



REPUBLIC OF COTE D'IVOIRE  
Union – Discipline – Work  
MINISTRY OF STATE  
MINISTRY OF EMPLOYMENT,  
SOCIAL AFFAIRS  
AND VOCATIONAL TRAINING



**“Providing Africa’s Youth with Skills and Training for Jobs”**

**The ICQN/TVSD 2014 Ministerial Conference**

**Abidjan, 21, 22 and 23 July 2014**

**Hotel NOVOTEL**



**ZIMBABWE**

# **SKILLS TRAINING AND THE EMPLOYMENT SITUATION OF YOUNG PEOPLE IN ZIMBABWE**

**AN ANALYSIS OF THE TECHNICAL AND VOCATIONAL  
EDUCATION AND TRAINING (TVET) AND THE EMPLOYMENT  
SITUATION OF YOUNG PEOPLE IN ZIMBABWE**

**COMPILED BY**

**ELIAS MURINDA, ACTING DIRECTOR – YOUTH DEVELOPMENT  
MINISTRY OF YOUTH, INDIGENISATION AND ECONOMIC  
EMPOWERMENT**

**APRIL 2014**

## TABLE OF CONTENTS

List of Tables and Figures	3
List of Acronyms and Abbreviations	4
EXECUTIVE SUMMARY	5
1. INTRODUCTION	7
2. ZIMBABWE SITUATION ANALYSIS	8
2.1 Geography	8
2.2 Economy	8
2.3 Population	8
2.4 Youth Population	8
2.5 Youth Employment and Entrepreneurship	9
2.6 Main Source of Livelihood for Youth	9
3. BASIC INFORMATION ON THE EMPLOYMENT SITUATION OF YOUNG PEOPLE IN ZIMBABWE	10
4. BASIC INFORMATION ON THE LABOUR MARKET	12
5. DIFFICULTIES EXPERIENCED BY YOUNG PEOPLE IN GAINING ACCESS TO EMPLOYMENT	17
5.1 The Youth Unemployment Challenge	17
5.1 Causes of Youth Unemployment	
6. PLANNED OR IMPLEMENTED MEASURES CONCERNING TVSD	18
6.1 National Skills Development Policy Framework	21
6.2 The National Youth Policy	21
6.3 Skills for Youth Empowerment and Rural development	22
6.4 Vocational Training and Training for Enterprise programme	23
6.5 The Integrated Skills Outreach Programme (ISOP)	23
7. MEASURES TO PROMOTE JOB CREATION	25
7.1 Zimbabwe Youth Employment Network (ZIYEN)	25
7.2 Zimbabwe National Employment Policy Framework (ZNEPF)	25
7.3 The National Youth Fund	26
7.4 Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-Asset)	26
8. SUCCESSFUL YOUTH EMPOWERMENT PROJECT: SKILLS FOR YOUTH EMPOWERMENT AND RURAL DEVELOPMENT	28
8.1 Objectives	28
8.2 Stakeholders and Implementation Structures	28
8.3 Main Achievements to Date	29
8.4 Prospects for Scaling up	29
9. CONCLUSION	30
REFERENCES	30

## List of Tables and Figures

Table 1:	Youth Unemployment and Vocational Education Training Situation by Sex	10
Table 2:	Percent Distribution of Currently Employed Population aged 15 years and above by Industrial Sector and Sex	12
Table 3:	Percent Distribution of Economically Active Population of Zimbabwe aged 15 years and above by Urban/Rural Sector and Sex	13
Table 4:	Percent Distribution of Currently Employed Population aged 15 years and above by Type of Employment and Age Group	15
Figure 1:	Broad Unemployment Rate by Level of Education and Sex in Zimbabwe	17

## List of Acronyms and Abbreviations

AIDS	Acquired Immune Deficiency Syndrome
CBZ	Commercial Bank of Zimbabwe
CABS	Central African Building Society
DANIDA	Danish International Development Agency
GOV	Government of Zimbabwe
HIV	Human Immuno Virus
ICQN	Inter-Country Quality Node
ILO	International Labour Organisation
ISOP	Integrated Skills Outreach programme
LFCLS	labour Force and Child Labour Survey
MHTE	Ministry of Higher and Tertiary Education
MYIEE	Ministry of Youth, Indigenisation and Economic Empowerment
NEETs	Not in Education, Employment or Training
NSC	National Steering Committee
NSDP	National Skills Development Policy
NGOs	Non-Governmental Organisations
QIA	Quality Improvements in Informal Apprenticeship
SMEs	Small to Medium-Scale Enterprises
SNV	Netherlands Development Organisation
TFE	Training for Enterprise
TREE	Training for Rural Economic Empowerment
TVET	Technical and Vocational Education and Training
TVSD	Technical and Vocational Skills Development
UNWTO	United Nations World Tourism Organisations
VTCs	Vocational Training Centres
ZIM-ASSET	Zimbabwe Agenda for Sustainable Socio-Economic Transformation
ZIYEN	Zimbabwe Youth Employment Network
ZNEPF	Zimbabwe National Employment Policy Framework

## **EXECUTIVE SUMMARY**

According to the Zimbabwe 2012 population census, Zimbabwe has a young population. Of the total population of 13 061 239, 77% consist of children and youth below 35 years of age. Youth aged 15-34 years number 4 702 046 which constitutes 36% of the national population and those aged between 15 -24 years are 20%. The youth aged 15-34 years constitute 56% of the economically active population.

Unemployment is one of the major challenges confronting the young people in Zimbabwe today. Available data indicates that despite being in the majority, the young people are the hardest hit by unemployment. The 2012 Population Census data shows that the youth aged 15-34 years constitute 84% of the unemployed population and those aged 15-24 years constitute 55%. The statistics also indicate that the highest concentration of 31% of the unemployed is between the ages of 20 and 24 years. There is also a gendered dimension to youth unemployment. There are higher levels of unemployment among female youths despite there being more females than males in the population.

The Zimbabwe 2011 Labour Force and Child Labour Survey (LFCLS) indicate that while the overall unemployment rate for youth aged 14-34 years is 15%, the majority, (87%) of the employed youth aged 15-34 years are considered to be in informal employment; 9% in formal employment and 4% in unclassifiable employment.

Despite the expansion of the education and training system at all levels after independence in the public and private sector and NGO sectors, one of the major challenges experienced by young people in gaining access to employment is lack of skills. The 2011 (LFCLS) showed that 91% of the population employed in the informal sector had no skills. The current Technical, Vocational, Education Training (TVET) system is inadequate to meet the skills training and employment needs of the young people. The number of young people currently enrolled in TVET institutions and in apprenticeships is a negligible proportion of the out-of school youth who require skills for employment and industry growth. Other constraining factors include the mismatch between the skills being developed by the training system and what is needed in the labour market, the mismatch between the technology used in institutions of learning and industry and the general economic decline that has affected the labour absorption capacity of industry.

A number of policies and programmes have been developed and implemented by Government in order to address the economic empowerment needs of Zimbabwean youth through skills development and employment creation as well as sustain and build economic growth in the country. These include among others; the drafting of the National Skills Development Policy (still in progress), the review of the National

Youth Policy, review of the Vocational Training programme to focus on Training for Enterprise, and the Indigenisation and Economic Empowerment programme.

Other policy measures and programmes that have been developed by Government to promote job creation especially for the youth include among others; the development of the Zimbabwe Youth Employment Network (ZIYEN), the formulation of the National Employment Policy Framework (ZNEPF), establishment of the Youth Development Fund, establishment of Youth Economic Zones, the Indigenisation and Economic Empowerment programme and the formulation of the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET).

As the Government consolidates implementation of the National Employment Policy Framework, and the finalisation of the National Skills Development Policy, in line with the Zimbabwe Youth Employment Network (ZIYEN) and the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET), Zimbabwe will benefit immensely from cooperation and pooling of resources, experiences and sharing best practices with other countries. The nation therefore looks forward to establishing as well as strengthening existing partnerships, with other countries in the area of *Skills Development for Youth Employment, Entrepreneurship and Industry Growth*.

## **1. INTRODUCTION**

This report presents an analysis of the Technical, Vocational Education and Training (TVET) and the Employment situation of young people in Zimbabwe. It looks at the general employment situation of the youth, the difficulties they experience in gaining access to employment and the various policy measures and programmes that government has been implementing in order to address the economic empowerment needs of the youth through skills development and employment creation as well as sustain and build economic growth in the country.

The report is also part of the country's background paper in preparation for the Inter-Country Quality Node for Technical and Vocational Skills Development (ICQN/TVSD) Ministers' Conference on Youth Employment in Africa which will take place in Abidjan, Cote d' Ivoire from 20-22 July 2014 whose main objectives among others are to; share countries' experiences and best practices in facilitating young people's access to employment, identify common challenges pertaining to technical and vocational skills development (TVSD) and the employment situation of young people in Africa and to develop and adopt regional strategies on TVET and youth employment.

It is hoped that the findings of this analysis and the outcomes from the Ministers Conference will go a long way in informing youth development and empowerment policy planning and programming.

## **2. ZIMBABWE SITUATION ANALYSIS**

### **2.1 Geography**

- Zimbabwe lies just north of the Tropic of Capricorn between the Limpopo and Zambezi rivers.
- It is land locked, bordered by Mozambique on the east, South Africa on the south, Botswana on the west and Zambia on the north and north west.
- About 70 percent of the surface rock in Zimbabwe is granite, schist, or igneous, and it is rich in mineral wealth.
- Mining and agriculture are the backbone of the country's economy
- Zimbabwe has abundant natural resources, including 8.6 million hectares of potentially arable land
- Rich in mineral resources that include, platinum, gold, asbestos, coal, nickel, iron, copper, lithium, and precious stones such as emeralds and diamonds.

### **2.2 Economy**

- The economy is diversified but biased toward agriculture and mining
- In addition to mineral processing, major industries include food processing, construction, chemicals, textiles, wood and furniture, and production transport equipment.
- The agriculture sector has well – developed commercial and communal farming systems. As a result of the country's resettlement scheme, Zimbabwe has now A1 and A2 farms that previously were largely commercial farms
- The Agricultural sector continues to face many challenges such as poor irrigation, unaffordable inputs, and low capitalization levels.
- The main agricultural export product is tobacco, along with maize, cotton, sugar, and ground nuts.
- However, the economic challenges of recent years have affected export crops.

### **2.3 Population**

- According to the 2012 census, the population of Zimbabwe is 13 061 239
- Male population: 6 280 539
- Female population: 6 780 700
- Average growth rate from 2002 to 2012: 1.1 %
- Average size of households: 4.2 persons
- Population density: 33 persons/sq km

### **2.4 Youth Population**

- Zimbabwe has a youthful population
- Proportion of children aged 0 – 14 years: 41%

- Proportion of youth aged 15-24 years: 20%
- Proportion of youth aged 15-34 years: 36%
- Proportion of children and youth aged 0-34 years: 77%

## **2.5 Youth Employment and Entrepreneurship**

- Proportion of youth aged 15-34 years employed (broadly): 85%
- Unemployed : 15%
- Proportion employed in the formal sectors: 9%
- Proportion employed in the informal sectors : 87%
- Proportion employed in unclassifiable employment: 4%
- Youth aged 15-34 years constitute 56% of the economically active population.

## **2.6 Main Source of Livelihood for Youth**

- Agriculture – over 60% depend on agriculture either in communal or resettled areas for those who benefitted from the land reform programme.
- Given the inadequate employment opportunities in the formal economy, most youths, like the adults, are compelled to make a living of sorts in the informal economy.
- In the informal economy youths will generally find themselves relegated to easy entry activities prone to lateral expansion, low returns and long hours of work.
- Thus youths will be found mainly in the vending, street type activities such as car washing and car watching, making and selling simple crafts and in menial forms of housework or other forms of service activities for which they are being viewed as children which are used as a pretext for paying them low wages or treating them paternalistically by embracing them as part of the family (when in fact they are very much like bonded servants). This latter phenomenon is particularly true of recently recruited youths from rural areas who are then employed by urban households

### 3. BASIC INFORMATION ON THE EMPLOYMENT SITUATION OF YOUNG PEOPLE IN ZIMBABWE

Indicator/Reporting Category	Data found/Reported			Reference to data source
	Male	Female	Total	
<b>a) Youth Unemployment Rate (Broad)</b>				
<b>a) (1) National</b>				
i. Youth aged 15-34 years unemployment rate	8.9%	19.8%	14.5%	2011 ZLFCLS
ii. Youth aged 15-24 years unemployment rate	11.1%	21.6%	16.5%	
<b>a) (2) Urban</b>				
iii. Youth aged 15-34 years unemployment rate	22.5%	43.4%	33.8%	2011 ZLFCLS
iv. Youth aged 15-24 years unemployment rate	39.1%	52.1%	46.8%	
<b>a) (3) Rural</b>				
v. Youth aged 15-34 years unemployment rate	2.6%	7.0%	4.8%	2011 ZLFCLS
vi. Youth aged 15-24 years unemployment rate	3.0%	7.8%	5.3%	
b) Percentage of young people not in education, employment or training (NEETs)				Data not available
<b>c) Young people in vocational training or TVET</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	
i. Number enrolled Polytechnics and industrial Training centres (2009)	7 364	5 853	13 217	Zimbabwe National TVET Monitoring Report (2011) MYIEE
ii. Number enrolled in Vocational Training Centres (February 2014)	2 731	1 754	4 485	

Percentage of young people who find employment on completing vocational training or TVET				Data not available
Percentage of youth in traditional or modern apprenticeships			1 709 in 2008 and 247 in 2010	Mambo (2010)
<b>f) Formal Employment</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>	
i. Percentage of employed youth aged 15-34 years in formal employment	11.3%	5.7%	8.6%	2011 ZLFCLS
ii. Percent of employed youth aged 15-24 years in formal employment	3.5%	1.6%	2.6%	
<b>g) Informal Employment</b>				
i. Percentage of employed youth aged 15-34 years in informal employment	84.6%	89.7%	87.1%	2011 ZLFCLS
ii. Percent of employed youth aged 15-24 years in informal employment	94.3%	95.1%	94.7%	

**Table 1: Youth Unemployment and Vocational Education Training Situation by sex**

#### 4. BASIC INFORMATION ON THE LABOUR MARKET

##### a) Distribution of Employment by Economic Sector

<b>Industrial Sector</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
Agriculture, forestry and fishing	59.9	71.6	65.8
Mining and quarrying	3.6	0.3	2.0
Manufacturing	7.7	2.3	5.0
Electricity, gas steam and air conditioning supply	0.3	0.0	0.2
Water supply, sewerage, waste management and remediation activities	0.1	0.0	0.1
Construction	3.4	0.4	1.9
Wholesale and retail trade, repair motor vehicles and motor cycles	8.2	10.7	9.5
Transportation and storage	3.1	0.2	1.7
Accommodation and food service activities	0.5	0.6	0.6
Information and communication	0.5	0.1	0.3
Financial and insurance activities	0.5	0.3	0.4
Real estate activities	0.1	0.1	0.1
Professional, scientific and technical activities	0.4	0.3	0.4
Administrative and support service activities	2.5	0.8	1.6
Public administration and defence; compulsory social security	2.1	0.5	1.3
Education	2.8	3.4	3.1
Human health and social work activities	0.9	1.6	1.2
Arts, entertainment and recreation	0.5	0.2	0.4
Other service activities	2.3	3.6	2.9
Activities of households as employers	0.4	2.7	1.5
Activities of extra-territorial organisations and bodies	0.0	0.1	0.1
Nota stated	0.1	0.2	0.1
<b>Total %</b>	<b>100</b>	<b>100</b>	<b>100</b>

**Table 2: Percent Distribution of Currently Employed Population aged 15 years and above by Industrial Sector and Sex**

**Source:** Zimbabwe 2011 Labour Force and Child labour Survey P. 61

As indicated in Table 2 above 65.8% of the currently employed population in Zimbabwe were in agriculture, forestry and fishing with more females than males employed in this sector. Wholesale, retail trade and repair of motor vehicles and motor cycles accounted for 9.5%; mining and quarrying, 2% and manufacturing 5%.

**b) Distribution of employment by urban/rural sector: urban, 33,8% unemployed; rural 4,8% unemployed.**

Area	Sex	Paid Employee Permanent	Paid Employee Casual	Employer	Own account worker (communal farmer)	Own account worker (other)	Contributing family worker	Not stated	Unemployed (broadly)	Total	
										Percent	Number
Rural	M	12.8	7.2	0.2	7.1	5.6	0.2	0.1	2.0	100	1 934 483
	F	4.1	4.3	0.1	82.6	3.8	0.3	0.1	4.7	100	2 193 430
	T	<b>8.2</b>	<b>5.6</b>	<b>0.1</b>	<b>77.6</b>	<b>4.6</b>	<b>0.3</b>	<b>0.1</b>	<b>3.4</b>	100	<b>4 127 913</b>
Urban	M	35.7	18.1	1.3	2.8	24.7	1.3	0.1	15.9	100	961 183
	F	16.1	10.6	0.5	5.4	28.8	2.5	0.1	36.0	100	994 672
	T	<b>25.7</b>	<b>14.3</b>	<b>0.9</b>	<b>4.1</b>	<b>26.8</b>	<b>1.9</b>	<b>0.1</b>	<b>26.1</b>	100	<b>1 955 854</b>
Zimbabwe	M	20.4	10.8	0.6	49.0	11.9	0.6	0.1	6.6	100	2 895 666
	F	7.9	6.2	0.2	58.5	11.6	1.0	0.1	14.5	100	3 188 102
	T	<b>13.8</b>	<b>8.4</b>	<b>0.4</b>	<b>54.4</b>	<b>11.8</b>	<b>0.8</b>	<b>0.1</b>	<b>10.7</b>	100	<b>6 083 767</b>

**Table 3: Percent Distribution of Economically Active Population of Zimbabwe aged 15 Years and Above by Urban/Rural Sector and Sex**

**Source:** Zimbabwe 2011 labour Force and Child Labour Survey, P. 45

Table 4 above indicates that in Zimbabwe 67.9% of the economically active population aged 15 years and above is in the rural areas while urban areas account for 32.1%.

Furthermore, 96.6% of the economically active population aged 15 years and above residing in the rural areas is employed compared to 73.9% in the urban areas. Unemployment is thus higher in urban areas than rural areas where the unemployment rate is 26.1% and 3.4% in urban and rural areas respectively. The figures also indicate that unemployment is higher among females than males in both urban and rural areas.

The predominant employment in rural areas is own account worker where 77.6% of the economically active population aged 15 years and above are engaged in own account work mostly communal farming. In urban areas only 4.1% are employed under this category.

The predominant employment in urban areas is paid employment either permanent or casual which account for 40% of the economically active population while the proportion is only 13.8% for rural areas. This is followed by 'other own account work' which accounts for 26.8% (and 4.6% in rural areas).

c) Distribution of Employment by Informal and Formal Employment

Age Group	Informal Employment			Formal Employment			Employment not classifiable			Total		
	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
15-19	20.6	15.5	17.9	0.5	0.3	0.5	5.7	9.5	7.6	16.7	14.2	15.5
20-24	15.3	14.6	14.9	6.1	6.6	6.2	10.8	11.4	11.1	13.6	13.9	13.8
25-29	14.1	13.3	13.7	14.9	23.9	17.5	19.5	15.8	17.6	14.5	14.1	14.3
30-34	12.0	11.5	11.7	19.8	17.1	19.1	18.3	15.5	16.9	13.5	12.1	12.8
35-39	9.0	9.8	9.7	17.2	17.9	17.4	14.1	16.0	15.1	11.1	10.6	10.8
40-44	6.4	6.5	6.5	15.9	12.6	15.0	10.9	9.8	10.3	8.1	7.1	7.6
45-49	4.6	6.1	5.4	7.7	11.1	8.7	5.6	9.4	7.5	5.1	6.6	5.8
50-54	3.5	5.9	4.8	8.5	3.6	7.0	3.9	4.7	4.3	4.3	5.7	5.0
55-59	3.6	5.3	4.5	5.5	3.2	4.8	5.3	2.8	4.0	4.0	5.1	4.5
60-64	3.0	4.1	3.6	2.8	2.7	2.8	2.0	2.7	2.4	2.9	3.9	3.4
65+	7.2	7.4	7.3	1.0	1.0	1.0	3.8	2.5	3.1	6.0	6.7	6.4
<b>Total %</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>	<b>100</b>
<b>Total Number</b>	<b>2152 094</b>	<b>2420 677</b>	<b>4572 771</b>	<b>30 774</b>	<b>175389</b>	<b>606 63</b>	<b>12 192</b>	<b>130 01</b>	<b>252093</b>	<b>2704 060</b>	<b>2726 967</b>	<b>5431 026</b>

**Table 4: Percent Distribution of Currently Employed Population Aged 15 Years and Above by Type of Employment and Age-Group: Zimbabwe 2011 LFCLS**

**Source:** Zimbabwe 2011 labour Force and Child Labour Survey P. 117

In Zimbabwe 89.3% of the economically active persons aged 15 years and above are considered to be employed and 10.7% unemployed.

As indicated in Table 4 above, 84.2% of the currently employed persons aged 15 years and above are considered to be in informal employment, 11.2% in formal employment and 4.6% in unclassifiable employment (2011 ZLFCLS).

Females constitute 52.9% of those in the informal sector, 28.9% of those in formal employment and 51.9% of those in unclassifiable employment.

Young people aged 15-34 years comprise 56.4% of the currently employed population, 58.2% of those in informal employment, 43.3% of those in formal employment and 53.2% of those in unclassifiable employment.

Young people in the 15-24 years age group constitute 29.3% of the currently employed population, 32.8% of those in informal employment, 6.7% of those in formal employment and 18.7% of those in unclassifiable employment.

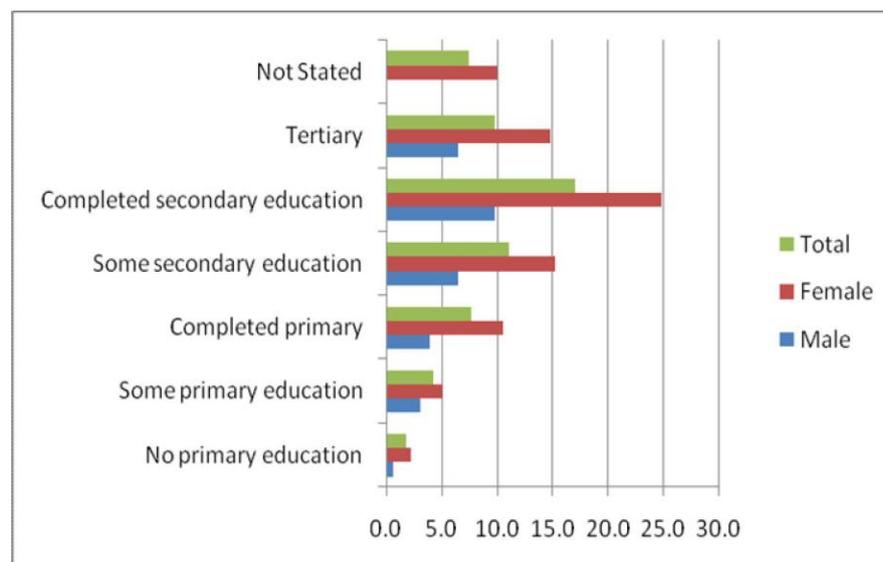
Overall, 86.9% of the employed young people aged 15-34 years are considered to be in informal employment.

## 5. DIFFICULTIES EXPERIENCED BY YOUNG PEOPLE IN GAINING ACCESS TO EMPLOYMENT

### 5.1 The Youth Unemployment Challenge

Unemployment is one of the biggest challenges confronting the youth in Zimbabwe today. Statistics indicate that despite being in the majority, youths are the hardest hit by unemployment. According to the Zimbabwe 2012 Population Census, young people aged 15-34 years constitute 84% of the unemployed population in Zimbabwe. Youth aged 15-24 years constitute 55% of the unemployed population. The statistics also indicate that the highest concentration of 31.3% of the unemployed is between the ages of 20 and 24 years. There is also a gendered dimension to youth unemployment. There are higher levels of unemployment among female youths despite there being more females than males in the population.

The situation is made worse by the fact that every year, schools are churning out almost 300 000 school leavers when the formal economy is only able to absorb about 10 per cent of that number. Of the youth joining the labour market every year, it appears that a substantial number of them have secondary school qualifications namely, “O” and “A” level passes. The Zimbabwe 2011 Labour Force Survey shows an unemployment rate of 17% among youth with secondary level of education. In addition to these qualified youths, there is also a significant number of youths entering the labour market without adequate educational, professional and vocational training as shown in the graph below.



**Fig 1: Broad Unemployment Rate by Level of Education and Sex in Zimbabwe**

**Source: Zimbabwe 2011 Labour Force and Child labour Survey, P. 71**

## **5.2 Causes of Youth Unemployment**

The following are some of the major causes of youth unemployment in Zimbabwe;

### **5.2.1 Lack of Skills**

Mambo (2010) observes that the problem of lack of skills among the young people exists in Zimbabwe despite the expansion of the education and training system at all levels after independence in the public and private sector and NGO sectors. He attributes this challenge to limited access to skills development institutions and programmes which also affects the youth in rural and remote areas more than those in urban centres and women more than men. There are education and training institutions in all the provinces but the outlying areas are not adequately catered thereby disadvantaging the youth in these areas. There is little information on the enrolments in private and NGOs sectors and those gaining skills through informal apprenticeships. The enrolment statistics from the public sector training programme indicate that there has been a decline in enrolment starting in 2008 in spite of the demand for skills development. Decrease in enrolments has been noted in the polytechnic, industrial training centres trade testing, apprenticeships and vocational training centres. Some of the challenges that lead to limited access are: inadequate infrastructure, inability of students to pay the tuition fees required and restrictive entry requirements and delivery models and methods that are not flexible enough to cater for the needs of those in the rural areas.

The lack of skills is also prevalent in the informal sector where the majority of young people find themselves after school. According to the 2011 Zimbabwe Labour Force and Child labour Survey, about 84% of the currently employed persons aged 15 years and above are in the informal sector and the majority of these (58%) are young people aged 15-34 years. The survey showed that 91% of the persons employed in the informal sector had no skills.

### **5.2.2 Mismatch between the Skills being developed in the Training System and What is Needed in the Labour Market**

Another factor that has contributed to youth unemployment is the mismatch between supply and demand for skills due to the fact that curriculum is supply driven as a result of weak linkages between providers and the private sector. Related to this is the fact that labour market surveys and tracer studies are not done. Furthermore, despite the shift in the Zimbabwean economy towards informalisation, curriculum continues to lack entrepreneurial thrust. Currently, the Harare Institute of Technology and the Chinhoyi University of Technology are offering entrepreneurship training and education as part of their curriculum. The Ministry of Youth, Indigenisation and Economic Empowerment has adopted the Training for Enterprise approach in its Vocational skills Training Programme. The Ministry administers 42 Vocational training Centres.

### 5.2.3 Mismatch between Technology used in Institutions of Learning and in Industry

A further cause for youth unemployment is inadequate and obsolete equipment and a general mismatch between technology used in institutions of learning and in industry. Studies on the status of Vocational Training Centres (VTC) across the country have shown infrastructure and equipment being either inadequate or in states of disrepair. Under-funding of these institutions and inability to pay fees by most of the students have also meant the VTCs have not been able to purchase the necessary equipment and tools for vocational training, hence not adequately preparing young people to run their own projects after graduation. The poor conditions of service among lectures and non-teaching staff have also negatively affected learning outcomes in such institutions.

### 5.2.4 General Economic Decline

The ILO (2010), cited in ECI Africa Consulting, 2010, **Value Chain Studies**, suggest that the economic decline in Zimbabwe might be a contributing factor to the youth unemployment challenge due to the economy's low job creation capacity being too low to absorb the number of youth entering the job market. This may be the case for Zimbabwe.

According to the new Zimbabwe Government's Economic Blueprint, the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET 2013-2018), as a result of the economic sanctions, Zimbabwe has experienced economic decline that has affected virtually all sectors of the economy resulting in the general failure of the economy to sustain or create jobs. *"Zimbabwe experienced a deteriorating economic and social environment since 2000 that was caused by illegal economic sanctions imposed by the Western countries. This resulted in a deep economic and social crisis characterised by a hyperinflationary environment, industrial capacity utilization of below 10% and an overall cumulative Gross Domestic Product (GDP) decline of 50% by 2008.*

*Agricultural production was also severely affected, resulting in the country depending on imports to meet the demand for domestic consumption and industrial needs.*

*The cocktail of measures that were adopted by Government in 2009 resulted in some modicum of economic stabilisation, with Zimbabwe achieving a real GDP growth rate of 5.4% in 2009, 11.4% in 2010, reaching a peak of 11.9% in 2011. However, the recovery remained fragile as growth declined from 11.9% in 2011 to 10.6% in 2012 and 3.4% in 2013.*

*The manufacturing sector remains in crisis with capacity utilisation declining from an average of 57% in 2011, 44% in 2012 and 39% in the 3rd quarter of 2013. This is attributable to structural and infrastructural bottlenecks such as erratic power supply,*

*obsolete machinery and dilapidated infrastructure as well as lack of and high cost of capital, hence negatively affecting value addition and beneficiation as well as employment creation.*

## **6. PLANNED OR IMPLEMENTED MEASURES CONCERNING TVSD**

A number of policies and programmes have been developed and implemented by Government in order to address the economic empowerment of Zimbabwean youth through skills development and employment creation as well as sustain and build economic growth in the country. These include among others; the drafting of the National Skills Development Policy, the development of the National Youth Policy, Review of the Vocational Training programme to focus on Training for Enterprise, Indigenisation and Economic Empowerment programme and building partnerships. These are outlined below.

### **6.1 National Skills Development Policy Framework**

Government, through the Ministry of Higher and Tertiary Education (MoHTE) and with assistance from the ILO has formulated a draft National Skills Development Policy (NSDP). The policy framework is intended to guide the reform of the skills development sector necessary to make the education and training system more responsive to the socio-economic development of Zimbabwe. It will also address the challenges of unemployment and the mismatch of skills development and the needs of the labour market

The Mission of the policy framework is, “To provide relevant skills to individuals for sustainable economic development and self fulfilment through a system which is accessible, equitable, inclusive, financially sustainable, responsive to technological developments, includes entrepreneurship and involves all stakeholders” with the overall goal, “To empower individuals through the provision of employable skills for sustainable development of the economy without discrimination.” (NSDP, cited in Mambo, 2010, p25)

According to Dr Mambo, the policy will address issues of Governance and Management Structures, Financing, Curriculum Development and Assessment, Institutional Skills Development, Gender Equity and Marginalisation and Labour Market. The policy framework is comprehensive in that it covers all forms of skills development offered by all stakeholders which include formal, non-formal and informal skills development, sports, music and performing arts; all skills development conducted in schools, public and private institutions, the informal sector, enterprises, and open and distance models.

### **6.2 The National Youth Policy**

In order to foster an enabling environment for integrated visioning and planning for youth development and empowerment among all stakeholders, Government of Zimbabwe (GOZ), through the Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE) has revised the National Youth Policy which was launched by the President in June 2013. The Policy highlights the priorities and strategies to

be adopted by Government and stakeholders to enhance the development and empowerment of the youth. It seeks to *'empower the youth by creating an enabling environment and marshalling the resources necessary for undertaking programmes and projects to fully develop the youths' mental, moral, social, economic, political, cultural, spiritual and physical potential in order to improve their quality of life'*. (National Youth Policy of Zimbabwe, p.1)

In its attempt to address the issue of youth unemployment the Policy states as one of its goals, the need to 'empower youth to participate and contribute to the socio-economic development of the nation'. It goes further to highlight that decent employment and participation in agricultural, industrial, commercial and services sector provides sustenance and sustainable livelihood to the majority of youth.

With respect to Education and Skills Development, the Policy outlines the following key strategies (among others; (Zimbabwe National Youth Policy, p.15).

- Periodically review and revise the education and training curricula to place increased emphasis on practical/vocational training to prepare and empower the youth for their roles in society and contributions to both formal and informal sectors;
- Expand educational and skills development facilities and equipment to ensure equitable distribution in rural and urban areas in order to accommodate the ever-increasing number and changing needs of young people;
- Capacitate and increase career guidance and counseling services;
- Promote industrial exposure to students;
- Expand youth skills training centers paying special attention to entrepreneurship skills development, relevant farming and industrial incubation, and attachment options in every district along with information technology centers;
- Identify and establish adequate and valid linkages between education and skills development, employment and entrepreneurship opportunities, culture, sport and recreation activities.

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

The GOZ through the MYIEE together with Partners, is implementing the Skills for Youth Employment and Rural Development Project in Zimbabwe with the technical assistance of the International Labour Organisation (ILO) and with the financial assistance of the Government of Denmark. The project which started in 2010 is targeting over 10 000 beneficiaries specifically young unemployed women and men. It comprises two main components designed to promote decent and productive employment and income generating opportunities for youth through skills development initiatives. These components are;

- i. Quality Improvements in Informal Apprenticeship (QIA)
- ii. Training for Rural Economic Empowerment (TREE)

The main objectives of the programme are as follows;

- I. Increased capacity of rural community groups to identify local economic opportunities, develop appropriate training programmes to access jobs and provide post-training support to community and private small-scale enterprises.
- II. Public and private training institutions are enabled to better deliver demand-oriented services to rural, informal economies.
- III. Strengthened systems of informal apprenticeship through upgrading the skills of Master Crafts persons and apprentices while facilitating access to new technologies.

#### **6.4 Vocational Training and Training for Enterprise Programme**

The MYIEE provides vocational training using a model of 'Training for Enterprise' (TFE), which aims to capacitate young people with the requisite skills to start up their own business or for employment. This compliments the model followed by the Ministry for Higher and Tertiary Education (MHTE) where the focus is to supply high-level skills needed for strategic growth areas of the economy. MYIEE offers a range of courses which differ in duration and are designed for diverse learners. The key role for the MYIEE is to skill young people who are lacking post-primary qualifications providing them with market-oriented technical, vocational and entrepreneurial skills. The curricula of technical and vocational programmes include key life skills such as HIV and AIDS, business skills and developing business plans and the marketing of products which are intended to enhance the chances of survival of small businesses.

Furthermore, the MYIEE provides second chance education and training opportunities including remedial, alternative learning and informal apprenticeships for the out-of-school population, particularly those with circumstances that make it difficult for them to return to school. For such learners the focus is skills based training to ensure they can secure employment or start up some enterprise. The target group of beneficiaries of the MYIEE is that of under-privileged youth aged 15 to 35 years that lack either the finances or the qualifications to enter tertiary programmes that fall under MHTE.

#### **6.5 The Integrated Skills Outreach Programme (ISOP)**

The Integrated Skills Outreach Programme (ISOP) was adopted by the government in 2006 and is aimed at addressing the challenges of youth unemployment. The programme seeks to provide specific skills training through short competence-based courses lasting between 1 and 3 weeks. The training is done within the community using local skilled experts and a narrow range of skills is developed at a given time. For example, trainees are given specific skills such as how to make a

coffee table, keep bees, solder leaking pots, mould bricks, mend vehicle tyres, repair domestic electric gadgets, or how to grow specific vegetables. Graduates are awarded certificates of competence from the Ministry of Youth Development. They are also supposed to get tool kits to assist them in starting their own enterprises after graduation. After training, the youths are expected to go and practice these skills within their local communities.

The key Ministries participating in the programme are the MHTE as Chair for the Liaison Committee, the MYIEE (Co-Chair), Ministry of Local Government, Ministry of Public Works, Ministry of Women's Affairs, Gender and Community Development, the Ministry of Small and Medium Enterprises and the Ministry of Labour and Social Welfare. The MYIEE is the implementing Ministry, while the MHTE provides technical advice and supervision through its polytechnics. The Ministry of Small and Medium Enterprises is supposed to provide support for the graduates to develop their own businesses. All the VTCs under the MYIEE participate in the programme. Collaboration is through the twinning of polytechnics and VTCs in order to provide skilled lecturers and trainers who then supervise and monitor the training by the local experts.

An independent evaluation of the programme by SNV in 2009 and the MYIEE in 2012 both indicated that ISOP has considerable potential for addressing the challenges faced by school leavers in search of gainful livelihoods through self-employment. This is because the skills developed within ISOP should empower the youths by giving them appropriate and relevant entrepreneurial skills. Such skills should help them address issues of unemployment within their families and communities, especially in rural areas. The skills developed through ISOP are such that the youths will not be tempted to leave their communities in search of employment in urban centres. In addition, the skills are aimed at exploiting locally available materials and the items or goods produced can be exported for sale to other communities where these materials may not be readily available. For example, ISOP can be used to develop the skills for indigenous timber growing, harvesting, processing and furniture making in forest areas such as in Nkayi and Tsholotsho in Matabeleland North Province.

However a major problem experienced with ISOP has been the failure of the programme to provide post-training support such as start-up tool kits, project funding and marketing as a result of inadequate funding.

## **7. MEASURES TO PROMOTE JOB CREATION**

In addition to the foregoing, a number of policy measures and programmes have been developed by the Government of Zimbabwe to promote job creation especially for the youth. These include among others; the development of the Zimbabwe Youth Employment Network (ZIYEN), formulation of the National Employment Policy Framework (ZNEPF), establishment of the Youth Development Fund, establishment of Youth Economic Zones, the Indigenisation and Economic Empowerment programme and the formulation of the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET)

### **7.1 Zimbabwe Youth Employment Network (ZIYEN)**

In 2006 Cabinet approved the Zimbabwe Youth Employment Network (ZIYEN) which is part of the world-wide Youth Employment Network which was established within the framework of the Millennium Summit, held at the United Nations in September 2000 where world leaders resolved to develop and implement strategies that give young people everywhere a real chance to find decent and productive work. The ZIYEN framework seeks to harmonize national policies across different line Ministries engaged in strategies and programmes related to youth empowerment.

The objectives of the ZIYEN among things are to:

- I. Develop a National Action Plan on Youth Employment as an integral part of the National Employment Policy Framework;
- II. Promote youth entrepreneurship training and development;
- III. Promote access to project finance for the youth;
- IV. Review education and training curriculum in order to enhance youth employability;
- V. Develop strategic partnerships and mobilise resources for promoting youth employment;
- VI. Improve labour market information in order to guide youth in their career choices and available employment opportunities.

Many of the youth development and empowerment programmes and projects that the Ministry of Youth, Indigenisation and Empowerment is implementing are a result of the ZIYEN.

### **7.2 Zimbabwe National Employment Policy Framework (ZNEPF)**

Government, with assistance from ILO, formulated the Zimbabwe National Employment Policy Framework whose main objective “to promote and secure sustainable, full, productive and freely chosen decent employment for all the conditions of freedom, equity, security and human dignity”. Among others, the policy is intended to: create an enabling and conducive environment **for sustainable**

**employment creation;** produce an appropriately skilled and employable labour force; promote the integration of marginalised and vulnerable groups such as women, youth, people living with disability and the retrenched; as well as reversing the brain drain and turn it into a brain gain;

### **7.3 The National Youth Fund**

In a bid to promote entrepreneurship and facilitate employment creation, the MYIEE launched the Old Mutual Kurera/Ukondla Youth Fund in 2012. The Fund is administered through the Commercial Bank of Zimbabwe (CBZ) and the Central African Building Society (CABS). There are also other facilities under the youth fund initiative being managed by other players, for instance, the Stanbic bank among others..Whilst the initiative has been realized by youth empowerment practitioners as being crucial in creation of youth employment as well as stimulating entrepreneurship, there is a general feeling that if the Fund is to have maximum impact, issues such as broadening the scope, equitable distribution and gender sensitivity have to be addressed. Such initiatives as the National Youth Fund would arguably have greater impact if more partners, from both the private sector and development partners could support the initiative.

### **7.4 Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET)**

Government has formulated a new Economic Blueprint, the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM\_ASSET): October 2013 - December 2018. Zim- Asset was crafted to achieve sustainable development and social equity anchored on indigenization, empowerment and employment creation which will be largely propelled by the judicious exploitation of the country's abundant human and natural resources. This Results Based Agenda is built around four strategic clusters that will enable Zimbabwe to achieve economic growth and reposition the country as one of the strongest economies in the region and Africa. The four strategic clusters identified are: Food Security and Nutrition; Social Services and Poverty Eradication; Infrastructure and Utilities; and Value Addition and Beneficiation.

Its Mission is to “provide an enabling environment for sustainable economic empowerment and social transformation to the people of Zimbabwe” and one of the key strategies is “Availing and increasing economic opportunities for women, youths and the physically challenged in communities in conformity with the indigenisation, empowerment and employment creation thrust.” (ZIM-ASSET, p34). Indigenisation of the economy, and employment creation are the cornerstone of the plan and skills training is central to the success of the programme.

*The agricultural sector, being the backbone of the economy underpinning economic growth, food security and poverty eradication, continues to experience severe*

*systemic challenges within its entire value chain ranging from lack of agricultural financing to lack of affordable inputs. This has also been exacerbated by prolonged periods of drought caused by climatic changes.*

*The mining sector continues to be a major foreign currency earner and has potential to become the pillar for economic growth through value addition and beneficiation. However, the sector continues to be constrained by energy and transport infrastructure challenges, depressed international mineral prices and shortage of utilities among other factors.*

*Tourism has, as a sector, demonstrated tremendous potential, particularly benefiting from the successful co-hosting of the 20th Session of the United Nations World Tourism Organisation (UNWTO) General Assembly by Zimbabwe and Zambia. The sector however, still faces some challenges, key among them, perceived country risk, poor connectivity of local destinations and absence of a revolving fund to support the hospitality industry, especially SMEs and Co-operatives in tourism.( ZIM-ASSET, pp17-20).*

The ZIM-ASSET therefore seeks to address on a sustainable basis, the numerous challenges affecting quality service delivery and economic growth. Government envisage that the Plan will consolidate the gains brought about by the Land Reform, Indigenisation and Economic Empowerment and Employment Creation Programmes.

## **8. SUCCESSFUL YOUTH EMPOWERMENT PROJECT: SKILLS FOR YOUTH EMPOWERMENT AND RURAL DEVELOPMENT**

One of the most successful youth empowerment and employment creation projects which the GOZ is implementing with the ILO and other Partners is the **Skills for Youth Empowerment and Rural Development**. The project is being implemented in 30 districts in 9 of the 10 provinces in the country. The ILO is providing technical assistance and the Government of Denmark has provided the necessary funding. The project started in 2010 and is targeting over 10 000 beneficiaries specifically young unemployed women and men. It comprises two main components designed to promote decent and productive employment and income generating opportunities for the youth through skills development initiatives. These components are;

- I. Quality Improvements in Informal Apprenticeship (QIA)
- II. Training for Rural Economic Empowerment (TREE)

### **8.1 Objectives**

Its three main objectives are;

- i. Increased capacity of rural community groups to identify local economic opportunities, develop appropriate training programmes to access jobs and provide post-training support to community and private small-scale enterprises.
- ii. Public and private training institutions are enabled to better deliver demand-oriented services to rural, informal economies and
- iii. Strengthened systems of informal apprenticeship through upgrading the skills of Master Crafts persons and apprentices while facilitating access to new technologies.

### **8.2 Stakeholders and Implementation Structures**

- The project is being implemented in a multi-sectoral approach with a structure that has a National Steering Committee (NSC); Technical Working Group and Local Committees made up of training and employment institutions, social partners, financing institutions and NGOs; national coordinating unit, and a local coordinating unit.
- The implementation is done through local government structures to ensure developing local capacities so that the programme does not fall apart and continues being run by the local government structures after the ILO support ends.

### 8.3 Main Achievements to date

I.	Number of communities/programme areas:	40
II.	Number of TREE courses offered:	39
III.	Number of TREE programme participants:	4 454
IV.	Number of youth in informal apprenticeship training:	3 299
V.	Number of officers trained:	120
VI.	A roster of 2 280 craftsmen is in place.	

### 8.4 Prospects for Scaling Up

- The Government of Zimbabwe through the Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE) has already adopted the TREE and Informal Apprenticeship models as working models for addressing the youth empowerment needs and solving the country's rising youth unemployment challenge.
- As a result, more resources from the Government's Youth Development Fund will be channelled to support youth trained under this project in the respective project areas as well as to encourage the utilisation of funds at community level for the benefit of young people in those communities.
- In addition, Government has requested the ILO, DANIDA and other Partners to continue supporting and capacitating the MYIEE beyond December 2014 and to cascade the project to cover all the districts and provinces in the country.

## 9. CONCLUSION

The Government of Zimbabwe has prioritised skills training as critical to creating employment opportunities for youth while at the same time developing manpower to support industry and economic growth. In recent years, with escalating unemployment and underemployment among the youth, the relevance and scope of the vocational training programmes have become a major concern as Government is determined that vocational skills training must be clearly and succinctly directed at developing new entrepreneurs and enterprises to meet the rising demands of local industries and growing economy. Essentially, the challenge is to ensure that people have the capacity to make the most of the emerging new opportunities in the exploitation of local raw materials and setting up of new businesses.

In this regard, the Ministry of Youth, Indigenisation and Economic Empowerment (MYIEE) has embarked on a new Training for Enterprise (TFE) direction wherein the roles of vocational training centres (VTCs) are redefined as centres for community transformation that are vital to employment creation and reducing poverty. Therefore, the direction, programmes and modes of delivery of vocational training are, of necessity driven by, and integral to the plans and directions of local community industry development and growth. A key feature of the TFE concept is that vocational training should facilitate the participation of different stakeholders including government, non-government and business organizations in the overall development and empowerment of youth in Zimbabwe.

Regrettably, due to several unprecedented challenges vocational training institutions have remained ineffective and unable to meet the intentions of Government to adequately address the problems of high unemployment among the youth while at the same time developing manpower to contribute to growth of industries. The Ministry's 42 VTCs which are located throughout the country are characterized with extremely low levels of enrolment, management operations and resources. This is despite the Ministry's target to establish a VTC in each of the 72 districts in the country.

In view of this situation, the Government requires assistance to build and strengthen the capacity of vocational training institutions in order to increase the employability of youth and to meet the demands for industry and enterprise growth in different sectors in Zimbabwe. A broad range of institutional reform and development initiatives will be required for the sector. These include, but are not limited to the supply of modern equipment for technical training, curriculum reform to suit new products and services, buildings renovation and construction and establishment of viable commercial production units at the vocational centres.

While Zimbabwe has cooperation agreements with a number of countries such as Namibia and Zambia to collaborate in the area of youth development which includes skills training among others, practical steps are yet to be taken to operationalise these agreements. As the Government consolidates implementation of the National Employment Policy Framework, and the finalisation of the National Skills Development Policy, in line with the Zimbabwe Youth Employment Network (ZIYEN) and the Zimbabwe Agenda for Sustainable Socio-Economic Transformation (ZIM-ASSET), Zimbabwe will benefit immensely from cooperation and pooling of resources, experiences and sharing best practices with other countries. The nation therefore looks forward to establishing as well as strengthening existing partnerships with other countries in the area of *Skills Development for Youth Employment, Entrepreneurship and Industry Growth*.

## REFERENCES

Government of Zimbabwe, *Zimbabwe Agenda for Sustainable Socio-Economic Transformation (Zim*

*Asset): "Towards an Empowered Society and a Growing Economy", OCTOBER 2013- DECEMBER 2018*

International Labour Organisation, *Value Chain Studies*, September 2010

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 Labour and Social Services, *Zimbabwe National Employment Policy Framework*

Ministry of Youth Development Indigenisation and Economic Empowerment, *National Youth Policy of Zimbabwe*

Ministry of Youth, Indigenisation and Economic Empowerment, *VTC Statistics*, February 2014, (unpublished)

Zimbabwe National Statistics Agency (ZIMSTAT), *2011 Labour Force Survey*, May 2012

Zimbabwe National Statistics Agency (ZIMSTAT), *Zimbabwe 2012 Census National Report*

Zimbabwe National TVET Monitoring Report, in *SADC/UNESCO Assessment and Review of TVET in the SADC Region and Development of a Regional Strategy for the Revitalisation of TVET* (unpublished), March 2011