

## The Role Played by the Government in Enhancing Equity in Gweru Urban Schools in Zimbabwe

M. Kurebwa\* and N.Wadesango\*\*

*\*Zimbabwe Open University, Midlands Region, Zimbabwe*

*\*\*Walter Sisulu University, East London, RSA*

**KEYWORDS** Colonial Rule. Effectiveness. Under-privileged. Equality. Equity

**ABSTRACT** The study sought to investigate the role played by the government in enhancing equity in Gweru Urban Schools. A qualitative interpretive research methodology was adopted. The sample constituted nine schools from which nine school heads and twenty- six teachers participated. Five education officers were also included in the sample to make a total of forty respondents. Data were collected using face to face interviews and questionnaires. The study established that the government was playing a role in enhancing equity, however, some disparities continued to exist. The study also revealed that there were more male heads than female heads. Furthermore, it emerged that more girls dropped out of school than boys and the main cause of dropping out was poverty. The recommendation of the study is that a legal instrument should be instituted to ensure effective implementation of the policy of education for all so that all school going age children acquire some education and avoid dropping out plus supportive activities on the ground for example educational campaigns in rural and urban areas also be put in place.