



# Research Journal of Education

ISSN: 2413-0540

Vol. 1, No. 3, pp: 27-34, 2015

URL: <http://arpgweb.com/?ic=journal&journal=15&info=aims>

## Investigating the Contribution of the Gwanda Community Share Ownership Trust to Educational Development in Gwanda District of Matabeleland South Region in Zimbabwe

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**Abstract:** The study primarily sought to assess the contribution of the Gwanda Community Share Ownership Trust to educational development in Gwanda District in Matabeleland South Province. The Community Share Ownership Trusts (CSOTs) were introduced by the Government of Zimbabwe through the Indigenization and Economic Empowerment Act Chapter 14:33 and the Statutory Instrument 21 of 2010 that provided for the establishment of Community Share Ownership Trusts to empower the poor indigenous Zimbabweans living close to the mines but have been deprived of the right to directly and indirectly benefit from the mineral resources. The mandate of the CSOT was to secure shareholding participation by the local communities in foreign owned mines exploiting the local communities' mineral resources and for the communities to use the proceeds from the shares to fund projects such as educational development in order to facilitate their social, economic and general improvement of their livelihood. The study preferred the qualitative method for collecting in-depth data through interviews, observations and document analysis. The study revealed a tremendous socio-economic development that directly and indirectly contributed to the educational development for the Gwanda rural indigenous communities within a very short period. These direct and indirect contributions to educational development included the provision of educational facilities such as additional classrooms, furniture and five 'A' Level Science laboratories, health care facilities, clean bore hole water and rehabilitation of irrigation schemes that have enhanced the educational development of the local communities. The study recommended that the Community Share Ownership Trust be adopted as a model for the provision of educational projects in those areas that are endowed with natural resources in Zimbabwe. The study also recommended that the GCSOT assist the Ministry of Education in sourcing science teachers by providing some incentives to lure adequately qualified science teachers to come and teach science in these laboratories. The study further recommended that the GCSOT establish fund raising strategies to sustain the GCSOT against the possibility of the seed money drying up.

**Keywords:** Community Share Ownership; Indigenization; Empowerment; Educational development.

### 1. Introduction

Local communities and employee ownership initiatives are blossoming around the world and several countries and some organizations have established the Employee Share Ownership Schemes to improve labour relationship and to motivate employees (Rosen, 2013). Countries such as Australia, the United States of America, Canada, China and Norway are among some of the countries that are known to have successfully established Employee Share Ownership trusts and used proceeds from their extractive industries for national development ((Mawowa, 2013) in Matsa and Masimbiti (2014); Bryan and Hofmann 2007 in Mabheha and Moyo (2014); (Rosen, 2013)). According to Mawowa (2013) the Shequs community organization in China were established by The Peoples Republic of China in 1949 and have often served as community organization for the provision of social services, managing senior and youth centers and conducting environmental conversation and maintenance programs (Mawowa, 2013). Mawowa (2013) argues that the Shequs in China have responded to social problems due to increasing unemployment and a lack of money to pay for health care and pensions. According to Mawowa (2013), the problems inspired bold steps by the community to spearhead local socio-economic development with no legal authority or permission from the central government.

In African countries, Hagen (2002) and Mlambo (2006) in Matsa and Masimbiti (2014) argue that the need for economic empowerment programmes mainly stems from the historical marginalization and exclusion of Africans from the mainstream economy during the colonial era. Tevera and Moyo (2000) in Matsa and Masimbiti (2014)

assert that the decades of colonization and racial capitalization in most African countries excluded the indigenous people from meaningful participation in the country's mainstream economy.

In Southern Africa, Botswana is however widely regarded as a model of successful management of natural resources for national development whose diamond revenue has helped finance investment in infrastructure, education, health and other programmes (O'Connell and Lindsay 2011 in Mabhena and Moyo (2014). Mabhena and Moyo (2014) point out that according to the United Nations Economic and Social Council. Economic Commission for Africa (2009), the African ownership of mineral assets has increased because of Black Economic Empowerment (BEE) schemes. In South Africa local equity participation in mining projects has been promoted and embedded into law. The Impala Bafokeng Trust became the landmark of Black Economic Empowerment (BEE) transaction in 2007 between the Royal Bafokeng Nation (RBN) and Impala Platinum Holding Limited (Mabhena and Moyo, 2014; Mawowa, 2013). According to Mawowa (2013) South Africa has one of the most internationalized cases of community involvement and shareholding in a mining venture in the Royal Bafokeng Nation (RBN). RBN is a community of approximately 300,000 Setswana-speaking people with substantial minerals-rich land holdings in South Africa's North West Province (Mawowa, 2013). The Impala Bafokeng Trust's empowerment programmes focus on promoting education, health, enterprise development and capacity building for the indigenous communities. In South Africa, the Anglo American Platinum Limited in September 2007 established an employee ownership plan (ESOP) to benefit all permanent employees not participating in any other Company share scheme. Literature by Wise and Shtylla (2007) in Mabhena and Moyo (2014), United Nations Economic and Social Council. Economic Commission for Africa (2009) and Anglo American Case Study (2011) clearly indicate that mining companies can have greater impact when they develop inclusive business models that integrate local small-to-medium enterprises (SMEs) into their value chain.

In Zimbabwe before independence in 1980, the colonial government systematically excluded Africans and coloured people from meaningful participation in the country's mainstream economy (Matsa and Masimbiti, 2014). Kurebwa *et al.* (2014) cite the Sustainable Development Solutions Network (2013) which indicated that the extractive industries, especially those involved in gold and diamond mining, neglected local communities in pursuit of profits hence rural communities have suffered decades of poverty and under development. Under this set up, the natural resources such as minerals that were exploited from these rural communities were transported to develop urban centres and countries of origin of the mining companies leaving the local communities reeling under object poverty. Hence Mawowa (2013) argues that the painful reality for most African countries is that an abundance of mineral wealth continues to co-exist with extreme poverty yet logic dictates that communities living close to the mines are the rightful owners of the minerals beneath their soils and thus deserve rentals from resource extraction. Even though Zimbabwe is endowed with huge natural resources such as reserves of coal, uranium, gas, lithium, gold, antimony, iron, steel, and chrome and is the world's second largest platinum producer after South Africa, much of it has been exported to help develop and improve the livelihoods of foreigners leaving the indigenous people of Zimbabwe especially those living in rural areas amongst the poorest in the world (Kurebwa *et al.*, 2014; Matsa and Masimbiti, 2014). In spite of this wealth in the country, there are some rural areas in Zimbabwe where people still walk long distances for basic amenities such as water, medical attention and are still without decent educational facilities (Matsa and Masimbiti, 2014). Despite having the highest literacy levels in the continent, Zimbabwe has for years been struggling to provide decent education and health services for many indigenous communities including those living close to the foreign owned mines. With statistics showing that more than a million children in Zimbabwe are failing to go to school due to various reasons, the study sought to establish the contribution of the Gwanda Community Share Ownership Trusts in the provision of educational development and improvement especially in those communities that are endowed with mineral resources.

In this light, (Matsa and Masimbiti, 2014) and Kurebwa *et al.* (2014) concur in that indigenization programmes through the Community Share Ownership Trusts in Zimbabwe should therefore be viewed as a political means of correcting the colonial injustices and imbalances of the colonial past. Kurebwa *et al.* (2014) cite Dube (2013) who argues that the Community Share Ownership Trust model is also economic in that it seeks to empower the marginalized local communities living close to mines to develop themselves. In line with the international and regional developments, the government of Zimbabwe introduced the Community Share Ownership Trust (CSOT) through the Indigenization and Economic Empowerment Act (2007) and the Statutory Instrument 21 of 2010 (Community Share Ownership Trust) to empower the majority of poor indigenous Zimbabweans living close to the mines to facilitate improvement of their social, economic, infrastructural and educational development leading to a general improvement of their livelihood. Hence this study sought to investigate the extent to which the Gwanda Community Share Ownership Trust has contributed towards the educational development from benefits of the exploitation of the mineral resources extracted from their areas.

## 2. Community Share Ownership Trusts (Csots) In Zimbabwe

The establishment of Community Share Ownership Trusts (CSOTs) in Zimbabwe was a Government initiative under the indigenization programme aimed at ensuring that communities have shares in foreign companies that exploit natural resources such as minerals in their areas and use the proceeds from the shares to fund development projects in their respective areas. In Zimbabwe, community empowerment is supported by the Indigenization and Economic Empowerment Act (Chapter 14:33) as an enabling legislation which provides the legal framework for the implementation of the Indigenization and Economic Empowerment agenda in a market driven economy. The

Community Share Ownership Trusts (CSOTs) in Zimbabwe were set up as vehicles of broad based participation in shareholding in various businesses by the indigenous communities for their social and economic empowerment. The Community Share Ownership Schemes/Trusts ensure that local indigenous communities benefit fully from the exploitation of the natural resources extracted from their areas through the provision of social amenities such as schools, hospitals, health care services, and the development projects that promote education such as construction of dams, irrigation schemes, construction of roads and drilling of bore holes (Kurebwa *et al.*, 2014; Matsa and Masimbiti, 2014).

The Indigenization and Economic Empowerment Act through the Community Share Ownership Trusts instructed all foreign owned mining companies operating in the rural areas to cede at least 10% ownership of their companies' produce to local communities as seed capital to enable the CSOTs to begin functioning hence involving the majority local indigenous Zimbabweans in the main stream economy. In starting with the mining sector, (Matsa and Masimbiti, 2014) argue that could have been based on the reality that mining companies had been, for years, extracting and shipping out minerals to develop their countries and communities without giving anything to the indigenous local communities.

In compliance with Zimbabwe's indigenization and empowerment law, the Mhondoro/Ngezi/Zvimba Community Share Ownership Trust was the first to be established on 13 October 2011. This was followed by Unki Mine's Tongogara Community Share Ownership Trust on 24 November 2011. The Mimosa Community Ownership Trust was launched on 6 March 2012, the Gwanda Community Share Ownership Trust on 17 May 2012, Marange Community Share Ownership Trust on 27 July 2012 and Masvingo Community Share Ownership Trust on 16 February 2013. All these community share ownership trusts sought to empower indigenous Zimbabweans after realization that although the country is endowed with the abundance of vast mineral resources the indigenous communities in which the mines are operating had not fully benefitted from their exploitation (Maodza (2012) in Mabhena and Moyo 2014; Matsa and Masimbiti, 2014).

According to the Zimbabwe Mining Indaba (2012) in Mabhena and Moyo (2014) and Mawowa (2013) Africa is characterized by high levels of poverty in spite of the abundance of vast natural resources such as minerals. Martin and Taylor (2012) in Mabhena and Moyo (2014) contend that mining has a huge potential to contribute significantly to poverty reduction and socio-economic empowerment of local communities in which the mines are operating. Bryan and Hofman (2007) in Mabhena and Moyo (2014) argue that if well managed, revenues from the mineral wealth could help alleviate poverty and spur socio-economic and educational development in many African countries and improve local people's socio-economic lives which despite their richness in natural resources like minerals are currently near the bottom of international human development indicator rankings and are reeling under object poverty. Tsvakayi (2012) in Matsa and Masimbiti (2014) argues that the main objective of the Community Share Ownership Trusts in Zimbabwe is to ensure that local communities benefit fully from the exploitation of the natural resources extracted from their areas through the provision of social amenities such as schools, health care services, development projects like the construction of dams, irrigation schemes, construction of roads and drilling bore holes.

The media has carried stories of some communities applauding the establishment of the Community Share Ownership Trusts as a paradigm shift by Government to ensure that the companies that are exploiting the mineral resources give back to the communities to facilitate an acceleration of their socio-economic and educational development. Chief Mapanzure, of the Zvishavane Community Share Ownership Trust (Harare24) and Chief Mbiko Masuku of Matshetsheni communal lands in Gwanda (The Voice of America of 23.11.14) have been reported to have indicated that the lives of rural folk had witnessed tremendous transformation and will never be the same again owing to development initiatives rolled out through the Community Share Ownership Trust. The Zvishavane Community Share Ownership Trusts has been reported to have constructed Dadaya Clinic in Zvegona and 13 double classroom blocks across the district (Harare24). The Tongogara Community Share Ownership Trust in Shurugwi has constructed the Masasa Primary School and refurbished two roads from Chachacha to Kama and one from Chachacha to Tongogara contributing immensely towards improving the livelihoods of people (New Zimbabwe Forums, 17.09.13). It is against this background that this study sought to establish the extent to which the Gwanda Community Ownership Trust has directly and indirectly contributed educational development such as refurbishment of schools, rehabilitation of irrigation schemes, provision of clean water and construction of clinics.

A snap survey carried out by NewsDay of 29.11.2012 in Marange area recently showed that various sections of the community did not fully understand the intended purpose or operations of the multi-million dollar trust hence the villagers professed ignorance over the operations of the Zimunya-Marange Community Share Ownership Trust. The community members indicated that they were not aware of how the trust was operating and managed. To show their displeasure at the trust, villagers are reported to have staged protests in Marange demanding to know why they were not being consulted on the affairs of the trust (Newsday, 2012). That on its own shows that there is a likelihood that some indigenous communities might not be fully participating and consulted in making crucial decisions that affect their lives such as prioritization of projects to be embarked upon by the Community Share Ownership Trusts. A study by Kurebwa *et al.* (2014) reported a widespread agreement by respondents that local communities should be involved in all initiatives of natural resource management in their areas if such initiatives are to succeed.

### 3. Objectives of the Study

The study sought to establish:

- The contribution of the Gwanda Community Share Ownership Trust that indirectly enhance educational development such as clinics, clean water and irrigation schemes.
- The contribution of the Gwanda Community Share Ownership Trust that directly enhance educational development such as classrooms, teachers' houses, furniture and equipment.
- The perceptions that are held by Gwanda community members on the contribution of educational development by the Gwanda Community Share Ownership Trust.

### **3.1. Main Research Question**

Investigating the extent to which the Community Share Ownership Trust model has contributed to educational development in Gwanda District of Matabeleland South Region in Zimbabwe

#### **3.1.1. Sub-Question**

- What contribution has the Gwanda Community Share Ownership Trust made that indirectly enhance educational development
- What contribution has the Gwanda Community Share Ownership Trust made that directly enhance educational development
- What are the perceptions that are held by community members regarding the contribution of the Gwanda Community Share Ownership Trust in educational development

## **4. Research Methodology**

### **4.1. Research Design**

The study preferred the qualitative research methodology. This approach enabled the researcher to collect in depth data for a deeper understanding rather than examining surface features of the phenomenon under review (Leedy, 1993; Marshall and Rossman, 2011). The study was concerned with trying to understand different stakeholders' perceptions regarding the extent to which the Gwanda Community Share Ownership Trust has facilitated educational development for the community. The qualitative methodology was the most suitable approach since it facilitated the exploration of the respondents' perceptions and experiences on the extent to which the Trust has enhanced educational development. This approach was also preferred because of its flexibility that enables for quick adjustments when new information emerges and for its adaptability as it is usable with a wide range of respondents such as the literate and the illiterate. The qualitative approach also called for the use of a wide spectrum of data collection strategies such as individual interviews, document analysis and observations. In spite of the data gathered from a few individuals that make the study lack generalization to the larger population, the qualitative approach enables for data and source triangulation through the use of interviews, observations and document analysis. The qualitative research enabled the researcher to focus on key informants with rich data that generated a deeper understanding of the problem under study.

### **4.2. Population and Sampling**

The target population comprised five chiefs, the Rural District Council's Chief Executive Officer, the Director of Gwanda Community Share Ownership Trust and the Youth District Development Officer. Purposive sampling was used to select key informants of two former chairpersons who are chiefs, the Rural District Council's Chief Executive Officer, the Director of Gwanda Community Share Ownership Trust and the Youth District Development Officer. These respondents were assumed to possess key information on the problem under study since they serve as board of trustee members of the GCSOT.

### **4.3. Data Generating Procedure**

Data was generated through interviews, document analysis and observations. For formal interviews the researcher sampled two chiefs who are former chairpersons of the Trust, the Rural District Council Executive Officer, Director of the Trust and the Youth District Development Officer. The Gwanda Community Brief (Volume One) January 2013 and [Gwanda Community Share Ownership Trust Projects Report \(2014\)](#) documents were presented for analysis and the researcher as the main instrument also used the observation technique to gather data.

### **4.4. Data Analysis**

The data was presented and analyzed qualitatively using thick descriptions. The data analysis enabled the research to bring order and interpretation to the mass of collected data. The qualitative data were organized on the basis of patterns, themes, categories, general ideas and similar features relating to the research questions. In analyzing qualitative data, the research sought to summarize what had been seen and heard in terms of common words, phrases, themes or patterns that aided the understanding and interpretation information that was emerging (Maree, 2007).



## 5. Results and Discussion

### 5.1. Participation of Community Members in Prioritization of Projects

Data generated through interviews with the Gwanda Rural District's Chief Executive Officer, the two former Chairpersons of the Gwanda Community Share Ownership Trust, the Youth District Development Officer and the Director of the Gwanda Community Share Ownership Trust, who are key informants as trustee members revealed that local village committees met at the beginning of each financial year and prioritized projects to suggest for development by the Community Share Ownership Trust. The study therefore shows that the Gwanda Community Share Ownership Trust encouraged participation of local communities in the prioritization of projects for development and were aware and happy with the way the Trust was managed. This directly differs with the situation in Marange where the NewsDay of 29.11.2012 reported that villagers had professed ignorance over the operations of their Community Share Ownership Trust and indicated that they were unaware of how the Trust was managed and operated. This study concurs with Kurebwa *et al.* (2014) that the involvement of the local communities in all the stages of the Community Share Ownership Trust in their areas helps the Trust to receive support in the needs identification and implementation initiatives such as the provision of health care facilities and services discussed next.

### 5.2. Provision of Health Care Facilities and Services

The Gwanda Community Share Ownership Trust board of trustees resolved to dedicate the years 2012-2013 to dealing with food security and provision of health care facilities and services. The interviews with the key informants revealed that the community of Silikwe in Gwanda district did not have access to health care services for a long time. The community was travelling long distances to Gwanda Provincial Hospital, Mzimuni clinic, Stanmore clinic, Mtshabezi clinic and Silalatshani clinic in Insiza district. All these health services are at least 40 kilometres away hence the Gwanda Community Share Ownership Trust resolved to build an entirely new clinic at Silikwe. The trust constructed the clinic block, four F14 staff houses, drilled a borehole, installed a Lister Diesel engine to pump water into a 5000 litre storage tank, put up a security fence and electrified the Silikwe clinic. In the process this project created 44 jobs for the local community members (Gwanda Community Share Ownership Trust Projects Report, 2014).

Document analysis of the Gwanda Community Brief (Volume One) January 2013 and interviews further revealed that in 1989, the European Community (EU) left the construction of Sitezi clinic incomplete leading to the clinic not being registered. This means that the community was deprived of the provision of health care services for 24 years. The Gwanda Community Share Ownership Trust resolved to have the clinic completed. The project included renovating the main structure to the required standards which included putting a water supply system from nearby Tuli river, building one F14 house for staff, drilling a bore hole and installing a diesel engine, a water pump and two 10000 and 5000 litre storage water tanks, plumbing and connecting electricity. At Mapate the clinic had also been left incomplete as the case of Sitezi clinic. Interviews and document analysis revealed that at Mapate, the Gwanda Community Share Ownership Trust completed the main structure of the clinic, put up one F14 staff house, installed a 10000 litre water tank, put up a security fence, completed the plumbing and electrification.

The findings of this study concur with Matsa and Masimbiri (2014) in that despite being endowed with mineral wealth, there are some rural areas in Zimbabwe where people still walk long distances for basic amenities such as water, decent education and health services and this includes those living close to the foreign owned mines. In providing the required health care services to its communities, the Gwanda Community Share Ownership Trust reduced human suffering and took bold measures towards meeting such Millenium Goals such as reducing child mortality and improving maternal health. The provision of the health care facilities and services indirectly contributed towards the educational development by the Gwanda Community Share Ownership Trust model as all were deliberately constructed near primary and secondary schools to ensure ready access to health services for teachers and learners when required. The provision of irrigation schemes is discussed next.

### 5.3. Construction of Sukwi and Guyu-Chelesa Irrigation Schemes

The Sukwi irrigation scheme was constructed in 1967 before independence as government efforts to strengthen food security in Gwanda district. After 30 years, the infrastructure was supposed to be renewed after reaching its life span. The land is rich in iron and that caused clogging of the pipe network over some time and the canals also became porous causing water to leak resulting in less food production for the community (Gwanda Community Share Ownership Trust Projects Report, 2014). According to the Gwanda Community Share Ownership Trust Projects Report (2014) efforts by the department of irrigation to address the problem were frustrated by lack of money. The Gwanda Community Share Ownership Trust acknowledged that agriculture is the driver towards achieving socio-economic and educational development hence resolved to rehabilitate the Sukwi irrigation scheme by removing the old canals and replacing them with new ones. The Gwanda Community Share ownership also resolved to drill a supporting borehole and bought two new diesel engines to pump water from the bore hole and Mapate dam to the Sukwi irrigation scheme and constructed 2500m of new concrete lined canals (Gwanda Community Share Ownership Trust Projects Report, 2014). Document analysis of the Gwanda Community Brief (Volume One) January 2013 and Gwanda Community Share Ownership Trust Projects Report (2014) revealed that at least 64 households living within the immediate vicinity of the irrigation scheme have been given an opportunity

to venture into farming and horticultural activities in the district. During the rehabilitation period 50 jobs were created for the local community (Gwanda Community Share Ownership Trust Projects Report, 2014).

Interviews and document analysis of the Gwanda Community Brief (Volume One) January 2013 revealed that the Guyu-Chelesa irrigation scheme was no longer being used effectively due to the collapse of an aging water supply system. The local community was unable to sustain the livelihoods around the scheme. Hence the Gwanda Community Share Ownership Trust resolved to rehabilitate the Guyu-Chelesa irrigation scheme by revamping the irrigation scheme by laying new pipes with new sprinklers, repaired the canals, and installed storage water tanks for water distribution through gravitation.

The rehabilitation of Guyu-Chelesa and Sukwi irrigation schemes meant that livelihoods of communities in these areas became sustained hence could now earn a living from horticultural activities. The rehabilitation of these irrigation schemes by the Gwanda Community Share Ownership Trust model was an indirect contribution to the educational development since members of the local community were able to feed their families, purchase school uniforms and pay school fees and levies for their children. Hence the findings of this study concur with Martin and Taylor (2012) in Mabhena and Moyo (2014) who contend that mining has a huge potential to contribute significantly to poverty reduction and socio-economic empowerment of local communities in which the mines are operating. The drilling of bore holes by the Gwanda Community Share Ownership Trust is discussed next.

#### 5.4. Drilling of Institutional and Community Boreholes

Documental analysis and interviews with the key informants revealed that the trust procured a Drill Rig machine that has a capacity to drill up to 150m. The drill rig is used to drill identified community borehole sites and is also operating as a business unit that generates income for the Trust.

Interviews with the Gwanda Rural District's Chief Executive Officer, the two former Chairpersons of the Gwanda Community Share Ownership Trust, the Youth District Development Officer, and the Director of the Gwanda Community Share Ownership Trust as key informants revealed that drilling of boreholes targeted water provision for local communities, clinics and schools to benefit patients, nurses, learners and teachers. The interview discussions and document analysis revealed that one hundred and eleven (111) boreholes have to date been dug for communities, schools, clinics and individuals under the five chiefs at low cost. The drill rig has been used as in-come generating project. The findings of this study agree with Kurebwa *et al.* (2014) cited by Dube (2013) in that the Community Share Ownership Trust model economically empowers the marginalized local communities living close to mines to develop themselves. The provision of clean safe water for schools is an indirect contribution to educational development in Gwanda district by the GCSOT model as school children and parents are safe from water borne diseases such as cholera. The provision of educational facilities and services is discussed next.

#### 5.5. Provision of Educational Facilities and Services

Muchetu and Dube (2015) The Sunday News of July 5-11 (2015), carried a story on the dismal performance of pupils in science subjects in Matabeleland region and pointed out that if nothing is done to address the shortage of laboratories and pure science teachers the problem is bound to continue to dog the region. The shortage of Science Laboratories for A-level science classes was said to be the main cause of the dismal performance and had resulted in the learners in Matabeleland South region schools in general and Gwanda district schools in particular failing to enroll into the National University of Science and Technology that is built within the region. The situation has left learners in the region at a disadvantage compared to their colleagues in other regions. The country's institutions of Higher Education have on the other hand tightened the requirement of Mathematics as a prerequisite for enrolling into any of their programmes on offer.

The Gwanda Community Share Ownership Trust board wisely resolved to address the issue of dismal performance of learners in Science subjects in Gwanda schools caused by the shortage of Science laboratories. The trust board dedicated the financial year 2013-2014 towards the provision of adequate educational infrastructure that would provide learners with conducive environment for learning in schools. According to the Gwanda Community Share Ownership Trust Projects Report (2014) the Trust resolved to construct and fully equip one state of the art Science Laboratory block and classroom blocks in some selected schools under each of the five chiefs. The focus towards the construction of Science laboratories for Physics and Chemistry was a deliberate effort to promote Science Education in Gwanda district and reduce the high failure rate in Physics and Chemistry subjects by local Secondary Schools. This effort by the Trust sought to increase the number of students enrolled at National University of Science and Technology from Gwanda district. The coming of the new Gwanda State University offering Mining and Agricultural Sciences programmes is another cause for concern because if nothing is done to improve the teaching of science subjects by schools in the region and district, the university will mainly benefit students from outside the province and district.

The selection of secondary schools for the construction and equipping standard science laboratories was done in consultation with the communities, Ministry of Public Works and Provincial Education Director. The selected Secondary schools were strategically positioned in relation to feeder primary schools to ensure full utilization of the science laboratories. The five secondary schools in which the laboratories were constructed are Mzimuni High under chief Masuku, Ntepe High under chief Nhlamba, Selonga High under chief Marupi, Gungwe High under chief Mathe and Sibona High under chief Matema. These state of the art science laboratories were constructed and fully equipped with all the required standard laboratory equipment. The acting Provincial Education Director for

Matabeleland South region acknowledged the efforts of the Gwanda Community Share Ownership Trust when he told the Sunday News of July 5-11 (2015) that the region had managed to get five new and fully furnished A-level laboratories at Ntepe, Sibona, Selonga, Mzimuni and Gungwe schools against a situation where the region has just under ten schools with A-level laboratories. The challenge of providing adequately qualified science teachers was left in the hands of the Ministry of Education which does the staffing of teachers in schools.

In its effort to provide adequate infrastructure that will give children a conducive learning environment in schools, the Gwanda Community Share Ownership Trust constructed and adequately equipped classroom blocks in selected primary and secondary schools. In an interview with the two former chairpersons of the trust board, the Gwanda Community Share Ownership Trust purchased furniture for four classrooms at Nkwidzi Secondary School, one classroom at Nkashe Primary School and for the computer laboratory at Glass Block1 Primary school, all under Chief Masuku. The Trust constructed and furnished two classroom blocks each at Mapane and Sibhula Secondary schools and built one F14 teachers' house at Simbumbumbi Primary school under Chief Matema. At Mabheka Secondary School under Chief Marupi where the school lacked furniture and learners were still sitting on the floor and at Betsa and Bhalula Primary schools under Chief Nhlamba, the Trust constructed and furnished two classrooms in each school. The Trust also drilled a borehole at Mabheka Secondary School where learners and teachers had no access to clean water. The Trust also constructed and fully furnished a classroom block at Tshongwe Primary School and a community hall for the Lushongwe community under Chief Mathe. The Community Share Ownership Trust also provided scholarship for two needy students from the Gwanda community studying at the National University of Science and Technology and Midlands State University respectively.

The success of the Gwanda Community Share Ownership Trusts confirms the argument by Martin and Taylor (2012) in Mabheka and Moyo (2014) that mining has a huge potential to contribute significantly to poverty reduction and socio-economic empowerment of local communities in which the mines are operating. The success of Trust's programmes also confirms the statement by Bryan and Hofman (2007) in Mabheka and Moyo (2014), that if well managed and accounted for revenues from the mineral wealth could help alleviate poverty and spur socio-economic and educational development in areas where communities are reeling under severe poverty despite their richness in natural resources such as minerals.

## 6. Sustainability Measures

The fundamental concern of the Trust has been the narrow and uncertain sources of revenue against the dwindling 'seed capital'. The income generating capacity and activities are limited and some qualifying companies have defied the government directive to cede 10% of declared company yearly dividends. To that end, the continued existence of the Trust is threatened hence there is need for a strategic rethink of the funding mechanisms of the Trust in view of broadening the scope and depth of resources mobilization and revenue streams in the medium and long term (Gwanda Community Share Ownership Trust Strategic Plan, 2014-2019). Hence the board of trustees resolved to focus its 2015 financial year on increasing the streams of revenue for organizational sustainability. The board of trustees has proposed partnering with private sector, attracting Gwanda capital in the diaspora, developing Gwanda Community Share Loan Scheme, promoting small scale local investment/savings and creating loan facility for youths and women as additional income generation projects to complement current earnings from the Drill Rig (Gwanda Community Share Ownership Trust Strategic Plan, 2014-2019).

## 7. Conclusion

The study concluded that the participation of the local community members in the prioritization of the Gwanda Community Share Ownership Trust projects helps to align the Trust's development efforts with the community needs. This way the Trust fulfills the community needs hence receives maximum community support and cooperation.

The provision of health care facilities and services by the Gwanda Community Share Ownership Trust indirectly contributes to educational development in Gwanda district through ensuring that clinics were constructed near primary and secondary schools to provide teachers and learners with ready health services when required.

The construction and rehabilitation of the irrigation schemes by the Gwanda Community Share Ownership Trust indirectly contributed to educational development in Gwanda district. The irrigation schemes enabled the local communities to earn some living from horticultural activities and became able to feed their families, purchase school uniforms for their children and pay the school fees and levies.

The provision of clean and safe borehole water for schools, clinics and communities in Gwanda District by the Gwanda Community Share Ownership Trust indirectly contributed to educational development as school children, teachers and parents are protected from water borne diseases such as cholera that once caused havoc in Zimbabwe.

The construction and equipping five A-level Science laboratories, classroom blocks as well as the construction of teachers' houses and drilling bore holes in some selected primary and secondary schools was direct contribution to the educational development by the Gwanda Community Share Ownership Trusts. Interviews with the key informants, enabled the researcher to safely conclude that the lives of rural folk had witnessed tremendous transformation. The researcher further concluded that never in the history of Gwanda district or any other district in the region has so much educational development been experienced within such a short period. It can therefore be safely concluded that the Community Share Ownership Trust model can be applied in conjunction with the current

Central Government approach. The Central Government approach can be left to tackle macro national educational development projects while the Community Share Ownership Trust is left to tackle the micro local educational development projects that address local communities' educational needs.

The study finally concluded in agreement with Tsvakayi (2012) in Matsa and Masimbiti (2014) and Kurebwa *et al.* (2014) that the main objective of the Community Share Ownership Schemes/Trusts in Zimbabwe of ensuring that local communities benefitted fully from the exploitation of the natural resources extracted from their areas through the provision of social amenities such as schools, health care services, development projects like the construction of dams, irrigation schemes, construction of roads and drilling bore holes has been achieved in Gwanda district.

## 8. Recommendations

In the light of the above findings and conclusions, the study advances the following recommendations:

The research has unearthed one of the major fundamental observations that communities know their most pressing needs and that if provided with adequate resources they can achieve unparalleled community socio-economic and educational development. Hence the study recommends that the Community Share Ownership Trust be formally adopted as a model to address the educational development issues in those areas that are endowed with natural resources in Zimbabwe.

The study recommends that the Gwanda Community Share Ownership Trust assist the Ministry of Education in staffing the recently constructed science laboratories by offering some incentives to lure the adequately qualified science teachers to come and teach science in Gwanda district.

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