

The Bible, Sexuality Challenges and the Development Agenda: Zimbabwe's Tertiary Institutions in Focus

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Introduction

Since the establishment of learning centres by missionaries during the colonial era (Zvobgo 1996), the word of God has been read and preached ceaselessly to both students and staff. In spite of all these efforts, sexuality challenges in these learning centres and particularly tertiary institutions has remained a hidden transcript that some students not only acquire but often carry along with, as they leave tertiary life into the job market and often impacting negatively on a country's developmental efforts as many often succumb to sexually transmitted illnesses, including HIV & AIDS. What happens at colleges and universities defies the common missionary expectation that one becomes better the more he/she is preached to or reads the Bible. To unmask the complexities around sexuality challenges, I shall first provide the method and procedure adopted in the paper, move on to provide a general understanding of sexuality challenges, look at transactional sex in tertiary institutions, discuss the implications of sexual challenges to the development agenda of a nation and lastly emphasize on the need for an educator to understand all these dynamics for the good of the students, as well as the common good of the nation.

Method

Using a canonical approach to the Biblical texts as well as the systems perspective, it is the interest of this chapter to explore the phenomenon of sexuality challenges at some length. As opposed to a diachronic approach whereby one looks at the development of the text over time (historical criticism), the canonical approach takes a synchronic approach whereby one looks at the Biblical texts as they exist at one point in time (Pereira 2015). The canonical approach is particularly interested in the meaning of texts ...