

# EVALUATING THE IMPACT OF RURAL SKILLS DEVELOPMENT TRAINING FOR POVERTY ALLEVIATION IN BULILIMA DISTRICT IN PLUMTREE

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE MASTERS IN BUSINESS AND ADMINISTRATION DEGREE

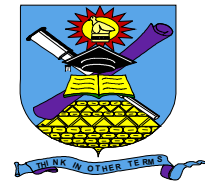


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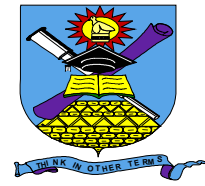
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#### **IV. DEDICATION**

This work is dedicated to my parents Alick Mahangwe Dube and Thembeni Simo Dladla for the role they played in raising me since my formative years, helping me to create a vision for my future, encouraging me to learn and supporting my education. I would like to thank the Lord who renews my strength every day, now I know the true meaning of the verse that says all things are possible through Christ.



## **V. ACKNOWLEDGEMENTS**

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## **VI. Executive summary**

This research is to evaluate the impact of rural skills development trainings for poverty alleviation in Bulilima district in Plumtre, Zimbabwe. The reason for this research was to find

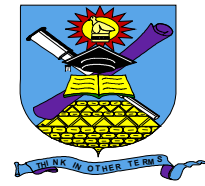


out why after so many trainings that are done by the government and NGOs were people of Bulilima still living in poverty and they are not self sustainable. This research was done as a gap analysis between the expected outcome from the stake holders and the actual outcome. The actual expected outcomes being poverty reduction in the community and produce of a skilled and employable workforce after being trained. The fundamentals of evaluation were discussed with emphasis placed on the purpose of the trainings and programs done by NGOs and the Zimbabwean government. In this research a qualitative paradigm that in essence entails the systematic noting and recording of the changes in the community that was trained and to access the changes of life of those who attended the trainings. The behavior and arte facts in the social setting were the design and methodology which underpins the researcher's choice of sampling and observation. The researcher targeted particular group in the full knowledge that it does not represent the wider population but simply represent itself, thus the researcher cannot make generalization from the results. The researcher found out that there were lot of reasons why the trainings we not showing notable results.

First: it was because of the quality of training and the time the trainings were delivered. Most NGOs doing trainings they didn't have strategies to accommodate the recipients of the trainings and their environment at the time of the training delivery.

Second; For the trainings to be successful the recipients need to have a positive outlook to the training and they need to see them as a solution provider and understand the expected outcomes. Third: The researcher noted that even if the trainings were of right quality delivered to the community that is ready to receive them there were still other factors that could affect them. These factors were for example the state of the economy, access to the market and infrastructure. The community needs to have a market to sell their products and be able to understand the market. The community can only understand the market if they are given the market oriented skills like finance, marketing and business management.

The research showed that basic education plays a big role in making vocational trainings. It was understood that people who had high school education stood a better chance in understanding training and being able to put it in practice. The findings showed that people will respond better



to trainings if they are encouraged to come up with problem solution themselves and thus giving them a hands on training. The researcher believes that this research will pave way to other researchers to explore this topic.

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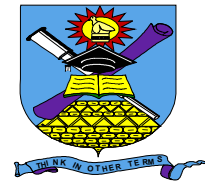


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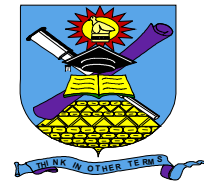
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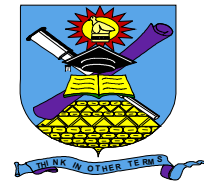
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## **X. ABBREVIATIONS**

AIDS	Acquired Immunodeficiency Syndrome
CIPP	context, inputs, process, products



DfID	Department for International Development
HIV	Human Immunodeficiency Virus
IRDP	Integrated Rural Development Programmes
MAT	Matebeleland
M&E	Monitoring and Evaluation
NGOs	Non profit organizations
OBET	outcomes based education and training
POE	portfolio of evidence
PRS	Poverty Reduction Strategy
USAID	United States Agency for International Development
ORAP	Organization of Rural Associations for Progress
RMC(s)	Regional Member Country (Countries)
RPL	Recognition of prior learning
SHDF	Self Help Development Fund
TVET	Technical and vocational education and training
ZIM-ACP	Zimbabwe Agricultural competitiveness program
ZNAC	Zimbabwe National AIDS Council

## **XI. Definition of Terms**

<b>Activity</b>	Actions taken or work performed through which inputs, such as funds, technical assistance and other types of resources are
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mobilized to produce specific outputs. Input The financial, human, and material resources used for the development intervention.

<b>Economic capabilities</b>	Means the ability to earn an income, to consume and to have assets, which are all key to food security, material well-being and social status
<b>Food Security</b>	FAO defines it as access by all people at all times to sufficient food for active health life.
<b>Poverty</b>	Poverty encompasses different dimensions of deprivation that relate to human capabilities including consumption and food security, health, education, rights, voice, security, dignity and decent work.
<b>Poverty alleviation</b>	Introduction of tools and skills to reduce poverty
<b>Outcome</b>	A change in the situation of the person's the project addresses, which can be attributed plausibly mainly to the use of the project outputs.
<b>Output</b>	The products, capital goods and services which result from a development intervention and contributions <i>of</i> the addressees; may also include changes resulting from the intervention which are relevant to the achievement of outcomes.
<b>Training</b>	Giving people adequate skills to perform certain tasks on their own.

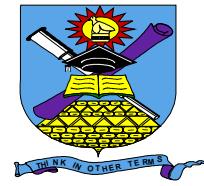


**Impact** A change in the situation of the person's the project addresses, to which the outcomes have contributed that, can only partially be attributed to the use of the project outputs or to the direct effects.

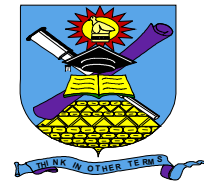
**Use of outputs** The application of the outputs (e.g. products, services or acquired knowledge or skills) by the person's the project addresses.

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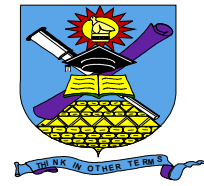


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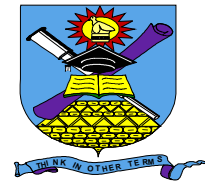


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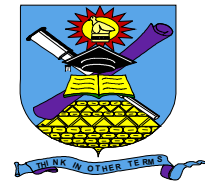




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## **CHAPTER 1**

### **1.0 INTRODUCTION**

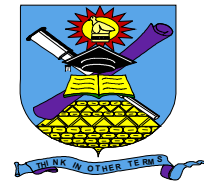
#### **1.1 Chapter introduction**

In this chapter the researcher gives the background of the study which describes the current situation in Bulilima District in Plumtree and justifies this study, looking at the current situation affecting the villagers to assess the gap between trainings given to the community for poverty alleviation and the actual skills the beneficiaries' possess.

#### **1.2 Background of the study**

Poverty means more than simply low income. It includes lack of voice in determining what goes on in one's community, as well as vulnerable livelihoods. Food insecurity is often a reality of poverty. On the other hand skills development contributes to social and economic integration. It is important to ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes that produce notable results in poverty alleviation. Agriculture is the backbone of livelihoods of people in rural areas of Zimbabwe, although in Bulilima disparities between farmers' labor input and output seem not to justify the continued practice in agriculture.

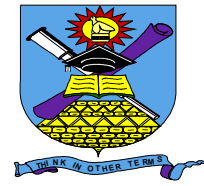
In Zimbabwe the majority of the population resides in rural areas and is heavily dependent on subsistence agriculture for their survival. People in Bulilima are vulnerable due to their geographical location which is prone to low levels of rain and distance from the nearest big town like Bulawayo prejudicing them from the main economical trust. In Zimbabwe, the southern provinces of Matabeleland North and South are generally semi-arid and smallholder farmers in these areas are food insecure. Rural development has been slow compared to urban areas thereby denying the rural population equitable employment opportunities in the formal sector. The rural informal sector activities comprise mainly gold panning in areas like Gwanda, charcoal



production in Hwange, wood carving, fishing, vending, and cross border trade for areas like Plumtree, Beitbridge and Tsholotsho. These activities have failed to generate adequate supplementary household income for the rural poor.

In the 1980s Zimbabwe performed better economically than most Southern African countries mainly as a result of a generally good economic performance supported by prioritized investments in human resource development and smallholder agricultural support. However these gains in smallholder agriculture have not been sustained hence the overwhelming poverty and malnutrition among rural households in the semi-arid communal areas especially in the last 10 years from 2001 till 2011. The land reform programme implemented in year 2000 has been blamed for a decline in agricultural production, food shortages, increasing political instability, and a general poverty increase in both urban and rural areas. Economic instability which contributed to poverty and HIV and AIDS being the main contributor have reduced life expectancy from above 65 in the 1980s to about 35 and 34 years, for men and women respectively. Past resource endowments distribution imbalances favoring urban areas have left rural areas more affected and most vulnerable. Urban areas have more social safety nets and opportunities for survival compared to rural areas. Vulnerability among smallholder farmers also increases from high rainfall areas to arid and semi-arid regions of Matabeleland North and South.

Communal farmers lost a number of livestock to drought and livestock diseases in the 1980s and 1990s. These farmers not only face problems of animal traction but also lack farm implements, seed, fertilizer and herbicides because they do not have adequate financial resources to purchase these inputs. Further, the levels of poverty have been exacerbated by the devastating impact of HIV & AIDS. In Zimbabwe 25% of the population is estimated to be HIV positive (USAID research, 2008). The rural population bears the burden of looking after the sick because of the traditional belief that people should be buried close to the graves of their ancestors in the rural areas and not in the cities. Caring for the sick and orphans in rural areas has serious implications on agricultural labor hours lost. Although attempts to fight poverty and HIV & AIDS have come

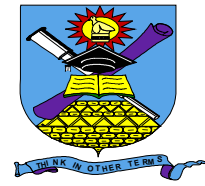


from government, the private sector as well as the non profit organizations the effectiveness of these efforts has been hampered by the extremely high poverty levels and degree of helplessness and despair. In areas like Plumtree, Nkayi and Tsholotsho most of the youth are in the Diaspora leaving the elders to look and care for school going children (grand kids) while the parents are in countries like South Africa.

The living standards of Zimbabweans have fallen to 25% of its former level within the last decade. The 1990s saw a turnaround in economic fortunes as economic decline set in and structural problems like high poverty and inequality persisted. Currently most of the youth in Bulilima do not have higher education qualification due to the fact that there is a shortage of high schools. In areas such as Ngwana, Nyele, Phumuza pupils travel between 15km to 20 km to get to the nearest secondary school. This means they have to leave their homes as early as 04:00 am only to be back at around 8pm, this has caused a lot of high school drop outs in the area. There have been a lot of trainings from organizations like ORAP and Self help to mobilize change in the area to help villagers to be self sufficient.

### **1.3 Statement of the problem**

The current system of training may be seen as inadequate for the district's potential for revenue creation or for the development of skills. Nongovernmental organizations (NGOs) like Zimbabwe Agricultural competitiveness program (ZIM-ACP), Organization of Rural Associations for Progress (ORAP), Self Help Development Fund (SHDF) and many others have been providing skills development training to people in the rural parts of Matebeleland which people from Bulilima district also included, to help alleviate poverty. Even with the training from the government and the NGOs the rural community of Bulilima's livelihood has not improved. Communal farmers in the Bulilima district in Matabeleland still face perennial food insecurity. This research aims to find out the cause of lack of improvement and why there are no noticeable results after trainings are cascaded. Nickols (2003) points to some of the training evaluation problems derived from Kirkpatrick's four-level evaluation framework (Kirkpatrick in Nickols):



- Reaction: defined as how well the trainees liked a particular training, this could be the case that the recipients did not like the training provided or did not receive it with the attitude of self improvement.
- Learning: what principles, facts and techniques were understood and the trainees, most rural people might feel they are used by government and stakeholders for political reasons or expediency which has affected their acceptance of skills provided.
- Behavior: changes in socio-economic lifestyle, most areas in Bulilima are now electrified and have serviced roads, if the trainings offered by the stakeholders are outdated and do not move with the socio-economic changes they might not be effective.
- Results: that would be characterized by reduction in unemployment, increase in high skilled workforce, high productivity and reduction of poverty. This has not been seen in Bulilima as most of the villagers are unemployed and they live in severe poverty

## **1.4 Research questions**

The major questions that this research seeks to answer are: -

- 1.4.1 What trainings have been implemented by ORAP, ZIM-ACP and Government institutes?
- 1.4.2 In what ways, if any have the trainings changed the livelihoods of people in Bulilima?
- 1.4.3 What training policy framework has been put in place to improve training outcomes?
- 1.4.4 If such a policy framework exists, how effective has it been? What gaps are evident in these policies and what more needs to be done?
- 1.4.5 What are the different technologies that have been introduced by various stakeholders in the past?
- 1.4.6 What notable changes have been realized since implementation or adoption of some of these technologies by farmers?
- 1.4.7 Are there any significant differences between adopters and non-adopters?



- 1.4.8 What should be done to increase the effectiveness of external advisory services by the agricultural extension officers and non-governmental organizations in improving output levels in rural agriculture?

## **1.5 Assumptions**

- 1.5.1 There are very few options available for Bulilima farmers to get out of agriculture which is perceived as the backbone and survival strategy for many rural communities even though the area is dry and drought prone.
- 1.5.2 Education and training is often of inadequate quality to contribute to poverty alleviation.
- 1.5.3 Teachers and trainers may be unqualified, equipment and technology out-dated, and teaching and training methods ill-suited to rural contexts.
- 1.5.4 NGOs use rural areas as dumping areas for unused funds towards the end of financial year on trainings that are not helpful to the community.

## **1.6 Importance of the study**

This research will contribute to the current development and poverty alleviation efforts as well as introduce new approaches to the challenges facing the rural farmers and other poor households in the country. The NGO's have been training people on agricultural skills in crop farming and animal rearing, First Aid and training of care givers. The researcher hoped to discover new approaches to pursuing rural development and poverty alleviation that will produce measurable results and establishing a positive link between training and positive outcomes of training and development requirements and the value they bring in Bulilima District. The focus in this research is on policy and development rather than only academically inclination in order to solve some rural developmental challenges common in Matebeleland. This research will bring together all the stakeholders (government and NGO's) concerned about rural development in mapping out and implementing rural development strategies and plans. The study will address the special



needs of the people of Bulilima District so that the trainings they receive from stake holders (Government and NGOs) can improve their livelihood.

The researcher aims to identify the main causes of poverty in the district of Bulilima this way it will be able to design and rank policies and actions that address these causes. This study is set to help the stakeholders to be able to specify the indicators or goals for monitoring progress and be able to seek broad agreement on policies and programmes to tackle poverty

### **1.7 Beneficiaries of the study**

This research will help the following stakeholders:

- 1.7.1 Bulilima District- the people of Bulilima would benefit from this research by getting Skills Development Trainings that would help them live a sustainable life with income and be able to generate income to eliminate poverty. The main objective of this research is to close the gaps between training and skills attainment.
- 1.7.2 Government-the government will benefit from the research by having people who use the skills they receive from training and be able to generate income which will contribute to economic growth. If villagers can use the skills gained to their advantage they will contribute to the reduction of unemployment and poverty reduction in Zimbabwe.
- 1.7.3 NGOs- this research will help the NGOs to achieve their objective for training to alleviate poverty in the rural areas by giving effective and well understood skills development trainings. By understanding people's needs and their view of the training given it will give them leverage and better view for future planning.
- 1.7.4 Other Districts- if the Bulilima district is used as an example and a prototype for training and skills development that actual eliminate poverty.
- 1.7.5 Other Researchers- this research will help other researchers who want to visit this topic or research further to find a starting point.





## **1.8 Objectives of the study**

This study seeks:

- 1.8.1 To describe the trainings that have been implemented by ORAP and ZIMACP in Bulilima District and their effect on community livelihood.
- 1.8.2 To conduct an impact assessment by investigating the strengths and weaknesses of these training programmes
- 1.8.3 To make recommendations that seek to improve quality of training that will give value to the community and help them to improve their financial situation and be able to enjoy normal life.

## **1.9 Delimitations**

The research will be done in Bulilima District which falls under Plumtree in Matebeleland South 100 km outside Bulawayo. Bulilima Rural District, which is some 12,274 km<sup>2</sup> in size. This area includes areas like Thekwani, Gwambe, Diba, Gwambe, Tshehanga, Nyele, Bezu, Tshangwa, Phumuza, Ngwana, Matjinge, Sinotsi and many others. Bulilima has a total of 15 Wards. This research will sample a third of the District, which is five wards (ward one to five). The entire district has a total population of 94 361 people in total. There are about 14 300 households altogether with an average household of about 6.3. (Central Statistics Office) (CSO 2002) The area, whose mean annual rainfall lies between 400 mm and 600 mm, is considered dry according Zimbabwe's agro-climate zones. These conditions limit cropping to drought resistant crops such as sorghum while livestock rearing is encouraged. The region is best suited for livestock rearing and wildlife. Before the Bulilima area people had social activities which included party events for fund raising, reed Mats making (amacansi), basket making (izincebethu), Uniform and dress making, pottery (izimbiza, indiwu lendengezi), wood carving and fishing .



### **1.10 Limitations**

Key limitations of this research is that it was difficult to generalize this kind of study, as people respond to training differently, the researcher intended to find how different people view training and how they responded to it to find a wider view. Again when training does not produce results it cannot be assumed that the training provided was at fault it could be that at that point trainees needed instant solutions for example food, compared to long term solution like training and projects. The researcher's aim was to make sure the research is done for the benefit of both the provider and the receiver of training by looking at the limitations from both angles and addressing them differently.

Dealing with unemployed people can create a confusing impression in that they view the researcher as someone who is there to solve their problems. The researcher made sure that the community understood that the researcher was doing the research for academic reason and that it will only benefit the community if considered by the stakeholders and incorporated in the next training planning.

The community seemed to perceive their interaction with the researcher as an opportunity to voice their frustration and also to report what they saw as irregularities with the providers. The researcher tried by all means to make sure that the community understands that the researcher is not there to find faults with the service providers or the government. There was lack of support from stakeholders as they felt the research was exposing their weaknesses which might affect the future funding of projects. The reason for lack of co-operation could be that most NGOs are supposed to do skills evaluation and needs analysis before training of which they might not be doing currently. This might be seen as negative exposure that might affect funding for rural growth, the researcher made sure the stakeholders understood the research is for academic reason and will not be used as a tool to discredit anyone.

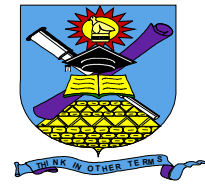


The stigma associated with poverty continues to present special difficulties for research as respondents are reluctant to discuss their family limitations and as they feel like they have failed their families. Most villagers have donor mentality where rural people have been accustomed to getting free food and will not waste time with researchers without being paid. The research team was sensitive to the respondent's discomfort. Also, the selection of the site was based on prior contacts with this community through the researcher's engagement with NGOs and the headman.

All the above may have influence on the information that interviewees' provide especially if they have other expectations from the study such as donor support. In order to minimize this potential effect, the researcher made it clear to the interviewees that the research is not associated with any donor support. Therefore the interviews were carried out upon each person's willingness to do so.

## **1.11 Chapter summary**

Human skills development is the process of expanding human capabilities and choices –what people do and can do in their lives. This research aims at measuring if this process has produced the desirable results, if not what has blocked the development process. Human development includes the expansion of income and wealth as well as adequate nutrition, but people of Bulilima are still living under the same difficult conditions even though they have been even given skills development trainings to transform their lives. For the training to work it requires dedicated efforts to empower the poor by strengthening their voice and fostering democratic accountability which is what this research aims for. Strategic partnerships with reform-minded forces within government, NGOs and people of Bulilima can be helpful in fostering social and political transformation. Strong partnerships are based on dialogue, mutual trust and joint accountability. Each partner should be assessed in terms of meeting agreed commitments and achieving poverty reduction impact. Given the limited volumes of development assistance and the importance of reducing poverty, it is vital that development cooperation resources are used as effectively as possible and be measured for improvement.



## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Chapter introduction**

This chapter gives an overview of issues that paves the way for a clearer understanding of the research problem and identifies the knowledge gap this study seeks to fill. The literature review first discusses the concept of skills development trainings done in Bulilima district. The review proceeds to view and assess past research from other researchers on issues of development and the limitations experienced, offering solutions. For training or projects for poverty alleviation to be successful there are a lot of issues that need to be reviewed to find out the past issues identified by other researchers that contributed to lack of success or to success of skills development training in the rural development for poverty alleviation.

#### **2.2 Training as agent of social change**

The role of adult training as an agent for social change has been prominent for several decades and has informed the activities of civil society and government campaigns in various countries worldwide. The radical tradition, in particular, views civil society as a privileged domain of radical learning, political struggle, social movement and social change (Baatjes and Mathe, 2003:393). This tradition also has a notable presence in Zimbabwe, the tenet of which is that the socio-economic and political system that produces and perpetuates conditions of inequality is unjust and must be changed.

Evaluating training projects of this nature requires a detailed look at all the stakeholders and the recipients of training to see the readiness and the acceptance of the trainings at the point of delivery. This involves a variety of variables as outlined below, and the complexity of such an evaluation cannot be underestimated. Nickols (2003) points to some of the training evaluation problems derived from Kirkpatrick's four-level evaluation framework (Kirkpartrick in Nickols):



- *Reaction*: defined as how well the trainees liked a particular training, this could be the case that the recipients of training they did not like the training provided or did not receive it with the attitude of self improvement. This happens when people see training as just another event. In Zimbabwe with a lot of trainings happening during or towards election it is possible that the trainings are not received as a tool to help them improve their life or as a vehicle to move them out of poverty.
- *Learning*: what principles, facts and techniques were understood and the trainees, most rural people might feel they are used by government and stakeholders for political which has affected their acceptance of skills provided. In Zimbabwe people are sensitive about language and culture, if the service providers like NGOs send Shona speaking trainers to areas like Bulilima they are normally received with escapism and the villagers often feel disrespected, as they would rather have someone who respect their culture and understand their language. These kinds of attitudes affect the learning experience of the recipients.
- *Behavior*: changes in socio-economic lifestyle, for example simplified training modules and the technology used to deliver training. In Bulilima most area now have electricity the introduction of power point slides using projectors might help the deliverance of training and help in producing positive impact.
- *Results*: that would be characterized by reduction in unemployment, increase in high skilled workforce, high productivity and reduction of poverty. After have training they should be a number of people adopting skills and using them to improve their lifestyle and pass the knowledge to others.

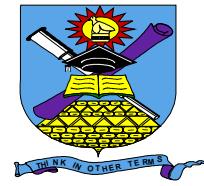
According to Nickols's (2003) the success of training programmes would partly depend on the fact that the trainee's affective domain should be considered during training as it has the



potential to sway the outcomes negatively if a trainee does not like that particular training. The training is geared towards skills transfer and therefore the new principles, facts and techniques are central to the success of the training programme. A key intention to the training programme is a visible and drastic change in the socio-economic lifestyle of the trainees, and significant indicators are reduction in unemployment, increase in high skilled workforce, high productivity and reduction of poverty.

This assertion is confirmed by Eseryel (2002:101), who states that evaluation is an integral part of most instructional design models. Evaluation tools and methodologies help determine the effectiveness of instructional interventions. Despite its importance, there is evidence that the evaluation of training programmes is often inconsistent or missing. Possible explanations for inadequate evaluations within training programmes include insufficient budget allocation for training; insufficient allocation of training time; lack of expertise from trainers or tutors; blind trust in training solutions; or lack of methods and tools appropriate for the kind of training envisaged. However, for the process of skills transfer through training programme to be effective, attention should be given to such inadequate evaluation during training for better implementation of skills and to eliminate poverty.

The African development bank on their **AGRICULTURE AND RURAL DEVELOPMENT SECTOR BANK GROUP POLICY ( OCOD JANUARY 2000 )** also showed concern on the state of current trainings and education provided by the Government. If the trainings are not evaluated they will continue to produce unnoticeable results. Low education levels and high illiteracy rates make it difficult for rural populations, women in particular, to access training and technical assistance. Also, traditional education programs do not provide adequate response to end-user needs, particularly in rural areas. Thus, to be effective, the focus of primary education has to shift to the functional areas, such as entrepreneurial skills, business management, technical subjects of relevance to rural life, and personal analytical and organizational skills. The Bank made a policy to; therefore, to collaborate with RMCs and other donor agencies to increase grass



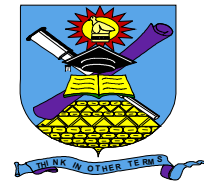
roots capacity building to enable rural populations to set their own priorities and access assistance relevant to their needs. They also mentioned on their policy that capacity building should also focus on training in income producing activities, group mobilization, financial management and marketing. This would enable rural people to develop decision-making and management skills that can improve their income earning potential.

## **2.2 Programme evaluation**

Program evaluation is the process of appraising, or making judgments about the quality and effectiveness of the total training process (including planning, design and quality of materials) and determining if it is fit for purpose. According to Tuijnman and Bottani (1994), evaluation may be defined from another angle, as a systematic investigation of the worth or merits of an object, in the case of this study, a training programme.

This is a guide to the facilitator who provides full description on delivery, including learner participation as essential to outcomes based education and training (OBET). Trainees must learn the basics of a subject and the instruction must allow for learning experiences to go beyond content. The learner workbook must provide for creative solutions to problems, which are essential for all trainees to be able to succeed at the end of their leaning experience. The approach of the workbook should be holistic in nature and help the learner build on his/her reflexive competence. This will also form part of the learner's portfolio of evidence (POE) and should be considered as a supplementary evidence component (Knowles, 1975:6). This inquiry did include these criteria in the observation schedule, to try and source the extent of the learner participation as well as the quality of the learning material used, but excluded consideration of the learner's portfolio of evidence as it was not part of this particular training programme.

This study is informed by the Kirkpatrick model as cited by Nickols, which states that the function of training is to transfer knowledge, skills, or attitudes and that the purpose of the training is to change actual future behavior (Nickols, 2003:5). The model specifies the



importance of measuring satisfaction and learning which occurs during the training activity. It consists of four levels. Each successive evaluation level is built on the information provided by the lower or previous level:

Level One: Satisfaction with the training

Level Two: Knowledge and skills learnt

Level Three: Behavior change/ and skills usage

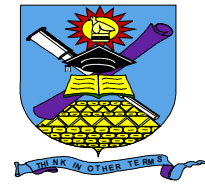
Level Four: Added value in terms of increased productivity and quality of life

The training programme was community-based, and for the training milestones to assess the success of training, Kirkpatrick's model was considered appropriate because trainee community satisfaction, knowledge gains and impact on the livelihood of trainees was expected. Evidence of this was drawn from the previous studies. The inquiry also looked at the methods of assessment of learners throughout the training programme and how feedback is conveyed to them with regard to the theoretical framework, the study is partly informed by Stufflebeam's Improvement-Oriented Evaluation, which states that:

*“Evaluation should foster improvement, provide accountability records, and promote increased understanding of the phenomena under review. The most important purpose of evaluation is not to prove but improve....We cannot be sure that our goals are worthy unless we can match them to the needs of the people they are intended to serve”* (Stufflebeam, 1973:151).

The training under investigation needs to be evaluated and may need to be reformed to improve the livelihood of the target audience. Stufflebeam employs a so called CIPP approach, an acronym from the four components, 'context' (what needs were addressed), 'inputs' (what procedural plan is adopted), 'process' (to what extent these are applied), and 'product' (what are the results). This approach concentrates not so much on an individual study but on providing ongoing evaluation services to decision-makers, community development sponsors like USAID, and NGOs.



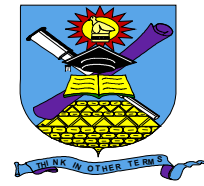


Another theory of relevance to community development training's objectives is that of Scriven, who states that the proper role of the evaluator is one of "enlightened surrogate consumer". The evaluator should help professionals to produce goods and services that are of high quality and of use to the consumers. Contrary to the other aforementioned theories, Scriven defines evaluation as a systematic assessment of worth and merit, with emphasis on evaluators arriving at defensible value judgments rather than simply taking measurements or determining whether goals have been achieved. An evaluator must judge whether achievement of the goals would contribute to the welfare of the consumers (Scriven, 1991).

The literature reviewed here has generally shed light on both the theoretical and practical aspects of formal training in a teaching and learning environment, designing and implementing learning materials with emphasis on community development trainings. The difficulty has been that most literature focuses on projects evaluation at school level or industry training and not community projects. The common aspect of the three has been that training takes place in a formal teaching and learning environment and its impact or success had to be observable. Therefore, the literature consulted has been critical in helping to contextualize the community development training projects for poverty alleviation.

### **2.3 Forms of assessment as components of evaluation of rural development trainings**

It is imperative to note that both formative and summative evaluations will remain critical tenets of any study, particularly in enhancing feedback for any training for rural development trainings. D'Avanzo (2000) defines formative evaluation as looking into the project (training) continuously, with the aim of giving an ongoing diagnosis and feedback to instructors to use in assessing their training. Summative evaluation is familiar to those who give trainees tests or evaluation of understanding, or as Stake (1975) wrote, "When the cook taste the soup, that's formative; when the guest tastes the soup, it is summative" (page.113).

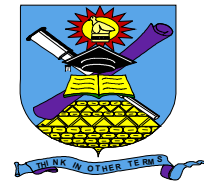


In this inquiry, formative evaluation included the training instructor questioning the trainees during her instructional process. There were, however, no signs of her adjusting her style of teaching in response to the probable demands of the situation or any indication that something was changed in response to the trainees' inability to respond to her questions. The summative evaluation referred to the final assessment of whether the trainees had comprehended the content of the day, and also guided her preparations of the next training, an aspect which my observations could not find from the instructor.

Assessment as a component of evaluation is defined as the act of determining the standing of an object on some variable of interest (Tuijnman and Bottani, 1994). As part of the outcomes based assessment, trainees are assessed against criteria after an outcome has been attained. Criterion-based assessment is different from norm-referenced assessment whereby trainees were tested against other learners or communities' performances, or against a customary norm.

In OBE, assessment is expected to take place in an authentic context and in a caring, non-judgmental environment which would serve as a positive affirmation of the learner. It should acknowledge whatever competencies each trainee has attained, and should take into account the trainee's previous performance and understanding. OBE encourages the trainers to assess the trainees continuously, using different methods of assessment and evaluation to monitor trainees throughout the training period and after to see if the skills have been put into use.

Spady, a major advocate and proponent of OBE, (Closson. 1993:231; Spady and Schlebusch, 1999), claims that firstly, all trainees can succeed, but not on the same day or in the same way. Secondly, each success breeds more success. Thirdly, the training environment controls the condition of success. It is against this background that OBE as an ethic of emancipation holds great promise and can contribute to social change in adult training. According to the arguments put forward by OBE instrumental ethics, the main aim of training is to produce a highly skilled,



mobile community that can put training into action and be able to live a self sustainable life that will help make industry more competitive in the world economy. (Freire, 1970).

Knowles (1975) argues that it is essential to recognize that adult learners are different from young students as they are more self-directed and expect to take responsibility for decisions. NGOs that are delivering training in the rural areas must avoid classroom format setups as they will not work with adults, and effective training designs for adults must take into account the following factors for trainings to be effective:

- Unlike young learners, adults need to know why they need to learn something.
- Adults need to learn experiential, this means the trainings should be accompanied by hands on projects.
- It becomes stimulating and worth learning for adults when learning is approached as problem-solving initiative. Villagers need to know how training will improve their living conditions.
- Timeframe is important in adult training because adults learn best when the topic is of immediate value (Knowles, 1975).

In designing a leaning programme, curriculum designers would therefore consider how their trainees learn. When trainees are adults it is expected they would have clearly explained the reasons they should be attending the programme, and be offered learning process which is experiential and practical. Trainees should view their training as responding to a problem of unemployment and poverty-reduction which is confronting them as an immediate issue that needs to be resolved (Knowles, 1975). The argument presented above is relevant to this study considering the fact that the majority of people trained in Bulilima are adults, therefore in designing their learning programme, NGOs must consider this for them to be able to see results after training.



## **2.4 Learning environment and motivation to learn**

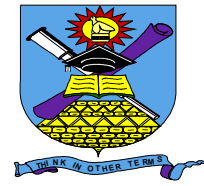
As part of his “Conditions of Learning” theory, psychologist Gagne (1965) as cited by Knowles (1975:20) developed a sequence of nine “instructional events” that he concluded provide effective adult learning. Gagne’s outline may be a starting point for designing effective adult learning, starting as it does that the trainers should ensure they gain and keep the learners’ attention and outline clear, practical and simple objectives. Because adult have set of knowledge and experience, the programme should follow the principles of the recognition of prior learning (RPL), namely recognizing previous courses and qualifications of learners and adapting their training accordingly. Gagne (1965) also argues that learning should also be thought provoking and stimulate thinking, through the guidance of the facilitator (a constructivist term for teacher or instructor). The end-result to learning to should be seen and regular effective feedback provided. The exercise should be reviewed periodically to ensure it is fulfilling its outcomes.

This inquiry, throughout its observation of the instructional process, used Gagne’s theory as its basis, and also helped to pinpoint items to be observed during the development of the observation schedule.

Other proponents of adult learning are Zemke and Zemke (1984), who divided knowledge into two spheres, summarized as follows:

➤ **Motivation to learn**

Adults seek out learning experiences in order to cope with specific life-changing events, such as marriage or divorce. The more an adult experience challenges in life, the more motivated to learn he or she becomes. Adults seek the learning experiences directly related to their perceptions. Once convinced that the change is a certainty, they will engage in any learning that promises to help them cope with the transition. Normally adults have a use for knowledge or the skill being sought. To them learning is a means to an end, not an end in itself. Not only does the motivation to adult learning need emphasis in this study, but the curriculum design of adult learning is equally important (Zemke and Zemke) (1984), (p3). It is important therefore to check if the



curriculum designers know about adult learning and what motivates them. The key questions to this study are whether the target group has been considered when designing adult curriculum, and whether the adult classroom environment has been taken into cognizance.

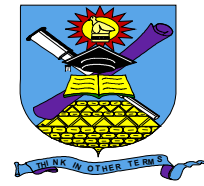
➤ Curriculum design

In designing or choosing the curriculum for adult learning, it is important to have an understanding of how adults perceive learning and how they will engage in it. Adult learners are not enthralled by survey courses but rather prefer single concepts that are not complex. As argued above, for them to continue learning they should be able to internalize new ideas with what they already know, and so construct new knowledge to which is attached relevant meaning. Information that contradicts the views that they hold in life is likely to be absorbed slowly, if at all. Fast-paced, complex or unusual learning tasks interfere with the learning of the concepts. Adults compensate for their slowness in some psychomotor learning tasks by being more accurate and making fewer trial and error ventures. Adults tend to take errors more personally, and that affects their self-esteem.

The curriculum designer will have certain knowledge as to whether the concepts or ideas will be in concert or in conflict with the learner. Some instructions will affect a change in belief and value system, so the programme should be designed to accommodate different viewpoints. Adults tend to prefer self directed and self designed learning projects over group learning, though self direction does not mean isolation.

## **2.5 Financing of training for rural development**

The article NGO Code of good practice, (2008) from African perspective on adult education by Fedrick Muyia Nafukho expresses that most government in Africa allocate meager financial resources annually to rural development training for poverty alleviation. According to Afrik (2000), rural development is the poorest partner in education and skills development in terms of the allocation of financial resources. Subsequently, very little funds are available for the



management of the service providers of rural development of skills development. The fifth CONFINTEA and the Mid-term Conference argued for a minimum of three per cent of the education budget to be channeled to adult skills development. Despite this argument, a survey in 2005 by the action aid and global Campaign for education (GCE) discovered that even this small amount was rarely achieved. Skills development training institutes for rural development continue to be inadequately financed in comparison to other sectors of the economy and to other areas of the education system. The researcher realizes that according to the information by researchers mentioned above on available finance by the government the need funding rural skills development is crucial when we consider that many people from the rural areas of Bulilima have no high school education to qualify for any job opportunities and their only hope to earn income is through new skills that are provided by rural development agencies. Moreover, there are emerging challenges that need more sophisticated skills and knowledge to deal with. Some of these challenges relate to HIV infections, AIDS-related deaths, and the taking care of the increasing number of orphans (Mondoh, 2004; EFA News, 2003; Walters and Watters, 2000) . Skills development for poverty reduction is the one of the solutions to reduce the burden of looking after the orphans and the uneducated rural communities of Bulilima people.

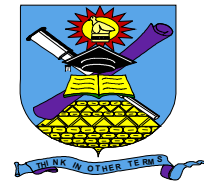
## **2.6 Access training**

While the constraints on people of Bulilima or other villagers on access to training are increasingly well documented, the relative effectiveness of strategies for overcoming these constraints is not. In particular, there is little research available on how training interacts with the contextual factors required to put it into practice. The Department for International Development's (DfID) recent overview of education and living outcomes in developing countries, for example, documented the need for detailed studies that examine the paths between forms of training and productive activities (Palmer, Wedgwood & Hayman, 2007). The contribution of training will, of course, vary according to the circumstances, but research that traces how specific types of training affect the community – and how their training interacts with other factors known to affect the take-up of innovative methods of survival among the



community – is an important step in bridging the gap between training inputs and outcomes. Our research sought to fill this gap by analyzing projects that have succeeded in engaging rural people in relevant and effective training. Each chapter considers a particular dimension of training, from its accessibility and its relevance to viable livelihoods strategies, to the social, technological and financial factors required for its application. Before training provider decide on delivering a training to people there is a need for them to understand the stakeholders. This section of the research will not be complete without considering the deferent groups of people in an organization who will be affected by a particular organizational development intervention or interventions. Understanding who these stakeholders are is imperative if any change initiative is to be successful. In all rural development work, the trainers should always think of the whole system and how they can collaborate with those stakeholders to get the job done well with noticeable results. They need to understand that whatever changes that are recommended they will either directly or indirectly affected, which makes securing their support and not provoking their resistance. The importance of understanding stakeholders is all about understanding their needs, which will vary according to the type of stakeholders, the situation, and the nature of the proposed intervention. According to Dr Fedrick Muyia Nafukho before implementing any life changing trainings the NGOs must consider the following:

- The identity of the stakeholders, including the identity of the target audience.
- The prior knowledge or skills (level of education) of the stakeholders
- The location of the target audience (This will determine the type of delivery to be used)
- The target audience’s access to and experience of technology
- The time available for the training
- The infrastructure available
- Their strengths and limitations
- The affordability of the programme
- What support system(s) do they have
- The most suitable language of instruction to use
- The socio-cultural nature of the community

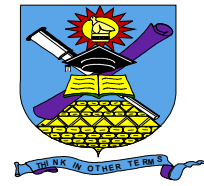


There is a growing awareness among skills development for poverty reduction service providers extension researchers and policy makers that scientific, business and community interests must be addressed in an integrated way to promote the successful introduction of technical changes into agricultural and skills development communities. Villagers need enterprise skills in order to calculate and manage the risks of changing their patterns and methods of production, and, in particular, to take advantage of new or growing markets strong supporting economy, and for this, business skills and enterprise training is critical (see Davis and Rylance, 2005). Chipeta *et al.* (2008), for example, argued that actors all along the agricultural value chain (including suppliers, processors and so forth) were essential in both providing access to markets for small producers and creating other rural employment opportunities. Not only is non-farm activity important in supporting smallholders' participation in markets, and thereby supporting rural development as a whole, but it is also an important source of income for the rural people themselves. Palmer (2007:62) argued that the divide between farm and non-farm employment was largely artificial in sub-Saharan Africa and noted:

*Many of those working in sub-Saharan Africa, particularly in rural areas, can be said to not simply have one occupational or income generating activity, rather their employment portfolio is complex, and likely to be made up of two, three or more income-generating activities pursued simultaneously, the composition of which changes at different times of the year. Many activities are highly opportunistic, involving quick responses to market demand and supply. (Quoting Bryceson, 2002:732)*

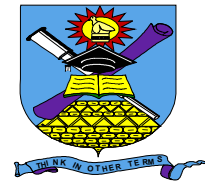
This is particularly true for women, who, as we have seen, often divide their time between multiple occupations including both agricultural and non-farm income activities, typically micro-enterprises (Davis and Rylance, 2005). For instance the rural people of Bulilma have to divide their activities depending of the season, these include mopane worms that are harvested cooked and dried during the rainy season of plowing in the fields. After harvesting period they knit and mold clay pots. The reality of occupational pluralism has important implications for extension





policy. Rivera and Qamar (2003) described a variety of paths out of poverty for rural households. The agricultural path, with a combination of adequate natural capital, increasingly advanced and usable technologies, and improved integration into markets, allows poor producers to make a viable living through focusing on agriculture. The multiple-activity path, where non-agricultural activities provide more reliable, year-round income for smallholders and agricultural production provides nutritional security, allows smallholders to accumulate more capital and take more risks. The multiple-activity path was, in fact, found to be the dominant route out of poverty among rural households in Latin America (De Janvry and Sadoulet, 2001). Similarly, in Malawi, smallholders' ability to specialize in cash crops or micro-enterprise was constrained by their need to produce food crops for food security (Orr & Orr, 2002).

Despite the dominance of mixed livelihood strategies in many areas, agricultural extension activities have traditionally focused almost exclusively on the agricultural path. However, households that engage in both agriculture and microenterprise need different types of technology from those that are specialized in agriculture (*ibid*). Extension activities that address the specific needs of multiple-occupation rural households, by supporting both the agricultural and entrepreneurial dimensions of their livelihood strategy, are therefore required. For example, in the context of Rwanda and Tanzania: *The promotion of skills for ... more modernized, productive farming goes hand-in-hand with a call for immediate training in skills to decrease dependence on agriculture, in the form of craft, artisan and entrepreneurial skills.* (Tikly, Lowe, Crossley, Dachi, Garrett and Mukabaranga, 2003:95) Most of the trainings that have been offered by NGOs in Bulilima are agriculture business, which could prove not favorable as mentioned by above researchers especially in a draught prone area like Plumtree.



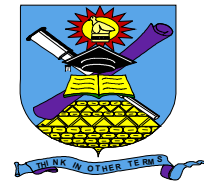
## 2.7 Skills development, poverty reduction and the need for an enabling environment

It is essential to question the capacity of developing or impoverished transition countries' economies, and especially their informal economies, to realize these skills outcomes. Skills development outcomes, at all levels, are obviously determined by many other things such as the quality of the education and training and the state of the enabling environment surrounding skills development (Palmer, 2005a) .

The claims about the beneficial results of skills acquired through TVET perpetuate the assumption that this training leads to economic growth and poverty reduction (cf. Working Group for International Cooperation in Skills Development, 2002: 16). This assumption, while popular in developing country governments, is actually backed up with very little research or evidence. It is often taken as axiomatic, for example by the Government of Ghana, that skills acquired through TVET can be used to get jobs or create employment opportunities in enterprises which provides an income, and hence reduces poverty and stimulates economic growth (Palmer, 2005a).

But, as the World Bank is keen to emphasize, there is no automatic connection between skills development and employment. 'Training, by itself, will not create jobs and will achieve its objectives only where the conditions are right for economic growth' (World Bank, 2004a: 188). The Bank's *Skills Development in Sub-Saharan Africa*, noted that getting the macroeconomic context right remains the essential first step in focusing on skills development' (World Bank, 2004a: xv).

The 1993 World Bank paper, *Skills for Productivity*, made a similar point ten years earlier - that for skills training to result in increased productivity and earnings, the economic and labor market environment had to first be reformed so that it was supportive of skills utilization: Most of the poor in developing countries are found in rural areas and in the urban informal sector. Their

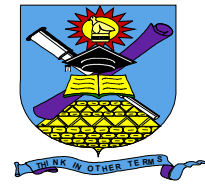


principal asset is their labor, and their main road out of poverty is to improve their productivity and earnings. Progress along this road initially requires not training, but reform of policies that discourage economic and employment growth. (Middleton, Ziderman and Adams, 1993: 217).

Skills development, resulting from general education and agricultural education and training, ‘is a vital part of the package needed to advance farm productivity, raise incomes, reduce poverty and make the transition to a more productive non-farm sector’ (Johanson, 2005: 17). However, as with our discussion above concerning skills learnt through traditional TVET, ‘support for the educational needs of rural populations and farmers’ organizations... is unlikely to foster the improvements in rural incomes and living standards... without the support of other reinforcing initiatives’ (Saint, 2005: 1).

These ‘reinforcing initiatives’ that enable an education and training system to impact on agricultural productivity and support the trend towards more commercial production include: a proper macro-economic and regulatory framework, including trade policies and adherence to standards procedures; innovative private firms and non-governmental organizations; adequate communication and transport infrastructure; and other factors such as access to global knowledge resources and market conditions that support innovation (Saint, 2005: 1-2). The famous claim about how education increases agricultural productivity has been widely used in policy documents (cf. King and Palmer, 2005b and King, Palmer and Hayman, 2005), but usually never notes the central caveat to this original claim – that the impact of skills on agricultural productivity acquired through education is dependent on the state of the enabling environment for farming hence, skills training on its own may be a key variable, but it is not a determinant of poverty reduction, growth or of job creation.

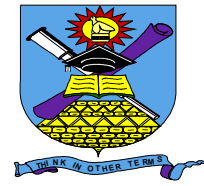
The quantity and quality of human resources produced depend on both the delivery capacity of the formal and informal education and skills system, and on the demand for these resources in a given country. It is not simply a case of increasing the supply of educated and skilled workers



through investing heavily in expanding the provision of education and training. Education and training, alone, do not result in increased productive capacity in the form of employment. Nor, by the same token, do they, alone, result in poverty reduction. If the skills cannot be put to use, potential capacity may be increased, but actual productive capacity will not be. There is a difference between skills development (the capacities acquired) and skills utilization. Not only do the skills acquired need to be of good quality, but they need to be produced in a positive climate for their adoption (World Bank 2004b). For skills to translate into poverty reduction - and growth - there needs to be the development of other factors, external to the education and training system. Hence, the extent to which the traditional skills learnt through basic education and traditional forms of TVET can contribute to the development of a county's productive capacity will be influenced both by the development and utilization of a country's higher-level skills, and by the development of a supportive enabling environment that allows skills to be utilized productively. Among the most critical factors in such an environment will clearly be work and employment.

## **2.8 Benefits of enterprise training**

The projects in the review of practice show that training can play an important role in helping prospective entrepreneurs become successful. For rural people, training in enterprise skills was particularly valuable as they expanded into new areas. Stevenson & St-Onge (2005) found that entrepreneurship training was important in allowing producers in growth industries (including agriculture) to access more of the value chain associated with their product. Most of rural people demand a range of enterprise skills including bookkeeping, entrepreneurship and business management skills. When rural businesses start to grow: *[T]hey expressed a need for training in financial management, marketing and access to markets, financial services, diversification and new markets, business and project plan preparation, preparation for approaches to a financial institution, and negotiation skills. (2005:38)*



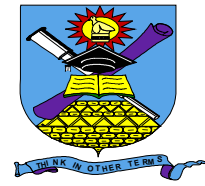
In small-scale enterprise training projects delivered to women, they found that training was associated with a number of improvements in existing business practices. Most rural people who received training increased the volume of sales, expanded into new regional and international markets, showed quality and branding improvement, generated more jobs, paid more taxes, and were generally more profitable (ibid). Kantor's (2001) review of good practices in entrepreneurship projects identified that providing business skills to the rural poor allows them to improve the quality of their goods and gain higher prices in the market. This helps them move out of the low quality, low price sector where it is difficult for small enterprises to compete. Understanding the market, acquiring certified seeds and getting fair prices allowed smallholders to make significant gains in their productivity and income. The sections below outline what the projects in the review of practice showed about how enterprise training can help women increase their incomes and gain greater control over their businesses and finances through:

- Improving their confidence and recognition in a business context
- Enabling them to collect and respond to market information
- Integrating them into business networks.

This means people from Bulilima if they are not trained in enterprise skills they can not sell their products in bigger markets like Bulawayo or cross over to towns like Francistown in Botswana which is just a mere 100 km from Bulilima. For them to be able to compete they need to be exposed to confidence building trainings in business management and be exposed the markets so that they can produce for goods fit for the market.

## **2.9 Monitoring and evaluation**

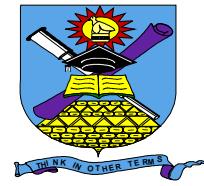
To evaluate the impact of trainings in the rural areas for poverty elevation the research will not be complete until we look at the monitoring and evaluation process as thus what creates successful planning for projects. Many development assistance organizations are addressing the interlinked problems of poverty, underdevelopment, and environmental degradation. In particular, nongovernmental organizations (NGOs) are a dynamic and diverse group of organizations operating at the local, national, and international levels. Their activities encompass



relief and humanitarian aid for refugees and displaced persons, economic and rural development programs, natural resources and conservation projects, public health interventions, and many other areas. How NGOs monitor the socioeconomic and environmental impacts of their projects is part of this research. Funding sources have become more uncertain and erratic in recent years, particularly for aid to developing countries like Zimbabwe. Of this smaller share, less is generally available for the monitoring and evaluation (M&E) of project impacts, often considered being an administrative expense. Private contributors sometimes insist that their donations be used directly for humanitarian purposes and not for administrative purposes.

Consequently, NGOs are coming under greater pressure to review their use of both official funds and private donations, and to make better use of their resources. It has become a major challenge to many NGOs in Zimbabwe to allocate their resources in a rational, cost-effective way, while ensuring that beneficial program impacts maximized as development assistance. The impact of NGO projects on local communities and environments is not well understood, nor are the differential impacts on women, children, landless and other vulnerable groups. Many NGOs themselves are uncertain of how their projects affect the rural poor (Eckman, 1994). Conferees at a recent workshop voiced a concern that the development community does not know enough about what is working, what is not working, and the factors that or constrain success in NGO-supported projects (Otto, 1993). In fact, there is still no commonly methodology for measuring whatever it is, and lack of consensus over interpretation (Jiggins, 1995).

Even well planned projects can have unintentional negative impacts on participants, local communities, or the environment that are often undetected until their magnitude becomes severe. There are many reasons why development projects do not succeed or, worse, there are many unintended negative impacts on people and the resources on which they depend. One reason for concern is that donors sometimes do not adequately monitor either socioeconomic or environmental impacts. A study by Muller found that few projects surveyed evaluated the socioeconomic impacts which are considered central in conventional rural development impact

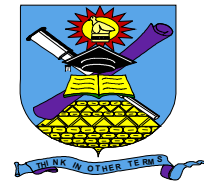


studies (Scherr and Muller, 1991). A World Bank study indicated that 27 of 34 projects collected no qualitative data whatever (Doolette and McGrath, 1990). Lemons and Porter (1992) report that only about one-half (55 percent) of impact assessment practitioners monitor for social impacts in development projects.

Empirical evidence, past research, and the development literature (Chambers, 1983; Ester, 1986; Salmen, 1987; Uphoff, 1990; Dalal-Clayton, 1992; Eckman, 1994) suggest that conventional NGO monitoring, evaluation, and impact assessment tools are inadequate for addressing such complex processes as changes in socioeconomic well-being, the adoption and diffusion of introduced technologies, local participation, or the environmental impacts of aid. There is a growing consensus that considerable benefit could result by directing some portion of aid funding toward new tools and methods of development assistance, the measurement of impact, and improved, more sensitive methods for assessment, monitoring, and evaluation (Myers, 1988; Uphoff, 1990; Eckman 1993; Otto, 1993; Eckman, 1994).

- How then do NGOs assess development projects for environmental and socioeconomic impacts? What monitoring gaps, needs, and the problems are expressed by NGOs?
- To what degree are local participants involved in the monitoring and evaluation process?
- What positive steps can development organizations take to improve their monitoring efforts?

No previous studies devoted specifically to NGO monitoring practices were uncovered in an extensive literature review conducted in 1991-92, although a few prior studies on technology impact assessment and evaluation practices were found (Scherr and Muller, 1989, 1991; Lemons and Porter, 1992). In a review of the literature of NGO assessment, monitoring, and evaluation materials, Eckman (1994) found that few studies covered how NGOs monitor in terms of field-level methods and practices, what information is collected, how often monitoring takes place, or who has primary responsibility for different monitoring tasks, including decision making. Nor



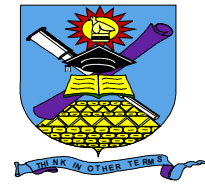
has there been much research on the distribution of impacts in highly participatory projects, despite the emphasis donors have given to local participation.

## **2.10 Access to markets**

Several projects aimed to improve rural development's links with markets for their products, and many identified that the absence of these linkages was a key constraint to the development of the project (Women in Development, 2003; IFAD, 2007a). Improving rural people's ability to acquire and use market information is an important part of establishing good linkages. Hoxha, Hajrullai, Muusman and Nielsen (2006), for example, identified the need to involve actors at all levels of the value chain to ensure that they understood what local producers can contribute. The interaction also enabled local producers to adapt their production to the needs of the market. The market information had a major impact on production techniques, and farmers started to diversify their production to meet the needs of the market rather than staying with their traditional crops. Marcucci (2001) identified that market information is an important element of market expansion. Rural entrepreneurs, and especially home-based entrepreneurs, face a particular challenge in accessing information regarding the market and prices. Rural people who are not in direct contact with the market must rely on middlemen for information, leaving them open to exploitation. As seen in the discussion of credit (section 3.3), this is a major issue when attempting to enhance rural incomes, as the poor continually have to pay above market rates because they buy at the wrong time and consistently produce to supply to the market, rather than meeting market demand. This information proves that marketing training is needed to the rural entrepreneur for poverty alleviation for projects to be a success.

The role that marketing can play in the development of rural enterprises cannot be overstated, especially in marginalized areas like Bulilima District, where physical access may be difficult. The EMPOWER project review (Women in Development, 2003), noted that when farmers lacked access to markets, they were forced either to sell to traders at very low prices, or to sell in nearby markets with limited demand. The lack of market access and inability to secure fair and



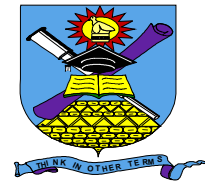


consistent prices can perpetuate the ongoing cycle of poverty and high risk for the marginalized, who are unable to plan and save because of highly volatile markets. Best, Westby and Ospina (2006) identified a variety of factors that can strengthen farmers' links with markets:

- A clear demand for the product is a precondition for success.
- Facilitators are important in building networks to foster contacts and trust among the actors across the value chain.
- Long-term, sustainable relationships can be promoted by a 'chain champion', often someone from the private sector who is motivated to see the process succeed.
- Traders and processors are vital links in the chain, and it is as important to give them support and help them organize as it is to support rural entrepreneurs.
- Access to both capital and non-financial support is essential for the growth of agro-enterprise.
- Innovation is key to ensuring agro-enterprises can adapt to changing market conditions and remain competitive.

Investment in physical infrastructure including, where appropriate, through Public Private Partnerships, is vital for making rural markets work better and for generating employment opportunities in rural areas. Even though this research's aim is to assess the effectiveness of training in rural Bulilima for poverty alleviation the researcher realized the contribution of dilapidated infrastructure to the failure of the trainings. For instance people of Bulilima are 35km away from the nearest growth point which is Plumtree and 135km away from Bulawayo the second biggest town in the country. This has a serious impact to transportation of produce for sale, as the road is very bad and transportation is very expensive. To get to Plumtree it cost R60.00 or \$8 to Bulawayo is R150.00 or \$19.00 which is very expensive for micro entrepreneur who want to sell their products in nearby towns.

During the International Labor Conference, 97th Session, 2008 held in Geneva it was discussed that Infrastructure investment for rural employment should strengthen rural-urban linkages by helping rural producers (especially of agricultural or perishable goods) to get their products to



market in a timely fashion. Difficult market access restricts opportunities for income generation. Remoteness increases uncertainty, reduces choice and results in restricted marketing opportunities, reduced farm gate prices and increased input costs. It also exacerbates the problem of post-harvest losses. Good transportation infrastructure also helps to get rural goods and services into potentially lucrative global markets. This topic had been discussed again at its 295th Session (March 2006), Rural people need access to markets both as producers and consumers. The ability to operate in local, national and export markets (regional and international) is instrumental in guaranteeing the viability of RMSEs. However, the rural poor people of Bulilima lack physical access to markets (such as rural roads linking villages to market areas), which increases transaction and communication costs between traders and customers. In this conference it was expressed that the poor also lack the market-related skills needed to survive in competitive markets.

Microenterprise development that is linked to a broader rural development strategy might prevent such difficulties from arising. In addition, the rural poor are usually less informed about markets and opportunities. For the rural poor in remote areas, efforts are needed to disseminate market information through digital and non-digital means of communication (e.g. radio, television, newspapers, even the Internet) in order to increase their chances of identifying and undertaking profitable and sustainable activities. Projects have not always adequately addressed this aspect of assistance to RMSEs, which has reduced their effectiveness even when they have otherwise been successful. The **Tamil Nadu Women's Development Project** in India, for example, effectively established informal financial operations based on group lending and saving, and linked the 'normally non-bankable' participants with formal credit channels. At the same time, because it paid no attention to marketing, which was not included in its profiles, rural producers were not aware of opportunities, received non-remunerative prices, or were exploited by middlemen and merchants, creating a major disincentive to project participation. (ILO: *The Global Employment Agenda*, op. cit., p. 21.)



The African Bank on their Bank policy toward the agricultural sector recognizes that, to promote and sustain economic and social development in rural areas, governments and donors must undertake other important actions that are not agricultural interventions *per se* in order to broaden development assistance to cover service areas that support the rural economy. Herein lies the rationale for broadening the scope of Bank Group agriculture sector policy to rural development. Public investments in roads, bridges, water control structures, utility services, storage and processing facilities, telecommunications systems, and market infrastructure provide basic means of linking rural households to the modern world. However, absence of such essential infrastructure in rural areas creates disincentives to rapid rural development, drives entrepreneurs and skilled labor to look elsewhere for opportunities, accentuates the problem of rural-urban migration and growing urban unemployment, and precludes complementary private sector investment in rural enterprises.

For the education sector, the Bank offered to work with RMCs to identify appropriate balance between primary, secondary, technical, and tertiary levels, in relation to demand on the ground and other supply factors (in terms of constraints faced). Also the balance between the “soft” and the “hard” ware aspects of investments is critical in determining the eventual benefit and outcome of the Bank’s intervention in the sector. The Bank also stated that they provide assistance for broad-based basic educational services (including primary schooling for all), “second chance” basic skills training for youth, and adult literary and numeracy programs.

This information by the African Development bank clearly shows that trainings in areas where there is no or dilapidated infrastructure are bound to fail NGOs have been offering trainings on business skills and other courses that will help the villagers to be self sustainable and that can only work if they have access to the market.

To improve access of rural people to markets, the Bank offered to promote expansion of road networks to open up rural areas of high agricultural production potential to facilitate development of market centers and to improve linkages between collection points, terminal markets and agro-industry. The Bank also offered help RMCs to develop mechanisms,

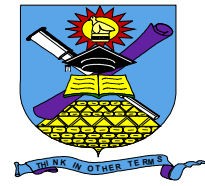


institutions and participatory systems to effectively promote improved maintenance of road networks, particularly secondary and farm-to-market roads. Furthermore, intermediate means of transport, such as road tracks, with user participation will receive increased support. To this end, more assistance should be channeled through adaptive research into design standards for simple vehicles, such as bicycles, ox-carts, and wheelbarrows, to allow rural communities to fully capitalize on the improved road networks. At the regional level, African governments need to collaborate with each other to build road networks that open their economies to trans-border trade. The Bank offered to support such endeavors through increased assistance to multi-national projects on a demand-driven basis. Trainings should be offered to people who can use them to better themselves, by this statement the researcher is not saying people of Bulilima should be left out on trainings but they should be given trainings that are suitable to their situation. Training them on farming vegetables that they can only sell to their villages is not real helping on poverty reduction as they need bigger markets.

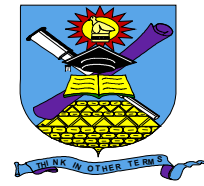
## **2.11 Chapter summary**

For rural skills development to produce noticeable results there is a need for programs to be evaluated from start to finish by both the service provider and the government. There is a need for clear monitoring processes and ways to measure the success of skills transfer. The above information by other researchers proves that the methods of training are a big contributor to the success of the skills development in the rural development. Levine (1991) writes about demonstration in adult skills development training, particularly of result demonstration that shows the results of an activity, through evidence, and also method demonstration, which illustrate how to do something in a step-by-step fashion.

Much has been written about skills development training and techniques to be used, however it should always be borne in mind that, despite the best techniques that can be employed, they would need to be implemented appropriately for them to succeed. An effective trainer will realize a wide range of strategies to make sure the trainees understand what is expected of them



after training, which will be putting skills into practice. The support of the government in terms of adequate funding according to other researchers will play a big role in the success of the skills training for poverty reduction in rural areas.



## **CHAPTER THREE**

### **3.0 RESEACH METHODOLOGY**

#### **3.1 Chapter introduction**

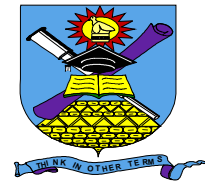
A conclusive statement about whether or not the quality of the trainings offered by NGOs and the government to the rural people has succeeded in transferring long term skills to help the population to earn a living, without any imperial evidence to support such assertions, might be a detrimental inference. For such an inference to be accepted it should have been scientifically tested and conclusive findings arrived at.

In this chapter the researcher outlines the research design and justifies methods selected for data collection. The researcher begins by explaining the theoretical underpinning of the study, placed within the interpretive paradigm and bound it as a case study. Next the researcher provides an overview of the exploratory stages of the research, moving on the formal phases where the strategies are documented and implemented, as well as instruments designed for data collection. The chapter concludes with the description of the methods used for enhancing the validity of the study, and identifies its limitations.

#### **3.2 Research design**

This describes and justifies the qualitative research methodology used to provide answers to the research questions. The chapter began by recapping the research problem being investigated. It highlighted why qualitative research methods were appropriate to collect data from the respondents and why purposive sampling was the right way to go in terms of selecting interviewees. It also looked at issues of access and entry to the research site. Creswell, S. (ed) 2003.

Qualitative approach was used by the researcher to design, collect and analyze the data. The goal of this method is defined as describing and understanding rather than explanation and prediction



of human behavior (Babbie, 2001). Qualitative research involves exploration, elaboration and systematization of the significance of an identified phenomenon. Babbie and Mouton (2001:270) define qualitative research as an approach in which research takes as its departure point the insider perspective on social action. It is a research approach that privileges the emic perspective- that is, they lived experience of the subject, and the meaning the subjects attaches to the phenomena being investigated while quantitative research involves counting and measuring of events and performing the statistical analysis of a body of numerical data (Smith, 1988). Quantitative research could not be used for this research as the outcomes cannot be measured in numerical form. The information collected needs to represent in life measurable experiences.

Being deductive and particularistic, quantitative research is based upon formulating the research hypotheses and verifying them empirically on a specific set of data (Bailey, 1998) while qualitative research involves an in-depth understanding of human behavior and the reasons that govern human behavior. Simply put, it investigates the why and how of decision- making, as compared to what, where, and when of quantitative research. Rees (1997) asserts that rather than presenting the results in the form of statistics, qualitative research produces words in the form of comments and statements. Qualitative research offers insights and understandings of participants, which is unobtainable by quantitative research, but is more than just non-numerical research. It aims to study the subject in their natural surroundings and to collect naturally occurring, non-biased data. It describes in words, rather than numbers, the qualities of the subject through observation. While qualitative data analysis can take a wide variety of forms it tends to differ from quantitative research in the focus on language, signs and meaning as well as approaches to analysis that are holistic and contextual, rather than reductionist and isolationist.

The researcher choose the qualitative research method to evaluate the effectiveness of skills development training in the rural area of Bulilima for poverty reduction as it will highlight the actual trainings performed and measure the actual effectiveness it achieved by looking at the lives of the sample conducted. Nevertheless, systematic and transparent approaches to analysis

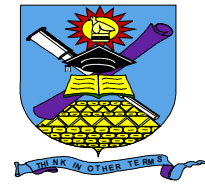


are almost always regarded as essential for rigor. For example, many qualitative methods require researchers to carefully code data and discern and document themes in a consistent and reliable way. According to Creswell (2003) qualitative methods yield large volumes of exceedingly rich data obtained from a limited number of individuals. Qualitative data collection methods include the use of photography, interviews, group and/or individual, observation, field notes, projective techniques, life stories for example, while quantitative methods include a representation of an empirical system in a numerical mathematical system for the purpose of reasoning analytically within the mathematical system. During this research it was essential to use the above qualitative tools like interviews with all stakeholders, observations of how the community is raising funds for sustainability and field notes.

The decision to use qualitative methodology in this study has been influenced by qualitative researchers that point out that qualitative methods permit a considerable amount of flexibility is fundamentally well suited for locating the meanings of people, place on the events, processes and structures of their lives.

The qualitative approach has many advantages which this study draws on. These include, producing more in-depth and comprehensive information, it makes use of subjective information and participant observation to describe the context, or natural setting, of the variables under consideration, as well as the interactions of the different variables in the context. The disadvantages of qualitative method are that it is very difficult to prevent or detect researcher induced bias and its scope is limited due to the in-depth, comprehensive data gathering approaches required. The researcher is committed to delivering the information in true form without being biased in reporting and evaluation of information. Validity can be a major concern. Observers are forced to rely almost exclusively on their perceptions. They are, therefore, more susceptible to subjectivity, prejudices and selective perceptions. There can be major obstacles in participatory observation; since the researcher forms a close link with respondents and actually becomes part of the total situation (Bailey, 1998). To avoid this the researcher detached all





sentimental feelings to all parties involved but still be sensitive enough to everyone involved' feelings without being judgmental.

### 3.4 Target population

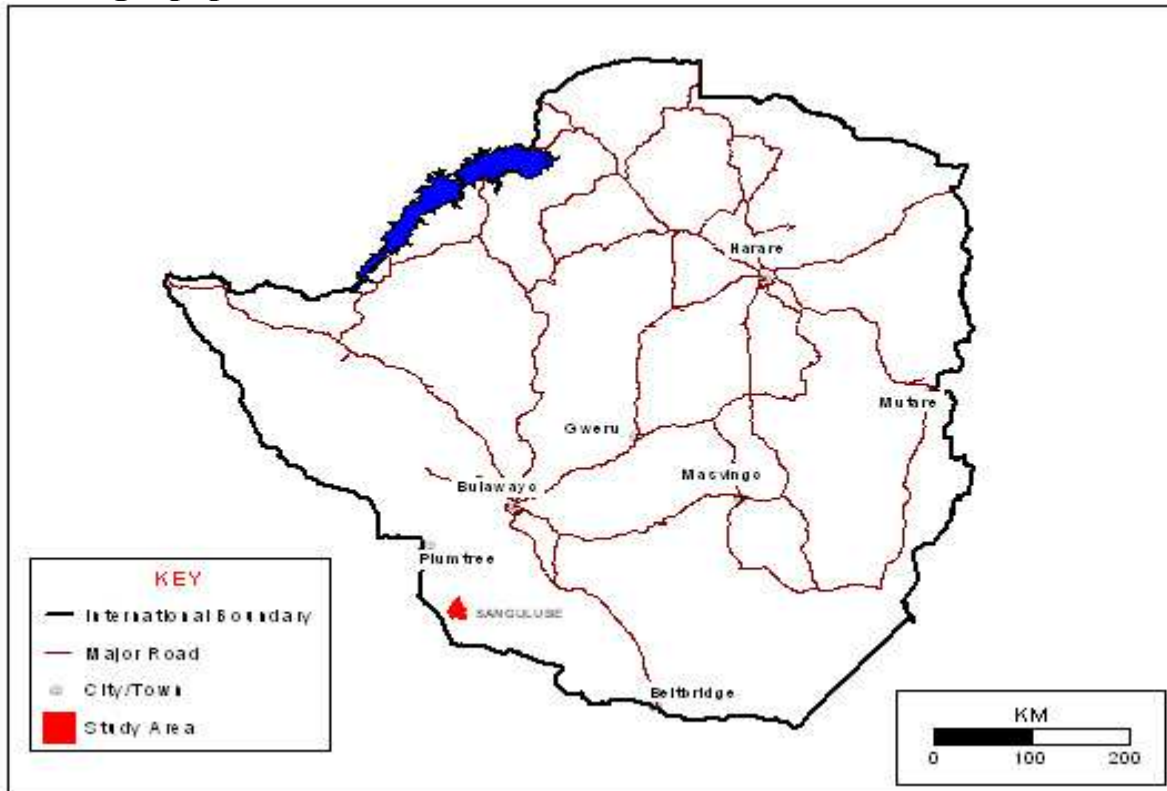


Fig1.1 is the map of Zimbabwe which shows where Bulilima is located

The field-work for this paper was carried out in Ward1 to Ward 5 of Bulilima District in Matabeleland South Province of Zimbabwe. Bulilima is located about 15 kilometres South of Plumtree town, the administrative town for Bulilima District, and about 100 kilometres from Bulawayo, Zimbabwe's second largest city According to USAID development projects (2010). It is in agro-ecological region V which is characterized by low rainfall patterns, poor soils and persistent droughts. Due the harsh economic conditions, harvests are generally very low and income from crops is insignificant. Crops are grown mainly for domestic consumption. Cattle which were traditionally used as the investment have been drastically reduced because of recurrent droughts. Wage employment is low with most of the people in wage employment



employed as migrant workers outside the District within or outside the country. Bulilima constituency has a total population of 94 361 people of which 51 565 are registered voters. The constituency has a total of 53 primary schools, 12 secondary schools, 11 health centres, 14 business centers, 46 dip tanks, 82 boreholes and 5 dams. There are 30 farms, which were set aside for the land reform process. The constituency has 19 rural council seats. There are also 5 income generating projects, which received funding from the Ministry of Youth, Gender and Employment Creation. It is made up of both rural and urban wards. For the study the researcher will confine to ward 1 to 5.

### **3.5 Rural Wards** (*USAID development projects (2010)*).

#### **3.5. Ward 1**

This is a communal ward, which has a male councillor and has a population of 5 087 people. The chief in the ward is Mpini and the headman is Sikhatini.

**3.5.1 Education:** There are 4 primary schools and 1 secondary school in the ward. The primary schools are Gwambe, Ngwana, Nyabane and Tshankwa. Nyabane and Tshankwa

**3.5.2 Business Centres:** There are no business centres in this ward.

**3.5.3 Dams:** There are no dams in this ward but there are 6 boreholes for use by the surrounding community.

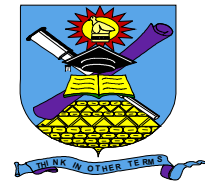
#### **3.6 Ward 2**

This is a communal ward, which has a male councillor and has a population of 3 768 people. The chief in the ward is Mpini and the headmen are Kandana and Langabi

**3.6.1 Education:** There are 3 primary schools in the ward that is Diba, Tekwane and Kandana

**3.6.2 Business Centers:** There are 2 business centres in this ward, Ndiweni and Sibomuli. Ndiweni has been electrified and there is a health centre nearby. Sibomuli has not yet been electrified.

**3.6.4 Dams:** There are no dams in this ward but there are 7 boreholes for use by the surrounding community.



**3.6.5 Income Generating Projects:** There is 1 project which received funding from the Ministry of Youth, Gender and Employment Creation. The project started in 2003 and is run by a group of 68 women.

### 3.7 Ward 3

This is a communal ward, which has a male councillor and has a population of 6 835 people. The chief in the ward is Mpini and the headman is Bidi.

**3.7.1 Education:** There are 3 primary schools and 1 secondary school in the ward. The primary schools are Bezu, Mlomwe and Phumuza.

**3.7.2 Business Centers:** There are no business centres in this ward.

**3.7.3 Dams:** There are no dams in this ward but there are 7 boreholes for use by the surrounding

**3.7.4 Income Generating Projects:** There is 1 project which received funding from the Ministry of Youth, Gender and Employment Creation. The project started in 2001 and is run by a group of 3 men and 3 women. The project is in the agricultural sector.

### 3.8 Ward 4

This is a communal ward, which has a male councillor and has a population of 7 798 people. The chief in the ward is known as Mpini and the headman is Tshitawudzi.

**3.8.1 Education:** There are 6 primary schools and 2 secondary schools in the ward. The primary schools are Nyele, Tjehanga, Tjompani, Tokwana, Male and Mnigau. The secondary schools are Tokwana and Dombodema.

**3.8.2 Business Centers:** There is 1 rural service centre in this ward known as Dombodema. The centre has been electrified and there is a health facility nearby.

**3.8.3 Dams:** There are no dams in this ward but there are 7 boreholes for use by the surrounding community.

**3.8.4 Income Generating Projects:** There is 1 project which received funding from the Ministry of Youth, Gender and Employment Creation. The project started in 2000 and is run by a group of 4 men.



### **3.9 Ward 5**

This is a communal ward, which has a male councillor and has a population of 6 581 people. The chief in the ward is Mpini and the headman is Myenga.

**3.9.1 Education:** There are 5 primary schools and 2 secondary schools in the ward. The primary schools are Bulu, Gambo, Sinotsi, Matjinge and Ngwana.

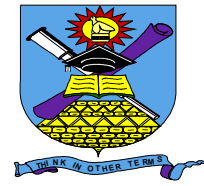
**3.9.2 Business Centres:** There is 1 business centre in this ward known as Gambo. The centre has not yet been electrified.

**3.9.3 Dams:** There are no dams in this ward but there are 7 boreholes for use by the surrounding community.

## **3.6 Sampling**

### **3.6.1 Sample Size**

The research was carried out in five wards, from ward one to ward five of Bulilima. The sample was made out of twenty villagers per ward who have received training. Strydom and Venter (1996) describe sampling as the process of taking a portion of a population as a representative of that population. The process of sampling is necessary due to large size of a population and the consequent impracticality and prohibitive cost of interviewing each member of any population (Denzin, 2000).

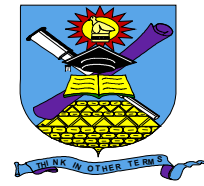


Respondents	Number
ORAP	2
SHDF	1
BUSINESS INC	1
VILLAGE HEADS	6
HEAD OF SCHOOLS	3
GOV OFFICIALS	2
VILLAGERS	83
<b>TOTAL</b>	<b>100</b>

*Fig 2: different samples*

### 3.6.2 Sampling procedures

The type of non-probability sampling that was used is purposive sampling. Purposive sampling is when the researcher select their sample on the basis of their own knowledge of the population, its elements and the nature of the research aims, in short based on the judgment and the purpose of the study (Babbie, 2001). Purposive sampling procedures was used for the purpose of drawing a representative sample, from whose findings generalizations to the bigger population can be made. Advantages of purposive sampling are that people who do not fit the requirements are eliminated and it is less expensive as it involves lesser search costs. The researcher selected this form of sampling due to time and financial constraints. A limitation of purposive sampling is that, it is the responsibility of the researcher to choose participants, there is a possibility that the researcher could be wrong in choosing suitable participants for the study (Gillham, 2000). In this



case the researcher will choose participants from the list provided by stakeholders of people who received skills development training in Bulilima district.

Respondent	Type of Sampling
<b>NGOs</b>	Purposive
<b>Councilors</b>	Purposive
<b>Headman</b>	Purposive
<b>MP</b>	Purposive
<b>Ordinary Citizens</b>	Snowball and Purposive

*Fig 3: types of sampling*

For NGOs the researcher chose purposive or judgmental sampling, purposive sampling was chosen as it targets a particular group of people. For this research the researcher chose NGOs that she has knowledge of their participation in delivering training in the targeted sample. Purposive sampling was also used to the Headman, Councilors and Members of Parliament. In this research those people were the active members of Bulilima district who received training for poverty alleviation in the community. The major problem with purposive sampling is that the type of people who are available for the study may be different from those in the population who cannot be located and it might introduce a source of bias. But for this study since the research want to establish the success of the trainings offered purposive sampling was appropriate as the success can only be measured or observed from the training attendees and training providers. The advantages of purposive sampling is that the people who have been selected for the sampling have been selected with a particular purpose already in mind, in this case the headman already know if they are any changes in the community after the training was delivered. The other advantage is that those people who are not suitable for the research or who do not fit the bill have already been eliminated, so only the most suitable candidates remain, this was one of the reasons why this type of sampling was chosen as the researcher had time constraints. As if the most appropriate people have been selected the process becomes less time consuming.



For the ordinary citizens the researcher chose purposive for active members who attended trainings with names being provided by NGOs. This helped the researcher to allocate those who have done trainings or involved in income generating projects initiated by NGOs. Snowballing was selected, as this sampling method is limited to a very small group of the population. This type of sampling technique works like chain referral. After observing the initial subject, the researcher ask for assistance from the subject to help identify people with similar trait or interest, in this research the researcher needed to know the deference or change of lifestyle between the active members, those who attended but did not adopt the trainings and those who did not attend training at all. All this information could only be attained from village members. The advantages of referral process are that it allows the researcher to reach population that is difficult to sample when using other sampling methods. Again this technique needs little planning and fewer workforce compared to other sampling techniques.

### **3.7 Research instruments**

An instrument is any tool that is used in data collection. Babbie, (2001) defines a research instrument as a tool that is used for collecting data needed to find solutions to the problem under investigation. The researcher used interviews, focus group discussions, and key informants as her instruments.

#### **3.7.1 Semi -structured Interviews**

Interviews are face to face meeting between the interviewer and the interviewee (Smith, 1995:18). For the purpose of this study semi- structured interviews were used. Semi -structured interviews were used as the principal data gathering techniques for this study. The semi -structured interviews are defined as those organized around areas of particular interest, while still allowing considerable flexibility in scope and depth (Neumann, 2000). Semi-structured interview questions were used to allow participants to engage in a process of exchanging information and experiences. This technique was deemed appropriate for the data gathering process among those who received skills development training in the Bulilima Distict from the government and the



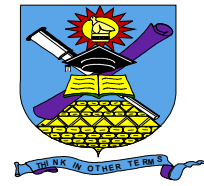
NGOs because, according to Babbie and Mouton (2001: 291), it allows for an open interview that enables the subject to speak freely. The advantages of semi-structured interviews are that they provide the opportunity to pose questions in an open-ended manner as the researcher aims to elicit responses of an introspective nature, It is flexible and participants' ideas guide the process.

The disadvantages of semi-structured interviews are that they can be difficult to elicit participation from individuals who have time constraints; documentation and analysis can be time consuming and may require the help of someone versed in qualitative data analysis. Due to time constraints the researcher has acquired the service of three co-researchers to help with interviews so that right questions are asked and right answers are received.

### **3.7.2 Key Informants interviews**

Key informants interviews are qualitative in- depth interviews with people who know what is going on in the community. The purpose of using in depth interview was to elicit from the key informants what they know vis-à-vis the focus of a particular study (Gillham, 2000). The advantages of using key informant interviews in this research were to collect information from a wide range of people including government officials, professionals, who have firsthand knowledge about the community problems and how it has benefited from skills development trainings, this allowed the interviewer to establish rapport with the respondent and provide the opportunity to build relationships. One of the weaknesses of this method is that the researcher might face challenges in selecting the right key informant (Neumann, 2000). In this case the researcher will use head of schools and headmen as they have key information about the happenings in the community.

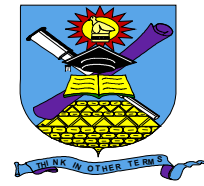




### **3.7.3 Focus groups**

The researcher used focus group discussions as a data gathering tool. Kruger, (1990) defines focus groups as a carefully planned discussion designed to obtain perceptions on a defined area of interest in a permissive non-threatening environments. A focus group is a form of qualitative research in which a group of people are asked about their attitude towards a product, service, concept, advertisement, idea, or packaging (Neumann, 2000). Questions were asked in an interactive group setting where participants are free to talk with other group members. The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys. These attitudes, feelings and beliefs may be partially independent of a group or its social setting, but are more likely to be revealed via the social gathering and the interaction which being in a focus group entails (Creswell, 2003). Compared to individual interviews, which aim to obtain individual attitudes, beliefs and feelings, focus groups elicit a multiplicity of views and emotional processes within a group context.

In a focus group the researcher is interested in such things as how people respond to each other views and build up a view out of the interaction that takes place within the group. As with most other methods of qualitative inquiry, its use is expected to adhere to a number of prescriptions, some of which touch on: Size of the group-the number of participants appropriate for a group (Babbie and Mouton, 2001). In line with the assertion of Krueger (1988) that focus groups involve small groups of people with particular characteristics convened for a focused discussion of a particular topic. The researcher used 4 focus group discussions which comprised of ten participants in each group from different wards of Bulilima. The advantages of this technique are that focus group discussion produces data and insights that would be less accessible without interaction found in a group setting. Focus groups also provide an opportunity for disclosure among similar others in a setting where participants are validated. One of the challenges of focus groups is that it tends to become influenced by one or two dominant people in the session thus



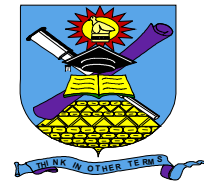
making the output very biased. The moderator plays an essential role in handling the situation, but if the moderator is not experienced enough, it is very easy for the whole discussion to be dominated by a few people (Cresswell, 2003). The researcher has vast experience in crowd controlling, during the discussion the researcher encouraged communication from everyone involved.

### **3.8 Research procedures**

According to Grinnel (1987), a procedure refers to prescribed specific manner in which the goals are to be achieved. The study was conducted in Bulilima district area in Matebeleland. The researcher used Ward 1 to Ward 5 only out of 15 wards in the area. The researcher first sought permission to the involved stake holders to work with their clients in order to get information relevant to the study. Interviews were conducted from 1 September to 29 September 2009, in the language preferred by the participant (transcripts of interviews in local languages were translated into English before analysis). Each interview would be conducted at a meeting place identified by the participant as convenient, usually home, or public outside meeting area. Individual interviews will be 15 minutes in duration, on average, and focus group discussions will be held for about 60 minutes per session. Appointments will be made through telephone for interviews dates for key informants. Interviews will be conducted by the researcher and three trained local research assistants helped with the interviews, transcribed responses, will be recorded observations about focus group participants. The research assistants are teachers from Ngwana primary school in Bulilima. Focus groups discussions were held at the local schools.

### **3.9 Data analysis**

The process of data analysis involves structuring and bringing logical order to the vast volume of data collected. The data will be first transcribed verbatim from the tape recordings onto a computer. Transcribing and analyzing the recorded discussions will be conducted with the help of qualitative data processing software, the Nvivo package. It is argued that no single software package can be made to perform qualitative data analysis in and of itself. The appropriate use of software depends on appreciation of the kind of data being analyzed and of the analytic purchase the researcher wants to



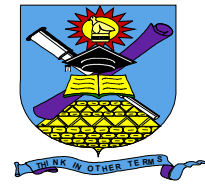
obtain on those data. The researcher analyzed data using a coding process. According to Neumann (2000) coding is the process of organizing the material into 'chunks' before bringing meaning to those 'chunks'. It involves organizing text data into categories and labeling those categories with a term, a term often based in the actual language of the participant called an in vivo term (Cresswell, 2003). The researcher will use the coding to generate a number of themes. These themes are the ones that appear as major findings in the study and appear under separate headings in the findings section. According to Smith (1995), there is no one correct way to employ qualitative thematically analysis. Smith (1995:17) asserts that each project creates the appropriate manner for the employment of thematic analysis. Researchers should give meaning to the participant's interview and engage in an 'interpretative relationship with the transcription' (Smith, 1995:18).

### **3.10 Ethical considerations**

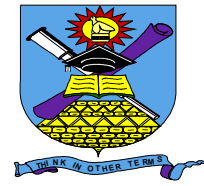
Strydom (1998; 24) defines ethics as a set of moral principle which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioral expectations about the most correct conduct towards experimental subjects and respondents. The study will not expose respondents to any harm be, it physical, emotional or psychological. The researcher explained to the respondent what the research was all about, and how it would benefit them and other people. This study requires that participants expose issues that they may consider extremely private. Recognizing that such revelations may have far reaching implications for the participants, the principles of voluntary participation and informed consent was implemented during identification of interviewees and their recruitment to the study (Babbie and Mouton, 2001). To ensure no harm to the participants the study adhered to the principles of confidentiality and anonymity.

### **3.11 Chapter summary**

Qualitative method of research was used design, collect and analyze the data as it insider perspective . qualitative research involves an in-depth understanding of human behavior and the reasons that govern human behavior. Simply put, it investigates the why and how of decision- making, as compared to what, where, and when of quantitative research. Sampling method will be used by



interviewing 20 people who have received trainings in Ward 1 to 5 will of the 15 wards in Bulilima. The process of sampling is necessary due to large size of a population and the consequent impracticality and prohibitive cost of interviewing each member of Bulilima. Semi-structured interviews will be used as the principal data gathering techniques for this study. Key informants like headman, government officials and head of schools as they know about the developments and constraints of the district. This will allow the interviewer to establish rapport with the respondent and provide an opportunity to build relationships. Finally the researcher will use focus groups. The main purpose of focus group research is to draw upon respondents' attitudes, feelings, beliefs, experiences and reactions in a way in which would not be feasible using other methods, for example observation, one-to-one interviewing, or questionnaire surveys.



## **CHAPTER 4**

### **4.0 RESULTS AND DISCUSSION**

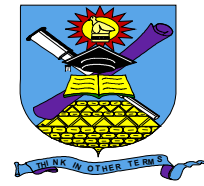
#### **4.1 Chapter introduction**

In the previous chapter the researcher described the research design and justified the choices made with respect to the methods of data collection and analytical decisions. The reflection on the data points to amongst other contributory factors, the biographical information provided by the various instruments in order to generate findings relevant to the research questions. This chapter presents the findings of the research as well as their analysis and interpretation. Where necessary, aids such as tables and graphs are used to elucidate the meaning of the data presented. The findings presented in tables and figures are further explained to equip the reader with a clear picture and understanding of the phenomenon under analysis. This chapter focuses much on the key findings that are important in the understanding of the effects of training for villagers of Bulilima district for poverty alleviation. It starts with a analysis of people who were interviewed and their views to the training and then look at the improvement observed and expressed by those who were involved in the training and the stakeholders.

#### **4.2 General characteristics of people interviewed**

##### **4.2.1 AGE**

The villagers were requested to indicate their age, but this was not requested from the traditional leaders, government officials, and NGOs members and representatives (ZIM-ACP, ORAP, SHDF). It was felt that age was not going to add any value in the understanding of income earning villagers and HIV/AIDS from the perspectives of government officials, NGO representatives and traditional leaders. The table 1 shows the age distribution of 100 villagers, excluding traditional leaders, government officials, NGOs representatives. The ages of the respondents ranged from 27 to 65. However, the majority of the respondents were between the ages of 31-40. There were 8 (16 percent) respondents who were either 30 years or below, with 22 (44 percent) in the 31-40 category. In the 41-50 age categories, there were 15 (30 percent)



respondents, with 3 respondents in the 51-60 (6 percent) age group. Those over 60 years were 2 (4 percent). The youngest was aged 27 while the oldest was 65.

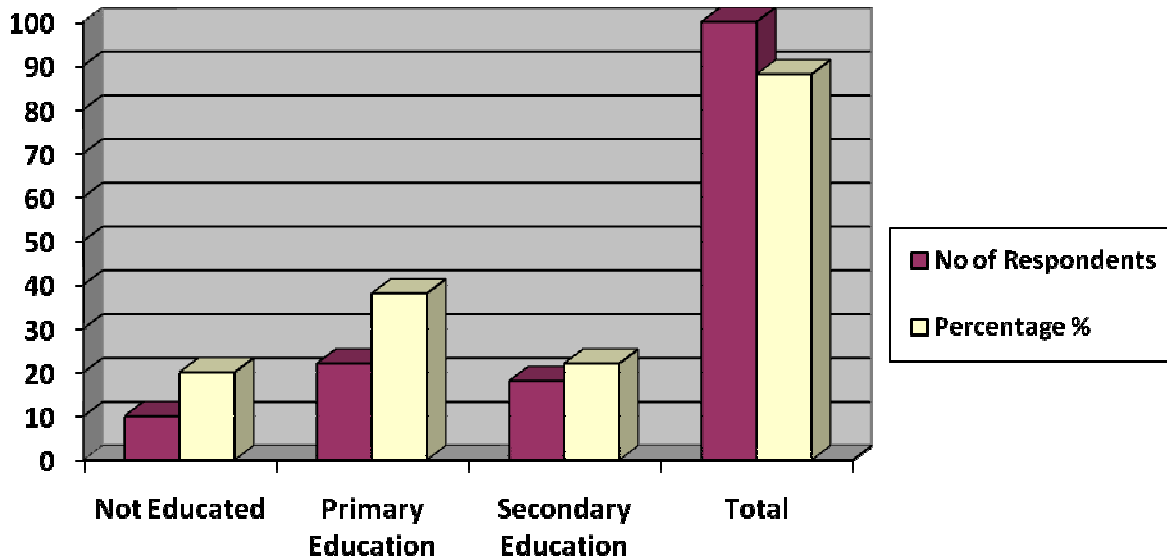
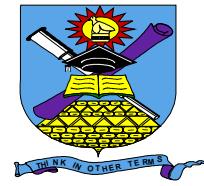
**The age categories were structured as indicated below:**

*Table 1 .Age Distribution of Respondents*

Age range (Years)	Frequency	Percentage
<b>Below 30</b>	16	16
<b>31-40</b>	44	44
<b>41-50</b>	30	30
<b>51-60</b>	6	6
<b>Above 60</b>	4	4
<b>Total</b>	100	100

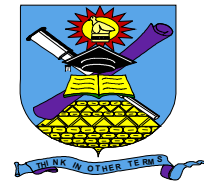
#### **4.2.2 Education**

The villagers of Bulilima were requested to indicate their highest level of education. This variable was requested because it has an impact on how people understand, interpret and use the skills they learn during skills development trainings. In other words, education has an influence on culture and it helps people to be aware of their rights and see opportunities. The results revealed that 20 (20 percent) of the 100 villagers never went to school, whilst 56 (56 percent) had primary education. The remaining 24(24 percent) had secondary education and while there was no respondents who had tertiary education. It has been established in this study that although 80 respondents have been to school up to certain level, the majority of them never got to A' level, let alone tertiary education. Lack of education is double edged. On one hand it leads to lack of financial independency while on the other hand it decreases one's chances of getting a job. The results are displayed in figure 2 below.



*Fig 2: Education distribution*

One possible reason why there are no respondents with tertiary education is that most people who reach such a level of education gain formal skills that facilitate their getting non-farm employment in the towns and other commercial areas. On the other hand, it is not surprising to have many people with lower education levels being the majority in the rural areas especially women due to poverty. Wiggins (2003) in his categorization of the poor and the vulnerable of the rural areas, includes those who lack formal education and skills that offer a chance to secure nonfarm jobs. Despite his use of the term formal education, in Zimbabwe those with primary education and those who fail secondary examination cannot use their education as a qualification for employment in the formal sector. Primary education in Zimbabwe is elementary and cannot give any opportunity with regard to employment. These factors are thus possible explanations why people with lower levels of education are found to be the majority in the rural areas. Many women, in rural areas, only go to school to acquire basic literacy and numeracy skills and then leave school to get married, they therefore do not know their legal rights.



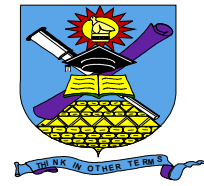
### **4.3 NGOs's participation**

The NGOs that were approached to be part of the research were, ORAP (Organization of Rural Associations for Progress), ZIM-ACP (Zimbabwe Agricultural competitiveness program), SHDP (Self Help Development Program) ZIM-ACP were very co-operative and they expressed that they cannot give valuable information as their trainings in Matebeleland were out sourced to SHDP and Business Inc, the researcher then approached business Inc and self help who cascaded trainings in Agriculture as a business. Both the trainings according to the two organizations were well received by the villagers but have not produced notable results due to the fact that they were short and had no follow up or support strategy. ORAP representatives seemed to be more concerned on who else will see the research and they kept on promising to bring the answer sheet and avail themselves for the interview. After the researcher had almost given up the ORAP strategic director arrived two hours late for the interview and promised to send the right person who actual dealt with the villagers. He answered a few questions about the kind of the projects they have in Bulilima but he didn't have the statistics. After countless contacts the researcher went to Bulilima to view the projects and had discussions with the villagers. To the researcher's surprise ORAP is one of the NGOs who have done work that has notable results in the community. The representatives of SHDP were very helpful they even gave contacts of the village active members and the village heads. Villagers expressed that they have been working with ORAP representatives for years and some of the projects have been real helpful but they were more excited about self help as they felt their presence all the time during and after the trainings.

### **4.4 Number of income bringing projects**

There are five income generating projects, which received funding from the Ministry of Youth, Gender and Employment Creation. There are six income generating projects from ward one to ward five both initiated by the NGOs these projects are the building of a secondary school in ward four Tjehanga, Vegetable garden in Matjinge, Ngwana, Thekwane and other income





generating projects, where they produce marketable products, like chicken meat, mais and vegetables. Most of the projects were established by villagers after training by ORAP and SHDF to encourage villagers to grow their own food supplies and be able to earn income. These Gardens are helping with the spirit of uBuntu and co cooperativeness. These gardens are not bringing much income currently but they promise to help with little money that is needed to pay school fees and buy basic food supply like meal meal. Groups of 13-16 trained woman each also set to establish goat projects and gardening projects for income generation purposes. Goat projects have been established bringing by each member bringing 1 goat each per project.

#### **4.5 Establishment of a secondary school**

In ward 4 Tjehanga the group that received training in May 2009 from SHDF on woman advocacy and self development, have since elected an advocacy committee and put to the agenda the issue of villagers building a high school that will provide the youth with education and create jobs for the community. Trained women set out to lobby for the establishment of Mzwanyana Secondary school which would service students in their area at reduced distances, because the nearest Secondary School is more than 20 km away. The motivation for this choice of a project was to save the children from dropping out of school and to provide equal learning opportunities for the girls. The problem concerns in the first place were the long distance of the secondary school from the villagers in Bulilima. This was expressed by the villagers “It is great worry for the parents to send the girls out to the current operating secondary school as they have to leave mostly before 4am in the morning to be at school on time only to be back as late as 8pm in the evening”. It was so inconvenient and dangerous to send the adolescents to school that many of the parents decided to keep their girls at home because they could hardly endure long distances, and boys dropped out on their own will. This problem was a bigger contribution to poverty in the community.

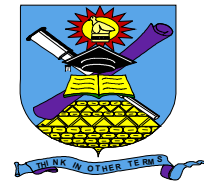


#### **4.5 Social status and social networks**

Participants indicated that the perception of people living with AIDS in their communities is changing. More women are joining support groups and doing alternative income generating activities. Furthermore, individual respondents and focus group participants indicated that new community-based groups are involving both non-affected and affected people as a way to empower the whole community. Several organizations and events have been initiated specifically to fight stigma and discrimination against the people living with AIDS in the community. The Zimbabwe National AIDS Council (ZNAC), an NGO that provides a range of supportive activities for members, encourages the formation of drama groups as a tool for AIDS awareness in the community. However, stigma and its effects still exist. The self Help representatives as well expressed that during their training in Tjankwa woman expressed that the lack of a close by clinic for HIV testing was a problem in the village as they did not trust their husband who work out the country to be clean of the virus and they expressed that the fact that they live in fear and they find themselves sick with no proof that their husbands infected them affected their way of living. This was then discussed with the headman and they managed to make arrangements with the nearby clinic to be coming every month to test people and handing out of ARVs. This has improved the live of many villagers and the headmaster of Tjankwa School said there is a notable results as people are now getting the medication they deserved. He believes this has saved a lot of lives as it is helping to build trust and accountability.

#### **4.6 Constraints on villagers**

The study revealed that villagers in Bulilima had extremely limited options when it comes to income producing projects. Most villagers are involved in field faming which has produced little produce to generate income or enough to feed their family. ORAP has been mobilizing groups to start vegetable gardens which have not produced noticeable results due to water limitations. Even though there are dams available in the region, they don't have enough water to sustain both the gardens and provide drinking water for animals. Most respondents were very appreciative to the NGOs providing training



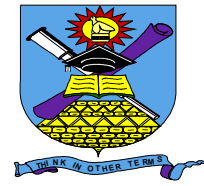
as it has given them hope and options for income generating projects. The main stabling block that was expressed by most woman respondents was the fact that in Ndebele and Kalanga culture is that everything belongs to the man of the house. This means that woman cannot make a decision without consulting their husband or other male heads of the family. This discourages woman to work on projects that generate wealth as they feel the credit will be given to the man. In Bulilima if a woman is leaving her husband or is divorcing she leaves with only her clothes and leaves everything behind for the husband and the husband's family. The goat projects that have been established have not yet produced results due to wild animals like jackals that prey on the animals. Since goats are left to roam loose in search of food and water. They expressed that if there was a way to put a fence around the grazing area, but that will limit goats from finding enough food.

#### **4.6.1 Constraints expressed by villagers**

- Rural people of Bulilima's access to education and training is often limited by financial barriers (e.g. training and transportation costs) and non-financial barriers (e.g. scarce education and training infrastructure, inflexible training schedules). Since most NGOs set one day for training some villagers find themselves torn between the training and other responsibilities. For example the training day set by one NGO was at the same day as the day of getting free maize for food from World Vision, so many villagers choose to go to World Vision as that provided instant solution for their problem.
- Especially for poor rural children and adults, the opportunity costs for education and training may be too high to give up their income-generating activities and unpaid duties that help sustain their families. For example going to Johannesburg and Botswana to be a maid seems like a better choice than farming vegetables that might not be sold or might not bring income due to lack of water. Again earning money doing odd jobs away from home helps them to maintain their dignity than being seen as a vegetable guy in the village.



- Many rural people do not have basic education. This also hampers their access to technical and vocational training or other skills development. Thus the reason why people of Tjehanga decided on a secondary school as the first step to lifting the community and as the main step to poverty alleviation. In Ngwana village there were young man sitting and drinking beer as early as ten o'clock one of the elders pointed out saying “one of those boys is my son, he was a bright student but he dropped out of school doing form 2 due to the long distance to Matjinge, I tried putting my kids to school only one fished and passed o level, when he could not find a job he went to Johannesburg where he turned into crime and is now serving a eight year sentence.
- Unequal gender relations and traditional gender roles entail specific difficulties for rural girls and women in accessing education and training. Most wards in Bulilima are far from Secondary schools which has lead to a decision to send only boys to schools in attempt to protect girls from abuse and rape. Bulilima is still very traditional, woman does not own anything and even if they create wealth it belongs to the husband if she is married. This form of tradition discourages woman from doing wealth creating projects. This was seen with some woman attending training and asking the trainers to write their husband’s names on the certificates even thou the wives had attended the training.
- Education and training is often of inadequate quality. Teachers and trainers may be unqualified, equipment and technology out-dated, and teaching and training methods ill-suited to rural contexts. Most villagers expressed that they get training almost the same time of the year or before elections. They believe NGOs only come to train them just to finish the budget before their financial year end. The villagers expressed that those training are usual more like a rally than information and knowledge transfer.
- It was noted that most training systems in Bulilima tend to operate in isolation from the labor market and employers’ needs, so training does not always match skills demand.



- Environmental degradation and climate change present risks to rural livelihoods that need to be managed and mitigated. This requires developing new, innovative

The other place that was visited by was Tshankwa, the research took place in the local clinic of Tshankwa. There were 37 participants who attended which included female saving club leaders and seven male stakeholders were present who identified themselves as headman, village heads, priests and teachers. They reported that new clubs were established for each of the 7 villagers, for a total of 23, and that they pulled resources together to set up poultry projects and micro financing to woman engaging in different projects in order to improve woman's socio-economic status since training was done by self help. As far as poverty alleviation is concern the women's rights training had great impact on the community: 22 garden projects were started, half of them have irrigation scheme because of the dry soil, 12 poultry projects were established too, both for meat (5) and seven for eggs and a community goat keeping project was started too.

#### **4.7 Responses from government official and NGOs**

Six councilors representing different Wards and three respectively were interviewed along with two government officials Councilor Moyo and House of Assembly for Bulilima West Member of Parliament Honorable Moses Mzila the respondent from the Ministry of Agriculture and Rural Development representing Honorable Joseph Mtakwese felt that men and women should have equal rights to land. They argued that women have the same ability as men, as well as having households to support. Moreover they said equal rights to land will improve production and food security. The ECA's (2003) study in Botswana also concluded that increasing women's land rights would improve agricultural production and their household food security as this would improve their access to productive resources. One traditional leader said that women have primary land rights only when they are heads of households. The other traditional leader said they have secondary rights regardless of whether they have their own households or they are under man. One government official felt that women have sufficient rights to land whilst another traditional leader felt that women do not have sufficient rights to land. The former reasons are that the government has a gendered land policy that gives both man and women equal rights to



land. The councilor of Ward 4 and the Headman agreed that trainings by NGOs have provided a starting point but they are yet to see the results. They believe the trainings have given villagers a chance to be responsibility to take matters in their own hands.

*Brief outline of main innovative, successful features of the training project as per NGOs*

- The training is relevant to the labor market.
- The implementation of the training is flexible, decentralized and regulated by market mechanisms (see context and identification of the needs).
- The design of activities is focused on the beneficiaries (vocational skills but also personal development).
- Efforts are coordinated between the civil society and the corporate sector.
- Adaptation to the motivations, needs and expectations of participants.

#### **4.8 The effect of education system to poverty alleviation**

The researcher looked at whether skills training institutions impact on the poor is to know whether the children of the poor actually reach such post-basic institutions at all. For skills training to impact on the children of the poor, more needs to be known about both the existing pathways and the ways that skills training could benefit from what has been learnt in many different countries about privileging the most talented children from poor backgrounds. In Bulilima as expressed by the villagers most kids in the area do not get a chance to go to secondary school due to the distance to the nearest secondary schools and the lack of finance to pay for schools fees and books. First, it needs to be admitted that for poor children mere access to 'free primary schooling' is not sufficient to ensure that they will do well enough to be able to compete successfully for good quality post-primary education and training.

This implies that serious attention needs to be given to the quality of mass primary schooling, if attendance, especially by poor children, is actually going to raise their chances of later success. Otherwise, there is a danger that poor children simply participate in the poorest primary schools, with the most over-crowding, the least good



teachers, and thus are hugely under-prepared to compete for secondary schooling or skills training. The idea that the government necessarily has thought out an option for the poor is in many contexts quite unrealistic. The opposite is true - that existing education systems in Zimbabwe discriminate very effectively against the poor: The evidence from too many countries is that without a concerted policy to the contrary, current education systems reinforce rather than compensate for existing inequalities: the children of the rich acquire more education than the children of the poor. Greatly increasing access to good education, which almost always means making societies more inclusive and egalitarian, is not necessarily the result desired by those with the power to make decisions. Education systems can be part of a vicious cycle, locking out generations of the poor. Changing those systems requires political leadership as well as additional investments and inputs.

#### **4.9 Community-based training in Bulilima**

Self Help Development Fund projects on vocational training in women's rights and democratic participation for the alleviation of poverty, and its predecessor project, trained over 2 160 women and men in a diverse range of skills from 2008 to 2011. Follow-up surveys over the 12 months after completion of training showed that over 60 per cent of trainees had work using their new skill and were earning US\$33 a month on average. Over half of the trainees were women and over a third were women heads of household. Many were unskilled farm workers, often having little or no cash income prior to participating in the project. A key to the success of this project was that it did not offer predetermined courses. Rather, the project staff worked with the local community to find out what skills was in short supply locally. The Organization trained villagers on woman's rights and democratic participation into its standard programmes, there becoming a key player in lobbying for the rights of rural woman on the local, regional and international level.

- During the research 20 women had started advocacy and lobbying activities to improve the standard of living for their community.
- 10 woman confirm that they have a higher standard of living as a result of the advocacy and lobbying done since the training.



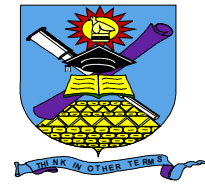
- They are 100 new club members in each project.
- 10 new clubs in each project
- At least 50% of trained woman pass on the information received at the training to the community.

#### **4.10 Poverty and accessibility**

Poverty is the cause of many problems in Zimbabwe of today. Poverty as we all know has many different causes and effects. Lack of income however is a primary cause of poverty. During the crisis, inflation eroded incomes in Zimbabwe further, sometimes below the 1 dollar a day equivalent. Income levels however, albeit important, are just one single cause. Less often it was noticed that a lack of access to basic goods and services was also a contributing factor, as well as a result, of poverty. Lack of market access and access to employment centers reduces income opportunities.

Poor access to education leads to poorly educated people. Poor health is caused by a lack of access to (adequate) health services, in areas like Ngwana the nearest clinic is Matjinge and Ndiweni which are all over 12 km away which leaves the villagers with a challenge when it comes to medical help and access to ARVs and lack of access to clean water which is gradual improving with the help of ORAP and Dubane Trust who helped villagers with borehole drilling. Access to information can help people in myriad ways, including a better understanding of the agricultural techniques, which can lead to increased productivity even in subsistence agriculture. Clearly, access to information alternatively contributes to improved education and to better health standards being applied. Precisely this lack of access to basic goods and services is still a major impediment for many people in many communities of our country. These poor communities are isolated not only in physical terms but also in terms of their access to employment, financial resources, skills and information. Since poverty has many different causes and effects, it can only be tackled in an integrated way. Different alternative options to attack poverty exist and could complement each other. One option to ensure that the existing and future capital investments in rural infrastructure development, investments to improve accessibility,





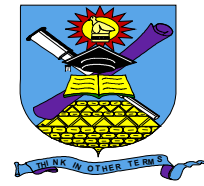
will maximize the impact on employment creation and poverty alleviation by optimizing the use of local resources including labor in the planning, design, implementation and maintenance of the rural infrastructure works.

#### **4.11 Rural infrastructure development**

The provision of infrastructure has often been seen as a means to improve the access of the population to goods and services and thus as a means to reduce poverty. The main road is the Thekwane road which is not well paved and makes it difficult to access town and potential clients. However the experience in different parts of the country over the years has shown that the provision of the infrastructure itself is necessary but not sufficient to achieve the goal of reducing poverty. Firstly, important is the manner in which infrastructure is provided. Making use of the resources or assets that rural communities have – physical, capital, institutional, technical –coupled with a process that gives them some ownership of the facilities provided has been shown to have a high potential for success. This will be a key factor in our effort to mainstream the poverty alleviation strategies in rural infrastructure programmes. Responsibilities for rural infrastructure development will increasingly be decentralized to the local governments.

#### **4.12 HIV and AIDS issues**

After training in Tshankwa by SHDF on woman right the villagers expressed that there were rape cases that were going on unreported in the village because the culprits were family members or respected members of the community for fear of victimization. The other issue was that the male head of the family who work outside the country go to for as long as two years without coming home and when they came to visit they leave their wives infected with HIV and AIDS. Since women have no form of income this means they could not ask their husbands to go and test for HIV and AIDS on their arrival for fear of losing financial support. After woman rights training the woman villagers engaged with the head man to make it a rule for woman to refuse to engage on unprotected sex with their spouses until they have tested for HIV and AIDS. This has led to a lot of life improvement as now the woman of Tshankwa feel happy and protected in their marriages. Since the training the villagers have reported there have been four rape arrests in the

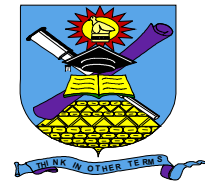


village which has improved the quality of women's lives as they no longer live in fear. The headman even told the researcher that some wives have brought their husbands to him who were refusing to go and test for HIV, after speaking to them man to man they went only to be found positive with the HI Virus. He said that he believes many lives have been saved as some of these men were not aware of their status and now that they know they will seek medication and find support from the family.

#### **4.13 Needs and gaps in project monitoring**

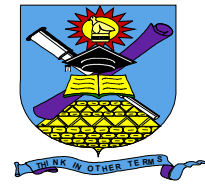
Qualitative findings suggest that there are several key areas where gaps and needs are concentrated. First, nearly all interviewees expressed concern about inadequate scope and breadth of monitoring. The interviews, content analysis, and survey results suggest that both socioeconomic and environmental impacts are inadequately monitored, with high reliance on input-output or objective-oriented indicators, there are no quantitative indicators to inform as to who actually benefited from the activity, or in what way. In addition, most organizations monitor for impacts in a positive direction only (that is, toward goal attainment), with only 9 percent monitoring for negative impacts. The research findings suggest that important aspects such as tenurial relations and access to common property resources, conflict over natural resources, erosion and water quality, the impact of introduced technologies, and changes in income and employment could be better monitored. Seasonality is another area that does not appear to be well captured by existing monitoring patterns, as noted below.

Second, insufficient time, transport, and resources for monitoring were widely confirmed by all research tools. During the interviews, lack of transport due to lack of access because of degraded roads and time were noted to contribute to irregular and infrequent monitoring visits during rainy seasons and periods of bad weather. This suggests that some subtler socioeconomic and environmental processes that are influenced by seasonality in rural villages may be overlooked.



#### **4.14 Chapter summary**

The trainings in Bulilima district have been regular in the past two years but they have not yet produced noticeable results. The villagers are grateful as this was expressed by the Head lady who wanted to be called Head man, “we feel like people, in the past we were ignored, our kids we missing out of free education due to distance, thanks to SHDF now we have managed to build a School for our kids” this statement shows that people are not equipped with enough self esteem to believe in their own capabilities and they need trainings that will help them to believe in their own capabilities and straits. This shows that some trainings do work, but the question is how much?. According to the villagers the fact that SHDF visited them more often to encourage them to make their own decision contributed to the positive outcome. This is the first project in the entire district that was initiated, planned and started by villagers. This shows that people need to be involved in their own lives improvement project to be committed.



## CHAPTER 5

### 5.0 CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

Investing substantial amounts of money without proper monitoring and evaluation mechanism can be counter-productive. The previous chapter identified several instructional related factors that have contributed to the failure of training projects evaluated by the researcher. In this chapter the researcher wishes to contextualize and respond to the data in an attempt to the research question. The researcher here offers a synopsis of the study and then examine the data in the context of the theoretical framework. The discussion is grounded on the constructs of the evaluation of the effectiveness of trainings offered by NGOs for poverty alleviation in Bulilima districts were consolidated in the previous chapter. Moving forward we will engage with the implications of the researcher inquiry, and in closing chart the way forward in the form of recommendations.

#### 5.2 Synoptic overview of the enquiry

This research sought to explore the effectiveness of the training project for poverty alleviation in the rural areas. In this inquiry a host of issues came to the fore, in particular the substantial budget allocated to the training programs, to train and transform the unemployed into being employable. Despite the efforts by government and NGOs the rate of unemployment is not improving and poverty remains evident within trained communities in particular. The researcher offered an overview of the downward trends in training outcomes, as reflected by the livelihood of people of Bulilima. People of Bulilima still rely heavily on the food donations offered by The Grain Marketing Board and World vision. They even expressed that without these donations they will not survive. Even with the trainings that have been offered to the community it seems the villagers are still not self sustainable. They expressed that they have the knowledge to farm



which they have gained from past trainings by NGOs and the Government but it is difficult to use this knowledge since the area is draught prone. Most of Wards from ward 1 to 5 they have excess to electricity, even thou they expressed that it is a luxury they cannot afford it will help with other business like butcheries and other businesses that need electricity.

### **5.3 Developing an integrated approach to rural skills development**

Integrate skills of development into rural development policies and strategies, such as agricultural policies, private sector development and entrepreneurship policies will result in a cooperative effort that produce notable results in the community. It is notable that the NGOs and the community cannot produce results without the support of the government. For any development to be successful there is a need for a conducive environment and growing economy. There is a need to strengthen coordination and collaboration with the private sector in skills development to increase the relevance of training, and to improve and facilitate its delivery. Involve particularly employers' organizations, but also workers' organizations, NGOs and community groups, in planning and implementing programmes. There is a need for all stakeholders to collect and analyze data disaggregated by gender, age, disability and other relevant dimensions to be able to design appropriate services and programmes. For instance if NGOs are training people on farming they need to know how many people in that region who are fit enough to practice faming. There are a lot of people who attended trainings who are over 50 yrs of age and who are real not strong enough for intensive labor projects like farming. While access to good quality formal training is important, including innovative non-formal and informal skills training into national training systems is also key to improving skills provision in rural areas.

#### **5.3.1 Expanding access to quality education and vocational training**

- Expand the outreach of both schools and training institutions in underserved rural areas.



- Provide free basic education as it is a stepping stone to further skills training and provide financial incentives (e.g. vouchers) and non-financial incentives (e.g. meals at school and take-home rations) to improve attendance.
- Provide affordable technical and vocational training by reducing financial entry barriers, and design interventions to include those most disadvantaged school leavers.
- Complement technical and vocational training with basic education (literacy and numeracy) and life skills (e.g. confidence building, health management, social awareness). This enables participants to benefit more from the technical and vocational training, and may be particularly relevant for those most marginalized.
- Promote a gender-responsive learning environment. For example, consider safe transportation and training facilities, and child care facilities. (as most woman struggled to leave their kids to attend trainings)
- Develop flexible, modular training. This will benefit those who cannot afford taking time off (for example, due to household or seasonal work) or paying for longer term training.
- Provide career guidance and practical labor market information (e.g. in schools' training facilities and community associations) to enable rural youth to make informed choices about their education, training and employment in the rural context.

### **5.3.2 Promoting diversified skills development systems**

Skills development in rural areas requires various types of skills provision, using innovative methods of delivery, and capitalizing on existing social institutions. In particular:

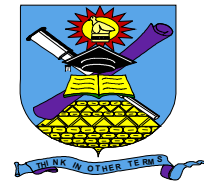
- Consider linking formal with non-formal training, or combining institution-based education with enterprise-based learning.
- Combine technical and entrepreneurship training, for example through incorporating business knowledge and skills in formal secondary and tertiary education or through developing innovative community-based training programmes .



- Complement entrepreneurship training by facilitating rural entrepreneurs' access to micro-credit schemes, business development services and market information. This may require expanding the scope of these services and ensuring that the right legal framework is in place.
- Promote apprenticeship systems as a viable option for young women and men to learn a trade.
- Apprenticeships are a practical and usually cost-effective way to develop skills, especially for those who do not meet the entry requirements for formal training.
- Upgrade traditional and informal apprenticeship systems to offer higher quality training and facilitate technological advances and innovations. Depending on the local context:
  - Provide training to master craftspeople in technical, technological and entrepreneurship skills
  - Facilitating entrepreneurship education and management training
  - Improve working conditions within apprenticeships
  - Improve equal access to apprenticeship for women and men
  - Combine apprenticeship with formal vocational training
  - Develop recognition mechanisms for skills acquired through apprenticeships
  - Develop labour-based programmes that improve rural infrastructure as one opportunity for transferring skills and knowledge among the rural population. Labour-based programmes can provide training in construction, maintenance and managerial skills, for instance.

#### **5.4 Upgrading skills for increased agricultural productivity**

- Support small-scale producers in accessing markets, modern technology and value chains, which can help channel knowledge and information.
- Expand the reach of rural extension services through a combination of formal and non-formal approaches. These services can greatly enhance the technical knowledge and skills of small-scale producers and facilitate environmentally sustainable agricultural practices.



- Train women as extension workers to enable women farmers to benefit from extension services in gender-segregated societies.
- Promote skills development in producer associations and rural cooperatives. Such associations can provide effective avenues for upgrading their members' technical and entrepreneurship skills, and open access to information, markets and institutions providing inputs and know-how.

### **5.5 Training for Rural Economic Empowerment (TREE)**

TREE promotes income generation and employment opportunities for disadvantaged women and men by ensuring that they gain skills and knowledge they can use in their communities. The TREE strategy differs from conventional vocational training programmes by:

- Identifying potential income-generating activities and related training needs before designing the content and modalities of specific training programmes
- Involving the local community and social partners directly in each phase of the identification, design and delivery process
- Providing post-training support to facilitate trainees' access to wage or self-employment

Source: ILO: Training for Rural Economic Empowerment

(TREE) [http://www.ilo.org/skills/what/projects/lang--en/WCMS\\_103528/index.htm](http://www.ilo.org/skills/what/projects/lang--en/WCMS_103528/index.htm)

### **5.6 Focus on business demands, especially in high-growth industries and occupation**

The government should provide guidance to the rural development system on how to incorporate successful models of employer-driven development programs focusing on income generating for those with no hope especially woman and youth.

The NGOs should foster relationships with industry and community to assess the training needs of employers and develop strategies that address those needs. Building connections between the workforce system and community to help ensure the creation of industry focused pathways or





career ladder programs that are market responsive. Model programs should be developed that demonstrate partnerships with local business leadership networks.

### **5.7 Proposed strategy**

Zimbabwe NGOs like ORAP, World Vision have been involved in local resource-based rural infrastructure projects for many years. To a large degree this has concentrated on the promotion and use of community works. There have been many successful projects, which have improved the accessibility situation of the population of many of our communities, and have created significant numbers of jobs both short and long term. Despite the successes however, it has to be recognized that local-resource based infrastructure development in general and labour based technology in particular have rarely been mainstreamed in regular investment programmes, institutionalized or sustained after the funding from donors or financing agencies has been withdrawn. The researcher believes that in order to mainstream these poverty alleviation strategies, which have proven to be successful within the rural infrastructure sectors, it is necessary to concentrate on a more general framework. The strategy now is to influence the overall policy and implementation of rural infrastructure works. The aim is to maximize the use of local resources within the constraints of technical and economic viability. Creating jobs, alleviating poverty while developing good quality, cost-efficient, infrastructure. Moreover, the proposed strategy is concerned with the fact that the infrastructure implemented is sustained, thus ensuring not only short term employment benefits but also long term potential for the improvement of access, sustainable employment opportunities, the development of skills and, hence, the reduction of poverty.

### **5.8 A local resource-based rural infrastructure development strategy**

In line with the above mentioned drive for decentralization and poverty reduction, The aim is to identify a possible poverty reduction strategy which would both address poverty and employment issues through the realization of cost-effective labor-based construction programmes within the mainstream of regular recurrent public works programmes. The overall



goal of this poverty reduction strategy would be to increase the access of the rural population in Bulilima to employment opportunities and to economic and social goods and services through an effective provision of sustainable rural infrastructure. The immediate objective of this strategy would be to increase the use of local resources (labour and materials), planning on the basis of people's needs and productive job opportunities through infrastructure development and maintenance. The aims of this strategy would be to develop appropriate institutional arrangements, effective management mechanisms and training approaches in order to introduce, promote and support labor-based planning, design, and implementation and maintenance technologies in the infrastructure sectors. And expanding their use in the existing and pipeline capital investments in the infrastructure sectors to maximize impact on poverty and employment. The main activities would relate to this integration of local resource based strategies for sustainable rural infrastructure provision into Government and donor supported capital investment programmes. Therefore the following four instruments as depicted in the next figure would be used. These four fields represent the totality of the process of infrastructure provision from planning through to maintenance. As can be easily understood, this strategy is defined within a framework of employment creation, decentralization, the optimum use of local resources, a focus on local participation and the promotion of good governance. Also, the decentralization of responsibilities and authority, essential for local decision making and the development of good governance, is a key factor in our effort to mainstream the poverty alleviation strategies in our rural infrastructure programmes. It presents the community and other involved stakeholders with an excellent opportunity to increasingly rely on local resources in our efforts to attack poverty and create jobs.

## **5.9 The focus of the strategy**

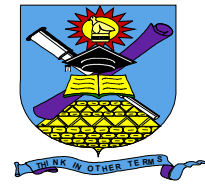
In terms of the practical implementation of the strategy, the researcher proposes NGOs to work with partners in the Government of Zimbabwe and the donor community to influence present, pipeline and future investments in the rural infrastructure sectors in the direction of employment



creation and poverty alleviation. The opportunities for influencing investments with each instrument are numerous:

- At the planning stage one can ensure that contemplated investments actually respond to the real needs of the population. This applies at macro level where public investment can be directed towards employment intensive infrastructure development, as well as at micro level where a participatory planning process could provide local planners with a simple but effective tool for assessing the actual needs of the population.
- In the implementation of the infrastructure works, there are numerous opportunities to maximize the use of local resources without compromising cost, quality or timing by the use of efficient labour based methods.
- During the actual execution of the works, small local contractors can be involved, thus developing the private sector and local skills. This was seen to work during the construction of the Mzwanyane Secondary school. And they can be used on the construction of Thekwane road and the needed clinic.
- Finally, to ensure sustainability of the facilities provided, there is the opportunity to develop effective, locally based infrastructure maintenance systems.
- Over recent years there has been a move on the part of donors and financing institutions to put poverty alleviation at the forefront of their operations. This implies their concern to direct investments towards the root causes of poverty. In practice this means providing income to those without it and access to basic services and facilities where it does not exist. This strategy fully subscribes to these efforts and complements this recent trend. Given that our Government has recently committed itself to the development and rehabilitation of rural communities and any programme that optimizes the use of local resources, which includes labour, would naturally incorporate the fundamental concepts of Decent Work.

## **5.10 Decentralization**



Currently all decisions pertaining development in Bulilima and other areas in Matebeleland are taken in Harare. This makes the process longer as people who make decisions are far from the problem area and have no sentiments to the problem. One of the immediate tasks to be decentralized is the responsibility to develop and maintain rural infrastructure. It is here where the government could influence and assist the local administrations to optimize the use of their resources. Labour based methods, for example, will be best accepted by the people who will directly benefit from their use. Decentralized financing, management and implementation provides an considerable potential for mainstreaming labour based methods. However to take advantage of this potential requires that our focus is on assistance to the local governments in developing capacity and tools to effectively use the resources that they have available. This means understanding and assisting in the planning process, the management structure and the financial administration.

Taking the focus closer to the beneficiaries also means that government and NGOs have to become much more preoccupied with community involvement. In dealing with community involvement in infrastructure, this will look in detail at issues of ownership, responsibility and authority. As a matter of fact, Zimbabwe can look at countries like Indonesia who have a long and successful track record in community development,. Those strategies could be used to further facilitate the integration of the proposed poverty alleviation strategies in mainstream public works programmes.

## **5.11 The other instruments of the strategy**

The strategy addresses the way in which infrastructure is planned, designed, implemented and maintained. It encompasses the whole process of infrastructure development and delivery. As a holistic approach, the strategy comprises four main instruments. The following parts will describe them in more detail.

### **5.11.1 Labour-based technology**

Labour-based technology can be used for those construction tasks in which the use of labour, supported by light equipment, is equally or more efficient and socially desirable than the use of

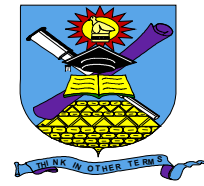


machines alone, when looking at it from a cost, time and quality perspective. An important effect of labor-based technology in rural areas would be to increase the flow of money through rural economies, often a pre-condition for diversifying their livelihood activities. Using labor-based technology will create additional jobs and generates income. An increased demand for locally made products in turn creates more indirect employment. If infrastructure is to be constructed or maintained, a choice can be made to use either labor or equipment as the predominant input in the process. The choice should be objective and depend on:

- the type of construction;
- the relative costs of labor and equipment (true and un-subsidized) in the country or locality;
- where the work is to take place
- the technical specifications for the completed works.

It is important to distinguish between an optimum and efficient use of labor (labor-based) and a maximum, and possibly inefficient, use of labor (labor-intensive). A maximum use of labor may be preferred over the efficiency use when income generation and job creation are the over-riding, short-term objectives - for instance disaster relief, or food-for-work projects. The term labor-based on the other hand indicates that a flexible and optimum use is made of labor as the predominant resource, accompanied by appropriate light equipment to ensure cost-effective and quality aspects in construction. Labor-based technology therefore implies properly planned use of labor in an economically efficient, humanly fair, and hence sustainable manner. It must produce technically sound results and be socially and economically competitive with alternative equipment-based methods. It is this labor-based technology that will promote as a poverty alleviation strategy. This can be seen again in Tjehanga where villagers molded 20 000 bricks in two weeks using handmade brick molder.

The use of labor-based methods also implies the increased use of associated local resources. These may include locally available materials, tools and equipment, skills and knowledge as well as finance. For example if in certain regions the agricultural sector is flourishing, then it should



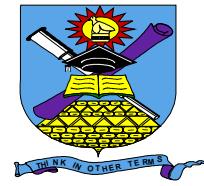
be possible to tap into and use the tools and equipment produced locally for agriculture, with perhaps some adaptation to make it suitable for use in labor-based construction. This reinforces the amount of investment, which remains in the country and often in the locality of the works, and reduces the dependence on costly imports.

The stakeholders should approach the idea of labor based methods more from the point of view of a rational use of local resources rather than as a technology to supplant the conventional, equipment-based, methods. There is a need to design a future programme in recognition of the lessons learned from countries like Indonesia, India and China over the years. The researcher understands that the development of employment intensive infrastructure strategies implies much more than the implantation of labor based technology alone. It relates to a whole range of issues that need to be addressed and indeed targeted if the goal of more local resource based programmes of infrastructure development is to be achieved. Above all, it needs the commitment of our Government agencies and donors alike. A commitment to use the available resources for rural infrastructure not only to provide the infrastructure required but also to maximize the impact of the investments on poverty alleviation in general and employment creation in particular.

#### **5.11.2 Strengthen training facilities**

It is necessary to first strengthen the training facilities in the country to provide training of staff in the labor-based, local level planning and maintenance concepts. The initial focus should be on training's needs assessment, the definition of a training strategy, the development of appropriate training materials, curricula and methods and the development of trainer's training programmes. These activities should be undertaken in close collaboration with the government and local schools. To sustain the methods introduced, in the long run, it will be necessary to integrate the training materials into regular training courses provided by training institutions and local schools.

Training needs to be provided at several levels to disseminate and sustain the proposed procedures and techniques. The most immediate need would be to provide training at levels where decisions about the prioritization, design and funding of rural infrastructure works are

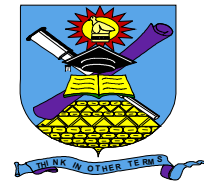


taken. The training should be field oriented and practical and concentrate on developing implementation capacity for labor-based technology and local level planning at the different levels to utilize the procedures, techniques and tools and provide follow-up training.

### **5.11.3 Develop and implement demonstration projects**

To see is to believe. Adoption of the proposed strategies to reduce poverty and create employment would require the identification, planning, implementation and evaluation of a number of demonstration projects. Small, locally executed, projects in the fields of rural accessibility planning and rural infrastructure development and maintenance would provide further means to develop interest and support for the technologies introduced. The demonstration projects activities would include hands-on training on local level planning and labor-based demonstration projects. Capital funds for these demonstration projects should be made available under new or existing rural infrastructure development projects. These projects could then provide the necessary support for the strategy in terms of dissemination of information, technical assistance, training and the preparation of guidelines, manuals and training materials.

The final activity would be to integrate the procedures, tools and techniques into recurrent capital investment programmes of the different Government agencies and development stakeholders. This would require a technical overview of these programmes, the identification of possible entry points and the review of planning procedures, contract documents and technical specifications. In the long term, the programmes aiming at developing good quality infrastructure with a maximum impact on poverty alleviation and employment creation need to be driven by the different government agencies. This only happens if these are willing to mainstream the proposed procedures and techniques over their investment programmes. It's only when large scale, recurrent, investment programmes are used in this process that a substantial impact is achievable. This, understandably, won't happen overnight and that's why the dissemination of information and best practices, training and capacity building and demonstration projects are a necessary first



step in this strategy. We hope those different financial and technical international agencies and their Zimbabwean counterparts would all contribute to this.

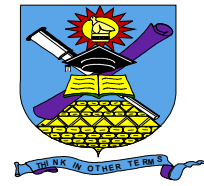
### **5.12 Small contracting development**

Small private contractors play a key role in the implementation and maintenance of rural infrastructure in the country. A thriving local contracting industry generally requires the development of a conducive environment, the production of appropriate contract documentation, the training of local contractors, and establishing an efficient contract administration capacity in local government agencies. The development of such a local contracting industry also provides an alternative avenue to mobilize and effectively utilize the private sector to apply labor-based methodologies in our country. Indeed, an increased focus on labor-based construction and maintenance techniques in the development of the local contracting industry may significantly improve upon the effectiveness and efficiency of the operations, and at the same time, increase the poverty alleviation efforts through increased employment creation and income generation. For small-scale contractors, creating an enabling environment includes removal of barriers to their entry into the market, and to their growth and sustainability.

### **5.13 Rural Infrastructure maintenance systems**

We all recognize that maintenance of rural infrastructure is often insufficiently addressed in Zimbabwe. This is often due to a lack of resources, or a proper understanding of preventive and corrective maintenance mechanisms. Preventive maintenance comprises the repairs and inspections to prevent failures, while corrective maintenance covers the repairs after (a part of) the infrastructure has failed its function(s). An increased use of local resources could be a key to improving maintenance practices and systems. The development of appropriate rural infrastructure maintenance systems deserves a high priority. Implementation by local authorities while engaging local petty contractors could further prove to be a most effective approach for ensuring the continued serviceability of infrastructure. The impact and sustainability of rural

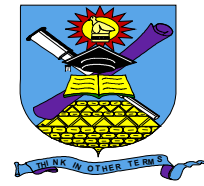




infrastructure, as argued above, is partly based on local participation during planning and implementation. Therefore the use of local resources for maintaining this infrastructure should be seen as another key factor in providing sustainable access in rural areas. Implementation by local authorities while engaging petty contractors could prove to be a most effective approach for ensuring the continued serviceability of infrastructure throughout the country. Although it is impossible to prevent all failures, and corrective maintenance will always be necessary, proper maintenance schedules developed at local level could monitor the condition of the infrastructure through inspections and identify priority tasks to minimize the total cost of keeping the infrastructure functioning. Strengthening the local capacity to undertake these activities will be crucial.

### **5.14 Rural access planning**

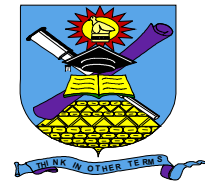
Rural Access Planning is concerned with improving levels of accessibility in rural areas and comprises a set of planning procedures that look at access, transport and mobility from a broader perspective. It promotes community participation and the optimum use of local resources including labor. It comprises a set of planning procedures and techniques that cut across sectors and can be used at the local government level for spatial access and infrastructure planning. The procedures and techniques respond to the real access needs of the rural population, which include access to the transport system, potable water supplies, primary health care, education, land, markets and agricultural inputs and hence to improved income opportunities. The interventions that emanate from the planning process relate to improving people's access and in reducing poverty. This would mean either through improving people's mobility or by bringing the goods and services closer to the people. For our local governments a major issue is rural development and investment choices that are associated with this process. Transport is obviously an important factor in their rural development, poverty alleviation and employment creation strategies in that its existence or absence limits the opportunity that rural people have to improve their social and economic well being.



Transport in itself is a means to an end. The ultimate aim is to obtain access. Access to the basic, social and economic goods, services and facilities rural communities need to have to be able to live a social and economic productive and decent life. The transport needs of rural people are associated with basic needs such as water, food and firewood, social welfare aspects of rural life such as health and education and with economic welfare aspects of rural life such as agriculture, livestock and home industries. Rural transport is a subject that is receiving increasingly more attention from development specialists. Over the last years, organizations and individuals in Bulilima concerned with rural development and poverty alleviation have started to better understand the role that rural transport plays in the local economy and to demonstrate the importance, variety and extent of rural transport. This initiative identifies the importance of rural transport development for rural social-economic development and recommends that the role of transport should be emphasized in policies, strategies and programmes. With the aim is to improve rural transport in the country, as a strategy to alleviate poverty and improve access to employment opportunities, the researcher so it fit to address the real transport needs of our rural people of Bulilima district. This requires to work with the rural people to identify their transport needs, possible interventions, priorities and to design the most appropriate projects that will either improve people's mobility or lessen their demand for transport.

### **5.15 Chapter summary**

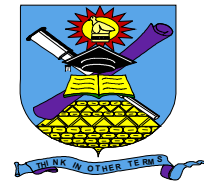
This chapter combined the findings of other researchers from chapter two and the findings of the researcher on chapter four to find the solutions to the findings. The researcher has recognized the connection between poverty and infrastructure. It is impossible for people to be able get involved in income bringing projects if they are not connected to the buying and selling market. Since people of Bulilima have no access to the market all trainings on skills development will not produce any notable results. The tarred road from Plumtree ends before you even leave town, all other roads from Plumtree town are gravel roads that have been affected by soil erosion and are difficult to access with a small car. The researcher recommends the building of infrastructure as a first step in the rural development for poverty reduction. From all the information from other



researchers it has been noted that primary education plays a bigger role in poverty reduction as it lays the foundation for vocational training and information understanding and adaption. There is a need for government to include entrepreneurship on the high school curriculum to help those who cannot afford to go to university to be self sustainable as entrepreneurs in their respective communities.

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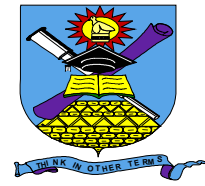
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## **APPENDIXES**

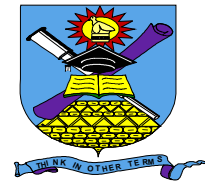
Appendix 1: Interview guide for Villager

AGE :

EDUCATIONAL LEVEL:

WHAT TRAINING HAVE YOU RECEIVED:

1. Do you have Income? Yes No
2. If yes, how do you earn your income?
3. How did you start your income generation project?
4. What training have you received in the past two years?
5. How has the training changed your life
6. What changes have there been in food security over the last five years?
7. Has the quality of life improved in the past two years if so how and why?
8. What local resources are available and how can they be used in a sustainable way by rural farmers in their agricultural activities?
9. What are the different agricultural technologies that have been introduced by various stakeholders in the past?
10. What notable changes have been realized since implementation or adoption of some of these technologies by farmers?
11. What are the significant differences between adopters and non-adopters?
12. How have the rural people been affected by HIV&AIDS and how are gender issues integrated in agricultural production among the rural farmers in these areas?



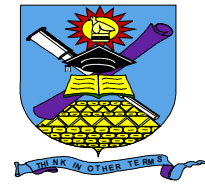
13. What should be done to increase the effectiveness of external advisory services by the agricultural extension officers and non-governmental organizations in improving output levels in rural agriculture?
14. What training policy framework has been put in place to improve training out comes?
15. If such a policy framework exists, how effective has it been? What gaps are evident in these policies and what more needs to be done?
16. Who does most of decision making on your business?
17. Who controls the produce from the field in your households?
18. What challenges did you encounter during Business/ or project start up?



## **Appendix 2: Interview guide for focus groups**

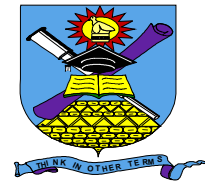
1. What challenges do villagers have regarding income generating projects?
2. What trainings have made a difference in the community?
2. What source of challenges do villagers face about sending kids to school, especial high school education.
3. What trainings would you appreciate to help change things?
4. Do institution exist that are appropriate and adequately empowered to address problems for villagers?
5. If such institution exists, do they accommodate in their decision making structures and process, which are a true representation of the vulnerable group concerned?
6. Do they have the sufficient capacity –politically, infrastructural and logistically to respond.
7. What are the people attitudes towards people living with HIV/AIDS in the community?



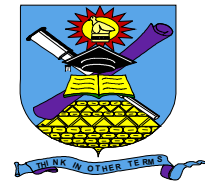


### Appendix3: Interview guide for government officials.

1. What community development projects has the government facilitated in the past 5 years?
2. What dimensions of poverty are affecting the communities?
  - a. What aspects of poverty or wellbeing are said to be causally linked with skills development?
  - b. Are policy-makers paying due attention to all dimensions, or is their attention unduly biased towards specific dimensions such as income?
3. Who has the responsibility of facilitating income generation for villagers?
4. Types of skills and level of skills.
  - a. What types and levels of skills development are assessed? ie.
    - I. Pre-vocational and orientation skills acquired through general primary or lower/upper secondary education.
    - II. Traditional forms of technical and vocational education and training (TVET): ie.
5. What kinds of strategy or policy for poverty reduction?
  - a. Is the Government concerned with *targeted* or *inclusive* skills development strategies?

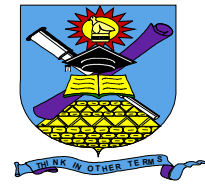


- b. With *practical* improvements to skills systems and to poor people's lives or with *strategic* efforts to change political and cultural contexts?
  - c. With *direct* or *indirect* assistance to poor people?
6. Who is entitled to receive assistance or free education?
  7. Are there no other coping strategies that these farmers can adopt instead of concentrating on agriculture?
  8. Do you think men and women have equal access to education in communal areas?
  9. Do people in communal areas have access to income generating business?
  10. Is the government land policy in line with the human rights frameworks demands for equal rights for men and women?



#### **Appendix 4: Interview guide for local village heads**

1. How has community livelihood changed in the past 5 years?
2. Who has the responsibility of making decisions in terms of business decision in communal areas?
3. What community development projects has the government facilitated in the past 5 years?
4. Who has the responsibility of facilitating income generation for villagers?
5. Who is entitled to receive assistance or free education?
6. Do you think men and women have equal access to education in communal areas?
7. Do people in communal areas have access to income generating business?
8. Is the government land policy in line with the human rights frameworks demands for equal rights for men and women?



## Appendix 5: Interview guide for Stakeholders NGOs

**Name:**

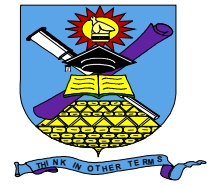
**Organization:**

**Position:**

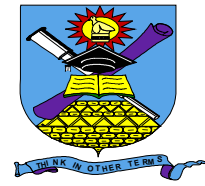
**Area of trained:**

**Types of Training:**

1. What training has your organization delivered in the past 5 years
2. What kinds of people trained? Do claims about skills pathways to poverty reduction take adequate account of the diverse categories of people trained - *poor/nonpoor; young/old; male/female;rural/urban*
3. What aspects of poverty or wellbeing are said to be causally linked with skills development?
4. Is your organization linking skills development with *alleviation* (of aspects or symptoms), *reduction* (lifting people out of poverty), or *prevention* of poverty?
5. What factors enable or inhibit the transformation of skills development into good *outcomes*? (e.g. an enabling employment creation environment so that people can actually utilize their skills).



6. What factors enable or inhibit good skills *provision, attendance, and achievements*? (e.g. infrastructure, biophysical environment, teachers/trainers, culture, family support, finance, immediate opportunity costs).
7. Is your organization concerned with *targeted* or *inclusive* skills development strategies?
  - a. With *practical* improvements to skills systems and to poor people's lives or with *strategic* efforts to change political and cultural contexts?
  - b. With *direct* or *indirect* assistance to poor people?
8. How will the approach used separate out the effects of skills development with other factors? ie.
  - I. Where TVET is combined with micro-finance or business development support?
  - II. Where education and training pathways include both formal education and TVET?
  - III. Where work experience precedes skills training?
2. What are the different agricultural technologies that have been introduced by various stakeholders in the past?
3. What notable changes have been realized since implementation or adoption of some of these technologies by farmers?
4. What are the significant differences between adopters and non-adopters?
5. How have the rural farmers been affected by HIV&AIDS and how are gender issues integrated in agricultural production among the rural farmers in these areas?



- 6 What should be done to increase the effectiveness of external advisory services by the agricultural extension officers and non-governmental organizations in improving output levels in rural agriculture?