Final Report

Situational Analysis and Institutional Mapping for Skills for Youth Employment and Rural Development in Zimbabwe

Submitted

to

International Labour Organisation

by

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<td>Acquired Immune Deficiency Syndrome</td>
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<tr>
<td>ASAP</td>
<td>A Self Help Assistance Programme</td>
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<td>ASCA</td>
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<td>District Development Fund</td>
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<td>MoEPIP</td>
<td>Ministry of Economic Planning and Investment Promotion</td>
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<td>Acronym</td>
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<td>Ministry of Higher and Tertiary Education</td>
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<td>Ministry of Information and Communication Technologies</td>
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<td>MoLSS</td>
<td>Ministry of Labour and Social Services</td>
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<td>MoSMECD</td>
<td>Ministry of Small and Medium Enterprises and Cooperative Development</td>
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<td>Memorandum of Understanding</td>
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<td>NAMACO</td>
<td>National Manpower Advisory Council</td>
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<td>Management Training Bureau</td>
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<td>Masvingo Technical College</td>
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<td>MFI</td>
<td>Micro Finance Institution</td>
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<td>Medium Term Plan</td>
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<td>National Association for Non-governmental Organisations</td>
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<td>NGO</td>
<td>Non-Governmental Organisation</td>
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<td>NSDP</td>
<td>National Skills Development Policy</td>
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<td>OJT</td>
<td>On the Job Training</td>
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<td>OSA</td>
<td>Out of School Adolescents</td>
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<td>PDC</td>
<td>Provincial Development Committee</td>
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<tr>
<td>PLWHIV</td>
<td>People living with HIV</td>
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<td>PPP</td>
<td>Public Private Partnership</td>
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<td>POSB</td>
<td>Post Office Savings Bank</td>
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<td>PSIP</td>
<td>Public Sector Investment Programme</td>
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<td>R&amp;D</td>
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<td>RLEP</td>
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<td>SADC</td>
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<td>Small Business Advisors Service</td>
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<td>SEDCO</td>
<td>Small Enterprise Development Corporation</td>
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<td>SIRDC</td>
<td>Scientific Industrial Research and Development Council</td>
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<td>SME</td>
<td>Small to Medium Scale Enterprise</td>
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<td>SMESI</td>
<td>Small and Medium Enterprise Service Institute</td>
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<td>SSA</td>
<td>Sub-Sahara Africa</td>
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<td>STERP</td>
<td>Short Term Economic Recovery Programme</td>
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<td>SWOT</td>
<td>Strengths, Weaknesses, Opportunities and Threats</td>
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<td>TAP</td>
<td>Traditional Apprenticeship</td>
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<td>TTC</td>
<td>Technical Training Centre</td>
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<td>TVET</td>
<td>Technical and Vocational Education and Training</td>
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<td>UNCCD</td>
<td>United Nations Convention to Combat Desertification</td>
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<td>UNCT</td>
<td>United Nations Country Team</td>
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<td>UNDAF</td>
<td>Zimbabwe’s United Nations Development Assistance Framework</td>
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<td>UNDP</td>
<td>United Nations Development Programme</td>
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<td>UNESCO</td>
<td>United Nations Educational, Scientific and Cultural</td>
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<tr>
<td>Organisation</td>
<td>Description</td>
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<tr>
<td>UNV</td>
<td>United Nations Volunteers</td>
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<tr>
<td>USD</td>
<td>United States Dollar</td>
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<td>VIDCO</td>
<td>Village Development Committee</td>
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<td>Village Savings and Loan</td>
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<td>Zimbabwe Community Development Fund</td>
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<td>ZCTU</td>
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<td>Zimbabwe Iron and Steel Company</td>
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<td>Zimbabwe Federation of Trade Unions</td>
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<tr>
<td>ZNCC</td>
<td>and Zimbabwe National Chamber of Commerce</td>
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Definitions

**Apprenticeship:** Any system by which an employer undertakes by contract to employ a young person and to train him [or her] or have him [or her] trained systematically for a trade for a period the duration of which has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service (Art. X. 46)

**Skill:** Ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carry out complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills).

**Skills development:** Capacities acquired through all levels of education and training, occurring in formal, non-formal and on-the-job settings, which enables individuals in all areas of the economy to become fully and productively engaged in livelihoods and to have the capacity to adapt their skills to meet the changing demands and opportunities of the economy and labour market.

**Technical and Vocational Education and Training (TVET):** Any education or training programme, course, module or scheme that contributes towards the collective development of the necessary knowledge, skills and attitudes required for further education and training and/or for gainful employment.

**Vocational Training:** Systematic long-term training for a recognised occupation taking place substantially within an undertaking or under an independent craftsman. It should be governed by a written contract of apprenticeship and be subject to established standards. (Art. X. 46)

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1 Vocational Training Recommendation (Rec 117, 1962)
2 Business Dictionary.com
3 Robert Palmer, Centre of African Studies, University of Edinburgh Rome, 2005
4 Adopted at an ILO/OECS Technical Workshop for Policy Makers- St. Lucia, 10-13 September, 2002
2. The key informants in the public sector, private sector, rural district councils, development partners, and NGOs who agreed to be interviewed and provided information that enriched the report.

3. The stakeholders who participated in the workshop held at the Rainbow Towers on 4-5 August 2010 for the useful contribution.

4. ILO for financing the assignment; providing documentation, and guidance in the compilation of the report; arranging and financing the stakeholder workshop held at Rainbow Towers which brought together stakeholders from all over the country representing all stakeholder groups.

Limitations of the study

The conduct of this study was based on a literature review and interviews with various stakeholders who included government officials, key organisations in the private sector, selected training providers, youth groups, development partners and non-governmental organisations. It was not possible to access some of the stakeholders initially earmarked for interview. As a result some key stakeholders, especially in government were not interviewed. Data collection for statistical analysis was not readily available from some ministries and institutions. Some of the data that was available was not complete and as a result there are some gaps in the analysis. Some of the promised data did not materialise in spite of the follow-up. Due to limited time it was not possible to pursue all the important leads that were developed during interviews with stakeholders. That not standing the information gathered was adequate to meet the objectives of the assignment.

Executive Summary

Situational Analysis

In July 2010, the International Labour Organisation (ILO) commissioned a Situational Analysis and Institutional Mapping for Skills for Youth Employment and Rural Development in Zimbabwe which would provide information for a technical cooperation project on Skills for Youth Employment and Rural Development in Zimbabwe. The assignment consisted of extensive reading of relevant literature which included government development frameworks, ILO publications, various policies on youth issues, skill development programmes, economic reports etc. It included interviews with key informants from government, the private sector, trade unions, non-governmental organisations, and informal economy associations, training providers, rural district councils and others. Statistics on enrolments in skills development institutions were also collected for analysis. Visits were made to three rural district councils and one town council to get information on strategies that are being developed and adopted in rural development efforts and to what extent youth issues were incorporated in the planning; and two vocational training centres.

The situational analysis shows that Zimbabwe had faced economic challenges that started at independence. The economic challenges worsened in the early 2000 and led to unprecedented levels of hyper-inflation, sustained period of negative Gross Domestic Product (GDP) growth rates, massive devaluation of the currency, low productive capacity, loss of jobs, food shortages,
poverty, massive de-industrialisation and general despondency\textsuperscript{5}. The decline in formal employment led to the growth of the informal sector to the extent that four out of every five jobs in Zimbabwe were informalised, resulting in massive decent work deficits\textsuperscript{6}. Formal employment as percentage of the population also fell from 12.2 percent during the period 1980-1990 to 7.0 percent during the period 2001-2006. Structural unemployment as a percent of the labour force increased from around 50 percent to above 65 percent in 2005. The situation was exacerbated by the fact that more than 200,000 students who exit from the education system cannot therefore be absorbed in this constrained labour market partly because they do not have employment skills. As a result youth unemployment is one of the most formidable problems facing the country and urgently needs to be addressed.

While some of the unemployed youth have “O” and “A” level qualifications and some have acquired technical and vocational and technical skills from the public and private institutions the majority of them exit the education system without having passed as shown by the high failure rates at both the primary and secondary which are around 30 percent and 14 percent respectively.

Zimbabwe continues to experience one of the worst HIV/AIDS infection rates in Sub–Sahara Africa (SSA). It was estimated that there were 1.8 million people living with HIV/AIDS in Zimbabwe and that 24.6 percent of the adult population was infected in 2003\textsuperscript{7}. Infections are highest among the youth and women particularly and those in the productive ages between 15 and 39. Infections are also a function of education with the educated having lower infection rates.

The development frameworks adopted by government since the start of the economic decline failed to reverse the slow growth of the economic. In fact the economic crisis worsened between 2002 and 2008 until the formation of the Government of National Unity which adopted the Short term strategic economic recovery Programme (STERP) which has recently been succeeded by the Medium Term Plan (MTP). The programmes/plans are aimed at restoring economic stability and growth in Zimbabwe through the process of developing and implementing economic recovery strategies and plans. Among some of the priorities are education and rehabilitation of collapsed social, health and education sectors; creating jobs and employment opportunities; re-organising technical and vocational education and training to make it more demand driven and responsive to the needs of the economy. This is expected to improve employment opportunities for the youth and will also bridge the skills gap in the labour market and enhance productivity.

Zimbabwe is signatory to the African Youth Charter which was adopted by The Seventh Ordinary Session of the Assembly of the African Union, held in Banjul, The Gambia on 2nd July 2006. As a result Government fully acknowledges the challenges that face the youth and the importance of their empowerment. This can be achieved through greater coordination of the country’s technical and vocational education and training programmes, which would enhance youth employment and establishment of incoming generating projects. Some of the steps that government has taken to address youth issues are the establishment of a National Youth Policy; the enactment of the Zimbabwe Youth Council Act (Chapter 25:19 as amended 1997) which

\textsuperscript{5} Short Term Emergency Recovery Programme (Sterp) 2009
\textsuperscript{6} Zimbabwe National Employment Policy (2009)
\textsuperscript{7} HIV/AIDS Policy Fact Sheet: The Henry J. Kaiser Family Foundation: 2005
created the National Youth Council; the establishment of the National Employment Policy Framework, the establishment of Zimbabwe Youth Employment Network; and the drafting of the National Skills Development Policy Framework. These initiative are designed to empower the youth and improve their education and training and employment opportunities.

One of the constraints that youth face in terms of employment is lack of skills because of limited access to skills development institutions and programmes. This is in spite of the expansion of the education and training system at all levels after independence in the public and private sector and NGO sectors. Lack of access affects the youth in rural and remote areas more than those in urban centres and women more than men. There are education and training institutions in all the provinces but the outlying areas are not adequately catered thereby disadvantaging the youth in these areas. There is little information on the enrolments in private and NGOs sectors and those gaining skills through informal apprenticeships. The enrolment statistics from the public sector training programme indicate that there has been a decline in enrolment starting in 2008 in spite of the demand for skills development. Decrease in enrolments has been noted in the polytechnic, industrial training centres trade testing, apprenticeships. There was a marginal increase in enrolments in vocational training centres. Some of the challenges that lead to limited access are: inadequate infrastructure, inability of students to pay the tuition fees required and restrictive entry requirements and delivery models and methods that do are not flexible to cater for the needs of those in the rural areas.

Another factor that has contributed to youth employment is the mismatch between the skills being developed in the training system and what is needed in the labour market. Several reasons contribute to this problems some of which are: weak linkages between the training providers and the private sector, mismatch of the technologies used in training institutions and industry; and irregularity of curriculum reviews.

Recommendations

In order to address the challenges related to youth unemployment and lack of rural development it is recommended that GOZ and ILO come up with a project that will among things focus on promoting post-primary education and research, along the lines recommended in the Africa Commission Report. The project should addresses the core problems identified using the problem tree analysis tool. These are limited access and a mismatch between skilled supplied and those needed on the labour market which have contributed to the high level of unemployment among the youth. The project should initially identify economic opportunities that exist in the selected project sites with full participation of the relevant stakeholders and in particular the communities as a way of increasing employment options for the youth and engendering ownership of the intervention. Training providers will play an important role in providing skills through identified relevant programmes/courses or tailor made courses that will address the needs of the recipients. There will therefore be a need to develop capacity among the training providers for them to be able to provide the skills needed and to use diversified training delivery methods such as mobile training and other flexible outreach models in order to improve access particularly for those in rural and remote areas. This should go some way in improving skills development programmes and systems in the rural and outlying areas and in the informal sector. Training programmes should not focus of development of technical skills only but should also
include entrepreneurship, and should address issues of occupational health safety during training and in the workplace. This is particularly important for the informal sector where issues of occupational health and safety are often ignored.

New and appropriate technologies will either have to be identified and/or developed in order to take full advantage of the opportunities identified, through the use of R&D institutions like the SIRDC, Inventors Association of Zimbabwe and the Provincial Science Committees and the Innovation Fund in the Ministry of Science and Technology.

Informal apprenticeship, which already exists in Zimbabwe, has been a viable avenue for skills development in the informal sector which is the destination of many of the school leavers who are not able to access training and the formal apprenticeship scheme. The project should therefore promote the expansion and upgrading of informal apprenticeships but this should be in areas of identified demand in order to ensure employment at the completion of training. This should reduce the problems of under-employment and unemployment that can result if skills are developed in areas where there is little or no demand or areas where there is already indentified saturation. The upgrading of informal apprenticeship will entail providing support to master craftsmen to improve their businesses, their technical skill, their mentoring techniques and adoption of new technologies that will improve their production efficiency. The project should also aim at improving information about the scope and extent of informal apprenticeship and should advocate for its upgrading without disturbing the balances underpinning it.

Based on experiences gained from the past and ongoing projects, it is recommended that the project should seek ways of providing post training support as this is crucial for self employment and in starting income generating projects. This can be done by providing start-up kits, providing risk guarantee funds to stimulate the provision of microfinance to youth. Supporting the creation of internal saving and lending clubs/ projects would be one way of boosting the supply of youth friendly microfinance services. It will also be important to facilitate linkages between the formal and informal sectors in order to ensure that skills are developed in areas where there is demand and also to improve business opportunities for the new and young entrepreneurs. Such linkages and new economic opportunities should lead to the creation of decent work opportunities with increased income for the youth either in the formal sector or in the informal sector or in self-employment. Increased employment opportunity coupled with increased incomes is a necessary condition for alleviating poverty in the communities.

The project should either directly or through other agencies address the soft skills like literacy and numeracy, for those who do not have these and issues of HIV and AIDS. HIV/AIDS has been identified as a challenge and as a threat to the well being of the youth and therefore needs to be addressed.

The target groups for the project have been broken into two main groups- the ultimate beneficiaries who are the main focus of the proposed intervention upon whom the impact of the project will be determined and direct beneficiaries who will benefit by the provision of support to the various elements and components of the project that they will be involved in. The ultimate beneficiaries are the youth. The characteristics of the youth that make them the ideal target for the project’s intervention include: high rate of unemployment and under-employment; low levels
of education because of the high failure rates at both the primary and secondary levels; reduced livelihoods opportunities because of economic crisis that has gripped the country over the last 10 years resulting in increased poverty levels; live in areas where there is inadequacy of the education and training system that could provide the skills needed in current job markets in both the formal and informal sectors; women still discriminated against resulting in low levels of participation at all level including the education and training system. In addition to the youth the stakeholder analysis identified a total of 24 stakeholders who will have a role to play in the design, planning and implementation of this recommended project. These include: government ministries and departments, the private sector, training providers, trade unions, the youth, non-governmental organisations, and micro financing institutions. The analysis shows the motivations that will encourage stakeholders to participate in the interventions. It also highlights their constraints which should be taken into account in the design of the project.

Selection of project sites is critical for success. This should be based on clearly defined criteria that take into account things like: youth population; availability of natural resources and raw materials that can be turned into marketable products; presence of viable economic opportunities or potential; availability of training institutions in the area to support and provide skills; presence of infrastructure like access roads and utilities: similar activities going in the area in order to avoid duplication or possibly create synergies with them; lack of possible political interference particularly in the choice of participants; and presence of any previous studies conducted in the area like the ones done by IDC. Sites that are assured of quick wins should be selected. Initially the sites should be limited to a few in order to acquire experience and expertise in the implementation of such interventions.

Partnerships will be key to the implementation of the project. The mapping exercise identified some similar past and ongoing projects that have or are being implemented to address objectives similar to those that need to be addressed by the proposed intervention. They include: Integrated Skills Outreach Programme; Farmer Training Programme offered at Kushinga Phikelela; SME Financing Project (SEDCO) and Indo-Zimbabwe Project and Development under the Ministry of SMEs and Cooperative Development; Programme for Savings Clubs and Traditional Chickens in the Ministry of Women, Gender and Community Development; Career Days (Guidance and Counselling) Programme Under the Ministry of Labour and Social Services; National Employment Services Programme under the Ministry of Labour and Social Welfare; Infrastructure Programme under the Ministry of Public Works; Technology Development and Transfer under the Science Ministry of Science and Technology; Ministry of Local Government and Rural Development Programmes; Strengthening Locally Led Early Recovery in Zimbabwe (LLER); Rushinga Environmental Management and Education Project (REMEP) (UNV); Informal Sector Training and Resources Network (ISTARN); Out of School Adolescent Project (CRS OSA-SP); Rural Community Sustainable Development Through Use of Local Resources and Woodlands; Micro-Finance Institutions; and Internal Savings and Lending Projects/Clubs. Therefore collaboration and partnering with those that are already carrying out similar initiatives will be of paramount importance for the successful implementation of the recommended project.
Lessons learnt from the implementation of these interventions can be applied and the stakeholder analysis and the project description will determine the role the various stakeholders will play in partnerships and the relevant expertise and experience they will bring to the project. Information on the stakeholder will also determine the role and at which level they will participate on the implementation structure.

Creating the right structures for the implementation of the project and involvement of all key stakeholders and in particular the ultimate beneficiaries is important for the sustainability of the project. Stakeholders should be assigned appropriate roles to play in the design, planning and implementation of the project based on the results of the institutional analysis. The structure proposed is one that has a National Steering Committee (NSC); Technical Working Group and Local Committees made up of training and employment institutions, social partners, financing institutions and NGOs; national coordinating unit, and a local coordinating unit.

There will be need to put in place a monitoring and evaluation framework that will regularly monitor implementation progress, identify constraints that need to be addressed and those aspects that are going well to ensure that they are sustained and to respond to changes in the environment.
National Development Framework and Reforms for Skills Development Focusing on Technical and Vocational Education and Informal Apprenticeship

1. Introduction

1.1. Background

The African Commission report of 2009 noted that one of the biggest challenges facing the African continent is creating jobs for the ever increasing youth population. It forecasts that the population of youth in Sub-Saharan Africa (SSA) will be excess of 280 million in 2020 and around 400 million in 2050 which will be the highest compared to other regions of the world. This larger and younger workforce constitutes an opportunity for Africa but only if more jobs are created for them (Realising the Potential of Africa’s Youth, Report of the African Commission, 2009). The Commission recommends private sector led growth as the strategy for creating the needed jobs for the youth noting the importance which agriculture will play in this regard. As a development agenda for Africa the Commission identified five key areas of main concern to growth, employment and effectiveness. These were: benchmarking Africa’s competitiveness; access to investment finance and capacity development for small and medium-sized enterprises; unleashing African entrepreneurship; access to sustainable energy; and promoting post-primary education and research. The last initiative would promote innovative ways to expand technical and vocational skills focussing on out of school youths by upgrading existing apprenticeships and developing demand driven technical and vocational training in under-served rural communities. The proposed initiative which the ILO would like to undertake is in line with this initiative identified by the African Commission. The intended initiative will address the identified needs of Zimbabwe.

1.2. Terms of Reference

In order to adequately prepare and come up with a responsive initiative/intervention that addresses youth unemployment and lack of rural development in Zimbabwe the first step was to carry out a situational analysis that will provide information in areas on which the interventions will be based. The situation analysis involved the following stages: undertaking an analysis of stakeholder of the project; identifying the target group of the intervention; analysing the problem that needs to be addressed by the project; and the institutions that will be needed to effectively and efficiently design and implement the intervention; and a problem tree analysis showing cause and effect of the challenges faced in the areas of concern. This situational analysis was carried through a literature review of relevant documents, and interviews with government officials, employer organisations, trade unions, youth groups, non-governmental organisations, rural district councils and development partners8. Visits to selected rural district councils and VTCs were also undertaken.

2. Economic Country Context

2.1 Economic Development Strategies

After the attainment of independence in 1980, Zimbabwe attained a great deal in terms of development. Some of the major achievements were in education, health and

8 Full text of the Terms of Reference are attached as Annex 1
infrastructure. Enrolments at all levels of education increased through the expansion of education and training infrastructure. This investment in education developed a critical mass of human resource needed to drive the socio-economic development of the country. The literacy rates of 97.2 percent for males and 86.2 percent for females attained are among the highest in Sub-Saharan Africa (SSA). However most of the gains were eroded by the economic decline that started to manifest itself since the beginning of the Economic Structural Adjustment Programme (ESAP), in the late 1990s.

The country experienced an economic decline which culminated in the economic crisis of the period 1997 – 2008. The economic crisis, led to unprecedented levels of hyper-inflation, periods of negative Gross Domestic Product (GDP) growth rates, massive devaluation of the currency, low productive capacity leading to loss of jobs, food shortages, poverty, massive de-industrialisation and general despondency. In 2007 Zimbabwe ranked 151 out of 180 countries on the Human Development Index (HDI)\(^9\) and had fallen 14 places on the Knowledge Economy Index (KEI)\(^10\) from 93 in 1995 to 107 in 2007.

A major consequence of this crisis has been the impoverishment of the greater majority of Zimbabweans. This crisis led to rising unemployment as many industries closed or substantially reduced their operations and economic activities on which the majority of people depended on for their livelihood substantially reduced. By 2004 four out of every five jobs in Zimbabwe were informalised, resulting in massive decent work deficits\(^11\). In spite of the recently noted improvement in economic growth, capacity utilisation remains low around between 20 and 35 percent. Retrenchments in the formals sector still continue. On a positive note job placements have also started to increase. Another consequence of the economic decline was the flight of skills from the country thereby depleting the human resource base needed to revamp the economy. The economic crisis and loss of skills has resulted in a deterioration of the education and training system making it less responsive to the demands of the economy.

After the signing of the Global Political Agreement (GPA), the inclusive government put together a programme of economic recovery as set out in the GPA under Article 3 1 (a) which requires the parties to give priority to the restoration of economic stability and growth in Zimbabwe through the process of developing and implementing an economic recovery strategy and plan. The plan was to urgently address the issue of production, food security, poverty and unemployment and the challenges of high inflation, interest rates and the exchange rate.

In this respect the new inclusive government came up with the Short Term Emergency Recovery Programme (STERP) (February to December 2009). Among other things some key priority areas of the STERP were: rehabilitation of collapsed social systems in the

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\(^9\) HDI is a composite statistic used to rank countries by level of "human development" and is based on data on life expectancy, education (literacy) and per-capita GDP (as an indicator of standard of living).

\(^10\) KEI is an indicator based on the Economic Incentive Regime, Innovation, Education and ICT.

\(^11\) Zimbabwe National Employment Policy (2009)
health and education sectors; creating jobs and employment opportunities; re-
organise technical and vocational education and training to make it more demand
driven and responsive to the needs of the economy. This would improve employment
opportunities for the youth and also bridge the skills gap in the labour market and
enhance productivity; confer equal opportunities and treatment to all its citizens with a
particular emphasis on women and other marginalized groups like youth and those living
with disability. The STERP recognized the importance of small and medium enterprises
(SMEs) and cooperatives as key engines of growth and employment creation as well as
consolidation of indigenous ownership of the economy. The Strategy recognised the
importance of research, science and technology in the transformation of Zimbabwe from
a developing country to a modern industrial state.

Some the achievements of the STERP are in the social and economic clusters although
challenges still exist. The measures have had a positive effect on growth but the levels are
still too small. Although growths in GDP, manufacturing and agriculture have been
realized, capacity utilization in the manufacturing sector, which is key to employment
creation, is estimated at between 20 percent and 50 percent. Jobs are still being lost as
seen by the fact that between January and June 2010 some 2,913 workers were
retrenched\textsuperscript{12}. During the same period however there were there was employment growth
evidenced by the placement of 12,998 (38.8 percents female) workers in 2009 and 5, 636
(26.3 percent female) in the first 6 months of 2010\textsuperscript{13}\textsuperscript{14}. The areas of growth have been
forecast as agriculture, tourism, mining, manufacturing and infrastructure.

The GNU has now developed the Mid Term Plan (MTP), covering the period January
2010 – December 2015. This is the successor of the STERP and has the same objective of
restoration of economic stability and growth in Zimbabwe. The MTP therefore addresses
the same priorities as those of its predecessors and is designed to take Zimbabwe to its
desired destination as envisaged in the National Vision 2020. The MTP seeks to establish
a vibrant market and private sector driven economy where a large part of the financing
and investment of the programmes and projects is expected to come from the public and
private sector through Public Private Partnerships (PPPs). This approach is consistent
with the recommendation of African Commission Report (2009) that stresses that
creating jobs for Africa’s increasing youth population requires private sector-led growth
through reforms which will improve competitiveness. The MTP acknowledges the
challenge youth/adolescent pose in terms of unemployment, and HIV/AIDS infections
among other things and proposes strategies to address these. Some of its main objectives
are providing and promoting youth employment opportunities and initiatives and

\textsuperscript{12} See Annex 2 for details of retrenchment numbers and sectors
\textsuperscript{13} Information on which sectors the placements were made is not available
\textsuperscript{14} Data obtained from the Ministry of Labour and Social Services
providing career guidance and counselling for the youth. The plan is to **train 25 000 youths through the technical vocational education by 2015** and reduce youth unemployment by 55% by 2015.

**Figure 1: GDP and Economic Sector Growth forecasts: 2010 - 2015**

![Key Growth Rates of Key Sectors: 2010-2015](image)

Source: Medium Term Plan (2010-2015)

Some of the challenges that still need to be addressed include (among other things):

- Limited access to finance;
- Under developed infrastructure;
- Highly inadequate and erratic supply of utilities;
- Loss of skilled labour;
- Low technological capability;
- Ageing and obsolete equipment and poor state of infrastructure;
- Inadequate funding for projects;
- In adequate adoption of ICT to improve communication and knowledge sharing;
- Weak linkages with the productive sector, regional and international counterparts;
- Regionally uncompetitive prices;
- High prevalence of HIV/AIDS;
- Lack of Foreign Direct Investment.

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15 National Youth Policy of Zimbabwe (2000)
2.2 Unemployment

As already noted formal employment has been declining since 1980s. The actual level of unemployment has been difficult to determine from the available literature. Part of the problem is the different dimensions (active vs passive) and definitions of unemployment and on whether the agricultural sector is included or not. The available data however shows that formal employment has declined from 1980 to 2006 as shown in Figure 2. The figure shows that during the period 2001 to 2006 employment growth was -7.5 percent while that for the manufacturing sector was -5.3 percent. Formal employment as a percentage of the population fell from 12.2 percent during the period 1980–1990 to 7.0 percent during the period 2001–2006. Structural unemployment as a percent of the labour force increased from around 50 percent to above 65 percent in 2005.16

The available statistics show that two thirds of the unemployed in Zimbabwe are under the age of 25 and at the same time the highest concentration of 40.6 percent of the total unemployed is between the ages of 20-24 years thus indicating a high unemployment among the youth.17 Data from the Labour Force Survey of 2004 shows that youth unemployment is one of the most formidable problems facing the country. Of concern also, is the number of children aged 10-14 who should be in school but instead, are currently employed. Youth unemployment is worsened by the fact that the formal economy is only able to absorb about 10 percent of the over 200,000 school-leavers per

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16 See Table 1 Decent Work Country Programme for Zimbabwe 2009-2011.
17 (Decent Work Country Programme: 2009-2011)
year. Unemployment is also a factor of gender with more females being unemployed than males although there are more females than males in the population. This results in higher levels of poverty among females.

A substantial number of the unemployed youth have “O” and “A” level qualifications and some have technical and vocational skills. The Zimbabwe National Employment Policy Framework (ZNEPF) notes that youth between 15 and 24 years constituted the bulk of the unemployed accounting for 59.6 percent in 2004. It also notes that 74.6 percent of the unemployed youth had “O” level qualifications. This to some extent points to the mismatch between supply of labour and its demand in terms of quality and quantity. In addition to the graduates joining the labour market there is a larger number of youth joining the labour market without full passes and qualifications from the education and training system. Annex 3 shows that pass rates at Grade 7 fluctuated between 46.7 percent in 2007 and 21.6 percent in 2009 and averaged 35.3 percent over the period 2005-2009. The statistics show that there were close to 920,000 primary school children who left the system having failed Grade 7. Annex 4 shows that the “O” level pass rate was at its lowest of 9.9 percent in 2007 and at its highest of 14.0 percent in 2006. It averaged 11.6 percent over the period. Thus just over 950,000 school leavers left the system without the 5 “O” levels required for entry into many of the public tertiary education programmes. The majority of these students have limited opportunities for skills acquisition in both public and private institutions. Employment opportunities for most of these will largely be in the informal sector. These statistics highlight the magnitude of the youth unemployment challenges Zimbabwe faces. Annex 5 shows the distribution of employment in the various economic sectors and shows that the majority are in sectors that are characterised by low skill levels like in agriculture and in the private domestic services.

Youth unemployment can be attributed to a number of things. These include: low levels of education among those who exit the system without any qualifications at all; mismatch of skills between supply and labour market needs; inadequacy of wage employment, which is exacerbated by low aggregate demand for labour due to economic decline; lack of experience especially among direct school leavers joining the labour market; and discrimination, nepotism and favouritism in hiring practices.

2.3 HIV/AIDS

In addition to employment challenges Zimbabwe faces a challenge of the HIV/AIDS pandemic. The Zimbabwe Demographic Health Survey (2005-06) (ZDHS) indicates that Zimbabwe continues to experience one of the worst HIV/AIDS infection rates in SSA. It was estimated that there were 1.8 million people living with HIV/AIDS in Zimbabwe and that 24.6 percent of the adult population was infected in 2003. Recent estimates from the National Aids Council reveal that the total infection rate in 2009 was 1,102,863 while that for adults over the age of 15 was 997,863. This represents 13.75 percent of the adult

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18 Data obtained from Zimbabwe Examinations Council (ZIMSEC)
population\textsuperscript{20}. Life expectancy which was just over 57 years in 1982 was estimated at 37 years for men and 34 years for women in 2007. Annex 6 shows the HIV prevalence by Age for 2005\textsuperscript{21}. The figure shows that up to the age of 39 years females have higher infection rates than men, with the age group 20-29 showing the biggest gender difference. HIV/AIDS prevalence is also a function of education with those with higher levels of education having lower infection rates. Employed men are more than twice as likely to be HIV positive as unemployed men (17 percent and 8 percent respectively).

3. Youth Development Policies and Programmes

The development of youth has been recognized as being important by the Government which has taken a number of steps to facilitate this. Their empowerment can be achieved through greater coordination of the country’s technical and vocational education and training programmes, which can enhance youth employment and establishment of incoming generating projects. The use of community based vocational apprenticeship schemes (informal apprenticeships) is recognized as an important strategy for developing skills in carpentry, metal work, farm management and food processing. Government provides financial support to youth projects through allocating funding to five youth related programmes aimed at enabling the youth to explore their entrepreneurial potential\textsuperscript{22}. Annex 8 shows the breakdown and levels of allocations to the youth related programmes. The Youth Development Fund is for providing loans to youth for self employment initiatives. It is also used as a Guarantee Fund for loans provided by banks and selected micro finance institutions (MFIs). There has been increased expenditure of the fund from 5.5 percent in 2009 to 92.6 percent in 2010. This is a clear indication of Government’s commitment to the development of youth.

Some of the achievements that have been realised to date in the area of youth development and empowerment are described below.

3.1 African Youth Charter

Zimbabwe is signatory to the African Youth Charter (AYC) which was adopted by The Seventh Ordinary Session of the Assembly of the African Union, held in Banjul, the Gambia on 2nd July 2006. The Charter calls upon member states to, “undertake the necessary steps in accordance with their Constitutional processes and with the provisions of the present Charter to adopt such legislative or other measures that may be necessary to give effect to the provisions of the Charter.”\textsuperscript{23}

The Charter has 26 Articles that spell out the rights, entitlements to and obligations of the youth in the areas of among other things: Youth Participation; National Policy; Education and Skills Development; Poverty Eradication and Socio-economic

\textsuperscript{20} HIV Prevalence Reduction Among Young People The Zimbabwean Experience: Presented By Sibusisiwe Marunda Zimbabwe National Aids Council Tudor Hotel, New York City 26 October 2009
\textsuperscript{21} Data obtained from the Demographic and Health Survey: 2006-06
\textsuperscript{22} See Annex 7
\textsuperscript{23} African Youth Charter, African Union, Addis Ababa, Ethiopia
Integration of Youth; **Sustainable Livelihoods and Youth Employment**; Girls and Young Women; Mentally and Physically Challenged Youth; etc.

### 3.2 National Youth Policy

In conformity with the requirements of Article 12 of the AYC requiring every States to develop a comprehensive and coherent national youth policy, Zimbabwe has formulated a National Youth Policy. The policy is designed to provide a comprehensive and multi-sectoral framework for addressing youth issues that are considered not commensurate with achieving sustainable socio-economic development.

The Goal of the National Youth Policy is “to empower the youth by creating an enabling environment and marshalling the resources necessary for undertaking programmes to fully develop youth’s mental, moral, social, economic, political, cultural, spiritual and physical potential in order to improve their quality of life.”

The policy is intended to address issues that concern and inhibit youth development and empowerment some of which have been identified as: **high youth unemployment**, **inadequacy of the educational system that does not adequately prepare the youth for the current job markets in both the formal and informal sectors of the economy**; **inadequate training and education materials at all levels**; and lack of access to resources among many others.

### 3.3 National Youth Council

Zimbabwe created the Zimbabwe Youth Council (ZYC) through the Zimbabwe Youth Council Act (Chapter 25:19 as amended 1997) which provides for the establishment, functions, and operations of the Council. The role of the Youth Council is stated as to register and coordinate the activities of national associations and clubs while playing an advisory role to government on youth needs and issues. It is financed by Government through the MoYDIE. It has a mandate to undertake projects that have potential to create employment for young people which include fund raising, marketing and trading activities. They however need approval of the relevant Minister to undertake these activities.

### 3.4 Zimbabwe National Employment Policy Framework (ZNEPF)

Government, with assistance from ILO, formulated the Zimbabwe National Employment Policy Framework as provided for in the STERP. The objective of the Policy is “to promote and secure sustainable, full, productive and freely chosen decent employment for all the conditions of freedom, equity, security and human dignity.”

The policy is intended to: create an enabling and conducive environment for **sustainable employment creation**; produce an appropriately skilled and employable labour force; promote the integration of marginalised and vulnerable groups such as women, youth, people living with disability and the retrenched; reversing the brain drain and turn it into a brain gain; make the National Productivity Institute functional; and strengthen and coordinate workplace initiatives on HIV and AIDS.

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24 For detailed objectives and key strategic areas see National Youth Policy Document
Of importance is the need to create both quantity and quality employment which will promote decent and productive employment for all through putting employment at the centre of all socio-economic policies. There is also emphasis on the culture of “job creation” as opposed to “job-seeking” and promoting an entrepreneurial culture.26 27

3.5 Zimbabwe Youth Employment Network (ZIYEN)
Cabinet approved the creation of the Zimbabwe Youth Employment Network in 2006 which is part of the world-wide Youth Employment Network which was established within the framework of the Millennium Summit, held at the United Nations in September 2000 where world leaders resolved to “develop and implement strategies that give young people everywhere a real chance to find decent and productive work.”28

The objective of the ZIYEN among things is to: develop a national action plan on youth employment as an integral part of the National Employment Policy Framework; promote youth entrepreneurship training and development; promote access to project finance for the youth; review education and training curriculum in order to enhance youth employability; develop strategic partnerships and mobilise resources for promoting youth employment; improve labour market information in order to guide youth in their career choices and available employment opportunities. The network played an important role in the formulation of the National Employment Policy Framework.

3.6 Micro, Small and Medium Enterprise Policy and Strategy Framework

Government has acknowledged the SME sector as the engine for growth and its importance in economic development and employment creation. The MoSMECD has developed the Micro, Small and Medium Enterprise Policy and Strategy Framework 2002 – 2007 which outlines the policy, strategy and the support measures which the Ministry will provide in support of the growth of the SMEs. The goal of the Policy and Strategic Framework (2008-2012) is, “to have sustainable, strong, vibrant and dynamic Small and Medium Enterprises that are well integrated into the main stream economy.” The objective of the policy is states as, “to clearly define how Government, the private sector and other stakeholders can encourage and create an enabling environment for SMEs to

27 Zimbabwe has acceded to the: UN resolution on promoting youth employment (December 2002); UN resolution concerning policies and programmes involving youth (January 2004); Resolutions of the 93rd International Labour Conference of June 2005 concerning youth employment; The Resolutions of the Tripartite meeting on youth employment; the Decent Work Agenda in Africa 2007-2015, a Report of the ILO Director General to the 11th African regional meeting, Addis Ababa (April 2007).
grow and to enhance their contribution to national development.”

As the engine for growth the SMEs sector is expected to create the much needed employment for the youth and opportunities for informal apprenticeship. In addition to the policy the Ministry has prepared the SME Bill which will provide for the implementation of the policy. The Bill is currently under review.

3.7 National Skills Development Policy Framework

Government, though the Ministry of Higher and Tertiary Education (MoHTE) and with assistance from ILO has formulated a draft National Skills Development Policy. The policy framework is intended to guide the reform of the skills development sector necessary to make the education and training system more responsive to the socio-economic development of Zimbabwe. It will also address the challenges of unemployment and the mismatch of skills development and the needs of the labour market.

The Mission of the policy framework is, “To provide relevant skills to individuals for sustainable economic development and self fulfilment through a system which is accessible, equitable, inclusive, financially sustainable, responsive to technological developments, includes entrepreneurship and involves all stakeholders” with the overall goal, “To empower individuals through the provision of employable skills for sustainable development of the economy without discrimination.”

The policy will address issues of Governance and Management Structures, Financing, Curriculum Development and Assessment, Institutional Skills Development, Gender Equity and Marginalisation and Labour Market. The policy framework is comprehensive in that it covers all forms of skills development offered by all stakeholders which include formal, non-formal and informal skills development, sports, music and performing arts; all skills development conducted in schools, public and private institutions, the informal sector, enterprises, and open and distance models.

4. Skills Development System

4.1 Skills Provision

The post independence era saw the expansion of education and training facilities at all levels through expansion of existing institutions and construction of new ones. There was only one University College of Rhodesia at independence and now there are nine public universities which include an open university and four private universities. There are now seven polytechnics and two industrial training centres under the Ministry of Higher and Tertiary Education (MoHTE), eight agricultural colleges/institutes under the Ministry of

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30 The Policy Framework is still in draft form and still under consideration
32 This was a college of the University of London which awarded the degrees.
Agriculture, Mechanisation and Irrigation Development (MoAMID); 42 vocational training centres under the Ministry of Youth Development Empowerment, Indigenisation and Empowerment (MoYDIE); two training centres under the Ministry of Women Affairs, Gender and Community Development (MoWAGCD). Other ministries also have training institutions dedicated to providing skills for their functions (e.g. Ministry of Health, Ministry of Mines) which are also available to school leavers.

Table 1: Distribution of Registered Training Institutions: 2007

<table>
<thead>
<tr>
<th>Province</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bulawayo</td>
<td>42</td>
</tr>
<tr>
<td>Harare</td>
<td>124</td>
</tr>
<tr>
<td>Manicaland</td>
<td>17</td>
</tr>
<tr>
<td>Mashonaland Central</td>
<td>4</td>
</tr>
<tr>
<td>Mashonaland East</td>
<td>12</td>
</tr>
<tr>
<td>Mashonaland West</td>
<td>16</td>
</tr>
<tr>
<td>Masvingo</td>
<td>12</td>
</tr>
<tr>
<td>Matebeleland North</td>
<td>4</td>
</tr>
<tr>
<td>Matebeleland South</td>
<td>6</td>
</tr>
<tr>
<td>Midlands</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>252</td>
</tr>
</tbody>
</table>

The expansion of the public education and training system was complemented by the growth of private provision. There were 252 registered public and private training institutions (including teachers colleges) in 2007\(^\text{33}\) indicating that there are more private training institutions than there are public. Table 1 shows the distribution of these institutions across the 10 Provinces. The quality of the institutions varies by institution. The registration purpose is to ensure that both set standards and quality are maintained. However the random inspections undertaken by the MoHTE reveal that some institutions do not maintain the standards that facilitated their registration.

\(^{33}\) The Register of Registered Training Institutions
There is also an unknown number of private institutions that operate illegally without registration in violation of the regulations\(^{34}\). Indications are that the number of unregistered institutions could be as many as the registered ones but this cannot be verified. Suffice to say their existence indicates an unmet demand for education and training in Zimbabwe. The MoHTE has started to monitor the situation and has closed down some of these “illegal” institutions recently.

Skills are also provided through Enterprise Based Training (EBT) and on the Job Training (OJT). EBT is delivered in several ways. Some companies like Delta Engineering Training Centre, Wankie Colliery Training Centre etc. have their own training schools. Those who do not either provide in-house training using external trainers/consultants or use external training institutes/centres like Mandel or Management Training Bureau (MTB) who deliver training tailor-made to the needs of the client. Some training is also provided through trade buyers/suppliers who provide skills to enterprise workers on the use of newly acquired equipment or software. EBT is one of the strategies companies use to address the shortage of skills from the training system. Most companies do not have their own training facilities and therefore use a combination of approaches to conduct in-house training. The economic crisis which has led to a reduction in operations and closure of enterprises has resulted in a reduction of EBT. For instance ZISCO which had a large training centre has since closed it. Such closures reduce training opportunities for the youth. The ZIMDEF rebate scheme for approved training\(^{35}\) was Governments way of promoting EBT.

Some youth, particularly those who leave the education system without passing, gain skills through informal apprenticeship. Informal apprenticeship is the traditional mode of training in most African countries and takes place mostly in the informal sector. Informal apprenticeship in Zimbabwe is not provided for under the Manpower Planning and Development Act like the formal apprenticeship system and is therefore not regulated. A good example of this is the Traditional Apprenticeship Programme (TAP) of Informal Sector Training and Resources Network (ISTARN) which was a joint venture between the governments of Zimbabwe and Germany\(^{36}\).

All these institutions and programmes provide skills at various levels and in numerous and diverse programmes\(^{37}\). As will be seen from the annex these cover a wide range that attempt to cater for the needs of all clients and of the labour market.

\(^{34}\) Manpower Planning and Development Act of 1996 and Statutory Instrument 333 of 1996.  
\(^{35}\) In Zimbabwe enterprises that train can get a rebate of part of the cost expended on the training in line with the provisions of Category C of the Circular Letter No. 1 of 1993 to Employees  
\(^{36}\) This is described in more details under the Past and Ongoing section of this report  
\(^{37}\) The course/trades/occupation/programmes offered in these institutions are shown in Annex 10
4.2 Access and Equity

The expansion of the education and training system was expected to increase access at post secondary level. For instance a total of 74,446 students were enrolled in Zimbabwe’s higher and tertiary institutions\(^38\) in 2009 translating into 555 per 100,000 inhabitants\(^39\)\(^40\).

Figure 3: Entry and Passes for Trade Test Practical: 2006-2010

![Trade Test Practical Entry and Passes: 2006-2010](image)

Source: Industrial Training and Trade Testing Department (MoHTE)

This was above the average of sub-Saharan Africa of 538 per 100,000 inhabitants. While major achievements in access were made during the period following independence, there has been a noticeable decline in enrolments particularly in some of the formal programmes offered in the public institutions. The Study on the Status of Human Capital Development and Training Institutions in Zimbabwe noted that there was a 10 percent decrease in enrolments in Higher and Tertiary Education Institutions (HTEIs) with the drop particularly high for primary teachers colleges. Data obtained from the various institutions also show that there were declines in enrolments in the various TVET programmes in public institutions and other training programmes like trade testing, apprenticeship programmes and overall enrolments in polytechnics as detailed below\(^41\).

4.3 Trade Testing

Trade testing is the main avenue through which those with minimum academic qualifications; the semi-skilled; and informal apprentices acquire their skill certification. Figure 3 shows the entries and passes for the practical Trade Test for the period 2006 to

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\(^38\) The figures cover universities, polytechnics and teacher training colleges and excludes Vocational Training Centres and Industrial Training Centers.

\(^39\) See Baseline Study on the Status of Human Capital Development and Training Institutions in Zimbabwe: Base line information Situational Analysis, 2009

\(^40\) The indicator “students per 100,000 inhabitants” is an international measure used for comparisons in enrolment in tertiary education

\(^41\) Courses offered in the various skills development programmes are shown in Annex 9
2010. The Figure shows that both entries and passes declined steadily during this period from 2,223 to 749 for entries and from 1,855 to 585 for passes from 2006 to 2010 reflecting a loss of 1,474 in entries and 1,270 in passes. Reasons for the decline include the fees required for the trade test which are unaffordable because of the economic situation in the country; migration of prospective participants to neighbouring countries and in particular South Africa where their skills were in demand for the preparation for the world cup 2010.

Annexes 8 and 9 clearly show declines in the entrants and passes both in practical and theory trade tests by trade. Declines are noted in almost all the trades with the biggest drops in Construction, Mechanical, Automotive and Electrical. There were also minor declines in hairdressing.

4.4 Apprenticeships

4.4.1 Formal Apprenticeship

Formal apprenticeship is provided for and regulated under the Manpower Planning and Development Act (1996). Figure 4 shows the enrolment of indentured apprentices by gender. The Figure shows an increase in apprentice enrolment of 415 between 2006 and 2008, and a drastic decrease of 1,452 apprentices between 2008 and 2010. The increase in apprentices between 2006 and 2008 is attributed to the brain drain in the private sector which forced employers to indenture more apprentices in order to bridge the skills gap. The main reasons for the decrease is company closures and reduction in production which forced companies to either totally dump or reduce the number of their apprentices. Some apprentices left the country because of the economic crisis. ZIMDEF which supports the programme did not have adequate resources to meet apprenticeship expenses and to reimburse companies for the advances made to apprentices. A large number of apprentices have not been able to attend college and some have dropped out of the scheme while some had their contracts extended. The dumping of apprentices is still going as a result of the operational difficulties the private sector is facing.

The Figure also shows the gender imbalance in the recruitment of apprentices. The highest female percentage attained during the period under review is 15.7 percent in 2009 the lowest being 7.3 percent in 2008. This is mainly because most of the trades/occupations which are designated for apprenticeship are male dominated.

4.4.2 Informal Apprenticeship

Informal apprenticeship is the traditional mode of acquiring skills in most African countries. The quantitative rapid assessment carried out in November 2009 showed that informal apprenticeship is being practiced in Zimbabwe and that it encompasses many crafts, skills and trades. As already noted it is not provided for under the Manpower Planning and Development Act (1996) is therefore not regulated. A good example of informal apprenticeship is the Traditional Apprenticeship Programme under the ISTARN project which ended in 2003. An informal sector association building support, business development services and microfinance programme was embedded in the ISTARN TAP
to give TAP graduates the additional support that they needed in order to succeed in setting up their own enterprises.42

Figure 4: Enrolment of Indentured Apprentices by Gender: 2006-2010

There are a number of institutions like Mutare Polytechnic and Silveira House that still run the TAP programme. As indicate already most of the school leaver who leave the school system without passing their examinations acquire their skills in the informal sector. However the size and scope of informal apprenticeships in not known. As a result the number of persons acquiring skills through this channel is not known as is the case with the formal apprenticeship scheme. The rapid assessment noted that the supporting context for informal apprenticeship is weak with the informal sector associations which played an important role in ISTARN struggling and micro-financing institution not able to provide the loans to enable the graduates to set up their own enterprises. The informal sector in which informal apprentices are done are also constrained financially constrained and might not be able to provide adequate mentorship to the apprentices. Like the other TVET programmes gender is an issue in the provision of informal apprenticeships. In spite of the weaknesses noted the trade testing system through which informal apprentices can get recognised qualification is quite flexible.

The advantages 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

42 Nell & Shapiro 2009 An Assessment Of Informal Apprenticeship to Inform The Inception of a Five-Year Project on Upgrading Informal Apprenticeship in Zimbabwe, Harare
required; and it is affordable for the rural and urban poor. It also has a number of disadvantages such as: the 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 and new technologies; 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 have advanced skills themselves and are not necessarily good at skills transfer; there is a tendency of market saturation because of lack of market information; and 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\textsuperscript{43}.

4.5 Polytechnics

Enrolments in polytechnics have also been decreasing as shown in Figure 5. Enrolments decreased from 15,013 in 2005 to 12,850 in 2008 and shot up to 14,789 in 2009. The decrease in enrolments is attributed in part to the inability of students to pay the tuition fees required and the lack of clarity in the application of support under the cadetship scheme and in part because some students have left the country because of the economic crisis. The sudden rise in enrolments is attributed to large increases in enrolments at Harare and Bulawayo polytechnics and a slight increase at Kwekwe Polytechnic. Enrolments have continued to decline at Mutare and Masvingo Polytechnics. The increases at Harare and Bulawayo Polytechnics are attributed to more students applying for support under the cadetship scheme. Ministry of finance released $5 million towards the scheme in 2010. As a result the institutions have not sent students away as they are assured of getting the fees paid. It is not clear however why students at Mutare and Masvingo have not benefitted from the support under the Cadetship Scheme. The decreases could therefore be linked to students leaving the country.

4.6 Vocational Training Centres

Data on enrolments in the VTCs is available for 2009 and 2010 and it is therefore not possible to carry out a trend analysis. The data for 2010 is also not complete because some institutions did not provide enrolment data. Based on the available data there has been a marginal increase in enrolments between 2009 and 2010 of 515, which could be much more if data for all institutions were available. Figure 6 shows the enrolments for the two years and also shows the number of institutions for which the data has been provided. The figure shows that there were some large increases in enrolments in 2010 in Mashonaland Central and Masvingo and smaller increases in Manicaland and Mashonaland West and Matebeleland North. Some of the increases are attributed to increased enrolments in agriculture. This was clearly the case for both Masvingo and Mashonaland Central where enrolment in agriculture increased quite significantly. But as pointed out this data needs to be interpreted with caution. Visits to some of the institutions revealed that there was very little activity taking place in the institutions. Staff in the institutions attributed the lack of students to inability to pay tuition fees.

\textsuperscript{43}Ibid
Figure 5: Enrolment in Polytechnics: 2005-2009

Source: Department of Manpower Planning and Institutional Development (MoHTE)

Figure 6: Enrolment in Vocational Training Centres: 2009-2010

Source: Ministry of Youth Development, Indigenisation and Empowerment
4.7 **Industrial Training Centres**

Enrolment in the two industrial training centres also showed a decline as shown in Figure 7. The figure also shows a significant drop in female enrolment from 41.9 percent in 2008 to 4.1 percent in 2009. Reasons for the decline are similar to those for apprentices because industrial training centre upgrade persons who are already in industry where there is a dominance of males.

4.8 **Agricultural Colleges/Institutes**

Statistics for enrolment in agricultural college are not readily available but these are determined by the capacity of the institutions. In previous years enrolment in agriculture at the certificate level was enhanced through the use of facilities in some VTCs because of the then need to produce an extra 8,000 Agriculture Extension Officers needed in the sector. The need has since been fulfilled and as a result the training of these officers in the 5 VTCs has been discontinued. This has effectively reduced enrolments in MoAMID programmes from 2,075 to 1,110. With the discontinuation of the certificate programme all enrolments are now at the diploma level. This diploma course is a one year programme as opposed to the certificate programme which was 6 months. This means with the adoption of the diploma programme the utilisation of the institutions have been reduced by 50%, thereby reducing training opportunities for the youth.

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**Figure 7: Enrolments in Industrial Training Centres by Gender: 2006-2009**

Source: Department of Manpower Planning and Institutional Development (MoHTE)
4.9 Training Centres in the Ministry of Women Affairs Gender and Community Development

The Ministry of Women, Gender and Community Development has two training centres – the Jamaica Inn Training Centre in Mashonaland East and the Rodger Howman Training Centre in Masvingo. The centres offer tailor-made demand-driven courses mostly for women. Because of the demand-driven nature of the courses enrolments vary drastically from year to year as shown in the Figures 8 below. Male participation is generally below 20 percent except for 2007 when men comprised 30.7 percent of total enrolment. This was as result of a high male enrolment in the entrepreneurship development course. The total output for the two institutions during the period under consideration was 5,641. Being the only two institutions of the Ministry in the whole country access by the majority of women is limited. Lack of accommodation at the institutions has reduced the training centres’ ability to increase enrolments. The total capacities of Jamaica Inn and Rodger Howman are 54 and 40 respectively. Because of financial constraints government has not been able to allocate the needed resources except for some funding for accommodation structures at Rodger Howman training centre. The structures have yet to be completed because of the inadequacy of the funds being allocated.

4.10 Integrated Skills Outreach Programme

The ISOP is a programme that was instituted to increase access to skills for the youth particularly those in rural and outlying areas. The vision of the ISOP is to play a leading role in the provision of demand-driven short-term courses for unemployed youths while

Figure 8: Training Programmes in the Training Centres of the Ministry of Women Affairs, Gender and Community Development

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>% Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10</td>
<td>351</td>
<td>97.2%</td>
</tr>
<tr>
<td>2006</td>
<td>24</td>
<td>257</td>
<td>91.5%</td>
</tr>
<tr>
<td>2007</td>
<td>298</td>
<td>1304</td>
<td>81.4%</td>
</tr>
<tr>
<td>2008</td>
<td>109</td>
<td>678</td>
<td>84.1%</td>
</tr>
<tr>
<td>2009</td>
<td>24</td>
<td>1828</td>
<td>98.7%</td>
</tr>
<tr>
<td>2010</td>
<td>57</td>
<td>701</td>
<td>92.5%</td>
</tr>
</tbody>
</table>

Source: Ministry of Women Affairs, Gender and Community Development
its mission is to provide appropriate technical and entrepreneurial skills to empower the youths. The specific objectives include: empowering the unemployed youths with technical and entrepreneurial skills; alleviating poverty among the youths in rural and urban areas; increasing productivity in the economy; contributing towards rural industrialization; and generating employment\(^\text{44}\).

4.11 **Private Training Institutions**

Private providers include: church based institutions, NGOs, those who train for profit, institutes registered with foreign examination bodies, companies, and community based institutions, etc. Enrolments in private institutions are not systematically captured in spite of the provision of Statutory Instrument 333 of 1996 which requires that private institutions maintain a register of enrolment and a register of attendance of students.

The MoHTE however does not have the capacity to systematically collect this data because of lack of resources. It is therefore not possible to quantify the number of students who are enrolled in registered private institutions. It is however estimated that given the number of private institutions their enrolments could be higher than those in the public institutions. Those taking the HEXCO course are about 12 percent of the total. This is however not a good proxy for enrolments in the private institutions because these institutions also offer numerous programmes and courses in addition to the HEXCO courses.

### Table 2: Importance and Influence Matrix

<table>
<thead>
<tr>
<th>High Importance</th>
<th>Low Influence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth and other vulnerable groups</td>
<td>Ministry of Women Affairs, Gender and Community Development</td>
</tr>
<tr>
<td>Ministry of Women Affairs, Gender and Community Development</td>
<td>Training Providers</td>
</tr>
<tr>
<td>Training Providers</td>
<td>Master craftsman</td>
</tr>
<tr>
<td>Master craftsman</td>
<td>Informal Sector</td>
</tr>
<tr>
<td>Informal Sector</td>
<td>Formal Sector</td>
</tr>
<tr>
<td>Formal Sector</td>
<td>Private Sector</td>
</tr>
<tr>
<td>Private Sector</td>
<td>Non-governmental Organisations (NGOs)</td>
</tr>
<tr>
<td>Non-governmental Organisations (NGOs)</td>
<td>Micro Financing Institutions and Banks</td>
</tr>
<tr>
<td>Micro Financing Institutions and Banks</td>
<td>Research Institutes and inventors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>High Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ministry of Youth Development, Indigenisation, and Empowerment</td>
</tr>
<tr>
<td>Ministry of Higher and Tertiary Education</td>
</tr>
<tr>
<td>Ministry of SMEs and Cooperative Development</td>
</tr>
<tr>
<td>Rural District Councils</td>
</tr>
<tr>
<td>Development Partners</td>
</tr>
<tr>
<td>EMCOZ</td>
</tr>
<tr>
<td>UNCT</td>
</tr>
<tr>
<td>Trade Unions</td>
</tr>
<tr>
<td>Communities</td>
</tr>
</tbody>
</table>

\(^{44}\) ISOP is described fully under Past and Ongoing Projects
The above analysis has shown that youth with low level qualifications have limited access to skills development particularly those in rural areas. The institutions in the Ministry of Higher Education which enrol the majority of students for which data is available are in urban centres. Limited accommodation in these institutions limits the number of students from rural areas which they can absorb. The ZIMSEC results also show that the majority of graduates do not qualify for entry into these institutions, leaving their options to VTCs, some programmes in the private training centres and the ISOP programme. The analysis is very limited because of the paucity of data on enrolments in many of the programmes that are offered by the CSOs of which there are a number of them that are delivered under livelihood programmes.

5. **Situational Analysis and Mapping**

5.1 **Stakeholder Analysis**

Any intervention intended to address challenges of skills development and rural development will involve a substantial number of stakeholders who should participate in the conceptual, planning, implementation and monitoring and evaluation stages of the intervention. The various stakeholders will have different motivations for participating in the intervention and at the same time they face certain constraints which will have implication for implementation. The matrix in Annex 11 shows the analysis of the identified stakeholders. The matrix will need periodic review and updating at the various stages of design and implementation in order to respond to any changing conditions.
Table 3 shows the importance and influence matrix of the stakeholders. This information is important in determining who will be the most important and most influential stakeholders in the implementation of any planned intervention.

6. Target Group Analysis
As noted in the background the planned intervention is based one of the initiatives recommended by Africa Commission Report of addressing the challenge of youth employment through a focus on promoting post-primary education and research. The intervention will focus on providing skills the youth would need to access employment opportunities particularly those in rural areas. There should also be a focus on promoting income generation and rural development, emphasizing the role of skills and knowledge in creating new economic and employment opportunities.

The target groups for the planned intervention can be broken into two main groups - the ultimate beneficiaries who are the main focus of the proposed intervention upon whom the impact of the project will be determined and direct beneficiaries who will benefit by the provision of support to the various elements and components of the intervention that they will be involved in.

6.1 Ultimate Beneficiaries of the Intervention
The ultimate beneficiaries will be the youth (young women and men between the ages of 15 and 35). Other ultimate beneficiaries could include persons living with disability, persons living with HIV and AIDS and other vulnerable groups like persons living with HIV/AIDS.

The characteristics of this group and their environment can be summarised as follows:\textsuperscript{45}

- Have high rate of unemployment and under-employment;
- Have low levels of education because of the high failure rates at both the primary and secondary levels of the education system;
- Have reduced livelihoods opportunities because of economic decline that has gripped the country over the last 10 years resulting in increased poverty levels;
- Live in areas where there is inadequacy of the education and training facilities for current job markets in both the formal and informal sectors;
- Have a high incidence of HIV/AIDS infections;
- Face deteriorating health conditions as a result of the HIV/AIDS pandemic and teenage pregnancy-related problems coupled with inadequate youth-friendly health services;
- Those who are infected face stigma and discrimination and do not have adequate access to ARVs;
- Face exploitation including sexual abuse, child labour, domestic abuse;
- Are vulnerable to alcohol and substance abuse;

\textsuperscript{45} See National Youth Policy of Zimbabwe (2000)
• Lack access to resources from which to derive a livelihood;
• The system does not adequately focus on behaviour change and life skills methodologies;
• There is low coverage of youth in sexual and reproductive health programmes;
• There is inadequate definition of adolescent-friendly services;
• There are inadequate training and educational materials at all levels particularly in rural areas;
• Women are still discriminated against resulting in low levels of participation at all level including in the education and training system and in formal employment;
• Youth sexual and reproductive health needs overshadowed by pressing economic and recreational needs;
• Implementation, coordination and monitoring of youth sexual and reproductive health programmes inadequate;
• Youth participation in various forums is inadequate;
• There is lack of definition of youth problems and response to youth concerns are fragmented;
• There is Lack of co-ordinated strategic plan to tackle youth issues; different organizations having different perspectives on youth development/programmes; duplication of youth activities;
• There is inability to implement global plans of action for youth;
• There is a lack of pertinent information/data bank on youth programmes; no directory on youth organizations/associations for making appropriate decisions on youth programmes.

6.2 Direct Beneficiaries of the Project
The following would comprise the direct beneficiaries.

6.2.1 Policy Makers
These are Government officials in the Ministry that have been identified in the stakeholder analysis, private sector, NGOs and other stakeholders. They will benefit in that implementation of the intervention which will assist in the achievement of the policies and programmes designed for the empowerment of youth in which they have a stack. The intervention will attempt to address the rural development constraints which policy makers have a mandate to tackle.

6.2.2 Training Providers
These training providers include both public and private including NGOs. The Training providers will participate in the provision of skills and will benefit from the resources allocated for training related activities.

6.2.3 Civil Society Organisations (CSOs)
Civil Society Organisations are involved in working with communities and the grassroots level in the rural areas. Their experience in this area will be indispensable. CSOs will be called upon to provide their expertise in training in specific areas and the creation of Internal Savings and Lending (ISL) clubs where needed. They will therefore benefit from the resources that will be provided for undertaking these activities.

6.2.4 Micro-finance institutions (MFIs)
Micro finance institutions play an important role in providing post training support in order to assist recipients of the skills development programmes to engage in income generating activities and self employment. They will provide loans to SMEs which will increase employment and informal apprentice opportunities for the youth. They will benefit from capacity building initiatives and lending resources that may be set aside for providing loans to the youth.

6.2.5 Providers of business services
These stakeholders provide post training support to recipient of training in the form of project planning and management, financial management, marketing, and how to run businesses, group formation and leadership. Some SMEs who will participate through providing and increasing informal apprenticeship opportunities will also need business support. The providers of business services will therefore benefit from the resources that will be set aside for this purpose.

6.2.6 Master craftsman
Master craftsman will be responsible for indenturing informal apprentices in the informal sector. While they have some expertise they will need to be upgraded as part of the initiative to upgrade informal apprenticeships programmes. They will need capacity building in new designs and technologies that meet new market requirements. They will benefit from such upgrading programmes and from the revenue that they will receive from mentoring more informal apprentices and the informal apprenticeship grows.

6.2.7 Communities
Communities particularly in rural areas face poverty mainly due to the economic crisis. They will therefore welcome any initiative that will bring development programmes to their communities. Increased income generating activities and employment opportunities that will be achieved as a result of the implementation of the intervention will result in increased income and alleviation of poverty at the community level.

6.2.8 Other
There are other beneficiaries who will become apparent at various stages in the design and implementation and intervention.

Figure 9: Institutional Analysis Structure
10. Institutional Mapping and Analysis

7.1 Institutional Analysis Structure

The stakeholders that were identified under the stakeholder analysis can be divided into a number of categories for purposes of implementing interventions designed to address youth unemployment and rural development challenges. These are: the commissioning or governance agency that will have overall implementation oversight and policy; the social partners/management or delivery agency that will be responsible for the day to day implementation; and the target group broken down into immediate and ultimate beneficiaries. Figure 9 shows the institutional analysis of the stakeholders that will ensure achievement of intended outcomes.

7.2 Key Stakeholders in Implementation of TVET

Table 3 shows the stakeholders who are key in the implementation of the TVET programmes and informal apprenticeship components. Table 4 shows the roles and linkages between the identified stakeholders. The stakeholders have been categorised in
terms of importance and influence on the intervention. The stakeholders identified will be central in achieving the agreed objectives.

Implementation of such interventions will face some challenges especially in collaboration among the various stakeholders. Some of these will be specific to the geographical sight selected for implementation. A number of these has been identified as weaknesses and threats in the SWOP analysis and will need to be addressed.

Table 3: Key Players in Technical and Vocational Education and Training

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Roles And Linkages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unemployed and marginalised youth and women primarily in rural areas</strong></td>
<td><strong>Target Group For The Project Initiatives</strong></td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>1. Determining youth policy and training policy</td>
</tr>
<tr>
<td></td>
<td>2. Developing demand-driven curriculum and assessment procedures</td>
</tr>
<tr>
<td></td>
<td>3. Providing training in the VTCs and through outreach programmes</td>
</tr>
<tr>
<td></td>
<td>4. Providing loans from the Youth Development Fund and the Loan Guarantee Scheme</td>
</tr>
<tr>
<td></td>
<td>5. Facilitating attachment of students in enterprises in the formal and informal sectors</td>
</tr>
<tr>
<td></td>
<td>6. Providing career and vocational guidance services to youth</td>
</tr>
<tr>
<td></td>
<td>7. Chairing the Project Steering Committee</td>
</tr>
<tr>
<td><strong>Ministry of Youth Development, Indigenisation, and Empowerment</strong></td>
<td>1. Determining policy in their training institutions</td>
</tr>
<tr>
<td></td>
<td>2. Developing demand-driven curriculum and assessment procedures</td>
</tr>
<tr>
<td></td>
<td>3. Providing training in the polytechnics, industrial training centres and through outreach programmes</td>
</tr>
<tr>
<td></td>
<td>4. Facilitating attachment of students in enterprises in the formal and informal sectors</td>
</tr>
<tr>
<td></td>
<td>5. Providing resources under the cadetships scheme for those in formal programmes</td>
</tr>
<tr>
<td></td>
<td>6. Facilitating the upgrading of informal apprenticeships and recognition of the skills</td>
</tr>
<tr>
<td></td>
<td>7. Certification of the semi-skilled through the trade testing</td>
</tr>
<tr>
<td></td>
<td>8. Membership of the Project Steering Committee</td>
</tr>
<tr>
<td><strong>Ministry of Higher and Tertiary Education</strong></td>
<td>1. Determining policy in their training institutions</td>
</tr>
<tr>
<td></td>
<td>2. Developing demand-driven curriculum and assessment procedures</td>
</tr>
<tr>
<td></td>
<td>3. Providing training in the polytechnics, industrial training centres and through outreach programmes</td>
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<td>6. Facilitating the upgrading of informal apprenticeships and recognition of the skills</td>
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<td>7. Certification of the semi-skilled through the trade testing</td>
</tr>
<tr>
<td></td>
<td>8. Membership of the Project Steering Committee</td>
</tr>
<tr>
<td><strong>Ministry of Women Affairs, Gender and Community Development</strong></td>
<td>1. Determining policy in their training institutions</td>
</tr>
<tr>
<td></td>
<td>2. Facilitating the development of tailor made demand driven courses for delivery in their training centres</td>
</tr>
<tr>
<td></td>
<td>3. Providing training in their two institutions and through outreach programmes</td>
</tr>
<tr>
<td></td>
<td>4. Providing loans from the youth Women Development Fund and Community Development Fund</td>
</tr>
<tr>
<td></td>
<td>5. Mobilising resources from NGOs for women income generating activities/projects</td>
</tr>
<tr>
<td></td>
<td>6. Membership of the Project Steering Committee</td>
</tr>
<tr>
<td><strong>Ministry of SMEs and Cooperative Development</strong></td>
<td>1. Providing start up kits under ISOP and other identified projects</td>
</tr>
<tr>
<td></td>
<td>2. Providing loans through SEDCO to youth for self-employment and to SMEs</td>
</tr>
<tr>
<td></td>
<td>3. Arranging market linkages for SMEs and entrepreneurs</td>
</tr>
<tr>
<td></td>
<td>4. Providing training and access to equipment to entrepreneurs, SMEs</td>
</tr>
</tbody>
</table>

See SWOT matrix in Annex 12
and trained youth through the Indo-Zim Project

<table>
<thead>
<tr>
<th>Ministry of Finance</th>
<th>1. Provides funding for the public institutions and Youth Development Fund, Women Development Fund, Cadetship Scheme, Community Development Fund etc</th>
</tr>
</thead>
<tbody>
<tr>
<td>Training Providers</td>
<td>1. Developing tailor-made demand-driven curriculum to address skill needs in the institutions and through outreach programmes</td>
</tr>
<tr>
<td></td>
<td>2. Providing training and attachment opportunities for TAPs</td>
</tr>
<tr>
<td></td>
<td>3. Upgrading of Master craftsman</td>
</tr>
<tr>
<td></td>
<td>4. Preparing training plans and training of instructors</td>
</tr>
<tr>
<td>Master craftsman</td>
<td>1. Training of TAPs in the enterprises in the informal sector.</td>
</tr>
<tr>
<td>Private sector</td>
<td></td>
</tr>
<tr>
<td>Formal Sector</td>
<td>1. Providing attachment opportunities for youth and TAPs</td>
</tr>
<tr>
<td></td>
<td>2. Providing training related to quality improvement in order to facilitate outsourcing and out-grower programmes</td>
</tr>
<tr>
<td></td>
<td>3. Providing support to institutions through PPPs or other mechanisms</td>
</tr>
<tr>
<td></td>
<td>4. Participating in development of demand-driven curriculum through the NAMACO Sector committees</td>
</tr>
<tr>
<td>Informal Sector Enterprises</td>
<td>1. Providing opportunities for informal apprenticeships and employment to the youth</td>
</tr>
<tr>
<td>Micro Financing Institutions and Banks</td>
<td>1. Providing loans to informal sector operators and youth</td>
</tr>
<tr>
<td></td>
<td>2. Providing other financial services and training to borrower</td>
</tr>
<tr>
<td></td>
<td>3. Supervising projects of borrowers</td>
</tr>
<tr>
<td>Non-governmental Organisations (NGOs)</td>
<td>1. Providing training and other services in line with their areas of expertise</td>
</tr>
<tr>
<td></td>
<td>2. Organising livelihood related activities in the communities</td>
</tr>
<tr>
<td></td>
<td>3. Providing after training support at the community level</td>
</tr>
<tr>
<td></td>
<td>4. Facilitating group formation and establishment of savings and lending clubs</td>
</tr>
<tr>
<td>Development Partners</td>
<td>1. Providing resources to Government through bilateral and multilateral agreements</td>
</tr>
<tr>
<td></td>
<td>2. Financing livelihood related activities through NGOs</td>
</tr>
<tr>
<td></td>
<td>3. Contributing funds to the MFI Fund to used for lending to youths</td>
</tr>
<tr>
<td>Research Institutes and inventors Associations</td>
<td>1. Developing new technologies for adoption and use in the communities and in the informal sector</td>
</tr>
</tbody>
</table>

8. Mapping of Past and Ongoing Programmes

8.1 Government

Government has a number of on-going skills development programmes targeting the youth the majority of whom fall under the youth definition of ages 15 to 35. These government financed programmes face problems of inadequate resources as Government is not able to provide all what is needed. The lack of resources has also made it difficult for government to expand the training system leaving some areas not adequately covered in terms of access. The plan by MoYDIE to increase infrastructure by establishing at least a VTC in each district has not been feasible. Similarly the MOHTE plan to establish a university in each province has still to be realised because of a lack of resources. A greater percentage of Government and ZIMDE resources tend to be channelled to the universities at the expense of the institutions providing skills at the lower levels which

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47 Annex 13 shows distribution of projects by provider
48 Annex 14 shows a summary of past and ongoing projects identified at the stakeholder workshop at Rainbow Towers on 4-5 August 2010.
would benefit the youth with low academic qualifications and those in rural and remote areas.

The state of the infrastructure in public institutions varies from institution to institution depending on when the institution was constructed. Maintenance has not been systematically done resulting in some buildings being in a state of disrepair. On average the infrastructure is dilapidated with little or no maintenance. Like infrastructure equipment is generally in short supply in training institutions. Over time the equipment in the institutions has deteriorated through lack of maintenance and in some cases has become obsolete. The state of the equipment also varies from institution to institution. The situation is more pressing in the VTCs because of lack of adequate funding from Government. Budget allocations to VTCs are the lowest when compared with other public training institutions. In some instances there is total lack of the equipment making the training difficult. In some cases the equipment is no longer compatible with the technologies obtaining in industry resulting in skills development that is out of sync with the requirements of industry. Learning and teaching resources are also in short supply in the education and training system. Most of the institutions have also lost their staff through the brain drain leaving vacancies in the administrative and technical staff.

ZIMDEF that is expected to provide equipment to polytechnics and industrial training centres has not been able to do so for lack of resources. Other institutions outside MoHTE have benefited very little from ZIMDEF. A greater percent of ZIMDEF resources have tended to be channelled to the universities at the expense of the institutions providing skills at the lower levels which would benefit the youth particularly those in rural areas.

8.1.1 Integrated Skills Outreach Programme

The ISOP was created in response to a Cabinet directive instructing the four Ministers of, MoHTE, MoYDIE, MoSMECD and MoLSS Service, to design and recommend an appropriate comprehensive skills training programme for youths who fail to progress to tertiary institutions. The Ministry of Local Government and Rural Development (MoLGRD), Ministry of Public Works (MPW), and MoWAGCD were co-opted later in order to improve programme implementation. A National Committee oversees the management of the programme and 10 Provincial Committees are responsible for the implementation on the ground.

The specific objectives of the ISOP\(^\text{49}\) include: empowering the unemployed youths with technical and entrepreneurial skills; alleviating poverty among the youths in rural and urban areas; increasing productivity in the economy; contributing towards rural industrialization; and generating employment.

The objectives are achieved through: twining 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

\(^{49}\) See paragraph 4.10 for the vision, mission and objectives of ISOP
ranging from 5 to 90 days; and using “Mobile Workshops” and/or provision of “Skills Supermarkets” at Growth Points, where youths can access skills “off-the shelf” as it were. The training needs analysis is based on trainee requirements and local economic activities. The target group of the ISOP is close to 2 million unemployed youths whose ages are between 16 to 30 years. The ISOP has potential to effectively address the challenge of youth unemployment and mitigate rising poverty levels if implemented as designed.

The MoHTE and MoYDIE are responsible for delivering training working closely with the 10 Provincial Committees. The MoHTE is also responsible for sourcing and allocating the funding for all training activities. The MoYDIE is responsible for carrying out the training needs analysis and identifying participants. It also provides some of the training through its 42 VTCs. The MoSMECD is expected to provide start up kits for the graduates of the training, and MoLSS identifies retrenches who want to enrol in the ISOP programme. The implementation of the programme is supposed to involve a network of stakeholders like local authorities and NGOs working closely together.

The biggest challenge facing the programme is financing because Government is the major financier of this programme. The trainees do not pay fees so do not contribute financially. Allocations to the programme have been below expectation. For instance, in 2007 Z$ 2.5 billion were allocated against a request of Z$ 100.075 billion. This made it difficult for the programme to meet its training targets. Transport, training equipment and consumables are also major constraints to programme delivery.

At inception the roles of committee members and other stakeholders were not clear. This resulted in organizations with resources and information vital to the implementation of the programme not providing these. There are still problems of linkages with stakeholders who could bring benefits to the programme. Start up capital for the graduates’ projects has also been problematic because of a lack of resources and inadequate coordination between the provincial committees and SEDCO. The MoSMECD has also not been able to provide the star kits to the level it was expected to. As a result most of the youth who were trained have not been gainfully employed after the training.

The ISOP training should be based on a project which should sustain itself after the training period but this has not always been the case. One of the constraints is that its main focus is development of technical skills and not entrepreneurship skills. The other is that it is perceived by some as a political programme that favours persons of a particular political orientation at the exclusion of others. A lot of advocacy is therefore required to rectify this perception which should also be matched with actions on the ground.

The above constraints not withstanding moderate successes have been reported. Some trained ISOP youths are now gainfully employed with the necessary financial support. There is a need for a formal fully fledged evaluation of the programme in order to identify and rectify constraints and assess its impact against the stated objectives and set targets.
Available data shows that Masvingo has the largest number of graduate followed by Manicaland. There were no graduates in Matebeleland North, Mashonaland East and Harare provinces in 2009. A total of 4,061 graduated from the programme during period 2006-09. This is much less than the target of 200 000 candidates that had been set for the end of 2007. It is evident that at the current level of funding from Government these targets will not be met.

The ISOP concept and methodology is sound if properly structured and financed. Therefore there is potential for collaboration with the proposed intervention if the non-financial challenges that the programme faces area addressed\textsuperscript{50}.

### 8.1.2 Farmer Training Programme offered at Kushinga Phikelela

In addition to the regular agricultural programmes offered by the agricultural colleges\textsuperscript{51} and institutes under the MoAMID, each institution provides outreach programmes based on the needs of the local community. These are institution based and therefore depend on the initiative of the staff in a particular institution and the relationship between the institution and its community. Statistics on the number of such outreach programmes are not available so it is not possible to determine the scope and size of these outreach programmes. Given that agriculture is the largest employer collaboration with these institutions could provide opportunities for agricultural skills for youth.

Kushinga Phikelela Agricultural Institute in Mashonaland East has a mandate to provide farmer training programmes. The programmes offered are demand driven. Data on the number farmers who have been trained through these programmes is scant but suggests that more was done in 1999 than in subsequent years. The numbers trained annually have fluctuated between 10 and 402. This is an obvious indication of capacity under-utilisation of this facility, given the role it could play in improving agricultural production especially among the newly farmers under the A1 scheme.

The courses that have been offered under the farmer training programme include: Agribusiness, Bee Keeping, Beef Production, Broiler Production, Cattle Fattening, Cotton Production, Dairy Production, Goat Production, Horticulture, Introduction for Emergent Farmers, Layer Production, Leadership Course, Maize Production, Paprika Production, Piggery, Poultry, Tractor Power, Vegetable Production. Given the fact that government is taking steps to allocate land to youth this institution could play an important role in providing training programmes for the new young farmers.

Possibilities for collaboration with the proposed intervention do exist but the absence of data on scope and size of the programme makes it difficult to determine the level of collaboration that can be done with the institution. Evidence is that some reforms are required in the management of the institution.

\textsuperscript{50} These are lack of clarity of roles, poor coordination and the perception that this programme is political

\textsuperscript{51} See Annex 10
8.1.3 SME Financing Project (SEDCO) and Indo-Zimbabwe Project and Development under the Ministry of SMEs and Cooperative Development

The Ministry of Small and Medium Enterprises and Cooperative Development (MoSMECD) has a number of initiatives aimed at promoting the growth of SMEs which will directly increase employment opportunities and informal apprenticeships for the youth. The Ministry also address space constraints faced by SMEs by establishing business premises on the basis of careful selection of sites, mobilize resources for infrastructure development; setting up a national factory shell programme at district level; and setting rural hubs in Growth Points to enhance rural growth and facilitating promoting business incubators with common facilities such as secretarial support, products display rooms, office equipment and technical advice and other services will be offered within the incubators. The Ministry supports the growth of SMES using strategies which are outlined in the Micro, Small and Medium Enterprise Policy and Strategic Framework which has already been discussed above.

The Ministry is engaged in mentorship programmes and also uses cluster based training in order to facilitate the training of enterprise owners because they do not have time to attend full time courses. The Ministry undertakes market development for the entrepreneurs at both the national and international level through visits, exhibitions and trade fairs. It has a catalogue of exhibitions taking place world over and it tries to link the SMEs to these for marketing purposes. The Ministry also undertakes investment missions and has signed various MOUs with some countries in the region. Funding for the SMEs is provided by its parastatal SEDCO.

The latest initiative of the Ministry is the Indo-Zimbabwe Project – a USD 5million Grant under the G-15 Cooperation between the Government of India and the Government of Zimbabwe. The objective of the project is to infuse modern technology which will improve the productivity and the quality of products produced by SMEs. The technology will include Computer Numeric Control technology, Tools and Dies, technologies in carpentry sheet metal, welding and fabrication and general machine shop. The project will include training of Zimbabwean counterparts by Indian experts in Zimbabwe and in India.

The implementation of the project will involve:

1. 


The operations of SEDCO and other MFIs are discussed below
The setting up of the Indo-Zimbabwe Technology Centre (IZTC) at the Harare Institute of Technology (HIT) in Harare, with three facilities:

- The Technical Training Centre (TTC), which will provide advanced practical oriented training in Tool and Die Making, Tool Design, CNC Technology and Computer Assisted Design (CAD) and Computer Assisted Manufacturing (CAM).
- The Common Facility Centre (CFC) which will provide high technology precision machining for use by SMEs and will cater for Tool and Die Manufacture and CNC technology. The centre will also provide a facility for training in the manufacture of printed circuit boards.
- The Small and Medium Enterprise Service Institute (SMESI) which will be used for entrepreneurial development for the youth from all parts of the country. It will also provide a consultancy service in various technical fields and guide entrepreneurs in product selection, choice of technology, selection of machinery and equipment, planning and plant layout, financial management, marketing, cost reduction, quality control, accounting procedures, etc.

Setting up the India Technology Centre at Bulawayo Polytechnic, which will be a demonstration centre which will create awareness and create a pool of workers with knowledge of CNC Technology, CAD and CAM around Bulawayo.

Setting up of 14 Rural Common Service Centres around the country similar to the one set up at HIT for use by local SMEs.

There is scope for collaboration with the Indo-Zimbabwe project and proposed intervention especially in the use of the Common Service Centres because of the technology and the high level training that will be available in these centres. The centres will provide relevant training and facilitate the growth of the SMEs which should translate into increase opportunities for the youth

8.1.4 Programme for Savings Clubs and Traditional Chickens in the Ministry of Women, Gender and Community Development

The courses offered in MoWAGCD are community driven and are aimed at income generation through value addition. The number of programmes offered varies from year to year depending on the courses that have been identified by the communities. Some courses like food processing aim at value addition leading to the production of fruit juice, tomato sauce, dried tomato and other indigenous fruit for own consumption and for sale. Other courses that have been offered included: Garment Making; Quilting; Candle and Soap Making; Stock feeds; Interior Decoration; and entrepreneurship. The centres work closely with VTCs and also use schools and other community centres to deliver the training.

54 Most of the equipment has already been delivered and installed, but operations have been delayed because of a wrangle between HIT and MoSMECD.
55 Equipment has already been delivered and installed at Bulawayo Polytechnic
56 So far equipment has already been delivered to 5 of these at Chinhoyi, Gokwe, Lupane Magamba, and Mvuma,
Government sets aside some funding through the Women Development Fund which provides loans for women entrepreneurship and the Community Development Fund which is used to target community projects. These funds are not enough and the success of the projects is often limited by lack of post training support. Annex 7 shows Government allocations to the programmes.

Allocations to the Women’s Development Fund increased from USD140,000 in 2009 to USD 1,000,000 in 2010. Disbursement for 2009 was only 3.6 percent but had already reached 100 percent by June 2010 showing that there are some activities that are being implemented. There was on 6.4 percent disbursement of the $110,000 that was allocated to the Zimbabwe Community Development Fund (ZCDF). The allocation was however reduced to USD 50,000 in 2010 which was fully disbursed by June 2010. Because of the limited resources the Ministry works with a number of NGOs in the design, development and implementation of its projects. Most the projects target youth although the number of beneficiaries of these initiatives was not readily available.

An important aspect of the community development programmes is the formation of Internal Savings and Lending (ISL) clubs among the women. The Ministry is working with Care International who organises and trains the groups. The savings are saved in the POSB which does not charge bank charges. The Ministry is also in the process of planning and establishing projects for keeping free-range chickens. A source of the eggs has already been established. It is expected that up to 3,000 chickens will be hatched a week to support the project and will be distributed to women groups nationwide. The free-range chicken project is the strategy that has been adopted in the MTP to deal with poverty in the rural areas, as part of the Rural Livelihood Enhancement Programme (RLEP). The advantage of starting with chickens is that chicken production requires minimal capital requirements.

Other projects to be implemented by the ministry include bee keeping for honey production. The course is taught at the Kushinga Phikelela Agricultural Training Institution. It is anticipated that each family will have up 200 hives because of the expected high demand for honey which has a potential for export. The programme will however need equipment for efficient honey extraction. This is seen as having potential to improve community livelihoods and could benefit the youth.

The Ministry has in past attempted the Cassava project in order to address food security arising from the drought but this had not been successful. The jatropha project was also not very successful as there was no market for the jatropha seeds which were produced by the communities. This experience emphasizes the needs to link such projects with external markets particularly for those produces that cannot be consumed locally.

There is potential for collaboration and synergies with the traditional chicken project and the savings clubs with the proposed intervention.

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57 Examples of these NGOS are Africa Group of Sweden and International Rescue Committee
58 Medium Term Plan (MTP), January 2010 – December 2015
8.1.5 Career Days (Guidance and Counselling) Programme Under the Ministry of Labour and Social Services

The Ministry of Labour and Social Services (MoLSS) organises Careers Days in conjunction with schools and employers in order to assist school children choose the right careers.

Career Days are organised annually by the Department of Employment Services in the MoLSS in conjunction with the MoHTE and MoESAC and in cooperation with the technical institutions and secondary schools. The career days are organised by zones. Employers are invited to display what they do and what employment opportunities exist in their sectors. However there is no follow up to measure the impact of these career days on students’ career choices. There is very little literature on vocational guidance and counselling available on the market. The last Career Guidance book was produced in conjunction with employers in 1997 and has not been updated since.

Because career days are organised for youth who are still in the school system there is little possibility for collaboration of this activity with the proposed project. However guidance and counselling could be an important component of the proposed intervention. There will therefore be need to see how a similar service could be introduced for the ultimate beneficiaries.

8.1.6 National Employment Services Programme under the Ministry of Labour and Social Welfare

The National Employment Services Department under the MoLSS provides an interface between job-seekers and potential employers through its offices in all the provinces. The department collects information on what skills employers are looking for on the one hand and the skills that job seekers have on the other. Information sought from the job seekers includes: occupation sought; level of education; professional qualifications; experience; and school attended. Information sought from the employer includes: occupation required; number of employees sought; duration of the employment; name and address of the employer; contact person; and salary offered. This information is captured into a computerised database where matching of job seekers and employers is done. Matched job seekers are then interviewed by the staff in the department and then by the employer.

All the provincial centres generate this type of information which shows the occupations/trades where jobs exist and which occupations/trades are difficult to fill. Those jobs that go unfilled indicate an area of shortage and those job seekers who remain on the records for a long time indicate an area of over-supply. The information generated by these offices is training providers in developing demand-driven courses.

The offices provide an important service that the youth who prefer to seek employment rather than self employment could benefit from.

59 This is based on the International Standard Classification of Occupations
8.1.7 Infrastructure Programme under the Ministry of Public Works

The Ministry of Public Works (MoPW) is responsible for the Government’s construction programme nation-wide. It is also responsible for the rehabilitation of government infrastructure. It therefore has potential for creating employment opportunities for youth in the implementation of its construction and rehabilitation programmes. In some instances it carries out its work using its own internal staff and at times it uses contractors especially in the big projects. During the peak construction periods the Ministry can employ in excess of 20,000 workers in short and medium term contracts.

They are very much in need of bricklayers, carpenters, electricians, plumbers, tillers, painters, etc. Because of the skills flight there are not enough semiskilled personnel in the construction industry. However the skills that they need tend to be male dominated. The Ministry indicated a willingness to work with the youth in their construction and rehabilitation projects and could structure a training programme for youth to get hands on experience. For this to be effective they would need assistance in upgrading their own staff especially in the areas of skills development and skill transfer. They also indicated that they could include a requirement into the contracts that they sign with big contractors to have a youth training component in their work. At the moment MoPW has construction projects in Lupane, close to USD 4.0 million for the construction of a university, a hospital, government offices, and other small projects. This offers great opportunities for employment creation and informal apprenticeship.

A programme of this nature could train individual youths in all the construction trades so that they will be able to take on construction contracts in their own and provide all the services that are needed in completing a building on their own should they venture into self employment.

There is great potential for collaboration between this Ministry and the proposed intervention especially in the area of attachment, informal apprenticeship and full employment.

8.1.8 Technology Development and Transfer under the Science Ministry of Science and Technology
The mandate of the Ministry of Science and Technology Development is to create an enabling environment for unlocking the scientific and technological resources in Zimbabwe. Its functions are to: coordinate the formulation of science and technology development policies; coordinate science and technology issues across all sectors; assist in the establishment and rationalisation of centres of innovation and production of S&T;

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**Box 1: Zvimba District, Mashonaland West Province**

The Zvimba District Development Plan contains the projects categorised as follows:

<table>
<thead>
<tr>
<th>Sector</th>
<th>Number</th>
<th>Estimated Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Health and Social Service Sub-Sector.</td>
<td>12</td>
<td>2.1 million</td>
</tr>
<tr>
<td>2. Material Productive Sector</td>
<td>13</td>
<td>1.5 million</td>
</tr>
<tr>
<td>3. Urban Development and Housing</td>
<td>3</td>
<td>2.1 million</td>
</tr>
<tr>
<td>4. Economic Infrastructure</td>
<td>13</td>
<td>4.4 million</td>
</tr>
<tr>
<td>Total</td>
<td>41</td>
<td>9.1 million</td>
</tr>
</tbody>
</table>

The projects include Sewer reticulation, water reticulation, water and road servicing, construction of: staff houses, a hospital, library, ZRP stations, rehabilitation of boreholes including drilling of new ones, rehabilitation of schools, servicing of vehicles and ambulances, construction of a mortuary, renovation and electrification of a clinic, establishment of a number of irrigation schemes, rehabilitation of boreholes and digging of wells, gully reclamation, rehabilitation of green houses, pegging of 5,000 hectares, maintenance of roads, upgrading and repair of electricity sub-stations.

The projects are funded from various sources like, Government PSIP, donors (where these are identified), District Development Fund (DDF) and Zimbabwe Electricity Supply Commission (ZESA). Funding for 11 of these still has to be sourced. Those that have been funded have not received adequate funding to complete the works as a result some projects have been carried over from previous projects.

The projects offer big employment opportunities for the youth in this district if this was built into the design of the projects. The skills that the youth would be required are available in the local VTC of the MoYDIE. The local VTC offers courses in motor mechanics, building, welding, carpentry, clothing and garment construction, and agriculture and business studies. It has participated in the ISOP and has experience in offering outreach programmes to youths in the district.

assist in building capacity for the local production of specified import substitution goods; promote public awareness of science and technology; promote Scientific and ICT literacy to enhance Zimbabwe's competitiveness in the global economy; create databases on R&D done in Zimbabwe and for enhancing linkages and collaboration with regional and international counterparts; develop a regulatory framework for science and technology.

The Ministry works closely with research institutions such as the Scientific Industrial Research and Development Centre (SIRDC) and the Inventors Association of Zimbabwe in developing new technologies. It evaluates the technologies being used in by SMES in order to see how this can be upgraded. They have an Innovation Fund\(^{60}\), which is used to

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\(^{60}\) This has received an allocation of USD50,000 in the last two financial years
support innovations in new technologies. At the provincial level they have encouraged the formation of Provincial Science Committees. The committees organise youth in the districts to apply scientific principles in order to come up with scientific and technological innovations at the district and provincial levels. This will assist in developing technologies that can be used to add value to locally available natural resources.

**Ministry of Local Government and Rural Development Programmes**

The Ministry of Local Government and Rural Develop, while responsible for the rural development, is itself not directly responsible for rural development efforts. Rural development programmes/projects are designed and implemented at the provincial and district levels. Plans are initiated at the village level through the village development committees (VDC) and then moved up to ward level where they are discussed through the Ward Assembly which is chaired by a Councillor. The plans are then moved to the district level where they are discussed by the District Development Committee (DDC) which is chaired by the District Administrator. The next level is the Provincial level where the plans are discussed and consolidated by the Provincial Development Committee (PDC) which is chaired by the Provincial Administrator.

Rural Development Plans are financed by Government through the Public Sector Development Programme (PSIP). Plans are also financed through loans from the Infrastructure Development Bank of Zimbabwe (IDBZ) if the district is able to meet the loan conditions.

Although youth participate in the development of the district development plans, visits to three rural districts and one town council revealed that there are no specific activities that deliberately target the youth in terms of employment creation and income generating activities. The development programmes are designed to benefit the communities as a whole. However a review of the Plans revealed that there are opportunities which youth could benefit from in terms of employment. This is mainly in the PSI P projects which involve construction of infrastructure, road maintenance, and public works programmes which have benefited communities in general. These projects for Zvimba Rural Council were valued at USD9.1 million in 2010.

**8.2 Private Sector**

Discussions with Employers’ Confederation of Zimbabwe (EMCOZ), Confederation of Zimbabwe Industries (CZI) and Zimbabwe National Chamber of Commerce (ZNCC) indicated that these three umbrella bodies do not have any specific programmes/projects targeting the youth except the participation of their members in the apprenticeship scheme and in attachments of students during the training periods in the institutions. The capacity of the private sector to actively participate in apprenticeship or other similar youth related programmes is hampered by the economic crisis which has seen many companies reduce their activities and some closing. As already discussed, some companies have discontinued their contracts with apprentices and because of low activity have not been able to take students on attachment. This has also meant that the extent of enterprise based training has been significantly reduced thereby reducing training and
employment opportunities for the youth. The end result is that most youth are reverting to the informal sector for training through informal apprenticeships for and employment opportunities. The resuscitation of the private sector will require recapitalisation and long term financing as noted in the MTP. Available information suggests that there are not many substantive jobs that are being created except for casual jobs and jobs in domestic services.

There are however some initiatives which CZI undertakes that are related to the growth of the SMEs, whose growth will in turn contribute to youth employment opportunities and informal apprenticeships. This is done through their Business Linkages and SMEs Committee. They have been involved in some out-grower projects especially with tea. Their Labour & Manpower Development Committee also looks into issues of training. There are also small initiatives that are being done by individual companies that promote the growth of SMEs and employment for youth. An example of this is Steel Makers, which trains youth from SMEs in welding and then sell them their off-cuts and non-standard materials at low cost.

The ZNCC is also engaged in training programmes for SMEs which are however not specific to youth. The modules they use are developed in-house and sometimes in conjunction with ILO. They use their own trainers to provide the training. The training is delivered in urban areas, small towns, growth points and rural service centres. In 2009 600 people were trained through this programme. ZNCC can assist the SMEs with market linkages at the local and international level and in accessing capital through negotiations with the banks.

Policies that will lead to revamping of the economy leading to increased capacity utilisation will go a long way in improving employment opportunities in general and for youth in particular. A view expressed by CIZ is that more employment could be created by providing incentives for companies to set up in growth points and rural service centres. This would also entail providing the necessary infrastructures and services needed by the companies like good roads, and reliable utilities.

The trade unions have had a limited role in programmes/projects that address youth unemployment. Their role is mainly in addressing employment for workers who invariably include youth.

The Industrial Development Corporation (IDC) is a government parastatal that owns many companies in the various economic sectors like agro-industry and manufacturing. They have a databank of investment opportunities in all the growth points and rural service centres in Zimbabwe which is useful for attracting investors to these areas. This information is updated periodically. Increased investment opportunities in rural areas are likely to improve employment opportunities for the youth in rural areas. The information will be useful in selecting areas where the project is likely to have quick wins.

8.3 UNCT
There are many development partners who work closely with NGOs that are involved in the area of livelihoods, income generating projects, savings clubs and micro-financing which impact on youth employment opportunities. It will be difficult to report on all of them because of the limited time and the volume of work that is currently going on. Data obtained from the UNDP indicates that there are over 30 organisations working in livelihoods projects 16 in infrastructure projects and 14 in institutional capacity building across the country. There are over 114 thousand people who have benefited from the livelihood projects and over 22,000 micro credit groups have been formed. The Figure 10 shows the distribution of NGOs across the whole country. The map shows an NGO presence in all provinces. Figure 10 shows the number of NGOs involved in supporting the education sector in Zimbabwe.

Figure 10: Map showing distribution of Civil Society Organizations involved in supporting the Education Sector in Zimbabwe

address youth employment and livelihoods are described below.

8.3.1 Strengthening Locally Led Early Recovery in Zimbabwe (LLER)
The LLER is a Government of Zimbabwe (GOZ) and the United Nations Development Programme (UNDP) project which aims to assist communities and local authority to strengthen their capacities towards achieving sustainable development. The implementing partners are the MoLSS and the MoLGRD. Specific objectives of the LLER are to:

- Strengthen communities, local and national government planning and decision making capacity for early recovery;
- Restore and revitalise community livelihoods by supporting prioritised socio-economic and recovery needs, and establish a multi-sectoral link between the humanitarian and development effort.
- Establish a multi-sectoral Early Recovery (ER) link between the humanitarian and development effort.

The LLER project targets the most vulnerable who include women, youth, people living with disability and HIV/AIDS. Implementation of the LLER project is based on partnerships. The programme period is 2009 – 2011 and the budget is USD 4,775,000.

Of the three objectives of the programme aims to restore and revitalise community livelihoods by supporting prioritised socio-economic and recovery.

The programme carried out an assessment of the local development, legal and institutional planning and coordination framework; and the local capacities for planning, coordinating and implementing ER in collaboration with development partners. Communities were included in the planning process and assisted in formulating their Village Plan based on developing a comprehensive community profile, followed by identifying community needs and prioritising these needs.

To achieve the improved sustainable socio-economic recovery in rural and urban communities, the LLER has two financing windows: (a) Ward Recovery Fund (WRF); and (b) District Recovery Fund (DRF) both of which supports demand-driven and community based ER projects within the LLER eligibility criteria and the ward and district development plans. The WRF funds projects managed by communities through the Village and Ward Development Committees (WADCO and VIDCO), supported by facilitating partners to identify priorities, develop proposals and implement projects. The WFD supports women group projects and training only. This includes financial and training support for livelihood and income generation activities. Communities are expected to contribute 20 percent of the total project in cash or in kind.

Funding from both windows is allocated to districts to support projects based on recovery priorities identified in the district development plans. The funding is managed by the Rural District or City Councils, supported by CSOs. A comprehensive operational manual has been drafted to detail and guide implementation.

The LLER is designed to support the recovery and rebuilding of social and economic capital and to emphasize labour intensive methods for rehabilitation and development of

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61 The Ward Development Committees are existing structures, established through the Traditional Leaders Act (2000). This Act also establishes Village Development Committees, Ward Assemblies and Village Assemblies.
infrastructure in support of productive sectors thereby creating emergency employment for unskilled labour that will benefit from 40% of the cost of a DRF funded project.

The four sets of activities earmarked for funding in the LLER are: stabilising livelihoods’ restoring critical socio-economic infrastructure at the community level; social affairs for vulnerable groups; and public work programmes managed by the local authorities that provide emergency temporary jobs.

Some of the components eligible for funding from the WRF are:

- Crop production / restoration (e.g. promotion of diversified food crops to improve food nutrition, cash crops to increase income, seed / tools / fertilizer distribution and training)
- Targeted training for women, disabled and people living with HIV (PLWHIV)
- Economic empowerment and livelihoods diversification projects that focus on women, disabled and PLWHIV
- Youth training
- Vocational skills development initiatives for youth and vulnerable groups including women and girls
- Support activities targeting vulnerable groups (including training, skills development)
- Short-cycle skills training

Some components to be funded from the DRF are:

- Reforestation
- Terracing
- Community roads and bridges that promote a sustained circulation of people and goods, access to means of production/markets
- Valley tanks
- Flood control
- Contour ridging
- Composting
- Drainage systems
- Gravity-fed water schemes
- Community water reservoirs

A Board has been established to provide overall oversight and accountability and for making of all policy decisions. The Project Board is chaired by the Permanent Secretary for the Ministry of Labour and Social Services with the UNDP Deputy Resident Representative and the Permanent Secretary for the Ministry of Local Government, Urban and Rural Development as the co-chair.

Project Management and Support is provided by a Project Coordinator who is assisted by a project assistant. The project’s national structure includes five (5) Project Officers for each of the pilot districts who will coordinate and manage activities at the field level on a day to day basis in collaboration with the District Social Services officers and a Monitoring and Review Officer. UNDP exercises a quality assurance functions as required under the results based management structure.
At District level facilitating partners, in collaboration with the RDC/City Council, Ward, and Village Development Committees are responsible for implementation of the programme, as well as the organisation of DEC evaluation meetings and submission of proposals to the NEC.

8.3.2 Rushinga Environmental Management and Education Project (REMEP) (UNV)

This project is being implemented in Rushinga district in Mashonaland Central province. The district falls in the agro ecological zone IV and is one of the most affected areas in terms of land degradation. It has a population of 67,829 inhabitants. It is therefore being implemented as an environmental management project aimed at reducing land degradation and desertification. The project is in line with the Zimbabwe National Action Plan which was formulated as a requirement of the Convention to Combat Desertification to which Zimbabwe is a signatory. It is also in line with Zimbabwe’s United Nations Development Assistance Framework (UNDAF) which has as one of its outcomes the strengthening of the capacity for community based natural resources utilisation and management.

The project is for two years. The proposed budget is USD 215,700. Its implementation started in 2008. It is being implemented as a cost sharing initiative between United Nations Convention to Combat Desertification (UNCCD) and United Nations Volunteers (UNV). It is being executed by the UNV and implemented by the Environmental Management Agency (EMA) in the Ministry of Environment and Tourism in cooperation with the Southern Alliance for Indigenous Knowledge (SAFIRE) which provides technical assistance for the development, selection and implementation of the income generation initiatives, the Rural District Council of Rushinga and civil society in the target group area, and the Ministry of Youth Development, Indigenisation and Empowerment.

The main aim of the project is the mobilisation of the communities for the sustainable use of natural resources, and to pilot innovative and replicable approaches to income generation on the basis of sustainable models of natural resources exploitation. The main objectives are stated in the project document are to:

- Create a dialogue and a consensus within the communities on the importance of environmental protection, the fight against desertification and on the relevance of voluntary action to achieve this;
- Reinforce youths’ awareness of the importance and benefits of environmental protection, as a main group affected by and affecting land degradation, and to develop their capacities to become agents of change for environmental protection in their respective communities, based on the principles of voluntary action;
- Promote and support innovative and replicable initiatives in targeted areas that involve the exploitation of natural resources for income generation.

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Consistent with the project objectives the project components and activities are state as:

- Raising awareness among the youth about the importance and benefits of environmental protection and reinforcement of their capacities to become agents of change in their communities. One youth has been selected from each of the 19 wards in Rushinga.
- Creating of consensus within the communities on the importance of curbing land degradation practices and mobilisation and participation in the environmental planning process. An important output of this activity is a District Environmental Action Plan which identifies the problem areas, opportunities and actions for the district.
- Promoting of innovative and replicable income generating initiatives that involve the sustainable exploitation and recuperation of natural resources. Funding in the form of grants will be made available to the youth based on a criteria determined by the Project Steering Committee. Some areas that have been selected include: bee keeping, mushrooms growing, nurseries, vegetable gardens, etc.
- Identifying and setting up conditions for the establishment of an Environment Youth Volunteer Scheme.

The intended beneficiaries of the project are the youth in Rushinga District who will benefit from the income generating activities and also the communities who together with the youth will benefit from the improvement of the environmental conditions in their communities and from the enhancement of the volunteer spirit in their communities. The Rushinga District Council will benefit from the existence of a District Environmental Action Plan.

The management structure of the project includes: A Project Steering Committee, a Project Management Unit which will be based in Rushinga in the premises of the Environmental Management Agency; a Project Coordinating Unit staffed with three national UNV volunteers, a Project Coordinator and other staff who will include financial management staff and a secretariat. Monitoring and evaluation will be based on the UNDP results based management methodology.

The project has potential for collaboration with the proposed intervention should Rushinga be one of the sites selected for the implementation of the project.

8.4 Non-Governmental Organisations

8.4.1 Informal Sector Training and Resources Network (ISTARN)

The ISTARN pilot project was first initiated in 1994, as a joint venture between the Government of Zimbabwe and the Government of the Federal Republic of Germany. The implementing Agency on behalf of the Government of Germany is the Gesellschaft fur Ehnische Zusammenarbeit (GTZ), while Masvingo Technical College (MTC) assumed responsibility on behalf of the Government of Zimbabwe.

The project was intended to provide vocational skills to persons in the informal sector and direct entry students who were going to join this sector at the completion of their
programme. The programme was based on an audit of the skill profiles of the informal sector in Masvingo town and surrounding growth points.

The population in Masvingo was then and still is largely rural, with an 8% urban population. The population was relatively young with 49% of the population below the age of 15 years. The province also had more women than men who were widowed, divorced or separated who therefore needed skills and employment for their survival.

Statistics for Masvingo showed that the province had and still has high unemployment and a fairly large number of persons, particularly women, who needed further education and training. The province is designated as a Region 5 area, meaning it has low rainfall. Droughts also threaten subsistence agriculture which is the mainstay for most of the rural population.

There was rural and urban unemployment arising from lack of big industries in the town centres in the province Employment in the agricultural sector is limited because of poor rainfall and the current persistent droughts. There was therefore pressure to look into income generating projects for subsistence and poverty alleviation.

ISTARN was set up out of the realization that the most effective way to initiate a non-formal vocational training programme for the informal sector is through a regional training and resources network of stakeholders because the network would pool resources together and identify the concrete training needs of target groups. There was also realization that training alone would not create jobs and that there were other post training support that was necessary to create sustainable jobs

ISTARN was therefore formed as a network of a number of stakeholders, which included: training providers both in public and private sectors and others who would provide support services; NGOs, MFIs and Government Ministries.

ISTARN had four main components, as follows:

**Traditional Apprenticeship Programme (TAP)**
The apprenticeship programme provided skills to apprentices who were attached to business enterprises. Initially the apprentices were selected by Member Based Organisations (MBOs) from their membership. Later apprentices were also selected by Informal Sector Associations.

**Small Business Advisors Service (SBAs)**
The small Business Advisors Service (SBAs) was introduced to work with both entrepreneurs who had engaged traditional apprentices, those who did not but had potential for growth and TAP graduates who were now in business. They advised entrepreneurs on how best to manage their enterprises, through identifying problems areas, and imparting to them business management skills. The service was provided by over 80 SBAs who have been trained by the project for this purpose.
Informal Sector Associations (ISAs)
As ISTARN developed the number of players and stakeholders increased necessitating the formation of Informal Sector Associations (ISAs). Their role of the ISAs was to lobby the secretariat, the local authorities and financing organisations for policies and things that would promote their interests.

Marketing Intermediary Support Programme
Market intermediaries were individual entrepreneurs who looked for opportunities for sub-contracting contracts in the formal sector. They maintained contacts with the ISTARN secretariat on information on informal sector manufacturers who have potential to take on such contracts successfully, based on information available in the busiform database.

Lessons Learnt from the implementation of the ISTARN
- A number of studies were undertaken to identify the main economic activities in the sector for which graduates were being prepared for.
- There was full recognition that there were a number of stakeholders whose participation was essential for the success of the project and steps were taken to involve them through the creation of a network.
- The responsibilities of each of stakeholders were identified and delineated. Their commitment was also a key success factor.
- The project was subjected to constant monitoring and evaluation and changes made to respond the challenges and opportunities that presented themselves as the project developed.
- The project was conceived as a total project with different but essential components that would complement each other towards to attainment of its goals and objectives.
- The project was fortunate to have committed staff and MTC, enterprise owners, apprentices (in the further intakes after the introduction of the 90:10 policy), ISAs and those provided the SBA service. The donor, the project advisor and the project coordinator were also equally committed to the project in spite of their differences.

The ISTARN approach has a lot of lessons which the proposed intervention could benefit from given the potential it showed in employment creation.

8.4.2 Out of School Adolescent Project (CRS OSA-SP)
This project is being implemented by the Catholic Relief Services as the lead agent. This project is being implemented in 5 provinces and 12 districts which include; Nyanga, Mutasa, Chimanimani, Nkayi, Bubi, Tsholotsho, Bulilima, Murewa, Mutoko, Uzumba
Maramba Pfungwe (UMP), Hurungwe and Kariba. The project period is three years with an annual budget of USD 598,297. There are 5 consortium partners including: Catholic Relief Services (CRS), ASAP, Practical Action, Lead Trust, Community Technology Development Trust (CTDT) and Organisation for Rural Associations for Progress (ORAP). This project is new and that will target adolescents already involved in projects as well as adolescents who have not, as yet, received partner support.

This project will work directly with 10,500 out of school adolescents (OSAs) in the age range 12 to 17 years most of whom have lost one or both parents as a result of HIV and AIDS. As a result many of the youth have dropped out of school and lack basic life skills and understanding of HIV and AIDS, sexuality and means of making a living. In target districts, OSAs face severe economic and social vulnerabilities. Some of the target group will be non-OVC and 60% will be girls. Ten percent of the 10,500 OSAs will be heading households while the rest will be living with caregivers. Households headed by OSAs, orphans and grandparents and those parent headed households are targeted for the household and community safety nets strengthening intervention. A total of 2,700 indirect households and 120 schools will be reached.

Their livelihoods and basic food security are compromised by lack of agricultural inputs, lack of farming knowledge, poor marketing knowledge and depressed markets. As a result they face persistent food production constraints exacerbating their poor nutrition status and they have little capacity to respond to these conditions.

Consortium partners already carry out periodic monitoring and evaluation exercises with the community. Current interventions were therefore selected and prioritized by the project beneficiaries and communities. This program will therefore enable partners to address problems which they have identified, studied and to which they feel they can respond to and have an impact.

The goal of the project is that the well being of 42,000 OSAs in 12 districts of Zimbabwe is improved by the end of 2009.

The three objectives of this project are: Sexual and reproductive health (SRH) of 10,500 OSA to be implemented in 12 districts; strengthening the self sufficiency and assets of 10,500 OSA in the 12 districts; and strengthening the safety nets of 2,625 OSA households in 12 districts, especially those headed by OSA,

Setting up village savings and lending groups and asset mapping exercises will enable communities to address the special needs of orphans and OSA in particular and thus build community safety nets. Capacity building initiatives such as drought resistant agriculture, finance management, SPM, basic first aid and child care will also build sustainability and food security.

Some of the coordination and collaboration partners in the project include: TSURO; FACT; WK Kellogg Foundation; Rural District Councils; AREX; Ministry of Health;

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63 Wellbeing includes economic, health, food security and psychosocial parameters.
There is room for collaboration and synergies with the proposed intervention especially in the areas of Objective B which involved vocational training and formation of savings and lending groups.

8.4.3 Rural Community Sustainable Development Through Use of Local Resources and Woodlands

The project will be implemented in Zindowe Village, Mberengwa District in Midlands Province. The district is prone to droughts and high temperatures, but has an abundance of minerals like gold, iron ore, emeralds and asbestos. The District is also known for its fauna. Because of the droughts the rural communities have relied on food donations in spite of the rich fauna which provides wild fruits which can be a food source. The area has numerous species of fruit trees that can serve as a source of food. The natural resources and indigenous fruits are becoming depleted because of environmental degradation arising from, among other things, the gold mining at major mines and other small claims mines scattered around Mberengwa. This is threatening food security in the district. The project therefore aims at restoring and improving food security, improving childhood nutrition and fostering woodland preservation in the in rural communities.

The main objectives are:
- Ensuring food security
- Propagating cultivated edible wild fruit trees in the community
- Raising poultry (chickens and guinea fowls)
- Rearing small livestock (goats, rabbits, pigs, and sheep)
- Growing mushrooms and vegetables
- Encouraging communities to grow small grains which are drought resistance (sorghum and millet)
- Improving Rural Health Delivery and Outcomes
- Growing medicinal herbs
- Providing health and HIV and AIDS education and services
- Taking care of AIDS orphans
- Providing the community with safe drinking water
- Enhancing Education and Training opportunities
- Develop summer camps in science and mathematics for girls
- Providing skills training for entrepreneurship for women and youth

The project will construct a community research and training centre which will be used to train youths and women in entrepreneurship and will also be a point for the distribution of anti-retro viral medicine (ARVs). Skills to be provided to the youth include: Building, Carpentry, Metal work and production of school uniforms. Further training for the youth will be in mushroom production, and seedlings for indigenous and exotic trees. The training will take place at Scientific and Industrial Research and Development Centre.
(SIRDC). The project will also provide the community with access to communication and transport which are currently nonexistent in order to improve on the marketing and selling of their produce. The project will target between 30 – 40 youths.

The community ownership of the project and the training in skills and entrepreneurship provided through the project will ensure sustainability of the project. Achievement of the objectives will improve food security and enhance income generation through sale of the agricultural produce and fruits. The changes in land use and management will ensure the project’s adoption by the community which is crucial for the sustainability of the project.

The project will be managed by locally selected committees with chairpersons. Midlands State University and University of New Hampshire will provide a team of facilitators who will facilitate implementation of the project. NGOs like Midlands AIDS Service Organisation and Southern Alliance for Indigenous Resources will also participate in the project. The project will be implemented from 2010 to 2014 at a total cost of USD273,800.

There is room for collaboration and synergies with this project and the proposed intervention should this district be included.

8.4.4 Micro-Finance Institutions

Micro-financing Institutions (MFIs) play a critical role in the development and capitalisation of SMEs and vendors through the provision of loans and other financial services. According to the Zimbabwe Association for Micro-financing Institutions (ZAMFI) there were 95 micro-finance institutions registered with them at the end of 2009. Registration with ZAMFI is voluntary meaning that there are other MFIs that are not registered with them but registered to operate as lending institutions. Licences for MFIs are currently for one year. Renewal is depended on performance. There is a proposal to increase this to 5 years.

ZAMFI lobbies for a conducive operating environment for the growth of MFIs. It also sources financing from development partners for its members. These funds are put in a pooled fund from which the registered MFIs banks can borrow. A target of up to USD2.2 million has been proposed for the fund which so far has attracted USD 340,000 so far. It also organises joint meetings with SMEs. Through its efforts a Micro-financing policy has been developed and a Micro-Finance Act is now being prepared. This will consolidate the various current fragmented pieces of legislation governing this sector. The policy provides for the establishment of micro-financing banks which are able to take deposits from clients. Currently three applications have been launched for the establishment of such banks. Commercial banks also have micro-financing windows for lending to SMEs.

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64 Team will have expertise in Project planning and Evaluation, horticulture, Agronomy, Nutrition, Food Science, Environmental Science, Science and Mathematics, Health-and HIV & AIDS, Land management and Livestock.

65 The 2010 Mid-Term Fiscal Policy Review Statement, Ministry of Finance, 2010
MFIs use their own collateral criteria. Some MFIs demand collateral in the form of title deeds which many SMEs and individual borrowers may not have while others are willing to consider anything of value that the intended borrower might have depending on the loan level required. The Youth Fund is sometimes used as a loan guarantee for youth loans. Collateral requirements for some banks are as flexible as those of SEDCO (see Box 2). Zambuko Trust\textsuperscript{66} provides loans and business management training to micro-entrepreneurs, and also lends to micro-entrepreneurs who join together to form groups to co-guarantee the loans of its members. It strictly forces the group co-guarantee of loans. It also charges a mandatory insurance fee of one percent to cover any outstanding loans.

Interest rates range between 10 and 15 percent but in some cases these are market based. Some MFIs charge interest rates which are much higher. This has led to some malpractices especially among the MFIs not registered with ZAMFI, who tend to disadvantage borrowers especially youth thereby discouraging them from borrowing for self employment projects.

MFIs have limited resources for lending because personal and business deposits are low as a result of the economic situation in the country. Some have to rely on own capital while others borrow from banks when this is feasible.

**8.4.5 Internal Savings and Lending Projects/Clubs**

The requirement for some form of collateral and a guarantor makes it is difficult for youth and the disadvantaged to access loans from MFIs. An alternative form of financing which is being practised is the Internal Saving and Lending Projects and Clubs. Examples of these are A Self Help Assistance Programme (ASAP) which mostly caters for rural women, but the concept could equally apply to youth. In the project a group of self-selected members of between 5 to 20 get together to form the club. The members decide on the rules of their operations, the savings schedule, the amounts to be contributed plus loan terms and interest rates. At each scheduled meeting, each member contributes the agreed amount into the savings pool which is loaned to one or more members to engage in their income generating activities. The money is usually repaid at the next meeting, with the agreed interest and then loaned to another member. With time the regular saving contributions and the loan interest accumulate thereby allowing more members to borrow at each meeting.

ASAP provides support in a number of ways. It trains rural communities in group formation techniques, pooling of their resources, creating income generating activities and become self-reliant. Training is also provided in leadership, resource mobilization, loan appraisal, record keeping and bookkeeping.

Similar approaches are also adopted by Pundutso Micro Financing Project\textsuperscript{67} which uses Accumulating Saving and Credit Associations (ASCA). It has adopted the Village Savings and Loan (VSL) methodology, originally developed in Niger and now operating

\textsuperscript{66} Zambuko is a non-governmental microfinance institution that seeks to transform the lives of the under-privileged in Zimbabwe through microfinance products and management services. Main challenges are funding, MIS, product development, HIV AIDS and rural lending

\textsuperscript{67} Pindutso is an affiliate the World Vision Zimbabwe
in a number of countries in Africa. The methodology is the same as the one used in the ISL scheme.

**Box 2: Small Enterprise Development Cooperation**

The Small Enterprise Development Corporation (SEDCO) was set up by government to provide lending to small and mediums scale enterprises. It is a parastatal of the Ministry of SMEs and Cooperative Development. Its vision is “to be the development finance institution of first choice for micro, small and medium enterprises” and its mission is “to champion economic growth by promoting and developing MSMEs through delivery of customer focused financial and business extension services.”

SEDCO lends to registered enterprises in the case of SMEs and Cooperatives, who can borrow up to USD5,000.00 and to individuals in the case of Micro-enterprises (this includes individual vendors and flea market operators) who can borrow up to USD500.00. The interest is up to 15 percent and the repayment period is between four and six months. All loans have to be secured by some form of collateral which can include title deeds; cessation of lease, shares in listed companies; and movable assets like household goods and livestock. A guarantor is required for micro-lending to individuals. Their lending thrust is to promote value addition in the manufacturing sector, but as noted in the Annex 1 current lending is mostly in retail.

SEDCO has six branches in Harare, Bulawayo, Gweru, Masvingo, Mutare and Bindura. Their objective is to spread the resources to all parts of the country and they go out to look for customers. Loan applications take two weeks to process because some of the loans are approved at the provincial level depending on the level of the loan requested. Some are referred to Head Office in Harare. SEDCO also tries to ensure gender balance as seen from Annex 15 where there an almost 50-50 gender distribution in the lending. SEDCO does not have a special window for youth who are expected to compete with everyone else. It however provided some loans to some youth who participated in the ISOP.

Along with the loans they conduct period monitoring of the projects and advise on corrective action where needed. They also provide training in record keeping, business planning, marketing etc. Most the training is conducted in-house using VTC staff as resource persons. They also involve staff from the Standards Association of Zimbabwe.

The Table in Annex 15 shows the lending portfolio for 2009. The table shows that slightly more formal enterprises benefited compared to micro enterprises. The distribution by gender was almost equal. More jobs were sustained than new ones. The distribution of the loans by sector shows that more loans were awarded to the Retail sector (74.5 percent) followed by manufacturing sector (17.3 percent). Both Services and Agro based sectors were very low at 4.4 percent and 3.7 percent respectively.

They also provide business shelters to clients for a period of three months for incubation projects. The occasionally showcase their successful clients and give awards. They have however not conducted any tracer studies of their clients but according to them there is evidence that they have been successful judging by the success of companies that they have supported which are now big.

Their biggest constraint is lack of financial resources. They are currently operating at 20 percent of their previous capacity. It mobilises its resources from government though its parent Ministry and from NSSA and the POSB, NSSA, PSIP and CBZ but this is inadequate to meet the demand for loans.

These initiatives provide the much needed start up capital for self employment or for improving business and income generating projects. The proposed intervention can benefit from the promotion ISLs. Collaboration with MFIs is also going to essential in order to provide the resources that will be needed by the trained youth.

9. **Problem Tree Analysis**

The project intervention is expected to address the challenges of youth unemployment based on the recommendation of the Africa Commission report. Youth unemployment is caused among other things, limited access the skills development programmes, and the irrelevance
of the training programmes to needs of the economy. Figure 11 shows the problem tree analysis for **limited access** while Figure 12 shows the problem tree analysis of the **mismatch between supply and demand for skills**. The analyses show the causes of the problem and effects that the causes have on the youth and society. It is the causes that the project should attempt to address. It is noted that the project will not have the capacity to address all the causes because some of these are beyond the scope of the project. Some of the cause will need to be addressed at government level, at institutions level and at society and community levels. Some of the causes were identified in the SWOT analysis shown in Annex 12.
Inadequate number of training facilities in rural areas

Existing outreach programmes not adequately supported

Inadequate number of training facilities in rural areas

Use of political orientation as criteria for enrolment in some programmes

Inadequate institutional accommodation

Distant to training institutions prohibitive

Inadequate staff in most institutions and particularly those in rural areas

Under utilisation of existing infrastructure

Inability to pay tuition fees

Cadetship scheme not open to disadvantaged youths

Inadequate institutional accommodation

Existing outreach programmes not adequately supported

Courses offered may not address the needs of the recipient

Low levels of education because of high failure rates

Restrictive entry requirements in some programmes

Inadequate number of outreach programmes

Social and cultural factors affect women

Male dominated programmes not subscribed to by females

Use of political orientation as criteria for enrolment in some programmes

Under utilisation of existing infrastructure

Inability to pay tuition fees

Cadetship scheme not open to disadvantaged youths

Inadequate staff in most institutions and particularly those in rural areas

Poor working conditions and environment

LIMITED ACCESS

EFFECTS

Inadequate number of outreach programmes

Use of political orientation as criteria for enrolment in some programmes

Distant to training institutions prohibitive

Inability to pay tuition fees

Cadetship scheme not open to disadvantaged youths

Inadequate staff in most institutions and particularly those in rural areas

Poor working conditions and environment

LIMITED ACCESS

CAUSES

Figure 11: Problem Tree Analysis for Limited Access to TVET
Inadequate and outdated LMIS

Tracer studies not conducted

Labour Market Surveys not conducted

Inadequate and obsolete equipment

Curriculum is supply driven

Curriculum lacks entrepreneurial thrust

Insufficient knowledge of economic opportunities in localities

Under-utilisation of institutional capacity

Reduced enrolment in some programmes

Low productivity

Shortage of relevant skills on the labour market

Dependence on external skills

Curriculum lacks entrepreneurial thrust

Mismatch between technology used in institutions and in industry

Labour Market Surveys not conducted

Weak linkage between providers and private sector

Inadequate learning and teaching materials and human resources

Increased poverty

Emigration

Lack of Incomes

Youth unemployment

Insufficient knowledge of economic opportunities in localities

Figure 12: Problem Tree Analysis for Irrelevant Curriculum
10. Conclusion and Recommendations

Zimbabwe like other countries in Sub-Saharan Africa (SAA) has a growing youth population in an environment where the employment opportunities are constrained as a result of the economic crisis the country has experience over the last 10 years. The formal labour market is not able to absorb the over 200,000 students that exit the education system annually. The majority of youth exiting the system not having passed the exit examinations have limited options for either employment or further education. They join the labour market without any marketable skills and with inadequate education to be functional and productive in society.

The informal sector which has grown as a result of the reduction of the formal sector and has provided opportunities for the youth has also been affected by the economic crisis thereby reducing its capacity to create the required employment opportunities. While there are signs of economic growth following the implementation of the STERP continued reduced capacity utilisation in industry and lack of investment has not enabled the private sector to generate the much needed employment.

A major constraint to employment is lack of skills among the youth because of limited access to skills development institutions and programmes. Youth in rural and outlying areas face more constraints in accessing skills development programmes. The causes of limited access have been highlighted in the problem tree. The other problem that adversely affects absorption into the labour market is the mismatch between the skills developed in the training institutions and in demand on the labour market. The causes and their effects have been highlighted in the problem tree analysis. Those in rural areas are also affected by lack of economic opportunities in their areas because of the slow pace of rural development and lack of knowledge and expertise in identifying what economic opportunities exist in their localities.

There is therefore an urgent need to address the causes for lack of access and the irrelevancy of the curriculum related to the lack of economic opportunities in the rural areas. The ILO therefore needs to examine its areas of expertise and the experience and lessons learnt that has been accumulated in the previous and ongoing programmes that have been described in this report to how these can be applied in the proposed project in order to address the challenges identified.

10.1 Recommended Strategies

The GoZ and ILO should formulate a holistic programme/project in which the components will complement each other towards attainment of its goals and objectives. The intervention should aim assisting communities in rural areas in identifying economic opportunities in their localities at addressing the identified problems of limited access and irrelevant curriculum because of their influence on youth employment and lack of development in rural areas. Specific recommendations on project design are discussed below.

10.1.1 Selection of Project Sites

The success of the proposed intervention will to some extent depend on the sites that are selected as project sites. Clear selection criteria should be developed and applied
rigorously in the selection process. The criteria could include: youth population, availability of training institutions in the area to support skills development, presence of infrastructure like access roads and utilities, other similar activities going in the area in order to avoid duplication or possibly create synergies with them, lack of possible political interference particularly in the choice of participants, presence of viable economic opportunities or potential, and presence of any previous studies conducted in the area like the ones done by IDC.

It will be important to select sites where there is potential for quick wins which can provide lessons for expanding the initiatives to other areas. It is recommended that a limited number of sites, possibly three, be selected during the initial stages in order to build capacity and experience in implementing projects of this nature. As noted in the report there are a substantial number of projects that are being implemented in almost all the districts, so it will be important to select activities that do not duplication what is already being done unless if the objective is to scaling up ongoing interventions

10.1.2 Economic Opportunities
The economic decline has adversely affected development efforts in the rural areas yet there are economic opportunities linked to the natural resources and business ideas that can be identified and exploited. An important first step intervention is to develop capacity among local communities to identify the natural resources and raw materials that can be turned into marketable services and products and new economic opportunities in their environments. This should be a collaborative effort involving all relevant stakeholders including the youth who are the ultimate beneficiaries of the interventions.

10.1.3 Skills Development
Skills development will be a critical component on the intervention because of the importance of skills to increasing employment opportunities. The skills needed to exploit the identified economic opportunities will need to be identified and the programmes/course developed if they are not already available in training institutions. Institutions that can develop tailor-made course and deliver them will have to be identified. Appropriate technologies will either have be identified and/or developed in order to take full advantage of the opportunities identified. The MoST with its Innovation Fund, the SIRDC, the Provincial Science Committees and the polytechnics can play an important role in developing the needed technologies and to train the youth in their use. There are two advantages to this approach. Firstly it identifies new areas of skill development which will increase skills options which are in demand and it will also increase access to skills development in the process. There will be need to develop capacity in the training providers to develop tailor-made courses/programmes that address the skills needs for the exploitation of the economic opportunities identified.

68 See the Rural Community Sustainable Development Through Use of Local Resources and Woodlands, and Programme for Savings Clubs and Traditional Chickens in the Ministry of Women, Gender and Community Development
The intervention should promote the expansion of access for the youth in current programmes for which there is identified demand and the new one arising from newly identified economic opportunities. This should be done by supporting the adoption of diversified skills development models which include: community based training based on economic and employment opportunities; outreach programmes that bring skills development closer to recipients; infrastructure programmes implemented in rural areas which are labour intensive; promoting the expansion and upgrading of informal apprenticeship as this is one way of increasing access to skills that can have a higher return on investment. This can be achieved by supporting enterprise owners with business support services and upgrading the skills of the master craftsman. This will have a two-fold effect of increasing the volume business and incomes and improving the quality of products in the informal economy.

Quality of training and products can be improved by linking the training to the Rural Common Services under the Indo-Zimbabwe project. Improvement of quality will facilitate increased linkages with the formal sector which will in turn lead to increased business thereby creating a vicious circle which can result in increased earnings leading to alleviation of poverty in rural areas.

Equity

The intervention should take steps to improve the participation of women and other disadvantaged and vulnerable groups and in particular those living with disability at all levels of skills development, employment and income generating activities. Emphasis should also be on those youth in rural and outlying areas.

Informal Apprenticeships

Informal apprenticeship is a viable method for providing skills to the youth and for increasing access to skills development. The project should therefore promote the expansion and upgrading of informal apprenticeships but this should be in areas of identified demand in order to ensure employment at the completion of training in order to avoid the problems of under-employment and unemployment that can result if skills are developed in areas where there is little or no demand or areas where there is already saturation. The range of skills offered through informal apprenticeship is limited so there is need to unlock new skills areas that can increase the diversity of the skills available to youth. An added advantage of the informal apprenticeship is that the skill can be certified through trade testing which can then lead to recognition of the training in the formal sector. The added advantage is that informal apprenticeships are still in practice in the country and there are a number of lessons that have been learned through the implementation of the ISTARN.

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69 Examples of these are found in the Infrastructure Programme under the MoPW and those in Annex 10
The implementation of the informal apprenticeship programme should aim to increasing employment opportunities to decent work and decent incomes in wage employment or through self employment. The upgrading of informal apprenticeship will entail providing support to master craftsmen to improve their businesses, their technical skill, their mentoring techniques and adoption of new technologies that will improve their production efficiency. This should go a long way in improving the quality of informal apprenticeships and incomes for the master craftsmen. The project should also aim at improving information about the scope and extent of informal apprenticeship and should advocate for its upgrading without disturbing the balances underpinning it.

Implementation of the national skills development policy will play an important part in the upgrading of informal apprenticeships. It is therefore in the best interests of the intervention to push for the adoption of the current draft national skills development policy framework.

Post Training Support

As noted from the ISTARN example, post training support is essential for success of such projects aimed at increasing employment opportunities for youth. The design should therefore provide this support. This can be achieved in a number of ways which include: provision of tool kits at the end of training; provision of grants or supporting access to credit from micro-financing institutions through the provision of loan guarantees or direct lending; formation of Internal Saving and Lending Clubs/projects for which a lot of expertise has already been developed.

Soft Skills

The project should not only focus on provision of skills in trades and occupations. The report has noted that there are many youth who are leaving the education system without passing primary who will therefore have low levels of literacy and numeracy and will therefore not be able to benefit fully from skills development programmes. The intervention while not providing these skills should support such activities that are being implemented for the OSA under the CRS, and LLER projects. This will give the OSA and those with low levels of education opportunities to benefit from the expanded skills development programmes envisaged under this project.

HIV/AIDS was identified as a threat to development in the SWOT analysis and needs to be addressed. There are a number of initiatives that are already ongoing in reducing the HIV/AIDS prevalence. The project needs to evaluate how many projects/programmes in HIV/AIDS are being implemented in the selected project sites and evaluate how effective

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70 National Employment Services Programme under the Ministry of Labour and Social Welfare could be used for this linkage between job-seekers and employers
these have been before determining whether this should be included as an area of focus. This could be delivered in partnership with organisations that already have expertise in this area.

10.1.4 Relevance of the Skills Development programme
As already indicated identification of new opportunity areas makes the skills identified and provided relevant and should lead to employment or income generating activities. Projects identified by the communities with the assistance of NGOs have proved in the past to be relevant to an identified need and have been successful in alleviating poverty. The project should adopt the ISTARN approach of ensuring that informal apprentices are engaged in those areas where demand has been established by conducting a market survey of what is needed before they enrol.

Linkage with big business is another way of ensuring that skills are developed in areas where more markets exist. The intervention team should work closely with the MoSMECD and the SME associations in establishing these linkages because in addition to ensuring development of skills in relevant trades they also offer linkages for employment and economic opportunities. There are some lessons to be learnt from the ISTARN experience in this regard.

10.1.5 Institutional Arrangements
There is a tendency for initiatives implemented under projects to die a natural death once the project funding has ceased. For poverty to be alleviated and rural development achieved there is need to ensure that the communities have ownership of the initiatives and internalise the project processes. This can be achieved by involving the communities and the relevant stakeholder and particularly the target groups, both ultimate and direct in every stages of the project from conceptualisation to monitoring and evaluation. The project will therefore need to establish the most appropriate institutional arrangements for implementation and management at the various levels. There are ample examples of structures that have been used with good effect in the projects described in this report. There will be need for a structures at national, provincial, and district levels. The national level structure will policy and oversee implementation at the various sites selected for project implementation. The structure proposed in the one that was produced after the institutional analysis as indicated in this report. An important aspect of smooth implementation and sustainability is a clear delineation of responsibilities of the various levels and the members at each level. Some lessons can be borrowed from the implementation of the LLER (positive) and ISOP (negative) in this regard. An essential element is the development of capacity among the various stakeholders at all levels. The SWOT analysis noted that there was limited capacity for implementation of projects in the ministries and in the district development committees which are likely to play important roles at the local level. This should be done after an extensive training needs analysis to ensure that the training targets identified needs.

There will be need to create partnerships and collaboration with similar initiatives and projects in order to avoid duplication and to create synergies that will optimise the
project’s outcomes and impact. The report has made suggestions on ongoing projects where some collaboration is possible and in what areas.

As noted in the report there are many programmes/projects that are being implemented in the area of livelihoods which are being implemented with different levels of success. This study was not able to critically evaluate the impact of these interventions and this creates an information gap that could be beneficial to the project. There is need therefore for the project to assess the impact of some these programmes/projects and the critical success factors that lead to the successful implementation of these projects.

10.1.6 Monitoring and Evaluation

There will be need to put in place a monitoring and evaluation framework that will regularly monitor implementation progress, identify constraints that need to be addressed and those aspects that are going well to ensure that they are sustained and to respond to changes in the environment. A mid-term review will be essential for ensuring that the project is on course in addressing its intended objectives and whether a restructuring of the project is needed in order to respond to changes in conditions and the environment.
11. References

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Janet Shapiro (email: nellshap@hixnet.co.za)
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Quality Results Based Management in The Vocational Training Programme: Ministry of Youth Development And Employment Creation- undated

Zimbabwe Demographic and Health Survey: 2006-06

Zimbabwe: 2009 Article of Consultations- Staff Report; Public Information Notice on the Executive Board Discussion and Statement by the Executive Director for Zimbabwe, International Monetary Fund, Washington DC, 2009.
### 12. Persons Interviewed

**Government**
- **Museka, L.** Permanent Secretary, Ministry of Labour and Social Services
- **Utete-Masango, S (Dr)** Permanent Secretary, Ministry of Women’s Affairs, Gender and Community Development
- **Mbizvo, W T (Dr)** Permanent Secretary of Higher and Tertiary Education
- **Mupazvirhiho, P.** Permanent Secretary, Ministry of Youth Development, Indigenisation and Empowerment
- **Murinda, E.** Deputy Director, Vocational Skills, Ministry of Youth Development, Indigenisation and Empowerment
- **Ndlovu, E (Ms).** Permanent Secretary, Ministry of SME and Co-operative Development
- **Mtetwa, (Ms)** Business Development Officer, Ministry of SME and Co-operative Development
- **Nyamangara, M.** Director, Ministry of Agriculture, Mechanisation and Irrigation Development
- **Mr Velamoyo** Ministry of Finance
- **Zvobgo** Deputy District Administrator, Goromonzi Rural District Council
- **Gumbo, S.** Midlands State University and Chairman of Midlands Provincial Science Committee
- **Chimbindi, S.** Deputy District Administrator, Manyame Rural District Council
- **Mushayavanhu, P.** Town Chairman, Ruwa Town Council
- **Kanyenze, G** Director of the Labour and Economic Development Research Institute of Zimbabwe (LEDRIZ)
- **Mandizvidza, D.** Zvimba Rural District Council
- **Mhembere W.** Zvimba Rural District Council
Teeuwen, P  
Senior Education Advisor, SNV Netherland Development Organisation

Ndudzo, M  
General Manager, Industrial Development Corporation

Munemo, C.  
Senior Manager Corporate Banking, CBZ

Matiza, A.  
Director, Ministry of SMEs and Cooperative Development

Takawira, M.  
United Nations Volunteers

Sibanda, D.  
Permanent Secretary, Ministry of Economic Planning and Investment Promotion

Makusha, S  
Assistant General Manager, Finance and Administration, Small Enterprise Development Corporation

Sileya, C.  
CEO Confederation of Zimbabwe Industries

Johnson, A.  
Vice President, Confederation of Zimbabwe Industries

Katera, C.  
International Organisation for Migration

Gudyanga, F. (Prof)  
Permanent Secretary, Ministry of Science and Technology

Dzikira, L.  
Chairman, Zimbabwe Youth Council

Mhakayakura  
Director, Ministry of Public Works

Jones, I.  
Director, Ministry of Local Government and Rural Development

Nkomo, P (Ms)  
CEO, Zimbabwe Association of SMEs

Mufukare, J  
CEO, Employers Confederation of Zimbabwe

Zinhumwe, C.  
CEO National Association of Non-governmental organizations

Mweembe, C.  
Policy Advocate Development Officer, National Association of Non-governmental organisations
13. Annexes
Annex 1: Terms of Reference of the Mapping Exercise.

Terms of Reference
Situational Analysis and Institutional Mapping for Skills for Youth Employment and Rural Development in Zimbabwe

1. Introduction and Background
The Africa Commission established in 2008 by the Danish Prime Minister launched its final report, May 2009, among the five recommended initiatives aimed at promoting private sector-led growth and employment is promoting post primary education through technical and vocational skills development (TVSD) in Africa. The Commission recommended the following possible interventions in this area:

Quality improvements in traditional apprenticeships: Based on workplace learning, the intervention should strengthen apprenticeships by introducing more structured institutional learning that results in a specific qualification. It builds on traditional apprenticeship systems as implemented in many African countries, both in the formal and informal economy. The initiative will also include the training of master crafts persons, involve business associations and labour market organisations, especially those representing the informal economy.

Community-based technical and vocational skills development programmes in rural areas: This intervention will include a combination of training in business skills and/or livelihood skills and literacy training. A special target will be groups of young farmers, including at least 50 per cent women, who can potentially play a role in value chain projects71 where specific training needs have been identified. Training of stakeholders participating higher up in the value chains, for example at the processing or sales level, will also be involved.

An agreement has subsequently been made with the International Labour Organization (ILO) to implement the initiative in Benin, Burkina Faso and Zimbabwe and ILO has prepared a Technical Cooperation Project Outline titled “Skills for Youth Employment and Rural Development in Eastern and Southern Africa”. The 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)72 methodology in a number of rural communities to support local economic development, and 2) upgrading delivery of training through systems of informal apprenticeship73.

1. Objective of this assignment
The External Collaborator will work in consultation with the ILO Geneva Skills and Employability Department and the Sub-regional Offices in Harare and Pretoria to conduct a Situational Analysis and Institutional Mapping for Skills for Youth Employment and Rural Development in Zimbabwe.

2. Methodology and Scope of Work
Working closely with the Chief Technical Advisor (CTA) for the ILO Skills for Youth Employment and Rural Development Project, the consultant will use focus group discussions and brainstorming sessions, depth interviews with key informants and workshops to conduct an analysis of the initial situation in Zimbabwe as depicted in Fig 1.

Task 1: The consultant will review the national development framework and reforms for skills development focusing on technical and vocational education and informal apprenticeship. He/She will review the Draft National Medium Term Plan, Short Term Recovery Programme II (STERP II), Draft National Employment Policy, Draft National Skills Development Programme, Decent Work Country Programme (DWCP) among other relevant development plans and give a description of past and on-going government, donor, UNCT and private sector

71 ILO EMP/SEED Value Chain Development for Decent Work
72 ILO EMP/SKILLS TREE Manual
73 ILO EMP/SKILLS Draft Manual on Informal Apprenticeship
funded programmes including those implemented by non-governmental organizations (NGOs), community-based organizations (CBOs) and civil society organizations (CSOs). Task 1 will include analysis of what is established, public and private vocational schools are offering in terms of courses for delivery in (near) rural areas, and the practicality of them offering extension courses to more remote areas. In the final analysis and together with the CTA, the consultant will produce a comprehensive stakeholder analysis matrix integrating an agreed vision of the situation of each stakeholder with a tentative list of potential programme areas or regions.

**Task 2:** The Consultant will identify and analyse the selected target group and its context to help determine which TVET and Informal Apprenticeship strategy will best work, identify possible constraints, establish the appropriate language and means of communication to use, and establish the right mix of motivational elements. The Consultant will review youth demographic/sociologic data and information, recent analytical research and sociological studies (habits, behaviours, traditions, culture, etc). He/She will conduct a SWOT Analysis feeding from interviews with key informants, focus group discussions with youth development policy makers, practitioners and ultimate beneficiaries to validate and qualify secondary data and information.

**Task 3:** Based on knowledge and information from step 1 and 2, in the final analysis and together with the CTA, the consultant will the problem tree analysis tool to describe the nature of the youth employment and rural development problem in terms of skills development. This core problem, the causes and the effects are linked with cause-and-effect relations. This updated image of the reality on the ground should provide a justification of the meta, macro, meso and micro level project strategy and action plan related to TREE and Informal Apprenticeship to address the causes.

**Task 4:** In order to identify the most adequate institutional support strategy on which the project should be based, the consultant will identify the players in TVET and Informal Apprenticeship, relationship between them, identify potential partnerships and the role of social partners including any other relevant stakeholders that can contribute to the project outcomes. The Consultant will describe the bottlenecks and opportunities for collaboration among stakeholders as well as identify stakeholders’ needs in terms of capacity building.

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74 For example the Informal Sector Training and Resources Network (ISTARN); Integrated Skills Outreach Programme (ISOP); Young Africa; Silveira House; Chipinge and Bulawayo Kelvin North Apprenticeship Programmes, etc.

75 The selected Target Group consists of ultimate beneficiaries (young women and men) and direct recipients (policy makers and providers of microfinance and business services).
3. Outputs or Deliverables

1. A final draft report (not more than 50 pages including an Executive Summary) on the Situational Analysis and Institutional Mapping for Skills for Youth Employment and Rural Development in Zimbabwe.

2. The ILO SKILLS Project Team and the Consultant will organize a stakeholder validation workshop based on the final draft report for final inputs and to bring all key stakeholders working for a common objective.

3. Time Frame

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<th>Work Days</th>
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<td>2. Target Group Analysis</td>
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<td>3. Problem Analysis</td>
<td>4</td>
<td>13 – 16 July</td>
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<td>4. Institutional Mapping and Analysis</td>
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<td>19 - 23 July</td>
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<td>5. Analysis and Reporting 1st Draft for ILO comments</td>
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<td>6. Validation Workshop</td>
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<td>7. Final Draft Report and Executive Summary for ILO comments</td>
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<td>05 – 10 August</td>
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<tr>
<td>Submission of Final Report</td>
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<td>16 August</td>
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Total Number of Work Days 28

4. Profile of the Consultant(s)

Consultant(s) must have an extensive knowledge and practical experience (at least 15 years) in Vocational and Technical Education and Training, Informal Apprenticeship, Youth Employment and Rural Development in Zimbabwe and elsewhere in Africa. An appreciation of HIV and AIDS, Gender Equality, and Child Labour issues in Youth Development will be an asset. The ideal candidate should have a Masters/PhD in VTET, Agriculture and Rural Development, Business, Economics or related discipline. Abilities to gather data perform surveys, and other analytical research as well as excellent report writing and presentation skills are a must.
Annex 2: Retrenches by Economic Sector

**Retrenches by Sector: January to June 2009-2010**

- Finance and insurance: 880
- Transport and communications: 663
- Manufacturing: 619
- Distribution, hotels and restaurants: 370
- Mining and quarrying: 250
- Domestic and other services: 53
- Construction: 36
- Electricity and water: 21
- Education: 13
- Agriculture, housing and fishing: 7
- Health: 0
- Public administration: 0
- Real estate: 0
Annex 3: Passes at Grade 7

Grade 7 National Passes: 2005 - 2009

Source: Zimbabwe Examinations Council (ZIMSEC)

Annex 4: Passes at “O” Level


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Annex 6: HIV/AIDS Prevalence by Age

HIV Prevalence by Age: 2005

Women HIV Positive
Men HIV Positive

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Annex 7: Allocations to Youth and Women and Community Development Programmes

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<td>357,317</td>
<td>85,883</td>
<td>24.0%</td>
<td>500,000</td>
<td></td>
<td>82,486</td>
<td>500,000</td>
<td>16.5%</td>
<td>496,000</td>
</tr>
<tr>
<td>Youth Grants</td>
<td>56,000</td>
<td>10,000</td>
<td>16.7%</td>
<td>40,000</td>
<td></td>
<td>22,229</td>
<td>40,000</td>
<td>55.5%</td>
<td>56,000</td>
</tr>
<tr>
<td>Youth Development Fund</td>
<td>250,000</td>
<td>13,632</td>
<td>5.5%</td>
<td>1,080,000</td>
<td>1,000,000</td>
<td>1,080,000</td>
<td>92.6%</td>
<td>132,000</td>
<td>137,000</td>
</tr>
<tr>
<td>SMEs and Cooperative Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Indo-Zimbabwe G 15 Project</td>
<td>197,000</td>
<td>185,081</td>
<td>93.9%</td>
<td>250,000</td>
<td></td>
<td>70,383</td>
<td>250,000</td>
<td>28.2%</td>
<td>413,000</td>
</tr>
<tr>
<td>SMEs Trade Promotion</td>
<td>250,000</td>
<td>140,758</td>
<td>56.3%</td>
<td>100,000</td>
<td></td>
<td>81,653</td>
<td>100,000</td>
<td>81.7%</td>
<td>165,000</td>
</tr>
<tr>
<td>Small Enterprise Development Corporation</td>
<td>20,000</td>
<td>20,000</td>
<td>100.0%</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>100.0%</td>
<td>400,000</td>
<td>935,000</td>
</tr>
<tr>
<td>Women Affairs, Gender and Community Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zimbabwe Community Development Fund</td>
<td>110,000</td>
<td>7,000</td>
<td>6.4%</td>
<td>50,000</td>
<td>50,000</td>
<td>50,000</td>
<td>100.0%</td>
<td>83,000</td>
<td>85,000</td>
</tr>
<tr>
<td>Womens’ Development Fund</td>
<td>140,000</td>
<td>5,000</td>
<td>3.6%</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>1,000,000</td>
<td>100.0%</td>
<td>330,000</td>
<td>342,000</td>
</tr>
<tr>
<td>Women’s Social and Economic Empowerment</td>
<td>40,000</td>
<td></td>
<td>0.0%</td>
<td>39,922</td>
<td>50,000</td>
<td>73.8%</td>
<td>83,000</td>
<td>85,000</td>
<td></td>
</tr>
<tr>
<td>Community Development</td>
<td>80,000</td>
<td></td>
<td>0.0%</td>
<td>80,000</td>
<td>48,778</td>
<td>80,000</td>
<td>61.0%</td>
<td>132,000</td>
<td>137,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,834,317</strong></td>
<td><strong>699,504</strong></td>
<td><strong>38.1%</strong></td>
<td><strong>3,150,000</strong></td>
<td><strong>3,445,451</strong></td>
<td><strong>4,350,000</strong></td>
<td><strong>79.2%</strong></td>
<td><strong>2,631,000</strong></td>
<td><strong>4,779,000</strong></td>
</tr>
</tbody>
</table>
Annex 8: Trade Test Practical Entries and Passes: 2006-2010

Annex 9: Trade Test Theory Entries and Passes: 2006-2010
Annex 10: Courses and Programmes Offered in the TVET System

COURSES OFFERED IN THE MINISTRY OF HIGHER EDUCATION INSTITUTIONS

Bulawayo Polytechnic

Adult & Continuing Education

National Certificate Level
- Further Education Teachers'

National Diploma Level
- Further Education Teacher's Diploma
- Applied Art & Design

National Certificate Level
- Applied Art & Design
- Fashion Design
- National Diploma Level
- Commercial Design
- Fashion Design
- Textile Design
- Applied Science & Technology
- PCC
- Computer Studies

National Certificate Level
- Computer Studies
- Hairdressing
- Science Technology

National Diploma Level
- Applied Chemical Technology
- Biological Laboratory Techniques
- Food Science Technology
- Horticulture
- Industrial Metallurgy
- Plastic Technology
- Rubber Technology

Higher National Diploma Level
- Computer Studies
- Automotive Engineering
- National Certificate Level
- Automobile Electrics
- Diesel Plant Fitting
- Motor Vehicle Body Repair
- Motor Vehicle Mechanics

National Diploma Level
- Automotive Engineering
- Motor Industry Management

National Certificate Level
- Business Studies

National Diploma Level
- Accountancy
- Business Studies
- Marketing Management
- Personnel Management
- Stores Operations

National Diploma Level
- Accountancy
- Human Resources Management
- Marketing Management
- Public Sector Accounting (ZAAT)
- Purchasing & Supply Management

Higher National Diploma Level
- Accountancy
- Marketing Management
- Purchasing & Supply
- Civil Engineering

National Certificate Level
- Architectural Technology
- Civil Engineering
- Construction Engineering and Quantity Surveying
- Land Surveying
- Urban & Regional Planning
- Valuation & Estate Management

National Diploma Level
- Architectural Technology
- Geotechnology
- Structures
- Transportation
- Water Supply
- Land Surveying
- Quantity Surveying
- Valuation & Estate Management
- Construction Craft

National Certificate Level
- Brick & Block laying
- Carpentry & Joinery
- Wood Machining & Manufacturing
- Plumbing & Drain laying

**Electrical Craft**

**National Certificate Level**
- Radio & TV Servicing
- Electronic/Radio Communication
- Electrical Power Engineering

**Electrical Technician**

**National Diploma Level**
- Electrical Power Engineering
- Electrical Engineering
- Radio Communication

**Fabrication Engineering**

**National Certificate Level**
- Fabrication Engineering
- Foundry Work
- Vehicle Body Building

**Hospitality, Catering, Bakery & Tourism**

**National Certificate Level**
- Bakery
- Hotel & Catering Studies
- Professional Cookery
- Tourism Studies

**National Diploma Level**
- Hotel Catering and Tourism Studies
- Professional Cookery
- Tourism and Travel Studies

**Higher National Diploma Level**
- Hotel Catering & Tourism Management

**Production Engineering**

**National Certificate Level**
- Foundry Work
- Machine shop Engineering
- Refrigeration & Air-Conditioning

**Secretarial Studies**

National Certificate & National Diploma Levels
- Secretarial Studies

**Technicians**

**National Certificate Level**
- Drafting & Design Technology

**National Diploma Level**
- Drafting & Design Technology

**National Diploma Level**
- Production Engineering

**Entry Requirements:**

5 O Levels + English, Maths & Science for Engineering & Technology Courses
Certificating Body: HEXCO
Harare Polytechnic

Adult & Continuing Education
National Certificate Level
  • Clothing Technology
  • Hairdressing

National Diploma Level
  • Clothing Technology

Civil Engineering
National Certificate Level
  • Architectural Technology
  • Cartography
  • Civil Engineering
  • Construction Engineering and Quantity Surveying
  • Land Surveying
  • Urban & Regional Planning
  • Valuation & Estate Management
  • National Diploma Level
  • Architectural Technology
  • Cartography
  • Civil Engineering: Geotechnology
  • Civil Engineering: Structures
  • Civil Engineering: Transportation
  • Civil Engineering: Water Supply
  • Construction Engineering
  • Land Surveying: Quantity Surveying
  • Urban & Regional Planning
  • Valuation & Estate Management

Applied Science Technology National Certificate Level
  • Metallurgical Assaying
  • Plastics & Rubber Technology
  • Process Technology
  • Science Technology

National Diploma Level
  • Applied Biological Techniques
  • Applied Chemical Technology
  • Horticulture
  • Metallurgical Assaying
  • Plastic Technology
  • Process Technology

Auto-Electrics & Panel Beating
National Certificate Level
  • Automobile Electrics
  • Automotive Precision Machining
  • Motor Vehicle Body Repair

Business Studies National Certificate Level
  • Accountancy
  • Further Education Teachers’ Certificate
  • Human Resources Management
  • Pensions Administration
  • Stores Operations

National Diploma Level
  • Accountancy
  • Further Education Teacher’s Diploma
  • Human Resources Management
  • Marketing Management
  • Pensions Management
  • Stores Management,

Higher National Diploma Level
  • Accountancy
  • Purchasing & Supply
  • Post-Graduate Diploma in Health Services Management

Computer Studies National Certificate Level
  • Computer Studies

National Diploma Level
  • Computer Studies

Higher National Diploma Level
  • Computer Studies

PCC
  • Computer Studies

Own Certificate
  • Computer Packages

Construction National Certificate Level
  • Brick & Block laying
  • Carpentry & Joinery
  • Painting & Decorating
  • Plumbing & Drain laying
  • Wood Machining & Manufacturing

Diesel & Petrol Mechanics National Certificate Level
  • Diesel Plant Fitting
  • Motor Cycle Mechanics
  • Motor Vehicle Mechanics
  • National Diploma Level
  • Motor Industry Management
Electrical Craft National Certificate Level
- Electrical Power Engineering
- Electronic Communication: Radio Communication
- Electronic Servicing: Computer Servicing
- Instrumentation & Control
- Radio & TV Servicing

Electrical Engineering Technician National Diploma Level
- Radio & TV Servicing
- Instrumentation & Control
- Radio Communication
- Electrical Power Engineering
- Electrical Microprocessors

Library & Information Science Higher National Diploma Level
- Library & Information Management

National Certificate Level
- Health Care Information & Records Management

Library & Information Science
- Records Management & Information Science

National Diploma Level
- Library & Information Science

Management National Certificate Level
- Micro-Enterprise and Co-operative Management
- Transport Management

National Diploma Level
- Transport Management

Mechanical Engineering Craft National Certificate Level
- Drafting & Design Technology
- Machine shop Engineering
- Fabrication Engineering

Mechanical Engineering Technician National Diploma Level
- Plant Engineering
- Drafting & Design Technology
- Production Engineering

Printing & Graphic Arts National Certificate Level
- Graphic Design
- Machine Printing
- Print Finishing & Converting
- Print Origination
- National Diploma Level
- Graphic Design
- Photography
- Secretarial Studies

National Certificate Level
- Secretarial Studies

National Diploma Level
- Secretarial Studies

Entry Requirements: 5 O Levels = English, Maths & Science for Engineering, Science & Technology
Certificating Body: HEXCO

Duration:
- National Certificate: 1 Year
- National Diploma: 1 Year
- Higher National Diploma: 1 Year
Gweru Teachers College

Automotive Engineering
National Certificate Level
- Automobile Electrics
- Diesel Plant Fitting
- Motor Vehicle Mechanics

National Diploma Level
- Automotive Engineering

Business & Secretarial Studies National Certificate Level
- Accountancy
- Business Studies
- Marketing Management
- Secretarial Studies

National Diploma Level
- Accountancy
- Marketing Management
- Purchasing & Supply Management
- Secretarial Studies

Higher National Diploma Level
- Accountancy

Computer Studies
PCC
- Computer Studies

National Certificate Level
- Computer Studies

Electrical Engineering National Certificate Level
- Electrical Power Engineering

National Diploma Level
- Electrical Power Engineering

Mechanical Engineering
National Certificate Level
- Fabrication Engineering
- Machine shop Engineering

National Diploma Level
- Plant Engineering
- Production Engineering

Technical & Vocational Education
National Diploma Level
- Diploma in Vocational & Technical Education

Entry Requirements: 5 O Levels = English, Maths & Science for Engineering, Science & Technology Courses

Certificating Body: Higher Education Examination Council

Duration: NC- 1 Year, ND- 1 Year
Kushinga Phikelela

National Certificate Level
- Computer Studies
- Secretarial Studies
- Co-operative Management
- Further Education Teachers’ Certificate
- Micro-Enterprise and Co-operative Management Co-operative Management

National Diploma Level
- Accountancy
- Public Sector Accounting (ZAAT)
- Business Studies
- Marketing Management
- Computer Studies
- Micro- Enterprise Co-operative Management
- Diploma in Vocational & Technical Education
- Secretarial Studies
- Wood Technology

Higher National Diploma Level
- Accountancy

Entry Requirements: 5 O Levels = English, Maths & Science for Engineering, Science & Technology Courses

Entry Requirements: 5 O Levels = English, Maths & Science for Engineering, Science & Technology Courses

Certificating Body: Higher Education Examinations Council

Kwekwe Polytechnic

National Certificate, National Diploma, Higher National Diploma Levels
- Accountancy
- Computer Studies
- PCC Computer Studies
- Education & Staff Development
- National Certificate Level
- Further Education Teachers’ Certificate
- Business

National Diploma Level
- Further Education Teacher’s Diploma
- Secretarial Studies

National Certificate, National Diploma Levels
- Secretarial Studies
- Electrical Heavy Current
- Electrical Power Engineering
- Automotive Engineering

National Certificate Level
- Motor Vehicle Mechanics
- Production Engineering
- National Certificate Level
- Machine Shop Engineering

Certificating Body: Higher Education Examinations Council

Duration:
- National Certificate Level: 1 Year
- National Diploma Level: 1 Year
- Higher National Diploma Level: 1 Year
Designated trades are trades / occupations that were selected by industry for Apprenticeship training and Trade Testing

**Aircraft Industry**
- Aircraft Avionics Fitter (Electrical)
- Aircraft Avionics Fitter (Radio & Telecommunications)
- Aircraft Avionics Fitter (Instruments)
- Aircraft Fitter/Machinist
- Aircraft Materials Processor and Electroplater
- Aircraft Painter and Signwriter
- Aircraft Sheetmetal Worker
- Aircraft Trimmer and Safety Equipment Fitter
- Aircraft Powerplant and Engine Fitter
- Aircraft Fitter to include both Engines & Airframe Technician
- Airframe Fitter
- Aircraft Welder and Metalworker
- Armament Fitter

**Mechanical Industry**
- Patter-Making
- Refrigeration Work (including Air-conditioning)
- Rigging
- Sheetmetal Working
- Scale Fitting
- Tool, Jig and Die-Making
- Turning (including Machining)
- Vehicle Body Building
- Welding
- Boilermaking/Plating Welding
- Diesel Plant Fitter
- Fitting (including Machining)
- Millwrighting
- Tacklemaking
- Moulding (including Coremaking)
- Maintenance Fitting

**Automotive Industry**
- Motor Mechanic (including diesel and tractor mechanics)
- Automobile Electrician
- Precision Machinist
- Motor Cycle Mechanic
- Panel beating (to include body repairing, radiator repairing, trimming, sheetmetal working and spray painting)

**Electrical Industry**
- Electrician
- Electrician/Electronics Fitter
- Electrician Technician
- Instrument Mechanic
- Instrument and Control Mechanic
- Lift Mechanic
- Radio and Telecommunication Technician
- Radio, Television and Electronic Mechanic
- Signal Artisan

**Construction Industry**
- Carpenter/Joiner
- Bricklayer
- Plumber/Drainlayer
- Painter/Decorator
- Plasterer
- Stonemason
- Wood Machinist
- Terrazzo and Mosaic Wall and Floor-Tiler
- Mastic Asphalter
- Floorlayer
- Glazier
- Shop fitter
- Building Electrical Installations Wireman
- Architectural Metalworker

**Printing Industry**
- Machine Printing
- Origination
- Packaging Machine Minding
- Printer's Mechanic
- Print Finishing

**Hotel & Catering Industry**
- Waiter
- Cook

**Hairdressing Industry**
- Hairdressing

**Clothing and Textile Industry**
- Sewing Machine Mechanic

**Forestry Industry**
- Saw Doctor
Courses Offered in Vocational Training Centres of the Ministry of Youth Development, Indigenisation and Empowerment

Masvingo
Brick and Block Lying
Bridal
Cake making and icing
Carpentry and Joinery
Clothing Technology
Electrical Engineering
Food preparation
Hairdressing
Herbal
Leather
Metal Fabrication
Motor Mechanics
Welding

Mashonaland East
Brick and Block Laying
Carpentry and Joinery
Clothing Technology
Electrical Engineering
Electronics Engineering
Horticulture
Interior Deco
Metal Fabrication
Horticulture

Manicaland
Agriculture
Brick and Block Laying
Carpentry
Carpentry and Joinery
Clothing Technology
Horticulture
Hotel and Catering
Metal Fabrication
Motor Mechanics
Plumping and Drainage Laying
Secretarial Studies

Matebeleland North
Basketry
Brick and Block Laying
Carpentry and Joinery
Clothing Technology
Electronics
Hairdressing
Home Deco
Hotel and Catering
Leather Work
Metal Fabrication
Secretarial Studies

Midlands
Agriculture
Brick and Block Laying
Carpentry and Joinery
Clothing and Technology
Clothing Uniform making
Hairdressing
Hairdressing
Hospitality and Tourism
Metal fabrication
Motor Mechanics

Mashonaland West
Agriculture
Brick and Block Laying
Carpentry and Joinery
Carpentry and Joinery
Clothing Technology
Hotel and Catering
Motor Mechanics
Welding
Welding Technology

Mashonaland Central
Building
Carpentry and Joinery
Clothing Technology
Electrical Engineering
Hairdressing
Horticulture
Hotel and Catering
Motor Mechanics
Welding

Matebeleland South
Agriculture
Brick and Block Laying
Building
Business Studies
Carpentry and Joinery
Clothing Technology
Electrical Engineering
Hotel and Catering
Motor Mechanics
<table>
<thead>
<tr>
<th>Courses Offered in the Ministry of Women Affairs, Gender and Community Development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mashonaland East: Jamaica Inn</strong></td>
</tr>
<tr>
<td>Bakery Skills</td>
</tr>
<tr>
<td>Bread Making</td>
</tr>
<tr>
<td>Business Planning and Management</td>
</tr>
<tr>
<td>Candle Wicking</td>
</tr>
<tr>
<td>Comforter Sewing</td>
</tr>
<tr>
<td>Crocheting Technology</td>
</tr>
<tr>
<td>Drawn Work Embroidery</td>
</tr>
<tr>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>Entrepreneurship Development</td>
</tr>
<tr>
<td>Farming as a Business</td>
</tr>
<tr>
<td>Food Processing</td>
</tr>
<tr>
<td>Fruit and Vegetable Drying</td>
</tr>
<tr>
<td>Project Planning and Management</td>
</tr>
<tr>
<td>Sewing</td>
</tr>
<tr>
<td>Soap Making</td>
</tr>
<tr>
<td>Tie and Dye</td>
</tr>
<tr>
<td>Tomato Products</td>
</tr>
<tr>
<td>Uniform Sewing</td>
</tr>
<tr>
<td><strong>Masvingo: Rodger Howman</strong></td>
</tr>
<tr>
<td>Chinese Embroidery</td>
</tr>
<tr>
<td>Clothing Technology</td>
</tr>
<tr>
<td>Interior Decoration</td>
</tr>
<tr>
<td>Basic Business Management</td>
</tr>
<tr>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Food Management</td>
</tr>
<tr>
<td>Food Processing</td>
</tr>
<tr>
<td>Shoe Making Polishing</td>
</tr>
<tr>
<td>Tie and Dye</td>
</tr>
<tr>
<td>Fertilizer Making</td>
</tr>
<tr>
<td>Show Preparation</td>
</tr>
<tr>
<td>Area</td>
</tr>
<tr>
<td>District</td>
</tr>
<tr>
<td>Provincial</td>
</tr>
<tr>
<td>Constitutions Making</td>
</tr>
</tbody>
</table>
### Annex 11 Stakeholder Analysis Matrix: Motivation and Constraints

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Characteristic of Each Stakeholder</th>
<th>Stakeholder Analysis</th>
<th>Implications for Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Youth and other vulnerable groups</strong></td>
<td>1. High rate of unemployment and under-employment&lt;br&gt;2. Low levels of education because of the high failure rates at both the primary and secondary levels&lt;br&gt;3. Have a high incidence of HIV/AIDS infections</td>
<td>1. Acquisition of skills &lt;br&gt;2. Increased opportunities for employment and income generating activities &lt;br&gt;3. Improved livelihoods through poverty alleviation &lt;br&gt;4. Empowerment &lt;br&gt;5. Addressing the social issues like HIV/AIDS</td>
<td>1. Not able to access skills development programmes&lt;br&gt;2. Inadequate training and educational materials at all levels and particularly in rural areas&lt;br&gt;3. Lack of co-ordinated strategic plan to tackle youth issues different organizations having different perspectives on youth development/programmes duplication of youth activities&lt;br&gt;4. Not able to meet tuition and other training related costs</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>1. Has the mandate to develop, promote and implement programmes for the empowerment of youth to achieve sustainable development. &lt;br&gt;2. Has 42 poorly resourced VTCs spread across the country offering a variety of programmes. &lt;br&gt;3. Responsible for the Youth Development Fund, the Youth Fund, and Employment Creation fund &lt;br&gt;4. Responsible for the National Youth Service &lt;br&gt;5. Has a decentralised structure at the provincial, district and institution level</td>
<td>1. Increased and improved training for the youth &lt;br&gt;2. Increased employment opportunities for the youth &lt;br&gt;3. Curriculum responsive to the needs of the youth and the informal sector. &lt;br&gt;4. Fulfilling its mandate of addressing youth empowerment as stipulated in the National Youth Policy &lt;br&gt;5. Additional resources from the project to support skills development</td>
<td>1. Limited capacity to plan and implement policies resulting in outdated training policies and programmes&lt;br&gt;2. Budget allocations to this ministry are among the lowest&lt;br&gt;3. Lack of resources to adequately implement skills development programmes&lt;br&gt;4. Affected by the brain drain&lt;br&gt;5. Demotivated staff&lt;br&gt;6. Poor monitoring and evaluation systems for projects and programmes&lt;br&gt;7. The development funds allocated are inadequate to address the needs&lt;br&gt;8. ZIMDEF does not allocate any resources to VTCs.</td>
</tr>
<tr>
<td>Ministry of Higher and Tertiary Education</td>
<td>Has the mandate for human resources development.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Has 7 polytechnics accepting students with “O” level entry requirement which the majority of the target group does not possess</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Has two industrial training centres which upgrades workers who are already employed in the formal sector</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Is responsible for the apprenticeship programme and trade testing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Has the ZIMDEF as one of its parastatals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Has expertise on curriculum design</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>The greater percentage of its budget is skewed towards university education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Ministry institutions have some experience in outreach programme under ISOP</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministry of Women Affairs, Gender and Community Development</th>
<th>Has the mandate of addressing gender issues and promoting the empowerment of women.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>It has two training centres offering courses tailor made for community development</td>
</tr>
<tr>
<td>3.</td>
<td>Coordinates and</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministry of Higher and Tertiary Education</th>
<th>Meetings its skills development mandate of providing accessible, equitable, quality, financially sustainable and responsive TVET system</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Limited capacity to plan and implement policies</td>
</tr>
<tr>
<td>2.</td>
<td>Budget allocation inadequate for the number and level of institutions under its mandate</td>
</tr>
<tr>
<td>3.</td>
<td>Skills development policy not yet operational</td>
</tr>
<tr>
<td>4.</td>
<td>Been heavily affected by the brain drain</td>
</tr>
<tr>
<td>5.</td>
<td>Lack of capacity and resources to register and monitor private training providers</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministry of Women Affairs, Gender and Community Development</th>
<th>Student financing for females to increase participation in skills development</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Fulfilling its mission of achieving gender equality in all spheres of life</td>
</tr>
<tr>
<td>3.</td>
<td>Address women issues and enhancing community development</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministry of Higher and Tertiary Education</th>
<th>Inadequate number of institutions to address its skills development mandate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Capacity in the two training centres is limited thereby limiting access and programmes that can be offered</td>
</tr>
<tr>
<td>3.</td>
<td>Limited capacity to plan and implement projects and to develop curriculum</td>
</tr>
<tr>
<td>4.</td>
<td>Lack resources due to low budget</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Ministry of Women Affairs, Gender and Community Development</th>
<th>Strengthen capacity in the two training centres if they are to provide skills to the project target groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Provide support in course design and implementation</td>
</tr>
<tr>
<td>3.</td>
<td>Provide resources that may be needed to deliver project deliverables</td>
</tr>
</tbody>
</table>
collaborates with NGOs in carrying out empowerment work and skills development
4. Works with the grassroots levels
5. It administer the Women Development Fund and the Zimbabwe Community Development Fund

| Ministry of SMEs and Cooperative Development | works through income generating opportunities for communities.
4. Enhancement of sustainable community development
5. Additional resources from the project to support community development efforts
| 1. The mandate of the Ministry is the development of SMEs and cooperative development
2. Promotes the creation of SME associations
3. Facilitate the creation of linkages between big businesses and SMEs
4. Is implementing the Indo-Zimbabwe project which is set to benefit SMEs through creation of 14 Common Service Centres
5. Has some experience in providing start-up kits to ISOP graduates
6. Provides loans to SMEs through its parastatal SEDCO
| 1. Fulfilling its commitment to the development and expansion of the SMES sector
2. Recognition of training that takes place in the informal sector
| 1. Project should establish mechanisms for linking with the Rural Common Service Centres to be set up in 14 centres in Zimbabwe 11 of which will be in rural service centres
2. Project should assist in providing loans through SEDCO
3. Project should tap on and use the strategies that the Ministry uses on creating linkages between project beneficiaries and the private sector

| Ministry of Agriculture, Mechanisation and Irrigation Development | 1. One of its mandates is national food security through increased agricultural output and agricultural competitiveness
2. In addition to promoting agriculture
| 1. Meeting its mandate of increased output in agriculture
2. Food security at the local level through increased agricultural production as a result of implementation of
| 1. Agricultural instructions have little experience with community outreach programmes
2. Capacity of the institutions is limited and that which is available is now being utilised for Diploma level training
3. Kushinga Phikelela does not have
| 1. Capacitate Kushinga Phikelela to make it more responsive to the needs of the small scale farmers
2. Create mechanisms for collaborative efforts between Kushinga Phikelela and NGOs who have providing support in agricultural livelihood projects as a way of strengthening
<p>| Ministry of Labour and Social Services | 1. Its mandate is labour related laws, labour administration issues and social welfare issues 2. Organises career days as part of the guidance and counselling for secondary school children 3. Under it is the Department of Employment Services which link job-seekers and employers. The department has offices in all provincial centres | 1. Increased employment opportunities in wage employment 1. Department of Employment Services is poorly resourced 2. Information from the department and from other private placement service providers is not used nor systematically collected for use in LMIS | 1. The offices of the Department of Employment Services in the provincial centres could be used for placing graduates of informal apprenticeships into wage and decent work employment |
| Ministry of Finance | 1. Its mandate is to allocate resources to ministries in order to carry out their mandates | 1. Economic development, leading to increasing revenues 2. Additional support for skills development from the project | 1. Because of the economic crisis it does not have adequate financial resources to allocate against the needs |</p>
<table>
<thead>
<tr>
<th>Ministry of Economic Planning and Investment Promotion</th>
<th>2. Its mandate is to plan for the socio-economic development of the country</th>
<th>3. Skilled workforce that will attract and retain investors</th>
<th>4. Achievement of the objectives of national development plans (MTP)</th>
<th>2. Affected by brain drain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural District Councils</td>
<td>1. Are part of the Ministry of Local Government and Rural Development</td>
<td>1. Implementation of the District Development Plans</td>
<td>1. While youths are supposed to participate in the development of plans at all levels, some plans to not have specific interventions that target the youth</td>
<td>1. Rural District Councils, because they are the centre of all rural development initiatives, they will play an important role in the implementation of the project.</td>
</tr>
<tr>
<td></td>
<td>2. Are part of the local governance structure falling under the Provincial Governors’ structures</td>
<td>2. Increased revenues from increased economic activities at district level</td>
<td>2. Rural development plans are not adequately financed by Government, so donors play an important role in the implementation of the plans</td>
<td>2. They will need to capacitate them either by training the staff or seconding staff to assist with project implementation</td>
</tr>
<tr>
<td></td>
<td>3. Work with the local development structures starting at the village (VDCOs), Ward Assemblies, and then the district (RDCs)</td>
<td>3. Capacity for efficient service delivery in Rural District Councils is weak</td>
<td>3. Capacity for efficient service delivery in Rural District Councils is weak</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Are responsible for consolidating the rural development plans using the inputs from the lower levels</td>
<td>4. Work closely with any NGOs who may be operating in their districts</td>
<td>4. Work closely with any NGOs who may be operating in their districts</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Work closely with any NGOs who may be operating in their districts</td>
<td>5. Achievement of the objectives of national development plans (MTP)</td>
<td>5. Achievement of the objectives of national development plans (MTP)</td>
<td></td>
</tr>
<tr>
<td>Training Providers</td>
<td>1. There are different types of training providers who include: public; private; NGOs, Community Based; Enterprise based; informal apprenticeship based.</td>
<td>1. Fulfilling their training mandates</td>
<td>1. The education and training infrastructure is on the whole inadequate and dilapidated</td>
<td>1. Training providers will participate in the provision of skills in order to achieve the objectives of the project and will benefit from the resources that will be set out for training</td>
</tr>
<tr>
<td></td>
<td>2. There are over 252 registered institutions providing skills development</td>
<td>2. Additional resources that may flow to them from participation in the project</td>
<td>2. Institutions are badly affected by the brain drain</td>
<td>2. There should be some provision for supporting training providers that are selected to deliver programmes under the project</td>
</tr>
<tr>
<td></td>
<td>3. Provide many programmes at different levels</td>
<td>3. Participation in youth development programmes</td>
<td>3. Some programmes are outdated and no longer responsive to the needs of recipients and the labour market</td>
<td>3. Project should take into account and utilise the positive experiences and expertise that some institutions already have</td>
</tr>
<tr>
<td></td>
<td>1. There are different types of training providers who include: public; private; NGOs, Community Based; Enterprise based; informal apprenticeship based.</td>
<td>4. Addressing HIV/AIDS related issue</td>
<td>4. There is no labour market information to guide course and programme design</td>
<td>4. There is no labour market information to guide course and programme design</td>
</tr>
<tr>
<td></td>
<td>2. There are over 252 registered institutions providing skills development</td>
<td>5. There is inadequate linkage with the employment sector</td>
<td>5. There is inadequate linkage with the employment sector</td>
<td>5. There is inadequate linkage with the employment sector</td>
</tr>
<tr>
<td></td>
<td>3. Provide many programmes at different levels</td>
<td></td>
<td></td>
<td>1. Should facilitate the expansion of outreach programmes in order to</td>
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<tr>
<td><strong>4.</strong> Some already have experience operating at the grassroots and with communities while others do not</td>
<td>Increase coverage of skills provision particularly in rural and outlying areas</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>5.</strong> Some have experience in providing outreach programmes</td>
<td>2. Build capacity in local institutions to design tailor made course suited to the needs of the local communities</td>
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<tr>
<td><strong>6.</strong> Training models and methods often not flexible and adaptive to recipients</td>
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</tr>
</tbody>
</table>

| **Master craftsman** | **1.** Operate in the informal either as enterprise owners or as employees | **1.** Skill upgrading opportunities arising from any efforts to upgrade the informal apprenticeship programme, |
|   | **2.** Have experience that may have been acquired through formal apprentices and through working in the formal sector | **2.** and income from the training on TAPs |
|   | **3.** Recognition of training that takes place in the informal sector. | **3.** |
|   | **1.** They often lack a formal qualification as a master craftsman as is the practice in other countries | **1.** There is need to including training for the masters craftsman so that they become better trainers |

| **Private sector** | **Formal Sector** | **1.** There is need to including training for the masters craftsman so that they become better trainers |
| **1.** These are large companies engaged in most sectors of the economy | **1.** Opportunities for outsourcing services to a strengthened SME sector | **1.** Because of the economic crisis some have reduced operations and some have closed thereby increasing unemployment and reducing apprenticeship recruitment |
| **2.** Most have participated in formal apprenticeships that have benefited the youth | **2.** Increased business from sale of goods and services as a result of increased earning in rural areas | **2.** There is little capital investment from both local and foreign investors |
| **3.** All contribute to the training ZIMDEF and therefore indirectly support skill development | **3.** | **1.** The formal sector will be able to provide attachment places for recipients as the economy improves so there is need to keep them engaged with the project |
| **Informal Sector** | **1.** A growing sector as a result of the constraints experienced by the formal sector | **2.** The formal sector will provide subcontracting and out-grower opportunities for recipients of project |
| **1.** Increased number of trained persons joining the informal sector which will result in improved SMEs operate in unfavourable environments | **2.** They have technology limitations | **3.** While the private sector is currently constrained there is potential for it play a bigger role as the economy improves in providing employment for the youth |
| **2.** They are not able to access loans | **1.** They will benefit from capacity building initiative under the project and resources that may be set aside for providing loans | **1.** |
2. Provide opportunities for informal apprenticeships

| Micro Financing Institutions and Banks | 1. There are over 95 micro financing institutions that are registered with the Zimbabwe Micro Financing Institution  
2. All MFIs have to be registered to operate  
3. Although there are common lending conditions MFIs can come up with their own lending  
4. Some MFIs are operate as NGOs and therefore work with the grassroots  
5. MFIs often provide business management training to borrowers and follow-up project implementation | 1. Fulfilling their mandate of supporting the growth of the SMEs  
2. Profits from the interest accruing from the lending  
3. Possible funding from the project to enhance their lending portfolios. | 2. Because of the economic crisis MFIs have little access to money to lend to intending borrowers  
2. They have limited capacity to deliver efficient services  
3. Some MFIs engage in unethical practices | 1. Credit (loans) are going to be needed as post training support for the recipients training under skills development and through informal apprenticeship and in strengthening SMEs which will increase employment opportunities for the youth  
2. They should benefit from capacity building initiatives under the project and resources that may be set aside for providing loans  
3. Reputable MFIs can play a role in the supervision of projects as part of their lending activities |

1. F. The goal is to promote, advance and safeguard the economic, social and constitutional freedoms of workers by securing legal, political  
2. They protect and advance full social and economic rights and development of all | 1. Ensuring good and safe working conditions and environment for the workers and employed youth | 1. They have limited resources to fully carryout their mandate | 1. Trade unions can play a role through membership of the steering committee |

1. Recognition of training that takes place in the informal sector  
3. Business linkages with the formal sector  
4. Adoption of new technologies to enhance productivity and quality of goods and services  
5. There is information gap on markets  
6. They have limited access to local and foreign markets  
7. They are weak in business management | easily because they lack the collateral needed  
4. They tend to operate in the same old trades with little diversification of products | 2. Value-chain component of the project has the potential to unlock new areas of business for informal sector operators  
3. There will be need to set up market information systems especially in rural areas in order to close the information gap  
4. Look for opportunities for linkages with Indo-Zimbabwe project |
3. They provide training in some areas of interest

Non-governmental Organisations (NGOs)

1. They are involved with human rights and civic education and therefore tend to work with the communities in development initiatives, livelihoods, education and training, etc.
2. They have extensive experiences in the areas that they work in and with communities
3. They can be found in almost all the districts but not necessarily working in the areas of the project focus
4. Their work tends to be uncoordinated giving rise to some duplication of effort

1. Fulfilling their role of community development and empowerment
1. They have limited resources as they are mostly financed by donors
2. They often run into difficulties with government and are restricted in their work in certain areas
1. Because of their experience in working with communities and at grassroots level in the areas of livelihoods the project has a lot to benefit from working with them

Development Partners

1. They are interested in development work and have recently been focussing in early recovery work and humanitarian assistance in rural areas
2. They are generally well resourced and provide their funding through NGOs

1. Fulfilling their development agenda in line with government defined priorities
1. The project should aim at attracting more resources from other development partners
2. There are opportunities for collaboration with other projects that are being financed by developing partners and other UN agencies

Research Institutes and inventors

1. They are made up of people who are experts in their fields

1. Improvement of technologies used in the informal sector
1. They are often not well resourced
1. They can play an important role in identifying natural resources that can be benefitted with the
<table>
<thead>
<tr>
<th>Associations</th>
<th>Communities</th>
<th>Financial benefits derived from the patenting of the new technologies</th>
<th>Technologies that they develop</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The develop appropriate technology that can be used in exploiting natural resources</td>
<td>2. They participate in development plans through rural development set</td>
<td>1. They have limited or no resources to lift themselves out of poverty.</td>
<td>Communities are key stakeholders who should in the design and implementation of the project especially selection of economic opportunities and in the management of the project at project sites</td>
</tr>
<tr>
<td></td>
<td>3. They are knowledgeable what they want</td>
<td>2. They are not knowledgeable of the TREE methodology and value chain systems</td>
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<td></td>
<td>4. Have been impoverished by the economic decline resulting in high level of poverty among them</td>
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<tr>
<td></td>
<td>1. They are central to all community development efforts</td>
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<td>2. They participate in development plans through rural development set</td>
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<tr>
<td></td>
<td>1. Development, empowerment and poverty alleviation</td>
<td>1. They have limited or no resources to lift themselves out of poverty.</td>
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<tr>
<td></td>
<td>2. They are not knowledgeable of the TREE methodology and value chain systems</td>
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<tr>
<td></td>
<td>1. Women groups are usually strong with the objective of advancing women empowerment</td>
<td>1. Women empowerment and poverty alleviation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. They work closely with NGOs</td>
<td>1. Lack resources to implement their plans and programmes</td>
<td></td>
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<tr>
<td></td>
<td>3. Have has some experiences with savings and lending clubs</td>
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<td>2. They work closely with NGOs</td>
<td>1. Lack resources to implement their plans and programmes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Have has some experiences with savings and lending clubs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. They champion the empowerment of youth</td>
<td>1. Youth empowerment at all levels</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. They work closely with NGOs from</td>
<td>2. Addressing HIV/AIDS and other social issues</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>1. Youth Organisations lack resources to fully organise themselves</td>
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<tr>
<td></td>
<td></td>
<td>2. They are still weak when compared to women’s groups</td>
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<td></td>
<td></td>
<td>1. There needs to be room for participation of youth organisation in the management of the project at both the steering level and at project site level</td>
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</table>
Annex 12: Strengths, Weaknesses, Opportunities and Threats Analysis

A Strengths, Weaknesses, Opportunities and Threats (Anne) analysis is essential in the design of initiatives because this highlights areas that need to be built upon and those that will need to addressed for the successful implementation.

The analysis will examine the internal and external origins of the strengths, weaknesses, threats and opportunities. Strengths will be those things that are good now, which should be maintained and built upon and can used as leverage. Weaknesses are those that are bad now and need to be remedied, changed or discontinued. Opportunities are those things that are good for the future, which should be prioritised, built upon and optimised. These are usually external factors. Threats are those things which are bad for the future, and need to be managed and countered.

The SWOT Analysis has been carried out based in the following areas: policy; education and training; the labour market; the economy; capacity; governance issues. The results of the analysis are shown below.

SWOT ANALYSIS

Policy

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. National Youth Policy has been developed</td>
<td>1. Youth National Action Plan has still not been developed.</td>
</tr>
<tr>
<td>2. National Employment Policy has been developed</td>
<td>2. There are inordinate delays in adoption and implementation of policies that have been developed</td>
</tr>
<tr>
<td>3. PPP Policy is in place</td>
<td></td>
</tr>
<tr>
<td>4. SMEs policy is in place</td>
<td></td>
</tr>
<tr>
<td>5. Micro-financing policy is in place</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Lack of commitment to the implementation of the adopted policies</td>
</tr>
<tr>
<td></td>
<td>2. There is absence of a policy review framework for TVET</td>
</tr>
</tbody>
</table>

Education and Training

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Infrastructure for skills development exists</td>
<td>1. Access remains a problems particularly in rural and outlying areas</td>
</tr>
<tr>
<td>2. There are many training providers on the market</td>
<td>2. Enrolments in some programmes are falling in spite of inadequate access</td>
</tr>
<tr>
<td>3. Many training programmes have been and are being developed in the training market</td>
<td>3. Funding for skills development is inadequate because of the economic crises</td>
</tr>
<tr>
<td></td>
<td>4. There is inadequate post training support that facilitates self-employment for the youth.</td>
</tr>
<tr>
<td></td>
<td>5. The work of NGOs is not properly</td>
</tr>
</tbody>
</table>
coordinated leading to duplication and wastage of resources
6. The skills development system does not have adequate instructors/trainers
7. Gender imbalance in the education and training system still persists
8. Pass rates at Grade 7 and “O” Level are low
9. The education and training infrastructure is on the whole inadequate and dilapidated
10. There is inadequate information about the extent and scope of informal apprenticeship

**Opportunities**
1. The anticipated revival of the economy should ease the economic crisis and provide more resource allocation for skills development.
2. A skills development policy has been drafted which will address some of the challenges in the skills development system.
3. Reengagement of development partners should provide more resources and expertise needed to improve the education and training system

**Threats**
1. HIV/AIDS infections still affecting the youth.

---

### Labour Market/Employment

<table>
<thead>
<tr>
<th><strong>Strengths</strong></th>
<th><strong>Weaknesses</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Some growth in the formal sector even though it is limited</td>
<td>1. The Labour Market Information system to guide and advise on relevant curriculum is inadequate</td>
</tr>
<tr>
<td>2. Growth of the SME sector</td>
<td>2. There are no programmes that facilitate the transition of youth from education and training into the labour market</td>
</tr>
<tr>
<td>3. Many MFIs on the market</td>
<td>3. Youth concerns are not adequately mainstream in the planning process at all levels.</td>
</tr>
<tr>
<td>4. Government has adopted the Zimbabwe Decent Work Country Programme</td>
<td>4. SMEs associations are weak</td>
</tr>
<tr>
<td>5. ISLs generating resources for income generating activities</td>
<td>5. Local authority bi-laws impact negatively on the growth of SMEs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Opportunities</strong></th>
<th><strong>Threats</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Developing Partners and NGOs are</td>
<td>7. HIV/AIDs still prevalent in the youth and</td>
</tr>
</tbody>
</table>
increasing getting involved in livelihood projects
2. There is increased focus on youth and youth employment issues at the national, international level, in the AU, and UN family.

productive age groups
8. Retrenchments are still ongoing on the employment market

Economy

**Strengths**
1. Government has put in place Economic Recovery Programme in order to grow the economy
2. There are signs of growth in some areas
3. Inflation has stabilised

**Weaknesses**
1. Economic environment is still unstable
2. Recovery of the economy is still low
3. Linkages between big business and SMEs are still limited

**Opportunities**
1. There is a new political situation with the creation of the GNU
2. The Look East Policy is bearing some fruit
3. Kimberly Process approval should provide resources needed to improve the economy and government delivery service.

**Threats**
1. Foreign Direct Investment is still limited
2. Supply of utilities is irregular and unreliable
3. The Indigenisation may scare away potential investors

Capacity

**Strengths**
1. There are attempts to attract the Diasporas back home

**Weaknesses**
1. Capacity for efficient service delivery in Government is weak
2. Capacity for efficient service delivery in Rural District Councils is weak
3. Capacity among recipients to implement aspects of the project is weak.

**Opportunities**
1. ILO has broad range of global expertise in the field of employment promotion
2. There are various scholarship programmes with some countries

**Threats**
1. Industrial action in both the private and public sector

Governance

**Strengths**

**Weaknesses**
<table>
<thead>
<tr>
<th>Opportunities</th>
<th>Threats</th>
</tr>
</thead>
</table>
| There is interest among development partners to support government’s governance programmes and initiatives. | 1. Destabilisation of the GNU by external forces and/or lack of commitment on the part of the parties  
2. Corruption in both the public and private sector |
Annex 13: Distribution of Projects by Provider

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Annex 14: Past or ongoing initiatives that address youth employment and rural development through TVET and informal apprenticeship

<table>
<thead>
<tr>
<th>Initiative</th>
<th>Implementing agency</th>
<th>Beneficiaries</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1 Training for Enterprise Development- Use of production units and Departmental run businesses (DRBs)</strong></td>
<td>Ministry of Youth VTCs Polytechnics</td>
<td>Unemployed Youths Students in polytechnics</td>
<td>Lectures and the institution Students Corporate world</td>
</tr>
<tr>
<td><strong>2 ZSSM (Zimbabwe Self Employment Skills training Model) – Training is product based and post training offered in terms of workspace, and technical support.</strong></td>
<td>UNESCO Higher and Tertiary Education Bulawayo Urban VTC Bulawayo City Council</td>
<td>Youths Disadvantaged Women</td>
<td>Communities Local authorities Nation</td>
</tr>
<tr>
<td><strong>3 Intensive Skills Training programme- 80 % practical &amp; 20% theoretical to fill labour gap in industry</strong></td>
<td>Masasa Industrial Training Centre</td>
<td>Unemployed men and women</td>
<td>Industry Nation</td>
</tr>
<tr>
<td><strong>4 Agricultural Apprenticeship Programme- Intensive training for Agricultural extension workers</strong></td>
<td>Ministry of Agriculture Ministry of Youth VTCs</td>
<td>Youths</td>
<td>Farmers</td>
</tr>
<tr>
<td><strong>5 Young Commercial farmers Training</strong></td>
<td>Ministry of Agriculture Ministry of Youth VTCs</td>
<td>Youths</td>
<td>Communities Nation</td>
</tr>
<tr>
<td><strong>6 TechnoPark- Entrepreneurship through work related learning</strong></td>
<td>MSU NUST HIT</td>
<td>Tertiary students</td>
<td>Corporate world Nation</td>
</tr>
<tr>
<td><strong>7 Vocational Training Centres (VTCs)</strong></td>
<td>Ministry of Youth - VTCs Higher &amp; Tertiary</td>
<td>Youth Community</td>
<td>Communities Private sector Nation</td>
</tr>
<tr>
<td><strong>8 Entrepreneurship Training</strong></td>
<td>Ministry of Youth IOM</td>
<td>Youths OVCs</td>
<td>Corporate world through semi skilled labour and supply of materials and tools Communities Nation</td>
</tr>
<tr>
<td><strong>9 Skills training and Development</strong></td>
<td>Ministry of Women Affairs, Gender and Community Development</td>
<td>Women</td>
<td>Community</td>
</tr>
<tr>
<td><strong>10 Internship (Partial Skills)</strong></td>
<td>Ministry of Women Affairs, Gender and Community Development</td>
<td>Youth</td>
<td>Nation Corporate world</td>
</tr>
<tr>
<td>Initiative</td>
<td>Implementing agency</td>
<td>Beneficiaries</td>
<td>Location</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------</td>
<td>------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>YES-JUMP</td>
<td>Ministry of Youth</td>
<td>Youths</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nation</td>
</tr>
<tr>
<td>YOUTH FUND</td>
<td>Ministry of Youth</td>
<td>Youths</td>
<td>Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nation</td>
</tr>
<tr>
<td>NAP for OVCs</td>
<td>Ministry of Labour and Social</td>
<td>OVCs</td>
<td>OVCs</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td>Nationally</td>
</tr>
<tr>
<td>IndoZim</td>
<td>MSMECD</td>
<td>SMEs</td>
<td>Community</td>
</tr>
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<td>Nation</td>
</tr>
<tr>
<td>Business Development Training</td>
<td>MSMECD</td>
<td>Community</td>
<td>SMEs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nationally</td>
</tr>
<tr>
<td>Market Development and trade promotion</td>
<td>MSMECD</td>
<td>Community</td>
<td>SMEs</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nationally</td>
</tr>
<tr>
<td>Public placement Services</td>
<td>Ministry of Labour and Social</td>
<td>Government Employees</td>
<td>Corporate</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td>world</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nation</td>
</tr>
<tr>
<td>Career Guidance &amp; Counselling</td>
<td>Ministry of Labour and Social</td>
<td>Students</td>
<td>Students</td>
</tr>
<tr>
<td></td>
<td>Services</td>
<td></td>
<td>&amp; Youths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nationally</td>
</tr>
<tr>
<td>Advocacy on: Policy and environmental issues impacting on Youth and mitigation</td>
<td></td>
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</tr>
<tr>
<td>Capacity Building- Skills development</td>
<td>MSMECD</td>
<td>Information dissemination</td>
<td></td>
</tr>
<tr>
<td>Entrepreneurship support e.g. start up kits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information dissemination</td>
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Annex 15: SEDCO DISBURSEMENTS AND IMPACT ON EMPLOYMENT CREATION

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<thead>
<tr>
<th>Source of Funds</th>
<th>POSB</th>
<th>NSSA</th>
<th>PSIP</th>
<th>CBZ</th>
<th>Total</th>
<th>% age</th>
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<tr>
<td>Amount Disbursed</td>
<td>85,600.0</td>
<td>254,000.0</td>
<td>152,500.0</td>
<td>85,950.0</td>
<td>578,050.0</td>
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<table>
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<th>Number of Projects</th>
<th>Formal</th>
<th>Micro Enterprises</th>
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<tr>
<td></td>
<td>26</td>
<td>130</td>
<td>53</td>
<td>26</td>
<td>235</td>
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<tr>
<td></td>
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<td>208</td>
<td>6</td>
<td>0</td>
<td>214</td>
<td>47.7%</td>
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<th>Gender</th>
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<th>Female</th>
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<tr>
<td></td>
<td>19</td>
<td>7</td>
<td>142</td>
<td>180</td>
<td>219</td>
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<tr>
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<td>39</td>
<td>39</td>
<td>20</td>
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<td>216</td>
<td>47.7%</td>
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<table>
<thead>
<tr>
<th>Employment Created</th>
<th>Jobs Created</th>
<th>Jobs Sustained</th>
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<tbody>
<tr>
<td></td>
<td>21</td>
<td>52</td>
<td>122</td>
<td>683</td>
<td>124</td>
<td>52.8%</td>
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<tr>
<td></td>
<td>82</td>
<td>106</td>
<td>38</td>
<td>106</td>
<td>84</td>
<td>22.8%</td>
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</table>

<table>
<thead>
<tr>
<th>Sectors</th>
<th>Manufacturing/Value Added</th>
<th>Services</th>
<th>Retail</th>
<th>Agrobased</th>
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<tr>
<td></td>
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<td>21</td>
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<tr>
<td></td>
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<td>12</td>
<td>251</td>
<td>15</td>
<td>19</td>
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<tr>
<td></td>
<td>19</td>
<td>5</td>
<td>28</td>
<td>1</td>
<td>19</td>
<td>4.4%</td>
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<tr>
<td></td>
<td>6</td>
<td>1</td>
<td>19</td>
<td>0</td>
<td>16</td>
<td>3.7%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Total</th>
<th>26</th>
<th>323</th>
<th>53</th>
<th>26</th>
<th>428</th>
<th>100.0%</th>
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</thead>
</table>