

**THE INTERFACE BETWEEN NON-  
GOVERNMENTAL ORGANISATIONS'  
INTERVENTION PROGRAMMES AND RURAL OUT-  
OF-SCHOOL YOUTH ENTREPRENEURSHIP  
DEVELOPMENT: A CASE STUDY IN WEDZA  
DISTRICT ZIMBABWE.**

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## DECLARATION

I declare that this thesis entitled **The interface between Non-Governmental Organisations intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe**, submitted by me for a Doctor of Philosophy degree at the University of KwaZulu-Natal, is my own production, original in conception and execution and has not been previously submitted for a degree at any other university for examination. Furthermore, all the sources I have used or quoted have been indicated and acknowledged by means of a complete reference.

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## **ABSTRACT**

The purpose of the study was to examine the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe. Three research objectives guided the study. Firstly, the study sought to examine the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. Secondly, it sought to describe how this relationship happens and thirdly, it aimed at evaluating the impact of the relationship on the rural out-of-school youth. A qualitative research design was adopted for the study. Questionnaires and interviews were the main instruments used for soliciting data from the target population. The questionnaire consisted of both closed and open-ended questions. The study participants comprised of selected rural out-of-school youth in Wedza district, BOOST Fellowship officials and Government officials from the Ministries of Youth Development and Small-to-medium Enterprises. The participants were selected using purposive and stratified sampling methods. The study revealed that resources (human, financial and material), entrepreneurship curriculum, communication and social networks are the major interface components between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe. The resources (human, financial and material), entrepreneurship curriculum, communication and social networks are the elements of the rural entrepreneurship interface model. It was established that the rural out-of-school youth were motivated by both intrinsic and extrinsic factors before and during their engagement with NGOs. It was also established that the interface contributed to the intellectual, moral and economic development of the rural young people. The following recommendations were suggested; enacting policy in support of rural out-of-school youth entrepreneurship development, effective and efficient utilisation of resources towards empowerment of rural out-of-school youth, establishment of rural micro-credit schemes targeting rural out-of-school youth and development of infrastructure facilities.

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## **DEDICATION**

I dedicate this thesis to my mother, Alice Alicia Mangwende (Nee Kunangura).



## **LIST OF ABBREVIATIONS**

NGO	Non-Governmental Organisation
BOOST	Building Opportunities on Students
IFAD	International Fund for Agricultural Development
FAO	Food and Agriculture Organisation
CZI	Confederation of Zimbabwe Industries
SME	Small-to-Medium Enterprises
TVET	Technical and Vocational Education Training
EFA	Education for All

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.0 Introduction**

The chapter is an overview and orientation to the examination of the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe.

#### **1.1 Rationale of the Study**

Soon after attaining independence in 1980, Zimbabwe's primary and secondary schools enrolment significantly expanded. The most dramatic achievements in providing education for the majority of the population were made during the first decade (Education For All [EFA], 2000). It is cited in the report that the formal sector of the education system was expanded to unprecedented levels with the number of primary schools increasing from 3 161 to 4 504, an increase of 42%. During the same period, secondary schools increased from 197 in 1980 to 1 502 in 1989, a sharp increase of 662%. Schools which had been closed during the war were reopened and expanded while new ones were constructed (Makoni, 2000).

Student enrolment increased by over 200% across the whole system with primary school enrolment jumping from about 820 000 in 1979 to 2.08 million in 1990, an increase of 154% (EFA, 2000). Over-age students were allowed to come back to school. On the other hand public examination results at grade seven ceased to be terminal. Consequently, this "free for all" entry to secondary school led to the achievement of almost 100% transition rate from primary to secondary school (Makoni, 2000).

The increased student enrolment raised a major concern on the adequacy of the quality of education in the country. The rural education curriculum has been regarded as irrelevant and of poor quality (International Fund for Agricultural Development [IFAD], 2013). The curriculum has failed to provide the rural youth with adequate entrepreneurship skills. It lacks solid business management content (Mpofu, 2007). According to the researcher most of the youth who emerge from the country's rural education system do not have the necessary

foundation skills in business. Thus, to a large extent the difficulties faced by Zimbabwe's rural out-of-school youth possibly relate to poor quality of education and irrelevance education curriculum.

One of the difficulties the rural young people have encountered has been the ability to secure employment (Curtain, 2001; Nwigwe, 2010). Zimbabwe's unemployment rate is currently estimated at 85%. Unfortunately, rural youth account for the bigger share of the unemployment rate. The youth unemployment problem has posed complex economic, social and moral policy issues in the form of foregone development capacity, social exclusion, unrest, crime and violence (IFAD, 2013; Kanyenze, Mhone & Sparreboom, 2000).

The inability to find employment creates a sense of worthlessness and potentially idleness among young people that can lead to rising incidence of youth poverty, crime, prostitution and drug abuse (Fifth African Development Forum, 2006). Many rural young people who are struggling with the negative effects of unemployment turn to alcohol and drugs to mitigate the discomfort and sense of helplessness they feel (The Herald, Wednesday 2 September 2011). The inability to secure employment leads to high stress, rejection, fear and frequent bout of depression and the latter are high risk factors for the development of criminal tendencies. The young people end-up turning into hard-core criminals such as robbers and drug dealers. They idolise those who engage in crime for money or those who get into corruption to get rich quickly.

Furthermore, the inability to secure employment makes the rural young people vulnerable to all forms of manipulation. Fisher & Fisher (2012) argue that lack of long-term prospects increases the likelihood that young people will be drawn into antisocial activities. They argue that young people are an easy target for politically driven activities which have a vested interest in perpetuating political endeavours. Thus, the potential cost of failing to provide employment opportunities for young people are enormous (IFAD, 2013).

Persistent high youth unemployment has created the need for policies and programmes promoting youth entrepreneurship (Kapitsa, 2007). In this regard, a number of intervention programmes have been undertaken by both Government and NGOs to address the problem of unemployment among the rural out-of-school youth in Zimbabwe.

Notable programmes include the integrated skills outreach programmes, youth build Zimbabwe, youth leadership development, civic education and youth volunteer corps

programmes running under the auspices of the National Youth Service. The objectives of these programmes were to create employment opportunities for the young people and promote small and medium-scale youth enterprises. However, the efforts of these programmes have not addressed the specific concerns of rural out-of-school youth in Zimbabwe but rather sought to adopt a general approach to all youth problems irrespective of their geographical location.

The efforts to solve the unemployment problem among the rural young people include entrepreneurship skills development (Johnson & Ferej, 1997). Article 15 of the African Youth Charter adopted in Banjul, Gambia in July 2006 provides for the promotion of youth entrepreneurship.

As part of measures to address the problem of youth unemployment, the Government established vocational training programmes and institutions throughout the country with a goal of equipping young people with entrepreneurial technical and vocational skills to prepare them for the world of work.

Worldwide entrepreneurship training and education is regarded as a panacea to unemployment, poverty and poor economic growth (Msipah, Chavhunduka, Jengeta, Mufudza & Nhemachena, 2013). It awakens the rural young people to the possibility that self-employment could be a viable career option (UNESCO, 2006). In support, Mureithi (2008) argues that entrepreneurial technical and vocational skills training have been used by several developed countries as an instrument of development.

It is on this basis that the Government of Zimbabwe has identified entrepreneurship skills development as a major policy thrust to achieve economic growth (Maseko & Manyani, 2011). Botha, Nieman & Van Vuuren (2006) argue that one way of enhancing entrepreneurial activity is through providing entrepreneurship training to potential and existing entrepreneurs. In order to have these skills developed among the rural youth somebody has to assist in the development. The question is who does that. It is supposed to be the State but unfortunately it has limitations. Though it may want to but it is unable. Practical entrepreneurship training requires infrastructure development such as incubation centres, machinery and equipment. Setting up the infrastructure required for effective youth entrepreneurship skills development presents a budgetary constraint for the Government of Zimbabwe.

There is need for collaboration of development partners. Therefore, NGOs are coming aboard as a complementary role to the government. Since most donor countries channel aid through NGOs, the financial soundness of the NGOs is critical to the entrepreneurship development of rural out-of-school youth in Zimbabwe. It is against this background that the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe became the preoccupation of the study.

## **1.2 Objectives of the study**

The purpose of the study was to explore the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe.

The study was guided by the following research objectives:

- To examine the relationship between NGOs entrepreneurship intervention programmes and rural out-of-school youth
- To explain the reasons for the establishment of the NGOs-Rural out-of-school youth relationship
- To describe how the relationship impacts on the rural out-of-school youth

## **1.3 Research Questions**

In order to accomplish the above objectives, the following are the critical questions of the study.

- What is the relationship between NGOs entrepreneurship intervention and rural out-of-school youth in Zimbabwe?
- Why does this relationship happen?
- How does this relationship impact on the rural out-of-school youth?

## **1.4 Significance of the study**

The study has the possibility to contribute to the empowerment of the rural youth in Zimbabwe by creating literature that will enable policy makers, stakeholders and entrepreneurship programmes designers to develop rural youth's economic potential in order to improve their quality of life. It will serve as an information base about the inherent components of the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. It would also bring forth the nature of intervention

programmes being undertaken by NGOs in Zimbabwe. Collecting and publishing information about the NGO-Rural youth interface can be one strategy to keep rural youth entrepreneurship development on the public agenda.

### **1.5 Delimitation of the study**

The study focused on the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe. The interface was chosen as a theoretical framework since it was necessary to take into account the actions of the NGOs and rural out-of-school youth and construe them clearly. It was necessary to show how these two social actors mix with one another through accommodation and negotiation.

The research participants were drawn from Wedza district in Mashonaland East province. The problem of rural out-of-school youth entrepreneurship development in Wedza district presented me with an opportunity that I immediately grasped for the research. I observed that resource-poor out-of-school youth in the district encountered tremendous challenges and hurdles in business creation and operation leading to adverse effects on their livelihoods. Hence, my effort in this study was directed towards a real problem in the district. Besides, the district was selected because it was relatively easy to reach and the most familiar to me.

The NGO was chosen because it is the leading institutional youth fellowship promoting productivity through economic empowerment and social transformation among out-of-school youth in Zimbabwe.

### **1.6 Organisation of the Thesis**

This thesis on the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development comprises seven chapters. Chapter One provided insight into the rural out-of-school youth situation in Zimbabwe. It looked at the socio-economic factors affecting the rural out-of-school youth in Zimbabwe. The chapter presents the rationale of the study which is interrogated from the perspectives of unemployment, poverty, anti-social tendencies, irrelevant education curricula and inadequate entrepreneurial skills.

Chapter Two defines the conceptual and theoretical framework of the study. It reviews the theory of rural entrepreneurship development and defines the concept of the interface and outlines the key elements of an interface approach. The chapter also defines NGOs, their classification and evolution. This is followed by theorising youth.

The chapter examines the concepts and theories of entrepreneurship from its nascence till today. There are distinct but closely related definitions of entrepreneurship (Cole, 1959; Gebretinsae, 2007; Kao & Stevenson, 1984; Kumar, 2008; Naidu & Krishna-Rao, 2011; Reynolds, 2005; Schumpeter, 1934; Stevenson & Jarillo, 1990; Timmons, 2009). Their major proposition is that entrepreneurship is characterised by opportunity identification, venture creation, resource mobilisation and wealth creation.

Many authors have written about the interface concept. Laurel (1990), Long, (1999, 2001) and Drucker (2011) have conceptualised the interface. These writers have focused on the notion of social interface. However, many other writers have conceptualised the interface in relation to human-computer interaction.

The interface is conceptualised as a point of intersection, a face-to-face encounter, an overlap between two subjects or a mediating environment linking two social actors (Drucker, 2011; Laurel, 1990; Long, 2001). That is, the interface represents the cross-over moment between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. It happens in situations where the contact between two different life-worlds is that of bridging (Long, 2001). It constitutes the bridging of planned intervention programmes to rural young people entrepreneurship development. The literature argues that interface is an area of negotiations, cultural paradigms, knowledge transfer processes, power bargaining and strategic relationships (Long, 1999).

In the following section the chapter walks us through the concept of an NGO. Conceptualisation of NGOs has been done extensively around the globe. Notable writers include Bank & Hulme (2012), Lewis & Kanji (2009), Clarke, (1998), Kim (2011), Streeten (1997), Davids (2005), Willet (2001), Takure (2009), and Mpofu (2011). The last three authors representing local writers.

The authors put forward the notion that NGOs are characterised by being philanthropic, humanitarian, self-governing, non-commercial, voluntary, benevolent, developmental and grassroots-oriented. In addition, they are low-cost oriented as a result of adopting technological innovation within their operations, efficiency driven and inspiration triggers. Through bottom-up approaches they manage to be the vanguard of sustainable development.

The literature classifies NGOs into local, regional and global in accordance to their operational boundaries. Some literature divides them into secular and faith-based NGOs

while other apportion them according to the nature of their projects; developmental or advocacy. The most commonly adopted categorisation is first, second, third and fourth generation notion. That is, welfare NGOs, small-scale self-reliance driven NGOs, environment concerned NGOs and socio-political change-driven NGOs respectively. The literature suggests that most of the NGOs in Zimbabwe are development-oriented with emphasis on initiating small-scale self-reliance projects to vulnerable and disadvantaged people.

The term youth has been conceptualised both quantitatively and qualitatively in the chapter. However, the chronological age has prevailed for its simplicity. Commonly used definitions have been adopted from local and international institutions such the UN, Commonwealth, European Commission and national youth policies. Reviewed literature shows that some of the youth age ranges are wide (12 to 35) while others are narrow (18 to 30 years).

Chapter Three draws on a literature review of the relationship between NGOs entrepreneurship intervention programmes and youth. It also draws on a review of the reasons for the relationship and ends with a review of the impact of the relationship encounter to the youth.

It is argued that there is a strong relationship between NGOs and youth. NGOs play a major role towards the youth entrepreneurship development. Several research studies (Adegoroye & Adegoroye, 2008; Adesope, Amadi & Agumago, 2010; Butler, Taggart & Chervin, 2012; Hajdu, Ansell, Robson, Van Blerk & Chipeta, 2011; Kapitsa, 2007; McIntyre, 2009; Mpofu, 2007; Nwigwe, 2010; Shrestha, 2011; Waitherero, 2012) have found that NGOs intervention programmes are actively providing a wide range of theoretical business and management skills to young people.

NGOs have taken a further step forward through equipping the youth with practical life-long skills. I reviewed the works of Adesope et al. (2010), Fischer and Fischer (2012), Ignatowski (2007), Rahman (2008), Hartl (2009) and Sesnan, Wood, Anselme and Avery (2004) to mention a few.

The chapter also reviews literature on why out-of-school youth engage into NGO entrepreneurship intervention programmes. Based on the literature it is proposed that young people are driven by both intrinsic and extrinsic factors. The young people engage in NGOs activities because of the materials gains accrued from the relationship.



Thus, the chapter ends with a review of literature on the impact of NGO entrepreneurship intervention programmes on out-of-school youth beneficiaries. Studies (Alzua, Cruces & Lopez, 2013; Biemans & Mulder, 2010; Hilal, 2012; Mahajan & Kamble, 2011; Puerto, 2007; Schoof, 2006; Sigalla & Carney, 2012) show that participating youth benefit to a large extent. Major highlights showing the impact include increased income, enhanced business growth, gainful employment, improved employability, increased self-esteem, improved livelihood, improved standard of living, reduced poverty, increased self-reliance, improved communication, improved teamwork, better work habits, feelings of success, hope and progress, higher educational aspirations and long-term commitment to projects.

Chapter Four discusses the methodology used in this research study. This chapter outlines the research philosophy and research design as well as the research instruments used in collecting data.

The qualitative research was the most appropriate design for the study. A case study design was adopted since I sought to examine the relationship between NGOs intervention programmes and rural youth entrepreneurship development in its natural setting. Purposive and stratified sampling techniques were used to select the sample of study participants. Questionnaires, interviews and documentary analysis were used to gather data from the participants.

Chapter Five takes the readers through an exploration of the young rural entrepreneurs' stories and provides a narrative of their enterprising journey. It discusses the emerging themes and assists in understanding the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe.

Through the intervention programmes possibilities and opportunities are communicated to the rural young people. It is argued that most of the communication between the NGOs and youth is through word of mouth and print media.

The rural young people participate in negotiated and partially negotiated entrepreneurship curricula. The youth negotiate over the objectives, content, organisation and evaluation of the entrepreneurship programmes.

It is argued that there is a strong relationship between NGOs intervention programmes and rural out-of-school youth in Zimbabwe. The major relationships between them revolve around provision, facilitation, mentorship and enabling activities. The core aim of the NGOs

intervention programmes is to develop entrepreneurship skills among the youth through capacity building in entrepreneurial skills. Capacity building involves the development of a favourable environment that allows rural out-of-school to build and enhance entrepreneurial knowledge and skills.

The rural out-of-school youth in Zimbabwe are provided with business management skills. The results reveal that the entrepreneurship skills training covers product development, market identification, budgeting, recording-keeping, business planning, customer care, business financing, costing, pricing, business formalisation, leveraging technology, team building, grooming, etiquette, legal matters, people management, business negotiation, systems setting, financial statements presentation and business strategizing skills.

In addition to business management knowledge and skills, the rural young people are provided with technical and vocational skills. Through the intervention programmes the rural out-of-school youth learn about motor mechanics, carpentry, building, sewing, crop and livestock production, bee-keeping and other life-long hands-on skills.

It is also argued that the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development lead to the formation and growth of agricultural, manufacturing, services and retail youth enterprises. Through the intervention programmes the rural young people establish market gardening, cash crops, dairy milk, livestock farming and carpentry. In the same manner, stonework, utilities, sewing and construction projects are also established. Through the NGOs intervention programmes the rural young people create enterprises to offer hairdressing, motor mechanics, take-away and secretarial services. More so, through the intervention programmes the rural young people open retail shops for hardware, electrical, clothing and grocery products.

The relationship between NGOs and rural youth has facilitated the establishment of social networks between the young people and suppliers, customers, business advisors, financiers and fellow youth elsewhere.

The chapter also explains the reasons for the relationship between NGOs and rural out-of-school youth. It unpacks the motivational factors driving the two social actors into a relationship encounter. The chapter ends with an examination of the impact of the relationship on the rural out-of-school youth.

Chapter Six provides a discussion of the findings. Chapter Seven, the final chapter in the study, provides a theoretical model of the interface between NGOs entrepreneurship intervention programmes and rural out-of-school youth in Zimbabwe.

In the next chapter the conceptual and theoretical framework is presented.

## **CHAPTER TWO**

### **CONCEPTUAL AND THEORETICAL FRAMEWORK**

#### **2.0 Introduction**

This chapter presents the conceptual and theoretical framework for the study. Two theories have been chosen for the theoretical frameworks. The chapter outlines the rural entrepreneurship and interface theories. These frameworks are heavily indebted to Kayne (2000) and Long (1999, 2000) respectively. The knowledge of the rural entrepreneurship and interface theories has led me to define the frontiers of the research field I have chosen. This has also helped me link my study to current studies in rural entrepreneurship development. Becoming familiar with the rural entrepreneurship and interface theories has helped me fit my findings into the body of knowledge.

The chapter reviews the concept of NGO. The concept is further developed to outline how NGOs emerged, their features and how they are classified in different parts of the world.

Next the chapter reviews the term youth. It is interesting to note that the term youth is defined differently in different circumstances. The literature shows that there is no common definition of youth.

#### **2.1 Concept of Entrepreneurship**

Schumpeter (1934) described entrepreneurship as a process of breaking existing systems of production through new methods of production and trade. The definition implies the process where new methods of production are introduced in the economy. Existing systems of production can be enhanced through the adoption of technological advances in agriculture, manufacturing and services. Trade can be enhanced through the adoption e-marketing and e-commerce.

Cole (1959) described entrepreneurship as an activity to initiate the production and distribution of goods and services, maintaining the activity and making profit. Activities aimed at initiating business enterprises may include idea generation workshop for out-of-school youth. Activities to maintain the enterprises include management skills development.

The definition implies the organisation of an enterprise and gaining excess amount of money from subtracting the cost of producing goods or services from the revenue earned from selling them.

Higgins described entrepreneurship as the process of identifying opportunities, creating an enterprise, mobilising capital, hiring labour and undertaking a new production process. The definition brings out the notion of opportunity identification and it implies establishment of the most suitable circumstance for initiating an enterprise. Similarly, Stevenson and Jarillo (1990) described entrepreneurship as a process by which individuals pursue opportunities. In the same manner, Reynolds (2005) described entrepreneurship as the discovery of opportunities and the subsequent creation of new economic activity through the creation of a new organisation. The definition implies the creation of an enterprise after identifying opportunities in the market place. The definition implies the search and chasing of suitable circumstances for entering into business. Opportunities can be identified in the agricultural mining, retail and services sector. Rural youth are encouraged to prepare bankable business proposals targeting business venture creation. Capital required can be sourced from banks and micro-credit schemes. There is abundant cheap labour for hiring among most rural areas in Zimbabwe due to high level of unemployment.

Ronstalt described entrepreneurship as a dynamic process of creating wealth through value addition to products and services. The definition implies the generation of money and property through production and marketing of goods and services. The notion of value addition is encouraged in Zimbabwe, a nation endowed with mineral wealth and good climatic conditions for agriculture.

Kao and Stevenson (1984) described entrepreneurship as an attempt to create value, recognition of business opportunity, the management of risk-taking appropriate to the opportunity, communication, management and mobilisation of human, financial and material resource necessary to bring an enterprise to fruition. The implication of the definition means that entrepreneurship is a combination of management and business knowledge and bringing together means of production to create a successful enterprise. It also entail that entrepreneurship involves communication of ideas and knowledge.

Hisrich (1985) described entrepreneurship as the process of creating something with value by devoting the necessary time and effort, assuming the accompanying financial, psychological and social risks and receiving the resulting rewards of monetary and personal satisfaction and

independence. Risk management is crucial for a sustainable enterprise. This definition seems to favour young people who by nature are risk-takers. Risk-averse rural youth might not be able to create business enterprises.

Dollinger (2003) described entrepreneurship as the creation of an innovative economic organisation for the purpose of gain or growth under conditions of risk and uncertainty. Investment in research and development tend to create opportunities for innovative economic business projects. Rural youth can take advantage of many inventions that have been introduced in the production and marketing of goods and services. Without adopting innovation and technological change rural youth entrepreneurship would die due to its own inefficiencies.

Gebretinsae (2007) described entrepreneurship as the process of identifying opportunities in the market place, marshalling resources required to pursue opportunities and investing the resources to exploit the opportunities for long term gains. Rural youth in Zimbabwe can identify the problems and needs of people in the surrounding communities and strive to satisfy those needs through the provision of goods and services. The definition implies the transformation of physical, reputational, organisational, financial, intellectual and technological resources into profit and wealth for the creator of an enterprise.

Kumar (2008) described entrepreneurship as the ability to make something out of nothing. The definition implies that entrepreneurs start enterprises with no means of production but count on creativity, innovation and having the ability to mobilise resources required to produce and/or distribute goods and services. The ability to make something out of nothing might be unimaginable for the majority of the rural youth.

Timmons (2009) described entrepreneurship as a human creative activity. Timmons' description is too general such that it has limited application to rural out-of-school youth's endeavours towards employment creation. However, the definition can be taken as implying that entrepreneurship is a process of showing imagination and originality in making goods or services.

Naidu and Krishna Rao (2011) described entrepreneurship as a dynamic activity which helps the entrepreneur to bring changes in the process of production, innovations in business, new ideas and usages of resources and establish new market. The implications of the definition are that it is an activity to bring in new processes of production and introducing new ways of

doing things. It also implies fresh business ideas and developing new markets for existing goods or services.

According to Naidu and Krishna Rao (2011) it is the process of identifying opportunities in the market place, arranging the resources required to pursue these opportunities and inverting the resources to exploit the opportunities for better gains. Dollinger (2003) classified the resources into physical, reputational, organisational, financial, intellectual and technological.

In almost all cases the definitions stress six basic features of the process of entrepreneurship;

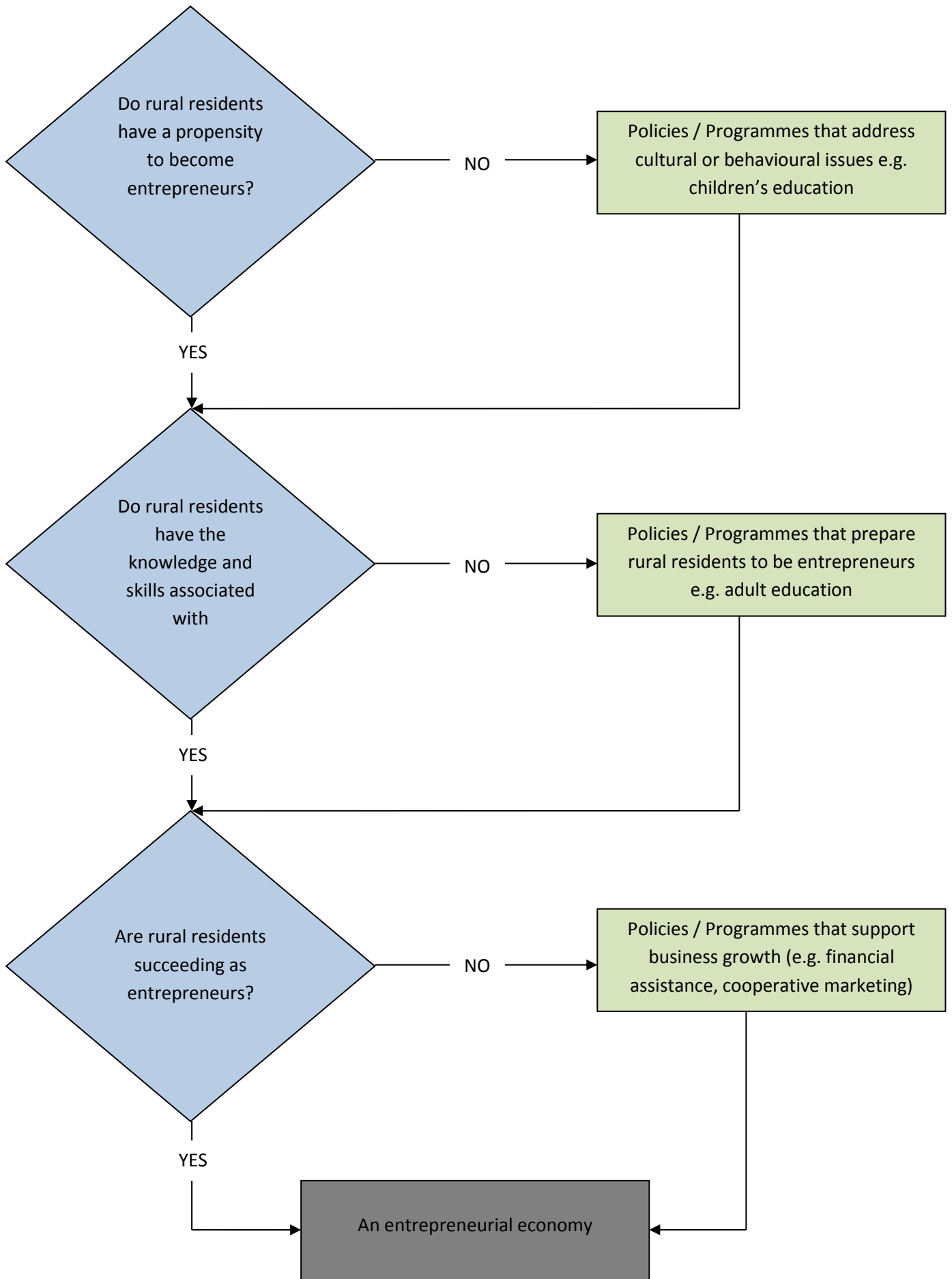
- The identification of business opportunity
- The creation of a business venture
- The determination and mobilisation of resources
- Running the venture
- The possibility of facing a business loss
- Realisation of profit and wealth creation

Therefore entrepreneurship development agencies need to focus on the development of the first four features among rural out-of-school youth. Hence, the concept of entrepreneurship is quite rich in the sense that creation entails originality of a business idea. The term economic organisation means an enterprise for the purpose of generating income. Risk implies the chance of the enterprise suffering a loss, while uncertainty implies an unreliable, erratic and unpredictable operating condition.

### **2.1.1 Theoretical Framework for Rural Entrepreneurship**

This study is guided by the rural entrepreneurship framework developed by Kayne (2000).

Kayne (2000) argued that lack of propensity in pursuing entrepreneurial activities is addressed through the establishment of programmes and policies that address cultural and behavioural issues. Kayne further outlined that knowledge and skills associated with entrepreneurial behaviour are acquired through programmes and policies that prepare the rural young people to become entrepreneurs. More so, good performance of rural young people is attained through programmes through programmes and policies promoting business growth and self-sustenance.





### **2.1.2 Conceptual Model of Entrepreneurship**

Kao (1989) described the conceptual model of entrepreneurship, citing four features namely entrepreneurial person, task, environment and organisation. Later Kumar (2008) described a framework of entrepreneurship anchored on personal, environmental, sociological and organisational factors.

Individual attributes like skills, styles and motives defined the entrepreneurial person (Kao, 1989). The skills cited by the author range from intuition to analytical approaches. The styles involve networking and socialisation while intrinsic motivation drives the motives. Meanwhile, Kumar (2008) cited age, education, gender and personal values as some of the personal factors. Apparently, this is what Kayne (2000) defined as the propensity of becoming entrepreneurs.

Recognising and exploiting opportunities are the entrepreneurial tasks. The major tasks include mobilisation of resources such as capital and labour. Those factors relating to the task were cited as development of business plan, market research, accumulation of resources, producing and marketing of goods and services (Kumar, 2008). The other tasks are informational, interpersonal and decisional management roles. Mintzberg (1973) cited interpersonal role as those that include figurehead, leadership and liaison activities, while informational roles as those that include monitoring, disseminating and spokesperson activities and decisional roles as those that include being a resources allocator and negotiator.

The environment influences, facilitates and hinders the development of entrepreneurship. According to Kao (1989) the environment is composed of economic, social, political, technological and legal factors. The economic factors affecting the development of entrepreneurship are capital, labour, raw materials, market and infrastructure. Social factors affecting the development of entrepreneurship are cultural practices, family background, education, experience, societal attitudes and networks. Kumar (2008) cited entrepreneurial parents, family support and role models as constituting the sociological factors. Other factors relating to the environment were cited as capital availability, presence of experienced entrepreneurs, technical skills availability, accessibility of transport, availability of supporting services and support of financial institutions (Kumar, 2008). The entrepreneurial organisation includes structures, systems, values and norms Kao (1989). These facilitate or hinder the development of entrepreneurship.

### **2.1.2 Entrepreneurship Development**

Kumar (2008) asserted that entrepreneurship development is critical to economic development and individual well-being. Economic development implies the development of business enterprises resulting in an increase in the income of individuals and community in general. Production and/or distribution of goods and services contribute towards the standard of living of individuals.

Several schemes and programmes have been formulated in different countries targeted toward the development of entrepreneurial skills. Technical vocational schemes and programmes have been the most cited. Kumar (2008) suggested the need to incorporate vocational subjects in the education system. Gebretinsae (2007) described entrepreneurship development as an educational process and an endeavour of inculcating entrepreneurial skills required for setting up and operating business units. The assertion implies the development of an entrepreneurship curriculum. Out of the curriculum, knowledge and skills in technical, financial, marketing and managerial areas are inculcated among rural out-of-school youth.

Naidu and Krishna Rao (2011) cited five levels in the development of entrepreneurship. The authors mentioned identification of an opportunity, evaluation of the opportunity, preparation of the business plan, determination and organization of the resources and management of the enterprise.

The first level involves identifying opportunities from own ideas or from external sources such as consumers, business associates and consultants. Government departments, private agencies and NGOs also provide business opportunities. The level involves evaluation of the opportunity. This is considered the most critical as it provides an analysis of the risk and return of the project. The third level involves development of a business plan. This is essential for the determination of the means of production required for a successful enterprise. The fourth level involves the organisation of the resources. The fifth level involves the management of the enterprise. Management of a business entails planning, organising, staffing, directing, controlling, marketing, product development and cost accounting.

Naidu and Krishna Rao (2011) suggested that to develop entrepreneurship there is need to provide basic entrepreneurship education, conduct workshops, provide marketing assistance and provide training for development of entrepreneurship skills. The researchers argued that

knowledge and skills in business management are a prerequisite for successful management of an enterprise.

## **2.2 The Interface Theory**

Research publications that focus on the interface between intervention programmes and entrepreneurship development are many, but very few relate to the interface between NGOs' intervention programmes and rural out-of-school youth entrepreneurship development.

Long (2001) defined an interface as a point of intersection between different life-worlds. An interface implies a face-to-face encounter between individuals or social units. An interface is also described as an overlap where two phenomena affect each other or have a link with each other. The point of interaction, face-to-face encounter or overlap as highlighted by Long (2001) defines the relationship between NGOs entrepreneurship intervention and rural out-of-school youth in Zimbabwe. Drucker (2011) defines interface as an entity that supports certain activities. Laurel (1990) described the interface as an artefact of complex processes and protocols in which our behaviours and actions take place. Put in another way, an interface is a mediating environment that makes the experience (Laurel, 1990). Thus, an interface is point of intersection, a face-to-face encounter, an overlap between two subjects, an entity linking activities, an artefact of processes or a mediating environment. From the above definitions it is argued that the point of intersection, the face-to-face encounter, the linking entity or the mediating environment between the NGOs intervention programmes and rural out-of-school entrepreneurship development is the interface between them.

Long (1999) argues that interfaces typically occur at points where different life-worlds intersect. In this intersection, different social actors mix with one another negotiating. Nuijten (1998) examined the interface between local peasant groups, government agencies and entrepreneurs. In her examination she made use of the interface approach and argued that social entities converge at the intersection negotiating. These interfaces occur in situations in which the interactions become oriented around problems of bridging, accommodation, segregation or contesting social and cognitive standpoints (Long, 1999). Different interests, relationships and modes of rationality and power are found on the interface (Long, 1999). This study examines a situation in which the interaction becomes that of bridging NGOs intervention programmes and youth entrepreneurship development.

According to Long (1999), the interface theory aims to elucidate the types of linkages present in bridging situations. In this study the interface theory also elucidates the types of connections linking NGOs intervention programmes and rural youth entrepreneurship development. Bridging situations presents the issue of accommodation and negotiations. NGOs and rural out-of-school youth manoeuvre themselves through accommodation and negotiation.

It is argued that the NGOs and rural out-of-school youth as social systems interact in their own worlds working on how to achieve certain goals set by themselves or goals determined by the society they live in (Long, 1999). NGOs endeavour to accomplish goals set by their donors while rural out-of-school youth have goals set by themselves, family and society. Thus, the interface is a point of confrontation or mediation of NGOs intervention programmes and youth entrepreneurship development representing different interests and backed by different resources.

In the next section I present the key elements of the interface theory as proposed by Long (1999; 2001).

### **2.2.1 Key elements of an interface theory**

Interface theory focuses on the linkages and networks that develop between individuals or parties. In this study the theory examines the social networks and other linkages that have developed between NGOs intervention programmes and youth entrepreneurship development in Zimbabwe. Such linkages and networks influence the level of rural youth entrepreneurship development in Zimbabwe.

### **2.2.2 Interface as a site for negotiation**

The interface interactions presuppose some degree of common interest (Long, 2000). There should be a common interest towards rural out-of-school entrepreneurship development. Achievement of a common interest requires extensive negotiations between the NGOs and rural youth. Since negotiations at the interface are carried out by individuals who represent particular constituencies, groups or organizations, these individuals must respond to the demands of their own groups as well as to the expectations of those with whom they must negotiate with (Long, 1999). In this way some degree of common interest is achievable.

NGOs and rural youth engage in negotiation to establishment of a middle ground between them. Continued negotiations encourages the development of boundaries and shared expectations that shape the interaction of the participants so that over time the interface itself becomes an organized entity of interlocking relationships (Long, 1999).

### **2.2.3 Interface as a site of cultural paradigms**

Interfaces situations often provide the means by which individuals or groups come to define their own cultural positions. In this study the cultural positions are caused by wide gaps in social, economic and educational background between NGOs and rural out-of-school youth.

The interface is a manifestation of the dominance and legitimacy of particular socio-cultural paradigms. Identifying this interface shows how it can be altered by everyday practices and how in turn everyday practice is altered by the interface (Long, 1999).

Opinions on entrepreneurship development expressed by programme coordinators, field officers, youth officers and out-of-school youth seldom coincide. Hence these actors often disagree on the priorities of entrepreneurship development. Their differences reflect differential patterns of socialization and professionalization, which often result in miscommunication (Long, 1999).

### **2.2.4 Interface as a site of knowledge processes**

Knowledge is a cognitive and social construction that results from and is constantly shaped by the experience and encounters that emerge at the points of intersection between different actors' life-worlds (Long, 1999). Entrepreneurship development intervention programmes entails the interplay of expert versus lay forms of knowledge. It is argued that most rural out-of-school youth enter entrepreneurship intervention programmes as strangers with a dim understanding of business enterprising. NGOs are experts in developmental theories.

### **2.2.5 Interface as a site of strategic relationships**

Negotiations over resources between the social actor result in power and strategic compliance (Long, 1999). NGOs and rural youth negotiate over financial, material and human resources leading to strategic relationships between them. Access, control and ownership of resources contribute significantly to rural out-of-school entrepreneurship development in Zimbabwe.

### **2.2.6 Interface and intervention**

Interface theory contributes to an understanding of how processes of entrepreneurship intervention enter the life-worlds of the out-of-school youth. In this way interface theory sees the concept of entrepreneurship intervention as an on-going socially constructed and negotiated process, not simply the execution of an already-specified plan of action with expected outcomes (Long, 1999). Hence it is important to focus upon entrepreneurship intervention practices as shaped by the interactions among the various participants, rather than simply on entrepreneurship intervention models.

Long (1999) argues that entrepreneurship intervention is a transformational process that is constantly re-shaped by its own internal organizational, cultural and political dynamics and by the specific conditions it encounters. The interaction between NGOs involved in implementing particular development programmes and the recipient out-of-school youth must be analysed as part of the on-going processes of negotiation, adaption and transformation of meaning that takes place between them.

The interface theory entails not only understanding the power differentials between the NGOs and youth, but also understands the dynamics of cultural accommodation that makes it possible for the two entities to interact.

An awareness of the dynamics of interface encounters and how they shape events and actor interests and identities is critical. Thus, as borrowed from the ideas of Long (1999) it is the day-to-day decisions, routines and strategies that make or break entrepreneurship intervention programmes.

### **2.3 Defining Non-Governmental Organisations (NGOs)**

Lewis and Kanji (2009) defined NGOs as organisations which derive their values from a long-term tradition of philanthropy. The World Bank (1992) defines NGOs as groups and institutions having primarily humanitarian objectives. Thus, NGOs are humanitarian organisations guided by philanthropic values. They care for the vulnerable and disadvantaged people in society. It is argued in this study that NGOs are public organisations concerned with the welfare of the rural out-of-school youth. According to Bebbington, Hickey, & Mitlin (2008) disadvantaged groups in communities are empowered through intervention programmes.

They are independent organisations not in the business of making money (Bank & Hulme, 2012, Lewis & Kanji, 2009). Their objectives are non-commercial (The World Bank, 1992). Thus, NGOs are neither in the business of making money, running commercially nor profit-oriented.

These voluntary, benevolent and self-governing organisations are geared to improving the quality of life for disadvantaged people and the socio-economic conditions of marginalised communities (Kim, 2011; Vakil, 1997). This means NGOs play a significant role towards the livelihood of rural out-of-school youth in many parts of Zimbabwe.

According to Bank and Hulme (2012) NGOs are grassroots-driven. Their grassroots linkages enable them to design services and programmes centred on the basis of community participation (Bebbington et al., 2008). They pursue participatory and people centred forms of development programmes.

In a nutshell, NGOs are philanthropic, humanitarian, benevolent, self-governing, non-commercial, non-profit-driven, professional, voluntary, grassroots-driven and community participation-oriented organisations.

### **2.3.1 Characteristics of NGOs**

Studies (Lewis & Kanji, 2009) have identified the characteristics of NGOs as large or small, formal or informal, bureaucratic or flexible, generally externally funded, run by highly professionalised staff and relying heavily on volunteers and supporters. They are also characterised as developmental, concerned with the mobilisation of resources, inspiring and improving thinking and action among disadvantaged communities. They promote social, political or economic change among the disadvantaged societies through capacity building.

Streeten (1997) added that NGOs are characterised with low cost operations and efficiency oriented towards sustainable development.

Furthermore, Davids (2005) described the NGOs as instruments of micro-level development applying participatory bottom-up approaches, assisting in the transfer of technology to fit local conditions and adopting a social learning process approach in formulating innovative responses to local needs.

### **2.3.2 The Rise of NGOs**

The rise of NGOs is as a result of several factors. Bank and Hulme (2012) argue that failure of state-led development policies and programmes fuelled interests in NGOs as development agencies. The emergence of NGOs has centred on their ability to provide effective programmes which are people-centred and necessary for addressing poverty (Bebbington et al., 2008). The studies speak of the need to address the effects of poverty and failure of government policies and programmes triggering the rise of NGOs intervention. Poverty is perceived as a technical and managerial problem that must be addressed through service delivery and welfare provision (Bank & Hulme, 2012). Thus, NGOs offer a broad spectrum of services including livelihood interventions and education services (Bank & Hulme, 2012). The livelihood interventions encompass entrepreneurship skills development programmes for rural out-of-school youth.

### **2.3.3 Classifications of NGOs**

Willet (2001) categorises NGOs into local, provincial, national, regional and global. Local NGOs operate community-based programmes and focus on smaller regions. National NGOs cover one nation while regional and global NGOs cover more than one country (Kim, 2011) and the latter are referred to as international NGOs (Bank & Hulme, 2012). Kim (2011) argues that regional and global NGOs have a greater range of projects. They have finance and resources but have limited grassroots knowledge, choosing instead to work with local and national NGOs who are closer to the marginalised people in terms of geographical location, culture and language (Bank & Hulme, 2012).

Lewis and Kanji (2009) classify them into secular NGOs and faith-based organisations. Faith-based NGOs belong to religious groups while secular ones have to do with worldly affairs rather than spiritual or religious ones.

The World Bank (1992) classifies NGOs into operational and advocacy NGOs. Operational NGOs design and implement development-related projects. NGOs in this category deliver services to people. Service activities of NGOs are observable in emergency or disaster conditions (Kim, 2011). Development-related projects relate to economic development, agriculture and community development (Ahmed & Potter, 2006). They also deliver educational programmes to the communities (Lewis, 2007). Advocacy NGOs defend and promote a specific cause or policy (Kim, 2011).



Some authors classify NGOs into first, second, third and fourth generations. The first category comprises of welfare NGOs and is referred to as the first generation of NGOs (Moyo, 1995; Takure, 2009). The first generation NGOs were concerned with addressing immediate needs through undertaking relief and welfare work (Lewis & Kanji, 2009). First generation NGOs were concerned with direct service delivery to meet immediate deficiencies and shortages such as food, health care and shelter (Ellwood, 1995). These NGOs were also concerned with humanitarian assistance during emergency times such as floods and wars. They provided free goods and services to the disabled, poor, young and the elderly people. Much of their intervention programmes revolved around activities such as giving hand-outs and taking care of the needy such as orphans, abandoned babies, the disabled, homeless people and the elderly (Moyo, 1995).

The attainment of independence in 1980 saw previously welfare organisations turning to developmental programmes (Matenga, 2001; Takure, 2009). This brings us to the second category of NGOs and is referred to as the second generation type of NGOs called development NGOs. The second generations NGOs shifted towards building small-scale, self-reliant local development initiatives (Lewis & Kanji, 2009). Development NGOs provided support to resettled people, agricultural skills to rural communities and promoted programmes for the advancement of women through local income generating projects. Income generating projects for the advancement of women included small-scale projects like poultry, vegetable plots, piggyery, knitting, carpentry, weaving, jewellery making and pottery (Muir & Riddel, 1992; Nyathi, 2012). According Nango report (2000) NGOs are engaged in a wide range of development work stretching from children's rights, advancement of women, disabled persons, HIV/AIDS, environment protection, democracy and governance, vocational skills training, poverty alleviation to human rights, humanitarian aid to rural development.

The third category comprises of environmental NGOs and is referred to as the third generation type of NGOs. According to Lewis & Kanji (2009) the third generation NGOs focus on sustenance of the environment. Environmental NGOs deal with natural resources conservations and management (Sibanda, 1994). The fourth generation NGOs are linked to social movements (Lewis & Kanji, 2009).

Meanwhile there have been new trends in the growth and development of NGOs in Zimbabwe. Many NGOs in the country are engaged in integrated rural development. Integrated development involves work on humanitarian relief, long-term development, policy

formation and political advocacy (Tengende, 2005). Such NGOs provide welfare support to the needy, promote people's initiatives in development and advance for environmental conservation (Moyo & Makumbe, 2000). Integrated welfare and developmental NGOs play a complementary role to the state in alleviating poverty, food insecurity and initiating development in Zimbabwe's rural areas (Nango report, 2000). Thus, NGOs deliver emergency relief and development services to many people in remote areas as part of an integrated rural development approach (Suharko, 2007).

#### **2.3.4 The Historical Development of NGOs in Zimbabwe**

The growth and development of NGOs in Zimbabwe is traced back to the second war (1939-45). Arguably the reason behind the formation of NGOs in the country was essentially humanitarian aimed at alleviating the effects of liberation war-induced illnesses. So NGOs provided welfare services which included psychological counselling meant to minimize social trauma.

Policy instruments and legislative framework that govern the NGOs facilitate or constrain the nature of intervention programmes for youth. The first NGO law in the then Rhodesia enacted in 1968 was known as the Welfare Organisation Act (Moyo, 1995). Religious groups formed a number of NGOs because this was part of putting into practice religious teachings and beliefs (Moyo, 1995). These white-led NGOs operated under the auspices of large Christian church denominations and were established to deal with social welfare issues (Takure, 2009). The attainment of independence in 1980 ushered in a new era for the NGOs in Zimbabwe (Mpofu, 2011). The transformation of NGOs after attainment of independence was driven by changes in the political and socio-economic environment.

The mandate of NGOs demands the incorporation of developmental assistance to the youth. Thus the next section conceptualises the term youth.

#### **2.4 Conceptualising Youth**

The term youth is defined quantitatively using the chronological age. It is also defined qualitatively using various specifications.

It is generally the case that youth as a social group are defined in terms of age (Chigunta, 2002). The United Nations considers any person between the ages of 15 to 24 as youth. Other international bodies have contributed towards understanding the definition of youth. The

Commonwealth considers youth as those falling in the age range 15 to 29 years, while the World Health Organisation defines youth as people aged 10 and 24.

National institutions have also developed their peculiar definition of youth. The Zimbabwe Statistical Agency uses the 10 to 24 age group to define the youth population. On the other hand the Zimbabwe National Youth Policy refers to 10 to 30 year-olds as youth. For the purpose of funding youth projects, banks in Zimbabwe regard youth as people aged between 18 and 35.

The following table gives the definition of youth in some African countries. Most African countries have either adopted the United Nations or Commonwealth definition of youth (Chigunta, 2002).

Table 2.1 Definition of Youth Age in Commonwealth Countries in Africa

Country	Youth Age Group
Botswana	12-29
Ghana	15-35
Namibia	14-25
Seycheles	15-30
Sierra Leone	15-30
Tanzania	15-35
Zambia	15-25
Uganda	18-30
South Africa	15-35
Lesotho	12-35
Nigeria	12-30
Swaziland	12-30
Gambia	12-30
Mozambique	15-35
Mauritius	14-25
Kenya	15-35
Zimbabwe	15-30

(Mkandawire, 1996)

An analysis of the country definitions reveals that the term youth varies between the ages of 12 to 35 years, but this general view suffers great discrimination from various social, political, religious, cultural, ethnic and cultural groups as they apply various specifications to this group of people.

The definition of youth may not be in terms of age but related to the state of being young. Youthfulness may be referred to a particular mindset or attitude. A person may be regarded as a youth depending on the level of thinking or behaviour. It may also refer to the quality of imagination, a predominance of courage over being timid or an appetite of adventure and heroism.

Different religious groups in different parts of the world define youth differently. Some churches regard youth as young people who are baptised but not yet married. Once a member is married he/she is excluded from the youth department. Thus, the definition of youth is based on baptism and marital status.

Youth denotes an interface between childhood and adulthood (Chigunta, 2002). The European Commission (2009) defines youth as a transitional phase on the passage from a dependent childhood to an independent adulthood. The time frame between childhood and adulthood is considered a transitional period in which a person is monitored for spiritual, social and financial maturity. During this period youth undergo mental, physical and cultural transition (Zimbabwe National Policy on Gender and Youth Development, 2006). Rural African society regards the status of adulthood as determined by the capacity to sustain a marriage). Those who are not married whatever their chronological age are regarded as children (Chigunta, 2002). Even though the age of an individual defines who is a youth and who is not a youth, the United Nations also focuses on the level of maturity and self-reliance of the individual.

The definitions vary from culture to culture. The Shona people of Zimbabwe regard any person who is still dependent on his or her parents/guardians as youth, while the Vairemba cultural sect of Zimbabwe regard youth as someone who has passed their test of initiation.

The above review of the concept of youth demonstrates that there is no universally accepted definition of youth. The definitions differ depending upon the subject under review and therefore cognisance must be taken to adjust the definition as the subject-matter shifts. The nature of programmes promoted by youth organisations also determines the definition of

youth. The concept of youth is intrinsically linked to the historical, socio-economic and economic conditions of the country. Nations differ in environments, enactments, values, beliefs, ideological orientation, cultural and religious practices. Hence, the definition of youth varies from nation to nation. Consequently different people and organisations have developed their own definition of youth peculiar to their circumstances.

As alluded to the concept of youth is understood and used differently by different governments and NGOs (Chigunta, 2002), this study will adopt the definition provided in the Zimbabwe National Youth Policy.

#### **2.4.1 Who are the Out-of School Youth?**

Kerka (2004) defined out-of-school youth as youth who have dropped out-of-school or who have graduated from high school but are unemployed or have deficient basic skills. Mullgrav (2009) described the out-of-school youth as youth not currently enrolled in school, have not received a secondary school qualification or have dropped from high school. Mullgrav (2009) added that out-of-school youth are basically skills deficient, unemployed or underemployed.

The means out-of-school youth are characterised by three things; a) they have left school after completing high school learning or b) they left school before completing secondary education and c) they are not in employment or if they are in employment they are underemployed.

#### **2.5 Conclusion**

Entrepreneurship is about identification of business opportunity, creation of a business venture, determination and mobilisation of resources, running the venture, possibility of facing a business loss and realisation of profit and wealth creation.

The interface constitutes the bridging of planned intervention programmes with rural young people entrepreneurship development. The interface constitutes a site for negotiation, of cultural paradigms, knowledge processes and strategic relationships.

NGOs are characterised by being philanthropic, humanitarian, self-governing, non-commercial, voluntary, benevolent, developmental and grassroots-oriented. NGOs are also characterised as large or small, formal or informal, bureaucratic or flexible, generally externally funded, run by highly professionalised staff and relying heavily on volunteers and supporters. They are also categorised into local, provincial, national, regional and global.

The term youth is defined quantitatively using the chronological age. It is also defined qualitatively using various specifications.

In the next chapter the literature review is discussed.

## **CHAPTER THREE**

### **LITERATURE REVIEW**

#### **3.0 Introduction**

This chapter draws on a literature review of the relationship between NGOs intervention programmes and youth entrepreneurship development. It has been found out that there is a strong relationship between NGOs and youth entrepreneurship development. NGOs play a major role towards youth entrepreneurship development.

The provision of business and management skills does not produce complete entrepreneurs unless technical and vocational skills are inculcated in the youth. Thus, NGOs have taken a further step forward in an attempt to equip the youth with practical life-long skills. Adesope et al. (2010), Fischer & Fischer (2012), Ignatowski (2007), Rahman (2008), Hartl (2009) and Sesman et al. (2004) to mention a few have examined the role of NGOs towards the provision of hand-on skills to the youth.

The chapter also reviews literature on why out-of-school youth engage into NGO entrepreneurship intervention programmes. Studies show that the young people are driven by both intrinsic and extrinsic factors.

The chapter ends with a review of literature on the impact of NGO entrepreneurship intervention programmes on out-of-school youth beneficiaries. Studies show that NGOs intervention programmes result in short to long-term benefits to the individual youth as well as to the society at large. Despite the important contribution of the NGOs intervention programmes to the out-of-school youth, several researches have expressed reservations to the NGOs and the impact of their intervention programmes on the youth.

#### **3.1 NGOs entrepreneurship intervention programmes and youth**

NGOs are a vital component to youth entrepreneurship development in Africa and the rest of the world. This is evidenced by several intervention programmes established by NGOs with an emphasis on youth entrepreneurship development. This section reviews major researches in NGOs intervention programmes and what they aimed to provide to young people.

Nwigwe (2010) examined youth intervention programmes in Lagos, Nigeria. Fellow countrymen, Adesope, Amadi and Agumagu (2010) also examined enterprise development interventions in this West African nation. In Southern Africa, the United Nations Swaziland report (2013) examined NGOs supporting youth entrepreneurship in Swaziland. In particular, the report examined Technoserve and Junior Achievement Swaziland NGOs established to develop entrepreneurial skills among Swazi youth. Across the continent in USA, Kapitsa (2007) examined the Youth Enterprise Society (YES) intervention programmes. The researcher also examined the Rural Entrepreneurship through Action Learning (REAL) enterprise programme developed in the USA and which targeted high school students in rural areas. McIntyre (2009) examined the services provided by a local NGO to young people in Ontario while Shrestha (2011) examined youth entrepreneurship intervention programmes in Nepal.

Their findings indicated that the youth were provided with entrepreneurial development skills. The NGOs provided knowledge in business management, cash management, budgeting, marketing, financing and accounting, economics, human resources management, interpersonal skills, computer and multimedia and leadership skills (Adesope, Amadi & Agumagu, 2010; Kapitsa, 2007; Nwigwe, 2010; Strestha, 2011). In addition to the above, the intervention activities included literacy programmes, extra-tuition in academic courses, foreign languages, short business courses and leadership skills (Fischer & Fischer, 2012; Fifth African Development Forum, 2006; Mpofu, 2007; Rahman, 2008). Findings also revealed that the young people got assistance in the identification of business opportunities, business plan development and venture creation (Kapitsa, 2007; Strestha, 2011)). The programmes provided advisory services, capacity development and financial literacy skills (Sari, 2011; UN Swaziland report, 2013).

Many of the intervention programmes adopted integrated comprehensive approaches. Waitherero (2012) investigated integrated youth intervention programmes in Nakuru Municipality. Butler, Taggart and Chervin (2012) examined the EQUIP3 Project. Adegoroye and Adegoroye (2008) examined the roles of NGOs in their engagement with rural young women in Nigeria. The integrated approaches included career exploration and preparation skills, problem-solving skills, social and business networking skills and technical competencies (Kapitsa, 2007; Mpofu, 2007; Strestha, 2011). These approaches also covered mobilisation of funds or seed capital, linking young people to local and international market linkages and social and business networking skills (Cheung, 2008; Waitherero, 2012). The



integrated programmes also addressed youth empowerment, improving life chances, supporting youth enterprises, establishing youth networks and community-oriented youth work (Fifth African Development Forum, 2006; Fischer & Fischer, 2012; Mpofu, 2007; Rahman, 2008). The NGOs also provided young people with readiness skills (Butler, Taggart & Chervin, 2012).

NGOs contribute towards the provision of information to the young people. Cheung (2008) surveyed the major entrepreneurship programmes offered by private organisations in Hong Kong, outlined their common objectives and assessed their effectiveness. Leavitt, Hamilton-Pennel and Fail (2010) examined the successes and challenges that arose during the implementation of a gardening intervention programme in rural Michigan. The programmes provided business sectors information to young entrepreneurs (Cheung, 2008; Leavitt, Hamilton-Pennel & Fail, 2010).

Review of literature shows that the engagement of NGOs and youth is vital towards the provision of opportunities to the young people. O'Donnell, Tan and Kirkner (2009) using a qualitative approach, explored low-income high school and college-age youth's experiences with Change Agent Productions NGO. Open-ended questions were used to solicit data from the participants. In another study, Hajdu, Ansell, Robson, Van Blerk and Chipeta (2011) studied income generating intervention activities for rural young people (age 10-24 years) in Malawi and Lesotho. Similarly, Mahajan and Kamble (2011) studied various schemes and programmes implemented by an Indian corporation for women in Kolhapur district and its support to entrepreneurship development among Indian women.

It was found that the schemes and programmes provided the beneficiaries with opportunities to venture into commercial enterprises, job shadowing and internship opportunities, career development opportunities, opportunities to acquire skills, access capital and assets to engage in income generating projects (Hajdu, Ansell, Robson, Van Blerk & Chipeta, 2011; Mahajan & Kamble 2011; O'Donnell et al., 2009; Shrestha, 2011).

Therefore, it is argued that there is a strong bond between NGOs and young people. NGOs provide young people with small business management skills, counselling, mentoring, workspace, business incubators, business advisory services, awareness campaigns, soft loans and capacity building opportunities (Kapitsa, 2007; McIntyre, 2009; Nwigwe, 2010).

Business management principles and technical and vocational competencies complement each other, thus increasing the effectiveness of the NGOs intervention training activities (Mpofu, 2007). Reviewed literature shows that NGOs provide vocational and technical skills to youth. Hartl (2009) argued that vocational training and skills development is a tool for poverty reduction and enterprise development and eventually these skills would lead to sustainable growth.

Puerto (2007) examined employment intervention schemes for disadvantaged youth in Sierra Leone. In a more or less similar study, Hartl (2009) analysed technical and vocational education and training (TVET) programmes as well as skills development for rural youth. Similarly, Sesnan, Wood, Anselme and Avery (2004) examined life-long skills training for refugee youth targeted at the provision of practical, intellectual and social skills. Furthermore, Sorrels (2010) examined a North Carolina REAL enterprise programme focusing on community colleges and high schools and whose aim was to inculcate in the youth hands-on skills. Other studies include those undertaken by Ignatowski (2007), Fischer & Fischer (2012), Mpofu (2007) and Rahman (2008) among others. Young people are enrolled into vocational skills training programmes (Adesope et al., 2010) and through such interventions they receive theoretical and practical knowledge in various fields (The Danish Child and Youth Report, 2006).

Their results revealed that NGOs intervention programmes provided vocational and technical skills in integrated programmes designed to equip job and life-long skills training (The Danish Child and Youth Report, 2006). The young people are mainly provided with training skills that enhance opportunities for future employment (IFAD, 2007) and/or those appropriate skills for self-employment (Sorrel, 2010).

The technical and vocational training programmes are varied and diverse. The most common technical and vocational training programmes include craft, photography, carpentry, sewing, printing, laundry, horticulture, livestock, nursery, fruit tree growing and cultivation of ornamental plants, bee-keeping and fish farming (Fischer & Fischer, 2012; Ignatowski, 2007; Mpofu, 2007; Rahman, 2008). Other programmes are designed to enhance the development of handicrafts and other rural-based industrial activities (Rahman, 2008). Vulnerable groups receive training in food processing and in particular this income generating strategy has been implemented in Ghana and Uganda (Hartl, 2009; IFAD, 2007).

The NGOs have facilitated the establishment of entrepreneurial projects among the youth. Most of the youth projects are established for the purpose of generating income (Fischer & Fischer, 2012; Shrestha, 2011). Hajdu (2006) studied the formation of informal entrepreneurial businesses among rural youth in Southern Africa. Similarly, Kapitsa (2007) also examined the establishment of business enterprises in New York for young people aged 12 to 18 who were outside school and disadvantaged. More so, Chavan (2013) examined the formation and development of township and village enterprises in India. NGOs were at the centre for their formation and development. Furthermore, Balasescu (2010) examined the growth of youth enterprises in a small community in Romania. He found that there was collaboration among NGOs, private businesses, government and universities in the growth and development of youth enterprises.

Review of literature shows that NGOs have facilitated the formation of youth entrepreneurial projects such as growing crops for sale, preparing foods for sale, manufacturing small household equipment and utensils, trade and retail, construction and transport business (Kapitsa, 2007; Hajdu, 2006). Occasionally, NGOs have focused on the formation of income generation projects specifically for young women such as sale of crafts and other related activities (Fischer & Fischer, 2012). Young people interested in the tourism sector have been assisted to establish enterprises in which they design, manufacture and market products targeted at international tourists.

To sum up, the relationship between NGOs and youth has been significant. Intervention programmes established by NGOs have contributed to youth entrepreneurship skills development. To a greater extent, the intervention programmes adopted integrated comprehensive approaches through the provision of information, opportunities and vocational and technical skills to the young people. Ultimately, NGOs have facilitated the formation, growth and development of entrepreneurial projects among the youth.

The next section interrogates why NGOs and youth engage in entrepreneurship intervention programmes. In other words, the section looks at the motivation behind their relationship.

### **3.2 Reasons for the establishment of the NGOs-Youth relationship**

The intervention programmes are an option for solving social problems recurrent among nations such as high rates of unemployment, high crime rates, idleness, political violence,

conflicts and many other evils bewildering them. These social problems may be addressed by NGOs as they keep the youth occupied and gives them something worthwhile to do (Geethakutty, 2001).

One of the major reasons of the relationship between NGOs and youth has been the creation of employment among young people. The development of entrepreneurial skills among youth in Nigeria showed that various programmes and entrepreneurial initiatives were established to equip high school graduates with entrepreneurial skills so that they become employable (Odia & Odia, 2013). For example, youth in Kenya have been grappling with high levels of unemployment since their country's independence (Ojwang, 2013). Youth unemployment is mostly centred on the lack of enough available jobs to absorb unemployed youth (Shrestha, 2011).

Youth from low-income families experience relatively high unemployment rates and they are more likely to engage in risk behaviours, thus prompting the need for intervention programmes (Puerto, 2007). Engagement in entrepreneurship intervention programmes creates employment prospects for them (Fischer & Fischer, 2012). Therefore, to curb unemployment, NGOs are recognised as important players in the formulation, design and application of entrepreneurial development strategies (Mpofu, 2011). Examples of youth engagement include technical and vocational education intervention programmes which provide a sustainable means for improving self-employment among the young people (Shrestha, 2011). More so, vocational training opportunities create job prospects for young people, thus offering the hope that innovative potential will remain in the country (Fischer & Fischer, 2012).

Poverty alleviation is a major reason why youth engage into NGOs intervention programmes. The major concern of NGOs in the developing countries and in particular Zimbabwe is to alleviate poverty among families. Poverty among young people stem from unemployment (Shrestha, 2011). Heap (2006) examined NGO-youth business partnerships and found that NGOs engaged with the youth in an attempt to fight poverty among the young people. Fighting poverty among the youth demands unwavering technical, entrepreneurial, financial and moral support from NGOs (Shrestha, 2011).

The desire to pursue alternative career opportunities is another reason for the relationship between NGOs and youth. Young people engage in NGOs entrepreneurship intervention programmes as a way of adopting new modes of thinking in their career development (Lee,

2009). The author argued that career options should not be limited to employment but can also encompass pursuit of entrepreneurship opportunities. Similarly, Chavan (2013) also argued that rural youth engage with NGOs in entrepreneurship as a career option, with training and support systems providing the necessary assistance.

Pressure on the labour market is another reason for the relationship between NGOs and youth. Shrestha (2011) found that engagement activities between the NGOs and Nepalese youth were prompted by lack of job market within the country. Hence, Kapitsa (2007) argues that youth entrepreneurship programmes are a means of releasing pressure on the labour market and creating new clusters of economic activities.

NGOs have been known to offer holistic programmes and this has been one of the reasons of the relationship between NGOs and youth. Schoof (2006) found that NGOs develop holistic development programmes which attract the youth to engage in the entrepreneurial activities. One important benefit of holistic programmes is that they lead to sustainable independent business centres. Similarly, Geethakutty (2001) found that NGOs entrepreneurship interventions are whole-heartedly accepted by the youth due to their style of functioning such as flexibility in operation, sensitivity to changing needs, high level of motivation of the functionaries and innovations.

Young people desire space and this is one of the reasons for the relationship between NGOs and youth. Kimse (2009) explored the participation of university students in NGOs in Kyrgyzstan. A case study of a group of students who joined the Student in Free Enterprises (SIFE) donor-funded NGO was carried out in the city of Osh. Kimse (2009) argued that youth-oriented NGOs appealed to the students because the NGOs had created much needed 'youth space'. The findings also revealed that youth-oriented NGOs provided young people with opportunities for experimenting with their dreams and fantasies.

The other reason for the relationship between NGOs and youth is the inadequate and inappropriate secondary education curricula and lack of entrepreneurial and technical education in tertiary education (Shrestha, 2011). Therefore, NGOs interventions play a significant role towards out-of-school youth entrepreneurial skills development.

Adegoroye and Adegoroye (2008) examined the roles of NGOs in economic empowerment of rural young women in Nigeria. They determined the factors leading to NGOs engagement with young women and the women's economic empowerment. Questionnaires and

documentary analysis were used to collect data. Findings revealed that factors leading the NGO-young women engagement were failure to access credit facilities from financial institutions and inaccessibility to business information from public and private agencies. Similarly, Shrestha (2011) observed that lack of capital to start-up business and weak social networks were the reasons for the engagement between NGOs and youth.

NGOs and young people converge in entrepreneurship intervention programmes as a strategy to keep the latter from engaging into crime, political violence and risky behaviours. Thus, Ignatowski (2007) has observed a significant rise of NGOs in the Middle East to ensure peace and security prevails. Hence, Ignatowski (2007) argued that foreign assistance efforts focus on promoting “moderate voices”, secular schooling and positive views of western values. Similarly, in Haiti and Liberia youth have become an important priority for foreign assistance programming because of the fears that youth are targets and key players in civil conflicts in these countries (Ignatowski, 2007).

It is within the mandate of an NGOs to engage particular sections of youth and thus Hartl (2009) highlights that NGOs are mandated to target the rural poor for programmes they support. The author narrates that interventions are limited to rural poor youth since they are often illiterate or have very low levels of schooling, dispose of limited free time for studies and often lack self-confidence to attend formal training. Similarly, Ojwang (2013) examined how out-of-school youth in Nairobi responded to NGOs entrepreneurship education and training programmes. The study established that youth’s response to programmes conformed to the goals of the NGOs.

The literature review has cited several reasons at the centre of NGOs-youth relationship. It is argued that NGOs and youth engage in entrepreneurship intervention programmes because of pressure on the labour market, the need for alternative career options and the desire to create employment. The engagement of the two entities into entrepreneurship programmes is part of measures to address inadequacy and inappropriateness of the education curricula. The youth join entrepreneurship intervention programmes anticipating access to business start-up capital. It is also a means for the young people fulfil their dreams and fantasies. Thus, the youth are intrinsically and extrinsically motivated to join NGOs intervention programmes.

The next section draws literature review on the impact of the NGOs entrepreneurship intervention programmes on the youth livelihood.

### **3.3 The contribution of NGOs intervention programmes to the youth**

It is argued that the NGOs intervention programmes have led to the development of different facets of the youth. Mohanty (2009) found that NGOs intervention programmes lead to social, cultural, intellectual and economic development of the youth. A significant contribution of the interventions has been towards the economic development of the youth. Thus, Hilal (2012) found that the provision of entrepreneurship skills and vocational education and training to the youth enhanced their economic development possibilities. Through the creation of business enterprises, the young people have realised an increase in income. With newly acquired skills and knowledge the youth have increased their employment opportunities and ultimately leading to gainful employment. Increased income has led to reduction in poverty and improved livelihoods.

The material gains realised through their relationship with NGOs have given the youth feelings of hope and success. The young people have developed positive attitudes toward higher educational and academic aspirations leading to better work habits and professionalism. The youth have developed long-term commitment to projects through team work. The relationship has contributed to improved self-esteem, self-confidence, social maturity and instilled a sense of empowerment and independence among the young people.

Further review of the key writers of the relationship between NGOs and youth is presented below. The context surrounding their studies is also reviewed.

Nwigwe (2010), Hilal (2012), Kamanga et al. (2009), Davis, Winters, Carletto, Covarrubias, Quiones, Zezza, Stenoulis, Azzarri and Digiuseppas (2010), Wynne and Lyne (2003) and Rahman (2008) forwarded the assertion that the relationship between NGOs and youth results in the creation and growth of business enterprises. These enterprises are a source of income for the unemployed youth. Nwigwe (2010) examined the impact of youth entrepreneurship interventions in Nigeria. The purpose of Hilal (2012) study was to explore the possibilities of overcoming youth marginalisation, reducing poverty and enhancing young people's well-being. In the same context, Davis et al. (2010) sought to examine the sources of income in rural young people livelihoods. In a similar study, Kamanga et al. (2009) also examined the livelihoods of rural youth and how entrepreneurial activities accounted for a large source of total household income. Wynne and Lyne (2003) examined small-scale poultry enterprises in KwaZulu-Natal South Africa.

### **3.3.1 Increased employment possibilities**

The NGOs intervention programmes have contributed to increased employability of the young people. Butler, Taggart and Chervin (2012), Waitherero (2012), Fischer & Fischer (2012), Hilal (2012), Puerto (2007), Gebremichael (2011), Karimi et al. (2010), Alzua, Cruces and Lopez (2013), Biemans and Mulder (2010), Fifth African Development Forum (2006) and the Danish Child and Youth report (2006) suggested that the relationship between the NGOs and youth has raised employment possibilities among the latter.

Waitherero (2012) investigated NGOs entrepreneurial training interventions in Nakuru Municipality and their impact on the youth. The Fifth African development Forum examined how NGOs promoted economic growth and created jobs for the youth. Puerto (2007) examined employment intervention schemes for disadvantaged youth in Sierra Leone while Alzua, Cruces and Lopez (2013) documented the effects of NGOs training programmes for low income youths. Similarly, Wamalwa, Ochanda and Gebremichael (2011) examined the effectiveness of East African Institution interventions for disadvantaged youth with a particular focus on street youth. In their investigation of the significance of entrepreneurship education to socio-economic growth and development, Biemans and Mulder (2010) arrived at the same conclusion.

Butler, Taggart and Chervin (2012) explored the link between readiness skills, technical skills and entrepreneurship skills provided to the young people and their employment opportunities. Similarly, Hilal (2012) established the link between vocational education and training and employment opportunities among the youth. Furthermore, Fischer and Fischer (2012) assessed the contribution of technical training programmes to young people's prospects in the labour market.

### **3.3.2 Increased self-employment opportunities**

The NGOs intervention programmes have contributed to increased self-employment opportunities for the young people (Harl, 2009; Mahajan & Kamble, 2011; Hartl, 2009). Mulat and Wolday (2000) examined the role of vocational and technical education and entrepreneurial skills development and technical training to rural employment. Mahajan and Kamble (2011) studied various schemes and programmes implemented by an Indian corporation for women in Kolhapur district and its support to entrepreneurship development among Indian women. It was found that the schemes and programmes facilitated self-



employment opportunities for the women. The Indian women ventured into commercial enterprises. Mulat and Wolday (2000) reviewed a wide range of training approaches employed to support new entrants into the informal sector. The purpose of their study sought to examine the link between NGOs training programmes and small-enterprise promotion. They found that the programmes promoted youth self-employment and contributed to the growth of the informal sector which in turn provided employment to other youth.

### **3.3.3 Enhanced growth and performance of youth enterprises**

The NGOs intervention programmes have contributed to the growth and performance of youth enterprises. NGOs entrepreneurship education empowers youth with salient skills with which to identify business opportunities, create enterprises and ensure the growth of the businesses in the present and long-term (Mpofu, 2007). NGOs incubators for youth provide the young people with greater access to job-relevant education and enable them to establish businesses and other income generating activities (Schoof, 2006). It is argued that the youth enterprises are realising significant sales volume, operating profitably, gaining market share and improving their infrastructure (Fischer & Fischer, 2012). Waitherero (2012), Nwigwe (2010), Kapitsa (2007), Mpofu (2007) and Leavitt, Hamilton-Pennel and Fail (2010) found that the provision of entrepreneurial skills and soft loans to the young people led to enhanced growth for youth enterprises as well as positively influenced the success of their enterprises. Leavitt, Hamilton-Pennel and Fail (2010) examined the impact of intervention programmes on the success of small and growing local youth projects. Mpofu (2007) narrated how mastery of basic literacy, numeracy skills, business management competencies and finance contribute to the good performance of youth entrepreneurial ventures.

### **3.3.4 Improved young people livelihoods**

It is argued that there is strong connection between NGOs intervention programmes and sustainable livelihood among the youth. Thus, the concern of NGOs has been the reduction of poverty among rural communities and improving their livelihood conditions. NGOs intervention programmes play a significant role towards poverty reduction, improved standard of living and sustainable livelihood conditions among the young people (Butler, Taggart & Chervin, 2012; Fifth African Development Forum, 2006; Hajdu, Ansell, Robson, Van Blerk & Chipeta, 2011; Lombard, Kemp, Viljoen-Toet & Booyzen, 2012; Mahajan & Kamble (2011; Rahman, 2008; Sesnan, Wood, Anselme & Avery, 2004; Schoof, 2006; Wynne & Lyne, 2003).

Wynne and Lyne (2003) found that small-scale poultry enterprises led to improved food self-sufficiency and alleviation of poverty among the rural communities. Rahman (2008) observed that the relationship between the youth and NGOs intervention programmes resulted in improved quality of household assets for the young people. The Fifth African Development Forum (2006) also found that there is a strong relationship between NGOs intervention programmes and poverty reduction among youth.

Hajdu, Ansell, Robson, Van Blerk and Chipeta (2011) found that expanded vocational and business training intervention programmes raised the likelihood of disadvantaged young people securing sustainable livelihoods. In their study, Sesnan, Wood, Anselme and Avery (2004) found that skills training for youth led to secured livelihoods among the young people. In the same context Schoof (2006) established a strong link between the provision of NGOs micro finance and building youth capacity for sustainable livelihood.

Curtain (2001) observed that intervention programmes give the youth greater capacity to improve their own standard of living. Mahajan and Kamble (2011) examined the contribution of programmes designed and implemented by an Indian corporation for women in Kolhapur district to the standard of living and economic possibilities for the women. Similarly Moyo and Makumbe (2000) studied the contribution of intervention programmes in Zimbabwe to standard of living of the young people. Thus, NGOs intervention programmes provide opportunities for improved standards of living.

The South African Women's Federation (SAWF) contributed significantly to poverty alleviation among the young people (Lombard, Kemp, Viljoen-Toet & Booyzen, 2012). Rahman (2008) also found that participation of youth in NGOs intervention activities contributed significantly to their socio-economic uplifting. Therefore, it is argued that NGOs skills development programmes play a major role towards enhanced livelihoods for the youth.

### **3.3.5 Enhanced entrepreneurial motivation**

It is argued that the realisation of material benefits through involvement in NGOs intervention programmes contributes to intrinsic motivation of the young people. The youth develop self-esteem, self-confidence, self-efficacy, sense of maturity, sense of control, sense of empowerment, sense of commitment, feelings of hope, success, independence and self-

reliance (Geethakutty, 2001; Kapitsa, 2007; Sigalla & Carney, 2012; Shrestha, 2011; Steenekamp, Van der Merwe & Athayde, 2011; Wamalwa et al, 2011)

Shrestha (2011) examined the contribution of the provision of technical and vocational education to Nepalese youth and found a correlation between the provisions and feelings of self-reliance among the young people. There is also a strong correlation between the NGOs provisions and youth empowerment (Shrestha, 2011; The Danish Child and Youth Report, 2006). Similarly, Kapitsa (2007) found that the Golden Young Entrepreneurs Scheme in Ireland enhanced self-confidence and self-reliance among the youth. Wamalwa et al. (2011) found that African Institution interventions instilled a sense of independence among disadvantaged youth.

Sigalla and Carney (2012) explored Tanzanian women's experiences with micro-credit schemes provided by NGOs. The ethnographic study of disadvantaged women was carried out in Dar es Salaam and followed the women as they participated in NGO-based training schemes. The schemes produced feelings of success and hope following the learning processes. In their study of entrepreneurship education in selected South African secondary schools, Steenekamp, Van der Merwe and Athayde (2011) observed a strong relationship between the programme and learners' attitudes towards entrepreneurship. Findings revealed that the sampled youth had a positive attitude towards entrepreneurship.

As already highlighted young people involved in intervention programmes tend to perform better in their academic studies and hence produce higher academic grades than those outside the programmes (O'Donnell et al., 2009). The education and training intervention activities have played a major role in promoting attempts to achieve access to basic education for all young people (Fifth African Development Forum, 2006).

### **3.3.6 Improved business ethics**

There is also a strong relationship between involvement in planned intervention programmes and development of high levels of professionalism, better work habits and assumption of leadership positions in society (O'Donnell et al., 2009). The development of leadership qualities among the young people and inculcation of positive values among them means increased participation of the young people in nation-building (Kapitsa, 2007).

### **3.3.7 Improved business relations**

Furthermore, the youth tend to manifest improved communication, good relationships with peers and teamwork (Hollis et al., 2011; O'Donnell et al, 2009). Hollis et al. (2011) observed a group of young Maori engaged in youth development programmes and noticed increased team work. Thus, that bond between the youth and NGOs intervention programmes has resulted in young people manifesting long-term commitment and sense of responsibility in their endeavours (Fischer & Fischer, 2012).

Targeted youth entrepreneurship programmes have contributed towards the integration of marginalised and disadvantaged youth groups into the mainstream economic activities (Kapitsa, 2007).

NGOs intervention programmes have promoted long-term contacts and prospects of an invitation with partners abroad leading to international exchange programmes (Fischer & Fischer, 2012). Exchange programmes are important for young people because the youth share cultural experiences and broaden their horizons (Fischer & Fischer, 2012).

### **3.3.8 Criticism against NGOs and their intervention programmes**

Despite the significant role of NGOs intervention programmes to young people, there has been reservation on their impact to the youth. The following section observes some the criticism levelled put forward against the relationship between the youth and NGOs. Particular focus is given to the nature and activities of NGOs worldwide.

One of the limitations of the NGOs intervention programmes is lack of consideration of the individual needs of the youth. Different needs of young people are not taken into account during the design and implementation of youth entrepreneurship programmes (Fischer & Fischer, 2012). In fact, as argued by Helliker (2009) NGOs intervention programmes are homogeneous and fit for all. In sufficient attention is given to local conditions and interests within communities (Chambers, 1987). Moreso, there is need to understand the language, culture, tradition, past failures and the structure of local leadership (Chambers, 1987). So it is of paramount importance to design, develop and implement programmes flexible enough to ensure that the majority of young people would be provided with an appropriate combination of skills and relevant practical exposure before engaging into entrepreneurial projects (Kapitsa, 2007).

In a nutshell, NGOs intervention programmes designers should consider knowledge and skills of the young people, local community circumstances, knowledge systems, cultural settings, economic realities of the countries and their national experiences (Hartl, 2009; Kapitsa, 2007).

The participation of the youth during the design stage has been described as bare minimum (Helliker, 2009). Hence, there is inadequate involvement of youth in the design and implementation of entrepreneurship intervention programmes (Fifth African Development Forum Report, 2006). As a result some of the interventions have not produced the desired outcomes because youth involvement and control are not part of the design and implementation formula (Chambers, 1987).

Madeley (1991) argues that NGOs intervention programmes tend to concentrate on small scale projects covering restricted geographical boundaries. Hence the intervention programmes are insufficient in the face of pervasive poverty among the youth (World Bank, 2006).

Chambers (1987) argued that NGOs intervention programmes are directed by the elite and have the resources to determine the target beneficiaries and trajectory of projects. Based on Chamber (1987) assertion, NGOs have thus created a dependency syndrome in their target beneficiaries. Beneficiaries become over reliant on the intervention provided to an extent of overlooking other means of sustaining themselves (Moyo & Makumbe, 2000).

Similarly, the operations of NGOs are complicated by the legacy of a hierarchical structure (Helliker, 2009). Most of the NGOs are top down organisations led by the elite and urban based (Mlaudzi, 2000). This suggests that the accountability of NGOs is limited to a small group of people, the elite and

NGOs have allegiance to their funders and as argued by Shumba (2006) they are left with no option except being accountable to the donors. They derive their means of survival and legitimacy from their financiers (Shumba, 2006). In this respect, the degree of independence they can exercise towards youth entrepreneurship development is limited and this consequently limits the impact of their intervention programmes (Parks, 2008). Hence, NGOs are left in a predicament between serving the youth and aligning to the motives of their financial benefactors (Shumba, 2006).

Researchers have the view that NGOs represent the interests and motives of neo-colonialism advocates (Helliker, 2009). Manji and O’Coill (2002) argued that NGOs are an integral component of a global hand pursuing a hidden agenda. Their interests compliment the contemporary interests of capitalist globalisation. They are therefore used as fronts to exert control over the beneficiaries of their programmes initiatives (Helliker, 2009).

The work of NGOs has encountered overt hostility and obstruction in highly politicised countries. Politicians, local authorities and community leaders reject projects which are committed to building links with hostile nations or colonial masters (Fischer & Fischer, 2012). Thus, the reluctance of the leadership in tolerating the contribution of NGOs intervention programmes to youth entrepreneurship development has reduced their desired impact.

The participation of respected local leadership in NGOs intervention programmes enhances parents trust and confidence. Many parents are initially sceptical about NGOs interventions in highly politicised communities. They are afraid of being associated with the opposition movements. Thus, parents are not involved in the decision-making processes (Fischer & Fischer, 2012).

Financial institutions and the business community have not been forthcoming towards funding youth business proposals (Mpofu, 2007; Schoof, 2006). There has been little engagement with the business community in terms of mentorship schemes for the young entrepreneurs (Mpofu, 2007). Such restrictive institutional practices are a major obstacle in giving the youth greater capacity to successful run business enterprises and ultimately improve their own standard of living (Curtain, 2001).

Though NGOs do not operate on commercial basis, they are concerned about sustaining themselves. Hence, they allocate meagre funding towards sustainable youth entrepreneurship development (Helliker, 2009). Thus, NGOs are worried with the stabilisation of their own organisations irrespective of their mandate of sustainable youth entrepreneurship development (Brinkerhoff & Goldsmith, 1992).

NGOs training programmes for youth operating in the informal sector are a replication of the curricula, methods and organisation followed in the formal education sector (Hartl, 2009). Hence, the training programmes do not adapt to the individual characteristics and local needs of the young people. Instead, they commonly apply foreign training approaches, curricula and

training style that lack creativity and innovation (Curtain, 2001). Many forms of the entrepreneurship skills training involve passive and mechanical learning (Palmer, 2007, in Hartl, 2012).

Many NGOs entrepreneurship skills training interventions focus on artisan training courses such as plumbing, metalwork, carpentry, sewing and handicraft (Hartl, 2009). In other words they focus on practical life-long skills with minimum attention on business management courses. As a result the young people lack marketing, accounting and financial literacy skills. Steenekamp et al. (2011) found that the provision of business management courses for potential entrepreneurs in selected South African secondary schools was largely infrequent and without depth and focus.

Kapitsa (2007) argued that youth entrepreneurship intervention programmes are not a panacea to youth unemployment. They should only be considered as complementing the efforts of national youth policies and national employment programmes.

Researchers have also found the youth as passive recipients of NGOs intervention programmes. It is argued that the young people respond to arising opportunities rather passively. Engaging youth especially young females has been regarded as risky in many quarters. The young females are perceived as undependable, unsettled and easily manipulated (Curtain, 2001).

It is unfortunate that most NGOs documents have classified recipients of their intervention programmes as disadvantaged and vulnerable populations (Ignatowski, 2007). As a result, the design and implementation of entrepreneurship interventions for youth has been largely overlooked and poorly funded.

The provision of appropriate vocational and technical skills improves young people's prospects in the job market both locally and abroad (Fischer & Fischer, 2012). Regrettably, this has led the young people to migrate to other countries in search of greener pastures.

### **3.4 Conclusion**

This chapter drew on a literature review of the relationship between NGOs entrepreneurship intervention programmes and youth. It also drew on a review of the reasons for the

relationship and ended with a review of the impact of NGOs intervention programmes on the youth.

It has been found that NGOs are a vital component to youth entrepreneurship development in Africa and the rest of the world. Based on the literature review the youth are provided with entrepreneurial development skills in business management, cash management, budgeting, marketing, financing and accounting, economics, human resources management, computer and multimedia, leadership, identification of business opportunities, business plan development and venture creation.

It has been found that NGOs intervention programmes provide vocational and technical skills in integrated programmes designed to equip job and life-long skills training that enhance opportunities for future employment and self-employment. Based on the literature review the most common technical and vocational training programmes include craft, photography, carpentry, sewing, printing, horticulture, livestock, bee-keeping and fish farming.

It has been observed that the reasons for the relationship between NGOs and youth are the creation of employment, poverty alleviation, desire to pursue alternative career opportunities, need for space, inadequate and inappropriate secondary education curricula and failure to access credit facilities from financial institutions among others.

Based on the literature NGOs intervention programmes have contributed significantly to the youth. It has been observed that the provision of entrepreneurship skills and vocational education and training to the youth enhance their economic development possibilities. Through the creation of business enterprises, the young people realise an increase in income. With newly acquired skills and knowledge the youth increase their employment opportunities.

Other benefits cited are feelings of hope and success, higher educational and academic aspirations, long-term commitment to projects through team work, improved self-esteem, self-confidence, social maturity, enhanced growth of youth enterprises and secured livelihoods among the young people.

The next chapter describes the methodology used in the study.



## **CHAPTER FOUR**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **4.0 Introduction**

This chapter discusses the methodology used in this research study. The research methodology is designed with guidance from the research objectives.

The purpose of the study was to examine the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe.

The study was guided by the following research objectives:

- To explore the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe.
- To explain the reasons for the establishment of the NGOs-Rural out-of-school youth relationship
- To describe how the relationship impacts on the rural out-of-school youth

This chapter outlines the research philosophy and research design as well as the research methods used in collecting data such as the questionnaire, documents and interview.

#### **4.1 Research Philosophy**

The research philosophy relates to the development of knowledge and the nature of that knowledge (Saunders, Lewis & Thornhill, 2009). I adopted the interpretive philosophy for this study. The interpretive theoretical perspective was adopted since it was necessary for me to understand differences between BOOST Fellowships and rural youth in their role as social actors (Saunders et al., 2009). It was also necessary to understand the subjective world of the NGO and rural young people experiences (Cohen, Manion & Morrison, 2011).

Crucial to the interpretive philosophy was that I had to adopt an empathetic stance. I had to understand the world of the research participants from their point of view (Saunders et al, 2009). Adopting the interpretive perspective was highly appropriate in this study since

relationship encounters are a function of circumstances involving the coming together of NGOs and rural youth.

## **4.2 Research Design**

The research design is the general plan of how the research is operationalized. This involves the translation of a general set of research questions into practical and researchable aims and purposes (Cohen et al., 2011). It contains clear objectives derived from the research questions and specifies the sources from which data is collected (Saunders et al., 2009).

### **4.2.1 Qualitative Research Design**

The qualitative research design provided an in-depth, intricate and detailed understanding of meanings, actions, attitudes, intentions and behaviours of the subjects (Gonzales, Brown & Slate, 2008). The goal of qualitative research was to develop deep and complete understanding of the phenomenon from as many perspectives as possible (Saunders et al., 2009). It was approached with inductive logic where the themes and categories emerged from informants (Saunders et al., 2009). The data was analysed and patterns emerged that suggested relationships between the BOOST Fellowship intervention programmes and rural out-of-school youth in Wedza district.

The data gathered through the qualitative research design was context-related, context-dependent and context-rich (Cohen, et al., 2011). Thus, it provided context-bound information leading to patterns that helped in explaining the phenomenon. The emphasis was on studying the meanings or interpretations of the relationship (Saunders et al., 2009).

This qualitative research was highly contextual and the data was collected in a natural real life setting (Gray, 2009). The design involved conducting research used mostly verbal descriptions, which were analysed using inductive approach (Saunders et al., 2009).

It involved watching the rural youth and BOOST Fellowship in their territories and interacting with them in their own languages and on their own terms. I studied how the NGO and rural youth arrange themselves and their social settings through symbols, rituals, roles, meanings and structures (Saunders et al., 2009). Thus, the main focus was to understand the ways in which these individuals act and account for their actions (Miles & Huberman (1984) in Gray, 2009). This design enabled me to study unquantifiable facts and perceptions of

others. It focused on the naturally emerging meanings the NGO and rural youth attach to their relationship experiences (Saunders et al., 2009).

It was adopted in order to probe into the various unexplored dimensions of the relationship between the NGO and rural out-of-school youth. In order to understand the relationship using this approach, data were collected in the form of rich, verbal, qualitative descriptions of the relationship through questionnaires, interviews and documents. The method of analysis of the data gathered was discovery-oriented, explanatory and descriptive (Saunders et al., 2009).

The rural out-of-school youth, BOOST Fellowship and government officials attach many different interpretations on the relationship between the NGO and rural youth. These different interpretations are likely to affect the actions and the nature of the social interaction between the NGO and rural out-of-school youth (Saunders et al, 2009). It was necessary to explore the subjective meanings motivating the actions of NGO and rural out-of-school youth in order for me to be able to understand these actions. There was also the need to understand the subjective realities of the out-of-school youth, NGOs staff and government officials in order to make sense of their motives and intentions in a way that is meaningful.

Rich insights into a phenomenon are lost if researchers reduce everything to a series of law-like generalisations. It is necessary for researchers to understand differences between human beings, since they interpret their everyday social roles in accordance to the meanings they give to these roles (Saunders et al., 2009). In this study I had to adopt an empathetic stance by entering into social world of the NGO and rural out-of-school youth and that gave me an opportunity to understand their relationship from their point of view.

#### **4.2.2 Case Study Design**

A case study approach was adopted for the research. A case study is a strategy for doing research which involves an empirical investigation of a particular contemporary phenomenon within its real life context (Robson, 2002). McBurney and White (2007) argue that case studies examine individual cases of some phenomenon. This means within a particular phenomenon one individual case is selected for investigation. In this study the BOOST Fellowship entrepreneurship intervention programme was examined in the case of rural out-of-school youth entrepreneurship development.

The case study strategy was employed in order to have an in depth examination of the relationship between BOOST Fellowship NGO intervention programme and rural youth

entrepreneurship development. The case study strategy was chosen for this study because of its ability to generate answers to the question ‘why?’

According to Robson (2002) multiple sources of evidence are used in case studies. The multiplicity of the sources of evidence was achieved through the employment of interviews, documentary analysis and questionnaires as data gathering techniques. Qualitative data collected using interviews and documents were a valuable way of triangulating quantitative data collected by the use of the questionnaire. I collected data about the nature of enterprises the rural young people engaged with the BOOST Fellowship and the extent to which the enterprises impacted on their livelihood using a questionnaire. In order to confirm the authenticity of the questionnaires responses I then made a follow-up by conducting interviews with the NGO field officers and Ministry youth officers. Annual reports compiled by the NGO and Ministry were also analysed to verify the questionnaire responses.

### **4.3 Study Site**

The problem of rural out-of-school youth entrepreneurship development in Wedza district presented me with an opportunity that I immediately grasped for the research. I observed that resource-poor out-of-school youth in the district encountered tremendous challenges and hurdles in business creation and operation leading to adverse effects on their livelihoods. Hence, my effort in this study was directed towards a real problem in the district. Besides, the district was selected because it was relatively easy to reach and the most familiar to me. From 1993 to 2007 I was posted at Chemhanza High School in the district as a teacher. Hence, during my long stay at the school I acquired an extensive knowledge of the district.

The core business of Wedza district is farming and other aligned services. The district offers a vast array of agricultural opportunities. Areas along the watershed road leading into Wedza from Harare are known for tobacco and maize. The southern part of the district is known for cattle ranching.

Parts of Wedza district fall in region II to IV. Vincent and Thomas (1960) divided Zimbabwe into five main agro-ecological zones or natural regions according to differences in effective rainfall. The table illustrates the natural regions and their recommended farming systems.

Natural region II receives lower rainfall than region I. it is suitable for intensive farming based on crops or livestock production (Vincent & Thomas, 1960). Natural region III is a semi-intensive farming region (Vincent & Thomas, 1960). Although rainfall in this region is

moderate, severe mid-season dry spells make it marginal for enterprises based on crop production alone especially maize and tobacco (Gambiza & Nyama, 2010).

Table 4.1 Agro-ecological zones of Zimbabwe

Natural Region	Rainfall (mm)	Farming system
I	>1 000	Specialised and diversified farming
II	750 – 1 000	Intensive farming
III	650 – 800	Semi-intensive farming
IV	450 – 650	Semi-extensive farming
V	<450	Extensive farming

Natural region IV is characterised severe dry spells during the rainy season and frequent seasonal droughts. It is unsuitable for dry land cropping. Smallholder farmers grow drought-tolerant varieties of maize, sorghum, millet and finger millet. The region is also suitable for crop production. The farming systems are therefore based on both livestock and cash crops (Gambiza & Nyama, 2010).

There are two major farming sectors in Wedza district: communal and resettlement. The communal farming sector has the highest human population density. Most of the communal farmland is on infertile sandy soils in marginal areas characterised by low and erratic rainfall (Gambiza & Nyama, 2010). When Zimbabwe gained independence in 1980, the new government relieved pressure on communal lands by resettling people on formerly white-owned large –scale commercial farms. The former white-owned farms are located in natural region II suitable for intensive farming based on crops or livestock production.

## 4.4 Research Subjects

The research subjects are the participants that are used in the study. Researchers select and study a sample from a population and proceed to generalise findings from the sample to the population (Creswell, 2012).

### 4.4.1 Population

Creswell (2012) defined the population as comprising a group of individuals having one characteristic that distinguishes them from the other groups. This is also consistent with Silverman (2007) who defined a population as a group of individuals with one or more

characteristics in common. It is the entire collection of individuals being considered (McBurney & White, 2007). In this study, the population constituted all NGOs registered in Zimbabwe, all rural out-of-school youth benefiting from NGOs entrepreneurship programmes and all government district and ward youth officers in Zimbabwe.

However, Creswell (2012) argues that researchers do not always study an entire population since they are unable to establish the list of individuals for which to administer the research instruments. Thus in reality, they carry out a study on a target population. Creswell (2012) defined the target population or sampling frame as the actual list of sampling units from which the sample is taken. In this study the researcher obtained a list of all registered NGOs operating in Wedza district, all rural out-of-school youth benefiting from BOOST Fellowship entrepreneurship programmes and all government district and ward youth officers stationed in Wedza district.

#### **4.4.2 Sample**

McBurney and White (2007) define a sample as a subset of the population. Put in another way, it is a group of participants in a study selected from the target population. It was impracticable to collect data from the entire population and hence I had to collect data from a sample. Collecting data from fewer individuals meant that I could collect information that was more detailed (Saunders et al., 2009). I also opted for the sample due to budget and time constraints which prevented me from surveying the entire population. More so, permission to collect data was only obtained from BOOST Fellowship NGO.

In this study BOOST Fellowship NGO was selected from a list of all registered NGOs operating in Wedza district. A sample of youth officers was taken from government district and ward youth officers stationed in Wedza district. In the same manner, a sample of rural youth was obtained from a list of rural out-of-school youth benefiting from BOOST Fellowship entrepreneurship programme.

#### **4.4.3 Demographic setting of the study**

The NGO was represented by field officers directing entrepreneurship intervention programmes at district level. The Ministry of Youth Development was represented by youth officers based in wards 8 and 15 of the district. Rural youth representing agriculture, services, retailing and manufacturing sectors were interviewed.

The BOOST Fellowship is a non-profit organisation founded in 2000. Its mission is to help young men and women to discover their potential in the business world. A team of enthusiasts from Zimbabwe, United Kingdom (UK) and United States of America (USA) observed that most schools across the world generally provide a wide-ranging academic education. Consequently, many students find themselves inadequately prepared for entrepreneurial opportunities in the world beyond the classroom.

The field officers are responsible for the implementation and coordination of the activities of different projects. They are responsible for establishing close working relationships with all relevant stakeholders of the projects especially the targeted rural out-of-school youth. They also continuously engage with relevant government agencies and regularly provide accurate information that guide management towards achievement of projects objectives. The field officers conduct needs assessments and act as technical support contact for rural out-of-school youth involved in programme activities. They assist in training and capacity building sessions. They organise logistics for projects visits and also contribute articles/write-ups on field experiences.

The Ministry of Youth Development is mandated to foster meaningful participation of young people in the national economy. It has three sections namely Vocational Education and Skills Training, Youth Programming and National Youth Service. The vocational skills training section is involved in skills training for the out-of-school youth.

The youth officers are responsible for advising and organising of youth projects. They also conduct youth training programmes. They are responsible for equipping young people with the appropriate skills and knowledge. They collaborate with NGO field officers in providing technical direction and developing work plans. Youth officers act as catalysts and facilitators for the promotion and development of youth. They ensure that the projects engage local stakeholders and help develop local capacity for longer sustainability of projects. They also collaborate with NGOs field officers in conducting regular monitoring of projects and provide reports on programme activities to the district heads in Ministry of Youth Development.

A random sample of 100 rural out-of-school youth was selected. The youth consisted of both female and male young people aged between 15 and 35 years. They are involved in various entrepreneurial activities. Detailed data about the youth is provided below.

Figure 4.1: Distribution of rural out-of-school youth entrepreneurs by gender

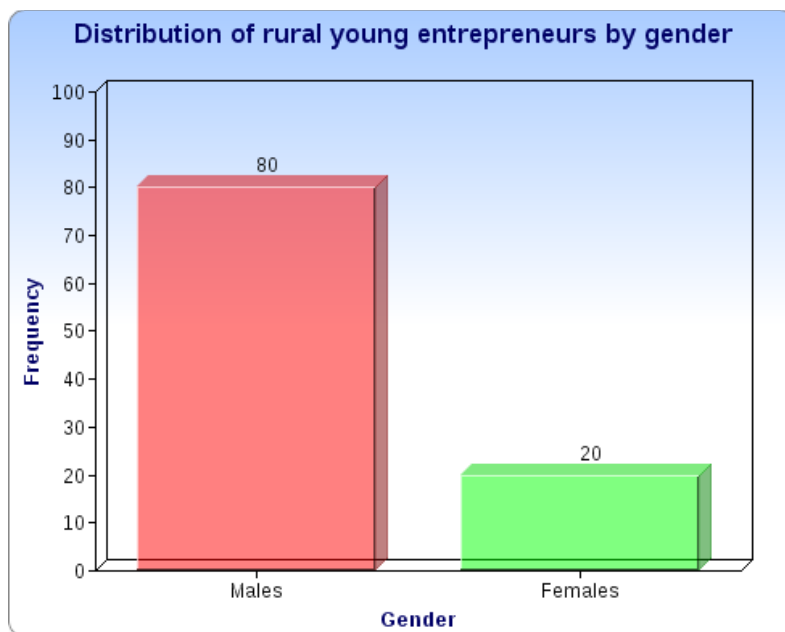


Figure 4.1 shows that the majority of the rural out-of-school young entrepreneurs are male. Female young entrepreneurs constitute 20% of the rural out-of-school youth engaged in entrepreneurship projects. The data suggest that more males than females are participating in the NGO entrepreneurship programmes.

In their study of the reasons for low female participation in entrepreneurship in Europe and the USA, Rosa & Dawson (2006) found that female entrepreneurs faced problems in balancing enterprising activities and family duties. These problems inhibit young rural out-of-school from engaging in business enterprises.

In the study of the factors influencing the roles of women at work and in the family in Pakistani socio-economic and cultural environment, Sumaira and Muhamad (2012) suggested that lack of sufficient time, gender bias, social and cultural norms as well as family responsibilities contribute to the low levels in the participation of females in entrepreneurial activities.

Lack of access, control and ownership to the means of production hinders rural young women involvement in entrepreneurship intervention programmes. The availability of resources represents a major component of young women participation in entrepreneurial activities. This is supported by Chitsike (2010) claim that gendered patterns of ownership and control of assets impact on women's ability to engage in enterprises. In her study of culture as a barrier



to rural women entrepreneurship in Zimbabwe, she identified these important issues to be addressed by programmes and projects aiming to promote women's equality through entrepreneurship.

Furthermore, Ministry of Education Report (2000) contends that entrepreneurship development and growth in rural Zimbabwe is indirectly influenced by the degree of access, control and ownership that the rural out-of-school youth have over resources. The purpose of the report was to compile a country report on the National Education for All (EFA) programmes in terms of national goals, activities, achievements, constraints and the way forward.

Previous research asserts that rural young women own small items of little commercial value such as chicken, goats, millet, sorghum, groundnuts, beans and rapoko and most of them for family consumption (Ministry of Education Report, 2000). As can be seen, the little resources that are at the disposal of rural young females do not give them a competitive edge to engage in entrepreneurial projects. Therefore, the results suggest that the proportion of rural young women engaging in NGOs intervention programmes is less than that of the rural young men.

A kind of patriarchal- male dominant social order is the building block to rural young women in their way towards enterprising (Goyal & Parkash, 2011). Male chauvinism is still prevalent in many parts of developing countries and male members believe that it is risk providing resources to ventures run by rural young women (Goyal & Parkash, 2011).

The proportion of rural young women in enterprises is far less than that of their male counterparts because they cannot secure loans from banks. In their examination of whether financial institutions discriminate against entrepreneurs on the basis of gender, Muravyev, Talavera and Schafer (2009) found that female-owned enterprises were less likely to get a bank loan compared to the male-owned enterprises. Consequently, denying the rural young females opportunities to engage in business ventures.

Loans are available to applicants upon production of a collateral security. Chitsike (2000) explains that since the young women lack ownership of resources, they cannot have collated security. Without collateral security, they cannot secure loans from banks and therefore have much more limited financial resources available for start-up capital (Chitsike, 2010). This, in turn, denies the rural young females opportunities to engage in business ventures.

Young males are better resourced as compared to their female counterparts and are thus capacitated to start enterprises. From anecdotal knowledge, male children under the Shona culture inherit property from their late parents. They inherit land, cattle and agricultural equipment among other assets. It is very rare that female children are given their late father's cattle as inheritance. This means male children have more ownership of resources through inheritance and this increases their enterprising opportunities.

High production costs of some business operations adversely affect the development of young females' enterprises (Goyal & Parkash, 2011).

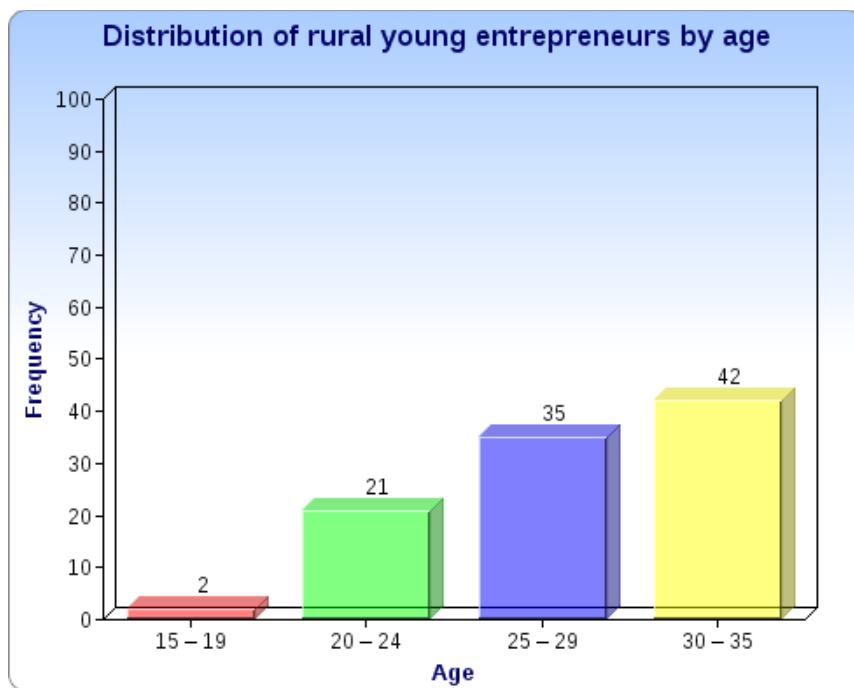
Lack of female role models as well as inadequate and inappropriate career guidance during school days affects the involvement of rural female out-of-school youth in income generating projects. Once they leave school most of them are sent to look for menial jobs like housemaids, bar employees, air time vendors or farm labourers. The young females are 'weaned' in order to spare resources for their young siblings and the latter eventually join their sisters after leaving school or dropping out of school. This implies that the proportion of rural female out-of-school youth taking up entrepreneurial projects remains lower than those of their male counterparts.

Figure 4.2 below shows that majority of the rural young entrepreneurs (42%) are 30 to 35 years old. The age group with the least proportion of entrepreneurs (2%) is the 15 to 19 years. The data reveals that enterprising becomes an increasingly possible occupation as the young people mature into middle age. This implies that the average age of rural younger entrepreneurs tends to approach the middle age. It appears the rural out-of-school youth enrol into the NGO intervention programmes after trying other avenues.

Gielnik, Zacher and Frese (2012) examined the relationship between business owners' age and entrepreneurial activity. They found that there is a positive correlation between the age of the entrepreneur and entrepreneurial motivation. In another study, Reynolds, Bygrave, Autio, Cox and Hay (2002) suggested that people between the age of 25 and 35 are more likely to engage in entrepreneurial projects.

However, the results are contradicting Levesque and Minniti (2006)'s findings that the level of engagement in business enterprises tend to decrease with age.

Figure 4.2: Distribution of rural young entrepreneurs by age



The findings are consistent with previous claim that it requires several years for rural out-of-school youth to reach a capital threshold to fund the start-up costs of an enterprise (Brooksbank, 2006). The low level uptake of projects among the younger age groups is thus reflecting the difficulty of establishing income generating projects without sound capital base (Brooksbank, 2006). The 15 to 19 age group has just left school and still depends on their parents or guardians for most of the basic needs. Thus, it is a daunting task for the younger age groups to raise enough start-up capital.

Alternatively, the rural youth aged 25 to 35 may have accumulated sufficient skills, knowledge or experience of a particular trade since leaving formal school (Brooksbank, 2006). One has to attend technical and vocational training to become a competent entrepreneur and this might involve a couple of years before one engages into entrepreneurial projects.

The results are suggesting that these young people may have been pushed into entrepreneurship projects because of retrenchment, redundancy or company downsizing during employment. The 30 to 35 age-group is the most vulnerable category in time of economic recession (Brooksbank, 2006). Therefore, these rural out-of-school youth are inclined to engage into NGOs entrepreneurship intervention programmes as a fall-back strategy.

Family responsibilities are a push-factor into entrepreneurship. In most cases rural young people within the age group 30 to 35 are family women and men. They have children to cater for and therefore have to find means of generating income to fend for themselves and their families. In that case they are more likely to engage in income generating projects than those in the younger age ranges.

On the other hand having no family responsibilities possibly explains the low level uptake of projects among the 15 to 19 age range. They still depend on their parents or guardians for their livelihood. However, the few who start enterprises are possibly breadwinners in child-head families.

Figure 4.3: Distribution of rural young entrepreneurs by marital status

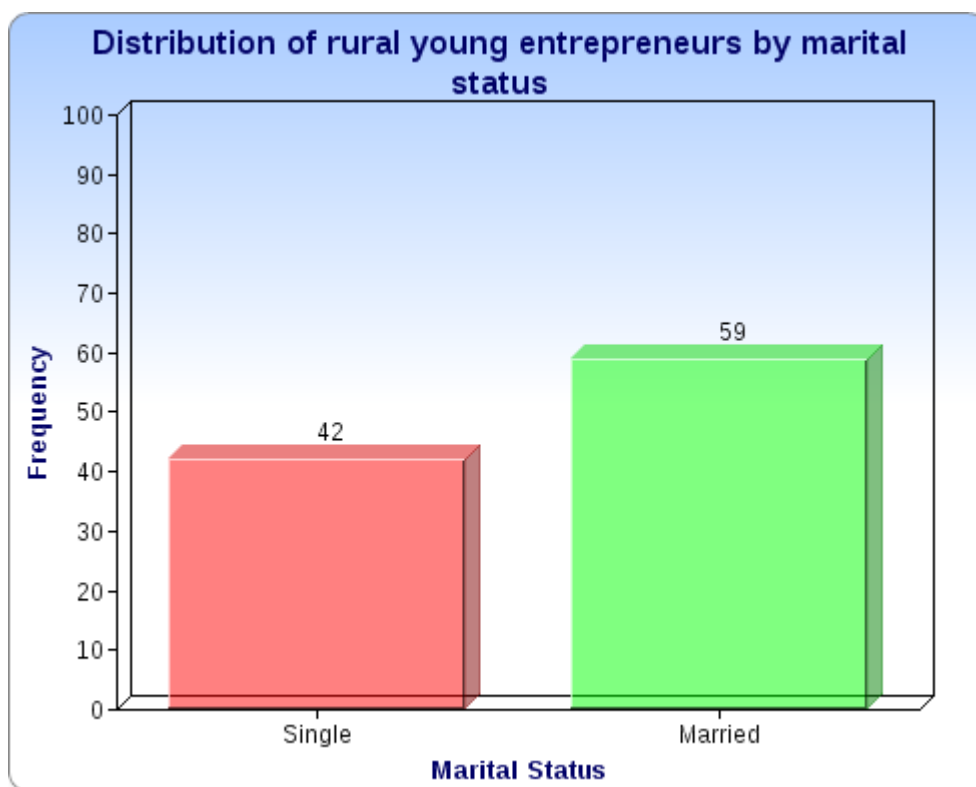


Figure 4.3 shows that majority of the rural out-of-school youth entrepreneurs (59%) are married. In this study marriage is considered as living with a wife or husband either customarily or lawfully married. The data is revealing that the involvement into entrepreneurship projects is slightly lower for single rural out-of-school youth than it is for the married youth.

In their study of the motivational factors and how they affect entrepreneurship venturing in Malaysia, Ismail and Shamsudin (2011) established the same results that most of the young entrepreneurs are married. Similarly, Bizri, Kojok, Mokahal and Bakri (2012) examined the barriers that pose as obstacles to the pursuit of entrepreneurial endeavours in Lebanon.

The researchers found that married rural out-of-school youth showed a higher inclination towards engagement in entrepreneurial ventures than single ones. Marriage seems to provide support in establishing a viable enterprise (Brooksbank, 2006). Family responsibilities and other social factors push married rural young people to pursue income generating projects (Brooksbank, 2006).

Figure 4.4: Distribution of rural young entrepreneurs by level of education

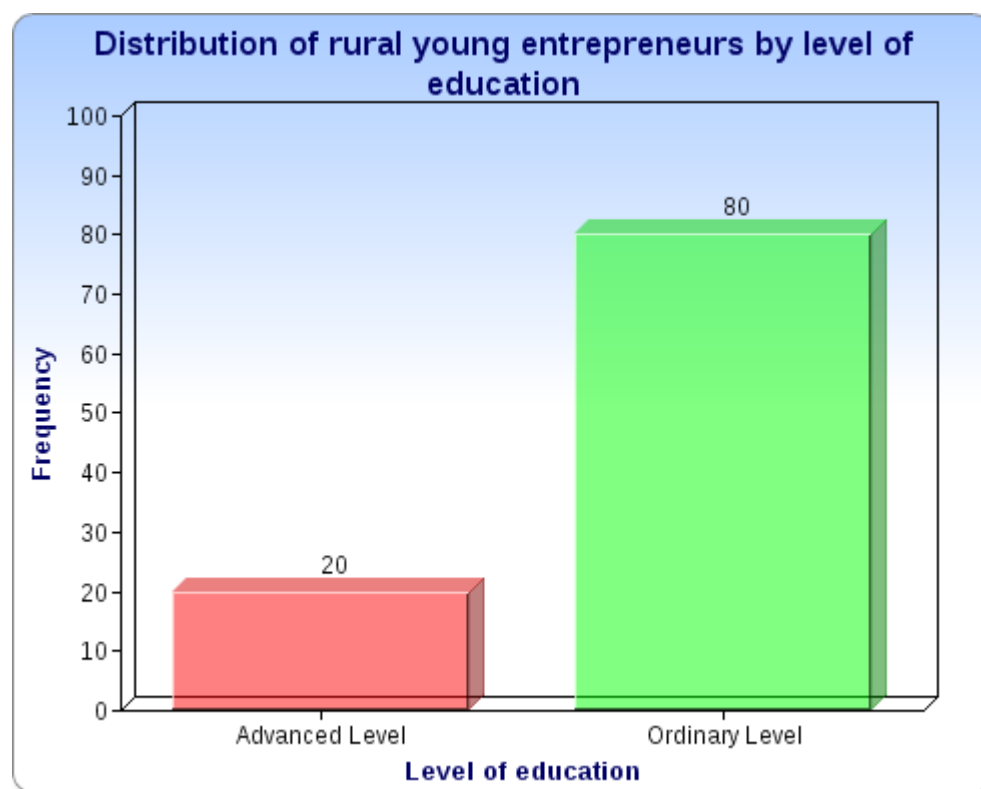


Figure 4.4 shows that majority of the rural out-of-school youth entrepreneurs (80%) attended secondary school education up to ordinary level while 20% attended upto advanced level. Ordinary level of education comprises forms 1 to 4 while advanced level comprises forms 5 and 6. In the rural areas there are absolutely no limitations enrolling learners for secondary education. Schools are required to enrol students for form 1 irrespective of whether they

passed or failed grade 7 examinations. Therefore, poor and good performers alike proceed to secondary school. However, for one to proceed to advanced level certain criteria have to be met and this limit the number of rural students proceeding to advanced level.

Besides access, control and ownership of resources rural young people face structural barriers like lower levels of education in most rural areas in Zimbabwe. Education is considered to be an investment that enhances entrepreneurship development (Ministry of Education, Sport and Culture, 2000). Brookslands (2000) contends that the level of education attained by the rural out-of-school youth is an important factor in determining both the actual entry into entrepreneurship projects and thereafter, the longer-term success of the enterprise. Entrepreneurship development is thus hindered by the rural youth's limited access to education. As long as access to education is limited, the young people will always be marginalized in entrepreneurship development (Ministry of Education, Sport and Culture, 2000). The higher the education level the better opportunities rural youth are exposed to.

There is need to revisit the education curricula in Zimbabwe schools. Due to limited educational resources, most of the rural schools provide a purely academic advanced level curriculum. It is unfortunate that the advanced level curriculum is skewed towards arts and language subjects and offering very little with regard to entrepreneurial skills development. In most secondary schools business subjects such as accounting, commerce and business studies are introduced into the school curriculum at form three. Technical subjects such as agriculture, building, carpentry and fashion & fabrics are assigned to different classes due to limited resources available in the rural schools. A few selected learners study accounting, business studies and economics. Hence, the current system of education in Zimbabwe is highly theoretical and lacks practical bases from which rural out-of-school youth can develop entrepreneurial skills (Ministry of Education Report, 2000). This implies that there is need to reorient the education curricula in rural Zimbabwe. Therefore, for less academically gifted rural young people, the current education system offers them minimal attention and contributes little towards assisting them in developing entrepreneurship skills (Ministry of Education Report, 2000).

More so, the lower proportion of advanced level graduates than ordinary level graduates is possibly explained by few advanced level classes in the rural areas. The few schools that have advanced level classes are far away and therefore the long distances to these schools prohibit the enrolment into advanced level classes for many of the rural students.

Table 4.2: Distribution of rural young entrepreneurs by gender and level of education

Gender/Education Level	Ordinary	Advanced	Total
Male	57%	16%	73%
Female	23%	4%	27%
Total	80%	20%	100%

Table 4.2 shows that 57% of the participants who attained ordinary level of education as their highest qualifications are male and 23% of the participants who attained the same level are female. Males who attained advanced level constitute 16% while females who managed to attain the same education level comprise 4%. This means the proportion of young females in the rural areas attaining an advanced level qualification when compared to their male counterparts is far lower.

When the chi-square statistic was calculated for the distribution males and females on their level of education (Ordinary/Advanced), a statistically significant difference was found between the males and the females [ $X^2=0.62$ ,  $df = 1$ ,  $p < 0.001$ ].

The decline in the enrolment ratio of girls for advanced level can be attributed to the attitude of parents which views investing into female children's further education as a waste of money (Human Rights Monitor, 2001). Most parents in rural areas opt to send the boy-child to advanced level in preference to the girl-child. The little financial resources they have are spent on the furtherance of the boy-child's education. Therefore, the low levels of female enrolment in secondary schools mean that fewer rural young women make it into the enterprising world.

As has been highlighted before, most schools in the rural areas have no advanced level classes and that the few schools that have advanced level classes are far away. The long distances favour physically fit boys and a few girls daring to travel such distances to school. Sometimes committed parents acquire bicycles for the children but the majority of them cannot afford to secure the bicycles and let alone bus fare to and from the school. In other cases the students seek accommodation in families nearby the schools but this arrangement favours the male students. Parents fear that female students would be exposed to sexual abuse and hence would discourage the girl-child from staying in rented accommodation but leaving

boy-child to continue. Hence the results indicating that there are more males with an advanced level qualification than the females.

Besides long distances to schools with advanced level classes, the entry requirements are too high for the female applicants prohibiting them from pursuing advanced level studies. Hence most of the rural females lack the required entry qualification for advanced level. Brooksbank (2006) argues that there is a complex relationship between the level of education attained and participation rate in income generating projects. Hence, rural young males dominate their female counterparts in the event of emerging entrepreneurship opportunities.

Figure 4.5: Distribution of rural young entrepreneurs by type of projects

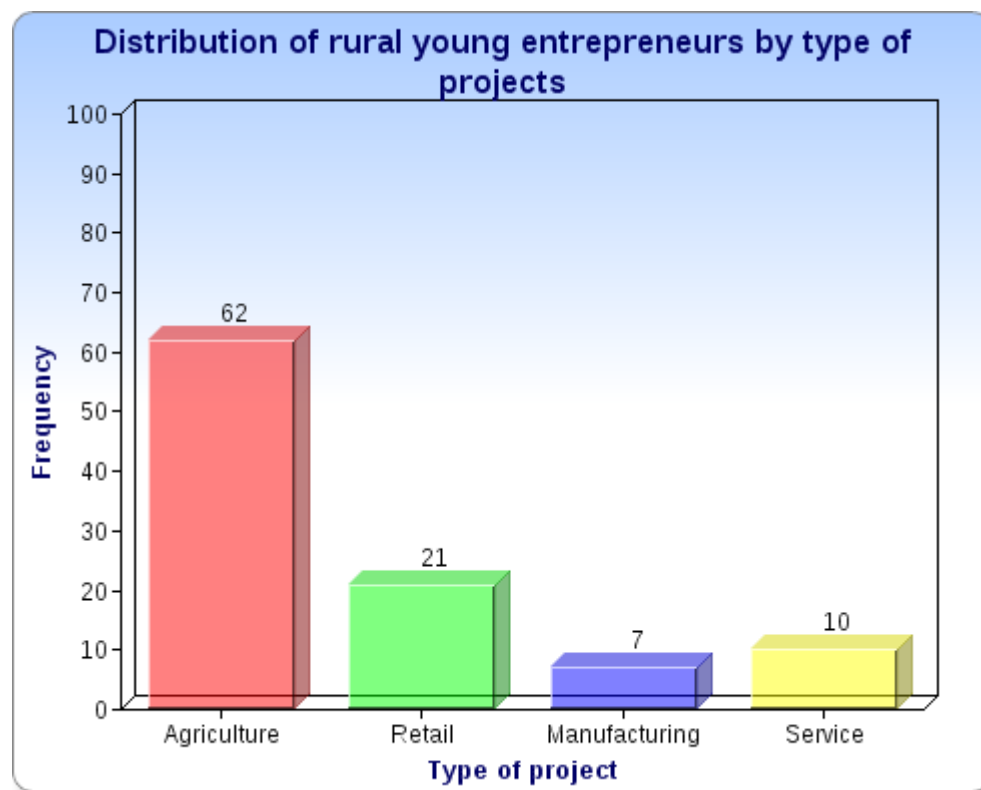


Figure 4.5 shows that majority of the rural out-of-school entrepreneurship projects relate to agriculture (62%). Manufacturing projects account for 7% and therefore represents the least number of rural youth enterprises. This means there is a high proportion of rural out-of-school youth involvement in agriculture. Participation in other sectors is low with retail representing 21% and services 10%.



The results are supportive of previous assertion that many people in the third world rely primarily on agriculture for their livelihood (Giddens, 2000). Brooksbank (2006) argues that rural youth lack innovation and are most likely to continue with the usual family enterprises. Hence, they choose enterprises falling into sectors that are traditionally associated with their family occupations (Brooksbank, 2006).

Table 4.3: Distribution of the rural young entrepreneurs by age and gender

Age/Gender	Male (%)	Female (%)	Total (%)
15 – 19	1	1	2
20 – 24	16	5	21
25 – 29	27	8	35
30 – 35	29	13	42
Total	73	27	100

The proportion of the rural young male and female entrepreneurs is similar in the 15 to 19 age group. The proportion of male young entrepreneurs is three times that of their female counterparts in 20 to 24 age range. The same ratio appears in the 25 to 29 age group. However, the ratio is reduced to 2:1 in the 30 to 35 age group. Thus, the differences are more pronounced in the 20 to 29 age group. The implication is that the propensity for rural young males to engage into income generating projects is higher than that of rural young females.

Economic and cultural factors have been attributed for the disparities in participation in entrepreneurship programmes. The deaths of husbands leave many wives with a burden of fending for the children. Therefore, single mothers with dependent children are more likely to engage in entrepreneurship projects (Brooksbank, 2006). Alternatively more women in the 30 to 35 age range engage in entrepreneurial activities because they have been left behind in the village since their husbands have migrated to towns and cities for paid employment or have found more lucrative work (Chitsike, 2010).

As has been highlighted earlier, young people below the age 20 are less likely to be married than those in the older age categories, consequently having less family responsibilities. Therefore, they are less likely to join entrepreneurship programmes. Family responsibilities increase in the older age groups as they have to attend to the welfare of their school-going

children. It appears the responsibilities are more pronounced among young males. These responsibilities force both males and females to engage into income generating projects.

Table 4.4 Distribution of rural young entrepreneurs by gender and marital status

Gender/Marital status	Single	Married	Total
Male	26%	47%	73%
Female	15%	12%	27%
Total	41%	59%	100%

Table 4.4 seems to suggest that the marital status influences gender participation in entrepreneurship intervention programmes. It appears that single rural young people are less likely to engage in entrepreneurship projects than their married counterparts. The proportion of married males (47%) is almost twice that of single males (27%). The proportion of married rural young male entrepreneurs is almost four times that of their female counterparts. Meanwhile, the number of single rural young female entrepreneurs is slightly less than half of that of their male counterparts.

The data reveals that the proportion of rural young female entrepreneurs tends to decrease as they get married. The results are supporting previous claim that that married young females' involvement in entrepreneurial activities is therefore restricted by their day-to-day household chores (Chitsike, 2010). Most of the household chores are bestowed on women and girls. Household chores demand a lot of energy and sustained effort and consume a lot of time (Ministry of Education Report, 2000). After getting married they are demanded to perform reproductive roles as well as community service. These new roles limit them in terms of engaging into income generating projects. Even those who would have been running projects leave them as they move to their in-laws to stay with husbands. What this means is that the young females end up being overworked and therefore have little time to spare for NGOs intervention programmes. This, possibly, explains the decline in the proportion of young female entrepreneurs once they move into marriage.

As alluded to earlier access, control and ownership to resources affects the involvement of the rural women and have to look forward to their husbands as breadwinners (Ministry of Education Report, 2000). The report contends that society expects these young married women to view their husbands as breadwinners and family leaders who deserve their respect

and honour. Such respect and honour is reflected in many ways such as consulting and seeking the approval of their husbands when entrepreneurial opportunities arise (Ministry of Education Report, 2000). Thus, in several cases the young females end up giving up their entrepreneurship projects. Meanwhile, women, who display character traits and behavior associated with aggressive, creativity and innovation are rejected, stigmatized, ostracised and victimized (Ministry of Education Report, 2000). This affects the uptake of entrepreneurship activities by the general rural young women and in particular the married ones.

Therefore most of the married young female entrepreneurs abandon their projects because their husbands being the providers and breadwinners have the final word on the decision to take up entrepreneurship opportunities. Sometimes the married rural young women will find part-time enterprising a more feasible option (Giddens, 2000). The researcher adds that women are more likely to engage in full-time enterprising if they have no husband and children at home (Giddens, 2000). This implies that there would more single females than married females involved in business enterprises as suggested by the data.

Whilst young male entrepreneurs might also get married, they do not assume prime responsibility for the rearing of children (Giddens, 2000). However, due to the assumed family responsibilities they engage in income generating projects to sustain themselves and their families. This has resulted in an increase in the proportion of male young entrepreneurs in rural areas as compared to their female counterparts.

The data reveals that the proportion of married rural young male entrepreneurs is almost four times that of their female counterparts. The resulting are consistent with the assertion that more married young male entrepreneurs are exposed to entrepreneurial opportunities than their female counterparts (Ministry of Education Report, 2000).

In Shona culture society considers married males as the head of family and breadwinners. Rural young males are socialised to view themselves as breadwinners and heads of households whilst females are taught to be obedient and submissive housekeepers (Kambarami, 2006). Kambarami (2006) examined the interplay between femininity, sexuality and culture within the Shona culture in Zimbabwe. She also how patriarchal practices in the Shona Culture shape and strip women of any form of control of the economy.

At the same time the rural young women are also socialised to acquire qualities which fit them into a relationship of dependence on men (Kambarami, 2006). Moreso, cultural

teachings foster a dependence syndrome explaining why most rural women have to depend heavily on their husbands for support (Kambarami, 2006). This indeed affects the uptake of entrepreneurship activities by the general rural young women and in particular the married ones.

Kambarami (2000) argues that the patriarchy system creates dependence on males to the extent that in the absence of males, many women cannot manage to support themselves financially. In shona culture the male child is expected to be the decision-makers even if there are older female children in a family. The male child is automatically considered the head of the household who should protect and look after his sisters (Kambarami, 2006). So in the end this kind of socialisation implies that there are less married rural young females undertaking entrepreneurship projects.

Table 4.5: Distribution of rural young entrepreneurs by gender and type of project

Gender/project	Agriculture	Retail	Manufacturing	Service	Total
Male	50%	12%	7%	4%	73%
Female	12%	9%	0%	6%	27%
Total	62%	21%	7%	10%	100%

Table 4.5 shows that the males dominate in agriculture, retail and manufacturing projects while females surpass males in services enterprises. Whilst male dominance is more pronounced in agriculture and manufacturing, the participation rates are almost similar in retail enterprises.

When the chi-square statistic was calculated for the distribution males and females on their selection of entrepreneurial projects, a statistically significant difference was found between the males and the females [ $X^2 = 11.22$ ,  $df = 3$ ,  $p < 0.001$ ]. The results are indicating that rural young males and females may have statistically different entrepreneurial business inclinations. The analysis of these demographic measures using the chi-square shows that young rural males are more inclined to engage in agriculture and manufacturing enterprises than their female counterparts. These results show that rural young males consider agriculture and manufacturing enterprises as viable entrepreneurial options than rural young females do.

Results are supportive of claims that women are much more concentrated in the service sector (Food and Agriculture Organisation [FAO], 2011). The results show that there are no female

young people participating within the manufacturing category. The results provide support for FAO's (2011) claim that the service and/or agriculture sectors are preferred by women than the manufacturing sector. However, rural young women's manufacturing enterprises like peanut butter-making, weaving and baking go unrecorded. Sometimes lack of visibility hinders the development and growth of rural female out-of-school youth enterprises. Most of their enterprises are confined in-door and in the process missing out on entrepreneurial exposure. They practice sewing, craft, weaving and baking which generally in-door activities. Social networking is thus reduced limiting their interaction with role models, financiers, promoters and business advisers. On the other hand rural male out-of-school youth activities are out-door and this enhances the visibility of their projects.

The Ministry of Education Report (2000) points out that socio-cultural biases in the form of tradition and customs, place before the rural young people immense barriers to certain occupations and career choices and opportunities, depending on whether the youth is male or female. Manufacturing projects require some degree of technical knowhow which may be lacking among the rural young females. The Ministry of Education Report (2000) asserts that males are expected to have flair for physically demanding tasks. They are supposed to be mechanically-minded and should generally be interested in out-door life. Similarly, girls are expected to be good at various forms of handiwork and generally should enjoy staying and working indoors. Therefore this explains why rural young males are into metalwork, building, tobacco farming, carpentry (stools, chairs, benches, doors and wooden kitchen units) among others. This requires some degree of technical skills which most of the rural young females may not have. However, it is very common to find rural young women involved in retailing activities whereby they are selling tomatoes, vegetables, grass brooms, airtime recharge cards and even selling the products manufactured by men. Chitsike (2010) found that many women trade in agricultural produce including vegetables, fruits, small livestock, birds and pigs while others engage in buying and selling commodities that they source through cross-border trading activities. In particular, the results provide support for FAO's (2011) claim that rural women engage in trade and marketing. The young females also prefer sewing, weaving, hairdressing, catering, typing, photocopying and so on. On the other hand there are limited services projects for men in the rural areas. They are into tyre mending, operate hair-cut enterprises and provide photographic and motor maintenance services among a few others.

The Ministry of Education Report (2000) asserts that men are born with certain natural abilities, aptitudes and talents which are different from those of women. These innate abilities or aptitudes are developed through the socialization process children go through at home, in school and elsewhere and these are later transferred into life (Ministry of Education Report, 2000).

Sex-role stereotyping sees certain projects as “projects for young women” and others as “projects for young men” (Giddens, 2000). As a result, the young males are expected to be good at those projects that are of a technical nature while the rural young females should be good at “domestic sciences” (Ministry of Education Report, 2000). Most females tend to be associated with occupations and careers that involve some aspect of caring, nurturing and serving (Ministry of Education Report, 2000).

There are more males in agriculture. The land redistribution programme created gender imbalance in land ownership since generally young males were the ones who were allocated land. The young males also acquired agricultural machinery and equipment through the Government agricultural mechanisation programme. Therefore, the number of young males into agricultural projects dominates that of their female counterparts. The Ministry of Education Report (2000) proposes that if rural young males and females are given equal resources to engage in entrepreneurial projects, they will display equal participation proportions in these projects.

Table 4.6 Distribution of rural young entrepreneurs by type project and age

Age/Project	Agriculture	Retail	Manufacturing	Service	Total
15 – 19	1%	0%	0%	1%	2%
20 – 24	12%	5%	1%	3%	21%
25 – 29	22%	6%	3%	4%	35%
30 – 35	27%	10%	3%	2%	42%
Total	62%	21%	7%	10%	100%

Table 4.6 shows that agricultural, retailing and manufacturing enterprises dominate among the 30 to 35 years rural out-of-school youth. The results also show that services projects are

the majority in the 25 to 29 age range. The 15 to 19 have the least share of agricultural and services projects. The distribution of services enterprises seem to be concentrated on the 20 to 29 age group as compared to the other age groups. Start-up capital appears to bar the 15 to 19 age group engaging in retail and manufacturing enterprises. There is a marked increase of uptake into agriculture and retail projects for rural out-of-school youth aged 20 to 24 and then a slight increase between the 25 to 29 and 30 to 35 age groups.

A chi-square test was carried out to establish whether age is related to the type of entrepreneurship project engaged in by the rural youth. A statistically significant difference was found between the age groups [ $X^2 = 3.29$ ,  $df = 3$ ,  $p < 0.001$ ]. The results are indicating that different age groups have statistically different entrepreneurial business inclinations. The analysis of these demographic measures using the chi-square shows that young people aged 25 to 35 are more inclined to engage in agriculture, retail and manufacturing enterprises than their younger counterparts.

Table 4.7 Distribution of rural young entrepreneurs by type project and education level

Education/Project	Agriculture	Retail	Manufacturing	Service	Total
Ordinary level	55%	11%	6%	8%	80%
Advanced level	7%	10%	1%	2%	20%
Total	62%	21%	7%	10%	100%

Rural out-of-school youth who attained secondary schooling up to ordinary level are inclined to engage in agricultural projects as indicated by a proportion of 55% of interviewed rural young people. Those who reached advanced level prefer retail businesses as compared to other enterprises. Advanced level holders seem to despise manual and labour intensive tasks associated with agriculture and hence would opt for retail which is confined to buying and selling. The proportion of retail projects is almost similar between the ordinary and advanced levels.

A chi-square test was carried out to establish whether the level of education is related to the type of entrepreneurship project engaged in by the rural youth. It was concluded that young people with lower levels of education are inclined to engage in agriculture and manufacturing type of projects [ $X^2 = 13.76$ ,  $df = 3$ ,  $p < 0.001$ ].

## **4.5 Sampling Techniques**

This section of the chapter outlines the non-probability and probability techniques used in my study. The decision on which type of sampling technique to employ in this study, was based upon the characteristics of the target population and the availability of the participants (Creswell, 2012).

### **4.5.1 Non-probability sampling technique**

The study applied non-probability sampling techniques to obtain a sample for the initial impression of the answers to the critical questions. In other words, the research questions dictated the use of non-probability sampling technique. Hence, in the exploratory stages of the research study, when the researcher conducted a pilot study, a non-probability sample was the most practical (Saunders et al., 2009). Consequently I gathered the views of two BOOST Fellowship field officers, three Ministry youth officers and five selected leaders of out-of-school youth in Wedza district using purposive sampling technique thereby constituting samples for the pilot study.

I then hand-picked the individuals to be included in the main study on the basis of my judgement that such persons were knowledgeable in the topic under research and be able to answer the research questions (Saunders et al., 2009). This technique was ideal since I was working with very small samples and my wish was to select cases that were particularly informative (Neuman, 2005 in Saunders et al., 2009). Thus, in this study the researcher used his judgement to select five information-rich BOOST Fellowship staff, six Ministry youth officers and five rural out-of-school youth leaders. Their professional roles, work experiences and leadership roles were also considered during the selection (Cohen et al., 2009).

However, the above mentioned samples provided lesser breadth to the study (Cohen et al., 2009) prompting the use of probability sampling techniques).

### **4.5.2 Probability sampling technique**

Probability sampling technique is most commonly associated with survey-based research strategies where one needs to make inferences from the sample about a population (Saunders et al., 2009). My endeavour was to select individual participants from the target population who were representative of that population (Creswell, 2012). Thus, as highlighted earlier, a sample of rural youth was obtained from a list of rural out-of-school youth benefiting from



BOOST Fellowship entrepreneurship programme. I used a comprehensive school leavers' data base obtained from the BOOST Fellowship office from which I identified 500 youth living in Wedza district.

Having chosen a suitable sampling frame, I selected the stratified random sampling technique since it was the most appropriate sampling technique to obtain a representative sample in this study.

#### **4.5.2.1 Stratified random sampling**

If the population is regarded as being heterogeneous with respect to the random variable under study, the population is divided into segments where the sampling units in each segment are relatively homogeneous (Wegner, 1999). I divided the population of the identified 500 out-of-school youth into two strata based on gender. A random sample was then drawn from the male sub-population and another sample from the female sub-population. Dividing the population into male and female strata meant that the sample was representative (Saunders et al., 2009; Creswell, 2012). It was necessary to ensure that both female and male youth were represented correctly. A simple random sample would have resulted in the selection of more males than females. Besides correct representation, McBurney and White (2007) argue that males and females respond differently on the study's critical questions. Furthermore, the needs of the rural youth differ from one sex to another.

Within each stratum, the rural out-of-school youth were then numbered. After assigning numbers to the out-of-school youth within each segment, a list of random numbers was used to select 100 respondents. Repeating numbers were ignored since the out-of-school youth they represented were already in the sample.

#### **4.6 Research Methods**

A research method is a tool that enables the researcher to gather data in order to find solutions to the problem under investigation (Bell, 1993). The methods used to gather data were interviews, questionnaires and documentary analysis.

The questionnaire method was adopted for the rural out-of-school youth beneficiaries and semi-structured interviews were also used to obtain the views of the BOOST Fellowship field officers, government district and ward youth officers and leading rural out-of-school youth.

Survey researchers usually collect data using questionnaires and interviews (Creswell, 2012). In this study the researcher gathered primary data using questionnaire and semi-structured interview techniques.

#### **4.6.1 The Questionnaire**

Questionnaires provide the means of discovering prevailing experiences among a large population (Cohen et al., 2004). According to Creswell (2012), a questionnaire is a form that is completed by the participants in a particular study. Each person is asked to respond to the same set of questions in a predetermined order (Saunders et al., 2009). The participants choose answers to questions and supply their background information (Creswell, 2012). Because each respondent is asked to respond to the same set of questions, it provides an efficient way of collecting responses from a large sample prior to quantitative analysis (Saunders et al., 2009).

Response rate, validity and reliability can be maximised by carefully designing the questions. Validity and reliability is also achieved through carefully planned and executed administration of pilot testing (Saunders et al., 2009).

Questionnaires should be used when they fit the objectives of the research study (Gray, 2009). They are usually not particularly good for exploratory studies that require large numbers of open-ended questions (Saunders et al., 2009). They work better with standardised questions that will be interpreted the same way by all respondents (Saunders et al., 2009). This means data analysis of the standardised questions is relatively simple and the questions can be coded quickly (Gray, 2009). Highly standardised questions generate frequencies of responses amenable to statistical treatment and analysis (Cohen et al., 2011). In this study the demographic information was analysed using frequents counts and thereafter bar charts and tables were used to illustrate the data.

The interface between NGOs and rural out-of-school youth is purely descriptive, showing how the two social actors are related and hence required the use of the questionnaire. Saunders et al. (2009) argue that questionnaires tend to be used for descriptive studies.

In this study questionnaires were administered to selected rural out-of-school the youth in Wedza district. The introductory part of the questionnaire focused on the rural youth's background and the information about their enterprises or projects. The main body of the questionnaire was then divided into the following sections: i) the intervention given to and

received by the rural youth; ii) factors that motivated the rural youth participating in the intervention programmes, iii) the impact of the intervention to entrepreneurship skills development and iv) the extent of the impact of the intervention programmes to the rural youth livelihood or standard of living.

The questionnaire was administered in wards 8 and 15 in Wedza district. The choice of these wards was informed by youth officers' reports, which revealed that the wards had the largest of out-of-school youth benefiting from BOOST Fellowship intervention programmes. Wards 8 and 15 were also selected because of high concentration of entrepreneurial activities among the youth.

#### **4.6.1.1 Pilot Testing the Questionnaire**

The questionnaire was pilot tested during the draft stage. Pilot testing enabled me to increase the reliability, validity and practicability of the questionnaire (Cohen et al., 2011). As pointed out by Saunders et al. (2009), the purpose of the pilot test is to refine the questionnaire, so that respondents will have no difficulty in answering the questions and there will be no problems in collecting the data.

An expert in research methods was consulted to comment on the representativeness and appropriateness of the questions. The pilot testing was carried out on 10 rural out-of-school youth at Wedza growth point in Mashonaland East province of Zimbabwe. The pilot study was conducted with 10 participants because the time and financial resources required for the main study were limited. Besides the insufficient time and financial resources, Fink (2003) suggested a minimum number of 10 participants for student questionnaires.

The results of the pilot study were not included in the main study since the purpose of the pilot test was to refine the questionnaire as well as getting an assessment of the validity of the questions and reliability of the data gathered (Saunders et al., 2009).

The results of the pilot study also guided me on the elimination and modification of some of the questions. The questionnaire was reduced to four major questions and each question having sub-questions. Questions 1 to 3 were changed to structured questions and question 4 remained open-ended. If no pilot testing was carried out, the chances of the questionnaire being misunderstood could have been high.

#### **4.6.2 Interview**

In addition to the use of the questionnaire as a data collection method, the interview method was employed to explore and understand the interface relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. Interviews are widely used tools for data collection (Cohen et al., 2011). It is a flexible tool enabling multi-sensory channels to be used such as verbal and non-verbal (Cohen et al., 2011). Interviews allowed the participants a chance to reflect on the relationship between NGOs entrepreneurship programmes and rural young people without committing themselves to filling in questionnaires (Gray, 2009). Ministry and NGOs officials requested to be interviewed rather than completing a questionnaire because they felt the information might be confidential (Gray, 2009).

The interview method was used to offer an explanation of the reasons for the relationship between the two variables (Cohen et al., 2011). In this study, it was used to examine the relationship between NGOs entrepreneurship programmes and rural out-of-school youth.

The interviews were highly formalised and structured, using standardised questions for each research participant (Saunders et al., 2009). Closed-ended questions provided response options to the participants and the responses were recorded (Creswell, 2012). The interview guide consisted of section A which sought demographic information of the participants and section B which sought information in line with the critical questions.

Interviews were conducted with five BOOST Fellowship field officers, five Ministry youth officers and 51 out-of-school youth in wards 8 and 15 of Wedza district. I used judgemental sampling method to come up the sample of the interviewees. Before I carried out the face-to-face interviews I made appointments with the participants through their mobile phones. I then carried out the interviews at their workplaces or home as agreed on phone.

In the next section documentary analysis is discussed.

#### **4.6.3 Documentary Review**

Documentary data are often used in research projects that also use primary data collection methods (Saunders et al., 2009). Documents consist of public and private records that researchers obtain about a study (Creswell, 2012). They include minutes of meetings, memos, workshop proceedings, notices, correspondence, reports from stakeholders, diaries,

transcripts of speeches and archival materials in the libraries (Creswell, 2012). These are used to triangulate findings based on other data such as primary data collected from observation, interviews or questionnaires (Saunders et al., 2009).

Minutes of meetings, workshop proceedings, notices, correspondence and reports from the youth were obtained from BOOST Fellowship Head-office and Ministry of Youth Development district office. The data sought from the documents mainly addressed critical questions one and two. I also used the data collected from documents to triangulate data collected through interviews and questionnaires.

I used documentary analysis in order to obtain information already in existence on the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. Internal secondary data constituted workshop reports, BOOST Fellowship teams reports, minutes of meetings and business plans while external secondary data constituted of reports produced by the National Association of NGOs (NANGO) and the Ministry of Youth Development.

Documents data provided a starting point for the study since it cost very little to obtain. The use of documents led to enormous saving in resources, in particular time and money (Saunders et al., 2009). The documents were written in the language and words of the participants and this facilitated easy analysis without having to go through the transcription process that was required with interview data (Creswell, 2012). Furthermore, analysing documents often resulted in new insights (Saunders et al., 2009).

However, some of the documents were not available rendering the data difficult to access (Creswell, 2012). In other situations, information was located on the NGO and Ministry websites and that required payment of subscription fee in order to access it. Furthermore, some of the documents were incomplete or inaccurate (Creswell, 2012; Wegner, 1999). For example, some of the minutes and reports from the BOOST Fellowship teams were inaccurate because these were not checked for accuracy or correctness. More so, the initial purpose of the documents affected how data was presented. Predispositions and ideals of those who originally collected and collated the documents influenced the nature of the data at least to some extent (Saunders et al., 2009).

#### **4.7 Data Generation Procedures**

Questionnaires were hand delivered to the targeted respondents. The respondents were requested not to post the questionnaire copies as the researcher was going to personally collect them on a mutually agreed date and place.

Key documents were identified from BOOST Fellowship and Ministry of Youth and these were reviewed to extract information addressing the critical questions. The National Youth Policy was the major source of data reviewed from the Ministry. Other relevant sources of data reviewed were BOOST Fellowship policy documents, pamphlets and website downloads with relevant information on the research problem.

The researcher made some appointment with the chosen people set for the semi-structured interviews in the research study on agreed dates, time and venues. Those interviewed included BOOST Fellowship field officers, government youth officers operating in wards 8 and 15 and leading rural out-of-school residing in the above wards.

#### **4.8 Ethical Considerations**

The autonomy of participants was protected through the use of an informed consent form. Anonymity was ensured through the use of disguised names of the participants. To increase the level of confidentiality I asked the questionnaire respondents not to include names, addresses and other identifying information.

The purpose of the research was explained to all the research participants. Participation was strictly voluntary and the participants were free to withdraw from the research at any time without any negative or undesirable consequences to them. Their responses were treated in a confidential manner. The research data will be kept for a period of at least five years in a secure location by arrangement with my supervisor.

#### **4.9 Data Presentation and Analysis Procedure**

I established a set of themes that arose from the data gathered to present, organise and analyse the questionnaire, interview and documentary analysis data (Ely et al., 2009). The search of themes is a widely used approach to data analysis. Ely (1984) defined a theme as a statement of meaning that runs through all or most of the pertinent data.

Interview data was mainly qualitative in nature and this was triangulated by quantitative data gathered using questionnaires. Interview questions enquiring on communication and impact of the relationship between NGOs and rural youth are examples of data that was triangulated through data gathered using questionnaires. Statistical analysis comprising of descriptive and inferential statistics were used for data analysis.

The research results are not applicable to other research settings concerning the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. Thus, the results may only be generalised within registered NGOs operating in Wedza district. The purpose of the study was not to generate a theory that is transferable to all NGOs working with rural out-of-school youth in Zimbabwe. My task was only to examine the interface between BOOST Fellowship intervention programmes and rural out-of-school youth entrepreneurship development in Wedza district.

#### **4.10 Conclusion**

The chapter has presented details of the research process. The research philosophy, research design, subjects, research instrument and the data collection procedures were outlined in this chapter.

In this study the researcher adopted the interpretive philosophy since NGOs and rural out-of-school youth place many different interpretations of their relationship. The qualitative research design was adopted for the study since it provides an in-depth and detailed understanding of meanings and also offers a complete understanding of the phenomenon from as many perspectives as possible.

A case study approach was adopted for the research in order to have an in depth examination of the relationship between NGOs intervention programmes and rural youth entrepreneurship development.

The population constituted all NGOs registered in Zimbabwe, all rural out-of-school youth benefiting from NGOs entrepreneurship programmes and all government district and ward youth officers in Zimbabwe. Consequently, samples for this study were taken from a list of all registered NGOs operating in Wedza district, all rural out-of-school youth benefiting from BOOST Fellowship entrepreneurship programmes and government ward youth officers stationed in Wedza district. Purposive sampling and stratified random sampling techniques were used to generate the samples.

The researcher gathered primary data using questionnaire and interview techniques. The researcher also used documents to examine the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. BOOST Fellowship, National Association of NGOs (NANGO) and the Ministry of Youth Development reports were used for documentary analysis.

The data presentation and analysis chapter comes next.



## **CHAPTER FIVE**

### **PRESENTATION OF RESULTS**

#### **5.0 Introduction**

In this chapter I present and analyse the data collected. I make use of tables and diagrams to explore and understand the data. The chapter presents rural out-of-school youth's description of the enterprising journey before and during their relationship with the BOOST Fellowship entrepreneurship intervention programmes. Through these descriptions I uncover the contact, relationship, interaction as well cross-over moment between the NGO intervention programme and rural youth entrepreneurship development. In each of the description, a statement which they made during the interviews is captured at the beginning to set the tone.

The themes that emerged from the data are communication, negotiation, provision and facilitation of entrepreneurship skills, identifiable projects and socialisation and networking.

#### **5.1 The relationship between BOOST Fellowship NGO and rural out of school youth in Wedza district.**

Firstly, I examined the relationship between the NGO intervention programme and rural out of school youth entrepreneurship development in Wedza district in terms of the themes outlined above.

##### **5.1.1 Participants' views of what information is communicated to the rural out-of-school youth by the NGO.**

The participants were asked about what the NGO communicates to the rural out-of-school youth. The responses ranged from specific to general issues.

Rudo, a field officer with BOOST fellowship, narrated the communication between the NGOs and youth.

Rudo: We communicate to the rural out-of-school youth our strategic plan and inform them that their requests have to be aligned to the NGO's long and short-term goals (Interview, 26/03/12).

Lucius, a veteran field officer, pointed out that;

Lucius: During their interaction with the NGO rural out-of-school youth communicate to the NGO their needs, their interests, their aspirations, what they want to do, what resources they need and what challenges they are facing (Interview, 26/03/12).

The data revealed that the NGO communicates possibilities and opportunities to the young people. The data also revealed that the NGO communicates the assistance and support they can provide to the rural young people.

### **5.1.2. Participants' descriptions on how information is communicated to the rural out-of-school youth.**

Questionnaires were distributed to establish how the BOOST Fellowship communicates entrepreneurship intervention programmes to rural young people in Wedza district. Table 5.1 shows that the greater proportion of rural out-of-school youth (44%) is reached through the word of mouth. This is closely followed by the print media (40%) while the least used medium is the internet (facebook, whatsapp and emails) constituting only 5%.

Table 5.1 Distribution of communication media

Mode of communication	% Frequency
Word of mouth	44
Print Media	40
Electronic Media	11
Internet	5
Total	100

In order to supplement data gathered through the questionnaire, interviews were conducted on the same issue. The interview data indicated that various means are used by the NGO to convey information to the rural youth.

Enara is 27 years old and learnt about the BOOST Fellowship programmes through a long time friend.

Enara: I learnt about the programme through a friend who had just completed the same programme. She encouraged me to do this particular programme as she is now enjoying the benefits since her business is flourishing (Interview, 01/03/12).

During a week-end visit to a friend's house, Griselda was informed of BOOST Fellowship intervention programmes.

Griselda: I got to know about the programme through one of my friends after we had a discussion about upgrading our school qualifications for better chances in life (Interview, 07/03/12).

Caridad appreciates the role played by her husband after he brought the information to her.

Caridad: My husband relayed to me an advert in the newspaper and explained to me the importance of having entrepreneurship skills training (Interview, 13/03/12).

Michael and Moses are youth officers in the Ministry of Youth Development narrated that:

Michael: The NGO communicate to the rural out-of-school youth using pamphlets, brochures and flyers (Interview, 02/04/12).

Moses: The rural out-of-school youth usually check adverts of NGOs entrepreneurship programmes in the newspapers (Interview, 02/04/12).

An interesting result was the use of the internet in the communication between the NGO and rural out-of-school youth.

Rudo: We post the entrepreneurship development programmes on our websites and we get enquires through the NGO website for the rural young people. Recently the young entrepreneurs have started to communicate to us on facebook (Interview, 26/03/12).

The use of exhibitions events like the Zimbabwe Agricultural Show (ZAS) and Zimbabwe international Trade Fair (ZITF) was also cited:

Rudo: Sometimes the rural out-of-school youth visit the NGO stand where it will be exhibiting its entrepreneurship programmes as well the products some of the rural youth are producing (Interview, 26/03/12).

What is arising out of the data is that four communication tools are used between the NGO and out-of-school youth in the district. These are word of mouth, print media, electronic media and internet.

The relationship between NGOs intervention programmes and rural youth entrepreneurship development involves complex negotiations between the NGOs and rural out-of-school youth.

### **5.1.3 Participants' views on negotiated, partially negotiated and non negotiable entrepreneurship development curriculum issues.**

The relationship involves negotiating the entrepreneurship curriculum. Data was sought on negotiated, partially negotiated and non negotiable aspects of the curriculum.

Rafaela: Usually NGOs do not impose projects on the out-of-school youth. Most of the areas of training are negotiated. NGOs will approach the out-of-school youth and do a needs assessment. They meet the out-of-school youth and ask what they want? How do they want to do it? Where do they want to do it? How long should it be? What methods and media should be used? How can they help the out-of-school youth? (Interview, 27/03/12).

Rudo added that:

Rudo: Young people's needs are very interesting. If you push them into some project which they are not interested in, sooner or later they may not participate. The project may fail because the young people are neither motivated nor interested. So the NGOs negotiate such issues with the young people. They discuss, agree and arrive at a consensus. Then the programme, project or training course is designed guided by the agreed position (Interview, 26/03/12).

Another expression of the importance of negotiated entrepreneurship was spending time with the rural youth and sharing with them successes and failures.

Douglas: It is also about us the youth officers, how we interact with the rural youth. We should create good rapport with the youth. We have achieved a lot through sharing youth's successes and challenges, living together with the youth and becoming one of them. We spent time with the youth, sometimes participating in their daily chores. We discuss together with the youth the projects progress, areas to improve and assist them in making informed decisions. So when we propose certain measures to enhance their enterprises, the youth usually take into consideration our suggestions (Interview, 03/04/12).

Enara had this to say:

Enara: We negotiate the entrepreneurship activities, timetable of events and how soon should deliverables be handed in (Interview, 01/03/12).

The data also reveals that the notion of partial negotiation is featuring between the NGO and rural youth in Wedza district.

Moreblessing: There is very little negotiation available with the administration staff but we can negotiate with facilitators and presenters for additional sessions or even times of beginning and ending sessions (Interview, 02/03/12).

Melody aged 24 is an enthusiastic young female entrepreneur.

Melody: Yes, we negotiate on some areas of lectures, assignments and venues for the sessions (Interview, 07/03/12).

From a Ministry of Youth Development, Michael says;

Michael: Though the curriculum is not negotiable but they can negotiate areas of specialisation (Interview, 02/04/12).

However, some of the interviewees suggested that there was no negotiation at all.

Moses: The rural young entrepreneurs are not allowed to negotiate on any aspect. Not at any moment. No opportunity is given to youth to negotiate (Interview, 02/04/12).

Mary: The NGO designs the curriculum which will guide me as to which areas to focus on training. The curriculum is imposed. The presenters give us the training subject contents they have designed on their own and rarely ask for our opinion (Interview, 13/03/12).

Obert: I haven't negotiated any content or been given the opportunity to negotiate. The curriculum must have been properly designed by experts to suit the requirements of the intervention programme (Interview, 05/03/12).

A questionnaire was administered to a group of rural young entrepreneurs attending an entrepreneurship skills development workshop and the results of their opinions on curriculum negotiability was analysed and summarized in table 5.2 below.

Table 5.2 Responses on the notion of Curriculum Negotiation

Response/Curriculum	Objectives	Content	Organisation	Evaluation
Non-negotiable	96%	96%	60%	74%
Partially negotiable	4%	4%	2%	2%
Negotiable	0%	0%	38%	24%
Total	100%	100%	100%	100%

Table 5.2 shows that objectives were generally non-negotiable. It seems planning of the intervention programmes is the sole responsibility of the NGO.

There was a significant level of negotiation in terms of evaluation of the performance of the out-of-school youth. Rudo commented on the assessment of the young people during the intervention programmes.

Rudo: The assessment is negotiated with the out-of-school youth so that they suit their needs. The out-of-school youth's abilities are taken into account in order to design proper methods of assessment. The NGO also considers individual characteristics of the trainees to see whether written or practical assessment is appropriate (Interview, 26/03/12).

An interview carried out with Rafaela confirmed some degree of negotiation with regard to curriculum activities assessment.

Rafaela: We do not use kind of an academic approach to the assessment. For example we recruit locals with expertise in say bee-keeping and these provide the skills step by step to the participants. The trainees learn by doing and once they go back they do not need to write examinations. However, there some training sessions carried out on a modular basis and following a well-structured programme. Qualified people are hired to facilitate the training and examinations are written towards the end of the training programme (Interview, 27/03/12).

The next section analyses the provisions and facilitations of entrepreneurship skills by BOOST Fellowship NGO.

#### **5.1.4 Participants' views on provision and facilitation of entrepreneurship skills to the rural out-of-school youth in Wedza district.**

Moreblessing joined the BOOST Fellowship ten years ago and has extensive experience in youth entrepreneurship skills training. Asked what the NGO was providing to the rural out-of-school youth she responded:

Moreblessing: The NGO provides us entrepreneurship and business skills in market identification, market development, budgeting & record-keeping, product development, business ethics, business planning and customer care (Interview, 02/03/12).

Rafaela holds a bachelors' degree in Entrepreneurship Education obtained from a local university. She is responsible for the development of business plans within the BOOST Fellowship structure.

Rafaela: One of the NGO programmes enables rural young people to develop business plans and provides them with the opportunity to present their business plans to a panel of judges (Interview, 27/03/12).

Michael has been with BOOST Fellowship since its formation in 2000.

Michael: We serve rural communities through providing the out-of-school youth with business management skills and an entrepreneurial approach to business (Interview, 02/03/12).

The rural out-of-school youth in Wedza district are provided with life-long technical and vocational skills.

Obert, aged 26, got auto-mechanic training through the BOOST Fellowship intervention programme.

Obert: I received both practical and theoretical training in motor mechanics. My fellow rural youth are equipped with hands-on skills in carpentry, building, sewing, mining, crop and livestock production (Interview, 05/03/12).

Although the NGO intervention programmes may provide business management and technical & vocational skills separately, there has been a new paradigm shift towards integrated intervention programmes.

Asked what constitute an integrated programme, Portia gave us a long detailed description:

Portia: These days most of the NGOs are moving into integrated programmes. They no longer wish to support stand-alone programmes. For example, where there is a group of youth who come from a poor background. These young people need skills to earn a living and survive. They are then trained in technical vocational skills (horticulture, dressmaking, building, motor mechanics and so on) in order to equip them with lifelong skills. They are equipped with management and business skills in marketing, business finance, quality and customer care among others. After getting trained, the youth are given start-up capital to create income generating projects (Interview, 27/03/12).

However sustainable livelihood is not all about the acquisition of business management and technical & vocational skills but a whole gamut of other life issues. With the income generating projects bringing the much needed cash at the young people's disposal, other problems arise. Portia went on to narrate;

Portia: With cash at their disposal, the youth get tempted into excessive beer drinking, indulge into sexual activities and take drugs. As the old saying goes, money is the source of all evils. So when these youth are being equipped with technical/vocational and business management skills, it is a great opportunity to talk about HIV/AIDS, reproductive health, family planning, drug abuse, gender violence issues and critical thinking and decision-making skills (Interview, 27/03/12).

Having acquired the necessary entrepreneurial skills, the rural out-of-school youth are assisted in the creation of business enterprises.

### **5.1.5 Participants' views on creation of rural out-of-school youth business enterprises.**

The relationship between NGOs intervention programmes and rural youth entrepreneurship development involves the formation of youth enterprises. The business enterprises were classified into agricultural, manufacturing, services and retail.

#### **5.1.5.1 Participants' views on the creation of agricultural enterprises.**

The interview participants described the various agricultural enterprises engaged in by rural out-of-school youth in Wedza district.

Portia, aged 26, spoke about the market gardening enterprises in the district.

Portia: Most of the youth are involved in market gardening. They grow vegetables, tomatoes, cabbages, rape and spinach among a variety of vegetables (Interview, 27/03/12).

Several dairy milk projects were launched in Zimbabwe after independence in 1980 in collaboration with NGOs who provided technical and financial assistances to the rural out-of-school beneficiaries.

Lucius: Rural youth in Wedza district engage in dairy milk projects (Interview, 26/03/12).

Livestock production projects are relied upon by rural out-of-school youth in Wedza district since the projects avail to them purchasing power for goods and services.

Rafaela: Rural out-of-school youth are involved in livestock farming projects. They keep small livestock such as goats. Some of the youth are involved in cattle and piggery projects. For cattle projects, cows are loaned out to the rural out-of-school youth and the condition is that once these cows produce a calf, they must return the calf and they can keep the cow (Interview, 27/03/12).

Chicken production enterprises have a major impact on rural household welfare and such enterprises were cited by the interviewed rural out-of-school youth in the district.

Moreblessing: Major enterprises undertaken by the youth in my ward comprise of poultry and mainly chicken projects (Interview, 02/03/12).

Patricia, a 23 year old lady, has benefited from the BOOST Fellowship intervention programme. She only went to school as far as Form 2. She decided to equip herself with entrepreneurship skills through the BOOST Fellowship programme. She also applied for



funding and got a loan of USD5 000 from CBZ Bank which she invested in her chickens business. She used the funds to build two fowl runs on a piece of land her late father left in the village.

Patricia: The fowl run has a capacity of one hundred birds. The birds take six weeks to become mature for the market. I supply to individual clients in the community, shops, schools and hospitals. Quite often I have orders from prominent food outlets in Harare for the supply of road runners (Indigenous name for chicken breeds kept mostly in the rural areas). The demand for chicken is increasing tremendously and so I have plans to construct twelve fowl runs and to purchase a delivery truck (Interview, 02/03/12).

Gashirai, aged 28, resides in ward 8. Since he performed badly at ordinary level education, he failed to proceed with school and had to stay at home. He decided to migrate to the city in search of a job but failed to secure one. He had no option except to return to the rural area and resorted to helping his parents till the land.

Gashirai: With the help of the BOOST Fellowship entrepreneurship programme, I started a poultry project in 2009 on a small scale with 50 chickens at a time. Due to the good quality of my chickens, I am getting a lot of orders from individuals around the community, boarding schools and take-aways. In 2010 I again approach the NGO for assistance so that I could expand my project to meet demand on the market. The NGO provided me with funding and I immediately built a bigger fowl run. I also managed to acquire additional equipment and chick feeds. I then started rearing chicken of various age groups ranging from one week to eight weeks old. Through the NGO I got orders from supermarkets in nearby towns (Interview, 02/03/12).

Munyaradzi: I gained poultry-keeping skills from the NGO intervention programme. After securing funding, I started the poultry business. I started at home and steadily expanded until I acquired a plot where I constructed bigger poultry runs. I supply the local market which comprises of schools, hospitals, food outlets and individuals with chicken and eggs (Interview, 09/03/12).

Thomas is a young man aged 23 years old. He is still single and is the last born child in a family of three siblings. He resides with his elderly parents on a plot at Rapako farm 5km from the growth point. He joined the BOOST Fellowship entrepreneurship suite with the intention of pursuing a chicken project. Through the NGO, Thomas was recruited by Irvines Zimbabwe, one of the leading chicken breeders in the country, as a contract grower of chickens. Thomas was interested in the poultry project but he did not have the capital to start the project. Irvines Zimbabwe provided the input and now Thomas is rearing chickens as a contract farmer to the company.

He narrated the contract agreement with Irvines.

Irvines provides the feed for one thousand birds. The company buys the chickens when they are ready for slaughter. The company has been impressed by the quality of my chickens and they are now giving me five thousand every month (Interview, 09/03/12).

Cash crops projects provide and strengthen opportunities for livelihood enhancement as well as expanding self-employment possibilities for the rural out-of-school youth.

Enara has established herself as upcoming potatoes grower in Wedza district.

Enara: We grow cash crops such as potatoes and tobacco (Interview, 01/03/12).

Therefore, the relationship between the NGO and rural out-of-school youth involves the establishment of market gardening, cash crops and livestock entrepreneurship projects.

In as much as the relationship between the NGO entrepreneurship intervention and rural out-of-school youth involves the creation of agricultural projects, it is also about the setting up of manufacturing enterprises. The rural youth manufacture a wide range of household and business items and in the process they generate income to sustain their livelihood.

#### **5.1.5.2 Participants' views on the formation of rural youth manufacturing enterprises**

The participants in the interviews described the distinct manufacturing projects undertaken by out-of-school youth in Wedza district.

The rural young people are driven by the passion for woodwork.

Michael: The out-of school youth make business and household furniture like benches, desks, tables, chairs, wardrobes, kitchen units among other household and business furniture (Interview, 02/04/12).

Liberty, aged 22, comes from a family of five children, two boys and three girls. Through engagement with the NGO, Liberty runs a viable enterprise. The small business makes coffee tables, beds, wall units and other small household-furniture.

Dube was fortunate to be a beneficiary of the BOOST Fellowship entrepreneurship programme aimed at promoting the creation of small businesses. He set up a furniture-making enterprise and his products include wooden cabins, guard rooms, dog kennels and enclosures of temporary toilets. His target customers are mainly individual households though some of them are security companies, pet owners and poultry keepers.

Onias, aged 26, is interested in the stone curving industry. He started by making tomb stones

and kitchen fittings with granite toppings.

Another interview participant narrated the manufacturing activities as follows:

Sando: The out-of-school youth are venturing into production of utilities. They are manufacturing toilet detergents, toilet cleaners, anti-bacterial hygiene soap, car wash soap and engine cleaners (Interview, 07/03/12).

Tapiwa, aged 24, manufactures toilet cleaners, dishwashers and tile cleaners. He started the business after attending BOOST Fellowship entrepreneurship programme. His target market includes schools, companies and households. Currently the small business is operating at his residence in the village and he is making efforts to rent an office to ensure adequate space for manufacturing and storage.

Candle making project has become brisk business for rural young people.

Melody: We have ventured into the production of candles. Besides candle-making we also produce floor polish (Interview, 07/03/12).

Rosaline makes candles at her residential home at Wedza growth point. She started by making as few as fifty candles per day. The candles are distributed to small shops and tuck-shops. Most of the customers buy on credit facility only to pay after they have been bought by consumers.

A number of rural youth have developed interest in sewing various clothing products including school uniforms, sport wear and African attire.

Melody: We are manufacturing school uniforms and soccer jerseys. Besides that we have extended our product line to include the production of caps, design clothes, simple clothes, business uniforms, African attire, political parties' regalia and banners (Interview, 07/03/12).

Amanda aged 23 started a small sewing business at Wedza growth point.

I am into sewing seat covers, chair backs and bed spreads. I sell these to the local community especially teachers, nurses and other government employees around.

There has been a rapid growth in the construction of houses and commercial buildings in Zimbabwe since the introduction of the multicurrency system in 2009.

Douglas: They make and sell all types of bricks. They also make pre-fabricated walls, roof tiles among other cement products required for new developments, repairs, renovations and upgrading of structures of existing structures (Interview, 03/04/12).

The relationship between NGOs and rural out-of-school youth also involves the creation and development of services enterprises.

#### **5.1.5.3 Participants' views on the formation of rural youth services enterprises**

The interview participants described the services enterprises which are being operated by out-of-school youth in Wedza district.

Madanhi, aged 33, started a pre-school at the growth point. He started his business in 2009. He converted his incomplete house into a pre-school. Madanhi benefited from the BOOST Fellowship entrepreneurship suite where he acquired business management skills and a loan to refurbish the house into an early childhood centre. He also used the loan to buy some toys and play ground equipment for children.

A number of young entrepreneurs are offering educational support services to surrounding schools as well as providing typing services to the general public in the area.

Mary: Some enterprising young people are offering typing, photocopying, binding, laminating, scanning and printing services. They are also designing and printing school reports and wedding invitation cards (Interview, 13/03/12).

The influx of used vehicles from Japan and other countries has created the need for motor car services. Lucius narrated the out-of-school youth's involvement in the motor industry.

Lucius: The young people provide motor mechanics and auto-electrical services, tyre mending and sometimes panel beating and spray painting (Interview, 26/03/12).

A number of rural youth have ventured into take-away projects. Kudzi commented on some of the rural out-of-school youth who have passion in the fast foods sector.

Kudzi: Some entrepreneurial young people are making and selling burgers, pies, cakes and hot dogs. They are also selling rice & chicken, sadza & beef stew, hot potato chips and pizza among other meals (Interview, 05/03/12).

Beaular is a talented baker and confectioner. At twenty she is the proud owner of a cake enterprise. She bakes cakes for weddings, birthdays and anniversaries. She is a beneficiary of a revolving Fund from the Ministry of Small and Medium Enterprises and Cooperative Development. She completed her advanced level studies two year ago but failed to pursue her desired qualification in journalism and communications because of poor grades.

Beaular: Cooking has always been my hobby and I decided to turn the hobby into a business enterprise. Initially, the enterprise was meant to generate pocket money but has since turned into a full-time occupation since my engagement with BOOST

Fellowship.

Jane aged 21, got financial assistance through her engagement with the BOOST Fellowship entrepreneurship programme. She decided to source equipment for a hair saloon which she intended to establish at the growth point.

Jane: After receiving the funding I immediately boarded a bus to South Africa and within a week I came back with three big hair dryers and a few other things including the chemicals that I wanted to kick start the business. I got a place to rent with the help of BOOST Fellowship. I recruited two young ladies I knew who worked at a certain salon where I sometimes had my hair done (Interview, 16/03/12).

More interaction with the NGO opened up other engagement possibilities for Jane. She opened a clothing shop in which she sells stuff she buys from Botswana and South Africa. She deals mainly in ladies and children clothing. She is planning to open a bigger salon in Marondera (a nearby town).

The relationship between NGOs and rural out-of-school youth also involves the creation of retail enterprises.

#### **5.1.5.4 Participants' views on the formation of rural youth retail enterprises.**

The setting up of hardware shops is very popular in Wedza district. Anopa aged 28 has won the provincial award for the best rural young entrepreneur for year 2011.

Anopa: I sell glass, cement, beams, doors, door frames, window frames, paint, wheel burrows, shovels and other construction materials and equipment (Interview, 06/03/12).

Many other youth have set up small ventures called flea markets for selling imported used clothes. The unavailability of jobs has forced many rural youth to engage in cross-border trading Enara narrated what her counterparts are doing after failing to secure employment in the cities.

Enara: They are into cross-border trading. They import a wide range of goods such as phones, computer accessories, solar products, electrical gadgets and clothing items from South Africa, China and Dubai for resale (Interview, 01/03/12).

Sophie has six ordinary passes. She got a loan through the BOOST Fellowship intervention and now operates a business selling used shoes. She operates from home and sometimes visits companies where she has already established a rapport and good clientele base. Her competitors are boutiques but she has an edge over them since her shoes are genuine leather and she counts on renowned labels.

Beaver Enterprises is a small organisation owned by a young lady of 26 years. It all started as a joke when Lisa said that although she failed her ordinary level, her hands were capable of making her survive. She started by selling freezits and fruits in an effort to raise capital for the business that she had in mind. She was a disciplined person in terms of saving the profits that she was getting from the daily sales.

Lisa: After raising a small amount, I was fortunate to become one of the beneficiaries of the BOOST Fellowship entrepreneurship programme. My dream came true after raising my targeted capital to venture into the business. I looked for a premise to rent and I got a shop at the growth point, refurbished and decorated it. After that I filled it with fancy clothes for ladies and kids (Interview, 19/03/12).

Despite Lisa not having ordinary level passes, she is one of the prosperous young business ladies at the growth point. Through socialisation and networking she is now importing her clothes from Dubai, South Africa, Tanzania, Nigeria and China. Her shop is popular for fashionable clothes and customer. What a vibrant young lady she is because of the encounter with the BOOST Fellowship entrepreneurship programme.

Muffin Investments was formed in 2009 by Chipso. Her enterprise deals in imported clothes for men, ladies and children. The products are imported from South Africa. She got contracts to supply to clothing stores. Despite the fact that all the products are imported, the prices are quite competitive. Promotional strategies are implemented since the clothing industry is flooded with cheap and low quality second hands clothes. Chipso supplies exclusive clothes. The uniqueness of the products ensures that she braces for competition which is very high in the clothing industry at the moment.

Muko runs a retail business selling second hand clothes. His business operations have changed since he engaged with the BOOST Fellowship.

Susan runs a fruit and vegetable business at the growth point. Susan's encounter with BOOST Fellowship was a networked relationship which saw her receiving funding for a business project. Susan's encounter with BOOST Fellowship was a networked relationship which saw her receiving funding for a business project.

Morris is a fruit and vegetable vendor at the bus terminus. He has three ordinary level subjects.

When asked how he got to start his business, he said.

I joined the BOOST Fellowship entrepreneurship programme where I got training in income generating projects. I started with a box of apples. I am situated at the growth

point bus terminus where most travellers and passerby come and buy fruits and vegetables (Interview, 19/03/12).

The kinds of the projects vary among age groups and even vary depending on sex. Certain occupations and careers tend to be associated more with males and other types of occupations more with females.

Portia, one of the field officers working for the NGO, concluded that:

Portia: Young women prefer particular kinds of projects like sewing, hair dressing, typing and photocopying services and flea market business. Young men would rather go for furniture-making, moulding bricks, metal fabrication, carpentry, horticulture and building (Interview, 27/03/12).

The above section interrogated the relationship between BOOST Fellowship and rural out-of-school youth with particular focus on the establishment of business enterprises. The relationship between the NGO and the rural young people provided for, facilitated and enabled the formation of agricultural, manufacturing, services and retail projects.

#### **5.1.6 Participants' views on rural out-of-school youth socialisation and networking**

Rudo: We organize youth-to-youth exchange of skills and knowledge. We also invite business advisory consultants to share with the young people. We link suppliers and prospective customers and employers to the young people (Interview, 26/03/12).

Melody: We are networked to financial institutions and established businesses for financial support and interest free loans (Interview, 07/03/12).

Douglas: We organize ready-markets for the rural out-of-school youth agricultural products. In the event that the young people have no transport to get the products to the consumers, we liaise with transporters on behalf of the youth (Interview, 07/03/12).

Hence the boundaries that the rural out-of-school youth set for their projects as well as the strategies they formulate are shaped by a diverse network of relations drawn from a wide range of social interactions.

The next section presents the data in response to the second critical question. Critical question two sought to examine the reasons for relationship between BOOST Fellowship intervention programme and rural out-of-school youth in Wedza district. The reasons cited were quite varied but those outstanding were the need to raise income for survival and desire for capital to fund business operations.

## **5.2 Participants' responses on the reasons for the relationship between BOOST Fellowship and rural out-of-school youth in Wedza district.**

### **5.2.1 Poverty-driven relationship**

Murengwa is a 23 year old married small business entrepreneur who is in the business of farming round nuts on a small scale in the village. He benefited from the BOOST Fellowship entrepreneurship programme. He went to secondary school up to form three. He uses his piece of land to plant two hectares of round nuts every season. With the help of the NGO he distributes his produce to big cities such Harare and Mutare.

Murengwa: Before engaging with the NGO intervention programme, I was living in abject poverty. I tried to look for employment but the effort was fruitless. Since I did not possess any competitive qualification I welcomed the intervention scheme. The passion and desire to contribute to my underdeveloped community motivated me to engage with the BOOST Fellowship entrepreneurship programme (Interview, 13/03/12).

Through his relationship with BOOST Fellowship Murengwa was able to start and operate a viable round nuts farming project. His participation in the intervention programme inculcated in him personal values such as self-reliance, sense of ownership, sense of responsibility to the development of his community and a sense of self-actualisation.

Choma is into farming. Born in 1982, Choma finished his ordinary level in 2000. He failed to proceed to advanced level due to lack of funds and joined the BOOST Fellowship entrepreneurship intervention programme. After attending several workshops he started farming on his new plot which he acquired under the government resettlement programme. The venture earned enough money to start a small grocery shop within the resettlement area. Through regular supervision from BOOST Fellowship he opened up one more small grocery shop in the resettlement village. He sells general commodities and also farm produce from his farms. His farming projects also grew and currently he has two farming projects, one for animal husbandry and the other one for tobacco farming.

Asked what motivated him to interact with the BOOST Fellowship, he responded:

I grew up in this rural set up. My family was poor. The standards of living of my family deteriorated due to the negative effects of several economic policies introduced by the Government. So I grew up suffering and the turning point was my decision to enroll for free short courses with the BOOST Fellowship entrepreneurship programme. My interest was in crop production. In the same year I finished my ordinary level, the Government allocated pieces of land to those who so wished under the land redistribution exercise. After completing several workshops with BOOST



fellowship, I was allocated a piece of land by the Government. My involvement with the NGO has made a significant contribution in the reduction of poverty in my family (Interview, 01/03/12).

Through face-to-face encounter with BOOST Fellowship, Choma holds the view that poverty can be eradicated through working hard, investing in education and starting businesses that one is passionate about.

Egna is a young woman aged 30. She received USD5 000 to start a chicken project.

Egna: I was also driven into the income generating project by poverty induced by the prevailing economic hardships. I was taught how to look after the broilers and after they were old enough to be consumed I was introduced to a ready market. I was motivated by other young women around my area who have benefitted from the funding. I also had the passion to become a business woman one day. I was also motivated by the education and training I received before embarking on the project and I knew I was not going to be a failure. The good thing about the loan was that it was not an interest carrying loan and the income from the project was to be used to pay back the loan. With proper training and determination I knew I was going to succeed. (Interview, 02/03/12).

The intervention programme equipped Egna with technical skills in chicken production. She defined the project as a career option. She also saw her participation in the intervention programme as a possibility for income generation in times of economic hardships.

The data show that the reason of the relationship between NGOs and youth has been the result of prevailing poverty among the rural out-of-school youth. The findings are consistent with Heap (2006) and Shrestha (2011).

### **5.2.2 Economic-driven relationship**

The economic recession during 2007 and 2008 had forced Madanhi to leave his job. After sharing his idea with BOOST Fellowship, he got training in business planning from the NGO and eventually set up a pre-school. Madanhi always dreamt of owning a private school and hence driven by such dreams led to his involvement in the BOOST Fellowship entrepreneurship intervention programmes. Madanhi was also motivated by the returns in the business of early child learning.

Chido, aged 19, finished her ordinary level studies in 2010. She has benefited from the BOOST Fellowship entrepreneurship programme. Hers is like a fairytale as she almost dropped out of school because her widowed mother could no longer afford to pay school fees for her and her younger brothers. As other girls in the village and having been brought up with a strong rural

background she would have been expected to be married at a tender age rather than focusing on school. But now at 19, she is a proud owner of a grocery shop at Wedza Growth Point. She received a loan of USD1 500 which she used to stock her shop with basic commodities.

Asked to narrate on her motivation into the NGO entrepreneurship intervention, she responded:

I was driven by harsh economic conditions. My parents were unemployed and impoverished and were unable to send me and my young brothers to school. I also suffered disappointment, depression and shame at seeing others going to school whilst I stayed home with no hope and ambition in life, hence this became traumatizing for me (Interview, 19/03/12).

For many youth like Chido, the relationship between NGOs and rural out-of-school youth depicts unlimited potential and an unstoppable realization of dreams.

### **5.2.3 Working capital driven relationship**

Murwisi was raised by his peasant parents and as such was exposed to farming at early age. He gained farming knowledge through hand-on experience herding cattle and working in the fields after school and during the holidays. His passion for farming saw him enrol for a certificate in agricultural at a local training institution but could not complete due to financial constraints.

Murwisi: I could not finance my project when the country was going through a hyper-inflationary period in 2007-2008. Since prices of farm machinery and equipment were rising on daily basis, there was no way I could buy some with internal resources. I then learnt about the intervention programme by BOOST Fellowship through its agricultural programme aimed at improving farm productivity (Interview, 07/03/12).

Murwisi's participation in the intervention programme was a valuable activity in pursuit of his passion for farming.

Magocha runs a small but viable agro-based business in the communal lands of Wedza. He lost formal employment during the 2008 economic meltdown. With a young family to support, he started a venture in cattle fattening.

Magocha: Due to shortage of grazing land and non-availability of veterinary services cattle in my home area are thin. As such they can be bought from individual farmers at low prices. I then fatten them and charge a mark up of up to 200% to recover my costs and earn a profit (Interview, 08/03/12).

Even though the business prospects were good, Magocha had inadequate capital to start the project. So he submitted a business proposal to BOOST Fellowship seeking financial assistance.

Magocha: I got financial assistance from CABS. The NGO also facilitated transportation of raw materials and the end product to the market. After the intervention of the NGO, my enterprise has grown and diversified into other areas of animal husbandry and now employs 15 people from the area. The stock of cattle has increased and the business now breaks-even with minimal external intervention. I sell cattle and beef to individual and corporate customers. There are plans to venture into export market (Interview, 08/03/12).

The intervention programme equipped Magocha with technical skills in cattle farming. He was also equipped with business management knowledge. The relationship with the NGO involved facilitation to both local and international market.

Magocha was motivated by the economic environment, characterised by high inflation, interest rates and low employment rates. He needed a reliable income for his upkeep. He also needed income to acquire assets which store value. Besides the harsh economic environment, Magocha had no prior knowledge or experience in cattle rearing and business management. This prompted him to engage in the NGO intervention so that he could acquire livestock farming skills.

Taguta is a 27 year old young man who is married to Sophia and they have four children. Taguta is operating a piggery project as well as growing maize.

Taguta: I started the piggery project in 2011 with only two big pigs and four piglets. Before engaging in the project I used to survive from hand to mouth. Through the local Member of Parliament, I learnt that BOOST Fellowship was facilitating loans through the CBZ bank meant to promote small business enterprises. I applied for the funds and got USD5 000 funding toward my piggery project (Interview, 14/03/12).

Several factors motivated Taguta to engage in such an entrepreneurship intervention programme.

Taguta: I found that there was no one in my area operating a piggery project. This was a great opportunity for me since I would not face any competition. The intervention programme helped me to establish a large scale piggery project to supply nearby towns. I also approached the NGO because I was not able to expand the project due to inadequate working capital. I needed money to buy more pigs and build bigger sties. I was also motivated by people who had succeeded in the pig industry after benefiting from the intervention programmes (Interview, 14/03/12).

The piggery project offers an opportunity for exploring the encounters between rural out-of-school youth beneficiaries of intervention programmes and the NGOs. The piggery project was a source of inspiration to Taguta.

Simba is a livestock farmer aged 29. He is a benefactor of Government's land redistribution programme. Simba was resettled in 2010 onto an A1 plot measuring ten hectares at Rapako farm. Simba specializes in piggery although he grows potatoes and cabbages to augment his income from piggery. At the same time Simba grows maize and soya which he processes into feeds for his pigs and this has greatly reduced the costs of his inputs. His market includes Colcom company, butcheries and food outlets. One day he decided to join the BOOST Fellowship programme suite. According to him the reason for his engagement with the NGO was financial challenges encountered in the running of his project.

Simba: My savings did not take me very far when I began my project and I was soon heavily indebted to my uncle who used to sponsor me. Banks were a non-starter as they rejected my loan application citing lack of collateral security. Micro-financing firms were offering short loans with high interest which were not sustainable in the agriculture environment (Interview, 14/03/12).

He went on to narrate the bold measures he took.

I approached Colcom with an application for contract farming. They gave the requirements that I needed to meet before being awarded a contract. I had to be financially sound to meet their requirements since they required the construction of sties and putting in place other necessary facilities as well as employing a standard labour force. It was then that I joined the BOOST fellowship entrepreneurship programme and after developing a business plan with their assistance I got a loan from Barclays bank (Interview, 14/03/12).

The NGO intervention opened up new opportunities for Simba as he was able to meet the requirements. Having a contract with Colcom Company meant that he would have a ready market to sell his produce, technical backing and financial support. Networked entrepreneurship opened up other avenues to Simba. He also ventured into a goat project after building links in the United Emirates where he could export goat meat to the Arab country.

Rosaline's initial start-up cost of her business was pretty low. She did the production, marketing and accounting by herself. One day Rosaline heard of the BOOST Fellowship entrepreneurship suite. After developing a business plan she received a loan from CBZ bank. She also attended entrepreneurship training courses with the NGO. She has managed to expand her business, modified her products and secured a viable market. Her future ambitions are that she would like to be a national player so that her products reach all corners

of the country. Her plans are at an advanced stage to find a partner for further capital injection.

Amanda started the business in 2010 after finishing her advanced level at Wedza High school. She failed to secure sponsorship for tertiary education since her father who was the family breadwinner died before she could enrol for tertiary education. Her mother who owned a sewing machine had to train her in sewing skills in order to raise fees for Amanda's two brothers still at school.

I learnt of the BOOST Fellowship entrepreneurship programme and decided to approach the NGO management who were thrilled with the idea and gave me a resounding support through creating a market for the products. This opened up to more customers who were attracted by my designs (Interview, 05/03/12).

The relationship was driven by the need to raise capital to meet her desired objectives. Amanda saw the encounter as an opportunity to make her dreams come true. The flexibility of the intervention programme was enough to motivate her to grab the opportunity.

The fact that I was the eldest child in the family gave me the courage to apply for the funding so that I would inject working capital into the business and be able to assist my mother in sustaining the family. My role model has been my auntie who owns a cutting and designing school and she remains my inspiration. Her auntie had previously gained from an NGO intervention scheme (Interview, 05/03/12).

Audrey is a twenty year old young lady. She is operating a small business offering typing services. In 2011 the Ministry of Youth announced that it was launching a programme that would offer loans to small and medium enterprises through CBZ bank and CABS. Audrey immediately applied for the loan but her application was rejected because she failed to write a convincing business proposal.

Audrey: A friend told me of the BOOST Fellowship entrepreneurship suite where I could get mentorship in business proposal. I then joined the programme.

Audrey saw this as an opportunity to grow her business. After going through several workshops she reapplied for a loan to CBZ and this time it was successful. The provision of a loan helped her fund the operations of the typing services project. The loan facility was facilitated through her relationship encounter with the NGO.

Onias is the first born in a family of eight and had to forgo his ambitions of becoming a pilot by quitting school early so that he could assist his parents in taking care of the family. Because of his background he could not proceed to do advanced level despite the fact that he had good

grades at ordinary level. He secured some temporary jobs and from his meager pay he managed to buy some machines and hand tools to start on a small-scale stone curving project. He started by making tomb stones and kitchen fittings with granite toppings.

Asked what prompted him to join the NGO entrepreneurship programme, Onias responded:

I had no capital or collateral to use as security when borrowing money from financial institutions. In 2009 I joined the BOOST Fellowship entrepreneurship programme. I was motivated by the loan conditions and after developing a business proposal I was given a loan on good terms (Interview, 09/03/12).

This is what Lisa had to say:

Lisa: Considering that it is very difficult to come across a person or organisation that will voluntarily give someone capital to start a business, the BOOST Fellowship entrepreneurship programme is blessing to some of us. Even banks are not reluctant to give loans to people like us citing lending risk. The decision to become self-employed has been with me for along time but I failed to secure funding and the project remained an idea until the BOOST Fellowship came by my side and lifted me to the level I am right now (Interview, 19/03/12).

Operating from her home in the village, Beaular has managed to establish a firm clientele base comprising of school children, pre-school kids and individuals at the growth point. Beaular is becoming a force to reckon within the confectionary business with several cakes that have won competitions during exhibition shows.

This is what Beaular had to say:

Beaular: Although this is a lucrative business I was struggling to sustain the enterprise due to inadequate working capital. On numerous occasions I found myself in debt after borrowing money to purchase ingredients. It was proving difficult for me to keep the business afloat and then a friend advised me to visit the BOOST Fellowship. My passion for creativity and designing motivated me to make each cake a beautiful memory. I enrolled for a training course in cake baking and icing with the BOOST Fellowship life-skills programmes.

Susan started her business in 2010. She drew a business plan which she submitted to BOOST Fellowship. The NGO then linked her to Micro-King, a micro-finance institution. She received a loan from the institution.

Susan: Faced with high operating costs, I just needed a capital boost to my business. I learnt about the BOOST fellowship entrepreneurship suite and upon submission of a business plan to them they facilitated funding with Micro-King (Interview, 12/03/12).

The data show that the reason for NGO-young people is failure to access credit facilities from financial institutions. The results are supporting Shrestha (2011)'s claim that lack of capital to start-up business is the reason for the engagement between NGOs and youth.

#### **5.2.4 Income driven relationship**

Choto aged 29 owns a small piece of land where she grows vegetables and tomatoes for sale. She also runs a chicken project. She studied up to ordinary level. She is a mother of two children.

Choto: It was very difficult for me to generate income for survival and the BOOST Fellowship programme was the only way out. I submitted a business proposal. Through the NGO recommendations I received a loan of USD5 000 as seed money for my projects. When I got the loan I then wished to see the business grow from subsistence to commercial in the hope of realising more profit (Interview, 07/03/12).

Matsiliso is a recently married young woman aged 26 and operating a chicken project. She benefited from a loan funding for small projects. She has five ordinary level subjects. Among the subjects she passed includes agriculture. She stays with her husband.

What drove me to engage into the intervention programme were economic hardships. I had no source of income to fend for my family. I needed money to buy food and for taking care of my handicapped husband. I saw young women of my circumstances doing various kinds of income generating projects and this was a great motivation to me. I got financial assistance of USD500 from the NGO which I used to start a broilers project. The broilers grew very well and I sold them to individuals and schools nearby. My project grew and I now have layers from which I collect eggs everyday. I recently got a contract to supply to supermarkets. (Interview, 08/03/12).

Like others she saw her participation into the poultry project as a supplementary source of income to address immediate needs. She also resolved to make some kind of success of her endeavours since she emulated role models in her area.

Musafare is 25 year old young woman who resides in Ward 8. She operates a small business where she keeps broilers and layers. She grew up in a farming environment and was very much exposed to poultry and piggery rearing. Her passion into chicken rearing grew the moment she got the opportunity for skills training and funding from BOOST Fellowship. She supplies eggs in the surrounding areas. She started the business on a small scale with one small chicken run which she later extended since the demand for chicken was continuously rising. Now she is even looking for a much bigger place to build big fowl runs and become more commercial. Furthermore, the chicken runs are built at her homestead thereby cutting



the costs of rentals. The BOOST Fellowship facilitated an interest free loan from the Ministry of Small to Medium Enterprises.

The relationship between the NGO and Musafare was a source of tolerance of risk, creativity, perseverance, the desire and willingness to take initiatives, braveness, self-sustenance, self-confidence and optimism.

Tapiwa narrated of how he was motivated to engage into a business project.

Tapiwa: Occasionally I get some contract employment but they pay me very little wages. To add on to the little earnings I get from the contract jobs I decided to join the BOOST Fellowship entrepreneurship suite. Through the NGO I got financial assistance from the CBZ bank (Interview, 16/03/12).

Asked what motivated her to engage with BOOST Fellowship, Jane responded:

As an unemployed youth I found it very difficult to make ends meet. I temporarily got a job but life took another turn of events when I was framed for fraudulent activities by one of our customers. This did not go well with my bosses and they dismissed me on the grounds of putting the company into bad image. Later during a church function one woman who worked at a certain bank told me about the BOOST entrepreneurship suite. I wasted no time and went for their training workshops and eventually applied to be considered for a loan to start a salon (Interview, 16/03/12).

Sophie: I am motivated by high returns since I do not pay rentals, no tax returns and no salaries budget. I don't have to worry about company registration and complying with statutory bodies. I can earn a living through the proceeds from the project. Social networks motivated me to start the project. I could interact with upcoming young entrepreneurs, share ideas and get enough exposure (Interview, 12/03/12).

Sophie saw her shoe selling project as way of supplementing household income.

The next story is about Noreen who is aged 31. After the death of her husband in a car accident she was left to fend for two children, all of whom were of school going age. After the death of her husband and being a housewife it became very difficult for her to take care of the family. With little education and coming from a poor family background, the NGO intervention programme has brought significant change to her livelihood.

Faced with the need to support my family, I had to think about ways to make money. I started to interact with many people within my community and through networking I started ordering second hand clothes for resale in my community. It was during my day to day selling business that I learnt about an intervention programme being carried out by an NGO. I send my business plan for scrutiny and after three months my application was successful (Interview, 12/03/12).



To Noreen, participation in the intervention programme was an economic driven need which was far from just supplementing income.

### **5.2.5 Unemployment driven relationship**

Chenai, aged 26, is interested in poultry farming. She supplies chickens to individuals and boarding schools. Recently she got a loan from CBZ Bank Limited amounting to USD5 000 to boost her project. Chenai started her project two years ago. She attended the BOOST Entrepreneurship suite where she learnt the basics of poultry rearing. She started with one hundred chicks and increased the number to five thousand chicks at any given moment.

Asked why she established a relationship with the BOOST Fellowship, she responded:

Before I got in contact with BOOST Fellowship, I was employed by a local bank. The bank conducted a restructuring exercise and I was retrenched. I realized that I needed regular income to sustain myself and maintain my standard of living. With the proceeds I got from my retrenchment package, I went on to start a poultry project. I constructed a fowl run which was big enough to cater for 100 chickens at a time. Soon the project became a boom and I joined the BOOST Fellowship entrepreneurship programme where I received mentoring. Through the NGO, I was introduced to CBZ bank for assistance with a loan to expand my project (Interview, 15/03/12).

Dube got into entrepreneurship when he was retrenched in 2008. He had only been employed for six month when the company decided to lay off half of its workforce. Asked what motivated him to join the entrepreneurship programme, his response was:

I desperately needed employment so that I could generate income to sustain myself. I had gone out of the age of asking for money from my parents. Through market observations, I discovered that there was a market niche which was being neglected by most furniture-making entrepreneurs. As a result there was little competition (Interview, 09/03/12).

Through his relationship with BOOST fellowship Dube's passion was awakened and the conviction and belief in his idea made him feel reborn.

George, aged 30, is a male entrepreneur who benefitted from the BOOST Fellowship entrepreneurship suite after he was retrenched from a furniture company in 2009. He is married and the breadwinner of the family. He also takes care of his extended family. After studying woodwork at secondary school, he joined a furniture manufacturing company where he gained vast experience in furniture making. After retrenchment he had no choice except starting his own furniture manufacturing project at Wedza growth point. He acquired a loan from CBZ bank.

I started my own company after failing to secure a job due to unfavourable economic conditions. I took advantage of the availability of the loan facilities offered by the CBZ bank through recommendations from the BOOST Fellowship. I started the company out of necessity so that I could generate income for food and survival. The venture later turned into a full time business as I realised that I could also create employment for my siblings. I made an important decision to broaden the market through export possibilities and import substitution. So I started to focus on product and market development (Interview, 15/03/12).

George took on the label of an entrepreneurial furniture manufacturer and desired to maximise his economic returns.

Pretty is a small business young woman who is into poultry and piggery projects. She started the business when she got training from BOOST Fellowship and having received a loan from CABS (a local bank). When she acquired the loan, she purchased 1500 day old chicks and 2000 layers. She also acquired 300 pigs in their infancy. She used part of the funds she acquired to erect fowl runs and pig sties. She also bought the feeds and equipment for the project.

Pretty: I was inspired by an advertisement that was broadcasted on the national radio station advocating for youth empowerment. At that period, I was not employed and was really looking for a project to sustain myself. I had tried to look for a job without succeeding. As a single parent I was struggling to make ends meet. I had a daughter and son to take care of. When I heard of the advertisement on radio I prepared a project proposal and presented it to the NGO (Interview, 08/03/12).

Gashirai was motivated to engage with BOOST Fellowship entrepreneurship programme due to failure in securing employment.

Gashirai: I gained knowledge in rearing chickens through attending agriculture lessons at school. I developed a passion in chicken production after interacting with other young people who have succeeded in life through such small projects. I also realised that there was high demand and low supply of chicken meat during gatherings like funerals and political rallies. Low costs involved in the chicken project and early maturity were other convincing factors to join the intervention programme (Interview, 02/03/12).

The data show that the reason of the relationship between NGOs and youth has been the need for creation of employment among young people in rural areas. The results support research findings obtained by Odia & Odia (2013), Ojwang (2013), Shrestha (2011) and Fischer & Fischer (2012).

### **5.2.6 Business management skills driven relationship**

Banda is a single young mother aged 25 whose only source of income is through farming a three hectare plot in ward 8 of Wedza district. She looks after three children, two daughters and a son. Banda has no sound educational background as she did not complete her ordinary level after dropping out of school due to pregnancy. Before the BOOST Fellowship entrepreneurship intervention programme she only thought of being a mere communal farmer surviving on hand to mouth from the little she could produce from her plot. She never thought of producing extra for sale.

Banda: Through the intervention of the NGO, I got connected with a local seed producing company. I received inputs in the form of seed, fertilisers and extension services through training in maize, sorghum and ground nut farming. I got motivated to be part of the scheme because it provided farmers with a comprehensive range of services that included inputs, transportation for both the inputs and produce. I was also motivated by the training that was offered (Interview, 13/03/12).

Munyaradzi is a recently married young man aged 23. He attended his secondary education at Mukondwa Secondary School. Growing up, he always had the passion of rearing poultry. He took advantage of BOOST Fellowship entrepreneurship programme. Asked what drove him into the deal with the NGO, Munyaradzi responded.

It has always been my passion to do poultry business but I lacked the technical knowledge as well as enough finance to start the venture. Since capital was the greatest hindrance, the intervention programme was the only option. I also realised that most young people who went through the BOOST Fellowship entrepreneurship programme were successful and this is attributed to relevant skills training they received from the NGO (Interview, 09/03/12).

Through his relationship with BOOST Fellowship Munyaradzi established a poultry project. Through the relationship he also managed to acquire technical and business skills.

Thomas narrated what motivated him:

Thomas: When I left school jobs were not easy to come by in the formal sector. So when I heard about the BOOST Fellowship entrepreneurship programme I quickly joined the entrepreneurship suite. I was motivated by the fact that Irvines Zimbabwe would buy the chicken upon maturity. For me a ready market became a great motivator (Interview, 09/03/12).

Thomas also has a thriving vegetable garden that is natured by manure which is a by-product of the chicken project. He sells the vegetables within the community and his usual target customers are vegetable vendors who sell by the roadside.

This is also what young Muko said:

Muko: Previously I did not practise customer care and the entrepreneurship programmes made me realise how important the customers are to my business. I got worried when I recognised that my customer base was dwindling very fast (Interview, 06/03/12).

Mapoto is a 25 year old entrepreneur operating an agricultural enterprise. His career began in 2009 after the death of his father who was the breadwinner. So he left school to continue with a family project started by his late father.

My father had started a piggery project. I inherited fifteen pigs from my father but I did not have sound knowledge in rearing pigs. The little knowledge I had was acquired through helping my father. Besides I did some livestock farming lessons during agriculture sessions at school. So I engaged with the BOOST Fellowship entrepreneurship programme and they provided me with training skills in piggery business. After getting the training, the NGO introduced me to a micro-finance company where I accessed USD2 000 loan (Interview, 01/03/12).

The relationship between Mapoto and BOOST Fellowship was driven by the need to increase capacity and revenue generated in the piggery project.

Mandeya is an aspiring young entrepreneur in the agricultural sector specializing in piggery business. He operates from his four-hectare plot in the rural resettlement area of Rapako near Wedza growth point. Currently he is rearing 50 pigs. Mandeya supplies pork to local butcheries, households in the village and also delivers braai pork to local leisure places. To supplement the stock feeds he cultivates soya-beans, maize and water melons on the plot.

When asked what drove him to engage with BOOST Fellowship, his response was:

Mandeya: It is all about knowing where to get the necessary skills for entrepreneurship. During a number of workshops we covered business idea generation, venture creation and sources of finance among other areas. I was idle since leaving school four years ago. The fact that livestock business does not rely on the weather and can be done throughout the year motivated me so much. I capitalized on the land I inherited from my parents. Besides, I had always wanted to have my own business in the livestock industry and this was an opportunity for me (Interview, 08/03/12).

Mandeya took the relationship as a means to improve his entrepreneurship skills and social status in the society.

The data show that one of the reasons of the relationship between NGOs and youth is because NGOs have been known to offer holistic programmes. The results are supportive of Schoof (2006)'s claim.

### 5.2.7 Space driven relationship

Donna is a young lady of 28 years old. Donna is happily married with one son and a loving husband. She is one of the youngest successful rural young women in her community and is recognized in the surrounding areas as a young female entrepreneur who has miraculously built a name in the agriculture sector. Currently she is into growing maize and potatoes.

Asked what motivated her to engage with BOOST Fellowship, she responded.

I wanted a space where I could pursue my desire for success. As the first child of my parents with other two children I wanted to be a beacon in the family. My father was a successful farmer in cattle ranching and crop husbandry. I was part of it since childhood and I saw my father do it (Interview, 01/03/12).

She narrated her story.

It may seem easy looking at me now but that was not the case when I started my endeavours in 2010. It was just an idea in my head until I attended a BOOST Fellowship entrepreneurship workshop which offered me a life changing opportunity. I received training in business management and that encounter with the NGO connected me to funding options for the business. The workshop facilitated a loan at CBZ bank to support my agricultural enterprise (Interview, 01/03/12).

Donna has always had a passion for success, to lead a prosperous life as a young entrepreneur from a tender age. She was determined that one day she will be her own boss and be financially independent enough to be the pillar of her family.

The life changing opportunity for Donna and her other experiences took place through her relationship with BOOST Fellowship.

Makaha is an entrepreneur aged 27 and not married. His business operates in Ward 15. He benefited from the BOOST Fellowship entrepreneurship programme. In August 2013 he ventured into poultry production. Penetrating into the market was not a major challenge to the entrepreneur as his chickens were competitively priced. He supplies dressed birds to schools and colleges around as well as food outlets at Wedza growth point. Currently his production line produces 1000 birds per forty night and he is realizing a gross amount of USD12 000 a month.

Asked what motivated him, he said:

Makaha: Since the inception of multi-currency in Zimbabwe the economy became stable and was on a recovery path showing positive macro-economic growth. This prompted me to develop a kin interest to start the venture. The availability of credit lines and the NGO's support to the agricultural sector was also a motivator. I accessed

the NGO facilitated agriculture loan input scheme which was administered by CBZ bank. This was my only source of capital (Interview, 02/03/12).

The young man was also intrinsically motivated and he passionately says;

Makaha: The need for recognition and achievement also motivated me to be in business. I believed that my destiny was not supposed to be shaped by being employed but rather by profits from viable projects. I also believed in being an employer rather than an employee. On the other hand the inspiration and advice I got from other successful farmers who established themselves from humble beginnings motivated me (Interview, 02/03/12).

Liberty went to school up to the ordinary level. He could not proceed to advanced level due to financial constraints. He enrolled for a vocational training course at Domboshava Training Centre near Harare and attained a certificate in carpentry. During his attachment, Liberty was attached at a furniture manufacturing company in Harare. Even though Liberty managed to acquire extensive carpentry skills he did not have the entrepreneurial skill to start his own business. After graduating from Domboshava he then joined BOOST Fellowship with the aim to get entrepreneurship skills training. BOOST Fellowship provided training in the areas of sourcing of raw material, management of books of accounts and marketing of the finished products. The desire to make a difference in life inspired him to join the BOOST Fellowship entrepreneurship suite. Through engagement with the NGO, Liberty runs a viable enterprise. The small business makes coffee tables, beds, wall units and other small household-furniture.

The data show that one of the reasons for the relationship between NGOs and youth has been the rural young people's desire for space. The findings are supporting claims by Kimse (2009). The next section presents the findings in response to the third critical questions. Critical question three sought to examine the impact of the NGOs intervention programmes to the rural out-of-school youth.

### **5.3 The contribution of BOOST Fellowship intervention programmes to rural out-of-school youth in Wedza district.**

The third question is answered through data collected from interviews with the NGO staff, Ministry of Youth staff and rural out-of-school youth beneficiaries of the NGO entrepreneurship intervention programmes. A questionnaire was administered to the rural out-of-school youth in order to complement interview data.

Table 5.3 Distribution of rural young entrepreneurs by project impact and type of project

Project/Impact	Not at all	Very little	Little	Significant	Most significant	Total
Agriculture	1%	10%	22%	23%	6%	62%
Retail	1%	0%	5%	10%	5%	21%
Manufacturing	1%	2%	1%	2%	1%	7%
Service	0%	1%	1%	7%	1%	10%
Total	3%	13%	29%	42%	13%	100%

Only 3% of the rural young people who are engaged in manufacturing projects suggested that there was no impact or very little impact to their livelihood compared to 11% in agriculture, only 1% in retail and another 1% in the services sectors. The data suggest that the NGO has contributed to the rural out-of-school youth significantly and most significantly as shown by 29% in agriculture, 15% in retail, 3% in manufacturing and 8% in the services. Overall 42% of the rural out-of-school interviewed indicated that the interface has been significant while 13% indicated that it had been most significant.

The participants were asked to express in what ways have the entrepreneurial projects contributed to their livelihood. The relationship between the BOOST Fellowship and rural out-of-school youth contributed to the youth in terms of their social and economic development.

Makaha has benefited immensely from the intervention programme. From the projects he has managed to create employment for seven unemployed relatives who were directly dependent on him. Seasonally he creates employment to more than fifteen people who will be working on the tobacco project. Using the profits of the projects Makaha has managed to acquire a commercial stand at Wedza growth point where he intends to build offices for his projects. He is no longer dependent on anybody. The intervention programme unlocked the potential in him. He is also managing to pay school fees for his two sisters using proceeds from the projects.

One of the motives of the NGO has been women advancement so that they become financially sound and own properties. Kudzi speaks proudly of her gains from her relationship with BOOST Fellowship.

Kudzi: I am now financially independent and this has helped me to fend for my siblings. I have also managed to build a house for my mother. I have also acquired a residential stand. I am also paying fees for two vulnerable orphans in the village (Interview, 05/03/12).

Upon receiving the loan, Rachel went on to buy two industrial sewing machines. She now owns seven industrial machines, two over-locking machines and a steamer. Her supplies per week started to rise and she went on to approach big companies including banks showcasing her designed materials which attracted many and her orders continued to increase. Her revenue greatly improved. She now has five employees. She has managed to construct a house through her business income. She has also managed to send her brothers to universities. With the assistance of the NGO Rachel has diversified into poultry farming.

Melody speaks about how the interaction between BOOST fellowship and the rural out-of-school youth has provided balanced diet and regular meals for the youth's families.

Melody: The rural out-of-school youth are now able to provide balanced diet and regular meals for their families (Interview, 07/03/12).

Musafare speaks about how the BOOST Fellowship entrepreneurship has transformed her livelihood and how she has become a resource person in the village.

Musafare: My standard of living has since transformed and I can even assist other people who want to venture into the same line of business (Interview, 14/03/12).

Patricia speaks about how the intervention programme has helped her to become independent.

Patricia: The intervention has had a huge impact on my livelihood. My self esteem has been improved since I am now independent. I have achieved a lot for my life. I am now able to provide food, shelter and pay fees for my children. I am also training fellow women in the society to do the same business and a lot have already started running their projects. I have also become a good citizen since I can now pay tax to the government (Interview, 02/03/12).

The entrepreneurship suite has had a significant impact on Jane's livelihood. She has bought a small second hand car. Jane is now able to take care of her aging parents at their home in the village. She built them a four-roomed house which changed their lives as compared to the old days when Jane had not joined the BOOST Fellowship programme. She also takes charge of her two siblings' school requirements. She recently revamped all her salon's equipment by replacing them with new state of the art equipment she brought from China.

Beaular speaks proudly about the contribution of the intervention to her business and family.



Beaular: I managed to acquire new state-of-the-art equipment to aid my operations such as a stove that makes use of both gas and electricity so that power outages do not disturb my business. I also installed a solar system to augment power supply in the event of electricity black-out. I have also bought a laptop so that my operations can be computerized. The BOOST Fellowship entrepreneurship suite was a blessing not just for me but also for the whole of my family. We can now afford to get medical care, proceed to tertiary education and sometimes buy luxuries we could not prior to the NGO intervention (Interview, 05/03/12).

Rutendo has turned into a shining example in the village through the NGO intervention programme.

Rutendo: The intervention programme has been great to me. I am now running my business professionally and I have managed to repay the loan I borrowed. I have also created employment for other youth in the village. Above all, I have become an example of a successful entrepreneurship intervention programme beneficiary. The passion for self reliance through income generating activities has risen in the community (Interview, 06/03/12).

Getting involved in the entrepreneurship suite has opened up many opportunities and possibilities for Chenai.

Chenai: My life has vastly improved ever since I embarked on the poultry project. Upon receiving funds from CBZ Bank, I expanded my business. I entered into huge contract whereby I supply three boarding schools. I expanded my fowl runs to cater for 5 000 chickens that I rear at any given time. I managed to buy a truck for my business enterprise to help in the delivery of feeds and the chickens to the various customers. I have also managed to buy a personal vehicle from the proceeds of the project. I have also acquired machinery to slaughter and dress chickens on a large scale (Interview, 15/03/12).

Noreen has been able to transform the business from dealing in second hand clothes to new and quality clothes imported from South Africa and Dubai. She has extended her product range to include shoes and bags. Her livelihood has greatly changed as she is managing to send children to school and can afford to rent a comfortable home. Her life transformed from being that of a poor woman to a very successful entrepreneur.

The intervention programme improved Egna's standard of living. She can now send her children to better schools. She can also afford to buy groceries and clothes for the family. Her financial status has improved remarkably.

Like many other young rural women, the intervention programme changed Matsiliso's livelihood very much. She is now able to pay for her children's school fees and they are attending better schools. She is now able to take care of her extended family.

Sophie's way of living and that of her children has improved. She managed to upgrade her educational level. She has gained popularity and recognition in the business sector and now associates with other known businesswomen. She acquired a good car and now stays in one of the modern houses in Wedza's low density residential stands and can afford to go on holiday during the festive season.

Audrey has great praise for the BOOST Fellowship entrepreneurship suite.

I have become household name in the village. I have managed to buy a car for my day to day running of the business (Interview, 16/03/12).

The entrepreneurship programme has been influential to Tabitha, Choto, Lindiwe, Lisa and Addie. Tabitha has managed to build a decent house in the village while Choto has managed to extend her two-roomed house to a five bedroomed one. Choto has gained lots of respect from the community due to her success story. As for Lindiwe, the intervention programme has helped her to explore other markets outside her usual confinement. Linda was short of words and just said the programme changed her lifestyle and status. Addie has bought new household furniture and a deep freezer. She now sells freezits to school children who pass through her place.

Morris expressed the intervention programme as a life line and a source of experiences.

The BOOST Fellowship intervention programme is like a life support system to me. I have learnt so much and gained a lot of experience from the intervention programme (Interview, 19/03/12).

The intervention has been a source of empowerment for Alice. Her business grew from being small-scale farmer to a medium player in the farming industry. Like many other enterprises, her business has contributed to employment creation.

The intervention has helped Gashirai to have a better life. He is now a well established small business person and the business has grown significantly. He now employs five workers to help run the project. He has managed to secure a big contract to supply to major supermarkets and hotels as far as Mutare. The business is flourishing and has managed to buy three delivery trucks to ensure his market is well serviced.

The intervention programme had a positive impact for Mandeya. He was able to set-up a maize milling grinder from the profits he made. The grinder has helped to bring in extra-cash as the locals bring their grain for grinding. The dung from the pigs is sold to one of the

boarding schools in the area where it is used to generate biogas which is used for cooking and lighting. This has helped in reducing the use of firewood for cooking and candles for lighting.

Farai's small business has changed his life, that of his siblings and the households of his employees. He acquired a decent accommodation for his family and a family vehicle. His siblings are now enrolled at good schools.

Simba has built a house on his plot that now accommodates himself and his family. He also bought a small lorry which he uses to transport some of his produce to the customers. Simba is now an entrepreneur who runs an expanding business that is providing employment to other young people. He is now able to sustain himself financially and his quality of life has now improved.

It had been Maxwell's wish to be a motorist and since the intervention programme resulted in increased revenue nothing could stop him from buying a second-hand car.

Choma spoke about how the BOOST Fellowship entrepreneurship transformed his livelihood.

My livelihood has been transformed. I managed to build a house and a shop. I am also able to pay school fees for my children. The business venture has transformed my life from rags and I am now somebody in the village (Interview, 01/03/12).

The programme has had a positive impact on George's livelihood. The intervention programme helped George to create his own business and have a source of income. As a result he is able to take care of his family. He managed to build a house and expand the business. He has also bought more equipment and improved his production capacity. He has managed to give back to the society through charitable donations. The programme has had a positive impact on his livelihood.

At first many people thought Onias was a dreamer but the intervention programme made his dreams a reality.

Onias: I managed to build a house in the village. I can now afford to send my children to private schools, which was just a dream before joining the BOOST Fellowship entrepreneurship programme. I am also constructing a workshop to be used for polishing granite products (Interview, 09/03/12).

When Taguta benefited from the NGO intervention programme his livelihood changed very much as most of his dreams were fulfilled. He was able to expand his project. He has managed to build a decent house from the proceeds he got from the sale of pigs. He has also

managed to venture into commercial farming. Taguta is now an employer of fifteen other youth from the village. He has managed to build a butcher where he is selling pork meat. He has bought two delivery vehicles for use in the business. The pigs have increased from merely six to four hundred. He has gained more knowledge in pig rearing through socialisation with other pig farmers. He now boasts of a steady increase in the revenue.

David now earns a stable income for his family upkeep. Recently, he started building a house for the family and spares some of the income for the education of his children.

The intervention programme economically emancipated Dube to the extent of becoming a beacon in the village.

Dube: I have been economically emancipated since I have acquired assets which include a one-tonne truck which is used to meet transporting logistics. Through the intervention programme I have gained social status and many young people now envy me. I have also become a centre of inspiration to my fellow villagers (Interview, 09/03/12).

Noma felt that she was now independent, self-reliant and in control of her life.

Noma: Most important to us is that we are now independent, have family freedom and being self-reliant. Through the entrepreneurship programmes we have developed a sense of ownership of the resources surrounding us. We are self-employed and also employment others (Interview, 06/03/12).

Liberty has started to realize a gradual improvement in his standard of living and that of his immediate family. The success of Liberty's small business is attributed to the assistance he received from the BOOST Fellowship. Due to the assistance that Liberty got, the project has grown significantly. The training which Liberty received from the NGO improved his ability to source raw materials, keep proper accounting records and monitor his finance.

Thomas has been able to grow his poultry business through the intervention of BOOST Fellowship. Like Dube, his fellow villager, he has also become a source of inspiration to many youth within his community. He is now a role model to many youth living in the area. He can now look after his parents and provide for their needs. Thomas intends to further his studies by studying for a diploma in agriculture.

The livelihood of Munyaradzi has greatly improved following his engagement with the NGO. He used to transport his chicken using a bicycle but now has managed to source two delivery trucks. He has also managed to buy a personal vehicle. He has also used the proceeds to

renovate his parents' house in the village. Through the chicken project he has become a role model for most of his peers. The business is making profit and this has improved his lifestyle.

Moreblessing spoke about how the income generated from the projects was directed towards the educational needs of their children and siblings.

Moreblessing: We can now manage to pay for the school fees, buy school uniform, books and medication (Interview, 02/03/12).

The interaction between BOOST Fellowship and rural youth has resulted in the construction of homes. Rudo speaks of such positive development.

Rudo: The majority of the projects are flourishing, realising profits and indicating significant growth. As a result many rural out-of-school youth have managed to build decent accommodation for their family and acquired household assets using revenue generated from the projects (Interview, 26/03/12).

Knowledge transmission has been at the focal point of NGOs intervention programmes. Lucius speaks about the acquisition of technical and entrepreneurial skills.

Lucius: Rural young people have been empowered in terms technical knowledge and entrepreneurial skills (Interview, 26/03/12).

Portia spoke about the contribution of the projects in generating income for household consumption and how the youth save some to plough back into the enterprises. Moses spoke of the acquisition of agricultural equipment and machinery and acquired other forms of wealth accumulation.

Michael spoke about how the general standards of living improved as a result of regular income from the intervention programmes. He saw that quite a number of youth have shown significant improvement in their livelihood. Their lifestyle and living conditions have notably improved. They are living comfortable lives in some way though much still need to be improved.

The programme has changed Walter's life and that of his family. Walter has managed to build a four-roomed house for his mother and pays school fees for his siblings. Through the intervention programme Walter has become a resource person.

Since joining the intervention programme, Peter's livelihood has changed drastically for the better. He is now earning a living. The intervention unlocked tremendous potential in him. The intervention programme gave Peter the opportunity to develop himself and get exposed to other

business ventures. He has acquired wide network of friends in business. Part of the business proceeds have been used to build a family house.

Madanhi's social status changed from the time he joined the BOOST Fellowship entrepreneurship suite. His wealthy can no longer be compared to those days before joining the intervention programme. Madanhi managed to purchase an industrial stand on which he intends to build his pre-school.

Generally, the rural out-of-school youth's self esteem has been boosted. The intervention has provided them with the opportunity to work for themselves and be able to measure their performance fully. It has also raised their families' status in the society. Their entrepreneurial skills have been broadened through interaction with other business people. Their relationship with BOOST Fellowship has also allowed them to get exposure to technological advances.

The youth beneficiaries took the intervention programmes as an opportunity to acquire non-productive assets like cell phones, radios, DVD players, television and solar panels for generating power. Others saw their participation as a chance of acquiring ploughs and wheelbarrows destined for productive activities. Yet others saw the entrepreneurial enterprises as an opportunity for wealth creation through acquiring cattle and goats. Few took the relationship encounter as an opportunity for acquiring industrial land, computers, tractors, home suites and building separate living rooms.

Table 5.4 Frequency distribution of Asset Ownership: Home Entertainment

Asset	Yes (%)	No (%)
Radio	82.6	17.4
Television	60.9	39.1
Satellite dish	40.6	59.4
DVD player	63.8	36.2

Table 5.4 depicts that most of the respondents (82.6%) have acquired a radio. Some 60.9% of the respondents have acquired a television set. Similarly 40.6% of the respondents have acquired a satellite dish. It is about two-third (63.8%) of the rural out-of-school youth who acquired a DVD player.

Table 5.5 Frequency distribution of Asset Ownership: Transport

Asset	Yes (%)	No (%)
Bicycle	71.0	29.0
Family car	13.0	87.0
Commercial vehicle (Truck)	21.1	78.9

Table 5.5 shows that about three quarters (71.0%) of the rural young entrepreneurs bought bicycles. Slightly over a fifth (21.7%) bought commercial trucks and only 13% purchased private vehicles for family travels.

Table 5.6 Frequency distribution of Asset Ownership: Kitchen

Asset	Yes (%)	No (%)
Refrigerator	26.1	73.9
Stove	40.6	59.4

Table 5.6 depicts that about a quarter (26.1%) of the rural young entrepreneurs acquired a refrigerator or deep freezer. The table also shows that 40.6% of the rural out-of-school youth have purchased firewood or coal powered stove.

Table 5.7 Frequency distribution of Asset Ownership: Information and Communication Technology

Asset	Yes (%)	No (%)
Cell phone	92.8	7.2
Laptop	7.0	93.0

Table 5.7 depicts that 92.8% of the rural young entrepreneurs bought a cell phones. However, only 7.0% of the youth have acquired a computer.

Since most of the rural young people in Wedza district survive on agricultural enterprises, their most desire was to acquire a piece of land. The land was acquired through the district Lands Office.

Table 5.8 Frequency distribution of Asset Ownership: Land

Asset	Yes (%)	No (%)
Arable land	58.0	42.0
Residential land	40.6	59.4
Industrial land	5.8	94.2

Table 5.8 shows that more than half (58%) of the rural young entrepreneurs have acquired arable land for farming purpose. About 41% of the youth have acquired residential stands from the rural district councils. Meanwhile, only 5.8% of the rural young entrepreneurs have acquired industrial stands.

Table 5.9 Frequency distribution of Asset Ownership: Farming equipment and machinery

Asset	Yes (%)	No (%)
Plough	71.0	29.0
Tractor	17.4	82.6
Wheel barrow	53.6	46.4
Scotch cart	78.3	21.7
Water pump	30.4	69.6

Table 5.9 depicts that 71.0% of the rural out-of-school youth have acquired an ox-drawn plough. It is only 17.4% of the youth who have bought a tractor. Slight over half of the youth (53.6%) have bought a wheel barrow and the scotch cart (78.3%) has been the most sought for equipment. It is 30.4% of the youth who acquired a water pump for irrigation purposes.

Table 5.10 Frequency distribution of Asset Ownership: Power

Asset	Yes (%)	No (%)
Generator	33.3	66.7
Solar panel	76.8	23.2

Table 5.10 shows that 33.3% of the rural young entrepreneurs purchased a generator, while slight over three-quarters (76.8%) of the youth bought a solar panel.



Table 5.11 Frequency distribution of Asset Ownership: Livestock

Asset	Yes (%)	No (%)
Cattle	73.9	26.1
Goat	82.6	17.4
Sheep	14.5	85.5
Donkey	10.1	89.9

Table 5.11 depicts that 73.9% of the rural out-of-school youth have bought cattle. It also shows that 82.6% of the youth have bought goats. Meanwhile, only 14.5% and 10.1% of the youth have purchased sheep and donkeys respectively.

Table 5.12 Most Acquired Assets

Asset	Rating	Percentage
Cell phone	1	92.8%
Goat	2	82.6%
Radio	2	82.6%
Scotchcart	4	78.3%
Solar panel	5	76.8%
Cattle	6	73.9%
Kitchen unit	6	73.9%
Bicycle	8	71.0%
Plough	8	71.0%
DVD	10	63.8%
Television	11	60.9%

Table 5.12 shows that the most acquired asset is the mobile phone followed by the radio and goats. Other notable assets that rural out-of-school youth are acquiring include wheel barrows, solar panels and cattle.

Table 5.13 below shows that about a fifth (20.3%) of the rural young entrepreneurs purchased sofas. The table shows also shows that 30.4% of the youth bought sleeping beds.

Table 5.13 Frequency distribution of Asset Ownership: Suite

Asset	Yes (%)	No (%)
Lounge suite	20.3	79.7
Bedroom suite	30.4	69.6
Dining room suite	21.7	78.3
Wooden kitchen unit	73.9	26.1

It also shows that 21.7% of the young entrepreneurs bought dining room table and chairs. Most of the rural young entrepreneurs (73.9%) preferred to buy a kitchen unit.

Table 5.13 shows that about a fifth (20.3%) of the rural young entrepreneurs purchased sofas. The table shows also shows that 30.4% of the youth bought sleeping beds, while 21.7% of the young entrepreneurs bought dining room table and chairs. Most of the rural young entrepreneurs (73.9%) preferred to buy a kitchen unit.

Table 5.14 Frequency distribution of Asset Ownership: Living rooms

Asset	Yes (%)	No (%)
Separate living rooms	27.5	72.5

Table 5.14 shows that slight over a quarter (27.5%) of the rural out-of-school youth have built separate living rooms excluding the kitchen.

Table 5.15 Least Acquired Assets

Asset	Rating	Percentage
Industrial land	1	6.0%
Computer (Laptop)	2	7.0%
Donkey	3	10.1%
Car	4	13.0%
Sheep	5	14.5%
Tractor	6	17.4%
Sofas	7	20.3%

Kitchen table and chairs	8	21.7%
Refrigerator	9	26.1%
Separate living rooms	10	27.5%

Table 5.15 shows the least acquired assets. It appears acquiring industrial stands and computers is least preferred by the rural young people.

## 5.4 Conclusion

This chapter sought to examine the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development and how this relationship has impacted on the livelihoods of the young entrepreneurs. What emerged from this chapter is outlined below.

It was established that NGOs communicate possibilities and opportunities to the rural out-of-school youth. On the other hand, the rural youth communicate their needs, interests, aspirations and challenges to the NGOs. The results show that most of the communication is through word of mouth followed by print media. The use of modern communication technology between the rural youth and the NGOs has not been adopted except in some isolated cases. Local leaders are used as conduit for transmitting information during gatherings such as at church sessions, school assemblies, political rallies, community functions and funerals.

The results established that the relationship involves the notion of negotiation. The NGO claims that several issues of concern among the rural youth are negotiated. However, the rural young people claim that areas of negotiation are limited and most of the activities are imposed. Vocational and entrepreneurship training curricula are imposed to the rural out-of-school youth by the NGO.

The results revealed that the relationship include the provision and facilitation of entrepreneurship skills training. It was established that a wide range of business and management skills are being inculcated into rural out-of-school youth. Some of the identified entrepreneurship skills include product development, market identification, budgeting, recording-keeping, business planning, customer care and networking among others. It was also found that proper and sufficient entrepreneurial skills augment academic and vocational skills. The results also indicated that the relationship involves the provision of vocational and

technical skills to the rural out-of-school youth. Vocational and technical skills are important for the young people since they lead to possession of lifelong hands-on skills.

The results established that through the relationship with NGOs the out-of-school youth set up agricultural, manufacturing, services and retail business projects. The results revealed that the creation of enterprises depended on the skills and knowledge acquired by the rural youth. The enterprises also depended on the resources available to the young people. They were also influenced by how the rural out-of-school youth were brought-up as well by the level of socialisation and social networks. Most of the rural out-of-school youth have taken up agricultural projects and a few have ventured into the manufacturing business. The results show that agricultural and manufacturing enterprises are dominated by young males while services projects are female-dominated. The participation rates are similar in retail projects. It was established that most of the rural out-of-school youth in the 25 to 35 age range tended to prefer agricultural projects. It was also established that rural youth who attained advanced level preferred retail projects. Therefore, the results revealed that the identifiable projects varied among age groups, gender and educational level.

Horticultural projects were identified as a major source of income and livelihood for most of the rural out-of-school youth. The climatic conditions are favourable to small livestock production and it was found that most of the rural young people were inclined to engage in poultry and goat projects.

It was also established that the interface of NGO and rural out-of-school youth has increased capacity to find employment or self-employment opportunities and helped the rural young people achieve greater self-reliance. In addition the rural out-of-school youth have gained practical skills that improve the ability to provide for themselves and their families.

The findings indicated that the relationship has contributed to the economic development of the rural out-of-school youth. The young people have managed to acquire assets using revenue generated from the projects. Their standard of living has improved. The rural youth are self-reliant, independent and have developed a sense of responsibility through the NGO entrepreneurship intervention programmes.

The next chapter presents the discussion of the findings.

## **CHAPTER SIX**

### **DISCUSSION OF FINDINGS**

#### **6.0 Introduction**

The chapter presents a discussion of the findings under the following themes; communication, negotiation, provision and facilitation of entrepreneurship skills, identifiable projects and socialisation and networking.

#### **6.1 Communication**

##### **6.1.1 What information is communicated to the rural out-of-school youth?**

The results are consistent with Maiers (2005)'s claim that the content of the communication between the two entities reflects the NGO's mission, culture, structure, policies and administrative strategies. The findings are also consistent with the assertion that the content of the communication between NGOs and rural youth is designed to suit the specific characteristics, educational and aspirations of the latter (Lihamba, 1992). Therefore, NGOs have to do extensive communication and consultations with the rural young people before the design and implementation of intervention programmes.

##### **6.1.2 Means of communicating information to the rural out-of-school youth**

Effective communication media is a central component of successful intervention programmes. The data seems to suggest that word of mouth is frequently used as a tool of communication between the NGO and the rural out-of-school youth in Wedza district. For time immemorial rural populations have relied on oral traditions as means of sharing knowledge and information (Villarreal & Najros, 2010). So even today word of mouth remains a dominant communication medium for the rural youth. It is easier to pass information by word of mouth as the out-of-school youth in the rural areas meet regularly at community functions like funerals and rallies. Local leadership plays an important role when it comes to relaying information since they command respect in the community. The reason could be that the NGO uses the services of community like chiefs, headmen, councillors and school principals to pass on important information to the out-of-school youth. School

principals transmit information through learners who in turn transmit it to their brothers and sisters. Political leaders like members of parliament transmit information through political rallies, while extension workers can make use of field days to disseminate information. There is a high level of understanding and transparency in the word of mouth as it is interpersonal. Word of mouth allows the speaker to fit the message to a specific audience and also to choose the right words and tone of delivery. Therefore, it has been a successful tool of communication in the rural areas (Lombardi, 2006).

Word of mouth can impart messages much more forcefully and effectively than the print media. It is an effective way of changing attitudes, beliefs and feelings of the out-of-school youth, since faith, trust and sincerity can be much better judged in word of mouth communication than in print media. It is direct, simple, time saving and least expensive. It allows for feedback and spontaneous thinking, so that if the young people are unsure of the message, rapid feedback allows for early detection of errors so that corrections can be made, if necessary. It helps in avoiding delays, red tape and other formalities because the message is conveyed instantaneously (Singh, 2008). Therefore, it makes the communication immediately effective.

Word of mouth builds up a healthy climate by bringing the NGO and the rural out-of-school youth together. This gives the out-of-school youth a feeling of importance and the NGO a better understanding of the young people's minds. Thus, in word of mouth there is a personal touch and it is in this regard the most effective tool of persuasion and negotiation. Informal or planned gatherings can greatly contribute to the understanding of problems and issues (Singh, 2008).

Print media is also widely used by NGOs during their communication with youth. Michael and Moses are youth officers in the Ministry of Youth Development. They believe that the print media is a significant communication tool between NGOs and youth.

Print media has the ability of capturing large numbers of audiences because static media such as posters on school buildings, churches, clinics, shops and some tied around popular trees is a useful reminder. There are high chances of large concentration of people in these places and therefore raising high possibilities of accessing rural young people. There are several advantages using this mode of communication. It reduces the likelihood of misunderstanding and misinterpretation because people are more careful with the print media than the word of

mouth (Singh, 2008). It also ensures that every one has the same information. Moreover, the message can be stored for an indefinite period of time (Singh, 2008).

However, there are some drawbacks in the use of print media in communicating with rural youth. Though the results are suggesting that print media plays a significant role, literature review claims that poor infrastructure facility such as roads and postal services hinder the distribution of print media (Domatoh, 1987) and this promotes the use of the word of mouth.

Despite the advantages of print media, one of its major drawbacks is that the reading culture in rural areas tends to be low and most of the out-of-school youth resort to listening to the radio or hearing by word of mouth. Printed material is of limited use among young people with reading problems (GanCully, 2007) since it combines words, pictures and diagrams to convey accurate and clear information (Pelto, 1978). In addition, linguistic and socio-cultural differences as well as different leisure time activities make it difficult to find time to slot the reading of newspapers (Adla, 1994).

An interesting result was the use of the internet in the communication between the NGO and rural out-of-school youth. Internet is important in rural areas because of lack of alternatives communication infrastructure such as telephone land lines, libraries, newspapers, accessible roads and reliable public transports (Van-Hoorik & Mweeta, 2007). The growth of mobile telecommunication networks give the out-of-school youth platform for communication. However, the successful development of the internet in a given country depends on adequate development of telecommunication infrastructure (Cocca, 1998). Network or base stations are not available in some rural parts of the country resulting in very weak or non-existent internet connectivity. Therefore, this is a limiting factor in the usage of the internet as a communication tool among rural out-of-school youth.

Rural youth are realising the potential of mobile phones to create economic opportunities and strengthen networks (Kabweza, 2012). Mobile phones reduce the 'distance' between the NGO and the out-of-school youth, making the sharing of information and knowledge easier and more effective (Ramachandra, 2006). However, the young people may possess phone type or model not compatible with internet services.

Lack of adequate knowledge in the use of the internet for communication contributes to low adoption of the internet (Domatoh, 1987). In other words the prevalence of illiteracy in the rural areas inhibits the adoption of the internet as a mode of communication (Ramachandra,

2006). Therefore, lower levels of education in rural areas limit the scope for information gathering given that ICTs and SMS services require literate users (Kabweza, 2012). Even the literate youth still need training to download and access information. Yet still, internet services are transmitted in English and for most of the rural out-of-school youth language is a barrier for them to read and understand online information. For these reasons word of mouth remains the most convenient and preferred means of transmitting information between the NGO and the rural young people.

The successful development of the internet in a given country also depends on sufficient per capita income (Cocca, 1998). Previous research claims that rural young people cannot afford the internet due to low income level (Domatoh, 1987). Insufficient income makes this communication tool problematic since a computer or mobile phone is required to enable connectivity. Hence, since most rural communities are economically disadvantaged, they have consequently failed to attract the interest of commercial service providers as well as internet cafes services (Cocca, 1998).

Sometimes the need for regular purchase of some print media becomes a financial sacrifice for most rural out-of-school youth. Hence, a purchase of a newspaper has serious financial implications to the majority of the rural youth (GanCully, 2007).

In Zimbabwe the distribution of national newspapers is concentrated in areas surrounding major cities and towns. In other words circulation of print media is limited to business centres (UNESCO, 1999). Poor distribution of print media in the rural areas makes it impossible for the out-of-school youth to get information. Residential set up of villages also make it difficult for the out-of-school youth to have access to print media. Such constraints on access to information and communication in rural areas encompass limited infrastructure, resulting in greater isolation and less media access (Villarreal & Najros, 2010).

The data seems to suggest that electronic media is not a popular mode of communication among the rural young people. The availability of televisions and radios is limited in most homesteads in the rural areas (Mago, 2012) and this is affected by power availability. It is also affected by the non-availability of radio signals in some parts of the rural areas.

The use of exhibitions events like the Zimbabwe Agricultural Show (ZAS) and Zimbabwe international Trade Fair (ZITF) has been adopted by NGOs to showcase its entrepreneurship programmes. Exhibitions are not regular events in rural areas. That probably is the reason



why they are not popular as mode of communication. It is possible that many rural out-of-school youth have not had a chance to attend the exhibitions. It is also possible that they do not have enough information of the importance of attending such events. When they attend they usually prefer visiting entertainment stands.

In a nutshell, the success of NGOS entrepreneurship intervention programmes depends to a great deal on effective communication. Well planned communication content and media can enhance overall NGOs organisational capacity in negotiation of curriculum, provision and facilitation of entrepreneurship skills training and coordination of youth enterprises.

## **6.2 Negotiation**

Results suggest that negotiation occurs between out-of-school youth and NGOs since the former are encouraged to have input into decisions about what they learn, how they learn it as well as when they learn it (Sproston, 2008). This implies that a negotiated curriculum involves the trainer and the trainees working together to make decisions (Nations & Macalister, 2010). The results are also supportive to the claim that consultation and participation of rural youth help in tailoring intervention programmes to the rural young people's needs (Myconos, 2012). Rural young people experience greater commitment and motivation when they are given opportunities to be actively involved in contributing to their own entrepreneurship training (Sproston, 2008). Thus, effective engagement is premised on the establishment of strong and mutual relationship, as well as a sense of togetherness (Myconos, 2012).

The results are consistent with the assertion that a negotiated curriculum is learner centred (Ozturk, 2013). Discussing, agreeing and arriving at a consensus confirms Nguyen (2010) claim that negotiation develops learner-centredness, encourages the trainees and increase their self-confidence and autonomy. Atelier (2007) echoes the same when the author argues that the provision of student-centred, flexible and negotiable programmes makes the intervention programmes more appropriate for learners' needs,

Another expression of the importance of negotiated entrepreneurship was spending time with the rural youth and sharing with them successes and failures. The results are also supporting previous claim that a negotiation curriculum builds rapport with rural young people, puts them at ease and sparks their interest in entrepreneurship (Myconos, 2012). This is an ideal

arrangement, open and democratic that invites participation of young people (Wilson et al., 2011).

Areas negotiated include training areas, youth projects, logistical issues and action plans. The results are supporting previous claim that through a negotiated curriculum, the learners become involved in negotiating the purposes, content, management and means of assessment (Ozturk, 2013).

### **6.2.1 The notion of non-negotiation**

Boon (2011) states that key decisions to map out a pre-designed curriculum are made by the administrators alone in order to lead the trainees to a particular state of knowledge. This is consistent with French and Raven (1968) position power. Hence, NGO officials use position power because it gives them upper hand over the rural youth. The resulting are also supporting previous claim that the traditional role of trainers is an authoritarian one who is the source of knowledge and makes the decision on his/her own (Ozturk, 2013).

It may be that the objective setting takes place well before the out-of-school youth register for the entrepreneurship programmes. As such the rural out-of-school youth are not in a position to participate and contribute directly to the formulation of the objectives.

The objectives are not negotiable may be because the NGO feels that they have greater appreciation and understanding of the content that the out-of-school youth are required to learn. It could be that the NGO has more experience in the subject areas and hence possess greater understanding of the training objectives. This is supporting the claim that the one who has expert power is at an advantage (Corvette, 2007).

The data also suggest that the power to set out objectives rested with the NGO offering the training and the out-of-school youth had no option but to take up what was offered. The young people are normally unemployed, school drop-outs and economically disadvantaged. So it could be that the rural out-of-school youth did not have a choice and felt that they had to compromise.

It is also possible that a training needs assessment was done before coming up with objectives of the training and therefore the objectives were considered to encompass all the needs of the trainees.

It could be that objectives are formulated in line with the NGO's long term strategic objectives and therefore explaining the highly non-negotiability of the training objectives. Maybe the out-of-school youth are not included in the decision-making process.

Financial resources might also have limited the negotiability of training objectives as funders of the training programmes might have preferred to commit their funds focusing on few critical targeted outcomes.

Given the above possibilities the out-of-school youth's contribution to the formulation of the curriculum objectives may be limited. This could be the reason why the majority of the out-of-school youth felt that the objectives were non-negotiable.

Objectives of the programmes facilitate overall course development by encouraging goal-directed planning. The objectives are the first point of contact that informs the out-of-school youth of the programmes expectations and help make both the NGOs and the young people accountable at the end of the programmes.

Course content was also highly non-negotiable. This could be for the reason that course content is derived from the set objectives. The NGO has a predetermined outcome of the knowledge that they want to transfer to the out-of-school youth hence the content is guided accordingly. Therefore as the objectives were not negotiable it follows that the content could not be adjusted.

It could also be that a time frame had already been set as to when to complete the programme thus making adjustments to the content would derail the completion of the programme. Training resources such as finances, trainers and materials available sometimes determine the content and these are secured prior to the recruitment of the out-of-school youth.

### **6.2.2 The notion of partial negotiation**

The organization of the training was significantly negotiable as indicated by 38% of the out-of-school youth interviewed. It may be that the NGO grants a certain level of autonomy to the out-of-school youth in terms of how they learn best. It may be that the organization can be changed to suit the particular youth groups to get effective results. Hence the NGO is willing to negotiate so as to achieve the best results. The out-of-school youth may be free to suggest whether they understand better from a practical or theoretical approach or both. The aim of a

programme is to equip the out-of-school youth with the desired knowledge and skills and it then follows that the NGO will allow the youth to initiate organization that suit them.

The data also shows that the organisation of the training was significantly partially negotiable. It may some training methods were difficult to understand and therefore the trainers could have allowed the trainees to suggest the methods they thought were best for them.

There is a significant non-negotiability of the training organisation. It could also be that certain training methods were unavoidable or compulsory and therefore the trainees were not allowed to negotiate at all. In this circumstance the training methods were supposed to align with the training objectives and content and therefore the room to negotiate was eliminated.

It seems as though negotiability of training methods was linked to resources available for the training programme and therefore increasing practical methods could affect the budget finances of the programme.

NGOs do not take an academic approach of evaluating trainees' performance. The results are contrary to previous claim that NGOs train for examinations (World Bank, 2002).

This is also contrary to Ozturk (2013)'s claim that trainers determine classroom procedures such as the pace of work, type of activities and assessment with their participants during a negotiated curriculum.

### **6.3 Provisions and Facilitations of entrepreneurship skills**

Rural young entrepreneurs in Zimbabwe face a variety of constraints that can be addressed through NGOs entrepreneurship interventions programmes. Major constraints include inadequate enterprise management skills, lack of technical skills, access to finance, lack of access to infrastructure, inappropriate technologies and hostile regulatory environment. The relationship between the NGOs and rural out-of-school youth include the provision and facilitation of entrepreneurship skills training as measures to mitigate the effects of the constraints faced by the young people.

Most rural out-of-school youth do not have management skills such as bookkeeping, inventory management, people management and basic marketing (Okpara, 2011). Thus, the provision of entrepreneurship training education encompasses a wide variety of management and business skills. The findings are supportive of Kasambira (1987) assertion that an

effective set of skills for use by rural youth is achieved when trainees receive an encyclopedic type of training. Similarly, Carter & Jones-Evans (2006) outlined marketing, finance, labour management, technological innovation and creativity as the pillars of entrepreneurship education. Hence, Kibera and Kibera (1999) argue that once rural young entrepreneurs are educated and properly trained they will become more aware of the issues pertaining to entrepreneurial activities, more adaptable to changes and less passive to conditions which adversely affect them.

Haan (2000) argues that entrepreneurship education programmes helps develop attitudes favourable to start own businesses and it also provides knowledge and skills for day-to-day operations of the enterprise. In order to enhance productivity of the rural youth enterprises, stimulate their competitiveness and bring about rural youth economic development, entrepreneurship skills development is crucial (Mureithi, 2007). Similarly, Nkechi, Ikechukwu and Okechukwu (2012) examined entrepreneurship development in Nigeria and its potency in employment generation and found that provision of entrepreneurship skills enables young people to gather the much needed experience to operate successful business projects.

The idea of toolbox of career skills is supportive of Kasambira (1987) claim that youth entrepreneurship development is not possible until a pool of entrepreneurial skills exists in the rural young people.

The results are supporting Nkechi et al. (2012)'s claim that NGO intervention programmes equip rural youth with life-long skills. Technical and vocational skills training include pottery, cutting & design, craft, woodwork, market gardening and livestock rearing (Nkechi et al., 2012). NGOs embarked on a drive of establishing technical and vocational programmes in an attempt to ensure that young people are equipped with skills relevant for employment either in the formal or informal sector. These programmes produce opportunities for self-employment, self-sufficiency and self-reliance (Kasambira, 1987). Self-reliance through profitable self-employment can effect a long-term relief of poverty and unemployment (Kasambira, 1987). Thus, the provision of technical and vocational education training (TVET) equip the rural young people with skills that enable them to engage in productive livelihoods. Productive livelihood helps them escape poverty and become active contributors in the economic and social activity of their community.

Vocational education programmes provide life-long skills to promote the rural out-of-school youth's personal and social development (Mureithi, 2007). In as far as it contributes to individual development, technical and vocational training has taken a centre stage in the social and economic development of many nations (United Nations Development Programme [UNDP], 2000).

Although the NGO intervention programmes may provide business management and technical & vocational skills separately, there has been a new paradigm shift towards integrated intervention programmes. Sustainable livelihood is not all about the acquisition of business management and technical & vocational skills but a whole gamut of other life issues. The International Labour Review (1989) argues that the current education system in Zimbabwe is incapable of transmitting life skills, attitudes and knowledge that result in a multi-lateral youth and total human being. This means the intervention programmes should be broader in scope such that they build a total human being equipped with all life skills. The findings are supporting previous claim that though entrepreneurial skills augment the technical knowledge and skills that the out-of-school youth gain during vocational training, there is need for comprehensive life skills (Mureithi, 2007). The same youth are developed intellectually, practically and morally.

## **6.4 Creation of agricultural enterprises**

### **6.4.1 Market gardening**

Market gardening plays a significant role as a source of income and livelihood among rural young people. It is a key economic activity of the majority of the rural out-of-school youth in Wedza district. The results provide support for the Maroyi (2009) claim that rural youth engage in market gardening projects. Rural young people engage in horticultural projects because they are very strategic in terms of high employment opportunities since most production systems are labour intensive (Machakaire, Turner & Chivinge, 2000). In as much as the horticultural projects are strategic considering their high employment possibilities, the rural out-of-school youth's vast and diverse knowledge in agriculture prompted them to choose horticulture as entrepreneurship projects. Basing on vast agricultural knowledge and the fact that vegetables and other horticultural crops do well under traditional system of agriculture, it is easy for rural youth to engage in market gardening projects (Machakaire et al, 2000). Literature also suggests that there has been a growing interest in market gardening by organisations, groups and individuals (Gachuhi, 2011). Similarly Auret (1990) argues that

rural youth participate in small irrigated vegetable gardens. Chazovachii (2012) adds that crops such as maize, sorghum, bananas, groundnuts and beans are among the market gardening projects.

Cash crops projects provide and strengthen opportunities for livelihood enhancement as well as expanding self-employment possibilities for the rural out-of-school youth. The supportive of the IFAD report (2011) claim that smallholder young people are involved in cash crops project operations. The results are supportive of the Zimbabwe National Employment Policy (2009) that youth participate in cash crops business activities. Whilst the IFAD report provides important literature, the projects undertaken by the rural young farmers in Rwanda are mainly coffee and tea. The difference is attributed to different climatic conditions of the studies' sites.

#### **6.4.2 Cattle farming**

The results are also consistent with the claim that NGOs have been at the forefront in promoting milk production projects among small-scale young farmers (Gambiza & Nyama, 2010). The findings are also supportive of previous claims that livestock production projects are an important business enterprise in rural areas for the youth. The results are also consistent with the authors' claim that the rural youth undertake projects in major ruminant species such as goats and cattle (Gambiza & Nyama, 2010).

The findings are consistent with the research environment that moderate, severe mid-season dry spells make it marginal for enterprises based on crop production alone. The dry spells, low and erratic rainfall results in dry land cropping becoming a risky undertaking (Gambiza & Nyama, 2010). This is furthermore supporting the claim that livestock rearing is the main agricultural activity in the drier and more arid zones of the country (Scones et al, 2010). Therefore for many rural young people in the district which is characterised by semi-extensive farming, livestock projects are the only sound farming enterprises although drought-resistant crops projects can be successful (Scones et al, 2010). Thus, this farming environment is conducive for livestock production intervention programmes.

#### **6.4.3 Poultry production**

The findings are similar to Nwosu (2006) findings that NGOs across Africa, have initiated youth entrepreneurial intervention programmes along poultry production projects in an effort to reduce poverty among rural out-of-school youth. Previous studies show that households

engaging in poultry projects experience a greater poverty reduction compared to those dealing in cash crops projects (Masire, 2003). More so chicken projects are fairly easy to run and the sale of the chicken is convenient as it primarily takes place in the village (Katsande, 2010).

According to Giddens (2000) chicken projects provide rural communities with an assured supply of food and income than is possible by retail, manufacturing and services projects. Chicken are sold to meet immediate family needs such as purchase of food and clothing as well as to purchase other livestock and building materials (Moreki, 2011). Horticultural enterprises are considered strategic in terms of high employment opportunities since most production systems are labour intensive. Furthermore, the horticultural enterprises have numerous downstream benefits in the packaging, processing, input suppliers and the transport industry (Barrientos & Visser, 2012). Flourishing chicken projects are also due to the fact that many consumers in Zimbabwe are opting for chicken meat due to high domestic prices of beef and pork.

Moreki (2011) reviewed literature on the role of family chicken in poverty alleviation and food security in Botswana. Chicken projects play an important role in food security, nutrition, poverty alleviation and economic empowerment of rural young people (Moreki, 2011).

The ban of imported cheap chicken has widened the supply gap and created a unique window of opportunity for local producers of chickens (Moreki, 2011). Chicken projects are more likely to be viable enterprises for disadvantaged rural out-of-school youth in Zimbabwe and this is confirmed by the findings that there is a considerable number of chicken enterprises among the rural youth in Wedza district.

## **6.5 Creation of manufacturing enterprises**

### **6.5.1 Furniture making**

The results are supportive of Malcom (2010) claim that rural out-of-school youth engage into furniture making projects. The engagement of the rural youth in manufacturing enterprises coincide with the country's economic slide since 2000 and internal political conflict resulting in large formal furniture companies plunging into a viability crisis, which saw them scaling down operations or closing down (CZI report, 2010). The struggling formal companies created a void in the supply of furniture and there was an increased demand for low-cost



homemade household and office furniture. These developments created an opportunity for rural young people to start furniture manufacturing projects (Malcom, 2010).

### **6.5.2 Production of household utility products**

The findings are consistent with previous claim that rural out-of-school youth embark on utilities manufacturing projects such as toilet detergents, liquid soaps and car wash products projects (Hill, 2007). As alluded to earlier on the economic recession forced major traditional manufacturers of detergents to scale down operations (McMillan, 2004). Importing companies faced high import and excise duties charged on foreign products and this restricted them from bringing imported detergents into the country (Saruwonde, 2008). The increase of imported vehicles has brought a lot of activities in the car washing business. This development created an opportunity for rural young entrepreneurs to open up car wash centres in many growth points and rural business centres in Zimbabwe. These developments created an acute shortage in the supply of detergents. Rural out-of-school youth in Wedza district found this as an opportunity to venture into detergent manufacturing projects.

The results are consistent with previous claims that rural young people engage in soap powder and candle making projects (Deventrappa & Sodaqath, 2011). Candles are multipurpose since they can be used for lighting as well as raw material in making floor polish (Ncube, 2010). Most households in rural Zimbabwe resort to the use of candles for lighting purposes due to erratic supply or unavailability of electricity (Ncube, 2010). High cost of generators, maintenance expenses and fuel have also led most households to resort to the use of candles for lighting purposes (Ncube, 2010). The candle wax is a major ingredient in the production of cheap floor polish (Sechuru, 2006) and this has motivated rural young people to engage in floor polish making projects. Besides, most rural households cannot afford the high cost of known floor polish brands like Sunbeam and Cobra.

### **6.5.3 Sewing projects**

Measures taken by the government, such as the restriction on imported goods that can be manufactured locally, to protect the nascent clothing sector from cheap clothes from the Far East opened a window to rural out-of-school to venture into clothing projects.

#### **6.5.4 Brick-moulding projects**

The dollarization era introduced lots of developments in the construction industry. Demand for building materials triggered growth of rural young people entrepreneurial projects for making and selling bricks and concrete stones. Mead (1989) examined the nature of manufacturing enterprises in Rwanda. The study established that rural young people were involved in small informal establishments such as brick moulding.

#### **6.6 Creation of services enterprises**

The findings are supporting the Motor Industry Association Annual Report (2011) claim that rural young people have engaged in motor mechanics projects to maintain and repair motor vehicles. This is attributed to an increase in imported second hand vehicles and the reluctance of established companies to offer motor mechanic services to older car models (Motor Industry Association Annual Report, 2011). On the other hand the current chronic power shortage in the country and regular power cuts caused by load-shedding has stimulated the acquisition of generators raising the demand for maintenance services. This means rural out-of-school youth have an opportunity to engage in motor mechanic and general engine services projects.

#### **6.7 Creation of retail enterprises**

Many other youth have set up small ventures called flea markets for selling imported used clothes. The unavailability of jobs has forced many rural youth to engage in cross-border trading.

#### **6.8 Socialisation and Networking**

Socialisation and networking is a significant component in the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. One way of inculcating a pool of entrepreneurial skills among the rural out-of-school youth is through the provision of networking opportunities. Social network theory has long been explored not only as an important resource base to entrepreneurship but also as an underlying force on the development of entrepreneur behaviour.

The exchange of knowledge among rural young entrepreneurs has had a positive effect on the development of business projects. The findings are consistent with the assertion that networking assist rural out-of-school youth enterprises in their acquisition of information and

advice (Birley, 1985; Shaw, 1998). This is achieved by a network diversity allowing the rural young entrepreneurs to draw upon technical knowledge, market information and finance resources to supplement their internal resources (Conway & Jones, 2006, Hite & Hesterly, 2001).

Being networked with advisors and professionals can open up new forms of communication and support for young people (Green & Hanon, 2007). Thus, within this social networking space the out-of-school youth have the opportunities to access information, advice and guidance. Rural young entrepreneurs rely on an informal network of social contacts to gather relevant data during early stages of enterprise development (Birley et al., 1991). Later the young entrepreneurs rely on professionals, academics, suppliers and government agencies to gain access to requisite business information (Conway & Jones, 2006). Therefore, well-connected rural young entrepreneurs who have adequate access to free information through networking have better chances of growth and survival (Leonard-Barton, 1984). The findings are supporting previous claim that social networks help provide financial, legal, business and emotional benefits (Conway & Jones, 2006).

The data reveals that linking rural youth's goods and services to the customer is very important to the survival and growth of their enterprises. Thus, the results are supportive of the assertion that social networks and networking contribute to the establishment, development and growth of markets for rural out-of-school youth enterprises (Conway & Jones, 2006; Hite, 2005). Many rural out-of-school youth face problems in getting their goods/services to the market on time. Literature suggests that there must be an available market before a product is distributed in order to reduce the risk of deterioration in the product quality (Kotler, 1996). Products should be distributed to consumers at the right time such that these products will be able to meet the customer demands (Kotler, 1996). Perishable products need to be transported by a faster mode of transport which can provide safety conditions of the products (Kotler, 1996). Therefore, the relationship between NGOs and rural out-of-school youth involves the provision and facilitation of distribution logistics to youth enterprises.

In addition, social networks assist rural out-of-school youth enterprises in their ability to compete (Lechner & Dowling, 1985). Furthermore, social networks assist rural out-of-school youth enterprises to develop innovative products (Freel, 2000).

Extensive and diverse webs of relationships promote access to opportunities and also greater chances of solving problems (Gibson, 1991). It was also proven over time that entrepreneurial networks help the rural out-of-school youth enterprises cope with ambiguity, uncertainty and unexpected changes in their environment (Johannisson, 2000). Thus, the fragility of rural out-of-school youth enterprises can be offset by networks (Donckels & Lambrecht, 1997).

Social networking reinforce group work mechanism and rural out-of-school youth often work together on profiles and are often willing to help each other (Larsen, 2007). Moreover, networking helps rural out-of-school youth develop skills, interests and capacities across a range of issues and areas in various businesses (Sculman & Davies, 2007). Networking allows the rural out-of-school youth to build new relationships and generate business opportunities. In the same manner social networking can link rural young people's competencies with employer needs and enabling the young people move into productive and sustainable jobs (Biavaschi, 2011). Networked enterprises tend to be open, random and supportive whereas those relying on hierarchical, traditional managed approaches are closed, selective and controlling (May, 2009).

## **6.9 The contribution of NGOs intervention programmes to rural out-of-school youth**

Many other researches have obtained similar results on the contribution of the NGOs initiated projects to rural young people. The projects contribute to the fitness and health of rural young people (Gachuhi, 2012). Chazovachi et al. (2012) assessed the contribution of market gardening on food security in rural livelihood development and established that rural people can derive income and food commodities from market gardening projects.

Entrepreneurship projects are a major source of income for most of the rural out-of-school youth. The projects have increased income for the rural youth (IFAD, 2011). The results are consistent with previous claim that rural people resort to market gardening projects and other projects as a fall-back while waiting for the rain season (New farmer, 2004). Masire (2003) asserts that the ability to produce and market traditional agricultural products such as cash crops, poultry and piggery is one of the main ways of generating income and reducing poverty in rural areas of Zimbabwe. Even though they do not consider subsistence agricultural activities as employment, the out-of-school youth are interested in agriculture

because of the possibility to earn cash income (FAO, 2005; IFAD, 2011). Hence, the interface of NGOs and rural out-of-school youth contributes to income generating possibilities of the rural youth.

Rural houses have been for long time roofed with thatched grass. However things have changed. This is confirmed by previous research that there is a rise in the proportion of households that have roofs covered with sheet metal or asbestos (IFAD, 2011). There is also an increase in households that have a toilet (IFAD, 2011).

The results confirm Deventrappa and Sadaqath (2011) study which was conducted to establish the impact of projects with respect to income generating activities of self-help groups in Karnataka. It was observed that after participating in the programmes there was an increase in technical skills among the youth.

It is argued that entrepreneurship projects play a key role in the achievement of sustainable livelihoods among rural young people in Zimbabwe. The projects can improve people's livelihoods and quality of life as well as reducing poverty and fostering economic growth (Maroyi, 2009). The entrepreneurship projects play an important role in the interface of NGOs and rural out-of-school youth. Many people in the third world rely primarily on the projects for their livelihood (Giddens, 2000). Undoubtedly, the projects are a means to economic recovery of most developing countries (Women's Commission for Refugee Women and Children Report, 2008).

The findings are consistent with previous assertion that the agricultural sector employs a large proportion of the country's self-employed and labour force (Gambiza & Nyama, 2010). It is claimed that about three-quarters of the population in Zimbabwe are dependent on farming for a livelihood (Middleton, 2009). This means that agricultural projects constitute important economic activities in Zimbabwe (Rukuni, 1994) and so impact to a large extent to rural youth's well-being.

Kumar (2004) identified the radio as a tool relevant in economic and social development. The radio promotes rural out-of-school youth by creating opportunities to start income generating projects (Al-hassan, 2011; Ocwich, 2006). Developmental programmes that contribute positively to rural out-of-school youth's ways of life can be listened to on radio (Ocwich, 2006). Radio programmes most appreciated by rural youth include farming (Ocwich, 2006). Chapman (2003) also found that the radio is effective in the transmission of agricultural

information by rural farming communities. Other radio programmes beneficial to rural young people are small-scale investments information and youth empowerment programmes.

Most of the programmes are designed to suit rural audiences since broadcasting is mainly in local languages. Ocwich (2006) explained that the use of local languages is the reason why the radio is popular among rural communities.

The non-availability of electricity and poor television signals has given rise to the use of battery powered small radios which are affordable and readily available to the rural people. The cost of a television set is also prohibitive to most rural out-of-school youth and as suggested by Ocwich (2006), rural youth who cannot afford television sets listen to the radio. The non-availability of electricity is also counteracted by the acquisition of solar panels which provide power to the radio.

Rural youth have not been left behind in terms of viewing popular sports programmes like soccer, wrestling, cricket and tennis among other programmes that pull huge audience of young people. A variety of such entertainment programmes are available on satellite dishes. Therefore, rural young people are bound to purchase television sets and satellite dishes mainly for entertainment purpose.

The bicycle is most popular mode of transport in rural Zimbabwe. There is a rise in the number of households that have a bicycle (IFAD, 2011).

The low acquisition of refrigerators and stoves is affected by the non-availability of electricity in rural areas. Rural people apply traditional methods of preserving food items and hence do not need the refrigerator. Abundance of wood, though controlled by the Environment Management Agency, promotes the use of the firewood powered stoves.

The cell phone has also opened up significant economic opportunities for the rural youth (Banks, 2009). They can be easily contacted when employment opportunities arise. The cell phone is used to advertise goods/services offered by the rural young entrepreneurs. They can also receive information about the market price through the cell phone. The rural young entrepreneurs need the cell phone to communicate with suppliers, transporters, buyers, business associations and the NGO. Advances in ICT have forced the rural out-of-school youth to be technologically identified with the cell phone.

Cell phones are very important assets to rural young people. Low income levels result in using cheap social networking media such as whatsapp. These social networking are usually accessed through cell phones. The cell phone can also be used for taking photographs during functions and events. It can also be used to store music and videos. It can be used to send and receive emails. Furthermore, the cell phone can be used to access internet. Young people enjoy playing computer games and the cell phone provides such entertainment. The introduction of money transfer services like EcoCash has been accepted by most rural people since banking services are usually non-existent in rural areas. Therefore, rural young entrepreneurs are now able to make transactions online like sending and receiving money and paying bills. This has been made possible through the mobile phone and hence rural young people are most likely to acquire one.

The use of mobile phones in rural areas is rising where landline infrastructure is lacking (Banks, 2009). Therefore, the cell phone remains the only means communication for the majority of the rural young people where landline phones are non-existent.

Far more households in Zimbabwe have cell phones than they have radio or television (Powell, 2012). This means the cell phone has become a primary source of news and information.

Affordability of laptop limits their acquisition and usage. The little income rural young people generate is prioritized on agricultural inputs and equipment. Besides, the computer may not be necessary to most rural youth.

The rural out-of-school youth acquire arable land for cultivating subsistence food crops and sometimes for producing cash crops such as tobacco, cotton, potatoes and soya beans.

The wheel barrow is used by the rural out-of-school to carry produce to nearby markets. It is also used for tasks that are inappropriate for the scotch-cart. It is used for fetching water from the village sources of water.

Solar electricity is used in rural areas to meet basic electricity demands (Yee, Win & Soe, 2008). Rural young people can undertake various chores deep into the night due to the extended availability of light. They can study and complete assignments and homework during the night. Household chores like washing plates, ironing clothes among others can also be done before going to bed. The rural youth no longer walk long distances to charge mobile phones. They can watch television programmes within the village and need not walk

to the business centres to watch television programmes. The use of solar cookers means that rural families may no longer rely on wood, crop residues and animal dung to cook their daily meals. The results are supporting the claim that solar energy is a sustainable source of energy for rural out-of-school youth as well as a source of their livelihood (Gobede, 2013).

Solar energy can be crucial for rural entrepreneurship development. Efficient energy sources can enhance rural out-of-school youth efforts to engage effectively in productive activities (Barnes & Floor, 1996). Solar powered equipment can be used in the production processes.

Availability of solar electricity enables households to save money previously spent on buying candles and paraffin. The money saved can then be channelled towards other household necessities.

The housing set-up in rural areas in Zimbabwe does not allow enough space to accommodate home suites. Most of the houses in rural areas are round huts with built-in benches and there is no enough space for sofas and/or kitchen table and chairs.

The rural kitchen in Zimbabwe is the most important living room. It is a place where most of the cooking takes place. Cooking pots, plates and kitchen utensils are stored in the kitchen unit. The kitchen unit is also used as a 'pantry' for stocking food items. It is also used as a display unit where glasses and souvenirs are exhibited. Therefore, acquisition of a kitchen unit is a paramount asset to rural households.

Livestock plays a pivotal in the agricultural and rural economies of developing countries (World Bank, 1997). According to the World Bank newsletter (1997) many small-scale rural young farmers rely on livestock for ready source of cash to buy inputs like seeds, fertilizers and pesticides. They sell small livestock like goats to meet occasional cash requirements (Barret, 1991). They also depend on the livestock to buy things that they cannot produce themselves (World Bank, 1997).

Cattle and goats are important components of Sub-Saharan mixed crop-livestock farming systems (Wuta & Nyamugafata, 2012). Goats play a significant role in the socio-economic livelihoods and food security of smallholder farmers through sale, slaughter, provision of milk, skins and manure for cropping and various socio-cultural ceremonies (Homann, 2007). Goat projects have the ability to survive in harsh environments since goats graze natural pasture during summer and in winter they feed on crop residues and on uncultivated areas within arable lands (Gambiza & Nyama, 2010). In as much as the rural youth engage in goat



projects, cattle projects are common to the small-scale young farmers where the projects are carried out for multiple purposes. They provide draught power, manure, milk, meat and above all represent a sign of wealth. Rural young farmers undertaking cattle projects till their land timeously and they use cattle manure as an organic fertiliser which improves soil structure and fertility leading to higher yields in crops projects (Gambiza & Nyama, 2010).

Cattle represent a symbol of wealth. They are a capital reserve, built up in good times to be used when crops are poor (World Bank, 1997). They are a fall-back when the family is facing large expenses like cost of wedding, serious illnesses, family disasters and funeral.

Cattle have spiritual and cultural roles in rural society in Zimbabwe. It is traditional that bride-wealth payments are made in cattle (Barret, 1991). Customs calls for the slaughter of a beast on important occasions such as the death of a person and at wedding ceremonies (Barret, 1991). From anecdotal knowledge, cattle can be used for traditional rituals like settlements between families for avenging bad spirits like ngozi. Cow hides can be used for making drums to play during traditional ceremonies like kurovaguva, bira (carnival) and mariro (funeral wakes). Cattle horns are used to make trumpets to announce traditional ceremonies.

Cattle are used as draught power for tilling land. They are used to pull a scotch cart and therefore are a means of transport to ferry goods to the market as well general household transportations. According to the World Bank newsletter (1997) most farming projects in the rural areas are too small to justify owning or using a tractor and therefore the alternative is animal power from mainly cattle and to some extent donkeys. The engagement in cattle projects gives rural young people higher income than non-cattle projects and greater food security is associated with undertaking cattle projects (Gambiza & Nyama, 2010).

Income from crop production is highly seasonal despite the fact that rural young farmers need cash throughout the year to meet daily basic necessities. Hence, goats having a high rate of reproduction can provide a regular supply of cash from sales (World Bank, 1997). Other previous researches claim that small livestock projects are primarily undertaken since they provide rural young people's households with meat, cash sales and manure (Gambiza & Nyama, 2010). Furthermore, goats and sheep projects complement cattle projects in providing rural young people's households needs (Rukuni, 1994).

Goats are highly regarded in rural communities because of their traditional roles. Usually they are a forerunner in most traditional activities. Slaughtering a goat for visitors represents respect and honour. Chiefs, headmen and other traditional leaders require goats to settle small crimes.

The shortage of cattle for draught animal power as a result of a succession of droughts increases the use of donkeys in ploughing. Smallholder farmers in semi-arid areas use the donkey as an alternative to cattle (Nengomasha, Pearson & Smith 1999). However, Nengomasha et al. (1999) argued that the lighter body weight of donkeys makes them less suitable for heavy tasks such as ploughing. Therefore, rural young people would opt for cattle which are capable of ploughing efficiently as compared to donkeys.

Many factors affect how rural young people buy assets. External factors such as culture, ethnicity and social class influence how individuals buy assets (Blackwell et al., 2006). According to Blackwell et al. (2006; p426) culture refers to a set of values, ideas, artefacts and other meaningful symbols that help individuals communicate, interpret and evaluate as members of society. The authors argue that culture is influenced by factors such as ethnicity, race, religion and national identity. It then determines the abstract and material elements acquired by young people. Abstract elements include values, norms, ritual symbols while material elements include artefacts, technology and infrastructure (Blackwell et al., 2006). Therefore, these elements determine what rural out-of-school acquire or do not acquire.

Norms are rules of behaviour held by a majority about how individuals should behave while social values are those shared broadly across groups of people. People develop their values through the process of socialisation. During this process values are transmitted from generation to generation (Blackwell et al., 2006). Therefore, values of what rural youth can acquire or cannot acquire are learned from parents, peers, religious institutions, educational institutions and early lifetime experiences.

Culture has profound effect on why and how people buy assets (Blackwell et al., 2006). For rural out-of-school youth acquiring mobile phones, radio, solar panels, goats and cattle has become the cultural norm. However, they see the acquisition of industrial stands, personal computers among other assets as frivolous.

The most striking impact of these entrepreneurship intervention programmes was how rural young entrepreneurs were able to acquire various assets through their interface encounters and dealings with the NGO.

### **6.10 Conclusion**

This chapter presented a discussion of the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development and how this relationship has impacted on the livelihoods of the young entrepreneurs.

The next chapter presents the insight leading to the suggestion of a youth entrepreneurship interface model.

## **CHAPTER SEVEN**

### **FINAL CHAPTER: THE INSIGHT**

#### **7.0 Introduction**

The focus of the study was to examine the interface of NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe. The insight begins with summary of literature, followed by summary of key findings and ends with the unpacking of the interface model.

#### **7.1 Summary of literature review**

Based on the literature review it was observed that an interface is a point of intersection, a face-to-face encounter, an overlap between two subjects, an entity linking activities, an artefact of processes or a mediating environment. The interface constitutes a site for negotiation, of cultural paradigms, knowledge processes and power relationships. In this study the interface comprises the types of connections linking NGOs intervention programmes and rural youth entrepreneurship development. It is argued that these types of connections between NGOs and rural youth determine the level of entrepreneurship development among the young people. The study focused on the cross over moment between NGOs intervention programmes and rural out-of-school youth in Zimbabwe.

It was established from the literature review that NGOs are philanthropic, humanitarian, benevolent, self-governing, non-commercial, and voluntary organisations. Their policies and programmes are generally grassroots-driven and community participation-oriented. They are developmental, concerned with the mobilisation of resources, inspiring and improving thinking and action among disadvantaged communities.

An examination of the literature review showed that the term youth is commonly defined with reference to an individual's age. The definition is also related to the state of being young. It was found that youthfulness is a particular mind-set or attitude depicted by an individual. An individual may be regarded as a youth depending on the level of thinking or behaviour manifested.

Review of literature also showed that entrepreneurship is the process of identifying business opportunities, determining and mobilising resources, creating a business venture, running the venture, realising of profit and creating wealth.

## **7.2 Summary of findings**

My endeavour was to provide answers to the critical questions proposed in the study. The results are briefly summarised below:

### **7.2.1 The relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe**

The findings reveal that there is a strong relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe. The major relationships between them revolve around provision, facilitation, mentorship and enabling activities. It is established that NGOs intervention programmes intend to develop entrepreneurship skills among the youth through capacity building in entrepreneurial skills. The results show that capacity building involves the development of a favourable environment that allowed rural out-of-school to build and enhance entrepreneurial knowledge and skills.

My endeavours show that rural out-of-school youth in Zimbabwe are provided with business management skills. The results reveal that the entrepreneurship skills training covers product development, market identification, budgeting, recording-keeping, business planning, customer care, business financing, costing, pricing, business formalisation, leveraging technology, team building, grooming, etiquette, legal matters, people management, business negotiation, systems setting, financial statements presentation and business strategizing skills.

Thus, the intervention programmes provide rural out-of-school youth with the appropriate entrepreneurial skills, knowledge and attitudes. This prepares the rural youth for the enterprising world. The programmes provide rural youth with a wide range of competencies to enable them to solve real life problems. The intervention programmes seek to develop entrepreneurial attributes like creativity, innovation, risk-taking, persistence, self-efficacy, need for achievement, social orientation, willingness to take action and resource mobilisation, decision-making and problem-solving skills among the rural young people.

The rural young people are provided with technical and vocational skills. Through the intervention programmes the rural out-of-school youth learn about motor mechanics, carpentry, building, sewing, crop and livestock production, bee-keeping and other life-long hands-on skills. The intervention programmes provide technical vocational training education in order to strengthen the skills competencies and abilities of rural out-of-school youth.

The findings reveal that the relationship between NGOs intervention programmes and rural out-of-school youth entrepreneurship development lead to the formation and growth of agricultural, manufacturing, services and retail youth enterprises. Through the intervention programmes the rural young people establish income generating projects ranging from market gardening, cash crops, dairy milk, livestock farming, carpentry, stonework, sewing, construction projects, hairdressing, motor mechanics, take-away and secretarial services to hardware, electrical, clothing and grocery shops.

The results reveal that the relationship between NGOs and rural youth has facilitated the establishment of social networks between the young people and suppliers, customers, business advisors, financiers and fellow youth elsewhere. Rural out-of-school youth are networked to experienced local entrepreneurs who are involved in agriculture, manufacturing, services and retail business. They utilise networks and socialisation to gain business advice and get referrals to financiers.

Through the intervention programmes possibilities and opportunities are communicated to the rural young people. Finally the results indicate that the rural young people participated in negotiated and partially negotiated entrepreneurship curricula. The youth negotiated over the objectives, content, organisation and evaluation of the entrepreneurship programmes.

### **7.2.2 The stimulus behind NGOs and rural youth relationship**

The intervention programmes explored the need and motivation for conducting business, particularly against the backdrop of high unemployment rate in Zimbabwe. Several push factors have prompted the engagement between the NGO and the rural youth. Among them include difficulties in accessing formal employment due to extended periods of unemployment or significant under-employment, poor preparation for appropriate employability skills during school days, lack of the desired work experience, unavailability of alternative employment opportunities and lack of networks and connections.

It is argued that NGOs and youth engage in entrepreneurship intervention programmes because of pressure on the labour market, need for alternative career options and desire to create employment. The engagement of the two entities into entrepreneurship programmes is part of measures to address inadequacy and inappropriateness of the education curricula. The youth join entrepreneurship intervention programmes anticipating access to business start-up capital. It is also a means for the young people fulfil their dreams and fantasies. Thus, the youth are intrinsically and extrinsically motivated to join NGOs intervention programmes.

The findings reveal that the relationship took place because the rural out-of-school youth seek to earn a living, increase streams of income, accumulate wealth, make money, achieve financial freedom, live in abundance, utilise abilities, leave legacy, have fun, become role models and change others' lives and make better their future.

### **7.2.3 The contribution of NGOs intervention programmes to rural out-of-school youth**

The findings reveal that there is a strong bond between NGOs intervention programmes and rural out-of-school. The relationship between NGOs and youth has been quite significant. Intervention programmes established by NGOs have contributed to youth entrepreneurship skills development. To a greater extent, the intervention programmes adopted integrated comprehensive approaches through the provision of information, opportunities and vocational and technical skills to the young people. Ultimately, NGOs have facilitated the formation, growth and development of entrepreneurial projects among the youth.

NGOs intervention programmes have led to the development of different facets of the youth. A significant contribution of the interventions has been towards the economic development of the youth. Through the creation of business enterprises, the young people have realised an increase in income. With newly acquired skills and knowledge the youth have increased their employment opportunities and ultimately leading to gainful employment. Increased income has led to reduction in poverty and improved livelihoods.

The material gains realised through their relationship with NGOs have given the youth feelings of hope and success. The young people have developed positive attitudes toward higher educational and academic aspirations leading to better work habits and professionalism. The youth have developed long-term commitment to projects through team work. The relationship has contributed to improved self-esteem, self-confidence, social maturity and instilled a sense of empowerment and independence among the young people.

It is argued that the youth enterprises are realising significant sales volume, operating profitably, gaining market share and improving their infrastructure. Review of literature shows that the provision of entrepreneurial skills and soft loans to the young people led to enhanced growth for youth enterprises as well as positively influenced the success of their enterprises.

It is argued that the realisation of material benefits through involvement in NGOs intervention programmes contribute to intrinsic motivation of the young people. The youth develop self-esteem, self-confidence and self-efficacy. They also develop a sense of maturity, control, empowerment and commitment.

In as far as they contribute to economic and psychological development of individuals the intervention programmes have a societal impact. The intervention programmes are an option for solving social problems recurrent among nations such as high rates of unemployment, high crime rates, idleness, political violence, conflicts and many other evils bewildering them.

Figure 7.1 below depicts the impact of the NGOs intervention programmes on the rural out-of-school youth.

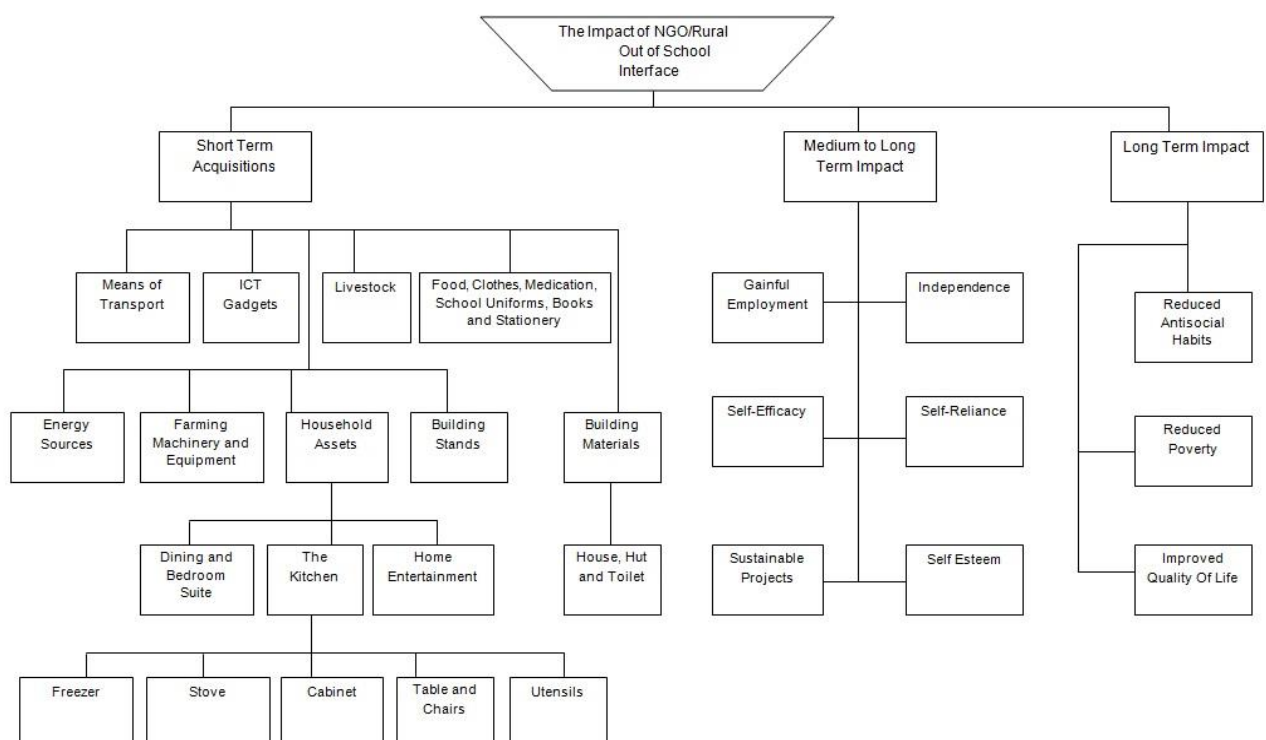


Figure 8. The Impact of the Interface of NGO Entrepreneurship Intervention and Rural Out-of-School Youth in Wedza District, Zimbabwe



Figure 6.1 shows that the relationship between NGOs and rural out-of-school youth has contributed to more than economic development of the rural young people. The impact represents a continuum stretching from short-term individual acquisitions to long-term societal benefits.

The figure also shows that the young people acquire assets using revenue generated from the projects. The data suggest that the assets varied from those used in the household to those targeted at enhancing the operations of the business enterprises. Thus, material benefits are the short-term benefits realised from the NGOs intervention programmes.

The medium to long-term impact of the relationship leads to gainful employment, self-efficacy, sustainable enterprises, self-reliance and self-esteem. The relationship creates awesome, reverence and admiration among young people. Changed minds and new thought towards life are some of the invisible contributions of the relationship.

The figure shows that the intervention programmes benefit the community and society as a result of reduced antisocial behaviours, elimination of poverty and improved quality of life.

### **7.3 Understanding the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe.**

My endeavour was to show the usefulness of the idea of interface for depicting NGOs intervention programmes and rural out-of-school youth entrepreneurship development connection. The study concentrated on the cross-over moment between youth entrepreneurship development and BOOST Fellowship NGO intervention programmes using data collected in Wedza district, Mashonaland East province in Zimbabwe.

The relationship between the NGO and rural out-of-school youth and the use of the interface was a way of understanding how NGOs and rural youth come together and what is in their middle point. The face-to-face encounter between the NGOs and rural out-of-school youth has been one of the subtle forms of social interaction. Most rural out-of-school youth enter entrepreneurship intervention programmes as strangers with a dim understanding of business enterprising. Poverty and unemployment are the key push factors for their engagement into entrepreneurial activities. Thus, rural out-of-school youth engage into income generating activities hoping to secure sustainable livelihoods.

NGOs intervention programmes seem to be the panacea to meet their basic need for shelter, food and clothing. Finding the rural out-of-school youth in this predicament, the NGOs develop a sense of omnipotence over the young people. The NGOs and rural out-of-school youth enter into subtle negotiations in which each part makes compromises in order to reach a mutually agreed position.

In the next section we see a suggestion of the interface model.

### **7.3.1 The NGOs intervention programmes-Rural out-of-school youth entrepreneurship development Interface Model**

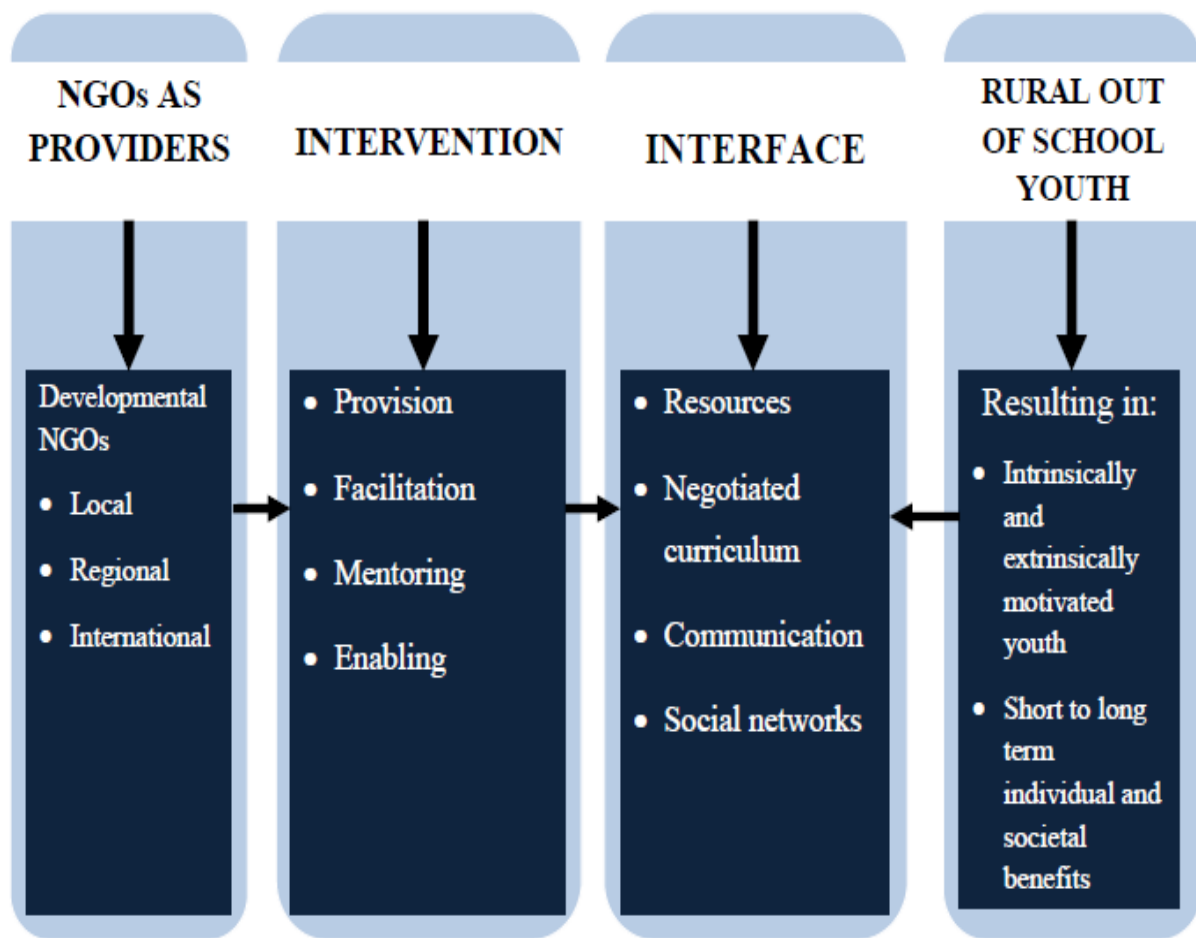
This section discusses the suggested model of the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development.

Figure 7.2 depicts NGOs as providers, facilitators, mentors and enablers during the execution of intervention programmes. It also depicts the resources, negotiated curriculum, communication and social networks as the components of the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development. The NGOs are depicted as the providers while the rural out-of-school youth constitutes the recipients. Figure 7.2 also captures a snap shot of the benefits arising out of the interface as shown in figure 7.1 above.

The NGOs, as providers, engage in training rural out-of-school youth in entrepreneurship, business management and leadership skills. The NGOs, as providers, engage in training rural out-of-school youth in technical and vocational skills. The NGOs, as providers, engage in providing rural out-of-school youth with business inputs, equipment, machinery and other material support resources. The NGOs, as providers, engage in funding rural out-of-school youth business enterprises with seed money.

The NGOs, as facilitators, assist the rural out-of-school youth in accessing short to long-term capital. The NGOs, as facilitators, engage in linking rural out-of-school youth to both local and international markets. The NGOs, as facilitators, act as a guide, helping the rural out-of-school youth achieve their goals through a negotiated entrepreneurship curriculum.

Figure 7.2: The interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development model.



The NGOs, as mentors, aim at enhancing the performance and learning ability of the rural out-of-school youth. The NGOs, as mentors, provide emotional support as well as coaching technical skills.

The NGOs, as enablers, engage in socialising and networking activities among urban and rural youth, local and international youth. The NGOs, as enablers, engage in the creation of agricultural, manufacturing, services and retail rural youth business enterprises.

The cross-over moment between the intervention programmes and the rural young people is the interface. The components that have come out of the data suggesting the interface are human, material and financial resources, negotiated entrepreneurship curriculum, communication systems, language and social networks. They are the point of intersection between the NGOs and rural out-of-school youth. They are the linking entities between NGOs and rural youth. They are the mediating environment between them.

These interfaces aim to bridge the gap between the goals of NGOs and the needs of rural out-of-school youth as far as entrepreneurship skills development is concerned. The NGOs and

rural young people are connected with the aim of achieving goals they have set for themselves or goals that the nation has set for them. The interfaces help understand the dynamics of bridging the NGOs and rural out-of-school youth. These interfaces also help understand the cultural accommodation that makes it possible for the two social actors to interact.

These interfaces permeate into the formulation, implementation and evaluation of the intervention programmes. These interfaces are also the source of discontinuities in NGO intervention programmes. They are a site of entrepreneurial knowledge processes, cultural paradigms, negotiations and power relationships. Hence an awareness of the dynamics of these interfaces and how they shape youth entrepreneurship development, NGOs and youth interests and identities is critical.

### **7.3.2 The Resources, the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development**

Resources are paramount important to youth entrepreneurship development. The availability of quality human, material, organisational, financial, intellectual and technological resources enhances the success of NGOs intervention programmes and results into profit and wealth creation for the creator of an enterprise.

The operation of rural entrepreneurship programmes requires the active participation of a whole gamut of human resource (business consultants, technical experts, advisory boards, financiers and district youth officers). The human resource is confronted with an institutional reality and must be actively involved in the social dynamics of the entrepreneurship programmes. The district youth officers, business consultants, technical experts, advisory boards and financiers play an important role in implementing entrepreneurship intervention schemes. They emerge as key actors who make the programmes tick. In other words they are the movers of the NGOs intervention programmes. They are the driving force in the entrepreneurship programmes. The human resource facilitates or hinders the growth of rural youth entrepreneurship as well as the viability of the out-of-school youth enterprises.

The Ministry of Youth Development's district youth officers have the mandate to economically empower the rural youth and facilitate their participation in the mainstream economy. They partner with the NGOs to create opportunities for youth empowerment thereby combating youth unemployment. The intricate nature of rural youth entrepreneurship

programmes produces specific locally-rooted entrepreneurial knowledge, which in turn give the district youth officers some degree of authority. The business consultants and advisory boards provide the professional expertise in business management while the technical experts provide technical knowledge in life-long skills.

The human resource's technical and professional competence is directly related to the nature of the intervention activities. The intervention activities are characterised by business acumen and vocational and technical expertise. This makes the human resource's position crucial. He/she is the interface. He/she links the rural out-of-school youth to financiers and also creates linkages with the market and among the young people themselves. The human resource manages a complex body of practical technical understanding of the entrepreneurship intervention processes. Therefore, the human resource is the implementer and consciously transforms NGOs broad guidelines into specific intervention programmes targets.

The financial resource represents a crucial interface. The components include personal savings, funds from partners, savings clubs commonly known as 'rounds', negotiating agency with suppliers, borrowing from family and friends and concessionary finds for youth. The financiers assist the young people with credit to acquire the necessary technology, equipment, machinery and other inputs. Hence, material resources are the interface.

### **7.3.3 A negotiated curriculum, the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development**

A negotiated entrepreneurship curriculum is the point of intersection between the NGOs and rural out-of-school youth in Zimbabwe. It is the overlap where these two entities have a link or connection with each other. The negotiated curriculum is carried out by the NGOs and rural youth each representing the interests of their constituencies. The NGOs represent the interest of their financiers whilst the rural youth represent the interests of their parents/guardians or social and political affiliation. The rural youth have to agree on the arrangements and practices with the NGO field officers. This makes the interaction between them one of negotiation. The entrepreneurship intervention programmes were negotiated and renegotiated as time progressed with the rural youth.

Opinions on the entrepreneurship curriculum seldom coincide and hence NGOs and rural young people often differ on the content of the curriculum. The curriculum is constantly

shaped by the experiences and encounters that emerge at this point of interaction. The curriculum is an on-going socially constructed and negotiated process and not simply the execution of an externally planned document. The curriculum is shaped by the interactions among the business consultants, technical experts, advisory boards, financiers and Government ministries. The curriculum is constantly re-shaped by cultural and political dynamics as well as other specific conditions. It is a part of an on-going process of adaptation.

In this contemporary world it has become difficult to determine the content of the curriculum because of large volumes of knowledge that have been accumulated. Thus, it is indispensable to select that knowledge which satisfies the needs and wants of the rural young people in Zimbabwe.

The interface is therefore about collaborative decision-making throughout the curriculum design process. It is about collaboratively deciding how training is to be organised. It is about rural out-of-school youth centeredness. It is about rural youth participating in decision-making. It is about participating actively in experiences that engage rural youth emotionally, physical, cognitively and socially. It is about selecting specific areas of the curriculum together. It is about planning the what, how, why and when of the curriculum. It is about seeking, sharing and acting upon the decisions of every participant in entrepreneurship intervention programmes. It is about working together as partners in rural out-of-school youth entrepreneurship development. It is about rural out-of-school youth experiencing commitment and motivation towards entrepreneurship projects. It is about presenting opportunities to the rural youth so that they become actively involved in decisions about rural youth developmental issues.

#### **7.3.4 Communication, the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development**

The NGOs and rural out-of-school youth mix with each other through communication. The components of the communication occurring between the NGOs and rural out-of-school youth are the people (NGOs officials and rural youth), messages and channels. The NGOs officials and rural youth serve as both the source and the receivers of messages. Individual characteristics of these two entities affect the way they send and receive messages. The message is the content of the interaction between the NGOs and the rural young people. The channel is the medium by which a message is transmitted from the NGOs to the rural youth

and vice-versa. The communication medium is the interface. They interface through the electronic (radio, television and internet), print media (newspapers, pamphlets) and word of mouth.

The communication happening between NGOs and rural out-of-school youth leads to the development of boundaries and expectations that shape their behaviour. Over long time the communication becomes an organised entity of interlocking relationships between the NGOs and the rural youth.

The findings established that NGOs communicate possibilities and opportunities to the rural out-of-school youth and in the process building a sense of usefulness and empowered. On the other hand, the rural youth communicate their needs, interests, aspirations and challenges to the NGOs. The interface is therefore about communicating intervention programmes that focus on the evolving developmental needs of rural out-of-school youth. It is about relaying and receiving information about constantly transforming enterprising environment and business operational challenges.

The results show that most of the communication is through word of mouth followed by print media. The use of modern communication technology between the rural youth and the NGOs has not been adopted except in some isolated cases. Local leaders are used as conduit for transmitting information during gatherings such as at church sessions, school assemblies, political rallies, community functions and funerals.

#### **7.3.5 Social Networks, the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development**

The networks and linkages that develop between the NGOs and rural out-of-school youth in Zimbabwe form the interface between the two parties. The networks and linkages are changed by everyday experiences of the NGOs and rural young people and in turn the two social actors are changed by the networks and linkages.

The partnership of international, local and regional network of supporting organisations assists in delivering the entrepreneurship programmes. It provides education, training and development in areas in which the NGOs lack adequate expertise. Friends in the private sector provide leadership, mentorship, work placement and community development opportunities. Networks are key elements in mobilizing resources and for bridging, defending or creating social and political spaces.

## **7.4 Recommendations**

The following recommendations are suggested:

- Enacting policy in support of rural out-of-school youth entrepreneurship development.
- Effective and efficient utilisation of resources towards empowerment of rural out-of-school youth.
- Establishment of rural micro-credit schemes targeting rural out-of-school youth.
- Development of infrastructure facilities such as market places, power, roads and communication technology to young rural entrepreneurs.
- Establishment of young people's business clubs in rural areas in support of the large proportion of youth interested in the creation of business enterprises.

## **7.5 Conclusion**

The first chapter gave overview and orientation to the examination of the interface between NGOs intervention programmes and rural out-of-school youth entrepreneurship development in Zimbabwe. The first chapter looked at the socio-economic factors affecting the rural out-of-school youth in Zimbabwe such as unemployment, poverty, anti-social tendencies, irrelevant education curricula and inadequate entrepreneurial skills. Chapter Two presented the theoretical frameworks of the study. It defined the concept of interface and outlines the key elements of an interface approach. The chapter also presented the various definitions of youth and entrepreneurship. Chapter Three drew on a literature review of the relationship between NGOs entrepreneurship intervention programmes and youth. It also drew on a review of the reasons for the relationship and ends with a review of the contribution of NGOs intervention programmes to youth development. Chapter Four discussed the methodology employed in this research study. This chapter outlined the research design and the research instruments used in collecting data. Chapter five unpacked the relationship between NGOs intervention programmes and rural youth entrepreneurship development, why it happens and how it impacts on the youth. The last chapter suggested a theoretical model of the interface between NGOs entrepreneurship intervention programmes and rural out-of-school youth in Zimbabwe.



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## Appendix 1: QUESTIONNAIRE FOR OUT-OF-SCHOOL YOUTH

My name is SP Mangwende. I am carrying out a study to establish the interface between donor-funded/NGOs intervention programmes and youth in Zimbabwe. I am kindly asking information on the following questions.

### A: Demographic Section

1. Gender: Male\_\_\_\_ Female\_\_\_\_
2. Age group (Tick):  
15 – 20\_\_\_\_  
21 – 25\_\_\_\_  
26 – 30\_\_\_\_  
31 – 35\_\_\_\_
3. Qualifications: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### B: DATA SOUGHT

#### Question 1

What projects or programmes have been put in place to develop youth entrepreneurship?  
Please tick that you are a beneficial.

Sector	Tick	Give specific activities you are doing
e.g agriculture	√	Poultry and horticulture
Agriculture		
Manufacturing		
Retail		
Mining		
Services		
Telecommunications		
Tourism		
Engineering		

## Question 2

To what extent have the projects or programmes enhanced business skills in youth?

1=not at all    2= to a less extent    3=to some extent    4=to a large extent    5=to a very large extent

Business idea creation					
Business plan/proposal development					
Market identification					
Product development					
Budgeting					
Bookkeeping					
Business ethics					
Customer care					
Technological advances in marketing					

## Question 3

How have these projects or programmes changed your livelihood or standard of living?

1=no change    2= slight change    3=significant change    4=most significant change

Wealth				
Household assets				
Monthly income				
Housing				
Nutrition				
Access to quality health care				
Access to quality education				
Family freedom				
Self-employment				
Comfortable life				
Social network				

#### Question 4

Explain briefly how have the projects or programmes developed the youth in either one or all of the following values;

- a) Sense of empowerment/Resource control/*upfumi kuvadiki*

---

---

- b) Social transformation

---

---

---

- c) Moral values and responsible citizen/ *unhu*

---

---

## Appendix 2: NGO INTERVIEW GUIDE

### A: Demographic Section

1. Gender: Male\_\_\_ Female\_\_\_
2. Age Group (Tick):  
20 – 30\_\_\_  
31 – 40\_\_\_  
41 – 50\_\_\_  
51 – 65\_\_\_
3. Qualifications:\_\_\_\_\_
4. Experience in out-of-school youth projects (Years):\_\_\_\_\_

### B: Data Sought Section

5. Please tick as many activities BOOST/SIFE Zimbabwe engage with out-of-school youth

Activities	Tick	Provide specific projects and explain why that choice
Mining		
Agriculture		
Manufacturing		
Retail		
Tourism		
Other (specify)		

6. Which criteria are used to select the out-of-school youth beneficiaries for the intervention programmes?-----  
-----  
-----  
-----  
-----  
-----

7. What are the beneficiaries' age ranges?-----  
-----  
-----  
-----
8. Which out-of-school youth do you target and why that particular group of school leavers?-----  
-----  
-----  
-----
9. Do the intervention programmes cater for the differences of out-of-school youth from distinct background? Explain.-----  
-----  
-----  
-----  
-----
10. How have the intervention programmes complemented the government's youth empowerment policy?-----  
-----  
-----  
-----  
-----
11. What exit strategies are used to ensure continuity when the out-of-school youth intervention projects cycle ends?-----  
-----  
-----  
-----  
-----
12. In what ways is indigenous knowledge system harnessed to enhance the sustainability and growth of out-of-school youth enterprises?-----  
-----  
-----  
-----  
-----

### Appendix 3: MINISTRY INTERVIEW GUIDE

#### A: Demographic Section

1. Gender: Male\_\_\_ Female\_\_\_
2. Age Group (Tick):  
20 – 30\_\_\_  
31 – 40\_\_\_  
41 – 50\_\_\_  
51 – 65\_\_\_
3. Position:\_\_\_\_\_
4. Qualifications In (tick):  
Youth Development Studies \_\_\_  
Project Planning \_\_\_  
Community Development \_\_\_  
Communication Skills \_\_\_  
Sociology \_\_\_  
Other (Specify)\_\_\_\_\_
5. Experience in out-of-school youth projects (Years):\_\_\_\_\_

#### B: Data Sought Section

6. What are your views on the BOOST/SIFE Zimbabwe intervention programme for the out-of-school youth?-----  
-----  
-----  
-----
7. What should be taught in the BOOST/SIFE Zimbabwe intervention programme?-----  
-----  
-----  
-----

8. Are the out-of-school youth BOOST/SIFE Zimbabwe intervention to the best interest of Zimbabwean values/philosophy or ideology?-----  
-----  
-----  
-----
9. Which indigenisation and empowerment projects are relevant to the Zimbabwe school leavers?-----  
-----  
-----
10. Do you think the shifting priorities of NGOs, as a result of political and economic factors in Zimbabwe, has undermined the credibility and effectiveness of BOOST/SIFE Zimbabwe? If yes, why do you think so?-----  
-----  
-----  
-----
11. Are the BOOST/SIFE Zimbabwe intervention programmes accessible to the majority of the Zimbabwe out-of-school youth populace? If no, explain why so.-----  
-----  
-----  
-----
12. How can out-of-school youth's enterprise performance in production and marketing be enhanced?-----  
-----  
-----  
-----



## Appendix 4: ETHICAL CLEARANCE



UNIVERSITY OF  
KWAZULU-NATAL  
INYUVESI  
YAKWAZULU-NATALI

Research Office (Govan Mbeki Centre)  
Private Bag x54001  
DURBAN, 4000  
Tel No: +27 31 260 3587  
Fax No: +27 31 260 4609  
Ximbap@ukzn.ac.za

29 February 2012

Mr Silas Parowa Mangwende (209540578)  
School of Education Studies

Dear Mr Mangwende

PROTOCOL REFERENCE NUMBER: HSS/0050/012D  
PROJECT TITLE: The Interface between Non-Governmental Organisations (NGOs) and Development of Out-of School Youth Entrepreneurship Programmes in Zimbabwe

### EXPEDITED APPROVAL

I wish to inform you that your application has been granted Full Approval through an expedited review process:

Any alteration/s to the approved research protocol i.e. Questionnaire/Interview Schedule, Informed Consent Form, Title of the Project, Location of the Study, Research Approach and Methods must be reviewed and approved through the amendment/modification prior to its implementation. In case you have further queries, please quote the above reference number. PLEASE NOTE: Research data should be securely stored in the school/department for a period of 5 years.

I take this opportunity of wishing you everything of the best with your study.

Yours faithfully

Professor Steven Collings (Chair)  
Humanities & Social Sciences Research Ethics Committee

cc Supervisor Professor R Sookrajh  
cc Mrs S Naicker/Mr N Memela

1310 - 2010  
100 YEARS OF ACADEMIC EXCELLENCE

Founding Campuses: ■ Edgewood ■ Howard College ■ Medical School ■ Pietermaritzburg ■ Westville

## Appendix 5: LETTER OF CONCERN FROM MINISTRY

Telephone Nos 731002/3/6/8  
731010/21/34  
793795

Fax No 704953



ZIMBABWE

Ministry of Small and Medium Enterprises and  
Cooperative Development  
Linquenda House  
Nelson Mandela Avenue  
Private Bag 7740  
Causeway  
Harare  
Zimbabwe



29 September 2011

### TO WHOM IT MAY CONCERN

**RE: RESEARCH ON MICRO, SMALL AND MEDIUM ENTERPRISE  
(MSMEs) AND DEVELOPMENT OF RURAL PEOPLE  
ENTREPRENEURSHIP IN ZIMBABWE.**

May you please assist **Mr S Mangwende**, National Registration Number **63-743570-N-42**, who is doing the above research. Mr S Mangwende is a Student at University of Kwazulu-Natal doing his **Phd Education**. Currently he is working as a lecturer at Women's University in Africa.

Your assistance with information will be appreciated.

Thank you in advance for your cooperation.

A handwritten signature in black ink, appearing to read 'T Hove'.

**Acting Director-Research and Policy Development**

## Appendix 6: LETTER OF CONCERN FROM BOOST

1 Walterhill Avenue Eastlea, Harare, ZIMBABWE  
Telephone / Facsimile: +263 4 794759/60  
mobile: +263 772 107 607  
skype: boostfl  
email: [saliwe@theboostfellowship.org](mailto:saliwe@theboostfellowship.org) or [info@theboostfellowship.org](mailto:info@theboostfellowship.org)  
website: [www.theboostfellowship.org](http://www.theboostfellowship.org)

Monday, 03 October 2011

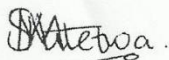
University of KwaZulu-Natal  
Faculty of Education  
Postgraduate Studies and Research  
P.Bag X03  
Ashwood 3605  
South Africa

### RESEARCH ON NGOS AND DEVELOPMENT OF RURAL YOUTH AGRO-BUSINESS ENTREPRENEURSHIP IN ZIMBABWE

This letter serves to confirm that The BOOST Fellowship/SIFE Zimbabwe has accepted Mr. S.P  
Mangwende to conduct a research on the above mentioned topic.

The undersigned agrees to render all assistance sought where possible

Yours sincerely,



Saliwe Zakariya  
Program Director  
Country Leader

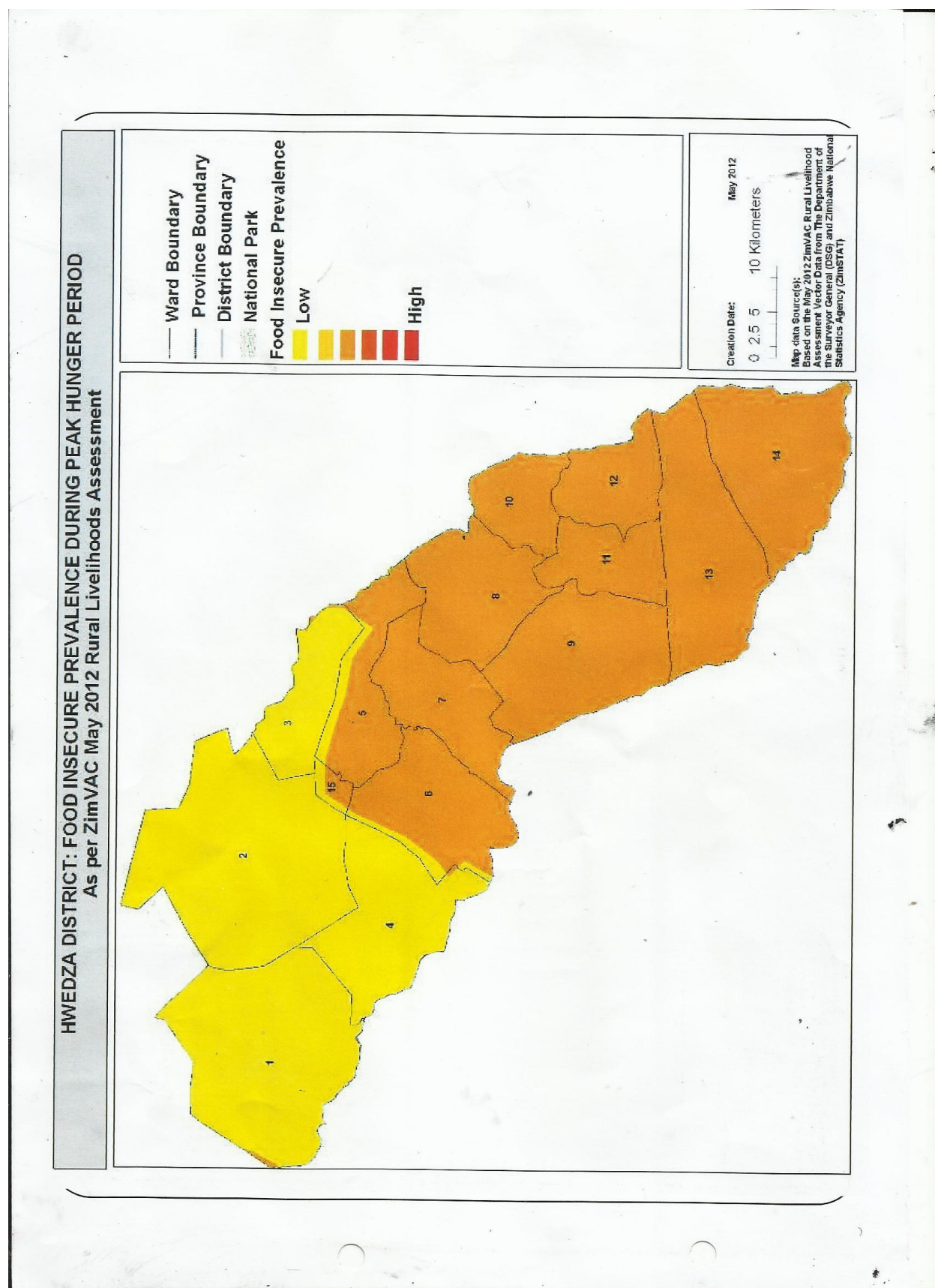
The BOOST Fellowship  
SIFE Zimbabwe

SALIWE ZAKARIYA  
PROGRAM DIRECTOR  
THE BOOST FELLOWSHIP

THE BOOST FELLOWSHIP  
1 WALTERHILL AVE. EASTLEA  
P.O. BOX MP 680  
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TEL: 794759/60  
FAX: 794760  
E-mail: [boostfl@mweb.co.zw](mailto:boostfl@mweb.co.zw)



## Appendix 7: WEDZA DISTRICT MAP



## **Appendix 8: EDITOR'S REPORT**

**Name:** Ratidzo Matizanadzo  
**Work place:** Zimpapers Radio Station  
**Position:** Senior Producer  
**Email:** [ratidzomatiza@gmail.com](mailto:ratidzomatiza@gmail.com)

**23 December 2013**

### **DECLARATION OF EDITING A PhD THESIS BY SILAS P MANGWENDE**

I hereby declare that I carried out language editing of a PhD thesis to be submitted to the School of Education, College of Humanities, University of KwaZulu-Natal entitled, THE INTERFACE BETWEEN NON-GOVERNMENTAL ORGANISATIONS INTERVENTION PROGRAMMES AND RURAL OUT-OF-SCHOOL YOUTH ENTREPRENEURSHIP DEVELOPMENT IN ZIMBABWE by Silas P. Mangwende.

I started my career as a journalist in 2006 with the Zimbabwe Broadcasting Corporation (ZBC) as a Presenter Producer for radio and subsequently promoted to be a television presenter. I am currently employed by Zimpapers as a Senior Producer at the Radio Station Star FM where I am in charge of producing and editing bulletins. I check spellings, grammatical and punctuation errors as well as chronological flow of a story.

Yours sincerely

Ratidzo Matizanadzo