

Mitigating Youth Unemployment through Pre-Service Experience Acquisition under Parent-Employer Collaborative Arrangements in Uganda

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Abstract

The article examines the possibility and challenges of redressing graduate unemployment through parent-employer collaboration that revolves around of remuneration of pre-service employment. The paper used a qualitative research design involving a review of grey literature from published articles and reports on theories and challenges of global, regional and Uganda's youth unemployment, particularly graduate unemployment and the strategies being applied to mitigate it. Paper findings show the potential for adopting the proposal, given the benefits it is likely to generate for parents, fresh graduates, employers and the government. The proposed arrangement equips fresh graduates with practical working experience which enhances job prospects; employer obtains value added from fresh graduate services at lower cost, and an opportunity to recruit the graduate as a permanent employee; the parent enjoys reduced cost incurred on spending on endless search for jobs by students. Both the government and society benefit through lower social costs due to reduced time graduates spend unemployed as well as greater contribution realized from their work. Findings make significant contribution to knowledge and practice on alleviating graduate unemployment, through parent-employer collaboration that generates benefits for parents, fresh graduates, employers and the government.

Keywords: *graduate-unemployment, parent-employer collaboration, practical experience, Uganda*

INTRODUCTION

The problem of rising youth unemployment, particularly graduate unemployment – defined as a state of looking for a job after graduation but failing to find it – is one of the critical challenges facing the world today. The most recent global statistics provided by the International Labour Organisation (ILO) indicate that 64 million youth (15–24 years) are unemployed (not having jobs) worldwide; and the number rises to 145 million when the age bracket is increased to 30 years (ILO, 2020). The same source shows that 90% of these jobless youth are in the developing world and the majority of them are in Africa where 200 million people are aged 15–24 years. The global youth unemployment rate stands at 16.4%; but the prevalence of joblessness is higher among graduates within the 22–27 age-group and holding a bachelor's degree or higher (Kelly, 2019).

Uganda is one of the African countries where youth unemployment has reached alarming levels. According to Aaron O'Neill of Statista, youth unemployment in Uganda increased from 2.54% in 2016 to 2.90% in 2020 (O'Neill, 2021). During this period, Uganda's average graduate unemployment rate was 13.3%, making it one of the highest in the world (Among & Munavu, 2019; Uganda Bureau of Statistics, 2018). Within the youth segment of Uganda's population, specifically the age bracket of 18–30 years, 70% were unable to find jobs (Ministry of Education and Sports, 2021). Specifically, statistics on graduates who fall under the 22–27 age bracket showed that 87% of the 700,000 who complete their tertiary and university education every year are unable to find jobs (Makumbi-Oola, 2020). Undoubtedly, the state of high unemployment among tertiary education graduates has increased frustration not only among Ugandan fresh graduates but also their parents, benefactors and the government of Uganda.

Indeed, struggling to study so hard against all odds and ending up joining the ranks of the unemployed after graduation, even with such high-quality degree credentials as first class or second-class upper degrees, has disillusioned many fresh graduates in Uganda. The failure to find employ-

ment has also disappointed the graduates' parents and benefactors because it has dampened their expectation to realise anticipated private returns on investment in their children's education. Graduate unemployment has also disappointed the government as rising unemployment on graduates is a manifestation of unrealized anticipated social returns on education. The cause of this frustration is explained by the human capital theory.

Proposed by Adam Smith in the 18th Century in his famous treatise 'The Wealth of Nations' and further expanded in the 1960s by Gary Becker, Jacob Mincer, and Theodore Schultz, the human capital theory posits that investing in education increases future productivity for both the individual and society (Psancharopolous & Patrinos, 2020). This theory asserts that education improves learners' innate potential by equipping it with knowledge, skills, attitudes, values and experience, which the learners use after graduation to work better, produce far more value and earn much more than they would have produced and earned without these competences (Ross, 2021). This way, education improves the quality of life of the individual and the welfare of society, including, but not limited to parents and other members of society.

Several scholars have given credence to the human capital theory by observing that parents educate their children with the intention of preparing them for gainful employment (Ahiakpor & Swaray, 2015) that can enable them to live a better quality of life after graduation (Ptrinos, Psacharopoulos, & Tansel, 2021). The parents also sponsor the education of their children as a source of social security for them (the parents') in old age or when frailty sets in (Friedman, 2020), especially in African countries (Tanyi, Andre, & Mbah, 2018). This is why graduate unemployment is a great source of disillusionment to both the graduates and their parents.

Previous literature on the role of the state in education shows that governments can increase social returns of education including lower income inequality, higher household quality of life, and economic

growth through improved production, by contributing to the cost of their citizens' education (Wuttaphan, 2017). However, such benefits become unrealizable if the educated graduates cannot find employment. It is for this reason that addressing the causes of youth unemployment in general and graduate joblessness in particular, is one of the top priorities of Uganda's national development agenda (Mugisha, 2021).

Extant literature indicates that several approaches and strategies have been adopted to mitigate graduate unemployment, including encouraging the jobless graduates to form entrepreneurial projects (Nakkazi, 2021), providing venture capital to these projects through government microfinance initiatives (Makumbi-Oola, 2018), and introducing skilling programmes that can equip unemployed graduates with either employable skills or with competences for self-employment (Mukalele, Komugisha, & Martin, 2015). These approaches have, however, not solved the graduate unemployment problem. Therefore, extant literature suggests that more strategies are still needed to find a working solution to this problem

It is against that backdrop that the purpose of this paper is to propose a new approach to alleviating graduate unemployment. The contribution of paper findings is the departure the paper takes from conventional solutions to graduate unemployment. The proposal involves forging collaboration between parents of fresh graduates and employers that is aimed at equipping the graduate with pre-service experience attested by qualifications on completion of the arrangement. Parents pay the remuneration the employer gives to the graduate while the employer provides both the practical experience, obtains value added that arises from the contribution of the services of the fresh graduate, and an opportunity to recruit the fresh student as a permanent employee if performance meets or excels expectations.

METHOD

The paper employed the systematic review research design that involved application of PRISMA as explained by Linares-Espinós et al. (2018) and Pae (2017) to re-

view grey literature on graduate unemployment and strategies applied to address it. PRISMA was applied to search for relevant literature sources online. Proquest was used to search online for theoretical and empirical research manuscripts on graduate unemployment globally and in Uganda in particular. Specifically, the searched manuscripts included international reports, journal articles, dissertations, and newspaper articles as well as official or government reports on youth unemployment and laws on employment contracts in Uganda. The search yielded 10 international reports, 30 journal articles, seven dissertations, 10 government reports (including five statistical reports, two strategic plans on youth unemployment and two published laws on employment contracts in Uganda), 20 newspaper articles, and 25 manuscripts on human capital theory. The words used to search for these manuscripts included: youth unemployment, graduate unemployment, and theory on return on investment in education, employment contracts in Uganda. The inclusion criteria included a manuscript covering statistics on youth and graduate unemployment and strategies for dealing with this problem over a period from 2012-2021. The exclusion criterion was any manuscript covering all these aspects but published before 2012.

Out of the 10 international reports, only one was applied because it covered the most current statistics on youth and graduate unemployment globally. Out of the 30 journal articles, 14 were excluded for having been published before 2012, which was more than 10 years. Therefore, 16 journal articles were reviewed as far as youth and graduate unemployment was concerned. Similarly, the search for the theories of education and employment yielded 30 articles of which only four had been published on human capital theory within the permitted 10 years' period. Therefore, only four articles were reviewed to develop a theoretical basis for this paper. Furthermore, all the seven dissertations, 16 of the newspaper articles were reviewed and all the government reports and laws were reviewed because they met the inclusion criteria. In addition, to online literature search, credible print sources were reviewed. These included relevant reports published by the Uganda Bureau of Statistics

(the National Statistics Agency) and Uganda Ministry of Education and Sports as well as unpublished graduate dissertations. The search process using these words: youth unemployment, graduate unemployment, and theory on return on investment in education, employment contracts and Uganda was as summarized in Figure 1.

It is imperative to note that while a combination of primary and secondary sources would provide a more comprehensive picture of the problem of youth unemployment, particularly graduate unemployment and strategies used to address it, the health protocols currently in place to prevent the spread of COVID-19 pandemic made the use of the primary sources difficult. Indeed, the protocols include restrictions on in-person meetings, social distancing, imposition of ban on travelling unless very essential, and lockdown of many parts of Uganda. These made collecting data using interviews, a survey, FGD or in-depth interviews impractical, even not allowed. Efforts were therefore made to obtain relevant data by reviewing secondary sources that were credible and up-to-date in explaining the problem of the rising youth unemployment, its challenges including frustration and disillusionment it causes to graduates, and the strategies applied to mitigate it, but which, unfortunately, have not provided a viable solution. In fact, using secondary sources afforded the author an opportunity to get access to challenges encountered in resolving youth unemployment as examined from different perspectives, including the academic, policy making and analysis, and practice. That way, the paper was able to use the diversity of perspectives drawn from various vantage points including anecdotal evidence on the rising unemployment in developing countries in general and in Uganda. This enabled the paper to identify weaknesses in strategies currently used to address graduate unemployment, which formed the basis for recommending an alternative strategy that is likely to be a feasible solution to the problem if it is implemented.

FINDINGS AND DISCUSSION

The selected manuscripts reviewed to obtain the findings presented and discussed in this section are summarized in Table 1.

The following insights can be deduced from the results presented in Table 1:

a) The problem of graduate unemployment in Uganda

One of the causes of graduate unemployment in Uganda is the tendency and practice of most of the students in Uganda to enrol for tertiary and university academic courses that equip them with knowledge and skills that are not in line with those required on in Uganda's job market (Namutebi, 2018). Universities in Uganda are making efforts to address this problem by adopting a market-oriented approach to education, thereby producing graduates with knowledge and skills that are on demand in the market while phasing out all academic programmes that are not responsive to the needs of the job market (Nakkazi, 2021).

While the change of direction of universities' is expected to benefit future fresh graduates, the national programme referred to as 'Skilling Uganda', is helping in creating or getting jobs for those who are jobless because of having unemployable skills. The programme forges collaboration between the Business, Technical and Vocational Education Training (BTVET) and the Youth Apprenticeship Programme under the Uganda Investment Authority to equip the youth with practical skills that are not based on their prior educational levels. This programme has however, not attracted many unemployed graduates to join it owing to its poor promotion and branding (Ministry of Education and Sports, 2021).

Another structural cause of persistent unemployment is the disproportionate job creation in Uganda's economy relative to the supply of graduates from the country's tertiary education institutions and universities. In other words, the number of students who graduate annually from Uganda's universities and tertiary institutions is far greater than the number of jobs created in Uganda's economy per year (Trudeau & Omu, 2019). The government is making efforts to address the mismatch using various initiatives and programmes such as the Youth Livelihood Programme, the Youth Enterprise Support financed through the Youth Enterprise Development Fund, the Emyooga (Group Cred-

it Finance), and Operation Wealth Creation, among others (Makumbi-Oola, 2018).

Besides the above initiatives and programs to alleviate unemployment among the youth, this paper proposes another and more workable solution. The proposed solution is based on fact that fresh graduates lack the practical experience employers require to fill the available vacancies (Ssesanga, 2019). The paper focuses on this issue because it has been cited as the most critical impediment to the hiring of many fresh graduates on the jobs they deserve. The problem is so serious that it affects even those graduates who attain the top-notch academic credentials such as first class and second upper bachelor's degrees.

b) Strategies currently in use to address graduate unemployment in Uganda

A number of strategies have been devised and adopted to facilitate fresh graduates to acquire the practical experience they urgently need to meet the requirements of employers, that is become employable. However, the strategies are plagued by limitations that have impeded their effectiveness in enabling graduates to acquire the experience they need to get the jobs they deserve. This underscores the need for new strategies to overcome the problem.

One of the strategies currently in use involves tertiary institutions and universities introducing internship as a way of exposing students to the world of work to equip them with enable practical knowledge and skills they need to obtain jobs after graduation (Mukalele, Komugisha, & Martin, 2015). The internship program enables students to acquire basic practical knowledge and skills.

However, the main drawback of the internship program is its short duration, which is not long enough to equip graduates with sufficient requisite practical knowledge and skills. Consequently, graduates even after completing internship programs do not have the level of work experience and skills that employers need to offer them jobs on a permanent basis (Ssesanga, 2019).

Another strategy involves encouraging fresh graduates to enter the job market by applying for entry-level jobs, which require minimal or no prior work experience (Ssesanga, 2019). The strategy can enable

fresh graduates to gain workplace experience in form of resilience (ability to deal with setbacks and stressful work-related challenges), interpersonal communication skills (sharing creative ideas, listening to colleagues and building rapport with the boss, persuading and negotiating with others) as well as teamwork and leadership; all of which they can leverage in applying for a deserving job in future when an opportunity arises. However, most fresh graduates show reluctance in using this route not only because it makes them feel undervalued, since they end up working with less qualified colleagues, but also because the approach tends to keep them underemployed for long.

Voluntarism – where a person enters the job market based on willingness to work for an organisation without pay (Filges, Fridberg, & Nielsen, 2020)– is another strategy which fresh graduates are encouraged to adopt in order to acquire the experience employers require. Voluntarism on a job that requires the same knowledge and skills as the one being aspired for, equips graduates with practical knowledge and practical experience they need to perform it better, while also enhances their understanding of the supervisory and collegial relationships and teamwork associated with it (Ford, 2021).

Nonetheless, while voluntarism has positive outcomes for companies, including realising increased production at reduced cost due to salary savings, many employers are reluctant to embrace it for various reasons. First, the employer has no leverage over the performance of the volunteer because the individual works out of pure discretion determined by his or her self-motivation. Voluntarism does not have the motivational effect that remuneration brings to a fully hired employee. Secondly, the employer cannot hold a volunteer accountable as doing so violates the law. This is attributable to the lack of a binding contract between the volunteer worker and the employer. Consequently, a volunteer can leave anytime his or her self-motivation wanes, thereby causing unexpected disruptions in the work schedule and performance. To prevent that, employers are reluctant to employ workers on a voluntary basis.

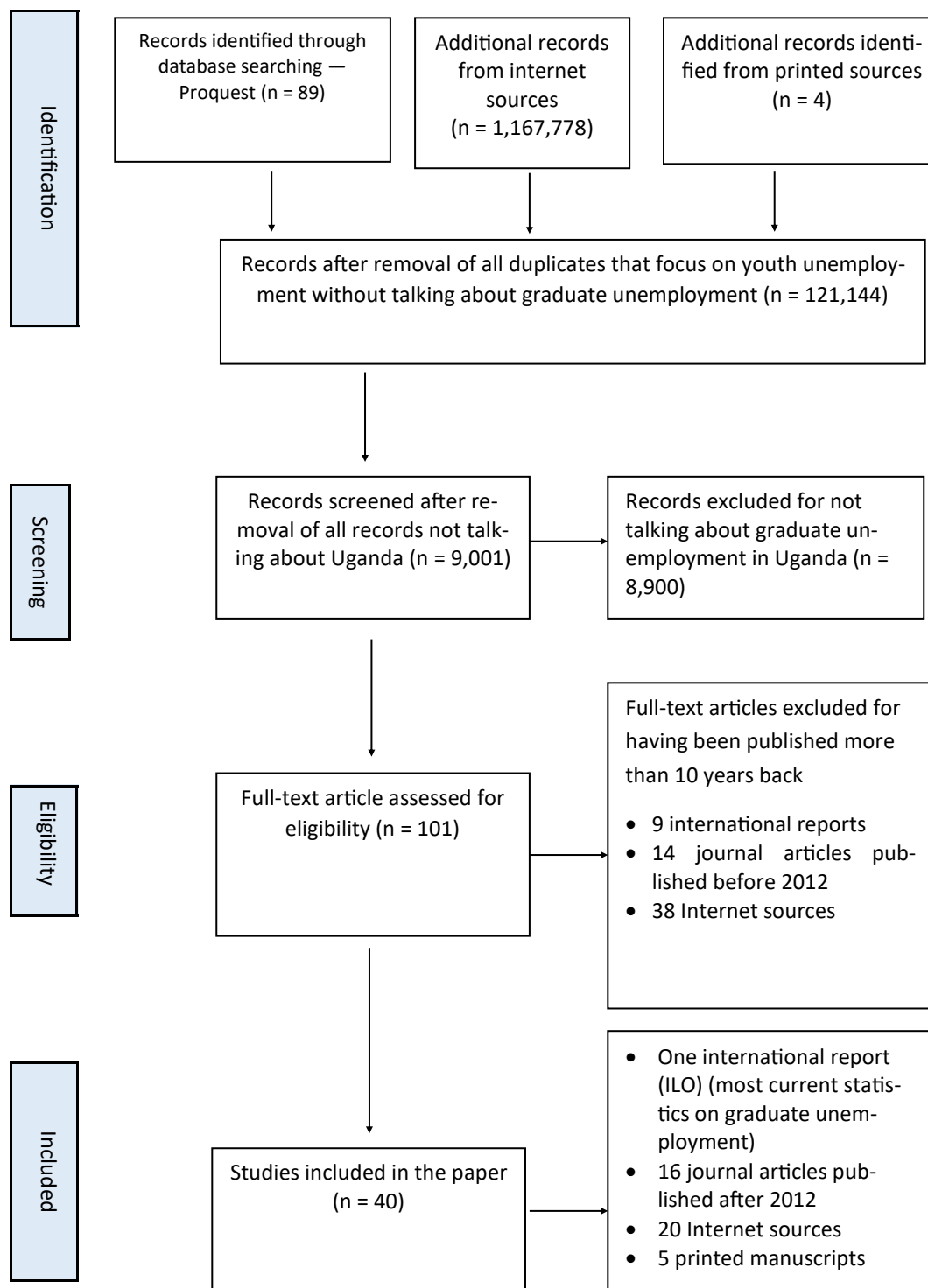


Figure 1. Results of screening process

c) Proposed collaborative arrangement: Parent-employer collaboration

As discussed above, every strategy currently used to enable fresh graduates to acquire the experience they need to land the jobs they deserve have their respective mer-

its. Nonetheless, the fact that the problem of unemployment among educated graduates remains prevalent underscores the reality that such strategies and initiatives are not effective in overcoming the problem. Limitations in their adoption and application are

some of the drawbacks. It is for this reason that this paper proposes a parent-employer collaboration as a solution that has the potential to work better than all the existing alternatives. The proposed collaboration is based on the personal experience of the author who has used the approach on several occasions to the benefit of the benefactors.

The parent-employer collaboration in this context denotes a partnership that parents of fresh graduates can initiate with employers, especially those that have vacancies which they would wish to fill but cannot do so because of lack of resources to meet employee remuneration. There are several organisations that are understaffed because of resource constraints. In fact, the number of such employers has shown an upward trend recently as a result of the COVID-19 pandemic (the pandemic) that roiled businesses in most parts of the world (McKinsey, 2021), including Uganda (Attanasio, Boneva, & Rauh, 2018; Lin, 2019; Guloba, Kaku-ru & Ssewanyana, 2021). The pandemic necessitated the imposition of lockdowns that enforced social distancing, which the World Health Organisation recommends as one of the preventative measures against the spread of the coronavirus.

Consequently, the implementation of lockdowns had drastic adverse effects on business transactions, many of which ended up experiencing decline in revenue, and not a few teetered on the precipices of going into bankruptcy. Unsurprisingly, the affected employers could not generate income to remain in business let alone pay all their employees.

To that end, many employers implemented downsizing, furloughing and re-trenchment of their staff. Thus, many employers find themselves in a situation where they have vacancies but do not have the financial capacity to pay prospective employees' remuneration.

The above scenario suggests, at least partly, is that were the resources employers available to pay employees, employees would be willing and easy to fill the vacancies. Thus, parents of fresh graduates can consider this as an opportunity which they can exploit by collaborating with employers. The collaboration should involve the establishment of an arrangement whereby parents

of fresh graduates who qualify for the vacant positions, avail the funds to employers. Employers use such funds to pay for the remuneration of the fresh graduates who on their payroll. Fresh graduates obtain pre service qualifications that forms an important part of their work experience and knowledge of the jobs, which has become an important prerequisite to land jobs that are in line with their university and other institutions of advanced education qualifications. Thus, in effect parents pay employers to remunerate services of their children in an arrangement that is only known to employers and parents of fresh graduates.

The secrecy of the arrangement is aimed at ensuring that fresh graduates while on the job, work as any other employees by abiding by organizational rules, standard operating procedures, and respect the authority of superiors within the context of organizational subordinate-superior relations by fulfilling their duties and obligations. In other words, fresh graduates by not knowing that it is their parents who are paying their remuneration, behave like other employees in discharging their duties.

The collaboration arrangement should work in such a way that fresh graduates who qualify are hired to work in the jobs they are qualified for coupled with pre-service qualifications. This is necessary to ensure that fresh graduates acquire the experience they need to do similar jobs in any organisation.

Consequently, employers should ensure that those fresh graduates they hire under the arrangement perform the jobs as optimally as they would have done were they were on the payroll of the organization. In other words, the employer should ensure that the payment for the hired fresh graduates is equivalent or more than the value added they contribute to the organization. That way, the collaborative arrangement translates into mutual benefits for the employers and the graduates. Graduates acquire the job experience they need to on similar jobs in other organisations, while employers realise additional value added that arises from services that fresh graduates provide, at a fraction of the cost of the going labour market wage rate. The collaboration should continue until such a time that graduates acquire job experience, which is equivalent to the three

years' working experience that has become the minimum experience that employers require new job entrants to have as reflected in most vacancy advertisements.

The money which parents pay employers to hire their graduate children can be considered as 'tuition' that fresh graduates pay to acquire practical job experience. Considering the payment in such a manner, makes parents appreciate that they can manage the payment plan just as in the same way they succeeded in managing paying the tuition to universities during their university education.

Besides, the perspective also makes parents recognise that instead of taking the children back to university to enrol for post-graduate courses as they wait for job opportunities, they can spend the same amount of money more productively by facilitating their children to enter the job market early and acquire the job-related practical experience required to compete favourably for the jobs they for which studied so hard and earned good qualifications.

Moreover, the collaborative arrangement has another upside. Fresh graduates who enter an organisation through the collaboration arrangement and become high performers as reflected in the contribution they make to organization value added that exceeds their employers' expectations can be rewarded by being retained and paid directly by the organization that employs them under the parent=employer collaborative arrangement. Parents also reap some benefits. By gaining employment, the arrangement enables parents to stop paying the remuneration of their children.

d) Conditions for the proposed parent-employer collaboration to work properly

Like any collaborative framework, the proposed arrangement must meet certain conditions for it to work effectively. The conditions include, but not limited to:

1. The employer should have vacancies that need filling, but lacks the resources needed to pay for employee remuneration. No organisation needs to recruit new employees when its established staffing structure is full (Shonubi, 2020). At the same time, every organisation is able to

recruit new employees when it has the resources needed to meet their remuneration (Anyango, Walter & Muya, 2018). Therefore, the proposed collaborative arrangement works in organisations that have vacancies and resources required to pay newly recruited staff.

2. A parent has the financial capacity to pay for their graduate child's remuneration until the fresh graduate acquires practical job experience to get a job paid for by the employer directly. Since the organisations may not have the money to meet the compensation requirements of the newly recruited graduate employees, the collaboration works only when parents have the money needed to meet this requirement for these employees. This is in line with the argument raised by Karagiannaki (2017) that while unemployment can affect all graduates, children of the rich are less affected because their children can use their wealth to find them jobs. As explained earlier, even the author of this paper found a job for some of the graduates based on the financial capacity to pay for their remuneration.
3. The graduate child should not have knowledge about the arrangement. This condition is necessary to ensure that the collaborative arrangement does not cause distortion in organizational relationships between superiors and subordinates on one hand, and among employees on the other. As Damianus, Theogenia and Frederick (2018) observed, employers derive much of their power over employees from the compensation contracts they sign with them. This power is deflated when employees get to know that their employer is not the one paying them.
4. The payment of the parent to support the remuneration of the fresh graduate only end after the student gets a job paid for by either the employer who or she has been working for under the arrangement or other employers.

e) Challenges the proposed collaborative arrangement is likely to face

There are challenges which the proposal is likely face, which may influence its adoption, acceptability and mainstreaming as

one of the solutions to graduate unemployment.

The questionable legality of the collaboration. One of the likely challenges lies in its secrecy of the proposed collaboration arrangement. An employer-employee relationship is legally binding only when it is established between these two parties in the form of the duties, responsibilities, rights and entitlements. This relationship is established as a work contract (Roux & Rothmann, 2013). The work contract has to be understood and agreed upon by both the employer and employee (Team, 2021). The contract outlines obligations, responsibilities, working conditions and remunerations of the employee as well as the contribution (activities, services or value) the employer expects from the employee (Farnese, Livi, Barbieri & Schalk, 2018). Contract provisions form an integral part of state labor laws, collective bargaining arrangements between employers and trade unions, and recruitment, remuneration aspects in human resources divisions in organizations. Thus, an arrangement that is reached between parents and employers without the involvement of the prospective employee (fresh graduate) is likely to face legal challenges. This challenge can however, be avoided by ensuring that the employer signs the contract with fresh graduates as it should be, without divulging the source of the agreed remuneration.

Difficulties with the secrecy of the remuneration plan. Modern organizations are increasingly open in many ways, including in employee selection and recruitment (Reich, 2018). It is unfathomable that an employee can follow the lengthy recruitment process without other employees in the organization knowing about it. Moreover, in a modern organization, activities are categorized into functions, each of which falls under different managerial departments albeit in one organizational structure (Kohler & Bowra, 2020). It is not easy to keep the secrecy that surrounds the remuneration of an employee from either fellow employees or line managers (Team, 2021). The fact that modern organizations are required by law to adopt and sustain good corporate governance principles, including transparency and

accountability that makes disclosure of information on organization operations, transactions, labor practices including recruitment, performance evaluation and remuneration obligatory for purposes of taxation, fair employment, competition, and trade practices (Kohler & Bowra, 2020). Failure of a graduate to get a job after acquiring the necessary job experience. There is a possibility that the fresh graduate who participates in the established parent-employer collaboration acquires the experience, but the dream job becomes elusive. Depending on the state of labor market conditions, especially the specific job for which the fresh graduate is qualified. There is also a likelihood that all the parties meet their respective obligations, but the job fails to materialize.

Parents perceiving the collaboration as extra burden. The likelihood that a parent can consider this collaboration after paying tuition for university education of the child is very minimal. Some parents are likely to consider the collaboration an additional burden rather than a way of providing a leeway toward employment (Wong, 2019).

Dealing with government sponsored fresh graduates. The proposal leaves out fresh graduates who are financed by the government-tax payers' money. The government is unlikely to extend additional entitlement to students who are privileged to have acquired the knowledge and skill they can use to either create or look for jobs they meet their qualifications without out-of-pocket funding from either their parents or other benefactors (Kizito et al., 2015). This challenge may however, not apply in Uganda, since the government has already instituted programs intended to equip citizens with practical skills regardless of their prior educational levels. For the Ugandan government, this collaboration can be considered as another initiative in which it can invest to enable governments-sponsored fresh graduates to acquire practical job experience.

CONCLUSION

The problem of rising youth unemployment in general and graduate joblessness in particular implies that the strategies that are currently in use to mitigate it are not effective in addressing its core cause. Much of the graduate unemployment is attributable

Table 1. Reviewed manuscript on graduate unemployment and strategies to address it

Author(s)	Title	Research methods	Findings / Results
Ahiakpor & Swaray (2015).	Parental expectations and school enrolment decisions: Evidence from rural Ghana.	Field survey data collected using self-administered questionnaires and analyzed using a neoclassical household behavior model (also known as the unitary model)	Parents invest in education expecting returns (remittances from the educated children)
Among & Munavu (2019)	We want to be heard': The voices of Uganda's young people.	Primary data collection using interviews and focus group discussions, and analyzed using conventional qualitative content analysis	Unemployment can be solved only when the voice of the unemployed is heard in the designing of employment policies and programs for providing capital and hands-on skills
Anyango, Walter & Muya (2018).	Effects of recruitment and selection criteria on Organizational performance at Kisii University, Kenya.	Primary data collection using self-administered questions to university employees, and analyzed using Chi Square	Recruitment and selection are significantly associated with an organization's performance. Organizations must ensure that the resources spent on recruitment and selection translate into additional value
Attanasioa, Boneva & Rauh (2018)	Parental Beliefs about Returns to Different Types of Investments in School Children	Primary data collected using a survey questionnaire administered to parents, and data analyzed using a development and returns to investment model in child education as perceived by parents	Parents' perceived returns to education determine how they invest in their children's education.
Damianus, Theogenia & Frederick (2018).	Measuring workplace relationship and job satisfaction of divine word colleges' employees in Ilocos region.	Primary data collection using a survey questionnaire administered to employees and employers, and data analysis using Pearson Correlation analysis	There is a significant correlation between workplace relationship and job satisfaction. Employers need to monitor and improve workplace conditions (including transparency between employer and employee) in order to improve job satisfaction.
Farnese, Livi, Barberi & Schalk (2018).	You can see how things will end by the way they begin: The contribution of early mutual obligations for the development of the psychological contract.	Twofold cross-sectional and two-wave study involving questionnaire collection from police officers during and after training. Collected data analyzed using moderated regression analysis using Hayes' (2013) PROCESS macro (Model 1)	The development of a psychological contract is affected by how the employer and employee fill their respective obligations to each other in a transparent and committed manner
Filges, Fridberg & Nielsen (2020).	Voluntary work for the physical and mental health of older volunteers: a systematic review.	Electronic searches of bibliographic databases, governmental and grey literature repositories, hand search in specific targeted journals, citation tracking, and contact to international experts and internet search engines. A total of 90 studies, met the inclusion criteria and were critically appraised by the review authors.	There is consensus that volunteering can play a significant role in improving employment but this role is not always positive for employers.

Ford (2021).	The business case for employee volunteer and skills giving programs.	Metal analysis based on PRISMA in which 56 studies met the inclusion criteria and were critically reviewed	Volunteering equips volunteers with practical job and workplace experience, enhances corporate value
Friedman (2020).	Ultimate price: The Value we place on life.	Personal reflection based on personal experience and interaction with parents	Parents invest in their children's education as a form of insurance for their (parents') future
Guloba, Kakuru & Ssewanyana (2020).	Impact of COVID-19 on micro, small and medium businesses in Uganda.	Secondary data collection from Uganda Bureau of Statistics on salient macroeconomic indicators of Uganda's economic performance, analyzed using trend analysis	COVID-19 increased the inability of most of Uganda's enterprises to recruit new employees, which increased unemployment in Uganda.
International Labour Organisation (2020).	Youth unemployment: A global crisis.	International survey on youth unemployment and descriptive analysis of data collected from 76 countries	Youth unemployment is not only high but also increasing in most of the countries
Karagiannaki (2017).	The effect of parental wealth on children's outcomes in early adulthood	Secondary data collection from the British Household Panel Survey, and analysis using Pearson Correlation and mediation analysis	Parental wealth has a positive relationship with children's employment probability and earnings
Kelly (2019).	Recent college graduates have the highest unemployment rate in decades-Here's why universities are to blame	Secondary data collection on number of graduates from 50 US universities, and comparative trend analysis of those employed and the employed non-graduates	College graduates (22-27 years) and holding a bachelor's degree or higher are more likely to be unemployed and underemployed compared to overall workers.
Kizito et al. (2015).	Career intentions of final year medical students in Uganda after graduating: the burden of brain drain	A cross-sectional questionnaire survey among 251 final year medical students from four Ugandan universities, and data analysis using binary logistic analysis.	High proportion of trainee health workers planning to abandon their professions or emigrate from Uganda after training due to likely failure to get a well-paying job.
Kohler & Bowra (2020).	Exploring anti-corruption, transparency, and accountability in the World Health Organization, the United Nations Development Program, the World Bank Group, and the Global Fund to Fight AIDS, Tuberculosis and Malaria.	A cross sectional survey of international organizations using a structured questionnaire for data collection, and descriptive statistical analysis.	Organizations are encouraging accountability and transparency at the workplace, particularly between the employer and employees
Lederer, Autry, Day & Oswalt (2015).	The impact of work and volunteer hours on the health of undergraduate students.	Primary data collection using a survey questionnaire administered to full-time undergraduate students enrolled at 129 US institutions. Multiple linear regression and binary logistic regression used to analyze work and volunteer hour impact on depression, feelings of being overwhelmed, sleep, and physical activity.	Increasing volunteering reduces sleep hours, but makes students more likely to meet their physical activity guidelines, report less depression, and acquire more practical work experience

Lin (2019).	"Purchasing hope": the consumption of children's education in urban China.	Secondary data collection from the China Education Panel Survey (2013–2014) and correlation analysis of social class, investment in children's education, and parental expectations about return on investment	There is significantly positive relationship between investment in children's education and parental expectations about return on investment
Linares-Espinós et al. (2018)	Methodology of a systematic review	PRISMA	A systematic review involves a critical and reproducible summary of the results of the available publications on a particular topic
Makumbi-Oola (2018).	Uganda's national youth policy and job creation for youth	Primary data collection using self-administered questionnaire in a survey involving unemployed youths.	Uganda's job creation survey has not fully worked because it does not facilitate graduates to use the skills acquired from postgraduate institutions.
McKinsey (2021)	COVID-19: Implications for business: Executive briefing.	Global survey of top executives and descriptive analysis of the data	More organizations have become understaffed because of financial limitations faced during COVID-19
Ministry of Education and Sports. (2021).	TVET communication marketing and re-branding strategy, 2021-2015.	Primary data collection using a survey questionnaire and analysis using descriptive statistical analysis	Youth unemployment is high because of poor skilling caused by a negative public perception of skilling education
Mugisha (2021).	Potential sectors that can reduce unemployment in Uganda	Review and examination of data published by Uganda Bureau of Statistics on Uganda's economic sectors	Sectors that can reduce unemployment in Uganda include second hand automobiles importation, the film industry and agriculture
Mukalele, Komugisha & Martin (2015).	Makerere University internship report	Review and examination of data published by Makerere University on internship	Most of the students who graduate after intern do not get jobs as expected
Nakkazi (2021).	Undergraduate development studies degree phased out.	Review and examination of data published by Makerere University on phased out academic programs	Phasing out academic programs is not a solution to graduate unemployment, the problem is the content and method of training
Namutebi (2018).	Factors responsible for youth unemployment in Kampala: A case study of Makindye Division.	Mixed methods involving collection of primary interview and questionnaire data analyzed using thematic and descriptive statistical analysis	Lack of experience is among the key factors responsible for graduate unemployment in Uganda
O'Neill (2021)	Uganda: Youth unemployment rate from 1999 to 2020	Trend analysis of youth unemployment based on data provided by Uganda Bureau of Statistics	Youth unemployment is staggeringly increasing in Uganda.
Pae (2017).	Gray literature: An important resource in systematic reviews	PRISMA	A systematic review involves examination of previous studies and reports accessible off and online on a given topic
Psancharopoulos & Patrinos (2020).	Measurement economics benefits of education investment: An illustration, private versus social costs, empirical findings, estimation issues	Secondary data collected from different countries and analyzed using different models for rate-of-return estimates	Education is expected to yield both private and social returns on investment

Ptarinos, Psacharopoulos & Tansel (2021).	Private and social returns to investment in education: the case of Turkey with alternative methods.	Secondary data collected from Turkey and analyzed using different models for rate-of-return estimates	Education has positive returns for both graduates and Turkish society
Reich (2018).	The core roles of transparency and accountability in the governance of global health public-private partnerships.	A survey of international health organizations using a structured questionnaire for data collection, and descriptive statistical analysis.	Health organizations are encouraging accountability and transparency in their partnerships with governments and private health service providers
Ross (2021).	What is the human capital theory and how is it used?	Review and examination of empirical and theoretical studies on human capital theory	Human capital theory guides investment in human capital that works for a country or organization.
Roux & Rothmann (2013).	Contractual relations between employers and employees and individual and organizational outcomes.	Cross-sectional survey involved collection of questionnaire data from university academic and support staff and analyzed using linear regression analysis	Lack of transparent contract fulfillment indirectly and negatively impact job satisfaction, and the impact worsens when the contract is violated.
Shonubi (2020).	The perceived effect of staff development on organizational performance in selected First Banks in Lagos State, Nigeria	Descriptive survey research design involving data collection using questionnaires and analysis using linear regression Analysis	Staff development has a significant effect on organizational performance. Overstaffing is invariably related to organizational performance.
Ssesanga (2019).	How can I get a job without experience?	Commentary based on personal opinion and analysis as human resource manager	Graduates without experience can only get entry level jobs and move upwards to their preferred jobs later
Tanyi, Andre & Mbah (2018).	Care of the elderly in Nigeria: Implications for policy.	Exploratory, qualitative method including collection of interview data from government officials and analyzing it using narrative analysis	Parents invest in their children's education as insurance investment during old age
Team (2021).	Transparency in the workplace: Why it matters and how to practice it.	Commentary based on personal opinion and analysis as organization development consultant	The more transparent an organization is with its employees, the more successful it tends to be in realizing increased employee engagement and creativity.
Trudeau & Omu (2019).	Are graduates prepared for the job market? Rethinking Africa's university model.	Commentary based on personal opinion and analysis as a director of learning and engineering curriculum designer	Most of the fresh graduates are not prepared for the job market as demonstrated by lack of practical experience
Uganda Bureau of Statistics (2018).	Statistical abstract on labour and employment in Uganda.	National survey involving data collection on labor and employment from different institutions of higher learning and employer-organizations in Uganda and descriptive statistical analysis	Youth unemployment is high and increasing in Uganda because the job market is growing at a less rate compared to that at which graduates are produced.
Wong (2019).	How college changes the parent-child relationship	Commentary based on personal opinion and analysis as a seasoned writer on education and families	Parents tend to perceive an extra cost on children after graduation as a burden

Wuttaphan (2017).	Human capital theory: the theory of human resource development, implications, and future.	PRISMA	While the human capital theory is beneficial in linking education and value creation through education, its assumption that all education adds value to the innate human abilities does not always hold.
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to lack of practical job experience (Mukalele et al., 2015; Ssesanga, 2019; Ford, 2021). However, the strategies in place do not facilitate the acquisition of this experience. Rather, they provide alternatives such as channelling unemployed graduates into different occupations in which they are not qualified and for which they need to acquire new skills and competences (Ministry of Education and Sports, 2021). This change of occupation makes most graduates drag their feet because it alludes to uselessness of the qualifications which they toil so much to acquire. Consequently, the change has made the current strategies ineffective to mitigate the problem of graduate unemployment. This apparent ineffectiveness alludes to a need for more innovative strategies. In fact, the need for innovative strategies is both urgent and long overdue.

Based on the experience of the author, the paper proposes a parent-employer collaboration, outlines how it should work to equip fresh graduates with practical job experience, and hence make them employable in the very jobs that are in line with their qualifications in various organisations. Generally, the collaboration involves employers who have vacancies which they cannot fill because of financial constraints, filling them with fresh graduates whose remuneration should be met by the parents (to cover the financial constraints encountered by the employers) until the graduates acquire the necessary experience. The paper has also specified the conditions, which must be met for the collaboration to work effectively. The paper further highlights the legal challenges, which the implementation of the collaborative arrangement is likely to face. Despite such challenges, the author recommends the collaboration to all the parents and employers, especially those who can meet the conditions necessary to make it work, and can

take measures to mitigate the challenges identified with it. Doubtlessly, given the need to address challenges that relate to legal framework, the collaborative arrangement should also at the minimum, include other stakeholders such as the government and job placement organizations.

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