Crisis and creativity: Exploring Zimbabwean Youths and their capacity for wealth creation

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ABSTRACT

The main purpose of this study was to explore the abilities and the capacity of Zimbabwean youths to create wealth within the economy. The economy requires prudent entrepreneurs who are capable of wealth creation through utilising the country’s natural resources. However, lack of entrepreneurial skills amongst the majority of Zimbabwean youths continue to pose serious challenges towards wealth creation in Zimbabwe. The study sought to fill this gap in entrepreneurial skills. The study was carried out in Mashonaland West Province. A survey was carried out among the economically active population (18-30 years) within the province and a questionnaire was used to collect data. Simple random sampling technique was used to select respondents. The study found out that despite the volatility of the external environment, many wealth creation opportunities in Zimbabwe remain untapped due to lack of creativity and innovation by most youths towards entrepreneurial development in Zimbabwe. The study recommended that local authorities should play a pivotal role in providing an enabling environment that promotes youths to be risk takers whilst exploiting opportunities.

Key words: Economically active population, entrepreneurship, risk-takers, youth unemployment, self-reliance.

INTRODUCTION

Zimbabwe has one of the largest and most diversified formal sectors in Southern Africa (World Bank, 2006). Given the inequitable distribution of land, the controlled nature of the urban environment and the restricted development of the informal sector rooted in the colonial policies, the country manifests high levels of unemployment (Kanyenze and Mhonye, 2000). According to the International labour organisation (ILO, 2010), youth unemployment is a global phenomenon in the sub-Saharan countries. The ILO (2010) further points out that 60% of the unemployed in the Sub-Saharan region are youths. Following a decade of economic meltdown of the Zimbabwean economy, more than 80% of the Zimbabwean population has been left jobless (Murambatsvina Report, 2005). According to the Labour Force Survey (2004), the active population mainly comprises the youth who constitute the bulk of the unemployed hence the need to carry out this research study. According to the Central Statistical Office (CSO, 2011), the youth unemployment rate rose from 70% in 2009 to 80% in 2010. This has been linked to the government’s inability to create employment and continued retrenchments by most firms and industries shut down due to lack of raw materials, financial resources and power cuts.

One of the most concerning issues from the Zimbabwean perspective is that institutions of higher learning continue to churn out thousands of graduates on a yearly basis without creating employment and thus unemployment remains a national catastrophe. It is normally the government’s responsibility to create employment for its citizens. The turbulent environment developing countries are operating in requires youths who are creative and innovative in order to create employment opportunities for
them to have self-reliance. The highest level of creativity in youths towards employment and wealth creation is demonstrated through innovative ideas that bring in new products and inventions. Innovative ideas bring new products and inventions. This might be solved by creating an enabling environment through favourable employment creation and investment policies. Institutions of higher learning also need to plant an entrepreneurial spirit within their students so that they become employment creators than seekers.

The Zimbabwean Education system needs to step up and move with times and resolve to start churning out graduates who are ready to create jobs, not seeking jobs which are non-existent. This is not an easy challenge but it can be done over the medium term with proper planning and strategic focus. Encouragement of local entrepreneurship facilitates more increase in economic gains and local development. The country should re-focus to achieve an increase in economic prosperity, paying more attention on creating entrepreneurial activities in a multi-disciplinary nature.

**Research objectives**

The study sought to unveil the hidden crisis and effects of youth unemployment and suggest innovative survival skills for youths to be entrepreneurs. The following research objectives guided the research in fulfilling the main purpose of the study:

(i) To identify key policy areas for promoting entrepreneurship among the youths.
(ii) To identify why entrepreneurship is still a mere myth in Zimbabwean tertiary education system.
(iii) To recommend possible strategies to enhance youth employment and entrepreneurship creation.

**LITERATURE REVIEW**

This section of the research paper is a collection of relevant literature of other scholars on youth unemployment and creativity in entrepreneurship creation. According to Neuman (2006) the purpose of literature review is to ensure that there is no duplication of effort by giving insight into already done work.

According to the International Labour Organisation (ILO) (2001), the term economically active population comprises either sex above a specified age who furnish the supply of labour for the production of economic goods and services during a specified reference period. This includes all persons who fulfill the requirements for inclusion among the employed (employees or self-employed) or the unemployed.

**Entrepreneurship**

The Global Entrepreneurship Monitor (2008) defines entrepreneurship as a process through which individuals identify opportunities, allocate resources and create value. The Business Dictionary (2013) says entrepreneurship involves the capacity and willingness to develop, organise and manage a business venture along with any risk to raise a profit. The creation of value is often through identification of unmet needs or through the identification of opportunities for change (Watson, 2004).

Entrepreneurship refers to an individual’s ability to turn ideas into action. This encompasses creativity, innovation and risk taking as well as the ability to plan and manage projects to create wealth.

**Risk-takers**

Risk-takers see problems as opportunities and then take action to identify the solutions to those problems. Nielsen (2011) points out that a risk taker shows creativity and ability in bringing in available resources by gathering people who add value to this resource and make it available to those who need it at a price. This ensures that a business exists which will provide an income, which sustains not just the business, but also the families of the entrepreneur, the people working with the entrepreneur and all those involved with the enterprise such as suppliers and distributors. It is not that the entrepreneur does not know that the future is uncertain, rather it is the confidence in the ability to forecast correctly (Austrian Scholars Conference, 2005). To pick out the actual future state from the wide spectrum of possibilities that cause them to know that it is correct, despite their knowledge of the uncertainty of the future.

**Wealth creation**

According to Christensen and Clayton (2007) wealth is created by any form of business organization that provides a unique value to its end users by adding value to its output. Wealth requires uniqueness and efficiency. In this study, the term wealth creation was referred to as a scenario of taking advantage of all the available resources in a creative and innovative way to generate surplus earnings and eradicate poverty through improved livelihoods.

**Theoretical framework**

According to McGriff (2009), a theoretical framework provides a core set of connectors within a topic and showing how they fit together or are related in some ways to the subject. In an effort to establish the content and background information to the study, the theoretical framework brings in critical ideas and opinions postulated by other respectable scholars in light of alternative options and principles of creating youth employment in developing

Entrepreneur focused approach

Entrepreneur focused approach is a term propounded by the Appropriate Technology International (ATI, 1995). An entrepreneur focused approach is a business-like approach to enterprise creation and economic development based on the value-chain involving production, processing, storing and transportation of goods to, and from the market, along which the value is added. The model was adopted for aspiring enterprising individuals to analyse the supply chain in a given operating environment to decide how best to address the stumbling blocks to their economic progress.

According to Taylor (2008), young agro-entrepreneurs are frequently left out of agribusiness value chains. They lose most of the value of their produce to intermediate and/or better established agribusiness firms which can access credit, pay for expert advice and acquire new value-adding technologies. The entrepreneur focused approach to development helps youths to capture value from their economic operations. This approach was further explained by Stokes (2000) model of successful entrepreneurial skills characteristic in Figure 1.

According to Stokes (2000), entrepreneurial attributes such as innovation, creativity, determination and focus play a crucial role towards building successful entrepreneurship. Technical skills enhance the entrepreneur’s understanding of the product making him/her successful in marketing the product. Stokes also highlighted the importance of management competencies such as supply chain management, marketing, human resources management and finance for any successful entrepreneur. However, building a successful entrepreneurship depends on the level of education and skills one has attained so as to be able to understand the changes in the operating environment. This brings in the role of support services towards uplifting the potential of young entrepreneurs. Such support services include the Ministry of SME’s and Cooperative Development, Microfinance lending institutions and NGOs. However, their efforts bring in more desired results for the youths through policy co-ordination and an enabling environment.

The General Entrepreneurship Policy Framework

Creating a solid entrepreneurship policy is regarded as the cornerstone for effective utilization of the country’s resources towards uplifting the youths’ livelihoods and wealth creation. According to UNCTAD (2011), an entrepreneurship policy is primarily concerned with creating an environment and support system that will foster the emergence of new entrepreneurs (Lundstrom and Stevenson, 2005). A well-developed and implemented entrepreneurship policy, if monitored continuously creates a platform for youth to explore their capacity towards creating viable formal enterprises in mining, agriculture, transport and tourism which are the main pillars of the country’s economic growth. According to Stevenson and Lundstrom (2002), an entrepreneurship policy includes five action-oriented areas of focus. These are:

(i) Promotion of entrepreneurship
(ii) Reduction of exit/entry barriers
(iii) Entrepreneurship education and skills development
(iv) Start-up support
(v) Start-up financing

Promotion of entrepreneurship

The burden of turning around Zimbabwe’s economic fortunes rests on its youths. According to Roy (2010), youth entrepreneurship is a powerful mechanism that taps into the creativity and drive of young people to bring about change, not just in their lives, but in their communities as well. With access to the right opportunities, skills, mentors, social networks, technology and finance, youths have enormous potential to be the driving force for economic growth and social progress. Government action to promote youth entrepreneurship needs better co-ordination. African Economic Outlook (2012) revealed that lack of institutional coordination to fight youth unemployment is a major obstacle in Africa. In Zimbabwe, the responsibility of youth entrepreneurship lies in the hands of Ministry of Youth Development, Indigenization and Empowerment, Ministry of Small and Medium enterprises and Co-operative Development and other government and non-government agencies.

However, the situation on ground has proved that these organizations often operate in isolation with little co-ordination; hence the need for a coherent strategic approach that avoids the fragmentation of efforts and wasted resources.

In support of the need for co-ordinated efforts for exploring youths and their capacities towards nation building, the national Association of Non-Governmental Organisations (NANGO, 2012) advocates for the adoption of a multi-sectoral approach involving all relevant ministries and civil society organizations working on the youth entrepreneurship and employment issues to create synergies in attacking unemployment. Zimbabwe has a diversified economy with a wide spectrum of economic opportunities for youths ranging from manufacturing to retailing (Mpofu, 2010). To allow youths to take advantage of prevailing entrepreneurial opportunities there is need for the government to carry out a skills requirement audit in the economy so that education and training respond to the needs of the nation.

Reduction of entry /exit barriers

Structural obstacles including information as well as complex regulatory framework continue to impede youths and their capacities towards entrepreneurial creation in developing economies. According to World Bank’s Doing Business Report (2012), Zimbabwe slipped from a ranking of 168 in 2011 to 171 in 2012 out of 183 countries. The slippage is associated with the persistent downside risks in the economy (www.africaneconomicoutlook.org). Several aspiring young entrepreneurs in Sub-Saharan Region have remained informal (Mukoni, 2010). The Sub-Saharan enterprises survey (World Bank, 2012) revealed that the region exhibits high start-up costs and lengthy procedures in terms of number of days required to register a business enterprise. The findings on barriers to start-ups from the Sub-Saharan Survey (World Bank, 2012) complement those on barriers to start-ups identified in the latest Zimbabwean Youth Entrepreneurial Development Report (2011-2013) where youths identified access to finance, corruption and inefficient government bureaucracy as the major impediments impacting youths on exploring economic opportunities to uplift themselves and their families’ standards of living.

Entrepreneurship education and skills development

To activate an entrepreneurial mindset and support youths to realize their full potential, it is advocated that the government should expose students to entrepreneurship in the education system. According to Marques (2012), one of the major challenges facing Southern African countries is the need to boost youth entrepreneurship in order to stabilize high youth unemployment and to develop the economic sector and social cohesion. The European Commission (2003) set out a range of benefits that can be brought by youth entrepreneurship. These include contribution to socio-economic growth through job creation and unlocking youth potential and satisfying a range of social interests, by making wealth and diversity of choice for the community.

Gibb (2006) reveals that exploring youths and their capacities can be presented as the new paradigm in creating jobs and wealth, and to improve competitiveness, social integration and economic growth throughout developing economies hence the necessity of entrepreneurship education and skills development to make it a reality. The integration of entrepreneurship into several undergraduate courses gives an opportunity to students, to start some new business ventures. Tibijuka (2000) noted that effective youth entrepreneurship education prepares young people to be responsible, enterprising individuals who become entrepreneurs or entrepreneurial thinkers and contribute to economic development and sustainable communities.

Exploring youths to the world of business and transferring knowledge and entrepreneurial skills through formal education system is crucial towards responsible young entrepreneurs (Clemessen and Christensen, 2010). Entrepreneurship education is not only a means to create young entrepreneurs but also to equip young people with entrepreneurial attitude and skills which benefit them in other areas of life, their communities and society as a whole.
**Start-up support**

For youths interested in pursuing an entrepreneurial carrier, the availability of start-up support plays a crucial role. Through the pre-start up, start up and growth phases of a business venture, there is need for specific training in entrepreneurial and business management skills (Christensen, 2010). ILO (2010) revealed that potential young entrepreneurs often lack business connections have little or no knowledge about where to access business support services and often not adequate workspace and business infrastructure. However, such challenges may be addressed through government’s effort to establish the concept of one-stop shops, youth enterprises centers, business incubators and start-up training.

**Start-up financing**

This has proven to be the most limiting factor for most potential youths in Africa to realize their dreams due to governments’ constraints to meet their budget (Ncube, 2010).

Access to sources of funding for enterprises should also be facilitated through seed capital funds and venture capital (Garcia, 2013). These can help young entrepreneurs who have innovative projects by providing not only capital but also support in management of the enterprise. Without adequate credit, youths cannot invest in productivity enhancing technologies (Mudimu, 2003). Commercial lending schemes for emerging young entrepreneurs are mostly reluctant because the youths are considered high risk due to lack of secure collateral and high transaction costs.

**WHY ENTREPRENEURSHIP IS STILL A MISSING LINK IN ZIMBABWEAN EDUCATION SYSTEM**

Transforming ideas into a successful enterprise requires dealing with problems arising from many aspects which include manufacturing to retailing. According to Collins and Robertson (2003), the issue of the most effective approach to teaching entrepreneurship in tertiary institutions including vocational training centers has raised regular discussion and debate on how to produce capable, skilled and enterprising individuals.

**Adopting teaching problem solving techniques within the tertiary educational system**

Invention of new systems is usually the first of the entrepreneurial spirit (European Commission, 2008). Each aspiring young entrepreneur has to have an adequate innovation capability (Mpofu, 2010). Kim (1997) defined innovation capability as the ability to create new and useful knowledge based on previous knowledge and experience. A powerful innovation capability can easily contribute to successful entrepreneurship. Youths who have an understanding of the current and future trends of different sectors are required to use their entrepreneurial mindset to develop innovative ideas. Transforming ideas into a successful business requires dealing with problems arising from many aspects which include manufacturing to retailing. Collins and Robertson (2003) stressed out that, the issue of the most effective approach to teaching entrepreneurship has raised regular discussion and debate on how to produce capable, skilled and enterprising youths.

Traditional teaching methods such as lectures, group discussions, literature reviews using reading materials, tutorials and examinations have failed to enhance the entrepreneurial skills transforming students’ ideas and concepts to activate entrepreneurship (Gibbs, 2006). Some tutors tend to teach for examinations and as a result have failed to develop their students’ skills and attitudes that are necessary for livelihood. In this area, it is necessary to come up with assessments techniques that strike a balance between the effective cognitive domains. Examinations have tended to require acquired knowledge other than a demonstration of an ability to apply knowledge. It can be noted that a purely theoretical and academic education may not fully lead to socio-economic development, however, a skill based education system can be incorporated within the entire system so as to be the linchpin of development, which implies that teaching methods need to be providing opportunities for students to actively participate in as well as control and mould the learning situation.

**METHODOLOGY**

The study was conducted in Chinhoyi, Mashonaland West Province which is 115 km from Harare (capital city) through a descriptive survey approach. This research design encompasses qualitative explanations, statistics and graphs as descriptive tools. According to Leedy and Ormrod (2005), survey research means acquiring information about one or more groups of people, taking a large population and surveying a sample where people were asked their characteristics, opinions, attitudes or past experiences. A structured questionnaire was used as a data collection tool. The questionnaire was used to elicit data on constraints facing youths in exploiting economic opportunities as well as the government role towards mitigating such constraints. Simple random sampling technique was used to determine valid sample of 100 respondents aged between 18 and 30 years old.

**Data presentation and analysis**

Statistical Package for Social Scientists (SPSS 17.0) was used for a data presentation and analysis where research
views and opinions were converted into descriptive statistics giving frequencies and percentages in tabular and graphic form.

**RESULTS AND DISCUSSION**

**Demographic profile of the sample**

Respondents’ characteristics such as gender, age and educational level were discussed. Demographic characteristics of youths were essential when analyzing economic data because such factors influence youths’ economic behavior.

The demographic distribution of the sample in Table 1 showed a representation of a slightly youth gender imbalance in the population of Chinhoyi which has a greater spread of 45% males and 55% females.

As revealed in Table 1, most (40%) youths in Chinhoyi belonged to age group 22-25 years, which was slightly higher than those aged between 26 and 30 years (35%) and 25% of youths fall under the age group of 18-21 years. A great number, (47%) of surveyed youths had attained secondary education as shown in Table 1. Twenty out of hundred respondents (20%) have tertiary certificates from vocational and technical training centers. A slightly higher number (23%) of youths hold diplomas and very few (10 out of 100 respondents) have university degrees.

**Barriers to Youth Entrepreneurship in Zimbabwe**

From the study, respondents were asked to indicate major barriers impacting on exploiting their potential towards entrepreneurial creation and society building. The findings are presented in Table 2.

The data in Table 2 was further presented using a bar chart in Figure 1 for better analysis.

Access to finance is a major pillar in facilitating entrepreneurial creation in Zimbabwe. Findings in this study as illustrated in Figure 1 showed that majority (55%) of youths fail to fulfill their entrepreneurial endeavors due to limited access to affordable finance. The study found out that limited access to affordable finance was mainly contributed by lack of personal savings and resources, complex documentation procedures for debt financing, long waiting periods of funding from micro-finance lending institutions and lack of seed funding.

Due to lack of self-sustaining resources and sufficient collateral security to secure loans and lines of credit (ILO, 2006), aspiring young entrepreneurs are regarded as risky investments and therefore face difficulties in accessing finance. Nevertheless, youths are burdened by the complex documentation and procedures required by commercial lenders of credit as youths seem to lack business experience and skills required for debt financing.

Another key barrier facing young entrepreneurs in Zimbabwe is the complex legal and regulatory environment. Eighteen percent (18%) of the surveyed respondents noted that they were facing serious challenges in trying to convert their business ideas into reality since the costs of formalizing are higher than the expected gains from productivity of entering the formal sector.

This has however led many youths to remain informal sometimes associated with the selling of prohibited goods.

### Table 1. Demographic profile of the surveyed respondents (N=100).

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Frequency</th>
<th>Percentage of Respondents %</th>
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<tbody>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>45</td>
<td>45</td>
</tr>
<tr>
<td>Female</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18-21</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>22-25</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>26-30</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td><strong>Highest Educational Level</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No schooling</td>
<td>nil</td>
<td>nil</td>
</tr>
<tr>
<td>Primary Education</td>
<td>nil</td>
<td>nil</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>Tertiary certificate</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Diploma</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>Degree</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

Source: Survey Data
such as drugs which have quick returns. The respondents indicated that the procedures in business registrations, business licensing and tax certificates were cumbersome as it would take 6 to 12 months for a small business to be successfully registered. According to Ludstrom and Stevenson (2001), minimizing and simplifying regulatory and administrative procedures, as well as minimizing the support needed to comply with them, will make it easier for young people to start up and run their business.

This can be enhanced through streamlining business registration procedures and lowering costs. The creation of one-stop-shops is a modern customer focused tool to streamline business registrations, and lower registration costs (Schoof, 2006). Under a “one-stop-shop” system, entrepreneurs are able to complete all registration procedures at one location for a fixed fee.

Apart from financial constraints, 12% of the respondents noted that without reliable supportive schemes for youths, youth unemployment will continue to rise in Zimbabwe. Supportive schemes would come in for the country’s missing link in secondary education system, provision of reliable business infrastructure at affordable rates.

This study also found out that there is a mismatch between skills currently possessed by educated youths and the industry needs. Five out of one hundred (5%) respondents noted that entrepreneurial skill was still a missing link in secondary studies hence the need for Ministry of Education, Sports and Culture to carry out a revision of the education curriculum to make it compatible with the needs of the economy. According to Zinhume (2012), there is urgent need of wide dissemination of the skills requirements of the economy through career guidance and counseling sessions so that students can make informed decisions.

Moreover 10% of the surveyed respondents noted that social and cultural attitudes towards entrepreneurship were preventing most youths from exploiting the country’s vast resources through establishing businesses. The study found out that social and cultural attitudes along with family values and norms have a strong influence on whether a young person decides to pursue an entrepreneurial career. In support of this study, Postigo et al. (2003) suggested that overall family background seems to play a more important role in the entrepreneurial attitude of students than general cultural variables associated with the country. The study observed that parents, relatives and friends can have a crucial influence on young people’s opinions about entrepreneurship, playing a strong role in imparting positive or negative views of business.

### Limiting factors towards successful entrepreneurship in Zimbabwe education system

Though the country has a highest literacy rate of 90% (African Propensity Index, 2012) respondents were asked to air out their views on why entrepreneurship remains a mere promise to cover for socio-economic growth despite having the most elite and educated population in Africa. These factors were presented in Figure 2.

From Figure 2, traditional learning methods remain the major challenge facing the Zimbabwean Education System in cultivating an entrepreneurial spirit amongst students. This was supported by 37% of the respondents of the study. The study found out that it still remains unclear whether the vocational, technical and universities would be able to produce capable and enterprising individuals. It was noted that there is still a clear lack of practical and experiential learning as well as teamwork learning. Schoof (2010) argues that the experiential learning is an effective way of gaining knowledge and experience and probably the most powerful way of learning entrepreneurship. Degree holders indicated that lectures, group discussions, presentations and examinations were mainly focusing on the theoretical component of the course hence failing to produce graduates who are ready to create jobs and wealth, rather than seeking jobs in the already saturated job markets.

From the study, 15% of the respondents showed a negative perception towards taking entrepreneurship courses in their studies as they considered it only relevant to those students who would want to specialize in business management courses.

This was mainly due to general lack of induction and adoption of entrepreneurship education since it is not

<table>
<thead>
<tr>
<th>Limiting factor</th>
<th>Frequency</th>
<th>Percentage of respondents (%)</th>
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<tbody>
<tr>
<td>Limited access to affordable finance</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>Complex legal and regulatory environment</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>Limited start-up support schemes</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Mismatch between skills and industry needs</td>
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<td>5</td>
</tr>
<tr>
<td>Social and cultural attitudes</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Towards youth entrepreneurship</td>
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<td>Nil</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Survey data

### Table 2. Barriers to Youth Entrepreneurship in Zimbabwe (N=100)
applied on all different levels of education, that is, primary, secondary, vocational and technical and university education.

As indicated in Figure 2, 15% of the surveyed respondents indicated that there was need for industry leaders to collaborate with the higher and tertiary education system in sharing knowledge with each other that could spearhead the establishment of small holder enterprises giving the opportunities in the economy. An effective collaboration would allow a “learning by doing” environment for aspiring and allow the education system to outsource services from specialist industrial leaders. It can be noted that holding workshops and inviting successful and inspirational business people is one of the most important ways of motivating graduates to start their own business ventures as it acts as another means of sharing life experiences beyond books and other hidden factors in becoming successful entrepreneurs.

The study also found out that there is still limited real business exposure on part of entrepreneurship lecturers and teachers hence the failure to convince students why entrepreneurship is important in the youth’s everyday life. This was supported by 20% of the surveyed respondents. It was observed that teachers and lecturers often have limited experience in the understanding of small businesses and self-employment thereby lacking real business life experiences.

As shown in Figure 3, 13% of the respondents pointed out that inadequate curricula and study programmes was diverting the educational system’s efforts to capitalize youths with entrepreneurial skills as capacity of the course has little emphasis during the students’ learning time. In support of this research finding is Monroy (2010) who argues that the teaching of entrepreneurial skills, attributes and behaviours is often not properly integrated into school curricula or not adequately taught on different educational levels. Such skills include problem solving, creating and planning for decision making whereas entrepreneurial behavior aligns youth to be risk-takers and ambitious.

**Conclusion and recommendations**

It has been observed that Zimbabwe is a country with vast resources, commonly termed “the land flowing with milk and honey”, yet it has many opportunities yet to be exploited. Though the country has the highest literacy rate in Africa, majority of youths continue to suffer the bedrock of unemployment and devastating standards of living associated with immorality. Acquired knowledge through education has not done much impact towards reviving the livelihood of youths and it still remains unclear whether the educational system can successfully cultivate an entrepreneurial mindset amongst the youth in Zimbabwe as they are failing to create employment rather than seeking jobs in the already saturated labour market. It was also noted that limited access to affordable finance remains a major impediment for aspiring young entrepreneurs to start viable businesses as most micro-finance lending institutions are reluctant to assist the youth. There has not been enough co-ordination amongst government agencies and the private sector towards promoting youth entrepreneurship in Zimbabwe as some of the funds assigned for their purpose are diverted for personal gains. Therefore, the study recommended the following:

(i) The government through the Ministry of Youth Development, Indigenisation and Empowerment and
Factors impacting on entrepreneurship education

Figure 3. Factors impacting on cultivating an entrepreneurial spirit in Zimbabwe education System. Source: Survey Data.

Ministry of Small and Medium Enterprises should channel funds towards micro-credit facilities for young entrepreneurs who have convincing business ideas that can be turned into reality. These ideas should be supported by detailed business plans to avoid wastage of scarce resources.

(ii) Furthermore, the government should provide funding for the establishment of entrepreneurship centres in tertiary institutions which would act as hubs for entrepreneurship education. It is also the institutions' role to budget towards creating incubators or techno parks where students “ideas” are moulded and supported internally to become real business projects. Techno parks provide platform where industrialists and graduates work together to develop fruitful ideas into real business projects.

(iii) There is need for collaborative efforts between the public and private in providing start-up support and mentoring capacities for young entrepreneurs to survive in this volatile environment. Such support may extend beyond the provision of ICT infrastructure and business development services.

(iv) There is need for all stakeholders to revive the Youth Entrepreneurship Policy such that target measures are used towards stimulating youth entrepreneurial creation.

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