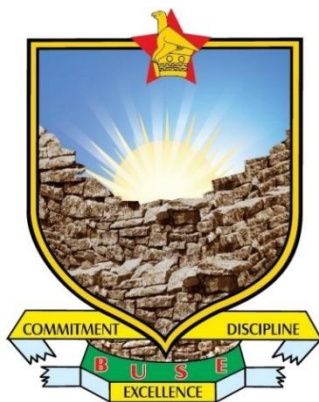


BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF SOCIAL SCIENCES AND HUMANITIES



**A Crisis or Structural Violence? Education During Covid-19 Lockdown. A Case of
Epworth Rural Communities**

BY

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A Dissertation submitted to the Department of Peace and Governance in partial fulfilment of the requirements for the Master of Science in Peace and Governance

Supervisor: DR D MAKWERERE

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Abstract

Education has been declared a human right from the time of the Universal Declaration of Human Rights. The necessity for this human right to be provided for all and equally is very important. This is not only to ensure that learners have the same opportunity to learn but also to allow for personal development which will likely cause innovation which will lead to sustainable development and consequently sustainable peace. This research was necessitated by the Covid - 19 crisis that saw most of the world go on lockdown as a way of controlling the spread of the virus. This lockdown included closure of schools for months. Mixed research was done using both qualitative and quantitative techniques. A case study survey was done using Epworth rural community. The main findings being that Covid-19 pandemic did in fact affect education in vulnerable communities. It was however observed that most of the effects were mainly based on the various forms of structural violence that already existed in the schools in vulnerable communities. As other scholars mentioned that sometimes structural violence is not noticed the way that direct violence can be seen, the lockdown exposed a lot of this structural violence in rural schools. From the poor infrastructure, lack of technology and other disparities that exist between rural schools and urban schools. From the findings of this research, the researcher recommends that the Government of Zimbabwe make education a priority as it affects all facets of the political, economic, social and technological systems. School authorities and parents should also take active roles in trying to develop the schools.

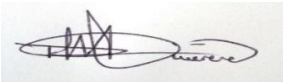
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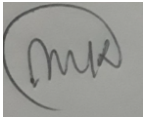
I, Cynthia Chipo Mandikiyana, B1747876, hereby declare that this dissertation is my original work and that it has not been copied or lifted from another source without acknowledgement.

Signature..........

Date.....01/12/2020.....

Supervisor Dr D Makwerere

Signature 

Chairman Dr J Kurebwa 

Signature

Dedication

I dedicate this dissertation to my first love; my father, the late Mr A Mandikiyana, ‘Daddy I have made it this far, I hope you are proud...’

I miss and love you.

Acknowledgements

Firstly, I would like to extend my greatest appreciation to my supervisor Dr D Makwerere for his immense guidance and support throughout my research. This study would not have been possible without your input and patience. I would like to also appreciate my number one fan, Mrs Mandikiyana (my mom); you always know what to say to get me going especially when I cannot find a reason to go on. Thank you mum. A big thank you to the people who burnt the midnight candles with me, my dictionary; Anesu wamancue thank you chomie!!!

In addition, the following people were very instrumental in the conduct and writing of the research paper: P Moyo, R Vidza, C Mlambo and R Tanyanyiwa. I appreciate you all.

Abbreviations and Acronyms

AU	African Union
CAMFED	Campaign for Female Education
COVID 19	Corona Virus Disease 2019
CRS	Catholic Relief Services
EFA	Declaration on Education for All
EFA	Education For All
FFA	Education 2030 Framework for Action
FFA	Framework for Action
GFDRR	Global Facility on Disaster Reduction and Recovery
GoZim	Government of Zimbabwe
HOSPAZ	Hospice and Palliative Care Association of Zimbabwe
MDGs	Millennium Development Goals
MoHCC	Minister of Health and Child Care
MoPSE	Ministry of Primary and Secondary Education
MoPSE	Ministry of Primary and Secondary Education
OCHA	Coordination of Humanitarian Affairs

ODeL	Open, Distance and eLearning
PIZ	Plan international Zimbabwe
PTSD	Post-Traumatic Stress Disorder
SDG	Sustainable Development Goal Number
UDHR	Universal Declaration of Human Rights
UN	United Nations
UNESCO	United Nations Education, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
WEF	World Education Forum
WHO	World Health Organisation

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CHAPTER ONE

1.0 INTRODUCTION

1.1 Introduction

This chapter gives a brief background to the study. It offers a brief insight into the issues surrounding the problem under study. This chapter also includes the statement of the research problem, the aim, objectives and questions guiding the research. The significance of the study is also provided in this section.

1.2 Background to the Study

Zimbabwe's education system has in recent years seen several crises that stretch from economic downfall, high unemployment rate, natural disasters like drought and the recent cyclone Idai and the continued cultural violence, to name just a few. According to the United Nations Office for the Coordination of Humanitarian Affairs (OCHA) June 2020 report, Zimbabwe had approximately 3.4 million children aged 3 to 12 before the discovery of the coronavirus 2019 (Covid-19) epidemic. A number that the current Zimbabwean education system was struggling to ensure basic education was provided for all.

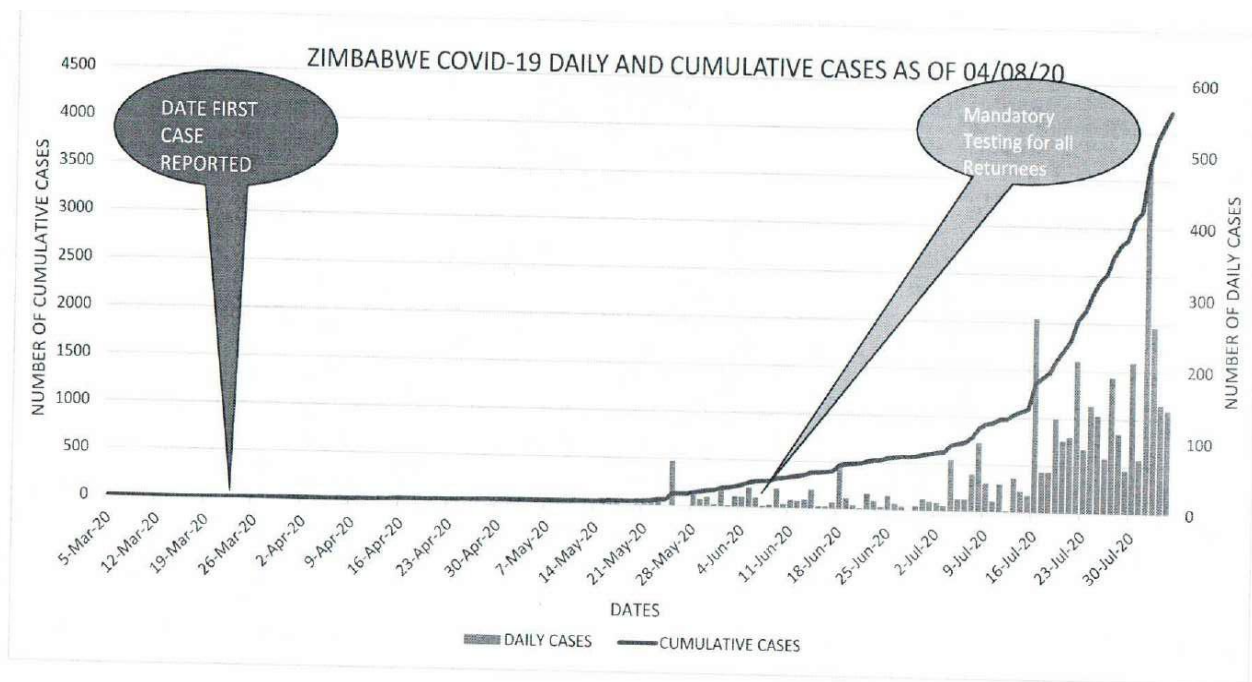
The government of Zimbabwe declared Covid-19 a national disaster on 17 March 2020 (ZBC, 2020). This allowed the state to mobilise resources for preparedness and probable containment efforts. In the early days, concerns arose about the poor testing capacity impeding the identification of cases among travellers returning from high-risk countries. According to the then Minister of Health and Child Care (MoHCC), Minister Obadiah Moyo, the first case to be detected in Zimbabwe was confirmed on 21 March 2020 (Newsday, 2020). In the space of a few days,

multiple measures to curb the SARS-CoV-2 virus were put in place. These included a ban on all public gatherings, including church services, weddings, and all international sporting fixtures.

Multiple hand-washing basins were installed around the country. The government also ordered the closure of schools and designated three hospitals as quarantine facilities for Covid-19. On 30 March, the country went into national lockdown for an initial period of 21 days (Wiley Online Library, 2020). This lockdown was mainly necessitated by the increase in cases in Zimbabwe. The figure below is a table extract from a report by the MoHCC on the increase in cases from March to July 2020.

Figure 1

Zimbabwe Covid-19 Daily Cumulative cases as of 4 August 2020



Source: MoHCC Covid-19 Update Report 2020

The measures needed to contain the spread of the pandemic have put a lot of pressure on communities, families and children worldwide, Zimbabwe inclusive. Gukurume and Oosterom (2020) claimed that the measures were politicized and hence the allocation of the cushion funds by the government would not reach all the intended recipients. This disrupted vital services and triggered the temporary closure of schools. This worsened the plight of vulnerable children especially those in rural areas for whom accessing education and staying in school was hard enough. The disruption of income generating activities and resultant idleness of children especially because of Covid-19 did not make it easier for children especially those in rural areas to remain to school. The Covid-19 lockdown which was part of the government's needed measures to prevent the spread of Covid-19 which claimed the lives of hundreds of people globally and put the global economy on its knees left school children idle. This saw some engaging in immoral activities like drug and alcohol abuse and premarital sex.

The world over, the importance of education has been emphasized time and time again. The current universal guidelines under the 2030 Agenda for Sustainable Development have a separate goal for education known as the Sustainable Development Goal number 4 (SDG 4). The attainment of this goal intended to building sustainable, inclusive and resilient societies by ensuring inclusive and equitable quality education (UNESCO, 2015). Creation of this goal as a standalone goal shows the significance of equal education opportunities. Not only does SDG 4 focus on education, other targets and indicators like Target 3.7, Target 5.6 and Target 8.6 on well-being, gender equality, and decent work; respectively, are also education-related amongst others. One of the targets of this goal being to ensure learners acquire knowledge and skills that encourage sustainable development (United Nations, 2020).

On the continent of Africa, education has also been prioritized as evidenced by the African Union's Agenda 2063. The Agenda has seven aspirations, one of which is the aspiration for "A prosperous Africa, based on inclusive growth and sustainable development" (African Union, 2015). One of the goals for this aspiration is to have well educated citizens and skills revolution underpinned by science, technology and innovation. For this aspiration to be implemented, it is supported by one of the 12 flagship programmes that were to be adopted before the implementation of the First Ten Year Plan of the AU Agenda 2063. This programme was to have a Pan-African E-University (AU, 2015). This project was intended to hasten improvement of human capital, science and technology and innovation. The system was to allow an increase in the access to tertiary and continuing education in Africa. It would also facilitate that large numbers of students would access information through Open, Distance and eLearning (ODEL) resources irrespective of where in Africa they were.

Zimbabwe's vision 2030 that was adopted in 2018 does not leave out the importance of education. The Vision 2030 framework has five pillars which include the Social development pillar that aims at prioritizing social service facilities for low income citizens. Under this pillar, the state aims at ensuring the curricula and facilities for education are adequate and that they allow for the provision of adequate and equal education (GoZim, 2018). This importance of education from the global level down to the national level show that education is a very important tool for development and for peace. This therefore means that education should be provided for both those in the urban areas and those in the rural areas equally.

Edtech Hub (2020) states that the challenges that rural and urban schools face are different. This is not only when there is a crisis but even when there is no crisis. Most of the problems are concentrated during the provision of primary education. This is mainly because especially in Africa, most children at least attend primary school even if they may fail to go beyond primary education. The importance of education has been confirmed by many scholars. One of the popular theories is the endogenous growth theory which emphasizes the importance of investing in human capital through education to ensure economic growth and development (Romer, 2011). Similarly, Jones (2002) affirms that the investment of funds in skills amassing and physical capital, is a cause for the differences in wealth distribution across the world.

While Pugatch (2011) asserts that income levels are a product of various factors such as the different labour markets, political systems and stability, Acemoglu and Dell, (2010) view the level of education as one of the most significant factors of the differences in levels of income. This therefore shows that education contributes to higher level development goals of any country. According to UNICEF (2014), education can reinforce economic and social inclusion or exclusion, inequality and this may lead to positive peace or conflicts. This is because education can indirectly cause violent conflict through creating social divisions that if not addressed may lead to enmity. This kind of education may also be caused by different things which include structural violence where the resources available or different schools are different and schools provide different quality of education. This may lead students who learn from schools with resources to think that they are superior to those from less invested schools and this causes the differences.

Most times inequalities are ignored because they are taken to be normal after some time. Structural violence may be imbedded in rural schools but not exposed due to this acceptance of the violence as being normal. However there might be a pandemic or crisis that may expose this violence. Covid-19 may be this element that may expose structural violence if any in the rural schools in the rural areas in Zimbabwe. Exposure of these is important as it means that there is the opening of a gap that stakeholders will need to fill in order to ensure long term peace in the country. Peace is important for sustainable development.

Behavioral violence has been published in many instances as a presence of fractures and disturbance has been observed in populations especially after disturbances. The research on structural violence has recently been integrated more into research (Klaus, 2012). Its incorporation is imperative as it recognizes the life-long effects of social inequity. Tegtmeier and Martin (2017) identify the growth of research in the consequences of human exploitation and marginalization. In Zimbabwe the education system was disrupted by the Covid-19 lockdown and this opens a research gap where the research needs to explore what the interruption means and if there are any consequences of this interruption. There is also need to look at the effects in relation to whether there was any structural violence that could have affected the rural community more than other community. The need to understand this concept in relation to education becomes an important especially when the global call for literacy is at its max. The research is aimed at covering a gap in the studies conducted on crises and structural violence with a focus on education during Covid-19 lockdown in the Epworth rural community. According to Zvobgo (2005), 1 235 994 students were enrolled in 1980 in Zimbabwe and the number increased to 1 934 614 in 1982. Over the years, enrolment has continued to increase, this meant that more resources were required to support

the education sector. UNESCO (2020) asserts that though Zimbabwe has continuously allocated a sizeable percentage of its national budget to the education sector the bulk of this money goes towards human resources and so other areas of this sector are likely to be suffering.

According to the Sunday Mail (2018) on the National Skills Audit Report, Zimbabwe's skills deficit was at 62%, with a 96% of this deficit found in the engineering and technology sector. This brings one to wonder the efficiency and effectiveness of the education system in Zimbabwe. In order to support the SDGs, there is a great need to look at what the challenges of the education system are and how they can be solved. With the rural population Zimbabwe being 67.79% of the population as of 2018 (World Bank, 2019), this necessitates that education in rural areas be considered as just as important as those in urban areas. This research focuses on the effectiveness of education in vulnerable communities during the Covid-19 pandemic lockdown. The research will also look at whether the state of the schools before the lockdown was acceptable and what structural violence was present in rural schools, particularly that violence that could impact the learners during the lockdown.

1.3 Statement of the Research Problem

The Zimbabwe education system has been highly affected by the Covid-19 lockdown which was imposed by the government on 24 March 2020. This move was meant to curb the spread of the virus. On 17 March 2020 when the government declared the pandemic a national disaster, the announcement to close schools was made by the Minister of Information, Publicity & Broadcasting Services, Monica Mutsvangwa. During the lockdown period, certain schools and parents moved to online learning in order to continue the curricula without exposing the learners to the pandemic (UNESCO, 2020). In other spheres, teachers continued to provide face to face private

lessons with others door to do tutorials in order to keep their pupils occupied. However, this initiative was against the conditions of lockdown that prohibited gatherings and continuation of the non-defined essential services.

This meant that all those caught providing these services could face the wrath of the law. Consequently, very little was done by the state as investment towards addressing structural violence issues that could be caused by these initiatives. While this could be beneficial to the children, Zimbabwe runs a risk of adding to the existing structural violence in schools as access to online lessons might not support the gospel of equity and equality especially to rural based students because of lack of technology. The study aimed at assessing the challenges facing the education sector during Covid-19. The complexities of whether this is a genuine crisis or perpetuated structural violence.

1.4 Aim

To assess whether the effects of COVID-19 on the Education sector in vulnerable communities in Zimbabwe are due to the crisis or a perpetuation of structural violence.

1.5 Research Objectives

The study's objectives were to:

- a. Assess the effectiveness of the education system in Epworth rural communities before the Covid-19 lockdown.
- b. Examine the degree of impact of the Covid-19 Lockdown on the education system in Epworth rural communities.
- c. To examine the state's mitigation to the impact of COVID-19 on education.

1.6 Research Questions

- a. How effective was the education system in Epworth rural communities before the Covid-19 lockdown?
- b. Did the Covid-19 Lockdown have an impact on the education system in Epworth rural communities?
- c. What mitigation was done to alleviate the possible impact of Covid-19 on education?

1.7 Significance of the Study

This study is based on the understanding that the study findings will contribute to the enhancement of the education system in Epworth rural community. The rural community of Zimbabwe hold the majority of the population hence there is a need to ensure equality in education for learners in this area. This research findings are may inform policy holders on what the Covid-19 lockdown effects to education in Epworth were. This may be used by the state to improve if the state of education provision these areas if there is need. Considering that education is a basic human right, it is imperative that improvements continuously be done in the education sector and this research may be used. The study also contributes to the development of the researcher's research skills and enhanced the researcher's understanding on the effects of a disaster/crisis on the education system. National Disasters may cripple the education sector in any country especially under developed communities. This research may also assist schools with the view of an independent person as to the state of their schools in order to foster a need to improve the schools. The implementation of the findings can improve the efficiency and effectiveness of the education system in Epworth rural community. This can be by the state, school authorities, parents, humanitarian organizations or any other stakeholders.

1.9 Assumptions

The study is carried out under the following assumptions:

- a. The effects on education sector during Covid-19 was a crisis.
- b. The education system in Epworth rural community gives a picture of education in vulnerable communities in Zimbabwe.
- c. Stakeholders in the education sector which include, education administrators, teachers, school students and parents in Epworth rural community are accessible and willing to contribute to the solution of the problem.
- d. The instruments (questionnaires, and documents) will capture the stakeholders' views towards reduction of the effects of the Covid-19 lockdown on the education system in the area.

1.9 Study Limitations

Findings from this study can be applied with caution due to the following limitations:

- a. Data gathered from a small sample of stakeholders in the education system tends to be on the defensive and on the offensive against the government policies on the education systems in less developed areas.
- b. The use of numerical analysis does not capture the qualitative aspects of respondents and how the education system can be enhanced after national disasters.
- c. The research was not limited to a specific level of education.

1.10 Definition of Terms

The following terms will be used in this research:

Structural Violence- Structural Violence was first defined by the revolutionary professor in the research of peace and conflict, Johan Galtung who asserts that structural violence is indirect violence built into structure or systems and manifest as unequal opportunities or power (Galtung, 1969). Galtung (1996) explains that violence is not just physical but that there can be deprivation through political and socioeconomic structures that can cause mal-development or psychological harm. This he explains to be structural violence. As opposed to direct or personal violence, structural violence is indirect as there may not be direct harm that one person causes the other. However, the structures put in place may be the cause for the violence. An example being structural violence that leads to inequality in America. There are a lot of inequalities in education and access to medical care and justice amongst other things. These inequalities harm those disadvantaged as they cannot achieve certain things with less access to resources.

Education-From the Latin word e-ducere, which means “to lead out” the word education can be hard to define. Dewey (1916) defines it as ‘a social process of living and not a preparation for future living’. This view gives the sense that education is an experience. It supports process by which a society consciously conveys accumulated knowledge, skills and values from one generation to another. This shows that education is a deliberate process of sharing some sort of knowledge or skill. Reddy (1979) looks at education as the basis for development of the human being and in the development of nations. Education is seen as a vital role in building one’s character. This is through transfer of culture and values in society. Innovations are also created leading to development of states through education. The role of education can therefore not be overemphasized.

Disaster- The World Health Organisation (WHO) defines disaster in the Panafrican Emergency Training Centre Training package as an occurrence that disrupts the usual

circumstances of existence and triggering a level of anguish exceeding the capacity of adjustment of the affected community. This means that for an occurrence or event to be called a disaster. It has to have evidence of its disruption the way of living of a group of people. A road traffic accident can be defined as a disaster just as a cyclone, earthquake or a disease.

Crisis- According to the Oxford Dictionary, a crisis is a time of intense difficulty or danger. The term crisis is used to define personal, or public conditions in which the individual, organizations or societies or even states as a whole find themselves with potentially negative concerns. The condition may start as an adversary, but when the adversity goes beyond normal limitations, it is then defined as a crisis.

Social Exclusion- Social exclusion is about the marginalization of vulnerable individuals or groups in society. This can be on the basis of gender, race, socio-economic status, or any other social determinant (Makwerere and Dube, 2019). This exclusion can be deliberate or not and can have either direct or indirect effects to their livelihood.

1.11 Chapter Outline

This dissertation intends to present the research in the simplest way that will be easy to read. The structure should allow easy location of relevant information. The research is presented in the following structure:

Chapter 2: Chapter 2 focused on reviewing of related literature including definition of quality education as seen by other scholars. This chapter also looked at the main concepts that have been studied bringing out the gap that necessitated the research.

Chapter 3: Research Design and Methodology; describing the survey method, population, samples, instruments for the research and data collection methods used in the research was done in this chapter.

Chapter 4: Results and Findings; this chapter conveyed how the data that was gathered and analyses this data. It then interprets the findings to come up with reasoning or explanations of the impact of Covid-19 on the education sector.

Chapter 5: The final chapter summarizes the research, giving the conclusions of the research and recommendations. Gaps for future research were also given in this chapter.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 Introduction

The importance of education in any state can never be overemphasized. Global Facility on Disaster Reduction and Recovery (GFDRR) states that education helps in the development of personal skills, it molds attitudes and behaviors of children and leads to healthy and productive lives. Global Campaign for Education (2016); Nicolai, Hine and Wales (2016) however, estimated that nearly 175 million children's education has been interrupted by a disaster each year. These interruptions may be unavoidable, but the length of the interruptions may be avoided if states are better prepared for disasters. The impact that these interruptions have on the children may not always be felt immediately but can be severe on children and young people and on the state consecutively. Poor preparedness on education sector recovery after crises is the main reason for the problems that crises cause. Though disasters would have directly caused the problems, the indirect effects of lack of good crises response and recovery is an important area to be noted. This research focused on whether the Covid-19 disaster affected the education sector in Zimbabwe, with special focus on Epworth rural community. It was hoped that the research could see if the effects were due to the crisis or structural violence.

2.2 Conceptual Framework

The research was guided by the concept of quality education. The concept of quality education has been in existence for a long time now. The concept has a multifaceted nature as can be seen by its many definitions. Adams (1993) states that the definition is complex because many

terms are being synonymously used causing confusion. Effectiveness, Efficiency, equity and quality are the terms mostly interchanged or used in the definition of quality education. (Motala, 2000; Piphoo, 2000) agree that defining quality education is difficult but agree that quality education is education that has a few characteristics which include; healthy learners, safe environments, relevant content and curricula, adequate processes and outcomes that are relevant to the needs of the individuals and societies.

UNESCO (2001) asserts that education is a human right. To confirm this UNESCO (2005) states that the need to achieving basic universal primary education (UPE) appeared on the international agenda since the Universal Declaration of Human Rights affirmed in 1948. This was by encouraging elementary education to be made free and compulsory for all children. The declaration of the right to education as a human right has been agreed to by a number of scholars. After the Universal Declaration of Human Rights, treaties like the UNESCO Convention Against Discrimination in Education of 1960, the International Covenant on Economic, Social and Cultural Rights of 1966 and the 1981 Convention of All Forms of the Elimination of Discrimination against Women all sought to make free, compulsory primary education for all the children (UNICEF, 2007). These treaties emphasized that education was a human right for all.

This recognition of education as a human right is enshrined in the various goals and targets of many international, regional and national frameworks or guidelines. Examples of these are the EFA goals of 1990; affirmed in 2000, the Millennium Development Goals (MDGs) and the SDGs. These goals all give direction of what is to be done and how best it can be done. An example is the

challenge faced by most countries is the implementation of these goals. For instance, the aim of EFA required that all commit to achieving six specific education goals that were to:

- *“Expand and improve comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.*
- *Ensure that by 2015 all children, particularly girls, those in difficult circumstances, and those belonging to ethnic minorities, have access to and complete, free, and compulsory primary education of good quality.*
- *Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programs.*
- *Achieve a 50% improvement in adult literacy by 2015, especially for women, and equitable access to basic and continuing education for all adults.*
- *Eliminate gender disparities in primary and secondary education by 2005, and achieve gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.*
- *Improve all aspects of the quality of education and ensure the excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.”*

Whilst these goals were being worked on, they worked together with MDGs that were also to be achieved by 2015. The education goals of these two linked in that they both called for elimination of disparities. MDGs had 9 goals that included Goal 1: Eradicate extreme poverty and hunger; Goal 2: Achieve universal primary education, Goal 3: Promote gender equality and empower women, Goal 4: Reduce child mortality, Goal 5: Improve maternal health, Goal 6: Combat HIV/AIDS, malaria and other diseases, Goal 7: Ensure environmental sustainability and

Goal 8: Develop a global partnership for development. Goal 2 supported the second goal of EFA. This shows that education is regarded as a very importance tool I eradicating poverty and ensuring development.

The interest in ensuring primary education is because this is the formative part of every person and because it is a human right, there is need to ensure every child goes through primary education. These goals if they had been achieved would ensure more knowledge on the children and likely lead to more innovation. This goal had a single target which was to ensure that universally all children were to be able to complete primary education by 2015. Although the monitor of the MDGs showed an improvement in the percentage of children that got access to education, the Food and Agricultural Organization of the UN (2017), claimed that from almost 57 million primary school children that did not attend school; 80 percent lived in rural areas. This knowledge of the urban-rural knowledge and education divide was concerning and became the obstacle to achieving global primary education by 2015. This research will look at the effects of Covid-19 on education, a case of a rural community and hopefully support or prove this notion. The quality of education of these rural children is said to be affected by many things like hunger and malnutrition and so this research will see what effects a pandemic has on education. As such, other socio-economic issues need to be dealt with at the same time as the issue of access to education is discussed.

When 2015 arrived, the MDGs were superseded by the SDGs. These are 17 goals that aim at freeing the world from poverty, hunger and disease. Of particular interest to this study is SDG4 that focuses on quality education for all children. According to UNESCO (2018), SDG 4's Target

4.1 is to ensure that all children irrespective of sex are to complete free, equitable and quality primary and secondary education by 2030. Target 4.2 is to ensure that all girls and boys have access to quality early childhood development, care and pre-primary education. Target 4.3 ensures equal access for all women and men to affordable quality tertiary, technical and vocational education including university. Target 4.4 is aimed at substantially increasing the number of youth and adults who have relevant technical and vocational skills for employment and entrepreneurship. Target 4.5 is to eliminate gender disparities in education at all levels and for the vulnerable (persons with disabilities, indigenous peoples and children in vulnerable situations included). Target 4.6 is to ensure that all youth and a substantial proportion of adults, achieve literacy and numeracy and Target 4.7 to ensure all learners acquire knowledge and skills needed to promote sustainable development, human rights, gender equality, promotion of a culture of peace and nonviolence amongst others.

Targets 4.1, 4.2, 4.3 and 4.5 also support the idea that all children should have access to education because it is a human right. As the right to education and the enjoyment of benefits of cultural freedom and scientific progress under the Economic, social and cultural rights in the Universal Declaration of Human Rights (UDHR). For centuries, international organisations have kept pursuing this human right through different treaties because it is a basic need for sustainable development to be achieved (Ankomah, Koomson, Bosu, with Oduro, 2005). Viewed this way, the concept of education as a human right is more acceptable.

Moyo (2014) affirms that in 1980 the government of Zimbabwe put in place education reforms provide free education to all children. These reforms were cemented by the Zimbabwe

Education Act. However, over time the government reviewed these and required tuition to be paid by for all children. Public government schools provided cheap education as only a small fee is charged at these. This the government did to ensure that children had an opportunity to go to school. Mapako, and Mareva (2013) state that, even with the tuition reduced, education is not free in as the government is haunted by its past expenditures and recent years of global economic crisis.

They however claim that the government has continuously tried to ensure education for all through programmes like the Basic Education Assistance Module (BEAM). This programme was developed to prevent school expenses to be the reason that vulnerable children dropped out of primary school. Through this programme, tuition and other basic fees for vulnerable children are paid. This however is limited to the financial support to learners and does not address other areas of the education system that are important to ensure quality education. Areas like teacher facilities and the learning environment.

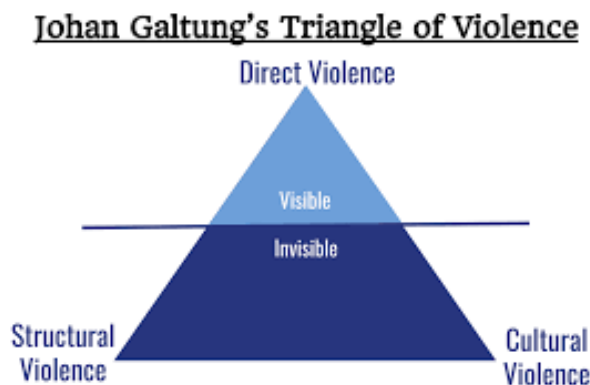
2.3 Theoretical Framework

Johan Galtung's theory of the conflict triangle, discusses the categories of violence; direct violence, structural violence, and cultural violence (Galtung, 1969). According to Galtung, direct violence is branded by visible violence. Violence that occurs physically or verbally. In this type of violence, the victim and the offender can be clearly identified. Cultural violence on the other hand, is when a characteristic of a culture legitimizes violence. Structural violence, is distinct from these two in that it is an inequality and injustice built into the systems resulting in unequal power and, consequently, imbalanced life chances. For cultural and structural violence, the requirement for a clear actor falls away.

Structural violence concept is useful to understand the threats underlying causes of violence. However, in itself, structural violence is limited if no immediate threats are visible. To avoid this problem, Galtung advocates a triangular mode of understanding violence. His proposal includes cultural violence, structural violence and direct violence as the corners triangle (Galtung, 1978). This triangle differentiates. Galtung's perspective of violence is that the three corners of a triangle are intertwined and the same is true for Cultural, structural and direct violence (Galtung, 1999). Below is an image of Galtung's triangle of violence.

Figure 2

Galtung's Triangle of Violence



As depicted by the triangle, the three forms of violence are linked. Though direct violence is more visible, cultural and structural violence are just as destructive as direct violence to the individuals and societies.

The concept of Structural violence has been in use for over a long time. The phrase itself was thought up by Johan Galtung in a 1969 article, "Violence, Peace, and Peace Research". Winter et al (2012) believed that Galtung conceived the term to express what he believed to be a pervasive

form of violence that is fabricated in systems. In structural violence, the word violence defines forms of abuse imposed by social structures and rules and regulations. These forms of abuse lead to inequality that can lead to poverty, humiliation and sometimes can be as severe as to cause death. Violence in structural violence is not meant to describe physical as known. He argued that Galtung saw institutions, structures and philosophies as the reason why there was inequality or injustice. Galtung (1969), also asserts that structural violence shapes the experiences that force and liability-based models of agency cannot account for. In agreement to Galtung's theory of Conflict, Violence and Peace, Winter et al (2012) state that Galtung's exertion on violence that is being experienced in modern day was beyond the physical violence that is popularly known as violence. Winter also believed that structural violence was very relevant in modern day as it allowed researchers to understand the present and collective past. It also allows for policy makers to see how their policies or lack thereof may cause harm to societies.

Winter et al (2012), look at violence as being present when there is an influence to the human beings' mental and actual somatic realizations that their potential is being affected by systems. Winter qualifies that violence extends beyond the individual and consist of structural and cultural fonts. This observation assumes that inequality in terms of access to resources are forms of violence. With this assumption, denial of some to access to basics like health care, education, political power by the structures or institutions are forms of structural violence. This is mainly due to the manipulation of society's social institutions by those that are in power.

Structural violence is mostly established through denial of basic human rights, inequity, poverty, and exclusion from institutional patterns of decision-making. Discrimination by sex, race,

and tribe, lack of education or unequal opportunities for education and inadequate employment opportunities are also some of the many forms of structural violence. Though it may be easy to identify structural violence in some instances, sometimes victims of structural violence do not realize the methodical methods with which their predicament is designed through imbalanced and unfair distribution of society's resources.

Christie, Wagner & Winter (2001) view structural violence as violence that is rooted in the socio-economic and political structures of a state or society. They claim that violence will be taking place every time that citizens go hungry, fail to vote or fail to have access to education. They also state that when preventable diseases cause suffering to people or when they starve to death, are deprived of decent housing, education and opportunity to work, it means they are experiencing violence. Though Christie et al' assertions support the writings of many scholars, there are however, strong critiques to Galtung's original conceptualization of structural violence. Winter et al (2012) argues that the conceptualization of structural violence by Galtung depends on the language of 'invisibility' assuming that structural violence persists over time and across generations because of invisibility.

According to Galtung's theory however, the reason why structural violence persists is because of this idea of invisibility. Galtung argues that if violence could be seen then it could be stopped. Failure to see that there is violence may cause the violence to persist for a very long time. This is the curse that sometimes haunts structural violence. It can be ignored as it is sometimes not easily identified. On the other hand, Winter et al (2012) contend that the constant repetition of things in the open, not necessarily invisibility is the cause. He further argues that situations caused

by structural violence become normal everyday life for others and this is how they then are inherited by generations. In Zimbabwe, structure and interaction amongst the parties in the state play a critical role in the access and distribution of supposedly shared resources. Organized deprivation results in conflicts that can either be dormant or active.

Weigert (2008) views structural violence as ubiquitous and that it manifest in the massive gap between influential people and powerless people especially in the distribution of material resources. Weigert brings out that according to Galtung's proposal, the number of avoidable deaths that can be recorded can define structural violence in any place. An example is if people die from scarcities of basic commodities like food or shelter. This becomes structural violence if these are available for them but there is a system or structure that denies them these. An example is; according to Campbellsville University (2017), in 2015, 13.5 percent of the U.S. population was below the federal poverty line. This meant an income of about \$24,250 for a family of four. A closer look at the population showed that there could be structural violence as whites under this line only constituted 9.1%, compared to 24.1% African-Americans. This seemed to support the long history of African-Americans being the victims of structural violence in America.

Structural violence has its roots in political or financial structures that fail a group of individuals. For instance, children in inward cities ordinarily get access to satisfactory schools, but are limited in terms of the occupations that offer great pay rates when they grow up. This, in turn, limits their access to healthcare, legitimate securities, political control, secure lodging and other critical assets. This cycle propagates itself, making whole communities subject to normal auxiliary violence. Access to basics like education and healthcare are all imperative to breaking the cycle of

poverty. People without satisfactory healthcare are more likely to have shorter life spans, but moreover to spend more of their salary treating ailments and other wellbeing issues. This may sometimes lessen their capacity to work and get more from their work. Without satisfactory education, great employments and impact, their society is constrained.

Ireland Department of Education (2003) states that there is structural violence in its education system from the primary level. In Ireland, primary education is known as vital in producing equitable Irish education. The department also recognises that the primary education level has the largest number of enrolment. Primary education however has lacked investment while it has the greatest number of enrolment, hence having more students from a disadvantaged backgrounds reproducing inequality in Ireland. Structural violence comes in that the structures and resources are limited and so the students who go to the less developed schools will not benefit as much as those who go to private schools and have access to more educational facilities. Though there may not be any physical violence on the children, the inequality in the facilities that the children have access to, is a form of structural violence. The quality of education obtained when the resources are not adequate influences the children's' ability during secondary and third level education in Ireland and so this is clear structural violence. The opportunities of these children are consecutively affected because of the foundation of education that was affected by inequalities caused by lack of investment in the schools.

The Irish Department of Education's concern inequalities on primary education is supported but OECD (1992) that asserts that primary schooling delivers the basis for all succeeding progression in the education system. The formative years in development are thus expended at

primary schools. The skills acquired at these levels are essential for every child and thus its importance cannot be overemphasized. Violence at this level will likely affect many other levels of education that the children will go to. Structural violence in schools may also come from demonstrations of power and social control, symbolic in customary educational systems (Gerbner, 2002).

Violence in the education sector comes in many forms. In Illich's revolutionary 'De-schooling Society', there is an advocating for peer-to-peer learning through computer networks as an alternative to schools. This he claimed avoided the polarization of societies that schools inculcated (Illich 1970). Illich, further notes that violence at school was also permeated by grading and certification that educators insisted on. This hierarchical grading system had an effect on society that Illich saw a violence on the learners. He viewed the discrimination that occurred amongst the students as being the fruit of the grading system. The divides of population into those formally educated and those not legitimized this violence according to Illich. Students are graded and ranked from an early stage. This is a violent process as it objectifies humans creating a competitiveness that can be destructive amongst students or learners. The effect it has on individuals with academia problems is such that they may face heavy judgment, experience fear of tests as they are likely to fail and face humiliation if they do. This kind of violence was consistent in both vulnerable and non-vulnerable societies.

Roser, Nagdy, and Ritchie (2018) claimed that, though thrust to literacy globally had seen progress, violence could be seen as there was a literacy concentration observed in wealthy countries and among men. FactsMaps (2018) supported this as it showed that the lowest literacy

rates in the world spread across sub-Saharan Africa and South Asia. This was in contrast to the highest literacy rankings in European and East Asian states.

2.4 Importance of Education

The 2030 Agenda for Sustainable Development is that comprises 17 Sustainable Development Goals (SDGs) which include the economic, social and environmental aspects of development. Under these, is the Sustainable Development Goals 4 which deals with education. This goal states the importance of education in the realization of the 2030 Agenda for Sustainable Development. In this SDG 4, education is stated as an essential goal that has its 7 outcome targets and 3 means of implementation (United Nation 2015). The importance of education is more evidence as this has been included in the Millennium Development Goal (MDGs) and Education For All (EFA). However, SDG4 are different from the education-related MDGs and from EFA in the focus, geographical coverage and focus (UNESCO, 2015). In 1990 World Declaration on Education for All (EFA) recognized quality as a requirement to achieve the equity goal (UNESCO, 2005). Article 3 of EFA was about Universalizing access and promoting equity of education.

In this regard, UNESCO (2005) brought out that simply expanding access to education was not very beneficial to the development of the individual and society. There was need to guarantee that quality education was provided to achieve the most in the development of societies through development of individuals. Supporting this was the Dakar Framework for Action of 2000, which stated that quality of education was fundamental in development of learners. The Dakar Framework defined quality of education through a set of what they termed “the desirable characteristics” which included healthy and motivated student learners, processes that had competent teachers, content that was relevant to the curricula and systems that supported quality education. Under the systems

were good governance and equitable resource allocation (World Education Forum, 2000). However, this framework did not assign any weighting benchmark to the various dimensions identified. Dare (2005) supports the WEF as he noted that for quality education to prevail, all elements in the education system needed to be considered because they are interrelated. Failure to have quality in any of the elements would not achieve quality education.

It is important to note that there is no question on the importance of quality education, but rather on the definition of quality education. One of the problems stems from the problem of determining what the term quality means. Ankomah, Koomson, Bosu and Oduro (2005) state that this definition problem emanates from evasiveness of the concept of quality. It is hard to come by an agreed definition for the term. As Sallis (n.d) in Ankomah (2005) put it, quality is easier to know when it is experienced than through description or explanations.

Also agreed by a number of scholars is the fact that quality education is a human right. It is more difficult to define quality when its conceptualization is in terms of a specific characteristic of education like the system. Purposes of education are diverse and this adds to the complexity of defining its quality. Some of the purposes are cultural bound while some value-laden. Some believe that education is meant to nurture cognitive, moral and social development for the students or learners. On the other hand education is a means of promoting nation building and social cohesion or just a preparation for work. Even the agreement on quality evaluation becomes problematic.

NESCO compares these using the following table:

Table 1*Global education agendas compared: MDG2, EFA and SDG4*

Global Education Agendas			
	MDG2	EFA	SDG4
Scope	Primary Education [children]	Basic Education [children, youth & adults]	Basic Education; Post Basic Education & Training; Lifelong perspective
Geographical coverage	Low-income countries Conflict-affected	While universal in intention, in practice it focused on lower-income countries	Universal agenda for all countries regardless of income level and/ or development status
Policy focus	Access to and completion of primary education for all	Access to quality basic education for all	Access to quality basic education for all; + Equitable access to post-basic education & training;

			+ Relevance of learning for both work and 'global citizenship'
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Bhardwaj (2016) considered education as an essential human virtue that is necessary for every society. He also states that education is a foundation for good life and symbol of freedom. Education is imperative for the integration of separate entities in the society and in life. It is not limited to what children or adults benefit from schools or colleges only. Education is not also limited by to/by age. Experience can also educate through the practical things that happen life. The importance of education can be argued from many angles, from development of the mind, acquisition of basic knowledge and skills and many other important factors that include development. Irish Department of Education (1990) looks at the importance of education from early childhood where they state that primary school is very vital as this is where the most formative years of every person are spent in primary school. Primary education then becomes the foundation of knowledge needed for consequent progression in education.

O'Dubhslainé (2006) asserts that education empowers children and allows them to have the ability to analyse information and utilize the knowledge acquired from this analysis. Education is also said to be important as it enables the development of those analytical skills and other cognitive abilities in people. In the long run, these skills acquired through education facilitate the increase his productivity by employees by labourers. Schultz (1961) dues the improvement in the capabilities of any labour force to their education or training. Knowledge and appreciation of the

specific tasks allow the employees to do the right work and right time. This increases speed and quality of work and so it is important for one to be able to be educated Welch (1970). Knowledge obtained from education also allows labourers to make better decisions. Analysis skills also bring about innovation which is important for development. In recent years innovators have been seen creating technologies that have been a cornerstone to development.

The process of industrialization and economic development has been accredited to intellectual ability. Landes (1980) states that development is based on the ability of human beings to acquire and apply a corpus of knowledge concerning techniques. Bhardwaj (2016) identified the importance of education as that it makes better citizens, brings confidence, ensure a bright future, character building and helps train on time management, amongst other things. Education generally teaches the manners, rules and regulations of life. Knowledge of what is to be done also brings confidence in a man. To achieve goals, one needs to believe in themself and have confidence in themselves. This confidence helps during difficulties, makes communication easier and brings results in the achievement of goals.

Also, education gives room for a person to live a happy life by giving room for one to have a bright future (Hughes, 2017). It stirs hidden talents and skills in people that enable employment and secures futures. Character-building education aids to grow individuals. Many skills are developed through education like problem solving, social, decision making and creative thinking skills. It can introduce people to different cultures, beliefs and religions. Education also provides exposure to real life experiences that enable life planning and personal development.

2.5 Education in Post-colonial Zimbabwe

The independence of Zimbabwe was not only a road to freedom from political crisis, it led to a number of socio-economic and educational reforms (Zvobgo 1996). Before independence, a lot of racial discrimination in the education sector disadvantaged the majority which was the black population. This discrimination was on both law and practice, but this was then outlawed and education declared a basic human right for all citizens. Even at a time when the UDHR had been in use for years, the colonial government continued to deny the vulnerable population the right to quality education. After the attainment of Independence, changes started to take place. One of the major changes was the Education Act (25:04) of 1987. This law corrected areas of importance like that; education was declared a basic human right under Part II of the Act, which is on Fundamental Rights and Objectives of Education in Zimbabwe. Primary education was also made compulsory to all children in Zimbabwe and primary education in public schools became free. Murphy (2005) asserts that education systems have gone through various reforms and this is particularly true for the Zimbabwe education system post-independence.

The first 20 years after independence, saw great strides in many areas in the education sector. There was the expansion of schools, an increase in the teachers being trained and improvement in education infrastructure. For this part, the government took the socialist path. Guiding this path was the principle of 'Growth with Equity' (Shizha and Kariwo, 2014). After the repressive policies by the colonialist government that did not give equal opportunity to the black population in education, this move was meant to close the gap and give the blacks population access to education. This principle was adopted not only to redress the inherited inequities in education but in other sectors like health. At this point primary education was made tuition free

causing a high rate of enrolment. Despite the commendable growth in education, the government took part in economic adjustment programmes that led to the underfunding of education. Being that it was the state's responsibility to provide education resources, failure by the state to provide adequate resources impacted the provision of education.

The land reform programme and subsequent economic sanctions that led to the economic meltdown all negatively affected the education sector. Effects of this like the high turnover of teachers and other economically important manpower further affected the sector. Brain drain instigated problems of qualified teachers in the education sector. These problems however do not affect the education sector the same. From the US\$834 million, US\$973 million and US\$1,132 billion allocation for the education sector for the years 2017, 2018 and 2019, Chikowore (2019) believed that 97% of it only covered employment costs. This is evidence of inefficiencies, and the government's undermining of the impact of the budget on education outcomes. Despite this, education in Africa had expanded intensely over the years with the median of children completing primary school in Africa having increased from 27 to 67 between the years 1971 and 2015 (World Bank, 2020). This could not have been sustainable seeing that the budget is covering just 2% of the other areas of the sector that is not wages. This points to the government not doing enough for the provision of education. Schools do not solely run because of the availability of teachers. There is need for teaching material, infrastructure and a conducive environment. The government has failed to fix this and caused many disparities between schools as parents have taken part of the responsibility of the government.

2.6 The Zimbabwe Education Sector

The Zimbabwe education system comprises of three levels that are primary, secondary and tertiary education (Kanyongo, 2005). Kanyongo states that students start from the primary education. The Ministry of Primary and Secondary Education is responsible for the curricula. It has a unit that designs syllabi and teaching materials for all the levels. At the primary level at least five subjects are examined that are; Mathematics, English, Indigenous languages (Shona and Ndebele) and General Paper. General paper covers a number of lessons that include Social Studies, Religious Education and Environmental Science. More subjects are being taught but some are not yet examined at grade seven.

Kanyongo also states that rural areas have always been disadvantaged as there are sometimes untrained teachers particularly in remote parts of the country. This is usually because trained teachers are unwilling to be posted to these areas as they are under developed and the infrastructure is not conducive. At Grade seven, students go through standard tests that are sometimes used as standards to get places for secondary education. However primary education is compulsory and performance on the grade seven examinations is not expected to deny students from progressing to secondary education. Secondary education can be four or six years if the students go up to Advanced level. This research surveyed the impact of Covid-19 lockdown on primary education as this is the most important part of the child's development and that can affect the secondary and tertiary education. Shizha and Kariwo (2011) address the commendable growth in education that took place just after Zimbabwe gained its independence when there was the provision of free education for all. They claim that the first two decades of independence had the highest gains in the education sector but that all these were eroded by the economic hardships that

the country faced in the late 1990s and beyond. They argue that amongst others, land redistribution created an economic crisis this further affected the education sector negatively. They expose various error by the state that caused the erosion of the standards of education in the country. This gives the research a need to explore what the role of the state is in terms of providing the resources for education to the population. This research aims at looking at how the education sector was like in Epworth rural community prior to Covid-19 in order to assess the impact of Covid-19 lockdown and try to explain the impact.

On another note, Chireshe (2013) in his study on Inclusive Education in Zimbabwe revealed that Zimbabwe was at a better place as it was implementing the concept of inclusive education by providing special needs an opportunity to access to education. He however perceived that the lack of resources affected this programme. Previous on the education sector in Zimbabwe by Mpofu (2000), Mpofu et al. (2007) and Chireshe (2011) supported the notion that shortage of resources was an impairment to the execution of the policy on inclusive education. Eloff and Kqwete (2007) and Zimba et al. (2007) also obtained similar findings in South Africa and Namibia respectively. The lack of resources was also an impediment to the standards of education that were required as they led to high teacher pupil ratio especially in government schools. The ratio was said to go upto 1:40 in many Zimbabwean primary schools. This was a cause for concern as it meant that students got less attention from the teachers as they were too many (Chireshe, 2013). This agreed notion that quality of education provided can be affected by the available resources was also tested in this research.

2.7 The Nexus between Disasters and Education

Kousky (2016) in her work 'Impacts of Natural Disasters on Children' looks at how disasters affect children. She reflects on the three ways believed to be the effects of natural disasters on children which are children's physical health, mental health and interrupt of children's education. Her research is on the impact that weather related disasters. She limits the scope of her research to natural disasters that are caused by climate change narrowing her research to weather-related disasters as she believed that these were more likely influenced by climate change. However, though this research will also look at the effects of natural disasters on children, it will focus only on the impact on education. The research will not be limited to weather related disasters but rather it focuses on the impact of Covid-19 on education, to see its effects and whether there was any structural violence that added to the effects of Covid-19 on education. This research also will be limited to children from the rural settings with a case of Epworth rural community.

Closer to Kousky's ideas, the article on Impact of Natural Disaster on Childhood Education Evidence from Nepal, compiled by Spring (2016) Capstone Course identified the impact of natural disasters on education as psychological, shifts in child labor and damage to property amongst others. The Course discusses the psychological effects of disasters as hindrances to student's ability to perform well in school. They attach this to diagnosed and undiagnosed posttraumatic stress disorder (PTSD) in the survivors of disasters. PTSD is said to last for five years or beyond after a disaster. Its effects are that there is normally a decrease in academic performance of affected students. Children between fifteen and eighteen years are reported to have the greatest and students from lower household wealth are said to likely be affected more.

Evidence from the Spring 2016 Capstone Course showed that in Nepal, there was a strong connection between disasters and education. Damage to infrastructure was the main reason for the interruption of schooling as there needed to be repairs done and children had to stop going to school. Capital to restore the infrastructure sometimes was a problem and the delays were prolonged. Unlike the focus by the Capstone Course, this research's focus will be on effects of a disaster that does not include infrastructure damage but rather a crisis where the environment is versatile and contact of persons as a great threat to the population.

Gagare (2020) in his article; Zimbabwe: Caught Between the Pandemic and an Incapable State, explores the response by the Zimbabwean government after Covid-19 crisis hit the country and businesses were forced to closed during lockdown. The article focuses on the government's plans to pay ZW\$ 300 a month to a million households. The article brings out how the response by the government was not only inadequate, but that it was speculated to be a political move that tried to thwart plans protects against the government. Gagare also points out that the Zimbabwean government had never cared about their citizens and hence their lack of the right response only proved this fact even more. However, the article does not look at the State's response in terms of education. The article is quiet on whether the government had any plans or did anything to ensure that the education sector and especially the students would not be affected by the Covid-19 disaster.

Supporting the need for good governance, Greubel, Ackerman and Winthrop (2012), in their article Prioritizing Education in the Face of Natural Disasters discussed how reopening of schools quickly after a disaster when safety returned ought to be the main concern during disaster relief. They argued that this would bring about a sense of normalcy to the children and lesson the psychological effects that affected children during disasters. They however pointed out that due to

poor disaster management plans by the States educational facilities were destroyed by the disasters and the process of recovery was slow. They attributed this to the feeble systems, infrastructure and insufficient funding for swift recovery of the infrastructure. Their case of the consequences of Hurricane Katrina showed how the first New Orleans elementary school to reopen after the storm only reopened three months after the disaster. Another example given of the 2010 earthquake in Haiti, where more schools started to reopen after three months.

Like Gagare, Greubel et al also focused on natural disasters and the response by the governments. Greubel et al however focused more on the preparedness of the States in the face of natural disasters. They state that disaster preparedness is critical in reducing its impact on education. They also argue that most states do not seem to be prepared for the natural disasters hence the delays in the responses by the states and consequently the delays in recovery from the natural disasters, thereby causing greater impact on the communities and the children's education. This research will however not focus on states preparedness but rather the impact of disasters on education with emphasis on Covid-19 impact on education in Zimbabwe. Also the disasters that Greubel et al focused on caused distraction of the infrastructure in which the children learn from, this research will be more focused on the system of learning that was used in the rural communities. As much as Covid was declared a national disaster, no infrastructural damages were done by Covid-19 hence the effects on the education system need to be established as either being caused by the disaster or as structural violence.

2.8 Strategies Implemented to Resolve Education Challenges After a Crisis

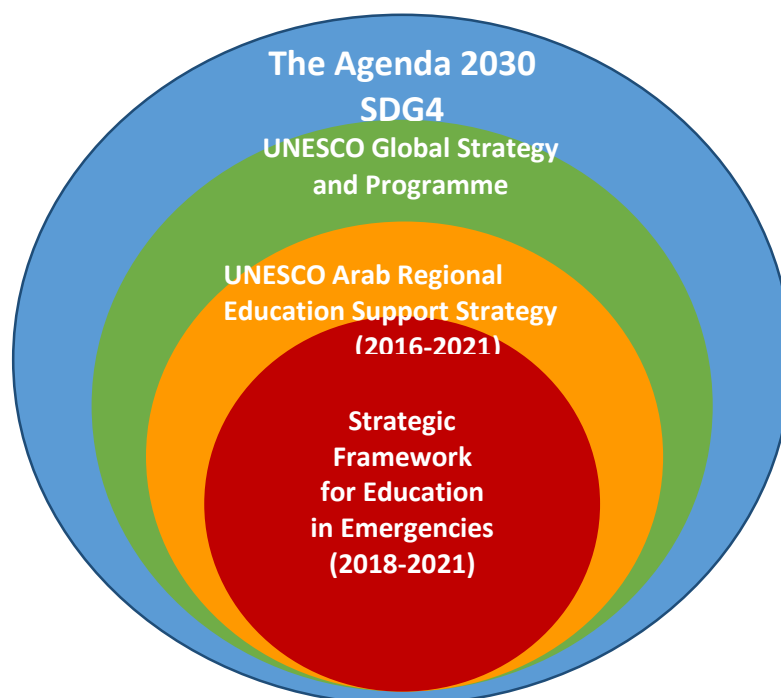
The cycle of structural violence then becomes a cycle that starts from the time one gets educated to their employment and beyond. Effective reviving and recuperation of the education

sector after a crisis depends largely on open trust in the government. Rebuilding of schools and their reopening requires that there be the involvement of communities. Policymakers will need to prove that their plans and choices are for the general public. UNESCO (2017) states that, the Education 2030 Framework for Action (FFA) can be a tool for use by countries in education crisis. One of the requirements for FFA is the need for policies and plans on how best crises may be prevented or prepared for so that the effects of the crises are minimized. The protection of schools during and after crises was to be prioritized in these plans. For this strategy to work, UNESCO ensures that states work together with humanitarian actors to achieve their goals during crises.

An example of a strategy put in place for education is the UNESCO Strategic Framework; a development of Pillar 4 of UNESCO Arab Regional Education Support Strategy for 2016- 2021. This framework is also attached in the 2014-2021 UNESCO's Global Strategy. A graphical representation of how these strategies interact is as shown below.

Figure 3

Interaction of frameworks



According to OCHA (2020), in Niger there was an education challenge before the pandemic, 3.6 million children were cut off from schools. However, due to the worsening of the situation due to Covid-19, the Global Partnership for Education (GPE) mobilized more than US\$11 million. This money was aimed at supporting the country during planning and implementing of its response to Covid-19. Agence Française de Développement and UNICEF being the main sponsors of this fund.

In Estonia that has over the years been investing in the development of a digital learning environment, including infrastructure and e-study materials, the country was able to make a quick switch to remote learning as soon as the Covid-19 crisis began (World Bank, 2020). This meant that in Estonia, schools were closed but learning was resumed by used on the digital environment.

Zimbabwe through the Zimbabwe Education Cluster and the Ministry of Primary and Secondary Education (MoPSE), responded to the Covid-19 crisis by partnering with humanitarian organisations to ensure that the effect of Covid-19 on children would be minimized. Some of the organisations that worked with MoPSE included Save the Children, UNICEF, CAMFED, UNESCO, Plan international Zimbabwe (PIZ), FAWEZ, HOSPAZ AND Catholic Relief Services (CRS). Some of these organisations supported MoPSE by developing and sponsoring broadcast radio lessons. Some like CAMFED did follow ups to students through the phone, reminding students of the importance of education and studying. UNESCO and MoPSE created a digital platform with open educational resources (Zimbabwe Education Cluster, 2020). The programmes being done by MoPSE and the other stakeholders have a bias to the use of technology to provide education to the students from home without risking them infection.

2.9 Chapter Summary

This chapter brought out the various thoughts by other writers on what the concept of quality education means and brought out that education was a human right hence its importance and the various treaties and international efforts to ensure equality and equity in education served as proof of this. The theory of violence by Johan Galtung was also explained bringing out what structural violence is. Though structural violence may not be seen physically, it is felt by those that are being violated. This violence however can be a cause for physical or direct violence. As further shown by Galtung's violence triangle, structural and cultural violence are more dormant but are destructive in terms of sustainable development and sustainable peace is concerned.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter brings out the research methodology, design and tools used in the research. It will bring out the population for the research, sampling techniques used and also the sample used. It will also look at the possible limitations of methodology to inform the reader of the research methodology's strengths.

3.2 Research Philosophy

Social reality can be approached in different ways and researchers will have to select between varieties of research philosophies/approaches. Approaches to social inquiry consist not only of the procedures of sampling data collection and analysis but they are based on particular ideas about the world and the nature of knowledge which sometimes reflect conflicting and competing views about social reality. Several sets of assumptions underlie social research; they are often referred to as positivism (quantitative) and interpretivism (qualitative) paradigms (Byram 2001). There were conflict and tension between different schools of social sciences such as psychology and later sociology. Interpretivists stressed that human beings differ from material world and the investigation of these also differ. Qualitative research is critical to natural sciences model which many researchers hold separatist position and believe that world views of qualitative and quantitative are completely incompatible.

3.3 Research Approach

This study has made use of mixed research. It used both qualitative and quantitative research philosophies. This is social research so there is need to evaluate and assess the impact of the Covid-19 induced lockdown in Epworth rural communities using both approaches. The research required the researcher to be sensitive to the context of the research and immerse into the setting and situation. The context of participants' lives or work affects their behaviour and therefore the researcher has to realize that the participants are grounded in their history and temporality (Haradhan 2018). The researcher had to immerse herself into the setting of Epworth rural community in order to get a clear understanding by observing the behaviors and lives of the participants so that deductions could be made on the problem at hand. The research needed to understand the conditions in which data was gathered, the locality, the time and history of the participants in Epworth rural community. Observations, questionnaires and interviews were very effective tools in gathering data for the research. It is also of importance to understand the culture of the participants in Epworth rural community in order to have the basis on which the education system in Epworth rural community on how the participants value the essence of education.

The researcher used strategies of observation, questioning and listening. The researcher achieved this by immersing in the real world of Epworth rural community. In this community the researcher interacted with some of the participants of the research and this gave the researcher the information that helped in answering the research questions. Various instruments of research were also used to achieve the desired outcomes which included document analysis, participant observation, questionnaires and interview guides.

The goal of quantitative research is different from the goal of qualitative research which is to attain a better understanding of a situation or event. When conducting quantitative research,

researchers seek to describe current situations, establish relationships between variables and sometimes attempt to explain causal relationships between variables. In this research it is important for the researcher to be able to understand the factors which were affecting the education system in Epworth rural communities before and during the Covid-19 pandemic so that he may be able to deduce if the impact of the Covid-19 lockdown could have been avoided or it was never going to be avoided considering the results from the survey. The major goal of quantitative research is for the researcher to remain as objective as possible.

The much more linear steps in quantitative research constitute the pre-established routines and strategies that help enhance researcher objectivity. This focus on objectivity is what enables the qualitative researcher to generalize findings of a research study beyond the particular situation (eg setting, school, participants) involved in the study. In this study the researcher used quantitative research methods to understand the participants of this research who are part of the education system in rural areas and in particular in Epworth rural communities.

3.3.1 Qualitative Research

Qualitative approaches are linked to the subjective nature of social reality, which provides insights from the perspective of participants, enabling the researcher to see things as their informants do and explore the insiders view (Harris, 1967). The researcher examined the experiences, feelings and perception of all the stakeholders involved in the education system in Epworth rural setting, rather than imposing a framework that might distort the ideas of the participants. The social world is frozen in a particular moment or situation but dynamic and changing. The researcher sought to observe people and listen to their accounts in order for her to understand the process by which participants make sense of their own behavior and rules that

govern their actions. Dey (1993) states that it is important to understand the environment that participants are in as these may affect the way they perceive what is happening to them. To achieve the objectives of the research, and deduce whether the Covid-19 induced lockdown was a mere crisis or structural violence on the education system in Epworth rural communities, there is need for the researcher to understand the processes that the participants go through to understand how the lockdown affected them.

During the research, the researcher avoided being judgmental towards the thoughts and words of the participants and this was particularly important during interviews with various participants involved in the research. This listener becomes the learner in this situation, while the informant becomes the teacher who is encouraged to be reflective (Spradley 1979). In this research, the researcher used both qualitative and quantitative methods. Triangulation which is a process by which several methods (data sources, theories) was used in the study of the phenomenon. Both philosophies were used for practical purposes. Though of course there were some differences in sampling, analysis and outcomes.

During this research, the researcher followed various steps when conducting qualitative research which included preparation, field site selection and access, field strategies, relations in the field, data gathering, and exit. There are four aspects of preparing for the field which the researcher took into consideration which included learning to be flexible, preparing, defocusing, and being self-aware and having knowledge of herself. Agility is a virtue when doing qualitative research. In qualitative research, the research did not follow clearly laid-out, preset, fixed steps. Rather than having a set of methods to apply or explicit hypotheses to test, the researcher selected various techniques based on their value in providing valuable information in specific situations.

At the beginning, the researcher expected little control over data and little focus. The researcher was able to shift directions and follow leads as needed, learnt to recognize and seize opportunities, and adjust quickly to fluid social situations so that he came out with the expected results and findings. This was mainly due to the environment at the time of the research where movement was restricted, schools initially closed and then opened in phases while teachers also went on strike. Having a set plan on when and how to access the respondents was therefore difficult and so the researcher used any opportunity that presented itself to the presenter to get access to the respondents.

After preparation for the study, the researcher had to choose a Field Site and Gain Access to the selected sites in Epworth rural communities since it was impossible for the researcher to concentrate the study in the whole Epworth rural. Most field research occurs in a particular setting. In the early stages of a study, the researcher had to select a site, deal with gatekeepers, enter and gain access, assume a social role, adopt a level of involvement, and build rapport with all the intended participants which would be the stakeholders in the education system in Epworth rural communities who will be randomly selected.

Once the researcher gained access to the field site, she had to apply a range of strategies which included negotiating, normalizing research and deciding how much to disclose, sample and focus, use the attitude of strangeness, notice social breakdowns, and coping with stress. The researcher had to negotiate and form new social relations throughout the fieldwork process. The researcher negotiated with members until established a stable relationship and gain more access, build trust, obtain information, and contain resistance or hostility. The researcher had to negotiate and explain what is taking place over and over again in the field. The researcher had to decide on how much to reveal about herself and the research project. Disclosing your personal life, hobbies,

interests, and background can build trust and close relationships, but you also lose privacy and need to ensure that the focus remains on events in the field.

The researcher had to use many social strategies and skills when undertaking the study to maintain relations in the field. With time, the researcher had to develop and modify social relationships. Members who are cool at first may warm up later, or they may put on a front of initial friendliness, and their fears and suspicions surface only later. Early in a project when not yet fully aware of everything about a field site, did not rush to form close relationships because circumstances may change, yet if you develop close friends, they can become allies who will defend your presence and help you gain access to the required information in the area under study. Fights, conflict, and disagreements can erupt in the field, or you may study groups with opposing positions. In such situations, the researcher will feel the pressure to take sides and may be tested to see whether she can be trusted. On such occasions, the researcher had to stay on the neutral side and walk a tightrope between opposing sides because once become aligned with one side, you will be cut off from access to the other side.

After maintaining relations in the field, the researcher had to gather and Record Data. This section considers how to obtain good qualitative field data. Field data is the researcher experienced, remembered, and recorded in field notes. Various tools for collecting data were used during this study which included participant observation, questionnaires, interviews with the participants. At this stage the researcher had to be alert and sensitive to what happens in the field and to be disciplined about recording data. Also, the researcher had to pay close attention, watch, and listen carefully. There is need to use all of the senses, noticing what is seen, heard, smelled, tasted, or touched. The researcher should become an instrument that absorbs all sources of information. Observing in qualitative research is often detailed, tedious work. There is need for patience and an

ability to concentrate on the slow particulars of everyday life. Silverman (1993) noted, “If you go to the cinema to see action (car chases, hold-ups, etc.), then it is unlikely that you will find it easy to be a good observer.” Instead of the quick flash, motivation in qualitative research arises out of a deep curiosity about the details.

During this phase, there was need to record the data. Information overload is common in qualitative research and stretches an individual’s ability and it does not matter on how skilled the person is in recording data. Most qualitative research data are in the form of notes. Full field notes which can contain maps, diagrams, photographs, interviews, tape recordings, videotapes, memos, objects from the field, notes jotted in the field, and detailed notes written away from the field. Writing notes is often boring, tedious work that requires self-discipline. The notes contain extensive descriptive detail drawn from memory. Emerson and colleagues (1995) argued that good field notes are as much a mind-set as an activity and remarked. The researcher had to keep the notes and then organize them later for reference because the researcher would use them over and again. Once written, notes are private and valuable, thus they must be treated with care and protect confidentiality. Members have the right to remain anonymous, and most researchers use pseudonyms (false names) in notes to ensure that even if the notes are lost, the respondents remain unknown to anyone else other than the researcher.

3.3.2 Quantitative Research

Quantitative research relies on the collection and analysis of numerical data to describe and explain predictor control variables and phenomena of interest (Gay, Mills and Airaslan, 2009). One of the underlying tenets of quantitative research is a philosophical belief that the world is relatively stable and uniform, such that it is possible to measure and understand it as well as make

broad generalizations about it. In this study we are going to get views from various stakeholders involved in the education system in Epworth rural communities who are going to be issued with questionnaires to get their views on the effects of Covid-19 lockdown in the area of study. This would involve all stakeholders in Epworth rural community involved in the enhancement of education system in the area. These stakeholders would give a general view of the rest of the community regardless of the sample size used in this study.

3.4 Research Design

A case study survey research design was used for this research. Surveys enable data collection from a large number of people, allows generalizability of results to larger population. In most cases, it is not possible or feasible to survey the entire population, therefore, a sample of respondents must be selected from the population. In this particular research, the area covered by Epworth community is fairly large hence the need to survey.

3.5 Population

The population of the research was the Rural communities of Epworth. According to McBride (2010), the population is basically a complete group of individuals that a researcher intends to learn about. McMillan, (2004) describes it as the larger group, whether individuals, objects, of events which could also be referred to as the target population. In this study the population includes the parents and teachers in Epworth rural community education system who had children of school going age both attending lessons at various levels of education in the communities. These stakeholders should be in a position to contribute to this study by responding to the questionnaires stating the state of the education system before and during the Covid-19 lockdown in order for the researcher to be able to deduce the effect of the Covid-19 lockdown on

the education system in Epworth rural community. Merthler (2018) states that from a quantitative perspective, conclusions drawn about the world and its phenomena cannot be considered meaningful unless they can be verified through direct observation and measurement. In this research study the researcher is going to verify the findings by testing the claim which was observed worldwide that Covid-19 had an effect on all aspects of livelihood globally.

3.6 Sample and Sampling Techniques

A simple random probability sampling for a small sample of parents in the area was used in this study to determine the state of the education system in Epworth rural communities before the Covid-19 lockdown and the effects of the lockdown considering the recently opened examination classes on 28 September 2020 in order to be able to find out if the effects of the lockdown was because of a crisis or structural violence considering the impact of the lockdown on school going children. For this simple random sampling, convenience was the mostly used method as parents were approached in the streets and at the boreholes. Some parents were selected close to the schools whilst they escorted children to school or came to pick them up. Mohsin (2016) defines random sampling as the arranging of conditions in order that every item of the whole universe from the sample shall have equal chances of being selected. The research also employed random sampling technique. This was used when picking which parents to select especially at boreholes.

Going close to the schools whilst only a few grades had resumed school was part of what Ames, Glenton and Lewin (2019) defined as purposive sampling. This sampling has a deliberate way with which some parts of the population are chosen as they serve purpose or focus in mind. A purposive sample is one where certain respondents are identified as able to provide significant

data on the research subject. Thus allows the researcher to get their in depth knowledge into an issue. The researcher assumed that these parents had children going to school and hence would have the required information for the research.

Quantitative researchers typically base their investigations on the belief that facts and feelings can be separated and that the world exists as a single reality composed of facts that can be discovered through observation or other measurements (Franckel, Wallerstein and Hyun, 2012). In this study views from various stakeholders would be analysed as stated above. Though the findings would be based from a small sample of schools and communities the findings from this study would be generalized considering the numerical values obtained from the study in Epworth rural community. Also, the findings from this study will be based on that what the sample size chosen by the researcher would represent the overall thinking of the stakeholders involved in the education system in Epworth rural education system. Yet again, this belief operates in stark contrast with qualitative research that believes that individuals in essence are responsible for developing their own separate and unique realities of the same situation.

3.7 Data Collection

Case study survey research was used in this research. A survey was done from both parents and teachers of Epworth rural communities who were randomly selected by the researcher. The researcher administered questionnaires to sample of the population or in some cases an entire population (for example where at a school only a few teachers were available) of individuals to describe their attitudes, opinions, behaviors, experiences or other characteristics. This survey was to take the data from the sample as that likely to be the same as of the population (Creswell, 2005).

It is primarily a quantitative research technique in which technique to ensure more accurate representation of the population. No sampling technique will guarantee perfect representation but probability techniques improve the odds. In this study a simple random sampling was used to find the respondents in the various stakeholders involved in the Epworth rural education system. Survey research enables data collection from a large number of people, allows generalizability of results to large. In most cases, it is not possible or feasible to survey the entire population, therefore, a sample of respondents must be selected from the population. As highlighted above probability sampling which is simple random sampling would be used to get the respondents in Epworth rural communities who would be the main stakeholders in the education system in Epworth rural communities amongst them the teachers and the parents of students attending various learning institutions of school going age.

3.8 Data Presentation and Analysis

Data analysis is an essential part of the research process. There is need for an appropriate analytical procedure for a researcher to come up with meaningful findings. In analysing and presenting the data both quantitative and qualitative techniques were use. The gathered responses were analysed through the use of graphs, tables and pie charts. Face validity was also used during the testing of the instruments. The extent to which an instrument looks valid through the answers that the respondents provided, worked as the measurement for the instrument's validity. However, Ghauri and Gronhaug (2005) argue that face validity cannot be quantified or tested.

Also, frequency analysis was done where the relationship between the independent variable and the dependent variable can better be understood when the raw data is organized into frequency distribution. The first step that was taken was creating a frequency table from the data. Once

organized into frequency table, the data was displayed as frequency chart. In his study, data gleaned from parents and teachers by means of the questionnaires was organized through the frequency tables and bar charts in order make it meaningful.

3.9 Validity and Reliability

In qualitative research, reliability and validity is complex as the results are cannot be repeated or measured on a larger population. De Von (2007) however, states that, reappearing of a phenomenon throughout the different data gathering methods of the same research or from other research projects a certain validity. 100% validity may not be possible for qualitative research as opinions may change with time, and because experience by nature is subjective. Creswell 2013 also says that interpretation and analytical process of the researcher makes the results impossible to quantify numerically and this makes it difficult to obtain the same results again. Similarities in the data may however be obtained and this may show the validity of the research. In this instance, the effects of structural violence or Covid-19 may be felt less after the environment normalizes and as such peoples view on the effects may be interfered with.

3.10 Ethical Considerations

During this research the researcher took into consideration some ethical issues which might cause mayhem during this research. Ethical concerns are at the forefront on this reactive research because the people that took part in the study are directly involved. The primary ethical concern is the privacy and confidentiality of using information that may be gathered in Epworth rural communities. Another larger ethical issue is that official statistics are social and political products. Some researchers or official agencies gather data based on implicit theories and value assumptions. Official measures or statistics can be the objects of political conflict and a way to push policy in

certain political directions. Once government agencies define a measure as official, it can influence public policy and lead to outcomes that would be different had an alternative but equally valid measure been used.

3.11 Chapter Summary

This chapter explained the methodology used in this research which is a mixed research where a survey was done in the Epworth rural communities. Epworth rural community was used as case for the vulnerable communities in Zimbabwe as using them all would require more resources. From the population of Epworth rural community, samples from parents and children were used to collect data through questionnaires and observations. Data was then tabulated and charts made and some of the data was interpreted as text and descriptions made from the interpretations. The researcher also considered the ethical issues so as to obtain as much information as was possible

CHAPTER FOUR

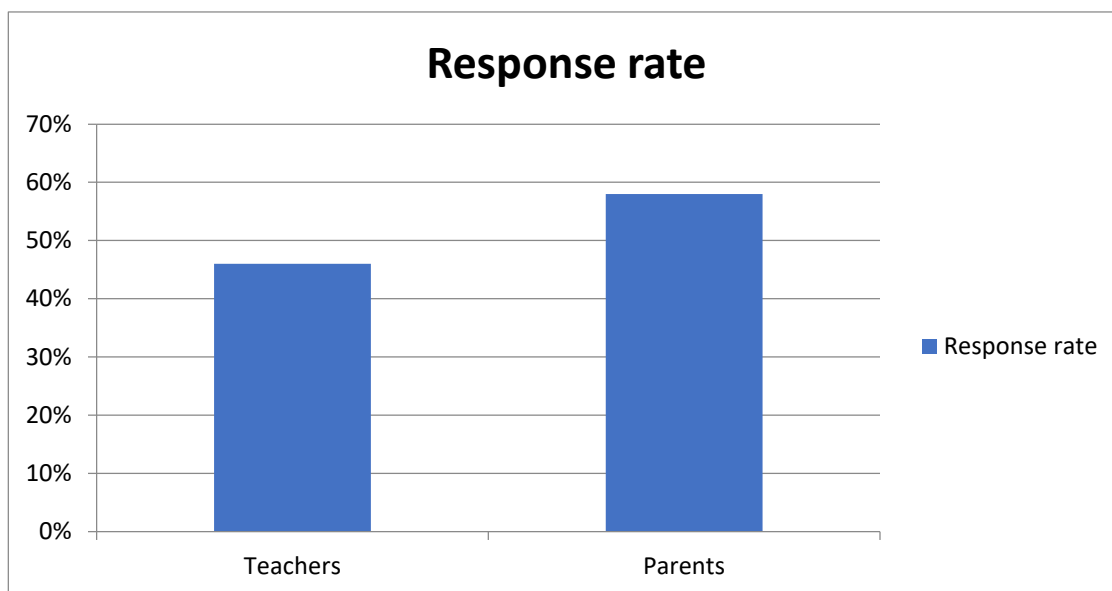
4.0 DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

4.1 Introduction

This chapter focuses on the effects of Covid-19 on education and aims at exploring whether the effects are the same for both rural and urban education systems. This chapter also seeks to show whether Covid-19 exposes any structural violence that may be in the Education System in Zimbabwe. While some of the violence might not be exposed, the research aims at identifying if there are areas where there will be structural violence in the education system especially in rural communities.

4.2 Covid-19 as a crisis in Zimbabwe

The opening of school was in phases and thus the responders were usually only those available with the classes that opened first while those that did not have classes might not have reported to school as travelling was restricted and prepared their lessons from home. A reason for this can be that most of the teachers do not live close to the schools as the infrastructure in these places is poor. The following graph shows the response rates for the survey:

Figure 4*Response Rate Graph*

Of the 150 questionnaires sent out, 90 were returned. From these 150 questionnaires, 100 were questionnaires for the parents and from these 90 were returned. From the 50 questionnaires for teachers, 38 were returned. During the survey, some parents refused to respond to questionnaires and the researcher believes that this could be because the people did not appreciate what research was about and may not trust strangers and are afraid their responses may be used against them. This can be supported by the age groups that responded to the questionnaires. The mature population seemed to be reluctant to respond. Also, the education level of the respondents for parents' questionnaires was limited with the majority being at secondary level. A few had tertiary education. This on its own can be evidence of the structural violence as most may have failed to continue after secondary. However, the importance of education cannot be over emphasized. As highlighted by UNESCO (2015), that education is important as it implies that even

if the state is responsible for ensuring provision of this service, all implementation. This includes the policies on education.

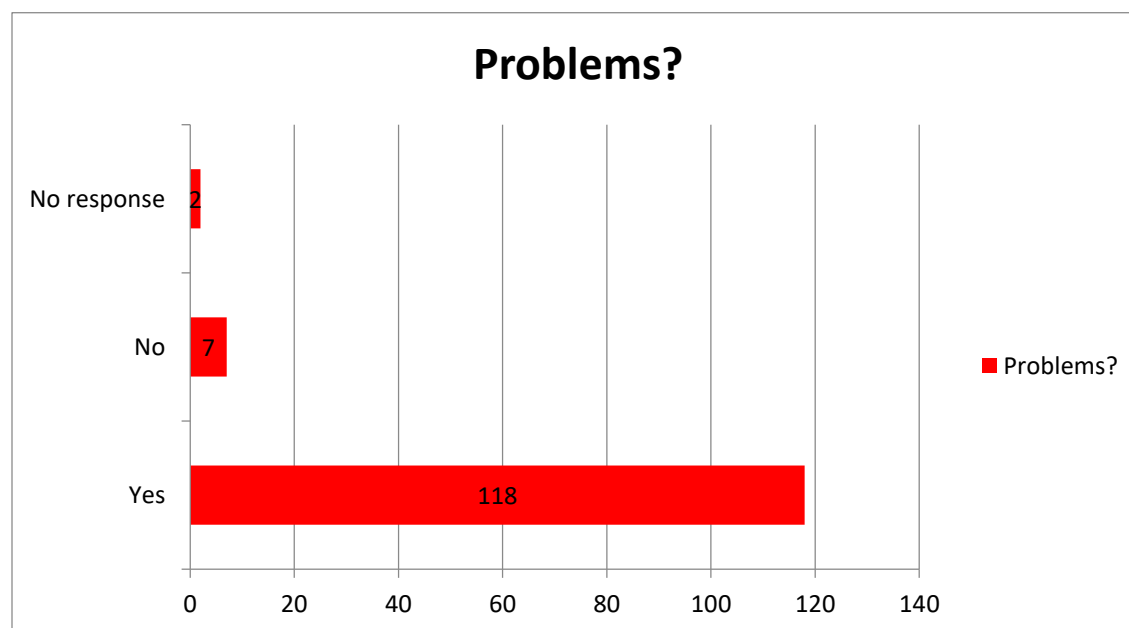
4.3 Education in Epworth Rural Community

Epworth Rural community has several primary and secondary schools but no tertiary education. This education had its problems before the Covid-19 crisis. As stated by World Bank (2020) education in Africa had expanded intensely over the years with the median of children completing primary school in Africa having increased from 27 to 67 between the years 1971 and 2015. This increase in children also was witnessed in Zimbabwe. From the survey, the response by both teachers and parents is as presented below:

Before Covid-19 lockdown, were you experiencing any problem in sending your children to school?

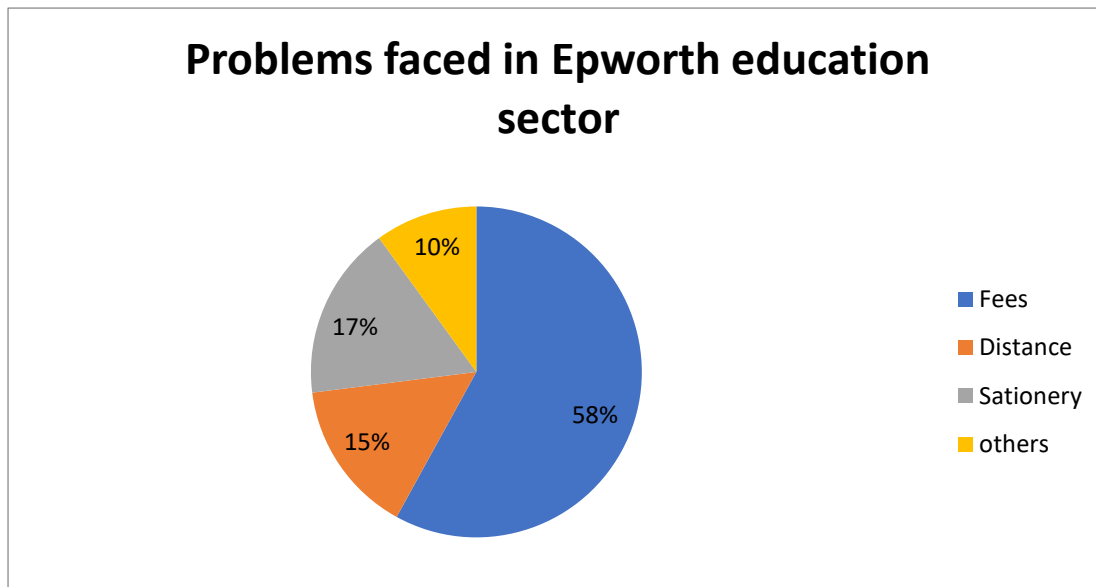
Figure 5

Problems sending children to school response graph



From the 128 responses, 118 respondents reported that prior to Covid-19, they already had problems with sending their children to school. 13 respondents reported that they did not have any problems sending their children to school. This could likely show the structural violence that already existed in Epworth rural community where children fail to go to school due to the unavailability of resources to support their going to school. Inequality in access to resources in the country and access to economic resources has caused the rural communities to struggle to access basic services and basic commodities. Patrinos and Angrist (2018) found that learning in Africa was affected by the income levels in Africa. Le Nestour and Sandefur (2020) however, certify a steady increase in adult literacy in Africa. This could be changed by the effects of Covid-19 that may see the rate of literacy drop.

There are various problems that the surveys brought up as those being faced by parents and guardians in Epworth rural community. Chakanika, Sichula, Sumbwa and Nduna (2012), state that Africa has been marked with a lot of progress in the education sector even with its many problems. They list many problems that are faced in Africa that include teachers training, unfavourable living and working conditions, nepotism and others. However the parents and guardians in rural areas experienced different problems which include difficulty in paying school fees, distances between school and homesteads and culture amongst others. The problems being faced as gathered from the questionnaires are as below:

Figure 6*Problems*

Financial problems that parents face are normally due to the lack of economic opportunities for parents to work and have money for fees. Though the Zimbabwean government has put in place policies that allow the parents to pay fees in other forms such as livestock, some of the parents have been affected by seasons that have been unfavourable. The researcher is of the notion that these difficulties may be a result of structural violence in that Epworth rural community is underdeveloped to the extent that basic infrastructure like roads and electricity are not available. On giving out questionnaires, one of the people who came to one of the boreholes after explanations on the research had been given started by asking if they were political party forms stating that they did not want to miss any opportunity for donations by saying “ndezvemusangano here mutipewo tinyore tisazoshaya mainputs” directly translated as “are those for the party? Give us to write too so that we will not fail to get inputs”. This shows the economic situation where people rely a lot on donations and would not want to miss any opportunity to get these.

These underdevelopments may be the reasons why there are less economic activities that would allow for more economic opportunities for the community that will allow them to have financial freedom and allow for children to access education. The problem of distance from school not only affects the students but also affects the teachers (Chakanika et al 2012). IFAD (2001) also supports this view by that 32% of rural dwellers were about 22 kilometers from the nearest school and health care. This issue has been in existence especially for African counties for a very long time. These have also been realized to be evidence of structural violence as the governments has not put mitigating measures for most of the rural areas. The Nelson Mandela Foundation (2005) claim that part of the reason for the lower quality of education in rural areas was because teachers reached the school tired from these long distances and thus failed to handle their normal teaching load due to fatigue. Students are also said to lose concentration and sometimes doze off in class and lose out on important lessons due to the same. The researcher therefor concludes that students that come from such places are exposed to structural violence in that the quality of education they get is not the same as other students.

Access to school during rainy seasons and winter was worse as some of the rural children did not have adequate clothing for the seasons and would fail to go to school or even fall sick and miss lessons. Some of the infrastructure like bridges would be difficult for the children to cross thereby making it impossible for children especially in primary schools to go to school. While children in urban areas can use other forms of transport to go to schools that are far, most attend such schools as their parents' preference not because that would be the closest school. Also the abundance of transport makes the attendance of school by these children easier and the weather

does not affect them as much as those in the rural areas. This inequality speaks structural violence. Unequal development forces children in these inaccessible schools lose out on education.

Other problems that affect students include the issues of gender, culture and religion. For these, Chakanika et al (2012) attribute it to perception of the value of education by the parents. As indicated above that the majority of the parents and guardians that responded to the questionnaire have only secondary education, it is highly likely that they may not see the benefit of education to their children. This may then be transferred to the children who will have less interest in going to school. Mulkeen and Chen (2008) called this the high opportunity costs low returns issue. Mulkeen and Chen (2011) further highlight that rural homes are usually less equipped for children to study and this could be the evidence of the lack of investment on education by parents. For some of the parents, children may be seen as an extra pair of hands that will be more productive at the farm or married than in school (Harmon and Weeks, 2011). This thinking will allow parents to have their children married at a young age so that parents can collect on the bride price and use it for their survival and not worry about sending the girl-child to school.

Problems associated with infrastructure at the schools were also mentioned during the study. Where some schools have inadequate classes and some students have to learn from under the trees. Schools have to have a system known as hot-seating, where students have to learn during different times. Some start in the morning in class and finish in the afternoon. This means at one point those who start in the afternoon will be outside. During rainy season these students cannot continue with their studies as they cannot be learning under trees while it is raining. All this points to the violence that students were exposed to in Epworth rural community before the Covid-19

pandemic was discovered. This all confirms that the education system in Epworth Rural community was not effective even before the Covid-19 lockdown.

The response to the question; *Which of the problems are imposed by the system?*

This question seemed to have a consensus as most of the respondents believed that all their problems were caused by the system. For those that the researcher was able to talk to while giving out questionnaires, the sentiments were that the government was not doing much to improve the way of life for the Epworth community even when they felt that they lived very close to the Central Business District (CBD) in the capital city of Zimbabwe. Of the 128 respondents 120 responded to the effect that all their problems were due to the system and only 8 did not know. It can thus be deduced that there has been gross structural violence in Epworth rural community as the state is believed to have failed to provide resources that enable equality in education. The state has the main responsibility to ensure that there is provision of education resources for the general populace. The unavailability of these resources points out to the lack of effort by the state, especially with the proximity of the community to the CBD of the capital city. The role of the state of providing the infrastructure, teachers and other resources for the children can never be taken away from the state. Even with help from other stakeholders like humanitarian organisations and individuals, the responsibility is retained by the state. On some of the questionnaires the responses were 'Zanu PF', the current ruling party and this is a sign that some community members blame the government for its problems.

4.4 How children's education was affected by Covid-19 lockdown?

Figure 7

Affected students

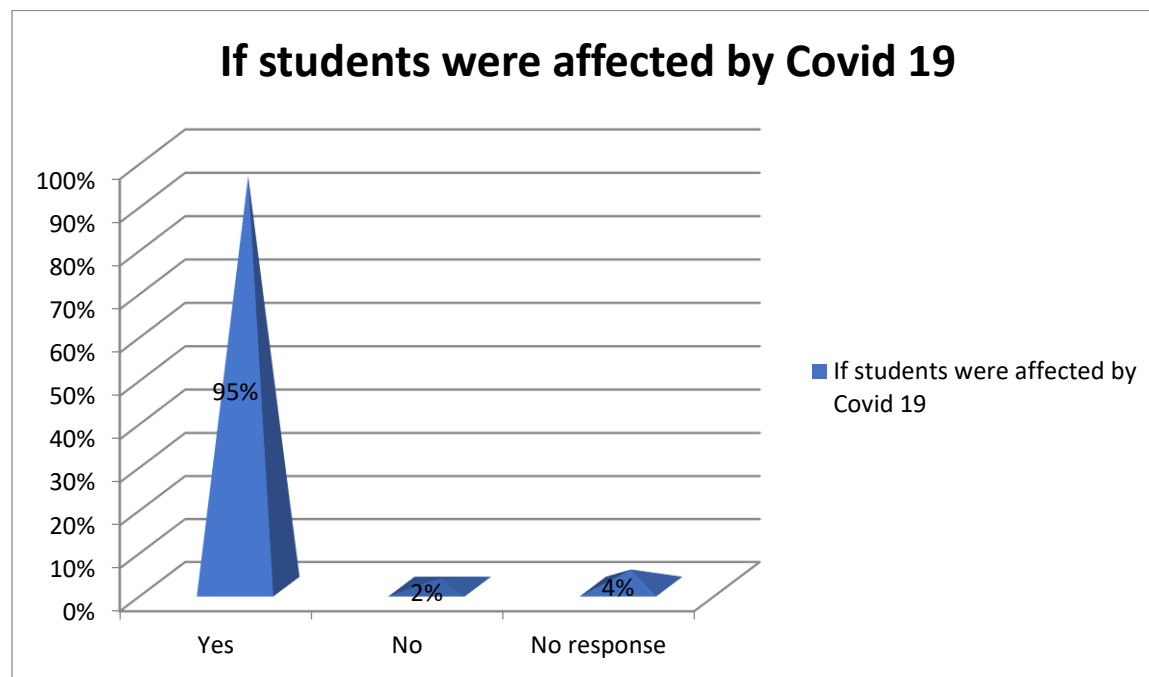


Figure 6: How children's education was affected by Covid-19 lockdown response graph.

95% of the respondents claimed that their children were affected by the lockdown. This figure shows that many students were indeed affected by the Covid-19 lockdown. The enormity of the figure is a cause for concern as it is a large number of respondents. This may mean that a large group of students in the community will be affected by this lockdown even beyond the lockdown. This response is very worrying as there are likely to be long term effects on these affected children that will be difficult to reverse. As noted by UNICEF (2020) that some of the impacts of the crisis will live with the world even beyond the year 2020, this response seems to support that. If a large number of students was affected then the education sector needs attention in order to ensure students are not affected more in the near future and even in the long run.

Covid-19 lockdown saw schools being closed earlier than was planned as a way to reduce the spread of the virus. Students from all levels of education were affected by these closures. The restriction placed by the Zimbabwean government restricted any form of gathering that was likely to expose people to the virus. However, Schleicher (2020) claims that students from privileged backgrounds, managed to continue with their lessons even outside the classrooms during lockdown. He states that many students from urban areas were forced to use alternative learning opportunities. With other schools making these alternatives a requirement for their students as teachers were given allowances or data to be able to have online lessons with their children, the rural Schools in Epworth did not have access to these. The teachers did not get any support from their schools to have these lessons with their children.

For students from Epworth Rural community, and especially those with disadvantaged backgrounds. The closing of schools meant students remained 'shut out' of the system. Covid-19 therefore exposed the many inadequacies and inequities of the education systems in Zimbabwe, especially to rural communities. The schools in Epworth community also lack resources such as computers and access to the internet; which are fundamental requirements for online education that was used to cover the gap posed by closing of schools, especially for the exam classes that would be expected to write the same papers at the same time as those students from more developed areas who continued with their studies after the lockdown. This inequality in the resources that are available to students in schools is also structural violence and Covid-19 exposed this violence more as the resources were needed more during a time when classroom lessons were prohibited. The effects brought about during the research point to the same issues of structural violence and this shows that the lockdown only exposed more the effects of structural violence.

To a greater extent the existing structural violence affected the students more during this crisis. No new effects but increased intensity of these effects.

Conventional schooling was interrupted by the lockdowns all over the world. These lockdowns were necessary in response to COVID-19. Though it was necessary to preserve the lives of the citizens, its effects on education were unfavourable especially to rural communities and other under-privileged households. Unlike Estonia which according to the World Bank (2020) was already working on a digital environment for education, Zimbabwe is yet to satisfy its consumers in rural areas with adequate infrastructure for conventional schooling. Though some sectors of the educational community continued to make efforts to ensure continuity children and students had to rely more on their resources for remote learning. Some resources like Internet, television or radio that were used are unavailable to students in some of the communities including Epworth rural community. Schleicher (2020) considers that not only students were affected by the lockdown. He states that teachers were also forced to adapt to new models of teaching that they may not have been trained for. One particular group of teachers that he mentions are those that teach marginalised groups who were trained before the use of computers were rampant. These groups are unlikely to have had access to digital learning resources and may not be very conversant of these. This means that even if they were encouraged to use online resources to continue with their lessons, their students would have still suffered. This therefore means the government needs to ensure a system where teachers are continuously trained and allow their development to match global trends.

Though not mentioned in the survey, literature review also brings out possible long term challenges that Covid-19 and the lockdown may cause to the education sector. Spending on education is expected to be compromised as public funds will likely be directed to health and social welfare (OECD, 2020). This may be to acquire vaccines if they become available and to shield those that lost their families during the crisis. This may seriously affect the education sector. It would be prudent if government also have schemes to support the education system in Zimbabwe. This can also include relief schemes like those provided by the Australian government through its Higher Education Relief Package. This package was launched in April 2020 providing funding to displaced Australians. Displacements due to the Covid-19 crisis for those who intended to improve their skills or retrain. The effect of this package was that it reduced the cost of taking short online courses, provided exemptions from loan fees for students for the period starting in May to October (Australian Government, 2020). Zimbabwean government on the other hand did not extend similar programmes to its citizens hence the impact on vulnerable population was high. The poor infrastructure and systems for rural schools impacted on the learners' chances to access digital leaning on TV and radio like others.

The lockdown also forced many companies to go down as there was temporary closure of businesses. This may affect the economies of many countries. An example is the taxi and commuter omnibus business in Zimbabwe that was put on closure during lockdown. The move for lockdown was meant to limit the exposure of the general populace to the virus and this can be said to have been successful as the Covid-19 cases in the country were minimal compared to other countries like South Africa. However, this move also affected the other aspects of human security as economic security is also very important for the livelihoods. During data collection a certain

young man refused to respond to the questionnaire or be interviewed stating that “Hazvina mari mukati izvi, udzai hurumende itisiye tidzoke paroad” directly translated as “This has no financial gain, tell the government to allow us to go back on the roads”. The aggressiveness in the voice showed how the person really felt aggrieved by the action of the government. The absence of economic resources adds to the challenges currently being faced by the Epworth Rural community when they fail to send their children back to school because they cannot pay the required fees.

Most parents did not have mitigating measure for the effects of the lockdowns From the 58 respondents who were parents or guardians, only 4 mentioned that they allowed their children to go for lessons. This was against the lockdown restrictions, but these parents did it anyway. This could be due to ignorance on why the restrictions of lockdown were imposed or because parents thought the risk was worth sending their children to their tutors. Others did not do anything. It is also possible that some parents did not even know about the radio programmes that gave children time to revise their work being guided on radio. Also the infrastructure issues that affect Epworth rural communities where there is no electricity may have added to the issues that made access to other forms of education through internet, radio and television difficult for those students based in the rural areas.

4.5 The Response

The study brought out that the government should bring about more development to Epworth rural community. The government being the custody of the Constitution should ensure that it is followed through. The Constitution of Zimbabwe states that children have the right to quality education. In order to ascertain that this happens, the government should ensure firstly that

the schools are available and that they have adequate resources for all basic education. Ensuring that this and the teachers are available will reduce the structural violence in Epworth rural community. The next step then is to mitigate the effects of the lockdown, following examples of other countries could be a good start. Though most responses were the need for the government to improve the schools and give children supplies like masks and the sanitizers, the research also brought about the lack of trust that the population has with the state. One old lady claimed that “hurumende ine basa nazvo here, vana vavo vachidzidza mhiri?”. Translated as “does the government care, when their children learn overseas” this shows that the communities feel they are not important to the government and do not trust that the government will see to their plight.

The Canada Emergency Student Benefit was put in place to mitigate the effects by providing financial support to post-secondary students and recent high school graduates who are unable to find work due to COVID-19 over the summer months (Trudeau, 2020), Canada Ministry of Education (2020) states that this fund benefits even with scholarship funding extensions for students and postdoctoral researchers. This ensures that minimum effects will be long term as there is a mitigation of the financial issues that students will be affected with. The Italian government also equipped schools with distance learning digital platforms and tools. The teachers are also trained on the use of this technology to ensure its effectiveness (Republic of Italy, 2020). To add to this, the government also was to provide safety equipment and cleaning material needed in the education sector for the next academic year.

The government of Zimbabwe can also take a leaf from New Zealand government that had Support packages for tertiary students to help students continue their studies after the crisis

(Ministry of Education, 2020). Since tertiary institutions were also affected and some are doing online lessons, this is likely going to still affect the students from rural communities who might have difficulties accessing the internet. The government should consider providing universities with equipment to the schools and students to allow for this. This is particularly important with the reports of possibilities of a second wave of Covid-19.

Last but not least, the government should start focusing more on technology and take a leaf from Estonia. With diseases like Ebola, Covid-19 and others that have infested Africa over the years, digital learning should be a priority of the Zimbabwean government. This must be put in place and should allow student from all walks of life to be able to access education resources from anywhere without much difficulty and should be affordable.

4.6 Chapter Summary

The chapter brings out the findings of the study, with many of the indicators showing that education in rural Epworth was affected by Covid-19 but most of the effects could have been avoided had the issues of structural violence been dealt with before the pandemic. Most of the violence that the students have been exposed to because of the inequalities are the same issues that denied the same of possible access to the mitigation measures that were provided for covid-19 that included the broadcast education platforms that were sponsored by both the government and other humanitarian organisations.

CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND AREAS FOR FURTHER RESEARCH

5.1 Introduction

This chapter concludes the research giving the summary of the research, conclusions from the survey, recommendations and also brings out gaps for further research. The conclusions of the research are based on the study through the survey and also through literature review. Other areas outside the research objective were left for future research.

5.2 Summary

The effectiveness of education in vulnerable populations in Zimbabwe leaves a lot to be desired as shown by this research. Students from rural communities are exposed to a lot of violence that is imbedded in the poor development in their communities and the socio-economic status of their communities. This causes many students to get education in these communities that are less than the quality that is required. Since education is a human right, the status for vulnerable communities for education especially primary education that is the base for other levels of education, not only affects these students but sustainable development of these communities and the country at large as these students are at some point the youth and adults expected to produce policies that bring about development and peace.

Indeed Covid-19 has impacted the education system in vulnerable communities but to a larger extent, the structural violence that these communities are exposed to by the systems caused this impact. The number of people who were actually tested positive in this area a not know and

no deaths from this area attributed to Covi-19 by the time of this research. However, existing inequalities in the education system like unavailability of computers, televisions and radios for children to continue with their studies were the effects and these all point back to the socio-economic disparities in the urban and rural communities in Zimbabwe and not necessarily Covid-19. The disparities however were exposed by Covi-19 lockdown that saw other students benefiting from these while Epworth Rural Community students did not.

Mitigating the effects of Covid-19 on education to vulnerable communities may be difficult as students were already called back to school without any special mitigation measures having been put place for these children. The long-term mitigation however is the prioritizing of vulnerable societies when the government decides on development. While resurfacing of already existing infrastructure is good, looking at those underdeveloped areas will ensure that future crises will not affect these rural communities as they did when there was less development.

The research was about the impact of Covid-19 on education in rural communities and a case of Epworth rural communities was used to see what impact the virus might have caused especially looking at the lockdown imposed by the government to reduce the exposure of the general populace to the virus. The structural violence that these vulnerable communities are exposed to was seen as the main cause for the impact of the virus on these children where education is concerned. Though there could be more effects as the virus continued to affect the communities, at the time of research the common effects would be denial of access to broadcasting education and online lessons of rural based children when schools were closed while those where adequate infrastructure was available continued to learn.

5.3 Conclusions

The aim of this study was to explore the possibility of Covid-19 exposing structural violence in the Education sector in rural communities in Zimbabwe. Epworth rural community was used as a case study for this research. Covid-19 impacted the livelihoods of many people globally. Zimbabwe was not spared from the effects of Covid-19. Though the first wave did not record many deaths in Zimbabwe, many people's livelihoods were affected by the lockdown. The effects of this lockdown exposed a lot of structural violence in the education system in Zimbabwe.

The first objective, which aimed at assessing the effectiveness of the education system in Epworth rural communities before the lockdown showed that rural communities in Zimbabwe are underdeveloped and this has impacted negatively on the education system in these areas. Even before the lockdown children and teachers were being affected by things such as infrastructure, distance between schools and homesteads and other resources that ensure that adequate education is provided. This objective clearly exposed the violence that children and teachers are exposed to because of this underdevelopment. This research supports Winter et al (2012) that structural violence can be in many forms including inequality in terms of access to resources. Before lockdown the students still did not have adequate infrastructure and had to sometimes learn under trees and were affected by the weather like rain and cold seasons. Inadequate infrastructure like classes, offices, accommodation for the staff and bridges also affected the students amongst others.

The second objective that aimed at examining the degree of impact of the Covid-19 lockdown on the education system in Epworth rural communities also brought out that Covid-19 did in fact impact the education system but not as much as the already existing structural violence. The greatest impact was that Covid-19 caused the lockdown that in turn had schools closed and so children from Epworth rural communities lost time to learn. In this instance rural based students

suffered more violence as they failed to access resources like the internet, television and radio because of poor infrastructure in areas they reside in brought the injustice to these students as their fellow students access a lot of information that they did not have access to. During the 6 months break other students from school with better facilities and infrastructure, their fellow students resumed lessons online and even through radio and television but those from Epworth without access to this infrastructure were left behind in their schoolwork.

In a bid to examine the state's role in the structural violence on children's education, the study brought out that the state is solely responsible for ensuring that equality exists in terms of provision of education as mandated by the Constitution of Zimbabwe. It therefore means the structural violence that Epworth communities are facing is due to the state's failure to do its duty, that is; provision of adequate resources for education. Also, the right to education is a right for all children that the state must support by having adequate schools and building of adequate infrastructure at the rural schools. The state gets school fees through government schools which is paid by the pupils and this should fund development especially in less developed areas. There is no platform for equality if the schools do not even have basic infrastructure like classrooms. Teachers who go to these rural schools should have incentives like accommodation closer to the schools so that they may also be able to provide the adequate lessons and not be tired from the long walks that some have to walk to the schools.

5.4 Recommendations

The researcher recommends that:

- The government should prioritize the education sector in its budget; to ensure that all schools are developed and that they are modernized to suit the requirements of the schools. A digital learning environment should be developed and made accessible to all at low costs.
- Schools should partner with parents and humanitarian organisations for development of the schools in order to keep upto date with modern technology
- Communities or parents are recommended to make donations in cash and kind or the development of their schools.

5.5 Future Research Areas

The researcher suggests further research on the following areas:

- a. Impact of Covid-19 on the livelihoods of Epworth rural community, focusing on economic security.
- b. Possible long term effects of Covid-19 lockdown on education in Epworth.

5.6 Chapter Summary

Chapter five brought out the finding of the research which are that the education sector has been affected by a lot of structural violence especially in rural areas even before the Covid-19 pandemic. The coming of the pandemic saw the perpetuation of this violence through other means and this affected the learners. The study also shows that the role of the state in this structural violence cannot be ignored and needed to be fixed. Future studies can be done to find out other possible effects of the pandemic and how the virus may have affected the community's economic security

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APPENDIX 1**PARENTS' QUESTIONNAIRE**

Dear Parent/ Guardian

My name is Cynthia Mandikiyana, a student at Bindura University of Science and Education (BUSE), gathering information on the impact of the Covid-19 lockdown in Epworth rural communities. You are requested to contribute to the study by completing this questionnaire. There is no need to identify yourself on this questionnaire. Your answers will be presented as grouped data and used for academic purposes only. Show your answer by a tick or writing on the spaces provided.

Q1. What is your gender? Male Female

Q2. Show your age group in years 20-25 26-30 31-40 41-50 Above 50

Q3. How long have you been staying in this community.....? 0-5yrs 6-10yrs 11+years

Q4. Indicate your highest level of education: None Primary Secondary
Tertiary

Q5. Write your profession.....

Q6. Do you have a child who goes to school? Yes No

Q6b. If yes, before the Covid-19 lockdown were you experiencing any difficulties in sending your child to school?

Q7. What were the challenges?

.....
.....

Q8. Since schools are now opened for exam classes and other classes are to be opened very soon, are you able to send your child back to school considering the impact of the Covid-19 lockdown.....

Q9. If no, what challenges are you likely to face?

Q10. Were your children’s education affected by the Covid-19 lockdown? Yes No

Q10b. If no what measures have you put in place to ensure that your child is not affected?.....
.....
.....

Q11. What do you think the government should do to improve the education system in this community considering the impact of the Covid-19 lockdown?.....
.....
.....

Q12. Write any other information which you think should be considered in this study.....
.....
.....

Thank you for your participation.

APPENDIX 2**TEACHERS' QUESTIONNAIRE**

Dear Teacher

I am Cynthia Mandikiyana, a student at Bindura University of science and Education (BUSE).

I am currently doing my Masters in Peace and Governance and I am gathering information on the impact of the Covid-19 lockdown in Epworth rural communities. You are requested to contribute to the study by completing this questionnaire. There is no need to identify yourself on this questionnaire. Your answers will be presented as grouped data and used for academic purposes only. Show your answer by a tick or writing on the spaces provided.

- Q1. What is your gender? Male Female
- Q2. Show your age group in years 20-25 26-30 31-40 41-50 Above
50
- Q3. How long have you been teaching in this community? 0-5yrs 5-10yrs 10yrs+
- Q4. Indicate your highest level of education: None Primary Secondary
Tertiary
- Q5. What level do you teach?
- Q6. Do you have a child who goes to school? Yes No
- Q6b. If yes, before the Covid-19 lockdown were you experiencing any difficulties with children in school?
-

.....
.....

Q7. As teacher, what challenges do you think children in your school normally face?.....

.....
.....
.....

Q8. Which of these problems do you think are imposed on them by the system?.....

.....
.....
.....

Q9. Were your pupils' education affected by the Covid-19 lockdown? Yes No

Q9b. If no what measures have you put in place to ensure that your pupils are not affected?.....

.....
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Q9c. If yes, how were the children affected?

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Q10. What do you think the government should do to improve the education system in this community considering the impact of the Covid-19 lockdown?

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Q11. Write any other information which you think should be considered in this study.....

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Thank you for your participation.