



**Rural Youth and Smallholder Farming:  
The Present and Future of Agrarian Activities from  
Generational Perspectives**

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## Dedications

I give glory and praise to God as I dedicate this paper to Him for pulling me through, giving me strength when I felt weary, good healthy and making the impossible for me possible.

I also dedicate this paper to my loving mum Eliza Zvinaiye Chiganga you are the best friend that I have ever had thank you for being there for me all the time that I needed you. You made me believe and have faith within me and this has kept me going on.

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## List of Acronyms

FAO	Food and Agriculture Organization
FDG	Focus Group Discussion
GoZ	Government of Zimbabwe
FTLRP	Fast Track Land Reform Programme
ISS	Institute of Social Studies
SPSS	Statistical Package for the Social Sciences
WFP	World Food Programme
UNICEF	United Nations Children's Education Fund

## **Abstract**

This research focused on the youth from Nyanga District in Zimbabwe with particular reference to Nyangani Secondary Schools pupils. The study sought to understand youth views on smallholder farming and analyse other contributing factors. Socialising agents referred as 'triple education' in this paper influence the views that the youth have towards current and future farming. 'Mixed method approach' which include questionnaires, semi-structured interviews and focus group discussions were used. Findings indicate the current and future general perspectives of the youth and adults on smallholder farming.

## **Relevance to Development Studies**

Rural youth and the future of smallholder farming has been gaining increased significance in most developing countries. The youth are now seen as the potential future farmers. The survival and future of agriculture is crucial and relevant for the development of many African countries. Given that the rural youth consists of the largest population in the developing countries there is need for them to be addressed as they are the possible future farmers. This paper drives one to this question, Who are going to be the future Farmers? In the development arena the rural youth are the ones who seem to be the panacea to this question. Rural youth is the hope for the continuous stand of agriculture and there is need for their views to be heard. Overallly the youth being focused on, will lead to the development of a countries agricultural sector

## **Keywords**

Rural, youth, views, smallholder farming, education, socialisation, farm activities, Nyanga, Zimbabwe.

# Chapter 1 : Rural Youth Today, Next Generation of Farmers?

## 1.1 Contextual background

The issue of youth and their role in the future of farming is under discussion in many agricultural global forums. This includes the global apparent trend of youths moving away from agricultural work and rural areas (FAC 2010). In spite of these trends, it should be noted that most youth remain in rural areas and continue to be involved in agricultural work. On average 65% of the population in Africa are still living and working in the rural areas (Leavey and Smith 2010). With young people increasingly getting less interested in staying in the countryside (White 2012), this leaves rural areas with less people to work the land because the able bodied and working age group consisting of the youth would have migrated to the urban areas or elsewhere (Juma 2007). Some scholars have attributed the absence of the youth in the rural areas as the main reason behind lower production yields in smallholder farming (Lipton 1980). This may have ramification for food security given the importance in this respect of small-holding agriculture in many developing economies.

Despite worrying accounts about youth's lack of interest in rural and agrarian futures, there has been relatively little research that has been done to try and capture the rural youth's views and aspirations toward farming and life in rural areas. This omission is significant given the demographic prevalence of youth in many rural societies in the South. The total population of youths under the age of 30 in Africa is 70% of the world's population (Proctor and Lucchesi 2012). The current generation of rural youth has, on average, gone through more years of education than any previous generation. Yet, the promise of finding secure employment remains too often unfulfilled. In southern African countries, youth are the ones who have the biggest percentage of unemployment (ibid) especially the ones who live in the rural areas. The youth are educated and it will have more impact leading to , the phenomenon of 'educated unemployment' (Naafs & White 2012).

Youth play an important role in the African countryside even if they choose a life out of agriculture in the rural areas, because many of them maintain a link with their rural areas by sending remittances that will assist in small holder farming and later on come back after life away from the rural (Leavey and Smith 2010). Hence, through their involvement in extra-local, non-agrarian work young people contribute to deepening the process of rural transformation (Rigg 2005) diverting form an agricultural life.

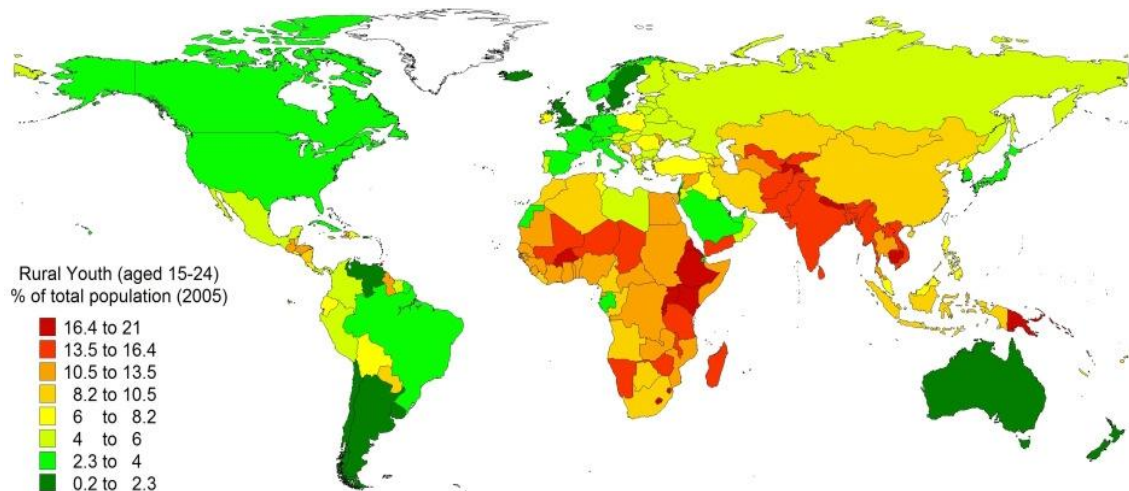
It is important to note that growing up in the African countryside is gendered. Women play a vital role in that they play a substantial part in labor on the farms (Leavy and Smith 2010). Young women in the Zimbabwean context of the rural setup are the ones who work on the land as compared to men who are urged to continue with their education. On the other hand both young men and women can now freely move out of the rural setup (Posel 2003), so there is need to address them both as they are of essential value.in to the future of agriculture.

Gender also brings up the question of gaining access to land, and is thus at the foundation of the viability of establishing a rural and agrarian livelihood for young people. Men have first preference when it comes to inheritance of land, whereas most women gain access to land only after marriage (Cooper 2010). It should be noted that inheritance of land by men to the land may not be immediate as parents will still be using the land.

## **1.2 Why the worry for the rural youth and smallholder farming?**

Agriculture plays a pivotal role in Zimbabwe's economy and has the potential to significantly reduce poverty, enhance economic growth and entrench economic stability. In Zimbabwe, agriculture employs 75% percent of the country's population and contributes 15-20% to gross national product (Muir-Leresche 2006:99). With the changes that have been going through the agrarian structure this has brought forth an increase in the number of smallholder farmers (Moyo 2011; Lionel et al 2012). Two-thirds of people in Zimbabwe live in the rural areas and they contribute the bulk of the nation's food security (Moyo 2006) with smallholder farming as their source of livelihood. Statistics show that nearly one quarter of the earth inhabitants are between the ages of 15-24years with most of them being concentrated in the rural Southern Africa (Proctor and Lucchesi 2012). Map 1.1 shows Zimbabwe having the highest rate of rural youth spread. Therefore there is need to hear about what the rural youth think of farming so as to map forward the future of agriculture. Given that they are the prospective future farmers to uphold the continuation of smallholder agriculture. As asserted by Scoones (2009:2) that, 'Efficient and productive small farms would produce sufficient food to eliminate food insecurity, provide opportunities for labor...'

**Map 1.1**  
**Rural youth spread over the whole world**



Source : Van der Geest (2010)

This paper also seeks to contribute to literature towards rural youth and smallholder farming. As a young woman who has a rural background and knowledge on smallholder farming I am keen to understand the views of the rural youths on smallholder farming and how this will have an influence on the future of agriculture in Zimbabwe.

### **Agricultural Structure in Zimbabwe**

Initially the communal areas of Zimbabwe which are the rural and marginal, were parcelled out during the colonial period to the native Zimbabweans (Makhadho 2006). Farming on these lands was mainly for consumption. To address the land issue the GoZ launched land reforms. The first land reform was between 1892 and 1998 and involved the resettlement of families in nucleated villages and common grazing land (Moyo 2006). From 2000 the government launched the Land and Agrarian Reform Programme commonly referred to as Fast Track Land Reform Programme (FTRLRP) (ibid). The FTRLRP was officially launched on the 15<sup>th</sup> of July 2000 and agriculture remained the main foundation for the land reform programme. The FTRLRP was meant to relieve communal lands of overpopulation. On the other hand the FTRLRP was also open to those who had interest in farming and had the experience and had training in agriculture (Makadho 2006:178).

With the FTRLRP Zimbabwe has gone through since 2000, there has been a shift on the agricultural setup of the country (Scoones et al 2012). There was formation of many smallholder farmers who rely mainly on their own labour, produce for subsistence and the market (Cliffe et al 2011). There has been a marked change in the agricultural production after the FTRLRP with a sharp decline produce after 2008 due to the economic crisis the country had gone through (Moyo 2011). There were changes in livelihoods and classes in smallholder agriculture as well (Cliffe et al 2011; Scoones et al 2012). Having a new agrarian structure has brought up many controversial aspects in the agriculture story of Zimbabwe but positive results have been recorded as well (Scoones 2011). If success stories in agriculture for Zimbabwe have been recorded, thus

it is essential for them to be addressed to the youth for them to think positive about venturing into agriculture. This can be done after hearing their views.

### 1.3 Relevance and justification

This research will focus on Zimbabwe; being a developing country which has moved along with modernization. The movement from the traditional to the modern way of thinking has resulted in the focus on formal employment at the expense of informal employment in areas such as agriculture. White (2012:10) asserts:

Various studies have noted how education as currently practiced (particularly secondary education) contributes to a process of 'deskilling' of the rural youth in which farming skills are neglected and farming itself downgraded as an occupation.

Across the world, youths in the rural areas are now being brought closer to the outside world through various forms of media (inclusive of education in secondary school), technology and engagement in diverse labor markets and this tends to influence the way they view smallholder farming (FAC 2010). There is indication of youth non appeal to agriculture as asserted by Juma (2007:2), 'Many 'youths 'regard farming as a dirty activity due to the lack of proper facilities. This has resulted to the fact that agriculture is regarded as an employer of the last resort to the young people' Youths are now being cultured to be educated and get formal employment and having their way of thinking influenced by their peers who would have travelled to the cities.

Young men and women are busy developing youth cultures and identities in their own right, i.e. trying to be successful in the eyes of their peers as youth, rather than trying to prepare themselves to be successful adults. This may be especially so in the contemporary situations where the neoliberal ascendancy has made the prospects for successful transition so difficult and young people may see themselves rather in a process of transition to nowhere (White 2011:30).

Young men and women in Zimbabwe are continuously moving from the rural areas to settle in the cities. This has been attributed to the attraction of high incomes in the urban areas and the lucrative life and high standards of living. However, once in the cities they do not find employment because currently the world's underdeveloped countries are still experiencing the highest levels of underemployment and unemployment (IFAD 2010). Moreover, the agrarian sector remains the world's largest provider of work. For this reason, youth's apparent lack of interest in agrarian and rural futures in times of contracting labor markets is paradoxical.

In explaining this paradox, the relevance of education in rural areas tends to be neglected. The curriculum is criticized for not adequately preparing the youth for life after school as a productive rural dweller who is involved in smallholder farming (Crowder et al. 1998).

## 1.4 Definition of terms

### **Who are the youth being referred to in this paper?**

The definition of youth varies with the societies and to some extent within the societies themselves (FAC 2010). Youth is often regarded as a transition from childhood to adulthood and being the process of being independent from parents economically and socially (Bennell 2007; Leavy and Smith 2010). Therefore for the purpose of operation youth is defined in terms of age brackets. While the concept of youth does not have a concrete definition, the United Nations define youth as an individual who is aged between 15-24 years (WYR). The Central Statistical Office (CSO) and the National Population Policy (NPP) in Zimbabwe regard the youth as an individual aged from 10-24 years (NYP 2000). However for the purpose of this research it will adopt the age of 10-24 years as the youth.

The youth who were involved in this study are those that were in secondary school. I targeted the youth in secondary school because most of the youth at this age (10-24) will be at school. While writing about the subjects (rural youths) in this research study, there is going to be use of both terms youth and children. The term 'children' is going to be used because it signifies the youth relation with their parents.

### **Smallholder farming**

The definition of smallholder farming differs with the context in which it is being used. Smallholder farming can be defined in terms of the land that an individual occupies and the activities that take place on the farms. Farmers produce for their families, for domestic and sometimes international markets. Lipton (2005) defines the small-holder farms as operated by family and the means of labour coming from the family, also defined as those with few assets and having less than 2 hectares as their piece of land (World Bank 2003:6). This type of farming is the sole economic provider for many households in the developing countries especially the rural areas (Proctor and Lucchesi 2012).

In Zimbabwe there are both smallholder farmers and large scale farmers. Smallholder farmers are located in the communal areas<sup>1</sup>. The land size for smallholder farmers in Zimbabwe is between one acre and ten acres. Production on the farms is mainly maize, total specialisation on the crop is not common (Muir-Leresche 2006). Smallholder farmers also take in part in different activities on their plots. Given the changing farming seasons farmers are involved in both rain fed and irrigation. In-between these seasons, farmers have livestock and gardens that need constant attention. Therefore life on the farm is a continuous circle of work to be done all year round.

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<sup>1</sup> These are rural areas which have plots for houses, fields, gardens and the grazing land is shared and everyone has unrestricted access to it. Land hold for an individual in Zimbabwe rural areas ranges from one to ten acres per person.

## 1.5 Research objectives and questions

This research study seeks to find out on rural youth views towards smallholder farming and also focus the factors that influence rural youths to or against smallholder farming. The study also seeks to find the factors that have effect on the youth to make certain decisions. The study will be guided by the following questions:

### Main question

- How does the idea of ‘triple education’ contribute to the shaping of young people’s current and future aspirations in smallholder farming?

## 1.6 The study area

### Nyanga Rural District

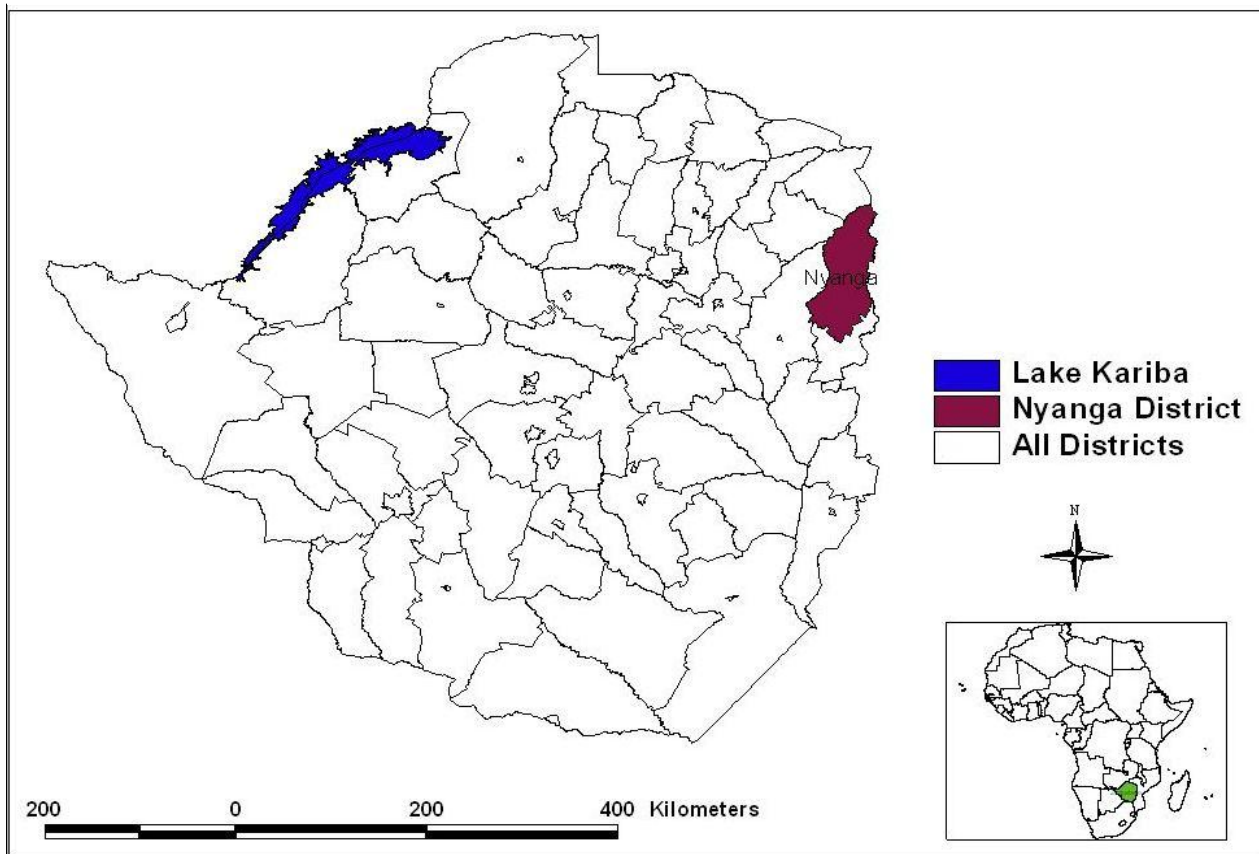
Nyanga Rural District is in Manicaland Province found in the eastern part of Zimbabwe see map 1.2. Nyanga is one of the seven districts in Manicaland. The main city of Manicaland is Mutare and Nyanga lies 80km north of Mutare. In Zimbabwe there are five agro ecological zones and the area of my study is in region one which has potential of intensive agriculture. According to the data compiled by the World Food Programme with the use of the Zimbabwe Central Statistical Office data (WFP 2008) the population of Nyanga is 119 370.

The main agricultural seasons in Zimbabwe is the wet season from November to March *zibizha* and the dry season which is from May to October *chirimo* (Muir-Leresche 2006:102-103)<sup>2</sup>. The farmers use both animal and hand power to till the land during the crop production.

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<sup>2</sup> This is the local reference to the agricultural season.

**Map 1.2**  
**Zimbabwe: Nyanga District**



Source: Authors own construction 2012

The economy of Nyanga thrives mainly from horticulture, national tourism and Irish potato production which is done both by large and smallholder farmers. However smallholder farmers rely mainly on rain fed crops.

In the agricultural sector the majority of the farms that are located in Nyanga belong to the smallholder farmers who grow diverse range of crops. Besides the growing of crops they also rear livestock for example cattle, sheep, goats, pigs, rabbits and poultry . The main crops that the small holder farmers produce in order of importance are as follows maize, Irish potato, sweet potatoes, sorghum, yams and sugar beans. Gardening is another subset of crop production which is practiced by smallholder farmers. In these gardens they will be producing vegetable such as tomatoes, onions, cabbages, Irish potatoes, maize which is used as green consumption and different variety of green leafy vegetables<sup>3</sup>.

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<sup>3</sup> These are variety of vegetables grown in most gardens in the rural areas and these include covo, rape chomolia, spinach ,*tsunga* to mention a few. These vegetables are consumed as well as sold on the market by the smallholder farmers.

## 1.7 Organisation of the paper

This paper is comprised of six chapters this chapter introduces the paper with the inclusion of the contextual background, relevance and justification, the study area and the reasons for the research. Chapter two looks at the analytical framework that is going to be used for the analysis of data. It is a framework that explains on how the youth have been socialised into having certain views pertaining to the topic in discussion. In this study there has been use of the ‘mixed method approach’ for the research in the field and this is going to be explored in chapter three. Chapter four addresses the socializing agents in young people’s lives focusing on how they are educated into farming and their interaction with their parents, school and peers. These forms of education are referred to as ‘triple education’. Chapter five looks at the rural youth activities on the smallholder farm, how the activities are gendered. The voices of the rural youth are also heard, their motivation towards current farm activities and motivation towards future farming. Chapter six wraps up the whole paper and includes the summary of the research findings and how agriculture at large is likely to be affected .

## **Chapter 2 : Towards a Better Understanding of Rural Youth and Smallholder Farming.**

### **2.1 Introducing the understanding of youth views towards farming.**

In this chapter there is going to be a discussion of a new theoretical perspective for research in youth and their views on smallholder farming, also showing that the views of the youth are not entirely independent. Institutional fields which are formal and informal include the school, the home and peer groups. These act as the socialising agents in a youth's life the home (parents) which is the primary agent for socialisation and the school and peer groups being the agent for youth secondary socialisation (see the diagram below).

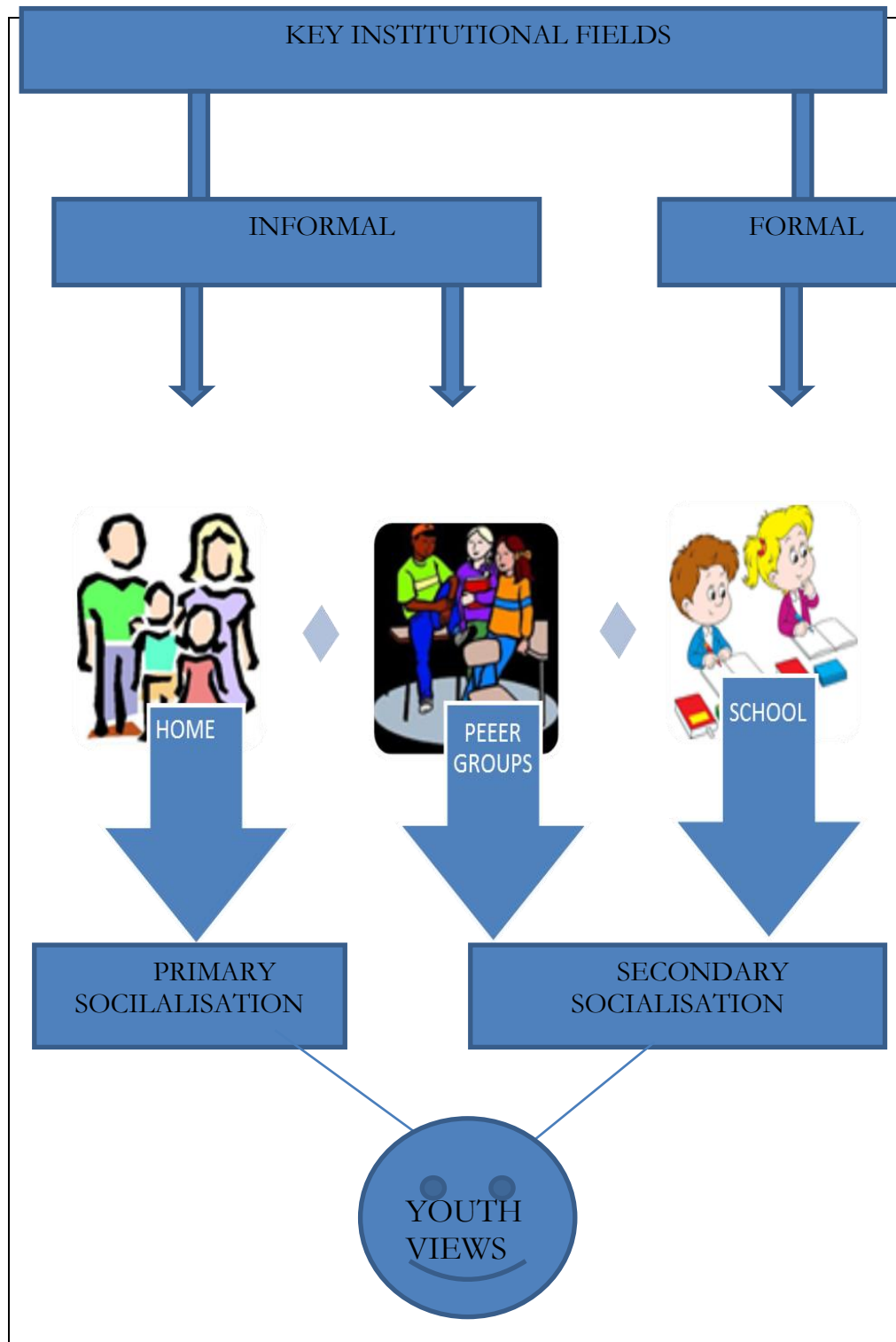
The framework illustrated in figure 2.1 helped me to analyze the views of the youths on their agrarian future. The youth have been asserted by the Bourdieu in Bayat and Herera (2010:6) as 'nothing but a word'. This is so because the authors had found youth as having little in common. Later on the 'youth' on its own is now being regarded as an analytical category. Therefore the need to look at the youth views because they are regarded as an analytical category that can stand on its own.

### **2.2 Key institutional fields**

During the transition period youth exert an agency and this is pronounced in what they think in regards to certain aspects that they are exposed to such as being involved in smallholder farming. The transition period is the route of moving from one condition or state to another. As youth go through this transition they interact with the institutions that surround them. Institutions are structures that direct the actions or activities of individuals (youth) in a given community setup. These institutions are usually identified by their social purposes in an individual's life by answering questions what it is that they instil in these young people's minds. These questions will be further explored in chapter four. As asserted by Jones (2009:10), youth involves a stage whereby one would shift from interaction with home settings to the external social world (school and peer groups).

A youth's ability to have a say on certain aspects about their future, may depend no less on how they are socialized at school, home and when they are with their friends. These interconnections have a role that they play in influencing an individual's decision pertaining to certain

**Figure 2.1**  
**Theoretical Framework**



*Source: Authors own Construction 2012*

aspects of their future. In this case it is the rural youth and their views on smallholder farming. To have an understanding of the views of youth there is need to understand key institutional fields which contribute to the shaping up of youths views on certain aspects pertaining to life.

### ***2.2.1 Home***

Home is regarded as the primary socializing agent of the youth (Jones 2009:168). At home, the youths views on smallholder farming are affected by the way youths are socialized by their parents/elders. The experiences of parents in farming can affect the advice that they give their children on farming (Morarji 2010). If parents continuously have low yields in their fields they are bound to encourage their children to be involved in off-farm activities as asserted by (Rigg 2005). Parents influence their children and the decisions that they make in life, because one way or the other they regard their children as their old age security (Hoddinnot 1992). How do they orchestrate their youth to think the way they do towards or against farming? This question will be answered with findings from the field. Reynolds (1991) asserts that there is transmission of knowledge from parents to their children in the rural areas. This shows that parents have a role to play in making their youth make certain decisions in their lives. The article by Chan (2001) shows that parents have an influence on what the youth do and say pertaining to decisions that they have towards farming.

On the aspect of inheritance, culturally in Zimbabwe household assets which include cattle and land are left for the youngest son. In this case the older siblings are left to fend for themselves. Women also do not have a stake on their parents' land (Reynolds 1991). Generally the household head being the man has total control of the assets including land and other household members will have restricted access (Grier 1994:32). This in turn will have an impact on the youth on their decision to farm as they do not have direct access to land of their own.

If youth are not at home setting their perceptions and socialization skills are bound to be influenced by the school setting and their peers.

### ***2.2.2 The peer groups***

Peer groups are individuals who are of the same age or maturity level and they are usually in contact with each other. Formation of a social structure (peer groups) which becomes a space where the youth would understand themselves better without the socio-economic status that has been attributed to them by their parents (Jones 2009). In these groups the youths are able to express themselves according to their own goals and values (Ryan 2001). Youth escape from what their parents and the school prescribe by forming their own identity peer groups. The peer groups are considered to take on the role of the secondary socialization over the school (Coleman 1961).

The youth in their peer groups exert their own agency. Socialization of the youth with their peers takes place in different spaces either when doing farm activities or at social gatherings (church). Socialization of youth in peer groups occurs through regular communications and shared understandings (Ryan

2001). The peer groups also act as a means of transforming information in relation to modernization.

### ***2.2.3 The school***

As a form of secondary socialization the school educates the youth (Jones 2009:168) and they gain knowledge which they cannot get either from their parents or their peers. The youth go through the education process as they interact with their teachers. Youths learn at school about the climatic and other changes that are happening and this can affect their views on agriculture (Farming Matters 2011).

Everyone goes through a process of education in one aspect of life or the other. This also relates to the rural youth they get their education in farming through the above mentioned key institutional fields. This education that the youth receive is referred to as the ‘triple education’ in this paper.

## **2.3 ‘Triple education’ towards socialisation.**

In the following passage there is going to be discussion on how forces of influence in the triple education are different:

With a school setup being a formal institution, the youth are taught in a way that will make life better for the nation. ‘The social and economic development of the nation clearly depends on the realisation of the full potential of a young population to become productive members of the society’ (Sancar and Severcan 2010:278). The home is an informal institution and the forces are more traditional and more focused on the future of the individual and the family. This includes youth being urged to get a better job and a better life so that they will be able to look after their parents and cater for themselves as well (Hoddi-not 1992). Peer groups are also informal and they act as agents that bring in ideas that are modern and sometimes rebellious, given that rural young people interact with other young people from urban spaces.

These key institutions have commonalities on the generational aspect. There are generational gaps and differences between the youth and their parents as well as between the youth and their teachers. Though the youth are at the same age level with their peer group members they tend to have differences in family backgrounds, birth order, gender among others.

At home the youth activities are gendered inheritance of land and livestock. On the other hand in rural schools there is a neutral setting subjects are not prescribed according to gender.

## **2.4 Chapter conclusion**

The youth go through stages of interacting with their culture and interacting with their parents. All these interactions tend to shape their social and cultural space as they would establish their own culture in preparation of their adult future (Bayat and Herera et al 2010). Some scholars have spoken of the rural youth as not being the same as their counterparts in urban settings but they do

not realize that the rural youth has been exposed to modernity through peer groups, family ties in the cities and from school (ibid). All this has resulted in the transformation of the countryside social set up and political economy which also have an effect on the way youth view certain aspects of life (a future in farming).

Studies have shown that when the youth are considering the future they consider whether it is one filled with risk , poverty and uncertainty or it is one where they would have hopes of plenty (Cole and Durham 2008:21). Therefore despite the youth having socialization factors that act on them they also exert their agency by expressing their own views. ‘Agency’ as defined by Sancar and Severcan (2010:277) is ‘...the power to make decisions that impact on self and others and to act on them’. As stated by (Flanagan 2008 :150), ‘...and more than their elders , the choices young people make today are linked to what the future holds and the possible selves they envision’.

What does this framework mean for the research that was undertaken? Basically it gives a support or guide for the building of this research. Agents of socialization (home, school, peer groups) have been regarded by Bourdein in Jones (2009) as significant in developing youth decisions. These are going to be explored in chapter four. In the following chapter there is going to be a discussion on how data was collected from the field.

## Chapter 3 : Presenting Methodology and the Research Approach.

To answer the questions that I have posed for this research I used secondary and primary data. For the secondary data I used literature review from magazines, journals, books, newspaper articles and other relevant published articles. For primary data I used the 'mixed method' approach with the ethnographic approach in mind. First I will have a reflection of the whole fieldwork experience then go on to explain the methods used, the processes, ethics, scope and limitations of the whole research.

### 3.1 Reflection on the research

As a young woman from Nyanga and having a rural background of smallholder farming, I was able to relate well with my respondents. As my respondents were from the rural areas and had the experience of living in a smallholder farming environment. Given that I was a young person the pupils felt that they were relating with someone from their generation. Also I managed to relate well with my participants because we both use the same language dialect *manyika*<sup>4</sup>.

Though the participants were able to relate well with me because of these similarities, there were some pitfalls in that there are questions that I failed to ask because it was common knowledge. Given the same scenario if someone else (from the city, any other African country or from the North) was going to do this research using the same procedures that I used they probably would come up with different findings from mine.

### 3.2 'Mixed method approach'

The mixed method approach as defined by Tashakkori and Teddlie (2003) is the use of both the quantitative and the qualitative approach in a research study. For this research I used the questionnaire survey for the quantitative approach and for the qualitative approach I used FGD's and semi-structured interviews. I decided to take this approach because it manages to coordinate with the concept 'Triple education' that I have adopted in the theory section. With this approach there is intervention with the youth, their parents and their peers. With the 'mixed approach' I got different views and integrated them into one study. The quantitative approach of the research managed to complement the qualitative approach.

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<sup>4</sup> In Zimbabwe there are several Shona dialects (*manyika*, *hwesa*, *ndau*, *zeze*, *karanga*, *korekore* etc.) though people from different dialects can communicate with each other. Most people are most comfortable speaking their language dialect with someone who also has the same dialect with them.

### 3.3 What led to the research being implemented?

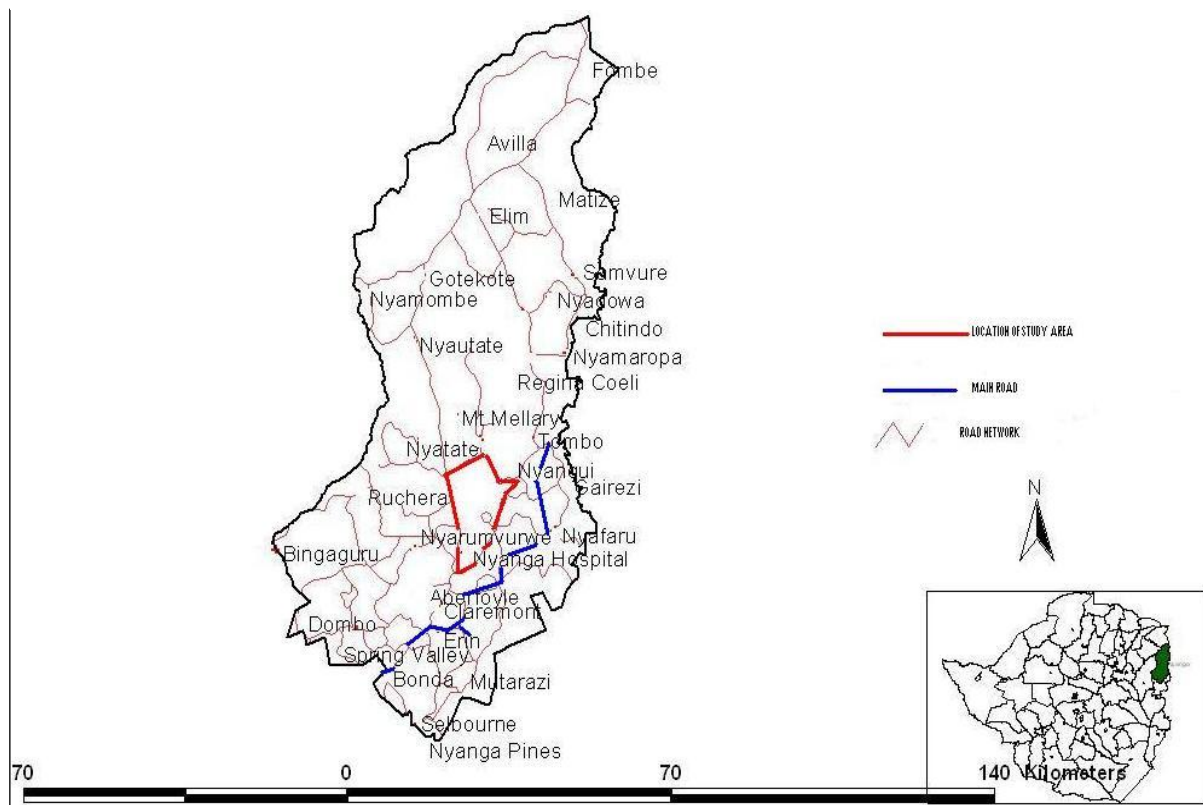
The research was focused on the youth and the three aspects that have influence on the way they would treat farming either currently or as a future plan. The research was guided by the following questions:

#### **Main question**

- How does the idea of ‘triple education’ contribute to the shaping of young people’s current and future aspirations in smallholder farming?

I chose to go to Nyanga Rural because it was accessible to me compared to the other rural areas. Also the area of study see map 3.1 is in agro-ecological zone one which has relevance and great significance to agricultural land in Zimbabwe. Nyangani Secondary school became my point of study because it acts as a catchment area for several rural villages in Nyanga. The predicted percentage of school enrollment in Zimbabwe show that by the year 2012 there would be more than 50% of youth attending secondary school (UNICEF 2008:7). With this picture in mind I decided to focus on the school going youth because they represent more than half of the youth in Zimbabwe, therefore I had the chances of getting more information from pupils who resided from the surrounding villages.

**Map 3.1**  
**Map for Nyanga District indicating study area**



Source: Authors construction 2012

### 3.4 Research process

Table 3.1 gives a summary of the research process. The research took place from the 10<sup>th</sup> of July to the 10<sup>th</sup> August.

**Table 3.1**  
**Summary of the research process**

Methods	Research Area	Accessibility	Number of Respondents	Type of Data	Sampling design
Questionnaire Survey	Nyangani Secondary school	School Head	87 respondents	Quantitative	Stratified random sampling
Focus Group Discussions	Nyangani Secondary School	School Head	Two groups of 12 participants	Qualitative	Random Sampling
Semi-structured interviews	Villages	Headman, Village Heads	10 participants	Qualitative	Snow ball sampling

*Source: Authors own construction based on FGD's*

There is going to be an expanded discussion of:

- the methods used
- how the process was carried out
- explanation of the procedures used to analyze the data
- ethical considerations and the limitations.

There are many ways that can be used for data research. But for this research there was use of the questionnaire survey, focus group discussions and semi-structured interviews and an ethnographic approach.

#### 3.4.1 Questionnaire survey

I administered questionnaire survey to a selected sample of pupils from Nyangani Secondary School. These questionnaires were administered to the form one and four pupils<sup>5</sup>. The survey enabled me to count the frequency of variables. The variables were inclusive of sex, form level, age, land size, farming activities and interest in farming. With the survey there was generalization of results for a larger sample. In this case out of the 913 pupils 100 questionnaires were distributed. An analysis of the results showed a greater understanding of what youth had to say about smallholder farming in terms of frequencies. An example is on the percentages of interest, pertaining to the comparison between the boys and girls.

The data from the survey will help to understand the relationship between some variables the cause and the effect. For example, the amount of land and future interest in farming. Besides being able to come up with a story about the rural youth views towards farming the surveys were less expensive.

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<sup>5</sup> This is the first and the highest level of secondary education in Zimbabwe respectively.

I used the systematic random sampling to choose the respondents. The form one respondents were drawn from 201 pupils (males and females). Every fourth person on the register was chosen to be one of the 50 respondents for the questionnaire. The rest of the 50 questionnaires were filled by form four pupils using the same procedure.

I designed the survey by using the steps which were outlined by O'Leary (2010:183). The survey instrument consisted of: Section one questions on personal information inclusive of the sex and the age of the respondent, section two consisted of questions related to the behaviors of the respondent and section three captured the attitudes of the respondents pertaining to their interest in farming.

A pilot survey was done with form two pupils. The sample questionnaire survey which was finally administered is found in appendix II. See the pictures of the form one pupils in figure 3.1 and form four pupils in figure 3.2 taking participation in the filling in of the questionnaires.

The questionnaire survey managed to give generalized data, but I had to get the opinion of the youth, get the actual cause –effect of smallholder farming on the youth. Therefore I engaged the youth in a dialogue in the form of FGDs.

**Figure 3.1**  
**Form one pupils filling in questionnaire**



Source: Fieldwork 2012

**Figure 3.2**  
**Form four pupils filling in questionnaires**



Source :Fieldwork 2012

### ***3.4.2 Focus group discussions***

I conducted FGD's to discuss the different roles that the rural youth played on the farm their future aspirations of being farmers. I managed to get an in-depth knowledge of what the youth had to say about smallholder farming. Two FGD meetings were held with both form four boys and girls with twelve participants each. I designed the FGD guide in a way of getting greater insight into the experiences and views of the youth in smallholder farming. I used purposive sampling, participants were drawn preferably from those pupils who resided in the rural areas. This was done to ensure contribution of relevant data from youth with smallholder farming backgrounds. Given that the school consists of pupils who did not reside and have a life in the rural areas. Selection of the participants was done by using the school registers.

The FGDs were of single sex. There are factors that weighed against having a mixed sex. The reasons being that boys tend to be intimidated by having girls around during discussions, also girls have the tendency of not opening up in the presence of boys. Having same sex group created an environment comfortable for sharing thoughts and release of information. Besides this, single sex groups enabled me to come up with comparisons between the girls and the boys.

The girls participated more than the boys. Where necessary I would involve those participants who were quiet. The meetings for the discussions were held in a classrooms at Nyangani Secondary School. For both discussions I had a research assistant a lady who had recently graduated with a Master's Degree in Social Work (Kudakwashe) who took detailed notes of both discussions. After every FGD I would compare and compile notes with Kudakwashe.

Prior to the FGDs I came up with a general plan with a set of questions which were going to act as a guide for the discussion. With the opening of the discussions I explained to the participants what the research was all about and set up the ground rules with the participants. I designed the FGD to begin

with sub-group discussions on presentation on life and activities that the youth were involved in on the farms followed by discussions as a whole group with guide questions see appendix III. With the responses that I got I was able to probe further and have a better understanding. Both discussions were conducted in both English and Shona. Figures 3.3 and 3.4 show the first stage of the FGD. I had split both groups into subgroups for the youth to discuss the

**Figure 3.4**  
**FGD with boys**



activities that they are involved in smallholder farming.

**Figure 3.3**  
**FGD with girls**



Source: Fieldwork 2012 subgroup discussions during FGD's

### ***3.4.3 Semi-structured interviews***

Interviews were carried out to gather information on the parents' perceptions on smallholder farming, to learn how parents can be of influence their children in farming. Two villages (Nyamakanga and Sarutani) located within five kilometers radius of Nyangani Secondary were chosen using random sampling.

I designed an interview guide and did a trial in a village close to where I stay. This prepared me for the actual interviews. The interview guide is in appendix IV. After having access to the villages, before the interviews I gave an explanation to the interviewees on the purpose of the interviews. I carried out ten interviews with both men and women. There was use of snowballing sampling for selection of the interviewees. Identification of respondents was by means of referral from the first interviewee.

The interviews were held at the homesteads of the respondents which allowed relaxation and free flow of information. The interviews were done on one on one basis and I was able to probe further where clarification was needed. Most of the interviewees were cooperative. Interviews were conducted in Shona Zimbabwe's local language. For the interviews I was the moderator and had an assistant who took notes. After every interview I would compare and combine notes with my assistant.

### ***3.4.4 Ethnographic observation***

I had an opportunity to interact with the youth and I managed to listen in to listen to girls conversation after a church meeting were they were discussing on their future plans. I also managed to interact with boys who were also herding cattle. I managed to have an informal interview with one of the agricultural teachers posing to him questions on the agricultural syllabus and the involvement of youth in agriculture

On the other hand with this observation I was able to differentiate the parents/guardians whom I had interviews with. I draw your attention on the differences that I have observed. in figures 3.5 and 3.6 showing smallholder farmers but as depicted in the pictures they are different. Farmer A in figure 3.5 is putting on shorts and sandals and farmer B in figure 3.6 is putting on shoes and a full trousers. It is interesting to note that the farmers portray different classes.

**Figure 3.5**  
**Smallholder farmer A**



Source: Fieldwork 2012

**Figure 3.6**  
**Smallholder farmer B**



Source: Fieldwork 2012

### **3.5 Data analysis**

Analysis of the questionnaire survey was done using the Statistical Package for the Social Sciences (SPSS). Coding was done so that I could understand and analyze the data. Results were performed on an analysis of descriptive responses. Tables and graphs were constructed to explain the results that were obtained in relation to the research questions.

For the qualitative data which encompassed semi-structured interviews and the FGD's data was analyzed first by consolidating the field notes. The parameters for the coding included the activities that the youth were involved in, the interest of youths, motivation of youths towards farming, gender, land and inheritance.

### **3.6 Ethical considerations**

Ethical issues are an aspect of social research which cannot be ignored and has to be looked into. Ethical considerations brings the research into a discussion of the values during the research on how people are treated during research as asserted by Bryman (2004). As a researcher I had to gain trust from the parents who I had to interview and the youth who were going to be involved in the FGD's and the answering of the questionnaire.

Before I carried out the research I had to seek permission first from the local Ministry of Education to carry out my research at Nyangani Secondary School and later with the Head of the school. For the parents/guardians interviews, permission for entrance to the villages was sought from the headman and village heads as custodians.

I asked respondents for their permission to involve them in the study, explaining to them what the study was all about and to assure them of confidentiality. All those whom I had approached for involvement in the research agreed. I made it clear to all the respondents that they were free to decline the invitation to participate in the interviews or discussions if they were uncomfortable about taking part. Photos were also taken during the research with consent of the respondents.

Parents/guardians did not want their names to be used therefore I had to ask for their age as a form of identification for the paper. For the FGD's participants they allowed me to use their first names for the paper. I assured participants of privacy and confidentiality.

### **3.7 Study scope and limitations**

#### **Scope**

This paper intends to make a useful contribution by reporting on the rural youth views encompassing the activities that they are involved in on the farms and the factors that influence the way the youth view smallholder farming in

relation to the future of agriculture. However I limitations and below am going to discuss and narrate on how I mitigated them.

### **Limitations**

The research based on the FGD's were conducted under serious time constraints. This was due to the fact that schools were closing two weeks earlier than the dates that were on the national calendar in preparation for the national census which was going to be held in August 2012. This was overcome by scheduling FGDs during exam break time. Pupils were under pressure of the exams and sometimes their concentration was divided. I overcame this by asking the participants to take turns in contributing. The structure of the FGD's had to be changed as well. Initially I had planned on having role plays. Instead the pupils had discussions in subgroups. Though there were time constraints, outcome was well anticipate and I managed to produce the desired results.

While the initial respondent identification protocol was through random sampling for the semi structured interviews, I did not have access to the village registers and accessibility for potential respondents was going to be a challenge. Therefore to make the logistics feasible for the interviews to be carried out I snowballing sampling to identify respondents.

According to differentiation in class the youth were bound to have different approaches to the FGDs that were carried out. Failing to identify the class origin of the respondents may have affected analysis and implications of this study in some ways. However data from the survey on the landholding was able to show the different class levels in smallholder farming. Therefore for future research class should be taken as a vital aspect, as it helps to analyse respondents by their class. By doing so the researcher is bound to get well pronounced different approaches to the study in question.

### **3.8 Chapter conclusion**

The purpose of this chapter was to provide the research methods that were used for this research and to explain how the whole process was done and how the methods related to the study. I used the 'mixed method approach' as a means of cross-checking and strengthening evidence. On the questionnaire survey the respondents were answering questions with modeled answers which allowed the quantification of some variables which were a valuable compliment for the qualitative data. As informants in the FGD's the pupils managed to give in their own words their experiences and perceptions on smallholder farmer.

In the following chapter there is going to be discussion of the findings from the field using the above mentioned methods. There is going to be inclusion of the factors that are bound to have an effect on the way the youth view farming. In short there is going to be discussion on the 'triple education' a term coined by the researcher to address to the factors that have influence on the youth.

## **Chapter 4 : Who and What Are the Driving Forces behind Rural Youth Views Towards Farming?**

This chapter provides an insight of the factors that act upon the youth to have a certain approach towards smallholder farming. There are several factors that act upon the youth, but in this paper as stated in chapter two I am going to explore on the following factors home, school and peer group ‘triple education’.

### **4.1 The ‘triple education’**

Most rural youths spend their time at school and home and these places tend to have an influence on the way they view smallholder agriculture as well as the knowledge that they have on farming. When they are not in any one of these places they will be with their peers. At school the youth interact with their syllabus and the teachers as well. At home youth interact with their parents.

Peer groups also have a role to play in a youth’s views towards the future. Therefore there is need to find out how these influence the youths attitude and knowledge on smallholder farming. With ‘triple education’ that the youth get they are socialized into farming in one way or the other. Socialization plays a prominent role in the development of the youth (Allerbeck and Rosenmayr 1979). The socialization of the youth is a process that every youth goes through and is inevitable and a vital aspect in the study of the youth.

### **4.2 School influence on the youth in farming**

I am going to give an overview of the educational sector in the rural areas in relation to farming giving particular attention to the rural schools. Why look at the educational sector? The role of school is to educate students to have knowledge, be responsible and be socially skilled. As youth interact with school their views on smallholder farming is shaped in the process. The education given to the pupils in school does not adequately prepare them for the realities of life especially those who are from the rural areas, this sentiment has been echoed by Nyagura and Reece (1990) from their survey of secondary school on teacher quality and the achievements of the pupils.

The syllabus for the form ones gives a general idea of what agriculture is all about. At form four pupils get to select whether to pursue with agriculture or not. But the analysis from the questionnaire survey show that the youth are more focused on agriculture. On assumption it shows that it is not necessarily the case that the students have to select a subject but they are advised on the subjects to take. Table 4.1 illustrates the practical subjects taken by both form one and form four, with agriculture having the highest enrollment.

**Table 4.1**  
**Practical subjects at form four and form one**

Practical Subjects	Form Level		Total
	Form One	Form Four	
Agriculture	28	30	58
Horticulture	0	1	1
Fashion and Fabrics	1	7	8
Woodwork	11	0	11
Computers	0	5	5
Total	40	43	83

Source: Fieldwork 2012

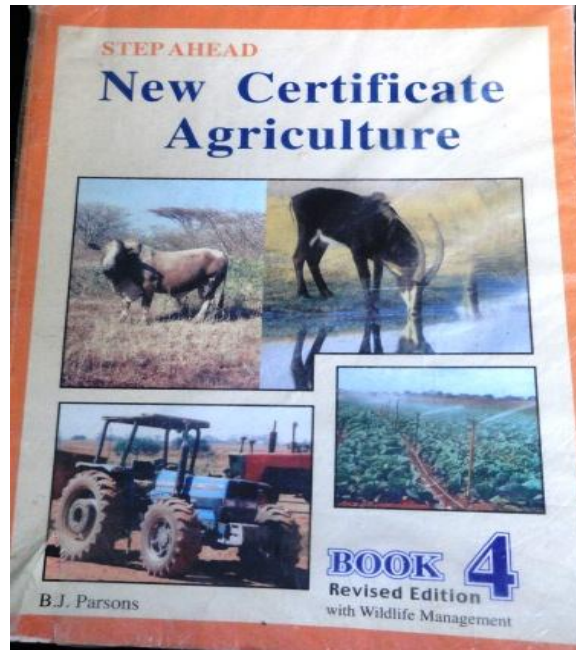
The syllabus at Ordinary level (form three and four) is inclusive of general agriculture which discusses about the environment, natural farming regions in Zimbabwe, general principles of land use and the national agriculture programs. There are also sections in the syllabus which discuss on crop husbandry and livestock husbandry where pupils are taught on how to take care of both crops, livestock as well learn on the diseases and treatments that can be offered and farming tools that are used on different types of farms. The syllabus shows that it is structured in a way that will shape the youth thinking towards agriculture. The form four agriculture teacher commented that the syllabus for agriculture was not very prescriptive/holistic but managed to give principles on agriculture.

Schools in Africa have tended to focus much on the formal teaching mode, whereby learners would just acquire basic knowledge. But this is not necessarily relevant or appropriate to prepare the young for a future in farming (Sefa Dei 2011). The agriculture teacher mentioned the importance of having practical so that the youth will be able to relate theory with practice. Citing that as a school they did not have enough practical implements for instance in livestock husbandry they just had pigs only. This has been attributed to lack of funds to do more have more practical sessions.

Most of the rural secondary schools in Southern Africa are situated in the most remote areas inclusive of Zimbabwe. Therefore they become unattractive to qualified teachers due to the problems with accommodation, transport and having to teach large classes of pupils (Frederikse 1992). The implication being that pupils will continuously have their teachers changed and most of the time will not be qualified in the field (Share 2011).

The agriculture textbook in figure 4.1 for the form four students portrays agriculture as cattle ranching (bull), wildlife (kudu), large scale farming (tractor) and use overhead sprinklers irrigation. The cover of the book does not resemble smallholder farming which in most cases does not identify with tractors, overhead sprinkler's, cattle ranching and the wildlife.

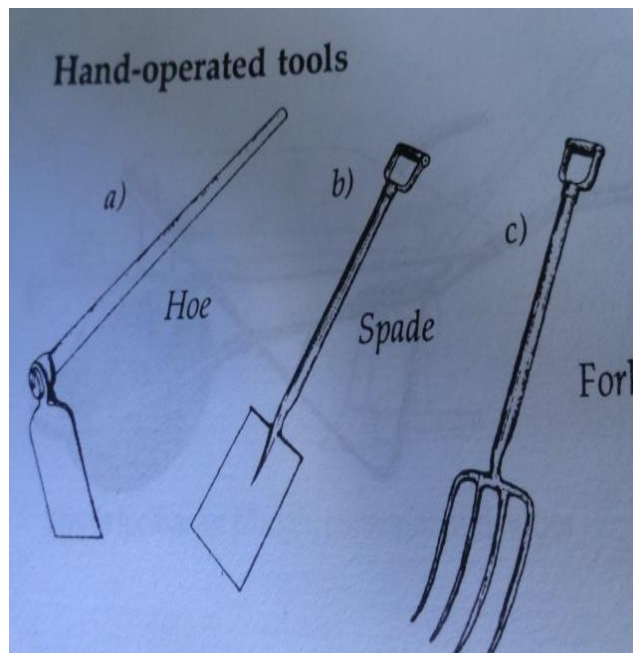
**Figure 4.1**  
**Form four text book front cover**



Source: Fieldwork 2012

Getting a look and reading the text book it shows pictures of the tools that are used in smallholder farming see figure 4.2. Smallholder farmers mostly use hand operated tools which consists of the hoes, spade, fork as seen in figure

**Figure 4.2**  
**Hand operated tools used in smallholder farming**



Source: Form Four Agriculture Text Book, Fieldwork 2012

4.2 and other tools not in the picture such as axes, machetes etc.

It is essential to note that, 'The most criticism of secondary schools is that they fail to prepare young people for the world of work thus students fail to

develop essential values, attitudes [...] life skills' (Baine and Mwamwenda 1994: 116).

#### ***4.2.1 How education setting socialize young people towards or away from farming?***

From the discussion above as outlined by the agriculture teacher that pupil are having less practical sessions. The lack of adequate practical sessions fails to prepare a young person for a life out of school with regards to farming. The few practical sessions fail to prepare a young person for a life out of school with regards to farming. Also education being biased towards formal careers (Biriwasha 2011) thus young people regard farming as a career for those who have little or no education. Young people learn about climatic changes and the effect that it has on the farms. Therefore some of the youth have shown that they cannot venture into farming because of the continuous climatic changes.

Despite these factors that make young people shun away from farming there is one factor which made the youth look towards farming. Findings from the field show that the pupils who took agriculture as their practical subject would have the opportunity to use the knowledge that they gain at school on their parents farms. Most of them said that they had been aspired and motivated by their agricultural teacher to start their own gardening projects at home. This is what one the boys had to say,

I have started my own gardening project from home, after getting inspiration from my agriculture teacher . He is the one who told us as a class that we have to put what we learn at school in practice at home. Therefore I started my own gardening project and it has been a success and in future wish to venture more into gardening (Nhamo, FGD July 2012).

From the girls,

I was inspired to start my own vegetable garden because I was taught on how to do it at school. During agricultural lessons we are taught on how to have a vegetable garden. As of now we do not have a school garden because it got destroyed by cattle so I get to practice on my own at home. I even bring some of the vegetables from my garden to sell to the teachers (Brenda, FGD July 2012).

Figure 4.3 shows Brenda's garden, which I managed to visit. In her garden she had a variety of vegetables but king onions were the ones that dominated her garden. She said that king onions usually have market during the rainy season. She watered her garden by using a hose pipe and a bucket using water from irrigation streams. It had mesh fence and a metal gate to prevent live-stock feeding from her garden.

**Figure 4.3**  
**Brenda's garden at home**



Source: Fieldwork 2012

### **4.3 The youth at home**

The data presented here is derived from the interviews with parents/guardians. Questions were asked in regards to land access, inheritance, involvement of the youth in farming activities, on whether parents were willing to see their youth take over from them. Although the data is not representative of all the parents in Nyanga Rural the responses that were being obtained from the interviews were almost uniform.

Three females and four males out of ten interviewees indicated they would leave their land to their sons but responses varied some said the youngest son and other referred to the eldest son. This is also the case Karateng Rural in Kenya where fathers would pass their land to their sons (Hoddinot 1992:557). Hoddinot also noted that it was very rare to have daughters having land passed on to them. For the rest of the respondents, one indicated that he was going to sell the land and move to the city, one mother said that she would let all her children have access to land because she believed that they were equal. This shows that by and large parents give preference to their sons. One of the parents said that

Well I cannot give land to my daughter as she is going to get married and start a new life. Therefore she cannot take land with her to her husband's home (Female 36 years, August 2012).

In one of the exceptional cases, one of the respondents acknowledged that the farm belonged to every member of the family,

This is a family farm it does not belong to an individual but to every member of this family. I am not going to leave this land to any individual but the

whole family would have access to it. If anyone wants to engage in farming the land is at disposal for use (Male 75 years, August 2012).

This particular parent pointed out that he also had a tractor on his farm. This symbolizes that he was a farmer who was doing well on his farm. Given that most of the rural smallholder farmers do not own tractors, they use draught power.

Parents/guardians said that procurement of land for their children was going to be different from the way they did. Most of the respondents got their land from inheritance. Some of the respondents were women who had rights to land because of marriage. Others mentioned that they got the land from the village heads. In Zimbabwe land for house, gardens fields and a shared grazing area was allocated to married men, allocation rested in the hands of the local government authorities (village heads) and the Rural District Council (Muir-Leresche 2006:104). Only one respondent out of ten said that he purchased his land, in Zimbabwe officially an individual is not permitted to sell rural land (Munyukwi-Hungwe 2004). Regarding to this incident this particular farmer purchased the land from the previous owner (migrated to another communal area) through their own internal agreement.

Most of the parents/guardians showed concern that it was going to be difficult for their youth to have access to land for farming. They cited the reasons that land is now limited and exhausted. This draws back to the time of the colonial period when the current communal lands were given to the native Zimbabweans being marginalized and regarded as unproductive (Nyamapfene 1989). Two of the interviewees female 35years and male 75 years mentioned that their 'children' can gain access to land through the FTLRP if they ever wish to be involved in farming.

Most of the parents/guardians have mentioned that they excuse their 'children' from doing farm work if they are having exams. From further discussion most of the parents/guardians expressed their concern on their youth having a better future which was not in farming though. The main reasons cited; unpredictable rainfall patterns, exhausted soil and limited land. As expressed by an eighty year old woman, she would have wanted her children to be involved in farming but due to the adverse conditions it was going to be difficult.

Despite of the fact that most of the parents/guardians did not want their 'children' to pursue smallholder farming most of them acknowledged that they engage their youth in farming activities. As they mentioned that their 'children' were able to use almost all the farming tools and had the knowledge on how to look after the livestock.

I involve every member of the family in farming activities. As one becomes an adult they are supposed to be equipped with vast knowledge in almost every aspect of life inclusive of how to be a good farmer. (Male 75 years, August 2012)

This was diametrically opposed to one parent/guardian,

I rarely involve my children in farming because I want them to concentrate more on school work than farm work, besides this soil no longer produces much...( Male 50 years, August 2012)

Half of the respondents who consisted of three females and two males mentioned that the youth did not show interest in farming. They could tell this by the way the youth would do the duties that they would have been assigned to do.

Every time my son goes to the pastures with the cattle and goats, he comes back with cattle missing. If he does come back with the whole herd the next day I will be summoned to the village head house because my cattle would have fed on someone's field. (Female 35 years, July 2012)

There was an exceptional case where the interviewee acknowledged that each child is given a portion in the garden so that they will learn how to manage crops. During this process their gardens will be monitored. All this was done so that they will be more knowledgeable on farming. This is a process where parents will be imparting knowledge to the young people for future use and improvement. This is similar to the case which was mentioned by Reynolds (1991) whereby the Tonga youth in Zimbabwe were given their own little plots to cultivate their crops. From these little plots they would get experience on how to be a good farmer, were they would have failed they would always know how to do it right on the following planting season (ibid).

From the discussion parents have shown that their youth were going to access land differently from the way they did. Most of the parents/guardians have mentioned that they involve the youth in farming activities but do not have the desire for them to pursue it as a career.

#### ***4.3.1 How parents socialise young people towards or away from farming?***

Understanding the processes or ways in which parents socialise their youth in farming is essential for this study because parents play an important role in the lives of the young people. Research has been done on a variety of parental influences that have had an effect on child development (Taylor et al 2004), but less is known on the particular ways parents have socialised youth in terms of farm related behaviours and outcome. 'Parents are considered to be the primary agents of child socialization.' (ibid: 167)

Parents own experience in farming being retold to the youth have an effect on them,

I used to have great bumper harvests, I relate to my children what farming has done for me. I was able to send them to school, feed them and clothe them. There was never a day that I was short of food, in fact most people in the village would come for food at my house. As children grow up I would and still give knowledge to them on how to be a good farmer. But now times have changed the weather patterns have changed and also the soil has become overused and no longer fertile. I would have loved for my children to be involved in farming but in as much as I have taught them on farming and retold my fame in farming I have advised them not to venture into farming as a source of livelihood. (Female 80 years, August 2012)

The parent who is quoted above socialized her children in a pessimistic way by pointing out to them negative factors of farming and advising them not to venture into farming. On the other hand she was optimistic by relating to her children positive side of farming continuous teaching on good farming practices.

Other parents/guardians made sure that they mapped their 'children's' minds into looking away from farming.

I would not want my child to be involved in farming and I have told him that farming has become an unprofitable business. I would want to see my child be of higher learning so I leave him to dedicate most of his time in studying and do not involve him in any activity, besides he also has shown no interest of which I do not have any problem with the decision that he has made (Male 49 years, August 2012).

This form of socialisation is bound to make a young person to be led away from farming. The parent does not make an effort of encouraging their child towards farming.

Having pilot gardens for their children, is a way a 75 year old male socialised his children into farming. As mentioned earlier on these gardens help youth gain more knowledge on good farming practice. As youth have hands on experience they have their own option on whether to engage in farming or not as they have hands on experience.

Most of the parents/guardians involved their youth in farming activities, sharing their expertise with them.

#### **4.4 What transpires when the rural youth socialise with their peers?**

When the youth are not at home and at school they will be with individuals of their age group. Peers at the youth stage act more as an influence over individuals and youth are bound to spend most of their time with their peers. Peers in a rural setup usually meet at the pastures, church and the local shopping centre. Findings for this section were more of informal interviews, observations and getting to listen to some of the conversation that the youth had with their peers.

From all the conversations that took place the youth rarely talked about farm life. In a conversation that took place after church it was interesting to note that very little was said about agriculture. One of the girls brought up the subject of farming but it seems the others were not interested in taking part. The group consisted of girls only some were from the Nyanga Town and others from the Nyanga Rural Villages. Their discussions were basically about what they were going to do for the rest of the week, what they would want to achieve in future, giving each other advice to some life issues and of course discussing the preaching of that particular Sunday. Part of the conversations the girls:

girl A said that she wished to finish her Ordinary level and go and stay in the city with her relatives as she proceeds with her Advanced level. Girl B said that her desire was to get married to one of the sons of the prominent farmers in her village whose son was apparently courting her and promising marriage. Girl C said that she had the hope of joining her family in farming, her parents to the knowledge of the researcher are involved in Irish potato production. Irish potato production has been declared by the GoZ as useful and possible food security crop, Nyanga being the number one producer (Matonho 2012).

Some smallholder farmers to the production of the Irish potato have recorded progress financially which enabled more investment on their land due.

I also managed to interact with boys herding cattle. *How is their day spent? What is it that they talk about during the whole day?* It was interesting to note what they had to discuss about the whole day. The boys discussed on their future plans. Most of them said they always imagined having to spend their life out of the rural and having a formal job in the city. They went on to give a narration of all the luxuries that they would have in their possession. But on the other hand one of the boys said that he was content with rural life and wished to be the heir of his parents' farm.

## 4.5 Chapter conclusion

The interaction of the youth with school, home and peers in one way or the other influences the way youth view smallholder farming. Despite of the influence the youth also have a voice that is independent from the 'triple education' that they get. Therefore in the following chapter there is going to be discussion on the youth voice. This chapter is going to show that the youth have their own opinions and aspirations that motivate them to make their own decisions besides receiving the 'triple education'. I am also going to explore on the aspect of class differentiation due to land size in relation to the youth interest in farming. Gender, birth order, inheritance and farm level are aspects that are going to be embedded in relation to youth participation in farming.

## Chapter 5 : What do the Rural Youth have to say about Smallholder Farming?

In this chapter there is going to a discussion on what the youth had to say about smallholder farming. Youth being the unit of analysis have their own ideas and own priorities and give meaning to things by themselves

### 5.1 Engagement of youth in farm activities.

As depicted in table 5.1 both boys and girls are involved in farming activities in one way or the other. In the profiles of the activities that were given during the FGDs the girls are the ones who were involved in what they considered as light tasks whereas on the other hand the boys were the ones who were involved in what they considered as heavy tasks on the farm.

**Table 5.1**  
**Farming Activities boys and girls are involved in**

Activities on a Farm	Females Frequency	Males Frequency
Herding cattle and goats		***
Ploughing using ox-drawn plough	*	***
Caring for Poultry	***	*
Selling of Vegetables	***	
Selling of livestock		***
Gardening	***	*
Harvesting Fields	***	**

\* 6 Low

\*\* Medium

\*\*\* High

Source: Fieldwork 2012 based on the FGD discussion

#### ***5.1.1 The division of activities due to differences in gender.***

Division of activities in farming has always been the norm in the rural context. There is a division of activities among boys and girls. Citing examples during the cultivation process the boys are the ones who use the ox-drawn plough which is regarded as an activity that is hard. On the other hand the girls are the ones who are involved in 'leading the cattle'<sup>7</sup> as they cultivate the fields.

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<sup>6</sup> \* Rate of involvement in particular farming activities the higher the number of \* the more one is involved.

<sup>7</sup> 'leading cattle' when the ploughing is taking place in the fields there is use of ox-drawn ploughs which are handled by males and there has to be someone who has to

Though most of the participants regarded the ox-drawn plough to be an activity for boys there was one exception, one girl acknowledged use of the ox-drawn plough. She mentioned being the eldest in a family of girls she had to learn how to use the ox-drawn plough. Therefore despite the division of labor in using the ox-drawn plough, this scenario shows division of labor can be due to the order of birth. It also shows that division of labor is not cast in stone, despite of one being female they can also be involved in activities that are regarded to be of males.

With the selling of the farm produce this would also differ the girls were the ones who were responsible for selling produce from the gardens. The boys were invited by their parents to be involved when livestock was being sold such as cattle. Livestock in smallholder farming especially cattle are regarded as the most important asset on a farm (Scoones (1992); Stroebel et al 2008). Cattle play a vital role in cultivating the land, providing manure, providing milk and acts as a symbol of how better off a farmer is. The boys get involved in what is more valued because culturally men are regarded as the ones who should have an upper hand on vital issues in farming such as selling of livestock. Thus it shows that the boys get involved in the vital aspects of farming and the girls having to do the unimportant role of having to sell vegetables. This shows the way farming (re)produces gender differentials.

Cattle herding in figure 5.1 is usually an activity that is done by the boys. The picture shows cattle being herded back to the village kraals from the pastures. The herd is substantial due to the fact that the villagers combine their cattle for pastures. Boys would spend the whole day herding cattle. Caring of poultry is an activity which is prominent among the girls see figure 5.2. The picture in figure shows a variety of poultry feeding on crashes (mixture of different grains found on the farm).

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lead the cattle is ploughing takes place and this is usually done by females and does not need much energy as compared to using the plough.

**Figure 5.1**  
**Cattle herding**



Source: Fieldwork 2012

**Figure 5.2**  
**Caring of poultry**



Source: Fieldwork 2012

Gender is an important aspect in relation to the sharing of labor in smallholder farming. Gender points out to the activities that are socially constructed and define what it is to be a man or a woman (Moser 1989). The roles are molded by cultural factors and these act as key determinants to the assignments and activities that males and females are engaged in (ibid). ‘Culturally determined gender ideologies define rights and responsibilities and what is ‘appropriate’ behavior for women and men’ (Reeves and Baden 200:4). In many places in Africa division of labor in agriculture by gender has always been the norm. Man having to do the heavy tasks and women having to do the lighter tasks (Doss 1999).

Despite of the hard work that boys experience on the farm they have acknowledged that it was a way for them to have body exercise and build muscles. Thus showing ways of life that are ideal for a male in the society, what it means to be a real man regarded by Donaldson (1993) as the hegemonic masculinity.

From the discussion above it is relevant to note that division of labor in farming activities is interwoven and also subject to change.

## **5.2 Class differentiation**

Smallholder farmers are a class on its own, but there are categories within this class. Though they have similar means of production, differences are bound to be there for example pertaining to the amount of land each farmer has. Therefore am going differentiate farmers in terms of land holding using the results from the questionnaire survey.

### **Landholding as class differentiation**

I used landholding results as a proxy for class differentiation;

- ‘Larger’ smallholders (6-10acres)
- ‘Middle’ smallholders (3-5acres)
- ‘Small’ smallholders (1-2acres)

Results in table 5.2 show that the majority of the households own little land. From all the respondents who indicated whether they had an interest in farming or not, table 5.3 results show that all the respondents from households with 6-10 acres claimed that they did not have interest in farming, whereas 65% (32/49) of the children from households with 1-2 acres claimed an interest.

**Table 5.2**  
**General Land holding**

Land size	Frequency	Total percentage
1-2acres	52	59,8%
3-5acres	9	10.3%
6-10acres	7	8,1%
Do not Know	17	19,5%
No response	2	2,3%
Total	87	100%

Source: Fieldwork 2012

Furthermore table 5.3 shows that all households are involved in farming activities even the ones who said that they did not know their family farm size. Livestock production is shown in the table that it increases with the size of the land holding. In regards to cattle being a symbol of wealth among the small-holder farmers, this has an implication that these are the farmers who are of the rich class. Whereas gardening, which is less profitable is greatly skewed towards farmers with the lowest landholding.

**Table 5.3**  
**Landholding in relation to type of farming**

Type of farming	Land size				Total
	1-2acres	3-5acres	6-10acres	Do not Know	
Cereal Production	19	4	1	3	27
Gardening	23	2	3	9	37
Livestock Production	1	1	3	0	5
All the above	7	1	0	5	14
Total	50	8	7	17	83

Source: Fieldwork 2012

### **Landholding in relation to youth interest in farming**

Table 5.4 show that smaller the land the more keen young people want to be involved in farming. This could be that they have no other option other than getting into farming. This makes it a problem because the land is already too little to be shared. Using large land size as a reflection of wealth, this means that those who do slightly better in farming are most probably able to offer their children alternatives outside of farming. Children of the rich farmers are positioned in such a way that they are on a journey out of farming because they parents/guardians are supposedly involved in more profitable activities. Thus they can afford for their children to take any form of career as they can afford to pay for their fees. So in these cases the children may have some other alternative 'choice', thus choosing 'no interest in farming'. Being most probably the more successful and productive farmers presumably they are the ones who should have children remaining in farming.

**Table 5.4**  
**Land holding in relation to interest in future farming**

Response to interest in farming	Land size				total
	1-2acres	3-5acres	6-10acres	Do not Know	
<b>Yes</b>	32	6	0	4	42
<b>No</b>	17	3	7	13	40
<b>Total</b>	49	9	7	17	82

Source: Fieldwork 2012

I also made variations of gender and form level in relation to interest in farming and landholding and found none.

### 5.3 Access to land and inheritance

Zimbabwe at the moment is undergoing its third land reform that is the FTLRP as explained in chapter one. Land is a prerequisite for an individual to be engaged in farming. Pertaining to the accessibility to land the boys are the ones who mentioned on how they were going to access land. As for the girls they did have hope of getting their own farming land, maybe due to the cultural stereotypes. Following the discussion by Quisunmbing (2007:2) she asserts that , ‘Parents may care about the welfare of their children , but unequal preferences may lead to their favoring some children over others for example – sons , over daughters ...’

The young boys mentioned that they would try to have access to land through the FTLRP if ever they were going to be involved in farming. However they mentioned acquiring of land was not going to be easy for them given that their parents do not have adequate land to farm and have not benefited from the FTLRP. Given the limited land is smallholder farming some youth have lost hope in getting land,

I am not interested in helping on the farm because I know that I will never inherit the land. I am the fifth boy out of eight boys which leaves me with little or no chances of inheriting the land... (Romeo, FGD July 2012)

This leads to the question on how the youth are going to have access to land if they would want to venture into farming given the above mentioned scenario.

### 5.4 Reservations of Youth towards Smallholder Farming

From both FGDs participants had their own reservations on farming. Youths were involved in more farm activities during the school holidays. During the school holidays both boys and girls had to help more on the farm especially for those who had irrigation facilities on their farms. Both the young boys and girls who had irrigation activities at their farms had to wake up as early as five in the morning and irrigate the fields.

Theft of livestock, farm produce and farm equipment was another aspect that was mentioned by both boys and girls. Theft on the smallholder farms is an issue in most African countries and a worry to many farmers (Farrel 1996 et al: 252). The worst case scenario was the theft of cattle which is regarded as the major source of livelihood for the smallholder farmer. Given that the cattle act as a wealth status measurement, form of savings and provide draught power (Stroebe et al 2008). During the discussions the participants mentioned that their families faced challenges as a result of theft,

I remember when my parents got so unfortunate and one of our ox was stolen with several farming equipment which included hoes, wheelbarrow, rake and some other things they stole I cannot remember. That particular farming season my parents had to use oxen from our neighbours and they had to wait for them to finish ploughing their land. This was a major drawback as they planted their fields later than others which led to them having less harvest than they had expected. That particular time my fees had to be paid late because my parents had reinvested in replacing the farming equipment that was stolen. Also that particular time my parents could not afford to buy me new clothes as there was no money to do as the stolen ox had to be replaced. (Garikai, FGD July 2012)

The youth also mentioned their concern for the time it takes for a farmer to realize quick profits from farming. This is so because smallholder farming does not have 'direct' wage labor arrangements. Sentiments from one of the girls,

...I would rather look for a job whereby I get a monthly salary than wait for more than a month for crops to mature or for the livestock to be ready for selling. I do not think I will be patient enough to wait for the returns from the farm. Therefore right now I am studying hard so that I do not end up being a farmer in the rural areas waiting upon the rain, waiting for crop and livestock to mature. I am going to look for a formal job that will be a guarantee of a monthly salary...(Josephine, FGD July 2012)

With smallholder farming in the African context one gets to realize returns from the farm after a harvest or after they sell some livestock and sometimes they do not get expected returns. In some cases the farmers have fresh farm produce for sale. Sometimes they have to end up feeding it to the livestock or making manure with it due to failure of getting a market. As mentioned,

There are times when we have fresh farm produce especially vegetables and if we do not get a ready market we end up trashing the produce into compost or giving to the livestock to feed on. This really makes me sad because I start thinking of all the hard work that we would have invested in as a family gone to waste...(Hellen, FGD July 2012)

Though the boys attributed farm work to muscle body building the girls had a different view. The girls mentioned that they were concerned about their beauty when it comes to farming. As young women they want to look good maybe in the bid to attract a perfect suitor. They mentioned that they get burnt by the sun and have *man'a* 'having chapped feet and hands' due to the type of activities they get involved in on the farm. The girls had their own gendered aspirations of what it meant to be a woman and this proved to be difficult for them as they are constantly exposed to the sun and farm work which led to the diminishing of their beauty.

### **When and why do the youth get excused from farm work?**

From the FGD's that took place both boys and girls acknowledged that they sometimes got excused from doing farm activities. They gave different reasons for being excused. For girls reasons varied from being sick, parents just not wanting them to be involved in farm activities so that they could fully concentrate on their studies, others said that they get excused so that they can study for the exams and on Sunday when they go to church. Most of the boys said that they get to be excused as they will be writing their exams as one of the boys said that,

Especially this year is very important for all of us, as we are preparing for our Ordinary level exams which determine whether one will proceed to Advanced Level or not our parents give us time to study and we get less involved in farming activities. During the weekend we also come for extra school lessons, so we are rarely at home even if we would have liked to help on the farm. (Peter, FGD July 2012)

Although reasons from being excused from farm work varied the most dominant was of being excused to study for the final exams. Table 5.5 show that the form four are the ones who have the lowest percentage of working on the farm compared to the form one.

**Table 5.5**  
**Over the past week (seven days) have you worked on the farm?**

Form Level respondent		Number of pupils	Percentage(%)
Form One	Yes	29	72,5
	No	11	27,5
	Total	40	100,0
Form four	Yes	24	51,1
	No	23	48,9
	Total	47	100,0

Source: Fieldwork 2012

Also the table on who delegates duties to the youth show that the highest percentage of form ones is told what to do on the farms by their parents whereas the form four pupils have a lower percentage of being told what to do with their parents. The variations between the form ones and the form fours are due to the fact that the form fours will be preparing for their final exams. This has been highlighted in the FGD's by the form fours both boys and girls themselves. Therefore they get to be excused from most of the farm work.

**Table 5.6**  
**Who tells you to do farm work?**

Form Level	Response	Number of Pupils	Percentage (%)
Form One	Parents	37	92,5
	Older Children	1	2,5
	No one	2	5,0
	Total	40	100,0
Form Four	Parents	25	53,2
	Older Children	2	4,3
	No one	20	42,6
	Total	47	100,0

Source: Fieldwork 2012

#### ***5.4.1 Motivation of the youth for current involvement in farming***

The youth mentioned that they do have some aspects that they find to be of interest to them when they are in the smallholder farming arena. The youth mentioned that their current interest in farming was driven by the fact that they have school fees, clothes, food and helping their parents/guardians. Most smallholder farmers do not have the capacity to hire more labor so they need all the help that they can.

With farming both boys and girls agreed that they have a variety of food to eat especially during the wet season,

I really love the time when we have green maize cobs and pumpkins in the field, my family gets to feed well...this does not necessarily mean that during the dry season my family will go into hunger, but that we will be having a variety of foods to eat as compared to the dry season. When I come to school I get to carry some cooked green maize cobs as well and I have lots of friend... (Stella, FGD July 2012)

As families are involved in farming they are bound to spend less on food items as they would get some of the food from farm produce. The FGD participants have mentioned that they get most of the food they consume from the farm produce,

My family gets most of the food that we use from the farm. We get to buy sugar, salt, and cooking oil sometimes we substitute cooking oil with peanut butter. As a family we get to save more and invest on other needs such as the purchase of more inputs for the farm. As a young woman my parents get to buy me some new clothes. You know as a young girl I have to look presentable...(Chipso, FGD July 2012)

On a different setting an informal interview took place with boys who were herding cattle and goats. The boys were all in secondary school and it was on a weekend .What they had to say, they mentioned that they had great interest in coming out to the pastures because they got to interact more with individuals of their age group in a different setting that was not at school or at home. They took this time as a moment of relief from some of the farm activi-

ties and they liked idea of just being away from home. They said that when they are at home they got to be sent by their parents to run errands.

#### ***5.4.2 Motivations of youth towards smallholder farming as future livelihood***

As the youth explore life opportunities they get motivate or inspired to be pursue a certain career in their future. I am going to give a narration of how the rural youth are motivated towards future farming using their voices.

Some of the youth were motivated into taking farming as a future source of livelihood because their parents gave them livestock such as cattle as a form of future investment. Cattle are a source of wealth that is considered as a vital asset in smallholder settings (Scoones (1992), Stroebel et al 2008). Therefore some parents give their sons cattle that they have to look after and when they ‘come of age’<sup>8</sup> they can do whatever they want with cattle. As mentioned by one of the boys,

My parents gave me a cow when I started form one and right now it has given birth to one calf. Now I have two cows. Besides the cattle that I now have I was also given goats. The cows and goats belong to me but as of this moment I cannot sell them or exchange them for anything. My parents said that I will be able to do all this after I have (come off age) *kubvazera*. Then I will be able to do as I wish. But just the idea of having my own livestock is motivating for me to just follow in my parents’ footsteps. (Farai, FGD 2012)

For Farai he was content and happy with the arrangements that his parents had for him to have livestock but others had a different story to tell. Farai posited that his parents gave him livestock. But one boy had a different story to tell,

....we are eight boys in my family and if my father was to give us livestock he will be left with nothing considering that we have six herds of cattle and there are eight of us. Therefore when I finish my Ordinary level and if I do not do well I will not have anything to start off with if am to venture into farming. Therefore at the moment I am working hard for me to have a life out of the rural maybe look for a job in the city. (Romeo, FGD 2012)

From the findings those pupils who came from families that were involved in all year planting especially those who were involved in Irish potato production. They attributed their improved standard of living to farming and showed that they were satisfied with what they have managed to achieve and also got luxuries form their parents,

...I love farming because standards of my family life got to be improved. My parents are involved in rain fed crops and the dry season crops production. My family plough Irish potatoes during the dry season and irrigate the crop till the maturing stage. Irish potatoes have a readily available market were we can sell. Besides selling the potatoes we also get to eat them and I have learnt several ways of how to cook the potatoes. My family has been able to purchase more farming equipment as well as to pay my school fees on time. My

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<sup>8</sup> ‘come of age’ this is a transition one goes through from childhood to adulthood and it varies from one society to another but in this setting it means that this is a stage when an individual is no longer dependent on their parents for anything.

parents also get to give me some luxuries, this year they managed to buy me a phone and they have promised to send me to a boarding school if I pass my Ordinary Level. In fact I am actually considering to be a farmer maybe join my parents but the land that they have is enough for them ... (Jane, FGD July 2012)

Jane and Farai have both shown that they have been motivated to have the thought of being future farmers.

Hands on experience is another aspect that the youth appreciated for being involved in farming activities at their homes. Some girls said that they were getting prepared for the future just in case they get married to a farmer. They will be having adequate experience so that they would be able to assist their husbands on the farm. Both boys and girls highlighted that farming was also regarded as a backup plan for those who would not have done well in their school. As some scholars assert that farming is regarded as profession for those who would have failed to do well in other aspects of life (Juma 2007).

For an individual to be involved in an activity or to pursue future plans they are usually motivated to do so. Motivation is the desire to do something, an interest or drive towards a desired goal. For one to be motivated they usually have a driving force for them to do so.

## **5.5 What have we learnt from the youth?**

The key argument for 'youth' has been of less value if we talk of age. There are different variations that can be used to address to the youth such as gender, class birth order and form level. At the end of the day the above mentioned aspects intersect and also do not work in isolation. There has been a demonstration of how different relations intersect and produce a particular attitude on future aspirations towards farming.

The rural youth have shown that they are involved in farming activities but these were divided due to the aspect of gender. With the survey on landholding the youth have shown that they have interest in farming but most of them are from those with the least land. Rural youth also have their reservations on farming due to birth order and gender being a challenge to land inheritance. The youth have also managed to show their current and future motivations towards smallholder farming. In the following chapter I have an outline of whether the research question was answered, what has been learned from the whole research, contribution to literature, aspects on future research and my final conclusions.

## **Chapter 6 : Rural Youth and the Future of Agriculture in Zimbabwe**

At the onset of this research I asked the following question: How does the idea of 'triple education' contribute to the shaping of young people's current and future aspirations in smallholder farming? Youth consideration into farming is not somehow entirely up to them, the parents/guardians have shown that they play a role in driving their youth in or out of a future in farming. The way agriculture is portrayed and taught in rural schools does not manage to give an in-depth understanding of smallholder farming. Therefore the youth thus do not see farming as a viable and reliable source of future livelihood. As a result of the negative view of youth on agriculture this is bound to cripple the future of agriculture of the nation as a whole

In regards to learning in school the rural schools do not have sufficient teaching material and teaching staff to deliver relevant material for the youth to relate to when they finish their secondary school. As highlighted by Share (2011) rural schools do not have adequate and qualified school teachers. This has shown that the preparation of the youth into the world of farming became compromised. This attributed to the fact that some of the rural secondary schools do not have the facilities that would enable them to put theory into practice. Concern for the rural youth not being prepared for a life in farming is also pronounced in India. The Times of India relate that there is need for the agriculture to have more direct action towards having practical sessions for agriculture in schools, given the fact that agriculture contributes a greater percentage of livelihood in the rural areas of both in India (The Times of India 2011) and Zimbabwe. There is thus need to increase education tools and relate them to suit the needs of the rural youth, as it is of paramount and is the cornerstone for the rural areas to be developed. The development of rural areas in agriculture will also benefit Zimbabwe as a nation as production of maize which is the staple food of the country is largely produced by the smallholder farmers.

### **Lessons learned**

The views of the adults and views of the youth are poles apart. The views of the young people are more mixed. Parents say that they want their young people to move out of agriculture and the young people have different approaches all depending with what they are exposed to. The differences between the adult and the youth speak back to the notion of 'triple education' as a framework.

Rural youth views towards smallholder farming vary by gender, land size, and birth order. Both boys and girls showed that gender has a role that it plays when it comes to smallholder farming activities. They went on to show that the activities that the youth are involved in are constructed through socialization and are not born with. As stated by Huijsmas (2012), that the idea of being male or female are formed within the societies and not born with.

Parents/guardians have shown to have a bias towards their sons. The favoritism of sons by the parents/guardians backdates into the early sixties as shown by Reynolds (1991) that sons among the Tonga in Zimbabwe, were given pieces of land to farm.

Parents have shown that they are eager to have their children get an education so that they would eventually move out of the rural areas and look for jobs in the urban areas. By so doing parents will be fulfilling the widespread desires among the youth to escape rural life (Li, 2009). Educational systems also play a role in cultivating behavioral trends that affect the decision of a youth in pursuing agriculture as a source of livelihood or having a life in the rural areas (Herrera 2006). Therefore there is need to address the youth with special reference to the rural young people as they get more recognition I believe they would become more positive towards farming.

I also observed that children from the 'small' small holders were the ones more keen on futures as farmers. This will in all likelihood create even less viable small holding units, whereas less interest in farming among the 'larger' smallholders may mean that these farms don't get sub-divided too badly, hence a process of class differentiation across generations. This will result to smallholder being differentiated further into classes of the rich, middle and poor as asserted by Lenin (1964).

### **Contribution to literature**

As most of the literature on rural youth and smallholder farming is anecdotal, the empirical findings from this research have managed to bring out the voices of the rural youth. With this research I hope for more to be done on the rural youth in relation to the future of smallholder farms how they can be motivated to view agriculture as a viable source of livelihood.

### **Future research**

This research has brought to light some aspects that have to be researched given the fact that smallholder farming is now being seen as having potential to be more productive and profitable. Therefore there is need for smallholder farming to be made more attractive for the youth. It will be of importance to have a research on how the youth will have access to land, whether the youth have knowledge on how they are supposed to access land, challenges the youth are likely to face and solutions on how to overcome them in the bid to get land. Concern for young men and women to get land in Zimbabwe has been raised, as they were not given urgency (NYP 2000). Accessibility to land is not only a problem for the young men and women in Zimbabwe but for other rural youth in Southern Africa. As highlighted by the Assistant Minister of Agriculture that access to land for the rural youth in Botswana was also problematic ('Feeding Future Generations' 2011).

Rural youth are believed to play a vital role in agriculture especially in smallholder farming (Ommani and Chizari 2006). Given that they occupy the largest percentage of population, thus the need to address more on the youth by interacting more with them in research to have a solid empirical background in regards to youth involvement in farming. For the youth to look forward towards agriculture there is need for provision of appropriate primary education on farming. There is need to have cooperative efforts to educate the youth and setup community workshops promoting the farming in the rural areas.

There is need to do more field research, although literature shows that agriculture has become unattractive to the youth the facts that have been put

forward are based on personal experiences from all over the world rather than the facts from research (White 2011).

### **Final conclusion**

As highlighted by Biriwasha (2012) farming in schools is portrayed as a source of livelihood that is not viable. Therefore there is need for the rural youth to have an education that will inspire them to uphold agriculture in Zimbabwe. Given that rural communities do not have enough farming knowledge and skill, therefore they need guidance on farming and development so as to improve their livelihoods. This can be done with the assistance of the youth who get more exposure at school. With promotion of youth on agriculture it is more likely to bridge the gap of agriculture experts in Zimbabwe and Africa at large.

The next generation of farmers, producers and workers are to be pulled out from the young people, therefore there is need for them to be addressed and heard for the future of agriculture to be upheld. If the young people are not addressed they are bound to seek employment elsewhere and abandon agriculture which will have a great impact on the economy of the country. Youth are supposed to be heard especially those in the rural spaces so that they get involved in building back the agriculture of Zimbabwe to its status of being the 'bread basket of Africa'.

In as much as there has been discussion of youth and smallholder farming there is need to put more into consideration, there is need for more state intervention to ensure a future in agriculture despite of the adverse changes in climate. At the end of the day it is not about the youth view on smallholder farming but also the future of agriculture for the nation at large.

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## Appendices

### *Appendix I Respondents*

<b>Name or label used for reference.</b>	<b>Gender</b>	<b>Date (2012)</b>	<b>Method</b>
Chipo	Female	July	FGD/Girls
Jane	Female	July	FGD/Girls
Brenda	Female	July	FGD/Girls
Josephine	Female	July	FGD/Girls
Hellen	Female	July	FGD/Girls
Stella	Female	July	FGD/Girls
Nhamo	Male	July	FGD/Boys
Romeo	Male	July	FGD/Boys
Peter	Male	July	FGD/Boys
Farai	Male	July	FGD/Boys
Garikai	Male	July	FGD/Boys
75 years	Male	August	Interviews
50years	Male	August	Interviews
49years	Male	August	Interviews
80 years	Female	August	Interviews
36 years	Female	August	Interview
35years	female	July	Interviews

## ***Appendix II Sample questionnaire***

### **Secondary School Youths views on Smallholder Farming**

Please kindly fill in the questionnaire. These questions are designed to gather your views on smallholder farming. Your answers will remain completely confidential and are for academic purposes only.

#### **Part A**

1. Gender: Male ☐ Female ☐
2. Age (Years) : 11-14 ☐ 15-17 ☐ 18+ ☐
3. Which practical subject do you take?  
Agriculture ☐ Horticulture ☐ fashion and Fabrics ☐ Woodwork ☐ Computers ☐

#### **Part B**

4. How much land does your family own (acres) 1-2 ☐ 3-4 ☐ 4-5 ☐ <6 ☐ do not know ☐
5. What type of farming is your family involved in?  
Cereal production ☐ Gardening ☐ livestock production ☐ All of the above ☐
5. Over the past week (7 days) have you worked on your family's farm? Yes ☐ No ☐  
If yes tick where applicable: 1-2 days ☐ 3-4 days ☐ 5-6 days ☐ Every-day ☐
6. In your family, of all the children (or young people) the one that does most farm work is:  
Myself ☐ brother(s) ☐ sister(s) ☐ Worker(s) ☐
7. What have you done over the past school holiday?  
Helped out on the family farm ☐ leave the village and work/help elsewhere ☐  
Visited relatives ☐
8. If it is exam time, do you still work on the farm?  
Yes ☐ No ☐ Sometimes ☐
9. Who tells you to do farm work?  
Parents ☐ Older children ☐ No one ☐

#### **Part C**

10. What is the purpose of smallholder farming for your family?  
Consumption ☐ Commercial Purposes ☐ Both ☐  
If it is for commercial purposes, do you directly benefit from the proceeds? Yes ☐  
No ☐
11. Would you be interested in embarking on farming as a major livelihood activity?

Yes ☐ No ☐

12. Which area of farming do you like best?

.....

.....

**Thank you for taking time to fill in this questionnaire.**

### ***Appendix III      FGD Guide for both boys and girls***

#### **The Focus Group Discussions**

Subgroup discussions pertaining to the activities that the youth were involved in on their parents farms.

#### **Guideline questions**

1. Who in particular has influence on your decision to be involved in smallholder farming at home?
2. What are your pros and cons of farming ?
3. Do you get involved in farming activities at home if yes why? When you do not why not?
4. Do you think farming generates enough income for sustaining the family?
5. Do you think you can have access to land for farming? If yes how ? if no why not ?
6. If you are going to be involved in smallholder farming do you think that you possess sufficient knowledge?

#### **Exit question**

7. Is there anything else that you would like to say pertaining to the discussion that we have just had?

## ***Appendix IV                      Semi- Structured Interview Guide.***

### **Interview guide questions for both men and women**

1. How did you have access to land for farming and whether it is different from today?
2. When you give land to the youth what is your criteria? (*Taking note of whether they consider gender*).
3. Would you want to see the youth taking over from where you left in farming or you would want them to pursue something else? Do parents have any influence over youth's decision on being involved in small-holder farming? Do you involve youth in the farming activities how often and when are they excused and for what reasons?
4. How much do the young assist with the farm work? Whether they show interest or make excuses.
5. Which tools do you use when you are farming and are the youth familiar with the tools (also about knowledge concerning animal care, cropping, seeds, fertilizer, etc.)?
6. Do the youth show any initiative in the farm work?