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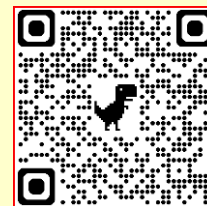
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VOCATIONAL SKILLS TRAINING AS A POVERTY REDUCTION STRATEGY IN RURAL ZIMBABWE: A CASE OF VOCATIONAL SKILLS TRAINING PROJECT OF NTENGWE FOR COMMUNITY DEVELOPMENT IN BINGA DISTRICT.

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ABSTRACT

The purpose of this paper was to review the vocational skills training project that was implemented by Ntengwe for Community Development in Binga district. Central to this paper was to interrogate whether vocational training leads to poverty reduction or not. In depth interviews were conducted with eight youth who benefited from this project and these participants were purposively selected. The youth were trained in the following trades; building, carpentry, dress making, Leather work and Welding. These trades were found to be relevant in the Zimbabwe's labour market and all the beneficiaries were operating enterprise groups thereby contributing more to economic development through employment creation. The study noted that there is no vocational training institution in Binga district which further marginalizes the community. The project suited well in the beneficiaries' context as many of them were already engaged in the trades which they chose. The project benefited both young men and women from the poor rural wards in Binga. Most importantly, some women were found in male dominated trades like building which is important in ensuring equality in the economic spectrum. The project benefited the rural poor but reaching out to the very poorest is highly contested. Although the study was qualitative in nature, the researcher observed that the number of the youth who benefited from the project was very small which further doubts meaningful poverty reduction. The community is benefiting directly from the project as the trained youth offer voluntary services for example through providing their skills during construction of schools, hospitals and other community amenities. The beneficiaries testified increase in their income earnings which a key indicator proving that the project contributed to poverty reduction. Binga is still developing such that the beneficiaries have a lot of opportunities to utilize their skills. A number of challenges were presented by the youths such as economic hardship which is affecting their enterprises, lack of

resources as well as limited skills. The following recommendations were made based on the findings; stakeholders should consider establishing a vocational training center in Binga district, support should be provided for further training of the youth, Ntengwe for community development should scale up the project to increase its magnitude and to continue incorporating women.

KEY WORDS: vocational skills training, poverty, poverty reduction strategy

INTRODUCTION AND BACKGROUND

Eradicating poverty is at the fulcrum of Zimbabwe's social, political and economic policy trajectory both at international and national level (see IPRSP, 2016-2018; ZimAsset, 2013-2018, Zimbabwe National Youth Policy, 2000). At international level, Zimbabwe is a signatory of important poverty reduction conventions including the Sustainable Development Goals (SDGs). The first SDG focuses on ending poverty in all its forms everywhere (United Nations, 2015). In view of the fact that sustained economic growth and poverty reduction thrive on good governance, government in 2013 adopted the new Constitution for Zimbabwe, with new legal and institutional provisions which seek to improve delivery of justice and human rights, sustainable development, gender equality, youth and women's empowerment and the creation of an enabling environment which attracts funding, creates confidence and improves competitiveness for economic growth (IPRSP, 2016 – 2018). Zimbabwe Agenda for Sustainable Socio- Economic Transformation (Zim Asset) is an economic blue print which was adopted by the government to spearhead economic growth as well as eradicating poverty. ZimAsset (2013 - 2018) prioritizes poverty eradication through the attainment of higher economic growth, focusing on the main source pillars of growth namely: Food Security and Nutrition; Social Services and Poverty Eradication; Infrastructure and Utilities; and Value Addition and Beneficiation (ZimAsset 2013 -2018). It is of paramount importance to note that the first two clusters are directly related to poverty reduction. However, all the four Zim Asset clusters address poverty in one way or another.

It has been widely recognized that policy makers across Africa are aware of the critical role that vocational training plays in national development outcomes (see Ogbuanya and Izuoba, 2015; Nwachuku, 2014; Uddin, 2013; Abdulkarim and Ali, 2012; King and Palmer 2006). The increasing importance that African governments including the Government of Zimbabwe (GOZ) now attach to vocational training is reflected in the various Poverty Reduction Strategy Papers, National Development Plans and Vision Papers that governments have developed over the years (Konayuma, 2008). Zimbabwe National Youth Policy affirms that education and skills development are lifelong processes that are relevant to the holistic and integrated development of youth. The majority of young people, especially in the rural areas are unemployed or under-employed, unskilled and lack access to productive resources and are, therefore, socially and economically vulnerable to poverty and exploitation (Zimbabwe National Youth Policy, 2000). Through the National Youth Policy, Zimbabwe strategized on how to provide education and skills to its young men and women aiming at reducing vulnerabilities.

A number of development partners are helping the government of Zimbabwe in developing the vocational skills of its youth. Among these partners is Ntengwe for Community Development, a civil society organization that is working in Binga District has recognized

the challenge that the young men and women are facing in as far as vocational skills training is concerned. The organization has been working in partnership with the government and other Non-Governmental Organization in reducing poverty among the youth. This study therefore evaluated whether Vocational Skills Training Project which was implemented by Ntengwe for Community Development managed to reduce poverty or not. To operationalize this study such questions like were key; how relevant are the acquired skills in providing the source of income to the beneficiaries?

LITERATURE REVIEW

This paper holds that higher education is one of the potent yet undervalued means that nations can rely on to reduce poverty and achieve social development goals (SDGs). Oxaal (1997) articulates that the linkages between education and poverty can be understood in two ways: (i) investment in education as a poverty reduction strategy can enhance the skills and productivity among poor households; (ii) poverty is a constraint to educational achievement both at the macro-level (poor countries generally have lower levels of enrolment) and the micro-level (children of poor households receive less education). It is of the same author's view that education is a key factor for confronting the multiple challenges of social dislocation, environmental degradation and poverty eradication.

Vocational and technical education is a form of education that provides learners an opportunity to acquire practical skills as well as some basic scientific knowledge (Nigerian National Policy on Education, 2004). Pudding (2004) defines vocational and technical education as that type of education which fits the individuals for gainful employment in recognized occupation as semi-skilled workers or technicians or sub-professionals. Uddin (2013) added that vocational education can be regarded as that aspect of education which provides the beneficiaries with the basic knowledge and practical skills needed for entry into the world of work and employees or as self-employed. Therefore, vocational education fosters skills that are essential for industrial, agricultural, commercial and economic development and thereby building the nation's self-reliance.

Acquiring vocational training education is a vital process to attain human development goals and to place the African continent and other developing countries on a pathway of sustainability (Asmal, 2002). The author notes that there is another debate on whether higher education is an important strategy to poverty reduction or not. Uddin (2013) observed that poverty reduction can be promoted through the provision of technical and vocational education as a poverty alleviation program. Asamal (2002) holds that higher education correlates with economic growth by supplying the necessary labour and skills (human resources) for a knowledge driven economy, learning by doing, and by promoting access and use of knowledge. It is the same author's view that higher education

has the potential of increasing access to income for the graduates and in turn increasing their employability of those who have the skills for a knowledge- driven economy. Asamal (2002) underscores that higher education could play a role in supporting the educational sector development by supplying trained personnel for curriculum development of lower levels of education.

The attainment of independence in 1980 saw the government of Zimbabwe adopting the socialist ideology which led to the expansion of the education and training system at all levels in the public and private sector and NGO sectors. A number of scholars (see SADC, 2010; Government of Zimbabwe, 2014) observed that one of the major challenges experienced by young people in gaining access to employment is lack of skills. Government of Zimbabwe (2014) noted that the 2011 Labour Force and Child Labour Survey (LFCLS) showed that 91% of the population employed in the informal sector had no skills. The current Technical, Vocational, Education Training (TVET) system is inadequate to meet the skills training and employment needs of the young people. Government of Zimbabwe (2014) observed that the number of young people currently enrolled in TVET institutions and in apprenticeships is a negligible proportion of the out-of school youth who require skills for employment and industry growth.

SADC (2010) accentuated that Technical Vocational Education and Training has been much neglected in the region in recent years due to concerns over cost and rates of return. This neglect particularly affects youth and adolescents who do not aspire to, or do not have the means to complete secondary and higher education (SADC, 2010). Therefore, training programmes are rare and/or of poor quality and are not always suited to finding employment upon completion. Yet such services are crucial for vulnerable young people. Acquiring the necessary skills to find employment or be self-employed is a key route out of the cycle of deprivation and dependency facing many young men and women of Zimbabwe

CONCEPTUAL FRAMEWORK

Poverty reduction concepts and strategies

In pursuant of this paper there is need to differentiate between the different meanings of poverty reduction. Concepts of poverty reduction are necessarily even more debatable than concepts of poverty, some basic misunderstandings can be avoided by keeping in mind a threefold distinction between three categories which are worthy of analytical distinction even if in practice they overlap (Thin, 2004: 4). These three kinds of poverty reduction (Thin, 2004: 4) are:

- **Poverty alleviation** - Alleviating the symptoms of poverty and/or reducing the severity of poverty without transforming people from 'poor' to 'non-poor';
- **Lifting people out of poverty** - 'Poverty reduction' in the true sense; reducing the numbers of poor people and/or transforming poor people into non-poor people;
- **Poverty prevention** - Enabling people to avoid falling into poverty by reducing their vulnerability.

Understanding poverty

There is unending debates on the definitions of poverty and these have affected how people, nations and organizations approach the concept. Among conflicting views, World Bank (2000) defines poverty as a complex multidimensional phenomenon which can be defined as lack of: necessary material for well-being especially food, housing and land; multiple resources leading to physical deprivation; voice, power and independence which subjects people to

exploitation; full participation in community life leading to breakdown of social relations; and basic infrastructure particularly roads, water and health facilities. World Bank (1990; 2000b) advocates for the need to understand poverty in a multidimensional manner. This understanding goes well beyond the traditional use of income measures as proxies for poverty (i.e. \$1 a day measure), but sees poverty as related to low achievements in education and health (World Bank, 2000b:15). The concept of poverty also includes vulnerability, exposure to risk and voicelessness/ powerlessness (World Bank, 2000b:15).

The project under review was implemented with a focus of reducing poverty among young men and women in Binga district. The youth was identified as one of the social groups affected by poverty. According to the United Nations (2016) Zimbabwe has challenges of persistent poverty, with 63 per cent of the population living under the total consumption poverty line, 16 per cent being extremely poor, and significant levels of unemployment and underemployment (particularly in the informal economy), continue to weigh down on sustainable economic development. These challenges affect mostly young people who constitute 65 percent of the total population (2012 Census).

OBJECTIVES OF THE STUDY

- i. To identify the skills acquired by the project beneficiaries
- ii. To assess the relevance of acquired skills in providing a source of income to the beneficiaries
- iii. To ascertain the extent to which the project benefitted the recipients
- iv. To explore opportunities available for the beneficiaries
- v. To explore challenges hindering maximum utilization of acquired skills

Research questions

- i. What are the skills that were acquired by the project beneficiaries?
- ii. How relevant are the acquired skills in providing the source of income to the beneficiaries?
- iii. To what extent did the project benefited the recipients?
- iv. What are the opportunities available for the beneficiaries to exploit in the application of acquired vocational skills?
- v. What are the contextual challenges hindering maximum utilization of acquired skills

METHODOLOGY

Research design

The research adopted the qualitative approach. Willis (2007) defines qualitative methodology as an approach that is based on interpretivist theory which stresses that truth is socially constructed and that there are multiple perspectives on reality basing on individuals experiences. Using this interpretivist approach, the researcher pragmatically explored on the youth's experiences in the skills training project. The stories shared by the participants enabled the researcher to understand how the project contributed to poverty reduction in the rural areas.

Research setting

This research study was conducted in Binga District which is in Matebeleland North Province of Zimbabwe. The researcher visited the following wards; Lubanda, Muchesu, Siachilaba, Saba and

Manjolo as they are the selected wards for the project.

Target population

The researchers were targeting all the youths who benefitted from the vocational skills training project that was implemented by Ntengwe for Community Development.

Sampling

The study was purely qualitative hence the adoption of nonprobability sampling method. Ritchie et al (2013) opines that the sample size for qualitative research tends to be small for reasons including that a phenomena only needs to appear once. Therefore, increasing the sample size may not contribute new information; qualitative research includes rich data that requires much time and resources dedicated to each unit of data collected. Based on the sampling criteria articulated below, eight youth were recruited for in depth interviews.

Sampling technique

The researcher used purposive sampling technique to select participants and key informants. Purposive sampling is a nonprobability sampling technique which is also referred to as subjective, judgmental or selective sampling. This sampling technique is regularly utilized in qualitative research to ascertain and select the information-rich cases for the most legitimate use of accessible resources (Patton, 2002). The thought behind purposive sampling was to focus on individuals with specific qualities to better inform the research. With the help of the Projects Officer from Ntengwe for Community Development, the researcher purposively selected eight youth who were meeting the criteria explained below as his research participants. Key informants were purposively selected from Ntengwe for Community Development, Ministries responsible for Youth and Gender Affairs.

Sampling criteria

The following were inclusion and exclusion criteria that were used in the selection of research participants:

- Participants should be at least 18 years which is the minimum age of majority
- Participant should be a Tonga and a beneficiary of the vocational skills training project offered by Ntengwe for Community Development
- Participants should have completed a vocational training course at a recognized training institution

Sampling procedure

Sampling of the participants was done as follows;

- The researcher got assistance from the Projects Officer from Ntengwe for Community Development who identified and recruited potential participants using the criteria articulated above. Participants were recruited using project database, WhatsApp and telephone
- Potential participants were selected according to the above stated criteria
- The purpose of the study was explained to the identified prospective participants
- Interested participants were requested to sign informed consent forms
- The researcher conducted in depth interviews with selected participants

Data collection process

The researcher conducted in depth interviews with participants and key informants to gather qualitative information. Face to face interviews enabled the researcher to explore the topic in depth, gather new insights and helped the interviewer to probe for more information or clarify questions (Neuman, 2000). The researcher developed interview guides to facilitate well focused discussions. In depth interviews facilitated face to face discussions between the researcher and participants. These in depth interviews were conducted with key informants (Project Officer from Ntengwe for Community Development and Officers from Ministries responsible for Youth and Gender Affairs) and youth (project beneficiaries)

Data presentation and analysis

The researcher used Thematic Content Analysis method which has been defined by Braun and Clarke (2006) as a qualitative method for identifying, analyzing and reporting patterns (themes) within data. Themes capture important aspects of information in relation to the question and represent some levels of patterned response or meaning within the data (Braun and Clarke, 2006).

PRESENTATION OF FINDINGS

Skills acquired by the youths

The study found out that the youth in Binga were trained in a number of trades. Ntengwe for community Development Officer disclosed:

"We select and pay training fees for the youths who have attained Ordinary level certificate to be trained in different trades such as building, welding, dress making, leather work and carpentry. Currently we place them at Mupfure and Westgate colleges. We do not have a vocational training college in Binga District."

One of the female participants said:

"I am from Dimbo Village in Muchesu Ward, I trained dress making at Mupfure Industrial Training College."

On the same issue, the other youth revealed: *"I trained leather work at Mupfure."* Pursuing the same point, the other participant said:

"I am a male aged 24 from Zuka Village which is in Muchesu Ward. I was very excited to be chosen to be one of the youths to travel to the city of Bulawayo where I trained welding at Westgate College."

The researchers compiled the following as the set of trades obtained by the youths; Building, Carpentry, Dress making, Electronics, Leather work and Welding. These trades provide the youth with necessary skills which make them to be relevant in developing economy. On the other note, the information provided by the participants proves that Binga District is alienated in terms of vocational and tertiary education as it does not have any training institution.

Factors that influenced choice of trades

The youths presented a number of factors which influenced their choices of trades. One of the youth elaborated:

"I was already in the trade of curving so I knew learning carpentry was going to be easy for me. To me carpentry seemed to be more profitable than curving. I also realized that in my ward no one was doing carpentry so I chose carpentry knowing that I will be the only one to provide furniture to the whole community."

Similarly, the other youth disclosed:

"I chose dress making because I had already in this trade way before the Ntengwe program so it was an opportunity for me to enhance my skills. I realized that there was no fabric designer in my community, so I knew this course was going to close this gap. Above all, I have passion in dress making."

Contrarily, the other youth remarked:

"We were divided into villages by our community leadership and our village was awarded leather work, but I am happy to be in this trade."

On the same issue, the other participant disclosed that, *"Our village was given building, there was no room to choose."* The officer from Ntengwe for Community Development remarked: *"We have realized that the criteria that we used to allocate trades to the young men and women in some villages disadvantaged a number of youths."*

The researchers observed that the youths had mixed feelings about the criteria used to allocate trades to them in this vocational training project. Some youths were contented with their trades while others felt that the trades were imposed on them.

Women's participation in the project

The researchers found out that women also participated in the vocational skills program. Women were mostly trained in dress making. The study noted that there are other women who were trained in male dominated trades like building. One of the female participant revealed:

"I am a female aged 33 from Siyanwaka Village in Lubanda ward. I was trained to be a builder at Mupfure College."

On the same issue the other female participant remarked:

"I am a young lady from Siamusale Village in Saba Ward, I trained carpentry and joinery at Westgate College."

The officer from the Ministry of Women's Affairs Gender and Community Development commended:

"The project being implemented by Ntengwe for community development is promoting gender equality in Binga District in as far as vocational skills training are concerned. I had a privilege to be part of the monitoring team to evaluate their project and I noticed a considerable number of women beneficiaries."

Ntengwe for community development is empowering women in the five selected wards in Binga District through vocational skills training program. Women are not being discriminated against as they are allowed to partake in traditionally male dominated trades.

Direct benefits of the project to the youths and communities at large

The youths who benefited from the Ntengwe vocational skills training project are utilizing their skills in a number of ways to benefit their communities. The most important point to note is that the skills acquired are enabling the youths to earn a living thereby improving their standards of living. One of the participants disclosed:

"Soon after my training, I joined an entrepreneurship group in my community to which I am assisting my group members to acquire new skills."

Other participants indicated that locals are benefitting out of their

skills through voluntary services. One of the participants remarked:

"We have our enterprise group called Tjatileamwi, we once provided voluntary services at a local school in which we built a teacher's cottage."

Participants commended that the vocational training skills project have improved their standards of living as it is now a means of earning. One of the participants disclosed:

"I am now producing quality furniture such as wardrobes, beds and kitchen units for our community to which the teachers are our frequent clients. Carpentry is now my means of earning a living. I am now able to send my children to school and I managed to buy livestock such as goats and chicken."

The Officer of Ntengwe for community Development indicated:

"According to the monitoring visits that we conducted on this project we have realized that the youths have assisted their local schools and clinics. Most importantly, their standards of living have improved immensely as we witnessed that a number of beneficiaries managed to improve their homesteads in terms of building modern houses, others have acquired wealth such as livestock and generally their income has been enhanced."

Young men and women who acquired different skills from vocational training colleges are contributing to the development of their own communities through providing voluntary services. This is going a long way in creating rapport which is a necessity in building business synergies. Accordingly, the beneficiaries are able to get a means of survival through the skills which they acquired which is key in poverty reduction.

Opportunities available for the youths to utilize their skills

There are various of opportunities available for the youths who benefitted from vocational training skills project. One of the youths remarked:

"I am into welding and fence making where materials are readily available, transportation is affordable, market is available and competition is less as we are only two welders from my ward"

On the same note, the other participant said:

"There are new schools which have pupils with no proper school uniforms so as a dress maker I am using that opportunity to be a supplier in the community. There is a lot of demand of my products."

However, the other participant bemoaned:

"My area is still developing but people do not have funds to pay for our services. Schools and other infrastructure are not well established."

Given that Binga is developing, the skills that the youths acquired presented them with a wide array of opportunities to develop their community.

Problems being encountered by the youths

The researcher discovered problems that the beneficiaries are facing in utilizing the skills that they acquired. Participants who were interviewed disclosed that they acquired lowest qualifications in their respective trades. One of the youths remarked:

"I was trained for three months in carpentry and obtained

a Class three certificate in carpentry and joinery. We did not cover topics on roofing and painting products. I failed a theory test. I wish to retake it."

On the same point, the other youth said:

"I feel there is need for further training. I am having problems in designing garments, printing fabrics and using electrical sewing machines."

Apart from technical problems, the youths are facing other challenges for example economic hardships, lack of necessary resources such as machinery competition from well-established experts and working space. One of the participants explained:

"Our customers are failing to honor their debts due to economic hardships in the country. At times they pay using livestock. I am facing problems in securing my own working space, where I am operating from electricity bills are very high for me as I am required to pay ten dollars per day."

Thus, the researchers found out that the youths have a number of challenges that are impeding them to realize their full potentials.

DISCUSSION OF FINDINGS

The study found out that there is no doubt that the nature and types of vocational skills acquired by the beneficiaries of the project are relevant to the demands of the market. The following were identified as the courses acquired by beneficiaries; building, welding, dress making, leather work carpentry and joinery. Hartl (2009) maintains that vocational and skills and training have to take into consideration the characteristics of national and local labour markets and employability which is commonly defined as a combination of assets and competence. Interviews conducted with the beneficiaries of Vocational Skills Development Project found out that all of them were informally employed. Most importantly, the study found out that the beneficiaries of the project are running enterprise groups in their respective wards thereby contributing to the growth of national economy through employment creation. Thus the project enhanced the employability of deprived rural poor youth, including women, which is a prerequisite for mitigating the risk of further poverty and marginalization of Binga district.

The study found out that youths were sent to Mupfure Technical Self Help College which is in Chegutu located in Mashonaland West Province and Westgate Industrial Training Centre in Bulawayo Province. The study learnt that in Binga district there is no Vocational Training College. The youths who were interviewed expressed a lot of happiness in visiting and staying in an urban set up for the first time in their lifetime. Munsaka (2012) emphasizes that Binga district has been isolated from the main socio-economic and political affairs of the country for many decades. This resonates with the thinking put forward by proponents of the structural perspective on poverty who assert that poverty is manmade. In this case youths had to migrate to nearby towns to access vocational training. Mbizvo (2014) observes that there is an increasing number of young rural people who are forced to migrate to the nearest town because there are no appropriate skills centres to provide meaningful technical and vocational education.

Vocational training education is one of the most powerful yet underestimated means that developing countries can rely on to reduce poverty and achieve social and economic development goals. This assertion concurs with the discussion in many donor agencies and academia linking skills development to poverty reduction. All

the youths who were selected by Ntengwe for Community Development to benefit from the vocational skills training project were poor to the extent that they were unable to pay vocational fees. During the interviews, the researcher noted that Silveira House paid schools fees for the selected young men and women. Ukwueze and Nwosu (2014) note that investing in formal education and training increases the skill-set of individuals throughout their lives and increases employment and entrepreneurial opportunities for both men and women. It is of the same authors view that direct effects of education on economic participation or activity is that education also affects other societal outcomes such as life expectancy, child mortality, fertility, personal health outcomes, and greater investment in the education and health of future generations. Therefore, Ntengwe for Community Development's efforts in ameliorating poverty in Binga district through the vocational skills training project for the youth to access vocational training education should not be underscored.

The study noted that the skills development project was targeting the rural poor youths. Interviews conducted found out that the beneficiaries were very poor as their poverty was not just income-poverty, but was a result of marginalization by caste, gender inequality, ethnicity, or power structures. The beneficiaries testified that the project improved their income earnings thereby improving their access to basic facilities and services such as education and health. Although the researcher was convinced that the project reached the very poor but there is a strong conviction in literature that the very poor are peculiarly difficult to reach with regular projects. King and Palmer (2007) observe that there are considerable challenges of reaching the very poor, or the chronically poor because these segments of the larger category of the poor are by definition problematic to reach by regular methods. King and Palmer (2007) cited evidence from a series of studies carried out in the early 1990s by the Overseas Development Institute which concluded that most NGOs found it extremely difficult to target the very poor, and usually ended up working with groups and communities that were less poor. Adding to this debate Edwards and Hulme (1995:6) stated that it is difficult to find general evidence that NGOs are close to the poor. Riddell and Robinson (1995) conducted a case study on sixteen NGOs undertaken in four countries in Asia and Africa. They found that while NGO projects reach the poor people, they tend not to reach down to the very poorest. Although this study was purely qualitative, the researcher noted that that in terms of poverty reduction, NGOs do not perform as effectively as had been usually assumed by many agencies. Ntengwe for Community Development Vocational Skills Development Project tended to be on a small scale. The total numbers assisted are also small. Although Ntengwe for Community Development is executing a number of very imaginative projects, many of them appear to be unwilling to innovate in certain areas or activities. Therefore, because of these limitations, the roles of NGOs in alleviating poverty cannot be exaggerated.

CONCLUSION

The study revealed that vocational skills' training is indeed a strategy in reducing rural poverty among the youths. Skills such as building, carpentry and dress making which were acquired by the youth from Binga district are relevant in a growing economy like Zimbabwe. The ability of the youth to establish their enterprises and able to employ others whom they offered on the job training is key to poverty reduction. Beneficiaries testified increase in the levels of income making them able to access basic commodities and services. The skills development project has the propensity to reduce poverty among the rural youth only if it is scaled up to reach out to more

people. There is wide array of opportunities that trades men can utilize in a growing economy. The youth can be more relevant if they acquire enough skills in their respective fields

RECOMMENDATIONS

Given the above findings from the study, the researcher therefore recommends that;

- The stakeholders should consider establishing Vocational Training Centre in Binga Centre
- Ntengwe for Community Development should consider scaling up their project so that it can be able to reach out to the very poor who are always hard to reach.
- Ntengwe for community Development and its partners should consider to further training for the youth as they have acquired basic skills
- The project should continue and more women should be encouraged to enroll into male dominated trades
- Ntengwe for Community Development and its partners should consider providing enough capital and tools to the beneficiaries so that they will be able to fully establish themselves as competitive entrepreneurs

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