

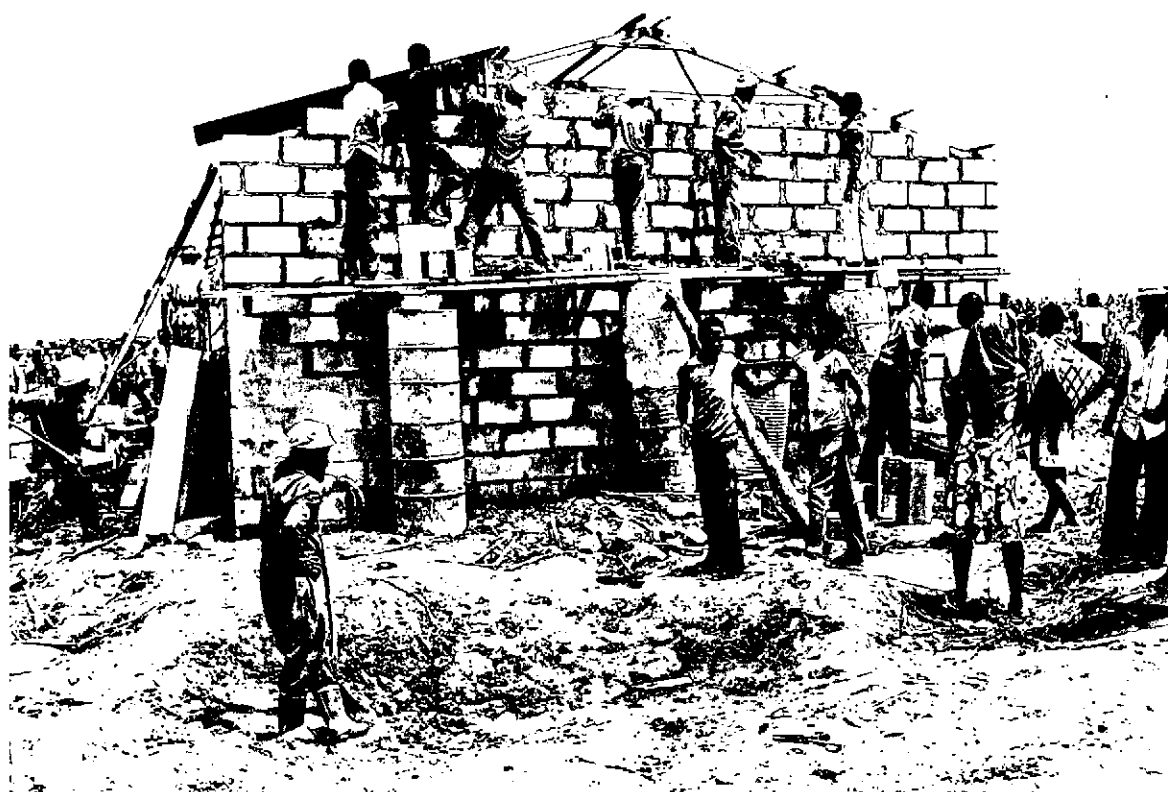
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Education Division Documents. No. 29

Zimbabwe Foundation for Education with Production. ZIMFEP

A follow-up study



Ingemar Gustafsson

in co-operation with the Ministry of Education and the ZIMFEP Secretariat



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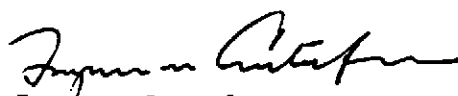
FOREWORD

This study was undertaken during three weeks in April and May 1985 by a SIDA-consultant in close co-operation with the ZIMFEP staff. The dual purpose is to provide baseline data on the progress and present status of the programme and to suggest indicators that could be used for a more detailed follow-up. It originated from a request by SIDA for a systematic description of the ZIMFEP-programme, but could also be seen as an exploratory study on which more elaborate evaluations can be based. The Ministry of Education has decided to carry out an evaluation during 1986.

It is also hoped that it will be of interest all to those in Zimbabwe and elsewhere who study or try to practice the principles of Education with Production, EWP. Although the schools, strictly speaking, are Government schools, we are using the term ZIMFEP schools throughout, to mean schools which work under the umbrella of ZIMFEP

I would like to thank members of staff of the Ministry of Education and of ZIMFEP, who generously spent time and effort to provide the background material for the report. Without their efforts and co-operation the report could not have been written. I am particularly grateful to the Director of ZIMFEP, Mr Taka Mudariki, who not only devoted time to discuss the ZIMFEP programme at length with me but also lent me his desk. He and his staff gave me a lot of encouragement and support.

Stockholm, December 1985


Ingemar Gustafsson

SUMMARY

Education with Production, EWP is the guiding principle for current educational reform work in Zimbabwe. More specifically, eight secondary schools and four adjacent primary schools, have been identified as pilot schools to spearhead these efforts. Initially, the schools were set up after independence for ex-refugees from the camps. This group of students, which had developed models of education for survival during liberation struggle, were seen as the vanguard in this process. The Zimbabwe Foundation for Education with Production, ZIMFEP, was established as a Trust to co-ordinate construction work and to develop a model of EWP. The schools, although Government schools, are known as the ZIMFEP schools and this term will be used throughout.

The objectives of this report have been to summarize the progress of ZIMFEP and the ZIMFEP schools since their inception and to make suggestions about procedures for future follow-up of the programme. The report should be seen as an exploratory study on which more detailed follow-up activities can be based. It starts with an analysis of the objectives of EWP in Zimbabwe. The report illustrates that EWP has political, economic as well as pedagogical aspects. Equity considerations have been very important in Zimbabwe. It is hoped that EWP will bridge the gap between manual and mental labour, between elite and masses. The objectives also reflect the conviction that there is a strong relationship between education, technology and economic development. "Learning by doing" is another important feature of EWP, which implies that there should be a close integration between theory and practice in and between subjects.

The report concludes that a broad theoretical framework has been developed in Zimbabwe. There is a need, however, to further specify the objectives, as they relate to individual students and teachers. Staff and students at the ZIMFEP

schools have had difficulties in doing this. There has been a tendency to focus on the practical subjects only.

ZIMFEP has had, and will have, an important role to play in this process. So far a lot of effort has gone into construction work at the schools. Concurrently, efforts have been made, to develop new curricula and new methods of work. ZIMFEP has developed a new technical education syllabus which, if introduced, would drastically alter the profile of secondary education. A number of seminars and workshops have been held. In addition, ZIMFEP has concentrated on job placement and job creation for students who have left the ZIMFEP schools. Some 700 students have been placed, mainly as policemen or as temporary teachers. Job creation through co-operatives, has been limited. One reason is that ZIMFEP has requested co-operatives to be well planned and to be run professionally. The report concurs with this approach.

The conclusion about ZIMFEP is that it has had a key role in the national context, to stipulate the discussion about and develop the concept of EWP. Also, in relation to the schools, it has had an important supportive role. With the development of large scale farming at the schools and the start of additional co-operatives, it will have executive functions which will add to its present load of work. This calls for a clearer definition of its role in relation to the Ministry of Education and to the schools. Also the objective of large-scale farming ought to be clarified.

The construction of the eight schools is near completion. The report does not make a technical assessment, but concludes that the process on the whole has been speedy and smooth. The main problem is Chindunduma Primary School, which was the first to be constructed under a contract with Development Aid from People to People, DAPP. The facilities are in poor shape and the Ministry has refused to take them over.

Student participation in construction work has been one aspect of EWP in Zimbabwe. Generally, the schools have an impressive record of student participation in the construction of facilities. Few negative reactions have been reported. The report discusses to what extent this reflects the fact that the school population has consisted of mature men and women who were used to this in the camps.

In addition, the report has focussed on the following aspects of EWP in the schools: content and method, school organization and management, contacts with the local community, income generating activities and academic achievements.

The conclusions are, that big efforts have been made, to combine theory and practice within and between subjects. A lot of experience has been gained already.

A start has been made with regard to the other aspects. For example, one school has introduced a new model for decisionmaking, some have made contacts with the local community and large scale farming has begun. Some good examples have been set, but the overall conclusion is that these areas are still largely unexplored. Pending a decision about the introduction of a new curriculum, the schools have added EWP activities to their main objective, which still is, to achieve good O-level results.

Although the present O-level examination is not related to the objectives of EWP, most schools have a good record if compared with the national average. This indicates that there should be no contradiction (within limits) between academic achievements and students participation in productive work.

However, the report only gives indications. The conclusion is that a lot of experience has been gained and that there is a need to undertake more detailed follow-up-studies.

It is suggested that reports from schools should be made more systematic. In addition hereto, a small number of in-depth classroom studies should be made. The purpose should be to facilitate the integration between theory and practice.

Finally, it is concluded that the O-level examination should be supplemented by other indicators which reflect the different dimensions of EWP, as identified in the report.

1

BACKGROUND

The activities of the Zimbabwe Foundation for Education with Production, ZIMFEP, have been supported under Zimbabwean/Swedish agreements since 1981. During the 1984 education sector review it was agreed to carry out a "mini-study" of the ZIMFEP programme.

The results are presented in this report. The objectives have been twofold, namely to provide basic data on the progress and present status of the programme and to suggest indicators to be used for a future follow-up of the programme.

Terms of reference are enclosed in annex 1.

The report is mainly summative, i.e. it sets out to summarize developments within the programme.

The final section suggests indicators to be used for a follow-up and discusses some issues in relation to the implementation of the ZIMFEP programme at the national level.

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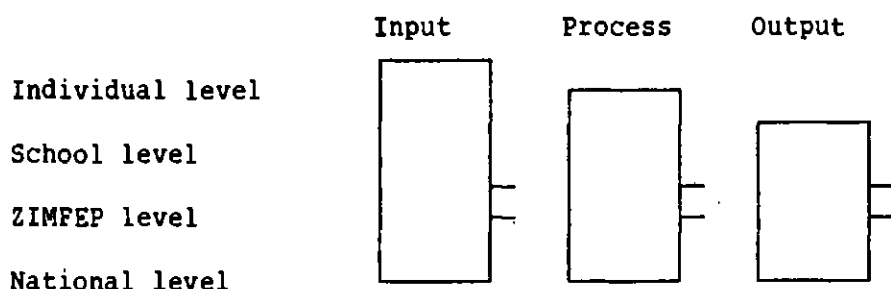
A NOTE ON METHODOLOGY

A study such as this, is not done in a vacuum or out of academic interest only. It is done primarily for decision-makers as a means towards improvement of the planning process of which it forms part. Therefore the premises of it should be made clear. The perspective here is that of the principles of education with production as outlined by Government officials and the ZIMFEP staff. It identifies the objectives and compares achievements with the official objectives. It discusses obstacles as problems of implementation, follow-up measures as a means to improve the programme. In other words, it is a view from within the ZIMFEP programme. It is based on interviews with members of the ZIMFEP staff, on written sources and visits to Mavhudzi and Rusununguko Schools.

Time did not allow for a visit to all the schools.

A simple input/output model has been used for the analysis. It can be illustrated as follows:

Model for the follow-up of the ZIMFEP programme:



Details are given in annex 2 a. This scheme of classification was prepared in advance. After discussions in Zimbabwe it led to a set of questions as listed in annex 2 b. As will be seen it has not been possible to cover all aspects. The report should be seen as an exploratory study on which more detailed follow-up activities can be based.

3

A SHORT HISTORICAL BACKGROUND

The ZIMFEP programme is a result of an analysis of the fallacies of the discriminatory system of education that was inherited at independence. The system has been criticized not only because of its discriminatory nature but also because its structure, contents and methods have been considered irrelevant. The model that has been offered as an alternative could be called education for survival as well as education with production. It grew out of necessity in the schools that were opened in the camps outside Zimbabwe during the war. When there were no classrooms, students had to build them, when there was no material, teachers had to make it. It was also a model that was marked by a high degree of political mobilization closely linked with the struggle for independence. From a more theoretical point of view, it propagated pedagogical principles that we would associate with Dewey's "Learning by doing" and the Marxist concept of polytechnical education which seeks a combination of academic subjects, physical education and a broad variety of skills; all in a perspective of social change.

The strategy after independence was to introduce this model at a limited number of new schools for ex-refugees and to let those who carried this heritage spearhead the new ideas. But, unlike the schools in the camps, the newly opened schools in Zimbabwe had to find their place in the system that was inherited. They were meant to be different, but at the same time they had to conform to existing rules and regulations. This has been and still is a dilemma which all innovative programmes have to face. This will come through in various sections of the report and is discussed in more general terms in the last section of the report.

4 OBJECTIVES OF EDUCATION WITH PRODUCTION, EWP

Education with production, EWP, in the Zimbabwean context is a key concept which stands for transformation of the national system of education. More specifically, it is associated with ZIMFEP and the ZIMFEP schools. Objectives are set by various actors in this process, Ministers, Government officials, ZIMFEP staff as well as staff and students at the ZIMFEP schools.

In this section we will make an attempt to identify objectives of EWP as they have been expressed by the various actors. We do not have a full picture of the discussion about EWP in Zimbabwe. The impression is however, that it has mainly been confined to the Ministries concerned, to Board members and staff at ZIMFEP and ZIMFEP schools and to some academics. Little evidence has been found to suggest that, for example, the Teacher Training Colleges, TTCs, or the Teachers Union has participated in the discussion. There are individuals and individual schools outside the ZIMFEP programme who have and who practise EWP, but on the whole the development of objectives has been confined to ZIMFEP.

In order to be able to systematize and to classify the objectives we shall first look at some themes of the discussion.

What EWP is not

Independent Zimbabwe inherited a long tradition of practical work in education. One of the early features of British Colonial education policy was to encourage practical work for African students and pupils. This was considered to be particularly relevant to them because of their aptitude and future role as manual workers. For a long time the discussion was confined to the basic levels of education, since this was the only type of education that was open to the African population. Those who are in decision-making positions in Zimbabwe today will probably remember the school garden as a manifestation of this policy. In 1970 an alternative was introduced for those who did not get through the selection to secondary education. These schools, known as the F 2 schools, had a heavy bias towards practical subjects. The schools were not meant to lead on to further education. Politically, they came to represent the very essence of discrimination of the black population in a racially segregated system of education.

This heritage has turned out to be a problem for the implementation of EWP in Zimbabwe. Some, who only see the woodworkshop and the school garden as manifestations of the principles of EWP, have concluded that EWP is a move towards the old system. This has been the reaction in many quarters. Therefore, the Minister and others who are setting the broad guidelines, have made big efforts to explain that EWP is different from the F 2 schools. Two typical passages from the speeches¹⁾ of the Minister expresses this concern.

"Many people confuse it (EWP) with having a school garden, or doing some manual labour and others tend to equate it with the F 2 schools in the past."¹⁾

1) Speech by the Minister of Education at the ZIMFEP Textile Exhibition 5.12.83.

"Education with Production is not resuscitation of F 2 schools under another guise but the highest academic, practical and managerial skills to be combined."²⁾

People at ZIMFEP have also been faced with the problem. They talk about it as the "F 2 syndrome".³⁾ What then is Education with Production? We will answer in two ways. First we will look at and analyse the objectives as set by the Ministry of Education, ZIMFEP and the ZIMFEP schools. Then we will describe the ZIMFEP activities as they are today. This section will deal only with the objectives. These are many and varied and have therefore been grouped according to certain themes, as they appear in interviews and in documents referred to in this report.

Equity considerations

The education reform work after independence has, at its first priority, to break with the racist principles of the past. But this is not only to widen access to education. EWP sets out to take this a step further. One of its principal objectives is to bridge the gap between mental and manual labour. It means, that students should learn to appreciate the value of manual labour, understand its role and importance for development. For example, it is considered important for people in offices to know "how to do manual labour".⁴⁾ For the individual student, this is a question of attitudinal change since education to most of them is associated with work in offices. This will be brought about through exposure to the real world of work, placed in a perspective of transformation towards socialism.

2) Speech by the Minister of Education at Workshop on Education with Production 8.5.84

3) Interview with ZIMFEP staff, April 1985

4) The Minister of Education at ZIMFEP Workshop on Finance and Administration 6.5.83

This has been summarised in the following way: "Our socialist struggle will succeed or fail depending on our ability to integrate manual and intellectual work in all spheres of life"⁵).

Educating the whole man

This is a related concept, which expresses the conviction that every student should be exposed to a broadly based education programme that should prepare him or her for all walks of life and which should make him or her understand his productive role in a wider context. This is expressed in one of the main long-term objectives of ZIMFEP to be to "promote a new and revolutionary system of education which combines education, technical training and agricultural production". The Director of ZIMFEP has expressed the same view to be to give students a "holistic type of education."⁶)

It should be noted, that there is a strong element of equity in the Zimbabwean concept of EWP. Education is seen as an important means to bridge the gap between mental and manual labour, between the elite and the masses. This interpretation of EWP ought to be seen against the background of the highly selective and racially divided system that was inherited.

Education and economic development

EWP should prepare for working life. It should help the country to develop economically. This objective is based on the conviction that wealth is created through exploration of Zimbabwe's national resources in the fields of

5) Dr Uachevekunze addressing students and staff at Morgenster Teachers College 11.11.82

6) T. Mudariki, Notes on Education with production

agriculture and industry. This comes through in passages such as this: "Zimbabwe must develop through productive industries expanding. It cannot be developed through white collar workers alone".⁷⁾ Therefore there should be interaction between school and "the industrial and technological sectors of the economy".

One of the Board members expressed this even more clearly in that technology and exploration of natural resources is the base of wealth, "not work in offices". According to this view, EWP should develop a strong technological base and students should be made to understand the relationship between technology and economic development.

The schools should therefore link "learning with job creation; the school with industrial and co-operative development. In our ZIMFEP schools the students learn skills that are needed by the society and they produce goods required by the local community".⁸⁾

The question is, what kind of skills for what kind of jobs? On this point it seems necessary to distinguish between EWP as a blueprint for national reform and EWP as practiced in the primary and secondary ZIMFEP schools. Different views can be identified.

At a general level, one line of thinking implies, that EWP should emphasize the practical application of all content areas, be they basically theoretical or more practically oriented. The role of secondary education should not be to train craftsmen but to give appreciation of different trades combined with management training and knowledge about economics.

7) The Minister of Education at Workshop on EWP 8.5.84

8) The Minister at ZIMFEP textile exhibition 5.12.83

Others give more emphasis to such skill training, which is relevant for the development of the rural areas. It is seen as a means to solving youth unemployment, stopping the drift to the towns and developing the rural areas.

For example, this view can be found in the material from the workshop on EWP in 1984. "Soon the people will notice that O-level is not enough to get a job. You are aware that this year out of 16,000 O-level students, only 4,000 gained access to Form 5. What do you think happened to the remaining 12,000?" Against this background it was suggested that students should sit for the O-level examination and for a trade test. It should "give the student a trade training which they can utilize straight after school, whilst leaving an option for those who choose to pursue higher education as they will also have earned O-level subjects such as Eng, Maths and Science".⁹⁾

The ZIMFEP schools themselves have tended to emphasize this point. Very often teachers of the practical subjects have been asked to define the objectives of EWP and they tend to talk about useful skills or production of useful articles as the essence of EWP.

Integration between theory and practice

This is the pedagogical aspect which seems to be the common denominator for all descriptions of the objectives of EWP. Some definitions referred to above are more elaborate than others, some emphasize the equity aspects, others the economic aspects. However, they all contain references to EWP as a means to bridge the gap between theory and practice.

It expresses the basic idea that knowledge stems from experience and that you learn by applying what you learn from books in the real physical

9) Mrs Mudenge at Workshop on EWP 8-11 may 1984

world. This calls for more emphasis on applications in all subjects as well as integration between subjects, particularly between the theoretical and the practical ones. Ideally they should support each other. There is theory in every practical subject and practical applications of every theoretical subject area.

Self-reliance

Self-reliance is another key word in the discussion about EWP in Zimbabwe. At school level it means that schools should generate income, for example so that they can become self-sufficient in food and/or that they can finance some of the costs of their productive projects.

For the individual student it could mean that he or she should be able to start a co-operative, become self-employed or that students should be able "to build their own homes, make their own furniture and grow their own food".¹⁰⁾ Management and accounting skills should be important elements of the curriculum.

10) Senator Culverwell on EWP, Speech 15.4.83

Summary of objectives of EWP

LEVEL Dimension	Political	Economic	Pedagogical
Student	Positive attitude towards manual work; Understanding of one's role and that of productive work in a context of socialist transformation; respect for peasants and workers	Make students self-reliant through useful knowledge and skills	Working with others; learning through practical experience; application of book-learning in real life situations
Subject - content	as above for all subjects	bias towards technical and practical subjects	integration between theory and practice within and between subjects
School	Schools to become a mini-community which combines mental and manual labour; a place for mental and material production; schools to become democratic;	Schools to support and seek linkages with the local community; Schools to become partly self-financing	Management practices to be more democratic
National	Bridge the gap between manual and mental labour in society, between elite and masses. Promote participatory democracy	Education to promote economic growth	Support national education reform as regards structure, content and methods

Observations

The classification made above does not give a complete list of objectives of EWP that can be identified in Zimbabwe. The ambition has not been to make an inventory but rather to give a framework that covers the main aspects of EWP as set in Zimbabwe.

There is no apparent trend of emphasis except that the ZIMFEP schools tend to emphasize the role of the practical subjects when asked about the objectives of EWP. Also they refer frequently to their productive activities. This might have reinforced the impression among those who think that EWP is merely the old school garden again.

Our impression is that there is a need to further specify the objectives, particularly as they relate to individual schools, teachers and students. It has obviously been difficult for them to translate broad statements such as integration "between manual and intellectual work", into action.

Given the fact that education reform in practice is a matter of finding a compromise between objectives, how far has ZIMFEP and the ZIMFEP schools been able to develop a blueprint for a future system of education? The following sections will seek to answer this question.

5 ZIMBABWE FOUNDATION FOR EDUCATION WITH PRODUCTION

Background and legal status

Zimbabwe Foundation for Education with Production, ZIMFEP, was set up in 1981 as a charitable organisation in terms of the Welfare Organizations Act. It is governed by a Board and has a secretariat in Harare.

The intention was to establish an umbrella under which a new experiment for Education with Production could be carried out. In the words of the Minister of Education: "It is because I knew that the task would be controversial and that it would meet with opposition that I proposed that an independent welfare organisation - ZIMFEP - be set up to lay the groundwork for substantive change. I beleived that such an organisation would have more freedom to experiment and would not be a prisoner of the bureaucratic structure inherited from the colonial past".^{11a)} It comes out very clearly elsewhere, that the rationale behind ZIMFEP was to provide some freedom for experiment, to try out new models which were based on the experience from the camps. "I have appointed the staff of the pilot schools and of the ZIMFEP Secretariat to be the vanguard in this process"^{11b)}. Not only staff and students at the schools but also the ZIMFEP staff came from the camps. Whilst this situation has

11a) Speech by the Minister of Education, at the ZIMFEP Workshop on Finance and Administration 6.5.83

11b) As above

changed considerably in the schools, ZIMFEP has been able to maintain a core of people who are carrying that heritage.

Legally speaking, ZIMFEP is autonomous. In reality, it is expected to operate within the traditional Ministry structure. The ZIMFEP schools are Government schools. Herein lies a dilemma not only for ZIMFEP but for ZIMFEP and the ZIMFEP schools as a model for national reform. We shall come back to this issue under section 8 below.

ZIMFEP and the Ministry of Education

In 1982 it was deemed necessary to formalize the relationship between ZIMFEP and the Ministry of Education. An agreement was signed which sets out the specific tasks of ZIMFEP in a national perspective. According to the agreement ZIMFEP has agreed to:

"Promote education with production through suggestions for curricular reform and through experimentation on the eight farm schools set up for refugee children."

"Control and support building, agricultural and other productive activities in these schools and to ensure that they are run efficiently."

"Assist pupils who complete their education in these eight schools to find employment through other development project."¹²⁾

The Ministry agrees to make land available and to second some staff to the ZIMFEP secretariat. The Ministry is "responsible for the academic and administrative aspects of the eight schools. With regard to the productive activities, the agreement stipulates that the Ministry shall support these by "allowing" curricular experimentation and timetable adjustments "to facilitate the integration of

12) Agreement between the Minister of Education and Culture and the Zimbabwe Foundation for Education with Production, 22.9.82

productive activities into the schools programme."

Already here, we can see the dualism referred to above. A distinction is made, on the one hand between academic and administrative aspects, and the productive activities on the other. The Ministry is expected to support the latter but only to the extent that it should allow them to take place. For example, no provision is made for financial support. It should also be noted that ZIMFEP may "suggest curricular reform" but is given no mandate to decide to introduce it in the schools. In order to fulfil this part of its task, ZIMFEP has concentrated on curriculum development/research, production of didactic material and of publications. It has also organized seminars to stimulate the discussion about education with production in Zimbabwe and in the ZIMFEP schools.

More specifically, priority has been given to the development of technical education. A proposal was put forward in October 1984, but no decision had been taken by the Ministry of Education as yet. The proposal has been proceeded by workshops and consultations with the ZIMFEP schools.

The new syllabus suggests a heavier bias towards a block of subjects consisting of technical subjects (woodwork, metalwork, building, domestic science, home craft) and agriculture. These will take 38 per cent of the time in Forms 1 and 2. All students will take agriculture together with one out of five of the technical/practical subjects. In Forms 3 and 4 the proportion will be slightly changed in favour of the "academic subjects". In Forms 3 and 4 students will specialise in one of the technical subjects (14 periods a week out of 42). Eleven periods will be spent in the workshop. This subject will be examinable, i.e. trade tested. The proposal is likely to increase the need for qualified teachers in these fields as well as the need for workshops and equipment.

This development is mainly in response to the economic objectives of EWP.

Preparatory work has also been done to reflect the social/political dimension of EWP. ZIMFEP is in the process of compiling syllabus in economic/political science.

In sum, in the field of curriculum development, ZIMFEP has concentrated on the technical field. A proposal has been put forward which will strengthen the position of the technical subjects at the secondary school level. The intention is that this syllabus should be tested in the eight ZIMFEP secondary schools.

ZIMFEP needs the approval of the Ministry in order to introduce new syllabi, but it can decide to introduce new education material as it sees fit. Normally schools buy from a list of publications recommended by the Ministry.

Plans are to expand the production of material. It includes revival of the newsletter, the first issue of which was published already in 1982.

Also the report from the First National Workshop on Education with Production will be published.

This is part of the effort to stimulate the debate on and development of EWP in Zimbabwe.

ZIMFEP and the pilot schools

One of the original tasks was to establish some pilot schools for ex-refugees. Today there are 3 primary schools and 8 secondary schools.

ZIMFEP has a supportive and a supervisory role. A lot of work has gone into supervision of the construction programme, which by the middle of 1985 will have been completed. Its involvement in construction work, which has been very important for

the progress made in this field, can now be expected to be gradually sealed down.

ZIMFEP has also acted as a catalyst and a stimulus to headmasters and teachers in their attempts to implement EWP in the schools. Workshops, seminars, in-service courses, visits, informal contacts have all been important for the schools, although the immediate impact can not be measured in quantitative terms. Details on these activities are given in ZIMFEP annual reports and will not be repeated here.¹³⁾

In 1984, the Board of ZIMFEP decided that the farming activities should be separated from those of the school, financially and administratively. It was decided to employ professional farm managers. Funds for investments in agriculture were to come through ZIMFEP and revenues would be given to ZIMFEP for distribution. This implies, that funds, at the discretion of ZIMFEP, can be used for new agricultural investments at any of the schools and/or to cover costs for purchase of equipment.

Accounts for the farms are kept at ZIMFEP. The new system is being implemented for the first time this year. The point to make here is that it gives ZIMFEP a direct executive function in relation to the farms. It will also put a heavy administrative burden on ZIMFEP that has not been noticeable in the same way when the farming activities were small and the farms were part of the school.

Job placement and job creation

ZIMFEP has, since 1982, offered to help students to find jobs after school and to help students to set up co-operatives. Since 1983 an officer has been designated specifically for these tasks. This task was also to help students to set up co-operatives.

13) ZIMFEP Annual Reports 1982 and 1983

This task has also been to produce educational material on co-operatives to be used by the schools. A co-operative Department was established, and it has been discussed to introduce co-operative education as a separate subject. However it was felt that this subject should rather be integrated into all other relevant subjects.

Since 1983 one of the main tasks of the Department has been to place students who have completed their O-levels. Approximately 3 000 students graduated. Outside the ZIMFEP office there is a queue of students waiting. For example, during the first 3,5 months of 1985, ZIMFEP had 500 visits.

ZIMFEP has been able to place a remarkably big number of students. According to ZIMFEP records the outcome was as follows:

Students placed in jobs.

1983	43
1984 ¹⁾	456
1985 ²⁾	<u>220</u>
Total	719

1) Includes 84 students who have started or been placed at existing co-operatives.

2) First 3.5 months

Students have mainly been placed in the public sector as policemen or as temporary teachers. They are, in the main, ex-refugees who themselves have expected difficulties because of this, particularly among private employers.

ZIMFEPs experience confirms this. "Most of the employers in the private sector are prejudiced over ex-combatants and they do not always respond when approached. This is the same case with some employers in the Public Sector."¹⁴⁾

14) ZIMFEP, Report on School Leavers Cooperative, 1984

It was also emphasized that many students had experienced social problems due to their experience during the war.

The establishment of co-operatives has only just started. One co-operative at Rusununguko (agriculture) and one at Fatima (textile) were started during 1984, with the assistance of ZIMFEP. They later decided to merge under the name of Uhuru Nakazi Young Workers Collective Cooperative Society Pvt. Ltd.

Generally ZIMFEP has had a professional approach to the problems. Co-operatives should be well planned with the help of Agritex and students should be well trained and genuinely committed. The policy has been to start gradually and to gain experience before new co-operatives are being set up. Delays in the transfer of donor funds (SIDA) from the Ministry has apparently hampered expansion.

Indications are that each co-operative will require fairly big initial investments, i.e. in the range of Zim dollar 100,000 each.

ZIMFEP and donors

ZIMFEP receives most of its funds from the Ministry of Education but it can also raise funds from voluntary organisations inside and outside the country. The list of donations for 1984 includes 10 donations not exceeding Zim dollars 15,000 each. The organisation has had to spend a lot of time during these past years not only providing background material for the Ministry of Education and the big donors but also preparing for a number of small contributions.

Observations

It should be obvious from the above that ZIMFEP works by persuasion rather than by force. Its impact at the national level so far has mainly been to stimulate the discussion

on EWP among teachers, at TTCs and within the Ministries concerned. It has also prepared for major structural changes through the proposed new syllabus for technical education. If implemented nationwide, it will change the present objectives of secondary education and have implications for teacher training, examinations and for the need of workshops and material. Also for the eight ZIMFEP schools it would imply, that more emphasis should be given to skill training. Our impression is that the schools are hardly equipped for a more vocationally oriented curriculum. The role of the practical subjects today is rather to familiarize the students with a broad range of skills and working practices.

The production of teaching material and publications is potentially a very big area, in which ZIMFEP can operate without Government approval of every single title. This part of the work has begun and is likely to expand. ZIMFEPs role in relation to large scale farming and to the development of co-operatives is different from the above "work through persuasion". In these fields it has direct financial and executive responsibility. This function is new and is likely to expand as the farms develop. The farms have a very big potential but are at the same time big commercial enterprises which require a solid base of professionalism at all levels. The same holds true for the co-operatives. Therefore, it is important that their role within the context of EWP be defined. In other words, how far can ZIMFEP involvement be justified as part of EWP? In how far should it be responsible for support to and supervision of its former students? The attitude so far has been to develop these areas gradually and to emphasize the need for professionalism. Commitment, however important, is not sufficient for the running of a big farm or a co-operative. If co-operatives are to serve as models for other schools and for the neighbouring communities they ought to be viable. Therefore there is a lot to be said for the line taken by ZIMFEP. In view of this, numbers of co-operatives are likely to remain small at least in the short run.

6

THE PILOT SCHOOLS

This section is mainly descriptive. It will summarize the present status of the schools in terms of students, teachers and facilities. Subsequent paragraphs will focus on activities in relation to EWP. Details of each school are given as appendices.

6.0

SHORT HISTORY

The original school population consisted of ex-refugees from the refugee camps in Mozambique, Zambia and Botswana. Students from Mozambique stayed in the camps there until August 1980 when they were gathered at Chindunduma. Some were placed in existing schools. Despite ambitions to make preparations, little had been done. It was an emergency situation. Students and staff lived in tents and there was a lot of frustration. Some teachers left. At that time "we had Kemphaven and a Board" as expressed during one of the interviews at ZIMFEP. Chindunduma primary was the first school to be built. Development Aid from People to People, DAPP, was responsible for this under an agreement with the Ministry of Education.

Students from ZAPU camps were at St Avens mission also in poor conditions. At that time these students were not the responsibility of ZIMFEP.

With funds raised from various sources, including the Government of Zimbabwe the following schools were established:

- 1980 - Chindunduma Primary
- 1981 - Chindunduma Secondary, Rusununguko and Fatima (primary and secondary)
- 1982 - J.Z. Moyo Secondary (Majoda), Mavhudzi, Nkululeko (Primary and Secondary), George Silundika (Primary and Secondary)
- 1984 - Mupfure Self Help College.

6.1 Land and facilities

The schools are all situated on former private commercial farms, varying in size from 800 to 6,500 ha. In 1984 the schools had cultivated a small portion of the land varying between 25 and 140 ha. Details have not been available about all the farms, but figures indicate that 3-5 per cent of the land was used for arable farming in 1984. If, as ZIMFEP documents suggest, the arable land constitutes 50 per cent of the total, then ZIMFEP schools are only in the beginning of a potentially very big commercial enterprise.

The period up to the end of 1984 has been dominated by construction work. Student and staff have gradually moved from tents and other temporary facilities into classrooms, hostels and dining halls. At Nkululeko, students constructed thatched classrooms and other facilities. Meanwhile, construction of permanent facilities was done.

The typical secondary school has been planned for 960 students of whom 640 should be boarders and 320 day students. Ideally, 50 per cent should be girls and 50 per cent boys. It means i.e. 18 classrooms, 10 workshops, 6 laboratories, plus library, administration block and dining hall for each school. It also means 40 staff houses for teachers and 10 for the general staff. It should be noted that this excludes the need for houses for the farm workers. These model schools will be able to offer the full range of practical subjects i.e. building, metalwork, woodwork, domestic science/home economics and agriculture.

In relation to this standard, the situation with regard to construction was as follows by 1st May 1985.

ZIMFEP SECONDARY SCHOOLS - FACILITIES COMPLETED AND PLANNED BY 1.5.85

Standard plan (18) (6) (10) (320) (320) (40)

NAME OF SCHOOL	Class-rooms		Labora-tories ³⁾		Work-shops ⁴⁾		Boarding places boys		girls		Teachers houses	
	C	P	C	P	C	P	C	P	C	P	C	P
Chindunduma Primary	40		n.a		6		n.a				13	
Chindunduma Secondary ¹⁾	n.a											
Fatima Secondary ²⁾	10		2		3				660		7	
George Silundika	18		2	4	6	4	360	-	120	240	26	24
Mavhudzi	18		6	-	11	-	n.a	n.a	n.a	n.a	30	10
J.Z. Moyo (Majoda)	18		4	2	8	2	240	240	-	496	10	30
Mupfure College	n.a											
Nkululeko	14	4	3	3	7	3	360	-	120	200	24	26
Rusununguko	16	2	7	-	12	-	874	-	200	-	32	18

Sources: ZIMFEP Secretariat, DAPP, final report on Chindunduma Primary, March 1982

C = Constructed or under construction

P = Planned in relation to the standard given above. It does not necessarily mean planned in the sense that plans have been approved or funds requested.

1) Complete in prefab. buildings erected by the Ministry of Construction.

Facilities to be upgraded to A-level. Details have not been available.

2) By October 1984. Most facilities were then more than 50 per cent complete. Construction done by the Ministry of Construction. Students are partly using facilities of the mission.

3) "Laboratories" includes special facilities such as geography room and room for agricultural science.

4) "Workshops" refer to facilities used mainly for practical activities.

As can be seen from the table, the construction programme is almost complete with the exception of Mupfure and Fatima. Chindunduma Secondary is a special case in that it is going to be up-graded. Facilities still missing are mainly teachers houses and a few laboratories and workshops.

Four of these schools have adjacent primary schools, Chindunduma being the biggest with 40 classrooms, 12 dormitories, 12 staff, workshops and dining hall. On March 1985 it had 716 pupils of whom 232 were boarders. The quality of the buildings of Chindunduma Primary is very poor and the Ministry of Construction has refused to take responsibility for maintenance of the buildings. Although built in an emergency situation, and as such very important, it seems

obvious that the professional inputs were not enough for an operation of this size.

The technical details have been described in previous reports and need not be repeated here.

Although this does not pretend to be a technical report, it seems fair to say that the construction phase now is almost complete and that implementation on the whole has been speedy and smooth.

A closer analysis of the cost-efficiency has not been the purpose of this report. ZIMFEP intends to make a more detailed summary when the programme is complete. A more detailed analysis should be made then.

6.2 Students and staff

Numbers of students and staff are given in the tables below. Details have been difficult to come by, despite the fact that schools should submit annual returns to the Ministry of Education. However, all of these could not be traced. The tables below are based on information from various sources in the Ministry of Education and at ZIMFEP.

SECONDARY SCHOOL STUDENTS 1ST TERM 1985

SCHOOL	Total	Boys	Girls	Boarders			Day-students			Refugees			Non-refugees		
		Total	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chindunduma ¹⁾	707	533	174	n.a	n.a	659	n.a	n.a	48			386			321
Fatima ¹⁾	716	74	643	-	640	540	74	100	179		398	399	73	242	315
G. Silundika ¹⁾	642	624	18	588	-	588	38	16	54	n.a					
Mavhudzi	988	309	679	186	474	660	123	205	328	56	366	422	255	311	566
J.Z. Moyo	500	500	-	500	-	500	-	-	-	n.a					
Nkululeko	775	655	120	642	114	756	13	16	19	n.a	n.a				
Rusununguko	1.135	902	233	n.a	n.a					800			74		
Total	5.546	4.280	1.266												

1) 2nd term 1984

Note: The first intake at Mupfure will be in August 1985.

PRIMARY SCHOOL PUPILS 1ST AND 2ND TERM 1984

SCHOOL	Total	Boys	Girls	Boarders			Day-students			Refugees			Non-refugees		
		Total	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Chindunduma ¹⁾	716	n.a	n.a	198	34	232			484	131	32	163			553
G. Silundika	368	271	97	143	-	143	128	97	227	n.a					
Nkululeko	615	403	212	n.a		196	n.a		419	n.a					
Fatima	367	119	248	n.a		97	n.a		270						
Total	2.066														

1) October 1984

SECONDARY SCHOOL STUDENTS 1981-85, by school

YEAR SCHOOL	Chind	Fatima	Silun- dika	Mav- hudzi	J.Z. Moyo	Nkulu- leko	Rusu- nunguko	Total	Ex- refugees
1981									
1982	886	974	1.390	425	198	967	1.200	6.040	n.a
1983	712	860	660	931	554	692	1.174	5.583	n.a
1984	533	716	642	930	552	790	1.174	5.337	n.a
1985	n.a	n.a	n.a	988	500	775	1.135		n.a

As can be seen, total numbers have dropped gradually. The reasons for this are not known. Has there been a high drop-out rate or have intakes been reduced gradually? Only a more detailed analysis could answer this. It has not been possible to do this with data that were available.

A second observation is that in more than half the number of schools in 1984, there were considerably fewer students than the 960 that had been envisaged. This may indicate underutilization of resources, but again only a more detailed analysis can answer this.

The schools have had, and still have, a shortage of qualified teachers. Figures for 1984, indicate an average of 35 per cent qualified teachers. Several schools have complained about the shortage of qualified teachers in the practical subjects but figures are too scanty to substantiate this.

6.3 Costs and financing

A ZIMFEP school has five sources of income:

- The Ministry of Education, which meets the recurrent costs, i.e. teachers' salaries and costs for material on a per capita basis. The amounts are the same as for any other Government school.

- The Ministry of Education and/or ZIMFEP which meet the costs of buildings. These funds are controlled either directly by the Ministry (Fatima, Chindunduma Secondary), by ZIMFEP (G. Silundika, Mavhudzi, Nkululeko, Mupfure, Rusununguko), or by agencies through agreements with the Ministry and ZIMFEP. These have been DAPP, for Chindunduma Primary, and the Lutheran World Federation for J.Z. Moyo (Majoda).
- ZIMFEP, for additional capital and recurrent costs related to the productive activities.
- Fees from the students. These consist generally of fees for tuition, boarding and for the general purpose fund. In addition to this, some ZIMFEP schools have charged special fees for some of the practical activities. Fees for the ex-refugees have been paid by the Ministry of Education.
- Income generating activities, mainly the school farm. This includes contributions "in kind" made by students who work on these projects.

From the point of view of ZIMFEP, the picture looks different. ZIMFEP has channelled the major portion of the funds that have been used for capital investments, i.e. buildings and projects for agricultural production. Initially it has also included some recurrent costs for the agricultural production. In addition hereto, ZIMFEP has a budget for curriculum development work, training, publications and for the establishment of co-operatives. Some of the posts of the ZIMFEP secretariat are seconded to ZIMFEP by the Ministry of Education, others have to be financed through other sources.

The activities of ZIMFEP have been financed either through direct contributions from the Ministry of Education (partly donor funds) or through contributions from non-governmental organisations inside or outside Zimbabwe.

The response to fundraising efforts within Zimbabwe has been weak. In practice funds from non-governmental organisations have come from outside.

As from 1985, ZIMFEP will also receive the surplus from the agricultural production at the schools. The intention is that ZIMFEP should control these funds and distribute them between the schools for EWP-activities.

So far, ZIMFEP and the schools have made no clear distinction between capital and recurrent costs. Nor have the schools separated the activities of the schools from the income-generating activities. This will be done from 1985 onwards.

In view of this, it has not been possible to give a complete overview of the financial situation of the ZIMFEP programme. Another difficulty has been that record-keeping so far has been dictated more by the needs of the various donors (including the Ministry of Education) than by the schools operating as education/production units. Work is under way to build up an accounting system which better reflects the nature of the activities of the schools.

The tables below give a picture of the total capital expenditures since the inception of the programme. They include recurrent costs that have been covered by ZIMFEP but exclude the recurrent budget of the Ministry of Education.

ACTUAL EXPENDITURE, BY SCHOOL 1981-1984 (calendar year) 000' Zim dollars,
current prices (round figures)

SCHOOL	Build- ings	Agr. Equipm	School Equipm	Vehic- les	Carp. Equipm	Live stock	Agr. Current	Sundry	Total
1 Funds through ZIMFEP									
- Fatima ¹⁾	7	-	0.8	12	-	10	7	11	47.8
- Mavhudzi	1.369	35	-	12	-	8	52	7	1.483
- Mupfure	1	-	-	13	-	-	44	4	62
- Nkululeko	1.183	64	5	12	-	8	86	36	1.394
- Rusununguko	1.436	10	10	13	12	5	47	9	1.542
2 DIRECTLY BY MOED									
- Chindunduma Secondary ¹⁾	n.a	-	0.7	6	-	-	42	1.1	49.8
3 THROUGH LWF									
- Majoda ²⁾	1.695	143	n.a	n.a	n.a	164	-	-	2.002
4 THROUGH DAPP									
- Chindunduma	583	40	10	-	-	-	-	21	654
TOAL	4.838	292	26.5	68	12	194	278	89.1	7.234.6

1) Funds channelled through ZIMFEP only. Figures on costs for work done by the Ministry of Construction have not been available.

2) Excludes the Agricultural activities and the Food for Work Programme at Majoda. For details about the total budget of Majoda see annex D 5.

In addition hereto, ZIMFEP had spent funds as follows:

ZIMFEP SECRETARIAT - ACTUAL EXPENDITURE 1981-84, 000' Zim dollars, current prices (round figures)

Activities	Capital	Recurrent	Total
Textile project	-	23	23
Curriculum Dut.	0.1	27	27.1
Community Theatre	-	89	89
Co-operatives/school-leavers	12	35	47
School Dut. Fund		0.3	0.3
Food for Work	100	-	100
Technical Education	43	-	43
Mobile Building Unit	14	24	38
ZIMFEP Secretariat	38	160	198
Namibia Project		8	8
Workshop/Seminars	-	21	21
Production Projects		13	13
TOTAL	207.1	400.3	607.4

Donor contributions

It has not been possible to get a total overview of how these activities have been financed in a donor perspective. As from 1984, the Ministry has given the name of the donor in its transfer of funds to ZIMFEP.

Hence, in 1984, the total income of ZIMFEP was financed in the following way:

Total donors ¹⁾	2.373
Ministry of Education ²⁾	385
Project income	24
Interest and other	<u>282</u>
	3.064

1) including gifts in kind

2) capital costs only

The major donors were SIDA, US AID, HIVOS and Bread for the World. As an example ZIMFEP, received Zim dollars 712.500 from SIDA which is about 30 per cent of the total donor contribution.

The contributions from US AID and HIVOS constituted 20 and 16 per cent respectively. As mentioned above there are at least 10 small donors which contributed amounts in the range of Zim dollar 10-15.000 each.

Fees

Fees constitute an important source of income for the individual school. In 1984, fees at the ZIMFEP schools were in the range of Zim dollars 380 a year, of which 75 was tuition and 300 was the fee for boarding. Some of the schools charge fees for the practical subjects 5-10 Zim dollars (e.g. material for the woodworkshop).

6.4 Education with Production in schools

Do schools practice EWP? If so, what does it mean to them? A summary will be made here. Based on written reports from the schools and visits to two schools. Further details are given in annex D 1-7.

EWP will be divided into the following categories:

- content and method of work
- school organization and management
- contacts with the local community
- examination results.

Content and method

Integration between theory and practice is an important dimension of EWP. All schools mention this when asked to define EWP. Hence, there is an awareness among staff and students that this ought to be done. Participation in productive activities should ideally be applications of what is learnt in the classroom and there should, as far as

possible, be integration between the theoretical and the more practical subjects.

We saw some good examples of this but also many of the practical difficulties. The problem seems in the main to be to be of a practical nature. In many cases it is a matter of timing and of time-tabling. Some schools have tried a project approach where a group of students work together on a specific task. This may include the school garden, poultry and piggery or collection of information about the traditions and history of their villages. The latter example shows that there is an understanding that this should be tried also outside the sphere of agricultural production. We also saw examples of subject integration between Building Science, Mathematics and actual construction for the school.

Our conclusion is that a start has been made. There is a need for more detailed studies of what is going on, with a view to work out practical examples of what EWP could mean for different subjects.

EWP also has a social aspect which implies that students should work together in actual production.

This aspect has not been stressed very much by the schools in their reports. In reality ZIMFEP schools have an impressive record, due to students participation in the construction of schools. In varying degrees students have participated in the construction of their own premises. Further details are given in the annexes D 1-7. Generally speaking students at all schools have participated on a massive scale in minor works on buildings, site works etc.

Student involvement in major construction projects has varied from school to school. The experience is that students should be involved mainly in smaller projects. They are too inexperienced for big projects and their involvement in such projects tend to be reduced to routine work. In smaller projects students take more responsibility and there is usually a training element involved.

The principle has been, not to pay students for work done during school hours. Students who have worked outside school hours have been paid. Mainly orphans and destitutes have done this. A new policy was introduced in 1984. For work done during school hours a sum will be given to the General Purpose Fund. Work done during leisure time will be paid as before.

A few negative reactions have been reported, but on the whole students have worked very hard and made an important contribution to the construction of facilities at the schools.

The question is, to what extent this very successful experiment of students working together, is due to the fact that the students were mature men and women who had learnt to survive under extremely difficult conditions in the refugee camps. Construction at the schools will be cut down drastically after this first phase. One may ask what will happen when the ex-refugees gradually are replaced by younger students who do not have the same background. As mentioned above, schools have not stressed the social/political aspect of EWP in their reports. Either it has been taken for granted, given their background and present experience, or mobilization has been considered as a temporary measure in an emergency situation. We do not have sufficient evidence to try to give an answer. The work of ZIMFEP on a political economy syllabus should be seen as a way to meet this problem. It will seek to maintain a high degree of political mobilization within the programme.

Skill training is a third aspect of EWP frequently mentioned by the schools. Schools should produce useful items that can be sold or be used by the students at home. The idea seems to be that students should leave schools equipped with skills which are sufficient to make them self-employed. These are typical passages in reports from the schools: EWP means to "familiarize students with basic agricultural work so that they may later build their own houses and feed themselves" (Majoda).

EWP should train individuals "so as to become self-reliant and apply the learnt skill." (Mavhudzi)

We saw many examples of schools producing useful items. It should be noted that this approach is partly in contrast to the examinations which tend to emphasize the process (for example the making of 8 different joints) more than the end product.

Whether the skills acquired will be sufficient for self-employment is difficult to say. Some schools have discussed the need for a test, and the proposed new syllabus in technical education points towards specialisation and a trade test at the end. At present the purpose seems to be to familiarize students with a broad variety of skills.

School organisation and management

Democratic forms of government in schools is an important feature of EWP. As expressed by the Headmaster of Rusununguko "it is the revolutionary participatory democracy that we thirst after".¹⁵⁾ Rusununguko has made deliberate attempts to build up a Democratic Committee system with representatives of students and staff at various levels, rotating chairmanship, prefects being elected by their fellow-students etc.

Although some other schools report about committees being set up for various tasks, there is no reference made to this in relation to more democratic forms of management. Interviews confirm this impression.

Schools in Zimbabwe are hierarchical by tradition. This has been reinforced by the fact that the ex-refugees were used to military organisation and discipline during the war.

The conclusion on this point is that Rusununguko is an exception. On the other hand, it has set an example that could be imitated by others.

15) G. Matiza, The Report on the First National Workshop on Education with Production, 8-11 May 1984

Productive activities

In this category we will include activities which serve mainly to generate income, i.e. to make the school more self-reliant. It may seem illogical to make this distinction between education and production in view of the objectives of EWP. We feel that it ought to be made because of the tendency within the programme is to separate commercial farming from education.

Hence it has been decided that the productive activities should be accounted for separately. In 1984 it was decided that professional farm managers should be employed and have their own staff and their own accounts. Schools would have to pay for farm products and services.

There are also examples of schools which have started workshops for production of school uniforms (Chindunduma, Rusununguko and Fatima) or school furniture (Chindunduma and Rusununguko).

The farms have a very big potential but may also grow into big enterprises which will require professionalism and big investments in the years to come. As can be seen in Annex D 5, Majoda has set an example that shows what can be done. Since farms have not kept separate accounts so far, it has not been possible to summarize their output in money or real terms. The annexes give some examples of what has been achieved. Also in this field a start has been made but it is too early to draw conclusions what this will mean for the self-reliance of the schools in the future.

Contact with the local community

Majoda has set an example, through its food for work programme, which shows, that a school can be a powerful resource for community development. The programme involved about 500 people per week from the drought-stricken Godlwayo Communal Lands in cutting reeds, collecting mopani leaves, restoring an irrigation scheme and planting of fruit trees.

They were paid in kind and it is estimated that about 4,000 people survived due to this relief programme, at a total cost of Zim dollars 70,000. For further details see annex D 5 and the final report from the project.¹⁶⁾

Other aspects are adult education classes, which have been initiated by 4 schools, and the Community Theatre project.

The Community Theatre project emanates from a cultural project, initiated by the Cultural Division of the Ministry of Education and Culture. Artists from Kenya had been invited to stimulate the establishment of cultural centres throughout Zimbabwe. The co-operation with Kenya did not materialize, but two representatives stayed in Zimbabwe and were asked to launch a Community Theatre Project. It was linked to Chindunduma Primary and hence it came under the ZIMFEP umbrella. A team for promotion of Community Theatre has now been established with representatives of the University of Zimbabwe, the ZIMFEP secretariat and the Ministry of Youth and Sports. The team is now writing a handbook on Community Theatre. An open air theatre has been constructed at Chindunduma. A theatre group has performed plays there, which has also involved the local community. Also tours have been made. A number of workshops have been organized and are being planned, all with a view to reach ZIMFEP schools and other groups.

The main idea is to dramatise social issues and at the same time to restore and gain respect for the local culture. Community Theatre is based on people's participation. It was emphasized during the interviews, that it can not and should not be pushed on to them.

This project is not directly linked to the rest of the ZIMFEP programme. Rather ZIMFEP has offered a base and

16) Lutheran World Federation, Majoda Farm Project, Final Report, March 1985.

acted as a catalyst. However, it offers a powerful approach to adult education which could become part of EWP if and when ZIMFEP schools decide to involve themselves in community work. Some schools have accepted Community Theatre as a means to promote EWP, others have been more reluctant.

With the exception of the examples mentioned above, community development does not stand out as a typical feature of EWP today. It seems that schools have been mainly occupied with their internal operations. Community development, as an aspect of EWP, is largely unexplored.

Examination results

What do we know about the students who leave the schools? Do they have "the highest academic, practical and managerial skills" as expressed by the Minister of Education? O-level examination results are the only data available. It is with hesitation that we introduce the O-level results as an indicator of success. Obviously they do not measure the different dimensions of EWP as discussed in this report. There will be a need to gradually develop criteria and indicators related to EWP. Some suggestions to this effect are made in section 7 below.

Given the fact, that the O-level results are widely recognized as an indicator of academic achievements, the results from the ZIMFEP will be asked for. Therefore, but with the reservations made above, they are given here as far as they have been available:

1984 O-level examination results

	No. of students who sat	Overall pass rate in per cent of subjects taken
Majoda ¹⁾	n.a	n.a
Mavhudzi	220	54
Nkululeko	n.a	34
G. Silundika	126	11
Rusununguko ²⁾	n.a	46

1) 59 per cent in 1983

2) 51 per cent in 1983

Note: Pass means that students who sat for a particular subject were awarded C or better. Figures in the table give the average for all subjects.

The results compare favourably with the national average for 1984 which was 18.7 per cent and was calculated on the basis of the number of students (not subjects) who received C or better in at least five subjects. The figures are not directly comparable. The ZIMFEP results shows the overall passrate by subject, the national average shows the average by students. Each student usually sits for 6-7 subjects. Leaving this aside the question is what this tells us about EWP?

One conclusion could be that the "spirit of EWP", i.e. the mobilization of students has been a supportive factor. Or it proves that "learning by doing" works also in Zimbabwe. Or perhaps the comparison should be made with schools of equal standard, not with the national average. In comparison with most so called Upper Tops, ZIMFEP schools are well equipped and have received a lot of attention. It could also be argued that the ZIMFEP schools have had a more mature population than the average school.

6.5 Problems of implementation as seen by schools

Shortage of qualified teachers, particularly in the practical subjects, is mentioned by all schools as a serious obstacle. Also shortage of material and equipment is seen as an obstacle to the implementation of EWP.

The high turn-over of teachers is another recurring theme. This makes it difficult to build up a common understanding of the theory and practice of EWP. This was easier in the beginning when all teachers shared the same experience from the refugee camps. But some decided to leave and some have been transferred. Transfer of teachers is common practise in Zimbabwe and some regional offices have seen this as desirable in order to "normalize" the situation in the ZIMFEP schools. There seems to have been, (and perhaps still is), an in-built conflict here.

If the ZIMFEP schools should serve as an experiment for the rest of the system, then schools should be left to build a

permanent staff which later on can serve as agents of change in other schools.

The fact that schools complain about the shortage of teachers and material can be interpreted in different ways. No doubt, there is a shortage of teachers of practical subjects in Zimbabwe. ZIMFEP schools, like other schools, suffer from this. A question is if they should be given additional teachers to make it possible for them to carry out the experiment of EWP.

This ought to be looked at in relation to the more general question of the additional resources required for schools which practise EWP. It is probably true that schools require special machines and other equipment for their productive projects.

An alternative conclusion could be that schools give too much attention to the physical production. It could be argued that EWP should focus more on the pedagogic principles and that project work should not be seen only in relation to the practical subjects and the use of workshops.

Some schools discuss this and have tried to analyse the curriculum more widely. The main problem seems to be how schools should integrate subjects. They seem to agree that it is mainly a matter of timing and content. There are few concrete proposals. One school suggests that more emphasis should be given to the technical subject at the detriment of the arts subjects. Other schools point to the fact that there is a discrepancy between the objectives of EWP, the content of the material and the examination requirements. Some describe the dilemma as lack of knowledge about EWP.

The problem of the so called slow learners is of concern to schools. Two solutions have been discussed. One is to open an option for the slow learners which has less emphasis on the theoretical aspects of the curriculum.

The other solution is streaming. The former has only been a subject for discussion, whilst streaming has been introduced at some schools.

From a ZIMFEP perspective the high turn-over of teachers is given as one of the main problems. One staff member summarized this in the following way: "For most people education is a passport to an office job. Teachers do not believe that EWP can offer this."

It was also confirmed that there has been resistance in some regional offices although this was reported to be changing gradually. At the same time it was pointed out that there had not been enough time for a dialogue. There is a need to improve in-service training of teachers for those who work in the ZIMFEP schools and to develop the theoretical framework of EWP.

6.5 Concluding observations

The ZIMFEP schools have now been in operation for 2-4 years. They were set up partly to solve a social problem i.e. to resettle ex-refugees partly as pilot schools that would develop a new model of education. Conditions were not such, that they could be carefully planned as experimental schools and then evaluated after some time in relation to some control group in the old system.

Developments so far could be summarized as follows:

- The infrastructure has been established, which allows for education and production to take place. There are classrooms, workshops and farms at all schools except at Mupfure.
- The ex-refugees have been resettled and many have been placed in jobs after school.

- ZIMFEP schools have an impressive record of mobilization of students in construction work. With the exception of Chindunduma primary, buildings seem to be of a good standard. This report does not pretend to give details of or to assess the technical aspects. Nor does it discuss cost-efficiency. A technical report will be prepared by ZIMFEP when the construction under the auspices of ZIMFEP has been completed.
- In relation to EWP, the schools are marked by the following characteristics:
 - a) They try to find ways to combine theory and practice within and between subjects. This is often coupled with project work. Examples can be found but a complete picture can not be given on the basis of this report.
 - b) The schools put emphasis on the practical side of the curriculum when asked to pursue EWP. This could mean practical work and/or productive activities within or outside school hours. There are few negative reactions of the students towards manual work.
 - c) A start has been made to generate income for the school mainly through big scale farming. This process is only in the beginning.
 - d) Some attempts have been made to reach out and to support neighbouring communities. There is the impressive food for work programme at Majoda, and there are a few examples of literacy classes being run at the schools. ZIMFEP has also served as base for and promoted the Community Theatre project.

In comparison with a) and b) above however, little attention has been paid to the community development aspect of EWP. Although schools seem to differ, the general conclusion is that this whole area, including adult education is largely unexplored.

- e) Job creation, through co-operatives has been supported on a limited scale. This has been done through ZIMFEP and can not be said to be an integral part of the ZIMFEP schools.
- f) It has been difficult for the schools to find their role in the national context. They have been met with resistance partly because they have associated with the old F 2-system, partly because of their relative autonomy, partly because they have been composed of ex-refugee student and staff.

There is still ambiguity, as to what extent they should be different and to what extent they should be autonomous in relation to the Ministry of Education and to the rest of the system.

- g) In the main, the characteristics above have not affected the structure of the curriculum. Schools are offering the common core of subjects and students sit for the same examinations as other secondary schools.

7

CRITERIA AND PROCEDURES OF FOLLOW-UP

In the previous sections we have presented a framework for a description of the objectives and the activities of ZIMFEP and the ZIMFEP schools. The ambition has not been to carry out an evaluation in which conclusions are made about the future direction of the programme. There are several reasons for not attempting this. One is, that time has been too short for schools to develop a model for EWP. For example, they have been allowed and encouraged to try new ways of working but they have not got the approval to introduce the new technical education syllabus which would more drastically alter their profile. Another reason is, that this report does not give a full picture of the EWP activities. For example, it can only give glimpses of what is actually going on in the classrooms. Nevertheless, the

conclusion from it is, that a lot of experience has been gained already, as a result of the efforts made by ZIMFEP and by the schools. However, this experience has not been systematized and is therefore not readily available. Even basic figures have been difficult to trace. One reason for it is that existing return forms from schools do not reflect the various aspects of EWP, as identified above.

If the schools are to serve as a blue-print for the rest of the system, then it should be important to introduce more systematic procedures of follow-up. The question is how this could be done.

A common method when innovations are introduced into a few experimental schools, is to try to create a quasi-experimental situation. The experimental schools are carefully planned and "protected" and are compared with some other group of schools not touched by the experiment. The latter is the control group which also has to be followed very closely. The purpose is usually to find out if the new methods are better or more efficient than the old ones. The objective then is to compare the end-result, usually the academic achievements, in the beginning and at the end of the experimental period.

For many reasons we do not consider this approach to be relevant in this case.

The first, and most important, is that the objectives of the ZIMFEP schools are in some respects different from other secondary schools. Pending the new curriculum, it is perhaps fair to say that they have a number of objectives in addition to the O-level examination. Hence, their achievements ought to be seen in relation to their own objectives, not in relation to those of other schools.

The second is that the schools were hardly started as carefully controlled experimental schools. Partly they grew out of necessity, following the traditions from the camps. There are no baseline data that could be used for a strict comparison.

Thirdly, it would be difficult to identify a relevant base for comparison. The education system of Zimbabwe consists of schools which are well staffed and well equipped, some of which have been very open to progressive teaching methods. Other schools are in many respects very poor.

The important question in Zimbabwe seems to be how the concept of EWP can be applied under these varied conditions rather than to find out whether the ZIMFEP schools are doing better or worse than some arbitrarily chosen point of reference. For example, ZIMFEP schools are located on big farms which will generate income. But most schools do not have big farms to support them. What should self-reliance mean to them and what conclusions should be drawn from the ZIMFEP experience? The ZIMFEP schools should therefore be evaluated on their own merits i.e. in relation to their own objectives. This will include an assessment of academic achievements, presently the O-level examination.

In view of the above we would suggest that the following steps should be taken:

1. Reports from ZIMFEP schools to ZIMFEP should be made more systematic. Schools should be asked to submit annual reports which should include
 - a description of objectives of EWP for the school and for individual subject areas.

- measures taken to introduce democratic forms of government
- linkages with the local community, existing and planned (development projects, literacy work, popular theatre, work for the community etc)
- resources required for EWP to be implemented. The purpose should be to find out what is required in addition to the ordinary grants provided by the Ministry. As this report illustrates, schools have argued that they need more qualified teachers, equipment and material in order to practise EWP. Some have also said that the material they have is irrelevant to the objectives of EWP. There is a need to substantiate this further.

Annexes D 1-7 could form a base for such regular reports.

2. A small number of in-depth classroom studies should be initiated. They should focus on the integration between theory and practice. The purpose should be to record achievements but also to identify problems encountered by teachers. They should be seen as support to the schools and not as yet another inspection. They ought to be done in close co-operation with the teachers. Possibly ZIMFEP could initiate this in co-operation with the University of Zimbabwe and/or a TTC.
3. Ideally, follow-up studies should also give information about "outputs" i.e. whether students have become self-reliant as a result of EWP, whether their attitude towards manual labour has changed etc. This is difficult and strenuous.

At present the only indicator is the O-level examination. We have already voiced our reservations about its relevance (cf. para above). However, as long as the ZIMFEP schools are following the same O-level syllabus as other schools, it is relevant, and will be seen to be relevant by the general public.

This will have to be changed if a new and different curriculum is introduced. For example there will be a need for a trade test related to the technical subjects. But, leaving that aside, there is a need to supplement the O-level examination with other indicators. The most important aspect seems to be that of employment opportunities. Do students get jobs or do they become self-employed? If so, are they equipped for it? Tracer studies are being carried out by the Ministry of Manpower and Labour but we would suggest that ZIMFEP should try to follow up the students from the ZIMFEP schools somewhat more in depth. On-going studies only tell if students have got a job and what kind of job they have got. They do not analyse if the education has been relevant for the job, if the skills training has been sufficient and/or social problems that the students might have had.

Also, the development of the co-operatives would have to be followed up through ZIMFEP.

5. There will be a need for ZIMFEP to get reports from the farming activities now that the farms will be mainly commercial. An accounting system is being introduced. There is also a need for investment plans. We suggest that the schools should be asked to prepare separate project memoranda for this.

8

FUTURE PERSPECTIVES - COMMENTS ON THE DISCUSSION IN ZIMBABWE

8.1

The report describes briefly how the educational traditions of the camps were transferred by students and staff to the new ZIMFEP schools and to ZIMFEP. Education in the camps had been closely associated with the struggle for liberation and with the poor material conditions there. After independence, in 1980, the same model was expected to operate within a national system of education and with more resources. The ZIMFEP-schools were experimental, at the same time as they were to conform to existing rules and regulations. But the system that was inherited, was more than a set of regulations. It also comprised traditions, attitudes and an examination system which reflected other views on education and on the school as a social institution.

This caused friction and ambiguity at regional and national level about the role of ZIMFEP and of the ZIMFEP schools. It came out in discussions between the schools and the regional officers and between the Ministry of Education and ZIMFEP. As is evident from the Minister's speeches, he had foreseen this. Apparently he set up ZIMFEP in the hope that the confrontation between the old and the new would lead to something new, better suited to the needs of the country. In practice, the solution was a compromise. The agreement between the Minister and ZIMFEP seems to rest on the assumption that EWP, at least in the short run, could be separated from schooling. In other words, the ZIMFEP schools were to aspire for good Cambridge results, like any other schools. At the same time, they were expected to develop new EWP activities, which included students' participation in construction work and large scale farming. The Ministry would maintain responsibility for the academic aspects. The other activities were the responsibility of ZIMFEP. At the same time ZIMFEP was asked to develop new curricula for testing in the schools. In short one can perhaps say that new objectives were added on to existing

ones. The common denominator was found in the methods of work, rather than in the objectives. Schools, therefore, when requested to practise EWP, emphasized the practical subjects as a means to bridge the gap between theory and practice. Some of the ambiguity still exists, however. This came out clearly in the course of this study. Questions were asked if they should be different. Should not all schools seek to integrate theory and practice? The fact that some friction has occurred, is neither unusual nor surprising. Rather than dwelling on this, it seems important to discuss the nature of the problem. Our understanding is, that it can only be understood if we look again at the concept of EWP and the implications that this has for the objectives and for the schools as an institution.

a.2

We have concluded earlier that ZIMFEP schools, like any other school in Zimbabwe, seek to achieve good O-level results. Anything else would undermine their position. It is likely, that this can be done more efficiently through "learning by doing" than if students learn from books only. This has been preached by many and is likely to be practised in many schools in Zimbabwe. Hence, there should be no conflict between the ZIMFEP schools and the rest of the system in this respect. This may help to explain why ZIMFEP schools have emphasized this aspect at the same time as some people have argued that this does not make them different, only perhaps they do better in this respect than most other schools.

It could be argued that what really makes them different are their big farms and their community development work. These activities, as concluded in the report, are still in their infancy. An yet, as illustrated in section 4, EWP means more than this. We repeat the words of the Minister of Education that WEP is "the highest academic, practical and managerial skills to be combined".

It is our understanding, that the new technical education curriculum has been developed in response to this. If introduced, it would radically alter the balance between subjects at the secondary level. It would imply changes not only of the curriculum but also of examination requirements, (for example, trade testing to be introduced). It would increase the need for teachers in technical subjects, workshops and material. So far, the Ministry seems to have been reluctant to introduce this proposal as an experiment in the ZIMFEP schools, let alone at the national level. The basic issue seems to be whether Zimbabwe should seek to merge academic, vocational and managerial skills in this way, or whether the solution should rest where it is today, i.e. practical activities as support towards a more conventional O-level examination. We should also record a third option, which has been discussed at some schools. This is to introduce an option with a heavy bias towards the practical subjects for the slow learners. The latter is unlikely to be accepted because it would mean a break with EWP as an integrated approach to education, educating the whole man etc.

It would be pretentious to express an opinion on such a complex issue here, except perhaps that facts are better than faith. The ZIMFEP schools offer a testing ground for the new curriculum, which should be used. But then it has to be recognized that the ZIMFEP schools are and will be different for some years to come, not only with regard to large scale farming and community development work but with regard to their objectives of education. This would point towards a higher staff and a careful follow-up in relation to the new objectives. Comparisons with other secondary schools would be largely irrelevant.

8.3

ZIMFEP has assumed a supportive and advisory role on curriculum development issues, such as the above, and can hardly be expected to do more than this. However, if a decision is taken to test the new technical education curriculum,

then it will be necessary to add resources and to strengthen the capacity for monitoring and evaluation. Reports like this, cannot replace a continuous and systematic monitoring "from within".

Leaving curriculum reform aside, we have observed that the ZIMFEP schools are beginning to get involved in a number of EWP-activities, which have no equivalent in most other schools. They include large scale farming, community theatre, and community development work including literacy. Although these projects are meant partly as demonstration objects for the students, their main function is likely to be to generate income and to support the population of the surrounding community. This obviously widens the role of the conventional secondary school. In our view, this wider role is implied in the concept and objectives of EWP. Although some of these activities may be practised by individual schools elsewhere in Zimbabwe, this is not reflected at the national level. There are no departments for job-creation through co-operatives or for large scale farming in the Ministry of Education.

ZIMFEP has been given a direct executive responsibility for these activities in relation to the Ministry and in relation to the pilot schools. We have pointed out earlier that this potential is only in the beginning of being explored, and that this will require additional professional staffing at all levels. ZIMFEP today is understaffed for these activities. All in all, therefore, is a further development of EWP points in its advisory and in its executive functions.

8.4

A final observation should be made with regard to teacher training. The principles of EWP ought to be reflected at the TTCs. Time did not allow for visits to the TTCs, but the impression is that the discussion has just started. For example ZIMFEP organized a workshop for tutors at the

TTCs in May 1985 and the Teachers Union had chosen Education for National Development as the theme for their National Congress this year.

ZIMFEP has concentrated on curriculum development and on the production of material. The question is who should introduce the principles of EWP into teacher training and what should be the role of ZIMFEP?

It should be noted that there is a direct link between the proposed new curriculum for technical education and the planned programme of technical teacher training. Attention should be paid to this in the planned project of co-operation between Zimbabwe and Sweden in this field.

ZIMBABWE FOUNDATION FOR EDUCATION WITH PRODUCTION ZIMFEP BASELINE STUDY

Background

The ZIMFEP programme has been supported under Zimbabwean/Swedish agreements in the field of education since 1981. During the 1984 education sector review it was agreed to carry out a "ministudy" of the ZIMFEP-programme. It was felt that there is a need to systematize and compile baseline data on the progress and present status of the programme.

Objectives

The objectives should be twofold, namely

to provide baseline data on the progress and present status of the programme

to work out simple indicators that could be used for the future follow-up of the development of the programme.

Tasks

The consultant should in close co-operation with the Ministry of Education and the ZIMFEP secretariat

- make an inventory of existing reports and other material
- on the basis of the inventory, interviews and visits to ZIMFEP-schools describe the present objectives course material, teachers and instructors physical facilities, financial situation of individual schools and future plans as regards workoriented projects, curriculum development and income-generating activities
- suggest a set of simple indicators to be used by the ZIMFEP-secretariat and others for the follow-up of the progress of the programme

Timing

The study should be undertaken during two weeks in Zimbabwe, tentatively 22nd April - 3rd May 1985. Preparations will be made in Sweden and comprise an inventory of existing material at SIDA.

Report

The results of the study should be presented in a joint report not later than 1st June 1985. A draft report should be available before the consultant leaves Zimbabwe.

SCHEME OF CLASSIFICATION

LEVEL OF ANALYSIS	INPUT	PROCESS	EWP	OUTPUT
			Pedagogical objectives	Social & Economic objectives
INDIVIDUAL LEVEL	<u>STUDENTS</u> Social background and qualifications	<u>COMBINING</u> theory and practice within subjects <u>PARTICIPATION</u> in the decisionmaking process <u>PRODUCTIVE</u> work in addition to curricular activities in co-operatives	<u>IDEOLOGY</u> - a better understanding of the needs of Zimbabwe in a socialist perspective <u>CULTURE</u> - knowledge respect for Zimbabwean culture <u>ATTITUDES</u> - positive towards manual work "Co-operative spirit" <u>SKILL</u> acquisition agriculture, technical subjects and management	Relevant job upon completion of studies school leavers to form cooperatives

LEVEL OF ANALYSIS	INPUT	PROCESS	EWP	OUTPUT
			Pedagogical objectives	Social & Economic objectives
SCHOOL LEVEL	<u>CLASSROOMS</u> Dormitories, teachers houses, workshops etc <u>TEACHERS</u> Qualifications and experiences <u>EQUIPMENT AND EDUCATIONAL MATERIAL</u> <u>CURRICULA</u> <u>FARMS</u>	<u>SCHOOL ORGANIZATION</u> - time table with regard to EWP - democratic methods of decision making - productive activi- ties - participation of sorrounding commu- nity in school affairs - in-service training of staff	As above	<u>PARTIAL- SELFFINAN- CING JOB-CREATION</u> Through co-operati- ves <u>INTEGRATION</u> between school and community

LEVEL OF ANALYSIS	INPUT	PROCESS	EWP	OUTPUT
			Pedagogical objectives	Social & Economic objectives
NATIONAL LEVEL	EXISTING EDUCATIONAL SYSTEM; Students and other resources	CURRICULUM DEVELOPMENT WORK ZIMFEP EXPERIENCE Collection and analysis of data	EWP objectives as above Introduction of principle of EWP at ACL levels of the system	Financing of education EQUITY

BASELINE-STUDY ON ZIMFEP AND ZIMFEP SCHOOLS - SUGGESTED AREAS TO BE COVERED

It is assumed that the study will be based on data readily available

A The actual situation by 1st April 1985 with regard to:

1. STUDENTS AT ZIMFEP SCHOOLS

Numbers by school and level

Background: for example age, sex, ex-refugees, non-refugees, borders/day-students, etc

2. PHYSICAL FACILITIES

Numbers of classrooms, workshops, dormitories, teachers' houses; by school - completed, planned but not complete, total estimated requirements

3. TEACHERS

Numbers by school

Professional background, sex

Estimated requirements

4. CURRICULA

Curricula available to schools

Time-table by school

5. MATERIAL AVAILABLE

Books and other material

Demonstration plots and other "devices" meant for linking theory and practice within or between subjects

6. PRODUCTIVE ACTIVITIES

Existing activities meant to generate income and/or to provide food or services to schools or to the community

7. SCHOOL ORGANISATION AND MANAGEMENT

a) School history of each school

b) To what extent have schools deliberately decided to introduce democratic forms of management? What models exist?

8. COMPARISON BETWEEN ZIMFEP SECONDARY SCHOOL

and the average urban and rural secondary school which has not introduced Education with Production (with respect to 3 - 7 above)

9. COSTS AND FINANCING

a) Total capital and recurrent budget by school 1984/85
Degree of self-sufficiency by school as a result of activities 1984/85

b) Sources of income

c) Does the Ministry of Education give funds for special purposes?

10. OFFICIAL OBJECTIVES WITH REGARD TO EDUCATION WITH PRODUCTION

Given that Education with Production is expected to have important economic, social as well as pedagogic benefits, how have the objectives been described?

B

Outputs up to 1st April 1985

11. STUDENTS GRADUATED FROM ZIMFEP SCHOOLS

Numbers and qualifications?

Is anything known about attitudinal change with regard to Education with Production objectives?

12. STUDENTS AFTER SCHOOL

Numbers placed in jobs

Numbers in co-operatives

Unemployed

Numbers placed in other training institutions

13. STUDENTS PARTICIPATION IN THE CONSTRUCTION OF SCHOOLS

14. JOB CREATION

Through co-operatives; established and planned

Other job opportunities created by ZIMFEP

15. CURRICULUM DEVELOPMENT

Work done and planned

16. IN-SERVICE TRAINING OF STAFF AT ZIMFEP SCHOOLS

Work done and planned

17. LINKS BETWEEN THE SCHOOL AND THE COMMUNITY

18. INVENTORY OF EXISTING MATERIAL AND METHODS OF REPORTING

Facilities at the primary school are in poor shape and the Ministry of Construction has not accepted to take them over. The secondary school consists of prefabricated buildings and there is a discussion about the future of these buildings and if they should be replaced by other types of facilities.

3 Students, teachers and other staff 1981-85

	PRIMARY SCHOOL							SECONDARY SCHOOL								
	Male	Fem	Total	Stud per class	Board stud	Day stud	Ex-ref	Non-ref	Male	Fem	Total	Stud per class	Board stud	Day stud	Ex-ref	Non-ref
1980																
1981																
1982		1,624									886					
1983		874									712					
1984	597	283	880						533	174	707 ¹		659	48	386	321
1985			716		232	484	163	553								

Note: ¹) Second term 1984

²) Chindunduma primary has a total of 163 ex-refugee students of whom only 5 are in Grades 1-3. Therefore the present exrefugee population will have left the school by the end of 1988.

Enrolement by level, first term 1985

Grade	Boys	Girls	Total	Form	Boys	Girls	Total
1	n.a.	n.a.	70	1	86	35	121
2			63	2	80	34	114
3			91	3	157	45	202
4			96	4	210	60	207
5			129				
6			111				
7			156				

The school is expected to have a capacity of ... (primary) and ... (secondary school)

Teachers 1981-85

	PRIMARY SCHOOL					SECONDARY SCHOOL				
	Male	Fem	Total	Exp	Unexp	Male	Fem	Total	Exp	Unexp
1980										
1981										
1982			20					45		
1983			34					39		
1984	25	10	35	34	1			36		8
1985			26		19 ¹⁾					

¹⁾ Enrolled in the ZIWTEC-programme
The secondary reports initial shortage of teachers in technical subjects and a high turn-over of staff

4 Objectives in relation to EWP (as given by the high school)

Written evidence exists to indicate that the schools have discussed this.

A rather lengthy document from Chirdunduma Secondary Technical Department discusses "the meaning of education with production" and the progress so far. The overall objective is "the integration of theory with practise". Its end product is "a well balanced citizen who can help himself/herself and the society at large". More specifically the education system should encompass formal education, technical training and agricultural production. "Modern technology (should) constantly suppress the slave modes of production".

The section for building, woodwork and metalwork are reported to have produced useful facilities/articles for the school and for the students themselves. Examples given include a pavillon for drama groups, coffee tables, book chelves and feed paws (for the poultry section). The agricultural section of the primary school express the objectives to be to "rehabilitate people", in "relate theory and practice".

5 Content and method

This is discussed in relation to the practical subjects (building woodwork and metalwork).

There is a strong emphasis on usefulness. Students should participate in useful activities and/or produce useful items. It is reported that "the school timetable has been worked more often to suit the convenience of the technical subjects and other practical based subjects e.g. agriculture. The problem is, however, that "the syllabuses we receive often fail to many with the school requirements and ... they being examination based". Agriculture is taught from Grade 1 as part of Environmental and Agricultural Science. In addition each class has one hour of field work per week.

6 Material available

A ZIMFEP report states that "there is a critical shortage of technical books". The technical department reports of shortage of tools and other equipment. This is mainly due to lack of funds. "The allocations we receive per annum are far inadequate to meet the costs of running the department".

7 School organization and management

No information available to suggest that a "Democratic Committeeé system" such as Rusunnuguho has been introduced. DAPP introduced its own system of participatory work but it did not work well.

The farm will be separated from the primary school which will have its own plot (approx 10 ha of land). A fowlroom and a piggery is being planned).

8 Productive activities

- 8.1 Students participated in the construction of all buildings of Chindunduma primary school.
- 8.2 The primary school has an agricultural programme consisting of agricultural and vegetable production, dairy, poultry and piggery. Milk is sold to the community and in 1984 the agricultural department generated a surplus of Zim dollars 3.700 which was given to the General Purpose Fund. The income was also used to buy some agricultural equipment. There is also a sewing/knitting workshop which makes school uniforms. A cooperative tuch shop has also been formed.

9 Students graduated

u.a.

10 Students after school

u.a.

11 Job creation and contacts with the community

1. The school has employed a farm manager and 9 workers. Six women are employed in the sewing workshop.
2. The school seems to have frequent contacts with the community. It holds regular meetings with the parents to discuss the school and it runs adult classes in English, Shona and Maths. In 1984 there were more than 100 participants. Chindunduma is also the centre for the Community Theatre Project which is constructing a theatre there.

12 Costs and financing

DAPP was responsible for the construction of the primary school. Funds came mainly from the Scandinavian countries where DANIDA, NORAD and SIDA matched contribution from DAPP and other voluntary agencies. (Figures available in DAPP reports that are available at SIDA).

The secondary school was built by the Ministry of Construction with funds from the Government of Zimbabwe (figures have not been available). ZIMFEP had made minor contributions for ... Fees are paid for the practical subjects at primary level.

13 Problems in relation to EWP

1. The buildings of the primary school have not been taken over by the Ministry of Construction. This is related to the whole issue of the future of the school should it remain a boarding school when the ex-refugee students have left? If not the catchment area is too small for a day school of this size.
2. The school reports on lack of equipment both for its productive (income-generating) and for its technical/practical subjects. In the beginning classes were too big to make it possible for the students to learn from their participation in productive activities. Students (and DAPP) obviously not qualified to build such a big school.

FATIMA SECONDARY SCHOOL

1 History of the school

(Information about Fatima has been scarce and needs to be supplemented).

The school is presently a girls boarding school only. It was originally one of the ZAPU-schools.

2 Facilities

2.1 The size of the farm (Fatima Mission, Lupane) is 972 ha. In 1984 ... ha had been cropped as the school had 52 heads of cattle.

2.2 Construction of facilities is done by the Ministry of Construction at the request of the Ministry of Education.

By October 1984 the following facilities were under construction. Most of them were more than 50 per cent complete. These are given as "complete" (C) in the table below.

Fatima Secondary

Classrooms		Labora- tories		Workshops		Boarding places		Teachers houses		Other (no (of units)	
c	p	c	p	c	p	boys	girls	c	p	c	p
10	-	2	-	3	-		660	7		2	

The new buildings will replace the old ones on the original school site. The quality of existing buildings has not been acceptable according to Governmental Standards.

3 Students and staff

Students by Forms I-IV

				BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
Year	Total	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1982																
1983	860	860														

Students by Grade/Form I-IV by 2nd term 1984

				BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
Grade/ Form	Total	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I	134	28	106	-	88	88	28	16	44	-	44	44	28	60	88	
II	141	15	126	-	109	109	15	17	32	-	78	78	15	48	63	
III	180	22	159	-	125	125	22	33	55	-	82	82	22	76	98	
IV	261	9	252	-	218	218	9	34	43	1	194	195	8	58	66	
Total	716	74	643	-	540	540	74	100	174	1	398	399	73	242	315	

The school had 29 teachers of whom 5 were qualified. Another five had a Primary Teachers Certificate. The others were either Zintec-students (17) or untrained (2). There was a shortage of teachers in practical subjects. "Other staff" numbered 14.

4 Objectives

N.a.

5 Content and method

N.a.

6 Material available

N.a.

7 School organization and management

N.a.

8 Productive activities

N.a.

9 Students graduated

N.a.

10 Students after school

N.a.

11 Job creation and other linkages between school and community

N.a.

12 Costs and financing

Funds for construction are controlled by the Ministry of Education.

Actual expenditure n.a.

Zimfep had made the following disbursements by 31 december 1984 (000' Zim dollars)

1. School buildings	0,2
2. Vehicle	12
3. Livestock	10
4. Agruculture, current	1
5. School equipment	1
6. Sunday current	1
Total	25,2

3 Problems

N.a.

GEORGE SILUNDIKA HIGH SCHOOL

1 History of the school

George Silundika is one out of the three schools in Matabeleland which was started by ZABU. The school is a Government school. It consists of a primary school and a secondary school on the same site. It is situated on Mbongolo farm.

2 Land and facilities

2.1 The farm comprises approximately 3.400 hectares. Information on the actual area that is being cultivated during 1984/85 has not been available.

2.2

George Silundika school

Classrooms		Labora- tories		Workshops		Boarding places				Teachers/ /staff houses		Other (no of units)	
c	p	c	p	c	p	c		p		c	p	c	p
						boys	girls	boys	girls				
18	-	2	4	6	4	360	120	-	240	26	24	4	1

There have been some problems with the construction programme and it has been reported that "generally the standard of the building on the completed building is not impressive". According to the report this is due to the fact that many different parties took part in the construction.

3 Students and staff (secondary school)

Students - all Forms

				BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
Year	Total	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1983	361															

Students by Forms I-IV by 3rd term 1984

				BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
Grade/ Form	Total	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
I	143	137	6	128	-	128	9	6	15							
II	114	107	5	93	-	93	14	5								
III	271	267	4	255	-	255	12	4	16							
IV	114	113	1	112	-	112	1	1	2							
Total	642	624	16	588		588	16	16	54							

In October 1984 the secondary school had 25 teachers (22 male and 3 female). Out of these 16 or 60 per cent were unqualified. 14 were "student teachers" (ZINTEC?).

4 Objectives of EWP as given by the school

In March 1985 the Headmaster reports under Agricultural Programme that EWP "has not fully been started in this school". He reports that the school has drawn up a programme "which should occupy all the classes during their periods of Education with Production, this term".

In 1984 the school reports from the woodwork department that EWP means i.e.

- development of practical skills which a student can make use of either at home or at school. A student should be able to do repair work "with little or no assistance from the teacher". Articles should be useful.
- a student should be able to make his living as self-employed. He/she should be able to team up and form furniture co-operation.

5 Content and method

No information has been available.

6 Material

Information lacking. School reports about shortage of tools and of supplementary readers. "Stationary not enough, no library".

7 Organisation and management

No information available. Reports indicate disciplinary problems. "The students as ex-refugees seem to have not settled properly for a normal school life". No indications to suggest that the school has tried to democratize decision-making procedures.

8 Production activities

No information available.

9 Students graduated

In 1984 there were 126 students who sat for the examination. The overall passrate by subject was 11 per cent (awarded C or B or better).

10 Students after school

Not available.

11 Job creation and linkages with the community

Not available.

12 Costs and financing (000' Zim dollars) by 31st December 1984

1	Buildings	1.056
2	Agricultural equipment	-
3	School equipment	0.9
4	Vehicle	-
5	Carpentry equipment	-
6	Livestock	-
7	Agriculture current	23
8	Sundry	-
Total		1.079.9

The main donors have been USAID and SIDA.

13 Problems in relation to EWP

The school reports about shortage of qualified staff and shortage of equipment and tools. It is also reported that "team spirit is lacking" particularly between teaching and non-teaching staff.

It is suggested that staff meetings should be held and that visits should be paid to neighbouring schools, "to learn new ideas".

MAYLUNDZI, SECONDARY SCHOOL

1 History of the school

The school is situated near Nyazura. The farm was financed by SIDA funds and the buildings were financed by the Christian Peace Movement in Bern, Switzerland, which provided an architect during the initial stages. It was started by a team of four, the Headmaster, his deputy and two teachers from the camps in Mozambique.

2 Land and facilities

- 2.1 The farm comprises approximately 800 ha of which 400 ha consists of arable land. About 30 ha are being cultivated mainly for maize, soyhum and tobacco.

- 2.2 Classrooms and other facilities were almost complete by April 1985.

By 1st May 1985 the following facilities were completed and/or planned.

Mavlundzi, Secondary School

Classrooms		Labora- tories		Workshops		Boarding places				Teachers/ /staff houses		Other (no of units)	
						c		p					
c	p	c	p	c	p	boys	girls	boys	girls	c	p	c	p
18	-	6	-	11	-					30	30		

3 Students and staff (Mavhudzi)

Students all Grades/Forms ...

				BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
Year	Total	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1983	931															
1984	930	700	230			790			140							

Students by Grade/Form, 1st term 1985

Grade/ Form	Total	Boys	Girls	BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
				Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	252	103	149	53	69		80	50		57	11		94	92		
2	249	68	181	38	135		46	30		112	14		54	69		
3	247	73	174	46	132		42	27		107	14		59	66		
4	240	65	175	49	138		37	16		90	17		84	48		
Total	988	309	679	186	474	660	205	123	328	366	56	422	255	311	566	

In 1984 the school had 35 teachers. Nine were in practical subjects.

4 Objectives of EWP as given by the school

The school has made deliberate attempts to practice EWP. Students in Form I have asked to write a paper on EWP. According to the headmaster "we are incorporating theory and practice". This is done partly through subject work. Students run piggery and poultry projects. It is done partly through integration of subjects. Teachers meet to co-ordinate.

The headmaster also emphasises that students should learn to respect labour.

It is envisaged that the school should be self-reliant in terms of food (Source: Visit to the school 85-05-09). The school has also formulated a policy for EWP in relation to building, carpentry and metalwork.

In this context EWP should train individuals who will be able to:

- "directly participate in productive activities so as to become selfreliant, and apply the learnt skills"
- "use the available resources to solve their problem and those of the community in which they are part"
- "value labour and the work of others"

Students should be able to "make simple joints" for domestic furniture making as well as to "erect a simple house starting from the ground to the roof".

5 Content and method

- 5.1 The school offers the full range of practical subjects, i.e.: metalwork, woodwork, building, technical drawing, home economics and agriculture. The intention is that the 24 classes should be exposed to 6 periods of each subject. If it is assumed that the classes are split into half (20 students per group) it means 18 periods per student. According to the school this would require 20 teachers. The present staff consists of 9 teachers in the above mentioned subjects. Therefore the practical subjects are not offered at Forms III and IV.
- 5.2 The school has tried the project approach not only in agriculture but also in geography (field work to collect different types of rocks).
- 5.3 Students helped in the construction of the school mainly the groundwork, walks and walls. Roofing was done by contractors.
- 5.4 Students work on the farm during peaks. It takes place outside school house (usually Saturdays). Students are not paid but prices of products delivered to the schools are reduced by the equivalent of the input of students (unskilled labour).
- 5.5 Streaming of students has been discussed a lot. Integration is favoured generally but streaming has now been introduced as an experiment.

6 Material

No figures have been available. The school reports that practicals in Forms III and IV can not be done, due to shortage of teachers and material. There is a shortage of tools and machines which could be used to demonstrate real work situations.

7 School organization and management

- 7.1 The school has set up committees for various tasks such as finance, building, agriculture and entertainment on which staff members are represented. However, the school does not emphasize this as an integral part of EWP.
- 7.2 The farm and the activities of students are kept apart. Also financially the farm is kept separate from the school.

Students keep records of their own productive activities.

8 Production activities

These consist mainly of the agricultural activities which include arable agriculture (maize, sorghum and tobacco) and cattle breeding (48 heads of cattle and one bull).

The farm section started on a commercial basis only in 1984. No records of the value of the productive activities during the previous period. Products were mainly delivered to the school. The farming

section has started to sell tobacco commercially and plans to sell sorghum as well.

Students participation has been reported above. No negative reactions against manual labour have been noted. Students were used to this in the camps. In the beginning 75 per cent were ex-refugees.

9 Students graduated

In 1984 there were 220 students who sat for their examination. There were 120 passes. Of those 32 qualified for A-level, 32 students reached GCE-level.

10 Students after school

N.a.

11 Job creation and linkages with the community

11.1 The farming section has employed 10 permanent workers and about 30 casual workers.

11.2 A few contacts have been taken with the farmers surrounding the farm (unity for casual labour). Some students have gone out to local countries in connection with project work.

No deliberate efforts to link school and the local community for the purpose of development of the local community.

12 Costs and financing

Total expenditure (funds administrated by ZIMFEP) 1981-1984 (31st december). (000' Zim dollars).

1. Buildings	1.369
2. Agricultural equipment	35
3. Vehicles	12
4. Livestock	8
5. Agriculture, recurrent	52
6. Sundry	7
Total	1.483

The main donors have been SIDA and the Christian Peace Movement in Switzerland (Bern).

13 Problems (as reported by the school)

The school reports about shortage of teachers for the practical subjects as well as shortage of tools and machines.

One of the reasons given is that the regional office looks at the school "as any other school". For example, the present establishment

does not allow for both technical and academic subjects.

The school has experienced difficulties for new teachers to understand and adopt the concept of EWP. There is a need for in-service training.

The school has discussed the problem of integration versus streaming. In order to solve the problem of the slow learners it has been decided to introduce streaming as an experiment.

Timing of the different subjects as well as linkage with the farm has also been discussed among the staff.

J Z MOYO. SECONDARY SCHOOL

1 History of the school

Majoda farm was purchased by the Ministry of Education and Culture in September 1981 with funds from SIDA. In September 1981 the Ministry signed an agreement with the Lutheran World Federation to implement "the Majoda Farm Project". This included erection of school and farm facilities and the start of an agricultural section for cattle, poultry and crops.

December 1983 marks the end of the construction work. The project, which by then comprised a school section and a farm section, was handed over to the Ministry of Education in February 1984. This phase had involved 8 senior staff members, up to 120 artisans (construction) 50-80 farm workers, 3 clerks, 22 teachers and up to 250 casual workers. The students of the school had also participated in construction as well as in other project activities during this period.

2 Land and facilities

2.1 The farm comprises 6.500 ha. The commercial farm has 80 ha on the immigration scheme and the school farm is 10 ha.

2.2 Class-rooms and other facilities were complete by December 1983.

In september 1984 the following facilities existed:

Classrooms		Labora- tories		Workshops		Boarding places		Teachers houses		Other	
c	p	c	p	c	p	boys	girls	c	p	c	p
18	-	4		8	1	240 ¹		10	10	22	

Note: ¹) 4 junior girls hostels (4 x 64) = 256 and
4 senior girls hostels (4 x 60) = 240 are being planned
4 senior boys hostels (4 x 60) = 240

This makes a total of 976 boarding places once the school is complete.

²) "other" facilities include staff houses, administration complex, library, dining hall etc

3 Students and teachers

Number of students, teachers and other staff 1981-1985

YEAR	STUDENTS									TEACHERS					OTHER	
	Male	Fem	Total	No of class	Stud/class	Board	Day	Ex-ref	Non-ref	Male	Fem	Total	Teach exp	Non-exp	Other staff	Remarks
1982	198	-	198									7				
1983	554	-	554									22				
1984	522	-	522	14						22	3	25		14 ¹⁾	15	
1985	500	-	500	13		500	-			24	5	29			16	

Note: ¹⁾ of whom 10 Zintec

Enrolments by level - first term 1985

Form	Numbers
I	76
II	81
III	107
IV	236
Total	500

4 Objectives of EWP as given by the school

Attempts have been made to formulate objectives of EWP both for the school as a whole and for some of the practical subjects.

"Education with production is the participation of the students in the building activities and in agricultural production (self-help)".

More specifically it implies:

"to familiarise students with basic agricultural and construction work so that they may later build their own houses and feed themselves (learning aspect)"

"to reduce the cost of setting up schools and decrease the school's running cost"

"to teach the students a work habit and to balance intellectual and manual abilities."

In response to a ZIMFEP circular in June 1984 the objectives have been modified as follows:

EWP is to:

- equip students with skills "that will promote self-reliance after their fourth year in Secondary School, for example in co-operative societies"
- make students capable "of working effectively in a factory/industry with a clear perspective of the use and care of tools and how to read for example, technical drawing designs"
- bring "an awareness of the immediate environment and how best to utilise the available resources"
- encourage students to work together and to create an atmosphere "conclusive to socialism".

The practical subjects are seen as "a unifying factor of all subject areas" through which the academic aspect is applied. It is emphasised that the technical subjects should carry equal weight to the academic ones.

5 Content and method

- Timetable not available.
- During the construction phase the Building and Construction Section launched a vocational training scheme. The purpose was to "instruct the pupils in the rudiments of building and carpentry".
- During the first term students were working under the supervision of the respective farm foremen. The arrangement met with a lot of problems and had to be abandoned (see below under section ... "problems").
- School has carried out a number of subject related projects such as maintenance of school properly, a weather station drainer and cultural revival, making an amplifier, constructing a pigsty.

6 Material available (according to the school)

Books and other software: no data available.

Tools and other hardware with particular reference to EWP:

"shortage of tools and basic machines"
"the equipment that we have is insufficient"

7 School organization and management

It was decided early on to strictly separate the school section from the farm section both financially and educationally. The farm is run on a commercial basis and the students have got their own form for

agricultural practice. There is a liason officer who organises the students participation in produktive activities. The school section seems to be run according to normal procedures. No evidence has been available to suggest that the school has tried a more participatory approach.

8 Productive activities

- 8.1 A team of trained artisans was recruited who worked in the construction section "from start to finish". Other specialists were engaged for installations of electricity, door and window frames, kitchen equipment etc.

The group of trained artisans were complemented by students from the school. They were employed as "unskilled trainees" and were supervised by qualified foremen. The students helped in the construction of hostels and classroom blocks whilst the artisans erected the complicated buildings such as the science blocks and the dining hall. (The students were paid as unskilled labour??).

- 8.2 The farming section runs a big commercial farm mainly for the purpose of making "maximum profit from the time of handover onwards". This activity has accumulated a surplus of approximately Zim dollars 50.000 over a three year period 1981-84. It has delivered meat, maize, vegetables, eggs etc to the school section and through a vaster deal helped to build up a stock of cattle at other Zimfep schools (Nkululeko and Rusununguko).

The team has also supplied inputs to the school farm and organised the food for work programme (see para ... below). A detailed description is given in the Mapoda Farm Project - Final Report (Februari 1985).

9 Students graduated

N.a.

10 Students after school

A group of students has decided to start a co-operative (textile) in Bulawayo.

11 Job - creation and linkages with the community

- 11.1 The project has employed about 60 workers on the farm with a total wage bill of Zim dollars 86.000 up to 31st December 1984.

The products as mentioned above, have mainly been used by the school and by the workers on the farm.

- 11.2 The food for work programme is an exception to this principle. This programme involved about 500 people per week from Godlwayo Communal Lands in cutting reeds, collecting mopani leaves, restoring an irrigation scheme and planting of fruit tiles. They were paid "in kind" and it is estimated that "roughly 40.000 survived on the relief programme for Zim dollars 70.000.

The scheme also saved some 500 Majoda cattle and 400 communal land cattle. It also included a peasant training scheme "as to how to mix a cattle survival ration, how to plant maize, millet, sorghum and how to apply fertiliser and pesticides properly".

12 Costs and financing

Figures are available for the costs and financing of construction up to 31st December 1984. Also there is detailed information available on the farm operations as well as on the food for work programme. No data on the recurrent budget of the school.

Total project expenditure 1981-1984 (000' Zim dollars)

Income		Expenditure	
SIDA	1.550	Farm and other assets	413
LWF	3.156	Infrastructure	205
Farm income	231	Vehicles & transport	214
Food for work programme	236	School construction	1.695
		Sewage	27
		Salaries and wages	252
		Food for work	236
		Reinvestments	182
		Surplus	49
Total	3.173		3.173

It should be noted that this only gives a broad overview over the financial situation with regard to the budget for the project.

It can be noted that the farm income has met about 7 per cent of the total costs of the project. However, this balance includes capital as well as recurrent costs during an initial period for an assessment of the contribution of that the farm economically and socially in the future.

13 Problems in relation to EWP as reported by the school

During the first term of 1982 the student worked on the farm under the supervision of the respective farm foreman. A number of difficulties have been reported:

- working time at farm and school were different. The farm workers start at 6 am, the students "turn up at 8.30 am"
- "foremen could not answer the questions of the students and the students messed up the work of the foremen"
- losses in the crop section due to unexperience of students and need for large amounts of hand-tools

It was therefore decided to strictly separate the operations of the farm from those of the school. The conclusion is that "Education costs money - it does not produce money".

The farm has produced mainly for the school. This caused problems and losses for the poultry section. These have been due to the fact that "during school holidays up to 20.000 eggs accumulate which have to be sold at a loss". The poultry unit has therefore been sealed down.

MUPFURE SELF HELP COLLEGE. CHEGUTU

1 History of the school

This project was initiated by a representative of World University Service during 1980. The request came from the Minister of Education and the idea was to establish a training centre for 2.000 ex-combatants. A feasibility study for the establishment of a college, now known as Mupfure Self Help College, was carried out in July 1981. It was planned to start with an in-take of 250 students by 1st October 1981 into a 3 year residential course. Problems arose however and the plan was not implemented.

In 1983, the Minister of Education, WUS and the Mupfure Trust agreed to enter into co-operation with Zimfep. Bedford South Farm was chosen as the site for the new college.

It was agreed that all funds would be channelled through Zimfep. As from January 1984, Zimfep has assumed responsibility for the development of plans under the general supervision of the Trust (Zimfep has two members on the Board of the Trust).

2 Future plans

According to a plan drawn up jointly by Zimfep and WUS staff an institution should gradually be built up, beginning with the farm operations and a small intake of students in August/September 1985. During 1984, 140 ha had been cropped.

3 Costs and financing

The total construction costs as per October 1984 had been estimated at Zim dollars 250.000 for a first phase.

HIVOS and WUS have indicated that they are interested in financing the College. There are also indications that SIDA-funds will be used. By 31st December 1984, Zimfep had made disbursements as follows: ('000' Zim dollars).

1. Buildings	1
2. Vehicle	12
3. Agriculture	44
4. Sundry	1
Total	58

4 Problems

This project has experienced a number of problems mainly to shortage of funds. This has delayed the original plan. Also, the objectives seem to have changed over time. The role of the College within the Zimfep programme is not clear. Should it be a centre for vocational training and non-formal education or a technical college or a secondary school?

NKULULEKO SECONDARY**1 History of the school**

When students arrived from Mozambique after independence, they were temporarily housed at Loreto Mission. In January 1982 the new school term started at Deanfield farm which had been bought by the Government. "There were no school buildings, no teachers houses, no kitchen, no dining hall. There were 950 boys and girls on an open farm" (1982-83 school Magazin p.1).

Staff and students constructed thatched classrooms, teachers houses and some other facilities. Meanwhile construction of permanent facilities commenced. In January 1983 these were occupied by staff and students. There is a primary school adjacent to the secondary school. it is used as a "feeder" school to Nkululeko secondary.

2 Facilities

- 2.1 Deanfield farm comprises 2.754 ha of which 200 ha consists of arable land (too low?). The school has produced maize, sorghum and wheat. About 120 ha being cultivated.
- 2.2 The school is planned as 6 stream entry secondary school for 960 students. By 1st May 1985 the following facilities were completed and/or planned.
- 2.3 The primary school had 10 classrooms in 1984.

Facilities by May 1985

Classrooms		Labora- tories		Workshops		Boarding places		Teachers houses		Other	
c	p	c	p	c	p	boys	girls	c	p	c	p
24 ¹	4	3	2	7	3	360	120	24	26	3	

¹) including 10 classrooms for the adjacent primary school

Students by Grade 1-7, 1st term 1984

Grade/ Form				BOARDERS			DAY STUDENTS			REFUGEES			NON-REFUGEES			
	Total	Boys	Girls	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	
1	90	42	48													
2	98	54	44													
3	125	62	63													
4	52	32	20													
5	45	34	11													
6	91	76	15													
7	114	103	11													
Tot	615	403	212			196			419							

In October 1984 there were 32 teachers at the secondary school of whom 15 did not have the minimum qualifications. Shortage areas were said to be history, English, Maths and science.

4 Objectives of EWP as given by the school

Objectives have been documented. These cover "the view of all technical departments".

The document lays emphasis on skill training which should enable students to become selfreliant and join school leaver projects "leading to forming of cooperatives". It shall lead to a wider understanding. "An education program should contain an integrated theory practice program which can lead to employment.

5 Content and method

- 5.1 The school offers the full range of practical subjects and appears to be staffed for this. There is a strong emphasis on production of "useful things" and the school has made a long list of items that have been produced by the departments of woodwork, building and metalwork.
- 5.2 Students have participated very actively in the construction of the school. Initially students and staff build temporary facilities and then moulded bricks (400.000) for the permanent structure.
- 5.3 No details have been available on subject integration or project work.

6 Material

The school reports that there is a shortage of tools and machinery as well as of "sufficient syllabi".

7 Organisation and management

No details have been available but frequent references to disciplinary problems indicate that the school has taken a traditional approach.

8 Productive activities

The school has employed a farm manager. Agricultural activities were started early on. In 1983 it is reported that the school had produced "1000 bags of maize, 100 gabs sorghum and 140 bags wheat".

There are indications that the technical department intends to market their products. No details have been available.

9 Students graduated

In 1984 an average of 113 students sat for the following main subjects English (language), History, Geography, Shona, Mathematics, Agriculture and Science. In addition hereto 39 sat for Woodwork and 26 took Building (technical drawing). The overall passrate for all subjects (or better) was 34 per cent. The overall failure rate was 27 per cent.

10 Students after school

N.a.

11 Job creation and linkages with the community

N.a.

12 Costs and financing

The total expenditure (funds administered by Zimfep) 1981-84 (000' Zim dollars).

1	Buildings	1.183
2	Agrigultural equipment	64
3	School equipment	5
4	Vehicles	12
5	Livestock	8
6	Agriculture recurrent	86
7	Sundry	36
Total		1.394

USAID has been the biggest donor followed by SIDA. (Mainly agricultural activities).

13 Problems related to the implementation of EWP

In the report from the technical department the school has listed a number of problems which pretty well summarizes issues raised by other schools. It will therefore be given in full from the report.

- Problems with finding out how other subjects should be integrated
- Lack of materials
- Rapid shift of the teaching staff
- The examiners wish us to fulfil the syllabi so that we have difficulties to meet the requirements of "Education with Production"
- Lack of interest for technical subjects from the side of the students
- Marketing a problem
- Lack of enough about "Education with Production"
- Lack of sufficient tools and machinery
- Lack of organisation concerning money received for products
- Lack of electricity
- Lack of sufficient syllabi on "Education with Production"

An inspection report mentions that the school was "dispirited" (Oct 1984). But it does not give particulars or discusses to what extent it is related to problems listed above.

RUSUNUNGUKO SCHOOL

1 History of the school

Rusununguko school is situated on Bluewater farm. It was bought by P.v.R. in 1980. The intention was to establish a model school for EWP and to move the newly established international Foundation for Education with Production from Botswana to independent Zimbabwe. The costs for the farm Zim dollars ... were met by SIDA. The project was taken over by the Zimbabwean Government in 1981.

The first teachers arrived on the farm in 1980. On 20th January 1981, the school opened with an initial intake of 20 girls and 74 boys. George Matiza, who had worked with Patrick van Reensburg at the Serowe brigades in Botswana has been the headmaster since the start. (To be supplemented - further details available i.a. in SIDA files.

2 Land and facilities

- 2.1 The farm consists of 972 ha of which approximately 50 per cent is arable land. During the 1983-84, the school used 26 ha for agricultural production which was a doubling of prepared land compared with the previous year. In 1984, 40 ha have been ploughed.
- 2.2 By the end of 1984 the following facilities were completed and/or planned.

Facilities by ... 1984

class-rooms		labora-tories		work-shops		boarding-places		teachers houses	
c	p	c	p	c	p	boys	girls	c	p
16	2	7	-	12	-	874	200	32	18

Note: c = completed
p = planned

"laboratories" includes special facilities such as geography room and room for agricultural science

"workshops" refer to facilities used mainly for practical activities

The school is planned for a total capacity of 960 students of whom ... will be boarders.

3 Students and teachers

Number of students, teachers and other staff 1981-1985

YEAR	STUDENTS									TEACHERS					OTHER	
	Male	Fem	Total	No of class	Stud/class	Board	Day	Ex-ref	Non-ref	Male	Fem	Total	Teach exp	Non-exp	Other staff	Remarks
1980	74	20	94									17				
1981	676	114	790									31				
1982	1000	200	1200									40		14 ¹⁾	15	
1983			1174									51			16	
1984												51 ¹⁾				
1985																

Note: ¹⁾ of whom 4 Zintec-teachers

Enrolments by level - first term 1985

Form	No of students	Boys	Girls
I	76	160	45
II	81	172	48
III	107	170	80
IV	236	400	60
Total	500	902	233

4 Objectives of EWP as given by the school

Deliberate attempts have been made to define objectives of EWP both generally and in relation to the practical subjects.

At the general level, the ideological aspects have been emphasized. The overall objective of EWP is to educate the whole socialist man. Therefore it "must destroy ideologies opposed to ours".

but EWP is also a method for imparting knowledge. "Our experiences (during the struggle) were that we learn best by doing things". For example, students learn scientific principles and "discover (their) economic potential. EWP should also change attitudes. It should help students to "recognise dignity of labour and to respect peasants and workers. EWP also implies imparting skills. The "concept of budgeting" is mentioned specifically.

For the work of the Buildings Department it implies that academic and practical learning should be combined i.e. "theory lessons for the practical subjects being taken". EWP should therefore give dexterity and knowledge in the field of building. At the same time it should be broad and prepare for further education and technical fields. In other words, EWP equips the child for any form of challenge "(be it further education or work)". For the Metalwork Department EWP is "the acquisition of knowledge, related to real life situations". It is assumed that skills are best learnt in real life situations and the Department attempts to produce items that are useful to the school and/or to the community.

5 Content and method

- timetable (n.a.) but indications that practical activities are added on to the ordinary timetable for secondary schools. It is reported that production "was done after classes and on Saturday mornings in the same workshop as teaching was done".

Curriculum development problems discussed include:

- a) Introduction of an option for "slow students" with "one practical subject and 3 to 4 core subjects only"
- b) Dropping of some arts subjects "with practical subjects gaining lessons from dropped subjects"
- c) Students in Form I should be exposed to the whole spectrum of practical subjects
- d) Science to be divided into Physics, Chemistry and Biology
- e) ZIMFEP school should consider introducing their own A-level
- f) Introduction of trade tests in building and woodwork

6 Material available

No information available on guaranties but the following has been reported:

Metalwork Department: "Short of equipment like power-tools makes it difficult to complete some projects". "Department material is sometimes used to make projects".

Building Department reports of "shortage of tools and equipment needed ...". The Ministry should supply schools that are doing EWP with gumboots and overalls and more tools and equipment.

7 School organisation and management

The school has made deliberate attempts to introduce new administrative procedures. "It is the revolutionary participatory democracy that we thirst after" (G Matiza). The school has built up a "Democratic Committee System". This means i.a. rotating chairmanship, student representation on some committees and that school prefects are being elected by their fellow students. (Further details are given in the Report on the First National Workshop on EWP, 8-11 May 1984).

8 Production activities

- 8.1 Students participated in the construction of the schools "besides the operative builder and ten people under him". In this way they completed 4 workshops, 2 laboratories, 8 classrooms and some other buildings.
- 8.2 Other productive activities include agricultural products (maize, chicken, cattle breeding) as well as other products related to woodwork (roofing, glacing, school benches) and sewing (girls uniforms). The production has been made intirely for the school. Estimates of quantities are available but not the total value.

9 Students graduated

Numbers and results n.a. but the following judgements can be reduced. In 1983, O-level results "were a resounding sucess ... above the national pass level. In 1984 Z/C and O-level "not as good as 1983 lot ... but hopeful ... we again beat the records".

10 Students after school

N.a.

11 Job creation and linkages with the community

- 11.1 The school has employed a farm manager and 6 workers.
- 11.2 A group of students have found a cooperative.

12 Costs and financing

The total costs (capital and recurrent) for the period Sept 1981 - 31st December 1984 have been distributed as follows (000' Zim dollars).

1	Buildings	1.437
2	Agrigultural equipment	10
3	School equipment	10
4	Vehicles	13
5	Carpentry Equipment	12
6	Livestock	12
7	Agriculture, current	47
8	Sundry	9
Total		1.543

Note: Excludes costs for the purchase of the farm (SIDA) and regular recurrent costs out of the recurrent budget of the Ministry of Education.

A number of donors including SIDA, HIVOS and USAID have contributed. No attempt has been made to calculate the size of their respective contributions.

13 Problems in relation to EWP (as reported by the school)

The main problem seems to be that "the timetable seems to isolate the Education from production. The latter is done after normal lessons creating a gap in between" (see also para 5 above).

The agricultural section has had some problems particularly with the chickens. In 1984 it is reported as an "unhappy sight".

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- | | |
|---|---|
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22.4.81

"Opening of tecturers Course (ZINTEC),
5.1.81

"Opens Nemakoude School", 29/7/81

"Opening of Domboshawa", 4/8/81

"Education, Past, Present and Future",
keynote speech at DHF-Seminar, November
1981

"Official Launching of the Community Based
Theatre Project", 30.1.83

"ZIMFEP Workshop on Finance and
Administration", 6.5.83

"At the Opening of Nkululeko School",
23.7.83

"At the Opening of the ZIMFEP Textile
Exhibition, 5.12.83

"Address at ZIMFEP Workshop on Education
with Production, 8-11.6.84

"Address to Dutch Teachers Working in
Zimbabwe, 11.4.85

"Mutumbuka hands over Majoda Farm to ZIMFEP,
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| Senator Culverwell | "Zimbabwe Teachers Association, 18.6.81

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- No. 29: "Zimbabwe Foundation for Education with Production. ZIMFEP"
— A follow-up Study by Ingemar Gustafsson

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