



*Original Research Paper*

# Youth empowerment as a human resource development strategy in Mauritius

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**Nirmal Kumar Betchoo**

Department of Management and  
Business,  
Université des Mascareignes,  
Pamplemousses,  
Mauritius.

Author's  
E-mail: [betchoonirmal@yahoo.com](mailto:betchoonirmal@yahoo.com)  
Tel.: +23057842021

With 42,000 unemployed people in Mauritius (Statistics Mauritius, 2012), there is the urgent need to create jobs in the country to cope with impending job crisis. A lot of school leavers, with or without the requisite school level qualification, enter the job market with little or no prospect for a job. There has been continuous effort from various institutions like the Ministry of Employment, the Human Resource Development Council and the National Empowerment Foundation to develop skills and competences for individuals in sectors like ICT, literacy and numerical skills; including various employable skills in sectors like hotel and catering, tourism, handicraft, etc. There is however, a need to develop economic empowerment whereby young people would be able to benefit from well defined and targeted HRD programmes to enable them build up their employment skills. This paper agreed that HRD programmes have to be targeted and developed for tertiary level students who are quite vulnerable to fall in the unemployment trap. While they could be independent and capable of contributing financially to the family, they could also move forward on being financially independent, innovative and competitive. The study explained that a properly defined HRD strategy for school leavers in terms of traineeship in selected areas could be the starting step to economic empowerment.

Key words: Economic empowerment, HRD, Tertiary level students

## INTRODUCTION

In an economic climate where the rate of unemployment has risen over the years, Mauritius, a small island economy, is under threat because of macro-economical factors that are affecting and directly impacting its labour. In addition to this, a large percentage of the unemployed are from the age groups of 18-30 (Statistics Mauritius, 2012). This study focuses on this particular sector taking into consideration the fact that this sector represents a potential labour pool for the economy and if remedial measures are not taken to make it become employable, Mauritius might face a situation of jobless growth with its impending problems. Athal (2012) states that today's generation of youth – the largest the world has ever known, and the vast majority of whom live in developing countries – has unprecedented potential to advance the well being of the entire human family. To counteract the huge problem of unemployment, Mauritius needs to establish more and stronger

mechanisms for youth involvement.

In Mauritius, school leavers form an important proportion of available labour with students having varying levels of educational attainment. This research narrowed its segment by focusing on students who had been trained at the University level and were expecting to be employed following completion of their course. The 44,000 unemployed comprised 18,900 males (43%) and 25,100 females (57%). 17,500 or about 40% of the unemployed were aged below 25 years. According Statistics Mauritius (2012), this segment was employable in a near past but with increasing number of students entering tertiary education, the threats of unemployment might be high. The MEF Ecobrief (no.20) states that given the significant social and economic costs, the problem of youth deserves special attention. An appropriate mix of policies is required to improve the unemployment prospects of the young

unemployed.

### **A review of the literature**

The rewards of youth empowerment approach in high-poverty communities are significant (Ali, 2012). There has never been a better time to invest in youth empowerment programmes. Youths are tomorrow's leaders and if appropriate opportunities are made available to put their natural endowment to creative and productive channels, they are indeed capable of working wonders.

Today, it is globally realised that youth empowerment leads a nation to prosperity for next generations. Many countries are developing their youth through heavy investments in education, health, skills development and leadership training. Nations that bring these steps forefronts, ultimately lead the world. Ali (2012) states that youth empowerment is integral for national development especially, for developing countries where they constitute majority of overall population. If these countries focus on youth development and empowerment it will lead them towards long-term prosperity. Those countries that invest heavily in their youth, get high returns on their investment in every sector.

Knapp et al., (2010) mention that growing attention has focused on initiatives that empower and support individuals and organisations at local level, thereby (among other things) offering ways to galvanise additional resources from within a community. Initiatives of this kind might help prevent the emergence of some individual and societal needs that do arise, and at the same time make better use of the totality of resources within a community. Knapp et al., (2010) further state that a number of approaches, concepts and terms have been used for these initiatives: building community capacity, investing in social capital and fostering community development are prominent examples.

### **Government response to work programmes**

Governments should care about youth unemployment. Youth employment is a signal of long-term economic health, but the best response thus far was to create positive policies of labour market integration for youth (ILO, 2010). The question naturally lies in why someone who is likely to have a comparative advantage on the labour market - technical knowledge, higher flexibility in terms of working hours, higher innovation power - be under the threat of being left out or being trapped in a perpetual possible entry-level position? ILO (2012) purports that one of the answers would be that national employment policies are designed to address youth unemployment as a symptom of the economic crisis, much rather than as a solution to it. This is where Mauritius really needs to address its future human resource development strategy. It is useful to learn from external environments and see how empowerment

effectively applies to the youth.

### **The United Kingdom experience**

In response to the high unemployment levels in the 1990s, the United Kingdom Government's Training for Work, Youth Training and other schemes, provided a mix of training and/or work experience. Increasingly, providers were paid by outputs - people into jobs, which resulted in "creaming" - and subsequent selection by employers for those most likely to move into a job (McGregor et al., 1997). There was also a move from more expensive training and employment programmes to large-scale but cheaper compulsory job search programmes. Finn (1999) quoted an OECD reports that the aim was to improve the "supply side" by activating the unemployed and getting them into whatever jobs were available as soon as possible, rather than putting them "on hold" in larger scale schemes (OECD, 1998).

### **Training and informal employment**

Given the characteristics of informal employment, some elements of training can be particularly useful. For example, people who had been working in the formal sector might not be aware that informal employment can be an alternative. Another example is that informal employment opportunities are often presented to the potential workers through informal networks (Bingqin and Yongmei, 2010). By bringing the unemployed people out of their home and helping them to build up social networks can be potentially important. Bingqin and Yongmei (2010) further state that informal employment often requires a different set of skills such as entrepreneurship, or knowledge of specific types of markets that may not necessarily be required by employees in the formal sector. In this sense, training can be useful in facilitating informal employment.

### **Empowering people for training**

Apart from providing occupational skills, the notion that training mechanisms can help people return to work has several dimensions. The first is information dissemination, which improves awareness of new employment or business opportunities (Ogbonna and Noon, 1999). The second is to provide job-searching techniques, such as the training for interviewing skills, resume writing and networking (Davy et al., 1995). The third is the psychological impact. The psychological well being of the trainees can be improved either through resilience and social skills training (Mitchell and Trickett, 1980) or through social participation via taking training courses (Stolte, 2004). The last is the possibility of training to increase people's earning ability. However, Finn and Simmonds (2003) argue that it is not always clear if training can improve the trainees' earning ability.

### **The relevance of tertiary education in human resource development strategy**

In recent decades, there has been rapid expansion of tertiary-level education across many countries. This has had important and profound effects on labour markets and the way in which employers use highly educated labour (Machin and McNally, 2010). These expansions have, for the most part, been predicated on the assumption that more education is good for individuals and for society as a whole; not only in terms of economic outcomes like wages or employment, but also for a wide range of social outcomes like improved health, reduced crime and higher well-being. But with expansion of the system has come a range of new questions that have emerged as a consequence: is there now 'over-supply' of graduates? Is there evidence of "over-qualification" and skill mismatch?

This is a challenge for the whole educational structures not just higher education since, in many countries students have to make a decision between general and vocational education long before they reach the stage of entering higher education (Machin, and McNally, 2010). There is also a question of the balance between employer-provided training and education provided by institutions of higher education. Employers have a role in addressing concerns about skill mismatch. Governments have an important role in improving information about training opportunities, setting appropriate legal frameworks and ensuring portability of skills.

The benefits of education are well known: Education is the key to improve livelihoods, healthcare, nutrition and the exercise of civil and political rights (UNFPA, 2013). Education begins before and goes beyond schooling. According to UNFPA (2013) a new paradigm of "life-long learning" emphasises the transformative synergies that can occur between school, family, community and cultural experiences. It encompasses the acquisition of relevant capacities – the knowledge, marketable skills, social capital and values that enable individuals to function effectively in a range of adult roles, including worker, household provider, parent, spouse, family caretaker, citizen and community participant.

### **Youth empowerment in Africa**

Finding opportunities for young people is a critical challenge for Africa, where 62 percent of the population—more than 600 million young people—is below the age of 25. Swaniker (2013) states that since population growth will not reduce in the decades to come, it is imperative that Africa leverages the talent and energy of its youth to create dramatically higher levels of prosperity and equality to avoid the latent risks of unemployment and social instability.

Today, Africa finds itself in a precarious position on this most important issue. Youth unemployment is three times

the continent's overall average. The World Bank found that young people under 25 represent three-fifths of sub-Saharan Africa's unemployed population, and 72 percent of the youth population lives on less than \$2 a day. Swaniker (2013) comments that the way youth is educated in Africa will make all the difference. Entrepreneurship must be an integral part of every young person's education. There is a need to impart not only the technical skills of entrepreneurship, but also the mindset of the entrepreneur, through formal and informal education systems.

### **The case in Mauritius**

Given the rapidly changing economic structure of Mauritius, imminent policies, both short term and long term, are necessary to curb the problems of unemployment (Ramdoo, 2005). Policies should focus on the occupational mobility of labour, by encouraging regular training/ retraining in new techniques of production and technological know-how, thereby giving the unemployed a better chance of taking new jobs that become available elsewhere in the economy.

Today, the new sectors are service-oriented and therefore necessitate different input mix; generally more capital intensive than labour intensive. These new emerging sectors however, have some potential to absorb labour, which necessitate skilled human capital. Ramdoo (2005) observed that those who are being laid off from the traditional sectors were not technically prepared to be absorbed in the new sectors. In fact, minimum requirements for job entry in the service sectors are higher than what Mauritius required in the traditional sectors. They required not only additional academic qualifications but also additional skill such as language skills and a higher degree of technological know-how.

### **METHODOLOGY**

A questionnaire survey comprising ten questions was developed for the research. The questions focused on the respondents' ability to give responses regarding: their willingness to work, the need for training, the areas where training was needed, the economic condition that prevailed, the role of the government in human resource development including expectations from the training programme.

A quantitative methodology was used. Qualitative data provides the texture of real life in its many variations; it gives insight into the reasoning and feelings that motivate people to take action. Anderson and Taylor (2009) explain that quantitative research is research that uses numerical analysis. The researcher knows in advance what he/she is looking for and all aspects of the study are carefully designed before the data is collected. The objective of quantitative research is to develop and employ mathematical models, theories and/or hypotheses pertaining to phenomena. The choice of quantitative research was useful because it helped the study assess the

**Table 1.** Choices of respondents regarding youth empowerment

Option	Gender	Yes	Partly	No	SD
Readiness to work	Boys	10	6	1	3.68
	Girls	14	14	1	6.1
Need to be trained prior to working	Boys	15	1	0	7
	Girls	28	2	0	13
Awareness of economic condition	Boys	9	7	1	3.4
	Girls	9	19	2	6.97
Need for an empowerment programme	Boys	12	4	0	4
	Girls	27	2	0	12.5

values with regards to research questions on youth empowerment. The statement of answers ranging from 'dissatisfied' to 'highly satisfied' would not provide the depth of quantitative data, which would prove the worth of the results obtained.

### Research tools and techniques

Questionnaires were directly sent to the respondents by contacting them. First through telephone and getting them to accept that the research focused on youth empowerment and was purely for research purposes. The questionnaires were then sent to the respondents with the help of fieldworkers who made arrangements so that they could respond to the questions and give their insight into youth empowerment for young Mauritian school leavers. The answers were manually noted with appropriate coding.

Data was arranged and fed on computerised system, which included scientific calculator to carry out means and provide value for standard deviations. Since the questions included 4 options, the mean value was 2 and standard deviation figures could indicate whether the responses were within the range of acceptability or not.

### The selected sample for the research

A sample of some 50 respondents was used for the research purpose. Although the sample size was limited, it was within the context of the findings and could also be explained by the short time span available to undertake the research. The sample was stratified since 2012. Statistics Mauritius figures explained that around 12% of the male workforce was unemployed compared with 19% of the female workforce within the age groups of 16-30. Taken as a ratio, the figure could be roughly 1:1.6 between the two sexes. 18 respondents were male and 29 respondents were female. A rounded figure could have been appropriate but the return rate influenced the size of the sample. The survey was carried out at University or post-secondary institutions where students were following academic courses but had little exposure to empowerment programmes directly relevant to the world of employment. Majority of them were unemployed at the time of the

survey while a few (3-5) had some part-time work experience in private companies. The sample could appropriately reflect the population of school leavers who were enrolled in a tertiary level class and were jobless.

### THE RESEARCH FINDINGS

Ten questions were created for the 47 respondents of the survey shown in Table 1. The questions were essentially qualitative and the findings are presented below. The first set of questions focused on the options of the youth regarding empowerment. Four options were provided: readiness to work, need to be trained prior to working, awareness of the economic condition and the need for an empowerment programme.

#### Finding one: Youth outlook on empowerment

The first set of questions was aimed at finding out the choices of respondents regarding youth empowerment. Boys and girls showed their readiness to work. Boys were more ready to work while girls had more reservation towards it. The Standard Deviation (SD) is more pronounced in favour of girls to boys (6.1:3.68)

The next question assessed the need to be trained before working. Both boys and girls strongly agreed on the importance for training. SD values were high in both cases - 7 for boys and 13 for girls. There was a high consensus regarding training.

The question on the awareness of the economic condition spelled out that boys had better awareness of it compared with girls. The SD ratio between boys and girls was 3.4:6.97.

Concerning the need for an empowerment programme, girls had a stronger feeling with responses favouring an SD 12.5 to 4 for boys.

#### Finding two: Economy and government's role

The second set of questions was concerned with the association of present economic climate and the role of the government in developing youth empowerment

**Table 2.** Economic Climate and Government Effort

Option	Scale Gender	1	2	3	4	Rating Average
Rating the economic climate	Boys	2	11	4	0	2.1
	Girls	3	10	13	1	2.45
Rating State role in Empowerment	Boys	2	11	5	0	2.16
	Girls	3	14	9	2	2.36

**Table 3.** Expectations from Training and an Empowerment programme

Option	Average	Scale	
Benefits of Training in general	Boys	Girls	SD
To be easily employable	3.80	2.57	0.615
To be better skilled in a few areas	2.00	1.78	0.11
To be more proficient in a specialised area	1.75	2.00	0.125
Expectations from an Empowerment Programme	Boys	Girls	SD
To help me get a job quickly	2.36	2.36	0
To develop my potential skills	1.77	1.78	0.005
To provide me with essential skills ready for use	2.07	2.15	0.04

programmes as shown in Table 2. The questions assessed the perception of youth on government regarding efforts to empower them.

These set of questions were aimed at finding out how respondents could rate both economic climate and the extent to which the State has helped in youth empowerment. This was a perception question linked with semantic differentials. The lowest scale was 1 and the highest one was 4.

In general, the rating for boys and girls was broadly the same. The average values were all in the range of 2 to 2.5 meaning that the economic climate was not too suitable for job opportunities but also not too threatening for job seekers. In comparison, the role of the State was perceived to be fair with ratings coming higher than the mean value (2.45 and 2.36 for boys and girls).

### **Finding three: Expectations from training and an empowerment programme**

Two questions close in range, aimed at finding out the expectations of the respondents about training in general followed by an empowerment programme provided by the government or any related authority. To each question, respondents had to rank three options outlined in each case in Table 3. The findings are provided below.

Regarding the benefits of training, both boys and girls wanted to be easily employable. Girls preferred to be specialised in a few areas while boys aimed to have broader skills. The standard deviations were minimal and the margin of error was weak. (Less than 1 in all cases)

In the second scenario, both respondents were questioned about what they would expect from an empowerment programme. There was unanimity in getting a job quickly followed by having essential skills to

undertake a job. There was a weaker perception from both respondents regarding developing skills in general while this varied from training in general.

### **Finding four: Funding of HRD programme**

This questioned the type of funding respondents would choose in regards to an empowerment programme. There was an understanding that totally funded programmes for the youth are rare and those that will be valuable for them could be partly funded or levied by the MQA; as this has been the case for several programmes in the past. Figure 1 explains the options of the students regarding the funding of training.

Both boys and girls favoured fully funded programmes while there was an acceptance of partial funding in case the programmes could really offer job opportunities and training skills to the incumbents.

### **Finding five: Areas of training or HRD empowerment needed**

An open-ended question asked about the areas of training the respondents would look for in the immediate. Since the respondents were school leavers already undertaking an undergraduate programme, they had options that were more suited to their area of specialisation and their career option.

The areas of training were: Management, Human Resource Management, Accounting, Banking and Finance, Financial Markets, Public Relations, International Business, Offshore Business, Leadership and Ethics, Corporate Governance, etc.

It was noted that the respondents were students in their specialised fields or they had just enrolled for a University

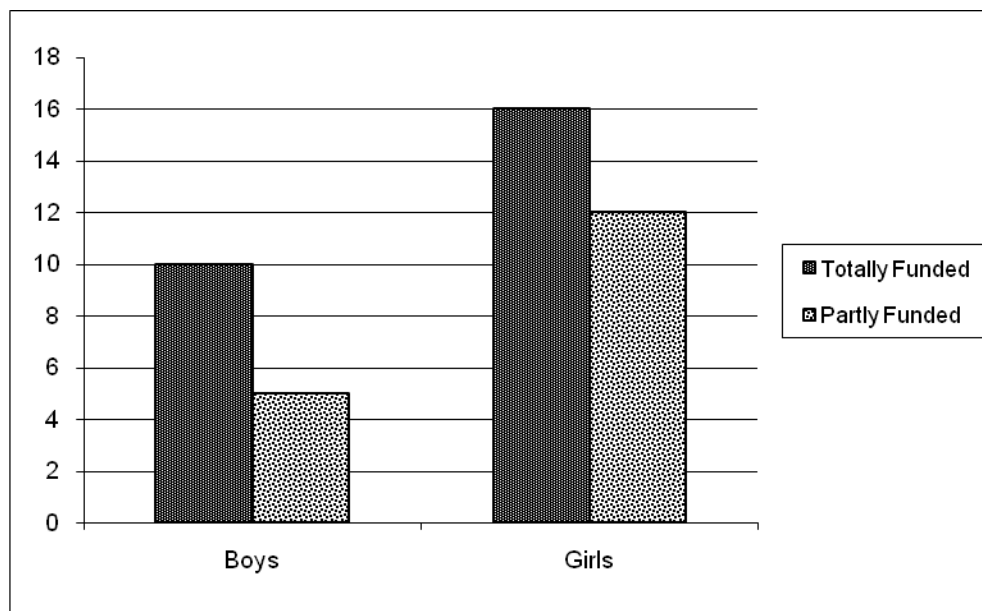


Figure 1: Funding Options for Youth Empowerment Programmes

or tertiary level course. Some had been trained in the selected fields but were keen to see how HRD programmes could be provided; whereby they could blend what they were actually studying and prospecting with contemporary and practical applications in a work-based environment.

**DISCUSSION OF THE FINDINGS**

The first point to note in this survey was that respondents felt the need to work while some felt they were not ready. This was more highly observed among girls. There was a high need for training prior to becoming employed. In today’s work environment, employers look both for competences and experience prior to choosing a candidate. Respondents had a keen awareness of the economic condition and this was reflected in the rising unemployment level among the youth particularly, the age group 18-24.

Both boys and girls accepted the fact that they should be given an opportunity to follow an empowerment programme. The Dakar Youth Programme Strategy (2001) purports that there is the need for an increase in investment in relevant training; emphasizing training appropriate to the job market and the informal sector through greater collaboration between employers and training providers among other things.

The role and influence of the government was another key issue in youth empowerment. Taking into consideration the prevailing economic condition, respondents wanted to see more effective involvement of government in the development of competences of the youth. Kasukuwere (2013) states that it was the collective responsibility as government, the private sector and

development partners to design and implement practical programmes to generate decent employment, reduce poverty among the youth and economically empower them to play a more meaningful role in the development and uplifting of their communities and the nation at large.

The expectations from training and human resource development were highly rated by respondents. Training programmes would make the young people more employable and better skilled. They could also develop competences in specialised areas. The expectations from an HRD empowerment programme were equally high. There was a need to develop skills that would be readily applicable at work. This perception was also aligned with the need to obtain a job quickly, which reflected upon the actual work situation. Kirby and Bryson (2002) explain that by engaging young people as valued partners, youth empowerment programmes aim to improve young people’s belief in their own worth as well as in their ability to shape their lives and environments

Regarding the funding of the HRD programmes, there was a strong consensus towards having a fully funded empowerment programme for the youth. The respondents noted that they might partially fund such programmes since funding could help them attain better competences in selected areas. Invest Mauritius (2013) supports the view that grants awarded by the HRDC are based on a cost-sharing principle where grants will meet only part of the costs incurred for training by employers. This scheme has been recently reviewed in view of rendering it more attractive.

Since the respondents were mostly tertiary level students in a diploma programme, they favoured concepts like training in potential areas of businesses like: human

resource management, marketing, financial and accounting sectors while there was a lesser need for training in the IT field.

The United Nations States Report on Youth in Africa (2011) comments that in order to take full advantage of its youth population and to ensure future prosperity, heavy investment is needed in the field of education. Youth issues require more critical and strategic planning. This paper analysed youth empowerment from a limited perspective but supported the view of the United Nations.

### **Conclusion and Recommendations**

With soaring unemployment rate of 30% in Mauritius among the 15-24 age groups, there is the need to empower the youth of the country. There is a mindset that tells educated young people that they must be employed with white-collar jobs. In relation to this sentiment, a low status is also afforded to vocational training (UN, 2011). This might be fulfilled if the vocational aspects of jobs are explained to the youth, paying particular importance to their employability whatever be the sector. The study found it important to select a variety of programmes that could be of utmost importance in order to allow young people get an opportunity for employment. This might come from a selection of empowerment programmes that had not been fully implemented so far in Mauritius but could be very useful.

### **Selected HRD programmes for the youth**

#### **Stock broking**

A useful programme that can be suggested to young university students could be a training programme in stock broking. This has so far been reserved for professionals. With the expectancy of developing financial services in Mauritius, there should be the need for higher calibre staff in stock broking. In South Africa, Legae (2010) commits to effectively source Black Empowerment Education, talent, build black experience, expertise and graduate BEE talent. With an optimal allocation of resources, stock broking offers a favourable solution to the development of young aspiring black analysts and dealers.

#### **ICT Empowerment Training Programme**

In order to train SC and HSC school leavers for the ICT sector, an Rs 21m fund was announced in the National Budget in June 2009. The National Empowerment Foundation (NEF) had envisioned training 2,000 people for the ICT sector in areas such as call centres, BPO, software development, IT networking and infrastructure. This professional training programme was intended to not only increase the number of employable persons for the ICT sector but also to equip the participants with the skills and

knowledge that will enable them to find a job in this sector which offers real career opportunities.

### **Sales and marketing**

This area has been overlooked in Mauritius since it has been exclusively limited to commercial activities. With the growth of new businesses including shopping malls in Mauritius, empowerment programmes could be developed in the marketing area. These could be within the scope of sales, marketing, pricing and customer service- giving trainees the opportunity to become a specialist within this area. Barry Callebaut (2013) practices rotations which challenges prospective marketers to deliver their best and broaden their expertise by learning how the different activities in sales, marketing, pricing and customer service interaction.

### **Entrepreneurship**

This has assumed importance for accelerating economic growth both in developed and developing countries. It promotes capital formation and creates wealth in country. According to Lundstrom and Stevenson (2005) entrepreneurship is the process of exploring the opportunities in the market place and arranging resources required to exploit these opportunities for long term gain. It may be distinguished as an ability to take risk independently to make utmost earnings in the market. It is a creative and innovative skill and adapting response to environment. An example is Livewire, a Royal Dutch Shell social investment programme that helps young people around the world to start up and run viable businesses. Youth is defined specifically in each country of programme operation but is usually between the ages of 18 and 30. Shell Livewire helps tackle unemployment mostly by providing; pre-start up enterprise awareness sessions; business planning and management training; and, limited business capital. Each Livewire country programme closely reflects the local context, specific local partnerships and of course local young people.

All the programmes suggested seek to add value to existing local policies and other initiatives created to provide support for the development of young people and their economic future. This study focused on school leavers, particularly those entering tertiary level education. Considering the precarious nature of employment and the extent of competition in the domestic environment, the research was aimed at finding out why empowerment was essential and how selected HRD programmes could benefit the youth.

### **Assumptions**

The key assumption of this study is that it focuses on school leavers who are actually engaged in tertiary studies. It does

not cover all types of school leavers- whether employed or unemployed. The reason behind this sample selection is that students involved in studies are presently unemployed and have apprehensions about their future. The country is far from the days of economic boom (1986-1990) and no employment is guaranteed despite a qualification. The study wanted to look into this area, where the level of uncertainty is present though students may have chosen a course of study that meets their needs. From this uncertainty, the study had based its target audience expecting that HRD empowerment programmes might well apply to such group of young people. There is a common statement that educated young people, particularly at the tertiary level are apt to get a job while survey now finds otherwise.

### Limitations

The sample size, being roughly 50, might be low compared to a potential population of 46,000 students (Statistics Mauritius, 2012) actually enrolled for tertiary studies. However, it reflects mainly those students who are reading for an undergraduate programme and are about to think of gaining a job in the nearest future.

### Delimitations

This study is not a national survey on youth and empowerment opportunities. It is not also a policy on what any local organisation is apt to apply regarding the recommendations made. This study is useful in shedding light on youth empowerment by highlighting the need for such programmes particularly among aspiring graduates.

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### Appendix 1-Questionnaire

1. Do you feel ready to work?  Yes  Partly  No

2. Do you want to be trained prior to work?

Yes  Partly  No

3. In which area/s do you want to be trained?

.....  
.....

4. When you are being trained, you want to be:

- easily employable with several skills
- better skilled in a few areas
- more proficient in a particular area

5. Are you aware of the economic condition?

Yes  Partly  No

6. How do you rate the economic climate?

Very Difficult  Difficult  Neutral  Good

7. Do you want to follow an empowerment programme?  Yes  Partly  No

8. How do you rate government's role in the Empowerment programme?

Very Poor  Average  Good  Excellent

9. How would you follow an HRD or training programme?

Totally funded  Partly funded

10. What is your expectation from such a programme?

- To help me get a job quickly
- To develop potential skills
- To provide essential skills that I can use at anytime

### Appendix 2-Tally Sheet-Female 29

Q1. Do you feel ready to work? **14** Yes **4** Partly **1**No

Q2. Do you want to be trained prior to work?

**28** Yes **2** Partly  No

Q3. In which area/s do you want to be trained? (Responses noted on paper)

**IT, HRM, Banking and Financial, Marketing, Accounting, etc**

Q4. When you are being trained, you want to be:

- easily employable with several skills **19**-1<sup>st</sup> Choice, **4**-2<sup>nd</sup> Choice, **2**-3<sup>rd</sup> Choice
- better skilled in a few areas **6**-1<sup>st</sup> Choice, **3**-2<sup>nd</sup> Choice, **10**-3<sup>rd</sup> Choice
- more proficient in a particular area **4**-1<sup>st</sup> Choice, **9**-2<sup>nd</sup> Choice, **4**-3<sup>rd</sup> Choice

Q5. Are you aware of the economic condition?

**9**Yes **19** Partly **2** No

Q6. How do you rate the economic climate?

**3** Very Difficult **10** Difficult **13** Neutral **1** Good

Q7. Do you want to follow an empowerment programme?

**27**Yes **2** Partly No

Q8. How do you rate government's role in the Empowerment programme?

**3** Very Poor **14** Average **9** Good **2** Excellent

Q9. How would you follow an HRD or training programme?

**16** Totally funded **12** Partly funded

Q10. What is your expectation from such a programme?

To help me get a job quickly **8**-1<sup>st</sup> Choice, **3**-2<sup>nd</sup> Choice, **3**-3<sup>rd</sup> Choice

To develop potential skills **2**-1<sup>st</sup> Choice, **7**-2<sup>nd</sup> Choice, **5**-3<sup>rd</sup> Choice

To provide essential skills that I can use at anytime **7**-1<sup>st</sup> Choice, **8**-2<sup>nd</sup> Choice, **4**-3<sup>rd</sup> Choice

Appendix 3-Tally Sheet-Male 18

Q1. Do you feel ready to work? **10** Yes **6** Partly **1** No

Q2. Do you want to be trained prior to work?

**15** Yes **1** Partly  No

Q3. In which area/s do you want to be trained? (Responses noted on paper)

**IT, HRM, Banking and Financial, Marketing, Accounting, etc**

Q4. When you are being trained, you want to be:

- easily employable with several skills **12**-1<sup>st</sup> Choice, **0**-2<sup>nd</sup> Choice, **2**-3<sup>rd</sup> Choice
- better skilled in a few areas **3**-1<sup>st</sup> Choice, **7**-2<sup>nd</sup> Choice, **3**-3<sup>rd</sup> Choice
- more proficient in a particular area **2**-1<sup>st</sup> Choice, **5**-2<sup>nd</sup> Choice, **5**-3<sup>rd</sup> Choice

Q5. Are you aware of the economic condition?

**9**Yes **7** Partly **1** No

Q6. How do you rate the economic climate?

**2** Very Difficult **11** Difficult **4** Neutral **0** Good

Q7. Do you want to follow an empowerment programme?

**12** Yes **4** Partly No

Q8. How do you rate government's role in the Empowerment programme?

**2** Very Poor **11** Average **5** Good **0** Excellent

Q9. How would you follow an HRD or training programme?

**10** Totally funded **5** Partly funded

Q10. What is your expectation from such a programme?

To help me get a job quickly **8**-1<sup>st</sup> Choice, **3**-2<sup>nd</sup> Choice, **3**-3<sup>rd</sup> Choice

To develop potential skills **2**-1<sup>st</sup> Choice, **6**-2<sup>nd</sup> Choice, **5**-3<sup>rd</sup> Choice

To provide essential skills that I can use at anytime **7**-1<sup>st</sup> Choice, **2**-2<sup>nd</sup> Choice, **4**-3<sup>rd</sup> Choice

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