AN ASSESSMENT OF INFORMAL APPRENTICESHIP TO INFORM THE INCEPTION OF A FIVE-YEAR PROJECT ON UPGRADING INFORMAL APPRENTICESHIP IN ZIMBABWE

Building on traditional practice

Prepared for the ILO by

Marian Nell
Nell and Shapiro cc
Johannesburg
South Africa

Assessment conducted in November 2009 in Harare and surrounds
**EXECUTIVE SUMMARY**

In November 2009, Marian Nell, an organisational development consultant from Nell and Shapiro cc, based in Johannesburg, South Africa, was commissioned by the International Labour Organisation (ILO) to do a rapid assessment study of the current practice of informal apprenticeship in Zimbabwe as a preliminary step to a more thorough investigation which would lead to an ILO supported informal apprenticeship programme in Zimbabwe, scheduled to begin in 2010. The appraisal consisted of extensive reading about the ILO positions related to informal apprenticeship and on Zimbabwe at the current time in general, interviews with about 50 key informants (from ministries, non-governmental organisations, informal economy associations, training providers and others with expertise) and rapid quantitative appraisals of the informal apprenticeship practice in three areas around the capital, Harare. The rapid appraisals consisted of convenience interviewing of enterprise owners/master craftspeople. Vendors/hawkers were specifically excluded as the idea was to look at situations where it was possible to add value through some theoretical input. The three areas chosen were a large high density area called Chitungwiza near Harare (an urban situation), Norton, a small town near the capital (rural town), and Ruwa, a peri-urban area which is more upmarket and in which a considerable amount of building is taking place. In total, 254 enterprise owners were interviewed. The report reflects a triangulation of what they said with the observations of the assessors and the consultant’s general understanding of the situation. Although the consultants believe that it is important to include a rural area in preliminary work, this was excluded from the Terms of Reference as it will be undertaken by a different consultant using a specific ILO methodology.

Informal apprenticeship is the traditional mode of training in most countries in Africa and not surprisingly, is most often found in the informal sector. It is the way most young people get their skills. Traditional Apprenticeship Programmes (TAPs) are programmes intended to add value to the existing traditional practice.

The advantages of informal training, as seen in traditional or informal apprenticeship, are: that it does not have to conform to set times; the workplace, which is also the training venue, is accessible; it is usually relevant to the market in which the master craftsman (MC) operates; there are few entry qualifications required; and it is affordable for the rural and urban poor. There are, as many studies have pointed out, disadvantages to the traditional practice. These include:

- Skills transferred through traditional apprenticeship tend to be those that are traditionally male dominated;
- The “ways of doing things” are passed from generation to generation without innovation or exposure to modern ideas;
- The practice is not geared to meeting the challenges of changing technologies and expanding markets;
- Business and entrepreneurial skills are transferred erratically;
- Business owners do not necessarily have advanced skills themselves;
- There is no quality assurance;
- Business owners are not necessarily particularly good at skills transfer;
- Business owners often do not have sufficient equipment or enough work to give apprentices the full range of practice they need;
- There is a tendency to “do what others do” which, without accurate labour market information, can lead to market saturation;
- The poorest households are not able to participate because there is both some financial cost as well as opportunity cost;
- For those who do participate, there is no social security provision and the conditions under which apprentices work are often unlikely to meet the standards of “decent work” as defined by the ILO.
Despite these flaws, the system is sensitive to the existing culture and conditions. So, for example, there is a surplus of labour in Africa and there have to be good reasons why a business owner would take on the obligation of an apprentice who, in all likelihood, will go into competition with him or her in the long run. Such reasons might include the cheapness of the apprentice’s labour, its familiarity and the opportunity to create more extended social networks and family obligations. On the other hand, the formalised training system brings to the developing country system added costs, regulations, government controls and, in general, financial disincentives.

With increasing globalisation some adaptations of the traditional system, met by some adaptation to the industrialised system, are increasingly being sought. They suggest a range of possibilities, including training the mastercraftspeople (MCs) so that they become better trainers, paying them something to offer more to their apprentices, licensing the MCs, introducing new skills and concepts in which theory and conceptualisation help to encourage innovation. In addition to improving quality of service and production, these incentives should encourage MCs and apprentices to participate in informal apprenticeship.

The ILO’s commitment to upgrade apprenticeship systems in the informal economy is based on the Human Resources Development Recommendation, 2004 (No 195) which calls on members to identify skills development policies that “address the challenge of transforming activities in the informal economy into decent work fully integrated into mainstream economic life” (Art. 3(d)). What it envisages is not training for an extension of semi-poverty, but rather training “that goes with other instruments such as fiscal policies, provision of credit, and extension of social protection and labour laws, to improve the performance of enterprises and the employability of workers in order to transform what are often marginal, survival activities into decent work fully integrated into mainstream economic life. Prior learning and skills gained in the sector should be validated as they will help the said workers gain access to the formal labour market. The social partners should be fully involved in developing these programmes.” (ILO 2000, para 7)

The economic and humanitarian situation in Zimbabwe is dire and has been exacerbated by Operation Murambatsvina (Operation Clean Out Garbage), a government-initiated operation which took place in 2006 and was, supposedly, aimed at clearing slums and flushing out criminals in the urban centres. Operation Murambatsvina led to the destruction of all shelters that were not on Local Authority plans. Informal traders were forced to auction or sell at a loss the products they had in stock so that they could vacate premises ahead of the demolition squads, and get enough money to transport their possessions back to the rural areas from which they had migrated. The vast majority of Zimbabweans live below the poverty line and unemployment is rife although it is mitigated by the informal economy to some extent. About 80% of Zimbabweans are believed to be employed in the informal sector. While there have been some movements towards political and economic improvement, these are fragile at best and those included in the rapid assessment did not place much faith in them.

The quantitative rapid assessment results showed that the practice of informal apprenticeship is alive and well in Zimbabwe, that it encompasses many crafts, skills and trades, that the people of Zimbabwe, despite uncertain times, retain a spirit of entrepreneurship and that most people continue to get their training through this form of mass education. They also indicated, although this still needs more exploration, that fields previously closed to women may be opening up. The gender aspect of informal apprenticeship is one that needs to be tackled proactively.

The supporting context for informal apprenticeship exists but is weak (in the form of struggling informal economy associations, almost obliterated micro financing institutions, and persevering service providers, some of which are better and some worse). At a rhetorical level, a number of ministries are in support of the informal economy but their budgets are
minimal. The trade testing system in Zimbabwe is quite flexible (although, apparently, subject to corruption), allowing an avenue of access from informal to formal training.

In general, in terms of support functions, there are six things that need to happen in parallel:

- Policy and regulations have to be informal economy user-friendly, both for the apprentices and for the informal economy in the area (e.g. assured workplaces). Support such as that offered by Zimdef where formal sector employers get rebates if they train their own staff also need to be explored and extended to the informal sector.
- Specific programmes should be run by community-based groups made up of stakeholders, including respected members of the community.
- The technical vocational education and training needs to be appropriate, of good quality, easy to access, not excessively expensive, and there needs to be a relatively easy way of transferring from informal qualifications to formal qualifications such as trade testing.
- Training has to include entrepreneurial training and there has to be production with training. Informal apprenticeship fits the model for both this and the previous bullet.
- There should be access to MFIs for those who need start-up support of some kind and other options such as hire-to-buy schemes for tools need to be considered.
- Some attention should be paid to accessibility of raw materials where this is relevant.

The report includes a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for starting a TAP from the ILO point of view and a tentative logframe for moving forward, including a set of assumptions on which such a programme would be based and which would need to be monitored carefully, not least of them being that there will be some kind of political and economic stability in the country over the next three years.
# TABLE OF CONTENTS

EXECUTIVE SUMMARY ........................................................................................................... 1

TABLE OF CONTENTS .............................................................................................................. 4

ABBREVIATIONS AND ACRONYMS ...................................................................................... 6

ACKNOWLEDGEMENTS ........................................................................................................... 7

Section 1. Introduction ................................................................................................................. 8

  1.1 Purpose and objectives of this study .................................................................................. 8
  1.2 Informal apprenticeship ...................................................................................................... 8
  1.3 The current situation in Zimbabwe .................................................................................. 12
  1.4 The International Labour Organisation (ILO) in Zimbabwe .............................................. 15
  1.5 Methodology of the study ............................................................................................... 16

Section 2. Existing situation in informal training and apprenticeship in Zimbabwe ............ 19

  2.1 ISTARN ............................................................................................................................ 19
  2.2 VTCs in areas covered by Rapid Appraisal of informal apprenticeship ........................ 24
  2.3 Other training providers ............................................................................................... 24
  2.4 Focus group of training providers .................................................................................. 25
  2.5 ILO current programmes – YES JUMP ......................................................................... 26
  2.6 Government programme - ISOP ..................................................................................... 27
  2.7 Business stakeholders .................................................................................................... 28
  2.8 The link between formal and informal training .............................................................. 28
  2.9 Conclusion to Section 2 ................................................................................................ 29

Section 3. Rapid Assessment Results ....................................................................................... 30

  3.1 Profile of interviewees and of the apprenticeship training ............................................... 30
  3.2 Gender ............................................................................................................................ 33
  3.3 Problems experienced by enterprise owners ................................................................... 34
  3.4 Political issues ................................................................................................................ 34
  3.5 Business Associations .................................................................................................... 35
  3.6 Conclusion to Section 3 ................................................................................................ 35

Section 4. Supporting context .................................................................................................. 36

  4.1 Necessary support functions .......................................................................................... 37
  4.2 Conclusion to Section 4 ................................................................................................ 39

Section 5. Looking forward ....................................................................................................... 40

  5.1 SWOT analysis .............................................................................................................. 40
  5.2 Tentative logframe .......................................................................................................... 41
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRADU</td>
<td>Curriculum Research and Development Unit</td>
<td></td>
</tr>
<tr>
<td>DWCP</td>
<td>Decent Work Country Programme</td>
<td></td>
</tr>
<tr>
<td>EMCOZ</td>
<td>Employers’ Confederation of Zimbabwe</td>
<td></td>
</tr>
<tr>
<td>GTZ</td>
<td>German Technical Co-operation</td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organisation</td>
<td></td>
</tr>
<tr>
<td>ISA</td>
<td>Informal Sector Association</td>
<td></td>
</tr>
<tr>
<td>ISTARN</td>
<td>Informal Sector Training and Resource Network</td>
<td></td>
</tr>
<tr>
<td>ISOP</td>
<td>Integrated Skills Outreach Programme</td>
<td></td>
</tr>
<tr>
<td>IYOB</td>
<td>Improve Your Own Business</td>
<td></td>
</tr>
<tr>
<td>KAB</td>
<td>Know About Business</td>
<td></td>
</tr>
<tr>
<td>LED</td>
<td>Local Economic Development</td>
<td></td>
</tr>
<tr>
<td>MC</td>
<td>Master Craftsperson</td>
<td></td>
</tr>
<tr>
<td>MFI</td>
<td>Micro Finance Institution</td>
<td></td>
</tr>
<tr>
<td>NAMACO</td>
<td>National Manpower Advisory Council</td>
<td></td>
</tr>
<tr>
<td>NAP</td>
<td>National Action Plan</td>
<td></td>
</tr>
<tr>
<td>OCCZIM</td>
<td>Organisation of Collective Co-operatives in Zimbabwe</td>
<td></td>
</tr>
<tr>
<td>POSB</td>
<td>People’s Own Savings Bank</td>
<td></td>
</tr>
<tr>
<td>SADC</td>
<td>Southern African Development Community</td>
<td></td>
</tr>
<tr>
<td>SEDCO</td>
<td>Small Enterprises Development Corporation</td>
<td></td>
</tr>
<tr>
<td>SMMEs</td>
<td>Small, Micro and Medium Enterprises</td>
<td></td>
</tr>
<tr>
<td>STERP</td>
<td>Short Term Emergency Recovery Programme</td>
<td></td>
</tr>
<tr>
<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities, Threats</td>
<td></td>
</tr>
<tr>
<td>SYOB</td>
<td>Start Your Own Business</td>
<td></td>
</tr>
<tr>
<td>TAP</td>
<td>Traditional Apprenticeship Programme</td>
<td></td>
</tr>
<tr>
<td>TREE</td>
<td>Training for Rural Economic Empowerment</td>
<td></td>
</tr>
<tr>
<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
<td></td>
</tr>
<tr>
<td>UNDP</td>
<td>United Nations Development Programme</td>
<td></td>
</tr>
<tr>
<td>VTC</td>
<td>Vocational Training College</td>
<td></td>
</tr>
<tr>
<td>YES JUMP</td>
<td>Youth Employment Support - Jobs for the Unemployed and Marginalised Young People</td>
<td></td>
</tr>
<tr>
<td>ZAMFI</td>
<td>Zimbabwe Association of Micro Finance Institutions</td>
<td></td>
</tr>
<tr>
<td>ZCBTA</td>
<td>Zimbabwe Cross Border Trading Association</td>
<td></td>
</tr>
<tr>
<td>ZCIEA</td>
<td>Zimbabwe Chamber of Informal Economy Associations</td>
<td></td>
</tr>
<tr>
<td>ZINEPF</td>
<td>Zimbabwe National Employment Policy Framework</td>
<td></td>
</tr>
<tr>
<td>ZNASME</td>
<td>Zimbabwe National Association of Small and Medium Enterprises</td>
<td></td>
</tr>
<tr>
<td>ZOSS</td>
<td>Zimbabwe Occupational Standards Services</td>
<td></td>
</tr>
</tbody>
</table>
ACKNOWLEDGEMENTS

Thanks from the consultant to Doris Jindu, Gloria Sitotombe and Sarah Nyabadza for setting up appointments for me; to Ashwani Aggarwal, Iris Mabuwa, Ida Chimedza and Adolphus Chinomwe for accompanying me to various appointments; to Maria Mutandwa for locating documents for me; to Iris Mabuwa and Raj Paratian for advice on people to contact; Alfred Musana for driving me to some appointments and giving me a quick overview of Harare although this was not his job; and to Lloyd and Agrippa for driving me around.

Marian Nell
December 2009
Section 1. Introduction

1.1 Purpose and objectives of this study

The purpose of this assignment was to conduct an assessment on informal apprenticeship for the International Labour Organisation (ILO) to inform the inception phase of a five-year project on upgrading informal apprenticeship in Zimbabwe. The study was conducted in Harare and nearby secondary towns during November 2009.

The intention was to provide an assessment and evaluation for a proposed programme of technical co-operation in Zimbabwe. The proposed project is intended to focus broadly on two main areas of action to promote enhanced employment and income generating opportunities through skills development initiatives. The first area concerns the ILO’s Training for Rural Economic Empowerment (TREE) methodology and, unfortunately, the expert who was to provide input in this area was unable to join the mission. The consultant, therefore, concentrated on the second area which was upgrading delivery of training through systems of informal apprenticeship. Her brief was to “conclude an assessment and prepare a final report on introducing a programme to upgrade apprenticeship in Zimbabwe”. The objective of the ILO programme in Zimbabwe is to equip more young women and men in the informal economy with skills that will improve their employability in more productive and decent work¹. This is in line with the ILO’s African regional priorities to promote rural and youth employment, and will be in support of the Africa Commission’s objective of realising the potential of Africa’s youth.

1.2 Informal apprenticeship

Informal apprenticeship is the traditional mode of training in most countries in Africa and not surprisingly, is most often found in the informal economy. Formal apprenticeship is the system used in the formal economy and leads to formal recognition of journeyman qualifications.²

Traditional Apprenticeship Programmes (TAPs) are programmes intended to add value to the existing traditional practice. The traditional practice differs slightly from the way in which the ILO defines informal apprenticeship. The elements emphasised by the ILO are:

- Training agreement or training contract;
- The apprentice achieves occupational competence for a trade (training content);
- Training is in the workplace and integrated into the production process;
- The apprentice is a young person

¹ Given the variety of ways in which the term “decent work” is used, we have tried to use a definition that fits the following: decent income to support the economic welfare of workers and their families; a set and not unduly long period of work time (48 hours a week is considered “decent”); social dialogue, voice and representation; and, perhaps the most difficult one for all forms of decent work for informal labour to reach, some form of social security. With an economy trying to recover from freefall, as Zimbabwe’s is, to insist on social security benefits as an immediate necessity rather than a goal, may be to exacerbate the situation. We would add that informal economies, on the whole, serve informal sections of society, which means that the cost of service provision or product has to be kept as low as possible. Both employers and workers are aware of this and they need to negotiate what is acceptable to them.

² Formal apprenticees spend the equivalent of one year in the classroom in block releases and three in the workplace and there have been about 6 000 trained in Zimbabwe over the past four years. Polytechnics also offer a three year certificated course in college after which the student must find an attachment to get practical training. This course is called “direct entry”. Such a student will need to pass practical trade tests but need not take the theoretical trade test. Less than 100 of these graduates have been trained in the past four years. There is no tracing to see what happens to them when they leave an institution. (Personal Communication/Dr Michael Mambo).
• There is a fixed apprenticeship period (training duration).

The ILO also draws a distinction between traditional and informal apprenticeship, making traditional apprenticeship something that happens between a child or close family member and parents, and informal apprenticeship a more open practice with apprentices coming from outside the family or kin group. While this clear cut distinction is not one we have come across before, we will stick with the term informal apprenticeship. A few of those interviewed in the rapid appraisal said they preferred to take on relatives as apprentices for security reasons or because relatives are easily absorbed into the business and usually cheaper to pay. Some had trained both family members and outsiders.

While there is formal apprenticeship in Africa, it is not a major factor. Apprentices’ demand for formal apprenticeship is low because of strict entry requirements and usually low market absorption rates. In contrast, informal apprenticeship is considered by far the most important source of skills training in Africa. People have always learned by working with people who have worked at it before. This is implicitly stated in all the literature we have come across on traditional apprenticeship.

In the traditional or informal practice, a person with an informal business, based on a marketable skill, the Master Craftsperson (MC), takes on an apprentice who, while working for the MC, who is usually also the enterprise owner, learns the technical skills, as well as the practices of business, and is introduced to a fairly complex set of social relationships involving customers, suppliers and other informal businesses in general. Traditionally, apprentices find their own attachments and either pay the MC a small sum for their training, or are given some form of subsistence support only (such as a place to stay and a meal a day). Once the apprentice is useful to the MC, she or he may pay the apprentice a stipend which increases as productivity increases and the apprentice reaches what, in a formal system, would be recognised as journeyman status. With young people, who form the bulk of the apprentices, the parents are often involved in the transaction, agreeing to pay the MC, with some expectation that she or he will “look out” for the apprentice during the apprenticeship period. In some cases, apprentices provide their own raw materials. Although the ILO sees formalisation in a contract as essential, this does not always take place in written form. The practice is cost effective because of the practical orientation of the work and the productivity of the apprentice during the training. It is particularly effective when the apprentice learns not only the technical skills, but is also introduced into a business culture and business networks which help build his or her social capital. Once the apprentices are sufficiently skilled, they have the possibility of setting up their own businesses.

Along a continuum of formal, non-formal and informal training, traditional or informal apprenticeship falls on the informal training side. In informal training, learning results from daily life activities related to work, family or leisure. It is not structured and typically does not lead to certification. Formal training is structured and does lead to certification, and even non-formal training (the kind offered, for example, by non-governmental organisations) is

---

3 Note that this information was provided by the ILO to the consultants on a single loose sheet of paper with no referencing, headed “Definitions informal apprenticeship”.

4 Several of the master craftspeople interviewed in this rapid assessment said they required apprentices to complete a product to the same standard as the master would and then they considered them to have finished their training. Some give references, some certificates and some take on an ex-apprentice either as a worker or a partner. From the master’s point of view, an apprenticeship is successful if “they produce products (or services) that are up to standard and widely accepted by the community.”

5 Traditional Apprenticeship Programmes (TAPs): The German Experience, for Edda Grunwald by Marian Nell and Janet Shapiro, December 2007

6 In Kenya, some traditional apprenticeships lead to certification. The more skilled the master craftperson, the more valuable the certificate he or she offers. (Personal communication: Marian Nell, consultant on informal economy training.)
structured and may lead to a form of certification. Of the three, informal training has the most potential for mass delivery, if one builds on existing practices strategically and adds value. This method is the only way of fast tracking for the immediate needs of the economy on a mass scale, and the only hope, given the limited capacity of the formal sector to both train apprentices and absorb them\(^7\), that employment can make the contribution required to alleviate poverty in the shorter-term.

The advantages of informal training, as seen in traditional or informal apprenticeship, are: that it does not have to conform to set times; the workplace, which is also the training venue, is accessible; it is usually relevant to the market in which the master craftsman operates; there are few entry qualifications required; and it is affordable for the rural and urban poor. There are, as many studies have pointed out, disadvantages to the traditional practice. These include:

- Skills transferred through traditional apprenticeship tend to be those that are traditionally male dominated;
- The “ways of doing things” are passed from generation to generation without innovation or exposure to modern ideas;
- The practice is not geared to meeting the challenges of changing technologies and expanding markets;
- Business and entrepreneurial skills are transferred erratically;
- Business owners do not necessarily have advanced skills themselves;
- There is no quality assurance;
- Business owners are not necessarily particularly good at skills transfer;
- Business owners often do not have sufficient equipment or enough work to give apprentices the full range of practice they need;
- There is a tendency to “do what others do” which, without accurate labour market information, can lead to market saturation;
- The poorest households are sometimes not able to participate because there is both some financial cost as well as opportunity cost;\(^8\)
- For those who do participate, there is no social security provision and the conditions under which apprentices work are often unlikely to meet the standards of “decent work” as defined by the ILO.\(^9\)

Note that in instances where new technologies are adopted in the informal economy e.g. mobile phone repairs, the initiators tend to be people who have been trained in the formal economy who have chosen to set up their own businesses in the informal economy. Such operators consciously create opportunities to upgrade their own technical skills. However, the disadvantages to the traditional practice remain ongoing trends that are stated as problematic in the literature on informal apprenticeship.

One problem which we had not come across before but which was mentioned a number of times in the rapid appraisal covered in Section 3, is that of apprentices leaving before they have completed their training. It was not clear what the reasons for this are but some were about not making enough money, being attracted to better options (especially in construction), and setting themselves up in competition to their masters. Despite these flaws, the system is sensitive to the existing culture and conditions. So, for example, there is a surplus of labour in Africa and there have to be good reasons why a business owner would take on the obligation of an apprentice who, in all likelihood, will go into competition with him or her in the long run. Such reasons might include the cheapness of the apprentice’s labour,

\(^8\) This emerged in the ISTARN work and is referred to tangentially in the 2008 ILO Employment Report No 1 (Page 9) which notes the difficulties of poor people in setting up their own businesses if they do manage to get an informal apprenticeship. This acts as a disincentive.
\(^9\) Ibid
its familiarity and the opportunity to create more extended social networks and family obligations. The formal economy system, on the other hand, brings to the developing country system added costs, regulations, government controls and, in general, financial disincentives. Why, for example, invest in expensive safety equipment when, as an informant in an earlier study in Zimbabwe told the interviewer, “you can turn your head away from the flame”\(^{10}\) This attitude to keeping costs low, was born out by the interviews in the rapid assessment where a number of enterprise owners did not invest in protective equipment.

Kempner et al\(^{11}\), however, acknowledge that with increasing globalisation some adaptations of the traditional system, met by some adaptation to the industrialised system, are increasingly being sought. They suggest a range of possibilities, including training the MCs so that they become better trainers, paying them something to offer more to their apprentices, licensing the MCs, introducing new skills and concepts in which theory and conceptualisation help to encourage innovation. They believe that “(a)pprenticeship programmes can potentially link traditional culture with the emerging developmental needs of African economies. Carefully designed programmes can integrate modern theory with daily practice in the community, so long as they are sensitive to the existing culture.” As Nübler et al conclude in their 2009 study in Tanzania, “Interventions to improve the practices and outcome of informal apprenticeship need to be carefully designed, building on the traditional institutional framework, so that incentives of MCs and apprentices to participate in informal apprenticeship are sustained."

The ILO’s commitment to upgrade apprenticeship systems in the informal economy is based on the Human Resources Development Recommendation, 2004 (No 195) which calls on members to identify skills development policies that “address the challenge of transforming activities in the informal economy into decent work fully integrated into mainstream economic life” (Art. 3(d)). What it envisages is not training for an extension of semi-poverty, but rather training “that goes with other instruments such as fiscal policies, provision of credit, and extension of social protection and labour laws, to improve the performance of enterprises and the employability of workers in order to transform what are often marginal, survival activities into decent work fully integrated into mainstream economic life. Prior learning and skills gained in the sector should be validated as they will help the said workers gain access to the formal labour market. The social partners should be fully involved in developing these programmes.” (ILO 2000, para 7)

At a workshop on “Apprenticeship in the informal economy in Africa” in Geneva in 2007,\(^{12}\) however, discussion was more about best practices to upgrade and improve apprenticeship systems and on effective policies to bridge informal and formal training systems and to help informal apprenticeship move towards formalisation. In the current situation in Zimbabwe, where an estimated 80-90% of the available opportunities for employment is in the informal sector, even this seems ambitious. The workshop concluded that the major challenges for policy in the area of informal apprenticeship were:

- Convince informal operators of the priority need for skills upgrading and product differentiation;
- Enhance the quality of transferred skills;
- Shorten the duration of training (here participants were talking about shorten to two to three years);

\(^{10}\) Nell and Shapiro, Adding Value: A formative case study of the traditional apprenticeship programme (TAP) of the Informal economy Training and Resource Network (ISTARN), 1988. Some of the enterprise owners interviewed in this rapid appraisal did provide safety equipment.

\(^{11}\) Kempner, K, de Moura Castro, C Bas, D Apprenticeship – the perilous journey from Germany to Togo, International Review of Education 39 (5), 1993

• Accelerate technological development and diversification;
• Scale up the coverage of upgrading efforts in informal apprenticeship training to reach large numbers of master craftspeople and male and female youth/apprentices;
• Source funding for interventions to up-grade informal apprenticeship.

The workshop also concluded that apprenticeship training must be integrated with broader economic development support such as credit, marketing, institution building and enabling policies.

1.3 The current situation in Zimbabwe

The Inter-Censal Demographic Survey 2008 Report for Zimbabwe, produced by the Central Statistics Office, October 2008, gave the population of Zimbabwe as between 12.2 and 12.4 million people in 2008. Of these 48% were women and 52% men. The population was mostly rural with 29% of the total found in urban areas. Seventy-two percent of the households were headed by men. Fifty-four percent of the population age 3-24 were attending school, while 29% had started and dropped out. More females than males drop out.

According to an ILO document (YES JUMP Draft Report by Dr Stephen Chipika and Dr Munyaradzi A Zengenya, November 2009), the population census of 2002 was the most recent reliable source of official government demographic statistics in Zimbabwe. It revealed that the country has a relatively young population of about 10 500 000 people and that Zimbabweans aged below 15 years numbered about 4 700 000 (or 45%), those between 15 and 64 numbered 5 700 000 (54%) and those above 64 make up only about 2% of the population. The 2002 population census gave unemployment as 22% of the 3 500 000 economically active people in Zimbabwe (of those unemployed, the bulk were youth, graduated from the education and training system), with the highest proportion employed in agriculture (43%), followed by services (13%) and manufacturing (8%). These seem, therefore, to be important areas in targeting youth employment. The figures suggest that the majority of Zimbabwean youth in 2002 were unemployed females residing in the rural areas. Other research shows this to be true currently as well.

Thirteen years ago (1996), when the German Technical Co-operation (GTZ) did work on traditional apprenticeship programmes in Zimbabwe, research showed that 28% of the economically active group in Zimbabwe were jobless (official statistics). The formal sector had limited and shrinking capacity to absorb either job losers or the approximately 300 000 school leavers of whom an estimated 20 000 to 30 000 were employed in the formal sector. As a result the burden of absorption had fallen largely to the informal sector. As a result the burden of absorption had fallen largely to the informal sector. A 1994 study showed that 1.5 million were employed in the informal economy and only 1.2 million in the formal sector. At that stage the Z$ bought R 0.43 and R1 SA bought Z$ 2.31. The Zimbabwean government understood the importance of the informal economy in reducing economic inequalities and promoting the growth rate. A Gemini study done in 1991, and updated in 1994, estimated that there were about 942 000 micro and small enterprises in Zimbabwe, creating about 150 000 plus jobs a year. These figures are not up-to-date and, at the time of writing we have been unable to get government official figures. However, there seems to be consensus that the current crisis began around 1997. The current figures give 75% of age groups 15 years and above as the economically active population. This includes own account workers and unpaid family workers. The highest proportion of economically active female workers were own account workers and could be assumed to be running micro-enterprises. The strict definition of unemployed was those who had done no work, were looking for work and were available for work, over a period of 12 months.

13 This was considered a very optimistic assessment and some estimates were far lower.
Officially, unemployment is low, the very high figures given are based on the fact that, while people are doing something, they are barely surviving and are largely underemployed. Very little employment takes place in the formal sector and much depends on the informal sector. In most instances, people cannot afford to be doing nothing and are employed in some form in the informal economy. The official figures are, therefore, not to be taken at face value. An ILO publication ("Employment, unemployment and informality in Zimbabwe", Malte Luebker, Issues Paper No 32 2008), indicated that while the vast majority of the respondents in the study done were employed, it was in the informal sector, and that many of those who fell in the "employed" range were, in fact, street vendors. Respondents were also, however, engaged in small-scale manufacturing including crocheting, tailoring, furniture and household hardware production. Operation Murambatsvina (see below) had had a disproportionately negative affect on informal workers and almost three quarters said it had made their personal work situation worse. The data sources used in the study quoted supported the conclusion that informal employment has kept a large number of Zimbabweans at work, thus keeping official unemployment statistics low. The argument of the study is that "while employment in the informal economy is an undesirable form of employment, workers have few alternatives when they cannot find a job in the formal sector and cannot afford to remain unemployed".

By 2005, 80% of Zimbabweans were considered to be living below the poverty line. If an effective programme is established under which full employment is a goal for Zimbabwe, the informal economy is an obvious opportunity. What is clear is that the political and economic crisis deepened after 2000 and affected earlier figures. Zimbabwe now faces rampant unemployment and deteriorating living standards. Only 18% of Zimbabwe’s 85 237 kilometres of highways are paved. The communications system, once considered one of the best in Africa, is poorly maintained and only supplies 247 000 telephones to a population of 10.9 million. International and fiscal entities are encouraging cash-poor African countries to develop a new tax base in the only economic sector with any dynamism, the informal economy. The informal economy is efficient at generating job opportunities at very low cost for at least some segments of the population. By 2004, four out of every five jobs in Zimbabwe were to be found in the informal sector.

Jobs in Zimbabwe’s formal economy (including civil service jobs, agriculture, manufacturing and export operations) are showing negative growth while some jobs in the informal economy (including small businesses, vendors and illegal trade operations) are showing positive growth. Jobs in the informal economy are difficult for the government to regulate and monitor and, hence, may be more difficult for the government to encourage. Furthermore, these businesses generally do not pay taxes, giving the government more reason to discourage growth in the informal sector. But there is a recognition that, although most owners and workers from the informal economy pay no taxes, they and their families spend money in the formal sector so an increase in jobs in the informal economy may have a positive effect on jobs in the formal economy. The smaller sectors in the informal economy tend to be labour intensive and are likely to use locally manufactured equipment. With the high unemployment in Zimbabwe, job creation, particularly that focusing on the smaller enterprises in the informal economy, may be an important priority. Not every one agrees, and there are concerns that the informal economy will be an increasing area of labour

14 This makes the figures given later on the success of ISTARN apprentices after Operation Murambatsvina, although still anecdotal, worth noting.
15 National Action Plan of Zimbabwe 2005
16 The Zimbabwean National Association of SMES gave us an unemployment figure of 80% in November 2009 and said that even those with A-levels could not get jobs. They added that education was not as good as it had been.
17 This section relies heavily on Monthly Labour Review, March 1998 by Lathan Shinder (www.findarticles.com) and figures could be expected to be worse now.
exploitation, but it is clear, in the short term at least, that informal businesses are capable of supporting and maintaining a workforce in addition to the owners/operators and their families.

Zimbabwe now has approximately 200,000 new entrants to the job market each year and high rates of unemployment are causing economic and cultural crisis. Zimbabwe’s infrastructure is deteriorating, while the country’s human capital, despite high rates of emigration (an estimated three million Zimbabwean nationals)19, is underutilised. Businesses in the informal economy in most cities are a by-product of the inadequate education and training, high rates of unemployment in the formal economy, and the poor and working poor striving to improve their economic conditions. Optimising the use of the informal economy can have positive short-term effects in alleviating unemployment and, if properly planned, long-term effects in moving employment towards decent employment. Countries that have been successful at economic growth and reducing poverty have set two specific objectives: establish a growth policy that emphasises employment, utilising the available abundant source—the labour pool of the poor. Second, invest in human capital by providing the poor with education and vocational training so that the palpably inadequate returns for most in the informal economy can be improved and the concept of decent work can be seen as a necessity rather than a luxury.

**Hope versus certainty?**

The challenge confronting all self-employed workers in Zimbabwe’s informal economy is to make the transition from mere survival to an economically stronger position. They also need to do this in an economically and politically volatile environment. The Short Term Emergency Recovery Programme (STERP)20 developed in March 2009, is more a declaration of hope than certainty. Few schools opened for the better part of 2008 and the beginning of 2009. There is a shortage of learning and teaching materials. STERP talks about “greater co-ordination of the country’s technical and vocational education training programmes targeting youth employment creation and income generating projects” and “community based vocational apprenticeship schemes such as carpentry, metal work, farm management and food processing” but admits to having few resources and little labour market and employment policy data. It looks to small and medium enterprises to help address this, “(b)ecause of their labour intensity nature, capital saving capacity, harnessing of local resources, dependence on fewer imports, flexibility and adaptability, innovativeness and strong linkages with other sectors of the economy”.

The ILO has put forward a proposal to carry out a survey of small and medium enterprises. The information from the survey would be used to create a database covering a wide range of issues such as spread, concentration and number of SMEs, employment, product varieties and all other relevant economic indicators including their contribution to overall economic growth.

Education and the relationship between the Zimbabwean education system and the informal education system demonstrated through informal apprenticeship, is the key to long-term decent work for the majority of Zimbabweans. The targets of the National Action Plan (NAP)21 are also, to some extent, based on hope rather than reality. Zimbabwe is also being badly affected by the HIV/AIDS infection rate. There are deep-rooted negative attitudes against girls’ education. The extreme poverty means that many children drop out of school or fail to register for examinations. Part of the policy of government is strengthening the teaching and learning of vocational and technical education at school level. Past experiences with TAPs (as in the ISTARN case below) show that a good basic education is

---

19 STERP, March 2009
20 STERP will be phased out at the end of 2009 and be replaced by the Medium Term Plan, a five year plan.
one of the factors that affects the ability of apprentices to do well. As Technical and Vocational Education and Training (TVET) has shown itself to be inadequate as an employability factor in many instances, some way to link informal apprenticeship to the certification for TVET, based on prior learning should be found. This can only happen once informal apprenticeship is established with some sorts of criteria to move it from the informal to formal sectors. There is a general expectation in the Southern African Development Community (SADC) that these kinds of skills will, eventually, be interchangeable in the region, through some form of common qualifications framework. More positively, ironically, is that a growing number of the unemployed in Zimbabwe have their “O” levels. Given the decline in educational output in Zimbabwe, this must be seen as something of a bubble yet it can have positive consequences for the quality of informal apprenticeship.

The Ministry of Labour and Social Welfare and Ministry of Youth Development, Indigenisation and Empowerment in conjunction with the ILO/SRO has produced the “Zimbabwe National Employment Policy Framework” (ZINEPF), April 2009. The overall objective of this is “to promote and secure sustainable, full, productive and freely chosen decent employment for all under conditions of freedom, equity, security and human dignity”. If this framework is to prosper then the country will need to prosper. There are small signs of hope such as the announcement (The Star 3/12/2009) that the country would have better than expected economic growth of 4.7% during 2009. Zimbabwe halted its economic freefall during 2009 by abandoning its hyper-inflated local currency and using foreign currencies, (widely known as “dollarization”). While this wiped out financial assets such as savings, it enabled the economy to begin functioning again.

The framework covers macro-economic and micro-economic issues and promotes the principle of both bottom-up and top-down so that it is demand-driven. An enormous amount depends on macro-economic stabilisation but a section is devoted to active labour market policy measures that include both employability and employment creation. They also include the promotion of SMMEs or Enterprise Development and there is a section on TVET which emphasises output as opposed to input. All of this is of direct relevance to informal apprenticeship. The absence, however, of assumptions in the logframes attached to the framework is worrying as any plans developed should surely take into account the volatility in the political and economic situation.

1.4 The International Labour Organisation (ILO) in Zimbabwe

Ultimately it is the job of government to ensure that its people are educated for employability. This applies to the education ministries and to Health and Child Welfare, Land and Agriculture, Youth Development, Gender and Employment Creation, Public Service, Labour and Social Welfare, Defence, Mines, Home Affairs and Environment and Tourism.

The ILO has recognised that technical and vocational skills are crucial for enhancing competitiveness and decent work. The objective of the ILO programme in Zimbabwe is to equip more young women and men in the informal economy with skills that will improve their employability in more productive and decent work. It, therefore, is looking at a programme for adding value to informal apprenticeship, working together with government and labour.

The ILO is looking to counteract the vicious cycle of inadequate education, poor training, low-productivity jobs and low wages and engender, instead, a virtuous cycle in which improving the quality and availability of education and training for women and men fuels the innovation, investment, technological change, enterprise development, economic diversification and competitiveness that economies need to accelerate the creation of more, but also better, jobs and thereby improve social cohesion. The ILO overall aims to:

---

22 ILO “Conclusions on skills for improved productivity, employment growth and development”, 2008
- Help countries use skills development to maximise opportunities and mitigate the negative impact of global drivers of change such as technology, trade and climate change;
- Integrate skills development into national and sectoral development strategies;
- Build seamless pathways of education that connect basic education, vocational training, labour market entry and lifelong learning;
- Extend access to education and training for those who are disadvantaged in society.

“Connecting skills development to these broader growth, employment and development strategies requires that governments, working with social partners, build policy coherence in linking education and skills development to today’s labour markets and to the technology, investment, trade and macroeconomic policies that generate future employment growth. This places a high premium on strong social dialogue, effective coordination among ministries, and improved communication between employers and training providers.” (ILO “Conclusions on skills for improved productivity, employment growth and development”, 2008)

The ILO is working with the government of Zimbabwe in providing a solution to the socio-economic challenges facing the nation. In April 2009, the Government and Social Partners (Workers and Employers Organisations) adopted a Decent Work County Programme (DWCP) in line with the nationally agreed development plans as prioritised by the country. The DWCP-Zimbabwe will be based on poverty reduction through employment creation, social protection and reduction of HIV/AIDS impact at the workplace, and strengthening of social dialogue and tripartite consultation.23

1.5 Methodology of the study

Overall, for this study, a rapid assessment process was used and this meant that, in the time available, documents were perused, there were key informant interviews, rapid surveys were done that included individual questionnaires that were analysed, and observation and conversation between people in the field and the subjects was recorded. The information gathered was then triangulated. Unfortunately, because the consultant who is an expert in TREE was unable to join the mission, the focus was not rural.

The consultant met with (see Appendix 2):

- The Ministry of SMEs and Co-operative Development
- The Ministry of Women’s Affairs, Gender and Community Development
- The Ministry of Higher and Tertiary Education
- The Ministry of Youth Development, Indigenisation and Empowerment
- The Ministry of Labour and Social Services
- Two representatives of the Chitungwiza VTC
- Two representatives of Silveira House
- Dr Godfrey Kanyenze, Director of the Labour and Economic Development Research Institute of Zimbabwe
- Consultant on Skills Development, Dr Michael Mambo
- A representative of the Zimbabwe Cross Border Training Association
- Two representatives of the International Organisation for Migration (OIM)
- A representative of the Young Africa Training Centre
- Two representatives of the National Association of NGOs (NANGO)
- The Director of Employers’ Confederation of Zimbabwe (EMCOZ)
- The National Project Co-ordinator of YES JUMP, ILO

23 Chipika and Zengenya, ILO YES JUMP Draft Report, November 2009
24 Before the collapse of the Zimbabwean economy, Dr Kanyenze was involved in an initiative that was hoping to roll out the TAP to all the TVET colleges in Zimbabwe. He now fears the momentum built by ISTARN has been lost. (Personal communication)
• Two representatives from the Zimbabwe Chamber of Informal Economic Associations together with the Informal Sector Co-ordinator of the Zimbabwe Congress of Trade Unions
• Representatives of the Small Enterprises Development Corporation
• The HIV/AIDS Technical Specialist for the Southern African Sub-Region (ILO)
• Two representatives of the Zimbabwe National Association of SMEs

In addition, the consultant interviewed the following by telephone:
• The principal of Masvingo Polytechnic
• The principal of Mutare Polytechnic
• A representative of OCCZIM.

The consultant tried to meet with the General Secretary of the Zimbabwe Congress of Trade Unions but, as she was not accompanied by anyone from the ILO he refused to talk to her and expressed doubt about the *bona fides* of the ILO which, he said, speaks to everyone but then listens only to government.

At the same time, interviewers were employed to do the rapid assessment interviews with enterprise owners or master craftspeople in certain areas. This was an ILO tool and is attached as Appendix 4. The consultant modified the tool minimally but did not pretest it, given its rapid appraisal/limited time format. For a more thorough and informative exploration the tool would need to be reviewed. Some of the questions are ambiguous, some make assumptions (e.g. that informal apprenticeship must be longer than one year to be useful) and some questions that would yield useful information (e.g. the gender of the enterprise owners or master craftspeople) are left out. Analysis of the quantitative data was done using Statistix 9.0.

The consultant attended a focus group of training providers held by another consultant to the ILO as part of his assignment to look at policy. Representatives of Masvingo Technical College and Mutare Technical College (now called polytechnics) attended and Ms Nell later phoned them. They were considered important because of their involvement in the original ISTARN project. She also made contact with other people from the focus group whom she saw afterwards. These included the technical expert from Silveira House, a Catholic agency that does a range of community and SME development work and which inherited the Informal Sector Training and Resource Network (ISTARN) TAP, a German initiative, and the Principal of Chitungwiza Vocational Training College. There were also a number of staff members from the Ministry of Higher and Tertiary Education at the focus group but Ms Nell had already made arrangements to meet with them. There were people from private sector training at the focus group and potential there should be explored later (e.g. the representative from Delta Engineering Training Centre, is willing to train people from colleges provided this is agreed to at the top management level). People trained in the private sector have skills which would enable them to produce added value themselves.

Some mention was made of various stakeholders of the National Manpower Advisory Council (NAMACO) which is made up of sectoral Committees from each industry. Their responsibilities include market research and surveys on industry trends, in liaison with the Ministry of Higher and Tertiary Education; defining and recommending new trades/occupations in liaison with Industrial Training and Trade Testing and the Curriculum Research and Development Unit (CRADU); and compilation of skills requirements, occupational profiles and proficiency schedules for industry. Theoretically, they could be

---

25 The National Employment Council is responsible for governing work conditions in each industry; the Zimbabwe Manpower Development Fund (Zimdef) is a government fund based on levies collected from industry to support vocational and technical training; and, the Zimbabwe Occupational Standards Services (ZOSS) is responsible for the production of National Occupational Competency Profiles and Occupational Standards. In the current conditions, all of these seem to be underperforming.
expected to advise the Ministry on appropriate curricula but this does not seem to be happening or, if it is, the impact is not being felt at training level.

Problems in meeting the Terms of Reference

The consultant was unable to satisfy the Terms of Reference in some respects. These are listed hereunder:

Item D – the consultant was asked to collect national legislation and statistics related to formal and informal apprenticeship (1995-2001). As explained in the course of the report, reliable and up-to-date statistics are currently unavailable. Because of financial constraints no Labour Force Survey or other Household Surveys have been produced recently. As to legislation, the Information Officer of the ILO-SRO undertook to locate relevant legislation, but advised that the Government Printers had run out of copies and that such legislation would be collected and sent to the consultant after her return to South Africa. At the time of finalising this report, no such documentation had arrived.

Item G – the consultant was asked to identify national research institutes/suitable researchers to conduct an in-depth assessment of the existing informal apprenticeship system in 2010. The consultant is not from Zimbabwe and, therefore, her knowledge of Zimbabwean researchers specialising in informal apprenticeship is not wide. She did, however, ask most of the interviewees for suggestions of suitable research institutes or consultants with very few results. There is no practice of informal apprenticeship in South Africa. However, the consultant met with Dr Godfrey Kanyenze of the Labour and Economic Research Institute of Zimbabwe (LEDRIZ) and has been acquainted with his work for over a decade and has no hesitation in recommending him and his institute for future work. He is also well acquainted with the ISTARN model.

Item H – the consultant was asked to collaborate closely with a technical expert collecting background information for the TREE component of the Danish-funded project and with a technical expert working on skills development policies. At the time of writing, the technical expert work on the TREE approach has not yet been to Zimbabwe, and the work of the technical expert working on skills development policies had been delayed in the production of his report. The consultant received the first draft of his report, two days before the submission of the first draft of this report.

Item I – the consultant was asked to collect information about the Integrated Skills Outreach Programme (ISOP) in collaboration with other technical experts. Despite many requests from the consultant, no comprehensive written reports on the ISOPs seemed to exist. The consultant did not feel that she had been given sufficient information about the ISOPs on which to base any analysis or recommendations. Further information became available in the draft report of Dr Michael Mambo in his Situational Analysis of the Skills Development System in Zimbabwe, dated 14.1.10. (See section on ISOPs on page 27.)
Section 2. Existing situation in informal training and apprenticeship in Zimbabwe

There is a range of small programmes and projects, some of which the consultant visited and about some of which she was told. All of them are concerned about offering young people options so that they are able to choose to stay in Zimbabwe. They are also concerned about capital intensification which means that one machine can now make what it took 40 workers to make before. Occupational profiles on which courses are based are often out of date and industry is not sufficiently involved in the development of these. Testing is regarded with some suspicion as being inappropriate and possibly corrupt, even when it is possible. Recognition of prior learning is not working well although, at least in theory, some can enter the Trade Testing route at the lower levels. Students struggle to pay fees for training. Recruitment to courses is low because students know they will not find jobs. However, there is an awareness that one needs to build skills in anticipation of demand that will come when the economy improves.

There are two industrial training centres, six youth centres, nine polytechnics and 42 vocational training centres with a big range of quality – all government institutions. The government also runs the Integrated Skills Outreach Programmes (see below). In addition, there are numerous projects and programmes. What follows are some examples from the rapid research process. Those included hereunder represent a very small group of them – mainly in the Harare area. It is, however, worth mentioning ISTARN here in more detail, despite its demise. It was the first programme in the country which recognised the importance of building on an existing practice of informal apprenticeship without interfering in, but adding value to, the practice.

2.1 ISTARN

In 1995, the Informal Sector Training and Resource Network (ISTARN), a joint venture between the governments of Zimbabwe and Germany\(^{26}\), was launched in Masvingo Province, Zimbabwe. The project attempted to address the needs of youth who were unable to find employment. The project started as a partnership between GTZ and the Ministry of Higher and Tertiary Education working through the Masvingo Technical College. One of the issues which ISTARN confronted, and which also concerned the Technical College, was high rates of unemployment among college graduates. The goal of the project was to increase employment opportunities in the province by contributing to the development of viable business enterprises. A key aspect of the project was the Traditional Apprenticeship Programme (TAP) which was also replicated in Manicaland, Zimbabwe, in 1999. ISTARN continued to operate until the withdrawal of the German government from bilateral programmes in Zimbabwe in 2002. However, provision was made for the continuation of the programmes of ISTARN. The strategy was to house programmes in local organisations and the Germans would provide institutional support for those local organisations. German Technical Co-operation (GTZ) staff would be placed in organisations and GTZ would scale down as local organisations took over. ISTARN had three major programme components: the Traditional Apprenticeship Programme, the Informal Sector Association Programme and the Business Development Programme. The TAP was taken over by Silveira House and the Informal Sector Associations by the Organisation of Collective Co-operatives in Zimbabwe (OCCZIM). Both of these organisations are still involved in this work. The Business Development Services of ISTARN were taken over by One-Up Business Services, a small private sector organisation, which has since closed down. The intention (and this was the way the ISTARN TAP was developing anyway) was that the VTCs would take over the training but, over time, it became clear that the VTCs did not have the resources.

---

\(^{26}\) The implementing agency for the German government was Gesellschaft für Technische Zusammenarbeit (GTZ).
In essence, the TAP was an organised initiative based on the traditional informal practice of skills transfer which is used throughout Africa and much of the developing world. It aimed to add value to the traditional practice, without excessive interference, by providing support inputs such as market information, short-term formal training for apprentices and/or enterprise owners, tool hire-to-buy schemes, and networking mechanisms. A key aspect of the traditional practice is the way in which it introduces informal apprentices to business networks and practices by involving them in the day-to-day running of the enterprise and ISTARN built on this too.

Description of ISTARN’s TAP – key factors, some learned from first attempts

- Partnered with the Ministry of Higher and Tertiary Education.
- Used the 10/90 principle: 10% of the input required for success comes from the programme – the other 90% has to come from the participants.
- Did not interfere with the apprentice/crafts person relationship – apprentice found own placement – had to meet certain requirements e.g. relevance of skill.
- Although ISTARN saw equality (treating everyone the same) as an important principle, it recognised that sometimes equity could be a factor – e.g. giving a subsidy to enable a woman to be an apprentice.
- Apprentices’ attachments ran for anything from six months to 18 months.
- Sustainability was important – keeping costs of a TAP as low as possible and making sure it was cost effective – anything spent must have a sensible return.
- Training was offered in ‘spare’ time and space of local institutions – used people with practical experience but innovative ideas.
- Equipment used in training was relevant to what would be available in current and future workplaces.
- Apprentices were inducted/oriented to what was expected of them.
- The TAP was coupled with a tool hire-to-buy scheme.
- Tracer studies were done to see if the programme was working – it was! One way to find out was a TAP “convention” at the end of each year – inviting all graduates to come, to learn something and to share experiences.

Tracer study of ISTARN TAPs

In 2002 the German government closed all its bilateral projects with the Government of Zimbabwe. Since then, GTZ has continued to fund civil society in Zimbabwe. In 2006, Operation Murambatsvina (Operation Clean Out Garbage), a government-initiated operation which was aimed at clearing slums and flushing out criminals in the urban centres and growth points took place. In effect, it left more than 700 000 people homeless and/or jobless and deprived a large portion of the informal economy of workplaces. This had a direct impact on the graduates of the ISTARN TAP, many of whom had set up informal economy businesses in these urban areas and growth points. Operation Murambatsvina led to the destruction of all shelters that were not on City/Town Council’s plans. Informal traders were forced to auction or sell at a loss the products they had in stock so that they could vacate premises ahead of the demolition squads, and get enough money to transport their

27 Training was usually in a limited set of technical skills for the apprentices (offering unlimited areas of technical training would be very costly) and in business skills for the MCs, including basic bookkeeping, costing, marketing and so on. ISTARN tried to offer technical skills for which there was likely to be a local market.

28 A detailed description of how the TAP operated can be found in various publications produced by ISTARN at the time. These publications appear in the Bibliography under the authors’ names viz Nell and Shapiro cc and Peter Chitiyo and Janet Shapiro.
possessions back to the rural areas from which they had migrated. Operation Murambatsvina was supposed to be followed by Operation Garikai (Operation Restore Order) in which houses and informal business shelters would be rebuilt but the impact of this seems to have been minimal.

Zimbabwe is a nation in dramatic economic decline. In June 2005 it was estimated that only 20% of the adult population was employed in the formal sector and that approximately 80-90% relied totally on the informal economy for survival. It was, therefore, of particular interest to know whether any impact of the GTZ contribution had survived the upheaval of Operation Murambatsvina. The turbulence and dislocation of so many made it very difficult to trace TAP graduates and there was no attempt to do scientific sampling, but a team of interviewers interviewed anyone they could find who had been part of the programme (Nell and Shapiro, 2006).

They managed to make contact with 32 TAP graduates from the period 1996 to 2002, in Mutare (Manicaland), Masvingo and Jerera Growth Point. Of these, 84% were men and just under 16% women. In fact, the percentage of women graduates from the ISTARN TAP was considerably higher than this (the target was at least 30%), but women were more difficult to trace. Most women who participated in the programme were young and single at the time and have now married, changed their surnames and moved. Of the five who were traced, four had their own businesses and one was employed.

Over 78% of the graduates who were located (25) were self-employed, a further five (15.6%) were employed and only two (6.25%) were unemployed. Of the five who were employed, three were in senior positions (workshop manager, overall manager in a family business, senior technician). The other two were, according to the interviewers, “losers” who “lacked the zeal to make something of themselves”. Of the 25 who were self-employed, 12 had participated in the ISTARN programme as far back as the 1990s. Those who were self-employed had businesses in motor mechanics, carpentry, dressmaking, crafts, childcare, building, welding, solar electricity installation, refrigeration, radio and television repairs and auto-electrics.

The average age of the graduates at the time of the interviews was just under 30 which means that they have many productive years ahead of them. Of those who now have their own businesses, 13 (52%) were unemployed and “doing nothing” before they joined the TAP programme, and a further 10 (40%) were under-employed, largely as vendors or part-time sales assistants in family-owned businesses.

Overall, and under the circumstances, the follow-up reflected a successful programme which bore out earlier tracer studies that took place when ISTARN was still functioning.

**ISTARN’s partners**

As the original TAP had been run in partnership with Masvingo Technical College, and later Mutare Technical Colleges, the consultant thought it was important to follow up these two polytechnics and find out what remained of the original TAP methodology. She had brief telephone discussions with the principals of these two polytechnics. In these discussions, she stressed that she was interested in informal training offered by the polytechnic. These discussions took place in November 2009.

**The Mutare Polytechnic** had 567 students in informal training, of whom 380 were female and 177 were male. The bulk of the students were in hairdressing and braiding (94 girls and 96 boys) and cutting and designing. A surprisingly large number of boys were doing professional cookery (more than girls) but 111 out of 113 motor mechanics were men. On the whole, more men were doing traditionally female jobs but not the other way round.

29 Sokwanele Civic Action Support Group, [www.sokwnaele.com](http://www.sokwnaele.com)
The constraints were lack of training materials, outdated machinery, broken down machinery, lack of incentives for lecturers especially during the holidays, remuneration packages that were too low.

Representatives at the focal group attended by Ms Nell expressed concern about the quality of the training offered.

Mutare also does run what it calls a TAP. They train for two weeks over holiday periods. They get people already doing the work who want upgrading and even take them through to trade testing stage if that is what they want. They had about 200 to 300 people doing hairdressing, and 30 to 50 doing various kinds of engineering such as automotive, auto electric, mechanical engineering and refrigeration. They also offered building and construction and electrical power and assist the army school with horticulture (a programme for those nearing retirement who want alternative skills). Entrepreneurship training was a requirement for all the different kinds of training. People paid US$ 10 per training session. The College had not been able to do tracing of participants after completion of training but it sees the programme as a continuation of ISTARN.

**The Masvingo Polytechnic** was struggling with getting its curriculum right, with antiquated books, and with staff development. The current curriculum system was not working and was based on occupational profiles that needed revision. It wanted informal students to meet standards and get certification even for short courses such as how to change a carburettor.

Both Masvingo and Mutare were running short courses to prepare people for trade testing in certain areas. Like Mutare, Masvingo was carrying on the torch lit by ISTARN to the best of its ability. While students still have some theory classes during holidays, staff no longer go out and monitor on site. Most of the students are self-sponsored. They come from the rural areas and do not have formal qualifications. The areas in which they are interested are motor mechanics, machines, refrigeration, food preservation, hairdressing, preschool, carpentry and metal fabrication. They attend about 2.5 weeks of theoretical classes and come every holiday. The College does not know how many of them have jobs and could not give us attendance per year.

The consultant made a point of following up the organisations that had formally taken over ISTARN programme areas. She met with representatives of the Silveira House TAP and had a telephone conversation with a representative of OCCZIM still involved in ISA work. **Organisations continuing ISTARN's methodology**

**Silveira House** is particularly interesting because it took over a successful TAP from ISTARN when the GTZ, which was running it, withdrew from Zimbabwe. For some years thereafter, the German Embassy gave Silveira House an annual grant specifically for the Traditional Apprenticeship Programme. However, in 2009, Silveira House negotiated with the Embassy for the grant to go to Silveira House as a whole rather than to the TAP as the mother organisation was having problems raising funds. This meant that the TAP programme has been very short of funds and is trying to find additional donors. One of the effects of this has been that the TAP is being run more and more in conjunction with humanitarian programmes where the sponsoring organisation is willing to fund a TAP in the particular area in which the programme is being run. Some of its most recent work has been funded by Save the Children (UK).

The ISAs (Informal Sector Associations), also part of ISTARN, went to the Organisation of Collective Co-operatives in Zimbabwe (OCCZIM). OCCZIM is still working with the ISAs and is moving more and more towards skills training. Silveira House still runs the TAP, using contract trainers who are usually informal economy master craftsmen available in the area of the training.

The TAP involves short, intensive, high quality technical skills training followed by on the job training in the form of monitored self-employment or attachments. A system of skills
upgrading allows graduates to attend further/advanced technical skills and business management courses. Silveira House also works with SMEs.

The Silveira House project in Mutare is funded by a Swiss organisation specifically for school leavers and the unemployed. Silveira House has gotten the ISAs involved and they train people who then join the ISAs which work at district level in places like Masvingo and Mutare and monitor the graduates.

The ISAs in Masvingo and Manicaland have grown into representative provincial structures and are working to establish provincial structures in other provinces. The Zimbabwe National Association of Small and Medium Enterprises (ZNASME) was started by the Ministry of SME and Co-operative Development, with the ILO, and Silveira House held a workshop in 2009 to encourage it to become an apex organisation for the ISAs but, unfortunately, although ZNASME agreed to do so at the workshop it has continued to have individual enterprise members instead of having ISA membership.  

Silveira House is continuing to work at the grassroots level with the associations and wants a national organisation. For the TAP they offer informal economy operators short intensive skills courses of two to four weeks to prepare them for Levels 4 to 1 trade tests, depending on complexity. It is all demand driven. Silveira House runs a business management course with bits and pieces brought in from various places and has customised its own programme (something like the ILO programme is too expensive). When people have identified the skills course they want, it feeds in business advice and sends trainers. Most training is on site and students cover food and accommodation. A small commitment fee is charged, depending on the complexity of machines and materials required. Trainers come back to check after a few months. They do their best with very limited resources and could do better with strong associations and clusters.

There are two routes, supervised self-employment or attachments. Although not forced to join groups, enterprises generally tend to cluster. They learn from each other and teach each other. Silveira House works with between 600 and 800 people a year including upgrading courses.

According to the interviewees, the SMEs have been very resilient in the difficult times and are very innovative. This is borne out by the follow-up study of the ISTARN graduates done in 2006 which, while it was done with a limited number who could be contacted, showed that most had survived and even thrived despite the difficult times. Silveira House has focused on Mutoko with the Swiss money. GTZ focused on Manicaland (value addition on timber and fruit and vegetables). In Matabeleland, fishermen lost everything and had to start again which they were doing and, along the way, they were developing value chain skills in building boats and now other things.

When SMEs teach others, they are paid as consultants. Some of them are ex TAP graduates who have established their own workshops. Silveira House used to run a TAP network and a Training Providers Network and they sometimes used ex-ISTARN-aligned people as consultants.

They have also developed community savings and credit schemes run by cluster associates and they are developing a model in Mozambique. It teaches trainees how to make and

---

30 The consultant also spoke with ZNASME which said it had about 2 000 individual members, very few of whom paid membership fees. The organisation was clearly lacking in resources and direction. It has failed to hold elections for new office bearers and the founding steering committee is still in office.

31 The consultant also met with the Zimbabwe Chamber of Informal Economy Associations (ZCIEA) which is hosted and assisted by the Zimbabwe Congress of Trade Unions (ZCTU). This organisation also appears to be small and dominated largely by traders.

32 Self-employment figures for Mutoko and Mudzi Districts for July 2009 are 46 men and 65 women, more than half those trained.
maintain tools and, as part of upgrading, how to start repair businesses. It thinks there may be other small TAPs at Kwekwe Polytechnic and some of the vocational technical colleges, as well as small colleges in Chipinge and Manicaland. Silveira House integrates HIV/AIDS as a cross-cutting issue in its work, as does the ILO.

2.2 VTCs in areas covered by Rapid Appraisal of informal apprenticeship

In addition to the training providers directly or indirectly involved with ISTARN, the consultant also visited two VTCs that happened to be in the same areas as the rapid assessment of traditional apprenticeship was taking place. These were the Chitungwiza VTC and the Rua VTC.

The Chitungwiza VTC offers training in metal fabrication and welding, carpentry, interior decorating and radio and television services – the focus is on skills required in the communities where people work. It trains students so they can work in the communities and employ themselves instead of hoping for jobs that do not transpire. Their biggest problems are equipment and working capital. There were 46 students in November 2009. The VTC was also about to run two Integrated Skills Outreach Programmes (ISOPs) but this was just starting and they were not sure what it would entail. Most of their students had failed O levels or did not get that far. A few did pass O levels but wanted skills training.

There is no mechanism for tracing how students do, except the odd anecdotal feedback. In the training, 75% is practical and 25% theoretical. While most students come full-time, there were about seven who came after hours. Certificates given give the opportunity to go on to trade testing at entry level (Level 4). The VTC has some funds from the Ministry of Youth Development but no money for collateral. Its mission is to train for enterprise and “here and there” it has students who make it but “most youth we train up go to South Africa or Botswana” and are more likely to get jobs than to pursue their trades. It would like to work with business and give students attachments but with work as slow as it was at the time, the college was not having much success.

The representatives of the VTC said that there seemed to be construction work and a demand for window frames, farming equipment and doors. The VTC was getting a bit of money from government for paying full-time instructors, but equipment was out-dated or did not work. There were no computers.

The Rua VTC was visited by one of the interviewers conducting the rapid appraisal of informal apprenticeship in RUA. Currently, the RUA VTC says it is operating “along the ISOP line”. They are identifying youth in the community who are will to train. This training is informal and there is no certification offered but the trainee enters into a written agreement with the principal to attend the training. Training is offered in motor electrical rewinding, carpentry, auto electrical work, tailoring and also nurse aid training. Most of the training runs from six months to a year. Students do not pay fees but are expected to be innovative in finding informal or formal attachments in the community.

The challenges experienced by the Rua VTC include the lack of resources to buy training material, lack of sufficient equipment, a toal lack of sanitation (there are no bathrooms at all), And there are continual running battles with local authority personnel who will not allow the trainees to display their products.

2.3 Other training providers

The consultant visited the Young Africa Training Centre as it had also been mentioned by other interviewees. The Centre provides for disadvantaged youth from 12 to 25.and has a vision of empowering young people with skills of business so they can set up businesses – it trains them to be employers. Officially started as a Lutheran charity in 2001, it offers catering, leather work, welding, machine shop engineering, panel beating, motor machinist training, carpentry and dressmaking. There are also computer and commercial studies and
professional courses in marketing, accounts, secretarial etc. There is an academic coaching centre for children who want to redo O and A levels. They have one year and six month courses and have dealt with about 300 children.

All have to take compulsory business and lifeskills courses. Initially, when they finished the training, the programme gave them a small loan and set up equipment for micro enterprise but since Operation Murambatsvina it has been difficult to find workplaces and many have left the country.

Most of the courses are offered on a franchise basis – someone comes in and offers a course. This includes theory and practice for a year and then attachments but they do not have enough attachments.

The General Manager had not heard of informal apprenticeship. There is some link to the Midlands University. They tried to do a tracer study in 2007 but most past students had emigrated. Mostly girls do catering and sewing; the commercial courses are 50/50 men and women; a few women do male dominated skills. They are not approved for trade testing but encourage students to do them elsewhere. They want to reopen the building department, particularly brick-making. They have never looked at plumbing but think this is an area they could explore. The Centre also runs a creche for the children of students.

2.4 Focus group of training providers

In addition to training providers visited, the consultant attended a focus group meeting of training providers convened by another consultant to the ILO who was working on a situational analysis of the skills development system in Zimbabwe. This meeting was very useful. It gave the consultant an overview of the problems faced by training providers. As noted above, the consultant made contact with or visited a few of the training providers that had been at the focus group. These included the Young Africa Training Centre, the Chitungwiza VTGC, Masvingo Polytechnic and Mutare Polytechnic.

Some of the information presented at this focus group meeting is recorded hereunder. (For more information, see Michael N Mambo, 2010).

The Mbuka High School was looking for full skills certification at the end of four years at National Certificate level. They included self-employability as an option where there were no jobs. They recognised the importance of the linkage between training and employment and tried to get enterprise owners to offer some students additional expertise.

The Msasa Vocational Technical College had a major thrust of training those without formal qualifications, giving upgrading training so that their graduates have the possibility of trade testing. They take school leavers and train them. Then the students look for attachments and then, finally, jobs. Among the things they train in are motor mechanics and domestic installations.

At the focus group, there was also an organisation that tried to offer advancements in technology but said it needed to be able to review the curriculum constantly and to give its students some exposure to industry. For this partnerships were needed.

Also at the focus group was a private secondary school, initially a non-formal institution, which was offering a variety of technical skills including motor mechanics, garment manufacturing and metal fabrication. It then became a formal institution which limited it in terms of curriculum. The mission of the school was to produce self-reliant people who could employ themselves and they tried to do as much practical work as possible, focusing on design and construction. They see possibilities for the syllabus to merge, making it possible for the students to be self-reliant.

The Zimbabwe Association of Inventors see themselves as dealing with a major area of concern – identifying inventors and doing research and development. They hope to train in the Integrated Skills Outreach Programmes (ISOPs) (see below) nationwide and try to
identify people who lack knowledge of how to use their potential. One of the problems, for example, in informal apprenticeship programmes is saturation of products – too many enterprises are producing the same thing. Thus the need for new ideas is constant. The Zimbabwe Association of Inventers has a five year plan with the Department of Youth Development which will identify young people and give them information on how to make inventions useful. They are also negotiating with the Minister of Higher and Tertiary Education.

2.5 ILO current programmes – YES JUMP

The consultant also met with the Project Officer of the Zimbabwe part of the ILO programme YES JUMP which is a two year project being run in Kenya and Zimbabwe. It started in March 2009. It is being run in partnership with the Ministries of Youth and Labour, Employers’ and Workers’ organisation, co-operatives and community based organisation s in Kenya and Zimbabwe. YES JUMP stands for Youth Employment Support - Jobs for Unemployed and Marginalised People) and is a pilot project trying to assist in the creation of youth employment.

YES JUMP will do vocational (on-the-job), technical (more classroom-based) and entrepreneurial training. It also intends to supply start-up kits from a job creation fund which it is trying to establish as a sustainable funding initiative.

The project realises the importance of micro-finance institutions (MFIs) to provide start-up loans. Very few MFIs managed to convert capital into assets and then sell them again to preserve the capital during the Zimbabwean financial woes. The Zimbabwe Association of Micro Finance Institutions (ZAMFI) has sent out a plea to recapitalise the microfinance sector to start lending the needed capital injection.

Another part of YES JUMP is building the capacity of youth associations and, where they do not exist, assisting them to establish a member services association.

At the moment, YES JUMP is a pilot project focusing in three districts - Gokwe (Midlands), Goromonzi (Mashonaland East) and Norton (a peri-urban area near Harare). In Gokwe, the idea is to train young people to be part of a value chain around the conservation and use of mahogany, working with local government and a major private company in a public private partnership. If it works, it is hoped it will create 1 000 jobs over the next two years.

YES JUMP is also piloting the introduction of KAB (Know about Business), an ILO product into the technical colleges and is training people from Silveira House and a mix of public and private service providers as trainers. The idea is to get a mindset of youth being trained vocationally. A combination of all of this should allow YES JUMP to identify skills gaps and increase productivity and add value, improve quality and improve markets. YES JUMP is envisaging some formal training, possible attachments to lead companies in the value chain and involvement in the input and production sides.

In this YES JUMP context, TAPs are important and recognise the significance of the informal economy which is forming most of the economy at the moment. A programme like YES JUMP can make a contribution to the formal economy as well. YES JUMP sees this as a way of getting the informal economy to begin contributing to the tax base through paying trade licenses. In the long run, they would like to see it at least formalised to the extent that there would be no possibility of another Operation Murambatsvina. YES JUMP also sees the importance of skills programmes being linked to access to finance and markets.

---

33 One interviewee in this rapid appraisal said he only trains people he wants to work for him afterwards because of the competition, but others said they were happy to see ex-apprentices start their own businesses.
2.6 Government programme - ISOP

The *Integrated Skills Outreach Programme (ISOP)* were set up in response to a Cabinet directive instructing the Ministry of Higher and Tertiary Education together with the Ministries of Youth Development, Indigenisation and Empowerment, Women’s Affairs, Gender and Community Development, Labour and Social Services, and SME and Co-operative Development to design and recommend an appropriate skills training programme for young people who fail to progress to institutions of higher and tertiary education – they give skills to enable individuals to do income generating enterprises. Apparently, 400 000 post O levels out of 12 million are catered for in the formal sector, leaving a huge balance of people who cannot be absorbed by the formal sector. The programme has been “designed to equip youths with short term, demand driven technical and entrepreneurial skills so that they actively contribute towards the turn-around of the economy rather than becoming a liability to the nation”.34 Eligible youths range from 16 to 30 years of age.

The specific objectives of the programme include empowering unemployed youths with technical and entrepreneurial skills, alleviating poverty among youths in rural and urban areas, increasing productivity in the economy, and generating employment. Dr Mambo (2010) says that these “objectives are to be achieved through

- Twinning of existing polytechnics to provincial vocational training centres
- Incorporating National Strategic Studies and Entrepreneurial Systems/Enterprise creation within the skills training curriculum, through short courses ranging from 5 to 90 days
- And using ‘Mobile Workshops’ and/or provision of ‘Skills Supermarkets’ at growth points, where youths can access skills for survival enterprises ‘off-the shelf’ as it were.”

The analysis of training needs is done by consulting the potential trainees and also by analysing local economic activities. Certification is done by the Ministry of Higher and Tertiary Education.

The Ministry of Higher and Tertiary Education is responsible for training delivery and also for sourcing and allocating the funding for the training activities. The Ministry of Youth Development, Indigenisation and Empowerment is responsible for identifying the students and the training needs. It also provides some of the training through its 42 vocational training centres. The Ministry of SME and Co-operative Development then tries to help ISOP graduates with start up toolkits and the Ministry of Labour and Social Services identifies retrenched who may want to access training though the ISOPs. Implementation on the ground is supposed to involve a network of stakeholders including local authorities, NGOs etc.

The programme’s target group is in the region of 2 000 000 unemployed youths based on annual statistics of school leavers who fail to enter institutions of higher learning and the employment sector. Representatives of the Ministry of Higher and Tertiary Education, in interviews with the consultant, claimed that at least 300 000 youths had graduated from the programme since 2006. However, the Ministry could not provide any aggregated written materials to the consultant. Dr Mambo’s study (2010) has graphs and figures that indicate that there was a total of 4 061 ISOP graduates from 2006 to 2009.

One of the major constraints appears to be financing. Government is the one single financier of this programme. The trainees do not pay fees so they do not contribute financially. Funding for the programme has been far below expectation (e.g. in 2007 the requested budget was Z$100.075 billion. The allocation was Z$2.5 billion).35

---

34 Michael N Mambo, Draft Report: *Situational Analysis of the Skills Development System in Zimbabwe, 2010*  
35 *ibid*
There were concerns about the ISOPs – often they last only a few days as a response to the community demand for *in situ* training. They could be anything from training in tyre repairs to metalwork and fabrication, carpentry etc, with some entrepreneurship training. But the notion that such a short period of training prepares a young person to run his or her own business seems doubtful without any industrial attachment and is definitely not what TAPs are about.

Silveira House told us that when the Integrated Skills Outreach Programme (ISOPs) started, it was approached to get involved and send trainers. However, they found it very difficult as the ISOPs had no linkages with SMEs and when they worked in communities now they could find no evidence of ISOPs on the ground. The representative of YES – JUMP also was unable to see evidence of ISOPs on the ground.

Despite two meetings with the Ministry of Higher and Tertiary Education, the consultant was unable to locate any written materials on the ISOPs and got very generalised information during the interviews.

### 2.7 Business stakeholders

**EMCOZ**, the Employers’ Confederation of Zimbabwe, represents all formal sector employers in Zimbabwe on labour issues. They have 258 members – 47 registered employer associations, six sector apex organisations and 234 affiliate members who are corporates who want direct access to EMCOZ. The Director said that unemployment was a huge problem in Zimbabwe. Only 6% of the active labour market in Zimbabwe was in formal sector employment in 2007, things had got worse in 2008 but were slowly picking up in 2009. This meant that most people were responsible for their own sustenance. He also said that there was massive malnutrition in Zimbabwe and many NGOs were keeping people alive through feeding programmes.

Historically, most EMCOZ members had done apprenticeship training either in-house or through the polytechnics. Most of the in-house technical training that had been done by the big companies had collapsed in the last three years – but it was beginning to pick up again. Smaller companies identify apprentices and send them to polytechnics for training.

The formal sector required 5 O levels including English and Mathematics and, although the education system had suffered a major glitch in 2007/8, the system was still producing far more O level graduates than the economy could absorb. The results for 2008 only came out in June 2009 and O level exams for 2009 were about to be written in December 2009 but only 10% of the eligible candidates, mostly urban, had registered as the rural areas were still in crisis and students could not afford the registration fees for the examinations. This meant that the current cohort would be unable to obtain the formal educational qualifications that had made Zimbabwean youth employable in neighbouring countries.

EMCOZ has, for many years, run economic empowerment projects for orphans and vulnerable groups and would be willing to co-operate with traditional apprenticeship programmes, particularly in areas where EMCOZ had been involved in projects before.

In the end, most skills development is done by private providers, there is very little alignment of quality and supply often overrides demand.

### 2.8 The link between formal and informal training

Formal training is only open to those who have the entry qualifications for that particular training. Many youngsters seeking skills to enable them to earn a living do not meet the entry requirements for formal training. However, informal training has very limited requirements and most youngsters are eligible to enrol in informal training. However, graduates of informal training are eligible to register for trade testing when they have at been involved in productive activity for at least two years. Many of ISTARN’S informal apprentices registered for, and passed, trade tests. There are four levels of trade testing and Level 4 is the lowest.
All levels involve a theoretical test and a practical test. The theoretical test can be done orally if necessary at levels 4 and 3. People can progress up the ladder and attain Level 1, thus becoming a journeyman.

A person who has passed trade tests will be eligible for formal employment but, without the required educational qualifications, will still be unable to enter formal training.

Also the number of trades covered by trade tests is limited. At the moment there are trade tests in the automotive industry (3), construction industry (3), the electrical industry (9) and mechanical industry (3). (Dr M Mambo, draft report *Situational Analysis of the Skills Development System in Zimbabwe*, ILO, December 2009.)

2.9 Conclusion to Section 2

There seem to be a multitude of small training centres that have recognised the need that is inherent in the informal apprenticeship approach i.e. that people who have value adding skills in poor communities can find a way to make a living. An increasing number of skills are being added to the list of what adds value so that, whereas before, welding, carpentry, dressmaking were the staples, appliance repairs, motor mechanics, installations and information technology, among others, have now been added.

It seems clear that the skills provided for at school level are insufficient and more is needed. This seems to be not so much a length of time studying issue as the appropriateness and quality of the skills and their focus on the market. Another issue is the geographic spread of institutions offering this kind of training. Yet another is how one links what amounts to informal training to the education system so that students have the opportunity of moving up through trade tests and can formalise their training where this is helpful.

The National Association of NGOs (NANGO) says, however, that while there are many service providers, the quality of what they offer has declined and it is unlikely that they provide any support to graduates once the classroom studies are complete. NANGO itself provides entrepreneurship training and has offices in five provinces, making it a potential ally.

A very worrying issue was raised by a number of interviewees. These interviewees were very concerned at the increasing politicisation and violent behaviour of youth. One interviewee said that most young people were ignored by the political players until election time. Come elections, young people would be recruited, given food, beer and money, “Each election,” the consultant was told, “we graduate a generation of violence addicted young men.” This trend had started in the 2000 parliamentary elections.

Employers were not willing to employ young people identified and trained through the Ministry of Youth Development, Indigenisation and Empowerment as these youngsters were seen as highly politicised and violence prone. We include these comments as a very real threat to the success of any future programmes based on using young people identified through the Ministry of Youth Development, Indigenisation and Empowerment.
Section 3. Rapid Assessment Results

Please see tables in Appendix 5.

At the outset, it should be said that we had trouble getting official statistics about Zimbabwe. We were promised some but they never transpired and apparently a labour force survey was due to be done in 2009 but never materialised because of financial constraints. What that means for a potential project, is that the drivers of the project will have to go in and do the groundwork for the pilots themselves. In this initial feasibility study we were only able to do a rapid assessment but that, in itself, did produce some interesting and useful results.

Selected areas for study

Three areas were selected for the rapid assessment and assessors were specifically told not to speak to vendors/hawkers as we were concerned with occupations where value is added. (As already noted, no rural areas were chosen because this will form the focus of a separate study. Given the number of Zimbabweans living in rural areas, it is, however, important, that one of the pilot sites for further exploration of a TAP be rural.)

The areas were selected to provide some variation in context for informal apprenticeship. Norton is a small town near the capital of Harare with one area where informal businesses seem to operate. Ruwa is a peri-urban area near Harare which seems to be fairly upmarket and where there is a lot of building going on but there is no particular area for informal business operations. Informal economy production takes place in residential areas and as these businesses are not registered or licensed to operate in these areas, they are unable to display their products and goods. There is a VTC which offers some short training but this is informal as there is no certification. Chitungwiza is a large urban high density area near Harare with four main informal economy business areas and many other informal operators lining the sides of access roads. Only the four main informal economy business areas were covered.

3.1 Profile of interviewees and of the apprenticeship training

Sample

Sample sizes were based on the size of the areas. The sample for Norton was 39 businesses (or 15.4% of the total sample), for Ruwa 50 (or 19.7%) and for Chitungwiza 165 (or 65%). Note that the numbers indicate numbers of businesses interviewed. Assessors were asked to interview the enterprise owner/master craftsman. In some cases, there was more than one owner and, if more than one was present, they were interviewed as a group and recorded as one business.

All enterprise owners were selected by convenience sampling\(^\text{36}\) for the process. Only those that said that they would be willing to, or had already trained apprentices using the traditional methodology were interviewed. There were 254 businesses in this sample. Those that had no experience of informal apprenticeship were not pursued in the sample as per instructions in the ILO rapid assessment tool and how many of businesses with no experience of informal apprenticeship were found was not recorded. However, in subsequent discussions with the assessors, they estimated that 95% of those approached had previously had or currently had apprentices.

\(^{36}\) Convenience sampling is a type of non-probability sampling which draws from that part of the population that is close to hand and easily accessible. While one cannot make scientific generalisations from such a sample, there is, in this case, good reason to believe that the sample would respond similarly to a random sample and it is sufficient for a rapid appraisal. Any next step would, however, have to involve proper random sampling and might even lend itself to cluster sampling based on geography and/or occupation.
**Training agreements**

All the enterprise owners said that they had entered into training agreements with the apprentices. Interviewees were not asked if their agreements with the apprentices were verbal or written but in some cases specifically mentioned that they were verbal and “based on trust”. Very few (15 or 5.9%) mentioned written agreements and a specific question on this needs to be included in the rapid appraisal tool.

**Apprentices**

With the 254 with whom we went further, 177 businesses with male apprentices were identified, 45 with women apprentices and 26 businesses said they had apprentices of both genders and 6 businesses did not say what gender their apprentices were. Most (213) of the enterprise owners were themselves men, 36 were women, three were owned by a man and a woman and in two cases the gender of the enterprise owners was not noted. This is in line with the concern that most master craftspeople or enterprise owners work in traditionally male fields.

Of the enterprise owners, three enterprise owners said that they had no apprentices at the time, 106 had only one apprentice, but 79 had two, 19 had three, 15 had four, 13 had five, two had six, four had eight, one had nine, eight had 10, two had 12, one had 27 and one had 28 apprentices. These results suggest that taking on apprentices was an ongoing practice for many.37

Almost all the enterprise owners (98.4%) said their apprentices learned all the relevant skills they needed, while two said they only taught what apprentices asked for and one said “everything we do” and one said “only what we do in this business”. The observation from interviewers was that most apprentices learn everything to do with the trade. On the whole, the enterprise owners referred to the apprentices as “learners” rather than “workers” (95.3%) although 4.7% referred to the apprenticeships as “learners but also workers because they get a salary”.

**Training relatives**

Enterprise owners are worried about security – both in terms of theft of materials and tools, but also in terms of political and economic surveillance. Six enterprise owners (2.4%) said that they had trained both relatives and community members, while 21 (8.3%) said they would only train relatives.

**Trades**

Forty-seven trades were identified. The ones most frequently represented were carpenters (33), welders and fabricators (31), stone artists including cemetery headstone carvers (22)38. But there was also relatively high representation among auto mechanics (16), hairdressers (15), tailors/dressmakers (16) and barbers (10). Other trades included coffin-making39, signwriting, upholstery, beauty therapy, interior decorating, radio/TV repairing, confectionery making, panel beating, tinsmithing, borehole drilling, catering, leather product manufacturing, precast concrete wall moulding, maize milling, shoe repairing, construction

---

37 One stonecutter said he had had 28 apprentices. This question was ambiguous as it was difficult to tell whether the enterprise owners were giving the total number of apprentices s/he had had, or an average of how many s/he had at any one time. Nevertheless, multiple employment of apprentices overall seems likely.

38 One art centre complex in Chitungwiza is especially for stone artists but the ones interviewed were the informal ones outside the grounds.

39 One coffin-maker said this was a growing industry as “so many people are dying” and another “coffins are very cheap to make”, while another said it “requires people who are strong-hearted – sometimes it haunts people for life.” But one coffin-maker noted that competition was not an issue and that, when an apprentice qualified, he set up business nearby, presumably because there is lots of business.
(where there were eight), bricklaying (a further 3 that could be added to construction, plus one doing plastering, two doing electricity installation, one doing fence constructing and seven doing plumbing. To these could be added other trades such as damp course manufacturing, making construction one of the bigger categories overall, particularly in Ruwa), food processing, locksmithing, chemical manufacturing, mechanical engineering, foundry engineering, paint manufacturing, weaving, fibre glass canopy manufacturing, wood carving, peanut butter making, tyre mending, watch repairing, printing, batik artistry, poultry breeding and one doing glazing. The variety of trades that lend themselves to informal apprenticeship is very encouraging.

**Duration of training**

Although the ILO model seems to be unsure of the value of informal apprenticeship that lasts less than one year, 42.1% of the apprentices in the sample were doing training in less than one year and in the ISTARN experience it was certainly possible to do a useful apprenticeship in certain trades (e.g. hairdressing) in six months. In this sample, the highest proportion (54.5%) was doing a one year to three year apprenticeship.

It was noticeable that women tended to do shorter apprenticeships (62% of the women doing apprenticeships of a year or less) and men longer (only 33.1% doing apprenticeships of a year or less). This could be attributed to the multiple other demands made on women and is a factor to be considered in designing an approach that will attract more women.

The trades where longer periods of apprenticeship were indicated (three years or more) included sign writing, auto mechanics, welding and fabrication and electrical installation. The following were included in one to three years: carpentry, coffin-making, sign writing, auto mechanics, hairdressing, upholstering, tailor/dressmaking, interior decorating, radio/TV repair, welding and fabrication, panel beating, leather product manufacturing, maize milling, construction, bricklaying, plumbing, food processing, stone artistry, locksmithing, fence construction, mechanical engineering, paint manufacture, weaving, fibre glass canopy production, wood carving. Despite this, some enterprise owners thought it was possible to learn carpentry, hairdressing, upholstering, tailoring/dressmaking, interior decorating, radio and television repair, welding and fabrication, panel beating, maize milling, construction, bricklaying, stone artistry, locksmithing and fence construction in under a year.

There were some trades where no enterprise owner thought it would take more than a year to learn the trade and these included beauty therapy, confectionery production, tinsmithing, borehole drilling, barbering, catering, precast concrete moulding, shoe repairs, plastering, chemical manufacturing, damp course manufacturing, foundry engineering, peanut butter making, tyre mending, watch repair, printing, batik artistry, poultry breeding, glazing. Apprentices in the more urban area (Chitungwiza) seem to take longer over their apprenticeships. This requires further investigation.

This suggests that the choice of area in which to “add value” needs to be carefully researched and a level of learning established to which both the master craftsperson and the apprentice agree. There are some areas where more time is clearly demanded (e.g. plumbing and electrical work). Where trade tests are available they should provide some guidance as to what needs to be covered. Any TAP would need to look at the need for additional training, the cost of additional training, and at issues such as whether additional theoretical training would make the time of the apprenticeship shorter and/or more useful.

---

40 Trade testing is governed by the Trade Testing Regulations of 1994 as amended in 1996. Further amendments have yet to be finalised. The regulation of 1996 lists 18 designated trades which are the only ones recognised for trade tests. These are in the automotive industry (3), construction industry (3), the electrical industry (9) and mechanical industry (3). (Dr M Mambo, draft report *Situational Analysis of the Skills Development System in Zimbabwe*, ILO, December 2009.) (See Appendix 6 for more detailed information on trades tested recently.)
**Saturation**

There are also issues around saturation. There is no point in building a TAP around carpentry if there are already carpenters sitting with no work to do. On the other hand, if an area is experiencing a building boom then a TAP around all the building skills, including carpentry, might be appropriate.

One of the issues to be decided is whether the added value should be offered to enterprise owners/mastercraftspeople as well. No-one is likely to want an apprentice who knows more than s/he does.

**Barriers to entry**

If a potential TAP decides to focus on a particular area, then it needs to know what is needed there, how expensive it is to set oneself up in business in that trade (for example, barbering requires very little capital to set oneself up ["It is a cheap business and dirty but we are surviving"] but welding requires more) and how to make it gender-friendly.

**Need for additional training**

All the apprentices were learning on the job either as learners or workers (the fact that they had formal agreements with the master craftsperson meant that they were apprentices there to learn the craft or trade rather than just workers), but a small number (12 in all) said that the apprentices needed to get some input from training courses. These included six carpenters, one welder, one motor mechanic, the interior decorator, an electrician, a tyre mender and a plumber.

3.2 **Gender**

Also noticeable is that most of the trades where informal apprenticeship is prevalent tend to be male-oriented. As far as the MCs are concerned, the only trades dominated by women were those of hairdressing and catering. Tailoring MCs were fairly evenly divided in gender terms, with eight female MCs, seven male MCs and one business that was jointly owned by a man and a woman. In addition, there were several trades where there were only one or two people doing that trade in the whole sample, and those people were female. These included beauty therapy, interior decorating, confectionery, food processing and peanut butter making. There was one female coffin maker out of five coffin making businesses and there was one female miller out of four millers. There was also one upholstery business run jointly by a male and a female MC out of a total of 11 upholstery businesses. All the rest of the businesses were run by male MCs.

The situation with apprentices was slightly different and more progressive. There were twelve hairdressing businesses with only female apprentices, one with only male apprentices and one hairdresser had apprentices of both genders. Twelve tailoring businesses reported having only female apprentices, one had only males, and three tailors had apprentices of both genders. In addition, and more surprising, two carpentry businesses had female apprentices and one had apprentices of both genders. For the rest, one coffin maker had female apprentices, one automechanic had female apprentices, one interior decorator had a female, as did one Radio/TV repairer, one welder, two chemical manufacturers, one fence constructor, and three printers. Apart from those mentioned above, the following businesses said that they had apprentices of both genders: upholstery, interior decorating, radio/TV repair, welding (two businesses), leather product manufacturing, milling (two businesses), bricklaying/building, plastering, plumbing, food processing, stone cutting (four businesses), chemical manufacturing, damp course manufacturing, peanut butter making, tyre mending and electrical rewinding. This shows a welcome opening up of trades.

We ourselves have seen situations where, given the opportunity, women take to plumbing and electrical work and do very well at it. One plumber in this study said “even a young lady has approached us for training”. Certain of the newer generation trades such as radio and
television repair can as easily be offered to women as to men, although one watch repairer, the only one in the sample who had only female apprentices, said “Women cannot do this job because it is too complex”.

Although information on gender as regards trade testing is concerned did not come directly from the rapid appraisal, Appendix 6 has a useful table that lists figures for trade tested candidates by trade by gender for the period 2006 to 2007. It shows that women have been trade tested for a range of male dominated trades including consumer electronics, electrical work, packaging machine minding, radio communications, hairdressing, plastering, cooking, refrigeration work (including air conditioning), carpentry, autoelectronics, electrical installation, fitting including machining, bricklaying, motor mechanics, boiler making. This table however does not tell us what level of trade test has been achieved nor where the candidate obtained his/her training and skills.

3.3 Problems experienced by enterprise owners

Very few of the people the assessors spoke with belonged to associations, although some had in the past but now said the associations no longer existed or “are a waste of resources because they do not help you”.

Almost all complained about lack of workplaces, capital and space. One of the assessors noted that “most people in the informal economy do not trust the local authorities”. The assessors also noted complaints about political bias in terms of who gets access to workplaces and even in matters of registration.

Some of the hairdressers interviewed said they had trouble getting locations from which to work because they did not have certificates and municipal by-laws were now requiring certification. So they work from home or under a tree. Others, from most trades, work from home because it saves rental money in the times when there is no work.

The assessors also found that enterprise owners/master craftspeople were very cautious about overpricing goods during the economic crisis and were concerned about keeping prices as low as possible. Some only manufacture for specific orders for which they know they will get paid. On the other hand, people have made use of the options offered by bigger businesses closing down and have introduced innovative means of meeting needs. They are also very aware of which “niches” are viable – so, for example, carpenters said there is always a need for furniture but not necessarily for roofing (although most of the carpenters in Ruwa are doing roofing rather than making furniture). Interviewees also said that, when they had learned their trade from a parent or relative or master, they now practised it with more “sophistication”. One also has to be prepared to seize chances and work day and night when the work comes because there are periods when there is none. When one over-commits one has to be “a sweet talker”.

There are also problems with erratic electricity so when there is electricity one needs to work extra hard. There is a recognition of the importance of doing good work if one wants to keep from losing out to competitors.

Enterprise owners in some areas (e.g. carpentry) said they would take on more apprentices if they had more space, equipment, materials and tools with which to teach, but they were wary about quality – if someone who has been their apprentice does a bad job, then they get blamed.

3.4 Political issues

Although none of those interviewed expressed political opinions openly, many said that Operation Murambatsvina had been disastrous for them, forcing them to share inadequate accommodation with other enterprise owners, others that the local by-laws made it impossible for them to function optimally, others that the economic situation was crippling them and still others that they hesitated to invest in a “politically unstable” situation. Another
said: “There is still a confusion in this country.” One told the interviewer: “At times politicians come to spy on our political affiliations so we do not like total strangers”, although it was unclear whether this referred to the apprentices or the interviewer! Yet another said s/he would not take on an apprentice without identity documents because of security.

Others were reluctant to register in any way, or to formalise, saying “We do not have the support of our government and we do not feel it is a good thing to register as a company”; “Why should we register when the government does not have money for us and does not recognise us as an industry?”

A few mentioned the “land invasions” as having affected their business, either because they do work for an agricultural market or because there are fewer people to buy their products generally.

There was also some anxiety about cheap imports from China (three comments).

Despite these impediments, a number of interviewees who mentioned how long they had been in business, said five years or more.

3.5 Business Associations

All enterprise owners were asked if they were members of any business associations. A number of them said that there was no point in joining business associations as they had not been able to offer any assistance to enterprise owners during Operation Murambatsvina.

However five enterprise owners said that they were members of the Motor Industry Association, two said they were members of Norton Beauty Centre, one said he was a member of the Institute of Engineers and one said s/he was a member of the National Arts Council.

None of the enterprise owners mentioned ZCIEA or ZNASME, nor did any of them mention an ISA which is not surprising as the ISAs operate mainly in Masvingo and Manicaland.

3.6 Conclusion to Section 3

At best this provides a snapshot of the areas surveyed but it does give some idea of how carefully interview schedules should be constructed for the more thorough investigations and some idea of where people are using the informal apprenticeship training approach and to what extent.

---

41 One exception to this was a tinsmith who said he had registered as he dealt with bigger businesses which require tax certificates and tax clearance.
Section 4. Supporting context

When it comes to the supporting context, clearly a great deal, of varying qualities, is done by the private and public sector. There needs to be some way of getting the various options aligned and for there to be quality control of some sort, but some of the quality control systems that have been developed in other Southern African countries (e.g. South Africa) have been too ambitious and complicated and it would be useful to keep the Zimbabwean approach as simple as possible so that in the long run, it can be relatively easily integrated with others in the region.

Zimbabwe is fortunate in that it has separated academic streaming from vocational, and that it has kept the door open for entrance into trade testing on the basis of prior learning, at least at the lower levels, even allowing for oral rather than written examination. While there are problems with training that runs in isolation for a very short time, the ISTARN experience showed that a TAP where apprentices get anything from three to six weeks formal training to go with apprenticeships of between three and six months do work, depending on the type of skill. So, for example, dressmakers and hairdressers require shorter apprenticeships and shorter periods of training than do motor mechanics and carpenters.

Gender

Gender remains an issue. There are two ways of looking at the gender issue: one can introduce more traditionally female skills or one can make it more acceptable for women to do more traditionally male skills. The two approaches are not mutually exclusive and it seems from the rapid appraisal results that more men are doing what might previously have been regarded as traditionally female skills (e.g. hairdressing) but not the other way around.

On the other hand, we have found in other places that women who do get into traditionally male fields (such as plumbing) find this most satisfactory work.

One way to address this is by offering small scholarships or bursaries to women willing to take on traditionally male fields, possibly paying part of what is owed to the master craftsman. Another is a public relations campaign, using the few women who have been successful in male fields as role models. There are also other incentives such as child care and modularised courses offered at times convenient to women.

Membership of Business Associations

There are also a multitude of associations, many of them, it is true, limited and weak, that understand the link between training and quality and are eager to see young people get training that adds value to what they provide or produce. Despite this, very few of those interviewed in the rapid assessment belonged to any association or saw much worth in doing so. In addition, while distracted by many other imperatives, the government is also aware of the importance of the informal economy and of regulating it in a user-friendly way that prevents something like Operation Murambatsvina happening again.

Problem areas

In addition, there are indications that traditional apprenticeship programmes work and that they can have long-lasting affects even in the most difficult of circumstances. Two problem areas that fall clearly into the area of government support are adequate and secure workplaces, and economic regulations that do not simply put fledgling entrepreneurs out of business.

We will not here address the issue of rural areas as they will be the subject of a different consultant’s report. It is, however, clear that, if the ILO wishes to pilot TAPs, at least one of these should be done in a rural area, using the notion of value chains and possibly involving private sector retailers in the process. It is also clear to us that master craftspeople need to be actively involved in any pilots and should be both persuaded to be trained to improve their
own skills, and involved in decisions that are made about how best to add value to the traditional process. This can be done either directly or through associations.

**Governance of TAPs**

The involvement of a number of ministries is promising and necessary, but it is very important that a TAP not be allowed to be politicised in any way. This means that the pilots must be handled even-handedly, in a transparent and fair manner, and that steps for visible accountability need to be built into the process.

At the lower end, that means that apprentices and master craftspeople need to be monitored and assisted equally, and where decisions are made about process, they are adhered to. So, for example, if master craftspeople are participating in a programme, certain standards need to be set for what they offer and how they deal with the apprentices. The same applies to the apprentices.

This would require each pilot to have an accountability body made up of government representatives, enterprise owners (who may be representatives of ISAs or even larger private sector players where, for example, a value chain is envisaged), and representatives of apprentices, selected by them, either in geographical or sectoral clusters).

Furthermore, depending on the district, it may make sense to bring in cross-cutting issues such as HIV/AIDS and HIV/AIDS prevention as part of the governing body expertise. In general, in programmes of this kind, it is best to avoid “silo” thinking but rather to see how the synergy of a number of sources can be used to produce best practice which can then be replicated. 42

**Saturation**

In planning, the issue of saturation needs to be carefully considered. By “saturation” is meant here too many people trained in, and trying to run businesses in, the same skill in the same place. In the traditional practice, qualified apprentices often move on to different towns or villages to ply their new trade but it has happened that small markets are overflowing with people selling the same product and almost seeking safety in numbers. That is why it is important to do proper research about the niches that need to be filled in a particular place by the informal economy and then to limit the numbers accepted for specific kinds of training.

None of this should interfere with the demographics of the traditional practice which has managed to exist successfully for hundreds of years. On the whole, we have found, in previous studies, master craftspeople self-limit by not taking on too many apprentices which is one of the reasons why it is useful to adopt the ISTARN practice of insisting that apprentices find their own master craftspeople before taking them into a “value added” programme.

**Micro finance**

It is also clear that the MFIs need to get involved to some degree, although, in the follow-up to the ISTARN project there were those who had done well who said that relying on family loans was a better route to go as one did not end up in overwhelming debt. To some degree, this depends on the size and content of proposed businesses once apprentices move from the journeyman phase to becoming enterprise owners themselves. Some will need more financing than others, depending on the tools and workplaces of the trade. Here it is up to government to encourage the re-establishment of an MFI sector.

**4.1 Necessary support functions**

In general, in terms of support functions, there are six things that need to happen in parallel:

---

42 The ILO is willing to work through intermediaries and not necessarily directly with government itself.
• Policy and regulations have to be informal economy user-friendly, both for the apprentices and for the informal economy in the area (e.g. assured locations). Support such as that offered by Zimdef\(^\text{43}\) where employers get rebates if they train their own staff also need to be explored and extended to the informal sector.\(^\text{44}\)

• Specific programmes should be run by community-based groups made up of stakeholders, including respected members of the community.

• The technical vocational education and training needs to be appropriate, of good quality, easy to access, not excessively expensive, and there needs to be a relatively easy way of transferring from informal qualifications to formal qualifications such as trade testing.

• Training has to include entrepreneurial training and there has to be production with training. Informal apprenticeship fits the model for both this and the previous bullet.

• There should be access to MFIs for those who need start-up support of some kind and other options such as hire-to-buy schemes for tools need to be considered.\(^\text{45}\)

• Some attention should be paid to accessibility of raw materials where this is relevant.

There are a number of conclusions about TAPs that have been reached by other studies and still stand:

• Training should be diversified and skills provision should be seen broadly, including, if necessary, training in things like literacy.

• Entrepreneurship is an integral part of the training – the ILO Know About Business (KAB), Improve your Own Business (IYOB) and Start Your Own Business (SYOB) courses are used but work out quite expensive because a workbook has to be bought for each participant.

• The modular approach works well for this kind of training.

• The framework for education should make provision for recognition of prior learning;

• Labour market information is essential, even if it is limited to a particular area.

• If you want women to participate, then encourage them to do so.

• Strong public private partnerships can be the difference between success and failure.

Depending on where the pilots are tested, and what existing support structures there are in the areas, the sorts of organisations that could be involved are MFIs, OCCZIM (which, when ISTARN went, started an Informal Sector Support Programme), ISAs (which seem to have become more interested in strengthening the informal economy and less in personal gain since we looked at ISTARN), colleges of technical and vocational training, government programmes such as the ISOPs, but without central government interference and falling under the governance structure agreed upon, and following the “rules” of a TAP, could also be drawn in (in particular, we are thinking of these being seen not as “drop out” courses but rather as starting point courses that build up to proper apprenticeship\(^\text{46}\) and then there are

---

\(^{43}\) Zimdef is a government scheme that helps support in-company training through a tax on businesses. It can be used in the informal sector.

\(^{44}\) We were told that policy work is currently under way and involved both the ILO and the World Bank.

\(^{45}\) It should be recalled that MFIs first emerged in Zimbabwe around 1990 and experienced phenomenal growth, the majority being donor-funded. The worst performing MFIs were those operated by government where repayment rates were very slow as was the response to the clients needs. During the troubled period from 2003 on, the MFIs dwindled to almost nothing but government policy is now starting to recognition their importance. However, government should, in all probability, not try to run such schemes itself, but involve the private sector in doing so. One exception to this that was mentioned was the People’s Own Savings Bank which, despite ups and downs, has done relatively well in providing convenient products. It should also be remembered (and this was very clear from the ISTARN follow-up) that not everyone needs microfinance and that some see it as an unnecessary burden on a fragile new business, preferring to get loans (probably at very low interest rates, if any) from family.

\(^{46}\) It needs to be noted that we were told by several sources that half-trained or barely trained ISOP graduates are sometimes used as political fodder and to encourage violence and that needs to be
organisations like ZNASME which are seen as having potential but still need to build on this. Where YES JUMP is operating it could also be considered and there are obvious advantages in having another ILO programme involved. The principle of subsidiarity should be adhered to, with those structures closest to the project involved with it. Links can, however, be made to places such as the Harare Institute of Technology which has set up an incubator and where Harare trained apprentices might find locations for self-employment. Silveira House clearly has considerable experience in TAPs and has been innovative in adapting them to constrained resources. Their expertise should be used.

4.2 Conclusion to Section 4

All the above suggests that government will, through its various ministries, be able to invest in schemes such as these but that is probably an assumption that should be approached with caution. Our consultant was told that most ministries got less than 1% of their budgets this year and that, even now, while the situation has improved, they will still not get more than half their budgets next year. In looking at the way forward, it would be foolish to assume that the government would suddenly have major resources at its disposal. Indeed, in looking forward at all in Zimbabwe, one has to take a leap of faith, something the ILO seems willing to do. Our experience with ISTARN, a programme that actually got slammed by the killer assumption no-one thought would happen (the collapse of the economy and the extreme political instability) shows that, despite this catastrophic turn of events, the TAP was a success and helped people to survive in the worst of times. If Zimbabwe is to go forward, there will need to be a rebuilding of human capital, including labour intensive type investment in infrastructure. That does not automatically mean that people are taught and left with skills that will enable them to support themselves in the future, but it is one of the things for which government should be planning.

What does seem clear is that the traditional apprenticeship practice is alive and thriving in Zimbabwe and that TAPs have, in the past, added value without in any way destroying and corrupting the traditional practice. That should be the aim.

avoided at all costs. Such youths need a real stake in society and that will come from worthwhile training and opportunities.
Section 5. Looking forward

The ILO, with Danish funding, has made a commitment to testing the viability of TAPs as a way of contributing to the regeneration of Zimbabwe. Based on the above, and on the assumption that such a programme supporting TAPs will go ahead, we note the following.

5.1 SWOT analysis

In a SWOT Analysis, taken from the ILO point of view:

**Strengths**

- The traditional practice is alive and flourishing despite having gone through a very difficult time in the history of the country.
- A number of organisations have kept the notion of TAPs alive and some of them are in a position to work with the ILO to revive the "adding value to traditional practice" that was at the heart of the initially successfully ISTARN project.
- While there is only anecdotal information by which to go, and this has not been compared with a control group, a number of the ISTARN trainees survived Operation Murambatsvina and are flourishing. A number of them attribute this to what they got from the ISTARN experience.
- The ILO has some resources to enable it to pilot the idea and a limited period of time to decide how best to do this. It also has a vast field of ILO experience from which to draw as well as experts in the field.
- Government is working with the ILO on this and seems to have accepted the underlying notion of using traditional apprenticeship programmes as a way of adding value to the current education system.

**Weaknesses**

- While there are organisations that would be useful in the governance of such a programme or programmes, none of them stands out as a driving force and champion. Silveira House may be the exception. The TAPs will have to ensure they have their own clear identity and credibility.
- While government has given its blessings, there are tensions in government which may reveal different approaches to the best way to educate youth for a new Zimbabwe. The ILO programme will have to satisfy all while focusing on its own agenda. This raises issues about the Paris Declaration which, in the face of a divided government, will not be easy to resolve unless the ILO can develop a strong multi-party, multi-sector governance structure at national and local levels.
- There is insufficient gender inclusion in programmes of this sort.
- The economy is weak – any programme that works with the informal economy has to be able to assume that there is some productive overlap between the two economies.
- Currently there are no guaranteed places where informal economy entrepreneurs can feel safe working and, often, there is no place for them to work at all (one interviewee said: “We need for local authorities to provide space for us. They give these spaces to land barons who charge us lots of money.”)
- Currently the MFIs are weak and have very limited resources.
- The danger of interfering with, and thus compromising, the traditional practice which has proven itself over hundreds of years, is ever there.
- The programme is unlikely to work unless the master craftspeople buy into it and are willing to accept their own limitations and some remedy for this.
Opportunities

- The very flexible trade testing opportunities in Zimbabwe which even allow for verbal testing for theory in Level 4 and 3 is an opportunity to link formal and informal training.
- The fact that the government is apparently rewriting policy about the informal economy and this will presumably translate at local level into regulations so that there will never again be an Operation Murambatsvina is encouraging.
- The move away from a silo mentality in how government is approaching this is encouraging.
- The potential for money to be available if the unity government is seen to be making progress means that effort put in now may bear fruit in replication.
- The fact that there have been successful TAPs creates the opportunity to engage more optimistically.

Threats

- The greatest threat is that the unity government will not survive and that there will be, at the very least, an interim period of great volatility, government collapse and financial disaster. Put in the context of a logframe plan, this could be seen as the “killer assumption” i.e. that Zimbabwe will continue to move forward on the road to peace and prosperity.
- Any attempt to compromise the traditional practice must be seen as a weakness.
- A failure on the part of government to put in policies and regulations that both protect and enhance the informal economy would be a serious weakness. While we have no doubt that the very resilient people of Zimbabwe would survive another Operation Murambatsvina, it would put progress on a TAP as education out of poverty back considerably.
- Any attempt to over-complicate the Zimbabwean National Qualifications Framework, would, we believe, be a mistake.

5.2 Tentative logframe

What follows is an outline of a potential logframe for taking the process forward.

**Overall objective/development objective:** The eradication of poverty and the full application of the decent work concept.

**Project purpose:** Value added to the traditional practice of informal apprenticeship in order to make it a productive and educational practice with the potential to integrate with more formal forms of qualification. (While this is the overall project purpose, we suggest that it be piloted in three varying geographical regions before being replicated throughout the county. The logframe is premised on this.)

**Result Area 1:** Selection of three varied geographical areas, one urban, one rural and one peri-urban and a thorough examination of the labour market and labour market support in these areas. Before devising a TAP for the area, ILO needs to know: is the practice active there, in what trades, where is saturation an issue and where is it not, how can gender issues be incorporated, what trade organisations exist that would be useful and willing to participate, what community organisations are appropriate for joining a governing body, what colleges in the area would be willing to participate. The successful conclusion of this result area, which would have to be primary, would be the setting up of a transparent and accountable governing body to run the TAP. This should have community, local entrepreneurial, local government, local MFI and local education representation. Researchers would need to be used to cover the ground adequately. While, we are not specifically mentioning HIV/AIDS here, we are aware of it as a concern. How it is handled in
a TAP depends on the extent to which ARVs are available and so make the disease a chronic one rather than a rapidly terminal one. A TAP is also a way of extending preventative knowledge and will.

**Result Area 2:** Agreement by the three governing bodies on principles such as sustainability, equality, self-reliability, recruitment and selection. Within this, each geographical area should be agreeing itself on which trades to support, numbers that can be accommodated, value that can be added and how it will be added, monitoring and evaluation mechanisms. Additional stakeholders that may need to be included e.g. in a value chain you may want to include the end retailer.

**Result Area 3:** Parallel to the above there needs to be advocacy for the change to policies and regulations governing the existence of the informal economy and informal enterprises, as well as a clarification of how trade test access from the TAP will work.

**Result Area 4:** Setting up of the three pilots and running them, with careful monitoring and evaluation and flexibility to improve the TAP e.g. in some areas a TAP Club might be started to ensure that out-of-town TAP participants have something to do in the evening.

**Result Area 5:** After three years, holding a TAP convention to assess the viability of the programme.

**Result Area 6:** Replication

There are certain assumptions that must be taken into account and the TAPs must be set up with some consideration for them:

a) While the next three years are likely to see political and economic turmoil in Zimbabwe, there will be some progress towards stability and, at the very least, no regression.

b) Government has some money to contribute to the process.

c) Any TAP will not be politically aligned in any way.

d) The traditional practice takes place in the three geographical areas selected.

e) The informal economy continues to play a dominant role in Zimbabwe.

f) There are some support structures in the three geographical areas selected.

g) Changes to policy and regulations do take place, albeit slowly.

h) Successful pilots breed successful programmes providing monitoring and evaluation is rigorous.
Appendix 1: Terms of Reference

Terms of Reference

<table>
<thead>
<tr>
<th>Purpose of assignment: To conduct an assessment on informal apprenticeship to inform the inception phase of a 5-year project on upgrading informal apprenticeship in Zimbabwe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Position: one international technical specialist</td>
</tr>
<tr>
<td>Duration: 27 days</td>
</tr>
<tr>
<td>Location: Harare and secondary towns to be determined in close collaboration with ILO Harare and the skills specialist in SRO-Harare</td>
</tr>
</tbody>
</table>

1. Background

The External Collaborator will, in consultation with the Skills and Employability Department and the Sub-regional Offices in Harare and Pretoria, conduct a detailed assessment and evaluation for a proposed programme of technical cooperation in Zimbabwe. The proposed project will focus broadly on two main areas of action to promote enhanced employment and income generating opportunities through skills development initiatives:

1) introducing the ILO’s Training for Rural Economic Empowerment (TREE) methodology in a number of rural communities to support local economic development, and

2) upgrading delivery of training through systems of informal apprenticeship.

The External Collaborator will conduct an assessment and prepare a final report on introducing a programme to upgrade apprenticeships in Zimbabwe.

Technical and vocational skills are crucial for enhancing competitiveness and decent work. Despite the fact that training in the informal economy is the primary avenue through which people can acquire technical and trade skills it has, to a certain degree, been neglected. The objective of an ILO programme in Zimbabwe is to equip more young women and men in the informal economy with skills that will improve their employability in more productive and decent work. This objective is in line with the ILO’s African regional priorities to promote rural and youth employment, and will be in support of the Africa Commission’s objective of realizing the potential of Africa’s youth (see Report of the Africa Commission, May 2009).

2. Major tasks of the technical specialist

The technical specialist will conduct the following tasks listed under A-H.

A. Attend a one-day briefing session in Pretoria and closely coordinate with ILO skills specialist in SRO Harare before the mission

B. Meet with ILO Office in Harare

C. Identify and analyze ongoing and past programmes or projects to upgrade informal apprenticeship in Zimbabwe
- Who is carrying them out, what is their scope, their institutional setup, location, involvement of business associations etc.?

- Conduct rapid assessment of the state of the German ISTARN project on upgrading informal apprenticeship (1995-2001). Have practices been continued and replicated? Where and how? If not, why not?

D. Collect national legislation and statistics related to formal and informal apprenticeship, by key occupations or industries. Analyze how informal apprenticeship is reflected in national policies or national statistics (Labour Force Surveys, other Household surveys etc.)

E. Analyze if there are existing institutional links between informal apprenticeship and the formal training system

- Can graduated apprentices participate in skills testing?

- Can they access formal or non-formal courses to complement apprenticeship in small businesses?

- etc.

F. Conduct rapid assessment of trades and occupations that train youth through informal apprenticeship, using ILO tools

- Assess gender patterns.

- Provide inventory of small business associations in Harare and selected secondary towns

G. Identify national research institute/ suitable researchers to conduct an in-depth assessment of the existing informal apprenticeship system in 2010.

H. Closely collaborate with a technical expert collecting background information for the TREE component of the Danish-funded project and with a technical expert working on skills development policies.

I. Collect information about 'Integrated Skills Outreach Programme (ISOP)' in collaboration with other technical experts.

3. Methodology

The technical specialist will collect information through

- A desk review;

- In-depth interviews with key informants (ministries, business associations, trade unions, NGOs, training providers);

- A rapid field assessment to identify trades and occupations in which informal apprenticeship is prevalent.

4. Output
The technical specialist will produce a report of approx. 40 pages and submit it to the ILO backstopping officer. The report will include

- the outcome of the assessment specified under A-I;
- a list of documents consulted (to be made available to the ILO), and
- a list of people interviewed.

The draft report will be submitted by 10 December 2009.

The final report will be submitted by 18 December 2009.
Appendix 2: People interviewed

INFORMAL ECONOMY ASSOCIATIONS

Patricia Nkomo  Chief Executive Officer, Zimbabwe National Associations of SME’s
Elias Tapfumaneyi Mbabvu  Vice Chairman, Harare Association, Zinasme
Beauty Mugijima  President, Zimbabwe Chamber of Informal Sector Associations
Agnes Mumba  Deputy Secretary, Zimbabwe Chamber of Informal Economy Associations
Augustin Tawanda  Secretary General, Cross Border Trading Association

Training providers

Aaron Mareya  Co-ordinator, Traditional Apprenticeship Programme, Silveira House
Talent Mupfaya  Technical Advisor, Traditional Apprenticeship Programme, Silveira House
C J Nyamukapa  Principal, Masvingo Polytchnic
Fortunate Sekeso  General Manager, Small Enterprise Development Corporation
Oliver Kapepa  Small Enterprise Development Corporation
Samuel Chaka  Small Enterprise Development Corporation
L Nduru  Principal, Chitungwiza Vocational Training College
D Nyandoro  Garment Making Instructor, Vocational Training College
I T Gurimo  Principal, Mutare Polytechnic
Enet Makurazita  General Manager, Young Africa Training Centre

GOVERNMENT MINISTRIES

Dr P Z Dzviti  Acting Permanent Secretary, Ministry of Labour and Social Services
Rose Kanyare  Deputy Director responsible for Jobs for Africa, Ministry of Labour and Social Services
Sinzeni Gombo  Chief Employment Officer, Ministry of Labour and Social Services
Sylvia Utete-Masango  Permanent Secretary, Ministry of Women’s Affairs, Gender and Community Development
Dr W Mbizvo  Permanent Secretary of Higher and Tertiary Education
Pesonai  Director of Standards Development and Quality Assurance, Ministry of Higher and Tertiary Education
Mr Ephraim Tadzingwa  Deputy Director, Industrial Training and Trade Testing, Ministry of Higher and Tertiary Education
Shamboko  Principle Manpower Training and Trade Testing Officer, Ministry of Higher and Tertiary Education
R Chihuri  Harare Registrar of Apprenticeship, Ministry of Higher and Tertiary Education
P Mupazvirhi  Permanent Secretary, Ministry of Youth Development, Indigenisation and Empowerment
Caroline Muveni  Deputy Director, Vocational Skills, Ministry of Youth Development, Indigenisation and Empowerment
Francis Potai  Deputy Director, National Youth Services, Ministry of Youth Development, Indigenisation and Empowerment
I E Mubuza  Ministry of Youth Development, Indigenisation and Empowerment
Evelyn Ndlovu  Permanent Secretary, Ministry of SME and Co-operative Development
J M Mapungwana  Director, Capacity Building for SMEs, Ministry of SME and Co-operative Development
Ms Mtetwa  Business Development Officer, Ministry of SME and Co-operative Development
K Shoniwa  Acting Director, Central Statistics Office
Taizivei Mungate  Acting Director, Census and Statistics, Central Statistics Office
Cyril Parirenyata  Deputy Director, Computing, Desktop Publishing and Printing, Household Surveys and Social Statistics, Central Statistics Office

NGOs

Richard Makovori  Programme Officer, formerly Informal Sector Support Programme, now SME Programme, Organisation for Collective Co-operatives in Zimbabwe
Moses Ndholokayo  Membership and Capacity Building Manager, National Association of NGOs
Munya Zvikomborero  Northern Region Co-ordinator, National Association of NGOs

ILO

Ashwani Aggarwal  Senior Skills and Employability Specialist, Southern Africa SRO
Evelyn Serima  HIV/AIDS Technical Specialist for Southern Africa SRO
Maria Mutandwa  Information and Communications Officer, Southern Africa SRO
Dr Rajendra G Paratian  Senior Labour Market Policy and Employment, Southern Africa SRO
Tapera J Muzira  National Project Co-ordinator, Youth Employment YES-JUMP, Southern Africa SRO

OTHERS

Dr Godfrey Kanyenze  Director, Labour and Economic Development Research Institute in Zimbabwe
Elijah Museveri  Informal Sector Co-ordinator, Zimbabwe Congress of Trade Unions
Katie Kerr  Deputy Chief of Mission, International Organization for Migration
Peter Mudungwe  Migration and Development Advisor, International Organization for Migration
Dr Michael Mambo  Consultant
Mr John Mufukare  Director, Employers’ Confederation of Zimbabwe

Attended Focus Group Discussion of Training Providers
Appendix 3: Bibliography

Aryee, George Akrong (Ed)  Improving productivity and decent work in small and medium garments and plastics enterprises: Case studies of productivity improvement programmes in Botswana, Ghana and Zimbabwe, ILO, Ghana, 2004

Beebe, James  Introduction to rapid assessment process, Handout prepared for the session Improving Leadership for Transformation in Cross-Cultural Situation through Rapid Assessment, International Leadership Association, November 2009

Chipika, Dr Stephen and Zengeya, Dr Munyaradzi A  Economic Opportunities or job creation avenues and training needs analysis (TNA) for young people in selected poor and marginalized communities in Zimbabwe: Focus on Gokwe South, Goromonzi and Norton districts, Draft report, ILO – YES JUMP, 14 November 2009

Chitiyo, Peter and Shapiro, Janet  Adding value: Is a TAP (Traditional Apprenticeship Programme) an option for you? Manual 1, Istarn, Masvingo, 2000

Chitiyo, Peter and Shapiro, Janet  Adding value: How to set up and run a TAP (Traditional Apprenticeship Programme), Manual 2, Istarn, Masvingo, 2000


Government of Zimbabwe in conjunction with ILO  Zimbabwe national employment policy framework (ZINEPF), Ministry of Labour and Social Welfare, and Ministry of Youth Development, Indigenisation and Empowerment in conjunction with ILO/SRO, Final draft, April 2009


Government of Zimbabwe  Short term emergency recovery programme (STERP), Getting Zimbabwe moving again, Harare, March 2009

Grunwald, Edda, Nell, Marian and Shapiro Janet  Projects/Programmes aimed at economic improvement and poverty alleviation through non-formal training in sub-Saharan Africa, GTZ, September 2002/June 2004 (Completion)


ILO  Tool XXI: Rapid assessment to select apprenticeship trades and occupations that are taught by means of informal apprenticeship, ILO


ILO  Terms of Reference for analytic work on the Zimbabwean Micro, Small and Medium Scale Enterprise sector to be carried out by the Ministry of SME and Co-operative Development in conjunction with ILO, Draft, October 2009

ILO  The impact of HIV/AIDS on the SME sector in Zimbabwe, ILO/SRO, June 2006

ILO  Micro, small and medium-sized enterprises and the Global Economic Crisis, Impacts and Policy Responses, Sustainable Enterprise Programme, ILO, undated


Kanyenze, Godfrey and Mhono, Guy CZ Strategies to combat youth unemployment and marginalisation in anglophone Africa, International Labour Organization Southern Africa Multidisciplinary Advisory Team (ILO/SAMAT), Harare, 2000


Mambo, Michael  Situational Analysis of the Skills Development System in Zimbabwe, draft paper, Government of Zimbabwe and ILO, December 2009


Mhloyi, Marvellous M  An assessment of the social and economic impact of HIV and AIDS interventions on the private sector in Zimbabwe, Zero draft, Centre for Population Studies, University of Zimbabwe, 15th September, 2009

Nell and Shapiro cc Informal Sector Training and Resources Network (ISTARN), Project Progress Review, November/December 1996

Nell and Shapiro cc Adding Value: A formative case study of the Traditional Apprenticeship Programme (TAP) of the Informal Sector Training and Resources Network (ISTARN), Masvingo Province, Zimbabwe, ISTARN, December 1997


Nell and Shapiro cc Skills training in the context of socio-economic development in developing countries: From rhetoric to relevance, First draft, GTZ, December 2005

Nell and Shapiro cc Getting somewhere: based on a series of interviews conducted with graduates of the ISTARN Traditional Apprenticeship Programme (TAP), unpublished paper, May 2006

Nell and Shapiro cc Traditional Apprenticeship Programmes (TAPs): The German Experience, unpublished report, December 2007


Appendix 4: Tools used

TOOL XX1:

Rapid assessment to select apprenticeship trades and occupations that are taught by means of informal apprenticeship

Questions to address to owners of small businesses:

What is your profession? __________________
Gender of enterprise owner: Male _______ Female _______ Male and Female __________

1. How can young people learn to become a ____________ [profession mentioned in previous question]?
   a) They can learn the skills in a business like this one.
   b) They can follow a course at a training centre.
   c) They can learn from their parents, relatives or friends.

If answer is a) or includes a), please continue:

2. If a young person learns in your business, what is the young person's status in the business?
   a) learner
   b) worker
   c) no status at all – casual visitor

If answer is a), please continue.
If answer is b), young people are usually employed as low-skilled workers for a low salary or pocket money. They start with simple tasks and learn on-the-job. There is, however, no commitment by the master craftsperson to train them.
If answer is c), young people are allowed to work in the business and can come and leave whenever they want. While they are in the business, they can learn from those that are working there. However, master craftspersons also do not commit to training them.

3. What does the training cover?
   a) All skills relevant for this trade
   b) Only the skills that the apprentice has asked for
   c) Young people will learn only particular skills of the trade, namely ________________
   d) Young people will learn everything that the business produces during the time they are in the business.

If answer is a), please continue.
If answer is b), young people and the master craftsperson usually meet for a particular time so that the master craftsperson can teach the skills. Usually, young people pay for this service. Apart from this training, there is no obligation for the young person to work in the master craftsperson's/owner's business.
If answer is c) or d), this occupation might feature an informal apprenticeship system, but one that shows the weakness of imparting incomplete skills. This will need to be examined further.

4. Do you conclude a training agreement with them?
   a) YES  b) NO
If answer is a), please continue.
If answer is b) please enquire further about the way skills are transmitted. This is, however, not an informal apprenticeship system.

5. How long does the training usually last?
   a) Three years or longer
   b) One to three years
   c) Less than one year

If answer is a) or b), the type of training identified is informal apprenticeship. The young person (or the parents) concludes an agreement with the owner or the master craftsperson that the young person will be trained while working in the owner’s business.

If answer is c) it is doubtful if the young person can acquire all skills relevant for the trade in such a short time. However, this will depend on the level of complexities of the skills transmitted. In these cases it remains to the discretion of the policy-maker, if the training system for this particular occupation should be examined further.

6. How many male and how many female apprentices do you have on average?
**Appendix 5: Data from rapid appraisal**

**TABLE 1: Trades broken down into sites**

<table>
<thead>
<tr>
<th>Trades</th>
<th>Total</th>
<th>Percentage of total</th>
<th>Norton</th>
<th>Ruwa</th>
<th>Chitungwiza</th>
<th>Percentage Norton</th>
<th>Percentage Ruwa</th>
<th>Percentage Chitungwiza</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carpenter</td>
<td>33</td>
<td>13.0</td>
<td>10</td>
<td>6</td>
<td>17</td>
<td>30.3</td>
<td>18.2</td>
<td>51.5</td>
</tr>
<tr>
<td>Coffin maker</td>
<td>6</td>
<td>2.4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>16.7</td>
<td>0.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Signwriter</td>
<td>4</td>
<td>1.6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>25.0</td>
<td>25.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Automechanic</td>
<td>16</td>
<td>6.3</td>
<td>3</td>
<td>2</td>
<td>11</td>
<td>18.8</td>
<td>12.5</td>
<td>68.6</td>
</tr>
<tr>
<td>Hairdresser</td>
<td>15</td>
<td>5.9</td>
<td>3</td>
<td>1</td>
<td>11</td>
<td>20.0</td>
<td>6.7</td>
<td>73.3</td>
</tr>
<tr>
<td>Beauty therapist</td>
<td>1</td>
<td>0.4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Upholsterer</td>
<td>11</td>
<td>4.3</td>
<td>2</td>
<td>1</td>
<td>8</td>
<td>18.2</td>
<td>9.1</td>
<td>72.7</td>
</tr>
<tr>
<td>Tailor</td>
<td>16</td>
<td>6.3</td>
<td>1</td>
<td>2</td>
<td>13</td>
<td>6.3</td>
<td>12.5</td>
<td>81.3</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>2</td>
<td>0.8</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>50.0</td>
<td>0.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Radio/TV repairer</td>
<td>6</td>
<td>2.4</td>
<td>1</td>
<td>1</td>
<td>4</td>
<td>16.7</td>
<td>16.7</td>
<td>66.7</td>
</tr>
<tr>
<td>Welder</td>
<td>31</td>
<td>12.2</td>
<td>6</td>
<td>4</td>
<td>21</td>
<td>19.4</td>
<td>12.9</td>
<td>67.7</td>
</tr>
<tr>
<td>Confectioner</td>
<td>1</td>
<td>0.4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Panel beater</td>
<td>6</td>
<td>2.4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>16.7</td>
<td>0.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Tinsmith</td>
<td>6</td>
<td>2.4</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>16.7</td>
<td>33.3</td>
<td>50.0</td>
</tr>
<tr>
<td>Borehole driller</td>
<td>1</td>
<td>0.4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Barber</td>
<td>10</td>
<td>3.9</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>20.0</td>
<td>10.0</td>
<td>70.0</td>
</tr>
<tr>
<td>Cook/Caterer</td>
<td>6</td>
<td>2.4</td>
<td>1</td>
<td>0</td>
<td>5</td>
<td>16.7</td>
<td>0.0</td>
<td>83.3</td>
</tr>
<tr>
<td>Leather product Manufacturer</td>
<td>1</td>
<td>0.4</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>100.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Precast concrete Moulder</td>
<td>4</td>
<td>1.6</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>25.0</td>
<td>25.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Miller</td>
<td>5</td>
<td>2.0</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>0.0</td>
<td>60.0</td>
<td>40.0</td>
</tr>
<tr>
<td>Shoe repairer</td>
<td>2</td>
<td>0.8</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Brickmaker/concrete Worker</td>
<td>7</td>
<td>2.8</td>
<td>0</td>
<td>4</td>
<td>3</td>
<td>0.0</td>
<td>57.1</td>
<td>42.9</td>
</tr>
<tr>
<td>Bricklayer/builder</td>
<td>3</td>
<td>1.2</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>0.0</td>
<td>66.7</td>
<td>33.3</td>
</tr>
<tr>
<td>Plasterer</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Plumber</td>
<td>7</td>
<td>2.8</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>0.0</td>
<td>28.6</td>
<td>71.4</td>
</tr>
<tr>
<td>Food processor</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Artist – stone cutter</td>
<td>22</td>
<td>8.7</td>
<td>0</td>
<td>2</td>
<td>20</td>
<td>0.0</td>
<td>9.1</td>
<td>90.9</td>
</tr>
<tr>
<td>Locksmith</td>
<td>4</td>
<td>1.6</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Trades</td>
<td>Total</td>
<td>Percentage of total</td>
<td>Norton</td>
<td>Ruwa</td>
<td>Chitungwiza</td>
<td>Percentage Norton</td>
<td>Percentage Ruwa</td>
<td>Percentage Chitungwiza</td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>-------</td>
<td>---------------------</td>
<td>--------</td>
<td>------</td>
<td>-------------</td>
<td>-------------------</td>
<td>-----------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Electrician</td>
<td>2</td>
<td>0.8</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Chemical manufacturer</td>
<td>3</td>
<td>1.2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0.0</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>Damp course manufacturer</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Fence constructor</td>
<td>2</td>
<td>0.8</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0</td>
<td>50.0</td>
<td>50.0</td>
</tr>
<tr>
<td>Mechanical engineer</td>
<td>2</td>
<td>0.8</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Foundry engineer</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Paint manufacturer</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Artist – weaver</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Fibre glass canopy manufacturer</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Artist – wood carver</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Peanut butter maker</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Tyre mender</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Watch repairer</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Printer</td>
<td>3</td>
<td>1.2</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>0.0</td>
<td>33.3</td>
<td>66.7</td>
</tr>
<tr>
<td>Artist – Batik</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Poultry breeder</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Glazier</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0.0</td>
<td>0.0</td>
<td>100.0</td>
</tr>
<tr>
<td>Electrical rewinder</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Artist – metal</td>
<td>1</td>
<td>0.4</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>
### TABLE 2: Trades against gender of master, duration of training, and how someone can learn the skills

<table>
<thead>
<tr>
<th>Trades</th>
<th>Total</th>
<th>Gender of master</th>
<th>Duration of training</th>
<th>How can someone learn the skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>No record</td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>Carpenter</td>
<td>33</td>
<td>0</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>Coffin maker</td>
<td>6</td>
<td>0</td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Signwriter</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Automechanic</td>
<td>16</td>
<td>0</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Hairdresser</td>
<td>15</td>
<td>0</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Beauty therapist</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Upholsterer</td>
<td>11</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Tailor</td>
<td>16</td>
<td>0</td>
<td>7</td>
<td>8</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Radio/TV repairer</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Welder</td>
<td>31</td>
<td>0</td>
<td>31</td>
<td>0</td>
</tr>
<tr>
<td>Confectioner</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Panel beater</td>
<td>6</td>
<td>1</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Tinsmith</td>
<td>6</td>
<td>0</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Borehole driller</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Barber</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Cook/Caterer</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>Leather product</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Manufacturer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Precast concrete</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Moulder</td>
<td>5</td>
<td>0</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Miller</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Shoe repairer</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Bricklayer/builder</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Plasterer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Plumber</td>
<td>7</td>
<td>0</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>Trades</td>
<td>Total</td>
<td>Gender of master</td>
<td>Duration of training</td>
<td>How can someone learn the skills</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------</td>
<td>------------------</td>
<td>----------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>No record</td>
<td>Male</td>
<td>Female</td>
<td>Both</td>
</tr>
<tr>
<td>Food processor</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Artist – stone cutter</td>
<td>22</td>
<td>0</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Locksmith</td>
<td>4</td>
<td>0</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Electrician</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Chemical manufacturer</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Damp course manufacturer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Fence constructor</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Mechanical engineer</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Foundry engineer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Paint manufacturer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Artist – weaver</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Fibre glass canopy manufacturer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Artist – wood carver</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Peanut butter maker</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Tyre mender</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Watch repairer</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Printer</td>
<td>3</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Artist – Batik</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Poultry breeder</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Glazier</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Electrical rewinder</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Artist – metal</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Trades</td>
<td>Total no of businesses</td>
<td>Total no of apprentices</td>
<td>Number of apprentices in each business</td>
<td>Gender of apprentices per business</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------</td>
<td>-------------------------</td>
<td>----------------------------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not noted 1 2 3 4 5 6 8 9 10 12 27 28</td>
<td>Not noted M F Both Learner Worker</td>
</tr>
<tr>
<td>Carpenter</td>
<td>33</td>
<td>66</td>
<td>0 15 11 2 2 3 0 0 0 0 0 0</td>
<td>1 29 2 1 32 1</td>
</tr>
<tr>
<td>Coffin maker</td>
<td>6</td>
<td>8</td>
<td>0 4 2 0 0 0 0 0 0 0 0 0</td>
<td>0 5 1 0 6 0</td>
</tr>
<tr>
<td>Signwriter</td>
<td>4</td>
<td>5</td>
<td>0 3 1 0 0 0 0 0 0 0 0 0</td>
<td>0 4 0 0 4 0</td>
</tr>
<tr>
<td>Automechanic</td>
<td>16</td>
<td>38</td>
<td>0 6 5 3 0 1 0 1 0 0 0 0</td>
<td>0 15 1 0 16 0</td>
</tr>
<tr>
<td>Hairdresser</td>
<td>15</td>
<td>24</td>
<td>1 7 6 0 0 1 0 0 0 0 0 0</td>
<td>1 1 12 1 15 0</td>
</tr>
<tr>
<td>Beauty therapist</td>
<td>1</td>
<td>1</td>
<td>0 1 0 0 0 0 0 0 0 0 0 0</td>
<td>0 0 1 0 1 0</td>
</tr>
<tr>
<td>Upholsterer</td>
<td>11</td>
<td>34</td>
<td>0 4 3 2 0 1 0 0 0 1 0 0</td>
<td>0 10 0 1 11 0</td>
</tr>
<tr>
<td>Tailor</td>
<td>16</td>
<td>34</td>
<td>0 8 5 0 2 0 0 1 0 0 0 0</td>
<td>0 1 12 3 16 0</td>
</tr>
<tr>
<td>Interior decorator</td>
<td>2</td>
<td>13</td>
<td>0 0 0 1 0 0 0 0 0 1 0 0</td>
<td>0 0 1 1 2 0</td>
</tr>
<tr>
<td>Radio/TV repairer</td>
<td>6</td>
<td>17</td>
<td>0 2 1 0 2 1 0 0 0 0 0 0</td>
<td>0 4 1 1 5 1</td>
</tr>
<tr>
<td>Welder</td>
<td>31</td>
<td>76</td>
<td>0 9 16 2 1 0 1 0 1 1 0 0</td>
<td>0 28 1 2 30 1</td>
</tr>
<tr>
<td>Confectioner</td>
<td>1</td>
<td>12</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0</td>
<td>0 1 1 0 1 0</td>
</tr>
<tr>
<td>Panel beater</td>
<td>6</td>
<td>16</td>
<td>0 0 4 0 2 0 0 0 0 0 0 0</td>
<td>0 6 0 0 4 2</td>
</tr>
<tr>
<td>Tinsmith</td>
<td>6</td>
<td>20</td>
<td>0 1 3 1 0 0 0 1 0 0 0 0</td>
<td>1 5 0 0 6 0</td>
</tr>
<tr>
<td>Borehole driller</td>
<td>1</td>
<td>5</td>
<td>0 0 0 0 0 1 0 0 0 0 0 0</td>
<td>0 1 1 0 6 0</td>
</tr>
<tr>
<td>Barber</td>
<td>10</td>
<td>12</td>
<td>1 7 1 1 0 0 0 0 0 0 0 0</td>
<td>2 8 0 0 10 0</td>
</tr>
<tr>
<td>Cook/Caterer</td>
<td>6</td>
<td>10</td>
<td>0 3 2 1 0 0 0 0 0 0 0 0</td>
<td>0 0 6 0 6 0</td>
</tr>
<tr>
<td>Leather product Manufacturer</td>
<td>1</td>
<td>2</td>
<td>0 0 1 0 0 0 0 0 0 0 0 0</td>
<td>0 0 0 1 1 0</td>
</tr>
<tr>
<td>Precast concrete Moulder</td>
<td>4</td>
<td>13</td>
<td>0 0 2 1 0 1 0 0 0 0 0 0</td>
<td>0 4 0 0 4 0</td>
</tr>
<tr>
<td>Miller</td>
<td>5</td>
<td>11</td>
<td>0 1 1 2 1 0 0 0 0 0 0 0</td>
<td>0 3 2 4 4 1</td>
</tr>
<tr>
<td>Shoe repairer</td>
<td>2</td>
<td>2</td>
<td>0 2 0 0 0 0 0 0 0 0 0 0</td>
<td>0 2 0 0 2 0</td>
</tr>
<tr>
<td>Brickmaker/concrete Worker</td>
<td>7</td>
<td>23</td>
<td>0 3 1 1 0 2 0 0 0 0 1 0 0 0 0</td>
<td>0 7 0 0 5 2</td>
</tr>
<tr>
<td>Bricklayer/builder</td>
<td>3</td>
<td>5</td>
<td>0 1 2 0 0 0 0 0 0 0 0 0</td>
<td>0 2 0 1 3 0</td>
</tr>
<tr>
<td>Plasterer</td>
<td>1</td>
<td>8</td>
<td>0 0 0 0 0 0 0 0 0 1 0 0 0 0 0</td>
<td>0 0 0 1 1 0</td>
</tr>
<tr>
<td>Plumber</td>
<td>7</td>
<td>19</td>
<td>0 3 3 0 0 0 0 0 0 0 1 0 0 0 0</td>
<td>0 6 0 1 7 0</td>
</tr>
<tr>
<td>Food processor</td>
<td>1</td>
<td>5</td>
<td>0 0 0 0 0 1 0 0 0 0 0 0</td>
<td>0 0 1 1 0 0</td>
</tr>
<tr>
<td>Artist – stone cutter</td>
<td>22</td>
<td>75</td>
<td>0 13 4 0 1 2 0 0 0 0 0 0 0 0 0 1 0 0 1 18 0 4 22 0</td>
<td></td>
</tr>
<tr>
<td>Locksmith</td>
<td>4</td>
<td>4</td>
<td>0 4 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 4 1 0 0 4 0 0</td>
<td></td>
</tr>
<tr>
<td>Electrician</td>
<td>2</td>
<td>3</td>
<td>0 1 1 0 0 0 0 0 0 0 0 0 0 0 2 0 0 1 1</td>
<td>0 2 0 1 3 0</td>
</tr>
<tr>
<td>Chemical manufacturer</td>
<td>3</td>
<td>30</td>
<td>0 1 1 0 0 0 0 0 0 0 0 0 1 0 0 0 2 1 3 0 0</td>
<td></td>
</tr>
</tbody>
</table>

**TABLE 3: Trades against apprentices**
<table>
<thead>
<tr>
<th>Trades</th>
<th>Total no of businesses</th>
<th>Total no of apprentices</th>
<th>Number of apprentices in each business</th>
<th>Gender of apprentices per business</th>
<th>Status of apprentices in each business</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Damp course manufacturer</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fence constructor</td>
<td>2</td>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical engineer</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundry engineer</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paint manufacturer</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artist – weaver</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fibre glass canopy manufacturer</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artist – wood carver</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peanut butter maker</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tyre mender</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch repairer</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Printer</td>
<td>3</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artist – Batik</td>
<td>1</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poultry breeder</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Glazier</td>
<td>1</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electrical rewinder</td>
<td>1</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Artist – metal</td>
<td>1</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6: Trade Tested Candidates by Trade by Gender: Total for period 2006-2009.

<table>
<thead>
<tr>
<th>Trade</th>
<th>F</th>
<th>M</th>
<th>Total</th>
<th>%Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consumer electronics artisan</td>
<td>2</td>
<td>0</td>
<td>2</td>
<td>100.0%</td>
</tr>
<tr>
<td>Electrician / armature winding</td>
<td>5</td>
<td>0</td>
<td>5</td>
<td>100.0%</td>
</tr>
<tr>
<td>Packaging machine minding</td>
<td>8</td>
<td>0</td>
<td>8</td>
<td>100.0%</td>
</tr>
<tr>
<td>Radio communications artisan</td>
<td>10</td>
<td>0</td>
<td>10</td>
<td>100.0%</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>295</td>
<td>33</td>
<td>328</td>
<td>89.9%</td>
</tr>
<tr>
<td>Plasterer</td>
<td>17</td>
<td>7</td>
<td>24</td>
<td>70.8%</td>
</tr>
<tr>
<td>Print finisher and converter</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>50.0%</td>
</tr>
<tr>
<td>Origination</td>
<td>4</td>
<td>5</td>
<td>9</td>
<td>44.4%</td>
</tr>
<tr>
<td>Cook</td>
<td>53</td>
<td>69</td>
<td>122</td>
<td>43.4%</td>
</tr>
<tr>
<td>Print finishing</td>
<td>1</td>
<td>7</td>
<td>8</td>
<td>12.5%</td>
</tr>
<tr>
<td>Sewing machine mechanics</td>
<td>1</td>
<td>8</td>
<td>9</td>
<td>11.1%</td>
</tr>
<tr>
<td>Refrigeration work (including air con)</td>
<td>18</td>
<td>193</td>
<td>211</td>
<td>8.5%</td>
</tr>
<tr>
<td>Precision machinist to include auto</td>
<td>2</td>
<td>28</td>
<td>30</td>
<td>6.7%</td>
</tr>
<tr>
<td>Boiler making</td>
<td>1</td>
<td>15</td>
<td>16</td>
<td>6.3%</td>
</tr>
<tr>
<td>Carpenter / joiner</td>
<td>25</td>
<td>418</td>
<td>443</td>
<td>5.6%</td>
</tr>
<tr>
<td>Automobile electrician</td>
<td>40</td>
<td>732</td>
<td>772</td>
<td>5.2%</td>
</tr>
<tr>
<td>Radio, television and electronics mechanic</td>
<td>2</td>
<td>37</td>
<td>39</td>
<td>5.1%</td>
</tr>
<tr>
<td>Turning including machining</td>
<td>4</td>
<td>81</td>
<td>85</td>
<td>4.7%</td>
</tr>
<tr>
<td>Electrician</td>
<td>68</td>
<td>139</td>
<td>1447</td>
<td>4.7%</td>
</tr>
<tr>
<td>Painter</td>
<td>4</td>
<td>91</td>
<td>95</td>
<td>4.2%</td>
</tr>
<tr>
<td>Waiter</td>
<td>1</td>
<td>39</td>
<td>40</td>
<td>2.5%</td>
</tr>
<tr>
<td>Fitting including machining</td>
<td>16</td>
<td>636</td>
<td>652</td>
<td>2.5%</td>
</tr>
<tr>
<td>Painter/ decorator</td>
<td>2</td>
<td>91</td>
<td>93</td>
<td>2.2%</td>
</tr>
<tr>
<td>Bricklaying</td>
<td>20</td>
<td>988</td>
<td>1008</td>
<td>2.0%</td>
</tr>
<tr>
<td>Panel – beater</td>
<td>2</td>
<td>102</td>
<td>104</td>
<td>1.9%</td>
</tr>
<tr>
<td>Wood machinist</td>
<td>1</td>
<td>55</td>
<td>56</td>
<td>1.8%</td>
</tr>
<tr>
<td>Motor mechanic to include diesel</td>
<td>41</td>
<td>2472</td>
<td>2513</td>
<td>1.6%</td>
</tr>
<tr>
<td>Boiler making / plating - welding</td>
<td>6</td>
<td>610</td>
<td>616</td>
<td>1.0%</td>
</tr>
<tr>
<td>Maintenance fitting</td>
<td>2</td>
<td>377</td>
<td>379</td>
<td>0.5%</td>
</tr>
<tr>
<td>Welding</td>
<td>2</td>
<td>441</td>
<td>443</td>
<td>0.5%</td>
</tr>
<tr>
<td>Diesel plant fitting</td>
<td>1</td>
<td>421</td>
<td>422</td>
<td>0.2%</td>
</tr>
<tr>
<td>Armature winding</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0.0%</td>
</tr>
<tr>
<td>Carpenter</td>
<td>0</td>
<td>25</td>
<td>25</td>
<td>0.0%</td>
</tr>
<tr>
<td>Fitting &amp; turning including machining</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Floorlayer</td>
<td>0</td>
<td>6</td>
<td>6</td>
<td>0.0%</td>
</tr>
<tr>
<td>Instrument mechanic</td>
<td>0</td>
<td>18</td>
<td>18</td>
<td>0.0%</td>
</tr>
<tr>
<td>Joiner</td>
<td>0</td>
<td>54</td>
<td>54</td>
<td>0.0%</td>
</tr>
<tr>
<td>Lift mechanic</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Machine printing</td>
<td>0</td>
<td>19</td>
<td>19</td>
<td>0.0%</td>
</tr>
<tr>
<td>Occupation</td>
<td>Total</td>
<td>10 032</td>
<td>10 687</td>
<td>6.1%</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>--------</td>
<td>--------</td>
<td>--------</td>
<td>-------</td>
</tr>
<tr>
<td>Millwrighting</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Motor cycle mechanic</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0.0%</td>
</tr>
<tr>
<td>Moulding including core making</td>
<td>0</td>
<td>29</td>
<td>29</td>
<td>0.0%</td>
</tr>
<tr>
<td>Panel - beater to include spraypainting</td>
<td>0</td>
<td>36</td>
<td>36</td>
<td>0.0%</td>
</tr>
<tr>
<td>Pattern making</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>0.0%</td>
</tr>
<tr>
<td>Plumber/ drainlayer</td>
<td>0</td>
<td>368</td>
<td>368</td>
<td>0.0%</td>
</tr>
<tr>
<td>Rigging</td>
<td>0</td>
<td>34</td>
<td>34</td>
<td>0.0%</td>
</tr>
<tr>
<td>Saw doctoring</td>
<td>0</td>
<td>19</td>
<td>19</td>
<td>0.0%</td>
</tr>
<tr>
<td>Sheet metal working</td>
<td>0</td>
<td>9</td>
<td>9</td>
<td>0.0%</td>
</tr>
<tr>
<td>Signal artisan</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td>Signal artisan - railways</td>
<td>0</td>
<td>13</td>
<td>13</td>
<td>0.0%</td>
</tr>
<tr>
<td>Tool, jig and die-making</td>
<td>0</td>
<td>22</td>
<td>22</td>
<td>0.0%</td>
</tr>
<tr>
<td>Upholster and car trimmer</td>
<td>0</td>
<td>5</td>
<td>5</td>
<td>0.0%</td>
</tr>
<tr>
<td>Vehicle spray painter</td>
<td>0</td>
<td>23</td>
<td>23</td>
<td>0.0%</td>
</tr>
<tr>
<td>Vehicle body building (metal components)</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>655</td>
<td>10 032</td>
<td>10 687</td>
<td>6.1%</td>
</tr>
</tbody>
</table>