



ZIMBABWE

INSTITUTE OF DEVELOPMENT STUDIES

EDUCATION, TRAINING AND EMPLOYMENT  
OPPORTUNITIES FOR OUT-OF-SCHOOL  
GIRLS IN ZIMBABWE

CONSULTANCY REPORT PREPARED FOR  
ECONOMIC COMMISSION FOR AFRICA.

by

E.M. JASSAT AND M. MWALO  
WITH ASSISTANCE FROM L. JAMBAWO  
No.2.

NOVEMBER, 1985.

CONSULTANCY REPORTS

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## INTRODUCTION

This report is the outcome of a three-month research project which was conducted from August to October, 1985, on behalf of the United Nations Economic Commission for Africa through its subregional office, the Multinational Programming and Operational Centre, Lusaka.

The research was undertaken in accordance with the ECA/MULPOC Project Proposal which provided the general framework for the study.

The report deviates in format from the ECA/MULPOC framework. In focusing upon access for out-of-school girls to education, training and employment, the ECA/MULPOC framework appears overtly empiricist and repetitious. Overlap in a study of this nature is unavoidable - for example, the discussion on access for out-of-school girls in Zimbabwe reflects upon the status and position of women which in turn is contingent on the country's historical legacy as well as its national policy.

As greater exposure for out-of-school girls to education, training and employment will result in increased participation by girls in technical/professional occupations and economic development, this study seeks to provide detailed data on women in development. The study will specifically focus on the opportunities available for out-of school girls in education, training and employment.

Apart from being an introduction, the first part of the study tries to put the issue of out-of-school girls into perspective. The introduction to the study therefore has a section on the General Background.

The data tries to discuss the nature of educational and training projects, and assess their objectives, capacity, constraints and barriers, in addition to describing the agencies involved. Whereas the first section of Part II examines education and training opportunities and reflects from the study's random sample, the subsequent section - section two Part II looks at employment opportunities, employment creation in the light of national trends and finally discusses the role of employment creation agencies.

Provisions for and promotion of opportunities in these areas are the responsibility of principal agencies that constitute a National Machinery. The random sample from the study reflects the data for these agencies.

and equal treatment for all. Instead, it inherited a racist and unequal employment market characterised by job discrimination in which whites had employment opportunities in the skilled, administrative and professional sector while the majority of blacks worked as unskilled labourers. This kind of employment market and job discrimination reinforced the unjust colonial system of production and distribution which was nourished by the cheap labour power of the exploited black majority.

Likewise, the education and training systems were meant to serve the interests of a capitalist and racially divided society. For instance, in the white schools, curricula were set to prepare students for their future careers so that student career guidance and counselling were part and parcel of the educational syllabi.

The blacks, on the other hand, did not have these benefits thus resulting in subsequent differences in careers and employment opportunities. Furthermore, the differences in the rural and urban environments encouraged people in the rural areas, especially school leavers and young able-bodied men to drift into town where more employment opportunities existed. In fact there were relatively more employment opportunities for young men than for young women who were expected to remain in the 'reserves' (communal lands) providing subsistence for the extended family. These women were also seen as a substitute for lack of health care facilities, old-age pension, etc., in that they provided these for their menfolk when they returned home. Opportunities for a viable agricultural enterprise were severely restricted for those remaining in the rural areas, the majority of whom were women. These women were generally treated as minors and because of the inequitable division and occupation of land, were largely relegated to the monotonous choices of subsistence agriculture, child rearing and domestic work.

### DEMOGRAPHIC CHARACTERISTICS

The data and analysis in this section shall focus on :

- a) the general population distribution;
- b) the age and sex composition of the population distribution;
- c) the population distribution related to sex distribution for education and

d) the population distribution related to sex distribution for labour.

a) General Distribution

Women in Zimbabwe comprise about fifty-one percent of the total population. Of this population, approximately seventy-three percent is under the age of thirty years indicating the youthfulness of the population as well as the magnitude of the youth needs with regard to education, training and employment.

It has become common knowledge that there is a close relationship between population growth rate, size and composition and socio-economic development in general. For instance, it has been noted that the more young people a country has, the higher the economic dependency ratio. In Zimbabwe this ratio has been estimated as 3:1 (that is including the sixty-five years and above age group). In addition, the argument is made that fertility can be reduced if more women are educated and increasingly participate in the labour market. In Zimbabwe 43.4 per cent of the female population is in the age group - fifteen to forty-nine - an age group whose reproductive capacity (fertility) is very high.

b) Age-Sex Composition and Structure

The age-sex structure of the Zimbabwean population is given below. This helps us to determine the size of the school going population and provides us with a basis for planning in education, and human resource development.

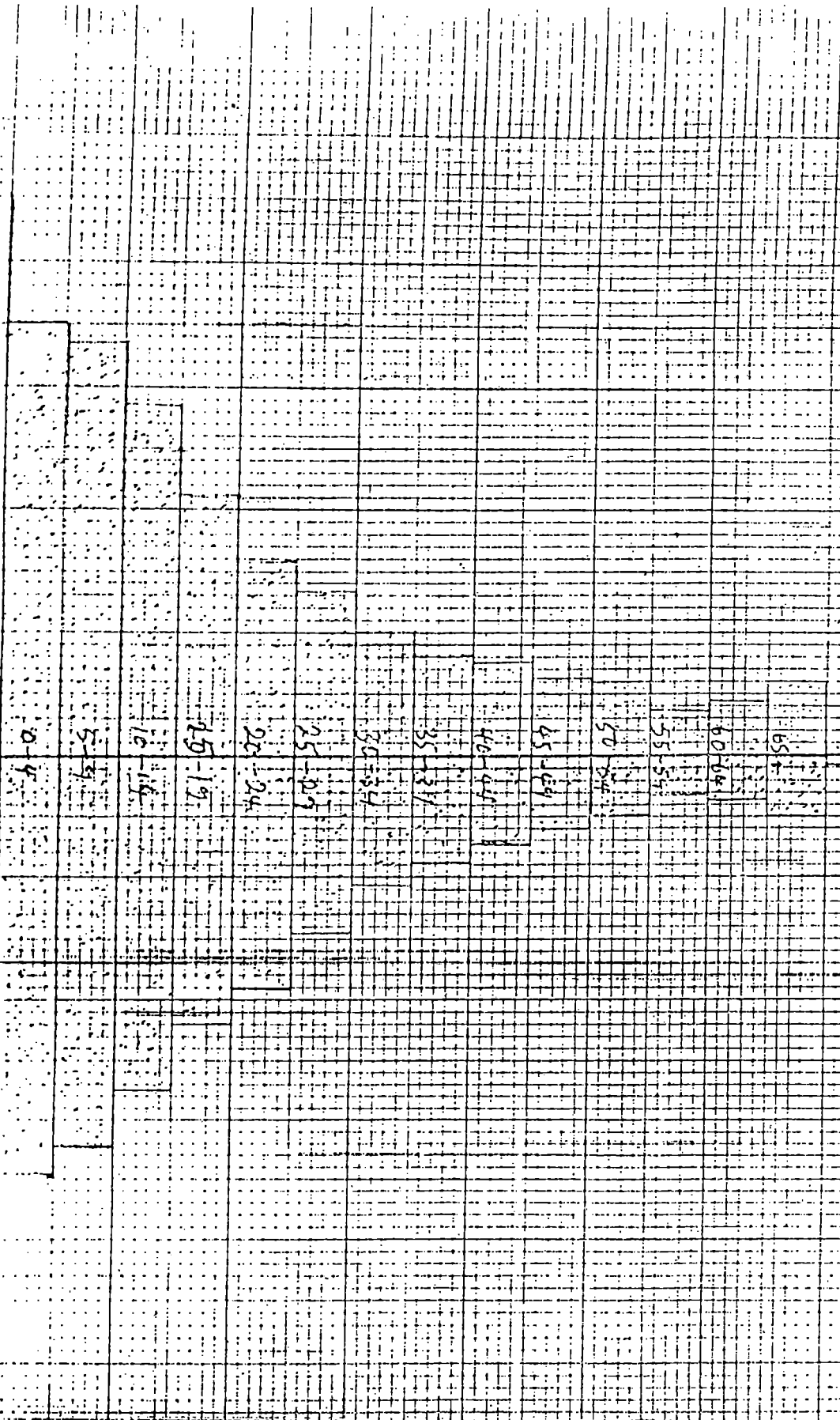
1982

1984

AGE GROUP	MALES	FEMALE	TOTAL	MALE	FEMALE	TOTAL
0 - 4	643 330	665 350	1,308 680	680 306	708 073	1,388 379
5 - 9	612 760	619 300	1,232 060	649 625	657 468	1,307 093
10-14	529 750	518 740	1,048 490	561 733	550 610	1,112 343
15-19	390 160	412 610	802 770	413 906	457 753	871 659
20-24	290 380	364 200	654 580	308 333	386 111	694 444
25-29	243 420	281 060	524 480	258 179	298 242	556 421
30-34	185 400	206 760	392 160	196 788	219 255	416 043
35-39	147 920	170 170	318 090	156 920	180 542	337 462
40-44	142 050	139 530	281 580	150 858	147 870	298 728
45-49	116 490	110 390	226 880	123 478	117 219	240 697
50-54	111 780	90 880	202 660	118 681	96 321	215 002
55-59	67 400	60 800	128 200	71 404	64 603	136 007
60-64	76 850	65 260	142 110	81 564	69 201	150 765
65-69	38 810	38 860	77 670	41 200	41 200	82 400
70-74	29 810	30 500	60 310	31 608	32 358	63 966
75+	39 410	46 760	86 170	41 778	49 640	91 418
Not stated	7 900	6 680	14 580	8 384	7 084	15 468
TOTAL	3,673 620	3,827 850	7,501 470	3,894 745	4,063 550	7,958 295

WEST-SEX PYRAMID %

NOT SCALE



20

10

0

10

20%

c) Population and Education/Training Opportunities

Any examination of the educational opportunities for girls and boys and the influence of schooling on sex roles, is fundamentally an examination of the whole formal education system, its philosophy, policy and legal basis and responsibilities of agencies involved. In other words, the school system is influenced by the values of society.

In Zimbabwe which is a patrilineal society and in which the educational and training system was influenced by colonial values, the 1982 census defined the school going age as that between five and nineteen years (for primary and secondary school level of education) but noted the anomalies that existed especially when people older than the stipulated age group (especially ex-combatants) are found in lower grades and forms.

This age group (5-19) comprised 41% of the total population with 50% of them being girls. However, when it came to school enrolment the report noted the following characteristics:

- i) that only 64% of all females of school going age were at school compared to 72% males.
- ii) that there were more males than females (47%) enrolled in both primary and secondary schools.
- iii) that enrolment at primary school level was approximately eight times more than at secondary schools - implying the need for greater investment in the development of secondary education and vocational and technical training.
- iv) that the proportion of males who have never been to school compared to females was 22% and 29% respectively.
- v) that even if only literacy is considered, more females than males are illiterate. The following tables show the proportions of literate and illiterate males and females in the age group that we are concerned with.



AGE GROUP	MALE	FEMALE	BOTH	MALE	FEMALE	BOTH
5+	51.2	43.1	47.1	48.8	56.9	52.9
10+	63.9	53.3	58.4	36.1	46.7	41.6
15+	69.5	55.6	62.3	30.5	44.4	37.7

Compiled from C.S.O. 10% Sample Report

1985 p. 93

The percentage cited above, in a way, reflected the disadvantaged position of women in the formal education system. However, figures from the literacy campaign show that more women have joined literacy classes. As at July, 1985, the numbers of people attending literacy classes were as follows:

PARTICIPATION IN LITERACY CLASSES (July 1985)

PROVINCE	MALE	FEMALE	TOTAL	TOTAL NO. OF TUTORS
Mashonaland Central	2 532	11 079		994
Mashonaland East	1 109	11 751		1 033
Mashonaland West	2 726	9 857		595
Matabeleland North	2 634	7 865		926
Matabeleland South	812	5 905		859
Midlands	3 156	17 864		1 346
Masvingo	1 920	11 833		899
Manicaland	3 226	22 795		1 626
TOTAL	18 115	98 949		8 278

Source: Ministry of Community Development and Women's Affairs.

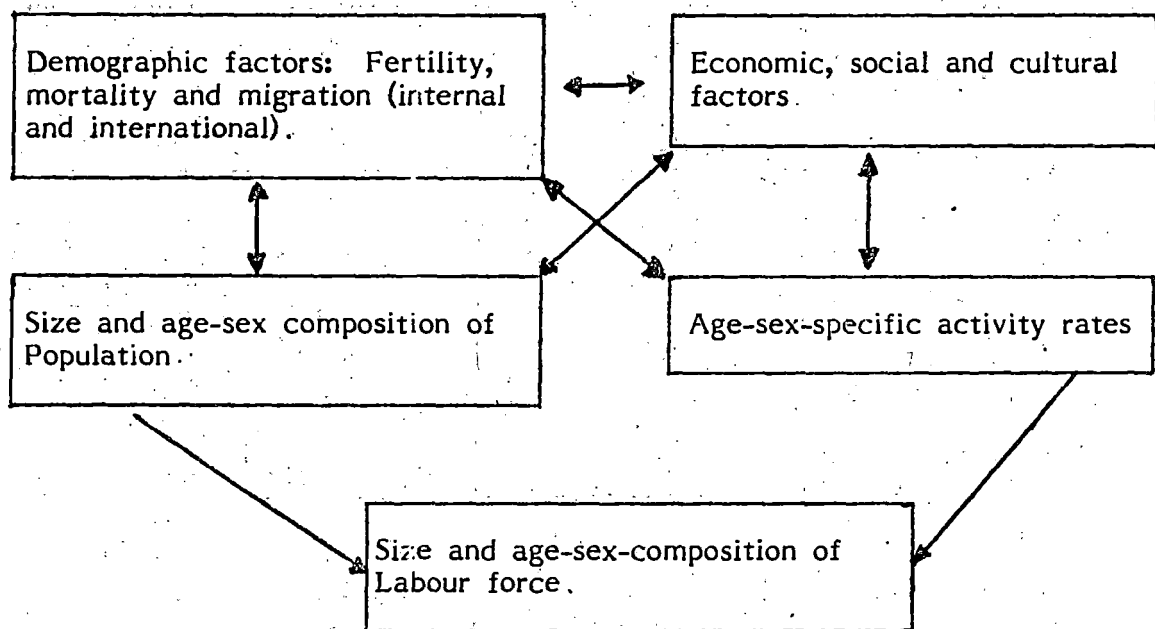
N.B. Figures do not include literacy classes that are organised by Non-Government Organisations.

From a demographic point of view the factors that determine labour supply include the following:

- i) fertility, mortality and age-structure;
- ii) migration;
- iii) economic social and cultural factors.

The interaction and relationship of these factors is shown in the flow diagram below.

FLOW DIAGRAM OF BASIC DETERMINANTS OF LABOUR FORCE SIZE



————— Strong relationship  
 - - - - - Weak relationship

SOURCE: Ghazi M. Farooq 'Population growth, manpower and employment in Population and Development Planning 1975. W.C. Robinson (ed).

However, it is the labour force participation rates which link the size and sex-age structure of the population to its economic activity and hence play an important part in determining how demographic factors affect employment and income distribution patterns and economic growth.

In Zimbabwe, the population of working age which forms the potential labour supply is composed of persons in the age range of fifteen to sixty-four. The distribution of this population according to sex is summarised in the table below.

POPULATION			LABOUR FORCE			
Sex	Total%	15 and above	Excluding Communal Farmers	Including Communal Farmers	Communal Farmers	Economically Inactive
Total	100	3 912 420	1 445 670	2 484 070	1 038 400	1 428 170
Male	49	1 887 780	1 057 100	1 510 740	453 640	377 040
Female	51	2 024 460	388 570	973 330	584 760	1 051 130

SOURCE : C.S.O. Report based on a Ten Percent Sample

What emerges from this table is the fact that not all people in the age range cited above are economically active. To determine more specifically the participation of youth and especially women in the Labour force, age/sex specific labour force participation rates are given below.

#### AGE/SEX SPECIFIC LABOUR FORCE PARTICIPATION RATES

Age Group	Percentage Of Total Male Pop.	XCF	Males ICF	CF	Percentage Of Total Female Pop.	XCF	Females ICF	CF
15-19	20.7	17.2	48.2	30.9	20.5	18.0	46.8	28.8
20-24	15.4	66.7	83.4	19.7	16.7	24.4	50.9	26.5
25-29	12.9	76.1	93.1	17.0	13.4	21.7	48.5	26.9
30-34	9.8	75.3	94.0	18.7	10.0	20.4	50.2	29.8
35-39	7.8	73.5	94.3	20.8	8.1	19.8	51.3	31.5
40-44	7.5	72.7	94.1	21.4	7.2	19.5	52.6	33.1
45-49	6.2	70.3	93.9	23.5	5.8	18.2	54.4	34.1
50-54	5.9	66.2	92.5	26.5	5.2	16.6	50.6	34.0
55-59	3.6	60.0	90.4	30.4	3.3	16.5	50.7	34.2
60+	10.2	37.4	69.1	31.8	9.7	8.7	31.5	22.8
Total	100.0	56.0	80.0	24.0	100.0	10.0	50.0	34.0

XCF = Excluding Communal farmers  
XCF = Including Communal Farmers  
CF = Communal Farmers

Compiled from CSO 10% Census Report 1982, p. 105, 106.

The age/sex specific participation rates above reveal that although females constitute 51% of the total population they have a smaller share in the labour force. However, their participation rate as communal farmers is higher than that of males. This is further reinforced when we look at labour force by sex and employment status where, the percentage of employed males and females (XCF) is 59.1 and 29.2 respectively and 84.5 and 73.2 when communal farmers are included. For the communal farmers the percentages are 30.0% and 60.1% for males and females respectively.

When we consider the unemployment rate the report shows that the rate is 18.5% for the total population, 15.5% for males and 26.8% for females when communal farmers are included. These figures become 10.8%, 10.9% and 10.7% respectively when communal farmers are excluded.

The data generally reveals that the unemployment rate for females is higher than that of males. This is so even when educational levels are considered (see C.S.O. Report).

Another significant aspect is that unemployment is high among the youth in all educational categories. Noted also was the fact that age groups 15-19 and 20-24 reflected the highest percentage of the unemployed possibly because this is an entry-age into the labour market and most of the youth lack marketable skills and experience. The preliminary findings (unpublished) of a Tracer study for 1983 'O' and 'A' Level school leavers and university graduates confirms the observation above (see attached table).

REASONS FOR FAILING TO GET EMPLOYED	RESPONDENTS BY LEVEL OF EDUCATION											
	'O' Level						'A' Level					
	Male		Female		Total		Male		Female		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Lack of experience	63	64,3	35	35,7	98	16,1	4	30,8	9	69,2	13	17,6
Lack of specialised training	76	68,5	35	31,4	111	18,2	9	100,0	0	0,0	9	12,2
Poor grades in the last exam.	107	52,7	96	47,3	203	33,3	9	100,0	0	0,0	9	12,2
Lack of experience & poor grades in the last exam.	32	58,2	23	41,8	55	9,0	11	100,0	0	0,0	11	14,9
Lack of experience & of specialised training	32	80,0	8	20,0	40	6,6	7	100,0	0	0,0	7	9,4
Lack of specialised training & poor grades in the last exam.	5	29,4	12	70,6	17	2,8	6	100,0	0	0,0	6	8,1
No reasons given by prospective employers	0	0,0	4	100,0	4	0,7	4	100,0	0	0,0	4	5,4
No employment vacancies	63	77,8	18	22,2	81	13,3	7	46,7	8	53,3	15	20,2
TOTAL	378	62,1	231	37,9	609	100,0	57	77,0	17	23,0	74	100,0

SOURCE : Department of Research and Planning, Ministry of Labour, Manpower Planning and Social Welfare.

## STATUS OF WOMEN

The status of women and the role they play in development can only be understood when the historical as well as the contemporary situation of a social formation are taken into account.

To this effect, the Zimbabwe Women's Bureau Report<sup>1</sup> on 'The Survey of Rural Women in Zimbabwe', noted that:

"The present status of women (in Zimbabwe) is a consequence of both traditional social organisation and the changes brought about as a result of colonialisation - both colonial policies and the reaction of the black population to these policies. The household, and woman's position within it, continue to play a central role in determining a woman's activities and her socio-economic status".

Implicit from the statement above is the fact that the nature of relations of production in Zimbabwe changed with the advent of colonialism towards a dependent capitalist economy. This necessitated the limited absorption of women into paid employment leaving the bulk of them in the countryside. These women (who formed the reserve army of labour together with unemployed males) helped to keep the wages low in the industrial sector by subsidising capital for the full cost of labour power.

Furthermore, the female producers remained in the rural areas cultivating infertile soils because about half of all the land was allocated to a few white people (5% of the white population. (see Mkandawire 1985 : 238). This land ownership structure and skewed distribution meant that female access to land was extremely limited. Women by and large did not and do not control land, its use or the income from crops grown on it although it is estimated that 80% of Zimbabwean women reside in communal areas where they bear the burden of labour intensive subsistence agriculture.

With this knowledge that a large number of women live in rural areas the Ministry of Community Development and Women's Affairs undertook a survey to determine women's needs. Women in the age group eighteen to thirty-five were interviewed and the results of the survey indicated that women's needs could be broadly categorised as follows:

- economic needs
- education needs

- health needs
- legal rights
- family needs

These needs were placed in a priority order although it was clear that they were and are interlinked. For our purposes we will concentrate on the economic and educational needs.

### Economic Needs

These were placed high on the list because as already noted the majority of women in communal areas were and are engaged in subsistence agriculture. In order to raise the low levels of output in subsistence agriculture women needed simple tools or forms of intermediate technology. Further, women were ill-equipped in terms of financial power and knowledge for efficient and effective agriculture. What was emphasised was the need for agricultural extension work to be directed to women because in Zimbabwe it is the women who generally grow the food in the communal lands, (and cook it, I may add E.M.J.) but most of the time it is men who receive the education in agriculture.

Because of this awareness an overwhelming majority (99%) of the women interviewed wanted the land tenure system of the past to be either modified or completely overhauled. (opcit. Zimbabwe Women's Bureau 1981 : 11).

In addition to land structures (which still survive as colonialist effects), the segmented labour structure and ideological notions on women's capacity continue to affect women's access to employment. That is, the category of women as a distinct and inferior source of labour, is similar to notions of race and ethnicity and may be similarly ideologically based with respect to differential access for training and employment. Ideological interpretations based upon a social stratification by sex treat women in general as subordinate to men and rationalise this subordination on the basis of an 'invoked naturalness'.

This dimension of subordination ensures women's inferior access to resources and weaker authority in social relations and limited employment opportunities. Distinctions between male and female express the conventions of social organisation and ideological (attitudinal) supports. Restriction on women's freedom of movement (prohibitions on women working at night) and choice of occupation (for example, against 'heavy' work) derive from ideas of what is regarded as proper for women to do and what they should be 'protected' from. Moreover,

society's role structure for women expects them to take responsibility for nurturing children and managing the household which it ideologically claims is a result of women's biologically determined functions of childbearing.

This attitude is further enforced when we consider positions that women hold in formal and informal employment. For example, the findings of the National Manpower Survey (1981) revealed that the most striking characteristics of female participation in the trained workforce were:

- a) the gross underrepresentation of African women in the trained labourforce;
- b) their concentration in a few industries with the majority of them being in the health sector;
- c) their concentration in the clerical and professional occupations such as secretaries, nurses, clerks and teachers;
- d) their low numbers in formal agricultural employment.

All these features are briefly summarised in the tables given below:



SKILL AND SEX DISTRIBUTION BY SECTOR : PROPORTION OF FEMALES  
IN TRAINED WORKFORCE BY INDUSTRIAL SECTOR

Industrial Sector	Professional % Female	Skilled % Female	S. Skilled % Female	Total Trained Labour Force % Female
Agriculture, Hunting, Forestry Fishing	10	6	4	5
Mining and Quarrying	20	14	2	7
Manufacturing	10	8	8	8
Electricity, Gas and Water	1	7	8	7
Construction	19	2	-	3
Wholesale and Retail	19	24	24	23
Restaurants and Hotels	22	21	13	17
Transport, Storage and Communi- cations	17	12	7	9
Finance, Insurance, Real Estate and Business Services	19	54	47	42
Public Administration	19	21	13	16
Medical, Dental, other Health and Veterinary Services	67	51	62	64
Welfare Institutions, Business, Professional, Labour Associations, other Social and Related Community Services	28	28	28	28
<b>TOTAL</b>	<b>21</b>	<b>15</b>	<b>11</b>	<b>14</b>

SOURCE : NMS Report Vol. I.

DISTRIBUTION OF FEMALE EMPLOYEES BY OCCUPATION  
(PROFESSIONAL, SKILLED AND SEMI-SKILLED BY OCCUPATION)

Occupation Group	Professional % Female	Skilled % Female	Semi-Skilled % Female	Total % Female
Professional Technical Related	30	11	41	28
Administrative and Managerial Clerical and Related	9 21	21 46	20 33	10 36
Sales	20	23	32	27
Service	6	16	9	11
Agriculture/Animal Husbandry, Forest Workers and Fishermen	8	6	3	4
Production and Related Workers, Transport Equipment and Labourers	21	3	2	3
Occupations Inadequately Described	8	6	5	6
<b>TOTAL</b>	<b>22</b>	<b>15</b>	<b>11</b>	<b>14</b>

Note : Employees of education and training institutions are excluded from this table.

SOURCE : NMS Report Vol. 1.

The Report on Women's Needs also noted that promotion prospects for women, once employed, were limited. They were discriminated against in that they were confined to the lower paid ranks of the employment ladder. As shown in the table below on agricultural employment, women comprise the largest number of casual employees.

	1975	1976	1977	1978	1979	1980	1981	1982
<u>Owners, Partners, Occupiers, Lessees :</u>								
Males	5 003	4 955	4 831	4 410	3 944	3 926	3 890+	4 046
Females	1 314	1 335	1 278	1 124	988	1 000	1 017+	1 160
Total	6 317	6 290	6 109	5 534	4 932	4 926	4 907+	5 206
<u>Employees of all races :</u>								
<u>Permanent :</u>								
Males	208 823	212 659	215 040	210 170	205 287	181 251	181 051+	158 564
Females	21 402	23 275	24 295	23 765	25 236	17 017	10 379+	5 480
Total	230 225	235 934	239 335	233 935	230 523	198 268	191 430+	164 044
<u>Casual :</u>								
Males	22 935	21 703	14 546	11 908	14 927	20 349	19 117+	18 327
Females	51 555	51 649	43 158	39 686	41 375	52 674	45 320+	37 857
Total	74 490	73 352	57 704	51 594	56 302	73 023	64 437+	56 184
<u>Total Employees</u>								
Males	231 758	234 362	229 586	222 078	220 214	201 600	200 169+	176 891
Females	72 957	74 924	67 453	63 451	66 611	69 691	55 699+	43 337
Total	304 715	309 286	297 039	285 529	286 825	271 291	255 869+	220 228

Employees who are not classified as "farm and forest employees" (e.g. teachers, clerks, storemen) are excluded from this table, but are included in Table 2.45. Amended.

Commercial Large Scale and Small Scale Farming.

Another problem raised was the issue of high taxation rates for married women workers. (opcit. 11-12)

On income-generating projects the Report's findings revealed that two-thirds of the women of the sample were involved in some kind of income-generating activity in the informal sector; and that 22.8 percent of the sample of women interviewed undertook knitting or sewing and 19% engaged in pottery. Other activities engaged in included market gardening, handicrafts and the keeping of poultry or rabbits. The women faced problems of marketing and transport, lack of capital and either a lack of or inadequate craft training and business skills. (ibid : 12). The activities women undertook in the informal sector are the same as those undertaken by women in formal employment.

### Educational Needs

According to the Ministry of Community Development and Women's Affairs survey sample only 43% of the women indicated that they could read and write (ibid : 12). Women's educational needs ranked after their economic needs. Whereas educational needs were ranked first in the list of priorities for women in the urban areas, generally, women's educational needs were basically the need to read and write before any other types of education, although some expressed a need for education for economic, civic and social participation. (ee ibid : 12).

We shall have recourse to discussing governments policy and objectives for advancement of women's affairs later in this study as well as to look at education, training and employment opportunities for out-of-school girls. However, suffice to reiterate that the latter issue cannot be divorced from the wider, broader structural issues of Zimbabwe.

Realising the disadvantaged position of women in Zimbabwe, the new government pronounced its committment to the emancipation of women and in order to do so, it declared a national policy which stresses equality. This policy deems illegal any discrimination on sex or racial grounds so that at least theoretically women can enter into any field of training education and employment. Furthermore, the legal age of majority Act 1982, gives women and men full contractual capacity after attaining the age of eighteen.

Although some of the measures introduced were not addressed to women in particular their introduction is beneficial to women's status in employment. Some of these measures are :

the minimum Wage Act which placed minimum scales of remuneration for people in the unskilled category of workers and benefited women since they are mostly employed in this category.

The Equal Pay Act which eradicated the pay structure which paid women less than men given the same qualifications and doing the same job.

The Labour Relations Act which states that "no employer shall discriminate against any employee on the grounds of race, tribe, place of origin, political opinion, colour, creed or sex in relation to job advertisement, recruitment, creation or abolition of jobs, determination of wages or benefits, choice of persons for jobs training, advancement, transfer, promotion, retrenchment or the provision of facilities or any other matter whatever".

Also included in the Act is the provision that a woman can get 75% of her full pay while on maternity leave if she forfeits all leave due to her six months prior to the start of maternity leave. If she does not want to forfeit her leave, she gets 60% of her normal pay.

The establishment of a Ministry of Community Development and Women's Affairs is further evidence of the government's commitment. For the first time in the history of Zimbabwe, a ministry structured to give special attention to women was formed. The ministry's activities are no doubt helping women to auger well at their work places because they are encouraging and implementing measures which aim to make more women reliable in their careers and gain the employer's confidence.

The ministry's adult literary campaign has given the illiterate women currently employed confidence and left them in a better position to fight for their rights at work and to even take up posts with their respective trade unions.

### Women and Decision Making

Another new feature in the history of the country, was the appointment of women members of Parliament, Ministers and a woman public service commissioner. It showed the government appreciated the fact that women fought along - side men during the liberation struggle and had the right to be equal to men in an independent Zimbabwe.

In the public service, out of 2 432 posts at Assistant or Under-Secretary level only 219 (or 9%) are occupied by women. In the next higher category, the Deputy Secretary/Permanent Secretary grade, there is a total of 248 posts. Only 23 (9% again) are occupied by women.

### Maternity Leave

Prior to independence female teachers/nurses were required to resign when going for maternity leave. This has now been abolished. Now women resume work from where they left off thus they do not lose any promotion opportunities due to them. Further, they are entitled on return to an hour, each day for breast feeding.

### NATIONAL PLANS AND POLICIES

The Zimbabwe Government fully subscribes to the principle of non-discrimination regardless of race, sex or creed. Thus from independence the Government has accepted equality of men and women as a basic principle and has stated its commitment to the emancipation of women. It also has encouraged women to increasingly participate in the country's development programmes. This is evidenced by the fact that for the first time resources were ear-marked for women (ZIMCORD) and the necessity to integrate women in economic development was also taken into account in the Transitional National Development Plan of 1982/83 - 1984/85. Furthermore, the formation of a Ministry to specifically deal with issues of concern to women, showed the government's keen interest to ameliorate the disadvantaged position of women. However, in spite of the numerous structural and political problems which act as formidable barriers to the on-going struggle for transformation, the Government of Zimbabwe has enacted the necessary legislation and designed the administrative machinery for promoting equality in education, training and employment aspects in our society.

Overall, the tasks and objectives of Government policy, as laid down in the Transitional National Development Plan 1982/83 - 1984/85 reflect minimalist (short-term) and maximalist (long-term) strategies for development and transformation. These are firstly pragmatic strategies for responding to urgently needed short and medium term priorities, programmes and projects (examples of some of these are cooperatives income-generating activities) and secondly, the need to consolidate these programmes and projects so as to assist, in the long-run, in building a national economy founded on socialist and egalitarian principles.

The Government recognises that :

"Prudence and pragmatism dictate that if any programme or action devised by Government to correct socio-economic ills of the past is to carry the nation with it, it should be set in a framework of a dynamic process, responsive to the requirements of time, circumstances, and actual conditions obtaining in Zimbabwe".<sup>2</sup>

However,

"This is not a philosophy or argument for the retention and entrenchment of the status quo, but one which ensures that each move that the nation makes is carefully assessed for its weaknesses and strengths and for its socio-economic costs and benefits. It is a rational planned basis designed to ensure that each move is a clear and firm consolidation of the nations unity, independence and welfare". (ibid).

At present, Government is on the verge of implementing yet another five year plan. Indications suggest that emphasis under the new plan shall be on the development of national infrastructure, productive processes and levels of technology. Mention should perhaps be made that the three year drought and the international recession tended to somewhat retard, Zimbabwe's economic performance and developmental programmes.

Since 1980 however, a whole range of new programmes were introduced connected with Government initiated schemes for the education, training and employment of out-of-school youth. These programmes are short-term measures which are in line with the government's policy of equal opportunities for all and for mobilising human resources, for socialist transformation. As the effects of colonial rule with respect to neglect of youth training and youth unemployment as a whole continue to become obvious, a major review of education, training and employment in favour of women and girls in particular was necessary for the overall development of the country.

THE ROLE OF THE NATIONAL MACHINERY FOR THE PROMOTION  
AND ADVANCEMENT OF EDUCATIONAL, TRAINING AND EMPLOYMENT  
OPPORTUNITIES FOR OUT-OF-SCHOOL GIRLS IN ZIMBABWE.

SECTION A :

EDUCATION AND TRAINING OPPORTUNITIES FOR  
OUT-OF-SCHOOL GIRLS IN ZIMBABWE

Introduction

The education system which the Government of Zimbabwe inherited at independence in 1980 was far from uniform in that under the white minority regime of Rhodesia, the education system provided a very high level of free state education for the ethnic minority groups. Educational provision for blacks was wholly inadequate. Nearly all white children went on the secondary school and then into higher or vocational education but there were very few secondary school places for blacks. Competition for them was intense and success usually meant huge financial sacrifices for the student's family.

The Government of Zimbabwe, in keeping with its objective of creating a uniform education system wherein opportunities are open to all irrespective of sex, race or creed is guided by the following principles.

1. The abolition of racial education and the utilisation of the education system to develop in the younger generation a non-racial attitude, a common national identity and common loyalty.
2. The establishment of free and compulsory primary and secondary education for all children regardless of race.
3. The abolition of sex discrimination in the education system.
4. The orientation of the education system to national goals.
5. The special role of education as a major instrument for social transformation.



Specific to its programme for growth the Government views the mobilization and development of human resources as vital for national development and transformation. This is particularly emphasised in respect to youth mobilisation for development. That is why it is interesting to look at what training is being offered by government.

In Quantitative terms achievements in education are as follows :

	1979	1980	1981	1982	1983	1984
<b>a) Primary :</b>						
Grade 1/Infants 1 ....	170 090	376 392	471 448	408 780	368 329	358 248
Grade 2/Infants 2 ....	139 968	207 899	375 240	421 497	374 850	339 123
Grade 3/Standard 1 .....	130 106	170 420	229 882	351 765	397 734	357 261
Grade 4/Standard 2 .....	109 552	144 746	185 641	226 414	331 032	370 004
Grade 5/Standard 3 .....	98 649	125 977	162 540	184 012	219 817	311 603
Grade 6/Standard 4 .....	88 287	112 890	148 835	164 083	183 498	213 198
Grade 7/Standard 5 .....	82 210	97 099	140 680	148 886	168 769	181 050
Special classes .....	724	571	903	1 788	458	1 817
<b>TOTAL PRIMARY .....</b>	<b>819 586</b>	<b>1,235 994</b>	<b>1,715 169</b>	<b>1,907 225</b>	<b>2,044 487</b>	<b>2,132 304</b>
<b>b) Secondary</b>						
Grade 8/Form 1 .....	18 352	22 201	83 491	97 752	110 725	138 904
Grade 9/Form 2 .....	16 031	17 125	26 013	80 145	95 539	105 093
Grade 10/Form 3 .....	13 614	15 891	16 886	26 418	76 572	91 077
Grade 11/Form 4 .....	12 201	12 811	15 323	15 772	24 509	71 014
Form 5 .....	2 141	1 930	2 451	2 351	2 189	3 112
Form 6 Lower .....	2 393	2 641	2 641	2 541	3 127	4 025
Form 6 Upper .....	1 067	1 413	1 673	1 729	2 890	2 911
Special Classes .....	416	309	312	353	334	277
<b>TOTAL SECONDARY ...</b>	<b>66 215</b>	<b>74 321</b>	<b>148 690</b>	<b>227 647</b>	<b>316 438</b>	<b>416 413</b>

SOURCE : Ministry of Education.

c) **TEACHER EDUCATION ENROLMENT**

<u>Year</u>	<u>Primary Colleges</u>		<u>Secondary Colleges</u>	
	<u>No. of Colleges</u>	<u>No. of Students</u>	<u>No. of Colleges</u>	<u>No. of Students</u>
1979	8	2 249	2	833
1980	6	2 018	2	218
1981	7	2 702	2	908
1982	7	3 299	3	1 574
1983	7	4 164	3	2 338
1984	7	4 075	3	3 290

c)b. **ZIMBABWE NATIONAL INTEGRATED TEACHER EDUCATION COURSE (ZINTEC)**

<u>Year</u>	<u>Enrolment</u>
1979	0
1980	0
1981	2 148
1982	2 458
1983	2 034
1984	1 328

An analysis of the above statistics comparing 1979 and 1984, gives us the following results :

**PERCENTAGE GROWTH BY LEVEL**

1. Primary :	No. of Schools	173%
	No. of pupils	262%

At Independence, only 40% of primary school age children were in school, today over 93% of the age group are in school.

2. Secondary :	No. of Schools	638%
	No. of Pupils	638%

Statistics for Teachers according to Primary and Secondary School levels by sex numbers are as follows:

<u>Year</u>	<u>Teachers by Sex</u>	
	<u>M</u>	<u>F</u>
1984 Primary	31 454	22 632
1984 Secondary	10 292	4 426

Other achievements which did not exist before Independence are as follows:

1. There were no government secondary schools in rural areas. Now there are fifty-four of such schools.
2. There was no ZINTEC Teacher training programme, now over 8 000 student teachers are obtaining their qualifications through ZINTEC.
3. Science was not taught where there was no electricity and laboratories, today ZIM-SCI (Zimbabwe Science) kits enable science to be taught even in the remotest secondary school.
4. There was no literacy campaign for the two and half million illiterate adults. Today over 300 000 adults are in literacy classes and over a million literacy books and reading materials have been produced.
5. African languages were despised and occupied a low place in the school system, today they are at par with English.

Zimbabwe's quantitative achievements in education are phenomenal.

1. Primary and Secondary Levels
  - a) At present, 93% of the primary school age children are in school. The remaining 7% are accounted for by those in large commercial farms and fringe zones of the country where few or no schools exist. Future efforts will be directed to the establishment of schools in these areas.
  - b) Although all schools are fully staffed, over 40% of the teachers are unqualified. Future plans will be geared

to the reduction and then total elimination of untrained teachers in the system.

- c) Although the curricula has undergone some transformation, greater efforts are being made to make the content more relevant and immediate to the development needs of the country. The curricula is being practical and science/technical orientated.
- d) Plans are underway to improve learning facilities in rural schools via construction of laboratories and workshops (as well as, equipping them adequately) to meet the demands of an improved curriculum.<sup>4</sup>

### Education and Training Opportunities

As already stated, the educational system in Zimbabwe was influenced by colonial values which still have a strong impact on our present day system. However, steps have been taken in order to overcome imbalances that were created by the colonial education system.

### Policy on Education

At present the Zimbabwe education policy is based on the recognition that primary education is a basic right. To this effect the Government introduced free but not compulsory primary education to all children of school going age in September, 1980.

The Government is also increasingly committed to increasing secondary school accessibility to all primary school graduates. Since independence the government has established fifty-five rural and thirty-three urban secondary schools and by February 1984 only one district did not have a government rural secondary school. Thus the main objective of this policy was to ensure that education opportunities are open to all primary school going children. Through attendance at educational institutions all school leaving youths acquire the necessary skills, knowledge and attitudes needed for socialist transformation. The curricula for these children put emphasis on what has been termed 'education with production'. As a result of the Government's commitment to the above policy, enrolment in primary schools rose dramatically from a total of 819 586 in 1979 to a total of 2 132 304 in 1984 an increase of 160.2 percent. The

enrolment for the period 1979 to 1984 is shown below.

ENROLMENT OF PRIMARY SCHOOL CHILDREN IN ZIMBABWE 1979 - 1984

Year	No. of Schools	Girls	Boys	Total	Sex Ration	%Increase
1979	2 401	381 901	437 685	819 586	.87	-
1980	3 161	588 233	647 761	1 235 994	.91	50.8
1981	3 698	822 489	892 680	1 715 169	.92	22.5
1982	3 880	916 114	991 111	1 907 225	.92	25.9
1983	3 960	984 333	1 060 154	2 044 487	.93	7.1
1984	4 154	1 030 405	1 101 299	2 132 304	.94	4.3

SOURCE : Ministry of Education.

The table shows that the increase was more evident immediately after attaining independence. Further, the proportion of girls to boys continued to rise each year. From this increase it should be expected that there would be a corresponding rise in out-of-school children many of whom would remain idle if not properly planned for. For instance, if we analyse the pattern of enrolment per grade with upward mobility of pupils a decrease in number of pupils enrolled is revealed.

Year	Grade	Enrolment		Drop-Outs	
		Girls	Boys	Girls	Boys
1979	I	83 046	87 044	-	-
1980	II	100 185	107 714	- 17 139	- 20 670
1981	III	108 003	121 879	- 7 818	- 14 165
1982	IV	106 874	119 540	1 129	2 339
1983	V	101 380	118 437	5 494	1 103
1984	IV	96 581	116 617	4 799	1 820

SOURCE : Ministry of Education.

Except for the two years immediately after independence, the table shows that the drop-out rate tends to increase with an increase in the educational grade. It is also noted that although the girls number in grade I is almost the same as that of boys, there is much more rapid drop out rate for girls than boys. Results of a preliminary study on primary school drop outs done by the Ministry of Education indicated that :

- i) there were more girls than boys drop-outs. For the period 1978 to 1983, 561 girls dropped out as against 546 boys in the thirteen schools visited.
- ii) The problem was found to be worse in Manicaland Province followed by Masvingo Province. This could be explained by religious beliefs and parental attitudes towards the education of girls because most parents indicated that given a choice they would rather educate boys than girls. In Manicaland early marriage was a major cause for girls dropping out.
- iii) At independence people flocked to school and there were less drop outs because of free primary education.
- iv) From 1981 onwards the drop out rate started rising because of famine, drought, parents attitudes, church influence, marriage and financial problems especially with regard to school levy and uniform requirements.

To fulfil the objective of increased accessibility to secondary school education the Zimbabwean policy on education provision has allowed for automatic graduation into secondary schools. But although there is this provision, the number of students who can be enrolled into this secondary level of education has been limited because of limited finance and school facilities. To overcome the problem of lack of facilities, secondary school infrastructure has been gradually expanding in order to accommodate the rising number of primary school leavers. Despite this effort the problem still remains and is revealed when we compare the number of primary schools and their total enrolment to the number of secondary schools and their enrolments for the period 1979 - 1984. (see table on page 26 for primary and secondary level enrolment).

Secondary, if we consider Grade 7 enrolments and assume a 100% transition to Form I then the magnitude of the problem of Grade 7 school leavers would be shown. (see table)

### COMPARISON OF GRADE 7 GRADUATES AND FORM I ENTRANTS

Year	Grade		Year	Form I		Possible School Girls	Grade 7 Leavers Boys
	Girls	Boys		Girls	Boys		
1979	35 179	47 031	1980	9 799	12 402	25 380	34 629
1980	41 735	55 364	1981	34 056	49 435	7 679	5 929
1981	67 915	72 763	1982	40 461	57 281	27 446	15 482
1982	64 394	84 492	1983	46 293	64 432	18 101	20 060
1983	74 606	94 163	1984	58 902	80 002	15 704	14 161

### ENROLMENT FOR SECONDARY SCHOOL CHILDREN FOR THE PERIOD 1979-1984

Year	No. of Schools	Enrolment		Total	Sex Ratio	% Increase
		Girls	Boys			
1979	177	29 544	36 671	66 215	.81	-
1980	197	32 189	42 132	74 321	.76	12.2
1981	694	63 140	86 550	148 690	.72	100.1
1982	738	93 563	134 084	227 647	.70	53.1
1983	790	128 855	187 583	316 438	.69	39.0
1984	1 206	168 297	248 116	416 413	.68	31.6

SOURCE : Ministry of Education

For secondary school enrolments, the proportion of girls to boys has been decreasing each year indicating a higher percentage of girl drop outs. This has an implication on the girls involvement in tertiary training programmes which are mostly career oriented.

For secondary school leavers the Ministry of Education gives the following estimates:

## SECONDARY SCHOOL LEAVERS BY LEVEL

Year	Form IV	Form V	Form VI	Total
1983	21 379	2 131	2 641	26 151
1984	66 136	2 915	3 603	72 654
1985	81 490	9 882	3 800	95 172
1986	93 092	13 266	4 000	110 358
1987	141 593	16 428	4 200	162 221
1988	152 122	26 970	4 500	183 592
1989	180 047	31 158	4 800	216 005
1990	267 677	39 523	5 100	312 300

Source: Ministry of Education.

Education systems may be viewed as a system of networks characterised by the following principal features.

- The point of entry and the qualifications for entry,
- The rules of exit,
- The rules of governing the transition from one part of the net-work to another,
- The length, measured in terms of the number of years of education, between the entry to and the exit from a particular part of the net-work.
- And the subjects of formalised instruction which determine the ramifications of the net-work.

There are two forms of exit, namely 'Basic-Occupational' and 'Secondary Cycle'. The first form relates to the end of the compulsory period of education which either implies an exit from the education network or entry into an occupational course. Examples of these being technical, commercial training. The second form of exit refers to the end of compulsory education followed by further education which furnishes the qualification for entry into institutions of higher education, professional schools etc. The largest percentage of pupils leave after exit No. i, especially girls. Preliminary findings of a Tracer Study on University, 'O' level and 'A' level students by the Department of Research and Planning in the Ministry of Labour, Manpower Planning and



Social Welfare indicates that occupational mobility of the labour force has been one of the important factors in the lengthening of the average period of education. The report also shows that employers tend to give preference to those prospective employees with a higher number of years of education even though the education given may not be directly relevant to the performance of the job.

Whereas entry and exit are clearly governed by rules pertaining to entry qualifications and rules of exit (e.g. examination), the problem which remains is that of re-entry into the educational system.

### REVIEW OF CASE STUDIES IN FORMAL EDUCATION

In presenting this review of case studies from the random sample mention should be made of the fact that a brief account of the principal agencies constituting the National Machinery for promotion and advancement of opportunities for out-of-school girls will introduce the case studies respectively. Although government remains the principal agent in the machinery, the sample including non-governmental organisations and parastatal bodies is by no means all encompassing of training offered for young people in Zimbabwe.

This section of the report is divided into government and non-governmental agencies for formal post-secondary school training. The principal government agencies from the random sample are the Ministry of Education, the Ministry of Labour, Manpower Planning and Social Welfare and the Ministry of Agriculture, Lands and Rural Development.

#### MINISTRY OF EDUCATION:

##### Teacher Education

The Division of Education Planning (Teacher Education) in the Ministry of Education is responsible for teacher education in Zimbabwe.

The Teacher Education Programme has been revised from the conventional three year programme to a four year programme in order to meet the shortage of trained teachers in schools. The four year programme is a two-in-two-out-programme, that is, students spend the first year and the third year in college; the second year and fourth year are spent on practical work in schools. In other words the first year in college is preparatory and the third year

in college relates theory to the practice of the second year as well as advances students' skills for practice in the fourth year. Second and fourth year teaching and assessment is distance education based.

All teacher training colleges in Zimbabwe are affiliated to the Associate College Centre of the University of Zimbabwe for evaluation and certification.

# SEKE TEACHERS COLLEGE, SEKE

## Introduction

The college started in 1981 to train primary school teachers. From 1981 to 1982 the college followed the conventional three year programme. The 1983 entrants began to pursue the four year ('two-in-two-out') programme.

## Objectives

The overall objective of the college is to produce primary school teachers (male and female) who:

- a) are equipped with the necessary skills, knowledge, attitudes and values to enable them to teach effectively in all grades in primary schools located in any part of Zimbabwe;
- b) are able to provide all round development;
- c) are able to offer an In-Service up-Grading Course for sub-standard qualified primary school teachers leading to the certificate in education of the University of Zimbabwe;
- d) are able to provide manpower required in Zimbabwe's primary schools;
- e) are able to provide the ideological orientation necessary for the new Zimbabwe.

## Courses Offered

1. Professional foundations - psychology, philosophy, sociology and methodology as well as history of education.
2. Main subjects - English, Science, Maths, Shona, History, Geography, Art and Craft, Home Economics, Physical Education, and Music.
3. Applied Education - Methodology
4. Teaching Practice
5. Co-curricula activities

Course	Entry Requirements	Duration	Possible Number of Trainees	Actual Number		Total
				<u>M</u>	<u>F</u>	
Certificate in Education	5 Passes at 'O' Level (one of which must be a language)	4 Years	1 600 i.e. 400 students of each year group 1 to 4	800	800	1 600

### Problems, Constraints .

Financial constraints, limited facilities in the way of books, equipment, supplies and shortage of trained manpower - lecturers in specialised areas such as Science, Maths, and Practical subjects.

### Observation

The Centre is used for continued education - Adult Education programmes. Because of large numbers involved in Teacher Education, the opportunities are rather limited. However, with improved facilities and adequate staff, the college could be of more service to the community from pre-school to Adult Education.

INTRODUCTION

The Belvedere Teacher's College started in 1982 to train secondary school teachers. This college pioneered the dual subject specialist i.e. technical and non-technical subject combination on the four year programme.

Objectives

The objectives of the college are to produce Secondary School Teachers (male and female) who :

- a) are able to teach one technical subject;
- b) are able to teach one non-technical subject;
- c) have an understanding of educational theory;
- d) have a background of Science, Mathematics and Communication skills.

Courses Offered

The Technical Subjects are :

1. Agriculture
2. Building
3. Home Economics
4. Metal work
5. Physical Education
6. Technical Drawing

The Non-Technical Subjects are :

- English  
Geography  
Mathematics  
Science

Each student selects :

One Technical Subject

One Non-Technical Subject and

does a basic course in Education Theory, Maths, Science and Communication Skills.

Course	Entry Requirements	Duration	Possible Number of Trainees	Actual Number		Total
				<u>M</u>	<u>F</u>	
Agriculture	5 'O' Level			77	84	349
Building	5 'O' Level	4 Years		60	28	237
Metal Work	(Grade C or better)	Year I in College		251	11	262
Physical Education	(one of which must be a language)	Year II in College		52	42	94
Tec. Drawing		Year III in College		193	50	243
Wood Work				263	25	288
Home Economics		Year IV in Schools		0	0	0
English				260	25	353
Geography				286	56	342
Mathematics				271	54	325
Science				231	34	265

No females were offered places in the first year of the college (the present year 4)

There were no females out of 153 students in year 4 (1982 in take)

There were 14 females out of 315 students in year 3 (1983 in take)

There were 80 females out of 494 students in year 2 (1984 in take)

There were 148 females out of 524 students in year 1 (1985 in take)

Physical Education did not start until year 2

Home Economics should cater for more females in 1986

Belvedere might offer commercial subjects in 1986 - again the possibility of more females.

### Problems, Constraints

1. Shortage of staff
2. Shortage of Finance
3. Lack of teaching practice supersession mainly as a result of 1.2

### Observation

The college principal offered the following observation that the examination structure be re-oriented to a modular or credit type structure to facilitate a shorter period of training for a more limited set of objectives.

# BODNOLFI TEACHES COLLEGE, MASVINGO

## INTRODUCTION

This is a private mission run teacher training college for Primary School Teachers under the Gweru diocese of the Roman Catholic Church. The college has been operating since 1963 and is one of three private teacher training colleges in the country. In 1984 the college transferred to the four year training programme.

## Objectives

The objectives of the college are to produce Primary School Teachers (male and female) who :

- a) are able to teach from Grade 1 to 7;
- b) contribute to the country's acute teacher shortage;
- c) uphold Christian values;
- d) will fit into the Rural Areas;
- e) will contribute towards rural development.

## Courses Offered

- a) Practice of Education;
- b) Main Subjects : English, Science, History, Mathematics, Home Economics, African Studies, Religious Studies;
- c) Applied Education : Language and Communication, Mathematics, Environmental Studies, Art and Craft, Music, Home Crafts, Religious Education, Physical Education and Productive Education.
- d) Professional Foundation : Methods/Management, Philosophy, Psychology, Sociology, Contemporary Issues in Education.



Course	Entry Requirements	Duration	Possible No. of Trainees	Actual Number		Total
				<u>M</u>	<u>F</u>	
Certificate in Education	5 'O' Levels (including a Language)	3 years				
		4 years				
		1st year		151	95	246
		2nd year		106	49	155
	Accommodation capacity		300			

### Problems, Constraints

Major problem is financial - that is, although government subsidises students per year, subsidy calculation are however, based on 1970 figures. Other issues following from this relate to lack of promotion prospects for staff, increases in student fees. The college also lacks equipment, vehicles, distance education materials.

### Observation

The increase in female enrolment suggests that teaching is becoming a 'female occupation' especially at Primary School level. Another observation is that the college is already full for the 1986 intake from 1985 'O' levels candidates.

# MINISTRY OF LANDS, AGRICULTURE AND RURAL RESETTLEMENT

From September 1980, the Ministry has introduced the Zimbabwe Diploma in Agriculture at two of its four training centres.

The random sample took in the Chibero College of Agriculture.

## CHIBERO COLLEGE OF AGRICULTURE, NORTON

### INTRODUCTION

The college is situated under thirty kilometres south-west of Harare and provides facilities for students to practice intensive mixed farming according to accepted husbandry and technological principles.

### Training Objectives

The training objectives are :

1. to give the student a knowledge and understanding of the theory and practice of agriculture in Zimbabwe;
2. to enable the student to take correct decisions and display sound judgement in practical farming situations;
3. to consider farming problems from the viewpoint of the entrepreneur, farmer or farm manager;
4. to work effectively and responsibly with other people;
5. to form considered opinions on agricultural matters;
6. to communicate.

### Courses Offered

Four programmes make up the two years full-time study. These are : Animal Husbandry, Field Husbandry, Engineering and Farm Management.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual Number		Total
				<u>M</u>	<u>F</u>	
Diploma in Agriculture	1) GCE 'O' Level passes in English, Mathematics and an acceptable science subject.	2 year Course 1st year	60	40	20	60
	2) At least one season's experience in practical commercial farming.	2nd year		40	20	60
						120

Enrolment data for 1980 shows that women first enrolled in 1981. Up to then, women were not allowed to join agricultural colleges and even now, Chibero is the only agricultural college which admits women.

#### Problems, Constraints

1. Shortage of teaching aids
2. Shortage of books for library
3. Shortage of Laboratory equipment, transport and agricultural implements.

#### OBSERVATION

The notion that agricultural training is for men only needs to be altered. A counselling campaign could be launched to include agriculture on the campaign. Moreover, the stipulation in the entry requirements for at least one season's experience in practical commercial farming could become exempt in the case of women so as to make it easier for more women to join agricultural institutions. The other colleges could follow the Chibero example by admitting women onto their courses.

## THE UNIVERSITY OF ZIMBABWE

At the University, the overall female participation was 23% in 1983 and 22% in 1984. The tables below summarise the position of women in all the faculties at the University.

In the faculty of arts and social studies women constituted over 30% in 1984. It is particularly impressive to note that women enrolling in the medical field is gradually increasing - 25% in 1983 and 27% in 1984. The increase in female participation is remarkable for the veterinary science subject where 39% enrolled in 1984.

Female participation is low for the engineering field (2% in 1983, 2% in 1984). There are too few women in the engineering and technical fields at the Technical Colleges, Teacher Training Colleges and University. It can be concluded that women continue to remain in a minority even after independence within almost all technical fields and on current evidence, are likely to remain so for many years to come unless some marked change is effected within the system.

### ENROLMENT OF STUDENTS AT UNIVERSITY OF ZIMBABWE 1983

<u>Full Time</u>	<u>Males</u>	<u>Females</u>	<u>Totals</u>	<u>Percentage</u>
Undergraduate : Agriculture	117	23	140	16%
Arts	284	120	404	30%
Comm. & Law	582	158	740	21%
Education	-	-	-	-
English	223	4	227	2%
Medicine	290	97	387	25%
Science	168	48	216	22%
Soc. Studies	422	146	568	26%
Vet. Science	12	14	24	2%
Total	2 098	610	2 708	26%
<hr/>				
Postgraduate C. Work	64	18	82	22%
Postgraduate Research	15	10	25	40%
Diploma/Certificate	-	-	-	-
Total	2 177	638	2 815	23

ENROLMENT OF STUDENTS AT UNIVERSITY OF ZIMBABWE 1983

<u>Part Time</u>	<u>Males</u>	<u>Females</u>	<u>Totals</u>	<u>Percentage</u>
Undergraduate	221	45	266	17%
Postgraduate C. Work	121	46	167	27%
Postgraduate Research	46	9	55	16%
Diploma/Certificate	250	67	317	21%
Total P/T	638	167	805	21%
Overall Total	2 815	805	620	22%

ENROLMENT OF STUDENTS AT UNIVERSITY OF ZIMBABWE 1984

<u>Full Time</u>	<u>Males</u>	<u>Females</u>	<u>Totals</u>	<u>Percentage</u>
Undergraduate: Agriculture	135	32	167	19%
Arts	317	172	489	35%
C & L	589	162	751	22%
Education	-	-	-	-
English	252	5	257	2%
Medicine	300	110	410	27%
Science	188	46	234	20%
Soc. Studies	444	204	648	31%
Vet. Science	27	17	44	39%
Total	2 252	748	3 000	25%

Postgraduate Coursework	112	17	129	13%
Postgraduate Research	35	10	45	22%
Diploma/Certificate	31	10	41	24%
Total	2 430	785	3 215	24%

Part Time

Undergraduate	204	20	224	9%
Postgraduate Coursework	296	51	347	15%
Postgraduate Research	103	25	128	20%
Diploma/Certificate	165	52	217	24%
Total	768	148	916	16%
Overall Total	3 198	933	4 131	23%

## TECHNICAL EDUCATION

At independence, Zimbabwe inherited a system of technical training that was inadequate and outdated. There were manpower shortages created by emigration as well as new demands created by the expansion of the economy. There are two levels for the development of technical training in the country - local and abroad. This report shall only consider local training.

There are only six technical training colleges in the country. Of the six existing technical colleges, Harare Polytechnic, Bulawayo and Kwe Kwe Technical Colleges are in full operation. Gweru, Masvingo and Mutare technical colleges are not yet fully operational.

These colleges currently offer a variety of courses in the fields of business studies, electrical, mechanical, automotive, civil engineering, printing and graphic arts, science and technology, mining, mass communication, hotel management and catering and hairdressing.

### ENROLMENT AT THE TECHNICAL COLLEGES

Name of College	Province	1983	1984	1985
Harare Polytechnic	Harare	7 799	8 380	9 380
Bulawayo technical	Matabeleland North	2 883	3 103	3 364
Gweru Technical	Midlands	636	656	857
Kwe Kwe Technical	Midlands	442	848	1 060
Masvingo Technical	Masvingo	-	80	115
Mutare Technical	Manicaland	472	416	-
Total		12 232	12 483	13 776

SOURCE : Ministry of Labour Manpower Planning and Social Welfare.

The statistics given above clearly show that there is need to expand and to upgrade the training infrastructure in order to meet the training needs of the country.

For details of the courses offered, two colleges were randomly selected for a detailed study - these colleges are Harare Polytechnic and Masvingo Technical College.

INTRODUCTION

This is the largest technical college in the country. It has more training facilities than other technical colleges. It was not possible to consider all the departments at Harare Polytechnic due to the little time that was available for the study.

The departments that were studied in terms of the course offered, objectives of the courses and constraints encountered in running the courses include the following:

1. The Department of Mechanical engineering
2. The Department of Computer Studies
3. The Department of Adult Education
4. The Department of Mass Communication
5. The Department of Printing and Graphic Arts
6. The Department of Library and Information Services
7. The Department of secretarial studies.

Department of Mechanical EngineeringObjectives

To produce competent mechanics at National Craft Certificate level.

Courses:

1. Auto-electric
2. Panel Beater
3. Diesel fitter
4. Motor Mechanics
5. Precision machinists
6. Advance Craft Motor Mechanics.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Motor Mechanics	5 'O' Levels inc. Maths & English	24 weeks	12 per class	81	2	83
Diesel fitter	Maths, English & Science	24 weeks	12 per class	48	Nil	84

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No. <u>M</u>	Actual No. <u>F</u>	Total
Panel Beater	Maths, English & Science	24 weeks	12 per class	6	Nil	6
Auto-Electric	5 'O' Levels inc. Maths, English & Science	24 weeks	12 per class (including Cadets)	Nil	Nil	Nil
Precision Machinist	5 'O' Levels inc. English, Maths & Science	24 weeks	12 per class (including Cadets)	Nil	Nil	Nil
Advanced Craft Motor Mechanics	5 'O' Levels inc. Maths, English & Science	18 weeks	12 per class (including Cadets)	25	Nil	25

### Observations

Shortage of experienced lecturers and shortage of facilities and equipment.

### COMPUTER STUDIES

#### Objectives

1. To train professional skills in computer applications, operations and management.
2. To increase computer literacy among interested people.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No. <u>M</u>	Actual No. <u>F</u>	Total
National Intermediate Diploma	5 'O' Credits inc. English & Maths	1 year FT or Pt	40 (1986) 40 PT (1986)			
National Intermediate Diploma	NID or equivalent	1 year FT 2 years PT	30 (1986)			
			24 (1985)	10	11	21
			30 PT (1985)	20	3	32

### Observations

Lack of staff with teaching and computer experience. Shortage of adequate teaching material - no text books, shortage of consumables.

### DEPARTMENT OF ADULT EDUCATION

#### Objectives

1. Extension studies of various kinds are offered which :



- a) Help to make students self sufficient;
- b) Inculcate skills which improve the quality of their life style;
- c) Provide, in some cases, a source of income;
- d) Provide, cultural activities for sparetime occupation.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No		Total
				<u>M</u>	<u>F</u>	
All Courses	No entry requirements except Beauty-Therapy - 5 'O' levels, & 18 years of age.	Most short courses are 10 weeks, Sewing 20 weeks, Beauty 36 weeks.	Approx 40 per course	Not given		

### Observations

No proper kitchen for cookery and Home economics, limited facilities. Lack of successful market research to discover what courses are necessary.

### DEPARTMENT OF MASS COMMUNICATION

#### Objectives

1. To produce all-round broadcast and print journalists, competent to work at mid-career level after training.
2. Give a basic training in journalism - able to begin work as reporters in the media or writers in other fields of communication.
3. To produce broadcast personnel armed with an academic background coupled with practical experience in the planning, production, evaluation and TV programmes and of audio and video software.

National Diploma Mass Comm.	2 'A' levels plus 5 'O' levels or 2 years experience.	2 years	20	14	4	18
NID Journalism	5 'O' levels	1 year or 2 years experience.	22	16	10	26

## Observations

- a) Shortage of Equipment e.g. Broadcast Studio and similar hardware,
- b) Transport for field training,
- c) Print equipment,
- d) Hostels for students.

## DEPARTMENT OF PRINTING AND GRAPHIC ARTS

### Objectives

1. To assist students to acquire the basic theoretical and practical skills in the course of their choice.
2. To supply industries with sufficient qualified personnel for their requirements.
3. To encourage students to acquire a sense of 'pride' and 'achievement' in their work.
4. To try to make students into 'good all-round citizens' so that they are better able to fit into the society in which they find themselves.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No		Total
				M	F	
Printing	Employed as apprentices	1 year	80	22	3	25
Graphic Design	5 'O' levels plus Portfolio	3 years	25/year	9	16	25
Photography	5 'O' levels plus Portfolio	2½ years	8/year	6	3	8

### Observations

Hampered by the lack of sufficient funds to purchase materials needed.

Difficult to obtain suitably qualified lecturers in certain areas.

Difficult to find suitably qualified personnel to set, mark and moderate local examinations.

## DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE

### Objectives

1. To alleviate the manpower shortages for librarians in Zimbabwe.
2. To end the dependency at having to send students for training outside Zimbabwe.
3. To provide staff for the proposed National Library and Documentation Services.
4. Certificate course is run for the benefit of those employed in libraries and who need additional training.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
National Library & Information Diploma	5 'O' levels at C or above (with English being Essential)	3 years	25	10	4	14
Library and Information Assistant's Certificate	5 'O' levels (English Essential)	1 year				

### Observations

The Diploma course has suffered from the lack of funds available. Many potential students could not enrol as the scholarships did not cover their living expenses. They have transport problems. The course also suffers due to lack of transport at the college, visits to libraries have to be curtailed and arrangements often have to be cancelled at the last moment.

## DEPARTMENT OF SECRETARIAL STUDIES

### Objectives

1. Train Secretaries
2. Train Shorthand/Typists
3. Train Clerk/Typists
4. Train Bookkeepers
5. Train Receptionists
6. Train Commercial Teachers.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
NFC	Minimum age of 17 with 2 years secondary schooling	1 year	176		171	171
NC	3 'O' levels with passes in English language	1 year	88		58	58
NID	5 'O' levels inc. English language	1 year	44		29	29
ND	NID	1 year	-		-	-

Observations

Problems of attracting suitably qualified applicants.

Shortage of trained staff.

## MASVINGO TECHNICAL COLLEGE

The college is situated in Masvingo town and it caters for the skills training needs of the people in that province. The college was opened in January, 1984 and construction work is still in progress.

### Objectives of Training

1. To contribute to the broadening of skilled manpower base in the country;
2. To offer professional skills in business studies and secretarial work.

### Courses Offered

As the college is still under construction, only one department is in operation. This is the department specialising in business studies. Courses that are being offered are:

- a) The National Foundation Certificate which is run for one year. Minimum entry to this course is Z.J.C. or 'O' Levels. The course provides trainees with skills in typing and office practice.
- b) The National Certificate is run for one year. The course is more advanced than the National Foundation Certificate. The minimum entry qualification is 3 'O' Levels.
- c) The National Intermediate Diploma covers commercial law, financial accounting and quantitative methods. The minimum entry qualification is 5 'O' levels. The course is run for one year.

### Proposed Expansion

A new diploma course in business studies. This diploma course will be localised and is similar to the National Intermediate course except that an additional subject in business computer studies will be included.

There are plans to include other departments specialising in;

Chemical Engineering;

Mechanical Engineering;

Electrical, Automotive Engineering;

Science/Technology;

Chemical/Food science and

Commercial, Business and Secretarial Studies.

### Staffing

The staffing position at the college is very poor. There are only six lecturers and one head of department.

### Problems

a) A shortage of facilities

There are no facilities such as duplicating machines, tape recorders, computers, and transport. The availability of such facilities would improve the smooth running of the college.

b) Staffing

There is need for more lecturers. These lecturers should be skilled and local.

c) Sports equipment

Sports facilities are needed.

## POSTS AND TELECOMMUNICATIONS CORPORATION (PARASTATAL)

The survey looked at training opportunities for out-of-school girls in a parastatal - the Posts and Telecommunications Corporation. (P.T.C.)

Training in the P.T.C. is divided into two sections, namely Engineering and Office Training. Technical training in Training Implementation, Planning and Coordination takes place at the P.T.C. Engineering College whereas training in General Post Office Practice takes place at the Main Post Office in Harare.

### a) P.T.C. Engineering Training College, Belvedere, Harare

Department of Technical Training Implementation.

#### Objectives

1. To provide a service which meets the Telecom. Mechanic Training needs of both the Corporation and the Staff employed.
2. Install External Plant Networks and equipment.
3. Maintain External Plant Networks and equipment.

#### Courses Offered

1. Underground Pair Cables
2. Overhead Line Construction and Maintenance
3. Subscriber's Apparatus Installation and Maintenance
4. Telegraph Subscriber's Apparatus Installation and Maintenance.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Trainee Telcom Mechanic	3 GCE 'O' level Subjects. Must include Maths & Science	2½ years	149	100%	-	149

### Observation

So far no women have enrolled on this course though discussions with the principal revealed that there are prospects for out-of-school girls in the field of subscribers, apparatus installation and maintenance. The department is experiencing:

Shortage of Training Staff (Qualified),  
Field Training Officers and  
Experienced Field Staff to assist the trainees.

### b) Department of Technical Training Planning and Coordination

#### Objectives

To provide technicians in disciplines listed below who will be able to install, maintain and clear faults in the network in Zimbabwe.

#### Courses Offered

1. External Plant Technician Training
2. E.M.D. Switching Technician Training
3. Stronger Switching Technician Training
4. Multiplex and Carriers Technician Training
5. Microwave Technician Training Radio
6. Teleprinter, EDX Switching Technician Training.



Course	Entry Requirements	Duration	Possible No. of Trainees	<u>M</u>	<u>F</u>	
Trainee Tele. Technician	5 Good 'O' levels inc. A or B in Maths Physical science Physics & English or 2 good 'A' levels Maths and Physics	18 mths	48 at two intakes of 24	97% over three years	3% over three years	48

### Observation

About three percent of the women enroll on this programme. The intake could be increased.

### P.T.C. Main Post Office Training Section, Harare

In - service training for staff within the Corporation.

### Objectives

1. To provide instruction to trainees on all aspects of postal clerk training.
2. To provide an efficient Public Service.
3. To ensure in service staff are kept 'au-fair' with changes, mechanisation etc.
4. To teach trainees a specific skill.
5. To provide a background knowledge for future advancement.

### Courses Offered

1. Counter Clerk Training
2. Telegraph (Telegraphists) Training
3. Postmaster Training
4. General Clerical Training
5. Supervisor Training

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Counter	5 'O' levels	8 weeks	6	Not given		
Telegraph	5 'O' levels	8 weeks	8			
Postmaster	In Service	6 weeks	6			
Service Sales Clerk	5 'O' levels	5 weeks	6			
Supervisor	In-Service	2 weeks	15-20			

### Observation

Male/Female ratios not given. However, discussions with the Principal and her staff suggest that the trend is for men to move into what would have been considered as 'female occupations' in the corporation.

### Overall observations

As seen in earlier sections of this report, a considerable amount of evidence has been collected which suggests that a variety of sex differences in attitude, behaviour and attainment is present amongst those studying at the technical colleges. The sex stereotypes and sex differences are active in restricting the access of women in occupations which have been traditionally the preserve of the other sex.

It was not possible in the present study to conduct an exhaustive empirical examination of sex differences in attitude and behaviour. However, case studies of Harare Polytechnic, Masvingo Technical Colleges and the P.T.C. Engineering College have assisted in highlighting some of the problems of technical training and the participation of women in technical education.

It is evident that :

- a) Girls are seriously underrepresented in the electrical mechanical and engineering fields. There is need to encourage more girls to participate in these fields.
- b) The objectives of the courses suit the needs of a developing country like Zimbabwe. However, there is need to resolve the problem of staff shortages at the colleges.

MINISTRY OF EDUCATION (NON-FORMAL EDUCATION SECTION)

Non-formal Education is a section within the Division of Education Development in the Ministry of Education. The other sections in the Division of Educational Development are Teacher Education and Curriculum Development, respectively. The Ministry of Education has three other Divisions, namely, Division of School Services, Division of Planning and the Division responsible for Administration and Finance.

The National Adult Literacy Campaign is jointly coordinated by the Ministry's Non-formal Education Section and the Training Section within the Ministry of Community Development and Women's Affairs. Whilst the latter Ministry attends to the overall organisation, mobilisation, provision of transport, the distribution of material, setting up of classes and organisational logistics in the Adult Literacy Campaign, Non-formal Education in the Ministry of Education is responsible for specific aspects of literacy such as preparation of learning materials (primers) and evaluation of the learner's progress.

Estimates suggest that of the 200,000 to 250,000 participants in the Adult Literacy Campaign majority are women.

A second area of responsibility for Non-formal Education relates to Afternoon and Evening classes. Afternoon and Evening classes were introduced in September 1981 to allow disadvantaged employed and unemployed people to further their education up to primary school level. Estimates suggest that 500,000 adults attend afternoon and evening classes. The sex ratio for this group is half male and half female.

In addition, the section for Non-formal Education organises and is responsible for government aided Study Groups. At present there are 1,000 Study Groups catering to approximately 100,000 students nationwide. About 75 percent of the students are of school going age of which approximately fifty percent are women. The course content of the Study Groups are academic, that is, Junior Certificate, 'O' and 'A' levels. Participants are organised into groups of twenty or more. The Study Groups are registered with the government which in turn approach and register a mentor who administers the Study Group. The Education Officers in the region monitor the Study Groups.

Correspondence Education is the other area which falls under Non-formal Education. The Section is responsible for registering Correspondence Colleges, Private Independent and Academic Colleges. At present there are eleven Registered Correspondence Colleges in Zimbabwe. It is important to note that the Section closely monitors, evaluates and assesses the course materials for all private educational institutions. With respect to Private/ Independent Academic Colleges there are between forty and forty-five such colleges (with only one being registered after Independence in 1980). Most of these colleges seem to be operating as private schools.

In order to enhance its role, the Government has convened a National Council for Adult and Non-formal Education. It is hoped that this body will address itself to problems of lack of personnel, poor publicity, appropriate curriculum development (in Adult and Non-formal Education) as well as examine legislation vis-a-vis private correspondence colleges.

The capacity of correspondence colleges and private educational institutions for absorbing school leavers in general and out-of school girls in particular is reflected from the random sample on education, training opportunities with respect to these centres.

Commercial and Technical Colleges are mainly concerned with providing office management studies, type-writing, shorthand courses, bookkeeping as well as tuition for public examinations such as 'A' level and 'O' level, General Certificate of Education and professional examinations and general coaching.

In Zimbabwe, the Government and Non-Government Agencies work hand in hand in providing Adult Education and Training to all sections of the people. In this partnership, the Government lays down policy directives, while the Non-Government agencies, together with varying degrees of Government involvement and participation provide the needed education skills and training.

## MINISTRY OF YOUTH, SPORT AND CULTURE

The Ministry was set up in 1980 to further the interests of young people and to create conditions whereby young people can become involved in national development.

The Ministry of Youth, Sport and Culture is made up of several departments ranging from Youth Projects, Youth Service and Skills Training, to Sports, Recreation and Culture.

Briefly, the Departments of Youth Projects and Youth Service and Skills Training are specifically involved with education, training and employment. The section of this report which discusses and reviews employment creation and employment opportunities, etc. in Zimbabwe (Part 2 : Section 2) contains an account of the Youth projects set up under the Ministry. This section (Part 2 : section 1) on education and training opportunities will therefore focus on the Youth Centres where education and training is provided. But before doing so, a brief note on the Youth Brigade Movement under the Department of Youth Services and Projects is given below:

### Youth Brigade Movement

The Youth Brigade Movement was formed in 1981 as a national umbrella organisation for the youth of Zimbabwe. The Government felt that, in order to mobilise its human (and material) resources for development (and ultimately transformation), it would be strategically inappropriate to leave out young people in a country where 65% of the population are under twenty-five years of age.

The Movement is the biggest youth organisation in Zimbabwe with over 50,000 members. For a detailed account of the objectives, structure and functions of the Youth Brigade Movement see Appendix 2 of this Report. "The Youth Brigade Movement of Zimbabwe : A Guide to the Movement".

### Youth Training Centres

In accordance with the objectives of national policy for development and self-reliance, the Youth Training Centres were set up in the Ministry under a Department of Youth Service and Skills Training. These centres provide training in various skill areas so as to equip their graduates with appropriate

levels of skills to compete effectively on the labour market as well as set up income-generating projects or engage in forms of self-employment.

National development objectives aside, the Ministry fully recognises the effects of our historical legacy upon young people. For example, young women were particularly disadvantaged due to colonialism and socio-cultural values affecting their promotion and advancement. As a result of all these factors (see Introduction to this Report) illiteracy, low educational levels which were higher among young women put them at a disadvantage when it came to further training or employment. Re-entry into the educational system very often presupposes minimum entry requirements and employment in the formal sector is generally governed by attitudes, stereotypes of women which creates barriers for female employment.

Soon after independence the Ministry of Youth, Sport and Culture set up the infrastructure for youth training and skills development for self-reliance in employment.

The emphasis on training at the thirteen centres is on learning by doing. Theoretical training is aimed at developing specific skills, that is theory is taught to enable students to grasp concepts, read and understand the literature as well as to assist students to communicate to others what they have learnt.

#### Objectives of Youth Training Centres

The objectives of the Youth Training Centres are :

- 1) To equip youth with skills that will enable them to earn a living and participate fully in national development.
- 2) To encourage the establishment of youth projects, create employment, check rural-urban drift and reduce youth delinquency and crime.
- 3) To inculcate discipline and responsibility among the youth.
- 4) To enculcate loyalty and allegiance to the State of Zimbabwe.
- 5) To develop Youth Cooperatives.

Courses Offered are as Follows :

Compulsory subjects at all training centres : Agriculture, Physical and Political Education. Agriculture includes small livestock, animal husbandry, horticulture, soils and crops, conservation and apiculture (beekeeping).

Optional subjects vary from training in motor mechanics, hotel catering carpentry, weaving and mecrame crafts, building, metal work, fitting and turning, typing, bookkeeping, commerce, office practice, business English and home economics.

Entry Qualifications:

The only condition for entry into the courses for trainees is that they must be members of the Youth Brigade Movement who are recommended for training by their brigade section.

Duration :

Training is for two years at all centres.

LIST OF TRAINING CENTRES, COURSE OFFERED AND ENROLMENT

Training Centre	Course	Possible No. of Trainees	Actual No.		Total
			M	F	
Eagle Training Centre	Typing & Office Practice, Bookkeeping, Business English	180	-	162	162

Observation

It is one of the few centres with a high female enrolment. However, shortage of funds at this centre has given rise to shortage of text-books and lack of adequate transport.

Magamba Training	Carpentry, Building, Home Economics, Wood & Stone Carving.	350	208	52	260
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Observation

In addition to shortage of funds, the centre has a low female intake.

Nyanyadzi Training Centre      Carpentry & building

Observation

Centre not yet developed due to lack of staff accommodation, shortage of funds and training equipment.

Mount View Training Centre	Home Economics and Building	50	25	24	49
1st year		(38)	19	19	38
2nd year		(11)	6	5	11

Observation : (This is one of the Centres that we visited).

This centre opened in 1981 for girls only with an enrolment of thirteen trainees. In 1983 only eleven girls graduated. Most of the girls who dropped out did so for personal reasons. One can speculate and suggest that as the centre had only just started, the attitude of those who dropped out could only have been skeptical.

The 1982 enrolment took in twenty-four girls (exclusively). In 1984, thirteen graduated. From 1983, the centre decided to enrol boys as well as girls and the figures for that year's enrolment are fifteen boys and ten girls. The 1985 graduate list shows that out of the total of twenty-two graduates, fifteen were boys and seven girls.

The low female graduation rate may also be attributed to the fact that men seem to face less social pressures from family. Moreover, at this stage, the Ministry of Youth had a very small budget for setting up youth (employment) projects in the country. The disjuncture between training and employment creation may have also been a factor accounting for female skepticism.

The centre is very well managed and exhibits a high degree of enthusiasm among both staff and trainees.

The centre is self-sufficient in most of its dietary requirements. For example, it has a total of ninety-four herd of cattle (seventy-one beef and twenty-



three dairy). Eleven hectares of land were cultivated in 1984 out of a possible twenty-nine hectares. Mention should be made of the drought which introduced financial restraints. Overall, the centre banked Z\$53,000 from the sale of its produce in 1984.

Although the centre is working on self-help basis (teaching self-help by practising self-help) constraints continue to affect the centre, namely, funds to purchase equipment, for building projects and improvement, textbooks for all subjects and transport.

In respect of transport most staff have to rely on public transport from Marondera (30 Km) away and this is often unreliable.

The Mount View Training Centre has tried to keep a list of its trainee graduates from 1983 to 1985.

Trainee Graduates 1983:

11 Graduates all female, and single. All the girls specialised in home economics and apiculture (with agriculture and physical education). Age ranges vary from seventeen to twenty-seven years of age.

Trainee Graduates 1984 :

13 Graduates all female, all single specialisation as above. Age ranges from eighteen to twenty-eight.

Trainee Graduates 1985 :

22 Graduates of which seven were females, all single. Again subject specialisation as above. All the men did building and apiculture.

Training Centre	Course	Possible No. of Trainees	Actual No.		Total
			<u>M</u>	<u>F</u>	
Mt. Hampden Training Centre	Weaving & Macramé Home Economics Fine Arts Music Building	50	22	16	38

Observation

The Centre is not fully developed : no staff accommodation therefore staff commute from Harare. Shortage of funds and training equipment. Lack of adequate transport.

Ruwa Training Centre	Carpentry	20	18	-	18
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Observation : We visited this Centre.

The first intake of students was in 1984. Major problem is lack of accommodation, equipment (for example there were 5 planes for 18 trainees) and transport.

This centre could introduce Metalwork on its Curriculum.

Kaguvi Training Centre	Carpentry, Home Economics Building	350	350	50	400
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Observation

Shortage of funds and training equipment. Lack of office furniture, although the carpentry section makes furniture. Lack of adequate transport.

Nyahari Training Centre	Building	30	20	-	20
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Observation

The issue of men opting for 'male subjects' and women not training in those areas is reflected in the enrolment. We hope this changes as the centre is not yet developed.

Training Centre	Courses	Possible No. of Trainees	Actual No.		Total
			<u>M</u>	<u>F</u>	
Mushagashi Youth Training Centre	Building, Home Economics	50	35	15	50

Observation:

We visited this Youth Centre in Masvingo Province.

In 1984, of the fifteen girls who were enrolled onto the training programme, only seven remained. Similarly, fifteen boys dropped out from a total of twenty-five boys. Discussion with officials at the Centre revealed a very interesting reason for the high drop out rate. Very often, trainees were misinformed about subjects being offered at the Centre. Most of the boys who dropped out for example came hoping to do Motor Mechanics. It is not surprising that the girls dropped out as the centre has only three sewing machines, three weaving machines and is generally lacking in all round infrastructure. However, an interesting feature of the present intake shows that sixteen boys have joined the fifteen girls for Home Economics with the remainder nineteen boys doing building. No girls have opted for building. In spite of inadequate facilities, the centre is producing approximately thirteen dozen eggs daily, and sold a hundred and five bags of maize to the Grain Marketing Board last year.

Pangani Training Centre	Carpentry Building, Home Economics Fitting & Turning Welding & Metal Work	Not given	248	12	260
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Observation

Shortage of funds and training equipment. Lack of adequate transport.

Esigodini Training Centre, Esigodini, Matebeleland South	Building Carpentry	100	80	-	80
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Observation

Centre not fully developed. Shortage of funds and training equipment. Lack of adequate transport.

Training Centre	Courses	Possible No. of Trainees	Actual No.		Total
			<u>M</u>	<u>F</u>	
Ntabazinduna Training Centre	Building Carpentry Welding & Metal Work Home Economics	150	Not Given		-

Observation

The problems are lack of finance.

Chaminuka Training Centre, Mt. Darwin, Mashonaland Central	Building Carpentry Home Economics, Motor Mechanics, Leather work, Fitting & Turning, Typing & Office Practice & Bookkeeping.	460	366	94	460
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Observation

The Chaminuka Training Centre which became fully operational as a Youth Training Centre in 1982 is by far the largest Training Centre under the Ministry of Youth, Sport and Culture.

We visited this Centre. Originally a farm, which was purchased by Government in 1981, the centre started off as a placement centre for hundred and forty ex-combatants.

From 1982 Chaminuka began as a Youth Training Centre with hundred and thirty-eight male trainees. Women were not admitted onto either the 1981, nine month placement programme for ex-combatants nor the 1982 training programme as the Centre was not able to provide suitable accommodation for women.

However, the 1983 intake of hundred and eighty-four trainees included sixty girls. As the enrolment figures for 1984 increased to two hundred trainees, a third were girls. During our visit to the Centre in October, the Centre had already recruited three hundred and fifty trainees (of whom ninety four were girls) and was continuing to receive applications for places. The full capacity is four hundred and fifty, although Chaminuka only has accommodation for under a hundred girls.

The Chaminuka Training Centre is situated on 1,302 hectares of which a third is arable. Last year they sold 3,000 bags of maize to the Grain Marketing Board (Z\$18 per bag) and 1,400 bales of cotton (Z\$200 per bale) to the cotton Marketing Board. The Centre are proposing to put 200 hectares under cotton, 100 hectares under maize, 15 hectares under sorghum, 15 hectares under sunflower and 20 hectares under beans. Proposals are also underway to set up a fisheries department.

In spite of the tremendous potential at Chaminuka, equipment shortages, spares shortages for tractors etc. and transport problems in general are difficult to overcome. The nearest clinic to the Centre is seventeen kilometres away. Chaminuka has the basis to be developed into a large scale commercial enterprise offering intensive skills training in agricultural development and management techniques. The tendency has been towards specialisation in motor mechanics at the centre. While this is not bad at all, agricultural engineering could be incorporated onto the training programme for example and motor mechanics could go to another training centres.

#### Overall Observations for All Training Centres

Study Groups whereby students can advance their formal education are organised at all the Training Centres. The study groups are registered with the Non-Formal Education section in the Ministry of Education. A noticeable trend for the 1985 intake has been that the levels of formal education among trainees is higher in comparison to previous years.

A second general observation pertains to the production activities at the centres where only 25% of the training is theoretical/class room oriented. In spite of inadequate facilities and problems related to finance, the centres have from 1982 (year of commencement) to 1985 contributed a total of Z\$380,000 to treasury.

<u>Year</u>	<u>Amount Given To Tresury</u>
	Z\$
1982/83	6,893
1983/84	126,346
1984/85	243,716

It is important to point out that most of the Centre revenue was generated from agricultural projects during conditions of drought. In fact, rough estimates for 1985 onwards suggest that due to good rainfalls (1984/85-1985/86) it is hoped that the centre revenue to Treasury will multiply threefold.

The total enrolment figures for 1984 at the thirteen Training Centres was one thousand two hundred and eight. The figure for 1985 is expected to rise beyond the 1984 totals. The total for women trainees at the Centres is just under six hundred; or half the 1984 total and under a quarter for the 1985 total.

The static increase in female enrolment or even a decrease in ratio to the 1985 estimates suggests that:

- a) counselling for out-of-school girls needs to be improved and
- b) financial arrangements for the Centres (as well as management, planning skills) be improved.

Another factor possibly affecting enrolment may be due to the issue of certification. Firstly, a brief comment on financial arrangements. It is apparent that all the Youth Centres (as well as Youth Projects - see section b) are having great financial problems. Needless to say expansion programmes and proposals for development are in turn affected.

The principal issue appears to be governments arrangement whereby all funding is done through Treasury to whom all Centres, Projects (Ministries) are accountable. The issue of reinvestment (or relative autonomy) of finances by a Centre or a Project (following Treasury's approval) needs to be looked into. The issue we are commenting upon is really one of coordination and what is being suggested is that coordination be improved at all levels so as to enhance this very vital area of Youth Training and skills provision for self-reliance and rural based employment activity.

A second area where coordination appears to be weak relates to the issue of certification of Centre graduates. Apparently, the Ministry of Labour, Manpower Planning and Social Welfare - Vocational and Technical Division - has to evaluate and approve of the level of skills training at the Centres for purposes of certification.

Given that these Centres are re-constructed and fully equipped they will be able to produce fully trained graduates who will enhance the success of the concept of self-reliance in the country.

The Ministry of Community Development and Women's Affairs was established soon after independence and is comprised of two sections - Community Development Section and Women's Affairs Section.

While the section on women's affairs seeks to close the present gap of disparity between men and women's advancement, community development programmes aim to foster total community participation in all aspects of the project cycle by both men and women as equals.

Thus the objectives of the Ministry can be summarised as follows :

- 1) to raise (through community programmes) the standard of living of the people particularly those based in rural areas and were hitherto neglected.
- 2) to reinforce and extend the role of women in community development, and
- 3) to stimulate and sustain grassroot level participation in the development process through suitable institutional mechanisms.

In order to achieve the above objectives, the Ministry has cadres at village, ward, district and provincial levels. These are supposed to help groups to identify needs, plans, implement, monitor and evaluate projects.

Further they have to assist with training in skills needed to start or improve income-generating projects which usually range from small scale industries, handicrafts, uniform making, soap making, gardening, poultry keeping, bakeries, jam and honey making, to savings clubs, etc. These are mainly directed to women in order to lessen their dependency, a dependency which has adversely affected their status and claim to equality. Skills development is encouraged in order to promote the economic viability of the projects.

Besides encouraging the income generating activities, the Ministry also coordinates the adult literacy campaign and the formation of pre-schools.

To determine how far the masses are actively participating in the projects designed to improve their socio-economic positions, review of their involvement in income generating projects, social development projects and infrastructural projects will be undertaken.

### Income Generating Projects

As of December, 1984, the number of income generating projects had increased from three thousand eight hundred and thirty-seven in 1983 to eight thousand two hundred and thirty-seven with a total membership of one hundred and sixty-three thousand, seventy-seven percent of whom were women. Some of the projects in this category are bakeries, uniform making, weaving, vegetable gardening, poultry, basketry, woodwork and piggery. Of special significance to the Ministry's activities was the establishment of a factory specialising in making school uniforms in Chitungwiza. The factory is able to produce over seventy-three thousand units per year and employs fifty-four women and sixteen men.

### Social Development Projects

Communities have been mobilised for social development projects such as women's clubs, savings clubs, literacy groups and pre-schools. As at December 1984 there were one thousand two hundred and thirteen savings clubs, four thousand three hundred and eleven pre-schools with approximately two hundred and eighteen thousand eight hundred children and about three hundred thousand adults attending literacy classes.

### Infrastructural Projects

Rural Communities were mobilised to dig wells, trenches for piped water supply, and to build toilets, roads, clinics, dams and bridges. Further soil erosion prevention and tree planting were undertaken. By December 1984, the communities had built one thousand four hundred thirty-seven protected wells, one hundred and thirty-four dams or weirs, one hundred and thirty-three boreholes, five thousand six hundred and thirty-three blair-type toilets, thirty-three small bridges, one hundred and nine stretches of roads, hundred and eleven dip tanks, hundred and fifty-two club halls, two hundred and fifty-two community halls, four hundred and ninety-nine pre-school halls, five hundred and three school buildings, one hundred and fifty-three health centres and fifty-three market centres.

### Training

Cognisant of the fact that implementation and operation of projects depends on skills, training programmes were launched to train communities in new skills and to upgrade already existent skills. Thus, as at December, 1983, over five hundred courses were organised in project planning, project management and leadership. At present the Ministry has a National Training Centre for Rural



The following figures give an indication of the number of people involved in the projects and training programmes.

NUMBER OF PARTICIPANTS FOR ACTIVITIES IN THE PROVINCES, 1982

Activity	Masvi-ngo	Mat. North	Mat. South	Manic-aland	Mash. Central	Mash. East	Mash. West	Mid lands	Natio-nal Total
1. Training Courses	19 380	8 370	10 620	6 300	5 340	5 940	4 590	13 440	73 98
2. Co-op gardens	3 835	258	-	-	-	-	-	-	4 09
3. Poultry/ Rabbitry/ Piggery	3 732	370	338	-	-	-	-	-	4 44
4. Uniform- making	68	112	-	-	-	-	-	-	18
5. Community Halls	1 432	-	-	-	-	-	-	-	1 43
6. Clubs Training Centre	-	705	1 650	-	-	-	-	-	3 78
7. Pre-School Halls	-	159	7 618	-	-	-	-	-	7 77
8. Women's Clubs	11 422	5 053	9 945	-	-	-	-	-	26 42
9. Savings Club	2 802	913	-	-	-	-	-	-	3 71
10. Literacy Groups	2 265	-	-	-	-	-	-	-	2 26
11. Pre-School Groups	42 032	-	12 101	-	-	-	-	-	54 13
12. Others	-	-	-	-	-	-	-	-	-
TOTALS	86 968	15 940	42 272	6 300	5 340	5 940	4 590	13 440	104 7

SOURCE : Report of Community Development and Women's Affairs 1982.

Courses in marketing skills, the costing of projects, civic education and adult literacy were conducted. During the year, these courses were attended by nearly 75,000 people, most of them women in the rural areas.

## The National Training Centre for Rural Women

The Training Centre is situated 34 kilometres East of Harare and was set up under DANIDA Sponsorship in November 1984. It runs courses aimed to impart basic skills to women from all provinces and can accommodate fifty residential participants at a time. In addition, they organise day courses for the local community.

### Objectives

The objectives of the Centre were:

- a) to train and support community workers and village leaders in order to make them better qualified for work in the communities;
- b) to raise living and economic standards of people in rural areas through projects aimed at injecting the self-reliance spirit;
- c) to continually, through statistics on persons trained at the centre and the number of courses undertaken, assess and evaluate training programmes.

### Courses Offered

At the time of our visit, the centre had offered (run) thirty-five courses. The courses included, dress-making, tie and dye, agriculture (mainly market gardening), cooperative management, nutrition and child care, health, pre-school teaching, literacy and introductory courses into the new government structures (VIDCOS and WADCOS).

In addition, Non-Government organisations e.g. Association of Womens Clubs, ZIMFEP and other Ministries also run courses of their special interest at the centre.

### Observations

The courses offered so far are basic and therefore the skills acquired do not enable the participants to produce goods that can compete effectively with those produced by well established organisations. Despite this, the centre had great potential for expansion. The centre has a demonstration plot which is being used for market garden ng.

## Roger-Howman Training Centre

The Centre which is situated in Masvingo was started in 1970 as a women's training centre under the Ministry of Internal Affairs. In 1981 its parent Ministry became the Ministry of Community Development and Women's Affairs. At that time it catered for women in the whole country but became a Provincial Centre when the National Training centre for Rural Women was established in 1984. Its training capacity is 50 but usually 30-35 participants are enlisted because of accommodation problems. At present participants are recruited from the seven districts in the Masvingo Province. Like the National Centre it also allows voluntary organisations to use it for their training programmes. The Centre is run by staff of ten general staff and two full-time trainers. Other trainers work on a part-time basis.

### Objectives

The overall objective is :

1. to inject the spirit of self-reliance
2. to instil confidence in leadership
3. to develop skills for the management of cooperatives
4. to initiate understanding of the value of pre-school education
5. to give participants ideas on income generating projects
6. to know the value of pre-school education.

### Courses Offered

The Centre mainly runs five courses for rural women from organised women's clubs :

The courses offered range from :

Adult Literacy

Child Care

Nutrition

Leadership

Cooperative formation and management

Cookery and Dress-making and Family life education which is offered to both men and women though at different times because the centre cannot cater for them both at the same time.

Constraints and Problems : rally around following issues :

1. Facilities which are not adequate to meet the need for training.
2. Duration of courses which is regarded as too short and therefore it was felt that a resource is being wasted by "spreading it too thinly".
3. Participants are mixed in the sense that people of all levels of education learn together.
4. Lack of teaching equipment e.g. Overhead Projector.
5. The system of follow up is very weak.
6. Need for Transport for trainees so that they can visit factories and other projects.
7. Lack of creche facilities at the Centre which therefore limits participation possibilities.

Observation

Not many school leavers join because they associate the Centre with mothers and house-wives. There is need to ask school-leavers what their training needs are.

## MINISTRY OF THE PUBLIC SERVICE

### Public Service Training Centre, Harare

This is a National Centre involved with in-service training for lower and middle echelons in the Civil Service. We decided to include the Public Service Training Centre in our random sample for two reasons. Firstly, the Public Service is amongst the largest employer in the country with over eighty thousand employees and secondly, the training offered to staff in the lower and middle echelons of the service reflect the numbers and courses to which women attend.

The main target groups are the Administrative Group and the Clerical, Executive Group within the Service. The Centre comprises of 5 sections, namely, Personnel Section, Typing Training Section, Management and Training Section, Accounting Section and finally, Registry Section.

Overall, the Centre is an in-service training centre and as such is not involved in recruiting. There is, however, one tangent in that the Typing Training Section is responsible for testing all those who wish to join the Civil Service as typists.

Course details for each section with entry requirements, duration of course and enrolment for male and female are as follows:

1. Typing Training Section
2. Personnel Section
3. Management and Training Team Section
4. Accounting Section
5. Accounting Section
6. Registry Section

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
<u>"TYPING SECTION"</u>						
Typing Tests	Minimum of 5 'O' levels Inter. Pitman Certificate	30 min.	24		24	24
Upgrading courses	A minimum of 32 w.p.m.	3 weeks	12		12	12
Upgrading Tests	A minimum of 35 w.p.m.	30 min.	12		12	12
Shorthand Tests	80 w.p.m.	35 min.	1		1	1
2. <u>"PERSONNEL SECTION"</u>						
Admin. I	As per Appointment & Advancement Circular	24 June/5 Jul.	20		12	6 18
Personnel I.		24 Jun/12 Jul.	14		8	3 11
Personnel II.		1-12 July	16		14	- 14
Personnel I.		1-19 July	14		7	4 11
Introductory		2- 4 July	30		25	6 31
P/Secretaries		8-12 July	15		-	16 16
Clerical		8-19 July	20		7	9 16
Clerical		15-26 July	20		9	10 19
Personnel I.		15 Jul/2 Aug.	14		8	4 12
Admin. I.		22 Jul/2 Aug.	20		12	5 17
Personnel I.		22 Jul/9 Aug.	14		7	5 12
Personnel III.		29 Jul/9 Aug.	16		11	4 15

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No. <u>M</u>	Actual No. <u>F</u>	Total
<u>"MANAGEMENT &amp; TRAINING SECTION"</u>						
Supervisory Management	As per appointment procedures	For July 1985 5 days	12	7	2	9
P/Secretaries Management		1 day 5 days	15	-	16	16
Audio-Visual Aids		5 days	12	11	-	11
Supervisory Management		5 days	10	8	-	8
Introductory		5 days	12	11	2	13
		1 day	40	25	6	31
<u>"ACCOUNTING SECTION"</u>						
Accounting I	Work in the A/C Section of a Ministry	3 weeks	60	43	13	56
Accounting II	Successful completion & performance on Accounting I & recommendation by Ministry	2 weeks	100	61	35	96
Clerical	Recommendation by Ministry	2 weeks	40	16	19	35
Admin I	Recommendation by Ministry	2 weeks	40	23	12	35
P/Secretary	Must be Private Secretary and recommended by Ministry	1 weeks	16	-	16	16
Introductory	Recommendation by Ministry	3 weeks	40	25	6	31
<u>REGISTRY SECTION</u>						
Classifiers Registry (Part)	5 'O' levels	2 weeks	16	1	14	15
Registry Introductory	"	1 day	10	5	7	12
Clerical Course	"	2 weeks Registry Sec. 1½ days	20	7	9	16

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
<b>"REGISTRY SECTION"</b>						
P/Secretaries	5 'O' levels	Registry Sec. 1½ days	16	-	16	16
Registry Procedures	"	3½ days	16	2	12	14
Clerical Course	"	Registry Sec. 1½ days	20	9	10	19
Registry Classifiers	"	2 weeks	16	1	12	13
Ditto (Part)	"	" "	16	-	16	16

A close examination of the data reveals the following trends :

- a) Larger number of women in 'female occupations', i.e. Secretaries, typists, Registry clerks etc.
- b) Majority of women in lower echelons of the service.
- c) Less women in management, accounting and senior personnel levels of the service.

#### General Observation

In response to the questionnaire most sections referred to problems of lack of training materials caused by financial constraints.

The Public Service also runs rural based training programmes at five of its training centres. These are given below:



## NATIONAL TRAINING CENTRES

Domboshawa (also takes in Mashonaland East, West and Central Provinces)

### Provincial Training Centres

Senka	(Midlands Province)
Rowa	(Manicaland Province)
Esigodini	(Matabeleland North and South Provinces)
Masvingo	(Masvingo Province).

The Provincial Training centres run two week rural development programmes for all public servants in the respective provinces. The National Training Centre at Domboshawa, in addition to the two week programme, is responsible for the National 9 month Rural Development Programme. The Rural Development Programme (2 weeks course) includes Rural Development, Project Planning and Development, Communication and Training of Trainees as its core components.

During the Survey for this Report we visited the Alvord Training Centre, Masvingo. The Centre commenced in 1983 and caters to the 16, 235 public servants and employees of Parastatal bodies in Masvingo Province.

The number of participants on each course is twenty with a quota for four to five women.

The Ministry has set up District - Development Fund Training Centres at the following places throughout the country.

1. Hunyani Training Centre
2. Domboshawa Training centre
3. Mutare Training Centre
4. Senka Training Centre
5. Tuli-Makwe Training Centre
6. Tsholothso Training Centre
7. Masvingo Training Centre

These courses are in-service training for skills development. The random sample took in the Masvingo Training Centre.

### District Development Fund Training Centre of Skills, Masvingo

#### Introduction

The function of the centre, (like the others elsewhere in the country) is to accommodate requirements for development in the communal lands. The major requirement in the rural areas is seen as being that of laying a basis for rural infrastructure.

#### Objectives

To upgrade technical skill levels.

#### Courses Offered

Motor mechanics

Building

Carpentry

The courses which are run concurrently are at beginners, intermediate and advanced levels. Twelve to fifteen trainees are enrolled onto each course. Each course lasts for approximately twelve weeks taking in three groups of trainees (at all levels) per year.

#### Observation

Up to the time of our interview, no women had joined any of the courses.

## NON-GOVERNMENTAL COMMERCIAL AND TECHNICAL COLLEGES

Commercial and Technical Colleges are mainly concerned with providing office management studies, type-writing, shorthand courses, bookkeeping as well as tuition for public examinations such as 'A' level and 'O' level and professional examinations.

According to the Ministry of Education Non-Formal Education section there are about twenty-five such colleges in the country and about half a dozen correspondence and distance education colleges.

The random sample took in five non-governmental commercial and technical colleges.

### SPECISS COLLEGE, HARARE

#### Introduction

By far among the largest commercial and technical colleges in the country, the Speciss College network includes a group of four colleges. We looked at the Harare network which includes the Rhodes Avenue College and the Magaba College respectively.

#### Speciss College, Rhodes Avenue

#### Objectives

To train students to be :

1. efficient and competent in their skill.
2. to acquire recognised professional qualifications
3. to improve their skills
4. to enhance employment opportunities
5. to enhance their earning capacity.

## Courses Offered

1. Executive Secretarial
2. Pitmans Bookkeeping
3. Pitmans 2000 shorthand
4. Pitmans typewriting
5. Pitmans Office and Secretarial Practice
6. Reception/Office Communication Course

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Executive Secretarial	Minimum 5 'O' levels Preferably 'M'/'A'	12 mths.	22	-	18	18
Pitmans Bookkeeping	Form 2	9-12 mths.	300	21	185	206
Pitmans 2000 shorthand	'O' level English	9-12 mths	260	1	193	194
Pitmans Typewriting	Form 2	9-12 mths	430	19	430	449
Pitmans Office & Secretarial Practice	Minimum 5 'O' levels	3 mths.	22	-	18	18
a) Reception	Form 2	2 mths	212	5	200	205
b) Office Communication	Form 2	2 mths	120	3	96	98

## Problems Constraints

Teaching Pitmans Shorthand and Typewriting to students who do not have a sound knowledge of English.

Shortage of Text Books.

## Observation

The college felt that it could offer specific training in the future for out-of-school girls in computer studies - word processing and telex operating.

### b) SPECISS COLLEGE, MAGABA

#### Objectives

1. To enable students to acquire a qualification in a technical field.
2. To enable students to acquire useful skills in a technical field.
3. To enable students to obtain employment after their courses.
4. To enable students already in employment to increase their earning capacity.

#### Courses Offered

1. Motor maintenance and repairs
2. Welding
3. Radio repairs
4. Dressmaking
5. Tailoring
6. Pattern cutting and design.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No. Total	
				<u>M</u>	<u>F</u>
Dressmaking	Grade 7	Not given	Not given	Not given	
Motor Maintenance	Grade 7	Not given	Not given	Not given	
Welding	Grade 7	"	"	"	
Radio and Repairs	Grade 7	"	"	"	
Tailoring	Grade 7	"	"	"	
Pattern Cutting	Grade 7	"	"	"	

Problems Constraints

- a) Growing shortage of materials
- b) Shortage of finance on the part of students.

Observation

Unfortunately in response to our request for information the Magaba College did not provide us with data pertaining to duration of courses, possible number of trainees nor male/female enrolment on courses.

Objectives

1. Christian evangelism through education;
2. The provision of vocational training to the highest level attainable by the student to enable her to take her place in commerce;
3. To assist the students to take their place in society as well as commerce;
4. To provide basic communication skills to students;
5. To guide students as to the relevance and correct interpretation of the scriptures.

Courses Offered

1. Full secretarial studies;
2. Single subjects of shorthand, typing, office practice and business English and bookkeeping;
3. Receptionist course consisting of typewriting, office practice and business English (very popular);
4. 'O' and 'A' levels (day);
5. 'O' and 'A' levels (evening);
6. CIS;
7. Journalism Certificate;
8. Secretarial/Commercial subjects ; Shorthand, Typewriting, Bookkeeping etc. - see separate questionnaire and
9. Biblical Introduction (compulsory for day students).

Course	Entry Requirements	Duration	Possible No of Trainees	Actual No. Total		
				<u>M</u>	<u>F</u>	
Shorthand	'O' level or good JC with maturity	depends on level required (1 year)	45 or more	-	35	35
Reception	JC or 'O' level	6 mths average	150	3	109	112
Typing	"	1 year	50	3	47	50
Bookkeeping	"	1 year	40	5	12	17

These numbers are very approximate and are governed by the number of typewriters.

Evening Shorthand	Mature entry	1 year	25	-	14	14
Evening Typing	Mature entry	1 year	50	mixed		30
Evening Bookkeeping	Mature entry	1 year	20	"		7
'O' level (day)	Previous Attempt	1 year	100	31	29	60
'O' level evening	as above	1 year	50	17	16	33
'A' level (day)	Grade -C- or better in the 'O' level to be taken at 'A' level	2 years	70	35	14	49
'A' level evening	as above	1 year	70	14	12	26
CIS	As set by the Institute	1 year	40	8	7	15
Journalism Certificate	Grade - C - or better in a minimum of 4 'O' levels inc. English language.	1 year	20	13	5	18

### Problems, Constrains

1. Many potential students are unable to afford the fees;
2. Shortage of suitably skilled teachers;
3. Poor academic calibre of many applicants;
4. Rapidly increasing rate of inflation/cost of living;
5. Severe shortage of suitable text books.

### Observation

In our interview with the college the view was expressed that the possible decentralisation of private commercial and technical colleges be looked into so as to make education more accessible.



## THE YOUNG MEN'S CHRISTIAN ASSOCIATION

The Young Men's Christian Association Y.M.C.A. is a registered welfare organisation and runs vocational training courses at Nhamburiko Vocational College which was established in 1976 to serve Africans who were then mostly neglected. The College runs the courses at two premises - one in the city centre (99 Manica Road) and another in Western Triangle Highfield. Furthermore, there are dress making schools in Harare, Kadoma and a creche and nursery school in Mabelreign. As a social welfare organisation it has Youth programmes that are run by volunteers in Gweru, Highfield and Mbare. They run a Health programme through which Blair toilets were constructed in Chivi District. Funding of the training courses is usually through fees charged to students and through donations in the form of equipment from foreign governments. Non-governmental organisations and other Y.M.C.A.s assist by way of donations. For example in 1984 the college received a donation of fourty micro-computers and related soft-ware from USAID. In trying to keep pace with technological advances especially in office practice the computers are being used in their training programmes.

### YMCA NHAMBURIKO

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Commercial	5 'O' levels plus a pass in English	1 year	170	13	152	165
Academic	Grade 7 pass	4 years	498		498	498

### Observations

(Constraints and problems faced include :

- a) Lack of financial support from the government;
- b) Lack of feed-back from inspectors of colleges as to whether college performance is satisfactory or not.
- c) Organisation cannot compete with other organisations for the same staff as these require high salaries.

Practical back up such as factory visits or tours would enhance the programme. Therefore, link between training and employment possibilities is missing.

## GREAT ZIMBABWE COLLEGE, MASVINGO

The Great Zimbabwe College started in 1980 under the Takawira Education Trust Fund.

### Objectives

To offer further education to young people and to young school leavers in particular.

### Courses Offered

Bookkeeping

Shorthand

Typing

All courses are Pitman's Elementary, Intermediate and Advanced levels.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Bookkeeping	'O' Level or good Form II	6 months				37
Shorthand	"					10
Typing	"					13

### Observation

The majority of students are women. Due to financial difficulties the college has had to drastically restrict its intake. A tour around the college conveyed the impression that facilities are inadequate although the college has the basis for laying on more courses and subsequently increasing its intake.

# RANCHE HOUSE COLLEGE

## Introduction

The Ranche House College is situated in Harare and is registered as a non-profit making organisation which offers opportunities for both formal and non-formal education. It has residential facilities capable of accommodating twenty-five people in single rooms or fifty people in shared rooms. Catering facilities are available for both residential and non-residential course participants.

## Objectives

The college seeks to :

- i) provide opportunities for adults of all sections of the community to study and thereby uplift their standards of living, their awareness of their position in society and their contribution to their society;
- ii) equip adults with practical skills which may be shared and transmitted to members of their communities for the benefit and improvement of their communities.

Drawing our attention more specifically to women the objectives are:

1. To enable women to analyse their problems at family and community levels and find solutions to remove them;
2. To develop confidence in women;
3. To help the participants to acquire skills in management;
4. To train the women in credit and investment, loans, technical assistance, vocational training and organisational impetus in diverse areas of economic activities including agriculture.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Full time Secretarial	Preferable 3 'O' levels & a C in English	1 year	20 in each class (40)	22		22
Receptionist	ZJC (6 per year)	3 weeks	30	25		25
Subject Courses	ZJC/'O' level Day & Evening	3 mths to one year	400	20	280	300
Personal/Army In-service	set by NZA P/A post	6 months	20	15		15
Dressmaking	Nil	12 weeks	18	15		15
Leadership	Grade 5, 6 & 7	2 weeks	25	25		25
Nutrition Child Care	Form 1 & 2 Any woman who can read & write a little english	1 week	25	25		25

### Observation

The Department of Commerce and of Nutrition and Health Studies have the highest number of women enrolling onto their courses.

The Department of Commerce is experiencing difficulties due to the following factors :

- a) Lack of trained teaching staff;
- b) Students with barely enough background in language and
- c) Students irregular attendance (sometimes based on lack of fees).

In the Department of Nutrition the issue is that of assessing the viability of the projects and evaluating the skills content of the projects through follow up studies.

Introduction

The Girl Guides Association is among the oldest organisations working with young women in the country. A census carried out in 1982 shows the following picture :

Census Figures 1982

Total Guiding Population:	1981	10 660
	1982	12 792

<u>Membership</u>	<u>1981</u>	<u>1982</u>
Girls	9,747	11,778
Adults	913	1,014

<u>Provinces</u>	<u>Brownies</u> B/NE*	<u>Guides</u> E/NE*	<u>Rangers</u> E/NE*
Central	463/89	556/122	73/36
Manicaland	109/25	166/21	-
Mashonaland	1 940/504	2 465/888	237/92
Matabeleland Central	752/261	876/552	124/76
Matabeleland North	100/44	26/92	-
Matabeleland South	90/10	140/20	15/10
Southern	184/63	287/82	107/25
Lones	15/-	23/8	2/6

\*Enrolled = E Not Enrolled = NE

Since independence the Girl Guides Association has run a Youth workers project which has trained many young women in Zimbabwe in the field of home economics and community services skills.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Leadership Training	Love of youth Literate	on going		1	120	1 120
Youth Workers Scheme	Under 30 years Grade 7 selection by Community Leaders	Minimum of 6 weeks	30 per course Maximum	14	communities	
Learn to Earn	Youth Workers Scheme		2 Groups	26		
Functional Literacy Project	Min. of Grade 7 Form II Preferred	1 year	Depends on Budget \$550 per capita	5	9	14

### Observations

A comprehensive diploma course for development officers was suggested. The University of Zimbabwe has examined the possibility of offering an extension service.

From their experience they estimated that there should be a budget allowance of \$9 per capita per day for residential training.

The Association also suggested that Trained Home Economics teachers be encouraged to work in the non-formal sector.

## THE ASSOCIATION OF WOMEN'S CLUBS

The A.W.C. formerly known as the Federation of African Women's Clubs, is a Non-governmental voluntary organisation which was found in 1952 to cater for African Women in both the rural areas and the high density suburbs.

### Objectives

To continue the original objective to provide an organisation within which women meet to exchange ideas, and teach each other domestic skills such as cookery, knitting and related subjects.

To provide disadvantaged women in the rural areas and high density areas with facilities which enable them to advance their education in income generating skills related to their surroundings, e.g. in the rural areas, skills in modern agricultural methods and in cities handicrafts of export quality, etc.

To promote literacy, so that women can fully participate in today's economic life.

To encourage women to pass on such knowledge and skills to others in the community so as to uplift not just the women themselves, but the community as a whole.

Following independence, the club was restructured in order to cater for the whole country through regional centres. The organisation is controlled by a national council and executive with a paid executive secretary and bookkeeper.

At present the Association has a membership of 23,000 and four regional offices. It backs up women's clubs members for training and initiating income generating projects. Although the A.W.C. does not directly train, it sponsors women from various clubs to train at such training centres as Nyarungu, Silveira House, Melfort and The National Centre for Rural Women.

For 1984 and by July, 1985 the Association had trained the following number of women per province.

<u>Province</u>	<u>Women Trained 1984</u>	<u>Women Trained by July, 1985</u>
Mashonaland	3,058	932
Manicaland	646	354
Matabeleland	<u>1,921</u>	<u>579</u>
	<u>5,625</u>	<u>1,865</u>

It further sponsored and organised training for the following women in Refugee camps.

Nyangombe	100
Nyamatikiti	100
Mazowe Bridge	<u>510</u>
TOTAL	<u>710</u>

Making a total of 2 575 for 1985.



## SILVEIRA HOUSE

Silveira House started as discussion groups in the high density suburbs of Harare in the early 1960s. In 1964 Silveira House was acquired and courses were started for civil and national leaders, workers and youth.

The overall aim of Silveira House is to assist people to improve the quality of their own lives.

Silveira House offers various courses details of which are reflected in each of the nine departments. (see below). Each department is responsible for formulating its own programmes.

### Industrial Relations Department

At the end of the course participants will be expected to :

1. Know the meaning and importance of good industrial relations;
2. Know the rights, duties and responsibilities of Trade Unions, Workers Committee and Works Councils' representatives in industry;
3. Know the role of workers and employers organisations in industrial relations;
4. Know what collective bargaining machinery exists in industry and commerce and how it operates;
5. Know grievance handling and procedure;
6. Know disciplinary codes and procedure:
  - know the importance of workers' participation in decision making in industry and commerce,
  - know labour law and its importance to the worker and industry,
  - know importance of health and safety at work,
  - know the importance of good communication in industry

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Women's course	has to be a working woman	1 week	30	-	27	27
Workers' Committee Seminar	has to be a workers' committee member	1 week	40			

### Civics Department

#### Objectives

1. Know the need of working as groups
2. Realise their potential in society
3. Know their rights and obligations
4. Know how to organise
5. Be able to impart their skills
6. Know ways of improving projects
7. Understand social structures

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Women's Course	should belong to an organisation	2 weeks	24	-	15	15
Political Commissars	should belong to an organisation	weekend	55	29	21	50

Objectives

1. Equip young people with a variety of art;
2. To help Youth and women groups to improve sources of self-reliance through handcraft skills;
3. Motivating and equipping group leaders with relevant information of co-operation in running groups activities.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Skills Training	School leavers	one week	30	12	19	31
5 courses per year at Centre and Approximately 10 in the Field.				17	17	34
				8	7	15
				40	63	103
				38	40	78
				4	-	4
				17	12	29
				10	16	26
				11	16	<u>27</u>
						<u>350</u>

Agriculture Department

Objectives

1. Farmers acquire modern techniques in agriculture;
2. Farmers acquire knowledge in the efficient running of a cooperative;
3. Farmers learn the wise usage of money in loaning and saving schemes;
4. Area Boards and Regional councils master the art of managing their own affairs;
5. Improve the economic livelihood of communal farmers.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Agricultural Development Awareness	Literacy	5 days	30	30	10	40
Bookkeeping and Accountancy	Grade 7	5 days	400	220	130	350
Running and Management of a Cooperative	Grade 7	5 days	300	220	150	370
Credit Unionism for Executive	Grade 7	5 days	250	125	75	200
Managerial Skills and Leadership	Grade 7	2 days	100	76	20	96

### Youth Department

#### Objectives

1. To build a mature, responsible young person
2. Be able to 'See' Good in their world of youth
3. That they will be able to be responsible leaders
4. That the individual may be self reliant in skills
5. The young person may mould a moral conscience
6. The young person will be able to lead other youth
7. The participant will be able to be productive and viable in life as leader, a worker and as a citizen.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
General Leadership	able to read & write	1 week	60	25	35	60
Secondary Schools	Form 3-6 and Training Institutions	weekend		40	60	100
Advisers Seminars	Able to read & write	1 week or weekend		20	35	55
Skills	School leavers	1 week		20	30	50
Building and Carpentry	Form 2 & above	3 months	12	12	-	12

### Dressmaking Department

#### Objectives

To help workers' wives who were living well below the Poverty line, due to very low wages.

Dressmaking	Elementary 5½ months			-	25	25
	Advanced Not given			-	25	25

### Typing Department

#### Objectives

To train school-leavers in Typewriting, Bookkeeping and Office practice up to Pitman advanced level so that they would be qualified for employment in Government, Rural Areas, Schools, Voluntary institutions, etc.

Typewriting Bookkeeping and Office Practice	Form IV	5½ months	27	4	23	27
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## Technical Skills Department

### Objectives

Self-determination in co-operation to fund, develop and use appropriate technologies.

Course	Entry Requirements	Duration	Possible No. of Trainees	Actual No.		Total
				<u>M</u>	<u>F</u>	
Building	some knowledge of Eng. & Shona	6 months	12	2	9	11
Energy Alternatives	Membership of a group that will use the skill	1-2 weeks or up to a mth as required	12	Usually almost full		
Simple Machinery	Already involved in technology concerned	2-3 days	12	9	9	18

### Nutrition Department

Applied Nutrition	Not given	Not given
Personal and General Hygiene	"	"
Child Care and Development	"	"
Training for Income Generating Projects related to Nutrition	"	"

ECONOMY AND EMPLOYMENT

This section of the Report shall attempt to :

- a) present a brief description by way of background, of the Zimbabwe economy;
- b) provide data on employment capacity and employment trends in Zimbabwe;
- c) profile of Government strategy for employment development;
- d) general characteristics of Zimbabwe's Informal Sector from point of view of employment creation; and
- e) random sample of employment generating activities for youth with reference to out-of-school girls.

A. The Economy

The foundation of Zimbabwe's modern economy were laid at the end of the last century, following the granting of a charter by the British Government to the British South Africa Company to colonise and promote commerce in the territory. The company hoped that its initial capital stake in the country, especially through its construction of a railway system, would yield substantial returns from minerals, especially gold. Failure to find gold in sufficient quantities led the company to diversify its interests into agriculture and to encourage white settlement. To facilitate the expansion of commercial agriculture, land was divided into black and white areas, with separate 'reserves', later called tribal trust lands, (communal areas) established for the black population. It was not until the Second World War, that industrial expansion assumed a significant role in the economy.<sup>1</sup>

In recent years, international recession and three years of drought have affected the economy's performance although latest indications are that government stabilisation policies are beginning to pay off in terms of a modest economic recovery.<sup>2</sup>

## B. Employment Capacity and Employment Trends

With regards to employment, in 1980 the three leading productive sectors of the economy namely manufacturing, mining and agriculture were responsible for 34%, 16% and 10% respectively of all formal sector employees out of a total of 1,001,000 people in formal employment.<sup>3</sup>

In a recently published review of the Zimbabwean economy, Mkandwire notes in 1982, 1,045,900 inhabitants were in wage employment, accounting for 14 percent of the total population. The review goes on to note that agriculture was the single largest source of employment absorbing approximately a third of wage employment. Other important sectors were manufacturing industry (15%), private domestic service (11%), public administration (8%) distribution (7%), mining (6%) and transport and communication (4%).<sup>4</sup>

However, the drought as well as the international recession over the past few years contributed to the decline in employment. In agriculture for example, the drought contributed greatly to the fall in agricultural development which was reduced from 294,300 in 1981 to 263,500 in 1983. Employment in Manufacturing showed a slight increase from 173,200 in 1981 to 173,400 in 1983. See table below on Employment Levels by Industrial Sectors.

Since independence in 1980 the tendency has been for a shift in the structure of formal employment and the overall trend has been in a shift away from productive to relatively non-productive jobs. This trend is reflected from the table below on Changes in Employment by Industrial Sectors which shows that growth in employment occurred in the non-productive sectors of the economy.

Indications of the economy's performance over this period suggest an increase in non-productive employment with the economy experiencing declines in productive employment.

The table on Employment levels illustrates an important structural problem in the changing distribution of formal sector employment between the productive and non-productive sectors. It shows the general tendency for slower rates of productive employment creation as opposed to service jobs.



## EMPLOYMENT LEVELS BY INDUSTRIAL SECTORS ('000)

	1980	1981	1982	1983	1984*
<u>MATERIAL PRODUCTION</u>					
Agriculture, Forestry & Fishing	327,0	294,3	274,3	263,5	266,5
Mining & Quarrying	66,2	68,2	63,7	60,3	57,8
Manufacturing	159,4	173,2	180,5	173,4	168,8
Electricity & Water	6,7	6,6	6,5	6,9	7,0
Construction	42,2	47,1	51,1	49,3	48,8
Distribution, Restaurants & Hotels	70,3	75,0	79,8	80,6	81,1
Transport & Communication	45,6	49,1	50,4	49,6	49,3
Material Production Total	717,4	713,5	706,2	683,6	679,3
<u>NON-MATERIAL PRODUCTION</u>					
Finance, Insurance & Real Estate	12,5	13,8	14,6	15,8	15,9
Public Administration	71,1	83,2	81,3	82,5	85,6
Education	41,9	59,1	71,8	78,2	81,2
Health	15,2	16,3	15,9	19,0	19,4
Private Domestic	108,0	104,6	101,4	99,8	98,9
Other	43,8	47,3	51,7	54,5	54,7
Non-Material Production Total	292,5	324,3	339,7	349,8	355,7
Economy Total	1009,9	1037,7	1045,9	1033,4	1035,0

SOURCE : QUARTERLY DIGEST OF STATISTICS C.S.O.

\*1984 figures are provisional

		Base Year 1980	1981	1982	1983	1984
<u>MATERIAL PRODUCTION</u>						
Agricultural, Forestry & Fishing	No.	327,0	-32,7	-52,7	-63,5	-60,5
	%	100,0	-10,0	-16,1	-19,4	-18,5
Mining and Quarrying	No.	66,2	2,0	- 2,5	- 5,9	- 8,4
	%	100,0	3,0	- 3,8	- 8,9	-12,7
Manufacturing	No.	159,4	13,8	21,1	14,0	9,4
	%	100,0	8,7	13,2	8,7	5,9
Electricity and Water	No.	6,7	- 0,1	- 0,2	0,2	0,3
	%	100,0	- 1,5	- 3,0	3,0	4,5
Construction	No.	42,2	4,9	8,9	7,1	6,6
	%	100,0	11,6	21,1	16,8	15,6
Distribution Restaurants & Hotels	No.	70,3	4,7	9,5	10,3	10,8
	%	100,0	6,7	13,5	14,7	15,4
Transport and Communications	No.	45,6	3,5	4,8	4,0	3,7
	%	100,0	7,7	10,5	8,8	8,1
Material Production Total	No.	717,4	- 3,9	-11,2	-33,8	-38,1
	%	100,0	- 0,5	- 1,6	- 4,7	- 5,3
<u>NON-MATERIAL PRODUCTION</u>						
Finance, Insurance & Real Estate	No.	12,5	1,3	2,1	3,3	3,4
	%	100,0	10,4	16,8	26,4	27,2
Services	No:	280,0	30,5	42,1	54,0	59,8
	%	100,0	10,9	15,0	19,3	21,4
Non-Material Production Total	No.	292,5	31,8	47,2	57,3	63,2
	%	100,0	10,9	16,1	19,6	21,6
Economy Total	No.	1009,9	27,8	36,0	23,5	25,1
	%	100,0	2,8	3,5	2,3	2,5

SOURCE : Calculated from quarterly digest of statistics C.S.O.

FORMAL SECTOR EMPLOYMENT - PRODUCTIVE AND NON-PRODUCTIVE<sup>5</sup>

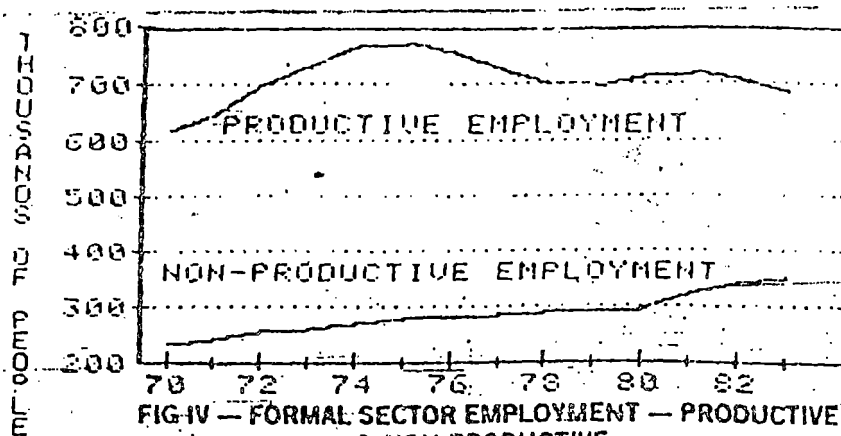


FIG-IV - FORMAL SECTOR EMPLOYMENT - PRODUCTIVE & NON-PRODUCTIVE.

The move to skilled jobs which are hard to come by in the economy is compounded by a population growth rate of over 3% per annum of which half are under fifteen years of age.

Since Independence, however, 180,000 people have been resettled on government resettlement schemes and it is estimated that these have probably stimulated employment of about 70,000. At the same time the civil service has increased from 45,000 to 80,000 and the informal sector has provided employment for about 132,000.<sup>6</sup> The issue of expansion of the national productive sector where new jobs will be created remains a vital issue for government policy.

For school-leavers the contraction in employment levels has posed very serious problems. In 1982, while there were 80,000 school leavers only 10,500 (approximation) jobs were created. The Annual Review of Manpower 1983<sup>7</sup> estimates that between 1983 and 1987 there will be approximately 235,000 Form IV and Form VI school leavers.

### National Policy

The Government of Zimbabwe is fully aware of the magnitude of the problem and it was precisely to address itself to the issue of employment creation that the Department of Employment and Employment Development (DEED) was set up in the Ministry of Labour, Manpower Planning and Social Welfare. DEED's overall employment objectives are:

1. To promote productive and gainful employment for every Zimbabwean of working age, whether civilian or ex-combatant;

2. To ensure fair employment practices and opportunities in the employment market so that every Zimbabwean will have access to employment offices, career counselling, vocational training and job promotion irrespective of race, ethnic group, sex, religion, age, physical handicap and residence (urban, rural, density area, suburb).
3. To process, monitor and control the employment of foreign personnel in Zimbabwe by restricting it to defined manpower shortage areas and to specified periods, in order to ensure that foreign recruitment does not undermine the manpower development, the training and employment of Zimbabwean citizens.

The Department of Employment and Employment Development already has project officers, stationed in each region of Zimbabwe, who are solely responsible for employment creation.

DEED has calculated the current employment market labour force at between 2.5 to 3 million. Approximately 1,100,000 or 45 percent are in paid formal employment. Close to 800,000 are either in the rural communal areas on new resettlement programmes, or in commercial agriculture. Approximately, 750,000 are in the informal sector.

School leavers contribute 10% of the unemployed total i.e., 75,000 in 1985. To those entering the labour market can be added last year's unemployed school leavers, bringing the figure to roughly 100,000 school leavers. Of these school leavers it was estimated that in 1985 approximately 20,000 had gone back to training. The Ministry of Labour, Manpower Planning and Social Welfare absorbed 15,000 in vocational and technical schools, 1,000 in apprenticeship programmes and 200 under external study scholarships. The Ministry of Education has enrolled about 3,500 as untrained teachers. The University of Zimbabwe enrolled about 1,500. The Ministry of Health absorbed 990 under its training programmes. The Ministry of Agriculture also enrolled approximately 900 in agricultural colleges.

## TOTAL

Ministry of Labour	16,200
Ministry of Education	20,500
Ministry of Health	993
Ministry of Agriculture	900
University of Zimbabwe	1,500
Others	<u>1,200</u>
Total	41,293
	=====

Although no figures were available for those who joined private institutions, DEED estimated that about 5,000 may have gone to the private sector.

Taking into account the number of school leavers who may have been absorbed into the areas above, we are left with 34,000 unemployed school leavers from the total of 100,000 school leavers (left overs plus 1985 output).

A higher percentage (60%) of the unemployed from the 34,000 are girls. The main factor seems to be a lack of adequate grades. (The market for office clerk for example is asking for a minimum of five 'O' levels - with English and Mathematics as 'O' level passes).

This raises the question of subjects, course combination and curriculum at schools. Do the subjects offer market skills for current employment? This question may warrant a further study. Furthermore, certain areas of employment are viewed as closed to women - for example, the Ministry of Tourism and National Resources insists that only men can train as rangers and anti-poaching units. Overall, the disadvantaged position of women and girl school leavers in particular, are reflected in their higher incidence of unemployed school leavers.

The most common problem facing all school leavers is lack of marketable technical skills and or work experience especially when they are competing for jobs with retrenched by experienced adult job-seakers.

The following options and opportunities are available to present-day youth of Zimbabwe :

1. Continuation of academic education in Form I, Form III, M-Level and Form V or in colleges and Universities.
2. Vocational, technical and commercial education and/or training under technical, agricultural, health, teaching and commercial training colleges in or outside Zimbabwe, in public or private colleges and on scholarship or personal sponsorships.
3. Partial employment and on - the job training as apprentices, trainees and under-studies in the public and private sectors, in parastatals and in the informal sector.
4. Full-time employment as general labourers, private secretaries, messengers etc. in the public and private sectors, in parastatals and in the informal sector.
5. Individual or co-operative self-employment as vendors, farmers, builders, carpenters, curio-makers, repairmen, etc. in the communal or resettlement areas, in growth points or in the urban and rural informal sectors.

A National Employment Advisory Committee has been set up in government with the Ministry of Labour, Manpower Planning and Social Welfare chairing the committee. The following Ministries and organisations belong to the committee - Finance, Economic Planning and Development, Education, Health, Agriculture, Industry and Technology, Prime Minister's Office, Community Development and Women's Affairs, Youth Sport and Culture and the Private Sector.

The National Employment Advisory Committee has recommended to Cabinet that a National Service for School Leavers be instituted in the Public Sector Investment Programme. The recommendation for a National Service Programme is still under discussion.

The committee has also recognised the need to equip youth with marketable skills. It has recommended that commercial and technical skills be offered on the curriculum at secondary school level.

Although the National Employment Advisory Committee realise that their recommendations do not solve the problem of unemployment and are of a short-term approach, they are attempting to coordinate education training and the employment market in Zimbabwe.

The committee is in the process of preparing a comprehensive National Employment Policy Document. Suffice to state that the Document does address itself to the issue of women and out-of-school girls, albeit in a preparatory form.

Some of the issues being suggested out of the document towards remedying the problems affecting women in employment are :

- a) the possibility of a quota system within the private, public and parastatals sector for employment of women. The percentage quota has not yet been finalised although the concept of a quota system is being strongly recommended;
- b) a second very important recommendation that is being considered out of the policy-paper is strengthening maternity leave and provision of creche facilities so as to assist women in the employment market.

The Advisory Committee are fully aware of the target groups of disadvantaged women, school leavers, ex-combatants and the disabled. It is worth pointing out disadvantaged e.g. receptionists. However, the committee feels that cooperatives should be formed from among the disadvantaged and be encouraged to possess sole monopoly for producing certain commodities i.e. tents for the army, blades for hospitals, pencils for government. This idea of an item ear-marked for production, repair and maintenance is extremely important and is seriously endorsed in our recommendations.

DEED has currently instituted two approaches for assisting members of disadvantaged groups to seek employment. These are worth mentioning. Firstly, DEED maintains an inventory of existing cooperatives and assisting in incorporating girls as members into cooperatives by paying their membership fee, training fees etc. Although figures were not readily available at the time of carrying out this study, DEED found it easier to incorporate girls into cooperatives formed by ex-combatants as funds, we were informed, were available, for this exercise.

Secondly, the Department of Employment and Employment Development is also looking into the informal sector as an area of viable alternative employment opportunities.

## The Informal Sector

An ILO/Ministry of Labour, Manpower Planning and Social Welfare study on the Informal Sector in Zimbabwe<sup>8</sup> points out that one of the dominant characteristics of the informal sector in Zimbabwe is that it consists of self-employed individuals (about 90 percent) who utilise their own individual resourcefulness to generate employment and income. These individuals often are directly involved in all aspects of their enterprises; productive, retailing, transporting and even servicing aspects. The data indicated that forty-six percent of the informal sector operators engage in the production of goods as carpenters, brickmakers, metal workers, tinsmiths, builders, upholsters, potters, basketweavers, knitters, cobblers, tailors, curio-makers, crochet weavers and shoe makers. Another twenty-four percent are retailers and hawkers of goods such as vegetables, clothes, herbs, food, flowers, while about twenty percent engage in servicing of goods such as repairers, painters, hair-dressers and cleaners. The remainder engage in a combination of activities. It is important to point out that, except for crochet-weavers and hairdressing, the majority of the informal sector participants are men.

The data shows that nearly sixty percent of the informal sector participants came directly from related economic activities in the formal sector.

The Informal sector study does also make an interesting observation that in spite of the informal sector as one strategy to counter unemployment, the unattractive working conditions, uncertain returns and exploitative labour relations cast doubt on its viability as a strategy for employment creation.

A fundamental question that needs to be raised is what kind of employment does the informal sector provide and what is the nature of production relations in this sector? While one school of thought maintains that "half a loaf is better than none" and sees the whole issue of the production relations in the formal sector as non-problematic another school maintains that the dominant production relations in this sector are highly exploitative.

Here reference is usually made to the very long hours of work per day for a six to seven day week. Also there is evidence of very low earnings in the sector (for the workers as well as for the majority of owners).



The report goes on to point out from a study by Colin Leys on the condition of wage-workers in the informal sector in Kenya and quotes him as saying:

".... what stands out about the so-called informal sector is that it denotes primarily a system of very intense exploitation of labour, with very low wages and other very long hours, underpinned by the constant pressure for work from the 'reserve army' of job seekers." (Colin Leys. "Interpreting African Underdevelopment : Reflections on the ILO Kenya Report"; African Affairs, Vol. 72, October, 1973 - quoted in op.cit p. 44).

Of Zimbabwe's estimated labour force of 2.5 million - 3 million, forty five percent were in formal employment in 1985. An estimated 800,000 (29 percent) are engaged in subsistence farming in the communal lands. This leaves roughly 754,100 (thirty percent) who are either self-employed, partly employed or unemployed. The unemployment problem is exacerbated by the high growth rate of population. Present indications are that each year some 80,000 additional jobs must be created to provide employment for the new job seekers who enter the labour market. The prospect of creating employment of this magnitude seems bleak especially considering that in 1982 only 10,700 new jobs were created in the whole economy. (Budget Statement 1983/84). The Three Year Transitional National Development Plan 1982/83 - 1984/85, had estimated that roughly 36,000 new jobs would be created each year during the Plan period. The shortfall in formal sector jobs to cater for the new entrants into the labour market - let alone absorb the backlog of the unemployed - is clearly substantial. (See op.cit. Informal Sector Study p. 1).

Random Sample of Employment Activities for Youth with special Reference to out-of-school girls.

Under the previous section on Profile of Government strategy for Employment Creation we discussed the role that the Department of Employment and Employment Development in the Ministry of Labour, Manpower Planning and Social Welfare is playing. Whereas DEED is primarily concerned with monitoring employment and is involved in employment development other governmental ministries as well as non-governmental organisations are involved in sponsoring employment generating activities in the form of cooperatives and income-generating projects.

The random sample for employment generating activities includes the following ministries and organisations:

1. Ministry of Youth, Sport and Culture
  - a) Zhombe Youth Project, KweKwe District
  - b) Dzimwe Youth Project, Glendale, Mazowe District
  - c) Nemanwa Youth Project, Masvingo District
  
2. The Zimbabwe Association of Women's Clubs  
Harawa Women's Cooperative, Harawa District
  
3. The Girl Guides Association of Zimbabwe.  
Warren Park Women's Cooperative.
  
4. Zimbabwe Foundation for Education with Production  
Advisory Services Division.

Although the ministerial, organisational objectives and education and training opportunities have been discussed in the earlier section, it is important to point out that the Ministry of Youth, Sport and Culture is primarily concerned with linking its training programmes at the Youth Centres to employment generating projects and the Youth Projects under the Ministry. This is not to underestimate the role of other agencies involved in training and employment. Whereas, for example, the other organisations catering to opportunities for training and employment (that we have looked at in the sample) are either exclusively for women (mostly married women) or view training, employment as an extension of their overall role i.e., Girl Guides Association Zimbabwe, the Ministry of Youth, Sport and Culture was specifically formed by the Government of Zimbabwe in realisation of the vital role youth must play in National Development. An analysis of the Ministry's involvement in spearheading specifically youth employment activities will also reflect upon barriers constraints and problems affecting an important national agency undertaking employment provision.

## General Information

As noted in the earlier section of the Report, the division in the ministry of Youth, Sport and Culture concerned with training and employment is the division of Youth Development and Skills Training.

Youth unemployment in Zimbabwe is crucial and although problems of youth are not uncommon to other ministries, the Ministry of Youth, Sport and Culture is struggling with the problem much more evidently than other ministries or non-governmental organisations.

We have seen earlier that training at the Youth Centres is practical based in the centre participants 'learn to produce' at the centres. The income generating projects on the Youth Projects are set up to :

- a) assist the youth who graduate from the Centres and;
- b) are used as recruiting grounds (i.e. pre-training practical orientation) for people to be sent to training centres.

Ministry field officers assist the youth who are organised into;

- a) small scale (part-time) employment; and
- b) large scale full-time employment.

In keeping with the overall objectives of the Youth Brigade, that it to grasp socialism and collectivise effort, the youth project participants are organised accordingly.

## Project Formation

Through a government sponsorship (loan) totalling \$½ million, thirteen projects have been set up. These are:

<u>PROVINCE</u>	<u>DISTRICT</u>	<u>YOUTH PROJECT</u>
1. Mashonaland Central	Mazowe	Dzimwe
2. Mashonaland West	Chegutu	Gurungwa
3. Mashonaland West	Kadoma	Sanyati
4. Mashonaland West	KweKwe	Zhombe
5. Mashonaland West	Marondera Chihota	Mahusekwa
6. Mashonaland East	Murewa	Mushambanaka
7. Manicaland	Nyanga	Sanyanga Gardens
8. Manicaland		Chisumbanje
9. Masvingo	Chiredzi	Boli
10. Masvingo	Masvingo	Nemanwa
11. Matabeleland North		Ndabazinduna
12. Matabeleland South	Plumtree	Ngezi
13. Matabeleland South	Muzarabani	Sowe

Most of the youth projects may be described as multi-unit projects in that the emphasis is for each youth Project to have more than one production unit or income-generating activity.

The Report shall now go on to look at the three Youth Projects from the random sample. Time and distance from Harare made it difficult for us to look at more projects. However, the random sample took in two very successful projects and one less successful project from Mashonaland Central Province, Mashonaland West Province and Masvingo Province respectively.

#### 1. Zhombe Youth Project

KweKwe District, Mashonaland West Province. This is a small centre with dressmaking and carpentry projects.

#### Introduction

Soon after Independence in 1980 the Roman Catholic Church in the area ran dressmaking and carpentry courses for young people in a hall adjacent to the church in Zhombe. However, enrolment to these courses dropped steadily as most people were finding it hard to pay the fees for the training courses. The church approached the Ministry of Youth, Sport and Culture for assistance by way of accommodating more youth onto the courses via a government subsidy. The proposals were evaluated by government and

instead, through a loan of Z\$33,600 took over the training programme and started the Zhombe Youth Project for dressmaking and carpentry in 1984.

### Participants

Ten women, ranging from eighteen to twenty years of age and most with a Grade seven schooling joined to form the dressmaking project under the assistance of the District Council. During our visit five members were present. One girl was away on administrative business. Two girls were away on training - a cutting and designing course.

### Equipment

The women have ten sewing machines.

### Activities and Markets

The women were mostly engaged in making school uniforms. The council assisted in securing markets. The District Council Education Officer heads the marketing sub-committee of the project. The women serve on the committee as well as on the Production sub-committee which ensures that production targets for a specified period are met and oversees standardization and quality control of the uniforms. The project, at the time of our visit was supplying four schools with uniforms. The volume output was calculated at gross Z\$350 approximately in one and half months. We visited the project in the second week of October, 1985.

### Problems

The main problem was markets for selling the uniforms. The articles were usually taken on credit as the rural folk in the area were dependent on payment for their agricultural produce on a seasonal basis. This left the project with very little money to purchase cloth etc. Transport was the other problem as there were more schools in the Gokwe area (sixty kilometres away) with a relatively economically more viable peasant agriculture.

Conditions at the dressmaking project were poor - the room was too small - some of the machines had to be stacked in a corner to create more room and this was reminiscent of a small-scale sweatshop.

The dressmakers were given a regular allowance and the profits from the project were assessed quarterly and distributed amongst the members.

The level of skills and quality of produce was cited as another problem. That is, some of the girls had been for training whilst others were learning by 'on the spot' tailoring. Large scale manufacturers of school uniforms had distributors and retail outlets for their items less than hundred kilometres away in KweKwe town.

We were informed that several out-of-school girls often enquired about the activities of the project. However, due to a limited market, transport problems, inadequate accommodation and low skills in dressmaking, the project was viewed dismally in the area.

### Observation

As far as the uniform/dressmaking section goes, this project has potential. The problem appears to be due to lack of foresight on the part of the Ministry in taking over a project in uniform making in an area that is poorly serviced, with fewer schools, and is not centrally located. It would seem that the project could be better situated in the Gokwe area which has more schools, markets, etc.

However, the local council is initiating an awareness campaign among young people in the District to look into the possibility of setting up fishing/farming cooperatives and informed us that youth reactions to these proposals were favourable.

Almost all the five women present at the time of interview said they joined to learn to sew, that the project was useful and taught them the meaning of self-reliance. As far as they were concerned most of their friends who left school were unemployed. Their friends, we were informed, knew of the project but the project could not expand due to limited market and credit terms of sale.

### Carpentry

Started with ten men in 1984, at present only three. Main problem was delivery of material.

## 2. Dzimwe Youth Project Centre

Mazowe District, Mashonaland Central Province.

### Introduction

The Dzimwe Youth Project was started in 1981 after a Youth Project Survey in the area revealed that 10,000 young people were unemployed. According to the Survey, unemployment rates on average were sixty percent male and forty percent female. The lower rates for female unemployment it would appear, were due to the fact that most young women were working as casual labour on commercial farms in Chiweshe District. An interesting observation about this area is that it is predominantly a commercial farming zone dependent on agricultural wage labour. Mention should perhaps be made of the fact that the Chiweshe District was in the process of integrating with the Mazowe District for the Development plan and that after independence there were eight secondary day schools in the District whereas before independence there was only one - The Howard Institute - and most people then could not afford to pay the boarding fees of the Institute.

The Mazowe Council donated land to the Ministry of Youth Sport and Culture who in 1982 through a government loan of Z\$70,000 began to recruit people onto the project.

### Participants

From the outset, this project has tended to recruit two types of participants;

- a) those who are recruited from the Brigades for preparatory work prior to joining the national Training Centres and
- b) National Training Centre Graduates.

Here is a breakdown of recruitments from 1982 to present. 1982 - initial period. Twenty-five participants were recruited. Out of this batch, 10 were sent to National Training Centres (five boys and five girls) and fifteen (all boys) remained at the project to set it up. The reason why all the girls were sent to the National Training Centres was due to lack of accommodation - in fact, this may also reflect the small number of girls (five) out of twenty-five initially recruited. Most of the girls opted to train in dressmaking and hotel catering.

1983 - the project centre was still unable to provide accommodation for girls so only boys (fifteen) were recruited. The boys from the 1982 intake were then sent for training to the National Training Centres. In other words, Dzimwe was being used as a selection point for preparatory work and recruitment of trainees.

1984 - this is when the trained recruits, that is, centre graduates began to return to the project. Due to problems of accommodation, the female participants stayed on at the Training Centre and only returned to the project this year.

1985 - composition of the participants was as follows :

- a) preparatory recruits : fifty youth - (seventy percent male, thirty percent female). (At time of interview they had only recently left to commence their training at the National Training Centres which start in September of each year).
- b) stationed at the Project Centre : twenty project participants of whom five were girls.

### Activities

Primarily agricultural. In 1982 the project harvested forty-six bags of maize, kept fifty poultry layers and had a hundred poultry broilers (per every four months). By 1983 the figures doubled. The maize harvest, due to drought remained small (hundred and fifteen bags).

In 1984 the project was selling hundred poultry broilers every month, producing 2,00 bricks monthly and started keeping goats and rabbits.

This year the project harvested        bags of maize, were picking sixty dozen eggs daily and selling 1,000 broilers monthly. The project has twenty goats, eighteen rabbits and three pigs. Five thousand bricks are being produced monthly. So far this year, for example, the Youth Project supplied the Ministry of Roads sixteen thousand bricks at a total value of Z\$7,200.

The youth run a small market garden and supply the Ministry of Roads, the local community, schools and commercial farms.



Future plans include dairy production, the setting up of a slaughter house for chickens and building a roadside shop on the main road for selling some of their produce.

### Problems

The major problem is lack of transport which is vital for extending the market for this potentially extremely viable enterprise.

The other issue affecting development of the Youth Project has to do with collateral. Commercial Banks calculate an overdraft loan to the project on the basis of the amount of money banked by the Youth Project on a fortnightly basis.

Other problems are lack of agricultural equipment such as tractors, insufficient tools, watering cans, infrastructure etc.

### Observation

This project is contributing to the development process in the District in that, youth training and employment aside; the supply of eggs can be viewed as a means of combating malnutrition in the community, supply of bricks for construction reduces tree felling and improves the quality of housing in the rural areas. Furthermore, it has the potential and management for being organised on a large scale commercial basis.

### 3. Nemanwa Youth Project

Masvingo District, Masvingo Province

#### Introduction

Initially the Province approached the District to identify a project for youth employment. The Province liaised with the Ministry of Youth, Sport and Culture who in turn sent a team to Masvingo Province to assess and evaluate its proposals for a youth project. It is apparent that in the Ministry coordination and planning went a long way towards assessing the project proposals.

In 1984 a Government grant totalling Z\$45,000 (repayable after a grace period of five years) was sanctioned to set up the Youth Project at the Nemanwa Growth Point in Masvingo District.

Initially, proposals were for a Youth Project at Machinjere (115 Kilometres away from Masvingo Town). After careful intra-Ministry planning it was decided to site the project at the Nemanwa Growth Point. The main reason for siting the Youth Project at Nemanwa Growth Point had to do with the fact that being sited at a Growth Point a market for the proposed projects would be readily available.

### Participants

The initial intake of project participants comprised of thirty members (eight girls and twenty-two boys). At the time of our visit to the youth project (October 1985) we were informed that from the eight girls who had joined a year ago, one girl left to get married, another girl dropped out as she felt remuneration was low whilst two girls left for personal reasons. During our visit only two girls remained from the original group. One girl has since trained as a welder and two more girls have joined the project since it began. The last two who joined did Form Four 'O' levels before joining. One is a clerical worker and the other was away training as a typist-bookkeeper.

A number of boys dropped out too. However, attitudes towards the project were changing as a result of its progress and successes. At the time of interview there were twenty-six boys in the project.

Although the majority of the members were untrained, the following breakdown lists the skills content of Nemanwa Youth Project to date.

- 1 member trained in gardening at a youth centre (male)
- 1 member trained in poultry at a youth centre (male)
- 3 members trained in building, carpentry and welding (2 males and one female who trained in welding)
- 1 member trained in building at Organisation of Collective Corporation of Zimbabwe (male)
- 1 member trained in carpentry in Kadoma (private training - male)
- 1 member had gone to Training centre for bookkeeping, typing (female)
- 1 member had gone for Paramilitary training (male)
- 3 members trained as bricklayers (male)
- 1 member trained as bricklayer and building (male)

The District Youth Officer for the Masvingo District expressed the view that the project would like some of its members to undertake further training in the production of concrete products as well as in roof construction, plumbing and as electricians.

## Activities

Nemanwa Youth Project commenced brick making in July, 1984 and to date has produced over 50,000 building blocks, 15,000 standard bricks and 1,000 breeze blocks. Production of breeze blocks only started three and a half months prior to our visit i.e. in June 1985.

The main demand for bricks etc., comes from secondary schools, individuals and the local council. The project had supplied the local council with 20,000 building blocks for construction of beer gardens and market stalls. The bricklayers along with other participants have already built three residences at the Growth Point.

Demand for building blocks, standard bricks and other concrete products is high. In order to assist in meeting demand as well as contribute towards development in the Province, the Nemanwa Youth Project sends its teams into the Districts to set up moulding sites in the rural areas. This rural service site aspect of the project is commendable as 'the participants go to where the orders are'. The project uses two means of producing bricks - manual and automatic. However, inadequate finance makes it difficult for Nemanwa to acquire additional moulds or machinery.

## Poultry

Nemanwa Youth Project started with five hundred chicken broilers which were sold within a month. Since then one thousand two hundred broilers have been sold. The project has proposals for introducing a battery system for increasing poultry production. Four hundred and ninety four layers were producing eggs and another four hundred and sixty-nine were about to lay.

Demand for poultry is on the increase. Regular markets are at a mine (seventy kilometres away) and the local community. The project is not geared to a sophisticated market (hotels, restuarants etc.) due to lack of facilities for dressing pultry. They were however, hoping to obtain an electric plucking machine. Mention was made of keeping turkeys too.

## Rabbiting

The project had thirty-three rabbits. Rabbits were slaughtered at an abbatoir at the Growth Point and the skins were sold to a skin/tanning plant at Bondolfi, nearby.

## Market Gardening

Although the project would like to extend its market gardening, which started in May 1985, they are having serious problems with the water supply. The entire project has only one tap, and this is grossly insufficient. The water outlet services all the activities on the project.

## Carpentry and Welding

The project has make shift facilities but was building a shed and a storeroom. At present production was limited to orders which were mostly from the local community for cheap, functional furniture.

## Future Development

Among its plans for expansion and development, the Nemanwa Youth Project would like to :

- develop its building/brick, concrete making activities into a fully fledged industry. As it is they are able to compete effectively with a Masvingo (town) based building company;
- plans are underway to acquire hatcheries so as to increase poultry production;
- focus is for developing the market garden into a viable commercial enterprise supplying local hotels and restaurants.

## Problems

In addition to what has already been noted, i.e. problem of water, machinery etc., the main problem seems to be lack of transport. Transport is vital for the expansion of this very well managed and motivated project. For example, the project hopes to visit other districts in the Masvingo Province to recruit local Youth onto projects based around the province.

## Observation

This is an interesting project with the basis for consolidating a decentralised industry (concrete products) in the rural areas.

#### 4. Harawa Women's Cooperative

Harawa District Council.

##### Introduction

This is a small fencing cooperative which was set up by the women themselves. The Zimbabwe Association of Women Clubs assisted with training in market skills, accounting and leadership.

##### Participants

Twelve members in the project who meet several times a week. Most of the participants were married women.

##### Problems

Due to lack of capital and transport the cooperative was not doing too well. According to the members, out-of-school girls did not seem keen or interested in the activities as the project had not really succeeded. Moreover, fences were made by hand and the women felt that out-of-school girls were not prone to wanting to do hard work.

##### Observation

This is an interesting project, notwithstanding the drawbacks (i.e., lack of funds for fence making machine) in that demand for fencing material (for poultry sheds for example) was high. Moreover, the project has the basis and skills for growing into a small scale industrial unit of production.

#### 5. Warren Park Girl Guides Dressmaking

##### Introduction

This project started after the women attended a six week course in April, 1983 on dressmaking, knitting, macrame, child care and budgeting organised by the Girl Guides Association of Zimbabwe.

The cooperative meets twice a week in the afternoons at the Warren Park Community Centre.

## Participants

The project started with twenty-two members in September, 1983. They each paid a joining fee of Z\$15,00. Present membership stands at seventeen.

## Activities

The cooperative purchased an electric sewing machine and cloth. They sold Soft Drinks to raise funds for buying material. The cooperative has an order for making school uniforms in addition to dressmaking and knitting for general sales.

## Problems

Inadequate accommodation (e.g. commonly meet two afternoons per week at the community centre), lack of credit facilities, a competitive market and no transport were cited as some of the major problems.

## Observation

This project, whose members, are extremely keen with a high level of skill could service the Girl Guides and Boy Scouts Association of Zimbabwe by taking an order to make uniforms for the Girl Guides and Boy Scouts movements.

## 6. Zimbabwe Foundation for Education with Production

The Zimbabwe Foundation for Education with Production (ZIMFEP) was established in January, 1981, to resettle former refugee children who were studying in camps in Mozambique, Zambia and Botswana during the Liberation Struggle. ZIMFEP was given the responsibility of initiating experiments that would overcome the divisions between theory and practice, mental and manual labour, academic and practical subject.

### Goals and Objectives

To promote a new and revolutionary system of education through curricular experimentation which integrates academic and practical subjects and introduces productive income-generating projects in schools.

To create job opportunities for school leavers by assisting them to establish industrial and agricultural produce cooperatives/collectives.

To link the schools with the local community by providing community education programmes which will help to improve the living standards of the mothers and transform the rural economy.

To develop and to continue the process of mental decolonisation through political consciousness that reflects the Zimbabwean socialist goals.

To strengthen the existing pilot schools by increasing the agricultural production, improving the facilities for technical training etc.

To spread the concept of education with production nationally, sharing the ideology with other schools.

ZIMFEP has identified four major areas of activity ; Technical Service, Agriculture, Education and Job Creation.

### Technical Services

This new programme will assist in upgrading the practical subjects such as building, woodwork, metalwork, agriculture, home economics, farm mechanics to the students.

## Agriculture

The farms on which the schools are run are self-sufficient in food production and are closely integrated with the agricultural departments of the schools.

The students learn large scale commercial farming and cooperative farming in paractice. Agriculture is taught to all students for two years.

The success of the farms is encouraging many students to consider agriculture as a career and the surplus generated by the farms is launching ZIMFEP on the road to self-reliance.

## Job Creation

ZIMFEP offers career counselling to all the students in the pilot school as well as to assist them to find employment or further training. ZIMFEP views cooperatives as one of the sources of job creation and students are taught cooperative principles. Some of the successful cooperatives include:

- a) the textile project in Bulawayo
- b) the Uhuru Nakazi agricultural collective in Harare
- c) the Young Workers, a farming collective in Filabusi (donor agencies are sponsoring some of the cooperatives and the skills training programmes being undertaken by the cooperatives.

## Membership in ZIMFEP - Experimental Cooperatives

<u>Name</u>	Membership			
	M	F	% of Female over Total	
Uhuru Nakazi (Agricultural Centre)	12	3	15	20%
Young Workers (Agricultural)	20	0	20	0%
Shiriyekutanga (Knitting)	5	17	22	77%

SOURCE : ZIMFEP

The extent of participation of females in agricultural cooperatives is low. Only 20% of the females joined the Uhuru Nakazi agricultural cooperative and none have joined the Young Workers Cooperative. More females 77% joined The Shiriyekutanga Knitting Cooperative.



ZIMFEP proposes to encourage and create more cooperatives as a means of creating employment. Plans are underway to establish a tannery cooperative amongst other agricultural cooperatives throughout the country.

### CONCLUSION

In our brief review of government sponsored youth projects and non-governmental projects, issues of planning, management and market research are vital for the success of employment undertakings. All the projects we visited, albeit at a rudimentary level, have a basis for enhancing their productive capacity, skills level and generating overall employment for out-of-school girls.

SUMMARY, RECOMMENDATIONS AND CONCLUSION

Summary

Factors prompting women for education, training and to look for employment are the same as those of men:

- a) the need to earn a living
- b) the need to exercise their skills,
- c) the need to properly look after their family by contributing towards the family income.

However, as revealed by the study:

- a) women tend to pursue courses leading to 'female jobs',
- b) women's unemployment is high and goes mostly unnoticed because of their other full time role in the home.

Ideological notions of female roles are buttressed by the production relations under capitalism.

The information has also shown that girls are faring worse than boys at the stage of entry into the employment market. This is even so when their participation in income generating projects which include both sexes is considered. In such projects which are considered developmental women still conform to the stereotyped roles.

Notwithstanding, the contribution of legislation for equality that has established a minimum floor for women's rights with regard to employment and despite improvements in the areas of education and training, much remains to be done - especially at the level of attitudes.

This study therefore, implicitly revolves around issues of national policy, constraints and problems in the implementation of policies. However, a discussion on policy formulation and policy implementation is outside the scope of this study. Nevertheless, the issue of out-of-school girls in Zimbabwe hinges upon policies for redressing the status of women and in promoting economic development and education, training and skills formation.

## Recommendation

1. Develop teaching materials which would begin to alter stereotypes on women and development in Zimbabwe.
2. There is need for research, analysis and dissemination of information concerning education and training for women. It is important to research on schooling and sex roles because it is felt that the "streaming" of women into certain occupations such as nursing, teaching, office work, health care and personal services - reflect different educational preparation of women and consequently has largely contributed to the male/female imbalance in certain occupations.
3. There is need to formulate and implement educational programmes with at least the final year of primary and secondary education concentrating on skills training courses relevant to the needs of the economic and social development of the country. This should be designed to improve and increase the access of women to gainful employment and give them opportunities to take part in activities in the modern sector.
4. There is need to devise means of encouraging girls to stay at school longer and to ensure that courses chosen by girls are in a range of fields including the professions, management, economics and the sciences which will enable them to achieve positions of influence in the decision making process.
5. Positive discrimination for women in Ministry of Labour etc., for scholarships for further study.
6. Sex education and family life education should be incorporated into the school curricula.
7. Policy on pregnant school girls should be reviewed in order to allow them to continue with their education after delivery.
8. In terms of identifying suitable projects, the long established women organisations including in particular those in rural areas, should be urged to come forward with ideas for suitable projects for consideration by relevant state agencies in the context of application for fund assistance.

9. Income generating projects be thoroughly assessed for their viability prior to their establishment. Two crucial areas in this regard are :
- a) standardisation and upliftment of skills and
  - b) marketability.

### Conclusion

This report is by no means exhaustive of the education, training opportunities for out-of-school girls in Zimbabwe, nor does it fully allude to the numerous governmental and non-governmental organisations involved in training and employment generating activities.

The Report has tended, however, to 'give a feel' of what is being done and tries to highlight at random some of the constraints affecting training and employment. The major conclusion to the Report is that the basis exists for enhancing training and employment in a developmental oriented manner and that the enhancement of these opportunities will go a long way towards resolving some of the problems associated with opportunities for out-of-school girls in Zimbabwe.

The report strongly recommends that a National Machinery for Planning in Training and Employment be strengthened. Such a machinery would also effect coordination improving opportunities for out-of-school leavers.

## PART I

1. 'We carry a Heavy Load : Rural Women of Zimbabwe Speak Out'  
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## PART II - SECTION B:

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STUDY ON THE EDUCATION, TRAINING AND EMPLOYMENT  
OPPORTUNITIES FOR OUT-OF-SCHOOL GIRLS IN ZIMBABWE

I. General Background

- National Development Plans/Policies and how they affect access of women to education/training and employment opportunities.
- Socio-economic factors.
- Social, cultural and traditional factors.
- Economic factors.
- Demographic characteristics
- Education :
  - overall policies for education and training and how they affect women's access to education/training opportunities.
  - historical factors of educational/training systems.
  - relation of education/training to manpower development.
  - school enrollments and outputs at different levels (comparative analysis by sex).
  - school wastage/dropouts (comparative analysis by sex).
  - barriers and constraints to women/girls full access to education.
- Out-of-school youth (including the unschooled, school leavers, dropouts) analysis by sex.
- Employment :
  - overall national policies and how they affect women/girls.
  - labour force participation rate in general.
  - female labour force participation rates.
  - barriers and constraints to women's full participation in labour market.



## II. Education/Training Opportunities

- Overview of education and training opportunities for out-of-school girls in the country.
- Formal academic education/training programmes
- Technical and vocational training programmes
- Non-formal education and training programmes
- Characteristics and features of these programmes (e.g. objectives, curriculum, sponsorship, facilities, clientele, requirements, outputs, range of skills, etc.)
- Quantitative dimensions of these programmes
- Qualitative dimensions of programmes
- Barriers and constraints for full access of out-of-school girls
- Availability of programmes in rural and urban areas
- Future prospects and potentials of other types of opportunities.

## III. Employment Opportunities

- Overview of employment situation in the country
- Characteristics, rates, trends, in the employment of out-of-school girls
- employment in the modern (formal) sector
- employment in the informal sector
- unemployment
- relation of education and training to employment
- Barriers and constraints to the employment of out-of-school girls
- Employment opportunities in the rural and urban areas
- Future prospects and opportunities for out-of-school girls.

## IV. Role of National Machinery For Women In Development In Promoting The Education/Training And Employment Or Out-Of-School Girls

## V. Conclusions And Proposals For Future Improvement In The Provision Of Education/Training And Employment Opportunities For Out-Of-School Girls

1. NAME OF INSTITUTION: .....

2. ADDRESS : .....

.....

.....

3. LIST THE OBJECTIVES OF TRAINING PROGRAMMES :

1.

2.

3.

4.

5.

6.

7.

4. PROGRAMMES/COURSES OFFERED:

1.

2.

3.

4.

5.

6.

7.

26. Speciss College
27. Christian College of Southern Africa
28. Young Men's Christian Association
29. Girl guides Association of Zimbabwe
30. Warren Park Women's Project
31. Harava Women's Cooperative
32. Zimbabwe Association of Women's Clubs
33. Great Zimbabwe College
34. Ranche House College
35. Silveira House
36. VOICE
37. Nyarungu Training Centre, Red Barna

5.

Course	Entry Requirements	Duration	Possible No. Of Trainees	Actual No.		Total
				M	F	

6. SKILLS ATTAINED AFTER COURSES:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

7. HAVE THE PROGRAMMES ACHIEVED THEIR OBJECTIVES?

YES (Explain)

NO (Explain)

8. WHO SPONSORS THE PROGRAMMES:

.....  
.....

9. STATE ANY PROBLEMS CONSTRAINTS AND BARRIERS THAT HAVE BEEN FACED IN RUNNING THE PROGRAMMES:

.....  
.....  
.....  
.....  
.....

10. WHAT PROSPECTS AND POTENTIALS DO YOU SEE FOR OTHER TYPE OF TRAINING FOR OUT-OF-SCHOOL GIRLS?

.....  
.....  
.....  
.....  
.....

11. ANY OTHER COMMENTS:

.....  
.....  
.....  
.....  
.....  
.....

12. SIGNED BY: .....

(Please Give Name in Full)

\_\_\_\_\_

# LIST OF MINISTRIES, ORGANISATIONS

## GOVERNMENTAL

1. Ministry of Community Development and Women's Affairs
2. Ministry of Education
3. Ministry of Labour, Manpower Planning and Social Welfare
4. Ministry of Youth, Sport and Culture
5. Belvedere Teachers' College
6. Seke Teachers' College
7. Chibero College of Agriculture
8. Harare Polytechnic
9. Masvingo Technical College
10. Mount View Training centre
11. Ruwa Training Centre
12. Chaminuka Training centre
13. Mushagashi Training centre
14. National Training centre for Rural Women
15. Roger Howman Training Centre
16. Public Service Training Centre
17. Alvord Training Centre
18. District Development Fund Training Centre, Masvingo
19. Zhombe Youth Project
20. Nemanwa Youth Project
21. Dzimwe Youth Project

## NON-GOVERNMENT

22. Bondolfi Teachers' College
23. Posts and Telecommunications Corporation Training Centre
24. University of Zimbabwe
25. Zimbabwe Foundation for Education with Production.

26. Speciss College
27. Christian College of Southern Africa
28. Young Men's Christian Association
29. Girl guides Association of Zimbabwe
30. Warren Park Women's Project
31. Harava Women's Cooperative
32. Zimbabwe Association of Women's Clubs
33. Great Zimbabwe College
34. Ranche House College
35. Silveira House
36. VOICE
37. Nyarungu Training Centre, Red Barna



Region	Grade 1/2	Grade 2/3	Grade 3/4	Grade 4/5	Grade 6/7	Grade 6/7
1978/1979						
All Regions	.11	.08	.14	.13	.12	.08
1979/1980						
All Regions	-.22	-.22	-.11	-.15	-.14	-.09
1980/1981						
Harare	.15	.09	.11	.09	.07	.02
Manicaland	.09	-.07	-.06	-.11	-.11	-.14
Mashonaland	-.15	-.24	-.22	-.23	-.23	-.27
Masvingo	-.04	-.04	-.03	-.09	-.2	-.14
Matabeleland	.12	-.33	-.03	-.11	-.11	-.1
Midlands	-.03	-.1	-.07	-.11	-.15	-.15
Total	0.02	-0.14	-0.07	-0.11	-0.16	-0.15
1981/1982						
Harare	-.04	-.03	-.03	0	-.02	-.04
Manicaland	.08	.08	.03	0	.02	.01
Mashonaland	.03	-.02	-.04	-.06	-.07	-.09
Masvingo	.07	.05	.04	0	-.01	0
Matabeleland	.08	.03	.19	-.06	-.04	-.05
Midlands	.08	.04	.03	.01	-.03	-.02
Total	0.06	0.03	0.04	-0.02	-0.04	-0.04
1982/1983						
Harare	-.03	-.07	-.04	-.04	-.05	-.11
Manicaland	.08	.08	.09	.03	.03	-.1
Mashonaland	.011	0.10	.13	.08	.05	.04
Masvingo	.12	.09	.08	.04	-.02	.12
Matabeleland	.08	.06	.06	.02	.03	-.16
Midlands	.07	.09	.06	.02	-.1	-.03
Total	0.09	0.07	0.08	0.04	0.02	10.10
1983/1984						
Harare	-.01	-.02	-.02	-.02	-.03	-.05
Manicaland	.08	.06	.07	.07	.03	.03
Mashonaland	.04	.03	.06	.06	.02	.01
Masvingo	.11	.05	.09	.05	.01	.01
Matabeleland	.09	.03	.06	.06	.04	0
Midlands	.09	.04	.07	.05	.04	.01
Total	0.07	0.04	0.06	0.05	0.02	0.00
1984/1985						
Harare	0.01	0.01	0.01	0.00	-0.02	-0.05
Manicaland	0.10	0.04	0.05	0.05	0.04	0.03
Mashonaland	0.07	0.01	0.02	0.03	0.02	0.00
Masvingo	0.14	0.06	0.07	0.06	0.05	0.02
Matabeleland	0.11	0.04	0.05	0.05	0.05	0.01
Midlands	0.09	0.02	0.03	0.03	0.02	0.00
Total	0.09	0.03	0.04	0.04	0.03	0.00

MINISTRY OF YOUTH, SPORT AND CULTURE

THE

YOUTH BRIGADE MOVEMENT

OF

ZIMBABWE

A GUIDE TO THE MOVEMENT

## 1. Objectives

The Youth Brigade Movement is the major youth organisation of Zimbabwe. It is a mammoth grass-roots organisation which started in 1981 under the Ministry of Youth, Sport and Culture.

Its main objective is the broad-based mobilisation of the youth for :

- a) developing political consciousness in the youth movement.
- b) inculcating discipline and responsibility among the youth.
- c) the inculcation of loyalty and allegiance to the state of Zimbabwe.
- d) involving the youth in national security.
- e) the inculcation of the concept of collective effort.
- f) engaging the youth in material production through hard work.
- g) the restoration of the dignity of labour.
- h) the creation of employment.
- i) the establishment of a socialist Zimbabwe.

The movement's major aim is to concretize the above tasks into practical reality through hard work.

## 2. Structure

To realise the above tasks there shall be organised nationwide the Youth Brigade Movement. This involves the organisation of youth (between the ages of 13-30 inclusive) into different groupings which shall form the basic infrastructure for the movement to carry out its programmes effectively. The organisation shall be based on a semi-command system. Each level of organisation, the youth group shall be known as the Command. There shall therefore be the Command at these levels :

- a) the Village or Cell Command
- b) the Ward Command
- c) the District Command
- d) the Provincial Command and
- e) the National Command

Above the National Command shall be the National Advisory Council which shall be the supreme policy-making body overseeing all Youth Brigade affairs.

The village/cell, ward, district, and province shall be determined political boundaries. At each level, there shall be a leadership comprised of :

- a) A Brigade Commander
- b) A Deputy Brigade Commander
- c) A Brigade Secretary
- d) A Brigade Treasurer
- e) A Brigade Logistics.

1. Discipline

A Youth Movement which is not based on a high standard of discipline cannot succeed. It is however, to be appreciated that discipline will not be acquired automatically; it shall be attained through a learning process. The youth shall therefore be called upon to demonstrate their willingness to learn and develop a high standard of discipline. To this end, the necessary steps shall be taken to facilitate the development of discipline in the Youth Brigade Movement. Central to this exercise shall be the Youth Brigade Code of Conduct which provides all the necessary guidance and shall be the cornerstone of youth behaviour, ideals, goals, and functions in the execution of their duties. In addition, there shall be established rules and regulations governing the operation, functions and procedures to be followed at all levels of the Movement.

i) Brigade Code of Conduct

Every member of the Movement shall be required to take the Brigade Oath which reads:

"I.... solemnly declare to be loyal to the Government and the Republic of Zimbabwe". In addition, a member of the Youth Brigade shall at all times :

- a) owe allegiance to the state of Zimbabwe.
- b) be prepared to defend the state and its people.
- c) guard against its enemies.
- d) respect the national flag and national anthem.
- e) follow the implemented government policy.
- f) respect the principles of the Movement.
- g) respect the Youth Brigade chain of Command.
- h) obey orders without complaint.

- be prepared to raise his/her own political consciousness.
- j) have a high respect for all types of work.
- k) be ready to be involved fully in all community projects.
- l) respect his/her seniors, peers and juniors.
- m) work tirelessly to promote national development.
- n) practise economy.
- o) be honest, courageous and selfless.
- p) live an exemplary life.

ii) Disciplinary Committees

The inculcation, improvement and maintainance of discipline be it personal, group or national shall be actively pursued and disciplinary committees shall be formed at all levels to monitor and promote discipline. At each level, composition of the Committee shall be as follows:

- |   |   |
|---|---|
| a) <u>Village/Cell</u>  | i) Commander - Chairman<br>ii) Deputy Commander<br>iii) One other elected member of the group.  |
| b) <u>Ward</u>  | i) Commander - Chairman<br>ii) Deputy Commander<br>iii) Two other elected members of the group. |
| c) <u>District</u>  | i) Commander - Chairman<br>ii) Deputy Commander<br>iii) Three other elected members.            |
| d) <u>Province</u>  | i) Commander<br>ii) Deputy Commander<br>iii) Four other elected members.                        |
| e) <u>National</u>  | i) Commander<br>ii) Deputy Commander<br>iii) Five other elected members.                        |
| f) Above the National level, the National Advisory Council will act as it sees fit. |   |

(ii) Powers of the Disciplinary Committees

The committees shall be empowered to judge cases and may impose punishment on any member of the movement deemed to have transgressed the principles and or the Code of Conduct. However, the disciplinary measures shall be more of a rehabilitative nature rather than punishment, and shall be along the lines of these suggested penalties :

- a) Cautions.
- b) Fines.
- c) Extra work stints.
- d) Deprivation of rights and privileges for a specified period.
- e) demotion in rank.
- f) suspension from the movement.
- g) expulsion from the movement.

(iv) Limitation of Powers of the Disciplinary Committee

- a) At every level an official of the Ministry of Youth, Sport and Culture shall act as Moderator.
- b) Any decision of a Disciplinary Committee can be ammended, reversed or cancelled by a decision of a Disciplinary Committee at the next higher level, which Committee shall be referred to as a Review Tribunal for these purposes.
- c) Expulsion from the Movement can only be effected by a decision at Ward, District, Provincial and National levels. At Village/Cell level, the Committee can only recommend to the next higher level.
- d) Corporal punishment and physical incaceration may not be applied under any circumstances.
- e) Offences of a criminal or civil nature should be referred to the appropriate and relevant law-enforcing agencies. However, this does not preclude the relevant Committee from taking action on any member who is suspected or deemed to have committed such an offence.
- f) A Disciplinary Committee at any level may not suspend a member for a period exceeding 60 days.

4. Membership

The Youth Brigade Movement of Zimbabwe is open to All Zimbabwean youth between the ages of 13 to 30 inclusive regardless of race, sex, religious belief ethnic origin or political affiliation.

i) Rights and Privileges of Membership

A member of the movement shall enjoy all the rights and privileges of membership, some of which are :

- a) Putting on the brigade Uniform.
- b) Participating in all Brigade Activities.
- c) Holding office in the Movement.
- d) Receiving Decorations, Awards, Medals etc.
- e) Voting in Brigade elections.
- f) Eligibility for entry into Youth Training Centres.

All members of the Movement shall be expected to :

- a) take the Brigade Oath.
- b) abide by the principles and Code of Conduct of the Brigade Movement.

ii) Forfeiture of Membership

A member of the Movement shall lose his membership if:

- a) he/she absents himself from 3 (three) consecutive meeting without any valid reason.
- b) he/she fails to perform those duties expected of him/her as a member of the Movement.
- c) as a result of Disciplinary Action.

iii) Re-Admission

A member who had lost his membership may be considered for re-admission into the Movement after a period of not less than three months (90 days) and may be re-admitted by a Decision of the relevant Disciplinary Committee or Review Tribunal.

5. Uniform

The Youth Brigade Movement of Zimbabwe shall have uniforms which shall be symbols of national solidarity, aspirations, dignity as well as symbolising allegiance to the State. Members are encouraged to purchase their own uniform.

i) Composition

Shirt/blouse, Trousers/slacks/skirt, belt insignia, footwear (boots) shoes/tackies, beret/cap including medals, decorations etc.

The distinctive colours shall be green, red, khaki and black for clothing and black, grey, brown, white and grey for footwear.





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