



TERTIARY INSTITUTIONS LIVELIHOOD BASELINE SURVEY

Presented to Padare/Enkundleni/Men's Forum on Gender

BY

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Final Report

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List of Acronyms

AIDS	Acquired human Immune Deficiency Syndrome
FGD	Focus Group Discussion
GoZ	Government of Zimbabwe
HIV	Human Immuno Virus
KII	Key Informant Interview
NGOs	Non Governmental Organization
STIs	Sexually transmitted Infections
UNAIDS	United Nations programme on HIV and AIDS
UNDP	United Nations Development Programme
UNICEF	United Nations Children's Fund
IDS	Institute of Development Studies
ILO	International labour Organization
RBZ	Reserve Bank of Zimbabwe
UZ	University of Zimbabwe
YASC	Young Africa Skills Centre
ZCTU	Zimbabwe Congress of Trade Unions
ZINASU	Zimbabwe National Students Union

Tertiary Institutions Livelihood Baseline Survey

Executive Summary

Tertiary Institutions in Zimbabwe are currently faced with numerous challenges such as the privatization of accommodation and catering services, high costs of tuition fees and shortages of teaching material. This and the harsh macro-economic environment currently obtaining in the country, has adversely impacted on the sustainability of livelihoods of students. Programming targeted at Gender based Violence, HIV and AIDS have failed to yield expected results due to the fragile, limited and unsustainable nature of livelihood portfolios of students at tertiary institutions. This livelihood vulnerability makes students susceptible to effects of gender violence and HIV and AIDS. The baseline survey was conducted from this background with the overall objective of determining the needs of students in tertiary institutions with a view of developing an appropriate gender based violence and HIV and AIDS intervention programmes.

The livelihood baseline survey established the vulnerability context of students in tertiary institutions, examined the differential access to various livelihood portfolios by students, identified structures and processes that enhance or inhibit livelihood accessibility by students and came up with recommendations to improve livelihood diversification by students in tertiary education. Most students were found to be vulnerable to shocks of all levels in tertiary institutions due to the current economic and political meltdown in the country. Most students have become vulnerable to stresses and shocks on their livelihoods. Problems related to high, poor food supply and hunger, poor nutrition, loss of learning time, inadequate teaching and learning materials, poor sanitation and service delivery were identified. This strife has resulted in the emergence of social groupings and clusters in colleges based on social and perceived economic status which is also largely defined by students' accessibility to various livelihoods assets. The identified social groupings are the very poor, the poor, the better off and the rich. Various livelihood coping strategies have also evolved among students in tertiary institutions based on the students' social status and access to livelihood resources. The very poor remain extremely exposed and vulnerable as their capacity to resist shocks is heavily depleted whereas the rich on the other hand have some measure of resistance to shocks and stresses. Students resort to forex exchanges, selling sweets, fruits, airtime, maputi and other small items as a means of raising an income while at college. The livelihood coping strategies area also closely related to one's social class and access to financial and other livelihood resources others engage in prostitution to survive. The survey also found out that the severity of the plight of the students has been worsening over the past three years, 2008 being ranked the worst. The deteriorating economy and unfavorable policies have further exposed students in tertiary institutions to multiple shocks and HIV /AIDS. This vulnerability context underpinned by the larger macroeconomic environment has meant that intervention strategies will in large part also be directed at how the tertiary institutions are able to network with outside institutions and develop firmer survival strategies that do not depend wholly on central government. This survey developed the following recommendations based on the identified problems associated with access to and use of livelihoods assets by students in tertiary institutions.

- ❖ The living conditions of students in tertiary institutions have declined to the extent of affecting the total number of students who are completing tertiary education. This is in-turn adversely affecting the quality of education in the country. It is recommended that the central government should reconsider supporting tertiary institutions financially to reduce the burden of paying high tuition fees.
- ❖ Food shortages in tertiary institutions have been ranked the second most critical challenge during the ranking exercise. This is due the extreme poverty and the economic decline that students are failing to cope. It is recommended that food subsidies and food aid be provided and extended to tertiary institutions as they are equally affected as the rural poor people in the country. The support and aid should be channeled through the school authorities to avoid generation of conflict.
- ❖ Student teachers from the survey are the most affected by financial constraints and food shortages. It is proposed that they be not treated differently from student nurses or police recruits who receive a student salary during the duration of training. This should be lobbied with the central government as a possible measure of support students in tertiary institutions.
- ❖ Most agricultural institutions used to have access to basic goods for survival, such milk, eggs, beef, chicken, vegetables, maize meal, carrots from own production. However the past two years were a challenge to them due to the shortages of agricultural inputs, and dysfunctional equipment which has not been repaired due to shortages of spare parts. It is proposed that since these colleges have access to land for production, partnerships should be established with the private sector to support production based on the contract farming principle. This allows the institutions to produce for marketing to specific markets and remain with what is adequate for own consumption.
- ❖ The HIV and AIDS pandemic is also spreading among students at a faster rate due to prostitution, and the sugar daddies and mummies are also taking advantage of the poor students. This is destroying the future manpower base and increasing the number of HIV and AIDS patients in the country. It is therefore recommended that the food provision should be a direct support to colleges. This should be coupled with targeted HIV and AIDS programming that ensures the provision of counseling services, information dissemination, provision of condoms, HIV and AIDS testing and overall mainstreaming HIV and AIDS in all tertiary education activities including social activities, sports and the curriculum.
- ❖ Tertiary institutions that do not have access to land for own productions are recommended to look for agricultural land such that they access the inputs and equipment to start producing agricultural products for own survival. This strategy would ensure that the institutions would have the capacity to provide most of the food from own produce to students.

- ❖ Shortages of water have led to the continued closure of some of the institutions in the country, and this has led to the outbreaks of cholera which still increasing in greater Harare. Most students in Teachers Training Colleges suffered from stomach pains and diarrhea and UNICEF reacted by bringing water tanks on a temporary basis, and they bring water on a daily basis. To address the challenge, most of the institutions need at least four boreholes to provide clean and adequate water for both drinking and other basic uses. This support can be sought from aid agencies, and development donors as well as central government.
- ❖ The challenge of electricity is now a perennial challenge and this can be addressed by linking the tertiary institutions with industrial connections or grids where electricity cuts are not as severe as in residential stands. This will assist improving on the quality of education as students will have more hours of academic research and study. This recommendation has been tried in Chitungwiza where Young Africa Skills Center has changed its electricity line connections to the industrial grid and it has worked.
- ❖ Teaching and learning materials in most tertiary institutions has not been renewed nor replaced for the past six years according to the college authorities, and this has reduced the stock of learning materials to almost nothing. This has affected the quality of education, and also forced students to purchase teaching and learning material at the expense of food and transport costs. It is recommended that linkages with the international and regional donor agencies be established to ensure supply of appropriate teaching and learning materials to improve quality of education and save on expenses by students on such materials.
- ❖ To avoid donor recipient syndrome, most institutions are encouraged to initiate income generating projects, such as piggery, chicken rearing, candle production, beekeeping among others at a large scale that attracts financial support as capital expenditure and have linkages with identified market in the region and internationally to diversify the livelihoods of students in tertiary institutions.

1.0 Introduction

Tertiary Institutions in Zimbabwe are currently faced with numerous challenges such as the privatization of accommodation and catering services, high costs of tuition fees and shortages of teaching material. This and the harsh macro-economic environment currently obtaining in the country, has adversely impacted on the sustainability of livelihoods of students. Programming targeted at Gender based Violence, HIV and AIDS have failed to yield expected results due to the fragile, limited and unsustainable nature of livelihood portfolios of students at tertiary institutions. This livelihood vulnerability makes students susceptible to the effects of gender violence, HIV and AIDS.

It is against this backdrop that Padare undertook this livelihood baseline survey to determine the needs of students at tertiary institutions with the view of developing appropriate gender based violence, HIV and AIDS interventions. This baseline was informed by the sustainable livelihood framework.

1.1 Research Setting

The research was carried out at three selected tertiary institutions in Harare, two Teachers Training colleges, Seke and Morgan Zintec and one Agricultural Training College. The Teacher training colleges are both primary teacher training institutions. Morgan Zintec Teacher's College is situated close to two kilometers south of Harare's Central Business district at the confluence of Arcadia and Braeside suburbs. Its location and proximity to the city center makes it different from other institutions in relation to the livelihoods of resident students at college, particularly poor students.

The second teacher training college is located in Chitungwiza, 35 kilometers to the south of Harare. Its distance from the city center presents a different set of livelihood opportunities to students that needed to be explored. Gwebi Agricultural College is located 30 kilometers to the northwest of Harare. The selection of the agricultural college was to capture the diverse empirical data on students' livelihood in tertiary institutions. The location of the three institutions present some different challenges and opportunities that needed a deep understanding to inform programming by Padare/Enkundleni/Men's Forum on Gender.

Padare/Enkundleni/Men's Forum on Gender intends to introduce livelihood programmes focusing on livelihood diversification for students in these tertiary institutions. This Programming needs to be informed by empirical data and information on the livelihood of students under the current economic and political situation in the country, how students are accessing livelihood assets, what are their current livelihood strategies, are they diversifying and if not what can be done to diversify their livelihoods. The overall intention is to address some of the adverse effects that result due to inaccessibility of livelihood assets by students in tertiary institutions such as gender-based violence and the spread of the HIV.

1.2 Baseline Survey Objectives

- ❖ To identify the vulnerability context (shocks, trends and seasonality) of students in tertiary Institutions
- ❖ To examine the students differential access to various livelihood assets (social, human, natural, physical and financial)
- ❖ To identify the structures and processes that affect livelihood strategies
- ❖ To better understand how they respond to the livelihood needs of their target communities
- ❖ To examine ways by which students can diversify their livelihood portfolios and making them more secure

2.0 Methodology

The methodological package in the baseline study was variegated and used multiple data collection methods. Both qualitative and quantitative methods were largely used in the data collection and analysis to have both statistical and qualitative understanding on livelihoods in tertiary institutions. The data collection methods were intended to generate information relevant in answering the baseline study questions and objectives of the livelihood baseline study. The data collection methods used includes first the desk research on critical livelihood issues in tertiary institutions in Zimbabwe. Participatory livelihood analysis tools were developed and includes situational analysis, livelihood profiling, gender analysis, wealth ranking, trend and seasonal analysis tools, focus discussion guides and key informant in-depth interviews. These were developed largely to collect qualitative data and information. A short questionnaire was developed to collect statistical data particularly demographic data, wealth ranking, livelihood challenges, livelihood strategies by students and their access to basic services. A total of 100% of the administered questionnaires were completed for data analysis.

2.1 Sampling

Sampling for questionnaire administration was random and a total of 60 questionnaires 20 per each institution were successfully completed. For qualitative data collection purposive and convenience sampling was used during the survey.

The following paragraphs describe each of the data collection methods in detail, as well as the information to be collected through the use of each method and the information sources. The focus was on understanding the livelihoods of students who have been at college for the past three years to understand issues on trend, and coping strategies employed. Purposive sampling was mainly targeting third years to gather information over the past three years. The sampling was also convenient in the sense that the survey was conducted during week days and even during weekends therefore those who were available at the time were selected for the study. However at one of the institutions our target population was not readily available therefore first years were interviewed.

2.2 Entry into Tertiary Institutions

The researchers had official letters from Padare addressed to College Principals. However, Padare has lecturers who are in charge of Padare activities already existent in these institutions. These became our entry points and gathered all our respondents for the survey. No challenges were encountered besides a vehicle breakdown as we were making our way to Gwebi Agricultural College.

2.3 Review of Documents

Existing literature in the form of previous studies by ZINASU, Ministry of Labour in conjunction with ILO, Zimbabwe Congress of Trade Unions, Institute of Development Studies University of Zimbabwe, UNDP Development report constitute a list of the documents that were reviewed during the survey.

A review of these documents provided some of the background information on the situation and livelihoods of students in tertiary institutions in Zimbabwe particularly under the current economic and political situation. The overall objectives of the survey guided the review of existing literature as to what type of information is required by the survey.

2.4 Focus Group Discussions

A total of 6 focus group discussions were conducted giving a total of two focus groups per each college and were conducted separately but during the same time. The sizes of the groups were ranging between eight to twelve students. All the FGDs were recorded during discussions and were conducted in English to avoid transcription. Responses that were made in Shona during discussion were readily transcribed into English.

2.5 Small Group Work and Discussions

During qualitative data gathering, respondents were grouped into small groups to discuss specific assigned issues such as gender analysis, wealth ranking, situational analysis, trend analysis, livelihoods profiling, and livelihood strategies by students and possible recommendations. The group sizes were between 5 and 7 people. They took an average of 30 minutes separate group discussions and preparing a presentation for plenary discussions.

2.6 Plenary Discussions

After small group discussions and preparations, all respondents reconvened in a plenary session for presentation and discussion of each group's task. Plenary presentations and discussions took a maximum of 15 minutes per group.

Key issues were raised and discussed, debated as well as clarified during the plenary discussions. A lot of probing was done during these discussions and the researchers recorded most of the plenary contributions from the respondents.

2.7 Individual In-depth Interviews

Individual in-depth interviews were conducted with 6 key informants a total of two at each institution. The issue of gender was taken into cognizance during the key informant interviews as a total of four females and two males were interviewed. However this was also indicative of the effects of brain drain that reflects that male staffs are more mobile than their

female counterparts. The key informants largely comprised of teaching staff and administrative staff particularly wardens who understand the social welfare of students.

2.8 Data Collection

All data collection was conducted by two the researchers, Rangarirayi Tigere and Julius Musevenzi, postgraduates in Social Sciences and they have more than 6 years of social research and rural development.

2.9 Data Analysis

Quantitative data was analysed using Statistical Package for Social Scientists to understand demographic data, gender of the respondents, quantitative indicators on major livelihoods strategies by students, major challenges, and wealth ranking statistical analysis. The type of data generated from the analysis is largely descriptive and inferential statistics.

Qualitative data was analysed using a deductive approach were major emerging key issues of livelihoods accessibility, situational analysis, strategies by students, wealth ranking, and gender analysis were maintained during data synthesis. They were being linked to the survey questions and objectives to make sense. After synthesis the data was categorised into specific categories answering the survey objectives.

2.10 Data presentation

The survey findings are presented in three major components starting from the quantitative data results followed by qualitative data analysis and this analysis encompasses some of the quantitative analysis as the two sets of data compliment each other. The last part is made of key recommendations for livelihood diversification in tertiary institutions by students and this forms the most important part to the programming by Padare.

3.0 Survey Results

3.1 QUANTITATIVE DATA ANALYSIS

The livelihood baseline study for statistical data used a livelihood questionnaire that was developed and administered to a total sample N=60 participants (20 per college). Data generated from the questionnaires was analyzed using SPSS to mainly come up with basic descriptive and inferential statistics.

3.2 Demographic Data

On average the total sample interviewed shows that 70, 8% were female students which indicate that the enrolment is biased towards female students particularly in teacher training colleges. Male students interviewed constitute the remaining 29, 2%. Although the largest number of the survey respondents were female students, the data generated is very balanced as the contribution received from both respondents were representative of the livelihoods of students in tertiary institutions. The following table indicates the total figures of the respondents by gender.

The average age of the respondents by gender indicates that most male students interviewed were aged 21 years while female students were aged slightly above 28 years.

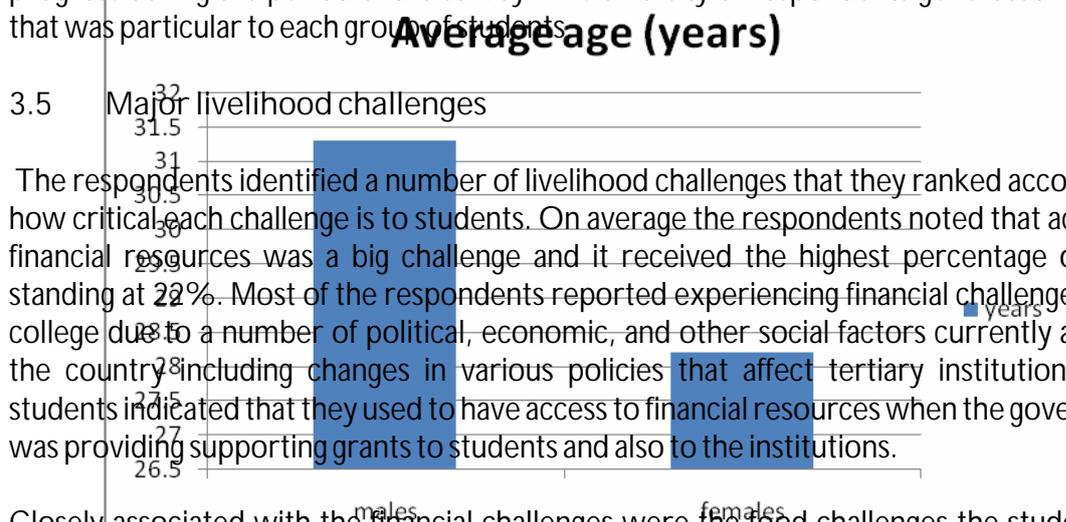
This indicates that of the few male students who are enrolled in to these tertiary institutions, majority of them are mature and married. Reasons given were that they would not give problems to the college authorities and they would behave as expected. This was given in light of student political activism that had rocked tertiary institutions for the past years. It is also believed that mature male students would be more responsible and would not engage more in sexual relationships with fellow female students. The following bar graph illustrates the average age of the survey respondents by sex.

3.4 Year of study

	Morgan	Seke	Gwebi	Percentage
Male	7	3	7	29,2%
Female	13	17	13	70,8%

On average more than 50% of the survey respondents were third year students particularly for Gwebi and Morgan Zintec Teachers Training College. This was due to purposive sampling that was employed to understand a trend on livelihood experiences by students. However, the same approach did not work out at Seke Teachers Training College where the whole sample was made up of first year student due the examinations that were already in progress during the period of the survey. This diversity of respondents generated rich data that was particular to each group of students.

Bar graph illustrating the average age of respondents per sex



3.5 Major livelihood challenges

The respondents identified a number of livelihood challenges that they ranked according to how critical each challenge is to students. On average the respondents noted that accessing financial resources was a big challenge and it received the highest percentage of votes standing at 22%. Most of the respondents reported experiencing financial challenges at the college due to a number of political, economic, and other social factors currently affecting the country including changes in various policies that affect tertiary institutions. Most students indicated that they used to have access to financial resources when the government was providing supporting grants to students and also to the institutions.

Closely associated with the financial challenges were the food challenges the students are facing at the colleges. It received the second highest of votes at 16% as the second critical challenge that is affecting students in tertiary institutions. Most respondents reflected that their limited access to financial resources has affected the procurement of food by both the college and by students themselves as part of supplementary food to what is being provided by colleges.

Due to food shortages, the respondents also noted poor nutrition as a resultant effect affecting both resident and non resident students. Students cited the poor quality of food being provided in tertiary institutions that it is not fit for human consumption. Students reported being frequently provided with sadza and boiled cabbages without cooking oil or tomatoes. This poor quality food has provided an entrepreneurial opportunity for enterprising poor women in the college community who bring ready prepared kapenta (matemba) and beans as alternative relish for students. During lunch or supper students who have extra money, get their share of sadza from the dinning hall and then go out to buy relish from the women. This however has also presented a new health hazard to the very students.

Tuition fees among other challenges presented in the bar graph below are very high and have resulted in the largest percentage of the very poor students dropping out of tertiary education. According to respondents the most drastic increases in tuition fees were in January 2007 and January 2008 further exacerbating the plight of poor tertiary institution students. The year 2008 has been the worst year as tuition fees top ups were demanded every month due to an ever escalating hyper inflation rate that has been eating into the value of the paid tuition fees incapacitating normal college administrative and operational capacity. High tuition fees coupled with high accommodation and transport costs have generally denied students the right to education. Those who pay the high tuition fees have a

multiplicity of requirements to pay for which they cannot afford. The table below illustrates the prioritized livelihood challenges being faced by students in tertiary institutions in their ranking order.

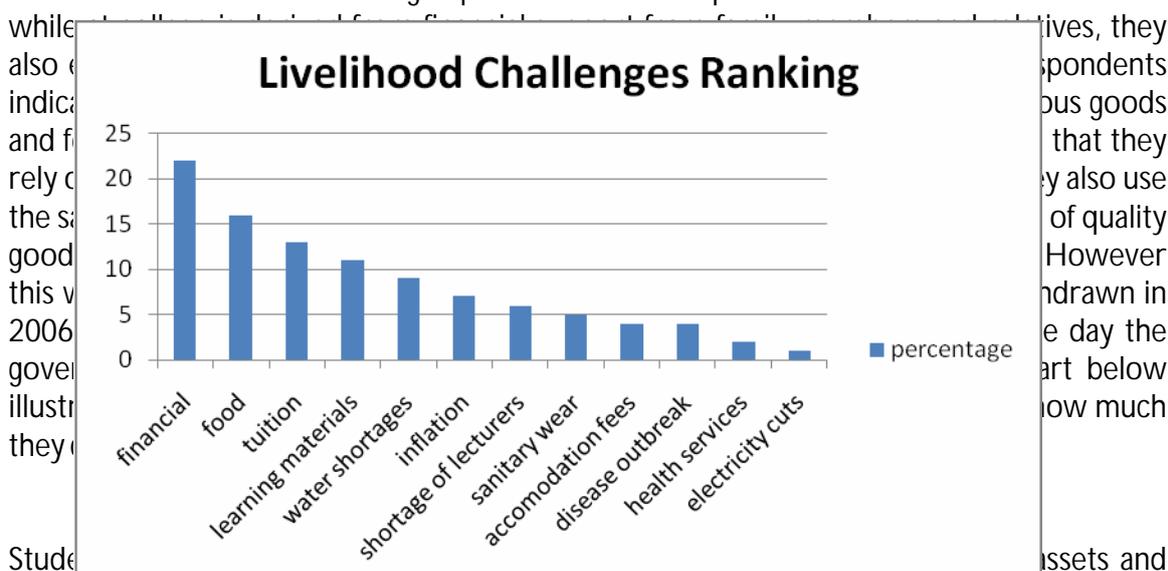
3.6 Students Wealth Ranking Classification.

The survey indicates there are four major classes or categories of students in tertiary institutions. In a self-rating exercise it was found out that the majority of students in tertiary institutions are poor constituting 72, 5%. Most of the respondents reported that they categorize themselves as poor as they do not have access to livelihood assets and they are struggling to survive at college. The second category of students was classified as the better-off constituting a total of 10%. The survey indicates that these have access to most livelihood assets and do not struggle that much at college.

The third category is classified as the very poor who constitute a total of 12, 5%. This category is the hardest hit and most vulnerable group. It was reported that they drop out due to ever increasing tuition fees top ups and a high cost of living at the colleges. They do not have easy access to the most basic commodities. The total number constituting this category at tertiary institutions is now very low due to drop outs. The last category is classified as the rich and constitutes a total of 5 %. The rich students have access to most livelihood assets and it is reported that most of the rich students have transferred to other colleges in the other countries in the region particularly during the period of political violence, escalating social and economic instability. The following graph summarizes the classification of students into different identified wealth categories.

3.7 Sources of economic livelihood/Livelihood Strategies

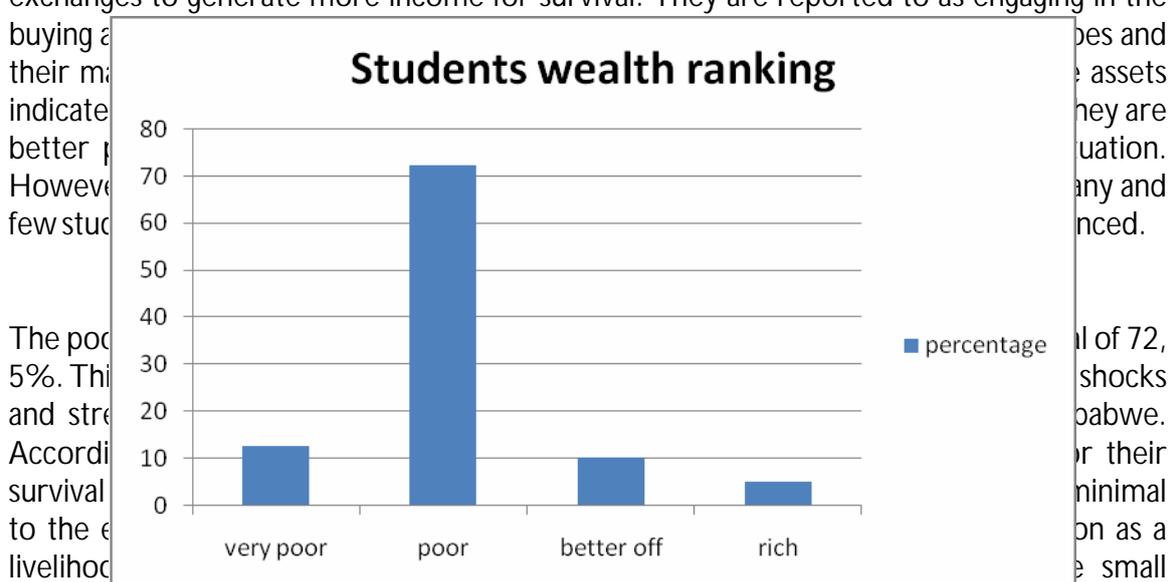
The survey noted that the above highlighted challenges faced by students in tertiary institutions, have prompted them to come up with their own coping strategies for survival. The results indicate that although up to 75% of the respondents' main source of livelihood



hence have a balanced and diversified livelihoods. This indicates that this category of students though they are few in number are better positioned to resist shocks and stresses that currently affecting the majority of the students in Zimbabwe. The most identified popular livelihood option for this category of students are remittances from relatives and friends in the diaspora. The remittances are used for high level foreign currency exchanges to generate more income for themselves. The survey notes that this category only constitute 5 %, as the majority of them have transferred to colleges in other regional countries. The above graphical presentation indicates that most of the rich students in tertiary institutions depend largely family support, that includes parents, husbands and wives. They have indicated that transport costs are not a challenge to them. This therefore reflect that such students come from affluent backgrounds and survival at colleges is not a major challenge. Some of them indicated that they are depending on family income and businesses for tuition fees.

The better-off category of students constitutes a total of 10 % of the sample. They have got access to most of the livelihood assets such as social networks, financial assets and a variety of physical assets. Social networks for this category are largely, family members, sugar daddies and mummies and other friends. These students because they look very smart and live a flash life they are heavily involved in social relationships with rich boy friends and girlfriends to access some of the basic needs at tertiary education. Respondents indicated that they stay at college, but every weekend they visit friends and relatives and bring a lot of material goods and cash. They are also engaged in limited or low level foreign currency exchanges to generate more income for survival. They are reported to as engaging in the

Graph illustrating student's wealth ranking



buying and their ma indicate better p. However few stud The poor 5%. This and stre Accordi survival to the e livelihood consumable products for reselling and trading. The identified products they sell are sweets, fruits, maputi, small stationary and other small items and during the survey most of them had these products on the market. However the survey indicates that their livelihood strategies are also not sustainable as they can not resist the shocks and stresses that condemn them into vulnerability.

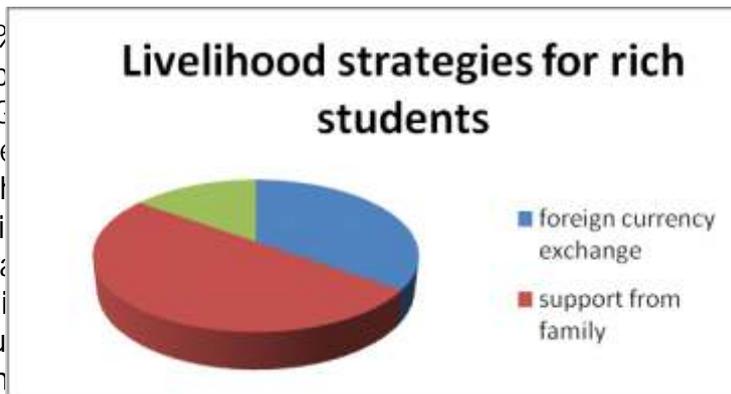
According to the classification of the majority of the respondents this is the poorest category.

They constitute 12, 5% and the reasons being that most of them dropped out of college due to the rising cost of living, high tuition fees, accommodation and transport costs. This category of students is the most vulnerable to any stresses and shocks. They are also the slowest to respond to any poverty alleviation strategies as they often live from hand to mouth. There is a significantly higher proportion among the very poor students who engage in prostitution. Of interest to the researchers was the proportion of students who were reported to engage in petty theft and small crimes to augment their livelihood. The very poor students also exhibit poor networks and economically influential relationships. Their networks are often with other very poor students adding little value to the worth of their social networks as a livelihood asset.

This category of students was also reported to engage in doing research and writing assignments and coursework for the better off and richer students in return for food and other non food items.

3.8 Number of meals per day **Pie chart illustrating livelihood strategies for rich students**

On average 66% of students reported eating three meals a day. 100% for Gwebi reported eating three meals a day. Less than three meals a day were reported by 34% of its total enrolment. However the tertiary institutions provide a maximum provision of five meals a day with bread at midday and evening. This was the maximum provision reported. However, this has been reduced to three meals a day usually from their out of pocket supplements.



The data showed a significant proportion of rich students eating three meals a day. This is linked to social grouping and livelihood strategies. These statistics are highly reflective of the food being provided by the institutions particularly to resident students. However data captured on non residents indicates that their access to meals depends on their social classifications. It was found out that those from the rich and the better off categories pay for food and accommodation costs but they do not benefit as they depend mostly on other personal livelihood strategies. As shown on the qualitative data presentation, the quantity and quality of the food available in tertiary institutions is of grave concern. There have been reported incidents of violent demonstrations at institutions over poor quality food being served to students, sometimes just the basic sadza without any relish.

access to three meals a day usually from their out of pocket supplements. A total of 5% from Teacher training colleges reported eating three meals a day and this is linked to social grouping and livelihood strategies. These statistics are highly reflective of the food being provided by the institutions particularly to resident students. However data captured on non residents indicates that their access to meals depends on their social classifications. It was found out that those from the rich and the better off categories pay for food and accommodation costs but they do not benefit as they depend mostly on other personal livelihood strategies. As shown on the qualitative data presentation, the quantity and quality of the food available in tertiary institutions is of grave concern. There have been reported incidents of violent demonstrations at institutions over poor quality food being served to students, sometimes just the basic sadza without any relish.

3.10 Accessibility of health care and other services

Accessibility of health care services to the majority of students has been noted as a major challenge in tertiary institutions. A total of 77, 5 % of the interviewed students noted that they no longer have access to health care and services. The facility for students to have access to health services through the students' medical aid insurers has since been

withdrawn and students are forced to seek their own medical cover or to go to government hospitals. Due to the current economic meltdown, government and local authority hospitals and clinics have limited medicines and chemicals, leaving out the option of private institutions which are beyond the reach of many students. 17, 5 % of the respondents noted that access to healthcare was fair and this reflects the number of those who have accessibility to the livelihood assets as indicated by the classification. 5% of the respondents said they found health care accessible and cheap and they indicated that they depend on the family private medical schemes. This indicates that the poor and the very poor have no access to basic health care let alone specialist health services such as counseling, gynecologist, dental therapists, eye specialists among others.

Pie chart illustrating the livelihood strategies for better off students.



Most respondents indicated that they were worried that education on reproductive health education and support materials such as the supply of condoms that used to be provided at hostels is now a thing of the past. This is discontinued supply of these services has increased the vulnerability of particularly poor students to engage in unprotected transactional sex with sugar daddies and mummies and other students as well. This has become a general health concern in most tertiary institutions as sugar daddies and mummies are now taking advantage of the poor students.

4.0 Qualitative Data Analysis

Qualitative data was obtained and generated through variegated livelihood analysis participatory methods that include situational analysis, livelihood assets profiling, trend analysis, gender analysis, wealth ranking, focus group discussions and key informant interviews. The generated data is presented focusing on

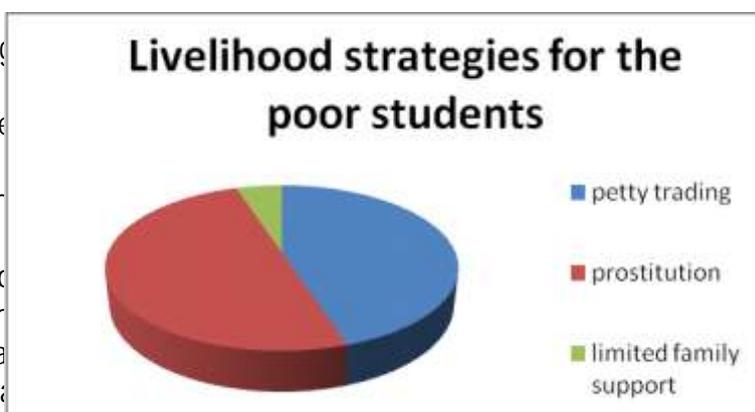
a) Vulnerability context

b) **Pie chart illustrating livelihood strategies for poor students.**
Accessibility to various livelihood assets

c) Enabling

d) Proposed

4.1 Vulnerability



Vulnerability context
livelihoods. Tertiary institutions in
Africa, but the a
growing political

affect people's
ong the best in
reatened by the
ducation system

and policies that have contributed to the worsening of the situation. A situational analysis conducted generated information on the political context, economic context, and social

The teaching staff in colleges has also not been spared by the same economic challenge. Some teaching staff has left for greener pastures in neighboring countries particularly Namibia and South Africa. Those who remained are also reported to be reluctant to go back to colleges due to poor remuneration, unavailability of teaching materials and poor working conditions. Both students and teaching staff complain of the falling standards due to non-funding of the education system. Learning and teaching materials are unavailable, equipment such as computers and other facilities have gone for long periods without maintenance, while lecture rooms, laboratories and libraries are ill-equipped. Most teaching staff interviewed indicated that their September 2008 salaries have not been paid and are not so sure about the October salaries.

The privatization of all educational services in tertiary institutions such as tuition fees, accommodation and food has greatly increased the vulnerability of students in most institutions. Most students opted to commute from home on a daily basis but it has become difficult since transport costs are increasing on a daily basis due to high inflation.

4.3 Highest Inflation in the World (250 million %)

The high inflationary economy has seen the rising costs of living for the generality of Zimbabweans and is more severe on tertiary education students. Key informants indicated that most colleges are now depending on tuition fees from students and this has worsened the quality and availability of food for students who are resident at college. Students at Seke Teachers College reportedly went for seven days without food from the dining hall and they resorted to the consumption of parinari (hacha) as an option. This has affected the nutrition of most poor students.

3.9 Summary table on current meals provided by tertiary institutions

College	Breakfast	Lunch	Supper	Percentage
Gwebi	?	?	?	100
Seke	X	?	?	66.67
Morgan	X	?	?	66.67

Most very limited disposable income to compliment the poor food they are being provided at the institution. The survey found out that 2 years ago students used to eat 3 times a day and the food was relatively of better quality. During the survey period students indicated that they are eating two times or once a day depending on the institution. Cabbages have become their relish on a daily basis and sometimes the cabbage is just boiled with no cooking oil and tomatoes added to it. Most of the poor students have no option but to eat what is available to them. The few students who have access to disposable income compliment their diet with alternative relish and food. It was reported that they sometimes do not visit the dining halls. Students at Seke Teachers College emotionally responded that they went for 7 days without getting food from the college dining halls as the college authorities indicated that they were failing to withdraw cash to buy adequate food for the students. During our survey discussions some students were eating parinari (hacha) fruits for the day and they looked desperate as they indicated that they are now eating only twice a day, at mid morning and in the evening.

During 2008 inflation has been rising on a daily basis and now is standing over 250 million % and most respondents pointed out that the institutions have been calling for tuition- fee top ups on a monthly basis. A number of students who receive funds from parents' relatives and

guardians noted that the money is usually deposited into their bank accounts. Due the cash withdrawal limits put in place by the Reserve Bank of Zimbabwe, students spent most of the time in the very long and winding bank queues trying to withdraw cash. The cash withdrawal now at Z50 000-00 dollars per day is not adequate to cover the daily expenses for each student. The same cash limits according to interviewed college authorities have also affected the purchasing power of the institution as they are failing to purchase adequate and quality food for the students. This has however affected the amount and quality of food being provided to students.

4.4 Declining Health Systems in Tertiary Institutions

Due to the deepening economic crisis, the provision of health services that used to be provided to students at every institution is no longer being provided. This means that students have to support themselves in all issues of primary health care. It was observed during the survey that most institutions have an HIV and AIDS information center where information about HIV and AIDS is disseminated and counseling services provided, but most of them are closed and they are no longer functional because there is no funding to keep them providing services to students. This has taken away an important service from students as they are further exposed to HIV and STIs through the risk of unprotected sexual relationships. Respondents also cited a number of cases involving unwanted pregnancies that are said to be on the increase as the provision of condoms that used to be free at every institution is no longer provided. Most students indicated that protected sexual intercourse is no longer a priority to them as their immediate need is to survive for the day. Baby dumping cases have been witnessed at mostly teachers colleges for example at Seke Teachers college; during the month of September 2008, three cases were reported. This is indicative of unprotected sexual activities that endanger the lives of most students.

Environmental health has also deteriorated in most institutions. Respondents at Seke and Morgen Zintec Teachers Colleges indicated that some cholera cases that are affecting the Harare province have not spared them. Three cases were reported at Seke whilst one case was reported at Morgen Zintec. Waste Management at institutions has also been crippled by the financial constraints affecting institutions. According to college authorities and students, sewerage pipes are bursting more frequently and ZINWA has been advised many times but is not coming for repairs. More than 28 students according to respondents at Seke Teachers College suffered from diarrhea before they closed college the previous term. The college has gone for over a month without normal water supply and agencies like UNICEF have chipped in to provide water tanks and they bring water for drinking on a daily basis, but the water provided is not adequate to cover all students.

4.5 Political Crisis

Since the disputed land reform programme in the year 2000, Zimbabwe has been facing growing international isolation and as a result diminishing donor funding to the education sector in the country. Key informants interviewed indicated that the political crisis emanating from the disputed land reform led to the country's isolation and withdrawal of donor funding for the tertiary education. This to most respondents constrained the majority of students who are from poor families. Disposable income for students from parents and guardians dwindled as they are confronted by a multitude of challenges in addition to paying schools fees. The political crisis has also worsened the food shortages in tertiary institutions. The cash shortages in the country that resulted in a number of policy changes by the government particularly monetary and fiscal policies have also worsened the situation for students in the country.

To most students the year 2008 has been the most difficult year in tertiary institutions. Students have been paying tuition fees but not attending lectures. Lecturer absenteeism has

reportedly increased in 2008. Poor salaries and deteriorating conditions of service for lecturers have been cited as some of the reasons for low staff morale and motivation. The political instability and disturbances before, during and after the two elections in the first half of 2008, adversely affected some lectures, with some reported to have deserted their workplaces for fear of intimidation and victimization as they were perceived to be aligned to one political party or another. As a result of the harmonized elections, and some lecturer's were assaulted and displaced during the elections. Colleges were closed for elections twice within three months. Students resident at the colleges were financially constrained, and some withdraw during the period as indicated by their long absence from college since the first election in March 2008. Some few lecturers were displaced in Chitungwiza and Nyabira due to political violence. Most students who were on teaching practice since the start of the year could not finish as they were also displaced due to increasing political violence and tensions that adversely affected both teachers and students. The harmonized 29 March elections failed to produce a clear cut presidential winner therefore a run was set for June 27 2008. Respondents noted that the period between March and 27 June 2008 was the most painful period for tertiary education in the country. First the delayed announcement of the election results created a lot of anxiety and uncertainty in already polarized communities around the country. The ensuing violence and terror, mostly in the countryside made it difficult for some students to go back to their rural homes forcing them destitution during this period. Some female were also reportedly raped during the period and four cases were recorded during the survey. The subsequent political talks to bring a lasting solution to the plight of Zimbabweans seem to have ignited renewed hope, when the main contenders agreed to form a government of national unity. The generality of Zimbabweans, including business, and all sectors looked forward to a settlement that would renew confidence in the country, increase productivity and normalize the situation for ordinary citizens. Students and the education sector would also be set to benefit from such a negotiated settlement. However the ongoing impasse over the allocation of key ministries in the unity government has dampened hopes of a lasting solution. However most respondents were yearning for a favorable outcome as a result of the ongoing SADC mediated talks. Some noted that the very fact that the politicians have agreed to sit down and talk about the challenges confronting Zimbabwe should count for something. Many respondents also look forward to a political solution that would inadvertently solve the multiplicity of problems currently being faced across all sectors including the education sector such as poor salaries, shortage of teaching and learning material among other issues.

5.0 Livelihood Challenges in Tertiary Institutions

As a result of the above presented vulnerability context for tertiary institutions, the respondents prioritized the livelihood challenges they are facing in tertiary institutions. The prioritized list indicated that food shortage and quality of food, financial constraints, sanitary wear for female students, shortage of lecturers, and shortage of stationary and learning materials, high inflation, high and increasing tuition fees, high transport costs, electricity cuts,

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water shortages, unavailability of health services at institutions and high accommodation costs were given as the most critical challenges confronting students. After a pair wise ranking exercise of the listed challenges, the following challenges were rated critical to livelihoods of students.

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Prioritized List of Livelihood Challenges in Tertiary Institutions

No/	Livelihood Challenge	Reasons	Comments
1	Financial Shortages	<ul style="list-style-type: none"> -Limited funding for tertiary education -Monetary policies by RBZ and Gvt -Extreme poverty due to economic crisis -Gvt privatization policies 	<ul style="list-style-type: none"> -Most students have dropped out of college -Poor parents now paying high tuition fees -Highly reduced student spending -Students engaged in prostitution to raise financial resources as a livelihood strategy
2	Food Shortages and quality	<ul style="list-style-type: none"> -Institutions depending on inadequate tuition fees from students -Cash withdrawal limits affecting quality food purchases -Food shortages in the country due to country political isolation -Limited financial surplus for students -Students not allowed to cook as an alternative 	<ul style="list-style-type: none"> -Students now having limited access to a maximum of two poor quality meals per day -In some colleges students are going for days without food -Students now eating wild fruits for the day -Engaging in prostitution to have food -Limited support from home
3	Increasing Tuition Fees	<ul style="list-style-type: none"> -Withdrawal of gvt support to tertiary education -Withdrawal of international donor funding to tertiary education -High Inflationary economy eating into the value of the fees 	<ul style="list-style-type: none"> -Increased depends on tuition fees by institutions -Increased number of student drop outs
4	Shortage of Learning materials	<ul style="list-style-type: none"> -Limited gvt support -Withdrawal of donor support -poor maintenance of the available materials but have deteriorated 	<ul style="list-style-type: none"> -Quality of education deteriorated -Infrastructure dilapidated
5	Water shortages	<ul style="list-style-type: none"> -Transfer of water management to ZINWA from local authorities -Old and unrepaired pipes -Unavailability of water treatment chemicals 	<ul style="list-style-type: none"> -Drinking unclean and untreated water -Going for weeks and months without water -Outbreaks of cholera among other diseases. -Sewerage leakages
6	Diseases Outbreaks	<ul style="list-style-type: none"> -Water shortages -Limited gvt support -Unavailability of health services at tertiary institutions 	<ul style="list-style-type: none"> -More students suffering from stomach pains -few cases of cholera outbreaks in the institutions
7	Shortage of lecturers	<ul style="list-style-type: none"> -Poor salaries -No teaching materials such as chalks -Engaged in other personal income generating activities 	<ul style="list-style-type: none"> -Lecturers are now ranked one of the poorest category of professionals in the country -Leaving for greener pastures in other countries -Those in the country are now engaging in other activities such as cross border trading
8	Sanitary wear	<ul style="list-style-type: none"> -Limited access to disposable financial resources -High rising prices beyond the reach of students 	<ul style="list-style-type: none"> -Female students now resorting to use of pieces of cloth as an alternative -Some students do not attend lectures during menstruation days
8	Accommodation fees	<ul style="list-style-type: none"> -Privatization of tertiary institutions 	<ul style="list-style-type: none"> -Most students no longer staying at college -Some are staying with boyfriends and

5.1 Livelihood Challenges Trend Analysis

After prioritization of the livelihood challenges that students are facing in tertiary institutions, a trend analysis on the occurrence of these challenges over the past three years was conducted. The trend analysis was only limited to the past three years as most students spend three years at college before they complete their studies. A trend analysis for only the top six challenges was also conducted, to provide a general guide to others. The trend analysis indicates that during 2006 students had access to most of the livelihoods such as financial resources, food including quality and most lecturers were still coming for lectures. Inflation was relatively better and the government funded most of the institutions during the year. There is however an observed worsening of the situation in the year 2007 and things got even worse off in 2008. The following table is a summary of the trend analysis.

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Tertiary Institutions Livelihood Challenges Trend Analysis

Livelihood Challenge	2006	Reasons	2007	Reasons	2008	Reasons
Financial Challenges	better	Students received some grants during the year, and the economy was relatively stable	worse	Student grants were with drawn, limited donor support, tuition fees were increased, food shortages were increasing	severe	-high inflation, limited cash withdrawal, tuition fees top ups, food shortages
Food Shortages and quality	Relatively better	Inflation was still low, food was still available, cash withdrawal not limited	Relatively worse	Institutions provided three meals a day, food availability was still better, food prices were relatively within range, but inflation was fast increasing and price controls led to scarcity	Extremely severe	Highest inflation in the world, disputed and violent elections disrupted production, food prices control resulted in industrial and shop closures, cash withdrawal limits, price increases and high level of speculation
High Tuition Fees	affordable	Fees were just introduced and were relatively lower, economy was still well functioning	Very high	Grants were stopped, and colleges wanted to maintain standards therefore requested for high tuition fees	Extremely high	Inflation was high rising, prices increasing, learning materials deteriorating, and colleges requested tuition fees top ups
Shortage of learning and teaching materials	Affordable	Stationery and teaching materials were still accessible	Access to affordable stationery was worsening	Increasing cost of stationery and became worse during the course of the year	Unavailable	Worsening economy outlook, pre and post elections led to price speculation and ever increasing prices.
Water shortages	Better	Worsening economy, foreign currency shortages and poor budgetary allocations for water works, electricity and purification chemicals.	Worsening quality and frequently unavailable	Poor service delivery by water authorities and increasingly lack of foreign currency for purification chemicals and water works spare parts, erratic supply of electricity.	Worsening quality and frequently unavailable	Worsening economy, post election impasse, foreign currency shortages and
Disease Outbreaks	Better	Erratic supply of water and poor service by water reticulation authorities.	better	Erratic supply of poor quality water due to foreign currency shortages and poor works maintenance and increasingly	worse	Worsening economy, poor service delivery, Untreated waste water burst pies have led to a Cholera outbreak due to

6.0 Identified Social Groups in Tertiary Institutions

The various livelihood challenges being faced by students in tertiary institutions as highlighted above have created various social groups of students based on wealth and accessibility to various livelihood assets. The creation of these various categories of students has inevitably widened inequalities between students of all sexes according to key informants interviewed. The behaviors of each social group at every institution are also determined by access to various livelihood assets. The survey found out that there are four common social categories of students in all institutions according to wealth ranking exercises. The social categories of students were presented as the following, the very poor, the poor, the better off and the rich. These social categories were observed to access livelihood assets differently with the very poor accessing a minimum of two livelihood assets as compared to the rich who were argued to be having access to all the five capitals of livelihood. The survey results indicate that these various social groups cut across sex as both female and male students are in all categories.

The survey also found out that the majority of students in the rich category are female students as they access other assets such as financial and physical assets through the social capital. At tertiary institutions they are usually observed or identified by their behaviors and how they spend their financial resources. They are said to drive vehicles or they are usually driven to and from college and they do not stay at college. They own the recent models and types of mobile phones, they dress fashionably and in most cases in accordance with the prevailing weather, they do not eat college food from common dining halls, they buy learning and teaching aid technologies such as audio recorders and lap-tops. They also pay for college accommodation but they do not stay at college at most times. Their frequency of visits from outside colleagues' is very high and they also exit college premises much more than all the other wealth groups. They engage in leisure activities such as going for movies in town, which the ordinary poor students don't do. The rich students also get to have some of their research work done on their behalf by other often poorer students in return for material favors particularly food and even clothing. The majority of students in this category were female students with a few numbers of male students.

The better-off social group is usually identified by changing clothes on a daily basis, and they are said to be borrowing clothes from friends and relatives as a way of showing off to other students that they have financial resources. This category was observed to be adventurous as they enter into relationships with sugar daddies and mummies to ensure a continuous supply of financial and physical resources. This category has been termed great pretenders by the majority of the respondents as they do not miss college food at the dining halls. They usually leave college at every weekend and return for the following week with groceries and other material goods.

The poor as the third identified social category at tertiary institutions constitute the majority of the students in most of the tertiary institutions in Zimbabwe. They are usually identified by their failure to access financial resources for tuition fees, accommodation fees, transport fees, and for their general upkeep whilst at college. They heavily rely on college food despite the poor quality of the food, they do not go out during weekends, they do not have basic learning materials, and they have limited clothing which is indicated by putting on the same clothes for three to four consecutive days. For those who do not stay at college, they are said to walk to college on foot. They have very low levels of spending, and they also borrow quite often.

The very poor category has very few numbers of students in most tertiary institutions as most of them have no option but to drop out of college due to financial constraints. For those who endure, they heavily rely on college food, they do research on behalf of either the better-off or the rich, at dining halls, they usually go for two or more food rations. They have poor quality of clothing, they have no supplementary financial resources therefore have no savings and do not spend at all.

These various social categories of students have been used in determining how each of them access different types of livelihood assets. The following paragraphs are an analysis of how the above identified social categories of students in tertiary institutions have developed their own livelihood strategies for survival. The analysis of all the wealth ranking exercises resulted in the following summary table.

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Tertiary Institutions Students Wealth Ranking summary

Category	Indicators	Livelihood Assets
Rich	<ul style="list-style-type: none"> ? Drive or are driven to college ? Pay for accommodation but do not stay at college ? Pay for food but do not eat from the college dining halls ? Eat quality food ? Put on expensive clothes and perfumes ? Some of them transferred to colleges in neighboring countries during political violence period ? Assignments are researched on their behalf by poor students 	<ul style="list-style-type: none"> ? Have access to financial resources and have high spending levels for food and other material goods ? Have access to foreign currency which indicate that they are highly networked with the Diaspora ? Engage in foreign currency exchanges involving high volumes of cash ? Have personal property such as expensive mobile phones, wrist watches and expensive carrier bags ? Have personal businesses or run businesses for their relatives
Better off	<ul style="list-style-type: none"> ? Borrow clothes from relatives ? Too much showing off ? Pretend to be very rich but have adequate financial resources ? Are resident at college, but always visit relatives and boy and girlfriends every weekend and bring material goods at each visit ? They visit the dining hall but not very often ? Have some financial resources to spend 	<ul style="list-style-type: none"> ? High access to social capital as indicated networks they have through calls they make and they receive on their mobile phones ? Have moderate access to physical assets as indicated by mobile phones and clothes ? Have access to financial resources as they have moderate financial resources to spend at college ? Have access to supplementary food besides food from college dining halls ? The majority have rich sugar daddies and mummies who provide most of the resources indicated by how they show off. ? Also engage in foreign currency dealings at
Poor	<ul style="list-style-type: none"> ? Have little or close to no financial resources to spend ? Eat from the dining hall every day ? Do academic research on behalf of the rich for payment ? Have few pairs of clothes ? Do not visit any one during weekends ? Do not eat food if college dining halls have no food and resort to wild fruits ? Have access to tuition fees for studies ? 	<ul style="list-style-type: none"> ? Have limited access to financial resources ? Have little or no financial resources for spending ? Have very limited access to physical property as they have no mobile phones ? Entirely depend on home support which also very limited
Very poor	<ul style="list-style-type: none"> ? Very few at college in number ? Most of them drop out if economic stresses and shocks are severe ? Entirely depend of college food ? Have a maximum of 3 pairs of clothes ? Most of them do not stay at college 	<ul style="list-style-type: none"> ? Have no access to most of the livelihood assets ? Very few at college particularly in 2008 due to non payment of tuition fees ? Have no other livelihood options

7.0 Livelihoods Assets Accessibility in Tertiary institutions

In understanding the livelihood assets accessibility by students in tertiary institutions, the sustainable livelihood approach was used to build on the strengths focusing on levels of assets and their distribution among individuals, changes in asset status over time, and the roles assets play in livelihoods. This survey focused on the five capitals of livelihoods that are human, social, natural, physical and financial capitals vis-à-vis the various social groups that were identified and are existent in tertiary institutions.

a) Human Capital

Human capital is dependant on the quality and quantity of time allocated to various productive and non productive activities by people. From the survey respondents indicated that different social groups of students allocate their time differently for various domestic purposes, socio-political activities as well as productive work activities. The survey found out that due to a number of challenges as a result of the declining economy, students in the poor and very poor categories allocate much of their time to petty trading, buying and selling, whilst those in the better-off and rich categories allocate much of their time to family businesses and foreign currency exchange. The poor trade products such as maputi, sweets, biscuits and other small consumable products such as bananas and apples. The survey also found out that some students in the poor and very poor categories engage in stealing various items either from colleges, and neighboring residential areas and farms as a source of livelihood. It was reported at one college that the theft of potatoes from neighboring farms was not uncommon as students resell these for an income. From the researchers' perspective such reported hidden criminal activity is difficult to verify.

Due to poor working conditions and low remunerations the respondents indicated that most of their lecturers are no longer coming for lectures therefore they use the lecture time for various trading purposes for survival. The activities being done during the same time by students indicate the different levels of accessing the same human capital and this also indicates a number of inequalities. Such livelihood strategies have been found by the survey to be more prominent in teacher training institutions as compared to agricultural colleges and other non-teaching institutions. It was also observed that students in agricultural institutions allocate the same time to buying and selling of mostly agricultural products such as potatoes, vegetables, cabbages, and carrots among other perishable products. They usually do such activities at a relatively large scale for example each student can have access to more than ten pockets for trading and this makes them different from students from teaching institutions.

The findings indicate that despite the differences in social groups, every student has access to human capital but at different levels, and there are also some differences in how to access the human asset. At teaching tertiary institutions the poor and the very poor use the same quantity of time to research academic work on behalf of other better off students whilst the rich and the better off are involved in foreign currency exchanges, and other smart business. This therefore means that the outcome of the time used by the different social categories is reflective of the differences in accessing the human capital.

- b) Social Capital refers to the moral and organizational context within which livelihood decisions are made and it is closely associated with issues of trust and reciprocity. Discussions on this livelihood asset captured different relationships between students and other people including relatives, social networks associated and institutional linkages.

Under these economic hardships in the country the majority of the respondents ranked social capital as the most popular livelihood asset that students are surviving on. Although most students have access to this livelihood asset the survey results indicate that differences are also at the level of the relationships and networks and the expected outcomes from the relationship and networks. The results indicate that the poor and the very poor have limited and lower level networks and relationships with friends at college, parents who are also poor and are struggling to pay tuition fees and have no other relatives who support the students whilst at college. The networks with other students are categorized as master servant type of relationships where rich students enter into relationships with poor students for the purposes of academic research for the rich students in return for payment in kind and cash. Such relationships were observed to be high among teaching tertiary institutions as compared to others.

Female and married students have networks with their in-laws, parents, and husbands who support them materially and financially whilst at college. Some of these students fall into rich category as some of them are driven or drive to college and do not have accommodation at college though they would have paid for it. It was also found out that being married has advantages as it translates to widened social networks and relationships as compared to unmarried students. This however does not mean that all those who are married are advantaged but is attached whether the family where you are married and where you came from are also rich or relatively rich. The respondents indicated that although such students are still there in tertiary institutions, their numbers have decreased as they are choosing to drop out in preference for other private colleges.

Some students in the poor and better off categories have access to relatives who are in the Diaspora and they maintain contacts with all relatives and friends outside the country with the sole objective of receiving remittances for survival. Students with such networks are also in different categories, as some receive remittances on a monthly basis, whilst others can receive once or twice a year. Those who receive remittances

irregularly are the ones who invest through buying and selling and foreign exchange to boost their reserves. The survey found out that this number of students is very small as compared to the number of those who do not have access to such social networks.

Unmarried and other married students who are in the poor category who have limited social networks establish them through sexual relationships with various partners hence increasing the risk of contracting HIV. The majority of these are observed to be resident at college and they have no supplementary sources for income. They travel at night to night clubs and city center to network during the night and they usually return to college at around 02:00 hrs in the morning. This indicates that the networks and relationships of those who fall in the poor category are risky and dangerous. The majority of them have resulted in unwanted pregnancies and cases of baby dumping are on the increase in all tertiary institutions. The survey indicates that the social capital is in two parts where the first part is defined as safe and quality social relationships and networks whilst the second are the risky and unsafe social relationships and networks. These two have two different outcomes or returns to those who have access to social capital.

There is also a second set of college relationships or networks. The respondents pointed out that the few married male students whose wives are cross border traders or local traders to support their husbands engage in transactional sexual relationships with younger and unmarried students using what their wives are providing them for their sustenance. Such relationships and networks have been observed to be high among teaching tertiary institutions where there is a high intake of female students than their male counterparts. Young male students on the other hand engage with older women to be supported financially and they will be having other relationships with young female students whom they share the proceeds from the older women. At Seke Teachers College it was reported that a number of female driven vehicles come to college mostly on Fridays to fetch the young male students.

Accessibility to the social capital by students in tertiary institutions has been considered complex and sometimes difficult to detect. The popular indicator found out during the survey is the rate of weekend visits by students of both sexes. Towards the end of the week those with mobile phones will be calling various people for a possible weekend visit and when they return on Sunday they will be loaded with material goods and cash for the week. One respondent at Gwebi College argued that under the current crisis, there is no parent who buys her or his daughter or son grocery or material goods on a weekly basis. This possibly indicates that those who visit out every weekend will be going to visit different people.

c) Natural Capital

The survey was focusing on understanding the distribution of privately owned natural assets such as private land, private housing plots, livestock and privately owned trees. The respondents reflected that married students in all tertiary institutions have access to

natural capital particularly land, livestock, and fruit trees. Such students though they are few according to the survey engage in agricultural activities, such as vegetable production particularly when they are not at college. However it was observed that the majority of students in the poor category do not have access to natural assets for a living.

Most colleges have fruit trees, gardens, and produce horticultural produce which students have access to but do not control. Most students access such assets through theft as there are rules and regulations that govern the management and control of natural assets that are owned by the tertiary institution. In agricultural institutions most students despite their social category have access to agricultural products harvested from the college land. Access of the products is through the provision of college food that is prepared in the dining hall. Such products observed are carrots, cabbages, vegetables, potatoes, green mealies and fruit products such as peaches, guavas, mangos among others. At teachers colleges such fruit trees exist but access is limited. The existence of indigenous fruit trees such as parinari (muhacha) was observed and students were accessing the fruits for direct consumption without challenges.

d) Physical Assets

The rich and the better off students in tertiary institutions were observed to be having access to physical assets such as personal and household assets like bicycles, sewing machines, agricultural implements, personal consumption items such as radios, refrigerators, televisions that are indicative of relative wealth and poverty. Some do have such assets at college and such ownership has been used as a wealth indicator at most institutions. The results of the survey indicate that most of the students categorized as poor and very poor do not own any physical assets except their clothes that they cannot sell during the period of crisis. This therefore means that these students are less resistant to shocks and stresses that further entrench them into vulnerability.

e) Financial capital

The survey sought to understand the financial services required and used by students including regular flows of money to individual students. Before the monetary policy of January 2006, students used to receive financial support from the central government in the form of grants and loans. According to most respondents this used to be the major way for most students in accessing financial asset. The policy that argued that government institutions were draining the government fiscus, withdrew the government financial support, and students had to turn to their parents and relatives for financial support.

This has reduced access to financial resources by most of the students who are categorized as poor and constitute the highest number of students in all tertiary institutions. Very few students who access the resources continue with their studies whilst the very poor have dropped out of college due to high tuition fees, transport, accommodation costs and for the general upkeep.

Students in the rich and better off category are accessing financial resources through the social network capital. They receive remittances from relatives in the diaspora, whilst the poor who are still continuing with their studies engage in prostitution to have access to the financial resource. This therefore mean that there different students have access to financial resources but have different means of accessing it.

8.0 Identified Livelihood Strategies by students in tertiary Institutions

The socio-economic and political context in the country has made most students in tertiary institutions vulnerable to various shocks such as food shortages, price increases, inflation, brain drain of lecturers, deterioration of education infrastructure, transport cost increases, expensive health care systems and tuition fees and accommodation fees increases. These shocks and stresses adversely impact on different categories of students different and this also results in different strategies by different students.

The survey found out that students over the past three years(2006-2008) as the economy was further declining have adopted coping livelihood strategies that range from foreign currency exchanges, cross border trading, petty trading in different consumable and non consumable goods, prostitution, and stealing property and goods for re-selling. Some student respondents pointed out that due to various networks they are surviving on financial remittances from relatives in the diaspora, whilst others depend on support from parents, husband and wives and from relatives including the in-laws.

The respondents reflected that the year 2008 has been the most difficult year for their survival at college and they had no option but to come up with innovative approaches of survival. The majority of the students who are poor have engaged in cross border trading, buying and selling, prostitution, petty trading in consumable goods and non consumable goods. These students lack social stress absorbers to cushion them during periods of shocks and stresses. Both male and female students are selling sweets, fruits, maputi, exercise books, pens, and the so called juice cards and other small goods to generate money for up keep at college for those who are resident, for transport costs for those who commute as well as to supplement for tuition fees. The survey found out that most of the poor students who are not dropping out of college are engaged in such trading and most of them have patience as the business is not that lucrative because their market is composed of their very poor fellow students. These students lose a lot of academic time as they spend more time looking for goods for re-selling. They always submit assignments late, and at Morgen Zintec College, more than 19 final year students had their assignment marks missing due to some of these reasons. This therefore means that their livelihood strategies inhibit their academic programme hence compromising the quality of education they are receiving.

The other groups of poor students who are not engaged in petty trading particularly female students engage in prostitution for them to raise financial resources for the same reasons of up keep, tuition fees, and transport costs and for learning materials. These students according to the respondents see petty trading and buying and selling as a difficult strategy, therefore opting for prostitution. The so called soft and smart livelihood strategy by male students. This is usually done during the night by those students who are residents at college. This strategy was found to be very high in tertiary institutions that are near the city center.

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The indicator for this livelihood strategy was observed as the early morning return of mostly female students back into their hostels usually around 03:00 hrs. Some of them return on foot whilst others are driven back to college. This has been termed smart but the most dangerous to the lives and health of the students who engage in prostitution. During discussions the respondents concurred that the spread of HIV and AIDS is very high among tertiary institution students. They engage in sexual relationships with sugar daddies and mummies who also have other relationships elsewhere. Most of the unmarried students have other sexual partners at college who are also young and meant for future marriage.

Prostitution by students from colleges that are far away from the city center is usually visible during weekends. Some are visited by their partners at college whilst the largest number leaves college to see their partners and always return with cash and other material goods. Although it usually happens during weekends the effects are the same as indicated by the respondents. A number of divorce cases among married students in tertiary institutions have been on the increase according to interviewed key informants. The following table is a summary of the strategies being employed by different category group of students as per the wealth ranking exercise.

Identified Livelihood Strategies by students in Tertiary Institutions

	Social Category	Strategies being Employed
1	Rich	<ul style="list-style-type: none"> ? Foreign currency exchanges ? Receive remittances from relatives in the Diaspora ? Female students get support from husbands
2	Better-off	<ul style="list-style-type: none"> ? Buying and selling of stationary and other moderate goods ? Lower levels of foreign currency exchange ? Receive financial support from relatives/parents and boy and girlfriends
3	Poor	<ul style="list-style-type: none"> ? Petty trading in consumable goods such as maputi, sweets, bananas, apples, ball point pens among others ? Prostitution in the city center at night ? Engaged in sexual relationships with sugar daddies and mummies ? Some are engaging in stealing valuable property from the neighborhood for reselling
4	Very Poor	<ul style="list-style-type: none"> ? They steal from other students at college ? They also steal from the neighborhood for consumption and reselling ? Are engaged in prostitution

9.0 Institutional processes and structures that affect livelihood strategies by students in tertiary institutions

Policy and Institutional processes and structures play a pivotal role in enabling and inhibiting accessibility to various livelihood assets in tertiary institutions. They determine students' access to various assets and the extent to which students are able to engage-in decision making processes. The survey found out that institutions are found at two levels of operation, and they are guided by college authorities, and the central government among other public entities. Various departments are responsible for the initiatives in policies and institutional arrangements that regulate local behaviors including in tertiary institutions. The survey found out that policies at the national level have affected their access to livelihoods more as compared to college rules and regulations.

9.1 Central Government Policies

For the past 5 years the government through its departments introduced various policies that adversely affected the livelihoods of students in tertiary institutions. The withdrawal of government funding and financial support to tertiary institutions and students, has limited students' accessibility to financial resources. Tertiary institutions were asked to look for own funding sources and this resulted in institutions heavily depending on tuition fees from poor parents. This government policy has completely reduced financial spending by students whose majority is now depending on poor food quality being provided by the colleges. Institutions are now failing to purchase teaching and learning materials hence compromising the quality of education. Some students indicated that the financial resources that they were supposed to spend on food, is now being spent on purchasing learning materials such text books, contributing to buy chalks for their lecturers and this has adversely affected students livelihoods.

Most of the key informants interviewed indicated that the government's withdrawal from the Common Wealth member states resulted in reduced donor funding into most tertiary institutions. This also worsened the situation for tertiary institutions that were already cash strapped. In order to have financial resources to run the tertiary institutions the government worsened the situation of students by increasing tuition fees and this was indicated by January 2007 and 2008 increases that resulted in more that 40% drop out rate of students from tertiary institutions according to the ZINASU study report shared with all tertiary institutions in the country.

Most respondents pointed out that the privatization of all the basic services to students in tertiary institutions affected the livelihoods of students. The privatization of

accommodation in tertiary institutions, food provision, and transport costs has resulted in increased cases of prostitution among students as they try to cope with the situation. Most respondents indicated that engaging in prostitution is not the best livelihood option as a result of the constraining privatization of basic services but most students were left with no option but to engage in it as it provides ready cash and food on the table for students. The respondents agreed that it is a high risk livelihood option in the error of the HIV and AIDS pandemic that is killing most of Zimbabwe's active age group.

The year 2008 has been the most difficult year for students due to monetary policies that have been changed many times by the Reserve Bank of Zimbabwe. The cash withdrawal limits by the Reserve Bank has made most students miss the few lectures being offered as they spend much of the time in cash withdrawal queues. In September 2008, the Reserve Bank introduced the selling of basic commodities in foreign currency, and this has completely made it difficult for students to access the basic commodities, as they are not employed neither are they earning in foreign currency. This has worsened the plight of students as this policy has further inflated all prices in local currency and the business community is also taking advantage of over pricing.

9.2 College Rules and Regulations

Various tertiary institutions have their specific rules and regulations that govern the behavior of students. However the most popular is the prohibition of cooking by students who are resident at college. This has further worsened the access of food by students. Most students in agricultural colleges have access to agricultural products they buy from nearby farms, since most colleges are not producing due to shortages of farming equipment and inputs. Most respondents indicated that they access, potatoes, pumpkins and other products that they can cook if the college fails to provide food to students.

The quality of food provided by the college has been deteriorating over years, and now it is now reportedly at its worst. Respondents noted that it is often made up of boiled cabbages, sometimes without cooking oil, tomatoes and salt. This has prompted students to procure better food for own cooking but they cannot openly do this. Anyone caught cooking risks facing punitive action and may have their stove and cookware confiscated by the college authorities. The rampant electricity cuts in the country have also affected the provision of food by the colleges, and students are still prohibited from finding their own means of preparing own food.

Most colleges prohibit students from being out of their hostels after 19:00hrs but this is no longer being followed. Most students who are engaged in prostitution practice it during the night. This regulation was meant to reduce unwanted pregnancies, abuse of female students by sugar daddies and engaging in other unorthodox survival strategies. Students indicated that the collapse of the services in most institutions has weakened the college authorities' power in enforcing the rules, and this has been worsened by the withdrawal of many students from college accommodation.

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Most respondents pointed out that most rules and regulations at the college level that used to protect students from abuse and their access to basic services are no longer functional. No student even the college authorities are still respecting the rules and regulations as they are also concerned about their own survival.

10.0 Survey Recommendations

- ❖ The living conditions of students in tertiary institutions have declined to the extent of affecting the total number of students who are completing tertiary education. This is in-turn adversely affecting the quality of education in the country. It is recommended that the central government should reconsider supporting tertiary institutions financially to reduce the burden of paying high tuition fees.
- ❖ Food shortages in tertiary institutions have been ranked the second most critical challenge during the ranking exercise. This is due the extreme poverty and the economic decline that students are failing to cope. It is recommended that food subsidies and food aid be provided and extended to tertiary institutions as they are equally affected as the rural poor people in the country. The support and aid should be channeled through the school authorities to avoid generation of conflict.
- ❖ Student teachers from the survey are the most affected by financial constraints and food shortages. It is proposed that they be not treated differently from student nurses or police recruits who receive a student salary during the duration of training. This should be lobbied with the central government as a possible measure of support students in tertiary institutions.
- ❖ Most agricultural institutions used to have access to basic goods for survival, such milk, eggs, beef, chicken, vegetables, maize meal, carrots from own production. However the past two years were a challenge to them due to the shortages of agricultural inputs, and dysfunctional equipment which has not been repaired due to shortages of spare parts. It is proposed that since these colleges have access to land for production, partnerships should be established with the private sector to support production based on the contract farming principle. This allows the institutions to produce for marketing to specific markets and remain with what is adequate for own consumption.
- ❖ The HIV and AIDS pandemic is also spreading among students at a faster rate due to prostitution, and the sugar daddies and mummies are also taking advantage of the poor students. This is destroying the future manpower base and increasing the number of HIV and AIDS patients in the country. It is therefore recommended that the food provision should be a direct support to colleges. This should be coupled with targeted HIV and AIDS programming that ensures the provision of counseling services, information dissemination, provision of condoms, HIV and AIDS testing and overall mainstreaming HIV and AIDS in all tertiary education activities including social activities, sports and the curriculum.
- ❖ Tertiary institutions that do not have access to land for own productions are recommended to look for agricultural land such that they access the inputs and

equipment to start producing agricultural products for own survival. This strategy would ensure that the institutions would have the capacity to provide most of the food from own produce to students.

- ❖ Shortages of water have led to the continued closure of some of the institutions in the country, and this has led to the outbreaks of cholera which still increasing in greater Harare. Most students in Teachers Training Colleges suffered from stomach pains and diarrhea and UNICEF reacted by bringing water tanks on a temporary basis, and they bring water on a daily basis. To address the challenge, most of the institutions need at least four boreholes to provide clean and adequate water for both drinking and other basic uses. This support can be sought from aid agencies, and development donors as well as central government.
- ❖ The challenge of electricity is now a perennial challenge and this can be addressed by linking the tertiary institutions with industrial connections or grids where electricity cuts are not as severe as in residential stands. This will assist improving on the quality of education as students will have more hours of academic research and study. This recommendation has been tried in Chitungwiza where Young Africa Skills Center has changed its electricity line connections to the industrial grid and it has worked.
- ❖ Teaching and learning materials in most tertiary institutions has not been renewed nor replaced for the past six years according to the college authorities, and this has reduced the stock of learning materials to almost nothing. This has affected the quality of education, and also forced students to purchase teaching and learning material at the expense of food and transport costs. It is recommended that linkages with the international and regional donor agencies be established to ensure supply of appropriate teaching and learning materials to improve quality of education and save on expenses by students on such materials.
- ❖ To avoid donor recipient syndrome, most institutions are encouraged to initiate income generating projects, such as piggery, chicken raring, candle production, beekeeping among others at a large scale that attracts financial support as capital expenditure and have linkages with identified market in the region and internationally to diversify the livelihoods of students in tertiary institutions.

11.0 Conclusion

The livelihood baseline survey was conducted to understand the vulnerability context of students in tertiary institutions, their accessibility to livelihood assets, and livelihood strategies being employed by students. The ultimate goal of the baseline survey was to develop options for the livelihood diversification for students in tertiary institutions and the results are intended to inform the overall programming by Padare/Enkundleni/Men's Forum on Gender in tertiary institutions. The Livelihood baseline survey was conducted in three selected tertiary institutions in the greater Harare. One agricultural and two Teacher training Institutions were selected to provide rich information on the different livelihoods of students under the current economic challenges in Zimbabwe.

Various livelihood analysis methods were used for data collection. Livelihood profiling, situational analysis, gender analysis, wealth ranking, trend analysis, in-depth interviews and focus group discussions were used to largely collect qualitative data. To compliment these methods a quantitative questionnaire was developed and administered on a total sample of 60 participants to have a statistical analysis and understanding of the livelihood baseline. The two methods used (qualitative and quantitative) generated data that reflected the livelihoods of students in tertiary institutions in Zimbabwe.

The survey found out that the economic and political crisis in the country has rendered students in tertiary institutions vulnerable to shocks of food shortages, lecturer brain drain, shortage of learning and teaching materials, the spread of HIV, cash shortages, high tuition fees, transport and accommodation fees, and the recent political violence during the 2008 elections. As a result students have no access to the livelihood assets that are important for their survival at tertiary institutions. Most students particularly the poor have dropped out of college as they cannot resist to the shocks and stresses posed by the current economic and political crisis. Observed are four categories of social groups of students that have emerged in most institutions based on wealth and accessibility to livelihood assets.

The rich and the better-off have access to livelihood assets but they are few in number in tertiary education. The poor and the very poor are the majority together comprising over 80% of students in tertiary education. They have no access to livelihood assets and they engage in petty trading of small consumable goods such as sweets, maputi among others, researching for the rich students in the library and are engaged in prostitution and stealing from the neighborhood and from other students in order to survive. Contrary to the poor are the rich and the better-off who engage in foreign currency exchange, have strong and viable social networks even with the Diaspora, and engage in buying and selling of quality and expensive goods. The study found out that the majority of students have no access to sustainable livelihood options to copy and resist the challenges being posed by the context in which they are living.

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The survey came up with a wide range of recommendations that would assist students in tertiary education. The recommendations require a lot of external support, targeted donor intervention, reconsideration of government policy, partnership establishment with donor agencies and private sector. However most of the recommendations require a greater improvement of the current economic and political situation in the country. During the survey many respondents expressed hope on the current talks for an inclusive government. The success of the talks would stabilize prices and improve the flow of goods and reduce levels of international isolation of the country. As a result of all these hoped changes, life in tertiary institutions is also hoped to improve.

