

THE EDUCATED YOUTH UNEMPLOYMENT DEBACLE IN ZIMBABWE: AN EVALUATION OF THE IMPACT OF INTERVENTION PROGRAMMES

Bhebhe Thomas B¹, Professor Nair Sulochana² and Jecheche Petros³

¹Chinhoyi University of Technology

² Binary University of Management and Entrepreneurship

³University of Zimbabwe

ABSTRACT: *This study was an evaluation of the intervention programmes which were put in place by the Government of Zimbabwe (GoZ) and its cooperating partners to address youth unemployment with specific reference to educated youths. Such a study was viewed as critical because it informs policy on what needs to be done correctly or improved in future endeavours to avoid repeating the same mistakes given that educated youth unemployment continues to rise in Zimbabwe. The study took the form of a survey in which 955 unemployed educated youths selected from the country's ten provinces using multi-stage sampling techniques were used as respondents. The study found out that the intervention programmes did not achieve the desired impact as judged by most of the respondents who were supposed to be beneficiaries. Most respondents indicated that they had never heard about the existence of most of the fifteen intervention programmes identified in this research. The study recommended transparency through marketing initiatives which targeted youths in their final years of full-time education. The study found out that the intervention programmes were not adequately funded and this caused the selection of beneficiaries difficult leading to lack of trust with most intended beneficiaries suspecting corruption. Given the magnitude of the unemployment problem among educated youths, it was also recommended that Government and its cooperating partners should adequately fund the intervention programmes so that they achieve the desired impact of reducing the educated youth unemployment debacle.*

KEYWORDS: Youth Unemployment, Intervention Programmes, Unemployment

INTRODUCTION

It is common cause that the government of Zimbabwe has been live to its oldest problem of youth unemployment since attaining independence in 1980. At independence, the government of Zimbabwe had a mammoth task of creating employment for demobilized former freedom fighters and war collaborators most of whom were youths aged between 15 to 35 years. There were also thousands of refugees who had taken refuge in neighbouring countries who were returning home to a free Zimbabwe not to mention thousands of Zimbabwean citizens who had gone into the Diaspora to work or further their education as a way of evading the harsh colonial laws which oppressed the majority Black people. Inside the country, there were also ex-detainees and members of the general public who had been rendered jobless in an economy which had fallen to its knees because of not only the effects of the war of liberation but also because of economic sanctions that had been imposed on the then colonial government of Rhodesia. All this caused the majority government of the independent state of Zimbabwe from its first day in office to start crafting employment strategies aimed at absorbing the affected citizenry. In that regard, it can therefore be argued with certainty that unemployment is the independent Government of Zimbabwe's oldest problem and expectations are high that with 35 years of independence or

experience on its side, the government should have by now found a solution to the unemployment debacle. This research evaluates the several programmes and projects whose thrust was to address the youth unemployment problem.

This study adopts the definition of 'youths' as stated in the Constitution of Zimbabwe Amendment No. 20 Act (2013) and the National Youth Policy (2013) both of which define youths in Zimbabwe as those persons who are aged between 15 and 35 years. Such a definition conforms with the definition given in the African Youth Charter (2006: p3). Educated youths are those who successfully completed O' level including those who went further to complete A' level and those who went on to obtain post-secondary training, certificates, diplomas and degrees.

Objectives of the Study

This research sought to fill a gap in literature, where no studies have been carried out to understand why the problem of educated youth unemployment has been escalating in Zimbabwe yet Government has been live to the problem since 1980 by putting in place several intervention programmes. Such a study was seen to be most effective if it studied the intervention programmes by getting information from the intended beneficiaries, the educated youths themselves as the primary source. The main objective of this study therefore was to evaluate the impact of policies and programmes that were initiated to reduce unemployment among educated youths in Zimbabwe and make recommendations that could lead to a paradigm shift in policy whose end result would be the reduction of high unemployment levels among educated youths.

The study was based on the following hypothesis:

H₁ There was significant impact achieved by the programmes that were launched by government to mitigate unemployment among youths.

H₀ There was no significant impact achieved by the programmes that were launched by government to mitigate unemployment among youths.

Background to the Study

Zimbabwe National Employment Policy Framework (2009) noted that Zimbabwe faces a formidable challenge in terms of resolving the high levels of un- and under-employment, and endemic poverty. Zimbabwe is facing very high levels of unemployment with some sources putting the unemployment rate at 80% and 95% (Robertson, 2007 and the World Factbook, 2013 respectively). From the beginning of the new millennium in 2000, Zimbabwe faced severe economic challenges which led to hyperinflation which reached its peak of 89 700 000 000 000 000 000% (Eighty-nine thousand seven hundred quintillion percent) by end of November 2008; (<http://www.rbz.co.zw/about/inflation.asp>.) as supported by Globalization and Monetary Policy Institute Annual Report (2011 & 2013), Hartmann and Werner (2011) and IMF's World Economic Outlook Database [2008]. The hyperinflation in Zimbabwe led to the collapse of the national currency and the adoption of the multi-currency regime as dominated by the United States dollar and the South African Rand from February 2009. The economic down-turn also led to the closure of industries with some workers walking out of jobs because an individual worker's monthly earnings which had gone up to the regions of quadrillion Zimbabwe dollars had become valueless and meaningless as there was nothing to buy on the shelves of shops. This drove unemployment to unprecedented levels. By 2008, Zimbabwe's industry capacity utilisation had dropped to 10% according to the Confederation of Zimbabwe Industries (CZI Reports 2013). To

eke a living, most Zimbabweans turned to the informal sector and flooded the streets selling anything from vegetables to cheap imported goods and second-hand clothes, but most of such chaotic street vending activities are illegal in Zimbabwe and this study did not count illegal activities as employment.

Educated youths were the most affected. They discovered that their education which had been modelled for absorption into formal jobs was no longer relevant since only 10% of industries were operational. Educated youths found themselves armed with high qualifications which could not fit in the new economic dispensation which favoured self-employment. Hyperinflation which ended in February 2009 was followed by a liquidity crunch when citizens who previously had lots of valueless money chasing very few goods because of hyperinflation woke up into deflation of around -3% from March 2009. This was characterised by too much goods in shops with little money (United States dollars and South African Rands) in circulation to buy them. Most of the goods were imported goods and this meant that the money in circulation was actually being given away to other countries to buy imports. This also fuelled unemployment among educated youths because with the closure of industries, importing goods meant exporting employment opportunities. This, added to droughts, economic sanctions imposed by Western countries, lack of foreign direct investment, corruption, a contested political environment, the shrinking economy, poor management of natural resources such as the mineral wealth and inappropriate curricula to mention but just a few exacerbated the situation for the unemployed educated youths as supported by Chirisa and Muchini (2011), Blanche and Munzwembiri (2014), Yorke (2008), Matunhu (2012) and Mamvuma (2002).

As stated above, the Government of Zimbabwe has been trying very hard to address the unemployment problem by crafting several policies, programmes and projects to assist the youths with employment opportunities. This research evaluates of such endeavours.

LITERATURE REVIEW

This study singled out fifteen intervention programmes which were put in place by the Government of Zimbabwe in collaboration with other non-state players as a way of addressing unemployment among educated youths and other youths in general. Universities and colleges continue to churn out educated youths who face problems getting employment. The 13 registered universities in Zimbabwe, indicated that the combined total of graduates for the year 2012 was over 15 000. Most of these were youths aged below 35 years. According to Garwe (2014) in 2012 graduation season the University of Zimbabwe and Midlands State University topped the list with 2 700 and 2 338 graduands respectively. The Zimbabwe Open University had 1560, National University of Science and Technology had 1 450, Chinhoyi University of Technology 674, Bindura University of Science Education 673, Women University of Africa 500 and Lupane State University 131 graduates according to Garwe (2014). Africa University, Harare Institute of Technology, Catholic University, Solusi University and Great Zimbabwe University also contributed their shares of graduands too. Robertson (2007) noted that the formal unemployment rate in Zimbabwe stood at 80 percent due to shrinking productivity. He indicated that few of the 2 million young people inclusive of graduates who turned 18 since the year 2000 found jobs with a regular income, training, and advancement or career prospects.

Cabinet approved the Zimbabwe Youth Employment Network (ZIYEN) in 2006 which is part of the world-wide Youth Employment Network which was established at the Millennium Summit,

held at the United Nations in September 2000 (Government of Zimbabwe, 2009). According to Ibid (2009), world leaders at the summit resolved to develop and implement strategies that give young people a chance to find decent and productive work. The ZIYEN framework sought to harmonize national policies across different line Ministries engaged in youth empowerment.

Government of Zimbabwe (2009) gives the objectives of the ZIYEN as

- To develop a National Action Plan on Youth Employment as an integral part of the National Employment Policy Framework;
- To promote youth entrepreneurship training and development;
- To promote access to finance for the youth who aspire to implement projects;
- To review education and training curriculum in order to enhance youth employability;
- To develop strategic partnerships and mobilise resources for promoting youth employment;
- To improve labour market information in order to guide youth in their career choices and available employment opportunities.

The Ministry of Youth, Indigenisation and Empowerment is guided by ZIYEN objectives as spelt above in many of its youth development and empowerment programmes. Garwe (2014) carried out a study on graduate employability in Zimbabwe and concluded that crafting relevant curricula as outlined in one of ZIYEN's objectives would have impact in realising economic and societal needs. Zinhumwe (2012) averred that a result of the disjuncture between the curriculum and economic needs causes graduates' skills not to be in sync with the needs of the communities and nation at large. As a solution, Blanche (2014) advised that existing courses needed to be reviewed, new courses should be recommended and approved and the overall efficacy of courses needs to be periodically re-evaluated to ensure the skills being taught, are aligned to the requirements of industry.

METHODOLOGY

This Scientific Research study took the form of a survey and was largely quantitative with few qualitative questions. The study made use of self completing questionnaires to collect data from unemployed educated youths across the country's ten administrative provinces.

Population and sampling techniques

In this study, the population of unemployed educated youths in Zimbabwe was derived from the Zimbabwe Statistical Agency (ZIMSTAT) Census Report (2012) which gave the population of youths (those aged 15 – 35 years) as 43.7% of the national population. Thus computation arrived at **708,904** as the population of unemployed educated youths in Zimbabwe

The sample size calculator www.surveysystem.com/sscalc.htm at 99% confidence level and at 4% margin of error was used to compute the sample size and the result was **1040**. The response rate in this study was 92% bringing the number of respondents to **955**.

Pre-Testing, Validity Testing and Reliability Testing of the Data Collection Instrument

The questionnaire was pre-tested on 20 subjects selected from among the unemployed educated youths. The fixed response questions were tested for construct validity using Kaiser-Meyer-

Olkin (KMO) and the Principal Component Analysis. The sampling adequacy value of 0.860 was achieved using the Kaiser's scale and according to Kaiser (1974) such a result is very good. To test for reliability and internal consistency, Cronbach's alpha correlation coefficient was used and the global scale of 0.784 was arrived at and that showed a high correlation between the items to prove that the questionnaire was consistently reliable because all alphas were greater than 0.70.

Socio demographic profile of respondents

Gender of respondents

Out of a total of 955 unemployed educated youths respondents, 552 (57.8%) were male and 403 (42.2%) were female. The bias towards male respondents was explained through the random sampling technique which used social places which were more frequented by males than females such as townships, Growth Points and street corners. The gender bias was also attributed to the general gender imbalance among the educated youths in Zimbabwe where according to Feresu (2010) as supported by Adato and Haddad (2004) the number of females reduced as the levels of education increased. This makes the gender imbalance of unemployed educated youth respondents noted in the study to be a true reflection of the demographic situation in Zimbabwe.

Distribution of Unemployed Educated Youths (UEY) by age group

247 (25.9%) of the unemployed educated youths who were respondents in this research were aged 15-20 years, 361 (37.8%) were aged 21-25 years, 210 (22%) were aged between 26 and 30 years while 137 (14.3%) were aged 31-35 years. The age distribution shows that most unemployed educated youths who were respondents in this research were in the 21-25 year age range (37.8%) followed by the 15-20 year age group (25.9%), the 26-30 years (22%) and the 31-35 year age range comes last with 14.3%.

Distribution of Unemployed Educated Youth respondents by highest educational attainment

Most of the unemployed educated youths who were respondents in this study were those who had passed O' level where the number was 435 (45.6%), followed by 242 who had passed A' Level (25.4%) and 123 holders of Bachelor's degrees (12.9%). 63 Diploma holders constituted 6.6% of the respondents and 58 holders of National Certificate were 6% of the respondents while 9 Masters degree holders and 3 PhD holders made up 0.9% and 0.3% of the respondents respectively. It was clear from the statistical facts that authorities tasked with addressing educated youth unemployment needed to focus more on programmes which could absorb the O' level and A' level youths as these constitute the majority.

The Intervention Programmes Put in Place by Government

The following fifteen programmes are some of the intervention programmes introduced by Government and its cooperating partners in an effort to address the problem of youth unemployment.

- Graduate Entrepreneurship Employment Programme (GEEP)
- The National Youth Service
- Kurera/ Ukondla Youth Fund
- Youths in Agriculture Programme
- Decent Work Country Programme

- Training for Rural Economic Empowerment (TREE);
- Quality Improvement in Informal Apprenticeship Programme (QiA)
- Integrated Skills Outreach Programme (ISOP)
- Community Share Ownership Scheme/ Trust (CSOS/T).
- Youth Empowerment and Transformation Trust (YETT)
- Youth Empowerment Fund (YEF)
- Wealth Creation Fund
- Training for Enterprise Programme (TFE)
- Technical and Vocational Education and Training Programme (TVET)
- Out Growers Scheme

In order to achieve rigor, the essence of each intervention programme will be discussed before analyzing the responses on the impact of the programme as assessed by the unemployed educated youths respondents who were supposed to be beneficiaries of the programmes.

FINDINGS

For purposes of interpreting the rating to conclude whether a programme was successful or not, this study adopted a strategy where the rating scale responses were compressed into two as illustrated below:

- Never heard about the programme.
 - Programme was a failure
 - Programme marginally succeeded
- } These were added and interpreted to mean programme was a failure
- Programme satisfactorily succeeded
 - Programme was very successful
 - Programme was extremely successful.
- } These were interpreted to mean programme was a success

The impact of the Graduate Entrepreneurship Employment Programme (GEEP) in addressing educated youth unemployment (EYU) in Zimbabwe

This is one of the programmes aimed at assisting the educated youths to start entrepreneurial ventures. It involves availing funds to graduate youths who would have come up with viable project proposals. The programme operates in each of the country's ten provinces. Respondents rated the impact of GEEP as explained and illustrated below.

Table 1: The impact of GEEP
N=950

<i>How do you rate the success of GEEP?</i>	Frequenc y	Percent	Cumulative Percent
Never heard about the programme	790	83.2	83.2
Programme was a failure	76	8.0	91.2
Programme marginally succeeded	46	4.8	96.0
Programme satisfactorily succeeded	18	1.9	97.9
Programme was very successful	12	1.3	99.2
Programme was extremely successful	8	0.8	100.0
Total	950	100	

Table 1 above indicates that a total of 912 (96%) of the respondents rated the GEEP programme as a failure as compared to 38 (4%) who rated it as a success. It is clear from these statistics that the unemployed educated youths view the Graduate Entrepreneurship Employment Programme as a failure. More worrying from the findings from Table 1 above was the fact that 790 (83.2%) of the unemployed educated youths who were respondents in this study stated that they never heard about this national programme which is aimed at assisting them to start entrepreneurial ventures at very low interest rates and without other stringent conditions as demanded by banks such as collateral. It is common cause that if a national programme is launched, the first step is vigorous marketing of the new initiative so that all intended beneficiaries are in the know lest authorities get accused of selective information dissemination which may be viewed as corruption. The programme needs to be restructured in order to make it more transparent and inclusive.

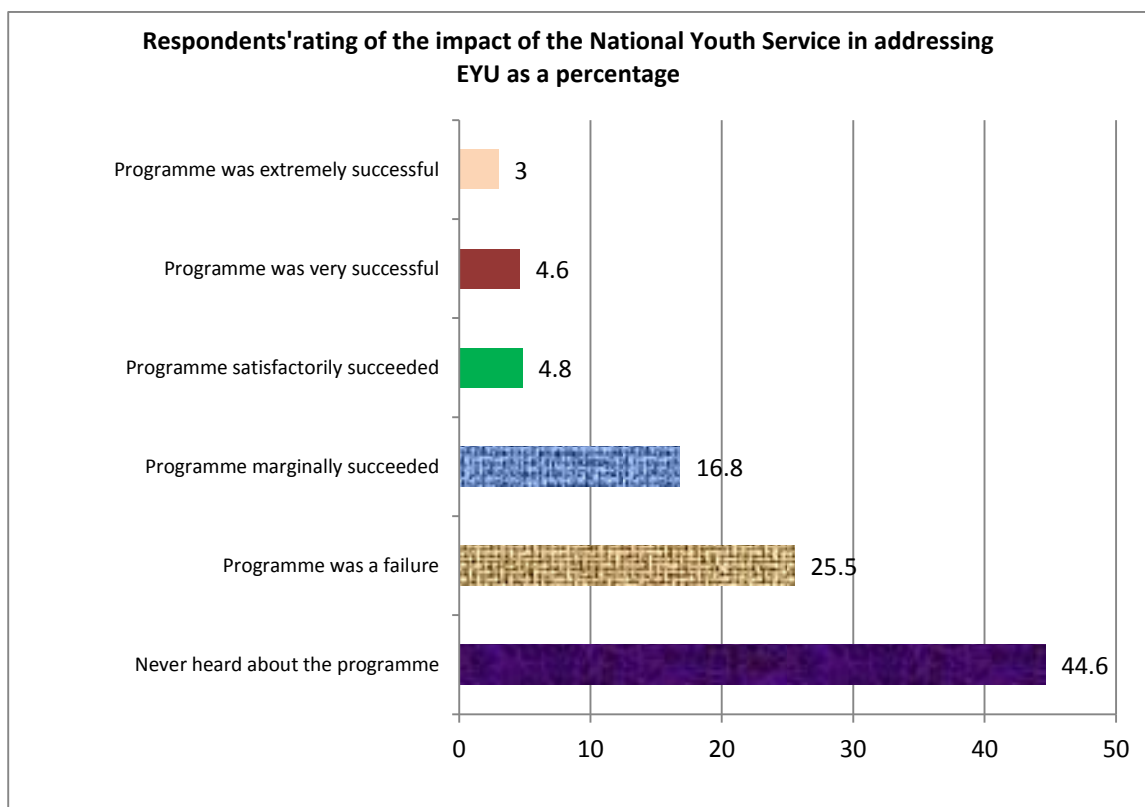
The impact of the National Youth Service in addressing educated youth unemployment (EYU)

The National Youth Service programme was established before independence in 1979 through the National Service Act by the Zimbabwe Rhodesia government in what was then commonly called 'call-up'. The programme then was aimed at exploiting the youth population by compulsorily making them assist in the military in fighting against freedom fighters. The government of Zimbabwe amended the National Service Act in July 2001 to come up with the new Zimbabwe National Youth Service Programme (NYSPZ) which focuses on instilling in youth the five values of national identity, patriotism, unity and oneness, discipline and self reliance. Such values are indispensable to any educated youth and that makes the programme so important that it should be made compulsory like in many countries. The curriculum of the programme which sought to achieve self reliance values was crafted in a manner which inculcated self-employment skills. The NYSPZ programme takes the form of voluntary, small scale training that is aimed at skills enhancement. However, McGovern (2013) carried out a study of the NYSPZ and concluded that evidence on the ground strongly suggests that the NYSPZ has become a politically focused and partisan program, with only a small component of the curriculum centering on community service and engagement. This according to Ibid (2013) has made the programme to be widely unpopular with most educated youths shunning it. In light of the foregoing, it may be prudent to rebrand NYSPZ so that it focuses on the original five outlined values which are indispensable to any educated youth.

**Table 2A: The impact of the Zimbabwe National Youth Service Programme (NYS)
N=949**

<i>How do you rate the success of the National Youth Service Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	426	44.9	44.9
Programme was a failure	244	25.7	70.6
Programme marginally succeeded	160	16.9	87.5
Programme satisfactorily succeeded	46	4.8	92.3
Programme was very successful	44	4.6	96.9
Programme was extremely successful	29	3.1	100.0
Total	949	100	

Table 2A above shows that out of 949 respondents, 830 (87.5%) rated the National Youth Service as a failure while 119 (12.5%) rated it as a success. Table 2B below further illustrates the findings.

Table 2B: NYS rating illustrated as a bar graph

Based on the statistics above, the unemployed educated youths rated the National Youth Service as a failure in that it had little impact in reducing the high unemployment rate among the youths. This high failure rating to a very useful programme which exists in several developing and developed countries of the world is a cause for concern. The NYS Programme can be used as a safety net to enroll and train those unemployed educated youths who left school without any specific vocational skills, technopreneurial, business proposal writing, entrepreneurship and

project management skills. The findings above are very worrying if those who are supposed to benefit from the programme do not know of its existents as depicted by 44.6% of the respondents.

Impact of Kurera/ Ukondla Youth Fund administered by Central African Building Society in addressing educated youth unemployment (EYU)

The Ministry of Youth, Indigenisation and Economic Empowerment in its bid to promote entrepreneurship and facilitate employment creation, launched the Old Mutual Kurera/Ukondla Youth Fund in 2012. The Commercial Bank of Zimbabwe (CBZ) and the Central African Building Society (CABS) administer the fund according to Muradzi (2014) and Government of Zimbabwe (2013).

Table 3: Measuring the impact of the Kurera/Ukondla Youth Fund

N=950

<i>How do you rate the success of the Kurera/ Ukondla Youth Fund Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	678	71.4	71.4
Programme was a failure	111	11.7	83.1
Programme marginally succeeded	96	10.1	93.2
Programme satisfactorily succeeded	37	3.9	97.1
Programme was very successful	19	2	99.1
Programme was extremely successful	9	0.9	100.0
Total	950	100	

Table 3 above shows that 885 (93%) respondents rated the Kurera/ Ukondla Programme as a failure against 65 (7%) who rated it as a success. According to the unemployed educated youths, the Kurera/ Ukondla Programme was a failure. Another worrisome feature of the responses was that 71% (678) of the respondents stated that they never heard about the programme. This study advocates for wide information dissemination to intended beneficiaries of any programme.

The impact of Youths in Agriculture Programme (YAP) in addressing educated youth unemployment (EYU)

As the name implies, the fund was put in place by Government to assist youths who opted to venture into agriculture with start-up funds to buy inputs and implements according to Government of Zimbabwe (2009). The programme mainly focused on youths in rural areas.

Table 4A: Measuring the impact of YAP

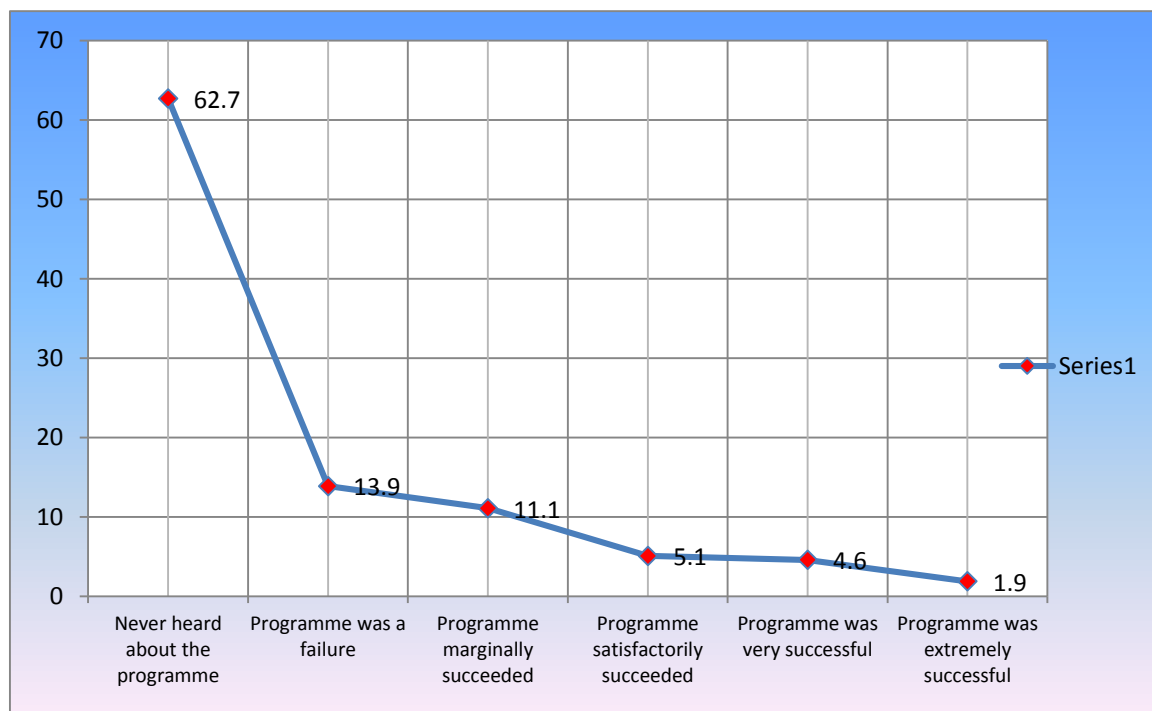
N=949

<i>How do you rate the success of the Youths in Agriculture Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	599	63.1	63.1
Programme was a failure	133	14	77.1
Programme marginally succeeded	106	11.2	88.3
Programme satisfactorily succeeded	49	5.2	93.5
Programme was very successful	44	4.6	98.1
Programme was extremely successful	18	1.9	100.0
Total	949	100	

Table 4A above shows that 838 (88%) of the unemployed educated youths rated the Youth in Agriculture Programme (YAP) as a failure against 111 (12%) who rated it as a success. 599 (62.7%) indicated that they had never heard about the programme and such anomalies need to be addressed if any programme is to bear fruits. Table 4B below further illustrates the findings.

Table 4B: Respondents' rating of the impact of the Youth in Agriculture Programme in addressing EYU

(N=949)



Many educated youths or their families have access to land in Zimbabwe and 62.7% indicated that they have never heard about the Youth in Agriculture programme. The problem of high educated youth unemployment will be difficult to address unless such issues (of not informing beneficiaries) are addressed. The agricultural sector is the biggest employer in Zimbabwe which

can produce raw materials to feed into the mainstream manufacturing sector to boost the economy and it can make a difference if such programmes are well managed.

The impact of the Decent Work Country Programme in addressing educated youth unemployment (EYU)

The programme was launched on 14 February 2013, by the Minister of Youth, Indigenisation and Empowerment who advised that given their energy, enthusiasm and innovativeness, youth have the potential to contribute immensely to the socio-economic development of Zimbabwe as such they should be placed at the forefront of building the economy (Government of Zimbabwe, 2013 and supported by ILO , 2002).

Table 6: Measuring the impact of the Decent Work Country Programme

N=950

<i>How do you rate the success of the Decent Work Country Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	799	84.1	84.1
Programme was a failure	70	7.4	91.5
Programme marginally succeeded	43	4.5	96.0
Programme satisfactorily succeeded	15	1.6	97.6
Programme was very successful	12	1.2	98.8
Programme was extremely successful	11	1.2	100.0
Total	950	100	

Table 6 shows that 912 (96%) respondents indicated that the Decent Work Country Programme was a failure against 38 (4%) who viewed it as a success. It can therefore be concluded that the Decent Work Country Programme was a failure according to the unemployed educated youths who were supposed to be beneficiaries of it. According to Zimbabwe Statistical Agency 2012 Census Report, more than 70% of the Zimbabwean population lives in rural areas. According to Adato and Haddad (2004) if a programme which was crafted to benefit youth in rural areas is not known by the youths themselves, it is a cause of concern which should be corrected by authorities.

The impact of Training for Rural Economic Empowerment Programme (TREE) in addressing educated youth unemployment (EYU)

The programme (TREE) together with the Quality Improvement in Informal Apprenticeship Programme (QiA) were launched by the Ministry of Youth, Indigenisation and Economic Empowerment under the Skills for Youth Employment and Rural Development Programme with technical assistance from the International Labour Organisation (ILO) and with financial assistance from the Government of Denmark. The projects which started in 2010 targeted over 10 000 beneficiaries specifically unemployed youths. The programmes comprised two main components designed to promote decent productive employment and income generation opportunities for youth through skills development initiatives. The whole aim was to increase capacity of rural community groups to identify local economic opportunities, develop appropriate training programmes to access jobs and provide post-training support to community and private small-scale enterprises. Such a strategy is supported by Development of Education

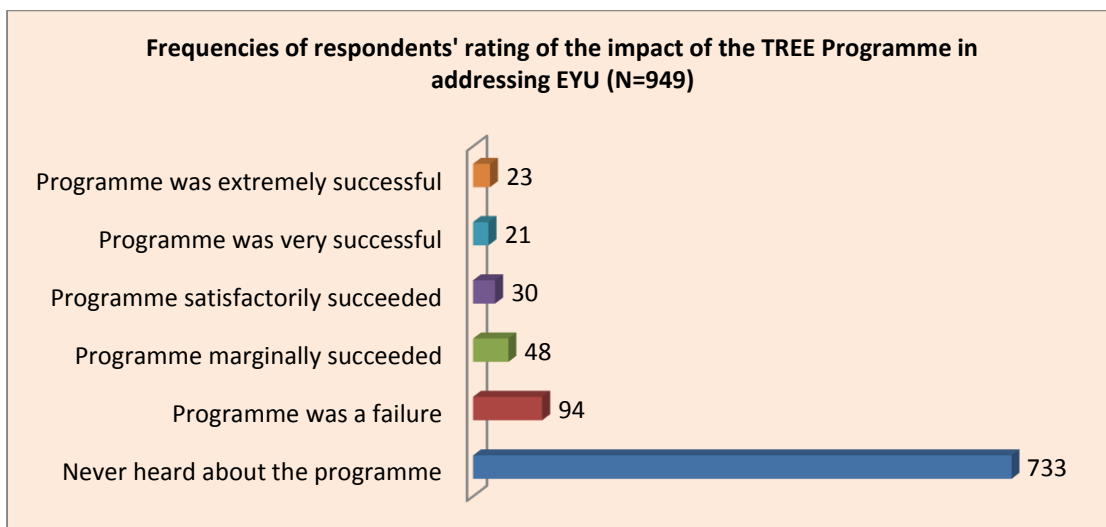
in Africa (2014) who state that by promoting employment creation and self employment opportunities for youths, they will be empowered to make enlightened economic decisions. The impact of the two programmes is assessed separately below:

Table 7A: The impact of the TREE Programme
N=949

<i>How do you rate the success of the TREE Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	733	77.2	77.2
Programme was a failure	94	9.9	87.1
Programme marginally succeeded	48	5.1	92.2
Programme satisfactorily succeeded	30	3.2	95.4
Programme was very successful	21	2.2	97.6
Programme was extremely successful	23	2.4	100.0
Total	949	100	

Table 7A above shows that 875 respondents (92.2%) rated the TREE Programme as a failure against 74 (8%) who rated it as a success. It can be concluded that that the programme was a failure as it did not have any significant impact. Table 7B below further illustrates the findings:

Table 7B: Graph illustrating the rating of the TREE Programme



TREE was another programme which targeted the rural youths but was not known to them as indicated by 77.2% of the unemployed educated youths who indicated that they never heard about the programme. All programmes which are not known by their intended beneficiaries can be viewed as having had very low impact.

The impact of Quality Improvement in informal Apprenticeship Programme (QiA) in addressing educated youth unemployment (EYU)

Table 8: The impact of QiA programme

N=948

<i>How do you rate the success of the QiA Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	758	80	80.0
Programme was a failure	71	7.5	87.5
Programme marginally succeeded	59	6.2	93.7
Programme satisfactorily succeeded	31	3.3	97
Programme was very successful	20	2.1	99.1
Programme was extremely successful	9	0.9	100.0
Total	948	100	

Table 8 above shows that 888 respondents (93.7%) rated the QiA Programme as a failure against 60 (6.3%) who rated it as a success. This was yet another programme with very good intentions of bringing quality improvement by developing skills in unemployed educated youths who had left school but 79.4% of the intended beneficiaries who were respondents did not know about the existence of the programme.

The impact of the Integrated Skills Outreach Programme (ISOP) in addressing educated youth unemployment (EYU)

The Integrated Skills Outreach Programme (ISOP) was launched in 2006 to address the problem of youth unemployment according to the Government of Zimbabwe and UN Country Team Report (2010). The programme seeks to provide specific skills training through short courses lasting between 1 and 3 weeks. The ISOP training mode is done within the community using local experts to develop a range of skills at a given time. Trainees are given specific skills such as moulding bricks, bee-keeping, soldering leaking pots, making coffee tables, mending vehicle tyres, repairing domestic electric gadgets, including growing vegetables to mention but just a few. Graduates are awarded certificates of competence from the Ministry of Youth Development. According to the ISOP document, youths are supposed to get tool kits at the end of training to assist them in starting their own enterprises after training. The youths are expected to go and practice the skills within their local communities. Lack of post-training support is the major problem of the ISOP programme.

Table 9: Impact of ISOP

N=948

<i>How do you rate the success of the ISOP?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	734	77.4	77.4
Programme was a failure	81	8.5	85.9
Programme marginally succeeded	65	6.9	92.8
Programme satisfactorily succeeded	42	4.4	97.2
Programme was very successful	19	2.0	99.2
Programme was extremely successful	7	0.8	100.0
Total	948	99.3	

Table 9 above indicates that 880 (92.8%) of the respondents rated the ISOP Programme as a failure against 68 (7.2%) who rated it as a success. Therefore the ISOP Programme was a failure. Of note on Table 9 is the high number (76.9%) who indicated that they never heard about the ISOP Programme. This common feature in all programmes is very worrying and it points to the fact that eradicating educated youth unemployment in Zimbabwe will not be easy if intended beneficiaries of good programmes are not informed about the existence of such programmes.

The impact of the Community Share Ownership Scheme/ Trust (CSOS/T) in addressing educated youth unemployment (EYU)

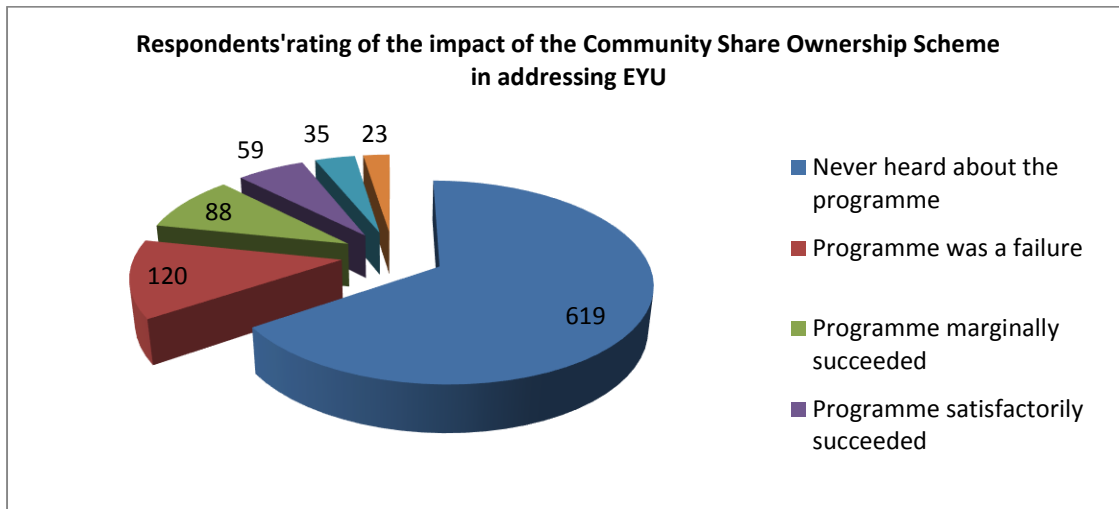
The CSOS/Ts were created through Section 14 of the Indigenisation and Empowerment Act which aimed at creating wealth for the locals and to act as a vehicle for employment creation for the youths including educated youths. The Act stipulates that companies operating in rural communities should cede 10% of their profits to local communities. According to the Act, the money would be ploughed back at developing the community and creating jobs for the youths. By 2013, Zimbabwe had 50 Community Share Ownership Schemes across the country dominated by mining companies such as Marange Diamonds, Zimbabwe Platinum (Zimplats), Unki, Blanket Mine, Mimosa to mention but just a few (Government of Zimbabwe, 2013).

Table 10A: Impact of the CSOS/T

N=944

<i>How do you rate the success of the CSOS/T?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	619	65.6	65.6
Programme was a failure	120	12.7	78.3
Programme marginally succeeded	88	9.3	87.6
Programme satisfactorily succeeded	59	6.3	93.9
Programme was very successful	35	3.7	97.6
Programme was extremely successful	23	2.4	100.0
Total	944	100	

Table 10A above shows that 827 (87.6%) respondents rated the Community Share Ownership Scheme as a failure in creating employment for educated youths against 117 (12.4%) who rated it as a success. It can therefore be concluded that the Community Share Ownership Scheme had no impact in creating employment for the educated youths. The pie chart below further clarifies these findings.

Table 10B: Respondents rating of the impact of the Community Share Ownership Scheme N=944

The Community Share Ownership Scheme/ Trust was put in place as a noble idea to control the exploitation of natural resources by companies some of which are foreign owned without ploughing back their income to the local communities which invariably are suffering from high unemployment among educated youths. If such noble programmes were successful, then the problem of EYU would be considerably reduced yet Table 10B above shows that 619 out of 944 unemployed educated youths who were respondents did not even know about the existence of the programme.

The impact of the Youth Empowerment and Transformation Trust (YETT) in addressing educated youth unemployment (EYU)

YETT was launched in 2004 as a networking organisation for advocacy and capacity building of youths to achieve sustainable development and create the next generation entrepreneurs. YETT was launched through government and its partner organizations Interchurch Swiss Agency, Bethlehem Mission Immense and Fund for Development and Partnership in Africa (FEPP). It was registered as a Trust in 2009 to operate in both rural and urban areas. According to Government of Zimbabwe (2010), YETT's core values are transparency, fairness, commitment, integrity, participation, inclusiveness and accountability. It operates through projects which would help youths to focus on their future and desist from engaging in conflict. (Government of Zimbabwe, 2009)

Table 11A: Measuring the impact of YETT**N=947**

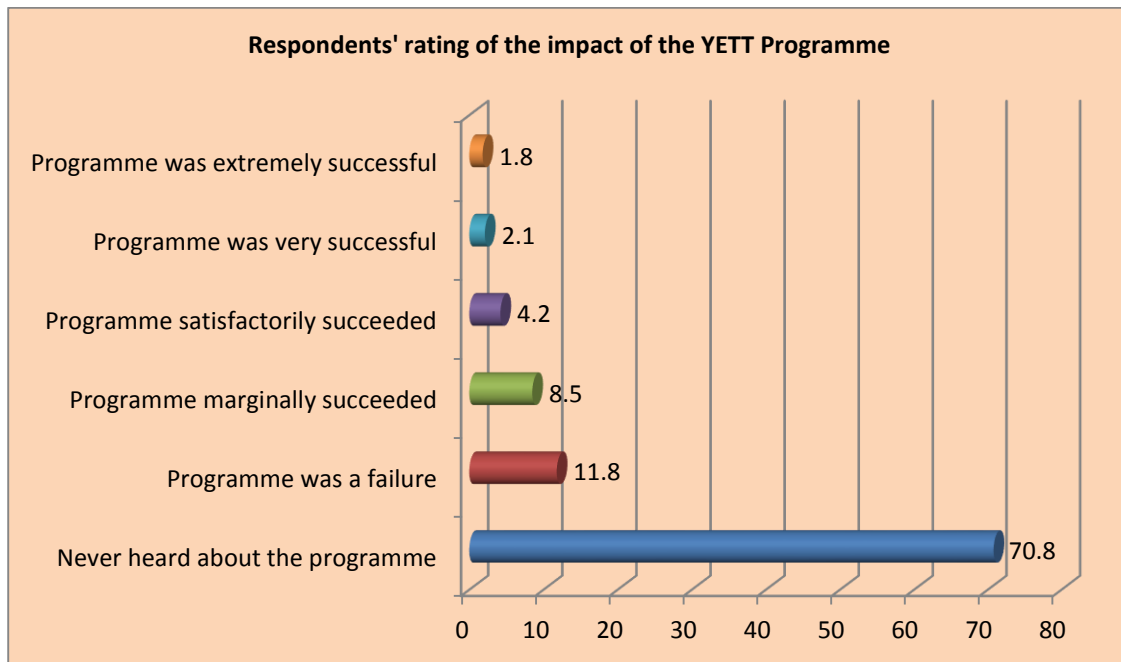
<i>How would you rate the success/ impact of YETT?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	676	71.4	71.4
Programme was a failure	113	11.9	83.3
Programme marginally succeeded	81	8.6	91.9
Programme satisfactorily succeeded	40	4.2	96.1
Programme was very successful	20	2.1	98.2
Programme was extremely successful	17	1.8	100.0
Total	947	100	

Table 11A above shows that 870 (91.9%) of the respondents rated the YETT Programme as a failure while 77 (8.1%) rated it as a success. The YETT Programme therefore had no impact in reducing the unemployment problem faced by educated youths as further illustrated by the Table below.

EYU Respondents rating of the success of the YETT Programme

Table 11B: Impact of the YETT Programme

N=947



What is worth noting is that most UEY (70.8%) who were respondents had never heard about the YETT, yet as the name of the programme depicts it was put in place to empower and transform the unemployed youths. Such anomalies would need to be addressed if such programmes were to achieve desired impact.

The impact of the Youth Empowerment Fund (YEF)

This security-free on-lending scheme was launched by Government in 2006 and is administered by CBZ as a revolving loan facility offering loans at 10% interest per annum to youths payable in 36 months according to Government of Zimbabwe (2013). The loans are for supporting entrepreneurship development in youths.

Table 12: The impact of YEF

N=947

<i>How do you rate the success of the YEF Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	592	62.5	62.5
Programme was a failure	144	15.2	77.7
Programme marginally succeeded	113	11.9	89.6
Programme satisfactorily succeeded	45	4.8	94.4
Programme was very successful	36	3.8	98.2
Programme was extremely successful	17	1.8	100.0
Total	947	100	

Table 12 above shows that the YEF programme was rated as a failure by 849 (89.6%) against 98 (10.4%) who rated it as a success. It can therefore be concluded that the YEF Programme had no impact in reducing the unemployment programme among the unemployed educated youths, therefore programme was a failure. 62.5% of the unemployed educated youths who were respondents indicated that they never heard about the programme, again another indicator of low impact which must be addressed in any such endeavours in the future.

The impact of the Wealth Creation Fund administered through Stanbic Bank, CBZ Bank and IDBZ Bank in addressing educated youth unemployment (EYU)

The fund is administered by Stanbic bank as its indigenization quota. It started with a US\$20 million injection in the form of a revolving loan facility for youth empowerment and entrepreneurship. Through the fund, successful youths would get loans ranging from US\$5,000 to US\$20,000 per project. Loans are only open to youths aged between 21 and 35 years.

Table 13A: Impact of the Wealth Creation Fund

N=945

<i>Rate the success/ impact of the Wealth Creation Fund</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	703	74.4	74.4
Programme was a failure	96	10.1	84.5
Programme marginally succeeded	62	6.6	91.1
Programme satisfactorily succeeded	34	3.6	94.7
Programme was very successful	27	2.9	97.6
Programme was extremely successful	23	2.4	100.0
Total	945	100	

Table 13A above shows that 861 (91.1%) of the unemployed educated youths who were respondents rated the Wealth Creation Fund as a failure against 84 (8.9%) who rated it as a success. Given the statistics above, the Wealth Creation Fund was a failure because it had no impact on reducing the unemployment problem being faced by educated youths. Table 13B below further illustrates this point.

Table 13B: UEY rating of the impact of the Wealth Creation Fund

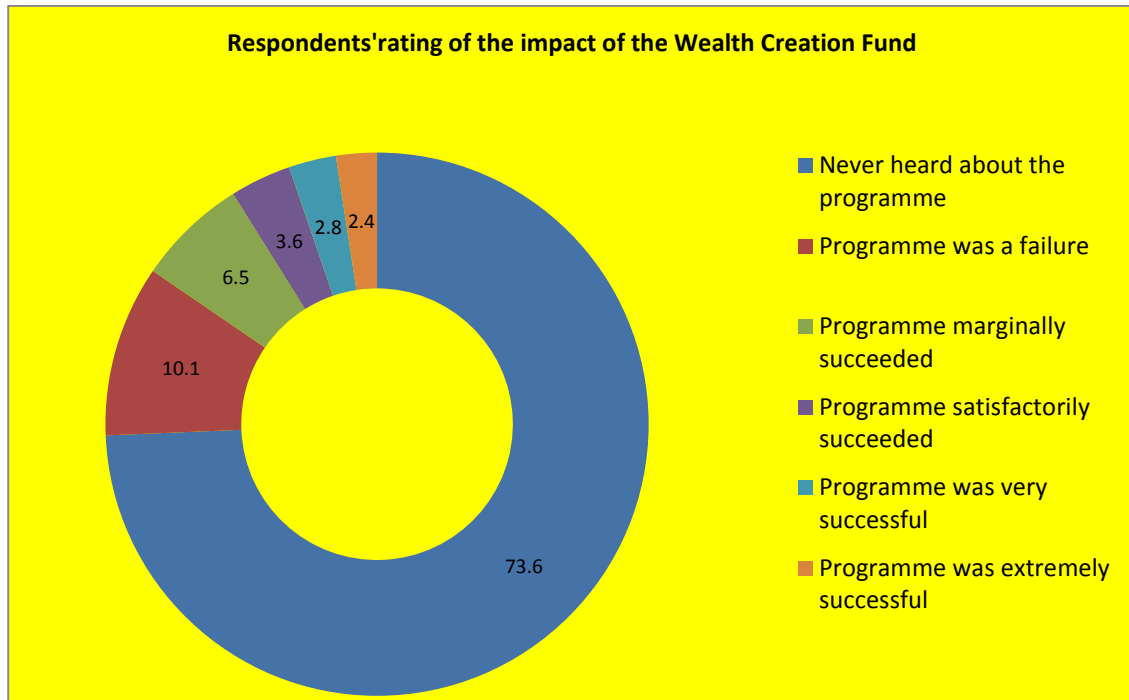


Table 13B shows that 73.6% of the UEY never heard about the Wealth Creation Fund yet they were part of the intended beneficiaries. This serves to prove that the programme had very low impact.

The impact of the Training for Enterprise Programme (TFE) in addressing educated youth unemployment (EYU)

Ministry of Youth, Indigenisation and Economic Empowerment launched the Training for Enterprise programme (TFE), which aims to capacitate young people with the requisite skills to start up their own businesses or for employment. This is supported by Bonga (2014) after analysing Zimbabwe's economic policies.

Table 14: Impact of TFE

N=947

<i>How do you rate the success of the TFE Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	727	76.8	76.8
Programme was a failure	79	8.3	85.1
Programme marginally succeeded	68	7.2	92.3
Programme satisfactorily succeeded	32	3.4	95.7
Programme was very successful	24	2.5	98.2
Programme was extremely successful	17	1.8	100.0
Total	947	100	

Table 14 above shows that 874 (92.3%) respondents rated the Programme as a failure against 73 (7.7%) who rated it as a success. Given the above statistics, it can therefore be concluded that the Training for Enterprise Programme was a failure. There is no doubt that the objectives of the programme to train youths with skills on how to establish and run their own enterprises before qualifying for funding was a noble idea, but how can it work if 76.8% of the intended beneficiaries who were respondents in this study do not even know about the existence of the programme? Such issues need to be addressed first.

The impact of the Out Growers Scheme in addressing educated youth unemployment (EYU)

This was a scheme launched in 2012 and operated by the Infrastructure Development Bank of Zimbabwe (IDBZ) as the bank's indigenization quota with a capital injection of \$200,000 for youths empowerment targeting youths in horticulture and livestock production (Muradzi, 2014). It mostly benefits youths in rural areas who have access to land.

Table 15: Impact of the Out Growers Scheme

N=945

<i>How do you rate the success of the TVSD Programme?</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	645	68.3	68.3
Programme was a failure	76	8.1	76.4
Programme marginally succeeded	92	9.7	86.1
Programme satisfactorily succeeded	50	5.3	91.4
Programme was very successful	59	6.2	97.6
Programme was extremely successful	23	2.4	100.0
Total	945	100	

Table 15 above shows that of the 945 who rated the TVSD Programme, 813 (86.1%) rated the programme as a failure against 132 (13.9%) who rated it as a success. The interpretation would therefore conclude that the TVSD Programme was a failure. This programme was very crucial in that its objective was to train unemployed educated youths with technical and vocational skills for purposes of self-employment but this study noted that however good a programme can be, as long as its existence is not known by its intended beneficiaries such a programme can be viewed as meaningless. This research implores upon the authorities to ensure that unemployed educated youths are informed of such opportunities which have a potential to change their lives.

The impact of the Technical and Vocational Education and Training Programme (TVET) in addressing educated youth unemployment (EYU)

According to Government of Zimbabwe (2010) this programme was launched by government to train youths in technical and vocational skills so that they can be absorbed in the formal employment market or become self employed. It involves practical imparting practical skills in welding, carpentry, joinery, plumbing, electrical fittings and repairs of computers, electrical appliances and many others (Mambo, 2010 supported by Murinda, 2014). The constraining factors include the mismatch between the skills being developed by the training system and what is needed in the labour market, the mismatch between the technology used in institutions of

learning and industry and the general economic decline that has affected the labour absorption capacity of industry

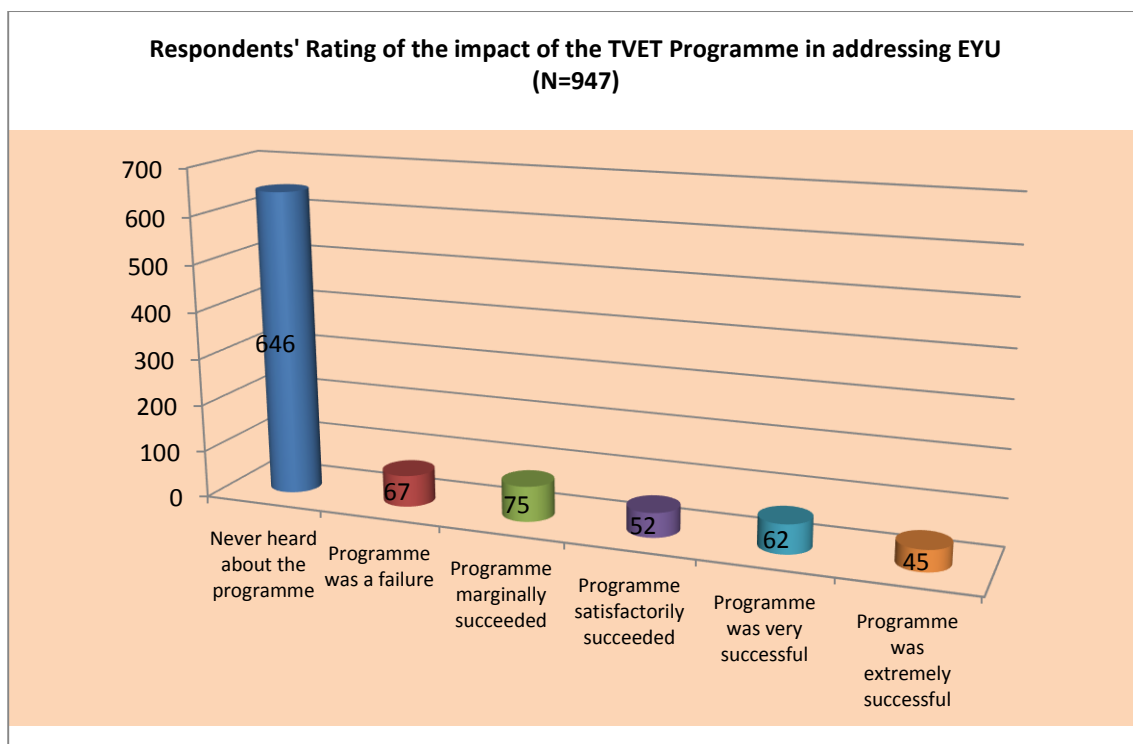
Table 16A: The impact of TVET

N=947

<i>Rate the impact of the TVET Programme in addressing EYU.</i>	Frequency	Percent	Cumulative Percent
Never heard about the programme	646	68.2	68.2
Programme was a failure	67	7.1	75.3
Programme marginally succeeded	75	7.9	83.2
Programme satisfactorily succeeded	52	5.5	88.7
Programme was very successful	62	6.5	95.2
Programme was extremely successful	45	4.8	100.0
Total	947	100	

Table 16A shows that 788 (83.2%) of the respondents rated the TVET Programme as a failure while 159 (16.8%) rated it as a success. The TVET Programme was therefore a failure. Table 23 below further illustrates the point.

Table 16B: UEY rating of the impact of the TVET Programme



Possession of technical and vocational skills in an economic environment whose industry capacity utilisation is less than 30% is indeed an advantage but Table 16B does not seem to support this notion if 646 out of 947 do not even know that such a programme exists. This is an area of correction if the problem of high unemployment among educated youths is to be resolved.

Whether the unemployed educated youths have ever applied for funding in any Government programme aimed to assist youths in getting jobs or venturing into self-employment projects

Table 17: Responses to whether respondents ever applied for funding in any of the intervention programmes

N=948

<i>Have you ever applied for funding in any Government programme aimed at assisting youths to get jobs or to be self-employed?</i>	Frequency	Percent	Cumulative Percent
Yes	194	20.5	20.5
No	754	79.5	100.0
Total	948	100	

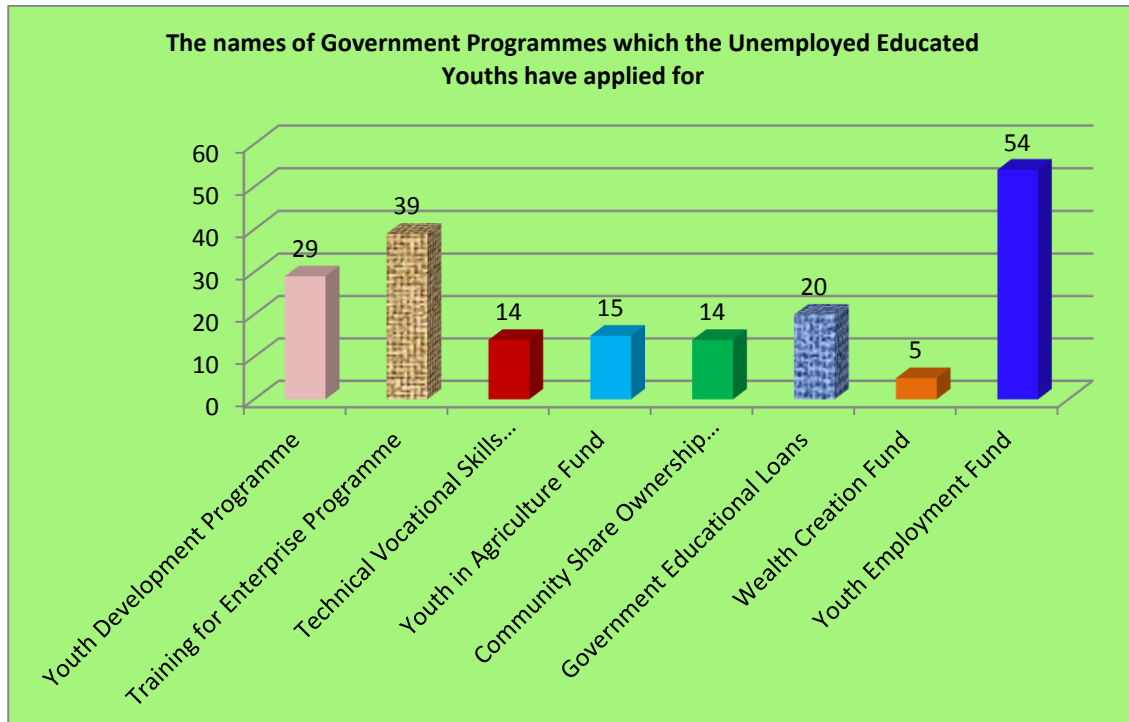
Table 17 shows that 194 (20.5%) of the respondents had once applied for funding in one of the intervention programmes aimed at assisting youths with jobs or in creating self-employment ventures. The fact that the educated youths were still unemployed is in itself an indicator that they did not get favourable responses from their applications. 754 (79.5%) had not applied for funding at all. While the reasons for not applying could be varied, the low rate of success could have dissuaded educated youths from applying. Also given that the main response to the questions on intervention programmes was 'Never heard about the programme', it meant that most educated youths did not know about such opportunities. However, what is documented by the Bankers Association of Zimbabwe (BAZ) Annual Reports of 2013 is that youths have a high default loan repayment rate as such they are a high risk group.

A study of the systems in Ghana by Collier and Garg (1995) noted that the reason for high default rate was that youths belong to traditional initiation groups and solid age groups/ peer groups and these institutions transcend the strict family framework in Africa. Belonging to an age group is non-elective; its members are bound by a system of sharing, of mutual aid and reciprocal obligations under the threat of retaliation, of which exclusion is just one example. For that reason, if one of the members were to get a loan from a bank for a project, invariably other members would find themselves getting something out of the money because of close bonds and this causes collapse of funded projects and failure to repay. For that reason, banks shun supporting youths projects more so because most youths do not have collateral. Such a situation also exists in Zimbabwe according to the BAZ Annual Report 2013.

Intervention Programmes which the educated youths have applied for.

The unemployed educated youths who were respondents indicated the following as some of the programmes they had applied for funding:

Table 18: Responses of UEY on which programmes they had applied for funding



The reasons why very few unemployed educated youths applied for funding opportunities could be the low success rate and lack of information. The high failure rate could be linked to the lack of knowledge in drafting bankable business proposals and lack of entrepreneurial skills which was proved in another analysis above. There is no funder who can voluntarily pass on a loan to individuals who have no bankable business proposals and no knowledge on how to manage projects. These are issues that require attention.

Reasons for not applying for funding

The reasons for not applying for funding cited by the unemployed educated youths include lack of response, lack of awareness, corruption, nepotism, lack of stipulated qualifications/skills, lack of collateral required by funders and lack of interest in the opportunities offered. Table 19 below is a summary of the findings:

The Table 19: Reasons for not applying for funding.

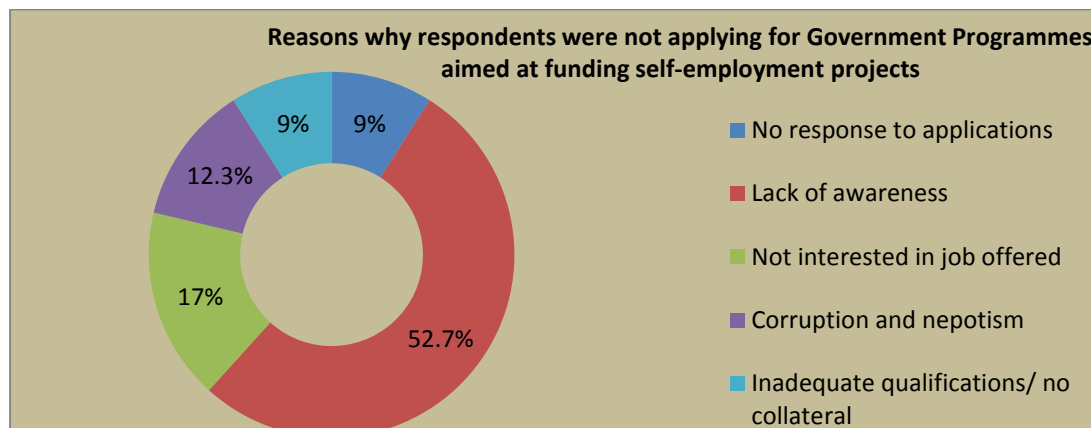


Table 19 above shows that the main reason why unemployed educated youths did not apply for funding was that they were not aware of the existence of the funding opportunities (52.7%), lack of interest came second with 17%, followed by corruption and nepotism while lack of response and lack of collateral came last with 9%.

Table 30 above shows that any future efforts to address the unemployment problem among educated youths should therefore ensure that information about funding opportunities is well disseminated to the targeted beneficiaries. That will also help to dispel perceptions of corruption and nepotism.

Testing Hypotheses

This study was based on the Hypothesis that there was no significant impact achieved by programmes put in place to reduce unemployment among educated youths. This hypothesis was tested using the logistic regression model.

The general model is given by: (Y) a function of previous employment status = a + B_iX_i

H₀: all B_i=0

H₁: Some B_i≠0

Table 6.36: Logistic Regression Model – Impact of Youth Employment Programmes

	B	S.E.	Wald	df	Sig.	Exp(B)
q17.3 Rating impact of Kurera/Ukondla(X ₁)	-1.003	0.308	10.589	1	0.001	0.367
q17.4_ Rating impact of YAP (X ₂)	0.767	0.267	8.264	1	0.004	2.154
q17.5_ Rating impact of YERDP (X ₃)	-.731	0.284	6.634	1	0.010	0.482
q17.9_ Rating impact of ISOP (X ₄)	-.693	0.297	5.450	1	0.020	0.500
q17.11_ Rating impact of YETT (X ₅)	1.022	0.311	10.817	1	0.001	2.778
Constant	0.437	0.382	1.309	1	0.253	1.548

Y = 0.437 - 1.003X₁ + 0.767X₂ - 0.731X₃ - 0.693X₄ + 1.022X₅ where,
X₁ = Kurera/ Ukondla Youth Fund (Administered through CABS).
X₂ = Youths in Agriculture Programme
X₃ = Skills for Youth Employment and Rural Development Programme
X₄ = Integrated Skills Outreach Programme (ISOP)
X₅ = Youth Employment and Transformation Trust (YETT)

We reject H₀ in favour of the alternative hypothesis and conclude that some programmes had an impact on youth unemployment namely: Kurera/ Ukondla Youth Fund (Administered through CABS), Youths in Agriculture Programme, Skills for Youth Employment and Rural Development Programme, Integrated Skills Outreach Programme (ISOP) and Youth Employment and Transformation Trust (YETT). The other nine intervention programmes did not achieve any significant impact.

RECOMMENDATIONS

- 1 Given the findings that most unemployed educated youths never applied for funding in any of the fifteen evaluated intervention programmes mainly because of lack of awareness, it is recommended that when intervention programmes are introduced or launched, a concerted effort should be put in place to reach out to the intended beneficiaries so that they are aware about the existence of such programmes.
- 2 Given the magnitude of the educated youth unemployment problem, intervention programmes should have significant capital injection so that they achieve the intended impact where a significant number of unemployed educated youths can benefit.
- 3 Intervention programmes should be run in a transparent manner so that the selection process of beneficiaries is fair and clear to all.
- 4 Intervention programmes such as the National Youth Service Programme should not be operated in a partisan manner.
- 5 The turnaround time for responses to applications for funding should be improved so that those youths who apply are informed in good time about the success or failure of their applications. This will make the applicants try other endeavours rather than to wait for responses which would never come.

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