

# **MIDLANDS STATE UNIVERSITY**



**FACULTY OF ARTS  
DEPARTMENT OF DEVELOPMENT STUDIES**

**IMPACT OF LIVELIHOOD SKILLS TRAINING PROGRAMMES ON YOUTH  
DEVELOPMENT IN WEDZA DISTRICT**

**BY**

**RUTENDO BIZA**

**R141944X**

**SUPERVISOR: PROFESSOR J. MATUNHU**

*This dissertation is submitted in partial fulfillment of Bachelor of Arts Honours Degree  
In Development Studies*

**NOVEMBER 2017**

**Release Form**

Name of Author : Rutendo Biza (141944X)

Title of Project : **Impact of Livelihood Skills Training Programmes on  
Youth Development in Wedza District**

Degree Programme : Bachelor of Arts Honours Degree in Development Studies

Permission is hereby accorded to Midlands State University to reproduce or publish this work if ever the institution deems it fit and intellectually viable to do so. No reservations in whatsoever are held by the author against the Department of Development Studies in particular and the institution at large that can bar them to treat this research accordingly.

**Signed**.....

**Date** .....

## **Approval Form**

The undersigned certify that they have supervised the student, read and made the recommendation to the Midlands State University for acceptance of the research project entitled: **Impact of livelihood Skills Training Programme on Youth Development in Wedza District.** Submitted by **Rutendo Biza (R141944X)** in partial fulfilment of the requirements of Bachelor of Arts Honours Degree in Development Studies.

Signature.....Date.....

*Supervisor*

Signature .....Date.....

*Department Chairperson*

Signature .....Date.....

*External Examiner*

## **Declarations**

I, Rutendo Biza of registration number (R141944X) declare that this is my original research project and has not been presented to any university before. All sources are properly cited. It is being submitted in partial completion of the requirements for the BA Honours Degree in Development Studies, in the faculty of Arts at Midlands State University.

Signed.....

Date.....

## **Dedication**

This dissertation is dedicated to my extremely supportive parents for the role they played in making this a success through helping me create a vision for my future, encouraging me to learn and supporting my education. I would like to thank the Lord who renewed my strength every day.

## **Acknowledgments**

First, I would like to thank my Father God Almighty in His Holy Trinity who have guided me and made me travel this far. Without His love and mercy I would not have reached where I am now. I am a living proof of his faithfulness, love and grace. I also wish to thank my academic supervisor and mentor Professor J. Matunhu who have been assisting me in the production of this work and all the Development Studies lecturers at Midlands State University for imparting me with vast amount of knowledge. Thirdly, special gratitude is directed to my parents Mr and Mrs Biza who have been by my side throughout the completion of my degree program. Thank you for your constant encouragement, technical and financial support you have been giving me. Without them, I would have not reached this level. To my best friends Faith Mhike, Ernest Munyangiri, Tapiwa Gaza amongst others, thank you for your constant encouragement and trust you put on me. I love you all.

## **Abstract**

*Livelihood skills training programs have become very important in reducing lack of skills and unemployment in the globe. The youths in Zimbabwe constitute a greater proportion of the total population and the rural youths are the most marginalized in issues to do with obtaining skills that are necessary for them to improve their livelihood. The government has introduced various programs to make sure that youths attain necessary skills but it has rather neglected the rural youths. This has called in for various organisations to come and fill in the loophole as done by Restless Development in making sure that the rural youths also acquire the relevant skills as their urban counterparts. The study is an investigation of Wedza district where youths in various wards have attained skills trainings and the researcher will examine the extent to which the skills have had an impact towards youth development. The research used a quantitative research method. Data were collected using structured questionnaires only and analyzed using SPSS analytical software. The results of the study indicated that the skills trainings had positive impact towards youths' development as the youths have managed to create self-employment through the use of skills obtained. In light of the findings, the government of Zimbabwe and particularly the Ministry of Youth, Indigenization and Economic Empowerment is advised to implement the program in all rural societies of Zimbabwe as a way of capacitating the rural youths with relevant skills that will enable them to curb unemployment.*

## Abbreviations and Acronyms

<b>BESD</b>	-	Basic Entrepreneurship Skills Development Programme
<b>GREEP</b>	-	Grand Entrepreneurship and Empowerment Program
<b>ILO</b>	-	International Labor Organization
<b>ISOP</b>	-	Integrated Skills Outreach Programme
<b>NYP</b>	-	National Youth Policy
<b>TREE</b>	-	Training for Rural Economic Empowerment
<b>SLA</b>	-	Sustainable Livelihoods Approach
<b>VTC</b>	-	Vocational Training Centre
<b>QIA</b>	-	Quality Improvements in Informal Apprenticeship



Table of Contents	
Release Form .....	i
Approval Form.....	ii
Declarations .....	iii
Dedication .....	iv
Acknowledgments.....	v
Abstract.....	vi
Abbreviations and Acronyms .....	vii
List of figures .....	xi
List of tables.....	xii

## CHAPTER 1: THE PROBLEM AND ITS SETTING

1.1 Introduction .....	1
1.2 Background of the study .....	1
1.3 Statement of the problem .....	3
1.4 Conceptual framework .....	3
1.4.2 Livelihood Skills.....	5
1.4.3 Youth .....	6
1.4.4 Youth Development.....	7
1.5 Research Objectives .....	8
1.6 Research questions .....	8
1.7 Significance of the study.....	8
1.8 Limitations of the study.....	9
1.9 Delimitations of the study .....	9
1.10 Ethical considerations .....	10
1.10.1 Informed Consent and Voluntary Participation.....	10
1.10.2 Confidentiality.....	10
1.11 Structure of dissertation .....	11

## CHAPTER 2: LITERATURE REVIEW

2.0 Introduction .....	12
2.1 Definition of skills training programmes .....	12
2.2 Theoretical framework .....	13

2.4 Factors fuelling the need of skills training programs for the youth in Zimbabwe .....	19
2.5 Importance of skills trainings .....	21
2.6 Strategies by the government of Zimbabwe to enhance skills in the youths .....	25
2.6.2 Integrated Skills Outreach Programs (ISOP).....	26
2.6.3 Skills for Youth Empowerment and Rural Development.....	27
2.6.4 Vocational Training Centres.....	28
2.7 Legal framework governing the skills trainings for youths in Zimbabwe .....	28
2.8 Factors hindering the youths from accessing livelihood skills trainings in Wedza district	30
2.9 Chapter summary .....	32
<b>CHAPTER 3: RESEARCH METHODOLOGY</b>	
3.0 Introduction .....	33
3.1 Research design.....	33
3.2 Research method .....	34
Advantages of using quantitative research method .....	34
3.3 Target area.....	35
3.4 Sampling design .....	35
3.5 Sampling procedure.....	36
3.6 Justification of the sampling method .....	37
3.7 Sample size.....	37
3.8 Data gathering methods.....	38
3.8.1 Structured Questionnaires.....	38
Advantages of using structured questionnaires .....	39
3.8.2 Secondary sources of data .....	40
3.8.3 Textbooks and electronic journals .....	40
3.8.4 Internet.....	41
3.9 Methods of data analysis .....	41
3.10 Data quality management.....	41
3.11 Data analysis .....	42
3.12 Limitations of the study.....	42
3.13 Chapter summary .....	43
<b>CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION</b>	

4.0 Introduction .....	44
4.1 Questionnaire Response Rate.....	44
4.2 Demographic characteristics of respondents.....	45
4.2.1 Gender .....	45
4.2.2 Age distribution .....	46
4.3 Utilization of the skills trainings .....	50
4.4 Impact of the skills trainings .....	51
4.5 Relevance of skills trainings in addressing the needs of the youths .....	53
4.6 Factors hindering youths from making use of the skills .....	53
4.7 Chapter summary .....	55
<b>CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION</b>	
5.1 Introduction .....	56
5.2 Chapter summaries.....	56
5.3 Summary of findings.....	58
5.4 Recommendations .....	58
5.5 Conclusions .....	59
5.6 Suggestions for further research.....	60
5.7 Chapter summary .....	60
<b>REFERENCES .....</b>	<b>61</b>
<b>APPENDIX 1 .....</b>	<b>64</b>

## **List of figures**

<b>FIGURE</b>	<b>TITLE</b>	<b>PAGE</b>
Fig 1	Distribution of respondents by age	47
Fig 2	Number of youths by highest educational level attained	49
Fig 3	How the youths have utilized the skills	50
Fig 4	Impact of the skills training	52
Fig 5	Factors hindering the use of skills	54

## **List of tables**

<b>TABLE</b>	<b>TITLE</b>	<b>PAGE</b>
Table 1	Demographic characteristics of respondents	45
Table 2	Age of respondents	46
Table 3	Statistics on age of respondents	46
Table 4	Level of education of respondents	48
Table 5	Statistics on level of education	48
Table 6	Utilization of skills	50
Table 7	Statistics on utilization of skills	50
Table 8	Impact of skills	51
Table 9	Statistics on impact of skills	51
Table 10	Factors hindering the use of skills	53
Table 11	Statistics on factors hindering use of skills	54

# **CHAPTER 1: THE PROBLEM AND ITS SETTING**

## **1.1 Introduction**

The research is going to evaluate on the impact of rural livelihood skills training programs on youth development in Wedza District, Zimbabwe. Studies have shown that rural youths have a high rate of unemployment as compared to their urban counterparts and this can be attributed to lack of education and hence this makes them unable to compete in the job market (Mambo 2010). Upon finishing secondary school, rural youths are left with nothing to do and this paves way for drug and substance abuse, increase in crime rates, early marriages on the part of girls, low self-esteem and also high levels of domestic violence (Kadir, 2011). In a study by Mambo, (2010), it has been found out that the rural youths are lacking vocational skills thereby facing unemployment and poverty. Secondary school leavers lack entrepreneurial skills, vocational skills and other life skills such as critical thinking and absence of these has led to high unemployment rates among them. Skills and knowledge are considered to be the most powerful forces for economic growth to be achieved as they provide opportunities for employment and income generation for all the groups in society. Therefore the youths in Wedza district have gained necessary livelihood skills from Restless Development peer educators and it is upon this research to exude the impact of such skills on the part of youth development and in this case the researcher will focus on socio economic development.

## **1.2 Background of the study**

Ever since 1980, livelihood skills trainings have become widespread in the global world especially in the United States as it introduced the youth apprenticeship that would help the youth to gain necessary skills for them to improve their livelihoods (Collura 2010). The aspect of livelihood skills training has been of great concern in most developing countries particularly in

Africa as the youth are considered as the most active population that can help in driving the economic status of a country. Most African countries have adopted to skills training as a way of creating self-sustainable projects and generate income among the rural youths. Enjang et al (2009), points out that Uganda is one of the countries that have opted to this initiative as it has embarked on Local Skills Development Program which was aimed on changing marginalized young people as well as adults in obtaining necessary productive skills in order to gain employment which in turns lead to poverty reduction. Uganda also adopted an initiative called Local Skills for the Youth (LSDY) in which it managed to impact agricultural skills as well as entrepreneurship skills which lead the youth to employ themselves as several went on and took part in self-sustainable jobs like carpentry, hairdressing as well as bricklaying. The Zimbabwe Country Report (2014), postulates that unemployment is one of the main challenges facing the youth countrywide as it was shown in the 2012 Population Census that youths aged between 15-34 years of age constitute 84% of the unemployed populace and those between 15-24 years constitute about 55%.

In a bid to reduce unemployment among the youths, the government of Zimbabwe has previously put forward a number of strategies aimed at reducing unemployment. Such strategies dates back to the Youth in Agriculture Program, Integrated Skills Outreach Program (ISOP), Vocational Skills Development Program, Grand Entrepreneurship and Empowerment Program(GREEP), Skills for Youth Empowerment and Rural Development and also the Training for Rural Economic Empowerment (TREE) (Zimbabwe Country Report 2014).

Youth unemployment in Zimbabwe has proved to be a huge challenge as it has further created dependency and led to the opening of various vocational training centers in the country in a bid to equip youths with necessary skills that will help them in alleviating poverty and creating

income for themselves. Zimbabwe has also faced a challenge of youth unemployment particularly rural youths as the majority of them do not possess vocational qualifications (Mambo 2010). The government in turn introduced vocational training centers in various provinces as a way to impact the youths with skills for them to employ themselves and alleviate poverty. This initiative has proven to only work for urban youths as they are able to pay for the fees at these institutions leaving the rural ones unattended as many of them are unable to afford the fees.

### **1.3 Statement of the problem**

Secondary school leavers face multiple and critical problems which hinder them from fully improving their livelihood. Some of the core problems they face are unemployment and lack of vocational and entrepreneurial skills with Africa having approximately 72% unemployed youths and an extra 49,6% being under employed ILO (2012). ZimStat (2012), denotes that 4 out of every 5 youths between the 15-34 age group were unemployed. This study will thus assess the contribution of livelihood skills trainings in order to foster youth's social and economic development. For the purpose of this study, the researcher is going to make use of the training sessions done by Restless Development Peer Educators in a bid to ensure skill development for rural youth in order to achieve sustainable livelihood in the society.

### **1.4 Conceptual framework**

A definition of concepts related to the research is going to be alluded in the study. The following concepts will be conversed and these include livelihood, livelihood skills, youth and youth development.



### **1.4.1 Livelihood**

Gamper and Kollmair (2002), defined livelihood as the variety of a combination of different activities and choices that people undertake as a way to achieve their goals. Various scholars exude the notion that the continued and persistent survival of human beings depends on the availability of resources that will enable them to sustainably and economically improve their quality of life as they will be taking part in various activities. Schraven et al (2013), goes on further to define livelihood as multifaceted systems consisting of the assets which can be material or social possessions and the activities used to generate a living. This means that the material asserts can be those ones which are tangible like for example cattle in which one can fully make use of those and thereby generate a living from that.

A livelihood is measured as sustainable when it has the ability to recuperate from stresses and shocks and improve its capabilities as well as capital without undermining the resource base (Chambers and Cornway 1991). Chambers and Cornway (1991), further went on and defined a livelihood as one that encompasses the capabilities, assets (including both material and social resources) and activities required for a means of living, they further went on to state that a livelihood is said to be sustainable when it can cope with and recover from stress and shocks and maintain or enhance its capabilities and asserts both now and in the future while not undermining the resource base. The above definitions has been employed by various researchers in understanding the meaning of rural livelihoods. It should be quite crucial to note that, an important aspect in this definition by Chambers is that it has provided a link between the assets that any group of people possess and the activities that they partake in order to generate income. In this research, the researcher concentrated much on the definition by Chambers as it is considered to be the one that clearly explains on what a livelihood really is.

### **1.4.2 Livelihood Skills**

According to WHO (2003), livelihood skills refers to capabilities, resources and opportunities for pursuing individual and household economic goals, in other words income generation. The Oxford Dictionary 2016 stated that skills can also mean the ability and capacity developed through thoughtful and continued effort to efficiently and adaptively carry out complex activities. Examples of such skills include business management skills, entrepreneurship skills, money management, business proposals, and computer related duties among others. The government of Zimbabwe has adopted various strategies in an attempt to reduce unemployment for example the introduction of youth funds but majority of these youth lack business proposal skills and hence this hinders them from accessing such funds. Livelihood skills can also refer to the development of necessary knowledge and experience in various entities which can then be used to improve the livelihood of people especially the marginalized subsistence communities ([www.withoneplanet.org.au](http://www.withoneplanet.org.au)).

Bennel (2007), states that livelihood skills are an important feature in improving household income for the rural youths and marginalized in society as the skills obtained will enable them to partake in various economic activities that will ensure food security due to employment creation. Skills development ensures that the youths in the rural areas will not only rely on agricultural production for survival but can also take part in carpentry, second hand clothing trade, hairdressing to mention only a few and these can only be made possible if the youth are equipped with entrepreneurship skills. These activities will then in turn lead to an increase in the standards of living for the youths and the community at large. It is quite crucial for the livelihood skills training programs to go hand in hand with the economic status of the local community due to the fact that a strategy that can work in a certain community cannot prove to work in another hence

an assessment need to be done first to see which skills are of paramount importance to the group of youths beings dealt with.

### **1.4.3 Youth**

The perception of youth has been quite challenging to define as it has proved to be quite a controversial area .Various scholars have defined youth in quite a number of ways and those in the western cultures have defined the youth as the age in which there is a shift from being a child to becoming an adult and leaving behind compulsory education into finding their new first profession (Kehily 2007). Definition of youth has remained controversial due to the changes in demographic, economic, social and cultural differences among continents and nations. The United Nations Programme on Youth further on went to define youth as the people who are between 15 and 24 years of age. The UN however specified that definitions might vary from one country to another. The National Youth Policy of Zimbabwe (2012), defined youths as persons aged between 18 to 35 years of age. The constitution of Zimbabwe (2013), further on went to define youths as the people who are aged between 18 to 35 years of age hence this has become the most common and acceptable definition of the youth in Zimbabwe.

There are also various scholars who are of the notion that the youth are further classified into rural and urban youths. Bennel (2007), argues that since there is the establishment of peri-urban areas it is very difficult to distinguish between rural and urban youths. Physical location was previously used to differentiate between rural and urban youths. However many scholars have argued there is no such thing as rural and urban youths as it creates discrimination and segregation amongst the young people which might in turn cause future problems. Restless Development defined youths as people aged between 16 and 35 and further classified them into

in school and out of school youths. The study is going to focus on in and out of school youths aged between 16-35 years of age.

#### **1.4.4 Youth Development**

National Youth Development Research Response Initiative (2003), defined youth development as a procedure by which young people attain abilities and positive connections for themselves, others and the community at large. This will mean that development will be noted when the young people are said to have acquired all the essentials necessary for them to move from childhood to adulthood. Various scholars in the western societies have further highlighted that this is a phase whereby the young people become independent and move from being dependent on parents or guardians (Kehily 2007).

Various scholars state that youth development is divided into economic and social development. Sen (1999), proposed that development is considered as so if there is the removal of all sorts of unfreedom, poverty, poor economic policies and also social deprivation. Kindleberger and Henrick (1958), postulated that economic development of the youth is whereby there is an improvement in the material well-being of the youth especially of those who are relatively poor and such a development will result in poverty eradication. The researcher is of the view that youth economic development is whereby youths are able to sustain themselves economically and thereby improve their standards of living by taking part in various activities that bring about income. It is quite crucial to note that youth's economic development is also linked to community development in the sense that the youths in the rural areas when they acquire income it means that they will in turn make their communities a better place for them to live and work. For youth development to be achieved there has to be the involvement of youth in activities and programs that will help them to realize their full potential.

## **1.5 Research Objectives**

- To examine the impact of livelihood skills trainings on rural youth's economic and social development
- To assess how the skills acquired have reduced youth unemployment in the district
- To analyse the relevance of the skills training as a livelihood intervention to meet the needs of the youth
- To evaluate the major challenges which are hindering the youths from making use of the skills acquired

## **1.6 Research questions**

The research is aimed at answering the following questions

- Are the skills training a viable economic youth livelihood strategy?
- To what extent has it contributed to the reduction of youth unemployment?
- Are the youths using the skills acquired?
- What are the major challenges faced by youths which are hindering them from fully making use of the skills impacted?

## **1.7 Significance of the study**

The significance of the research lies in unpacking the impact of livelihood skills training program and paves way for the Ministry of Youth and Economic Empowerment to see the loopholes in unraveling youth unemployment in Zimbabwe. It is hoped that the findings will inform the Ministry of Youth and Economic Empowerment on the need for programs that have impact on youth's access to jobs and prepare them for the world of work. Policy makers are also going to benefit from this study as it is going to exude the impact of livelihood skills training on

the rural youth and in the event that they have proven to work, the policy makers might in turn implement the livelihood skills training as a program for rural youths nationwide. More so, NGOs can as well benefit as the research airs out the importance of assessing people's needs and train them accordingly is made of paramount importance in a bid to reduce unemployment rate among the youths. Other researchers can also benefit from this study as it will pave way for future researches in this area. The study also enlightens development partners on employment outcomes and earnings linked to skills development (Adams 2007).

### **1.8 Limitations of the study**

Budgetary constraints were one of the major limitations to this study. In carrying out the research there was need to go and obtain data from the area yet it was very difficult to locate all the six wards that the livelihood skills sessions were conducted. Therefore the researcher only accessed a few areas in the district.

Time factor was also another problem that the researcher encountered. In obtaining information there was need to administer questionnaires among selected people yet it was very difficult to mobilize them in time as they in turn had other important tasks to do. The researcher in turn gathered information in time as a way to deal with the issue of time and also made the answering of questionnaires as short and precise as possible through using structured questionnaires.

### **1.9 Delimitations of the study**

The research was delimited to the youths in Wedza district who managed to receive livelihood skills trainings. Since the skills trainings were aimed at improving the livelihoods and enhance youth development the research will therefore focus on the socio and economic development. This is due to the fact that development is quite broad and hence focusing on the socio-economic

development will thereby show the impact that the skills trainings have on the part of the rural youths.

### **1.10 Ethical considerations**

Ethical considerations were also taken into consideration when the research was conducted.

#### **1.10.1 Informed Consent and Voluntary Participation**

The respondents of the questionnaires were informed about the research before they filled in their answers in the questionnaires. According to Burns and Groove (2003), informed consent is the process by which the subject agrees voluntarily to participate in your study. The participants were informed about their rights to voluntarily take part in the research. The researcher also stated that the respondents had the right to refuse to participate or withdraw at any time that they might feel necessary. The participants were informed on what the research was all about, the ways which will be used to collect data and they were guaranteed that there would be no costs or risks involved. The respondents that agreed to take part in the research did it voluntarily as they were aware of their rights to take part in the research.

#### **1.10.2 Confidentiality**

The researcher made it a priority in ensuring that participants were aware that their responses will be kept private and confidential. The questionnaires were prepared in a way that the respondents did not fill in their names and this made it more confidential. The researcher also managed to give assurance to the respondents that the information they provided was going to be used for academic purposes only. This made the respondents feel free to put across their appropriate answers in response to the impact of skills training programs on youth development

### **1.11 Structure of dissertation**

The study comprises of five chapters.

- Chapter 1 lays out on the problem and its setting i.e. the problem of youth unemployment in Wedza district and the intervention of livelihood skills training as a way to help youth create employment for themselves.
- Chapter 2 focused on literature review on the livelihood skills trainings as a strategy to help reduce youth unemployment. The works of various scholars will be clearly exuded in trying to expound on the issue of skills training as a livelihood strategy for the youths
- Chapter 3 presented the research methodology and various instruments which were used in gathering information from the youths.
- Chapter 4 explained the findings of the study and data was clearly presented and discussed
- Chapter 5 went on to give recommendations for future use as well as to give a conclusion.

### **1.12 Chapter summary**

The chapter managed to provide an in-depth summary of the background of the study. A thorough discussion on the justification of the study and statement of the problem was done. The research objectives as well as the research questions which will guide this research were outlined. Defination of key terms which are relevant to the study was also given. A clear structure on how the dissertation is going to be organized has also been provided and this will ensure that the research is going to be laid out in way that is easy to understand



## **CHAPTER 2: LITERATURE REVIEW**

### **2.0 Introduction**

This chapter provides an overview of concerns that paves way for a perfect understanding of the research and it exudes the knowledge gap that the study seeks to fill in. A review of relevant books, published and unpublished journal articles as well as government reports on the subject will be considered to aid this study.

### **2.1 Definition of skills training programmes**

Various scholars have put across a plethora of definitions on skills training programmes. According to Roth, et al (2003), skills training are programmes that are carried out not only to hinder the youths from taking part in unacceptable behavior such as prostitution, taking drugs, smoking as well as drinking alcohol but they are designed to help them shape their capacities, abilities as well as competences which are aimed towards self-reliance. Furthermore Allais, (2012), postulates that skills training programmes can also be called development programmes as they involve education and workplace based trainings with the aim of reducing youth unemployment in the countries. The trainings have been considered to help to minimizing youth vulnerability and increase their exposure to environments where different activities are carried out as a way of generating livelihood opportunities.

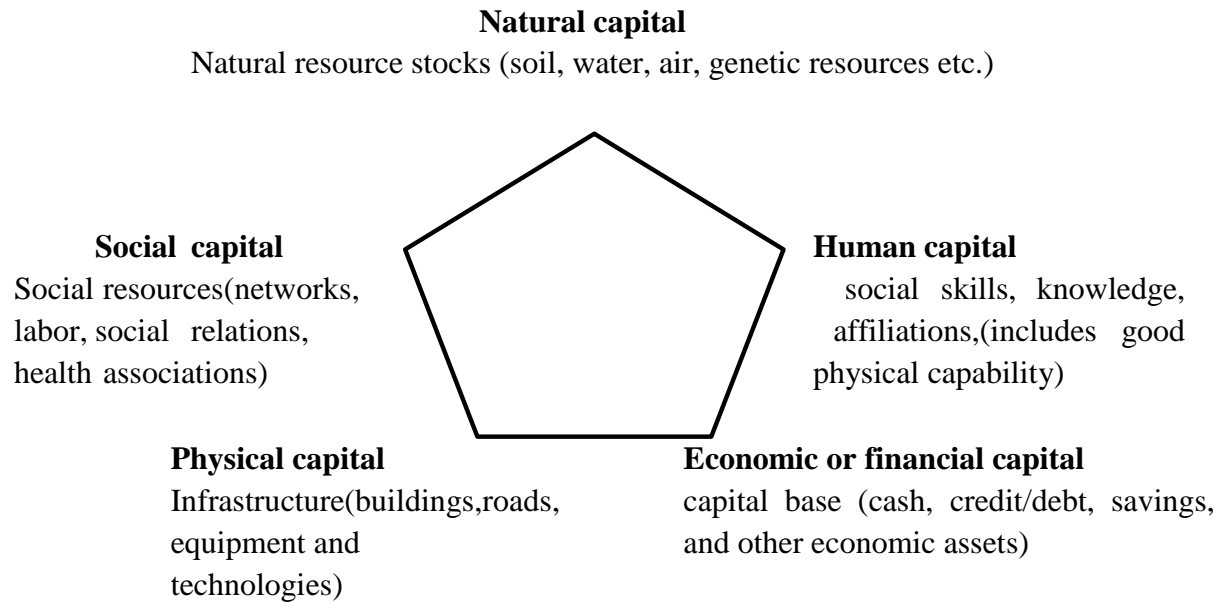
Learner et al, (2000) described the outcomes as capabilities in vocational and educational areas (human capital), self-confidence, and acquaintances to family, peers as well as community (social capital). Pittman et al (2001), added that contribution through involvement in various activities and influence as an additional anticipated outcome from the attainment of skills. However, since sustainable livelihoods are vital to human development, various scholars are of the view that skills training programmes must generate an environment to offer future job

opportunities for the youths and hence reduce youth unemployment. The research would like to establish the linkage between human development and skills trainings based on the experience of youths in Wedza district.

## **2.2 Theoretical framework**

Sustainable Livelihoods Approach will be discussed as the theoretical foundation under which the research is going to be analyzed. According to Adelzer et al (1998), the notion of sustainable livelihoods has been linked with poverty alleviation and the authors argue that all development strategies must guarantee long term viability of household resources. The SLA is stirred by Amartya Sen's capabilities and entitlement approach in which he defines a livelihood as the assets, capabilities as well as activities needed for the upkeep of any individual (Scoones, 1998).

Sen (1984), states that an individual's capability is how the certain individual can use his/her entitlements in order to have decent quality of life. Ellis (1998), argue for the notion that sustainable livelihoods in the rural areas are not only attained from agricultural activities but are also complemented by various off farm activities. This can be true considering the fact that even though most rural youths are depended on agricultural activities for their survival, they are still able to create sustainable livelihoods for themselves by taking part in the off farm activities that will bring income. More so from Scoones definition of SLA he mentions the issue of poverty reduction and also well-being and capabilities as the measurable for one's life to be said to be sustainable. The UNDP (1999), states that SLA is concerned about what the people possess for example assets and what they do for a living (livelihood activities) thus reinforcing their capabilities. Assets are then further divided into human, social, financial, physical and natural. The diagram below will therefore show the five principal asserts or the capitals which are seen as vital to a livelihood as defined by (Scoones, 1998).



### **Human capital**

Scoones (1998), states that human capital denotes the knowledge, all type of skills, ability to work and also good health that will enable people to take part in a wide variety of livelihood strategies so as to achieve desired livelihood outcome. He goes on further to mention the issue of labor resources that are available in households which enable people to have a sustainable livelihood and these have both qualitative and quantitative connotations. Quantitative has been said to refer to the number of people in a household and the time available for them to take part in income generating activities. As for qualitative it refers to the level of education, health and skills of the people living in that certain household.

### **Financial capital**

Financial capital refers to the resources which are available to people. Scoones (1998), says that these can be in the form of savings, credit, remittances and these must be able to provide people with different livelihood outcomes. The financial resources that people use to achieve different livelihoods are referred to as financial capital. The financial capital can be in the form of

available stocks which can be savings and stocks or it can be in the form of regular inflows of money. Various scholars are of the notion that for a livelihood to be deemed sustainable it should have the capacity to provide the households with financial capital that will enable them to partake on different livelihood outcomes of their choice for a considerable space of time.

### **Social capital**

For sustainable livelihoods to be seen as so, it should also consist of social capital. Social capital means the social resources and these consists of groups which in turn create networks on which people obtain livelihoods. (Scoones, 1998) further defined social capital as the norms and networks that allow people to act communally together as a group. Therefore since the youths in various wards in Wedza district received skills trainings from the peer educators it is therefore crucial to note if they have managed to create social capital for them to obtain sustainable livelihoods. The advantage of working together as a group is that the youths will have a chance to exchange ideas and also to work collectively and network with other social groups.

### **Natural capital**

Natural capital is defined by (Scoones, 1998) as a term that speak of resource stocks which are natural in nature and which can be used for achieving a sustainable livelihood. Examples of natural resources may include land and water and these are more useful in the rural setups. Natural capital is important not only for its ecological benefits but also for its use in the rural areas for example some of it is used for as building material (Natural Resources Institute 2000). The factors which are attributed to causing rural poverty in some areas lies in the denial of access to the natural capital in the areas (Korsi et al 2001).The skills impacted must enable the rural youths to make use of the skills and intertwine them with the natural capital that they have. For

example since they obtained business skills they might in turn use the business skills to start projects and use the available land that they have. Therefore it will then be quite lucid to say that the youths will have achieved sustainable livelihood.

### **Physical capital**

Scoones (1998), went on to define physical capital as the basic infrastructure for example housing, water, energy and also various production equipment which give people the leeway to pursue their livelihoods. Physical capital will ensure that the rural people gain access to their livelihoods and thereby make them sustainable by making use of the different livelihood activities. The skills training should make sure that the youths gain access to physical capital and hence this will lead to sustainable livelihoods as the youths will then be able to sustain themselves for considerable long periods of time.

From the definition by Scoones (1998), various key elements are also deemed necessary in measuring SL and these may include the following

- i. Poverty reduction which is measured through equality and a rise in the economic status of the local people
- ii. The creation of working days and this can be attributed to the attainment of a productive type of employment
- iii. Livelihood adaptation. A sustainable livelihood can be said to be sustainable when it is able to cope with the stresses and shocks that come its way (Chambers and Cornwall 1991). Hence it is crucial to note if the skills manage to allow the youths to adapt to their livelihoods

- iv. Well-being and capabilities are also another measureable for SL. This refers to the rise in the people's ability to create entitlements as pointed out by Amartyr Sen in his various books
- v. Natural resource base sustainability- This can be said to be the natural base of a certain person which can enable that individual to fight back the stresses and shocks

All these are considered as very vital when measuring the SL of any group of people as they are seen as the important elements that one has to consider when addressing SL. Although they are different connotations and variables in measuring SL the issue that still remains as the central point is that SLA is more concerned with understanding on how people use the available assets that they own and capital endowments and convert them into different livelihood outcomes. Therefore the study will take into consideration the sustainable livelihoods approach (SLA) as the theoretical basis on which the research is going to elaborate as a way to find out whether the livelihood skills trainings have promoted sustainable livelihood for the rural youths in Wedza district.

### **2.3 Other countries that have adopted the livelihood skills training programs: A global experience**

In the year 2000, about 23 African countries received financial aid from Danish and Swedish countries in order to address unemployment through skills development such as the Technical Vocational Education and Training (DANIDA 2002). Youth unemployment and lack of entrepreneurship are still considered as the main challenges facing the youth in Africa as it was found out that about 72% of Africa's youth are unemployed and a further 49.6% are underemployed (ILO, 2012). Kabamba et al (2015), argues that although African states received financial aid towards the TVET programs, they did not yield sustainable development among the

youths hence this led to the African leaders conveying a summit in Nairobi in 2014 in a bid to discuss the way forward for the young people and thus the declaration of the 2009-2018 as The Decade on Youth Development In Africa.

Uganda is one of the countries in Africa that have adopted the skills training program as a way of reducing youth unemployment. Adams (2012), claims that due to the low educational levels in the Uganda's population the government introduced the skills training as a way of dealing with unemployment as it is said that approximately 17% have no formal schooling, 52% only had primary education, 25% for secondary education and only 6% with tertiary. Women were also considered to have low education level as compared to men and this has called for skill development interventions as a way of empowering both men and women. The Ugandan government introduced the Local Skills Development (LSD) which had the mandate to provide training in skill based literacy, entrepreneurship, hairdressing etc. and their main target group were the primary 7 leavers and the school drop outs. The program was carefully and tactfully tailor-made in relation to the needs of the communities. The approach yielded results as the youths managed to create self-employment, building self-confidence through the skills they had established. In South Africa there was the adoption of the Basic Entrepreneurship Skills Development Program (BESD) in the year 2012 to 2016 and the skills training program was aimed at equipping the youth with entrepreneurship skills especially those that worked in the informal sector ([www.giz.de/en/worldwide](http://www.giz.de/en/worldwide)).

This was done to ensure an improvement in the livelihoods of the youths and the government was dedicated to improve the skills of the youths as it further embarked on assigning a certain portion of the national budget into the skills development initiative (Adams et al, 2011). These case studies have thereby paved way for the government of Zimbabwe to also establish skills

training programs in a bid to ensure the youth's economic development. However there are certain loopholes that the government created and these gaps have been filled in by NGOs and they have tried to reach out on the marginalized youths in the country.

#### **2.4 Factors fuelling the need of skills training programs for the youth in Zimbabwe**

High unemployment rates amongst the youths in Zimbabwe have paved way for the need in skills training programs as a way to help the youths achieve a better livelihood. The youths in Zimbabwe particularly those in the rural areas find it very difficult to secure a job due to the mismatch in the skills that they own and those that are required in the job market. According to Murinda (2014), youths aged between 15-34 years contributes 56% of the most economically active population yet they are the most hit by unemployment in the country. The Zimbabwe country report (2012), articulates that youths between the 15-24 age group constitutes 55% of the unemployment in the country with the maximum concentration of 31,3% in the 20-24 age group. Causes of youth unemployment can be attributed to lack of skills with rural youths more vulnerable as the remote areas are not catered for as there is inadequate institutions in the provinces (Mambo 2010).

These lack of skills leads to the social and economic sidelining as it hinder the youths' contribution to economic development as postulated by (Subramanyam 2013). The International Feature (2002), lamented that Zimbabwe had a youth bulge crisis and this refers to a surplus in the young adult populace. This means that if the economy was functioning quite well the young adults will lead to productivity as they are the most active population. Hence this goes on to show that high unemployment rates among the rural youths are a major contributor to the need for skills training as it is believed by various scholars that if the youths acquire the skills it will then lead to lower levels of unemployment as the youths would have created jobs for themselves.



Lack of skills on the part of rural youths have also been the main reason for the adoption of skills training programs. Although there has been an increase in the education and training institutions in Zimbabwe, lack of skills on the part of rural youth still remains the same especially those who live in the marginalized rural areas. Mambo (2010), postulates that rural youths usually do not possess the skills necessary for them to have a better livelihood due to the fact that most of them do not have money to go to the vocational and skills training centers which are usually located in the urban areas. This will thereby leave the rural youth with only a limited number livelihood strategies such as agriculture in which they also do not have the necessary skills for them to perform agriculture on a commercial scale. The Zimbabwe Labor Force and Child Labor Survey (2011), states that about 91% of the young people employed in the informal sector have no skills and this has a major disadvantage on the part of the economy as the youths will only take part in the illegal jobs such as drug dealing due to failure to possess skills that are necessary for them to gain employment and have a decent livelihood. Therefore this shows the reason why the rural youth in Zimbabwe needs skills trainings as this is considered as a way in which they will obtain the necessary skills which are relevant for them to have a decent livelihood.

The Zimbabwe Country Report (2014), postulates that mismatch between the type of education and the job market demands is also another factor that have fuelled up the need for skills training programs in Zimbabwe. It is highly agreeable that the Zimbabwean economy is largely driven by the agricultural sector yet previously the youths in and out of school had a limited chance to get knowledge regarding agriculture. This has intensified the unemployment rates due to the fact that upon finishing school, the youths who might have failed their proper education system might in turn find nothing to do yet the job market requires people to have at least 5 O levels. This will thereby call for skills training programs as the youths will then be given a chance to learn the

vital skills that will help them in gaining employment and improve their standards of living. The government of Zimbabwe under the Ministry of Primary and Secondary Education has noticed the need for agricultural skills and have thereby went on and introduced agriculture as a compulsory subject as a way of equipping the students with the vital skills that will enable them to take part in agriculture and improve their livelihoods ([www.mopse.gov.zw](http://www.mopse.gov.zw)).

Economic Decline is also another factor that have called for the need of skills training for the youth. Since 2008, the Zimbabwean economy was highly recognized by a social crisis which as accompanied by high inflation rates and a GDP decline of 50% (Mambo, 2010). The agricultural sector was also affected resulting in poverty. This indeed called in for skills training as the rural youth in particular suffered more as compared to their urban counterparts and this can be attributed to lack of other vital skills that would enhance their livelihood. Skills trainings have therefore been proved to play a center stage in making sure that as it offers a wide variety of knowledge around different sectors thereby not leaving the youths to rely on agriculture alone.

## **2.5 Importance of skills trainings**

Due to globalization there is increased competition and companies now require higher skills so as to increase productivity. Evidence proposes that qualification levels and training efforts are increasing. It is important to note that entrepreneurial skills are on the rise and are of paramount importance. Hence this has proven to be the major reason why skills trainings have intensified as people particularly youths are taking part in these trainings so as to increase their capacity to compete in the job market and curb unemployment. Zimstat (2016), states that there are 43 government owned vocational training centres in Zimbabwe and this has greatly increased over the years as many youths are finding skills trainings very important for them to be able to compete in the job market. Some of the youths also start their own projects and create

employment for themselves especially those that have attained agricultural skills as agriculture is the most viable facet of the economy of Zimbabwe at the moment. It is upon this study to look on whether the skills training managed to equip the youths in Wedza district with relevant skills that will enable them to compete in the job market. Various scholars argue that rural youths are at a disadvantage as compared to their urban counterparts but since the youths managed to receive training in their rural setups it is now the aim of the researcher to measure whether the rural youths have managed to use the skills impacted.

The World Bank (2000), proposes that for poverty reduction, it entails investing in the productivity and skills of those groups in society which are economically and socially vulnerable. Since most African countries depend on their natural resources for survival, investing in people will thereby encourage individual development which in turn improves their ability to escape poverty.

World Bank (2000), further exudes that an improvement in human capital therefore crucial for reduction in poverty and improve people's livelihoods. Skills are a crucial element to increase income and create sustainable livelihoods for the poor and marginalized in society. Various societies in the marginalized areas of Zimbabwe has managed to reduce poverty at household and community level by taking part in agricultural activities using the skills they have acquired. It is crucial for this study to measure on the extent to which these skills have managed to reduce poverty in the district and not only paying particular attention to households and community levels although they intertwine. By measuring poverty reduction, accumulation of asserts will be a major tool to measure if they have reduced poverty. Food security only will not be used as a major indicator of poverty reduction but rather accumulation of assets as the youth must make use of skills impacted to purchase assets and create sustainable development.

Skills training also enhance personal growth as learning new skills empowers the young generation (World Vision, 2012). The trainings provides the youth with new ideas and trains them to form their own networking and time management. Many youths acquire skills from various organisations and when they meet for their lessons they tend to come up with various ideas on which projects to partake after finishing their trainings. Thereby this gives each person a leeway to think critically and hence personal development is attained (World Bank, 2000). In this research, the researcher showed how these rural youths have managed to improve their own lifestyles since they have obtained skills which are crucial for human development. Apart from business skills and entrepreneurship skills, the peer educators also managed to provide life skills trainings and some of the sessions included critical thinking, time management, goal setting and this was done to ensure that the youths manage to have all the necessary skills which are vital for personal growth. Hence this study established the extent to which the skills trainings have generated personal growth in the youths and the networking that they have attained which is crucial for their development.

Skills training results in skilled workforce and it is of importance for the growth of African communities (World Bank, 2017). In a bid to empower the youths, skills training programs are creating courses on business enterprise in various divisions. Instead of preparing the youths to work under somebody, these skills training programs focus on preparing the youths to take part in preparing their own jobs. These training programs instill confidence to the youths and it is certain that a skilled workforce can drive the economy effectively and meet the worldwide standards of quality. Hence this makes the country the world of a workforce that is skilled.

Skills trainings have proven to be of paramount importance as they reduce and prevent a wide variety of future problems that are likely to occur due to unemployment. Since many youths in

Africa are largely unemployed it means some of them will spend most of their time doing drugs and unacceptable behavior like prostitution. This will in turn create future problems as these youths might become criminals and by them not becoming a skilled workforce it means the GDP of the country might as well decrease due to shortage of skilled man power. Samoya (2011), stated that unemployment in Nigeria has led to an increase in the feminization of poverty and hence has turned the majority of the population in several towns into prostitution. This has in turn increased the HIV/AIDS prevalence rate among women and will further on affect the country as the government might spent large amounts of money in trying to cater for the affected people. In Tanzania, there has been a decrease in the crime rates ever since the government has introduced entrepreneurship skills training among the unemployed youths.

Salami (2013), states that previously the unemployed youths has a tendency of being gangsters who would steal and engage in armed robbery, oil burking and also being involved in the illegal activities as they had so much spare time that they would waste. Ever since the youths obtained these skills some of them have managed to open and operate businesses on their own. Thereby by training the youths in various skills it means that each and every one will find his or her own area of interest and thereby will work towards it and achieve employment. Having a skilled workforce means that the youth will spend much of their time doing productive tasks which is important to them, the communities they live in, and the country at large. Hence the researcher is of the view that if youths obtain livelihood skills there will be reduction in the problems that a country is likely to face due to lack of skills among the youth.

Another reason why livelihood skills are considered as important is that they lead to national and global development. Training the youth to possess livelihood skills is the same as investing in human capital and human capital has been proven to be the major catalyst in achieving national

and global development. Human capital has been defined by the Oxford dictionary as a collection of skills and technical know-how without neglecting experience which an individual or population can own and which can have value to an organization or country. Harbison (1973), stated that human capital is quite crucial for economic growth as the human beings are the ones who are active and will use the skills they possess in a manner that will lead to economic development as physical capital cannot work on its own. Various scholars are of the notion that investment in human capital especially in the youth who are still young and energetic will lead to long term development for both the nation and the globe at large. When the youth possess the necessary skills to improve their livelihoods it means that they will utilize these skills for the benefit of the nation and also the globe. Hence this thereby goes on to show that livelihood skills trainings are an important aspect in realizing national development as the youths utilize the skills they possess and in turn increase the GDP of the country due to various economic activities that they will be taking part in.

## **2.6 Strategies by the government of Zimbabwe to enhance skills in the youths**

Studies have shown that the government of Zimbabwe since time millennium has introduced a number of strategies aimed at reducing equipping youth with livelihood skills which will in turn reduce youth unemployment. The study is going to have a quick look at the various strategies introduced by the government as a way of capacitating youths with skills necessary for creating employment for themselves and also empower themselves.

### **2.6.1 Entrepreneurship Development Training**

This was one of the initiatives by the Ministry of Youth, Indigenization and Economic Empowerment as a way of reducing youth unemployment through accessing funds and the youths in turn get appropriate training in projects like electrical engineering, interior décor, poultry, garment making among others ([www.myiee.gov.zw](http://www.myiee.gov.zw)). The courses were done for at least two years and upon finishing the trained individuals or groups of youth were then tasked to start their own businesses with the aid of the small loans and trainings they would have acquired. The main aim of this move was to make sure that youths acquire entrepreneurial skills which also included book keeping so that they would manage and run their own businesses. This initiative also paved way for youths to acquire loans from banks as it educated them in how best to use the loans. However, only a few youths benefited from this initiative as the banks favored those with collateral security or them to get loans at the expense of others. In Wedza district the marginalized youths in the rural area did not manage to receive this type of training as it was done in the urban setups only. Restless development thereby went on to fill in the gap of training the rural youths with entrepreneurship skills as they have been previously excluded. This left the youths at a great disadvantage so the research will then have to look on the impact of entrepreneurship skills trainings on the part of rural youths on economic development.

### **2.6.2 Integrated Skills Outreach Programs (ISOP)**

The government of Zimbabwe adopted the ISOP in 2006 and the program provided short courses which lasted for about 1 to 3 weeks and this was meant to address the issue of unemployment among youths (Ministry of Youth, Indigenization and Economic Empowerment 2013). The trainings were done in the communities by experts and examples of the trainings included bee keeping, carpentry, molding bricks and horticulture. Nyika (2016), states that the program

attempted to address the financial strengthening needs of the young people through skills development which helps in solving the problem of unemployment and advance profitable youth engagement in the economy. Upon graduating the youths were then expected to go back into their communities and practice what they have learnt thereby creating self-employment. However Mambo (2010), argues that the ISOP failed due to the inability of the program to provide funding, marketing as well as startup kits. In as far as the youths gain skills they should also obtain financial assistance for them to be able to start their businesses for them to be able to successfully make use of the generated skills. The research will hence measure the impact of skills trainings programs in creating sustainable development for the youths.

### **2.6.3 Skills for Youth Empowerment and Rural Development**

In 2010 the government together with the International Labor Organization (ILO) implemented the skills for youth empowerment and rural development which had the mandate to promote productive employment and income generating projects through skills development. The program included the Training for Rural Economic Empowerment (TREE) as well as the Quality Improvements in Informal Apprenticeship (QIA). The TREE program was targeted at the rural youths and focused on agriculture and value chain development and the projects were mostly out of school community projects for the youths and they did the projects as a group. The skills trainings included bee keeping, dairy production, carpentry arts and crafts to mention only a few. The QIA was aimed at the urban ones and it was aimed at technical training for the youth so as to improve their employability and in turn improve their livelihoods ([www.ilo.org](http://www.ilo.org)). The study also further went on to look at the skills training programs offered by Restless Development and measured the extent to which these trainings have promoted youth development and in particular economic development. The skills trainings of Restless Development differed with that of the



TREE and QIA in that Restless offered soft skills as studies have shown that practical skills do not work alone only but rather they complement each other with soft skills if best results are to be obtained.

#### **2.6.4 Vocational Training Centres**

According to Ikounga (2015) ,V.T.Cs were introduced with the aim of capacitating youths with relevant skills and in turn start their own businesses and create employment for themselves thereby promoting youths to be more of job creators rather than job seekers. The government of Zimbabwe managed to build vocational training centres in every province as a way of capacitating the youths with necessary skills. Nyika (2016), postulated that this initiative was biased in the sense that the VTCs were mostly located in the urban areas leaving out the rural at a disadvantage. More so in the same study he lamented that the entry requirements for certain courses were somehow a disempowering tool as some youths might have failed certain subjects yet they have the zeal to acquire skills. Since there is no vocational training centre in Wedza district, the youths in the surrounding areas it very difficult to obtain skills necessary for them to create their own jobs. The nearest vocational training centre to them is Mount View which is located in Marondera but however only a few who are financially well up can obtain skills from such a training centre thereby leaving the rural youths at a disadvantage since they do not possess the requirements. Those youths in ward 14 in the district are mostly school drop outs and some of them have failed to pass hence this make it impossible for them to enroll at the institution.

#### **2.7 Legal framework governing the skills trainings for youths in Zimbabwe**

The issue of skills training for the youth has been supported by the Zimbabwean government as it has been evidenced by a number of scholars. The government of Zimbabwe has created a ministry that deals with the issues that affect the youths in the country. Under this Ministry Of

Youth, Indigenisation and Economic Empowerment there is a youth policy that was formulated way back in 2000 and this policy goes hand in hand with the constitution of Zimbabwe as section 14 (1-2) of the Constitution articulates that;

*The state and all institutions and agencies of government at every level must endeavor to facilitate and take measures to empower, through appropriate, transparent, fair and just affirmative action, all marginalized persons and groups in communities of Zimbabwe. At times the state and all institutions and agencies of government at every level; must ensure that appropriate and adequate measures are undertaken to create employment for all Zimbabweans especially women and youths.*

The NYP has been created with a specific goal to mainstream young people to integrate themselves by deliberately incorporating their issues into development projects and programs at all levels and at both public and private organisations to address the challenges being faced by the present youth, (National youth policy, 2000). The National Youth Policy was established in 2000 to give an empowering system for the improvement and strengthening of the youth in a facilitated multi sectoral way. This policy empowers the youth by generating the vital assets for undertaking youth projects and ventures into completely building up the young people's socio economic and also political potential in order to have an improved quality of life.

The NYP has additionally acknowledged various contributions from a plethora of frameworks and these incorporate the African Youth Charter (AYC), the Global Political Agreement (GPA), Countries World Program of Action For Youth (WPAY) and also the Nziramasanga Education and Training Commission Report. Various strategies are laid out which conform to the multi sectoral nature of the National Youth Policy and are designed to programs which should be executed by a diversity of organisations and institutions. These are classified into twelve but the

research only focused on the first three and these include (i) Skills and Education Development (ii) Sustainable Livelihoods and Youth Employment and lastly (iii) Participation and Youth Empowerment. Under the sustainable livelihoods and employment sector, the policy urges organisations to promote and support a favorable environment that allows the young people to fully make use of their skills and life capacities for life development.

One of the strategic priorities of the NYP is the education and skills development. The NYP upholds that skill development is a lasting process that is very applicable and crucial to youth development. This calls in for skills training in both rural and urban areas so that the youth will find employment both in the formal and informal sector. Restless Development as an NGO has thus worked hand in glove with the NYP of Zimbabwe in providing youth in marginalized areas with skills training s some of them do not have money to access the VCT and also many of them do not possess the qualifications required for them to be trained in various skills. The youth in Wedza district have been empowered through skills trainings by the volunteer peer educators for Restless Development regardless of gender or age.

Hence the legal framework shows that the government of Zimbabwe is focused of youth development as this is evidenced by the formulation of the National Youth Policy by the constitution and this has paved way for NGOs and other institutions to help in provision of youth skills and enhance sustainable development since the youth will be able to create jobs for themselves.

## **2.8 Factors hindering the youths from accessing livelihood skills trainings in Wedza district**

Although the government of Zimbabwe and various other organisations have tried to ensure that the rural youth receive skills trainings, there is still the existence of factors that are hindering the youths from fully accessing the skills trainings. Due to the financial challenge that most rural

youths face, organizations like Restless Development Zimbabwe have introduced skills training programs free of charge and information and skills training is done by the peer educators in the selected wards. However major factors like distance travelled to the resource centers and corners further hinder the youth from obtaining skills trainings. Most of the youths have to travel for more than 6km for them to reach the youth resource centre. Therefore this makes it quite impossible for the youths to attend the sessions more frequently as anticipated due to the fact that the distances are way too long for them. The group which is mostly affected by this is the out of school and this makes them loose a lot of information and skill training that would enable them to fully utilize the skills for their own benefit.

Gender bias is also another factor that hinder the girls from participating in skills training programs. It has been highly evidenced that females are at a great disadvantage in regards to skill development. Upon finishing school most females will remain behind looking after the household, so by introducing the skills training programs females are expected to be at home and looking after the household. Although the skills trainings are open for every one regardless of gender, female participation in these activities is considered to be relatively low as compared to males. This can be attributed to the gender stereotypes that females belong to the private sector and are not allowed to be in the public sector. Some of the girls are already mothers and they will have a family to take care of so attending sessions to learn the skills were quite a huge challenge. Many of the females lamented that their husbands would not approve them to attend skills training programs and this has been a great challenge. Therefore gender bias has proven to be a major challenge to the youths especially girls as they are denied the opportunity to learn the skills that will improve their livelihoods.

Time factor is also among the factors that hinder the youths from fully accessing livelihood skills training programs. It is highly evidenced that the youth in rural areas are considered as the busiest youth as compared to those in the urban areas. Since ward 14 lies in a region where there is shortage of rainfall the local people practice cattle ranching and this means that the youth will spend much of their time herding cattle in return for money. This usually takes much of their time even during the weekends and thereby majority of them will fail to attend the sessions on skills trainings. Thereby the issue of time remains a major obstacle to youths in accessing livelihood skills training.

## **2.9 Chapter summary**

The chapter clearly evaluated other relevant literature which are of paramount importance to this study. The crucial elements in the literature review that the research concentrated on include the importance of skills training programmes, the strategies implemented by the government of Zimbabwe to ensure that youth obtain skills and also the sustainable livelihoods approach was clearly explained as an important framework in this research.

## **CHAPTER 3: RESEARCH METHODOLOGY**

### **3.0 Introduction**

In this chapter, the researcher outlines the research design, research methodology and explains methods selected for data collection during the research. The researcher begins by explaining the research design. Next the researcher provides an overview of the population size, sample size and goes on to discuss the sampling design which was used during the research. Lastly the chapter concludes with the description of the ethical considerations which were considered in carrying out the research.

### **3.1 Research design**

According to Barbie and Mouton (2008), a research design is a plan or an outline stating how a researcher anticipates to achieve in conducting a research. Tuckman (1978), further on goes to define a research design as a broad list of procedures and techniques for conducting a research. More so, Philliber et al (1980), exudes that a research design deals with four issues and these are what type of data is considered as relevant, the kind of questions to study, which data should be collected and also how to analyse and examine the data collected. Since there are various research designs that can be used in order to carry out a research effectively, the researcher employed a case study research design which is an intensive explanation and examination of a single individual or sometimes a group and in this case it was Wedza District. The case study research design ensured that the researcher got a deeper understanding on the impact of livelihood skills training programs which were carried out in the rural area. Another reason why the researcher opted for a case study research design is that it requires less financial cost as the researcher only travelled to the area when it was indeed necessary and also spend so much time focusing on one area which in turn gave accurate data.

### **3.2 Research method**

For a research to be carried out there has to be use of various data gathering methods. The researcher made use of quantitative research method. Quantitative research is defined as the strategies and methods which make use of the statistical and numerical analysis of data which is obtained from the use of questionnaires and surveys (Babbie, 2010). Quantitative research concentrates much on numerical information and summing it up across individuals so as to clarify a given phenomenon.

#### **Advantages of using quantitative research method**

- Objectivity - The advantage of using a quantitative research design is that it is more reliable and objective (Creswell, 2003). Since this research type is considered as numerical it means that it cannot be misunderstood. This allowed the researcher and other people to understand the results as they were taken as accurate and since it is in numerical form. The statistical figures therefore made the method a reliable one as the numbers clearly showed the certain extent to which the skills training programs have managed to create a livelihood for the rural youths through use of the skills impacted to them.
- Fast data collection – Quantitative research method was vital in obtaining data for use in the research in that it lead to the accumulation of data in a fast and convenient way. This was attributed to the fact that since it was in numerical form as compared to qualitative research, data was obtained in a fast way since quantitative is only concerned with the quantity not quality of data so as to curb the issue of bias. Data was collected in a quick way through the use of data collection tools like questionnaires and this had a great advantage in areas where there was a large population under the research. The use of

statistical software such as SPSS further makes data analysis less time consuming (Connolly, 2007).

- Flexibility - The decision to make use of a quantitative research design has been persuaded by the fact that the methods bring about some flexibility to suite different locations and also by the fact that the method also produces in depth data that is crucial in evaluating the impact of these livelihood skills on rural youths.

### **3.3 Target area**

Wedza district or Hwedza as some other people refer to is a small district which is located in the province of Mashonaland East in Zimbabwe. It is found about 50 kilometers south of Marondera, and 127 kilometers south of Harare. The district stretches across 3 natural farming regions with region one having most rich soils and very high rainfall; whilst region five is the least with soil fertility that is poor and experiences less rainfall. The 2002 population results showed that Wedza district had 70, 604 people of which resource-poor farmers constituted the majority. There were 16, 276 households with an average size of 4.3 people (CSO, 2002). The 2012 population census stated there has been a significant increase in the population as Wedza had a total population of 70,968. This means there has been an increase in the pressure for resources and services as compared to the previous years.

### **3.4 Sampling design**

According to Blaxter et al (2006), a sampling design can be defined as a work strategy that postulates the sample size, the selection method, frame of the populace as well as the estimation method. Wedza district has only 6 wards that received livelihood skills trainings and the researcher managed to make use of different sampling techniques in order to obtain accurate data. Since the wards are quite far-reaching and had a huge population the researcher made use



of multi-stage sampling method which some authors refer to as multi-stage cluster sampling to pick out the area to carry out the research. Multi-stage sampling is a technique in which the population is divided into small groups so as to make data collection easy and more manageable. This will mean that each and every sample has an equal chance of being chosen and the sample which is chosen at random is supposed to be an unbiased representation of the population in whole (Freedman 2004). The use of multi-stage sampling in picking out the area to undertake the research on meant that one ward represented the total population of the areas that obtained the skills trainings. During the process of multi-stage sampling, the researcher first grouped the wards into those that received trainings and those that did not. After realizing the 6 wards that received training, the researcher further on went and grouped them into those that were in marginalized areas and those in well up and came up with 2 groups of 3 wards each. Out of the 3 wards in the marginalized areas, the researcher then randomly picked one and Chikurumadziva which is in ward 14 came out as the ward in which the research was carried out.

### **3.5 Sampling procedure**

The study made use of diverse sampling procedures in carrying out the research. Some of them are simple random sampling and stratified random sampling. Stratified random sampling is well-defined by Blexter et al (2006), as a sample that can be attained from a portion of the stratum or sub-group and the sample should have the same characteristics as the populace. Both in school and out of school youths received skills trainings and stratified random sampling was used as a way of dividing the youths into two groups and obtain data for the impact of the skills training programs. These assisted the researcher in getting different views from the youths in carrying out the study on the impact of livelihood skills trainings on youth development in Wedza district.

The researcher also used simple random sampling in the in school youths as they were too many for all of them to take part in the research.

### **3.6 Justification of the sampling method**

Multi stage sampling which other scholars refer to as multi-stage cluster sampling has an advantage in that it enables the researcher to obtain data in quickly in areas that are geographically spread (Freedman, 2004). He further on stated that multi-stage sampling also proves to be cost effective and a time saver regarding the fact that states that it allows the researcher to select a reasonable and manageable sample to work with. Since the wards that received the skills trainings were 6, it was quite impossible to carry out a research in all of them so the researcher then opted for multi-stage sampling and came up with one ward. Freedman (2004), goes on to say that, for a large population, multi-stage sampling is the best sampling method to use as it increases everyone's ability to be chosen at random.

### **3.7 Sample size**

Bless et al (2011), postulated that a sample is a subgroup of a given population and which encompasses all the characteristics in the whole population. Six wards in Wedza district have received skills trainings and these include both in school and out of school youths. The researcher employed the use of random sampling. For my population of 150 per ward the researcher randomly choose 50 respondents. Such a reasonable sample was chosen for the fact that it had an advantage over a larger sample as a large sample requires more time in data collection as well as data analysis which was going to be very challenging to the researcher considering the time to finish the research. To ensure that there was 100% response rate, the researcher managed to administer the questionnaires in person and this made the research to have a satisfactory 100% response rate.

### **3.8 Data gathering methods**

In gathering data, the use of primary and secondary sources have to be considered as this will enable data to be considered as reliable. In this research, the researcher used a structured questionnaire as a primary source of data. Bryman and Bell (2003), defined primary data as data that is directly collected original and which has not been published. This means that the data will be first -hand information which will be obtained from the original source hence this makes it more reliable and objective. Bryman and Bell (2003), further went on to state that since the data will not have been published it will have greater validity as compared to secondary data. Forshaw (2000), defined primary data as the data which has been gathered by the researcher in person. In this research the researcher only used structured questionnaire as the primary data since the research method is quantitative. The structured questionnaire helped the researcher in obtaining quantifiable data as it consisted closed ended questions only.

#### **3.8.1 Structured Questionnaires**

The researcher managed to gather data through the use of structured questionnaires. A structured questionnaire is defined by Jacobson and Finn (2008), as a questionnaire which is designed in a way that the questions which are asked are indeed decided in advance as the answers will be already provided. The questions are in the form of close ended questions which means that it will provide a list of responses and options in which responded will go ahead and indicate his/her choice by a tick or an X . When structured questionnaires are used in the way of an interview, the questions are asked in a way that it is exactly written in, using the similar style and sequence for all interviews and from one person to the other.

## **Advantages of using structured questionnaires**

- Structured questionnaires are considered very easy to analyse. This is due to the fact that since the questions are close ended questions, the respondent will quickly choose the appropriate answer and this makes it easy for the person who will analyse the questionnaire. Structured questionnaires makes it analysis of data quick and easy as compared to unstructured as the open ended questions creates a leeway for the respondent to write what he/she feels as appropriate. This will then make it impossible to reach a final conclusion as the respondents might have different views for the research in particular.
- Another advantage of using a structured questionnaire is that it provides quantifiable answers. As the answers provided are linked to a research it makes it easy to analyse the data and provide it in numeric form through the use of software packages like SPSS. This has a great benefit to quantitative research as it deals with statistics and numbers and makes the research result quite easy to present as it can be shown in the form of bar graphs, pie charts and histograms as well. The structured questionnaires have aided the researcher in obtaining information on the impact of the skills training programs in the context of youth's economic development in Wedza district.
- Jacobson and Finn (2008), postulates that questionnaires are a less expensive data collection tool and can be used to cover a comprehensive geographic area and a quick way of obtaining data as some people are more comfortable responding to a questionnaire than to an interview. Since Chikurumadziva is quite far reaching, it was quite crucial for the researcher to gather data in a short space of time and hence this made structured questionnaires quite useful as compared to interviews because the provided data in a

quick way thereby cutting on expenses of further travelling to and from the area to obtain data.

On the other hand, questionnaires are also normally characterized by a low rate of return due to illiteracy especially in rural areas. Low response rate is also obtained as some of the target population might not want to fill in the questionnaires due to various reasons. This can in turn affect statistical analysis which can radically lower confidence in the results. In order to minimize low response rate, the researcher went on and assisted in reading and writing response to a few participants and also explaining in vernacular language some of the questions they did not understand.

### **3.8.2 Secondary sources of data**

Secondary data is a type of data that was previously collected and readily accessible from other sources ([www.managementstudyguide.com](http://www.managementstudyguide.com)). This means that the information that the researcher will use will already have been gathered by other scholars other than the researcher. Secondary data was quite useful to the researcher in the construction of the theoretical framework and literature review as these were guided by the works of various scholars and researchers. The sources of secondary data that the researcher used in the research will be discussed below

### **3.8.3 Textbooks and electronic journals**

The researcher employed the use of textbooks and e journals in the gathering of information which was relevant to the research. The electronic journals which were obtained from the various websites were of paramount importance as they aided the researcher in collecting information that was used in the research. The textbooks and e-journals assisted the researcher in getting a broader view and understanding of the subject matter and also the variables under the study.

However, the textbooks and e-journals also had some drawbacks as they were quite time consuming especially the electronic journals which required the researcher to consider taking various procedures before the journal could be made available for reading.

#### **3.8.4 Internet**

The internet was also used to gather information that was relevant to the research. The internet made information readily available in the form of textbooks, articles, e-journals among others. This proved to be of paramount importance as trusted sources were used to obtain information regarding livelihood skills training programs in the world. It would have been quite impossible to go to various countries and districts to enquire about livelihood skills trainings in their areas but rather the internet made it all easy and possible. Statistics that were used for this study was readily available from the internet in the various trusted websites for example ZimStat. Therefore it is quite important to highlight that the internet was quite useful as it helped the researcher to obtain information that was relevant to the research.

#### **3.9 Methods of data analysis**

The study made use of quantitative research method and used a structured questionnaire as a data collecting tool. The data that was obtained from the questionnaires was coded and it was entered into an excel sheet and then transferred to SPSS software which then analyzed the data.

#### **3.10 Data quality management**

Data gathering was done by the researcher herself as she had the technical know-how and experience of working in a rural set up. The researcher had familiarized with the rural community before hence this proved to be great advantage and easy to mobilize the rural youths. The researcher ensured that the questionnaire was properly designed for the rural youths to understand what was being asked. This made it quite easy for the researcher when she conducted

data entry as the respondents has stated out their answers clearly. The researcher reviewed all the questionnaires to ensure that they had been completed successfully. By doing this, it ensured that the data was of high quality and would obtain perfect results.

### **3.11 Data analysis**

Quantitative data analysis is defined by Bryman (2006), as a systematic approach in which data is collected and the researcher converts the findings into numerical data. The researcher employed the use of descriptive data analysis techniques. The descriptive data analytical tools that were used include percentages, frequency distribution, graphs and charts to analyse the impact of skills training programs on youth's socio economic development in the district. The descriptive data analysis was done using Statistical Package for Social Sciences (SPSS) and also Microsoft office excel spread sheet.

### **3.12 Limitations of the study**

Every research has got certain limitations even though it has been cautiously planned for certain limitations are inevitable (De Vos et al 2011). Although the research was successful, there were various limitations which the researcher encountered during the research. Firstly, the research was conducted in a time when the country was preparing for elections in the next coming year and this made the youth to be biased towards giving accurate information as they thought that it will be used for political agendas. The fear of political investigations made the youths to feel uncomfortable in responding to the questions asked during the research. The researcher also had to be very cautious in the way the questionnaires were asked. In spite of all these challenges, the researcher was able to effectively carry out the research through hard work and also clearly stated that the data obtained was only going to be used for academic purposes only.

Time factor was also another limitation that was attached to this research. The researcher did not have enough time to collect data as the research was conducted during the semester. Therefore in a bid to obtain data, the researcher managed to travel to the study area during the semester break and it was quite difficult to mobilize the youth for data collection. However despite this challenge, the researcher managed to collect data within a short space of time as the questionnaires were close ended questions which made the filling in of questionnaires quite easy and saved time.

### **3.13 Chapter summary**

In the above chapter, the researcher managed to highlight the research method that was used in conducting the research. The researcher employed the use of quantitative research method. Random sampling was used as the sampling technique in choosing the ward to conduct the research and ward 14 was randomly selected without bias. The researcher went on to use stratified random sampling and grouped the youth into in and out of school youths. Since the researcher used quantitative research method, data was gathered using structured questionnaires which consisted of a series of close ended questions. The advantages of using a structured questionnaire was clearly highlighted. The data analysis tools were openly stated and these will be further shown in the next chapter.



## **CHAPTER 4: DATA PRESENTATION, ANALYSIS AND DISCUSSION**

### **4.0 Introduction**

This chapter will focus on the presentation and analysis of data that was collected by the researcher from the area of study. Quantitative data analysis is defined by Bryman (2006), as a systematic approach in which data is collected and the researcher converts the findings into numerical data. The researcher will also go further and examine the outcomes so as to give a clear understanding on the impact of skills training programs in Wedza district on youths' development. Data will be presented in the form of tables, charts and graphs in explaining different aspects in examining the impact of skills trainings on the part of youth development in Wedza. The chapter will start by laying out the broader picture on the demographic characteristics of the respondents and the other sections will follow. The whole chapter will show the key findings that are important in understanding the impact of skills training programs on youths' development in Wedza district.

### **4.1 Questionnaire Response Rate**

The study used structured questionnaires in gathering data and those questionnaires were analyzed and statistical data will be shown. Response rate is very important and the researcher personally administered the questionnaires so as to meet the return rate that was anticipated. The researcher targeted in and out of school youths in ward 14 who managed to receive skills trainings. The researcher managed to have a 100% response rate. The researcher randomly selected 50 respondents which was 33,3% of the total population which was under study. All the questionnaires were returned and correctly filed in and thereby getting a 100% response rate.

## 4.2 Demographic characteristics of respondents

### 4.2.1 Gender

Respondents were asked to indicate their gender by means of a tick in the box that was provided. As illustrated in Figure 2, there were 35 males and 15 females who managed to answer the questionnaires and this constitutes 70% and 30% respectively.

**Table1: Demographic characteristics of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	35	70.0	70.0	70.0
female	15	30.0	30.0	100.0
Total	50	100.0	100.0	

Source: Field Research 2017

The researcher went further and calculated the mean, median, mode, standard deviation, variance and the range of the gender of respondents by using SPSS data analysis tool and these will be summarized below;

$$\text{Mean}(\text{sample}) = \mu = \frac{\sum_{i=1}^k f_i x_i}{n - 1}$$

$$\text{Standard Deviation}(\text{sample}) = \sigma = \sqrt{\frac{\sum_{i=1}^k f_i (x_i - \mu)^2}{n - 1}}$$

$$\text{Variance}(\text{sample}) = \sigma^2 = \frac{\sum_{i=1}^k f_i (x_i - \mu)^2}{n - 1}$$

Mean = 1.3    Mode = 1    Median = 1    Variance = 0.21    Standard deviation = 0.46

Range = 1

The statistics above denotes that there was a standard deviation of 0.46 and this means that the range was small and our level of confidence in the data will be very high. The mean of 1.3

indicates that the average of the dataset was 1.3. Furthermore the mode of 1 exudes the fact that males were appearing more frequently as compared to females.

The results show that although the program was targeted at both males and females, only a limited number of females participated in the skills training programmes. This can be attributed to the issue of gender bias in that the women are usually neglected from the public sphere and are believed to belong to the private sphere which is the home and take care of the family. This can be supported by the social constructivist theory of gender which claims that certain gender roles and activities belong to a specific type of sex thereby creating stereotypical role.

#### 4.2.2 Age distribution

In relation to the age distribution of respondents as displayed in figure 3, the majority of the respondents falls within the category of 21-25 and 26-30.

**Table 2: age of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
16-20	9	18.0	18.0	18.0
21-25	25	50.0	50.0	68.0
26-30	14	28.0	28.0	96.0
31-35	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: Field Research 2017

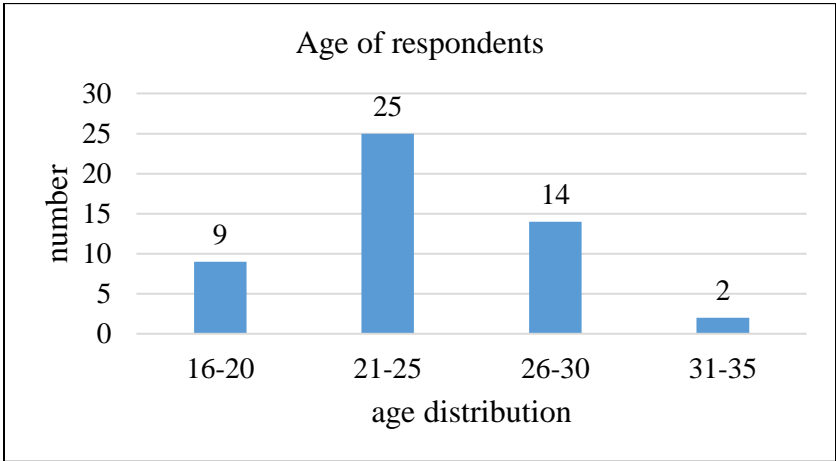
**Table 3: Age statistics**

Valid	50
Missing	0
Mean	2.18
Median	2.00
Mode	2.00
Std. Deviation	0.77
Variance	0.6
Range	3.00

Source: SPSS data analysis

The researcher went a step further and calculated mean which was 2.18, the mode which was 2, mode which was 2, standard deviation which was 0.77, variance which was 0.6 and the range which was 3. The standard deviation of 0.77 denotes that the range was small and our level of confidence in the data will be very high. The small numbers in the mean, mode, median, variance and also range goes on further to give us much confidence in the data.

**Figure 1: Distribution of youth respondents by age**



*Source: Field Research 2017*

Data presented in Figure 2 reveal that 18% of the youths respondents were between the age group of 16-20, 50% were within the 21-25 age bracket, 28% were in the 26-30 age category and the remaining 4% were within the ages of 31-35. Within the context of this research, it can be seen that the age group of 21-25 constitute 50% and that of 26-30 constitute 25%. These age groups constitute the majority and this can be attributed to the fact that these are the most active youths as many of them by this age have managed to finish secondary school and are looking for employment for them not to continue being dependent on their parents. The low representation

of the youths in the 31-35 and also the 16-20 age group may be attributed to lack of interest in obtaining skills.

On the part of level of education, the respondents were asked to indicate their highest level of education due to the fact that it has a huge impact on how the youths understand and interpret the skills they learnt during the skills trainings. Of the total sample of 50 which was under study, 43 of them indicated that they attained Ordinary level and this denotes to 86%, 4 of the remaining respondents indicated to have attained Advanced level and this is represented by 8% whilst 3 of the respondents showed that they attained only Grade 7 and this is represented by 6% of the total sample under study. For Tertiary and never attended school there was 0%. This will be shown below.

**Table 4: Level of education of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
grade 7	3	6.0	6.0	6.0
O level	43	86.0	86.0	92.0
A level	4	8.0	8.0	100.0
Total	50	100.0	100.0	

*Source: Field Research 2017*

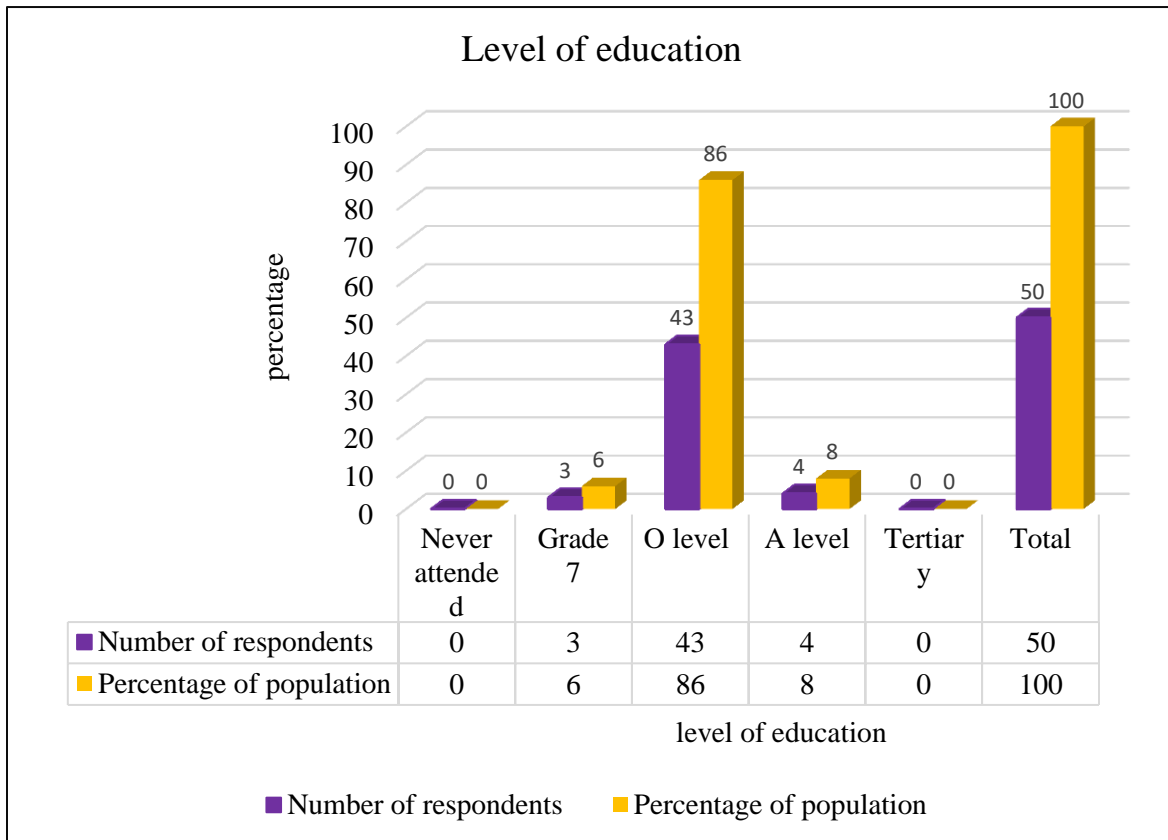
**Table 5: statistics on level of education**

Valid	50
Missing data	0
Mean	3
Median	3
Mode	3
Std. Deviation	0.38
Variance	0.14
Range	2.00

*Source: SPSS data analysis*

The table denotes a standard deviation of 0.38 and a variance of 0.14 and this means that the range was small and this increases the level of confidence in the data. The mean, mode and median of 3 continues to rubberstamp on the notion of high level of confidence in the data.

**Figure 2: Number of youths by highest educational qualification attained**



*Source: Field Research 2017*

The graph shows that even though the educational background of the respondents show that they have attained some formal education, the majority of them who managed to receive skills trainings were from the ordinary level stage.

### 4.3 Utilization of the skills trainings

After receiving the skills training, the youth went on and took part in different activities and this will be shown in the chart below.

**Table 6: utilization of skills**

	Frequency	Percent	Valid Percent	Cumulative Percent
started a project	34	68.0	68.0	68.0
continued with studies	8	16.0	16.0	84.0
looked for a job	5	10.0	10.0	94.0
did nothing	3	6.0	6.0	100.0
Total	50	100.0	100.0	

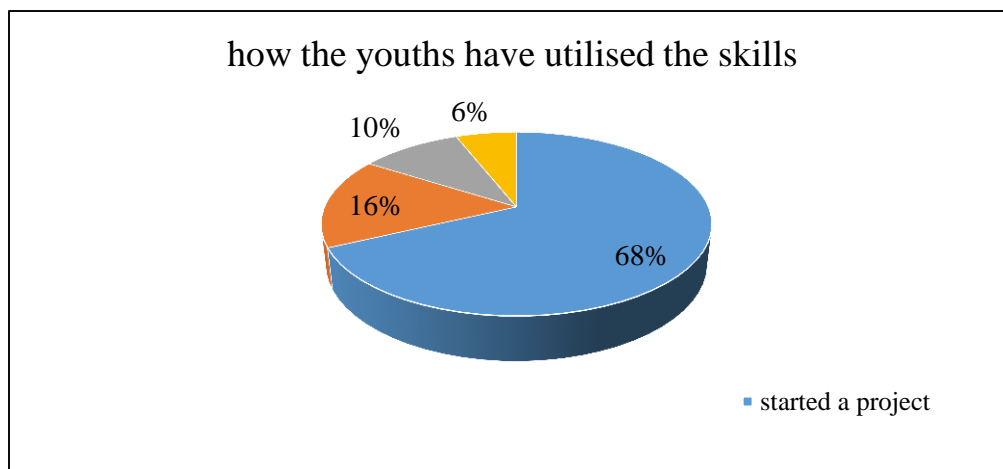
**Table 7 :Statistics on utilization of skills**

Valid	50
Missing	0
Mean	1.54
Median	1
Mode	1
Std. Deviation	0.90
Variance	0.82
Range	3.00

Source: SPSS data analysis

The statistics shown in the table above shows that the ranges on the utilization of the skills was rather small as it is depicted by the small numbers which are relatively less than 10.

**Figure 3: How the youths have utilized the skills**



Source: Field Research 2017

After the youths received training, the majority of them went on and started projects as indicated by the pie chart which shows that 68% embarked on projects. The other 34% went on and continued with studies. A considerable number of 10% further on went to look for a job using the skills they obtained. Those who did nothing are represented by 6%. This brings to lights the fact that majority of the youths are able to create self- employment through utilizing the skills obtained as shown by a considerable 68% who went on and started projects.

#### 4.4 Impact of the skills trainings

**Table 8: impact of skills**

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	5	10.0	10.0	10.0
disagree	7	14.0	14.0	24.0
unsure	3	6.0	6.0	30.0
agree	8	16.0	16.0	46.0
strongly agree	27	54.0	54.0	100.0
Total	50	100.0	100.0	

Source: Field Research

**Table 9: Statistics showing impact of the skills**

Valid	50.00
Missing data	0.00
Mean	3.90
Median	5.00
Mode	5.00
Std. Deviation	1.45
Variance	2.09
Range	4.00

Source: SPSS data analysis

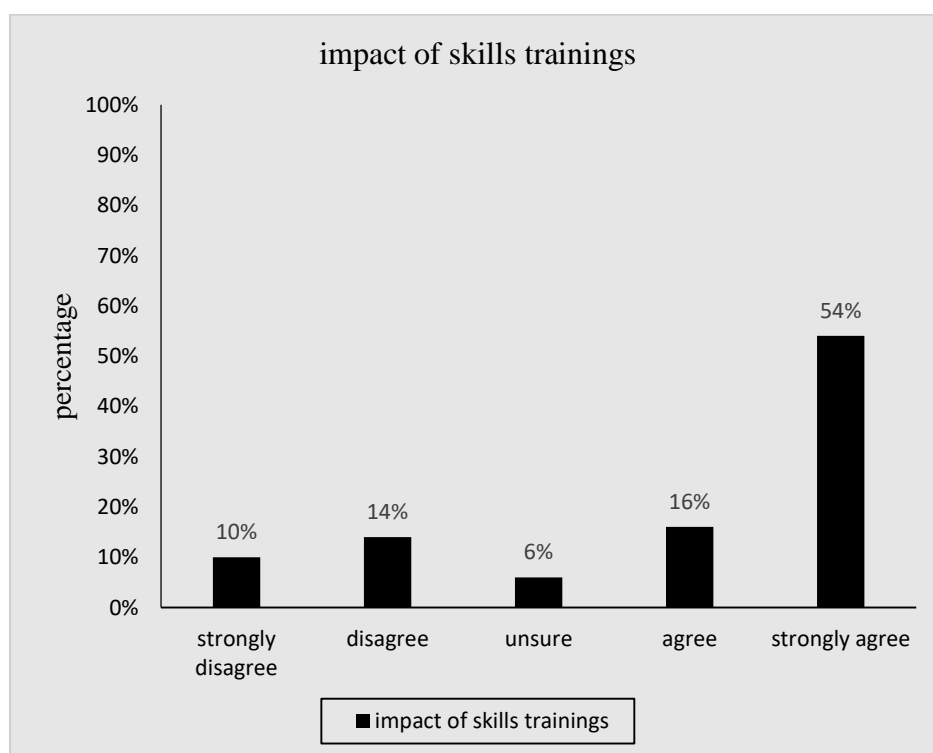
The above statistics reveal that the ranges on the impact of skills was quite small as depicted by the small numbers hence increasing the level of confidence in the data.

The chart below shows that out of the 50 respondents, 27 of them indicated that they strongly agree that the skills training have brought a positive impact towards youth development and this



is represented by 54%. 8 of the respondents also agreed as denoted by 16%. 7 of the respondents disagreed on the impact that skills training have brought to them ass youths and this is represented by 14%. The other 5 strongly disagreed as shown by 10%. The remaining 3 were unsure and these are denoted by the 6%.

**Figure 4: Impact of the skills trainings**



*Source: Field Research 2017*

On the part of the impact brought by the skills training on youth development, 54% of the youths indicated that they strongly agree that the skills training have brought about a huge impact. The other 16% also agreed on the part of bring out a positive impact. Furthermore 14% indicated that they disagree on the notion and an extra 10%strongly disagreed on the part of the impact brought by skills trainings. An additional 6% was unsure. The majority of the youths indicated that the skills training have proven to have a great impact on the part of youth development as they have

managed to make youths create employment for themselves. Figure 4 will show on the impact of the skills in addressing youth development

#### **4.5 Relevance of skills trainings in addressing the needs of the youths**

The respondents were asked to indicate whether the skills trainings were relevant in addressing the challenges of lack of skills and unemployment. All of them responded and the results from the research indicated that 76% of the sample under study managed to point out that the skills training were relevant in addressing the challenges of lack of skills among the youth. This can be rubberstamped by the fact that majority of the youths managed to utilize the skills they obtained and created self-employment thereby this managed to reduce the problem of unemployment that they youths were facing. 12% of the sample indicated that the skills were irrelevant and this can be accredited to the fact that they failed to utilize the skills and hence deemed them as irrelevant.

#### **4.6 Factors hindering youths from making use of the skills**

It has been evidenced that although the youths managed to obtain skills, there has been challenges which have hindered the youths from utilizing the skills they have attained.

**Table 10: factors hindering the use of skills**

	Frequency	Percent	Valid Percent	Cumulative Percent
lack of cooperation	6	12.0	12.0	12.0
lack of start -up capital	36	72.0	72.0	84.0
absence of market linkages	3	6.0	6.0	90.0
lack of equipment	5	10.0	10.0	100.0
Total	50	100.0	100.0	

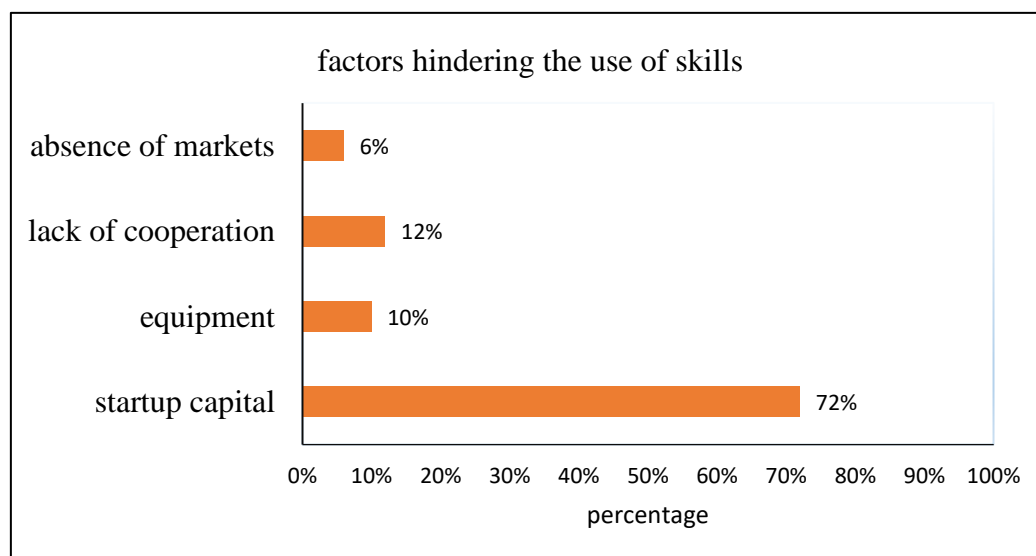
**Table 11: Statistics of factors hindering the use of skills**

Valid	50.00
Missing	0.00
Mean	2.14
Median	2.00
Mode	2.00
Std. Deviation	0.76
Variance	0.57
Range	3.00

*Source: SPSS data analysis*

The statistics on the table depict that the standard deviation was 0.76 and the variance was 0.57. This means that the range was quite small and further increases on the level of confidence in the data. The mean, mode and median was also relatively low.

**Figure 5: factors hindering the use of skills**



*Source: Field Research 2017*

The above chart shows that capital is the major obstacle hindering the youths from utilizing the skills as represented by 86%. The country is currently facing cash crisis so it is quite difficult for youths to obtain capital from the banks. Another issue is that of the economic instability that the

country is facing and the youths are uncertain whether they will be able to pay back the loans hence they fear accessing loans from banks. The other youths stated that equipment and lack of partnership has also been a cause to them not fully making use of the skills impacted.

#### **4.7 Chapter summary**

The chapter fully exuded on the impact of the skills training on youth development. The researcher managed to find out that the majority of the youths who took part in the skills trainings were the males and the reason behind this can be rubberstamped by the social constructivist theory of gender. The research also alluded that quite a considerable number of the youths succeeded in starting different types of projects using the skills they obtained from the sessions. Thereby it is quite lucid that the chapter managed to bring about the impact of the skills trainings on youth development as majority of the youths were able to generate self-employment.

## **CHAPTER 5: SUMMARY, RECOMMENDATIONS AND CONCLUSION**

### **5.1 Introduction**

This chapter is going to sum up on all the chapters that were discussed earlier on in the above research. The suggestions and recommendations for further research are also going to be laid out in the chapter. The concluding part of this chapter will thereby give various suggestions on the measures that can be taken to ensure that the rural youths are able to make use of the skills that they have obtained so that they can generate employment for themselves and have an improved standard of living. Finally, the chapter will end with some concluding remarks and areas to be taken into consideration for further research to be carried out.

### **5.2 Chapter summaries**

Chapter one introduced the research and the researcher went on to give the background of the study clearly stating out how the skills trainings programs emanated as a way of addressing the issue of lack of skills among the rural youths which exacerbates unemployment rates. The research objectives were visibly highlighted and it was the duty of this research to meet the intended objectives. The researcher established a vivid conceptualization of the important terms that guided the research and this was done to provide a complete understanding of the subject under study.

Chapter two dealt with the examination of relevant and related literature to the research. The researcher offered a thorough examination of the work of other authors in providing a global overview on the skills training programs in Africa at large. The theoretical framework that guided this researcher was further on laid out and it was quite visible that the sustainable livelihoods framework would be regarded as the theoretical basis for the research. The researcher provided an overview of the important elements under the study of skills training programs and

their impact on the youths development in Wedza district particularly in ward 14 which was under study.

Chapter three looked at the research methodology that guided this research. The researcher employed the use of a quantitative research method in carrying out this study. There was the use of random and stratified sampling techniques in trying to pick out the respondents. This was done to reduce bias as each and every youth had an equal chance to be picked. As for data collection the researcher made use of a structured questionnaire which consisted of closed questions only. This helped the researcher in gathering data that was relevant in the research as the close ended questions aided the respondents on the answering of the questionnaires.

Chapter four presented the data findings in a clear and understandable manner. Since the researcher used quantitative research design, the data was presented making use of statistics and numerical information only. The researcher also went on and gave an analysis of certain elements that were presented giving out possible reasons for such results. The chapter provided the impact of skills training programs on youths' development in Wedza district.

As highlighted in the previous chapters, this research was aimed at assessing the impact of livelihood skills training programs in the context of youth development in Wedza district. The findings from this research showed that the skills training programs have played a positive role in ensuring youth development in the district. The skills training have proven to the youths and the district at large be a sustainable livelihood approach as it has managed to generate income to the youths who have managed to attend the skills training sessions. It further went on to reveal that the initiative is a positive step in improving the living standards of the local youths as they have managed to engage themselves in a variety of projects that in turn has helped them to create employment for themselves and generate income.

### **5.3 Summary of findings**

The research found out that a considerable number of 68% managed to start a business after obtaining the skills as shown in the pie chart in chapter 4. This exudes the fact that the skills trainings are an important initiative in addressing the issue of unemployment due to lack of skills as the youths have managed to create a sustainable livelihood through self-employment.

The study results revealed that the skills training program is a relevant initiative towards equipping the youths with relevant skills that they can utilize and gain employment. The majority of the youths indicated that the skills trainings have been relevant in helping them attain the necessary skills for example entrepreneurship and other business skills have helped the youths in managing and maintaining their own projects.

The research managed to exude that there are various challenges that hinder the youths from making use of the skills obtained. One of the major challenges is lack of capital. Majority of the youths fail to have start-up capital for them to venture into different project ideas. This hinders them from fully taking part in making use of the skills and thereby this affects their livelihoods.

### **5.4 Recommendations**

From the above stated research findings the researcher has managed to come up with various recommendations in order to improve on the impact that skills trainings has brought on the livelihoods of the local youths in Wedza district.

- **Provision of capital**

It has been highly evidenced that only a few youths have managed to start projects on their own using the skills they have obtained from the Restless Development. Many youths do not utilize the skills mainly due to shortage of capital to start their businesses. Since the youth received

entrepreneurship trainings, business and agricultural related trainings, they find it difficult to go on and start businesses due to the fact that they do not possess the necessary capital. To add on, some youths also find it difficult to obtain loans for them to take part in their business due to lack of collateral security. Most commercial banks and microfinance institutions require collateral security first before one has been granted a loan and many of the youths do not possess assets that can be required as collateral security thereby resulting in them failing to be granted youths loans. The researcher suggests that skills should be comprehended with the provision of capital so as to make the youths have a strong foundation when it comes to utilizing the skills they have obtained.

- **Awareness on gender balance**

The research found out that there is gender imbalance when it comes to youth that come to obtain skills trainings. Females are usually at home taking care of the family and hence get married without obtaining any necessary livelihood skills training as compared to men. Therefore there is need for an awareness on the communities in regards to gender and educate them on the importance of the females getting the same skills as males. Furthermore, there is also need to educate the community to stop thinking that if females attend the skills trainings they might in turn engage in immoral behavior. The communities needs to be aware of the benefits of making sure that all youths obtain the same skills regardless of gender.

## **5.5 Conclusions**

The research made the following conclusions:

Skills training programs are indeed an important aspect in ensuring that youths obtain the necessary skills that are essential for them to develop a livelihood through the use of such skills.



This is deemed so due to the fact that majority of the youths have managed to gain income from various projects that they are taking part in due to the use of skills obtained. This thereby goes on to support sustainable livelihoods as defined by Chambers and Cornway (1992), as they stated that livelihoods as the capabilities and certain activities that are needed for humans to sustain life.

The study also conclude the fact that the skills trainings can be a solution to the unemployment situation facing the youths not only in Wedza but also in the whole country at large. The situation in ward 14 of Wedza district shows that if the youths are equipped with the necessary skills they can live a life that is sustainable and also take part in the economic development. If all districts in the country would take part in the program, a large number of youths will generate self-employment and they can as well be equipped with necessary employability skills.

### **5.6 Suggestions for further research**

Since the research focused on the impact of livelihood skills training programs and its contribution towards youths development in Wedza district, further research can explore other strategies that can enhance youth economic development especially of those in the rural areas and marginalized societies. The research also focused on one area this means that further research can go a milestone ahead and focus on wider areas and districts.

### **5.7 Chapter summary**

The chapter managed to provide a summary of the findings that were exuded in the research. It also provided the recommendations and suggestions for future research to be carried out. The researcher clearly laid out a conclusion constantly referring back to the objectives that guided the study.

## REFERENCES

- Adams, V. (2012) *The Role of Skills Development in Overcoming Social Disadvantage*, Washington DC: World Bank
- Adams, V. A (2007) *Role of Youth Skills Development in Transition to Work: A Global View*. Washington DC: The World Bank
- Adelzadeh, A. et al (1998) *Poverty Elimination, Employment Creation and Sustainable Livelihoods in Africa: A NIEP Report for UNDP Johannesburg*
- Allais, S. (2012) *Will skills save us? Rethinking the relationships between vocational education, skills development policies, and social policy in South Africa. International Journal of Educational Development*, 32(5), pp. 632-642
- Babbie, E and Mouton, J. (2001) *The practice of Social Science Research*. Cape Town: Oxford University Press Southern Africa
- Babbie, E. & Mouton, J. 2008 *The practice of social research. 8th ed.* Cape Town: Oxford University Press.
- Babbie, E. (2008) *The Basics of Social Science Research. 4<sup>th</sup> ed.* New York
- Babbie, E. (2010) *The Practice of Social Research. 12th ed.* Belmont, CA: Wadsworth Cengage
- Bennel, P. (2007) *Promoting livelihood opportunities for rural youths available* at [www.ifad.org](http://www.ifad.org)  
[Accessed 15/07/17]
- Blaxter, L. et al (2006) *How to Research*, Buckingham: Open University Press
- Bryman, A. (2006) *Integrating quantitative and qualitative research: how is it done? Qualitative research* pp97-133 [online]
- Bryman, A and Bell, E (2003), *Business Research Methods*, Oxford UK: Oxford University Press
- Burns, N. & Grove, S.K. (2003). *Understanding nursing research*. 3rd ed. Philadelphia: Saunders Company.
- Chambers, R. and Conway, G. (1991). *Sustainable Rural Livelihoods: Practical Concepts for the 21<sup>st</sup> century*
- Collura, J. (2010) *Best Practices for Youth Employment Programme*. Available at: [www.jpanafrican.com/docs/vol5no5/5.5Youth.pdf](http://www.jpanafrican.com/docs/vol5no5/5.5Youth.pdf). [Accessed 12/05/17]
- Connolly, P. (2007). *Quantitative data analysis in education: A critical introduction using SPSS*. London & New York, NY: Routledge
- Constitution of Zimbabwe section 14 (1) available at <https://www.constituteproject.org/constitution/Zimbabwe-2013>
- Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approaches (2nd ed.)*. Thousand Oaks, CA: SAGE Publications

- DANIDA (Danish International Development Agency). 2002. Evaluation Report: Danish Assistance to Vocational Education and Training. Ministry of Foreign Affairs, Copenhagen  
[online] Available at: <http://www2.gtz.de/dokumente/bib/05-1059.pdf>. [Accessed 17/07/17]
- De Paul Ikounga, M.(2015), *African Congress for Women and Youth in Science, Technology, Innovation and Entrepreneurship*, Cairo, Egypt
- De Vos, A.S. et al (2011). *Research at Grassroots*,
- Forshaw, M., 2000. *Your Undergraduate Psychology Project: A BPS Guide* Blackwell Publishing.
- International Labor Organization, ILO (2012) *Global Employment Trends*, Switzerland: ILO publications
- Jacobson, M. and Finn, J. (2008) *Just Practice: A Social Justice Approach to Social Work*. Eddie Howers Publishing
- Kabamba, M. et al (2015) *Internal Mobility and Youth Entrepreneurship in Democratic Republic of Congo, Partnership for Economic Policy*
- Kehily M.J. (2007) *Understanding Youth: Perspectives, Identities and Practices*. Milton Keynes:Open University Press.
- Korsi, A. (2001). *Livelihoods of the Poor in Ghana: A Contextual Review of Ghana-Wide Definitions and Trends of Poverty and the Poor with Those of Peri-Urban Kumasi, Kumasi-Ghana*, pp 9-2
- Mambo, M.(2010) *Situational Analysis and Institutional Mapping for Skills for Youth Employment and Rural Development in Zimbabwe*, ILO Sub-Regional Office for southern Africa
- Ministry of Youth Development Indigenization and Economic Empowerment, National Youth Policy of Zimbabwe*
- Ministry of Youth, Indigenisation and Economic Empowerment (2013) available at [www.zarnet.ac.zw/...ministries/ministry-youth-indigenisation-and-economic-empowerment](http://www.zarnet.ac.zw/...ministries/ministry-youth-indigenisation-and-economic-empowerment)
- Murinda, E. (2014), *Analysis of Technical and Vocational Education and Training(TVET) and the Employment Situation of Young People in Zimbabwe* ; Zimbabwe Country Report for the 2014 Ministerial Conference on Youth Employment. Abidjan, Cote de'Ivoire
- Nyika, R(2016) *Impact of Integrated Skills Out Reach Program me(ISOP) in Rural Communities In Zimbabwe*
- Philliber, et al (1980) *Social Research: Guides to a Decision Making Process*. Itasca, IL: Peacock
- Pittman, K. et al ( 2001).*Preventing problems, Promoting development, encouraging engagement: Competing priorities or inseparable goals? The Forum for Youth*

- Investment. [Online] Available at: <http://forumfyi.org/content/preventing-problems> [Accessed 20/03/17]
- Roth, J. L. & Brooks-Gunn, J. (2003). *What exactly is a youth development program? Answers from research and practice. Applied developmental science, 7(2)*, pp. 94-111.
- Scoones, I. (1998) *Sustainable Rural Livelihoods: A Framework of Analysis*. IDS Working Paper No 72. Brighton : Institute of Development Studies
- Sen,A. K. (1981) *Poverty and Famines :An Essay on Entitlements and Deprivation*. Oxford Clarendon Press
- Subrahmanyam, G.(2013), *Tackling Youth Unemployment through TVET*: Report on UNESCO-UNVEVOC online conference
- Tuckman, B. W. (1978). *Conducting educational research*. New York, Harcourt Brace Jovanovich
- UNDP(1999) *Poverty Reduction : Integrating Energy Access an Employment Creation to Accelerate Progress on the MDGs in Sub-Saharan Africa*: UNDP
- WHO (2003) *Skills for health skills-based health education including life skills: An important component of a child friendly / health promoting school*
- World Bank(2007) *World Development report: Development and the next generation*, The World Bank, Washington
- [www.giz.de/en/worldwide](http://www.giz.de/en/worldwide)
- [www.ilo.org](http://www.ilo.org)
- [www.mopse.gov.zw](http://www.mopse.gov.zw)
- [www.withoneplanet.org.au](http://www.withoneplanet.org.au)
- Youth empowerment [www.mydie.gov.zw](http://www.mydie.gov.zw) Indigenization and Economic Empowerment
- Zimbabwe - Labor Force and Child Labor Survey (2011)
- Zimbabwe Country Report (2012)
- Zimbabwe country report for the 2014 ministerial conference on youth employment: How to Improve, Trough Skills Development and Job Creation, Access of Africa's Youth to the World of Work Abidjan, Côte d'Ivoire, 21-23 July, 2014*
- Zimbabwe National Statistics Agency (ZIMSTAT) Zimbabwe 2012 Census National Report
- Zimbabwe National Youth Policy (2000)
- Zimstat (2016) Facts and Findings

## APPENDIX 1

### QUESTIONNAIRE TO YOUTHS

Good morning/afternoon Sir or Madam

My name is Rutendo Biza (R141944X) and I am studying Bachelor of Arts in Development Studies Honours Degree at Midlands State University. In partial fulfilment of my degree programme requirements, I am undertaking a research under the title *The impact of livelihood skills trainings on youth development in Wedza District*. This questionnaire is going to aid me in gathering information from the youths that have acquired these livelihood trainings. Data will be used for academic purposes only. Your participation is greatly appreciated.

***NB: All information you are going to offer for this research will stay confidential and your names will not be disclosed.***

### SECTION A: DEMOGRAPHIC INFORMATION

**Q1: What is your gender? Please indicate your answer by a tick(  ) in the boxes**

Male	<input type="checkbox"/>
Female	<input type="checkbox"/>

**Q2: What is your age range? Please select the age of your last birthday**

16-20	<input type="checkbox"/>
21-25	<input type="checkbox"/>
26-30	<input type="checkbox"/>
31-35	<input type="checkbox"/>

**Q3: What is your marital status?**

Single	<input type="checkbox"/>
Married	<input type="checkbox"/>

Divorced	
Widow/widower	

**Q4: What is the highest educational qualifications you have obtained?**

Never attended	
Grade 7	
Ordinary Level	
Advanced Level	
Tertiary	

**SECTION B: THE IMPACT BROUGHT BY LIVELIHOOD SKILLS TRAININGS ON YOUTH DEVELOPMENT**

**Q5: What type of trainings have you received in the past 2 years?**

Entrepreneurship skills	
Vocational skills	
Life skills	

**Q6: Has the trainings improved your life? Please tick either YES or NO**

YES	
NO	

**Q7: How relevant were the skills impacted in addressing the challenge of youth unemployment?**

RELEVENT	
IRRELEVENT	

**Q8: What were your plans after receiving the training?**

Continued with studies	
Started a project	
Looked for a job	
Did nothing	

**Q9: What is your present employment status? *Please tick appropriate answer***

School learner	<input type="checkbox"/>
Unemployed	<input type="checkbox"/>
Employed	<input type="checkbox"/>
Self employed	<input type="checkbox"/>

**Q10: Do you have any source of income?**

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

**Q11: Do you consider yourself gainfully employed?**

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

**Q12: Did you acquire any assets through the use of skills impacted?**

YES	<input type="checkbox"/>
NO	<input type="checkbox"/>

**Q13: In what ways has this income contributed to your life? *Please tick***

Support my own education	<input type="checkbox"/>
Provision of basic needs for the family	<input type="checkbox"/>
Contribution to social programs e.g church	<input type="checkbox"/>
Provision of education needs for the family	<input type="checkbox"/>

## **SECTION C: RELEVANCE OF LIVELIHOOD SKILLS TRAININGS ON YOUTH**

### **DEVELOPMENT**

**Q14: How relevant are the skills trainings in addressing the challenges of youth unemployment? *Please tick appropriate answer***

	Agree		Disagree	
Is it a useful approach for the youths?				
Was it an important youth empowerment strategy?				
Are the youths using the skills acquired?				

**Q15: Did you face any challenges in trying to implement the skills learnt?**

YES	
NO	

**Q16: If yes what were the challenges?**

Startup capital	
Equipment and tools	
Absence of markets	
Lack of cooperation	

**Q17: Specify your opinion on the impact brought by the skills trainings to the youths in the community. Use the scale of 1-5 as indicated 1-strongly disagree (SD), 2-disagree (D), 3-undecided (U), 4-agree (A), 5-strongly agree (SA). Please tick only ONE answer.**

1	
2	
3	
4	
5	

***THANK YOU FOR YOUR CO-OPERATION!!!!***