

A CRITICAL ANALYSIS OF THE INTERFACE BETWEEN POVERTY AND EDUCATION: THE CASE OF ZIMBABWE

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ABSTRACT

This concept paper grapples with the questions: If education is of benefit to all nations and also there to improve people's lives why do some people fail to improve their lives leading to be labelled poor. Why poverty line is still highly talked off in nearly all societies. The paper seeks to make a contribution to the poverty and education debates that literacy does not automatically translate into escape from poverty. Findings have shown that countries with highest literacy rate such as 90 percent in the global south like Zimbabwe still fall within the poverty bracket. This paradox motivated the current researchers to throw their thought on the line to open up debates. The chief culprit is not the education system of a particular country (ies) but policy issues. In light of the identified menace, these authors recommended that poverty stricken societies should not throw the baby with water into believing that education is worthless. Proper planning that is context specific should be taken on-board. Responsibility should not be shouldered on the arms of the government but on every individual and group in the fight against poverty. Education is just but a strategy not an end.

KEY WORDS: Education, poverty, interface, capability, Zimbabwe, Knowledge, sustainable development.