

ZIMBABWE

Rebuilding a Nation



March 2009

1.	INTRODUCTION	3
2.	EXECUTIVE SUMMARY	4
3.	RECOMMENDATIONS	5
4.	ZIMBABWE BACKGROUND	6
4.1.	Political	6
4.2.	Economic	6
4.3.	Labour Market	9
	Education	9
	Health	10
	Local Government	11
5.	UNITED KINGDOM BACKGROUND	12
5.1.	Asylum & Immigration	12
5.2.	Evidence Base	12
5.3.	Education Experience	13
5.4.	Employment Experience	13
6.	VOLUNTARY RETURN	16
7.	PHOENIX EVALUATION	17
7.1.	Introduction	17
7.2.	Analysis of Grant Holders	18
7.3.	Impact on Beneficiaries	18
7.4.	Work Placements	20
8.	SAAEP AND SKILLS FOR SOUTHERN SUDAN	22
9.	OUTLINING THE PROGRAMME	24
9.1.	Introduction	24
9.2.	Programme Participants	24
	Teachers	24
	Health Workers	25
	Local Government Workers	26
9.3.	Citizens for Sanctuary	26
9.4.	Role of Community Leaders	27
10.	APPENDICES	28
10.1.	Bibliography	28
10.2.	Terms of Reference	30
10.3.	Phoenix Grantees	32

1. INTRODUCTION

This report explores the feasibility of a new programme that would prepare Zimbabweans in the UK to return with the skills and experience required for reconstruction.

The study was supported by the UK Government's Strategic Programme Fund.

I am very grateful to all those who shared their ideas, expertise and experience; and in particular I owe a debt of gratitude to Rajiv Bendre, Director of the British Council in Zimbabwe, who went well beyond the call of duty to ensure that my brief visit to Harare was productive.

I had not deliberately planned to be in Zimbabwe during the week that Morgan Tsvangirai and the new unity government were sworn in; it is still too early to discern whether these events heralded a genuine turning point or another false dawn.

There are many in the UK who share a concern for the future of Zimbabwe and I am sorry that I was unable to consult more of those who are involved in current initiatives, particularly in the Zimbabwean community itself. I hope that soon there will be an opportunity to bring people together to exchange ideas about the future development of this work.

I am also grateful to the Employability Forum and the City Parochial Foundation for their help and support.

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Chairman
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March 2009

Note:

This report was commissioned by the UK Borders Agency. Its contents are the views of the author and do not necessarily represent the views or the policy of the UKBA.

2. EXECUTIVE SUMMARY

Zimbabwe continues to face a very uncertain future. The new government is now locked in a power struggle with ZANU - PF hardliners and it remains to be seen whether the concept of power sharing is in fact a practical proposition.

There is some uncertainty among the international donors and Zimbabwe's neighbours about the way forward. EU sanctions remain in place including a freeze on assets and a travel ban for a list of targeted individuals. It is unclear how 'targeted support' might be delivered if the unity government survives. Donors have agreed on principles that will determine the provision of financial assistance, but it will inevitably take time for international financial institutions to make any significant impact.

The crisis in Zimbabwe has been protracted and the decline unprecedented in a country that has not experienced armed conflict. This long-term deterioration in Zimbabwe has coincided with continuous and continuing reform of the UK's immigration and asylum system. The legacy of this coincidence is a confusing patchwork of migrants from Zimbabwe: naturalised citizens, refugees, asylum seekers, reunited families, illegal workers and over-stayers, students, work permit holders and those whose nationality is disputed.

There has been an apparent contradiction within UK government policy that confuses even casual observers. Parliament has received regular reports from government ministers on the scale of the humanitarian catastrophe facing Zimbabwe and at the same time the

Government has continued to explore ways of increasing the rate of voluntary returns of Zimbabweans whose asylum applications have failed.

The pattern of repression, beatings, torture and detention by the Mugabe regime has been (and may continue to be) difficult to follow, and this has resulted in asylum decisions by UKBA, courts and tribunals that have been hard for Zimbabweans in the UK to understand. It is widely (but mistakenly) believed that the asylum system can offer some protection from poverty, famine, disease or the prospect of long term unemployment.

The relationship between the Zimbabwean community in the UK and the UK Border Agency is extremely tense and the high levels of suspicion and mistrust could undermine any initiatives that are linked to return.

It is difficult to find effective channels for credible communication with a community that is scattered geographically and divided politically. The internet has electrified the grapevine.

There is evidence of an educated, professional community wanting to acquire the necessary skills and experience that could contribute to the reconstruction of a nation. Recent research has also presented further evidence of strong links with families and communities in Zimbabwe through remittances.

It is feasible that a programme aiming to develop the skills that will be required for the reconstruction of Zimbabwe could make a valuable contribution. This would require long-term commitment and the active support of different agencies, partners

and donors. The participation of the leadership of the Zimbabwean community in the design, development and delivery of such a programme would be of paramount importance.

8. Strengthen contacts between the diaspora and employers in Zimbabwe through a programme of exchange visits and engage with the unity government where appropriate.

3. RECOMMENDATIONS

1. Develop a medium term programme to prepare Zimbabweans in the UK to gain skills and experience relevant for return and reconstruction.
2. Involve the Zimbabwean community in the development of such a programme and ensure that the criteria for selection are well understood.
3. Recognise that the success of such a programme would depend on a measure of independence from government.
4. Involve a wide range of partners – private sector, voluntary, community organisations, local authorities and individuals committed to the rebuilding of Zimbabwe.
5. Ensure that the programme was accessible to a diverse range of participants in terms of gender, ethnicity, geographical location and political affiliation.
6. Clarify the position on the enforcement of returns within the broader policy package and consult on proposals.
7. Link the overall strategy and pace of the returns programme to the same principles drawn up by donors in Ottawa.

4. ZIMBABWE BACKGROUND

4.1. Political

The inauguration of Morgan Tsvangirai as Prime Minister in February 2009 and the swearing in of MDC Ministers in a power-sharing unity government represented the first real possibility for the reconstruction of Zimbabwe.

But the arrest of Roy Bennett (nominated as the MDC Agriculture Minister) and the continued detention of MDC party activists were early signs that the agreement to form a unity government would be put to the test from day one. The future of Zimbabwe hangs in the balance.

In 2007 Gareth Evans¹ described Zimbabwe as 'a graveyard for optimists' and he went on to say that 'there is little or no prospect of Mugabe being bludgeoned out of office'. Two years later there remains widespread scepticism in the diplomatic community in Harare and elsewhere about the prospects for the new coalition government.

On the other hand there is a pragmatic recognition that Tsvangirai and the MDC may have taken the first crucial steps in weakening the grip that Mugabe and the hard line ZANU-PF have had for so long.

After the elections of 29th March 2008 youth militias and war veterans terrorized communities - 150 activists were killed and more than 5,000 people were severely beaten. 36,000 were displaced by the military.² The machinery for state repression remains intact and it is not yet clear whether the

new government will have the power to exercise control or restraint.

4.2. Economic

A recent UNDP report³ has outlined the scale of the disaster facing the new government:

at the end of the current crisis Zimbabwe will be characterized by a severely debilitated economy, the near collapse of its infrastructure and a deeply impoverished population that is heavily reliant on international humanitarian assistance

most of the country's state institutions will be a mere shadow of their past, severely weakened in terms of capacity to both design and implement technically sound policies

Zimbabwe is facing a sharp decline in public expenditure on higher education, deteriorating teaching conditions, decaying educational facilities and infrastructure, perpetual student unrest, erosion of university autonomy, shortage of teaching staff, lack of academic freedom

the impact of the brain drain on public service delivery has been devastating. In the case of health care it is estimated that 80% of doctors, nurses, pharmacists and radiologists who trained since 1990 have left. By 2003 the health sector had lost over 2,100 medical doctors and 1,950 State Certified Nurses

¹ President of International Crisis Group, former Australian Foreign Minister.

² Human Rights Watch 2008

³ Comprehensive Economic Recovery in Zimbabwe 2008

The Department for International Development (DFID) is providing humanitarian assistance through:

- food aid via the World Food Programme
- supporting the salaries of health professionals and the provision of medicine through UNICEF
- funding International Organisation for Migration (IOM) support for Internally Displaced People & migrants
- Protracted Relief Programme
- Expanded Support Programme
- Orphans and Vulnerable Children
- support for local NGOs and civil society organisations⁴

Other features of the current situation in Zimbabwe include:

50% of urban households rely on remittances to meet basic food needs and utility costs; a nascent social protection framework did exist but the value of all state benefits has collapsed

the decline in agricultural production has resulted in the loss of 500,000 jobs for farm workers: 50% of the overall population is dependent on food aid

Zimbabwe has the lowest life expectancy for women in the world (34).⁵ There has been a sharp rise in infant and maternal mortality; it has

the highest rate of orphaning in the world

Zimbabwe's crisis has been protracted, its decline unprecedented in a country not experiencing conflict; in 2008 hyperinflation was running at 231 million % - this obliterated savings, eroded incomes and made basic goods unaffordable

One of the highest rates of primary school enrolment (90%) has collapsed - state schools have closed and teachers are unable to afford to travel to work

Hospitals are not functioning; private medical insurance has collapsed. 3400 have died of cholera since August 2008; c.400 deaths a day from HIV/Aids

Water and sewage in urban areas have collapsed - in Harare's high density areas people travel 1,300m to find water, spending an average of 4 hours a day

c.3 million Zimbabweans have left the country

3 possible scenarios have been suggested:

1. Committed and sustained reform: political transition gains momentum and real reform becomes the focus of the Government of National Unity

2. Tentative Reform: new government is sworn in but lack of trust and uneven balance of power hamper reform

3. Decline continues and accelerates: political transition collapses because of failure in mediation, military coup or ZANU-PF assume control

⁴ Further details of DFID's programme in Zimbabwe are available at: <http://www.dfid.gov.uk/countries/africa/zimbabwe.asp>

⁵ WHO 2006

At a recent meeting of international donors in Ottawa there was agreement that re-engagement must be carefully calibrated, taking into account the actions of the new government rather than being unduly influenced by its composition or its words.

Donors have been creative in finding new ways of providing assistance for those in greatest need and minimizing the risk of funds being misappropriated by the government.

One immediate challenge facing the donors and the new administration will be the cost of honouring Tsvangirai's commitment to pay public servants in foreign currency. It is estimated that this will cost USD 136 million a month.

It will take some time before International Financial Institutions will make any significant impact. Zimbabwe will have to consider whether to apply for status as a Highly Indebted Poor Country (HIPC); there is a massive debt overhang of USD 3 billion of arrears and a further USD 2 billion of debt which will cost USD 150 million per annum.

In Harare it was clear that the future of refused asylum seekers in the UK is not seen as an immediate priority in terms of the stabilization and reconstruction of Zimbabwe. The country is not yet in a position to absorb returning migrants who are unable to support themselves.

But it is widely recognized that the skills in the diaspora could make a vital contribution to the rebuilding of Zimbabwe when conditions improve. There was support for the concept that the UK could play a useful role by ensuring that the Zimbabwean community in the UK was well

prepared and able to return with relevant skills and experience.

"A medieval government unable to handle modern challenges, unable to handle technologies needed for industrialization" - this is how one observer described the Mugabe regime, suggesting that the exposure to new ideas and new technologies among the diaspora could prove important in the future.

The National Chairman of the MDC has requested that: "Zimbabweans living in exile in the UK need to have access to a well-resourced programme for skills development and professional training that will prepare them for eventual return and participation in the national reconstruction process."⁶

The legitimacy and credibility of any enhanced returns programme will be a critical success factor – it is important that any future initiatives are grounded in the economic and social realities of a changing Zimbabwe.

⁶ Lovemore Moyo letter to UKBA, Nov 2008

4.3. LABOUR MARKET

It was agreed that the study should look at a limited number of key areas in the labour market - education, health and local government.

Education

Zimbabwe once had one of the highest standards of education in Africa with more than 90% of children enrolled in primary schools, a national O- level pass rate of 72% in the mid-1990s and a strong tertiary education sector.

Since the school year began in January 2009 the state system has virtually collapsed - last year the O-level pass rate was 11% and many schools recorded zero passes. In January teachers went on strike because the value of their salaries was not sufficient to cover the cost of travel to work. Teachers were accused of supporting MDC and many fled to South Africa or elsewhere. 6 teachers were murdered and many were assaulted during the violence that followed the second round elections in June 2008.

There is a tradition of parents providing additional resources for teachers and some evidence that home schooling is expanding - parents who can raise sufficient foreign exchange to pay for a teacher can provide some semblance of an education for their children. Some private schools continue to operate and even have long waiting lists for those who can afford to pay the fees.

Local authorities are the contractual employers of teachers, although salaries are paid through central government. Education is seen as 'the next frontier' for international donors and it is possible that donors might find ways of supporting the salaries of teachers through local authorities, in the same way that donors support the salaries of health professionals via UNICEF/ Crown Agents.

All four of Zimbabwe's universities failed to open for the first semester of the 2008/2009 academic year - the University of Zimbabwe, the National University of Science and Technology, Midlands State University and Chinhoyi University of Technology. The salaries of the teaching staff had become worthless and the students were unable to pay the fees.

The Council for Assisting Refugee Academics (CARA) has received many applications from Zimbabweans for grants to study in UK universities and is supporting academics who held senior positions at the University of Zimbabwe. CARA is now looking at the feasibility of a new programme that could strengthen links between academics in the UK and in Zimbabwe, drawing on its extensive network of contacts in UK universities and on its recent experience of a similar project with Iraq.

Zimbabweans continue to attach a high value to education at all levels and the revival of this sector will be seen as a key indicator of the ability of the new government to deliver reform.

Health

The health system has also collapsed in the same way as other public services – the total erosion of the value of the local currency left doctors, nurses and other health professionals without any means of support. (It is worth noting that the UK and other countries contributed to the acceleration of the decline by actively recruiting health workers from Zimbabwe in 2001/2).

The UNDP report includes some data about the staff situation in major referral hospitals and in the University of Zimbabwe's College of Health Sciences.⁷

Harare, Parirenyatwa, Chitungwiza, Mpilo & United Bulawayo Hospitals (January 2006)

Designation	Establishment	In Post	Vacancies	%
Doctors / Specialist Heads of Dpt.	22	1	21	95
General Medical Officers	106	27	79	75
Chief Gvt. Pathologist	3	1	2	67
Junior Registrar	62	0	62	100
Chief Medical Lab Scientist	6	2	4	67
Lab Technician	171	99	72	42
Registered General Nurse / Sister	2852	1936	916	32
State Certified Nurse	392	284	122	88

University of Zimbabwe College of Health Sciences (March 2007)

Designation	Establishment	In Post	Vacancies	%
Anaesthesia	16	2	14	88
Anatomy	26	1	25	96
Clinical Pharmacology	1	4	7	64
Community Medicine	17	8	9	53
Obstetrics	26	14	12	46
Physiology	21	1	20	95
Surgery and Radiology	30	10	20	67

Since this data was collected more than two years ago, the situation will have inevitably deteriorated, not least because the value of the salaries in the university would now be worthless. All healthcare workers are now either in the private sector or being paid for by donors.

⁷ UNDP report 2008

Local Government

The elections in March 2008 led to the constitution of local authorities that were mainly under the control of the MDC - in Harare 46 out of 48 wards were won by the MDC. Councils are operating in a hostile political and economic environment and inevitably find it very difficult to meet the expectations of the electorate.

Local authorities in Zimbabwe are responsible for primary health care including public health and infectious disease hospitals. There are chronic shortages of tyres for refuse trucks and diesel to run them. Shortage of water treatment chemicals has been blamed for the outbreak of cholera in a number of local authorities including Harare.

In spite of the acute difficulties it is thought that the systems and structures of local government in Zimbabwe are fundamentally sound. The Urban Councils Associations of Zimbabwe (UCAZ) has been working with the Commonwealth Local Government Forum to carry out an assessment of the training needs within local government and a team from the University of Birmingham will be visiting Zimbabwe in March 2009.

UCAZ hope that donors will recognize that local authorities have the legitimacy and capacity to implement practical reform at the community level, and that local government offers a viable alternative to channel funds more effectively than through central government.

Local government will play a key role in the reconstruction of services in education, health, water, sanitation and roads. Permission has been given for local taxes to be collected in foreign exchange.

Local Authorities in the UK and in other Commonwealth countries could play a key role through the provision of practical training, work experience and advice.

5. UNITED KINGDOM BACKGROUND

5.1. Asylum and immigration

In 2003,⁸ it was conservatively estimated that the number of Zimbabweans overseas was in the region of 0.5 million; the UK was the most popular destination followed by Botswana, the USA, Canada and South Africa. As the political and economic situation in Zimbabwe has worsened in the last five years, the numbers in neighbouring countries, particularly South Africa and Botswana, have increased dramatically.

5.2. Evidence Base – Numbers, Geography

Major centres of Zimbabwean settlement outside London are Luton, Leeds, Slough and Leicester and there are significant numbers in Manchester, Birmingham and Coventry. However, Zimbabweans in the UK are scattered, partly because of the policy of dispersal of asylum seekers and partly because of the importance of care work, for example in coastal and other retirement centres.⁹

Continuous (and continuing) reform of the immigration and asylum system since 2001 has left a complex 'taxonomy' of Zimbabweans in the UK - white Zimbabweans with ancestral connections, naturalised citizens, aspirant citizens, refugees recognised under the 1951 Convention; Indefinite Leave to Remain; Exceptional Leave to Remain; Humanitarian Protection; asylum seekers at all stages in the system including refused, appealing, Section 4; non section 4; section 95; reunited families; students; work

permit holders; undocumented migrants; those held in detention; foreign prisoners; visitors; overstayers and those whose nationality is in doubt.

There has been a recent escalation in the number of asylum claims following the RN decision at the Asylum and Immigration Tribunal in November 2008, and the worsening outlook in the UK labour market. As of January 2009 new claims were running at c.500 per month.

A screening process is capturing more detailed information about new claimants, for example on what sort of work people were doing before they claimed and when they originally entered the UK. Initial findings suggest that Zimbabweans tend not to claim asylum on arrival to avoid dispersal.

Recent estimates¹⁰ from UKBA suggest:

Refugees	6,000
Other forms of Leave to Remain (students, workers, visitors)	20,000
Family related, HP	4,000
Failed asylum seekers	10,000
Without valid leave	60,000
TOTAL	100,000

⁸ Chetsanga, SIRDC

⁹ Mbiba

¹⁰ January 2009

5.3. Education Experience

All evidence points to Zimbabweans coming to the UK with good English language skills, high levels of education and many with professional qualifications and experience.

The Home Office does not record the qualifications and skills of those applying for asylum (since this information is generally not relevant to asylum claims).

In 2004, the Home Office published a Skills Audit of Refugees¹¹ based on a survey of nearly 2,000 newly arrived refugees carried out over 3 month period in 2002/3. The report found that of all groups surveyed, the Zimbabweans had the highest level of education, previous work experience and levels of literacy and English language. 57% had worked as professionals, managers or in professional and technical occupations.

“Respondents originating from Zimbabwe indicated that they were highly skilled. The majority had received a high level of education with over 90% having gained at least one qualification. The majority were working before they left for the UK of whom a third were in professional occupations. Almost all could read and write in their own language and had good English language skills.”

Other research confirms this picture. 97% of respondents in a 2005 study¹² of 500 Zimbabweans in the UK had a formal qualification and an above-average level of education compared to the British population and other exile groups. This partly reflects the fact

that it is the better educated and those from better-educated families who have been able to afford the airfare to get to the UK.¹³

5.4. Employment Experience

The majority of Zimbabweans arrived in Britain with work experience. In the 2005 study 71% had either been employed, or were in self-employment. The brain drain of professionals from Zimbabwe has accelerated as the political and economic crisis has deepened in Zimbabwe and Britain seems to have been the favoured destination for those with professional skills.

One study¹⁴ has shown that the popularity of the UK as a destination reflected not only post-colonial connections, but was also the result of organized recruitment by agencies supplying professionals to the UK public sector. These agencies had offices in Zimbabwe until 2002 and later recruited through the internet. Already by 2002, Zimbabweans were the fourth largest foreign nationality in the UK nursing workforce.

Zimbabwean refugees (who have been given permission to work) have also faced difficulties in finding work commensurate with their qualifications and experience. Zimbabweans working in the care industry emphasise the stress and deskilling most have experienced in trying to support themselves and dependents through excessive hours of low-status and often poorly paid work. Few have found care work to be a stepping-stone to any meaningful career progression.

¹¹ <http://www.homeoffice.gov.uk/rds/pdfs04/rdsolr3704.pdf>

¹² Bloch (2005)

¹³ Mbiba

¹⁴ McGregor

Recent work on remittance strategies has confirmed that a high proportion of those who are able to work legally are employed as carers.¹⁵

Despite the lack of detailed data on skills, efforts have been made in recent years to encourage UK based refugee professionals seeking work to register their skills on specialised databases. Although these only capture a small part of the picture, these databases are useful in indicating more detailed information about skills and can be a mechanism for contacting Zimbabwean professionals. The Refugee Council has developed data bases for doctors and teachers in partnership with the BMA and Teacher Training Agency respectively.

In July 2002 a concession was removed that allowed asylum seekers the right to work (if no initial decision had been received within 6 months). This policy change coincided with a major increase in the number of asylum applications from Zimbabwe in 2002.

The removal of the concession was followed by detailed policy guidelines on voluntary activity for asylum seekers:

Asylum seekers are prohibited from taking employment (paid or unpaid). However there is a distinction to be made between voluntary activity and unpaid employment. Asylum seekers are allowed to undertake voluntary activity, as long as they are carrying out the work on behalf of a registered charity, voluntary organisation or body that raises funds for either. Further information on the difference between 'voluntary activity' and

'unpaid work' can be found in Comprehensive Guidance for employers preventing illegal working.

Although there is no specific legal power to prevent a refused asylum seeker from volunteering, the normal course of action should be for the UK Border Agency to issue removal directions and to discourage further voluntary activity.

These existing guidelines tended to (and intended?) to deter asylum seekers and voluntary organisations from exploring opportunities for gaining training and work experience.

Further confusion may have arisen in June 2004 when the idea was floated by the Home Office that refused asylum applicants who could not return should be required to do compulsory, unpaid community service in exchange for benefits.

The 2005 study gives a general picture of the community in terms of gender, age and status. A third of respondents were women, two thirds were aged between 25 and 39 and the sample held a wide variety of immigration status.¹⁶

Zimbabwe became a target for specific controls when it topped the list of asylum producing countries in late 2002. Forced removals resumed in late 2004 but were halted in October 2005 leaving a growing number of refused asylum seekers in a situation of protracted insecurity, unable to work and many with no route to regularise their status. A significant proportion of the 16,145 with refused asylum claims between 2001 and 2004 found themselves in this situation.¹⁷

¹⁵ Remittance Strategies of Zimbabweans in N England. University of Leeds Jan. 2009.

¹⁶ Bloch (2005)
¹⁷ McGregor

Some turned to self-employment because of the difficulties in accessing the formal labour market. There is evidence of Zimbabweans developing successful businesses which often build on, and serve the needs of, the diaspora for example in financial services: money transfer and funeral insurance, recruitment, and market stalls.¹⁸

Those prevented from working in the UK inevitably suffer from the inactivity, uncertainty and the lack of resources that result. Any programme designed to meet their future needs must take account of the experience they have gone through and the damage it may have caused to their skills, confidence and motivation.

De-skilling This is an inevitable consequence of the policy that has prevented asylum seekers from working. It is all the more serious for those in professions. The process of getting professional qualifications from overseas recognised in the UK is generally lengthy. Many are thwarted altogether and forced to change direction.

Loss of confidence Refugees arrive in the UK hopeful that whatever the difficulties they faced at home, they will be able to make a go of life in the UK, may be able to remit money to family members struggling at home, and perhaps in due course return better skilled and better off. The gulf between expectations and reality is great, leading to a loss of confidence that deepens over time.

Lowered motivation The process of seeking asylum is itself damaging, creating dependency and frustration with authority that can be hard to shake

off. Despair at the continuing difficulties at home further lowers motivation.

Others in the diaspora are likely to have similar difficulties. Those given permission to work will not find it easy to get work commensurate with their qualifications and settling into a new country comes with many challenges.

The Zimbabwean community has maintained strong social and economic ties to Zimbabwe as evidenced by family contact and regular and sustained remittances.

In surveys the majority express the wish to return to contribute to Zimbabwe's development but say that this would be dependent on political change and economic opportunities. The latter is clearly an important consideration, the more so for those whose remittances from the UK are keeping alive family in Zimbabwe.

In one study those interviewed suggested that return to Zimbabwe would require political change (66%), voting rights in Zimbabwean elections (53%), economic opportunities (51%) and dual nationality (49%).¹⁹ Two thirds said they would definitely like to return to Zimbabwe and 21 percent said they might return.²⁰

¹⁸ Mbiba

¹⁹ Bloch (2008a)

²⁰ Bloch (2006)

6. VOLUNTARY RETURN

Research commissioned by the Home Office²¹ has explored the factors influencing the decisions of refugees and asylum seekers to return voluntarily to their countries of origin. Key findings included:

The decision to return is complex and is likely to involve discussions at household and community level rather than simply reflecting individual ‘rational’ choice

Peace and security in home countries were cited as key factors influencing decisions to return

Economic conditions or policy incentives were less frequently mentioned or actively discussed

Restricting employment in the UK does not increase the likelihood of return

Granting permanent status in the UK does not reduce the likelihood of return

The International Organisation for Migration (IOM) has offices in different parts of the UK and Zimbabwe. IOM is responsible for the Voluntary Assisted Returns and Reintegration Package (VARRP) and the Assisted Voluntary Returns Programme.

In January 2007 a campaign was launched to inform refused asylum seekers in the UK about these return

packages and programmes. The tone for the Zimbabwean community was straightforward and direct, communicating 2 key messages: ‘no amnesty for refused asylum seekers’ and ‘the only solution for refused asylum seekers is to return home’. A sense of urgency was injected in to the campaign (which was also targeted at Angolans and Congolese) making it clear that refused asylum seekers faced prosecution or forcible removal.²²

This campaign ran into immediate difficulties:

- the Home Office started to roll out the Legacy/Case Resolution exercise and so word soon got round that long term asylum seekers with families would be likely to receive leave to remain
- enforcement exercises resulted in a number of people from the 3 communities being forcibly removed, thus arousing suspicion that the ‘community ambassador’ behind the campaign to explain voluntary return was somehow responsible
- the Zimbabwean community was hostile to the campaign and this exacerbated the feelings of suspicion and distrust towards both the Home Office and IOM

Assisted Voluntary Return Numbers

2004	2005	2006	2007	2008 (Jan-Sep)
60	110	250	180	120

²¹ ‘Understanding voluntary return’ Sussex Centre for Migration Research, 50/04

²² Rich Visions. Returning Home. Evaluation Report. 2007

IOM has continued to explore the idea of voluntary return for Zimbabweans in the UK and carried out a series of meetings with religious, refugee, political and community organisations in many different cities. They report that “although some community organisations have been hostile to IOM and constantly shift their position in relation to voluntary return, IOM has engaged in productive meetings with these communities.”

The number of voluntary returns is running at the rate of about 10 per month. IOM in Zimbabwe is gearing up for an increased rate of return and has developed new touch screen technology for providing information to returners. South Africa is deporting Zimbabweans at the rate of 15,000 per week and IOM is involved in the reception centre at Beit Bridge where the deportees are being taken. Many of those who have been deported find their way back to South Africa.

7. PHOENIX

7.1. Introduction

The Phoenix Fund for Zimbabwe was established in 2006 to provide financial assistance for Zimbabwean exiles in the UK "wishing to pursue courses of professional development or vocational training that would equip them to participate in the rebuilding the economy and institutions of Zimbabwe when circumstances allow them to return home."

In its guidelines to applicants posted on the Phoenix website, emphasis is given to supporting “*placements and vocational training to help Zimbabwean exiles, mainly in the UK, gain practical skills likely to help them contribute to rebuilding the economy and institutions of their country once they are able to return home.*”

The Zimbabwean community welcomed the programme noting that it included provision for asylum seekers. “*The plight of Zimbabweans who find themselves in limbo in that they cannot be returned to Zimbabwe and equally cannot move on with their lives in the UK is getting serious attention at last.*” (NewZimbabwe.com January 2008)

Phoenix works with other organisations, such as the Refugee Council, to secure appropriate advice and support for individual applicants. The assessment process takes into account the current circumstances and potential of applicants who are asked to give a written undertaking of their intention to return to Zimbabwe when circumstances allow. Relevance to the reconstruction of Zimbabwe is an important factor when considering applications.

By the end of 2008 Phoenix had made 57 grants and a further grant was made in January 2009. 16 (28%) of the grant holders have been women. Grants covered equipment, books, travel costs, childcare and fees depending on individual need and what was required to complete an approved training course or academic course. It included in one case paying for driving lessons and in another for necessary health and safety equipment. Although its guidelines give priority to non-academic and vocational training several higher-level grants, including an academic fee element, were approved – the highest being £7,340 to meet the costs of a course in tourism and hospitality. However, the majority of the grants were smaller and in the region of £400 - £2,500.

7.2. An analysis of grant holders to end of 2008

The table below breaks down the grants by subject and attempts a differentiation between academic and vocational studies. Included under vocational are diploma level studies (a number have taken diploma courses related to HIV/Aids), applied professional studies (e.g. in finance and medicine) and trade training (electricians, plumbing, etc). The range of studies/training supported is broad and included within the “other” category are beautician studies (vocational) and academic studies in aerospace engineering.

	Vocational	Academic
Health & social care	9	2
Education	2	1
Trade	8	
Business/Tourism	4	
Admin, Management & Finance	9	3
Law	1	1
IT	8	1
Other	5	1
Placement	1	

The grant holders are based in England and Wales with the exception of three who are based in South Africa one following a course in legislative drafting, a second HR and the third economics.

Region	Number	Area
East Midlands	9	Leicester, Luton, Milton Keynes and Northampton
East of England	1	
London	9	
North	14	Leeds, Manchester, Preston and Sheffield
South East	2	
South West	8	
Wales	3	
West Midlands	9	Birmingham, Walsall and Wolverhampton
South Africa	3	

7.3. Impact on beneficiaries

A survey of grant holders was carried out in January 2009. Individuals were contacted and asked to assess the impact of their programme to date and to identify recommendations for the

future development of the programme. It is too early to assess the impact on return given the continuing difficulties in Zimbabwe and the fact that the impact of such skill development can only be measured in the longer term.

The grants programme is clearly valued by its beneficiaries for:

giving individuals a chance to study and prepare for return

“I couldn't have afforded to do this and educate myself if it wasn't for the grant.”

“the funding was a very big part of my success in my chosen field and if this opportunity can be given to fellow Zimbabweans who are willing to take educational opportunities it would go a long way in preparing us for the ultimate return of normality in our home country.”

providing activity which is so necessary for those prevented from working

“Before I was doing nothing. Now I am doing something. It is very handy waking up in the morning with something to do. I had 3-4 years of doing nothing. Now it is enjoyable being at home because I have work and assignments to do.”

offering direction, purpose and hope for the future

“It gave me hope again to keep following my dream and to continue setting goals that will help me in the future as well as develop a valuable skill for Zimbabwe. Everyday brings hope that we will have our Zimbabwe back and be able to return the knowledge.”

Motivation for return was strongly expressed:

“Home is best. We're yearning to go back. I came here in 2000 because it was impossible to stay. No one thought the situation would last as long as it has. Instead of letting our skills rot there is a need for preparation to go back.”

“We are on the internet everyday hoping the situation at home is going to change and we can go back.”

The programme's criteria encourage individuals to think about the kind of skills that Zimbabwe will need in the future and the contribution individuals might make. A variety of ambitions are reflected in their responses:

“I want to rebuild management ethics and restore world class management in the public and private sector either by working as a consultant or in a University.”

“Zimbabwe will need well trained business managers and world class leadership in order to uproot the culture of corruption [...]. I will return [...] a polished manager/leader able to impart the needed skills to others there.”

“Zimbabwe has been brain drained and I feel after my training I should go back to help re-develop our economy. Radiography is highly skilled and a lot of our Zimbabwe - trained

radiographers are here in England. This has left our community without radiographers. My ambition is to set-up a diagnostic x-ray department to Zimbabwe.”

“I want to start a construction business. There is a massive stock gap in housing. If the government were supportive I would set up a housing association. I’ve been studying the models here and believe the model is transferable.” He would like the opportunity to work within construction in the UK – “preferably within management so I get first-hand experience of how it all works.”

But the responses also reveal the frustration many experience, particularly those who are prevented from working. One man, who was a successful IT manager in Zimbabwe and who cannot now work, suffers from depression and feels unable to discuss this with members of the community. Another grant holder is currently in detention.

A transport planner, now training to be an electrician in order to survive in the UK, admits that his

“passion is to spearhead the rebuilding of our transport industry by using the exposure I have had in the UK transport industry back home.”

7.4. Work placements

Although Phoenix advertises that it will fund work placements, only one person has been supported on a work placement so far. Several spoke of the difficulties they faced in trying to identify a placement to complement the vocational training they were following. It is evident that for a work placement programme to develop, this

will require more staffing and help from Phoenix using its influence to secure appropriate placements and support in the design and monitoring of placements.

Grant holders expressed interest in work placements in the UK because these would give them an opportunity to put theory into practice, learn modern methods, and enhance the contribution they could make to Zimbabwe’s revival.

“It would be good if studies could feed into work placements so we could apply what we learned.”

“With professional qualifications and experience it will be possible to get a good job at home when we return. But with no experience I am not going to be able to work in industry.”

“I worked in the Zimbabwe aviation industry for seven years before arriving in Britain and I know first hand the industry is in decay [...]. I wish to bring back my knowledge by teaching aerospace students in the future Zimbabwe such that it reaches all corners of the industry.”

“As someone who has spent twelve years in journalism, it would be an eye opener to experience how the media works in a modern day democracy. I used to work for the Zimbabwe Broadcasting Corporation where criticising the Government of the day was something one could only do in a dream. To gain some practical experience from the BBC would be a dream come true!”

“I’ve never worked as when I left Zimbabwe I had only been a student. I’ve been here since 2002 and I have done nothing apart from my MSc. My dissertation was on mobile security.

I'd like to do an internship. I just want to be able to apply what I have learnt."

Several people commented on the need for more flexibility on the length of period for support. However, although the guidelines state that support can be provided for no more than six months, in practice this has depended on the type of course for which assistance has been provided. In practice a third of grant holders have been supported over a 1 – 2 year period.

This suggests the need for consideration for support over a longer period being reflected in the guidelines.

"6 month courses are too short for those wanting to gain skills for use back home."

Several respondents also argued that more funding should be made available for academic studies. This is probably understandable given the weight given to academic qualifications in Zimbabwe but may also reflect that there is little knowledge of the potential benefits that might be derived from a developed work placement programme.

There was some evidence of the need for clearer criteria and guidelines on what funds could be used for. This was particularly so in the case of computers where some believed that it was not the policy of Phoenix to provide funds to purchase computer.

There was a suggestion that grant holders might be encouraged to provide more regular updates on how they were progressing.

Another respondent reflected on the Letter of Intent which all grant holders must sign before funds are released that they should be ready to go back

home within three years This held some people back from applying for grants to help them on their return:

"This condition may scare some people who are in real need of educational funding from applying for the grant. First of all most asylum seekers have been in the UK for quite a while and have nothing in terms of a livelihood. They are scared of returning home with nothing and talking to them about returning at this juncture is not good news for them. Even if the situation improves in Zimbabwe today but with nowhere to start, returning home would not be on their immediate agenda."

The reasons given are worth repeating as they provide insight into the fears common amongst exile communities about returning home without resources, qualifications, or anything to show for the time spent away from home, against the expectations of those who have remained and suffered at home. Yet these are just the people who could benefit from training and work placements to increase their confidence and optimism that there is a better future to be had in returning home when circumstances allow.

8. SAAEP AND SKILLS FOR SOUTHERN SUDAN

It is worth considering the lessons that can be drawn from two other programmes developed to promote the return of exile communities to assist the reconstruction of their countries.

The **Southern African Advanced Education Project (SAAEP)** was established in 1986 by Oliver Tambo, then President of the ANC as a practical response to his call for the development of the black management skills that would be needed for future government. At the time the prospect of change seemed very distant but within 4 years the ANC was unbanned, Mandela released and the need for advanced training, both for government and the private sector, was urgent.

SAAEP developed the concept of individual training and work experience. Selected black South Africans were given the opportunity to gain first hand experience of leadership and management in sectors from which they had been excluded. The first SAAEP Fellows were placed with British companies. Later, as the pace of political change quickened, the emphasis turned to developing the skills needed for public sector management as well as the media, and NGO management. By 1995 when the project closed, 721 Fellows had been supported on programmes in the UK, other Commonwealth countries and neighbouring Southern African states. Many now hold senior responsibilities in South Africa as Government Ministers, senior civil servants, Ambassadors, Members of Parliament etc.

Southern Sudanese refugees and British friends drew inspiration from

SAAEP when they established **Skills for Southern Sudan** (*Skills*) in the UK in 1995. Among the founders were Sudanese who unlike the South Africans already had government experience and recognised that a lack of trained people had contributed to the failure of regional government in the 1970s. The aim of *Skills* was to enable the people of Southern Sudan to rebuild their society, whether through work placements, training courses or other capacity building programmes. *Skills* would complement the efforts to resolve the long-standing conflict by helping equip the men and women who could build on and manage the peace when it came. In 2004, after almost 50 years of intermittent war, a Comprehensive Peace Agreement was signed and the new Government of South Sudan (GOSS) was faced with the challenge of rebuilding a society devastated by war and desperately in need of skilled professionals.

By this time the work of *Skills* was already bearing fruit. During its first decade it had provided 200 individuals with work attachments where they had been able to develop practical management skills; another 650 had been given career training; and there was a register of professionals living in the diaspora. A programme begun in 1999 had helped nearly 400 women receive leadership training and created a pool of local trainers.

Peace brought new opportunities for *Skills*. It was invited by GOSS to carry out a baseline survey, which DfID agreed to fund, to identify the skills needed to build a competent civil service and survey the skills available. A database of over 16,850 names was built up. The following year *Skills* was the first organisation to begin training incoming civil servants for the Southern Government now based in

Juba. It has recently received funding to train civil servants in the regions while continuing training to strengthen leadership in local communities.

What have been the key characteristics of these two programmes?

Practical. Transitions vary but the common element has been the emphasis given to the conscious preparation and gaining of practical experience to complement theoretical knowledge. Learning from experience is not a matter of imitating but learning what works and what might work at home.

Tailored to community and individual needs. Each individual was interviewed and encouraged to assess their current needs and the contribution they might make on return and in the longer-term reconstruction of their country. Training and attachment programmes were developed in response.

Innovative. Individual work attachments provided a mechanism which could be adapted to meet evolving needs – an attachment to a Government department, a programme of visits to Germany and Bangladesh to explore the potential of community banking, or a placement with Cable and Wireless. Group training programmes offered opportunities for a wider group to engage in thinking about, and preparing for, change.

Community led and owned. Both projects have been ventures in which British friends have worked with the diaspora community to support their objectives for building skills and creating momentum for return. The leadership role of the community is critical to building this momentum.

Based on the realities of return. It requires circumstances at home to change, developing community confidence in that change, and addressing the practical return issues of finding a job and resettling. Considerations about the ability of the absorption capacity of the home country need to be considered.

SAAEP and *Skills* created **links with employers**, and disseminated registers of skilled people wanting to return. Most of the South Africans returned and many Southern Sudanese are now returning from Britain to take up posts in Southern Sudan.

Independent. It was important that both SAAEP and *Skills* developed as independent organisations not tied to any political movement in the home country or to any overseas donor. The agenda had to be community led to succeed.

Flexible funding. Early support by a range of trusts, foundations and the private sector was critical to the success of SAAEP and *Skills*. Donors were attracted by the long-term vision and an approach that matched assistance to community needs as these evolved. Their support paved the way for government funding for more structured projects as specific needs emerged and the pace of change increased.

9. OUTLINING THE PROGRAMME

9.1. Introduction

This sets out a possible framework for a new programme drawing on experience from the past and also making use of existing projects and initiatives.

The aims of such a programme would be to:

- identify the skills that will be required for reconstruction
- provide relevant training and work experience for those who intend to return
- build a new partnership between the diaspora, the UK government and reformed institutions in Zimbabwe
- strengthen trust and confidence within the diaspora in the UK so that practical support for return and reconstruction is seen as a positive measure

9.2. Programme Participants

Criteria for selection

Criteria for selection should be developed in consultation with the Zimbabwean community. These might include:

- Evidence of positive engagement in the local community
- Active links with family and community in Zimbabwe
- Clear sense of future contribution to a new Zimbabwe
- Ability to identify practical opportunities for training and work experience in UK

Conditions on eventual return should be considered very carefully in the light of previous experience and misunderstandings. It should be possible to quantify overall outcomes for the programme as a whole rather than to attach specific conditions for each individual.

Teachers

Although it is well known that many teachers have fled to neighbouring countries and the UK, there is no way of making a reliable estimate of the numbers of Zimbabwean teachers in the UK. However, we know that a significant number who are seeking work have registered over the past two years with Refugees into Teaching,²³ a project led by the Refugee Council.

Of the 394 on the RIT database, 92 (23%) are from Zimbabwe.²⁴ The largest clusters of these teachers are in Yorkshire and Humberside, and the West Midlands, although a significant group of teachers have been identified in London by Citizens for Sanctuary.

There is potential for developing an internship programme which would help Zimbabwean teachers in the UK:

- maintain their interest and develop their skills as teachers m
- provide a focus for devising strategies for return and for the revival of the Zimbabwean education system p

²³ www.refugeesintoteaching.org.uk

²⁴ As of October 2008, 92 Zimbabweans on the RIT database broken down regionally as follows: East Midlands 5, East of England, 13, Yorkshire and Humberside 24, Greater London 12, North East 3, North West 13, South East, 1, South West 1, Wales 2, West Midlands 18.

- offer opportunities to adapt for work in the UK education systems and survival in the short-term.
- orientate to volunteering in the schools in UK
- offer voluntary work placements

Potential Partners

In recent years the Department for Children, Schools and Families, the Teacher Development Agency and the Scottish Executive have supported a number of voluntary sector initiatives to help refugees with teaching experience to adapt their skills to meet the requirements of the English education system.

Besides the national database and advice service offered by the Refugee Council in England and Wales the RiTES programme offers a comprehensive service in Scotland,²⁵ Newman College leads an initiative in the West Midlands, and the Employability Forum co-ordinates the Refugee Teachers Hub²⁶ in London.

Funding will be required for the provider to cover selection, orientation and support, and for travel and expenses of participants and for seminars drawing in a wider group to consider the practical steps required to revive Zimbabwean education.

Given the location of providers and known Zimbabwean teachers the West Midlands, London and possibly Leeds would be good pilot areas

²⁵ www.strath.ac.uk/cps/rites/

²⁶ www.employabilityforum.co.uk/refugee-employment/teachers

Health Workers

Zimbabwe Health Training Support²⁷ was established in April 2006 and could help to build a network of health professionals interested in return.

Clinical attachments and volunteer placements within the NHS or the private sector have proved effective for refugee health professionals. Two levels of support may be needed:

- Clinical attachments for health professionals to upgrade their skills - for those who have already cleared the initial hurdles on the road to professional recognition in the UK.
- Volunteer work placements in a health setting for those who have been unable to use their skills in the UK.

Potential Partners

Building Bridges,²⁸ funded by NHS London, is a project that aims to co-ordinate and integrate services for refugee healthcare professionals in London. Through partner agencies it provides advice and guidance, advanced English language support, and preparation to get refugee doctors and dentists into work in the UK. Based within NHS Employers it is well placed to promote clinical attachments and placements within the NHS and advise on suitable local providers.

REACHE North West²⁹ is a programme based within an NHS hospital in Manchester which supports refugee health professionals in the north of England. It has the capacity and interest to develop a programme of

²⁷ www.zhts.org.uk

²⁸ Building Bridges, Diana Cliff
²⁹ Dr. Pip Fisher

training and voluntary work for asylum seekers interested in preparing for return. It also has the capacity to develop clinical attachments and work placements tailored to individual need. Accommodation may be made available for those not resident in Manchester.

Local Government Workers

There are Zimbabweans now working in UK local authorities in professional positions. Some key individuals are already in close touch with past colleagues at home and by engaging and involving these and others in the diaspora it should be possible to build momentum for return in a practical way. There is potential for organising structured visits for key individuals in the diaspora to view how others have managed change in local government (e.g. Sierra Leone) as well as return visits to Zimbabwe.

Individual work placements would complement policy work and provide a good setting for the development of a range of practical skills and a sense of direction for those who have been deskilled or prevented from working in the UK. Local authorities, including those that have in the past twinned with Zimbabwean cities, are likely to be receptive to providing work placements.

Potential Partners

The Institute for Development Department in Birmingham University and the International Migration and Development Unit at Oxford Brookes are potential partners for training and orientation. The Commonwealth Local Government Forum in partnership with the Local Government Association could play a role in promoting work

placements among UK local authorities.

9.3. Citizens for Sanctuary

Citizens for Sanctuary is part of the Citizen Organising Foundation – it aims to secure justice for people fleeing persecution and rebuild public support for sanctuary.

A strategic internship programme for Zimbabweans is being designed in order to help people make use of their skills and experience after long periods of destitution and worklessness.

A wide range of organizations have offered to host interns and 185 individuals have applied by submitting their CVs. It is planned to offer 75 internships during the first phase of the pilot project.

Extensive consultation has already taken place with leaders of the Zimbabwean community and a steering group has been formed to ensure that different views and experiences are represented.

If successful, the model could be replicated in other cities where Citizens for Sanctuary already has strong links. Team leaders will be recruited to co-ordinate the scheme and voluntary support workers will recruit new organizations, publicise the scheme more widely, match people and monitor placements.

The internships will be for a minimum period of 3 months.

9.4. Community Leadership

Leadership by the Zimbabwean community in the UK will be vital to the success of these programmes. The community is divided but key figures in the community could consider how the diaspora might usefully play a part in preparing for Zimbabwe's revival.

There are a variety of organisations in the UK with an interest in Zimbabwe's future including diaspora led organisations and think tanks (e.g. Zimbabwe Health Training, Zimbabwe Futures), scholarships organisations (Canon Collins Educational Trust), membership organisations (Zimbabwe Association, Britain-Zimbabwe Society) and NGOs with a specific focus on giving help to Zimbabwe.

10. APPENDICES

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10.2. Terms of Reference

Skills for Zimbabwe Feasibility Study

The study will assess the feasibility of the design, development and delivery of an enhanced voluntary return programme for failed asylum seekers from Zimbabwe, involving a targeted package of training and orientation for employment.

Key issues

The study will consider a wide range of issues that would influence the size and shape of such a programme and suggest practical answers to the following key questions:

1. Evidence base

- What do we know about the overall population of Zimbabweans in UK & the geographical distribution of failed asylum seekers?
- What is the evidence about the levels of education and previous experience of the world of work? How many could be described as professionals, e.g. teachers, accountants, health care professionals?
- What data is available e.g. gender, age, status, accommodation, length of time in UK, education / employment history, etc?
- What is the impact of the Phoenix Zimbabwe grants on individuals?

2. Policy

- What is the current policy on volunteering, work experience, internships, access to Further Education, payment of allowances, childcare, etc?
- What is the current UKBA policy on voluntary return to Zimbabwe? What was the impact of the recent AIT decision? What is rate of new claims for asylum?

3. Programme

- What are the needs facing asylum seekers who have not been in employment or training / education for several years? How can individuals / groups be reskilled / remotivated to play a constructive role in the rebuilding of Zimbabwe?
- What conditions could be attached concerning eventual return?
- How many could be involved in the initial pilot? What would influence the decision to participate in such a programme?
- What role would the leaders of the Zimbabwean community in the UK play?

4. Zimbabwe

- What is the assessment of the political & economic situation in Zimbabwe?
- If an agreement is reached, how long will it take for the formal labour market to recover so that jobs (with meaningful salaries) are available?
- How could the programme focus most effectively on the key priority areas such as education, health, public administration, and enterprise?
- What are the plans for reconstruction and how have the donors involved /consulted Zimbabwean (non government) stakeholders?
- Where will DFID / EU target assistance beyond the current humanitarian programme?
- What further support could be available to support reintegration and employment in Zimbabwe?

5. Partnership

- What other partners might be involved in the development and delivery of such a retraining / up skilling programme?
- Would other donors be willing / able to contribute e.g. private sector or independent trusts & foundations?
- Could the European Return Fund be used to provide additional resources with 'match' funding from Return & Reintegration Fund?

Methodology

- Meetings with key stakeholders in UKBA, FCO and DFID
- Meetings with other stakeholders - IOM, Refugee Council and other relevant NGOs
- Telephone survey of Phoenix grantees
- Meetings with potential beneficiaries
- Discussions with leaders of Zimbabwe community in UK including MDC
- Review of relevant literature & published research
- Discussions with Commonwealth organisations
- Visit to Harare - meetings with FCO , DFID and British Council, NGOs, employers and trade unions

10.4. Phoenix Grantees

APPLICANT No	STATUS	COURSE	GRANT REQUEST
PZ-App.1	ILR	Applied for laptop for Social Development Planning Course	Laptop 599.99 Software 125.01 (Subsequent request)
PZ-App.2	RLR	Aerospace Engineering	Tuition 1200.00 Books 150.00 Travel 872.00
PZ-App.3	Refugee status until 11/2012	Web Design and Project Management	Tuition fees 2750.00
PZ-App.9	Volunteer concession visa	Placement with housing association	Travel, lunch and rent
PZ-App.11	RLR	Autocad 2D and 3D	Reg, travel, books, computer and software
PZ-App.12	RLR	Business Information System	2nd yr tuition fees, placement fees, travel and books
PZ-App.14	RLR	Gas Engineering	Course fees and books
PZ-App.15	RLR	Web Design and Graphic Microsoft Office Applications	Course fees, travel, books and PC
PZ-App.17	RLR	African Caribbean Mental Health Service	Fees, travel, personal counselling
PZ-App.19	HP	Level 3 CCF Preparatory Course	Fees, travel and books
PZ-App.20	RLR	P/T Dip HIV/AIDS	Fees, books
PZ-App. 23	Waiting decision on claim	P/T CCNA	Fees, travel and books
PZ -App.25	ILR	LLM Criminal Law + Justice	Fees, travel
PZ-App.25	Pending	MSC IT	Fees, travel, books, childcare
PZ-App.27	RLR	CIMA Cert	Fees, travel and books

APPLICANT No	STATUS	COURSE	GRANT REQUEST
PZ-App.28	Pending	PTAP	Fees and travel
PZ-App.31	DLR	AutoCad	Fees and travel
PZ-App.35	DLR	Dip HIV Studies	Tuition
PZ-App.40	RLR	MCSE	Fees
PZ-App.44	RLR	Institutional Dev	Fees
PZ-App.45	RLR	Construction Project Management	Fees
PZ-App.46	ELR	Dental Technician	Dental Kit and travel
PZ-App.49	RLR	BSC Radiography	Fees
PZ-App. 51	RLR	BTEC HNC & HND Travel & Tourism	Fees
PZ-App 55	RLR	Access to HE (Social Sciences & Social Work)	Fees, travel, books, CRB checks
PZ-App.57	Student Visa	Montessori Early Childhood	Fees, travel, books, exam
PZ-App.59	RLR	MRCP Pt 1 Advanced Life Support	Fees, books, travel
PZ-App.63	HP	HIV/Aids	Fees
PZ-App.64	ILR	Accountancy	Fees
PZ-App.68	RLR	BSC Public Health / Env	Part Fees
PZ-App.73	DLR	Dip Prof Cookery	Fees
PZ-App.75	Pending	Secretarial Dip	Fees
PZ-App.77	Pending	Dip Beauty & Nails Tech	Fees

APPLICANT No	STATUS	COURSE	GRANT REQUEST
PZ-App.79	RLR	Beef, poultry, pigs	Fees
PZ-App.83	RLR	ACCA	Fees
PZ-App.85	Pending	Dip Business Studies	Fees
PZ-App.88	RLR	Tourism & Hospitality	Fees
PZ-App.97	RLR	MA Marketing Mgt	Fees
PZ-App.98	RLR	Plumbing NVQ	Fees
PZ-App.99	RLR	Nursing	Fees, Driving Lessons, Food
PZ-App.108	Pending	Freight National International CPC	Fees, travel, materials
PZ-App.109	RLR	Domestic Installer Scheme	Fees, travel
PZ-App.126	RLR	Electrical	Fees
PZ-App.130	RLR	Health & Social Care Distance Learning	Reg,fees
PZ-App.138	ELR	Thoroughbred Breeding Course	Fees
PZ-App.26A	Graduate scheme visa	Accountancy	Salary Supp and Fee

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