

Socialism, Education, And Development: A Challenge To Zimbabwe

RESEARCH ARTICLE

Can Schools Support HIV/AIDS-Affected Children? Exploring the 'Ethic of Care' amongst Rural Zimbabwean Teachers

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Data Availability Statement: Due to ethical restrictions imposed by the London School of Economics and the Medical Research Council of Zimbabwe, full transcripts from interviews cannot be shared publicly. People living in the region where the research took place would likely be able to match transcripts to participants. However, the authors have provided extensive quotations in the manuscript to support the findings, as well as detailed analysis tables, which illustrate how the findings were derived. For further information, please contact: c.campbell@lse.ac.uk

Abstract

How realistic is the international policy emphasis on schools 'substituting for families' of HIV/AIDS-affected children? We explore the ethic of care in Zimbabwean schools to highlight the poor fit between the western caring schools literature and daily realities of schools in different material and cultural contexts. Interviews and focus groups were conducted with 44 teachers and 55 community members, analysed in light of a companion study of HIV/AIDS-affected pupils' own accounts of their care-related experiences. We conceptualise schools as spaces of engagement between groups with diverse needs and interests (teachers, pupils and surrounding community members), with attention to the pathways through which extreme adversity impacts on those institutional contexts and social identifications central to giving and receiving care. Whilst teachers were aware of how they might support children, they seldom put these ideas into action. Multiple factors undermined caring teacher-pupil relationships in wider contexts of poverty and political uncertainty: loss of morale from low salaries and falling professional status; the inability of teachers to solve HIV/AIDS-related problems in their own lives; the role of stigma in deterring HIV/AIDS-affected children from disclosing their situations to teachers; authoritarian teacher-learner relations and harsh punishments fuelling pupil fear of teachers; and lack of trust in the wider community. These factors undermined: teacher confidence in their skills and capacity to support affected pupils and motivation to help children with complex problems; solidarity and common purpose amongst teachers, and between teachers and affected children; and effective bridging alliances between schools and their surrounding communities—all hallmarks of HIV-competent communities. We caution against ambitious policy expansions of teachers' roles without recognition of the personal and social costs of emotional labour, and the need for significant increases in resources and institutional recognition to enable teachers to adopt support roles. We highlight the need for research into how best to create opportunities for teacher recognition in deprived and disorganised institutional settings, and the development of more culturally appropriate notions of caring.

Socialism, Education and Development-A Challenge to Zimbabwe. By Fay Chung and Emmanuel Ngara (Zimbabwe Publishing House, Harare, .). Pp. Socialism, Education, and Development: A Challenge to Zimbabwe. Front Cover. Fay Chung Zimbabwe Publishing House, - Communism - pages.Socialism, education, and development: A challenge to Zimbabwe [Fay Chung] on miamibusinesslist.com *FREE* shipping on qualifying offers.Socialism, Education and Development: Challenge to Zimbabwe [Dr. Fay Chung, Emmanuel Ngara] on miamibusinesslist.com *FREE* shipping on qualifying offers.Zimbabwe Publishing House Socialism Education & Development - A Challenge To Zimbabwe by Emmanuel Ngara, Fay Chung.Books, CDs & DVDs City Centre, Socialism education and development a challenge to Zimbabwe by Fay Chung and E Ngara.The Language Problem in Teaching and Learning in Schools. 8. Citizenship The Development of Higher Education in Zimbabwe. . book describes how the Government of Zimbabwe used socialist policies to introduce mass.APA (6th ed.) Chung, F., & Ngara, E. (). Socialism, education, and development: A challenge to Zimbabwe. Harare, Zimbabwe: Zimbabwe Pub. House.Socialism, Education and Development. Challenge to Zimbabwe. Emmanuel Fay King Chung is a Zimbabwean educator and former Minister of Education.Socialism, education, and development: a challenge to Zimbabwe. Book.Socialism and Education: An Introduction By T. C. miamibusinesslist.com, College Socialism, Education and Development: A Challenge to Zimbabwe By. F, Chung .Fay Chung is the author of Socialism, Education And Development (avg rating, Socialism, Education And Development: A Challenge To Zimbabwe by.Keywords: Zimbabwe, School Examinations, Curriculum Development, Ngara, E. () Socialism, Education and Development: A Challenge to Zimbabwe.Third, it looks at the current structure of Zimbabwe's education system of the successes and challenges faced by the education system within the Socialist Curriculum Development and Implementation in Zimbabwe from.The Zimbabwe African National Union (ZANU), one of two socialist-oriented on redistributive measures to bring education and health care to the majority. continued to herald its commitment to the development of socialism. .. back to text; Carole Thompson, Challenge To Imperialism (Harare: Zimbabwe Publishing .Issues ofQuantity and Quality. AJointswedish/zimbabwe Education Sectorstudy . Challenges for the Future. Introduction .. general context of socio- economic development of Zimbabwe . promotion of socialism; and (7) promotion of social.successes and challenges of the socialist education system under discussion. .. The Influence of Socialism on the Development of Education in Zimbabwe.Zimbabwe's public education system reforms: Successes and challenges .. Socialism, Education and Development: A Challenge to Zimbabwe. Harare.

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