



LET US FIGHT AND
REBUILD ZIMBABWE

Zimbabwe News

Official Organ of ZANU(PF)

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EDUCATION POLICY SPELT OUT

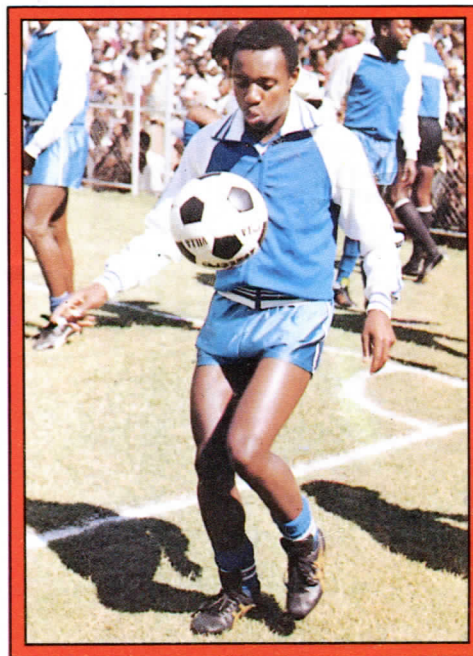
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WAR AGAINST
ILLITERACY
CONTINUES

CO-OPERATIVES
— AGENTS FOR
EMPLOYMENT
CREATION

Biggie Zuze
Interviewed



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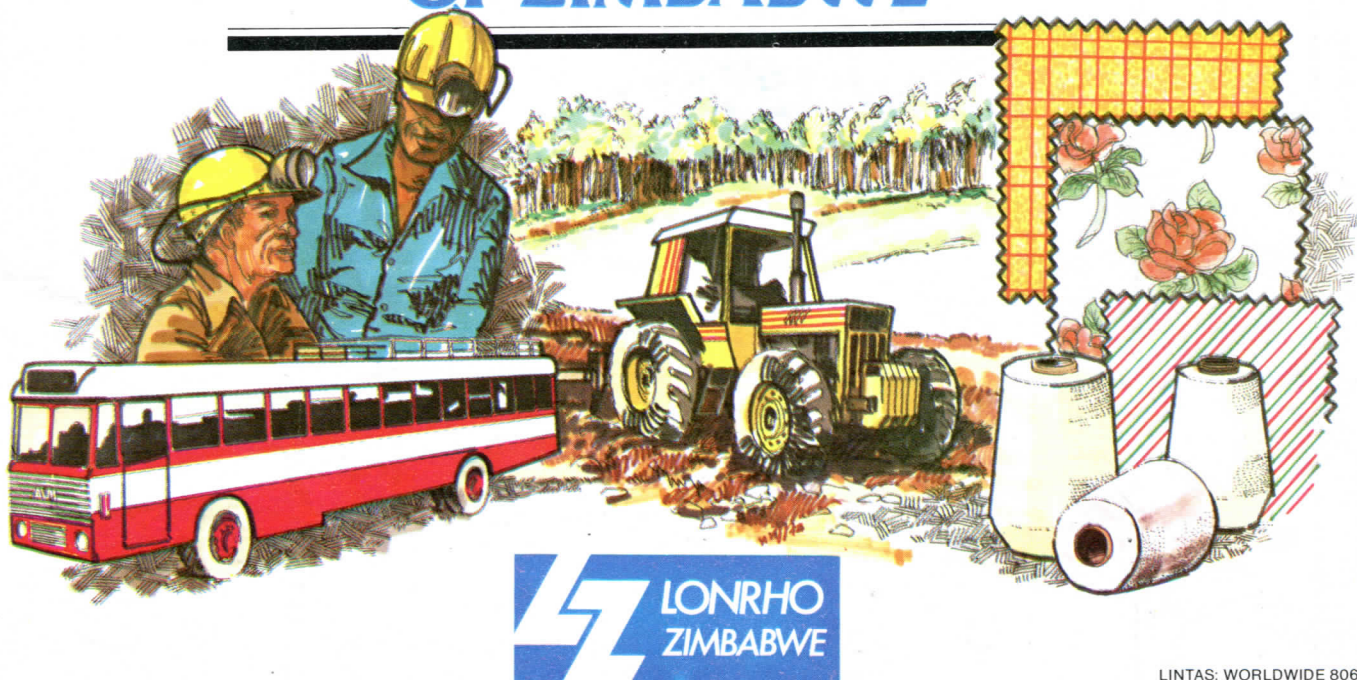
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PART OF THE STRENGTH OF ZIMBABWE



Provision of Education for All — Problems and Difficulties

Much has been done to get as many children into school as possible. But even if the 1987 Education Act talks of compulsory primary education. .

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Organisation and Structure of the Education System

Pre-School is attended by children aged 3–5 years and is available mostly in urban areas — although some rural areas run play centres and schools. Pre-schools and play centres have the important function of looking after children in a creative, socially and intellectually stimulating role. Children are not taught formally any structured subject area but are familiarised with being away from home and learning to play and live in groups. Pre-schools are run in most cases by private. . .

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Education policy in Zimbabwe since 1980

Education in Zimbabwe is considered a basic human right, necessary for social and economic development. In that light the following policies and programmes. . .

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ZIMFEP — Geared to Transform Zimbabwe Education

ZIMFEP (Zimbabwe Foundation For Education With Production) is a non-governmental charitable organisation established in 1981 at the initiative of the then. . .

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The Cold War in the Prison Service

In the October issue of *Zimbabwe News* of 1988 we published a story (p 39) entitled "Bitter About non-promotion". In this story two ex-combatants expressed their views and gave various reasons why they were not promoted in the Prisons Service in which they are integrated. Basing on their recent complaints, it would appear there is a 'Cold'. . .

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South Africa Why Another Election?

The racist Pretoria regime is actively considering calling elections this year, to renew the apartheid tricameral parliament. We shall remember that last year, 1988, the regime held what was called municipal elections which were overwhelmingly boycotted by millions from the Black population. Two years ago, in 1987, the white community participated in their whites-only elections. . .

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EDITORIAL

1989 : A Decisive Year

The year 1989 is bound to go down in history as one of the most decisive years in the revolutionary annals of the Party. Not only will we see the entire Zimbabwe Nation truly united after two and a half decades of political division but also the consummation of this unity process through the holding of three historic congresses for the Youth League, for the Women's League and finally for the whole Party, ZANU (PF).

It is therefore incumbent upon each and every

revolutionary Party cadre to fully commit themselves first to the integration exercise and then to the successful staging of the three historic congresses which will put the final nail into the coffin of disunity and factionalism.

It is therefore imperative that all ZANU (PF) cadres regardless of rank redouble their efforts to make national unity not only a reality but also a shining example of national singlemindedness to revolutionary cadres everywhere.

Our Commitment to Education

Pre-independence Zimbabwe educational institutions were a major tool for establishing and maintaining social and economic disparities between the black majority and the white minority. These existed side by side — education systems which were based on race. Governments of the day shunned any effort to develop education and manpower for Africans. Restriction on education for indigenous people were legion — particularly with regard to post-primary schooling. Indeed post-secondary education training opportunities were exclusively for whites. These included training in technical colleges, apprenticeships in commerce and industry.

When we achieved our independence a large number of the skilled whites emigrated creating a skills gap of great proportions. This situation created considerable difficulties in ensuring continuity of efficient services in vital sectors of our economy.

It is estimated that of the 2 612 journeymen trained between 1976 and 1979 nearly 2 025 emigrated. The structural expansion in the economy which came after independence aggravated the shortage of skills.

Colonial governments made little investment in rural schools, leaving communities and church missions to do the bulk of the work. For the non-black child of school going age education was compulsory up to 16 years of age. The colonial governments, however, never managed to enrol half the black children of school-going age.

Out of the 133 951 black pupils who started primary education in 1970, only 78 000 completed primary education in 1976 and only 14 000 proceeded to secondary schools.

Against this background, our government has taken a strong line in support of equal access to educational facilities. In taking this line the main concern has not only been to redress existing inequalities and imbalances in the social and economic sphere, but also to improve the human resources of the country in order to facilitate the growth and development of the country.

Our education system has expanded phenomenally since independence. Government has provided free primary education for all and made secondary education available to all those completing primary schooling.

School enrolment increased by 47% between 1980 and 1981. University enrolment increased by 120% between 1980 and 1984, while technical colleges experienced a 199% increase during the same period. Towards the eradication of illiteracy government has supported the launching of the literacy campaign and the

expansion of non-formal education facilities, study groups and evening classes.

This rapid expansion has naturally posed some problems. These have included shortage of school buildings, trained teachers, writing materials, books and equipment. To remedy them, the government resorted to double sessions, use of untrained teachers with basic qualifications, recruitment of expatriate teachers and so on.

All this expansion in education has brought considerable pressure on our national budget. This is why government is doing everything possible to find most effective ways of achieving its objectives in the education sphere. As part of this effort self-help activities to provide more schools and other facilities are being encouraged. We call on all parents, local communities and other bodies to support these efforts. □

The Editor's Note for 1989

Dear readers,
Re: Contributions

We encourage articles from our readers but be practical and give us something attractive to read.

Articles can be in English, Shona or Ndebele and addressed to:

The Editor,
Department of Information and
Publicity
ZANU (PF) Headquarters
88 Manica Road
Harare.

Tell us interesting stories of your area. Are you studying? Working? Promoted? Aggrieved? Successful? Failing? Ill? Something new? Tell us. You are welcome.

Yours
Editor.

Provision of Education for All — Problems and Difficulties

Much has been done to get as many children into school as possible. But even if the 1987 Education Act talks of compulsory primary education, it is as yet not possible to enforce this.

Although the numbers of children attending school have been increasing remarkably and education statistics are fairly good, there is still a problem of assessing accurately what proportion of school going children are actually in school and how many are out of school. Data on the population of school age children is difficult to come by, especially at the local level. Moreover, there are many unregistered primary schools for which official statistics are being collected.

Difficulties in providing access to education for all are still being experienced in commercial farming areas and the remote districts along the borders. Commercial farming areas are administered at present by Rural Councils. Although the 1987 Education Act says local authorities are expected to provide schools, the act does not go so far to force them to do so. Many progressive farmers have built schools that were registered, but many others are either unwilling or have put up schools so poor that they cannot be registered. Some farmers cite

lack of funds, while others think it is the duty of government to build schools. Many of them are not prepared to give up a piece of land for a school or to educate a potential source of labour.

Possible solutions planned to solve the problem of commercial farming areas include the amalgamation of Rural Councils dominated by White farmers and the District Councils dominated by African peasant farmers. The resulting Rural District Councils should be more willing to take up responsibility for education as is the case in the communal areas run by District Councils at the moment.

The remote areas of Zimbabwe have been neglected during colonial days. They have a hot climate and generally poor soils and rainfall and thus did not attract settlements or development. Although vigorous efforts at developing these areas have been going on since independence, the provision of education has been slower. These are the regions where most of the new primary schools are only now coming up; and their secondary school development programme has waited till the primary schools had produced primary school graduates. The provision of Education is hampered by the

problem of distances from the main urban centres, poor housing, heat and in many cases malaria and lack of health facilities. The population is scattered making some schools unviable. They generally find it difficult to attract qualified teachers. Additional factors affecting education are the poverty of the population, which is a result of poor agricultural yields and the consequent difficulty in raising school building funds.

Among the efforts to improve education in the remote areas are aid projects earmarked for disadvantaged areas and other general financial and professional assistance to these areas. As yet however, there is no special government programme for the most seriously disadvantaged areas. Decentralisation of services should eventually benefit them.

A related problem is the serious backlog of physical facilities: classrooms, workshops, teachers' houses, furniture, equipment and office accommodation for officers. Many urban schools practise double sessioning. The shortage of equipment has partly been met through use of subject kits such as ZIMSCI. Government realises that it cannot finance the whole education programme



Rural pre-schools lack adequate physical facilities such as classrooms, furniture, equipment etc

alone and thus urges communities to build their own schools and Government offers a building grant for the construction of secondary schools.

A major problem being faced is one of maintenance of the physical facilities. Rapid expansion of enrolments has resulted in extensive use of the few facilities available resulting in wear and tear. Also the demand for new facilities has affected the ability to put aside maintenance funds.

The education system has been growing faster than the provision of requisite administrative and supervisory staff. A good example of the pressure on existing support staff came about when almost all teachers became Public Servants. There was an increased workload and complaints about delayed payments of teachers' salaries were common. The shortage of staff is made worse by lack of office equipment in the district offices and the constraints on travel and subsistence allowances.

One of the solutions to the administrative heavy load is the computerisation of the school data, personnel and budget systems. Decentralisation of District Staffing Officers should also help to improve personnel management.

In primary schools there is a serious shortage of suitable readers. At secondary level too, textbooks, especially English set works and science books are in short supply mainly due to foreign currency problems. It is not uncommon to see five pupils sharing one text book in a secondary school class. While the local market for books is expanding, there are still comparatively few experienced local authors and shortages of suitable paper is a limiting factor in the production of books.

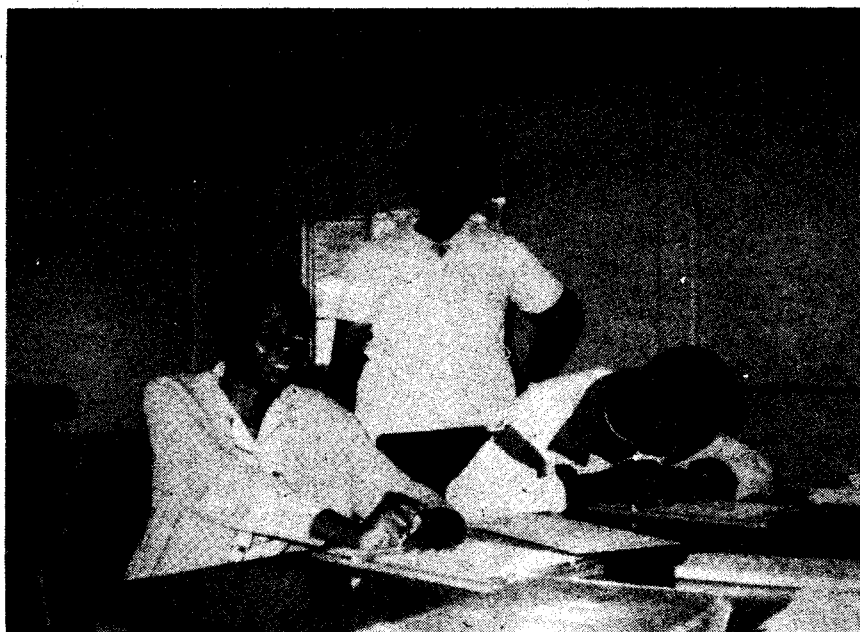
The new system of practical education requires workshops and equipment suitable for skills training.

There are very few schools which are properly equipped for this. Sixth form science equipment is also one of many areas of great concern. In spite of these problems, the Curriculum Development Unit and local publishing houses have embarked on local production of books and materials. There are plans to acquire a bigger printing press solely to enhance Curriculum Development Unit functions.

Where books and kits are available, there has been experience of problems of logistic support for distribution to schools. Regional offices do not have storage facilities for materials and transport to remote schools is difficult to organise. But perhaps even more important, there is no sufficient supporting administrative staff to handle the materials so that professional people can be left to do the work of developing learning materials.

Work has begun on the construction of a National Education Services Centre for the development, production and storage of education materials. There are plans to build Regional as well as District Service centres.

Non-formal education and in particular the



Give the blind equal opportunities to education: Blind Students at Jairos Jiri Centre busy learning

literacy programme had suffered from being the joint responsibility of two ministries. The use of volunteer tutors has not been entirely satisfactory. Although thousands of students study privately one major handicap is the lack of a leading Government institution dealing with District Education. Another problem with non-formal education is that there are very few establishments that can offer science or practical subjects which are now considered compulsory at the secondary level. Still another drawback about non-formal education pointed out in some quarters is the small vote allocation, which is far less than 1% of total Education budget. This has caused non-formal education to be regarded as of less importance and yet it is the salvation of many students and is cost effective.

However, non-formal education is to receive greater attention by way of reorganisation and by bringing literacy, correspondence institutions, out of school and adult education under the Ministry of Primary and Secondary Education's direction as a separate division.

The establishment of a Distance Education Centre at the University of Zimbabwe would also assist in putting non-formal education in general on the right footing.

The shortage of trained teachers affects both levels of school education. But it is the remote and generally rural areas and the subject areas of Mathematics, Biology, Physics and Chemistry which suffer most. The proportion of untrained or undertrained teachers has been increasing. The shortage of University graduates to teach in the upper reaches of secondary schools is so serious that in 1986 only 16% of teachers in secondary schools were graduates. Many of these were heads whose teaching time tended to be limited.

Another issue is that in spite of a scheme to attract prospective students to opt for

teaching, very few are prepared to commit themselves. In 1985 the number entering the University of Zimbabwe with teacher training grants was 70, but this fell to 36 in 1986. Fewer than 5% of graduates from the University of Zimbabwe applying for teaching posts in 1988 held degrees in the critical science subject areas. Furthermore, experience has been that these graduates resist very strongly postings to rural areas or even, in some cases, to schools in high density areas of the cities.

The Ministry of Higher Education operates a cadetship scheme which provides salaries while under training for students taking degrees in Physics, Chemistry and Mathematics. However, this scheme is not fully subscribed.

The employment of a large number of untrained temporary teachers has resulted in a high mobility rate of teachers. The teaching force at the secondary level is generally young, untrained or under-trained, except for established schools. When taken together with the lack of qualified substantive heads at secondary schools, and the inadequacy of supervision, it is easy to see that the quality of education suffers. Some of the teachers characteristics described above are responsible for certain disciplinary problems faced by the teaching force today.

Steps to address these problems include the expansion of teacher training by building a new college, increasing the enrolment of existing teachers colleges, in service training and sending students to train in Cuba. In order to provide professional leadership at the schools, attempts are being made to appoint qualified heads of secondary schools, where the school has been registered. Recruitment of secondary teachers from abroad has continued although this programme is often affected by the fluctuation of currencies. □

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Organization and Structure of the Education System



Pre-School children in preparation for formal education

Pre-School

Pre-School is attended by children aged 3–5 years and is available mostly in urban areas — although some rural areas run play centres and schools. Pre-schools and play centres have the important function of looking after children in a creative, socially and intellectually stimulating role. Children are not taught formally any structured subject area but are familiarised with being away from home and learning to play and live in groups. Pre-schools are run in most cases by private and voluntary bodies and can be expensive. Nevertheless the Ministry of Education encourages pre-schools.

Primary Education

Children enter the primary cycle at the age of 6 or 7 and the whole cycle lasts seven years. The seven-year cycle is divided into the infant grades, 1 and 2 and the Junior grades 3–7.

Primary education is free in that there are no tuition fees. But parents either as local authorities or school boards are expected to build and equip primary schools. The central Government has stopped constructing primary schools.

There is automatic promotion from one grade to the next although in future the worst cases of under-achievers would be required to repeat before proceeding especially into secondary education.

The primary school curriculum emphasises communication in the mother tongue in

the first three years. English is then introduced as the language of instruction gradually. At the end of Grade 7 there are standardised tests in Mathematics and English only in order to gauge the overall attainment by a cohort. At present the primary school is not strictly terminal as most pupils are expected to proceed to secondary school. In spite of that, the curriculum does attempt to equip the primary school leaver with skills and contains basic knowledge about society and culture in the realisation that some of them will not make it to the secondary level.

It is safe to state that almost all children of primary school going age are now in school. Problem areas do exist especially on many commercial farms. Primary education is not compulsory, but is now almost universal to the extent that Government has found it necessary to concentrate efforts at expansion of the secondary sector.

Secondary Education

The secondary cycle can be divided into three stages. The first two years culminate in a Junior Certificate examination. The next two years prepare pupils to take G.C.E. 'O' levels. The last two years are mostly to prepare pupils for university entry after 'A' levels.

Today there is no selection for entry into secondary school, and there is automatic promotion right up to the fourth year. Policy is to afford every child who can afford it an opportunity to complete four years of

secondary education. The Junior Certificate examination after the first two years is really meant to assess how well the system is performing. But the results of the J.C. examination can determine whether a pupil will emphasise science subjects or not in the third and fourth years of secondary education in some of the schools.

The secondary school curriculum is very broad at the Junior Certificate level. Academic and practical subjects are treated equally and where facilities are available each pupil is supposed to take two practical subjects. Subjects are grouped thus;

Science and Mathematics

Languages: English, Shona, Ndebele

Social Studies: Geography, History, Religious/Moral Education

Practical Subjects: Agriculture, Building, Metalwork, Woodwork, Technical Drawing, Fashion & Fabrics, Art & Craft, Food & Nutrition

Then Music, Physical Education, Education for Living as options.

On an average a Junior Certificate pupil takes eight or nine subjects although the examination has concentrated on Mathematics, Science, an African language and English.

More time on the time-table is devoted to Mathematics, Science, English and Practical Subjects averaging 5–7 periods of 40

minutes each per week. The other subjects are allocated 3-4 such periods per week.

The third and fourth years of secondary school are now considered extremely important in Zimbabwe today as every pupil attempts to gain at least 5 'O' levels in order to qualify for entry into many areas of post secondary training.

The 'O' level curriculum still offers a general secondary education with some schools able to specialise either in science or practical subjects. Subjects offered and their average time allocation are as follows:

	Periods per week
English Language	6-7
Literature in English	4
Science	6
Mathematics	6
Shona/Ndebele	4
History	4
Geography	4
Bible Knowledge	3-4
Practical subjects	5-7
Commerce/Accounts	4
Modern Language	4

A small percentage of students proceed to do 'A' levels and they choose to do either;

(a) Art Subjects:

Literature in English
Geography
History
Shona/Ndebele
French
Economics, Principles of Accounts

(b) or Science Subjects

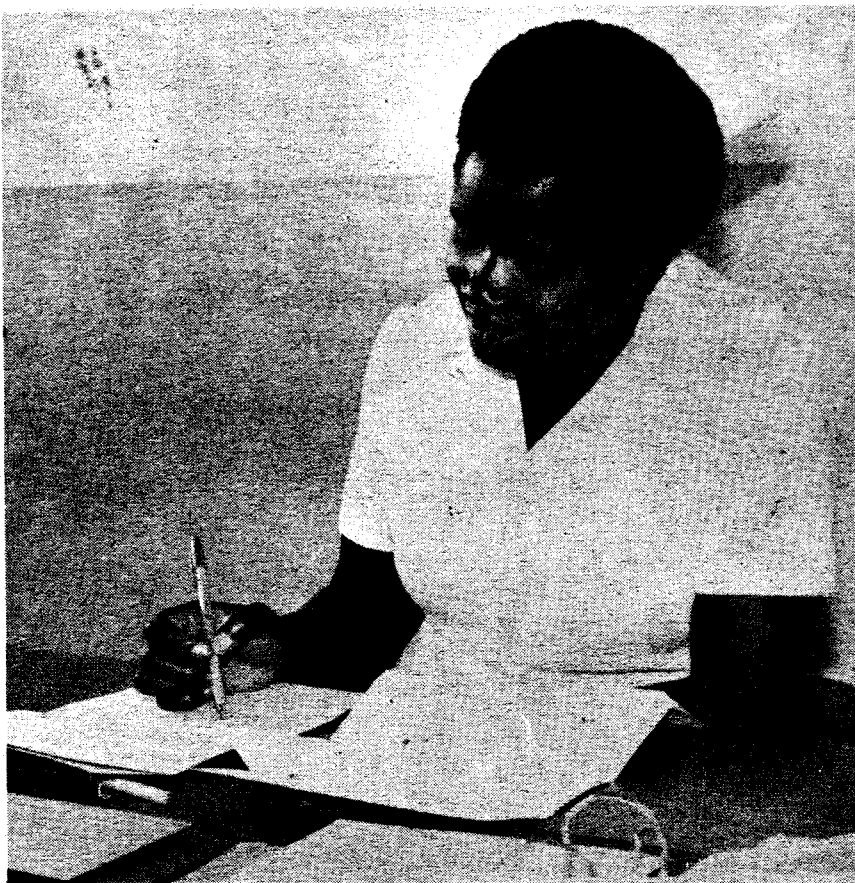
Mathematics
Biology
Physics
Chemistry
Geography

On an average, a student takes three 'A' level subjects. Each subject is allocated 8 periods of 40 minutes each per week.

The System of Teacher Education

During the period under review two systems of teacher education have been operating. Pre-service courses for either primary or secondary last 4 years. The entry qualification is 5 'O' levels.

In the case of the Zimbabwe Integrated Teacher Education Course (ZINTEC), students spend an initial 16 weeks and another similar period at the end in college on a residential course. During other times the student teachers are manning classes and continue their theoretical studies through distance education and vacation courses.



Women teachers play a major role in our education system

In the case of what used to be called the "conventional system" students spend the first and third years in college and the second and fourth years on full-time class teaching as part of teaching practice with distance education enhancing learning.

The post 'A' level secondary teachers course for selected students lasts two years. There are a number of courses to upgrade serving qualified teachers to teach at another level. First there is a course to upgrade primary trained teachers to secondary school teachers level which lasts one year full-time. Then there is a two year part time course to upgrade teachers from sub-qualifications to standard qualifications granted by the University of Zimbabwe. There is the special education teachers course which is for experienced and qualified teachers and lasts one year of full-time study.

Teachers who do not hold a degree but wish to do a Bachelor of Education will either do this full-time or part-time with the

University of Zimbabwe. The Bachelor of Education degree has become more content oriented to enable the graduates to teach up to 'A' level.

The University of Zimbabwe offers a part-time post graduate certificate in Education.

Teachers' Colleges are run either by the Ministry of Education or private bodies in liaison with the University of Zimbabwe Associate College Centre.

Secondary teachers colleges fall into two categories — the academic and the technical. The academic colleges require a students to major in up to two main subjects. Mathematics, Science and Home Economics are often taken each on its own. The technical teachers' college requires a student to take one technical subject and one academic subject. In addition all students do the Theory of Education.

Primary colleges on the other hand, require each student to study all the subjects offered in the primary school curriculum. □

**The Editor wishes to inform readers that
they are free to open debate in the
column Talking Point and on the Letters page.**

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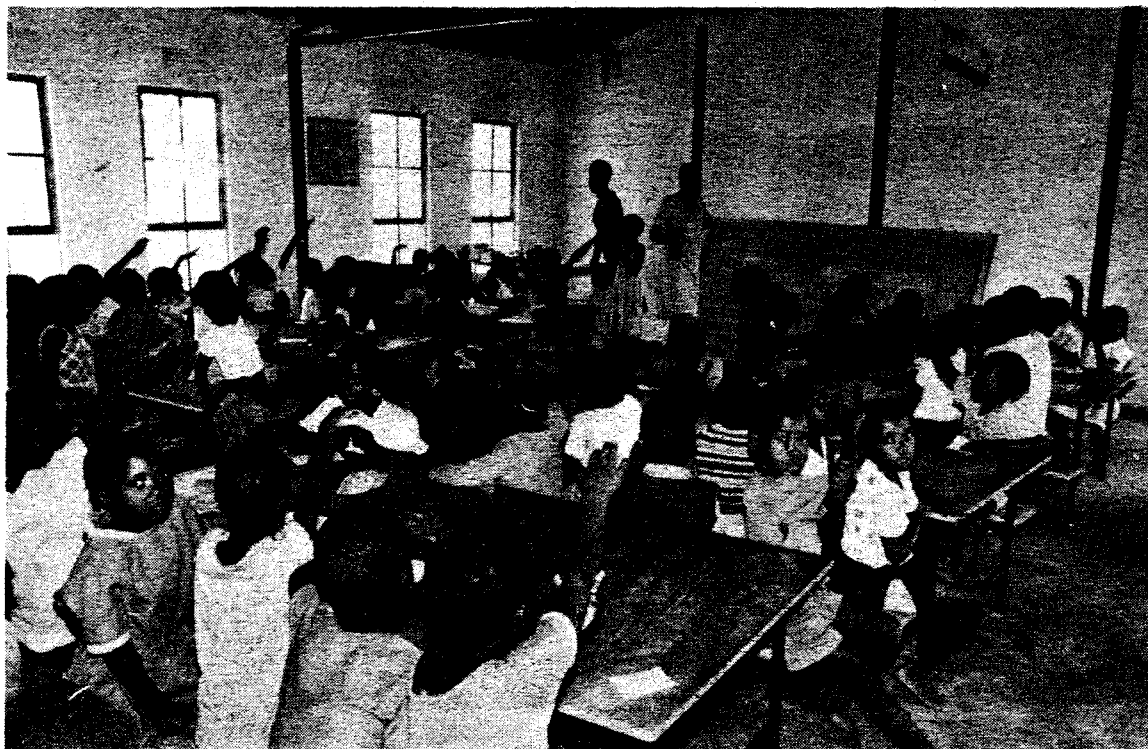
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Education Policy in Zimbabwe since 1980

By S.T. Magumise of the Ministry of Primary and Secondary Education



Education is the basic human right for child development

Education in Zimbabwe is considered a basic human right, necessary for social and economic development. In that light the following policies and programmes are being implemented.

- (a) The Ministry implements the policy of education for all as a prerequisite to all forms of national development. Work has proceeded and continues on developing education programmes relevant to the needs of Zimbabwe.
- (b) The policy of free and compulsory primary education provides open access to education to all children who wish to attend. There has been an active programme of primary school construction in marginal deprived areas, and the registering of primary schools in commercial farms.

Grade 7 is no longer a terminal point and there is open access to secondary education in which area there has been great expansion. Government has directed a thrust in providing more secondary schools in the formally neglected rural areas, with government and government aided secondary schools being provided in every district as per population demand.

- (c) Education with Production is an important aspect of our education policy. This entails the integration of theory and practice and is applied across the whole range of academic and practical subjects. Its main thrust is the solving of life problems faced by communities in their quest to improve their environment and their standard and quality of life. It is when we are able to control our destiny at community level that we can hope to tackle our national problems.

The Literacy Campaign

In line with its policy of education for all the government launched the Literacy Campaign in 1985 to eradicate illiteracy from the estimated two and half million adult illiterates in Zimbabwe. Since 1985 two literacy evaluations have been conducted. The total number of literacy learners who participated in these evaluations was 51 589 and of this number 39 230 were declared literate. The number of those who participated in literacy classes was 39 776 and of these 23 221 were declared literate.

The war against illiteracy continues. The Ministry together with some Non-

Governmental Organizations, plays a leading role in the war against illiteracy. The Ministry provides reading materials and policy guidelines. It also trains personnel engaged in literacy, post literacy and basic education classes and coordinates such training programmes.

Adult education programme

The government is aware that universal education cannot be achieved using the formal education system alone. Alternative approaches to providing education are therefore needed. The government has therefore recognized the importance of adult and non-formal education because of the large numbers of clientele. To this end the Ministry created the Division of Adult and Non-Formal Education.

The following are some of the adult education programmes.

- (a) Registration of colleges (both correspondence and independent), afternoon-evening classes and study groups. The Ministry registers and monitors the courses offered at independent (academic) colleges to ensure that the courses are valid and recognized and that good teaching standards are

maintained and generally to ensure that students interests are protected.

- (b) The correspondence education through government aided study groups provides post primary education to all those who cannot be absorbed in the formal system.
- (c) Correspondence Colleges.

There are five correspondence colleges involved in providing academic secondary school education outside the formal system. In addition there are five others that provide professional courses by correspondence to students mainly but not exclusively, with 'O' level qualifications.

- (d) Zimbabwe Institute of Distance Education (ZIDE).

The decision to establish ZIDE was based on Governments' policy of education for all. The government felt that the organization and administration of correspondence education cannot be left in the hands of the private sector alone. ZIDE and private correspondence colleges will operate side by side.

- (e) Zimbabwe Integrated System of Secondary Education.

This is a Swedish International Development Agency (SIDA) funded pilot study which seeks to establish the cost and tuition effectiveness of a combination of half time face-to-face teaching and half time study of correspondence materials.

It is believed that adult and non-formal education programmes are capable of providing some of the answers to the problems of educational expansion because these programmes are cost effective.

Changes and Introduction of New Curriculum

Many qualitative changes are taking place in the curriculum. The machinery for developing the curriculum has been reorganized in such a way that there is participation by teachers and professionals at all levels from the school upwards. Both primary and secondary education syllabuses have been revised or redesigned to reflect a socialist orientation both in content and methodology. The curriculum now reflects the local environment. Attention is paid to local political and social values.

Our curriculum also emphasizes the vital importance of the sciences to our country. The development of the ZIM-SCI project is a testimony of this emphasis on science even under difficult conditions. Under this scheme low cost science kits are made available to secondary schools. This means that all schools can afford the science equipment and thus ensuring that the subject is taught well and practically.

Political Education in Schools

Political education was introduced rather late in the curriculum. However, different subjects such as Social Sciences, Geography,



After a happy day at school, these rural school children leave for home

History and Social Studies provide political education in their particular subject contexts. This to some extent tended to be fragmented and inconsistent since some subjects are more developed than others in terms of political education.

But, Political Economy as a subject will be introduced in our schools in January 1989 at Junior Certificate level. Political economy will offer a coherent ideological perspective as its subject matter deals with how people create societies, their economy, their political and cultural systems and laws that govern these processes. The subject will use problem-solving techniques, linking theory with practice and discussion. The methods encouraged are those that will help pupils to develop group spirit.

Practical Subjects and Education with Production in Schools

The introduction of technical education in our secondary schools is a key policy of government both in terms of socialism and in terms of development and employment. If people cannot control the technical process through which their country develops then they do not control the economy of the country.

Education with Production is a philosophy of education which tries to bridge the gap between academic and practical subjects. Education with Production was first implemented in schools run by the Zimbabwe Foundation for Education with Production (ZIMFEP) and it aims at instilling in pupils favourable attitudes towards practical subjects. The Ministry has adopted this concept of education in its schools.

Because of the shortage of equipment for technical subjects in schools, the Ministry started a tool kit programme under which secondary schools could apply for basic equipment for a technical subject. The equipment provided would help them to introduce the subject and teach it up to Form

2. To date 11 000 kits have been distributed to about 600 schools.

In the face of increasing unemployment among school leavers the Ministry introduced vocational/technical courses at 'O' level. A small number of pilot schools started teaching such vocational courses in 1988 and they offer courses such as Carpentry/Joinery, Machine Shop Engineering and Bricklaying. A Task Force has identified more schools for vocational education programmes in 1989.

This policy will ensure that at the end of secondary education every child will have basic developmental skills through having done some technical training during schooling. This will prepare students for the world of work.

Introduction of Shona/Ndebele Lessons to non-Shona/Ndebele Speakers

It is government policy that all Zimbabweans irrespective of racial or cultural background should be conversant with either Shona or Ndebele for communication purposes. This will enable all Zimbabweans to enjoy the rich linguistic and cultural heritage. It is believed that knowledge and use of the two local languages will help build national unity, national pride and minimize communication problems. It is in the light of this policy that the Ministry has made Shona and Ndebele compulsory at primary and secondary up to ZJC level.

Localization of 'O' level Examinations

In 1983 the government took a decision to localize 'O' level examinations with the cooperation of the University of Cambridge Local Examinations Syndicate. Progress towards localization has been made in the following areas:-

- (a) Marking.

In November/December 1987 almost 70% of all 'O' level papers were marked in Zimbabwe and about the same percentage was marked in November/December 1988. Over 3 000 markers have been trained since 1984.

- (b) Syllabus development.

Five locally developed syllabuses have been in use for periods ranging from 2-5 years. Final touches have been made to the remainder so that in 1990 examinations in these syllabuses will be written.

- (c) Setting of examination papers.

The training of 'O' level setters by the University of Cambridge Local Examinations Syndicate started in 1987. However, examinations for local languages have been set in Zimbabwe since pre-independence days. The training of setters is an on going exercise.

- (d) Computerization.

To complete the localization exercise, work is in progress in the computerization of administration of 'O' level examinations.

- (e) Administration of Examinations

The administration of examinations has been decentralized to the regions to allow for close monitoring by regional directors. In-service courses for senior

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and junior staff have been held to improve their administration of examinations. The Examinations Branch has been restructured and up-graded to a section headed by a Chief Education Officer assisted by two deputies.

Until full localization GCE examinations will be a joint venture between the University of Cambridge Local Examinations Syndicate and the Ministry of Primary and Secondary Education.

Pre-school education in rural areas.

Since the initiation of the National Early Childhood and Care Programme (ECEC) in 1982 the demand for child care centres has been growing rapidly. ECEC trainers have been deployed to eight provinces and are training trainers to train adults who have been involved in pre-school activities since independence.

It is estimated that at the grassroot level there are 12 000 rural pre-school personnel manning about 4 000 pre-schools on a voluntary basis. In order to ensure continuity of the programme, government gives allowances to participants in this programme.

Government in conjunction with some donors such as UNICEF provide grants to build ECEC shelters and for the upgrading

of existing ones. Community participation is an essential requirement for these grants. Over 100 centres have been built through the grants-in-aid scheme.

Pregnancies: Schoolgirl pregnancies in schools

When a schoolgirl falls pregnant the head of the school advises the regional director and requests for authority to expel the girl. The parents are advised accordingly and the Secretary for Primary and Secondary Education is also informed by the Regional Director. If another pupil is responsible for the pregnancy he too is expelled.

The Secretary can authorize readmission if the pupil concerned submits his/her application. The applicant must meet the following requirements:-

- The age of the girl/boy should be acceptable in terms of the regulations.
- If the applicant is readmitted it will be at a different school.
- The pupil is required to repeat the same class she/he was in at the time of expulsion.
- Readmission is only granted if this is considered necessary during the following year after expulsion.
- If the head of the last school attended and

the receiving school have supported the application, the application should be channelled to the Secretary through the Regional Director.

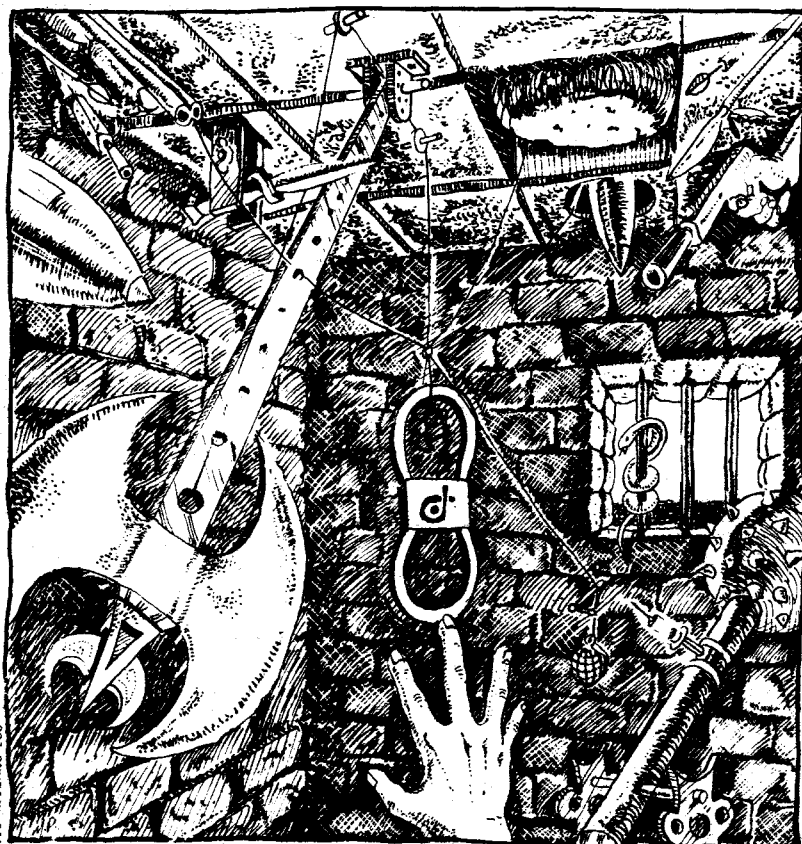
A serious attempt is being made to address the problem of schoolgirl pregnancies. It is intended to form "Vatete Committees" at all schools. It is hoped that once formed these committees will be useful channels of communication through which girls and boys will be counselled. The ultimate objective will be to drastically reduce school girl pregnancies.

Employment of school leavers awaiting training

School leavers join temporary teaching for a variety of reasons. Some take up employment as teachers with the hope of finding entry into teachers' colleges to train as teachers.

The number of applicants wanting to train as teachers has now outstripped the few places available at teachers' colleges. The Ministry encourages those untrained teachers who want to make teaching as their career to apply to teachers colleges.

It is still the Ministry's policy to continue employing untrained teachers, albeit, reluctantly. □



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ZIMFEP — Geared to Transform Zimbabwe Education

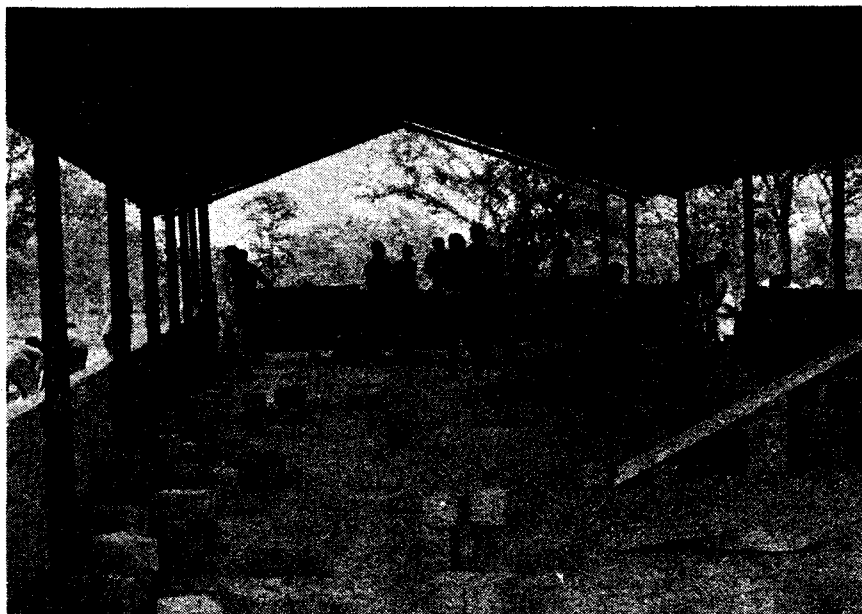
Submitted by the Education Department of ZIMFEP

ZIMFEP (Zimbabwe Foundation For Education With Production) is a non-governmental charitable organisation established in 1981 at the initiative of the then Minister of Education Comrade Dzin-gai Mutumbuka. At its establishment it was given a two-fold mandate;

- (a) to resettle the thousands of former refugee children who had been studying in camps in Mozambique, Zambia and Botswana during the liberation struggle.
- (b) to transform the colonial education system which Zimbabwe inherited at independence. This was a crucial task of pioneering educational experiments that could overcome the division between theory and practice, mental and manual labour, academic and practical subjects. This new approach which links schooling to real life and to the needs of the society became known as education with production.

The pilot schools that were set up to fulfil the goals and objectives of ZIMFEP were the offspring of the schools set up by the liberation movements in the forests of Mozambique and Zambia. Conscious of this rich heritage ZIMFEP aimed to build on this historic foundation and to keep alive the revolutionary spirit and promote the socialist goals of the struggle by implementing the following objectives:-

- To promote a new and revolutionary system of education through curriculum experimentation which integrated academic and practical subjects and introduced productive, income-generating projects in schools.
- To create job opportunities for school leavers by assisting them to establish industrial and agriculture producer collectives and by strengthening already existing cooperatives through the provision of training.
- To link the school with the local community by providing community education programmes which will help to improve the living standards of the masses and transform the rural economy.
- To continue the process of mental decolonisation by promoting national culture and by developing a political consciousness that reflects Zimbabwe's socialist goals through a programme of research, publications, community theatre, workshops and seminars.
- To strengthen the existing pilot schools by increasing the agricultural production, improving facilities for technical training encouraging appropriate technology, promoting cooperative production



ZIMFEP students building their own classroom

projects, providing an on-going education system for teachers and by establishing community education centres and joint school community rural industries.

- To spread the concept of education with production nationally by encouraging associate membership of ZIMFEP, funding small productive projects at rural schools, sharing our specialist services with other schools, publishing educational materials and by organising seminars nationwide.

Promote Education With Production

ZIMFEP had to have institutions like schools in order to carry out its aims and objectives. At the time of its establishment ZIMFEP did not have the capacity to run a single school, due to its financial and manpower constraints. It then decided to hand over the administrative part of the eight schools to the government. That meant that ZIMFEP was responsible for the provision of the infrastructure while the Ministry would administer the schools. ZIMFEP also was to solicitate for funds to purchase farms for resettlement while the other farms were provided by the government. A dual authority on an institution is non-operational. In view of this ZIMFEP entered into an agreement with the Ministry of Education. ZIMFEP was tasked with the following:-

- (a) to promote education with production through suggestions for curriculum reform and through experimentation on the eight farm schools set up for refugee children from Mozambique

and Zambia and on such other schools as designed by the Ministry of Education.

- (b) to control and support building agricultural and other productive activities in these schools and to ensure that they are run efficiently.
- (c) to assist pupils who complete their education in these eight schools to find employment through other development projects.

The Ministry of Education had to:-

- (a) Make available from whatever land is allocated to the schools from time to time, adequate land for agricultural development and school facilities for the seven projects viz:
 - Chindunduma Primary — Kemphaven Farm, Mashonaland Central.
 - Chindunduma Secondary — Chiruma Farm, Mashonaland Central.
 - Mavhudzi Secondary — Charlton Farm, Manicaland.
 - Nkululeko Primary and Secondary — Deanfield Farm, Midlands.
 - J.Z. Moyo Secondary — Majoda Farm, Matabeleland South.
 - T.G. Silundika Primary and Secondary — Mbongolo Farm, Matabeleland North.
 - Fatima Primary and Secondary — Fatima Farm, Matabeleland North.
- (b) Supervise the productive activities at each project.
- (c) Develop curricula relating education with production.



ZIMFEP also imparts skills in carpentry

- (d) Hold seminars and workshops to promote education with production.

The number of students varied from one school to another. Each institution however was meant to accommodate about one thousand students.

Why Education With Production?

The educational experiments being undertaken by ZIMFEP aim to overcome the divisions between theory and practice, mental and manual labour, academic and practical subjects. This approach which links schooling to real life and to the needs of the society is what is called Education with Production.

The liberation movements chose this concept of education because:-

- (a) It was an ideological necessity and in line with Marxist-Lennist theory of linking theory and practice and of the centrality of production in the development of technology and wealth. The colonial education emphasized academic subjects which produced clerks and a few highly educated blacks to service the colonial system. Technical skilled and skilled jobs were a preserve of the whites. The rest of the blacks were confined to unskilled jobs.
- (b) Lessons learnt from other socialist countries like China, USSR, Cuba and Korea etc. Such countries, some of who were Third World Countries have made tremendous social, economic and political progress within a short space of time. Their education system was modelled to support and develop the socio-economic choices. This education system was always a polytechnic one.
- (c) The objective reality of the refugee schools demanded that students and teachers be self-reliant in every way possible. They had to construct their own huts, and provide their own food. In so doing the children learnt and produced thus becoming both "red and expert".

Schools with a difference:

Within the ten schools, six secondary and four primary, ZIMFEP seeks to achieve the following two specific goals which are linked directly to relevant schooling and employment creation.

To promote a revolutionary education system through curricular experimentation which integrates academic and practical subjects and introduces productive, income — generating projects in schools. To achieve this goal of curriculum change we have in all the pilot schools offering practical subjects like metal work, woodwork, agriculture, textiles, building and farm mechanics. Students are afforded the chance to practice what they learn first in the practical periods and then in what we call Production Units (PUs).

In theory and practical lessons, students are expected to gain knowledge of a particular skill. Curricular supplements — teaching/learning materials are prepared by the Education Division of ZIMFEP with the help of Curriculum Development Committees at the schools. These are meant to give students more relevant learning materials which are in line with the needs of the particular school and community. Thus supplementing the exam oriented skills offered by Curriculum Development Unit teaching/learning materials.

Production Units are a further development to practical lessons. Here students are afforded the chance to prepare themselves for life. In PUs students use the skills and knowledge obtained during theory lessons and practised during practical lessons to produce things which are needed in the immediate and neighbouring communities.

Students taking woodwork for example would group up with other interested students to form a woodwork PU where they would produce things like tables, chairs, beds, doors etc. for sale. This they would do after conducting a market survey of the products they want to produce. They then

plan their business, do financial control of their products sale and administer the every day running of their production units.

Academic subjects are not left out in Production Units. In almost all the ZIMFEP schools there is a school magazine production unit. The students use the language and writing skills learnt in the language subjects to produce a magazine for sale.

Production Units

Poultry Production Units, piggery, rabbitry, bee keeping, only to name a few, are some of Production Units found in pilot schools.

Here the students practice what they would learn in academic subjects like biology to improve on their knowledge and to generate funds. In poultry PUs when the biology students keep chickens for example, they study the effects of types of foods to chickens. They also encounter diseases and find ways of curing them without incurring losses. In piggery keeping, they do the same and the PU activities which enhance learning are countless.

The agriculture students are another case in point. They learn agriculture theory, practice planting on experimental plots and then form horticulture PUs or join up with the animal husbandry or poultry PUs. In addition the students will be using the farm as the largest PU where they learn about farming at a commercial level — All ZIMFEP schools are situated on farms.

We believe that PUs actually help students in reinforcing the main concepts taught in theory lessons and apply them in real life situations.

"If we want to develop this country we have to change the curriculum to make it provide the type of skills needed to develop our country". Minister Fay Chung — "Learn and Work" interview.

"To achieve self-reliance it is necessary to incorporate into the education system time for practising knowledge and skills, and time



ZIMFEP Association Members discussing issues in groups in a seminar

for experiences to mature. This kind of learning unites the mind and the hands with dynamic results" — Minister Dzingai Mutumbuka.

Curriculum Innovations

For in Zimfep, Curriculum innovations are linked with the learning realities and goals of Education with Production. The core of the principles and philosophy of Education with Production is the ability to interpret what one has learnt in class and apply it to the work situation. This is why we supplement to the methods of teaching. The ZIM-FEP educational research and publications department hold curriculum workshops where the best methods of teaching for Education with Production are discussed e.g. project teaching. We emphasise, for example, that a poultry project can involve language and maths classes as follows:-

- Languages: — instructions
— comprehension
— letters
— orders
— advertising
— grammar
— reports, composition

- Maths: — accounting (+, -, ×, ÷)
— graphs
— measuring
— weighing
— costing
— budgeting
— financial plans



Amal Banana admiring a basket made by students

Job Opportunities

The second goal which ZIMFEP has set to achieve is; to create job opportunities for school leavers by assisting them to establish industrial and agricultural producer collectives and by strengthening the already existing cooperatives through the provision of training. The School Leavers and Job Creation Division (SLJC) was created in ZIM-FEP to cater for the ZIMFEP school leaver population.

The efforts of this division extend from when the students are still at school. In the PU, the SLJC Division ensures that students are exposed to the life of work. They ensure that students are getting the skills which are complimentary to the development of a successful cooperative. Students are also exposed to cooperative training while at school within the PUs.

Since its inception in 1981, the SLJC Division has been able to help the ZIMFEP

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Books to build a nation



school leavers in job placement and job creation. The emphasis being on job creation. It is important to note that Cooperatives in ZIMFEP are not viewed as a dumping ground for academic reject. Thus in most cases students decide to join coops while still at school. When they form these coops after school, those without 5 'O' Levels are encouraged to supplement.

ZIMFEP Supported Cooperative

1. Front Line Fabrics (Chegutu)
2. Shiriye kutanga
3. Success Coop. (Bulawayo)

Building

1. Advance Building Coop. (Chegutu)
2. United Builders Coop (Bulawayo)
3. Progressive Artisans (Gweru)

Joinery and Cabinet Making

1. Grow More Trees (Chegutu)

Artistic Cooperatives

1. Zimbabwe Theatre Works (Harare)
2. Black Umfolosi (Bulawayo)
3. Tangwena (Bromley)

Agriculture

1. Future Economic Foundation (Lupane)
2. Young Workers Collective Coop (Filabusi)
3. Kumuka Kwevatema (Musengezi)
4. Uhuru Nakazi (Musengezi)
5. Mavhudzi Socio Economic Justice (Marondera)

Funding

ZIMFEP gives the coops capital equipment on a grant/loan basis. This is effective for five years as a lease after which ownership is transferred to the cooperators.

Working capital is only in the form of a loan. The idea of a loan is that any pilot cooperative to be effective does not just depend on donor aid. In future the SLJC Division intends for school leavers to start school leavers cooperatives with assistance of SEDCO and AFC.

This decision was also reached from the fact that none of these cooperatives have made a loss since 1986. In fact some have made profits. In 1987 Shiriye kutanga — made up of women school leavers made the highest profit, followed by Kumuka Kwevatema.

Services given to Cooperatives

Support services are being offered to cooperatives by the ZIMFEP SLJC Division by sending cooperators for training e.g. the joint One Year ZIMFEP — Kushinga Phikelela Cooperative Management Course.

The SLJC Division believes that there is not enough training offered to cooperators in Zimbabwe.

The District Development Fund programme with the Ministry of Local Government is going a long way in training cooperators. The members undergo a 4 year apprentice course in building, joinery or plumbing. ZIMFEP also give support



A workshop on textile design

services by training the school leaver cooperatives in research procedures. Product research and marketing and feasibility studies are emphasized. Strategic planning and control are considered to be siamese twins and all cooperative members are given training in these areas.

A series of seminars called "Cooperators speak out" are organised for the ZIMFEP school cooperators. These are done to help facilitate organizational development of cooperatives. These seminars are also intended to widen the cooperator's horizon and to understand the role of cooperatives in Zimbabwe. Cooperators are made to appreciate their efforts to control the economy of the country. The seminars are also intended to arrest mistakes through self-criticism and openness.

Future Plans

ZIMFEP intends not to increase the num-

ber of cooperatives but to make them more efficient and increase production capacity. This calls for more training and closer coordination with the Ministry responsible for cooperatives.

Mupfure Self-help College in Chegutu

This is the 11th of ZIMFEP schools while the other 10 schools are government schools where ZIMFEP is allowed to carry out experiments on Education with Production. Mupfure is different since ZIMFEP is the responsible authority. It is also different in that the students are adult ex-combatants and ex-refugees doing vocational training. Subjects offered include textiles, carpentry, building, agriculture, cooperative studies and other academic subjects which have direct relationship with the trade subjects. The students are divided into four departments, according to the trade area they choose. Four production units are formed



Chindunduma Primary School students doing sewing



Time waits for no-one

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YOUR FRIEND FOR LIFE

MICHAEL HOGG Y&R 183724

from the subject area department. These production units are run by the students and they function like small scale cooperatives.

After two years the students graduate and they are encouraged to form cooperatives. Those cooperatives are housed at the Chegutu Production Centre.

Rationale of the Production Centre

The production centre is viewed in ZIMFEP as a midwifing centre where all the cooperatives formed by ex-Mupfure students have to develop in capacity. They stay here for three years and after their level of production has expanded enough, they then find appropriate residence to operate from after conducting feasibility studies of appropriate areas.

Problems Encountered

Lack of understanding of the theory and practice of Education with Production. Many people look at Education with Production as meaning the production of agricultural produce or "child labour".

Many parents and teachers feel that Education with Production lowers standards. They feel that students should concentrate on academic work, thus ensuring success in examinations.

The foreign exam system hinders Education with Production. The examination syndrome still dominates current practices in education. Teachers teach for exams and strive to follow the syllabus which is not geared towards Education with Production.

The means of production are still controlled by transnationals or white commercial farmers who will insist on 5 'O' Levels in most cases including a pass in English or Maths. This tends to neglect the importance of practical subjects.

We also face problems of attitudes with the teachers from the war who had no acceptable qualifications when they came in. Most had to leave the schools. Most of the teachers and headmasters who are taking



Cde Benny Chisvo (with spectacles) an Education Officer of ZIMFEP at a seminar on the teaching of languages organized by ZIMFEP

their places lack the right attitude, the right orientation and the ability to change and implement such changes in their schools. It needs a lot of effort to help teachers, Educational Administrators as well as parents to change their attitudes towards manual work. The attitudes towards manual work which were inherited from the colonial times is negative. In colonial times manual work was for the uneducated and it was considered dirty. When teachers and headmasters are promoted it is rarely on how they implemented Education with Production but how they handle academic subjects.

Relevant training — most teachers are not trained to implement the concept of Education with Production. A lot has to be done with both serving teachers and those still being trained. There is still a critical shortage of teachers of technical subjects. Most schools are still depended on a high degree on expatriate teachers for technical subjects.

There is also a critical shortage of relevant teaching materials which help teachers

in linking the classroom with productive activities and vice versa. Most of the text books tend to be abstract, theoretical and unrelated to the world of work. There is also a shortage of technical books.

Most important of all is the problem of funds. While the government is funding the running costs of the schools and bilateral aid comes through the Ministry of Education, ZIMFEP still faces financial problems. Education with Production is expensive in terms of equipment and raw materials. We have not been able to equip all our schools efficiently.

ZIMFEP schools also face the problem of dual authority. The Ministry of Education is responsible over staffing as well as promotions of the schools administration and staff. ZIMFEP therefore often clashes with the Ministry Officials if we give instructions which we are meant to promote Education with Production while the Ministry Officials may think otherwise. □

Adult Study Groups — All must see Light

Education has been declared a right to every citizen of Zimbabwe regardless of age or sex. Most people could have sat for their Grade 7, Junior Certificate, 'O' Level and 'A' Level examinations long back but because of other commitments and the unsuitability of the situation they could not do so particularly during the colonial era.

There is an uncountable number of people who could not go back to school formally after the liberation war due to various reasons. In this regard the non-formal education section was set up to cater for such people. This section covers a number of very important sectors of education such as Afternoon and Evening classes, Private Independent Colleges, Correspondence Education, the Literacy Campaign and the Post-literacy Programme.

The literacy campaign which is a joint

responsibility of the ministries of Community, Co-operative Development and Women's Affairs has been extended to the minority speaking Kalanga and Venda languages and it is expected that in due course other languages will be incorporated.

A number of Adult Study Groups have been established throughout the country to cater for adults who are still itching to learn. One of such study groups is Chitepo Adult Study Group which uses Dangare Primary School in Sakubva and Sheni School in Dangamvura in Mutare.

The responsible authority of Chitepo Adult Study Group, Comrade Morris Brown Gwedengwa, said he is very pleased with people who have taken their time to go back into class and start the A, B, C, D... song.

"It's a noble idea to go on the education desk at an undesirable age. Some of us feel

too old to go back to school but I would like to say that education has no age limit", he said.

He added that a nation without education is dead. "We would like to have a live Zimbabwe and all people, whether in the army, industry or in the streets should be able to see light".

He reiterated that Chitepo Study Group is one of the centres in Mutare aiming at removing the education poverty and "we are fighting the education poverty war which we hope to win by the year 2 000".

There is quite a good number of members from the Zimbabwe National Army sitting alongside civilians and industrial workers fighting to eradicate illiteracy which is very

dangerous to any nation. Educated people are easy to lead and are helpful developmental-wise. Comrade Gwedegwe said, "I would like to see many people graduating at primary and secondary levels. I urge people to take this as an emergency taxi towards a rich Zimbabwe."

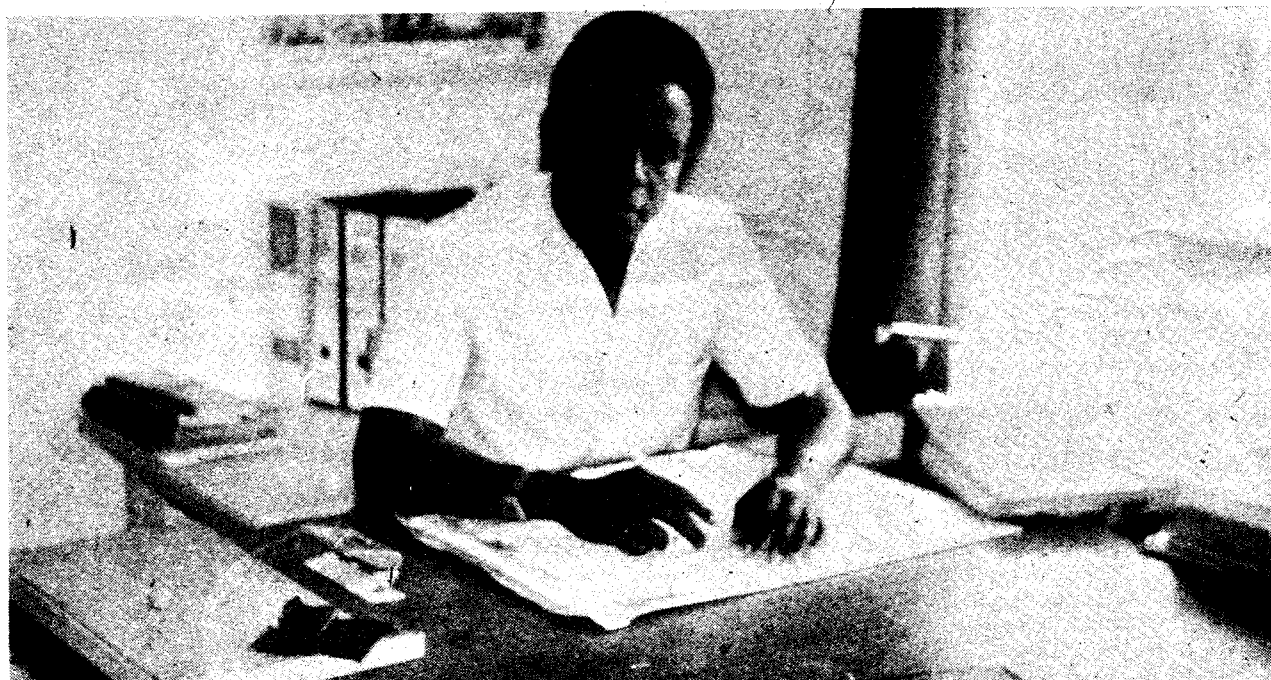
However, there are certain aspects which cannot go without mentioning in the Adult Education system. Many adult study groups especially in rural areas are being undermined by either poor attendance or lack of the teaching staff. In most cases male adults cannot stand the shouting and screaming of a young man or woman who in that case will be trying to share his knowledge with them. Some of them absent themselves from school whenever there is beer in the vicinity.

Due to these reasons women constitute the greater number of adults attending lessons.

One woman who decided to remain anonymous said that, "Men do not want to sit on the same desk with their wives because they fear that their wives can be brighter than them academically. This will shame them since they always want to believe that they are more superior than women".

The other thing that disturbs the smooth running of adult study groups lessons in rural areas is the fact that most of them are engaged in farming. Therefore, in summer they find themselves dedicating more time to their fields than to school work. □

No Age Group for Education



Mr. Michael Chisahwira, Assistant Welfare Officer for Adult Education in Marondera

They say music and women should not be dated but why not including education on the basis of no age line for education. So long as one is still able to write or read there is no limitation on which age is supposed to be holding a dictionary or a student companion text book.

The above are the sentiments echoed by the old age group of Marondera. The *Zimbabwe News* spoke to Mr. Michael Chisahwira, an assistant Welfare Officer for education in the municipality, who is the overseer of the Adult Literacy groups in Marondera. Mr. Chisahwira said that the groups are in 3 stages with an enrolment figure of 50, having 40 women and 10 men. He pointed out the feeling of shyness which befell

men to attend classes together with their female counterparts, thus having a lesser number of male students. There are two staff members who are on the municipality's payroll as Adult Literacy group teachers. The students' examinations are supervised by the Adult Literacy Organisation of Zimbabwe (ALoz) together with the presentation of certificates. Their classes are mostly conducted at Nehanda Community Hall.

Study Groups

Mr. Chisahwira also monitors the smooth running of study groups which are running studies ranging from Junior certificate up to Advanced Level (A-Level). On this scheme of study groups the enrolment is higher than that of Adult Literacy groups as most of the

study group students are those supplementing Ordinary Level subjects which they failed. The teachers are paid by the city council and then the council is reimbursed by the Ministry of Education. The study group teachers are technically termed 'mentors' who only advise the 'less equipped' in education.

To sum it up it is a very long journey from attending a pre-school to the primary school level then secondary and at last graduating from the University. So if one has to be egg-headed, he or she should go through all the above stages. All what is needed is dedication for 'it is better to have an educated nation than to have a nation of ignorant people', said President Mugabe. □

Main Messages on AIDS for the Prevention Programme

(Adapted from Danho Routano No. 19 of Masvingo)

This article is useful particularly because it is an educative means on AIDS, the wanton killer. Thus it arouses national interest because many people want to know more about AIDS and how it can be prevented.

Various issues on acquired immune deficiency syndrome, a disease which has so far defied the modern medical science, are treated below:

Facts About AIDS

What is AIDS?

AIDS is a new disease which kills. There is no cure to treat those who get the disease and there is no vaccine to protect people against it yet.

It is scientifically known as the *Acquired Immune Deficiency Syndrome*. This new disease attacks the body's defences, thereby weakening the body. As a result many diseases are free to enter the body easily killing it.

What Causes AIDS?

AIDS is caused by a very small virus called HIV (Human Immuno Deficiency Virus). Once this virus is in the body, it starts to multiply weakening the body system until the AIDS disease develops. A person can have the virus but with no symptoms of the disease.

How Does AIDS Spread?

- a) In Zimbabwe, the disease is commonly contacted through sexual intercourse. Previously the disease could be spread by transfusing unscreened blood, but this is *no longer* the case as all blood for transfusion is being screened for HIV.
- b) The other way a person can get AIDS is at birth, when a child is born from parents who are HIV positive, or AIDS victims.
- c) The use of dirty syringes and needles, that is, injections given outside clinics and hospitals will spread AIDS.
- d) Through receiving infected blood during blood transfusion.

Please Note

- a) AIDS is not spread by using the same plates, mugs of beer, toilet seats, stepping onto dirty toilet floors, shaking hands, mosquitoes, bed bugs or sneezing.
- b) It is only through SEXUAL INTERCOURSE or by birth, a baby born by parents who are HIV positive or through use of contaminated needle syringes or being transfused with infected blood.
- c) As long as the virus is already in someone's body, it can be passed on, even if that person has no signs and symptoms of the disease.

Why is AIDS So Dangerous?

In everyday life, the body has its defence forces that circulate in the blood as small particles. It is these defence forces that help it to fight any disease that attacks it. The HIV which causes AIDS destroys these defence forces once it enters the body, slowly killing them from inside. As a result, the defence forces slowly lose their power until they can no longer defend the body against other diseases. This means that if the body is attacked by any other disease, it is now defenceless, it cannot fight and it will die. Medicines can be given to slow down the attacking disease, but medicines alone cannot win if the defence forces of the body are all destroyed by the HIV.

This is what makes it so dangerous together with the fact that there is no treatment for AIDS.

How Quickly Does AIDS Kill The Body?

The HIV which causes AIDS works slowly and sometimes even rests for years, sleeping within the defence cells. While the HIV is resting, the body is well and healthy, and the body's defence forces continue to fight the disease.

Once awakened, however, the HIV starts to destroy these defence cells and the body suffers from more and more illness that last longer each time. As a result the defence mechanism start to fail, as the body suffers repeated illnesses. This takes several months and even years, until finally and in all cases, the body dies. The exact information on how long the HIV can sleep in the body is not known, as well as how long it will take the AIDS victims to die.

Who Are At Risk of Getting AIDS?

- Persons who are HIV positive
- People with some kind of other STDs are also at risk.
- Babies born to mothers or parents who are HIV positive or AIDS victims.
- People who use syringes and needles outside clinics and hospitals.
- People who have more sexual partners.
- People with more than one sexual partner.

How Wide-Spread Is AIDS?

Eight years ago, nobody knew about AIDS. Today it has invaded every part of the World. Everyday hundreds of people are dying from AIDS, and thousands more are getting infected. In a few years most of these people infected with HIV will die of AIDS as well. In some ~~ities~~ ^{ities} in Africa, one out of every 5 people is infected and the disease is still spreading. This makes AIDS one of the worst diseases that human beings, the World over, have ever faced.

In Zimbabwe the danger of people getting AIDS is now very serious. Approximately 1 in every 50 of the blood tested at the Blood Transfusion Service in Harare carries the AIDS virus. Previously no hospital in Zimbabwe saw patients with the AIDS disease, but now they are seeing many cases everyday.

It is known that there are many people in every part of the country who have the AIDS virus, be it in cities, towns, communal areas, farms or mines. Each time these people have sex with another person, it is quite likely they will pass on the disease. Some of them have many sexual partners in a year. These people may be having other sexual partners too. In this way AIDS is spreading very quickly throughout Zimbabwe.

How Many People With The AIDS Virus Will Die From The Disease?

A few years ago it was thought that only a few of the people infected with HIV would actually get AIDS. Today, however, there is strong evidence that at least half of those with the virus will die from AIDS, perhaps as many as 9 out of 10 within five years. It is very important to stop the spread of this disease.

Can AIDS Be Cured?

NO. AIDS CANNOT BE CURED. Symptoms of other diseases can be relieved by medicines but AIDS itself cannot be treated.

Can AIDS Be Prevented?

YES, AIDS CAN BE PREVENTED: It is known that the AIDS virus is spread through the sex fluids of an infected man or woman. So sexual intercourse with an infected

person must be done using condoms. The best advice would be to abstain completely.

- Those people who have several partners should use condoms everytime they have sex.
- The condom should be used only once after which it should be carefully disposed off.
- If a person has other STDs (Sexually transmitted diseases), then sex should be avoided even with a condom.
- It is advised to stay with one partner as having several sexual partners increase the chances of getting AIDS, as well as

spreading it.

- Persons who are not infected now need not fear becoming infected if they stay with one partner for life.
- Mothers who have AIDS or are HIV positive are advised not to have further pregnancies as they will pass on the disease to their babies.
- It is advised that people should not receive injections outside hospitals or clinics from a non-medical person.
- The problem on AIDS is now serious that everyone has a responsibility to help control it. Families can advise each other,

parents inform their children, workers encourage fellow workers, teachers tell their pupils, neighbours support neighbours. Those treating the sick must be reassured that AIDS cannot be caught by nursing infected patients. Neighbours infected by the virus need help and support. Like comrades in a battle all are fighting together to stop the advance of AIDS. Battles are won when the front is united, active and strong. Together we can help fight the spread of AIDS.

For further information contact your nearest health centre.

Health Education on AIDS — Guidelines for Action

(Adapted from Danho Routano No. 20)

This article provides general advice and guidance for those planning health education and counselling activities on AIDS.

In the absence of a cure or vaccine, changing behaviour through education is the most important way to prevent and control the spread of AIDS. Firstly, however, it is important to be clear about what actions to promote. On the basis of current knowledge, actions for reducing the risk of HIV transmission through sexual behaviour are summarised below:

- Keeping to one sexual partner, or limiting the number of partners to as few as possible;
- avoiding sexual intercourse with someone who has had many sexual partners;
- practising 'safer' sex i.e. avoiding mouth-to-genital contact, avoiding sexual intercourse with many partners, and/or using a condom during penetrative sex.

Work Through Local Groups

People will usually be more easily convinced, and more willing to change their behaviour, if approached by a trusted member of their own group rather than an outsider. Encouraging the direct involvement of your selected audience in the planning and implementation of health education campaigns is essential.

- Identify selected groups in the community, for example, adolescents, men and women working away from home, prostitutes.
- Find out which people have influence and are respected within each group. Do this by looking at the political, cultural and social organisations that exist. Or you could organise a health education competition (offer a prize-winning incentive) in order to identify the most talent-

ed and highly motivated individuals — who will then make much better educators than outsiders. This is particularly true of children and adolescents, who could design more appropriate teaching materials, and activities, for other youngsters.

- Find out what people feel and think about AIDS, and safer sexual behaviour. Do they think behaviour can be changed? Identify any incorrect beliefs that you will have to try and change. What beneficial beliefs and/or traditional practices could you reinforce and build upon?
- Provide simple training and try to find funds to provide their expenses and, if possible or appropriate, provide a small payment.

Make Your Advice Realistic and Acceptable

Consideration of cultural, moral, political and religious attitudes and practices are important in developing health education messages.

- Meet local politicians, parents, religious and other leaders and health workers to discuss the moral issues and agree on acceptable and effective messages.
- Choose messages that are relevant to current social behaviour, so that people take them seriously.
- Do not pass moral judgements on the sexual activities of the communities you work with. Where possible, concentrate on making existing sexual practices safer.

Campaign creatively — use the traditions of drama, story-telling and song.

Use Effective Communication Channels

- Individual and small group counselling is usually the most effective way of changing people's behaviour. You can make the message specific to the needs of a particular audience. Check that they have understood by asking questions. Person-to-person methods are better for explaining information, relieving anxieties and helping people make decisions about their own sexual and other risk behaviour.
- Help to make any talks/discussions more interesting with well chosen visuals, such as large drawings, cartoons, slides or pictures cut out of magazines.
- Use the traditions of drama, story-telling, songs or other oral communication methods. Puppets are a good example; they can be made cheaply and are fun to use. It is also possible to discuss sensitive and potentially embarrassing topics — that would not be acceptable in talks or drama — through the use of puppets.
- Give local entertainers the basic background on AIDS and let them use their experience to adapt the message to their own words and music.
- Work with local groups in the production of leaflets which are appropriate to the needs and practices of each group. Leaflets are a useful back-up to counselling sessions. Make the language simple and use pictures. Try out draft versions to make sure that they are understood. Always include an address where people can go for further information.
- Only use posters as part of a broader health education campaign.

- Use the mass media — such as the local radio — for spreading simple messages and always make sure that you tell people where they can get further information and advice.,

Choose Messages Carefully

- Avoid using fear. Fear of AIDS, when combined with ignorance, can encourage misunderstandings about who is at risk and why. People will often respond to frightening messages by laughing them off or denying them. Your message should be one of reassurance that the disease can be prevented. If you do use mild fear tactics, always include clear statements about the actions people can take

to reduce the risk of getting AIDS, and where they can go for advice.

- Advertise safer sex as something worthwhile, exciting and pleasurable, rather than an inferior version of ordinary sex. Be positive in your advice.
- Make your message as clear as possible. Use local expressions for words meaning sexual intercourse, oral sex, anal intercourse, penis, semen, vagina. For example, in some parts of Africa, condoms are referred to as 'gumboots' or 'raincoats'.
- You do not need to describe the complicated details of the virus that causes AIDS, or of the immune system in order to justify the safer sex message. Build

on concepts of disease and family values that the community already understand.

Evaluate And Share Your Experiences With Others

We are still building up experience on how health education can best be carried out in the struggle against AIDS. Sexual behaviours are extremely difficult to change and are influenced by a range of economic, social and cultural factors. Be prepared to share your experiences and to evaluate and modify your programmes.

Dr. John Hubley, Senior Lecturer, Health Education Unit, Leeds Polytechnic, Calverley Street, Leeds LS1 3HE, U.K.

AIDS A Worldwide Effort Will Stop It



Poster from California depicts the isolation of people with AIDS.

Don't Die of Embarrassment

Yes, it could be embarrassing to ask a man to wear a condom, especially if you don't know him very well.

But that's exactly who you need to ask — the man you don't know.

And if he says no, so can you. Because you just can't be sure who's infected with the AIDS virus.

Not having sex is one sure way to avoid AIDS. If you decide to have sex, using a condom is your best protection.

It's as simple as that.

AIDS is incurable, and if you get it, you'll likely die.

So start carrying condoms and tell your partner to use them.

Because the consequences of getting AIDS are more than just a little embarrassing. They're deadly.

AIDS

If you think you can't get it, you're dead wrong.

AIDS — The Wanton Killer

In the forests of the night
Like a thief, Marshal AIDS comes
Working in ambush ready to fight.

His invisible, riotous armoury arm
With tanks, rugs, phantoms, wrecking,
shield, don't come to harm.

A Wanton killer, AIDS
No respect for man, wife
No sympathy for the AIDS.

AIDS spreads like bush fire
Burning body's resistance to ashes
Raging, as if on fire.

One man one wife
Your new motto must be
For the sake of precious life.

Prevention is better than cure
The old adage goes
Be-wise and stay pure.
Victimised you must die
Hundreds to AIDS have succumbed
The risk, countrymen, is too high.

Self proclaimed doctors avoid
Unsterilised needles they use indeed their
work is but void.

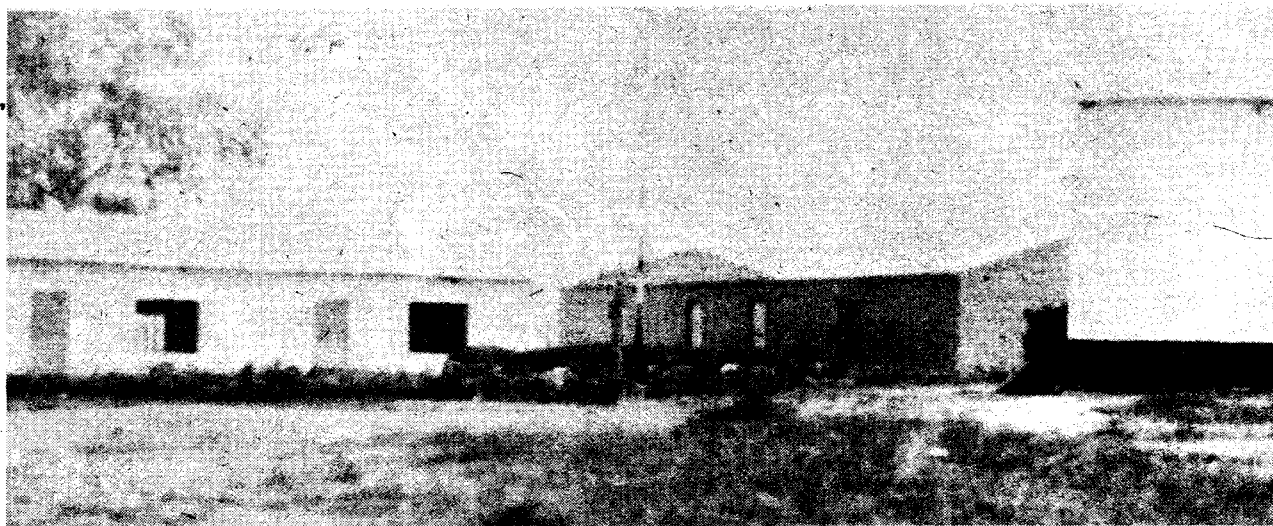
Doctors, check blood first
Before they conduct a transfusion
Avoiding the monster's killing thirst.

Many have lost their lives as dear
No known cure as for now
To rules of morality so please adhere.

P.C. Mabhedhla

Health Assistant (Makosi Resettlement)

Community Geared up to Renovate School



Tazvinzwa Primary School springs from war ravages

Anyone who passed by Tazvinzwa Primary School in Mawungwe District, Makoni, near Headlands soon after independence cannot beyond any doubts believe his eyes if ever he happens to visit the school today.

The school was left without any standing building by the war ravages. Some people took advantage of the war and made a scramble for the furniture, roofing sheets, bricks, windows and door frames or whatever they laid their hands on and deemed useful.

All this happened after the school was closed in 1977 after the Rhodesian Forces had repeatedly visited it and harassed the pupils and the teachers. People in the community said that it was then rumoured that the school was going to be used as a camp by Auxilliary forces. The fear of having enemy soldiers based permanently in their area terrified many people and resulted in the school being reduced to nothing.

In April 1980, people started to feel that their children needed education. Comrade Joseph Samuwi who once taught at Tazvinzwa School, then known as St Michael, in the sixties became the headmaster. Lessons started under the trees and pupils used to sit on the ground.

In the first place there were only three teachers including the headmaster and classes were offered up to Grade 5. The first 3 teachers were: Comrade Joseph Samuwi, Margaret Madzivanzira and Comrade Chibanda. Those who finished Grade 5 at the school would go to the neighbouring Mupururu School which offered classes up

to Grade 7. Comrade Madzivanzira used to take joint classes of Grades 4 and 5, Comrade Samuwi — Grades 2 and 3 and Comrade Chibanda concentrated on Grade 1.

By August 1980 more teachers were sought and the number of school children had increased. A Parents Teachers Association was set and the community was asked to start making contributions for the rehabilitation of the school. This presented no problem because the parents were itching to have their children educated.

With the help of the government a block of 3 classrooms was built and completed by the end of 1980. 1981 saw major developments taking place in the school. Another block of 4 classrooms was built and 3 teachers' houses were renovated.

At the beginning of 1982 Tazvinzwa School started to offer classes up to Grade 7. The first batch of pupils who had finished their Grade 5 at the school and transferred to Mupururu School for their Grades 6 and 7 were asked to return and resume their studies at Tazvinzwa. During the same year an administration block and 2 more teachers' houses were built. This brought a new look to the war ravaged Tazvinzwa Primary School.

The school started to cater for children from the surrounding resettlement areas since no schools were established by then. More teachers and materials came and the community did not sit back to relax. They kept on constructing more buildings. The bricks which were used partly came from the community and from the remnants of the barns in deserted farms.

In 1983 it was discovered that pupils who completed their Grade 7 were having

problems in securing form one places. At that time there was only one secondary school in Chendambuya, Rongwe Secondary School.

In that respect people decided to start a secondary school at Tazvinzwa. In 1984 the secondary school started to operate using the church at the school as their classroom. There were only two teachers initially, Comrade Edgar Nyakupanda and another lady teacher, Comrade Karuwo. Comrade Nyakupanda was in the first place teaching Grade 7 at the primary school. More pupils started to enrol and the problem of accommodation arose.

The Parents-Teachers Association met on several occasions and it was ultimately agreed that a secondary school be built in the vicinity. In 1986 the new secondary school situated right at the foot of Mupururu mountain became operational. The school was named Tsavira after a small stream which is near the school.

During construction, every family was required to provide 1 500 bricks. Each family was also asked to provide a member who would go and work at the school. These people used to carry water, sand, bricks and the like. School children used to go to work at the school during holidays.

Recently a creche to cater for local pre-school going children was established at Tazvinzwa School and a number of adults have sat for their Grade 7 exams at the school. Some of the parents whose children go to Tsavira Secondary School said they were very pleased with the tremendous developments which have taken place. They however, expressed discontentment at the acute shortage of fully qualified teachers at the school. □

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A Good Example from Nyameni Primary School

Nyameni Primary School was built in 1987 with 4 blocks of 4 classrooms each. The school has grades one to seven staffed with all qualified teachers. *Zimbabwe News* visited the school recently and spoke to the school secretary Mrs. Dzi-va and Mr. Makondera, a Grade 7 teacher. They both talked on the success of the school. They boasted of having the highest rate of Grade 7 passing pupils for the 1988 examinations.

Production

The school is engaged in education with

production by growing vegetables and maize. They are planning to venture into a poultry project under the Zimbabwe Foundation For Education with Production (ZIM-FEP) programme aid. The children are also participating in cultural activities such as marimba, jerusarema and drama. They have formed Scripture and First Aid uniniions which are all getting favourable response from the pupils. In sports they play football, netball, rugby, volleyball, tennis, running, high jump, swimming and basketball.

Enrolment for 1988 was 631 and they are

looking forward to an increased number for the year 1989 which will mean an adaption to hotsitting. Most of the teaching staff were allocated houses by the city council of Marondera. The school's problem is lack of a library to keep the books donated by the Brothers Foundation of America. What is needed is a proper library room to shelf the books. Judging by the time the school was built, it shows much dedication of the teachers and all the people, on the quicker improvement of Nyameni Primary School. □



Build Blair Latrines to Promote Your Health

Call it a blair toilet or latrine if you want but the fact remains that it is the wish of the government that each family in the community should have their own latrine. Many people in Zimbabwe are now proud owners of a blair latrine. They like these latrines for various reasons: When properly constructed, they do not smell or attract flies; they are easy to maintain; they are safe for children to use; they are private and can also be used as hygienic bathing places and they are inexpensive to build.

For people who want to join others in building projects or latrines, it is easier to contact or to be in touch with many people in the community who can share information about building latrines. Find out more by talking to health workers, community leaders and to people who have already built latrines. The interested party must also read books which contain information about building latrines. In addition, also ask about helper organisations who offer assistance with latrine building projects in your area.

Group helpers can also assist to dig the hole for the latrine, provide water for building and some food for the builders and to collect sand, stones to the building site. What else? They can mix the concrete, mortar and lift the concrete slabs.

While the builders decide about the quantities of materials for building one latrine, each family should choose the building site together with assistance from the local health worker. □



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Derries of Shashi Fights the Odds

Derries of Shashi Co-operative in Bindura, is still struggling to make headway, four years after its formation. However, its members remain hopeful and committed to the principle of co-operatives.

This agricultural co-operative occupies nearly 1 500 hectares of arable land 22 kilometres to the north of Bindura's Commercial farming area. In most of the land they planted cotton, maize, beans and groundnuts.

The co-operative was formed on the 4th November, 1984 with a membership of 78 Youths who had been recruited by the Ministry of Youth, Sport and Culture from its Youth Training Centres. Soon after its formation some of the members left to join the paramilitary and others were expelled because they had embezzled co-operative funds. It now boasts of 29 strong members. Among the group are 9 former freedom fighters who laid down their guns to take up farming as a career.

Training

Some of the co-operators are graduates of Chaminuka Youth Training Centre and Pangani near Bulawayo where they did agricultural courses. The co-operators are also fortunate in that the majority of the ex-combatants did co-operative movement courses in socialist countries during the liberation struggle. Recently the co-operative acquired the services of a youth who did a mechanical course at Chaminuka who is now responsible for the maintenance of their tractor.

The youths still need training in various fields particularly in bookkeeping and management but finance is hampering the training programmes. So far, the courses that they have done have been sponsored by non-governmental organisations.

Last season the co-operative had an average harvest. According to the Secretary of the co-operative, Cde. Victor Dube, they harvested 996 bags of maize, 239 bales of cotton and 20 bags of beans.

Their main ambition is to venture into tobacco growing. One of their members is doing a course on tobacco growing at Trewlaney, near Darwendale. The course is for 10 months.

Sharing Profits

The profits from the proceeds of the co-operative are shared equally among the members of the co-operative at the end of the year. Usually each member receives \$700. But members have many benefits be-



Derries Co-operative in a bid to mechanize their farming activities

sides the \$700. Throughout the whole year they are provided freely with the following items: soap, cooking oil, sugar, maize meal, clothes, cigarettes etc.

Problems

During the formative years of the co-operative, some of the members of the co-operative stole co-operative money and fertilisers. They managed to recover the fertilizer. All the members who misused co-operative property were fired.

"With some of the setbacks we have met on the way, if we had not been dedicated and had a strong leadership, we could have folded up a long time ago. We are determined to work hard for our survival in the world of self-reliance", said Comrade Victor Dube.

Lack of commitment among some co-operative members was one of the major problems hampering the development of the co-operative.

"Commitment is not something that you force into people by a chain of stringent rules and regulations. Members need to see the benefits of whatever project it may be", added Comrade Victor Dube.

People venturing into co-operative business should therefore identify potential markets before starting production to ensure viable projects. Co-operative leaders need to be imaginative, courageous and determined to enter meaningful enterprises. Co-operatives are business enterprises — they have to be viewed as such by all those who join them.

However, the situation has changed as the co-operators are now beginning to receive good rewards of their efforts. The members therefore need the active participation of the Government in their operations. The Government should create a co-operative bank where co-operatives can borrow money.

Thus with Zimbabwe now pursuing the cooperative issue much more vigorously as a way of both enhancing development and creating jobs, all those concerned particularly ZANU (PF) should realise that there can be no viable alternative to efficient planning and management than in the co-operative movement.

The co-operators also urge the Government to form a Co-operative College where would-be-co-operators can learn co-operative skills.



Poised for Success

At present there is not much coverage of co-operative activities in the country. Reporting on co-operative development is a very serious matter today in Zimbabwe. The success of co-operatives would have an impact on Zimbabwe's true economic independence. It is for this reason that the co-operative members are seeking good media coverage.

Relationship

The members have a good working relationship with neighbouring commercial farmers except for one nasty incident which happened recently. One white commercial farmer refused them access to draw water from a stream because the stream would run dry.

However, the commercial farmer is drawing water from the stream. The case has gone to the Water Court in Harare and is now waiting for the final verdict.

Advice

For many years the failure of co-operatives has been blamed almost totally on the ignorance or incompetence of the co-operators. Only now is the other handicap perhaps a much more incapacitating handicap — the failure of government ministries to co-ordinate issues related to co-operatives. Because the leaders have often stated that co-operatives hold the key to more job creation and to a socialist mode of development, it is to be hoped that all impediments such as bureaucratic red tape will be swept away

to engender a successful co-operative movement. Ways must be found whereby the needs of the co-ops, which must be many and varied, are addressed directly and speedily enough. Co-operatives in this country are ill-equipped and a strong administrative base must be accomplished with material assistance and technical know-how for the co-operators otherwise in the end the whole co-operative concept will have been a false start.

Those people who tend to sit back and wait for the Government or some aid agency to help them out of any difficulty or to promote any project could learn from members of the Derries of Shashi Co-operative who have proved that laziness does not pay. □

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Apostolic Faith Members Heed Government's Call

Forty Apostolic Faith members have pulled their resources together to form what is known as Chiwororo Agricultural Collective Co-operative.

The Co-operative was formed in July, 1983 in appreciation of the Government's call to form co-operatives as a weapon of the peasants and workers to counter mechanisms of capitalism. Since its formation the co-operative has never looked back and is now the talk of many people in the neighbourhood.

The majority of the co-operators were trained in agricultural activities at a Tobacco Institute near Harare and some are qualified master farmers who were trained by Agritex Officials. Others are still learning agricultural skills at the co-operative. The chairman of the co-operative, Comrade Solomon Kadyauta, is a former agricultural instructor at Ponesai Vanhu Technical Centre near Shamva.

Humble Beginning

Initially, Comrade Kadyauta wanted to form a co-operative that would spearhead the need of his pupils who had acquired agricultural skills at Ponesai Vanhu. He soon discovered that the graduates at Ponesai Vanhu were not interested in co-operative activities. It was at this time he approached members of the Apostolic Faith who were yearning to join co-operative ventures but did not have the know-how.

When the co-operative was formed, they received prompt help from the Ministry of Community and Co-operative Development and Women's Affairs in the form of the inputs, money to plough 40 hectares and build a diptank for their cattle.

At present they have widened the scope of their implements in that they have modern agricultural equipments of a tractor, harrow and planter, cultivator, disc plough, bomb-sprayer, slashing machine, water bowser and a modern trailer, all of which were bought with scarce resources. The tractor was bought through credit facilities offered by the Agricultural Finance Corporation (AFC). "We bought the tractor for \$81 000 and have not yet started repaying the loan. Hopefully in five years time, we will have paid the whole loan," said the Chairman of the Co-operative.

Looking at what they have done so far, there is no doubt that in five years they will be able to pay every cent of their loan. It is also reliably understood that the Zimbabwe Project will enable them to pay part



Vapostori are determined to increase cotton deliveries to the CMB

of the loan as they have offered them \$34 000,00.

Setbacks

Once the co-operative has harvested its crops, the major problem they face is that of transport. They usually hire Bindura Haulage at exorbitant prices. With the newly acquired tractor, the chairman believes this is going to be a problem of the past.

Another source of worry to the co-operators are their houses which are really shanty dwelling. There is only one big house which used to be of the owner of the commercial farm. *Zimbabwe News* reporters who visited the place were shown five families who are occupying the house and it is only these families who are having good accommodation. The chairman is determined to see that proper accommodation is provided to every member of the co-operative in a few years to come.

Their drinking water has also improved tremendously by the installation of a bore-hole and an electric engine. Previously they used to drink dirty water.

Peasant cattle from the Madziva Communal Area are causing havoc to the crops of the co-operators. A fence was erected with the help of a non-governmental organisation to counter this menace but the nearby communal farmers have resorted to uprooting the poles of the fence. In addition,

the Madziva peasants hunt wild game around the co-operative property. A report has been sent to both Shamva and Bindura Police, but no action has been taken so far.

Another problem is that when the co-op members took over the farm, they found out that farm implements had been taken for safe-keeping at Nijo Farm, as the farm had no occupants. Surprisingly enough, the management at Nijo Farm is allegedly refusing to return the farm equipment.

"When the farm was purchased for us in 1986, everything on the farm was meant to belong to us. But look what these people are doing to us... They refuse to return the property that legally belongs to us", comrade Kadyauta said emotionally.

There is also the problem of schools. The nearest primary school is ten kilometres away and the Secondary School is just across the river which makes it impossible for children to attend when it rains.

The co-operators highly praised the owner of Esting Estates who has helped them on several occasions by repairing their agricultural implements. They used to send their tractor to Bindura for repairs.

Words of Encouragement

Comrade Kadyauta made it clear that it is good that before forming an agricultural co-operative, the members should all be proven

farmers who are willing to work hard. Secondly, they should have a good financial base for the efficient running of the co-operative. Thirdly, the co-operative should be able to give its members some financial help when the need arises. Lastly, but not least, members should have the knowledge of how to operate and repair farm machinery.

Chiwororo Co-operative is unique in that since it was formed none of its members has

been implicated in bribery of fraud and the Chairman attributes this to the fact that the members as Apostolic Faith Adherents stick to God's rule - "thou shall not steal".

Comrade Kadyauta went on to say that when the concept of collective co-operatives was first announced in this country many hopes were raised. But many co-ops collapsed in the end because of the way they were set. The two most common causes of failure of co-operatives were improper plan-

ning by the authorities and the unpreparedness of the co-operators through lack of the right ideology or skills or both.

Some co-ops have failed because of the ignorance of members in running their affairs, as highlighted in some cases by squandering of capital which is mistaken for profit.

However, the setbacks do not necessarily mean that the concept of co-operatives as a sound socialist way of providing jobs and income to jobless is faulty. □

The "Cold" War in the Prison Service

In the October issue of *Zimbabwe News* of 1988 we published a story (p 39) entitled "Bitter About non-promotion". In this story two ex-combatants expressed their views and gave various reasons why they were not promoted in the Prisons Service in which they are integrated. Basing on their recent complaints, it would appear there is a 'Cold' or silent war between the ex-combatants as armed liberators of Zimbabwe and the old guards who formally served the oppressive colonial system.

At the beginning of December last year, one of the ex-combatants employed by the Prison Service came to the ZANU (PF) Headquarters at 88 Manica Road complaining . . . We asked to know his problem where upon he replied, "I came to the Capital City just to see the Minister of Legal and Parliamentary Affairs. As a representative of 'some' ex-combatants employed in the Prison Service in Bulawayo, I wanted to inform the higher authorities about the 'cold war' being waged against us by some reactionary elements in the service. Fortunately, I was directed to see the Director of Prisons, Comrade Langton Chigwida", said the man who declined to be named for fear of further victimisation.

It seems there has been harassment directed against some ex-combatants in the service as a result of an article which recounted their bitterness at non-promotion. Following is a case in point to prove the issue: Three ex-combatants namely Comrades A, B, and C one day decided to go and see their friend who was sick at Khami Prison near Khami ruins about 28km West of Bulawayo.

While there on the 10th of December 1988 different parties, one for junior officers and the other for senior officers, were held. In the hall where the juniors realised their party, the trio saw the Director of Prisons, Comrade Langton Chigwida, who later went to the senior officers' club. The later wished to see the Director in order to remind him of various letters they have sent to him concerning their personal grievances. So they went to the officers' mess and met Comrade D, also an ex-combatant whom they told that they wanted to see the director. Comrade D conveyed the message to the Principal Pri-

son Officer (PPO), who in turn went to tell the Officer in Charge of the Bulawayo Prison.

The Officer in Charge said that when he told the Director that three comrades wanted to see him, the Director demanded to know why they wanted to see him and whether they have used required channels to put forward their grievances. "So the Director of Prisons did not know whether we had new grievances in addition to those he acknowledged as having been conveyed to him through letters which of course he admitted were not yet replied", said another complainant who further charged that "our grievances fall on deaf ears".

The Director of Prisons explained to the Officer in Charge that if it were a question of their previous letters, he would not bother to see them but would rather reply. If the issue at all related to new grievances the Chef said he was not in a position to discuss them at a Christmas Party", said the third complainant.

After the officer in Charge had informed the trio about what the Director had said, he questioned Comrade D, "*Vanhu ava wavatora kupi?*" (From where did you get these people?) He answered, "They are my visitors; they also wanted to see the Director".

Later on, the trio asked if the Officer in Charge would give them a lift to town. He replied with a 'NO' because he was going to drive the Director. Faced with the transport problem, the three went into Senior officers' club to brief Comrade D about it. At the time, Chief Superintendent went to the place where Comrade D was sitting together with the three and some ZNA elements and demanded a packet of cigarettes saying it was his packet. True, the packet of cigarettes belonged to Comrade D but the Chief Superintendent wanted to take it by force, said Comrade C. When the Superintendent asked, "What are the names of the three and why are they here?" Comrade D replied, "they are my visitors".

The three also answered, "We are officers from one of the prisons in Bulawayo. We came here to see the Director of Prisons but

in vain". Once the trio's names were noted down the Chief Superintendent challenged Comrade A right in the club. Comrade A persuaded him to go outside the club to discuss the issue there.

As alleged, once outside, the Superintendent said, "You say you are comrades. You burnt down my home". He was replied by one of the complainants, "What you are saying is not good, but very serious especially if I report the matter to the CIO agents; it will not be good for you. You accuse me of burning down your home, where did you see me doing that? Can you prove it?"

The three further alleged that the Principal prison officer Mr. E. and Prison officer Mr. F. got out of the club. They went to where the trio was standing with the superintendent. "Suddenly Mr. E. twisted my left hand while Mr. F. assaulted me. I fell down. Mr. F. produced a knife, opened it, and," said Comrade A. Comrades D, C, and B rescued Comrade A. The three ran for their lives. They still allege that people in the club at the time witnessed the incident where the 'old guards' were up in arms against the ex-combatants.

"This can be nothing more than a cold war and violation of the government's principle of reconciliation", said one of them. The chief Superintendent framed charges against Comrades A and C. The legal basis for these charges is contained in the charge sheet and reads: Charged with the crime:-

1. of contravening the Prison Regulations 1984 made under the Prison Act as read together with section 6 of Mess and Club etiquette issued by the Director. Under these provisions, one of the persons that is Comrade C is charged with a crime of failing to comply with the above regulations with which it is the duty of the accused to comply.
2. of behaving in a manner unbecoming of the Zimbabwe Prison Service in terms of section 16 (a) (i) of the Prisons (staff) regulations, 1968;
3. of disobeying any lawful order issued by the Director in terms of section 12 of the Prisons Act (Chapter 21);

4. of being disrespectful . . . to a senior officer (section 3 (2) of the Prisons regulations 1984 and:

5. of being uncivil or quarrelsome . . . (section 3(26) of the same regulations (Supra)

In that, in December, 1988, the said member . . . being a member of the Service did:

1. Wrongfully and unlawfully, without authority or permission granted, utilised the club and its facilities.

2. Wrongfully and unlawfully when asked

to identify himself he stated that he was a member of the CIO when he knew he was not but a Prison Officer.

3. Wrongfully and unlawfully because of his behaviour in the club he disrespected the Chief Superintendent by saying "What is he" when he knew he is the officer commanding the Khami Prison Complex.

5. Wrongfully and unlawfully after being ordered out of the club became quarrel-

some and uttered 'bloody Pig' to Chief Superintendent.

"People mentioned on the Charge sheet as state witnesses were the very people who were beating or assaulting us", said the complainants bitterly. They also said they hoped the charges were going to be dropped as per instructions from 'above'.

However, they expressed concern over what they say, "The cold war will continue against us, ex-combatants, as long as these elements continue to dominate the Prison Service apparatus". □

Communal Farmers Making Major Break throughs



Government's desire to improve the lot of the masses

Since independence communal farmers have made their presence felt in the agricultural sector. During colonial years, communal farmers used to grow crops only sufficient for their family consumption. They would then sell the surplus if ever they managed to produce any.

In the post-independence period, communal farmers started to produce crops especially maize on a large scale. Having noticed that these farmers have the potential to contribute quite a lot to the total agricultural output, the government started to encourage them to grow oilseed crops and tobacco which earn more foreign currency.

This call has been welcomed by many communal farmers as evidenced by their growing cotton, sunflowers, groundnuts, beans and tobacco in addition to maize.

Comrade Kanisias Kunamira of Tazvinzwa village in Chendambuya near Headlands, is one of many communal farmers who embarked on growing crops such as cotton and

beans. Responding to a question by a reporter of *Zimbabwe News* as to why he had decided to grow beans, Comrade Kunamira said he discovered it last year that beans is more profitable than maize. He stated that a tonne of maize gives \$180 but a bag of beans can earn as much as \$178. "Considering the prices and the labour which is required to produce these crops, I decided to go for beans", he said.

Comrade Kunamira said that after hearing from the agricultural extension officers that people must grow crops like beans he planted beans on a small piece of land on a trial basis and yielded one sack last year.

The good and unexpected yield encouraged him to increase the acreage to 2 this year and he is looking forward to a bigger yield if the rains continue to be favourable. He reduced the acreage of maize but he had grown enough for his family's consumption and surplus for sale. Comrade Kunamira also said that he discovered that

with beans he can cut down transport costs since he can take his bags to the Grain Marketing Board using his ox-drawn scotch cart. He said this is impossible with maize and hence maize can give him transport problems and require more money.

Growing beans is advantageous according to Comrade Kunamira, because one can plant the crop twice a year which results in more profit. He went on to say that many farmers in the village grew cotton last year. On his part he had decided to concentrate on beans and groundnuts because his cotton did not do well last year. This was due to the fact that he does not have a spray-gun. He is in possession of all the required chemicals but uses brooms when spraying the crop. This gives him a lot of work which results in him having less time to attend to other crops. He however, hopes that by next year he will be in possession of a spray-gun if everything goes according to plan.

Comrade Kunamira plants his beans with compound 'D' fertiliser. Soon after germination he starts weeding so that the plants are not disturbed by the weeds. If ever some pests start to attack the plants, he sprays some chemicals. All the work from planting to harvesting is done by Comrade Kunamira and his family.

Many communal farmers in the village said they aspire to increase their farming products but stated that they are having transport problems to ferrying their produce to the marketing boards. Last year some farmers sent their products to the marketing boards as late as November. This resulted in them preparing for this season very late.

In Tazvinzwa village and other surrounding villages the transport problems were slightly alleviated by Comrades Guma and Gotora who used their tractors to carry maize to Chinyudze Grain Marketing Board.

(Continued on page 40)

The Challengers

“What are the Challengers?” asked a *Zimbabwe News* reporter. The question was directed to Mrs S. Ncube, an officer in charge of Youth projects in the Bulawayo North District.

The officer informed the reporter that “Challengers” is the name of a group of youths who have successfully established a multi-purpose self-help project in the Bulawayo North District.

The physical address of this Youth Project called the Challengers is 113 Thokozane Flats, Mzilikazi. The objective of the Challengers’ multi-purpose youth project is wide ranging in that it covers repair of electrical appliances, film production, shooting and showing, screen printing, film showing for fund raising, disco shows and so on. The aim is to raise enough money to finance the group activities and also for their own subsistence as a group.

The Challengers is a group of Youths which was started in 1987 by eight males. The group has taken it upon itself to challenge the financial difficulties that have beset its members of unemployed youths.

One of the youths who joined the group donated or offered a film projector. The group sought to be registered with the Bulawayo Youth Council and with the Ministry of Youth, Sport and Culture. Later,

the Ministry of Youth, Sport and Culture assisted with permission for the youth group to be allowed to organise film shows at various places such as at Old Nick Mine, the Cement side, Fairstar ZRP camp, at T.G. Silundika and at Robert C. Sinyoka.

So far the Challengers have been able to operate in the North Matabeleland Province with success. Various shows have been held in the city of Bulawayo at city Halls.

“We as government officials have encouraged the youths to form projects of their own interest. We teach them research techniques and project planning especially in areas where competition is less”, said Mrs S. Ncube when asked to comment on the role of the government in trying to solve the problems of youth unemployment.

“Members of the Challengers group”, she continued, “are eight including three girls. Their regular attendance at meetings is quite good”. According to Mrs Ncube’s view, the group whose membership ranges from 18 to 24 years of age is progressing well. For fund raising the youths are involved in distributing posters which they themselves print; their activities involve hiring cars and buses. Members also involve themselves in advertising to make known their shows. However, sometimes their shows are attended by very few people.

The record of the Challengers group activities indicates that from a show held from

the 3rd to 4th of September 1988 at Old Mine Hall the amount of \$375 was raised. Using some of this money the group constructed a record bar counter shelf which they sold at a profit to boost the Challengers’ purse. A Disco show held at Fairstar ZRP camp on the 23rd of September last year managed to raise only 25 dollars.

Below are the expenses, cost of materials and items bought by the Challengers as from September 3 to 23:

	\$,c
Food	55,00
beer	200,00
drinks	40,00
counter	15,00
rent	50,00
licence	75,00
20 single records	48,00
27 single records	48,00
transport	30,00
repairs and alteration	125,00

Given the fact that most of the youths in the Challengers group have no secondary education except one or two of them, one would not hesitate to say that these youths have talents of their own to enable them to fend for themselves.

Already, these youths have a record bar but are still looking for a workshop and a place for an office.

The Challengers say, “If youths do not plan their future, nobody will do it for them”.

Development Projects in Matabeleland South

Gwanda

Road Construction

Development in Matabeleland South Province has started to show good signs after the signing of the Unity Agreement between the two major Political Parties in Zimbabwe namely ZANU (PF) and PF-ZAPU.

In the town of Gwanda, road construction has been started by Partzansic Private Limited. Once the construction of the road to Guya has been completed, people in Gwanda and those from the communal lands around it will benefit a lot especially in transporting their agricultural produce to and from Gwanda and to other places.

Bakery and Sewing

The Women’s League has started various projects in Gwanda. One of these projects is a bakery. This project with more than

forty women was started three years ago and is involved in cooking and selling buns at pre-school centres, schools and beerhalls. Some of the buns are sold to owners of stores, shops and to the Ministry of Construction.

The problem with this bakery project is that the members have no plot or stand, or building from which to work. Presently, they work from a pre-school premises. The same applies to the sewing Project which was started in 1986 to make uniforms, skirts and dresses. It is operated from the ZANU (PF) offices in Gwanda.

Filabusi Area

Avoca Dam Construction at Advanced Stage

An irrigation dam is under construction at Avoca, just near Vocola in Filabusi District.

The Dam is expected to cater for the needs of many people from the District of Insiza. The people will be able to till and irrigate the land (fields) within their areas. Apart from being a good help to the local people, this new dam will also assist animals by providing drinking water. The nearby Avoca Clinic will not have a problem of water. With all the dissident activities gone, people are free to work in the communal lands and are at least expected to take part in the project expansion in the districts and localities in which they live. This will go a long way to further our struggle for economic independence.

The Avoca Dam, being constructed by the DDF will be the second biggest dam in Matabeleland South for purposes of economic expansion and irrigation to beat the problems of drought in the lowveld areas. □

Chinhoyi Set for Housing Boom



Comrade Godwell Khosa

Comrade Godwell Khosa, the town clerk of Chinhoyi said the town is expanding at a very fast rate than any other town in Zimbabwe. The main reason behind this massive expansion programme is Government's decentralisation policy whereby Chinhoyi has been chosen as the hub of the Mashonaland West Province.

According to the town clerk, within the past three years many Government institutions have established firm roots in the town. The private sector is also coming in greater numbers than had been expected before.

"We are continuously receiving many applications for industrial and commercial stands every month. All Government Departments are going to be represented in our growing town", Comrade Khosa said. Two huge office blocks to accommodate Government employees have recently been completed in the town centre. The only problem now faced by the Municipality of Chinhoyi is how to accommodate the civil servants that are to move in the town in 1989. Comrade Khosa expressed hope that through the co-operation of the Ministries of Local Government, Rural and Urban Development and Public Construction and other relevant authorities the problem is going to be ironed out.

Comrade Khosa also feels that it is the duty of the Ministry of Local Government Rural and Urban Development to afford the

town a growth point status and all the necessary help.

Housing Backlog

The Municipality has a housing backlog of up to 7 000 people. The stands, if available, are given according to the waiting list. Before anyone has to be given a stand he has to satisfy two conditions: that he does own another house and the ability to have funds to build the house. All the people on the waiting list have to be on the low income bracket.

At the moment the Government through the Ministry of Public Construction and National Housing has allocated funds to the Municipality that will enable it to build houses for the low-income bracket.

The municipality also encourages Government Ministries and private companies to build houses for their own employees. The town clerk is satisfied that they have achieved good results on this goal. In addition, the Municipality through its own funds is constructing houses for sale. They employ co-operatives to build the houses.

Despite all these efforts by the Municipality, the waiting list for the low income bracket continues to grow.

An effort is also being made to provide stands for the ever increasing number of people on the middle and higher income brackets. Stands are being surveyed in the low density suburb and will be allocated once all procedures have been finalised.

Squatter Problems

As to the squatter problem which had been rampant in the town, the town clerk pointed out that it had been overcome.

"The problem of squatters has been successfully overcome through the efforts of the squatter control committee that listed all the problems affecting squatters in the district", said Comrade Khosa.

However, there still remains the problem of people who come to sleep at the town's main bus terminus and leave in the morning. These people have indicated that they have been discharged from their places of work because they are old and have nowhere to go. The town clerk is going to see the squatter control committee about the bus terminus problems.

Industries

The town has been able to lure a few industrialists and already there are many applications of private enterprises who want to establish themselves. He gave the example of Superior Foot Wear and Blue Ribbons as some of the Companies which came recently to Chinhoyi. Of the companies that are to establish businesses, he mentioned Nehanda Chemical Industries which will manufacture farming chemicals and Makombe Industries which will process farm products like stockfeeds.

The town clerk also disclosed that talks are underway with a multi-million dollar company that wants to establish a stainless



More houses to beat accommodation problems

steel industry in the town. The company is going to employ more than 2 000 people. A host of other supportive industries are taking roots in the town.

The municipality will leave no stone unturned until the youth unemployment has been solved. To this end, the municipality has created the Co-operative Department. Through the assistance of this Department a piggery project is in the drawing board which will help ease the chaotic unemployment problem of the youths.

Failures and Successes

The current problems emanate from lack

of funds and the fact that the town was not envisaged to grow at such a fast rate. The infrastructure in the high-density suburb particularly roads, water supply, parks and welfare services are terribly poor. But with the assistance of the Party (ZANU PF), the Government and the people, they are prepared to face any challenges.

Since the attainment of Independence, tremendous efforts have been made to provide the people with the best services that they had not known during colonialism. In the area of housing, the stands that are being serviced are now far much better in comparison to the colonial era.

The sewerage system in the high density

suburb is being upgraded. Right now they are constructing a new \$2.6 million sewerage augmentation scheme to replace the current Chikonohono pond believed to pose a health hazard to residents around the site.

Women and Youth Clubs are sprouting in every corner of the town in order to keep the women and youth busy.

Comrade Khosa concluded by saying that the town can only prosper harmoniously if there is co-operation between the residents and the municipality. He also added that it is the intention of the local authorities to see that such a relationship has been maintained. □

Culture and Development



Development accounts for cultural changes

The culture of a people can be seen as a social product. It develops over time. Culture as it is, is not only the fine arts, but is everything acquired by a human being that is not physically inherited.

Culture is subject to change with time. As people advance from one stage to the other, their culture also changes to suit the new situation. In this sense, culture can be said to be the particular form of intellectual development of a community.

The dynamic nature of culture is overlooked by many people, especially in areas under development. People appreciate development but tend to forget that with a new mode of life, cultural changes occur. This is where the prevalent cultural misunderstanding among people emanates from.

Modernisation has created a very big gap between the youths and elders' understand-

ing of cultural activities. However, the Ministry of Youth, Sport and Culture in conjunction with individual groups is up in arms trying to narrow the gap between the two camps.

Development

Development also accounts for cultural changes. With the introduction of co-operatives women in most rural areas say their role in the society has changed. Before independence and long back, women were only responsible for house-keeping, field-work, child bearing and were passive in political matters.

Instead of spending most of their time at home, they are now involved in income generating projects. Their life style is now assuming new dimensions. This has affected their participation in cultural and traditional activities.

Even though people still engage themselves in traditional dances, women are no longer attending at regular intervals because of work commitments.

A number of elders cited marriage as the main area being affected by modernisation. A certain Mrs Moffat who sells traditional items in Mbare said in her home area it was not accepted for a young woman to get married before she was given 'chinu' (a calabash with beads and oil in it). The oil was used by the parents of the bridegroom. She said these days, girls are eloping before obtaining 'chinu'. She pointed out that parents try to encourage the youths to do so as required but because of the generation gap there are always some misunderstandings. However, she said that some people are starting to return to their roots as evidenced by the number of those who come to buy traditional items at her place. Mrs Moffat

also stated that she sees it as her duty to tell those who come to buy the items about our culture.

Changes

Comrade Alexander Kanemanyanga, an old man from Mutoko also said that people in his area are returning to their culture. However, he pointed out that his area has experienced some cultural changes. On the part of education, major changes have occurred because in the past it was only the children of the rich who used to go to school. Now everyone can afford to send children to school. This has been partly facilitated by the government's declaration that everyone has the right to education and the drift of people from subsistence farming to market gardening which has changed the people's standards of living.

He said that in the past people used to see the post rain season as one for resting. That was the time people used to brew beer. These days this time is dedicated to growing vegetables which earn them lots of

money. Comrade Kanemanyanga said that this does not mean that they have divorced from their cultural activities. Weekends are set aside for activities such as church-going, traditional dances like "ngororombe, tsonhera and jerusarema."

The youths are also encouraged to do the same so that our culture does not go down the drain. He added that in schools there is time specially set aside for traditional dances. So he does not see any way by which his people can leave their culture even though there are changes taking place. Comrade Kanemanyanga said they welcome cultural changes as long as they are constructive and developmental.

Another change which many people appreciate is the takeover of land distribution power by the local government from the chiefs. Many people in the rural areas said before the takeover, there was unfairness in land distribution and allocation of stands. They said in an independent country like Zimbabwe every person has the right to be

settled where he wants as long as it is legal. Some chiefs used to give priority to their kinsman and strangers were hardly considered.

In schools, pupils are trying to promote culture through the formation of culture clubs. Responsible teachers say that their objective is to promote cultural activities among school children.

Traditionally, young people used to spend most of their time with aunts and grandfathers but now they are spending the greatest part of their time at school. This means that teachers are taking the part of the elderly advisors.

Main areas of discussion in cultural clubs are Shona customs, music, traditional dances and some Shona drama. The other thing is to enable the pupils to speak fluently in Shona. This is done in a bid to enlighten the pupils on cultural activities. The pupils also debate on issues such as marriage, traditional medicine and the like. □

Zvematanda Artists and Sculptors

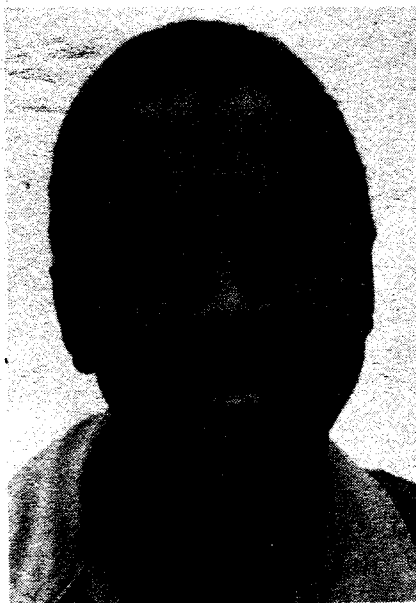
A group of male artists and sculptors resident in the second largest city of Zimbabwe, Bulawayo, started a co-operative venture in 1983 at the time when they were eleven members. This venture was legalised through registration in 1985. Membership has now increased to 18 among whom are school-leavers, two ex-combatants and a number of disabled people.

Most of the members are aged between 20 to 40 years and their educational qualifications range from Grade 7 to Ordinary Level. Only two members hold diplomas in carving: Shadreck Chivandire who studied for three years at Mucheke training centre in Masvingo for his diploma while Comrade Job Kekani obtained his diploma after frequenting the Rusape Training Centre for three years. The chairman, Comrade John Mamvura, has a diploma in Co-operative organisation which he obtained from Bulgaria. Most of the members are trained by the group or co-operative itself. Up to now, four members have qualified academically.

Place of Work

The Co-operative group works in Bulawayo at No. 22 Grafton House on the corner of Abercorn Street and Fourth Avenue in a small place or workshop. The group needs enough land upon which to expand its operations.

Government ministries have shown interest in Zvematanda Projects. As a result funds for the project have been contributed and material assistance forthcoming in the form of carving tools, dental drills donated to the group by doctors (these are used to



Comrade John Mamvura, Chairman of Zvematanda Co-op.

carve ivory), carpentry and building equipment.

Activity

Comrade John Mamvura, the chairman of Zvematanda Arts and Crafts co-operative said, "Our sculpture department has eight people who are involved in wood carving. We do make furniture and carry out ivory and stone carving. The type of sculpture we do covers furniture designing". He continued to give reasons why the co-op started. "We saw it as a means of solving our

problems collectively and market our sculpture jointly."

Six of the artists and sculptors are married and they derive, like all the others, financial benefits from their collective venture in that they share equally, more or less in terms of labour productivity to the group. Some of the shared proceeds are directed to solving social, economic and financial problems of the members.

Marketing

To get the financial proceeds which they share the group markets its products by exhibiting their artistic work. The exhibition is done through free-assistance of the Ministry of Youth, Sport and Culture. Through the Ministry's initiative, the co-op managed to participate at the 1988 Trade Fair held in Bulawayo. They were able to display their art.

At their pavillion at the 1988 Trade Fair, the Zvematanda group had an opportunity to distribute their pamphlets containing the history and activities of the co-op which also provides training services to school-leavers, the disabled and the ex-combatants. It was there that members of the co-op sold a coffee table which they manufactured for \$1040 and a clock for \$250. Since then the group has received more orders from the private and government institutions which are interested in Zvematanda items. At the time of writing the article, the group's bank account had \$50,00. There was little money because members share their profits regularly.

Future Plans

Since some of the group members are qualified builders, plans are underway to create a building brigade to serve the local community. They also intend to create Ceramic Poetry and Drama Departments. Poet and Drama Groups are in the process of formation. They have not yet generated money.

The group is also interested in plans for ivory carving but the problem is lack of equipment and space. Proposals for this development have already been submitted to the Ministry of Youth, Sport and Culture which is expected to create conditions to facilitate the use of development funds by the group. Now, there are about seven months without a reply to the proposals.

The Group's Wish

It is the wish of Zvematanda group that the government should also give them a job or jobs to design for historical purposes.

Youths throughout Zimbabwe are encouraged to create their own projects, work hard and to train others in skills and in solving social problems. □

The Arts and Crafts Co-op



Busts depicting traditional figures

The Zvematanda Arts and Crafts Co-operative is a wonderful example of how talents and untapped potential are maturing in Zimbabwe. Zvematanda's eleven members are all at different levels of creative growth and involved in discovering the importance of their long neglected cultural heritage.

Art is a reflection of our society, one which must be cultivated and nurtured, one that goes beyond nationality, creed or colour. It becomes a language of self-expression rooted in cultural heritage and develops into a language of thought. Sculptures represent the fresh thinking of artists seeking to be truly liberated.

For almost a year, members have worked full time at their workshop and at a week-long exhibition held recently, where they successfully presented over a hundred pieces of art. The Co-operative is committed to training new members, students and disabled persons in the arts.

Introducing the Art work
The type of materials used by the Co-

operative depends on what is available locally, together with some imported woods. Members are experienced in carving Imbuia, Mukwa, Jacaranda, Bone and Ebony, and are beginning to experiment with Afromosa, Serpentine and Verdite with amazing results! By trying out new materials, the Co-operative is constantly challenged to adapt and improve their techniques.

Busts, depicting traditional figures from village life are by far the most popular items produced. The photograph of a Zulu Chief included here is typical of how "life like" these carvings can appear. Sizes of *busts* vary from as small as ten centimetres to very large sizes. Prices naturally depend on the size and also on the type of material used.

Lyrical *statues* of dancers, warriors, tribesmen and musicians are produced, as well as *statues* with religious themes. Stone and wooden crypts and biblical figures are being made increasingly for a demand from local customers.

Some of the most exciting and original carvings are the panels. The artists produce

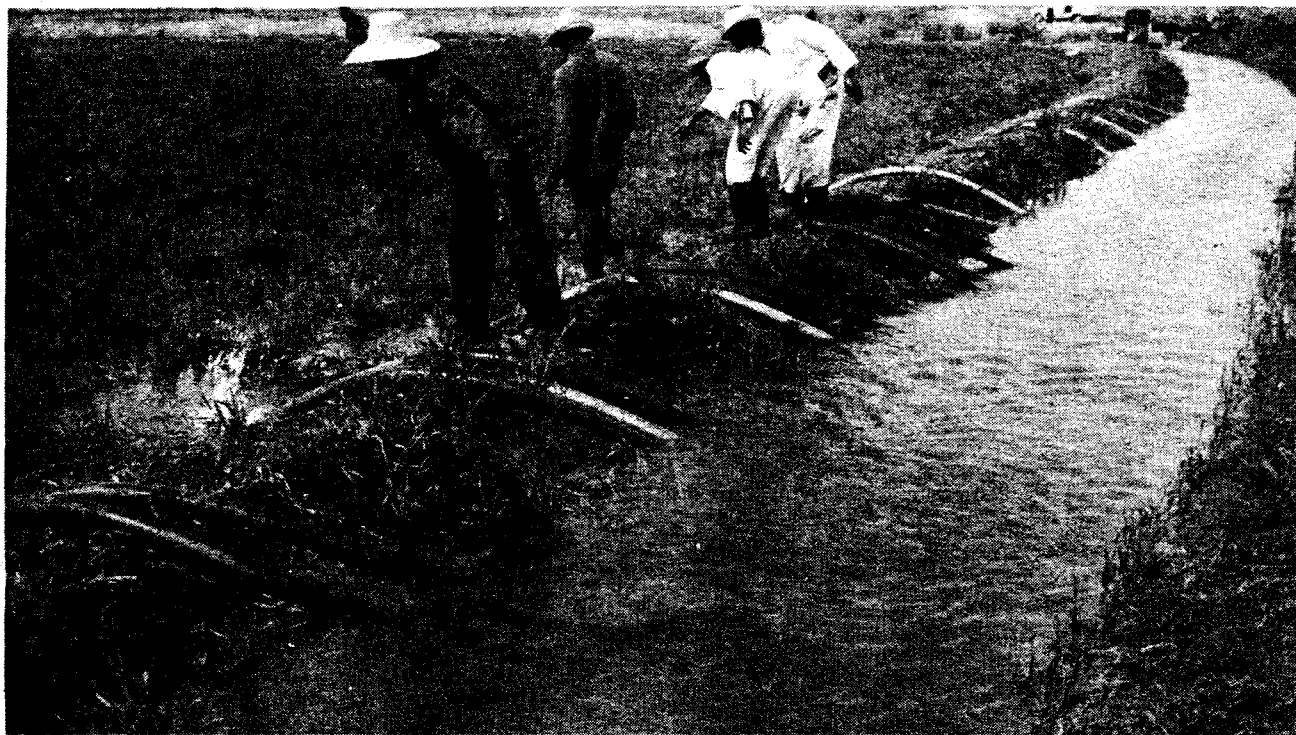
scenes of village life with Zimbabwean landscapes. The most ambitious panels produced so far have been of the early settlers, work in the gold mines, Great Zimbabwe Ruins and game scenes.

African art often is very practical. The carved cabinet seen in this magazine is one example of many pieces of carved furniture that can be made for our customers. Cooperators have carved wall-clocks, floor and table lamps, headboards, wardrobes and kists. They have plans to produce bar counters, chest of drawers, dining room sets and occasional tables. Prices for carved furnitures vary according to customers' specifications and can be quoted upon request.

It would be difficult to list (or provide photographs of) all the work that Zvematanda is producing. Essentially the artists continue to experiment with new materials and to give shape to their inspiration. Unique chess sets, intricate pillars of figures that are rare and fascinating to behold, abstracts, animals in stone and carvings of elephant bones are all to be found at their workshop. □

Fuve — Panganai Irrigation Scheme Transforms the Local Peasants

By T. Chitata



Irrigation Schemes are very beneficial to the people

Established in the Masimba Evanhu Ward in Zaka District Masvingo Province, in the driest but soil-rich area is the Fuve-Panganai Irrigation Scheme, only about ten kilometres from Siya Dam. Thanks to the Agritex Research Department and the local leadership for sitting such a project and for their assistance in educating the people to become involved in developmental projects.

The irrigation project, funded by Douch Casalt, a foreign donor organisation, depends on the Siya Dam (built in 1975/76) for water supplies. Some of the Siya Dam Water flows into the Manjerenje in the Lowveld for irrigation purposes.

Conflict with People

When the irrigation project was introduced to the local authority for implementation in 1986, the issue raised conflict with the communal people living in the locality. However, the local government Promotion Officers, the District Council Chairman with his fellow Councillors, and the Provincial Governor, Comrade Dzika Mai C. Mav-

haire, had to battle it out in an effort to convince the local folk that irrigation schemes are very beneficial to them particularly in the Lowveld where sometimes rains are unpredictable. Irrigation schemes are economically and socially beneficial.

In the same year (1986) in August Comrade Moven-Mahachi, the then Minister of Agriculture accompanied by the local M.P., Comrade Simbi Mubako, who is the Minister of National Supplies addressed a meeting at Fuve Business Centre to mobilise the people to accept the concept of irrigation schemes.

The meeting which may be described as purposeful, roused great interest in the local people and paved way for the successful establishment and development of the scheme. The people were taught to appreciate benefits of securing good food qualities which promote their standard of living.

The Fuve Panganai Irrigation scheme under which the Youth have also been allocated land, is an ongoing process in development: Phase one has now produced positive

results. The project so far has increased cereal production. The rural peasants with the assistance from the local agricultural officers have already effected qualitative transformation in agriculture. Maize is ripe.

The scheme is intended to be developed into Phase five. This new agricultural centre is expected to give high yields of maize, cotton, beans and vegetables this year. The local people now say, "It is the only way to combat hunger in this area". The irrigation scheme is advancing in terms of economic and social development.

Through their Ward Councillor, Comrade Chekenyere, the local people thank the government of Zimbabwe for its role to facilitate such a developmental project which made it possible the transformation of peasant farmers to commercial farmers.

Now, the people involved are also consumers of their own products. In order to enhance the activity, the Ward intends to organise an emulation programme for the irrigators. □



International

South Africa: Why Another Election?

By Lulama Tallman

The racist Pretoria regime is actively considering calling elections this year, to renew the apartheid tricameral parliament. We shall remember that last year, 1988, the regime held what was called municipal elections which were overwhelmingly boycotted by millions from the Black population. Two years ago, in 1987, the white community participated in their whites-only elections which saw the oppressed people launching a two day stay-away strike over the period of the elections. It is becoming clear now that the Pretoria regime is using the elections partly as a means of rallying its supporters together and also as a means of diverting the attention of the population from the real critical state of affairs in the country.

The major reason behind this string of elections is the all-round crisis in which the racist regime finds itself. The black majority is not prepared to accept any of the measures which Botha is introducing as part of his reform strategy. Everything that the ruling clique tries to impose boomerangs against it. When Botha imposed the tricameral parliament in 1984, the democratic movement of the people of South Africa warned that this apartheid structure will do nothing to extricate the country from the deep-going crisis in which the apartheid system finds itself. Today, five years later, those who imposed this tricameral shame are being forced to change one manoeuvre after another in their futile attempts to salvage it.

For the racist ruling clique, the age of illusion is coming to its ignoble end. The belief entertained for generations, that racial bigotry is an attribute of godliness, has come face to face with its own unique fate. The conviction that to be white was to be a missionary of civilisation, has given birth to a

tidal wave whose strength will not abate until civilisation in South Africa is reckoned in the language of freedom and democracy. The pursuit of the certainties of a bygone age has itself become the gravedigger of fond hopes that injustice could be rationalised into a system of thought, implemented as a practice and imposed as a decree, and be accepted by the victims of that injustice. Illusions closely held for many a year, that white minority rule would last an eternity, are stalking all the enclaves of white South Africa, proclaiming everywhere that, in fact, they are illusions, fleeting shadows without substance. The apartheid system is in crisis.

On the other hand, the oppressed black majority wants freedom now. They want to govern and determine the destiny of their own country today and not tomorrow. They have lost patience with all ideas that their liberation can be postponed for any reason whatsoever. They measure the purpose of life by no other standard than that it should have been spent in struggle for the liberation of their country. They have therefore shed all fear of death because the words *to live* have acquired the same meaning as the words *to be free*.

It was this reality which Botha tried to ignore when he imposed his tricameral scheme half a decade ago. It was this crisis that he was trying to manage when he handpicked the Hendrickses and the Rajbansis from within the Coloured and Indian communities to collaborate with him in the perpetuation of this crime against mankind. It was the determination of the oppressed majority to be free that saw Botha imposing his state of emergency in June 1986. As part of his worn-out strategy to recruit collaborators, Botha stage-managed the October municipal

elections last year. Once again, he failed dismally.

Crisis deepens

As the permanent crisis of the racist system deepens, the white community is beginning to realise that Botha can no longer guarantee its security. The white laager is disintegrating at a very fast pace. Some among them see their future in the eyes of Treunicht, Terreblanche and other extreme right racists. Others are beginning to realise that their security lies in building a united and democratic South Africa hand in hand with their fellow blacks. Botha now wants to use elections as a means of rallying whites back into the laager. He wants to confine their vision of the future to whites only politics. As it happened in 1987, we are certain that he will fail.

What Botha seems to be ignoring during his elections exercise is that the oppressed majority is not simply going to leave him to be trying one measure after another. They are determined to see the end of the apartheid system. They are therefore not going to fold their arms and watch as Botha stage manages another racist election. As the ANC has already made the clarion call for this year, the democratic majority will engage itself in numerous mass actions aimed at weakening the foundations of the apartheid system. There is no doubt that the elections that Botha is thinking of calling will not help in any way. However the mass actions that the oppressed are poised to launch will definitely see the further advancement of the forces of democracy, peace and freedom. They are determined to see to it that this year of mass action for people's power must and shall see them maintaining and quickening the forward movement so that they close the decade poised for victory. □



International

Nicaragua Negotiations: The Road to Peace

(From Embassy of Nicaragua)

On January 20 President Ronald Reagan will leave the White House taking with him the frustration of having failed to destroy the Sandinista Popular Revolution. Eight years after initiating an illegal policy of aid to contra bandits which has claimed more than 57 thousand victims and economic destruction in Nicaragua exceeding US 12 billion dollars Reagan is leaving, his dream unfulfilled, while the Sandinista Revolution prepares to celebrate its tenth Anniversary in July of this year.

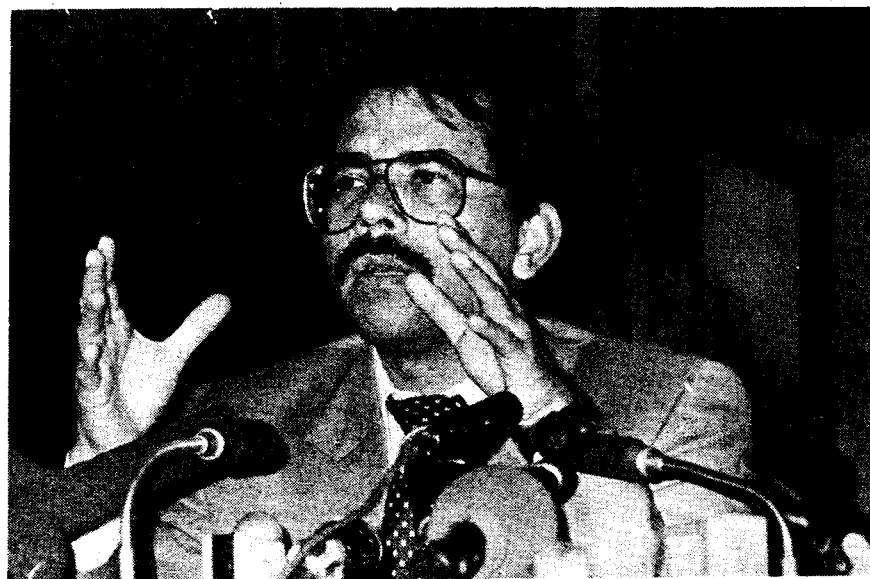
During these past ten years Nicaragua has

reiterated time and again its willingness to co-exist peacefully with its Central American neighbours and with the United States of America as well. This is why the Government of Nicaragua has been at the forefront, calling for immediate implementation of the Central American Peace Accords subscribed by the five Central American Presidents in August of 1987 and which so far have not succeeded in bringing peace to the region because of a systematic United States campaign of sabotage against every peace initiative, from the Manzanillo Bilateral Talks unilaterally suspended by Washington, to the Contadora Peace Process, the Caraballeda

Declaration, the Arias Plan and the Sapoa Accords. To this must be added the refusal of the Reagan Administration to comply with the ruling of the World Court, which specifically instructed the United States to put an end to its policy of aggression against Nicaragua.

The five Central American Presidents are scheduled to meet again on January 15 in San Salvador, five days before Mr. Bush takes office. Nicaragua sincerely hopes that the United States will permit its allies, particularly Honduras and EL Salvador to participate in good faith in the meeting and wish the Bush Administration, unlike its predecessor, will respect the wish of Central Americans to resolve differences through peaceful means, free from outside interference

The incoming Bush Administration should reflect on the reason for Reagan's failure in Central America and not make the mistake of trying to maintain a policy already defeated by the firm resistance of the Nicaraguan people and condemned by the International Court of Justice as contrary to



President Daniel Ortega Leader of the Sandinista Revolution

the most elemental principle of International Law.

For its part, Nicaragua will never waver in its commitment to the solution of conflicts

through negotiations and dialogue, which must be based on respect for the rule of law and the right to independence and self-determination. □

Putting Trowels together bears Fruits

The technique of getting together always brings success in our everyday life. With the call by the government to form co-operatives, there are ways one could beat the unemployment crisis creeping into our society.

Sunungukai Builders Co-op formed in 1984 is registered with 12 members, 5 bricklayers, 2 carpenters and 7 helpers. They started by each member contributing \$30.

the capital which saw them geared up for a successful project. They had only five drop-outs i.e. all bricklayers who have committed thefts and absenteeisms. At the time *Zimbabwe News* visited them, some members were building Nyameni Secondary School.

Problems

The Co-op's treasurer, Cde. Zeferino Fin-

dai pointed out lack of contracts and the national problem of cement shortage as their most hinderance to the progress of the co-op. They are mostly granted contracts by the municipality of Marondera and are also supplied with building materials. They are planning to buy a truck and a cement mixer to strengthen their operations. □

★ ★ ★

From Guns to Hoes, Success of New Life Co-op

It is a change from the expert handling of guns during the liberation armed struggle. They are now expert handlers of hoes and catering cutlery in a successful co-operative venture.

New Life Co-op was formed in 1983 in the heart of Marondera, the Capital of Mashonaland East. Although it was formed in that year it started operating in 1984 due to a financial set up. It comprises 10 members who are ex-combatants with one new member, a lady who is on a six months probation period as a till operator. Since its formation and the year of its registration, they have never looked back. They had only one drop-out who found the going very tough and quit. He resigned in 1987 and had agreed since then to be refunded \$25 every month until he is paid in full. They all do not have accommodation problems as they were allowed to have houses by the municipality.

The group got their initial capital from

demobilisation funds. From "Wise Solomon's words," Comrade A. Jacob, the Provincial ZANU (PF) secretary for transport gave them a lip-aid on the operational set up. They are running a two hectare gardening project and a restaurant in the town centre. They are successfully growing vegetables and maize which they mostly supply to their flourishing restaurant.

Co-op members' problems

They are appealing to anyone willing to help with a big freezer as the one they have is malfunctioning. Their stove has some of its ovens not working properly. It is a struggle to keep, especially sadza warm. They also want to have a business stand of their own as the rent they are paying on the premises from which they operate is very high.

They once applied for a stand in 1985 to build a night club but due to lack of funds for the proposed plan, their dreams were shattered. They approached Small Enter-

prise Development Corporation (SEDCO) for a loan but failed to raise the required 25 per cent rate of the loan. Later, they tried their luck by approaching Business and Partnership but they had no guarantor to support their loan application.

Comrade Simon Changa, the co-op's chairman said, "We sacrificed to utilise our pension fund (demob) into a developmental and self-reliance venture but we are still isolated. We need some additional help". He went on to attack the Harare donor companies for not taking into consideration co-operatives outside Harare. The group is planning to expand business by entering into chicken keeping and buying some irrigation pipes as the ones they have are not adequate for the project. They also want to diversify by establishing supermarkets and bottle stores. Although their business is thriving, an expert officer from the Ministry of Co-operatives should be sent to offer advice on how they should carry on. □

The Injured "Soldier" of Soccer

He is explosive and dynamic but there is only one hinderance in his soccer career which is a common enemy to most of the football players. Injury has forced Biggie 'Bindura' Zuze out of action for a long period which has seen a retardation in his soccer career. Biggie Zuze has made an impact on the local soccer calender since he joined Dynamos Football Club in 1983.

He started his football career playing for Bindura United Youth Club in the years 1977-78. That was in 1977 when he was playing as a right winger in the under-12 juniors. He once captained the Mashonaland Central under-18 which was at that time coached by Mr. Adolf Mutumwa, a former Arcadia United player. Biggie was later drafted from his right wing position to the midfield role which at present he is playing.

It was in 1984 when Biggie got the best news of his life in soccer history that Dynamos 'scouts' were after him. In the same year (1984) he joined Dynamos F.C. from his childhood club Bindura United via Sminorf Tigers F.C.. Although injury has disturbed his advancement in football, he foresees 1989 season to be his year of great strides in soccer.



Biggie Zuze in action

Name: Biggie Zuze
Birth: 19-10-65
Marital Status: Single
Present club: Dynamos F.C.

Previous club: Bindura United
Height: 1,4m
Weight: 60kg
Position: Midfielder
Previous position: Right winger
Stronger points: Urging other youths to listen to their coaches.
Weaknesses: Lacks accurate shooting at goal.
Favourite teammate: Elvis 'Chuchu' Chiweshe
Favourite foreign player: Brian Robson (Manchester United)
Favourite foreign club: Manchester United
Best friend: Garikai Zuze (his young brother)
Family: 3rd born in a family of 7 (4 boys & 3 girls)
Job: Sales assistant
Likes: Swimming, table tennis, TV watching
Favourite dish: Sadza and nyama

Communal Farmers Making Major Break Throughs *(Continued from page 30)*



Kunamira family on their Beans Project

These were not enough and some people who stay nearer to the Grain Marketing Board used carts. Even though ox-drawn carts are helpful their disadvantage is that it takes a long time to finish carrying bags as many as 1 000. Chinyika Co-operative tractors and individual lorries also helped a lot.

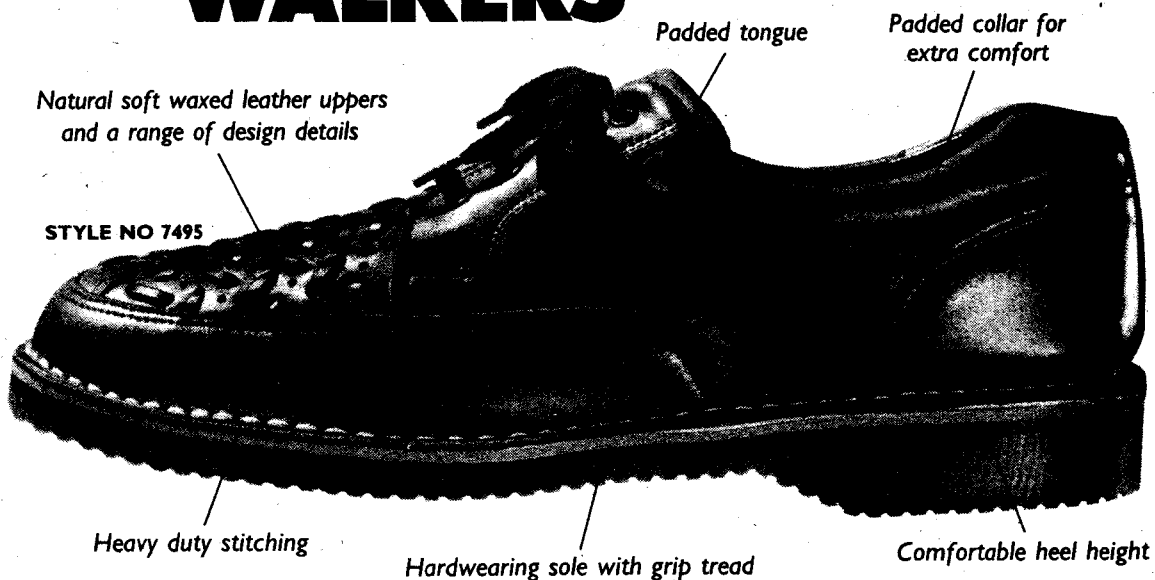
Communal farmers in Chinyika resettlement area and Chendambuya have been relieved of the burden of taking their products to Rusape and Timber Mills Grain Marketing Boards by the establishment of a Grain Marketing Board at Chinyudze Growth Point.

"It used to cost us a great deal to take our

produce to Rusape and Timber Mills. Some of us can now use carts to carry their farming products to the Grain Marketing Board", said Comrade Kunamira. He also added that the farmers hold green shows where successful farmers receive awards. This is done to encourage development in agriculture. □

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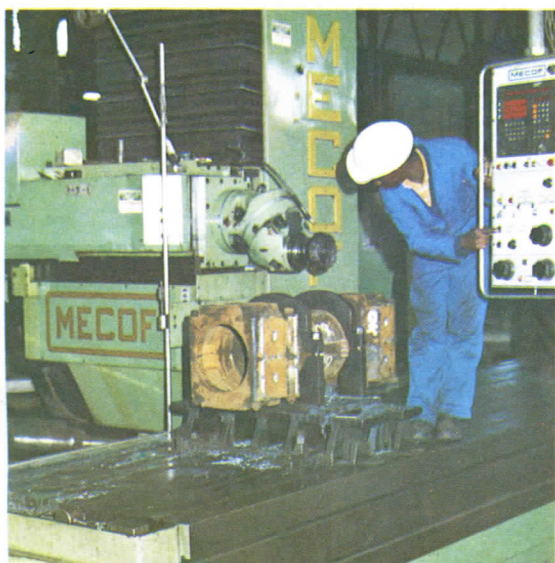
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From the fashion house of G&D Shoes, Belmont.

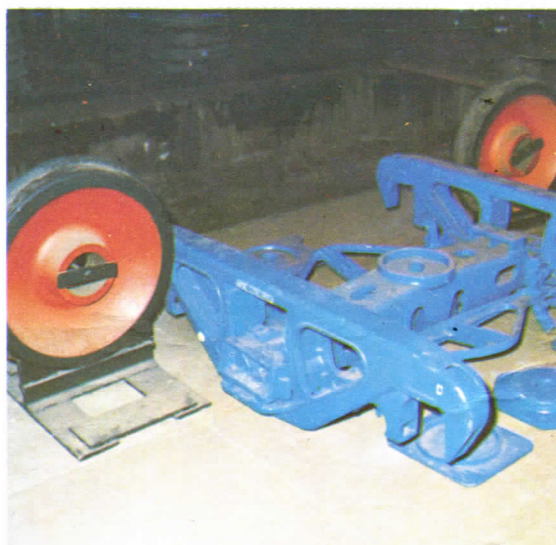
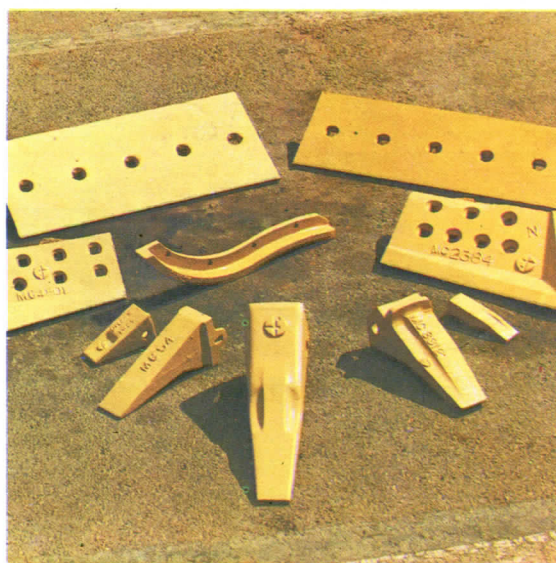
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