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Abstract- The government of Zimbabwe played an important role in the creation of the satellite schools in far-flung areas in post-colonial era. The main thrust of the article is to unravel the stimulus or impetus behind the establishment of the satellite schools in rural areas. Using mixed research design, 130 participants were interviewed during the survey in order to delve more information about the motives behind the establishment of satellite schools. Though most of the communities considered the move as a blessing towards bridging the gap of the rural pupils who could travel long distances of more than 8 Kilometres per day to and from school. Ramshackle infrastructure, laughable resources and school drop outs were major challenges facing satellite schools in Binga. With regard to ameliorate the situation, participants proposed various strategies which includes community participation, donor aid and government intervention and slacked educational policies just to mention a few. This study established that, blessings were mingled with ignominy, discomfitures and discomposure in Zimbabwe's rural satellite schools.

Keywords: *satellite schools, development and community.*

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Establishment of Satellite Schools is it a Blessing or it's a Curse. A Case of Binga District in Zimbabwe

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Abstract- The government of Zimbabwe played an important role in the creation of the satellite schools in far-flung areas in post-colonial era. The main thrust of the article is to unravel the stimulus or impetus behind the establishment of the satellite schools in rural areas. Using mixed research design, 130 participants were interviewed during the survey in order to delve more information about the motives behind the establishment of satellite schools. Though most of the communities considered the move as a blessing towards bridging the gap of the rural pupils who could travel long distances of more than 8 Kilometres per day to and from school. Ramshackle infrastructure, laughable resources and school drop outs were major challenges facing satellite schools in Binga. With regard to ameliorate the situation, participants proposed various strategies which includes community participation, donor aid and government intervention and slacked educational policies just to mention a few. This study established that, blessings were mingled with ignominy, discomfitures and discomposure in Zimbabwe's rural satellite schools.

Keywords: satellite schools, development and community.

Objectives of the Study

1) To identify the reasons for the establishment of the satellite schools in rural areas.
2) To check progress and developments in these schools.
3) To find out the roles of key actors/players towards the establishment of the satellite schools.

I. Introduction

The major thrust of the study was to show in depth, the reasons for the establishment of satellite schools in Binga district, Zimbabwe. A case study approach was used in Lubu ward 11(Lubu secondary school). Mutale (2015) observed that lack of infrastructure in most rural schools in Binga is a challenge that affects children's learning. Muzingili, Muntanga and Mushayamunda (2018) proffered that the idea to erect the satellite schools by the Government was not erroneous, only the methodology can be criticized to be somewhat incomprehensive. In this way, the establishment of satellite schools in Binga was meant to accommodate students from rural areas where education is not accessible due to copious and multifarious reasons which are beyond the locus of control of the local people. While the majority considered the establishment of Satellite school as a hope to educational access among rural children, the current state of schools is more disquieting (Ibid, 2018).

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II. The Genesis of Satellite Schools in Zimbabwe

The establishment of satellite schools in Binga was an upshot of the disappointment or emotions of BaTonga people from the forced relocation and displacement from the Zambezi River. The new phenomenon of satellite schools in the education system in Binga came after people had been resettled from the basin of Zambezi River. Here, education was not endemic and pervasive. Muzingili, Muntanga and Mushayamunda (2018) attested that the genesis of satellite schools in Zimbabwe is closely tied to land reform programmes initiated by the Government in its quest to empower the black populace. The challenges of these satellite schools can be traced back to the time of the resettlement in 1950's when the Kariba dam was constructed (Matanzima, 2015). From our empirical studies, an experiential finding shows that out of 45 secondary schools in Binga, 32 are satellite schools (only 13 secondary schools are registered) constituting (71.11%). In the same vein, out of 125 primary schools 66 are satellite schools (only 59 primary schools are registered) constituting (52.80%). With this statistical data, it entails that satellite schools in Binga are rampant and extensive. Most of these schools are in sordid condition, not worth to accommodate learners during the rain seasons. The departing colonial government had side-lined the Tonga people to get access to education by not providing adequate structures, and they failed to build schools as per promise. Traditionally, Tonga people do not feed on empty promises; they started to exert pressure to Binga Rural District and Education office demanding for the establishment of these satellite schools. It is through this milieu or ambiance that this research paper will want to unstitch and untangle issues around the establishment of the satellite schools in Binga.

III. Methodology and Research Design

The study was conducted in Binga District, Lubu Ward 11, located in Matabeleland north province of Zimbabwe. From the qualitative orientation, in-depth

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interview and focus group discussion were employed to gather data from the key informants and the students. This was done to ensure thorough and corrective information with regard to establishment of satellite schools in Binga. The respondents were able to provide detailed information, opinions, attitudes and measures employed to improve the conditions of the satellite schools. Observations and discussions were used by the researchers to obtain additional information from the respondents. Frey and Oishi (1995) defined an interview as a purposeful conservation in which one person asks prepared questions (interviewer) and another answers them (respondents/interviewee). This is done to gain information on a particular topic or a particular area to be researched. Jenseni and Jankowski (1991) added that interviews are useful tools to which can lead to further research using other methodologies such as observations and experiments. The researchers intend to get more information about the perceptions, understanding, attitudes, achievements and experiences of the local people on the establishment of satellite schools in Binga District.

IV. Ethical Considerations

For ethical reasons and considerations, the researchers ensured that data collected from the respondents was handled with professionalism by upholding the principles of confidentialities and maintaining privacy and anonymity. The names of the respondents were not appended on the data collection tools. There was adherence to principles of research in the study. Before signing consent forms, participants were told about the following: the purpose and objectives of the research, what was expected of a research participant, expected risks and benefits, the fact that participation was voluntary and that one can withdraw at any time with no negative repercussions, anonymity of the data collected in order to enhance confidentiality, and the name and contact information of the local investigator to be contacted for questions or problems related to the research (including one's rights as a research participant). All participants aged 18 years and above signed consent forms. In addition, parental consent forms and individual ascent forms were signed for participants under the age of 18 years. The researchers were granted permission from the participants before their volitional participation after informing them of the purpose of the study. Permission was granted by the District Education Officer of Binga to the researchers to conduct the study in purposefully selected schools. At community level stakeholders like chief, ward councillor and the school head as well as the School Development Committees (SDC) were consulted and briefed before the onset of the interviews. The right of the respondents to choose whether to participate or not was maintained during the data collection period. Thus voluntary participation was guaranteed; only those willing to participate were involved. This was done to prevent any form of harm to the targeted population.

V. Fact Finding and Discussions

During the interview, participants defined 'Satellite School' as a school which affiliates to a senior or mother school or it's a sub school which reports to the main school. In general, it can be defined as a school which is not registered and it functions under the wings of the registered school, such schools have incomplete services and inadequate resources and are infested with a lot of challenges. Hlupo and Tsikira (2012) define a satellite school as a budding school operating under the auspices of a well-established mother school. The classical definitions given by the respondents are in tandem with the one given by Hlupo and Tsikira. A community member from Mansenya primary school with a name withheld defined a satellite school as "*Chikolo chitanaba azintu na zibelesyo zikkwene pe alubo kachitana kkwanisya pe kulyimikilila achilikke"* meaning to say satellite schools are schools which do not have adequate resources or materails for learning and are unable to operate without external aid.

a) Benefits associated with the establishment of satellite schools in Binga

The establishment of the satellite schools in Binga Rural District in Zimbabwe was a good move towards the transformation and configuration of education. Though on the other side of the mirror, the government did not stretch hands to support these schools to its fullest due to economic impasses and the financial quandaries of our time in Zimbabwe.

Table 1: Analysis of benefits of satellite schools

No.	Statement of excellency	Agree	Disagree
1	Reduced distance travelled by learners to school and from the school	100%	0.00%
2	Fosters development in an area or place	92.04%	7.96%
3	Reduces child marriages to girls	80.00%	20.00%
4	Reduced child labour/ exploitation	95.00%	5.00%
5	Enables the disabled to access education due to proximity of the school	98.07%	1.93%
6	Low school fees payments for learners	70.00%	30.00%
7	Create employment to the local people	84.00%	16.00%
8	Reduced sexual abuse cases	74.03%	25.97%
9	Creates avenues for other activities to be done at school e.g. immunization	61.05%	38.95%
10	Creates a normal teacher to pupil ratio	86.02%	19.98%

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From the above analysis table, the statistical percentages shows that satellite schools have changed academic life in Binga District. This is indicated by 100% on the statement of excellent where the distance travelled by learners to and from the mother schools has been reduced. It was realized that cases of sexual abuse and child marriages in Lubu ward has been minimized as compared to other places were children still travels 12 to 15 Km to and from. The community members were happy that the schools were now brought at their door steps; this created an opportunity for the disabled to enroll. It was through this research that, expressed gratitude and happiness that the satellite schools were not beneficial to pupils only but also to the community members as they got employment during the construction of these schools. They are also benefiting from doing church meetings, Centre for registrations, voting and as points for food hand out programs. The head of Lubu Secondary school echoed that

"*Satellite schools, have steered development of other infrastructures Such as roads in Lubu Village. This enabled Binga Rural District Council To come on the portico to peg the site for the school. The number of schools Were now increased in Binga hence contributing positively to development in The rural communities*"

With the establishment of satellite school in Lubu Village, actors like Mvuramanzi Trust and Save the Children donated Blair toilets as well as food for the children to enhance easy learning to learners. CAMFED provided text books to the school as well as supporting girl child in terms of fees payments, exercise books and school uniforms, this reduced drop outs and absenteeism of a girl child at school. It was established from the study that parents embraced the idea by the government to build satellite schools but they lamented the poor learning environment in these schools. Scholars like (Matema, 2014; Tarisayi, 2015; Muzingili and Muchinako, 2016) commended the idea by government in its pursuance of education expansionist policy though the nerve- racking and perturbing state of these schools was greatly worrying. From the study, it was noted that the community members were celebrating in jubilation and ululation due to the establishment of the satellite schools. A new heaven was opened to Lubu students who could travel more than 8 Km to Kariayangwe High School which was the closest school by that time.

b) *The roles of community members in support of the establishment of satellite school in Lubu*

The idea of establishing the satellite school was welcomed with open arms by the community members. The communities were greeted by the new structures made of poles and daga and thatched with grass. These were temporal structures which were built by local people tentatively before the real structures. Construction of ramshackle structures for learners became the next revolution of education in the village of Lubu. One respondent during the interview resounded that,

"*Twaka beleka loko kugobbola masamu, muchindi chakuyaka chikolo chesu chaku Lubu.Twakali kususa musele amutwe katuuma zitina. Bamwi bakali kubikka amwi mali kuti tuule masaka asamende*"

The community members tirelessly played a wonderful role to clear the site, digging out trees during the time of construction of school buildings. Some members were fetching sand on their heads as well as moulding bricks while other members were making some contributions of money to buy bags of cements. They participated proactively or meaningfully and more willingly towards development in the village. Some of the community members improvised their home made chairs and gave them to the school, since the school had no single chair for its pupils. Some of the individuals who had no money could contribute in kind in form of bags of maize or goat to the school, there after the SDC(School Development Committee) sold these in exchange of money. This was an indication that the community members were so much concerned and worried about their school.

c) *The politics of confusion and misperception: A Satellite School in Lubu*

It is salient to note that, the community members faced host of challenges which ranges from socio-economic to political one during the time of construction of the school. The quantum of politics and the question of land ownership remained a topical issue which planted a seed of enmity amongst local leaders and other opponents who were against the dogma of establishing the satellite school. The community members from Muchesu and Kariayangwe were not willing to have the school established under the name of Lubu, citing the reasons of reduction of the enrolment at their schools since some of the students could resides from Lubu. To add salt to injury, the land lords in the first place rejected to give the expanse to be spared aside for the school, he said that the school will occupy land for agriculture hence his family will lose it for the rest of their lives. The tensions between people under chief Sikalenge and Binga was another issue which brought about the bickering and rift on the establishment of the satellite school, some members could quit to contribute or participate because they did not belong to chief Sikalenge were the school is located.

The fact that there was no adequate environmental scanning and assessments of the area where the school is located can be one of the factors which brought about the politics of confusion on the location of the satellite school in Lubu. ZANU PF and MDC members in Lubu village could not reach

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consensus and agreement, since ZANU PF affiliates could oppose the ideas hatched by the MDC councillor. These squabbles derailed progressive movement towards the fast completion of the class room blocks. The politics at grass roots level contribute dangerously to development as community members were left in quagmire and division. This was a biggest weakness which was supposed to be realised and put aside as it affected the spirit of togetherness which thwart development. People in the community should accept development from any face, whether it is coming from MDC or ZANU PF.

d) Current situation of satellite schools: Lubu Secondary school in Binga District, Zimbabwe.

The situation of satellite schools in Binga is shameful and disgracing due to copious reasons and factors behind the establishment of these schools. Most of the satellite schools in Binga are weltering in the same pitfalls and they will take time to graduate from their situations. This is because the government is not even supporting these satellite schools from the word go. With these challenges, one can say that the establishment of the satellite schools in Binga was not a blessing but an obscenity. It was a burden given to the local community members to shoulder the responsibility of building the structures at the school without the interventions of the government. The ideology of establishing the satellite schools in Binga was legitimate and necessary but only the approach and methodology which was wrong. It was like sending a child to school without adequate materials to use. These satellite schools are underperforming because they have paucity and scarcity resources. However, this is contributing dangerously to stagnant development of satellite schools in Binga Rural District, since the challenges faced by these schools are identical.

Table 2: The current challenges of Lubu secondary school (Satellite school)

Current challenges	Percentages
The school has no registration number (centre number)	30%
Shortages of accommodation for teachers	10%
Furniture is not enough for the learners or students	20%
No safe- for safe keeping of School money	25%
Challenges of mobilising resources for construction of class room blocks	15%
TOTAL	100%

N= 130

The study established superfluity of challenges faced by Lubu as a satellite school in Binga. Most of these challenges are entwined by the socio-economic and political circumstances of the communities under the study. The participants who participated in the study were asked to select at least five challenges or problems which they face at the school and they managed to list the above challenges. The major challenge which had highest frequency was that, the school has no registration or Centre number. Henceforth, students has to go to Kariayangwe High School which is more than 8 Km from Lubu Secondary School to attend their final examinations for 'O' level. One student during focused group discussion averred that "*During the time of writing 'O' level exams, we camp at Kariayangwe High School and we are given rooms which cannot be locked hence our belongings will be exposed to domestic animals and thieves*" .The delay of not getting the registration Centre is due to lack of funds to build a number of class room blocks which are required by the Ministry of Education for approval purposes. The Studies conducted by (Newsday, 2015; Steer and Wathne, 2009; Hawkins, 2013) observed that lack of resources such as finance is a major challenge in remote schools. Tuli (2009) asserts that education is the most effective means that society possesses for confronting the current challenges and also those of the future. An educated populace can successfully cohabit with the environment and people of other cultures without endangering the ability of future generations to meet their own needs. Such people know how to preserve the environment as well as how to nurture it for social and economic development.

As a way of riding to the other side of the coin, it will be a delusion or fallacy to say that satellite school had a host of challenges without illusions of hope and development. The increased number of class room blocks and teachers cottages attracted qualified teachers to the school. From 2014 when the school was established, the number of learners increased each and every year. The students from other places were also attracted like flies into the milk. The school managed to erect a fence and the school garden; this was fuelled by the availability of water from the borehole. The question of text books to the school was no longer an issue, children were now benefiting to use textbooks though there were not enough to satiate everyone. Berry (2002) asserts that, "When a school environment is transformed from a state of hopeless deterioration to a healthy condition, attitudes of the students, teachers, parents and surrounding community turn energetically positive so as to allow for effective teaching and

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learning." This is what needs to be done in the country's satellite schools or the government effort to promote this basic human right might be futile.

VI. Conclusion

The establishment of satellite schools in Binga was a well-conceived idea deployed to the right place at the right time to the right people by the government. Its grandiose intent was to meet the agendas of Sustainable Development Goals (SDG) of Zimbabwe. It was proved to be one of the most important initiatives at the disposal of the communities in rural areas of Binga to bring the schools at their door steps. Paradoxically, these schools were established by the government without adequate resources to support them and follow ups. This led to stagnant development to most of the satellite schools in Binga and anywhere else in Zimbabwe. The current situations of these schools are pathetic, pitiable, pitiful and doleful, hence the government should galvanise an action to assist these schools. It must be remembered that education is the only broom that sweeps clean the corridor of success in human life and is the holy spirit of socio-economic development in the society.

VII. Recommendations

To foster unity and peace among community members; Members should live peacefully together for true happiness on Earth and should put aside politics since it reverse development and it also breeds divisions and frictions in the community.

Promotion of team work: The spirit of oneness should be maintained amongst teachers, SDC and the community members in order to sing the same anthem of development.

Close supervision: The Ministry of Education and the local authority should visit these satellite schools to check progress and development.

Intervention of other players: Well-wishers or individuals, NGO's and the Government should stretch their arms to help these schools so that they don't sink into the dust bin.

Contribution of Authors

1. *Willard Muntanga:* Conceived the idea and drafted the topic and objectives of the study. Prepared the manuscript and analysed the data collected.
2. *Joshua Simanu Kapoka:* Originated the data collection tools and collected the data from the field. He jointly analysed the data and also participated in preparing the manuscript.

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