

# Urban Youth Resilience in Zimbabwe: Reflections on the Mufakose Youth of Harare in Light of the Provisions of the National Youth Policy

SHAMISO GOMO AND PRISCILLA MUJURU<sup>1</sup>

---

## Abstract

This article is based on a study that investigated the impact of the effectiveness of the National Youth and Employment Policy on urban youths. The article emanates from the move by the Government of Zimbabwe to develop a National Youth Policy. The policy stance was influenced by the idea to enhance the well-being of youths. This has been the general global and regional stance. The literature points to the fact that governments are focusing on youth towards the sustainability of their developmental initiatives. Using a qualitative research methodology with interviews used to collect data, thematic content analysis is used to analyse the data. The study identified that youths engaged in various illegal activities following idleness - drug abuse, robbery and rape, among others. The article recommends that government engage in youth empowerment programmes.

**Keywords:** *sustainability, development, adolescence, capacity building, engagement, policy*

## INTRODUCTION

Unemployment has had impacts in many spheres of the youths in Zimbabwe and its development too. Unemployment has become a problem for the nation of Zimbabwe. Due to unemployment, the youth's consequential attitudes and behaviour are generally affected. Unemployment in youth is, therefore, a form of deprivation that robs

---

<sup>1</sup> Department of Community and Social Development, University of Zimbabwe, Harare.

youth of the benefits of work and represents a dark epoch in personal and social development. The research focused on the effectiveness of the National Youth Policy on urban youths. The study area was the Mufakose Magandanga area, a typical high-density urban residential area that constitutes a large number of unemployed youths. The enquiry aimed at finding out how health, educational and economic policies have been effective in resolving problems encountered by the youth.

## **BACKGROUND AND CONTEXT**

Youth unemployment is a global phenomenon. According to the International Labour Organisation (ILO), unemployment involves people who did not undertake any rentable activity during a period longer than an hour, but who are available for employment and are actively looking for a job. Worldwide, youth are 43.7% of the total unemployed people (ILO, 2010). In sub-Saharan Africa, about 60% of the unemployed are youth (*ibid.*). The situation is not different from Zimbabwe, with the Zimbabwe Poverty Assessment Study (1995), revealing that the youth have the highest unemployment rate among all age groups in the labour force in Zimbabwe. The employment of young people also leads to the development of the national economy by increasing the aggregated demand, of the formation of capital (Msigwal & Kipsha, 2013).

According to the international statistics, unemployment among young people at the world level increased by 3.4 million during the period 2000–2012 and it is estimated that this trend will continue in the future. Furthermore, the same statistics indicate a diminution of the number of young employees with about 22.9 million in 2012 than in 2008 (ILO, 2013a, b). Some findings in 2008 indicated that out of the country's 12 million people, only 480 000 were formally employed, down from 3.6 million in 2003 (The United Nations Office of the Coordination Humanitarian Affairs UNOCHA, 2008). Formal sector unemployment stood at 94% of which 67.7% constituted the youth ([www.mydec.gov.zw](http://www.mydec.gov.zw)). The rate of youth unemployment concerning both formal and informal sectors of the Zimbabwe economy stood at 19 % for females and 11% for males (Chakanya, 2008).

The causes of urban youth unemployment are multifaceted. The major cause of unemployment in Zimbabwe is the continuous shrinking of the economy and the subsequent closure of many companies. Since independence, rural to urban migration, dominated by youth, has been on the rise, creating pressure on jobs in urban areas and leading to high urban youth unemployment. The other main cause of urban youth unemployment is the fact that the literacy rate in Zimbabwe is very high, coupled with an explosion of institutions of tertiary education that were producing very large numbers of graduates each year. The country has 18 universities and 10 polytechnics that produce over 16 000 job-seekers each year.

The Ministry of Youth Development, Indigenisation and Economic Empowerment (MYIEE) reviewed the National Youth Policy in 2010 in line with the Zimbabwe National Employment Policy Framework (ZINEPF) and the African Youth Charter. The National Youth Policy Action Plan was developed to facilitate its implementation. The Youth Employment Support, Jobs for the Unemployed and Marginalised Young People (YES-JUMP) Project was adopted in April 2009 by government, Workers' and Employers' representatives, in conjunction with the ILO. These frameworks were developed to curb the challenge of unemployment that was being faced by youths in Zimbabwe.

## **LITERATURE REVIEW**

The notion of youth unemployment cannot be regarded as uncharted territory, but rather it has been explored elsewhere by other researchers. This section, therefore, focuses on a review of the literature around youth unemployment and interventions that have been put in place to address the challenges that arise. Neuman (2001: 126) argues that doing a literature review builds on the idea that knowledge accumulates and we can learn and build from what others have done. The review is done to identify gaps left in previous studies around the issue. Mouton (2006) argues that a literature review is a crucial academic research component that ascertains that there is no duplication of previous researches as this makes the research useless.

The literature review brings the researcher to the same level as the empirical findings. Concrete definitions of key concepts are also obtained through the review of the literature. This section provides both the empirical and theoretical evidence of articles, journals and textbooks that advance the concept of youth unemployment. It, therefore, serves as a springboard for academic development becoming a crucial part of the research that will try to give a detailed overview of the effectiveness of national youth education and employment policy of urban youths.

#### *REGIONAL UNEMPLOYMENT TRENDS AND ISSUES*

At regional level, youth unemployment has been recognised as a genuine challenge in Africa. Various initiatives have been taken at continental level by the African Union (AU) and the sub-region organisations like Southern African Development Community (SADC) to promote youth employment. Some scholars argue that high unemployment and lack of opportunities can be an incentive to engage in violent action. Such violence is seen by youths as a legitimate way to address perceived economic, political and social inequalities when there is little to lose (Menashe-Oren 2020: 59). As such, perceived alienation from both educational and employment opportunities has been cited by scholars as one of the key causes of unending conflicts in the region. Several reasons have been pointed out as causes of unemployment in Africa. Ndjie *et al.* (2019) examine the relationship between governance and employment. They expose the links between issues like corruption and employment. The African Union Youth Charter speaks of improving the trade competitiveness of Africa as a way of integrating into the global economy and improving youth employment. Unemployment remains high across the continent, with advanced economies like South Africa grappling with unemployment figures. In Africa, there is increasing recognition that youth solidarity and creativity can be harnessed to address critical issues affecting various communities. There has been a trend to form a national youth service programme. Burnett (2014: 201) argues that all over the world, "... youth service programmes capitalise on the energy and idealism of youth". However, the authors are quick to point out the shortcomings associated with Zimbabwe's national youth service that has been accused to be a militia unleashed to perpetrate violence and intimidate citizens in election periods in the past.

## ZIMBABWEAN UNEMPLOYMENT TRENDS AND ISSUES

In Zimbabwe, the UN (2020: 8) argues that:

“... the population is young with about 67 % below the age of 35, with the 15-24 years old accounting for approximately 36 % of the population. Unemployment has been cited as one of the major challenges affecting young people in Zimbabwe amongst several other issues”.

According to Chirisa and Machine (2011: 3), unemployment refers to “... a situation whereby those who are willing and able to work find themselves deprived of such opportunities in the existing job market.”. The UN (2020: 16) further argues that “... approximately 300 000 young people are released from the Zimbabwean secondary education system annually”. A few, however, acquire requisite skills for employment. Curriculum lags in local universities and other skills training institutions have been cited as one of the major culprits. Around 20% of the 15-24 age group are never able to secure employment. Several international reports have cited Zimbabwe as having the highest unemployment rates in the world (ILO, 2012; World Factbook, 2013; IMF, 2013). The major challenge is the official data as presented by the Zimbabwe National Statics Agency (ZIMSTAT). Scholars argue that ZIMSTAT has been accused of grossly understating employment figures in the country. ZIMSTAT presented the unemployment rate at 11% contrary to several international publications (Bhebhe et al., 2015). ZIMSTAT (2019) places the national youth unemployment rate of the 15-24 age group at 27%, while the national combined rate of unemployment and potential labour force for youth (15-35) years was 55%. While there are numerous critics of such official data, this study will not focus on the criticisms.

Many youth graduates are noted to have taken initiatives outside the mainstream economy, like vending and cross-border trade to support their livelihoods. Some scholars have traced the current unemployment challenges to the economic meltdown that commenced when Zimbabwe embarked on its Fast-track Land Reform Programme (FTLRP). The definition of youth at the national level presents complexities and has an impact on the formulation of policies and programme. Chirisa and Muchina (2011) argue that appreciation of youth as age, youth as a stage in personal development and youth as an emotive term. The Constitution

of Zimbabwe (Amendment 18) of 2013 recognises youth as those between the ages of 15-35. Chirisa and Muchina have noted that due to the exclusion of youths from employment, they engage in the formation of their groups as compensation. They argue that these groups, if they shun crime, can be very healthy to the personal and social development of young people. However, they argue that when unemployment affects youths on a social level, it can be a threat to identity. The disillusionment often leads to drug and substance abuse. Scholars also cite the formation of criminal gangs by these youths.

Bhebhe *et al.* (2015) are of the view that when it comes to highly educated youth unemployment (EYU). Zimbabwe is a victim of the success of its Education for All policy (EFA) that has been operating well since independence in 1980, causing the supply-side of graduates with certificates, diplomas and degrees from schools, colleges and universities to flood the economy. This, unfortunately, has not been growing fast enough to absorb the influx of graduates. Bhebhe *et al.* (*ibid.*) also argue that most unemployed educated youths are also finding it difficult to move on to the next stages of life, such as marrying, starting their own families, moving out of the family home and being independent of parental support. Another implication cited is the failure by the government to get a return on the investment made in the education sector. Normally such return would come through taxes and development. Critics further argue that Zimbabwe's education curriculum is heavily laden by theory and falls short in providing the critical skills needed to lift the economy. The national critical skills audit (2018) posits that Zimbabwe has an overall national skills deficit of about 61.75%. The deficit is more pronounced in the Science, Technology, Engineering and Mathematics (STEM) sectors. Of late the understanding has been to refocus the agenda of national education to meet the needs of industry:

The National Youth Policy was developed in 2000 to provide an enabling framework for the development and empowerment of youth in a comprehensive, coordinated and multi-sectoral manner. The policy seeks to 'empower the youth by creating an enabling environment and marshalling the resources necessary for undertaking programmes and projects to fully develop the youths' mental, moral, social, economic, political, cultural, spiritual and physical potential to improve their quality of life.

This study focuses mainly on unemployed youths. This is supported by Section 4.4 of the ZNYP that says:

The youth policy recognises that unemployment and limited access to economic and social resources are among the great challenges facing young people in Zimbabwe. The majority of young people, especially in the rural areas, are unemployed or underemployed, unskilled and lack access to productive resources and are, therefore, socially and economically vulnerable to poverty and exploitation. The policy, therefore, provides mechanisms for public, private and non-state sectors to create an enabling environment for integrated development for young people.

The policy is consistent with the Constitution of Zimbabwe and major regional and international conventions and agreements that the Government of Zimbabwe is party to. It is based on a set of 11 guiding principles and values that have influenced its design and direction. These principles and values lay the foundation on which the goals, objectives and strategies of the policy have been formulated.

By placing young people at the centre of to all development initiatives, the revised National Youth Policy recognises and values young women and men as a key resource and national asset and highlights the importance of youth development to nation-building and the creation of a democratic, productive and equitable society. At provincial and local levels, the National Youth Policy will ensure that government authorities work cooperatively and harmoniously when designing and delivering programmes and services that address youth development needs and opportunities. In addition, the policy is intended to encourage an understanding amongst the youth of the processes of governance and provide opportunities for their participation in provincial and local programmes, thus enabling young women and men to play a positive role in national development.

## **RESEARCH METHODOLOGY**

The article uses a qualitative research approach and a Descriptive Research Design. A population comprising 24 youth in the Magandanga area in Mufakose in Harare was selected. Using random sampling, whereby all the individuals in the defined population have an equal and independent chance of being selected. The 24 comprised 10 youths who were

interviewed and two groups of seven youths participated in focus group discussions. Interviews were one way to obtain information about personal feelings, perceptions and opinions through interactive talking and discussions to gather facts from that to construct the research arguments. Thus, the research was able to note personal feelings, especially when the youths were asked about unemployment and the challenges they were facing.

## **RESULTS**

The results from the participants from the interviews and focus group discussions were analysed. Ten interview guides were used to interview youth in the Mufakose Magandanga area who are the target group. Focus group discussions with two groups that consisted of seven participants were also conducted to make the total number of participants 24 youths overall.

### **AWARENESS OF THE NATIONAL YOUTH POLICY**

The majority of the interviews conducted showed that most of the participants did not have any idea of the National Youth Policy's focus. These issues indicated a flaw that needed to be addressed for the policy to realise its intentions one of the participants said:

As for me, I have no idea what the NYP is all about and I have not even seen it, but I suggest that if the government could publicise it either on television or also conduct outreach programmes.

From the individual opinion about youth unemployment, the researchers furthered the discussion at a group level. The participants from the focus group discussion indicated the following:

The lack of knowledge about the NYP is all because there is poor publicity or lack of publicity and no outreach programmes are being conducted to publicise the NYP.

Out of the 10 participants, only two (20%) are aware of the National Youth Policy. Of the two who were aware, the first participant indicated that the NYP's priority target groups are young women, disabled youths, school dropouts, youth people living with HIV and AIDS and also the



youth in the diaspora and the second participant indicated that the NYP does not encourage discrimination against all young people and it aims to promote gender quality. He also indicated that the NYP helps to reduce alcohol and subsistence abuse and pornography among youth. Eight (80%) of the majority of the participants indicated that they had no idea of what the policy is all about.

#### **EXPLANATIONS ON WHAT THE NATIONAL YOUTH POLICY ADDRESSES**

Only a few of the participants indicated that they knew what the NYP addressed. The first response explained that the main goals of the NYP were to empower youth to participate and contribute to the socio-economic development of the nation, and also to develop a coordinated response and participation by all stakeholders in the development and empowerment of the youth. The second participant indicated that the NYPD's other main goals were to instil in youth a clear sense of national identity and respect for national principles and values and to also promote the health of young people and develop youth-oriented healthcare. Hence, these few participants were very much aware of what the policy entails. The majority (80%) of the participants were not aware of what the NYP addresses, hence there was need for the government to fully publicise what the policy was all about to the youth.

#### **PROGRAMMES IMPLEMENTED BY THE GOVERNMENT THROUGH THE NYP**

Most of the participants indicated that they were not aware of any programmes that the government implemented for youth in the Mufakose Magandanga area. Only a few indicated that they were aware of the programmes that the government has implemented through the National Youth Policy and have since benefited from the programme. Some of the programmes that were implemented by the Government through the NYP include the following:

The government has built a youth hub in area A. Community centre in Mufakose between the period 2019 and 2021 through the Ministry of Youth, Sports, Arts and Culture.

The Community Centre was earmarked to become a Harare youth computer hub. With funds from the Ministry of Youth through the National Youth Policy, the Community Centre was renovated to meet modern standards. The government as well has built a state-of-the-art basketball, netball facility as a way to promote young people through sport.

The government, through the Ministry of Health in collaboration with local authorities, established youth-friendly health centres across all the provinces. Mufakose is also benefiting through a well-established community youth centre that is located at Mufakose Poly Clinic. The purpose of the facility is to allow youths to access information on sexual and reproductive health rights. This facility has moved a step further to focus on drug abuse issues that are currently affecting the community. A gazebo was also erected to allow young people to conduct outdoor community development dialogues, workshops and training for the youth in Mufakose. Currently, there are industrial sewing machines to support young people operating under the City of Harare Department of Social Services to also assist the young people. A committee for young people was set to oversee the Youth Centre. An organisation called GOAL is supporting vulnerable young people, especially the disabled, orphaned with supplementary funds in Mufakose.

Upon answering the question on whether the youth in the Mufakose Magandanga area had benefitted from the programmes listed above through the Zimbabwe National Youth Policy, only a few 40%) of the participants, especially from the focus group discussions have benefitted from the programmes. Only two of the participants managed to acquire funding especially from GOAL. One of the participants is an orphan and the other one is disabled. With the meagre funds they got from GOAL, they managed to go through Vocational Training Institutions and trained in carpentry and the other participant in hairdressing. These two indicated that they were also provided with start-up kits, such as carpentry and saloon kits, respectively, to start their businesses. Most of the youth have not benefitted from any of these projects. Some of the participants interviewed were not even aware of the programmes that were being conducted by the government in Mufakose through the National Youth

policy. The other two who were present in the focus group discussions explained that they were ignorant such that they did not have the time to enquire on any youth information and to even register with the National Employment Council so that they can be employed. These two participants indicated that they were not even aware that they could register for employment at the National Employment Council.

### **CHALLENGES FACED BY YOUTHS**

Sixty (60%) of all the participants indicated that their greatest challenge was funding. The majority of the participants indicated that they lack information on how to access the funds from the National Youth Policy or the youth fund. Some of the participants indicated that when they hear of funds being disbursed to youth from the government, they are asked to come up with business proposals on what they need to do with the funds. That then becomes a problem. Four (40%) of the youth indicated that they had no idea how the business proposals are written. They gave blamed the Ministry of Youth and the Zimbabwe Youth Council for not doing their job properly by not educating and informing the youth how it is done through the National Youth Policy. The participants, who were interviewed, upon asking, were then referred to the Ministry's website and most of the youth have no idea on how to access the website and use the internet. That also became a challenge. In the Participant 5 said:

When the government officials come to us with funding, we are told to come up with business proposals on how and what one is going to use the money for, hence it becomes a problem because we do not even know how these proposals are written. We urge and would want the officials from the Ministry of Youth to come and help us and educate us on how it is done.

Other responses that came out from the focus group discussions also mentioned the same issues, that it is very difficult for them to write business proposals. A participant who attended a focus group discussion said:

At times we are told to go and visit the website for NYP on the internet and the problem is that we do not know how to access the internet or the website, that then becomes a big challenge to us.

The majority of the youths indicated that they faced complications in accessing the Youth Fund. This was due to several factors that most of the banks required collateral, like houses. This was not feasible as the majority of the youths live with their parents and do not have houses of their own. A few of the participants who attended the focus group discussion indicated that most of them had acquired tertiary education but pointed out that the education systems and tertiary training institutions continue to produce graduates who are not equipped for the labour market because they lack the necessary skills.

### **IMPLEMENTATION OF THE NATIONAL YOUTH POLICY**

The majority of the participants said that the Implementation of the National Youth Policy needed serious attention. The government needs to publicise or to have outreach programmes so that youths are educated on what the National Youth Policy entails, its objectives its goals and even have access to the document as well. A youth officer indicated that the poor effectiveness of this policy is a result of a lack of resources. Even though the government implemented the policy, since the policy was formed, the rate of those who were empowered was still very low. A few of the participants indicated that they were not formally employed and only two of the participants who attended the focus group discussion are formally employed, hence the majority were not involved in any income-generating projects and a few are self-employed. This indicates that even though there are policy initiatives that seek to address the challenge of youth unemployment, there is need to adopt a wide range of policy approaches that provide a strategy for youth employment.

### **POLITICAL WILL IN IMPLEMENTING THE NATIONAL YOUTH POLICY**

Inadequate political will has caused many youths to remain neglected in issues that affect them as the policy seeks to empower the youths by creating an enabling environment and marshalling the resources necessary for undertaking programmes and projects to fully develop the youth's mental, social, economic, moral and physical potential to improve their quality of life (National Youth Policy 2000). This has been noted when some of the youths indicated that they have tried to get help from the government such that they cannot access youth funds and loans.

Some of the participants who were interviewed mentioned that those who managed to access funds were regarded as ZANU-PF supporters and one has to provide collateral whether or not she has a property of her own and since most youths are not property owners.

A few of the participants who attended the focus group discussions also felt that they needed to be consulted and involved in the crafting and launch of the National Youth Policy since they were the ones who were affected.

### **CORRUPTION**

The battle against corruption should be “... instituted with strong political will and explicit commitment to eradicate all its manifestations” (Osei-Tutu *et al.*, 2014: 11). Corruption is yet another obstacle for unemployed youths in getting jobs. Participants have highlighted that at times you need to bribe someone to get a job. One participant interviewed had this to say:

I have a diploma and have a lot of experience, but these days for you to get a job it is because you would have paid someone so that you are shortlisted and at times it is all because of whom you know so that you get the job. At times these bribe fees would not be available and sometimes people get conned trying to bribe someone to get a job that then becomes a problem to us as a youth.

Participants indicated that the problem is if you do not know anyone or bribe someone within a company it is hard to get a job. Nowadays, people have lost money to connen in vain attempts to access jobs. The buckled economic situation has further worsened their lives.

Some of the participants in focus group discussions indicated that at times they hear that there is funding for youth, but later hear that the funds have been already allocated to others. This is so because they would not have access to information on how to access the funds. They felt that those who would have accessed on the funds would have done so through corruption and nepotism.

## CONCLUSION AND RECOMMENDATIONS

The focus of the article was to investigate the impact of the effectiveness of the National Youth and Employment Policy on urban youths. The article found out that due to the high rate of unemployed youths in Zimbabwe, the Government implemented the Zimbabwe National Youth Policy that sought to empower the youth to participate and contribute to the socio-economic development of the nation through skills development, thereby creating employment for youths. Regardless of the government effort, The National Youth Policy remained a mystery among the youths. The other problem that was faced in implementing the policy was funding inadequacy. As such, only a minority of the youths were empowered into forming viable projects, thus the Ministry of Youth are yet to translate its objectives into tangible results. Therefore, the article suggests that the government should educate the youth and the community about the National Youth Policy and also enhance communication on various government youth programmes through the radio, television or the print and other media.

The education system should include entrepreneurship such that when youth complete their education, they would have a strong foundation for self-employment, hence education in Zimbabwe would rather be more on practical than theoretical skills. The Mufakose society should be involved in the designing and delivering of programmes and services in harmony with the government to address youth development needs and opportunities in the community. The youth should be involved in coming up with clear empowerment programmes and policies together with the government in policy implementation so that the youth will be in a position to know the required skills and attitudes for them to be employable and this also reduces youth's idleness. The youth should attend vocational and training centres and it is recommended that the government establishes at least one in every community so that training programmes are implemented to equip the youth with knowledge and skills about the chances of employability to curb the challenges of unemployment. Government should also establish in every community, a health centre that provides psychosocial support for youths and rehabilitation of youths in alcohol and drug abuse. These centres should

also allow youths to access health services, especially in sexual and reproductive health.

## REFERENCES

- Abé, N. A., Atangana, O. H and Ngoa, T. H. (2019). Governance and Youth Unemployment in Africa. *Labor History*, 60(6), 869-882.
- Ary, D. V., Duncan, T. E., Duncan, S. C and Hops, H. (1999). Adolescent Problem Behaviour: The Influence of Parents and Peers. *Behaviour Research and Therapy*, 37(3), 217-230.
- Babbie, E. (1992). The Practise of Social Research. Belmont, CA: Wadsworth. *Journal of Multidisciplinary Evaluation*, 4(7), 112-314.
- Beauchamp T. L. (2001). *Principles of Biomedical Ethics*, 5th ed, Oxford: Oxford University Press.
- Bryman, A. (1993). *Quantity and Quality in Social Research*. Unwin: Loughborough University.
- Burton, E. A., Upadhye, R and Friedmann, S. J. (2017). *Best Practices in Underground Coal Gasification* (No. LLNL-TR-225331). Lawrence Livermore National Lab. (LLNL), Livermore, CA (United States).
- Carmines, E. G and Zeller, R. A. (1979). *Reliability and Validity Assessment*. London: Sage Publications.
- Cohen, S, Janicki-Deverts, D and Miller, G. E. (2007). Psychological Stress and Disease. *Jama*, 298(14), 1685-1687.
- Chakanya, C. (2008). *A Rise of Unemployment in Zimbabwe; Civilian Journalism by Living Zimbabweans*. Harare, Zimbabwe.
- Classon, C. (1995). Review of Unemployment. *Journal of Political Economy*, 95(3), 780-795.
- Kelman, H.C. (1977). Privacy and Research with Human Beings. *Journal of Social Issues*, 1977(33), 169-195.
- Chirisa, I and Muchini, T. (2011). Youth, Unemployment and Peri-Urbanity in Zimbabwe: A Snapshot of Lessons from Hatcliffe. *International Journal of Politics and Good Governance*, 2(2.2), 1-15.
- Crowl, T. K. (1996). *Fundamentals of Educational Research*. New York: Mcmillan.
- Dakin, S., Armstrong, J. S. (1989). Predicting Job Performance: A Comparison of Expert Opinion and Research Findings. *International Journal of Forecasting*, 5(2), 187-94.

- Diener, E and Crandall, R. (1978). *Ethics in Social and Behavioural Research*. Chicago: University Chicago Press.
- Eurostat (2009). *Youth in Europe, A Statistical Portrait*. Luxembourg: Publications Office of the European Union.
- Flick, U. (Ed.). (2013). *The SAGE Handbook of Qualitative Data Analysis*. London: Sage.
- Frankfort-Nachmias, C and Nachmias, D. (1992). *Research Methods in the Social Sciences, (4th edn)* London, England: Edward Arnold.
- Gray, J. A. (2004). *Consciousness: Creeping up on the Hard Problem*. Oxford: Oxford University Press.
- Guba, E. G and Lincoln, Y. S. (1994). Competing Paradigms in Qualitative Research. *Handbook of Qualitative Research*, 2:163-194.
- Government of Zimbabwe (1996). *Social Development Fund (Zimbabwe)*. Ministry of Public Service, Labour, and Social Welfare.
- Government of Zimbabwe National Youth Policy. Harare: Ministry of Youth Development, Indigenisation and Empowerment.
- ILO. (2010). *Global Employment Trends for Youth: August 2010*. International Labour Office.
- Jensen, D.C. (2010). Young People's Possibilities for Influence in Zimbabwe. Available online: [www.ActionAid.UK/Zimbabwe](http://www.ActionAid.UK/Zimbabwe). (Accessed on 19 June 2015).
- Kieselbach, T. (Ed.). (2013). *Youth Unemployment and Social Exclusion: Comparison of Six European Countries*, 10: 11-179. Springer-Verlag.
- Kleinke, K. (2008). *Qualitative Research in the Study of Leadership*. Bingley: Emerald Group Publishing.
- Leedy, D. (1985). *Practical Research Planning and Design*. 5<sup>th</sup> Edition, New York. MacMillan Publishing Company.
- Maush, D. (1994, May). Programme Management and Project Support Offices. In Cincom Seminar, May.
- Maslow, A. H. (1974). Creativity in Self-actualizing People. Readings in Human Development. *Readings in Human Development: A Humanistic Approach*, p 107-117. Troy State University, New York. USA.
- McLeod, J. (2020). *Beginning Postcolonialism*. Manchester: Manchester University Press.



- Menashe-Oren, A. (2020). Migrant-based Youth Bulges and Social Conflict in Urban Sub-Saharan Africa. *Demographic Research*, 42: 57-98.
- Monette, D. R., Sullivan, T. J and DeJong, C. R. (2013). *Applied Social Research: A Tool for the Human Services*. Cengage Learning.
- Moore, R., Jensen, M., Hatch, J., Duranczyk, I., Staats, S and Koch, L. (2003). Showing up: The importance of Class Attendance for Academic Success in Introductory Science Courses. *The American Biology Teacher*, 65(5), 325-329.
- Mouton, J. (2006). *How to Succeed in your Thesis? A South African Guide and Resource Book*. Pretoria: South Africa.
- Neuman, S.B and Celano, D. (2001). Access to Print in Low- income and Middle- income Communities: An Ecological Study of Four Neighbourhoods. *Reading Research Quarterly*, 36(1), 8-26.
- Osei-Tutu, E., Offei-Nyako, K., Ameyaw, C and Ampofo, K.T. (2014). Conflict and Related Corruption Practices in Ghana. *International Journal of Civil Engineering Construction and Estate Management*, 1(2),1-5.
- Toy, E. L., Beaulieu, N. U., McHale, J. M., Welland, T. R., Plauschinat, C. A., Swensen, A and Duh, M. S. (2011). Treatment of COPD: Relationships between Daily Dosing Frequency, Adherence, Resource Use, and Costs. *Respiratory Medicine*, 105(3), 435-441.
- Robson, C. (1995). *Real-World Research: A Resource for Social Scientists and Practitioner-researchers*, Oxford: Blackwell.