play? *Community Development Journal*, 19(1): 20-31.

Adejunmobi, A. 1990. Self help community development in selected Nigerian rural communities: Problems and prospects. *Community Development Journal*, 25(3): 225-235.

Anderson, J. 2000. *Service-learning and pre-service teacher education*. Denver: Education Commission of the State, Learning in Deed, Issue Paper.

Anyanwu, C.N. 1988. The technique of participatory research in community development. *Community Development Journal*, 23(1):11–15.

Anyanwu, C.N. 1981. *Principles and practice of adult education and community development*. Ibadan: Abiprint Publishers.

Apthorpe, R, Chiviya, E and Kaunda, G. 1995. *Report on decentralisation in Malawi: Local government and development*. UNDP/Ministry of Local Government and Rural Development. Lilongwe: Government Printers.

Ary, D., Jacobs, L.C. and Razavieh, A. 1996. *Introduction to research in education*. Fort Worth: Harcourt Brace College Publishers.

- Babbie, E. 1989 *The practice of social research*. Belmont : Worldworth.
- Badenhorst, D.C., Calitz, L.P., van Schalkwyk, O.J. and van Wyk, J.G. (eds).1987. *School management: The task and role of the teacher*. Revised edition. Pretoria: Kagiso Publishers.
- Basson, C.J.J. and Smith, J.A.J. 1991. *Jeugleierskap:In Skoolbestuursimperatief*. Johannesburg: Randse Afrikaans Universiteit. Department Opvoedingswetenskappe.
- Benest, F. 1999. Reconnecting citizens with citizens: What is the role of local government? *Public management*, 81(2): 6-11.
- Blakely, E.J. 1980. Building theory for community development practice, in *Community Development in America*, edited by J. A. Chistenson and J. W. Robinson. Ames: Iowa State University Press.
- Bogdan, R.C. and Biklen, S.K. 1992. *Qualitative Research for Education: An Introduction to Theory and Methods*. Boston: Allyn and Bacon.
- Borg, W.R. and Gall, M.D. 1989. *Education Research: An introduction*. 5th edition. New York: Longman.
- Bratton, M. 1989. The Politics of Government–NGO relations in Africa. *World Development*, 17: 569-587.
- Bratton, M. and Liatto-Katukdu, B. 1994. A focus group assessment of political attitudes in Zambia. *African Affairs*, 93:535-564.

- Bryant, C. and White, L. G. 1984. *Managing Rural Development with Small Farmer Participation*. West Hartford: Kumarian.
- Calitz, L.P.1987. Guideline for effective classroom management, in *School management: The task and the role of a teacher*, edited by D.C. Badenhorst. Pretoria: Haum.
- Care International Zimbabwe. 2003. *Masvingo Provincial Profile*. Zimbabwe: Care International Zimbabwe.
- Cary, L. J. 1970. The Concept and Context of Community Development, in *Community Development as a Process*, edited by L. J. Cary. Columbia: University of Missouri Press.
- Catholic Development Commission (CADEC). 2002. Annual Report. CADEC.
- Chambers, R. 1992. Rapid and Participatory Rural Appraisal. *Africanus*, 22 (1/2): 6-15.
- Chekki, D.A. 1979. *Community Development: Theory and Method of Planned Change*. New Delhi: Vikas Publishers.
- Christian Care. 1967. *Policy document W.O. 79/67*. Harare: Christian Care.
- Coombs, P. H. 1980. What Will It Take To Help The Rural Poor In Meeting The Basic Needs Of The Rural Poor? in *The Integrated Community-Based Approach*, edited by P. H. Coombs. New York; Pergamon.

- Cornwell, L. 1987. Community Development: A Phoenix too Frequent? *Africa Insight*, 17(2): 88-94.
- Crosswell, J.W. 1998. *Qualitative Inquiry and Research Design: Choosing among Five Traditions*. London: Sage.
- De Beer, F.C. and Swanepoel, H.J. 1994. Developing and using skills in community development to achieve the objectives of the Reconstruction and Development Programme. *Development Southern Africa*, 11(4): 629-631.
- De Beer, F.C. & Swanepoel, H.J. 1998. *Community Development and Beyond: Issues, Structures and Procedures*. Pretoria: Van Schaik Publishers.
- Denscombe, M. 1998. *The Good Research Guide for small-scale physical Research Projects*. Buckingham: Open University.
- De Vos, A.S. (ed). 1998. *Research at Grassroots*. Pretoria: Van Schaik.
- Dooley, D. 1990. *Social Research Methods*. 2nd edition. Englewood Cliffs, New Jersey: Prentice Hall.
- Dore, R. & Mars, Z. 1981. *Community Development: Comparative Case Studies in India, the Republic of Korea, Mexico and Tanzania*. London: Croom Helm Publishers.
- Dube, P. and Goncalves, F. 2004. *Fact-finding mission to Zimbabwe. June 2004 report. MISA, 4 August 2004.*

- Dunham, A. 1960. The Outlook for Community Development – An International Symposium. *International Review of Community Development*, 5:33–55.
- Du Toit, A.M. 1997. Women and Community Development. *Social work practice*, 1(August): 22-28.
- Edralin, J.S. 1997. The new local governance and capacity building. *Regional Development Studies*, 3(Winter):109-149.
- Edward, A. D. and Jones, D. G. 1976. *Community and Community Development*. The Hague: Mouton and Co.
- Egan, G. 1994. *The skilled helper: A problem management approach to helping*. Pacific Grove, CA: Brooks/Cole.
- Ferrinho, H. 1980. *Towards a Theory of Community Development*. Cape Town: Juta.
- Fetterman, D.M. (ed.). 1984. *Ethnography in Educational Evaluation*. Beverly Hills: Sage.
- Flood, M. and Laurence, A. 1987. *The Community Action book*. 2nd edition. Sydney: Council of Social Service of NSW.
- Gama, K. 2000. Voter apathy characterises by-elections .*UDF News*, 27 May.
- Gillham, B. 2000a. *Case Study Research Methods*. New York: British Library.
- Gillham, B. 2000b. *The Research Interview*. New York: British Library.

- Gow, D.D. & Morss, E.R. 1981. Local organisation, participation and rural development: results from a seven-country study. *Rural Development Participation Review*, 2(2): .
- Gow, D.D. & Vansant, J. 1983. Beyond the rhetoric of rural development participation: how can it be done? *World Development*, 11(5): 427-446.
- Gran, G. 1983. *Development by People: Citizen Construction of a Just World*. New York: Praeger.
- Hakanson, J. W. 1981. Community Development: Who Benefits? *Community Services Catalyst*, 11 (4): 13 – 14.
- Hernandez, H.1989. *Multicultural education: a teacher's guide to content and process*. Columbus: Merrill.
- Hope, A. and Timmel, S. 1984. *Community Workers' handbook. Books 1,2 and 3*. Johannesburg: The Grail.
- Henderson, P. and Thomas, D.N. 1992. *Skills in neighbourhood work*. London: Allen and Unwin.
- Huntington, R. 1980. Popular Participation in Sudan: The Abeyi Project. *Rural Development Participation Review*, 11(1): .
- Hussein, M.K. 2003. The role of Malawian local government in community development: *Development Southern Africa*,20(2):271-282.

- Johnston, M. 1982. The labyrinth of community participation: experience in Indonesia. *Community Development Journal*, 17(3): 202-207.
- Korten, D.C. 1991. *Participation and development projects: Fundamental dilemmas*. Paper delivered at the People-centred Development Forum, Manila.
- Korten, F. F. 1981. Stimulating Community Participation: Obstacles and Options at Agency, Community and Societal Levels. *Rural Development Participation Review*, 11(3): .
- Kotze, D.A. 1987. Contradictions and assumptions in community development. *Community Development Journal*, 22(1): 31-35.
- Kramer, R.M. & Specht, H. (eds.). 1969. *Readings in Community Organisation Practice*. New Jersey: Prentice Hall.
- Kruger, A.G. 1992. *Die Skepping van 'n bestuurstaak van die onderwyser*. Ongepubliseerde DEd Proefskrif. Pretoria:UNISA.
- Kruger, A.G. 1996. *Educational Management: School management study manual 1 ONB453-H*. Pretoria: UNISA.
- Kruger, A.G. and van Schalkwyk, O.J. 1993. *Classroom management*. Pretoria: Academic.
- Langton, S. 1978. *Citizen participation in America*. Lexington, D.C: Heath.

- Lippitt, R. & van Til, J.V. 1981. Can we achieve a collaborative community? Issues, imperatives, potentials. *Journal of Voluntary Action Research*, 10 (3/4): 7-17.
- Little, J. 2001. New rural governance? *Progress in Human Geography*, 25(1): 97-102.
- Makumbe, J.M. 1996. *Participatory Development: The Case of Zimbabwe*. Harare: University of Zimbabwe Publications.
- Marshall, C. and Rossman, G. 1999. *Designing Qualitative Research*. 3rd edition. London: SAGE Publishers.
- Masvingo Mirror, 4 October 2005.
- Maykut, P. and Morehouse, R. 1994. *Beginning Qualitative Research: A Philosophical and Practical Guide*. London: Falmer Press.
- Mbayiwa, W. D. M. 1992. *A Strategy for Rural Development in Zimbabwe: Organisational Structure and Components*. Paper presented at Conference on Rural Development, Harare 21 – 25 September.
- McClenaghan, P. 2000. Social Capital: Exploring the theoretical foundations of community development education. *British Educational Research Journal*, 26(5): 565-582.
- McMillan, J.H. 1992. *Educational Research: Fundamentals for the Consumer*. New York: Harper Collins.
- McMillan, J.H. and Schumacher, S. 1993. *Research in Education: A Conceptual Introduction*. 3rd edition. New York: Harper Collins College Publishers.

- Miles, M.B. and Huberman, A.M. 1994. *An expanded source book on qualitative data analysis: 2nd edition*. London: SAGE Publications.
- Miller, R.A. 1970. District Development Communities in Malawi: a case study in rural development. *Journal of administration overseas*, 9(2): 129-42.
- Mouton, J. 1996. *Understanding social research*. Pretoria: Van Schaik.
- Munguti, K.K. 1989. Community-level management and maintenance. *Waterlines*, 7(4): 12-21.
- Musukwa, H. 2001. Assemblies lack plans. *The Nation*, 8(208): 1-2.
- Nachmias, D. and Nachmias, F.C. 1996. *Research Methods in the Social Sciences*. 5th edition. New York: St Martin's Press.
- Neuman, W.L. 2000. *Social Research Methods: qualitative and quantitative approaches*. 4th edition. Nedham Heights: Pearson Education Company.
- Ngubane, S. 1999. Malawi's post-election woes. *ACCORD Conflict Trends*, 4:16-17.
- Omiya, P.J. 2000. Citizen participation in Kenya. Decentralisation and citizen participation in Africa. *Regional Development Dialogue*, 21(1):194-213.
- Otzen, U. 1988. *Development Management from Below: The Potential Contribution of Cooperatives and Village Development Committees to Self-Management and Decentralised Development in Zimbabwe*. Berlin: German Development Institute.

- Passmore, G.C. 1971. *Theoretical Aspects of Local Government Action in the African Rural Areas of Rhodesia*. Salisbury: University of Rhodesia.
- Patton, M.Q. 1990. *Qualitative Research and Evaluation Methods*. Newbury Park : Sage.
- Pitt, B. and Michel, M. 1992. *Making workshops work*. Cape Town: ERIP.
- PlanAfric. 2000. *Rural District Planning in Zimbabwe: A Case Study: Local Strategic Planning and Sustainable Rural Livelihoods*. London: IIED.
- Rahnema, M. 1992. Participation, in *The Development Dictionary: A Guide to Knowledge as Power*, edited by W. Sachs. 2nd edition. London: Zed Books.
- Robson, C. 1993. *Real World Research*. Oxford: Blackwell Publishers.
- Rubin, H.J. and Rubin, I.S. 1995 *Qualitative Interviewing: The Art of Hearing Data*. Thousand Oaks: Sage.
- Ruddle, K. and Chesterfield, R. 1976. Change Perceived as Man-Made Hazard in a Rural Development Environment. *Development and Change*, 7(3): 311-330.
- Rural Unity for Development Organisation (RUDO). 2001. *Policy and Practice Guide, Masvingo*. Zimbabwe: RUDO.
- Sanders, I.T. 1958. Theories of community development. *Rural Sociology*, 1: 1-12.

- Schenck, C.J. and Louw, H. 1995. Participatory learning: A people-centred way of working in community development. *The social work practitioner-researcher*, 8(1):8-18.
- Selsky, J.W. 1991. Lessons in community development: An activist approach to stimulating inter-organisational collaboration. *Journal of Applied Behavioural Science*, 27(1): 91-115.
- Sharma, K. 2000. Popular participation in Botswana. Development and Citizen Participation in Africa. *Regional Development Dialogue*, 21(1): 177-191.
- Sheng, Y.K. 1987. Promoting community participation through training: The DANIDA/UNCHS training programme. *Habitat International*, 11(4): 77-86.
- Simukonda, P. 1997. *A case of legitimate corruption? The Malawi policy context of regional equity*. Paper presented at the Southern African University Social Science Conference (SAUSC), 30 November.
- Slocum, R. and Thomas-Slayter, B. 1995. Participation, Empowerment and Sustainable Development. in *Power, Process and Participation – Tools for Change*, edited by R. Slocum, L. Wichhart, D. Rochelean and B. Thomas-Slayter. London: Intermediate Technology Publications.
- Somanje, H. 2001. Democracy at the crossroads. *Malawi news*, 2 December.
- Strauss, A. and Corbin, J. 1990. *Basics of Qualitative Research Grounded Theory Procedures and Techniques*. Newbury Park, CA: Sage Publications.

- Swanepoel, H.J. 1985. Community development: Alive in our memories or in our development efforts? *Development Southern Africa*, 2(2): 359-367.
- Swanepoel, H. J. 1986. *Deelname as Beginsel in Landelike Ontwikkeling*. Inaugural Lecture. Pretoria: Unisa.
- Swanepoel, H. J. 1987. Community Development and Participation. in *Rural Development Administration in South Africa*, edited by D. A Kotze, F. C. De Beer, H. J. Swanepoel and H. J. Bembridge. Pretoria: Africa Institute of South Africa.
- Swanepoel, H. J. 1989. Rural Development: Towards a Better Quality of Life for Rural People. *Africanus*, 19(1): 34-46.
- Swanepoel, H.J. 1996. Evaluation of community development projects: A human development approach. *Africanus*. 26(1): 51-64.
- Swanepoel, H.J. 1997. *Community Development: Putting Plans into Action*. Cape Town: Juta.
- Swick, K. 1999. *Developing Leadership in Faculty and Students: The Power of Service-Learning in Teacher Education*. Clemson, S. C.: National Dropout Prevention Center.
- Swick, K. K. J. 2001. Service-Learning in Teacher Education: Building Learning Communities. *Clearing House*, 74(5): 261–264.

Turney, C., Eltis, K.J., Towler, J. and Wright, R. 1986. *The teacher's world of work*. Sydney: Sydmac Academic Press.

UNDP. 2000. *Decentralised governance in Malawi*. Lilongwe: UNDP.

United Nations. Department of Economic and Social Affairs. 1963. *Community Development and National Development*. Geneva: United Nations.

White, L.G. 1986. Urban community organisations and local government: Exploring relationships and roles. *Public Administration and Development*, 6(3): 239-253.

Yin, R.K. 1994. *Case Study Research Design and methods*. Applied Social Research methods series. Volume 5. 2nd edition. Thousand Oaks: Sage.

Zimbabwe Early Warning Unit for Food Security. 2003. *Agrometereological Crop Monitoring Report No. 13 for cropping season 2002-2003*. Zimbabwe: Zimbabwe Early Warning Unit for Food Security.

Zimbabwe Government. Central Statistics Office. 1982. Harare: Government Printers.

Zimbabwe Government. Central Statistics Office. 2002. Harare: Government Printers.

Zimbabwe Government. 2002. *Chivi Rural District Council Records 1999-2002*. Harare: Government Printers.

Zimbabwe Government. Masvingo Province. 2002. *Chivi District HIV/AIDS and Malnutrition Data 2002*.

Zimbabwe Government. Masvingo Province. 2002. *Post and Telecommunication Report 1999-2002*.

Zimbabwe Government. National Aids Council. 2002. *Annual Planner for Chivi District 09/2001- 09/2002*. Zimbabwe: National Aids Council.

Zimbabwe Government. 1996. *Zimbabwe Rural District Council Act 29 of 1996 (Section 59)*. Zimbabwe: Government.

Zimbabwe Institute of Religious Research and Ecological Conservation. (ZIRRCO). 2001. *Information Pamphlet: Masvingo*. Zimbabwe: ZIRRCO.

ANNEXURE A

INTERVIEW GUIDE

1. Explain what you understand by community development.
2. What would you say participation/involvement in community development is?
3. Do you think teachers should participate in community development and why?
4. Explain the roles that you think teachers can play in community development activities.
5. What competencies would you say teachers have that can be used in development work in your area?
6. What factors would you say deter teachers from taking part in community development activities in your area?
7. Do you think professional ethics, rules and regulations impede teachers' participation in community development activities?
8. What role would you say political factors play in the participation of teachers in community development activities?
9. What would you say are the gains and losses for the community if teachers participate in community development activities?
10. How do you think teachers can be invited to participate in community development activities?
11. What strategies would you recommend to ensure that teachers participate in community development activities?

ANNEXURE B

INTERVIEW WITH A RURAL BASED TEACHER- TRANSCRIPTION

- Q Can you explain your understanding of community development?
- A All those activities done by NGOs with the villagers to improve rural life and so on.
- Q What do you mean by to “improve rural life”?
- A Look here, I mean doing projects that make sure these villagers have enough and clean drinking water, clinic, good roads and such stuff as piggery, poultry, money clubs, crafts, sculpture for income generation.
- Q Do you think teachers can play a part in all these activities you have mentioned?
- A Of course some of us trained in agriculture, crafts, commerce, general science and sociology at college and can fit generally if opportunities are available.
- Q Do you imply that there are no opportunities for teacher participation in all these here?
- A What opportunities can I talk about when the Rural District Council, the NGOs and even government don't give us a chance? All these deal directly with villagers and leave us out as though we are in a world of our own as teachers.
- Q Their stress is on the rural poor and perhaps you are not in that category?
- A Ah! We're as poor as the villagers, with no reliable sources of clean water, desperate for a better diet in this rural setting. Our salaries have been eroded by inflation and being a teacher here is meaningless and almost a joke.
- Q You said the Rural District Council, NGOs and government do not give you any chances. What could be the reason for this?
- A Very interesting, Mr. Ntini. The Rural District Council invites District Education Officers and Regional Education Officers to important annual meetings and have nothing for us small teachers. NGO workers are damn scared of the threat we pose to their jobs, they fear we can take their jobs. A labour issue you see? As for government, believe me, the teacher should dare not “awaken” rural people. I suggest we leave this one (whispering). I decline to speak on political issues in rural areas.

- Q What other factors apart from the above deter you from taking part in community development activities?
- A You see, Mr. Ntini, it is not possible to penetrate these villagers with one's own initiatives for development. They are so closed and conservative and believe our role is to teach their children, not them, full stop!. Ever seen communities that have yet to receive civic education for their own good? These are the ones.
- Q Are there any factors that one could say have to do with teachers themselves?
- A Of course, Mr. Ntini, we teachers have never received training in community development at college, we focus on the school subjects only, there are no incentives in place so far for teachers who may be involved in community development activities, the majority of teachers may be exhibiting negative attitudes towards community development and dismiss it as their (villagers) activities.
- Q It is argued that generally teachers have transferable skills or competencies for community development. Do you see any?
- A Yes! Indeed we teachers have all that. Teachers are all over the corporate world, in politics and cabinet in Zimbabwe, you can say more. In the schools in this ward there are several teachers who studied agriculture at college and can train villagers in gardening, agriculture in general, poultry, piggery and small animal rearing. Apart from training skills, teachers have planning, monitoring, evaluation, marketing, book-keeping or accounting and public speaking skills to name a few that can be used in developing communities, and we can participate using these skills.
- Q So what roles would you say teachers can basically play in community development activities?
- A Depending on the types of projects, teachers can play the roles of trainers, planners, needs assessors, project monitors, evaluators, marketers of projects and produce, mobilisers, public speakers, demonstrators and community teaching in new or topical issues such as gender reforms, HIV/AIDS education, population education, civic education and even the need for community development.
- Q Your teaching profession has ethics, rules and regulations. Do these impede teacher participation in community development activities?
- A Oh yes! Unless it is an income-generating project with certain cash proceeds coming to me, the civil servant, without the knowledge and permission of the secretary, then a teacher may not be involved. Public service regulations prohibit this. Generally no, these do not impede us.

- Q How do you see your local community gaining if teachers were to be involved in development activities?
- A The general and specific use of the skills I have indicated sees the community gaining in all levels of activities, economy of time and costs, because expensive specialists from town would not be called in unnecessarily. Reliance on external skills if you want to call it that would be a thing of the past, Mr. Ntini.
- Q Community development provides learning opportunities for villagers. Won't you overshadow them and then they might lose the chance of learning something along the way?
- A I think, if not well coordinated and monitored, the villagers will not learn at all, as teachers may monopolise all roles/offices, move faster and even think it's theirs and not for the community. Haa – even though the most important issue is that the community works orderly, fast and quickly enjoys the fruits of working together with teachers.
- Q So how do you think teachers can be lured into participation?
- A Mm --- I don't know how NGOs can do it, but I suppose there should be a policy binding all parties in community development to consider us as serious would-be co-workers.
- Q Do you have specific policies that may be relevant to this?
- A Oh yes! But you see I am only a teacher. But I would suggest that a policy be in place compelling both NGOs and Rural District Councils to engage teachers in community development. If some of us who have committed ourselves to teaching in rural areas were provided with staff development in community development by means of training, workshops and even seminars, it would be better.
- Q Won't this interfere with the teacher's core business?
- A You see, Mr. Ntini, I have been a teacher in this area for twenty years now, and I don't see why our government should not view community development as a philosophy and start by placing it amongst the core courses of teacher education. Once it's like that then the new teacher has a new role in society. Couple this with, say, a few incentives for those teachers in community development work and we (Zimbabwe) become champions in rural community development.
- Q You raised a challenging point. Sir, "Community development as a philosophy", what do you mean by this?

- A I may have been using jargon, but I meant that Zimbabwe must seriously consider rural community development, do research on it, draw out principles, and educate the citizens about it as a basic way of thinking and viewing life, like capitalism, Marxism and like religions such as Christianity, Judaism, Islam, and African traditional religion.
- Q Do you have anything we have left out that could beef up the strategies of getting teachers to participate?
- A Haa – Haa! Without being radical Mr. Ntini, I suggest that only a political decision, particularly in Zimbabwe, can make this possible. Unless parliament is sensitized to see the benefits of accepting this suggested philosophy, nothing can take off. I fear that in Africa, too often the state head determines a lot. I have only said this because you promised you will only use this audiocassette for study purposes.
- Q You are rest assured of confidentiality, sir. Do you think teachers have enough knowledge of community development principles, and the know-how and strategies thereof?
- A No, no, I only have transferable skills, but teachers' knowledge of community development per se is suspect, if not zero. We need training and practice to reinforce it.

ANNEXURE C

ELITE INTERVIEW WITH A NON-GOVERNMENTAL ORGANISATION WORKER

Q: What do you understand by community development?

A: Any input which changes the life of the community for the better. It includes community-related projects and capacity building in thinking, views, and ability to develop resources. It includes input from outsiders and being uplifted by outsiders into community-related projects. It refers to a community being helped with needs analysis and in areas to improve on, such as geographical area, household, ward level and district level. Community development comes with a learning process in skills for villagers to make better use of indigenous knowledge and resources for improving their quality of life. I also take it to mean engaging local people in participation in, for example, providing water resources where they physically participate by providing labour and other logistics. On the other hand, Mr. Ntini, community development is people-owned development for themselves.

Q: People-owned development? Very interesting! What do you mean by that?

A: I have been in this business for over fifteen years now with different NGOs, Mr. Ntini. Community development is the strategy of improving communities by making sure in the process and thereafter that the people own the project and its proceeds. People should identify their needs and be fully involved in the search for the most effective and economical way of solving these needs. For people to own the development projects and activities, the whole process should be based on their management systems e.g. authority structures, schools etc. You see, community development and ownership of it entails getting the beneficiaries trained in monitoring projects and the life-span of development activities being revised/improved each time. It should be understood as having identifiable positive results, social benefits, economic benefits, and indeed addressing the community's expressed needs because, as I always tell my field workers, community development is a problem-solving approach which should not be allowed to die away.

Q: In your experience, have you been able to distinguish between participation and involvement in community development activities?

A: Yes. Involvement, as I see it, means that the individual, organisation and groups are all using a form of force to influence proceedings in development work. The force could be monetary, resources, political or logistical. Involvement has an external motivation, a distant effect, that the individual or organisation stays away after having provided resources, and may specify conditions that should be met by others.

Q: Do you have examples of organisations with such involvement?

A: Yes, the IMF, World Bank, United Nations, UNESCO, African Development Bank, EU, and the World Council of Churches simply say: “Here are the funds for your projects, provided you put in place a, b, c, d, etc ...”, and they don’t go through the development activities like the benefitting villagers themselves.

Q: How do you view participation in community development?

A: You see now? Participation has an internal motivation. People are taking part in a development activity because they want to show their willingness and commitment to get their community’s needs/problems addressed or solved, with them being part and parcel of the proceedings at all levels of the activity, be it long-term or short term.

Q: What are these levels?

A: Needs analysis level, planning, including budgeting, implementation, monitoring and evaluation levels.

Q: Roughly what activities are common to participation, in your experience?

A: A whole host of activities such as: identifying needs, prioritising needs, group decision-making, planning, directing, searching for donors/helpers, fundraising, defining projects, searching for resources, serving in a project, being on a project committee, providing information, providing physical labour, etc.

Q: Do you think that teachers in the Chief Chipindu area should be unique in taking part in community development activities? Feel free to defend your standpoint.

A: This is where your research is unique. You are focusing on something where many a NGO in Zimbabwe has an oversight, ignores or takes for granted. Teachers should participate. I have had this awakening since you came here to make an appointment. There are several reasons in favour of this, Mr. Ntini. Teachers are enlightened. The community, under normal circumstances, trusts them. They have demonstrated good work in the history of education and of nations. They are part of the community, although at present they are artificially forced to observe a gap. They are the community's light in the dark nights of illiteracy. They have travelled more widely and are aware of what is happening in other areas and countries. A lot of skills they have can be of value to community development work.

Q: You have just referred to "... under normal circumstances..." and "...artificially forced to observe a gap...". What factors cause this?

A: You see, Mr. Ntini, there are no factors causing this except the political factor. You have an excellent question in number 8 of your interview guide.

Q: I thought politics could promote teacher participation, taking into account the teacher's indebtedness to society?

A: You may think so, but I consider that as academic. Since you promised to use my views for study purposes only, I will open up. Generally, Third World politics, particularly in Zimbabwe, has alienated critical thinking and remains comfortable with partisan minds. Teachers have been victims and have been thrown out of the middle class. Third World politics does not like the middle class.

Q: Is that not far-fetched, and can it explain the situation in Zimbabwe and the Chief Chipindu area in so far as teacher participation in development activities is concerned?

A: To the contrary, no. The situation requiring a third eye for one to understand is that teachers should stay away from the community because the middle class is oppressive and an enemy of government, and that it may "pollute" the proletariat. A clear example, which you know very well, is that teachers are accused of spreading opposition

politics, thus “polluting” the rural people and “awakening” them to new political trends worldwide. So you see, here in Chivi, just like elsewhere, the more teachers stay away from villagers, the better for the government. African governments and the Zimbabwean government in particular call themselves liberation governments. The latter is currently unhappy with the position of teachers who have been part of the machinery spreading opposition politics and advocating “colonial ethics”.

Q: I like this critical view. To the ordinary man, what does this mean?

A: Take it this way, Mr. Ntini. The government is paying lip service to teachers’ crucial role in society. They fear that teachers are delivering political education either informally or non-formally, thus enlightening rural folks about the ills of the government.

Q: So what would you say does this imply for community development and teachers?

A: Simple. If the state of affairs in Third World politics remains unchanged, then forget about teacher–villager partnerships/cooperation in community development becoming a reality. It is disgusting to note/observe that the national politics of Third World countries continues to press people down. Those in government think they know it all and that all people must think as government wants them to, so they deny critical thinking in teachers and parents, and think that critical analysis within the nation should be partisan or killed. Haa! State control is too much, you see? Follow the media closely if you think I am not objective.

Q: I suppose we could also look at the micro-level politics and culture. What has been your observation over the years?

A: The community is suspicious of a teacher whose history they do not know. In Zimbabwe, teachers are deployed anywhere, despite where they come from. This undermines teacher–community solidarity in many things. Lack of civic education on the part of community members on how to deal with and benefit from governmental institutions such as education, keeps teachers away. There is also the missionary factor at play on the micro-level. The community partitions teachers along/in terms of church denominations, and yet cannot work in development activities with the teachers in their denomination. The lack of exposure and illiteracy on the part of

villagers means that it takes them too long to get to know the teacher better.

Q: From your experience in development work, what would you say could be a teacher's personal reasons for not participating in community development activities in the Chief Chipindu area of the Chivi district?

A: Some feel that they are too smart to do so, while others may have an attitude regarding the community.

Q: Please clarify "too smart to do so".

A: I mean that teachers feel community development work does not qualify in their white collar job and is too manual.

Q: Any other reasons you may have noted?

A: Some may not participate because they are in a place they do not like because deployment practices have not placed him/her in their home area. The community may not even like him/her for being an outsider. Another factor is the teachers' general dislike of rural life. Some of these young men have a casanova attitude and are thus not eager to interact with the community formally. You see? These are some of the individual barriers between teacher and community.

Q: Could there be some professionally (teaching) confined explanations?

A: Let me point out, Mr. Ntini, that teachers are conservative and may not prefer something added to what they are and have been doing for some time. Teaching values are not dynamic enough to absorb community development as a practice by teachers. Their nature of training gives little or no focus on community development as a role of teachers. There is too much focus on content and pedagogics in their curriculum. Community development is not viewed as a philosophy worth studying and taking to the community.

Q: You said, "Community development ... as a philosophy ...".Please can you elaborate.

A: I am only saying that it is a body of knowledge, a process by which we can develop our local communities. Just like any philosophy, community development has specific principles that should be taught

in schools and colleges. People can be committed to community development just like others are committed to Marxism, capitalism and liberalism. I also mean that it is a process of social change or organisation, a philosophy of life and a kind of social movement meant to change peoples' lives for the better.

Q: What principles in short would you say community development consists of ?

A: Fine, there are such principles as human solidarity, perpetual activism, social equity and respect for human dignity, which I cannot explain now. I presume that teachers can be taught all this and more, including approaches.

Q: Ok, perhaps professional ethics, rules and regulations impede teachers. How do you view this?

A: No. Teachers are not barred by any of those at all, although in your research you will hear them say that these deter them. It's all lies, it's not business. Community participation by teachers cannot be counted as a source of income. You see, public service requires teachers, just like all civil servants, to inform the ministry if they want to engage in any income-generating ventures, enterprises or businesses. It is not necessary to disclose to the Public Service Commission that one (a teacher) is participating in community development activities. Today this is theoretical, and the government will not be comfortable about that.

Q: You seem to suggest that teacher participation in community development is possible. Do you think teachers have the necessary competencies for community development?

A: Theoretically, they have more than the necessary competencies and they need orientation and some form of training if they are to spearhead community development. The truth is that they can grasp information faster, can go beyond the abstract, and are capable of learning on their own. Believe me, teachers have an array of skills such as marketing skills, mobilisation skills, research skills, management skills, public-speaking skills, planning skills, organisational skills, monitoring skills, evaluation skills and analytical skills. Like I said, teachers need training in community development to redirect these skills to serve communities. But basically, these skills are transferable. I don't hesitate to say that teachers have a fairly

good knowledge of psychology, sociology, social issues, national issues, policies, government institutions and modern trends, plus a wide readership that makes them apt for better participation in community development here.

Q: That is quite remarkable, sir. Do you foresee any roles teachers can play in community development?

A: Yes. These are fine professionals who can be guides, trainers, networkers, communicators, evaluators, analysts, facilitators, role models and monitors, to name but a few. Remember, I said that community development activities offer learning opportunities, thus I have no doubt teachers can be emulated by villagers and they can impart skills and train the villagers in any of these roles. A teacher can teach at many levels, you see? They can even serve at any stage of a project.

Q: In your definition of community development you referred to a learning process for the villagers. Now, with literate people like teachers taking part, won't villagers lose out in a number of areas?

A: In my experience, I don't see any losses at all, except fears such as that teachers may take over certain projects, especially the income generating ones, by use and abuse of legal instruments behind the backs of illiterate villagers. Another fear is that if teachers are not trained in community development and participate unchecked, they could be too dominant and domineering, to the disadvantage of the villagers. I also fear that they may manipulate community members to their advantage, for one can source funds for a brick-making project using the community's name and members, only to be the sole owner at the end, you see? Loss on the part of the community is so little and may not be of interest to you.

Q: How little is it? I am also interested in minute details.

A: Community development is a social change wave, it is like a revolution. It is a call for change in certain operations in society. The community in this case loses touch with values it has been holding on to that have been counter-development.

Q: Any examples that you can think of?

A: Yes. The economic activity calendar may change and/or include activities that were primarily traditionally seasonal and now can be

done anytime, such as toilet construction, gardening and double cropping, you see?

Q: How attractive are the gains?

A: Quite a lot for the community. If the teacher has a car, say a pick-up vehicle, certain needs of the community development project can be met cheaply. The project and the community can be marketed afar and exposure becomes a resultant gain. Most important, Mr. Ntini, is that the community gains or may gain from the array of skills/competencies that teachers have to some degree. Other gains I may mention are increased opportunities for sharing ideas, learning from one another, modernisation of rural aspects, thus narrowing the rural – urban gap, uplifting standards of living, and an increased spirit of sharing.

Q: Can these gains be obvious and guaranteed?

A: Very difficult to predict the “guaranteed” part of it. But the participation of teachers in community development activities where they are working, brings with it gains directly and indirectly. Look at how they endeavour to be exemplary in behaviour, how patient they are in their teaching. If there is a person who celebrates another person’s transition from “I don’t know” to “Now I know”, “I can’t” to “Now I can”, “I can try” to “I can now do it better”, it is the teacher. By the way, there is a lot of undiscovered gain in inviting teachers into community development work. This is why I feel your research is so unique, Mr. Ntini.

Q: Do organisations doing community development ever invite them? Do you have any record of this in your fifteen-year experience as a development worker with the various NGOs and here in Chivi?

A: No. Never have I heard of teachers being invited to participate. I still have to come across an example of this.

Q: What are the reasons for not inviting them?

A: This is an oversight. I am also awakening to the need to call them in. But perhaps field workers who happen to be our men on the ground fear losing their jobs to teachers. If teachers can be trained in this field, they can do better than some of the field workers. This is a

labour issue to do with one group of workers fearing for their jobs and being defensive, conservative and silent about this need.

Q: How can they be invited to participate then?

A: You see, non-commitment to the ruling party by these teachers is a barrier on its own. As long as they can succeed in putting away opposition politics, they may participate. This is a major area to correct on the part of government, teachers and the rural communities in Zimbabwe. Another way is to impress upon government and the education system the need to put in place policies requiring teachers to participate voluntarily or as part of their job. The media should openly harmonise teachers and rural communities, and set a new agenda encouraging rural teachers and the community to participate jointly in community development activities. Another way is to introduce community development as a core curriculum issue for teachers. NGOs and community-based organisations need to be encouraged to invite teachers to participate.

Q: Teachers should be formally invited each time?

A: True, but there is a need for a change of attitude towards teachers on the part of the rural people, particularly here in politically volatile areas of the Chivi district.

Q: What strategies would you recommend to ensure that teachers participate in community development activities?

A: I see strategies such as media campaigns on community development and adding community development as a subject at tertiary education level in Zimbabwe.

Q: What is the rationale behind your use of “tertiary education level”?

A: You see, we can develop our communities by ensuring that not only teachers participate alongside villagers, but also nurses, artisans at the growth points, and administration staff at the district offices. All these people need basic education in community development.

Q: Could you explain what the media should do in this regard?

A: It should set the tone and create an atmosphere that is conducive to teacher– villager co-existence and cooperation, and a suspicion-free

environment where all parties can engage in community development for their common good.

Q: You suggest media campaigns and curriculum innovations/additions. How wide should these be?

A: The media should appeal to everyone. You know how powerful radio, TV and the print media can be. As for the curriculum issue, I think we need to sensitise people in all levels of the education system and structures too, as far as having it put on the timetable for teachers. I can even propose that at least two teachers to start with, can be assigned each day for community development work on a continuity basis. They could even claim special responsibility allowance. There will be fewer problems with this because other stakeholders in seminars, workshops and staff development programmes on community development will have trained teachers. At their colleges, they would have received basic training in community development.

Q: How do you expect teachers' training colleges in particular to address this matter?

A: Simple. Introduce community development as a subject like any other subject. Of late, they have introduced HIV/AIDS education, environmental education, population education, gender issues and national and strategic studies as subjects. I don't see why community development can't come in as well. Community development has, just like any subject, its principles, approaches, methods, and, like I said, is a philosophy/ideology, if you want to put it this way. We will be glad to read one day about the pedagogics of community development.

Q: How could we sustain teacher participation in these activities here, then?

A: We will be able to sustain it here and elsewhere once promotions within the education system take into account one's participation and achievements in community development, among other aspects. Another important point is to persuade government to abolish the Public Service Commission's draconian regulation denying teachers participation and engagement in business ventures in communities, cooperatives, clubs etc. While NGOs can be persuaded into making an undertaking to include teachers in their community development efforts, there is a need to lay aside fears of job threats/insecurity that

are perceived by junior staff in our organisations. Politics rules, Mr. Ntini, so there is also the need for political commitment in all this, or else nothing can be done. Government has a major role to play here.

Q: I would like to thank you for your patience and all the attention you have given me for this interview. Do you have anything that you as a specialist in development work feel I have left out?

A: You are welcome, Mr. Ntini. Always feel free to come should the need arise. I don't think- ee-- there is anything for now. Perhaps I should openly admit that I have been able to say quite a lot that I should not have said, because of your free, open and pleasant personality. The political dimensions of your theme are risky, but since you promise to destroy the audio-cassette and will not place it in others hands, I feel confident that I have dealt with a fellow professional who will respect confidentiality and do all he can to protect his informants-sources of data.

ANNEXURE D

INTERVIEW WITH ORDINARY VILLAGE MEMBER-TRANSCRIPTION

NB: This interview was conducted in ChiShona (the respondent's mother tongue and preference). The researcher welcomed this and commended the respondent for expressing his wish. Thus, this transcription is the researcher's free translation of the interview that was conducted.

Q: What do you understand by community development?

A: Works by NGOs and government that are meant to improve our living conditions.

Q: What are these conditions you're referring to?

A: These are family planning education, HIV/Aids education, sinking of boreholes, construction of toilets and clinics, poultry, piggery, gardening and building dams. All this is for our own good.

Q: How are these activities done?

A: We work thoroughly under the guidance of NGOs and Rural District Council officials. We provide the labour and we discuss, but in most cases they say: work and later receive a tin of maize if it's drought times. During normal times, they convince us that all is for our own good.

Q: So what would you say is participation in community development activities?

A: Generally, doing something in a development project. It is providing labour, attending meetings and contributing points during discussions. If one is voted secretary, treasurer, chairman etc, that is how one is participating.

Q: Are teachers in your local school participating?

A: No, not at all, we never see them at our meetings. You see, these new toilets in our village, the community water sources, the gardening in progress, poultry, and piggery projects were introduced by NGOs and the RDC. Teachers never got involved. When we work here, they are busy teaching our children.

Q: Why are teachers not really participating?

A: They are too busy teaching and planning to teach our children. Some of them, I don't think they can be persuaded into doing the manual work we do for no pay. To some, weekend is a time to rest, so they will not accept joining us.

- Q: Don't you think there is a gap between villagers and teachers which should be closed?
- A: The majority of us are not happy with teachers mingling with us. We don't like their political views. They preach change and this does not go well with us because we are war-weary and further, government will not give us maize seed, fertilizer and food during drought if we accept opposition politics.
- Q: How then do you get along?
- A: It is safer for the teachers to keep their distance. During the previous election time, they were accused of spreading opposition politics to the rural areas and this has now increased the gap between teachers and us. So, working together with teachers in community development activities is not possible. Both the teachers and NGOs may see red.
- Q: On a personal level, do you think that teachers should not participate?
- A: I think they should join hands with us and we can all improve our rural life as a community.
- Q: Under such circumstances, how do you think they should be invited to participate?
- A: I don't know really, but the NGOs should find a way but, mmm--- I think the government can make it possible.
- Q: Earlier on you said teachers should join hands with the villagers. How will this benefit the community?
- A: As learned people, teachers can make an impact on our development activities.
- Q: How in particular?
- A: They can read with understanding, teach, explain and demonstrate skill in doing quite a number of things. They have studied science, agriculture and even English, and can translate booklets for us. They can write and draw good plans of even small buildings for construction.
- Q: NGOs say you should be owners of the projects, that you should learn in the process and be able to proceed when NGOs have withdrawn. How do you see this if teachers were to be involved?
- A: Yaa-a- there is no problem there, the teachers will learn something from us as we learn more from both NGO workers and the teachers.

- Q: What will you learn from teachers in development activities?
- A: We can learn a lot of new knowledge and skills. How to plan, work well, write good reports and project proposals, and even how to work in groups with the youth who are giving us headaches in these villages. Teachers are literate, they can teach us about developments in the world, how and why we should vote, they can even teach us about good agricultural methods and health and disease issues.
- Q: You seem to suggest a lot of gains. Don't you think you could lose something either concrete or abstract?
- A: The truth is that we will gain - losing is out of place because teachers can make us better intellectually and can teach us practical skills. What can we lose by working with such professionals who have degrees and have been trained in how to teach?
- Q: What do you think should be done to ensure that teachers participate in community development activities?
- A: I think the authorities should persuade them. Make participation of teachers more attractive. Government used to give teachers allowances for being involved in adult literacy programmes. The same may be done if they work with us. The NGOs should approach teachers as well, rather than leaving them out completely like this. We can work together on matters affecting us all, just like what we are doing with the pupils.
- Q: Do you have anything to say that you think we could have focused on?
- A: No. I am quite fine, but please destroy this audiocassette as soon as you have transcribed this dialogue in your office, as you promised.

ANNEXURE E

EXTRACTS FROM FIELDNOTES ON TEACHERS

A. INFORMAL / UNSTRUCTURED INTERVIEW

- DATE : 1 May 2004
- VENUE : Maringire Business Centre
- RESEARCHER : Teachers and community development work are totally divorced here.
- TEACHER 1 : Of course, we cannot and this is not our business.
- RESEARCHER : Why can't you take part?
- TEACHER 1 : Yah aa! We have no time, our timetables are fixed and overloaded already. Who will pay me for such informal work?
- TEACHER 2 : But you guys, can't you see that us teachers lack exposure to such issues. We are used to traditional school routines: class-sports-home; or class-general work-home.
- RESEARCHER : But as professionals, you can introduce this in your staff meetings and brainstorm it madoda.
- TEACHER 1 : You see, the head will not take such issues. Our meetings are too repetitive with no innovation. Generally, let us be honest. Heads and teachers are not given to diversity of tasks, we operate as stated according to ministry policy. If, as a teacher, you start mixing with villagers, the headmaster feels offended because he calls that his key result area, as Public Relations Officer of the school.

B. INFORMAL / UNSTRUCTURED INTERVIEW

DATE : 23 May 2004

VENUE : Maringire Bus Stop.

(A Care International vehicle pulls up and turns into the Maringire Business Centre).

RESEARCHER : These guys must be very skilled to be employed by NGOs, isn't it?

TEACHER 1 : What skills do they have? Some are just school-leavers trained at workshops to deal with communities. We can compete for such jobs and get them.

RESEARCHER : Don't you think your skills as a teacher may not be relevant in their field?

TEACHER 2 : There is nothing really special in there. A teacher has an abundance of knowledge and skills that can be transferred easily in doing such development work.

RESEARCHER : Do you teachers think you have knowledge and skills suitable for development work?

TEACHER 1 : Aaa! I have always argued, Mr. Ntini, that a teacher is several things in one. We have functional knowledge of sociology, psychology etc, and skills such as planning skills, demonstrating and teaching skills, monitoring skills, evaluation skills. Hey! Imagine all my classroom skills transferred to development work? I can transform these villages overnight. Haa! – haa! (Laughter). You see.....

TEACHER 2 : We even need very little time and few lessons to be able to do what development workers are doing.

ANNEXURE F

AN INTERVIEW WITH AN OFFICIAL OF THE CHIVI RURAL DISTRICT ADMINISTRATOR AT THE CHIVI RURAL DISTRICT COUNCIL

- Q. Please explain what you understand by community development.
- A. It is a deliberate development programme meant to uplift the quality of life of any community by projects that make sure villagers have enough food and clean drinking water, clinics and other infrastructures.
- Q. Why do you call it “deliberate”?
- A. Deliberate in the sense that it is planned and implemented consciously with the rural poor here involved.
- Q. How do the rural poor here participate?
- A. Some provide information, labour, and others ideas.
- Q. What is the general level of participation of teachers in the Chivi district and Chipindu area in particular?
- A. Ah a a - - they do not participate at all, and we never tried to target them at all, although they can participate immensely in the programmes.
- Q. What roles do you foresee them playing if they were to participate?
- A. They could be planners, report writers, teachers of agriculture, guides, demonstrators, facilitators, marketers, trainers, implementers, public speakers, teachers in craftwork, topical issues, environmental issues, health issues and voter education, general trainers, monitors, evaluators, needs assessors, mobilisers and counsellors.
- Q. Do you think teachers have all the competencies that would enable them to do all this?
- A. Teachers have so many skills that fit all the above roles. Note their knowledge of applied sociology and psychology is very good.
- Q. Do you think the community would gain if teachers participated?
- A. There would be a lot of benefits such as increased rapport, sharing of skills, low costs, and easier ways of modernising rural areas.

- Q. Do you foresee any losses?
- A. None as such.
- Q. What factors do you think deter teachers from participating?
- A. Quite a number, that include lack of training in community development, attitudes, lack of supportive policy, and that they are suspected of spreading opposition politics and cannot mix with villagers anyhow.
- Q. Would you like to explain the issue of “lack of supportive policy”?
- A. I mean the place of teachers in community development is zero, no NGOs or councils take them aboard in community development at all.
- Q. Whose attitudes, and how?
- A. Teachers may not accept this non-white collar job and don’t believe in it, while villagers feel inferior.
- Q. Do you think there are any factors in favour of teachers’ participation?
- A. Factors in favour of rural teachers’ participation are that they are, apart from the political element, trusted by the community and are part of it, and they have transferable skills and knowledge that can also be made use of in the area of community development.
- Q. How then do you think teachers can be invited to participate?
- A. Government should put in place policies requiring teachers to participate voluntarily or as their core business. One other way is to change attitudes of both teachers and villagers towards each other by means of strong media campaigns. The media should appeal to everyone.
- Q. Once teachers participate, how can we sustain their participation?
- A. This now becomes the sole responsibility of NGOs and government. They could provide incentives such as cash, time off and so on.
- Q. Earlier on I wanted to probe you on the political factor and felt I should revisit it towards the end of our interview, may you ---?
- A. No! let’s stop here, leave this one out. I cannot and I still feel uncomfortable discussing it.

Q. Fine, sir, I will leave it out, and express my gratitude to you for your participation in this interview. I would like to come back to you should the need arise. Once again, let me assure you that this audio-cassette tape will be destroyed after transcription.

ANNEXURE G

INTERVIEW WITH ONE VILLAGE DEVELOPMENT COMMITTEE (VIDCO) CHAIRPERSON-TRANSCRIPTION

NB: This interview was conducted in ChiShona (the respondent's mother tongue and preference). The researcher welcomed this and commended the respondent for expressing his wish. Thus, this transcription is the researcher's free translation of the interview that was conducted.

Q: What do you understand community development to be?

A: All activities that these NGOs persuade us to do so that we live well.

Q: Do you like the NGOs on a personal level?

A: Yes! I like them so much because they give us food unconditionally, help with advice and start-up cash for poultry and gardening projects.

Q: Who else has been assisting you here, other than NGOs?

A: None. NGOs are the only and major development facilitator here.

Q: What else do they do with you here, other than what you have told me?

A: They teach us about HIV/AIDS, family planning methods with nurses from the Growth Point, they help us sink boreholes, build toilets, build dams, and they also teach us the importance of preserving our trees, water and soil. Some of them provide us with tree seedlings which they teach us how to grow.

Q: How do they make sure all such impressive work is done?

A: We are all persuaded to take part, and as the VIDCO chairperson, I impress upon all able-bodied persons to take part.

Q: You always get everyone's cooperation?

A: No! People used to come in large numbers, but now they are staying away because things are not well. Some have just stopped serving on the various small committees that we set up for effective development. Some are saying they will be given wrong seeds by Care International Zimbabwe.

Q: When these people were coming, how exactly were they participating in community development?

- A: They participated by providing information, labour and ideas.
- Q: You earlier on said that NGOs persuade all of you take part?
- A: Yes, though some fail due to various reasons such as illness, hunger, old age and so on.
- Q: Are teachers in your local schools taking part in community development?
- A: Strange question, Mr. Ntini. That is not common here, teachers do not participate here.
- Q: How come? I thought you said you impress upon everyone in the community to cooperate with the NGOs and development workers?
- A: I have never heard of a fellow VIDCO chairperson who invited teachers. They are not in our class at all and I don't think I can call upon them to do so, but somehow I know they can help us if they want.
- Q: How do you think they can help you?
- A: If a teacher can explain something to young children and those children master it for life, I don't see the reason us adults can fail to understand what teachers can explain to us.
- Q: You have trust in teachers as being capable of explaining. What exactly would you say they could explain to community members in development activities?
- A: Oh, yes, things like simple agricultural techniques, matters of environmental conservation, HIV/AIDS, farming skills for poultry and pigs, small animal rearing, and craftwork such as knitting, weaving, moulding, sculpting and a lot I can't enumerate.
- Q: Are you implying that teachers have all these skills, baba?
- A: These teachers have spent several years in training colleges and serving as teachers. They have the skills, and we suspect they are not using them at all. I will tell you one thing, you see, when we were students, teachers would monitor our learning, plan schoolwork, mark, evaluate our performance and do what they used to call remediation/remedial work with us. Can't these skills be transferred for helping us? These NGO facilitators always say to us "--- let's do what teachers do: plan, do, monitor and evaluate ---". So, I don't see why teachers should stay away completely, yet they come to use the water sources that we have worked on and they demand our labour for building school toilets and classrooms.
- Q: If teachers were to take part, what specific roles would you say they could play?

- A: One important point I want to remind you of is that schools never die, teachers are forever with us. These people are our government workers, just like nurses, soldiers and the police. Now, these teachers can play specific roles like prioritising our needs with us, planning together with us, implementing projects with us, monitoring them with us or for us, and even teaching us how to evaluate the projects just as they evaluate their lessons. NGO workers say that the teacher notes down weaknesses and strengths and thinks out suggestions for the future. So, you see, these teachers are not being fully utilised, there is a lot of skill lying untapped for community development.
- Q: Do you really think teachers can handle all this?
- A: Teachers can motivate strongly, we will find ourselves capable of doing a lot without NGO personnel constantly being here, you see? They must be part of us.
- Q: Since you are convinced that they should participate (being part of you), have you ever before considered why they are not participating?
- A: We have never talked to them about joining us. Nobody has come up with the idea of calling them to help us. But some of these young teachers defend what they call “class”, and are always going back to town and have no time for villagers. All they do out of business hours is drink their beer and go back. Perhaps they are not trained on what they could do for their schools’ local community. The possible oneness of that school and us villagers is far from their minds. One other reason is perhaps that the government does not tell them to do so because, of late, teachers have been accused of crusading for the opposition MDC party. So, teacher–community interaction is questionable to government authorities. You said that you would treat this confidentially, so it’s your responsibility to know what to do with this information.
- Q: Ok, ok, trust me on that one. Would you as ordinary people and VIDCO leadership accept teachers for collaborative efforts in community development?
- A: If they have been instructed by government to work with us and government, MPs, political figures such as the CIO, governors and Zanu PF party officials have openly expressed faith in them, that will imply that those of us working with them will not be taken in for interrogation.
- Q: Perhaps they don’t participate because of their professional ethics, rules and regulations?
- A: I don’t know about those but whatever they are, it is unfair if they limit teachers to classroom pedagogy without even bothering to help us with their skills, time and knowledge.

- Q: What would you as a community gain if teachers were to participate?
- A: It is difficult for me to say what exactly. But I think authorities to be consulted (teachers) would be easier to talk to and accessible to all of us. We would gain knowledge of the skills teachers have, their advice would be welcome, they could get donors for us because they (teachers) are good at report writing and can get markets for our products from the income-generating projects that are here. Some of the teachers have cars, and we would benefit in terms of transport. I also think that we would celebrate the peaceful parent–teacher rapport that characterised the Ian D. Smith government.
- Q: Was that rapport very welcome here in the Chief Chipindu area?
- A: Yes, of course, like everywhere until the war. Teachers could teach home craft in women’s clubs.
- Q: Any losses that you foresee?
- A: None.
- Q: Some say that teachers will take over leadership in all activities and you guys would be denied experience and lose out in, for example, income-generating projects.
- A: This would be rare and can always be checked because, if we have many teachers working with us, it means there will be room for agreements and ironing out of disagreed aspects by votes, negotiation and open debate. Otherwise, we will be gaining more from them, rather than getting nothing for development work as at present.
- Q: So how can they be made to participate?
- A: Government must make it their responsibility to ensure that teachers take part in community development activities. It must even go further by allowing NGOs to involve teachers and nurses as well.
- Q: How do you think the government should do this?
- A: I don’t really know how, but all I know is that the government has the muscle because here in Zimbabwe, the political decisions are obviously very powerful and supersede social and economic decisions. So, government can use political tactics for our benefit.
- Q: Interesting, sir. So how can teacher participation be sustained?

A: You see, Mr. Ntini, all we can do is ensure that they (teachers) permanently serve on the various communities we have here and are trusted with the task of grooming some of us.

Q: Do you think this would be enough?

A: Not really, but government could be more helpful here by giving teachers incentives for this, in the form of an allowance or time/ days off.

Q: Thank you for spending so much of your time with me. Once again, you are assured of confidentiality and I will visit you again later if the need arises.

ROLES FOR RURAL BASED TEACHERS IN COMMUNITY DEVELOPMENT ACTIVITIES

Table 4.1

		Planners	Counselors	Report Writers	Proposal Writers	Teachers In Agric.	Teachers in Voter Educ.	Teachers in Health Issues	Teachers Environ. Issues	Teachers in General Farming	Teachers in Topical Issues	Teachers in Craftwork	Needs Assessors	Implementers	Monitors	Evaluators	Trainers	Marketers	Mobilizers	Public Speakers	Demonstrators	Guides	Facilitators	
NGO Workers	1	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	√
	2	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√
Teachers	1	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	X
	2	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	X
	3	√	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	X
	4	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√	X	√	√	√	√
	5	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√	X	√	√	√	√
	6	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
VIDCO Chairpersons	1	√	√	√	√	√	X	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	√
	2	√	X		√	√	X	√	√	√	√	X	√	√	√	√	√	√	√	√	√	√	√	√
Ordinary Villager		√	√	√	√	√	√	√	√	√	√	√	X	√	√	√	√	√	X	√	√	√	√	√
District Administrator		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√
Total: 12		12	11	12	12	12	7	12	12	12	12	5	11	12	12	12	11	12	7	12	12	12	9	
%		100	92	100	100	100	58	100	100	100	100	42	92	100	100	100	92	100	58	100	100	100	75	