

GAINFUL OCCUPATION: A CRITERIA FOR
THE SUCCESS OF YOUTH SKILLS TRAINING
PROGRAMME.

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DECLARATION

I, Ivy Mukile Tembo, solemnly declare that this disseration
has not previously been submitted for a degree in this or any
other University.

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APPROVAL

This dissertation of Ivy Mukile Tembo is approved
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ABSTRACT

This study was undertaken to examine a programme designed to deal with youth unemployment in Zambia.

The ^{major} concerns were to investigate the relationship between the learning of trade skills by youths as offered in Youth Skills Training Centres (or projects) and the increase in the opportunities of the trained youth in finding employment or setting up themselves in self-employment; and to analyse the extent to which the training offered in those centres realistically prepared youths for job opportunities in the informal sector.

An evaluative research design and the questionnaire method were applied in data collection. The sample consisted of 87 youth trainees from eleven Youth Skills Training Centres (or projects) located in Lusaka Urban and Rural Districts.

The findings of the study have indicated that the training offered was not adequate for self-employment. Furthermore, the trainees are not adequately provided with the requisite resources with which to take up this challenge. A number of organisations that established youth skills training centres have been shown not to have arrangements for assisting and following up the youths they train. It was quite apparent that the primary concern of the organisations was limited to imparting skills to the youths who upon graduation were left on their own to look for employment or set up themselves in self-employment.

It is thus being hypothesized that:

- (i) Non provision of vital assistance (material, supervisory and monetary) to trained youths

frustrates the realization of the objectives of the programme;

- (ii) Non provision of the critical assistance to trained youths contributes to a high proportion of trained youths opting for jobs in the formal sector.

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CHAPTER 1

1. INTRODUCTION

1.1 Background and Objectives

In Third World countries, with exception of China, it is estimated that there are at present 300 million people who are unemployed or underemployed, (Emmerij, 1976). This represents over 35% of the total labour force of the Third World. Unemployment, therefore, poses a threat to social and political stability of any of these countries. Zambia is no exception. In Zambia, the situation is aggravated by the fact that the majority of the unemployed are young people, who would normally be the backbone of the nation's production. Thus for instance, according to the Population Census Report (1980), out of the country's total population of 5.68 million, 3.5 million or 60% of the total population was aged between 15 and 35 years. In a labour force survey conducted by the President Citizenship College and reported in one of the daily newspapers,* it was stated that the age group of 15 years to 24 years with a population of 0.6 million accounted for 30% of the entire labour force. The incidence of unemployment was estimated at 62% of the entire labour force. The incidence of unemployment was estimated at 62% of the total unemployed group which was estimated at 2 million. The 1980 Population Census Report states further that the labour force was estimated to increase annually at an average rate of 4%. Thus in order to absorb the increasing labour force the Third National Development Plan 1979-1985 (T.N.D.P.,

*Sunday Times of Zambia, March 11, 1984

1979) projected that employment opportunities would need to grow by approximately 63,000 per annum. Admittedly, there is a large proportion of the labour force which is still engaged in subsistence production in the rural areas who may not be part of the 21% mentioned above. However, considering that about 45% of the population are urbanised, the figure of unemployed must be assumed to be very high, particularly as the urban people have hardly any opportunity to engage in subsistence production.

Unemployment is further exacerbated by ever increasing numbers of youth who leave the school system at Grades 7 and 10 levels and immediately join the unemployed group in demanding for employment. For instance, in 1984, the number of pupils who sat for Grade 7 examinations was 176,680, of this number, only 38,094 were selected for admission to Grade 8, representing a progression rate of 16.06%. Similarly, of the 32,619 who sat for Grade 10 examinations, only 12,461 were selected for Grade 11. The majority of the pupils were left to look for employment on the labour market. According to data available in the Ministry of General Education and Culture as indicated below in Tables I and II, for the period 1980 to 1984, a total number of 645,593 Grade 7 School leavers and 74,259 Grade 10 school leavers joined the ranks of the unemployed.

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TABLE I: GRADE VII SCHOOL LEAVERS FOR 1980 TO 1984

YEAR OF GRADE VII	NUMBER OF CANDIDATES	NUMBER* SELECTED	NUMBER NOT SELECTED.
1980	143,699	22,021	121,678
1981	143,827	22,660	124,164
1982	151,301	25,938	125,863
1983	161,126	26,924	135,202
1984	176,680	38,094	138,586

Source: Psychological Services, Ministry of General
 Education & Culture.

TABLE II: FORM III SCHOOL LEAVERS FOR 1980 - 1984

YEAR OF FORM III	NUMBER OF* CANDIDATES	NUMBER SELECTED	NUMBER NOT SELECTED
1980	23,580	11,478	12,102
1981	23,698	11,538	12,166
1982	26,799	11,545	12,254
1983	29,108	11,852	17,256
1984	32,619	12,461	20,481

Source: Psychological Services, Ministry of General
 Education & Culture.

*It will be noted that the number of candidates in Form III, column 2 of Table II is generally more than the actual number of candidates selected to Form III after Grade VII, i.e. column 3 of Table I. The reason for this is that other candidates are allowed in after formal selection.

It is thus quite apparent that concerted measures need to be taken, and priority given to providing gainful employment to the most productive group of the labour force. The establishment of the Youth Skills Training Programme was guided by this conviction and was seen as a major action programme by which reduction of youth unemployment through gainful occupation could be achieved. This programme was launched in 1979 and a number of youth skills training centres were established thereafter.

Generally, formal institutions have tended to provide training to meet the needs of the formal sector of the economy. However, admission for training to these institutions is limited to a few people with Grade 12 level of education plus a small number of Grade 10 school leavers. This admission requirement (of attaining a certain prescribed level of education) automatically disqualifies the majority of the school leavers at Grades 7 and 10 levels of education. The only alternative available the latter group of youths is offered in the Youth Skills Training Programme run by the Ministry of Youth and Sport and organised in the Community-based skills training centres initiated by district councils, local communities or voluntary organisations such as churches. This study, however, was not undertaken to evaluate the entire training programme (the process, effects, and impact) as offered by the various youth skills training projects or centres. Such a study would be more demanding, far beyond the capacity of an individual researcher and, the available resources.

The study, which is restricted in its aim is designed to examine whether the Programme is meeting its original objective of reducing youth unemployment.

The objectives of the study were;;

- (i) To examine the extent to which the training of youths in skills increases these youth's opportunities for gainful employment as either self-employed individuals or employees in the formal sector.
- (ii) To examine the extent to which the training offered to youths in the training centres prepares them adequately for job creation and self-employment.
- (iii) To investigate the resettlement or job placement programmes and services of the agencies responsible for running youth skills training centres and see how far the youth have in fact been assisted to settle or to find employment.

The major assumptions underlying or guiding this study can thus be summarised as follows:-

- (a) The Government approach to Youth Skills Training Programme reflects the inherent dilemmas and problems on development strategies.
- (b) The programme is not comprehensive in that the most important aspect of settlement is not tackled adequately.
- (c) The programme does not adequately address the actual issues of changing the attitudes of the youths towards self employment opportunities.

- (d) The funding of this programme which is dismally inadequate does not reflect the high priority the Party and Government accord to the youth as a critical group of Zambian society.

1.2 Statement of the problem

The Youth Skills Training Programme was launched following upon the creation of the Ministry of Youth and Sport in 1979. It constituted a central activity of the Ministry whose (Ministry's) main objective was to reduce youth unemployment by ensuring direct participation of the youths in productive schemes. According to the Third National Development Plan, (T.N.D.P., 1979), the Ministry was expected to place emphasis on involvement of local communities, voluntary organisations and the young people themselves in the planning and execution of youth programmes. The Ministry's role was outlined (T.N.D.P. 1979) to include among others, the encouragement and support of Community-based skills training projects (or centres) initiated by voluntary organisations.

Thus the Youth Skills Training Programme was conceived as a major action programme under which the youths, especially school leavers (and drop outs) were to be taught certain trade skills, be encouraged to gain a degree of proficiency, be placed in jobs where they (youths) would practice the trades learnt or be settled as self-employed individuals. But more importantly, it was a programme intended to reduce youth unemployment by preparing the majority of the youth, through teaching them skills and giving them certain assistance, to readily create jobs for themselves in the informal sector. Those who could not be settled in self-employment, could on the strength

of their training, obtain employment in the formal sector.

It was envisaged that over the years Government, through this Programme, was to have thousands of youth adequately trained and satisfactorily settled in jobs of their own creation as self-employed productive citizens.

By 1984, over 100 Community-based skills training projects had been started scattered throughout the country, each project with an average intake of 30 youths. The Government, apart from its role of encouraging, facilitating and supporting the centres or projects, was not expected and does not dictate to the centres the youths to be admitted, the trades to be taught, how they are taught, the personnel employed nor the duration of the course. Each centre organises its programme independently.

There is, therefore, need to know the extent to which the Youth Skills Training Programme is running in line with the original laid down guidelines. It is even more critical to know whether, infact, the Programme is beneficial to the country and whether its objective of reducing youth unemployment is being realized. It is equally important to know what are its major drawbacks and impediments in its design and execution.

Unemployment is such a threatening problem to the nation that the country's leadership, the parents, the youth, the sponsors of projects (centres) and all tax payers would certainly need to know the viability and progress of the Programme.

1.3 Conceptual Framework

In Third World countries, unemployment in general and youth unemployment in particular have tended to be discussed largely in terms of rapid population growth, and corresponding non-expansion of economical and industrial growth, unfavourable relationship between the First and Third World economies and the continuous political instability of Third World countries which impede development. For instance, Hoogvelt (1976) asserts that high birth rates in Third World countries threaten those countries with the problem of over population. Similarly, political instability or stagnation is considered to be detrimental to economic development because more resources are channeled into maintaining the political power base rather than into development projects which can generate employment for the people.

In this study it is contended that youth unemployment has to be seen as an inevitable consequence of the process of social transformation of a non-industrial rural society to a modern society. The basis of this argument is that the rural society which is considered to be traditional is characterised by prescriptive, static and fatalistic practices while the modern society is considered to be differentiated, dynamic, with open stratification system. The latter, it is claimed, has tendencies for class formation, industrialization and urbanization dominated by market economy. Thus as a number of social scientists have, on the basis of their studies, argued, young people become restless in rural settings and

are attracted to the modern society which is characterized by development sector of the city. Hence they migrate to urban areas in search of these attractions.

It has been argued that social arrangements in the traditional society were secure, that every individual had security belonging and social fulfilment. Several social analysts, for instance Nyerere (1970), have argued that it was taken for granted that every member of the society had a contribution to make to the well being of the whole society. In other words, every member of the traditional society, practically from early youth, was a productive worker earning a living for the whole community. Colonialism on the other hand, introduced several new elements which disrupted these social arrangements. For instance, it created a situation whereby rural or traditional society became unattractive. Colonial capitalism as Simons (1979) points out, undermined the traditional economic system by introducing private ownership, wage employment and market economy. New colonial settlers grabbed large tracts of land from villagers and small subsistence farmers forcing them to leave their villages in search of work in towns. This emergence of landless class in the rural areas facilitated the creation of a labour force which were recruited to provide labour power required for projects such as road building, working on commercial farms, providing needed services in the urban areas and other settled areas, (Hoogvelt 1976). The migrating rural people were thus freed from their traditional bonds, demands and obligations in rural settlements to look for work in factories in urban areas. The latter, because of the western influence, were making additional attraction to the rural dwellers. This trend has apparently continued to the present day when the majority of rural youths are migrating to urban areas in search of work, adventure and excitement. In the initial period many

of those who migrate found employment in factories, offices or service jobs in urban areas. As the flow of people from rural areas continued, however, many of these could no longer be absorbed in the limited available employment. This created unemployment as well as over urbanization. The imbalanced development between rural and urban areas has perpetuated the dominant status of the urban areas over the rural areas. The development theorists, Frank (1966) , Frank (1969) Baran (1957) assert that the rural area became a satellite of the urban area. The urban area dominated the rural area and it developed at the expense of the rural area. Unemployment, as concomitant of colonialism, urbanisation, new education system and general colonial exploitation can therefore be seen as an aspect of development if the latter can be considered to be a complex process signifying domination and exploitation of western capitalism. The introduction of market economic has meant that rural people have had to shift emphasis from traditional agricultural production in order to maximise productivity and profitability. This has led to peasant differentiation exemplified by the emergence of rich peasants some of whom are large scale farmers, others taking advantage of settlement schemes, and small scale peasant farmers who are constantly losing their small holding to give way to the emerging large scale farmers more appropriately referred to as rich peasants. The general resultant effect is, Simon (1979) points out, increased geographical mobility to urban areas.

The introduction of the western education system has also meant that a young person will inevitably break his ties with the traditional society because education has not been conducive to his stay in the rural areas. The traditional society is no longer capable of providing his economic needs

and he sees the future in terms of wage employment in the new industries of the urban areas. Consequently, the youth is attracted to urban settings as the rural life is no longer in keeping with his aspirations. It is therefore not enough to argue, as some social scientists, (Brett (1973)) have argued that the education system was designed to produce workers, mainly clerks with limited managerial skills colonialists needed in order to accomplish their exploitation. It is important to see western education system as an aspect of the total process designed to destroy the indigenous social structure and thereby facilitate colonial penetration and domination at levels of cultural beliefs and social values. Thus once a youth was put in the education system, his ties to the beliefs and values of his society were not only loosened, but were in due course terminated. He became a foreigner in his own community because the school did not prepare him for hitherto responsibilities and obligations. As Rodney (1972) points out while the colonial education system was designed to give young people confidence and pride as members of an African society, their aspirations and values were consequently changed and geared to a new sociation namely employment, political awareness, and modernized (western) culture.

Thus lack of employment opportunities in rural areas has tended to provide the push for migration to urban areas where the migrants hope to find wage employment. Mwanza (1979) estimates that in Zambia approximately 90% of the secondary school leavers tend to emigrate to cities within five years of their graduation. This constant drift contributes to population growth in urban areas. For instance Mwanza (1979) points out that in 1969, the urban population was estimated at 20% of the total population. Between 1963 and 1969, the population growth rate in urban areas was estimated at 8.9% as compared to only 0.5% for

rural areas. By 1980, urban population had increased to 43% making Zambia one of the most urbanized countries in Africa. Thus the rural - urban youth drift has contributed to the rapid urban population growth. These youths are mostly either without employment or are underemployed.

In the urban areas, however, modern industry has tended to use more and more capital intensive means of production. As such, job creation does not expand fast enough to absorb the numbers of youths who are looking for employment. Additionally, the education system is instrumental to the rising number of unemployed youth in that it contributes, each year, to the ever rising numbers of youths looking for employment. In Zambia, for instance, the expansion of the education system at primary and secondary school levels, at Independence, had been considered necessary if Zambia was to produce highly qualified and skilled manpower required in the administrative, managerial and technical positions. However, over the years, it has been evident that this expansion is creating a major problem of absorbing school leavers into productive work once they had completed their formal education. It also became clear that the expansion at primary school level without matching the expansion at secondary school level meant that the majority of the primary school leavers would not be absorbed into the secondary school system or the formal vocational training institutes.

In Zambia, youth unemployment, particularly among the primary school leavers is recognised to be a major concern of the Government. This is particularly so because the Civil Service demands higher academic qualifications. The school leavers have no skills to sell on the labour market, neither

do they have skills to enable them to be self-reliant and thus to be gainfully occupied in self-employment. What is worse, the modern sector is not expanding fast enough to absorb most of the secondary school leavers.

Despite the lack of employment opportunities in urban areas, the youth is bent on finding a job because he feels that if he has to have self-respect and if he has to enhance his social position and also attend to all his demands and desires, he will need to have a regular source of income which can only be achieved through regular wage employment.

Elimination of unemployment or creation of greater employment avenues has in many Third World countries, constituted one of the goals and rationale for the national development plans. Central planning has been adopted by those countries as a strategy to national development. In Zambia, however, successive National Development Plans (1st, 2nd and 3rd) would appear to have had minimal impact on problems facing the country. In particular youth unemployment seems to be constantly on the rise.

The Youth Skills Training Programme, a product of central planning, was launched as an integral part of the Third National Development Plan (1979/83). The intentions of the Programme as elaborated in the subsequent chapter (Chapter III) are noble and reflect critical thinking in policy formation. However, what would appear to have been seen as important was the acquisition of skills by the youth in selected trades; such acquisition was then considered relevant to the intended development trend. Differential styles of life enjoyed by workers particularly those in urban areas and by rural artisans were never considered. Furthermore, the problems that were

to faced in attempting to apply those skills in situations of self employment would appear not to have been seriously planned for.

In investigating the effect of the Youth Skills Training Programme on reducing youth unemployment and its impact in involving youth in productive work, it was necessary to analyse Government policy on youth unemployment in light of the existing scarcity of jobs and the ever increasing demand for employment. It can be argued that national development cannot be attained if the largest portion of the labour force is unemployed or underemployed. Furthermore, such a situation is difficult to justify or defend in Zambia where the national philosophy of Humanism, (Kaunda 1974), advocates the centrality of man in all areas of human endeavour. The introduction of the Youth Skills Training Programme was therefore considered to provide a solution, though partially, to the problem of youth unemployment in that once the youth acquired the skills, such acquisition would enable him to compete, with a little more confidence, for the few jobs available. The skills would also facilitate the youth's own job creation ventures. The youth, because he is trained, can be effectively settled on the land provided that he is assisted financially and technically.

1.4 Literature Review

In Zambia, literature on this topic is limited. There are however a few studies carried out by Angi and Coombe (1969) Jellicoe, (1974), Hoppers (1981), (1983) and (1983) Banda (1981) Bazinet (1981) and Ncala (1982) which are reviewed. Other studies carried out in countries with similar situation to Zambia are also reviewed.

Angi and Coombe (1969), in a study carried out in Lusaka, Zambia, on the crisis of primary school leavers observed that school leavers were not very much interested in recreational

programmes as they saw these as completely irrelevant to their needs and goals. Their immediate concern was to find employment.

In another early study by Loken (1969), stress was put on the importance of adequate training of youth in relevant skills. He saw training as a pillar of manpower development process which must be related as much as possible to manpower needs. Similarly, the International Labour Organisation, (Geneva (1971) contends that training enables an individual not only to earn a living through productive activities, but it also enables him to progress in his career. Training must therefore be closely co-ordinated with employment policy.

Reporting on youth unemployment, in Africa, the International Labour Organisation, (1969) observed that the problem of unemployment generally and youth unemployment specifically is due to the discrepancy between young people's job expectations and preferences inherited from the past and the new conditions of the employment market. Many young people aspire for employment in the modern sector. The report goes further to state that many governments have established Youth Skills Training Programmes in order to pursue three main objects: employment, training and productive work. The Report makes a critical observation that although these schemes are established with the main purpose of reducing youth unemployment, the numbers of youths involved are comparatively modest.

In a study conducted by Turnham (1971) it was shown that in cities like Bombay, Lagos and Singapore, a high proportion of those who are unemployed are young people who are relatively well educated and seeking non-formal employment. Turnham contends that in Africa, the problem of unemployed young people is particularly serious. One of the factors contributing to this state of affairs he observed is the difference in earnings between modern and traditional sectors. This difference exerts an important impact on the level of unemployment. Those jobs which are lowly paid are shunned by youths. This observation is of crucial significance to the study as

as indicated later.

Wide (1971) conducted a study on manpower and employment prospects of the youth in tropical Africa noted that employment opportunities in the agricultural sector were complex as labour in this sector is largely seasonal and usually inadequate. Seasonal rainfall in tropical Africa enables farmers to grow only limited crops per season. Young people cannot therefore depend on job openings in the agricultural sector. They will need to become farmers themselves in order to earn a reasonable regular income. Lack of employment opportunities is in any country usually an indication that there is something wrong with the economy. Callaway (1973) argues in his study on approaches to employment problems in Africa that persistent unemployment among school leavers is an indication of the style of development a country is pursuing. If employment needs of school leavers are to be met, it will be necessary to make drastic changes in the economy and to evolve a strategy that involves creation of more productive work. He argues further that one of the main principles of reforming the economy for employment is to increase labour intensive means of production and cut down on the capital intensive means.

Self-employment and engaging youth in gainful occupations is seen as one of the means towards solving the problem of youth unemployment. Jellicoe (1974) argues in her study conducted in Lusaka that the concept of unemployment generally, rarely includes self-employment. Self-employment is considered socially inferior to being employed in the formal sector. Jellicoe contends further that while girls are more realistic in their aims and are ready to consider self-employment, boys would rather look for employment in the modern sector. Hoppers (1981) in his study in Lusaka argues that youths are not ready to

take up challenges of self-employment because there were a number of bottlenecks which they encounter. These bottlenecks include lack of management skills, simple accounting skills, product design and marketing, lack of initial capital and follow up action by sponsors. Mazinet (1981) in his study of youth policies and programmes in Zambia echoes Hoppers contention that for young school leavers, self-employment is not only unattractive because of lack of initial capital, but also because it demands hard work and a young person has to take up a lot of responsibilities in order to succeed. Banda (1981), in his study on primary school leavers problem in Lusaka has reiterated the need to find a solution to youth unemployment through programmes in which young people can acquire skills for self-employment. Ncala, (1982), in her study on unemployment among primary school leavers has recommended that since the formal sector is unable to generate jobs to absorb the increasing number of school leavers at primary school level and since there seems to be a greater proportion of school leavers in the squatter settlements of Lusaka, there is need to improve and expand the Youth Skills Training Programme to cater for these areas. Graduates from youth skills training centres should, upon graduation, be presented with requisite resources to help them become self-reliant. It should however be noted that her reference to youth skills training centres was brought in more as a suggestion and recommendation but did not include an indepth examination of the programmes of these centres.

In his review, Grammenos (1982) emphasized training as an important aspect towards self-employment. Grammenos found in his study that since youth unemployment is ultimately higher than adult unemployment as school leavers constitute an important proportion of the total number of the unemployed, young people will need to be adequately prepared, though to enable them to either compete with confidence for jobs on the labour market or to

successfully settle in self-employment activities. They must be adequately prepared for such tasks. He however contends that even with appropriate training and preparation, job and placement opportunities must exist to absorb the trained youth.

While training and preparation for self-employment is essential, Hoppers (1983) undertook a study on youth training and self-employment in Botswana and Zambia, and in his other study on youth apprenticeship in Lusaka, has argued that this alone cannot be a strategy to help young school leavers whose main focus is on modern wage employment. While older youths are likely to organise themselves in self-employment, the younger youths are not ready to take up such challenges. There is greater need therefore to financially assist and reorientate the youths for challenges of gainful occupations and self-employment. Kenya according to Waithaka (1984) is **perhaps** one of a few countries in Africa where there is 70% placement rate of the programme trained youths in gainful occupations related to the skill they undertook.

The studies reviewed are divisible into two broad categories. First the problem of school leavers tackled by Angi and Coombe (1969), Jellicoe (1974) Hoppers (1981). Second, the problem of youth unemployment which is the main focus of the studies by Wide (1971), Locken (1969) Turnham (1971) Callaway (1973) Grammenos (1983) and Hoppers (1983). The main focus of this study is to evaluate some aspects of the Youth Skills Training Programme in order to determine whether or not its major objective of reducing youth unemployment is being achieved.

1.5 Hypotheses

From the above discussion the following hypotheses are raised:

- (1) The training in skills offered by youth skills training projects (centres) and the skills demanded of youths to engage in gainful occupations are inversely related.

- (ii) The acquired degree of proficiency in skills learning provided by youth skills training centres increases opportunities for job placement and success in self-employment.
- (iii) The relationship or dichotomy between manual and non-manual jobs or employment is directly proportional to monetary benefits.
- (iv) Learning of skills and becoming proficient in skills acquired do not predict the willingness of the trained youth to set himself in self-employment.

1.6 Operational Definitions

Youth - for purpose of this study youth is defined as anyone between the ages of 15 years and 25 years. This is necessary because legislation governing employment does not permit employment of persons aged below 15 years.

Formal Sector - refers to employment opportunities offered by Government, Private, Parastatal and any business enterprises characterised by fixed working schedules, regular wage or salary and specific management rationality and bureaucratic rules and regulations.

Non-Formal Sector - (Informal) refers to employment opportunities which are not controlled by regulations and fixed rules such as that undertaken by small craftsmen, etc.

Formal Training - refers to training which is controlled with specific rules and regulations in order to reach an acceptable standard with recognised academic qualifications.

Non-Formal Training - (Informal) refers to training which is flexible and does not follow strictly rules and regulations set by Government.

Development - refers to progressive change from traditional to industrial society characterised by economic growth, social and cultural development and technological development.

Project - for purposes of this study, project refers to a youth skills training centre. Project and centre are therefore used interchangeably.

Modernization - refers to the process of social change in which traditional societies react to the pressure and demands of the western (industrialised and urbanised) values.

Gainful Occupation - refers to productive work which earns one an adequate means of living.

Self-Employment - refers to gainful occupation in which one create ones own employment to make a living.

CHAPTER II

METHODOLOGY

2.1 Research Design

This study was undertaken to evaluate aspects of the Youths Skills Training Programme. In particular, it was carried out to investigate the extent to which the main goal of the Programme, that is preparing the trainees for job creation and self-employment on their graduation, was being realised. The other aim of the study was to investigate the extent to which the training offered in the centres was adequately preparing the youth for actual job creation and gainful occupation. It was therefore decided to use the evaluative research design in order to determine the degree to which the goal of the Programme was attained, and the adequacy of the training process in attaining the goal of the Programme. The former was to be ascertained by investigating the relative number of the graduates of the centres who had created jobs for themselves (and probably for others) and those who were self-employed. The latter, which is more difficult to measure was to be assessed by investigating a number of social variables relative to the training process.

2.2. Field Setting

It was decided to limit the setting of the study to Lusaka Province. The decision was largely due to (i) the limited resources available to the researcher; (ii) the limitation imposed by the fact that the researcher was a part time student who was at the same time a full time employee in Lusaka; (iii) Lusaka has a concentration of youth skills training centres (projects), probably to be expected as it is capital city of Zambia. The criteria used in selecting the centres (projects) and which later influenced the selection

of trainees and graduates to be included in the sample were:-

- (i) the involvement of the centres (projects) in the training programme over a continuous period of five years;
- (ii) the capacity of the centres (projects) to offer training in various trades;
- (iii) the centres having been recipients of Government financial support in form of grants-in-aid at one time or another and therefore being liable for occasional checks and indirect supervision by the relevant Government Ministry of Youth and Sport. In so far as these centres (projects) had received financial support from the Government, it, was also felt necessary to know how they were functioning.

In the whole of Lusaka, according to information available in the Ministry of Youth and Sport, there are 16 youth skills training centres, but only 11 were found to be satisfying the above criteria and those eleven were chosen. The centres selected included: Chiyota Youth Centre, Dzithandizeni Youth Skills Centre, Roma Homecraft, Chilenje Trades, Chelstone Homecraft Centre, Girl Guides Teenage Project, Kabwata Scout Craft School Adult Education Tailoring Project, Preschool and Dressmakers Youth Centre and Waddington Community Centre. Chiyota Youth Skills Training Centre is managed and run by the Government through the Ministry of Youth and Sport.

2.3 Method for Collecting Data

Data was obtained by structured questionnaire (see appendix). A questionnaire method of collecting data was used because it is generally considered to provide anonymity for respondents and this enables them to answer all questions openly. A structured questionnaire was used because it consists of a series of questions which are designed to attract

specific answers. As questions were not very lengthy and therefore unlikely to be vague and circuitous, answers were also expected not to be detailed but specific. It was decided to use a mail questionnaire. The mail questionnaire method was used because the youth skills training centres (projects) concerned were widely scattered across the greater Lusaka. Since the researcher was a full time employee it was difficult for her to reach the centres and from the centres trace the respondents for interviewing particularly that transport to and from the centres was inadequate. To ensure that the questionnaires reached the respondents, the researcher and her two assistants, however had to hand deliver the questionnaires. The researcher had also to sit in with the project managers to explain details of the questionnaire. However, it was not possible to collect data of those youths who were in wage employment because the project managers were unable to trace them.

2.4 Sample size and Selection

It was decided to have two groups of respondents. For the first group consisting of the trained youths, it was decided to select the sample from the list of trainees and graduates of the eleven youth skills training centres (projects) that were selected. A stratified random sampling was used when selecting the sample. It was important to stratify to facilitate sex representation and inclusion of respondents from each selected centre in the sample. Each centre (project) provided a list which constituted the sampling frame. Managers of projects (centres) assisted in locating respondents so selected. Data had to be collected from both the trainees and graduates as well as from the people involved in running the projects (centres). Thus the other category of the sample included the eleven sponsors of the projects (centres). Their selection was quite automatic as for each project, the Project Manager was selected. The eleven centres which had been selected had a total intake 388 trainees as indicated in Table XVII. Thus the sample of 110

was being selected from a target population of sixteen youth skills training centres (projects), in Lusaka.

2.5 Design of Questionnaire

Since the instrument was questionnaire, attention was given to its design. As there were two distinct sample groups, it was necessary to have separate questionnaires for each sample group. The design of the questionnaire of the first sample group consisted of trainees and graduates. It was therefore necessary to ensure that there were questions covering every subgroup of respondents included in the sample. Consequently the questionnaire was designed to include sections reflecting the composition of the sample but with specific instructions guiding respondents in completing it. In other words, every group of the respondents were instructed to answer those questions relating to them. Efforts were made to ensure clarity.

2.6 Limitations of the study

There were several problems encountered during the collection of the data. The major one was the poor response from respondents particularly with regard to the respondents constituting sample of trainees and graduates, that is to Questionnaire No. I. When the questionnaire was delivered to the eleven Youth Skills Training Projects (Centres), it was agreed that the completed questionnaires were to be collected after a period of three weeks. When the researcher went to collect the completed questionnaire after the expiration of the agreed of three weeks she found that most of the respondents had not completed the questionnaires. The reason given for this lack of response was that they were very busy and had therefore forgotten about the questionnaire. But most probably, this could have been due to the general apathy

towards answering questionnaires because it was explained (to the researcher), nothing of benefit to them had come out of such actions in the past. After explaining further in detail the need for the study and exhorting the managers of the projects (centres) it was agreed that the researcher was to check again after two weeks. At the end of two weeks, the researcher went back to collect the remaining questionnaires, but she could only collect a few that day because some copies were locked in the office of the instructor who was away on a short leave of absence, and yet at another centre, all the trainees were sent out on attachment to various companies and could not therefore be followed up largely due to lack of transport. The researcher then allowed another week to elapse before going back to the centres. This time all questionnaires were collected except those which some respondents had misplaced and could not be found. In all 87 completed questionnaires from respondents constituting the sample of trainees and graduates were collected out 110 which had been given out. With regard to questionnaires given to the eleven respondents constituting the managers of the centres, all the eleven questionnaires were completed and collected. Thus the response rate for sample to questionnaire No. 1 was 79% and for sample for questionnaire No. II was 100%.

2.7 Data Analysis

After all the questionnaires were collected, the researcher went over them carefully editing them and ensuring that the completion was properly done. Thereafter the data in the questionnaires was coded and transferred on to two separated computer data sheets and was sent to the Computer Centre for analysis. The computer produced the frequency distributions with percentages and cross-tabulations of selected variables together with the Chi-square values of some of the selected variables. The level of significance chosen for X^2 tests used in this study is 0.05.

CHAPTER III3. HISTORICAL BACKGROUND

As early as 1962, (UNIP Manifest, 1962), the country's political leadership had recognised the need to adequately cater for the youth. The United National Independence Party had stated that when it became government, it would ensure that no boy or girl who could benefit from higher education lost the chance to do so through lack of money. It was recognised that each year, thousands of boys and girls with real ability were forced to leave school largely because they were unable to pay school fees. The Manifest declared further that UNIP would set up a Youth Employment Service to help school leavers find suitable jobs. During the first National Development Plan, therefore, the Government outlined its policy to extend youth development services particularly to large towns.

Before Independence, there were limited training facilities where youths could train in various skills that would enable them to become self-reliant. Activities of such internal training were limited to the Northern Rhodesia Youth Development Council, (Wood 1974). The Council was set up in 1962 to assess the socio-economic problems of the young people throughout the country and work out programmes which could contain the growing numbers of untrained and unemployed youth. After Independence, the Government took measures which were aimed at training youths in various skills including agriculture and construction, in addition to general education. The Zambia Youth Service was established to spearhead this programme. The ultimate goal was to establish a programme to impart skills to the youth in order to enable them to participate in the economic development of the nation. However, this programme did not include the aspects of job placement or self-employment. Its major concern was primarily to impart skills to youths who on graduation were expected to look for wage employment on their own initiative in urban areas or opt to join rural schemes as improved young

farmers with minimum assistance from Government. Wood, (1974) clearly spells out the objectives of the Zambia Youth Service:

- (1) To provide education and training to a majority of the youth who are inadequately trained and are unable to participate fully in the economic development of the nation.
- (2) To make use of the potential manpower of the youth in critically needed areas such as construction, conservation, irrigation and agriculture.
- (3) To train youth who would meaningfully participate in agricultural settlements.

These objectives were to form the basis of national youth policy guidelines in the Second and Third National Development Plans. The creation of the Zambia Youth Service was seen as a vehicle through which young people could be directed towards positive national development activities and programmes. The transition from a young people as a pressure group for independence to a group which could participate effectively in economic development of the nation was very crucial. However, the dominant factor was still one of providing skills to young people to enable them get wage employment. Little emphasis was placed on engaging these young people in gainful occupations on a self-reliant basis through self-employment individually or as cooperatives as enuciated in objective 3 above. Furthermore, settlement in agriculture were not a priority at that time largely because the economy of the country was at the highest through copper sales.

The establishment of the Rural Reconstruction Programme in 1975 was aimed at training and settling 40,000 youths over a period of five years, (Rural Reconstruction publication 1975). It would be thought fair to observe that the programme though properly conceived, lacked trained manpower and resources to achieve the ambitious targets. The implementation strategy

through the uniformed and military inclined Zambia National Service, successor to Zambia Youth Service, can also be considered to have been ill-advised in that it did not provide deliberate popular participation by local people and institutions into planning, management and execution of the programme.

It was, however, during the Second National Development Plan that a deliberate policy was instituted to provide training to early school leavers. It was at this time that Government saw the need to initiate training programmes aimed at giving skills to school leavers which they could use in determining their own future through self-employment. Youth development objectives were clearly spelt out to serve as guidelines for youth development programmes. These objectives were:-

- (a) The national youth policy will cater for all young people;
- (b) Youth development programmes will enable young people to participate fully in the planning and implementation of projects and programmes that affect them;
- (c) Youth programmes will be rooted in, and will seek the involvement and participation of the local communities.

In Chapter XIV of the Second National Development Plan explicit guidelines for the establishment of skills training projects were laid down. The Community-based skills training projects were to be fully supported by the Government through modest financial grants. These projects were to have the following characteristics:-

- (a) Must be simple, flexible, low cost, community based and managed and project oriented.
- (b) Should take into account local economic needs and conditions in framing their programmes.
- (c) Should aim at training young men and women as far as possible for self-employment.

- (d) Should provide some extension service to trainees upon completion of their course.

The creation of the Ministry of Youth and Sport in 1979, (Government Gazette Notice No. 1995 of February, 1979) implied a shift in Government priorities. The Ministry's programme emphasised involvement of local communities, voluntary organisations and the young people themselves in the planning and execution of youth programmes. The major objective of the Ministry was to reduce youth unemployment by ensuring the direct participation of the youths in productive schemes. Emphasis had to be placed on creating self-employment opportunities through the informal sector so that the youths could be gainfully occupied. The Ministry also undertook to encourage and support Community-Based Skills Training Projects initiated by voluntary organisations. Settlement and placement of the trained youths became part and parcel of the whole training programme, at least on paper.

Youth Skills Training Programme was seen as a major focus through which youth unemployment could be reduced. A financial outlay of K3.5 million was provided for during the Third National Development Plan period. The Ministry was to initiate and support skills training projects through the following programmes:-

- (a) Skills training and production programme;
 - (b) Community-based skills training programme;
 - (c) Settlement scheme programme.
- (a) Skills Training and Production Programme: Under this programme, centres are initiated, sponsored and wholly financed by the Government through the Ministry of Youth and Sport. According to Third National Development Plan, 50 such centres were to be established in all rural districts by the end of the plan period at an estimated cost

of K25,000 per centre. Each centre was designed to cater for 50 youths.

- (b) Community-based Skills Training Programme: Under this programme, projects are similar to those described in (a) above, but are initiated, sponsored and financed by local communities and voluntary organisations and other government agencies such as District Councils. The Government, through the Ministry of Youth and Sport supports individual projects through modest grants-in-aid which are given when funds are available and upon request. The Ministry has on record, 100 such projects whose intake range from ten to fifty youths per centre. It is estimated that this programme has continued to turn out 5,000 youths trained in various skills each year.
- (c) Youth Settlement Schemes:- It is intended to provide settlement on land as well as in jobs to youths who have been trained in various training projects described in (a) and (b) above. It is felt that mere training of young people does not answer unemployment problems. It is important to find ways and means of gainfully occupying the trained youth in productive employment. Youths settlement should therefore become an integral part of training in order to complete the programme successfully.

Since 1979 when the Youth Skills Training Programme was initiated, the Government, through the Ministry of Youth and Sport has supported, with financial grants-in-aid, on the average of **twenty-five** Community-based skills training projects each year. These grants are intended to be used on the purchase of capital items such as training construction of simple structures such

as training sheds and shelters. An annual allocation of approximately K100,000 is put aside for this purpose.

The first youth skills training centre to be wholly run by the Government was initiated by the Ministry of Youth and Sport in 1982. Since then three more centres have been established in Samfya, Lundazi and Choma districts. This number falls short of the **targeted** number of establishing 50 youth skills training centres within the plan period of the Third National Development Plan (1979-83). The main constraint has been **inadequate funds**. Chiyota, the first centre to be established, cost approximately K50,000 to construct training shelters, staff houses and to purchase initial equipment and training materials.

The programmes briefly elaborated above have all emphasised training youths in productive skills. Training can only be effective if it enables the trained youth to be fitted into gainful occupation and **productive** employment. As the Commonwealth secretariat has emphasised, (1970) training programmes should be shaped to meet the requirement of the employment structure.

CHAPTER IV

4. FINDINGS

I In this Chapter the findings are presented. This is done under three main headings:-

- (i) Social Demographic Characteristics
- (ii) Training Programme
- (iii) Youth Skills Training Centres, their set up and sponsorship.

Under (i), the description of the main social demographic characteristics of respondents are presented. Under (ii) an attempt is made to give the descriptive analysis of the training programme. Under (iii) the analysis focuses on the centres.

4.1 Social Demographic Characteristics

4.1.1 Age

The sample of the trainees and graduates of **Youth Skills Training Centres** consisted, by definition, the youth falling between the ages 15 years and 35 years. The mean age of the respondents was found to fall within the age group 18 to 21 years and the mode age was in the 23 year to 25 years age group. Thus even if the age range was wide the key or critical age group was the 21 to 25 years as Table III below shows.

Table: III

Age of Respondents

Age Group	No. of Respondents	Percentage of Respondents
15 - 20 years	26	29.9
21 - 25 years	53	60.9
26 - 30 years	7	8.0
31 - 35 years	1	1.1
TOTAL	87	100.0

4.1.2 Sex

The Youth Skills Training Programme was established for youths of either sex. In this study it was found that 51.7% of all respondents were male and 48.3% were female. The observed difference of 3.4% between the respondents of either sex though negligible, reflects the differentials in the sex of the school population where girls are usually in the minority.

4.1.3 Education Attainment.

It was found that 65.5% of the entire youth sample had junior secondary education, that is, they had attained either Form II or Form III levels of education. The proportion of (29.9%) those with Grade VII level of education was noticeably low especially as these centres were primarily established to

cater for the needs of this group of school leavers. This therefore makes the proportion (4.6%) of those with Form V, though small, to be quite striking as it points the probable emerging trend of the youth who are being admitted to centres. The trend is that youth with higher levels of education attainment are being admitted instead of these with lower levels of education who were intended beneficiaries.

Table IV: Respondents Levels of Educational Attainment

Levels of Attainment	No. of Respondents	Percentage
Grade VII	26	29.9
Form II/Form III	57	65.5
Form V	4	4.6
TOTAL	87	100.0

It was observed, probably as would be expected, that ages of the respondents with Form II/Form III education levels constituting 65.5% of the sample, fell within the 21.25 years age group. Thus there was the observed association between age and education among the respondents. In other words, as education levels were being raised so was the age. This may mean that if the original idea of having the centres catering for Grade VII school leavers is to be followed, then the age for the candidates for the programme must also be lowered. On the other hand, if the greatest pressure of unemployed youth is with the above 21 years old, alternative

arrangements will need to be made for the under 21 years who also happen to be Grade VII school leavers.

4.1.4 Marital Status

The findings of this study indicate that 90.8% of the entire sample were not married. Considering that the mean age of the group was 18 to 21 years and the mode was 23 to 25 years, this was not surprising. It is often assumed that marriage is a positive indicator, at least among the young, of a person's maturity, responsibility and desire for settling down. It was thus important to find out how many of those youths who were married had settled down in gainful employment. The findings show that four of the married people were female and two were male. Of the four married females, two were gainfully occupied while the two married males were members of a production unit. Apparently, the two who were separated or divorced were observed to be female trainees wishing to acquire additional skills to enable them to become self-reliant. Table V below presents a break-down of the frequency distribution, of respondents according to marital status.

Table: V Marital Status of the Respondents

<u>Marital</u>	<u>No. of Respondents</u>	<u>Percentage</u>
Single	79	90.8
Married	6	6.9
Separated/divorced	2	2.3
TOTAL	87	100.0

It was not possible to investigate the social background factors relating to families of orientation of the youth. Further studies may focus, among others, on this factor and its impact in facilitating resettlement in either self-employment or wage employment.

4.2 Training Programme

The factors investigated under this section included attitudes of youth to training received, youth's expressed plans for their future in relation to training required, employment prospects, preferred type of work, assistance of settlement, relevancy and adequacy of training received and gainful occupation.

4.2.1 Attitudes Towards Training

The findings indicated that 82 out of 87, (that is 94.3%) of respondents expressed positive attitudes towards training and only 4 (4.6%) had negative attitudes. This finding, even though it does not constitute conclusive evidence, must be taken as an indication that a high proportion of the youths regard

acquisition of skills as a means towards possible employment or self-employment. It points to a realization that school education may not be a sufficient guarantor of employment opportunities for a school leaver.

Table: VI Respondent's attitude towards Training

	<u>No. of Respondents</u>	<u>Percentage</u>
Very good	60	69.0
Good	22	25.3
Not adequate	2	2.3
Very poor	2	2.3
No answer	1	1.1
TOTAL	87	100.0

4.2.2 Plans After Training

It is quite striking that 56.3% of the respondents, see Table VII below, indicated that they chose to look for employment in the formal sector after completion of the training. It is possible to relate this finding to age and education attainment was junior secondary school. At this age, any youth (of whatever sex) could be regarded to be too young to set oneself up in self-employment.

However, it may be reasonable to expect a youth of that age with education attainment of Form II and ~~Form~~ III to entertain high hopes of getting employment in the formal sector. At least the findings of this study would appear to indicate so.

Table VII: Plans of Respondents After Training

	<u>No. of Respondents</u>	<u>Percentage</u>
Look for employment	49	56.3
Start on my own	30	34.5
Join production unit	6	6.9
No answer	2	2.3
<hr/>		
TOTAL	87	100.0
<hr/>		

Table VIII below, shows the attitudes of the respondents regarding employment and self-employment. It is quite clear that 41.4% of the respondents were of the view that the training they received prepared them for employment in the formal sector. This finding raises the question whether training in these centres does infact ultimately aim at preparing the youth for selfemployment. The findings in the subsequent section provide a further dimension^{to} this issue.

Table VIII Attitudes of Respondents towards employment/self-employment

	<u>No. of Respondents</u>	<u>Percentage</u>
Formal employment	36	41.4
Self employment	27	31.0
Formal & self employment	17	10.5
Neither formal nor self-employment.	2	2.3
No answer	5	5.7
TOTAL	87	100.0

4.2.3 Requirements for Additional Training

The data in Table VII above revealed that a greater proportion (56.3%) of the respondents on completion of the skills training indicated that they were more inclined to look for employment, while 34.5% were ready to start on their own. There was however evidence to show that graduates of the centres considered that their readiness and confidence for self-employment and employment in general would be enhanced if they would receive further training (in skills). This is clearly shown in the data given in Table IX below. The very high proportion (85.1%) of the respondents who stated they needed further training may be interpreted as indicating the great inadequacy (both in content and in length) of the training now being offered in the Youth Skills Training Centres. Otherwise put, if the graduates

are to compete with confidence on the labour market or possess sufficient proficiency in skills acquisition to be able to become gainfully self-employed, it would seem necessary to improve on training both in content and in length, because the training as now provided was rated to be inadequate.

Table IX: Requirements for Additional Skills Training

	<u>No. of Respondents</u>	<u>Percentage</u>
Yes	74	85.1
No	11	12.6
No answer	2	2.3
<hr/>		
TOTAL	87	100.0
<hr/>		

4.2.4 Employment Prospects

The findings of this study as presented in Table X revealed that a very high proportion (83.9%) of the respondents expressed interest to engage in manual or blue collar jobs after training. Only a small proportion (9.2%) preferred office or white collar jobs. This small proportion consisted of those who were training as nursery school assistants. The majority of the respondents (83.9%) consisted of those whose skills training was in carpentry, tailoring or bricklaying. Thus even though according to data presented in Table VII above, the majority of the respondents were observed to look for employment,

the type of employment they would look for would be in relation to their training and not in service or office jobs. This then can be taken as a support of the focus of the programme although as already pointed out with respect to data in Table IX, the training is not very adequate.

Table X: Respondents Preferred Type of work

<u>Type of work</u>	<u>No. of Respondents</u>	<u>Percentage</u>
Office/White Collar Work	8	5.2
Manual/Blue Collar Work	73	83.9
No response	6	6.9
TOTAL	87	100.0

It was observed in Table XI that 95.9% of the respondents expressed positive attitudes towards prospects for employment after completion of their training. In other words, the majority of the sample were confident that they would be able to find employment on the labour market. It can only be assumed that these prospects relate to their finding manual or blue collar type of jobs and not necessarily setting themselves up in gainful self-employment. This was clearly shown in Table VIII when the majority of the respondents, (56.3%) preferred to look for employment rather than to starting on their own in gainful occupation.

Table XI: Attitudes of Respondents Towards Job Prospects
After Training

		<u>No. of Respondents</u>	<u>Percentage</u>
Very good		41	47.1
Good	Positive	22	25.4
Average		20	23.8
Very poor	Negative	3	3.4
No answer		1	1.1
TOTAL		87	100.0

4.2.5

Assistance for Settlement

The primary aim of Youth Skills Training Centres is to prepare the youths trained therein for settlement in gainful occupations in self-employment. Training in skills is a means to job creation by the youths themselves so that ultimately national productivity may be raised and youth unemployment reduced. It was observed in Table VII that 56.3% of the entire sample indicated that they would look for jobs after their training. It could very well be that this expressed preference reflects the youth's protest to, or their ways of exposing, the prevailing inadequate arrangements settling them in self employment on graduation. It is quite likely that if adequate arrangements were made in form of assistance on the lines of the data presented in Table XII below, the majority of the youth would have indicated a willingness and readiness to engage in gainful occupations of

self-employment. No doubt this factor will need further investigation.

Table XII: Type of Assistance Required By Respondents to Engage in Self-Employment.

<u>Type of Training</u>	<u>No. of Respondents</u>	<u>Percentage</u>
Financial	37	42.5
Tools & Equipment	38	43.7
Technical	3	3.4
Financial, Tools & Technical	9	10.3
TOTAL	87	100.0

It was observed that 48.4% of the respondents expected Government to provide assistance required for self-employment. It was further observed that in addition to financial and technical assistance, some of the youths (11.5%) wished for or indicated that regular supervision was essential if they were to succeed in self-employment. The larger proportion (65.9%) of the sample indicated that they preferred financial assistance from the sponsors to the provision of tools and equipment at graduation. The desire for financial assistance could be explained away by the fact that the tool boxes as currently given to youths at graduation were totally inadequate. On the other hand financial assistance could enable the youths to purchase materials or rent premises in which to conduct their business. Furthermore, such

financial assistance would give the youths the needed capital with which to start their business, this is the more so as the majority of the respondents were quite young as was shown in data presented in Table III.

Table XIII: Type of Assistance Required by Respondents from their sponsors.

<u>Type of Assistance Required</u>	<u>No. of Respondents</u>	<u>Percentage</u>
Financial	57	65.5
Technical	5	5.7
Financial and Technical	7	8.0
Regular Supervision	10	11.5
Work for them	1	1.1
No answer	7	8.0
<hr/>		
TOTAL	87	100.0

4.2.6 Attitudes Towards Working without Supervision

It is clear from the data presented in Table XIII that among the assistance required by youths in order to set themselves up successfully in gainful occupations or self-employment was the need for close supervision, at least during the initial years. Thus when the respondents were asked specifically whether or not they were confident to work on their own without close supervision, 48.2% of the total sample state positively that they would work without supervision, 47.1% did not think they could

work without supervision. It can be noted from Table XIV below that the difference between the positive and negative opinions towards working without supervision is very negligible, that is, 42 as against 41 (48.2% as against 47.1%.) However, the fact that almost 50% of the respondents expressed the desire for such supervision can be taken as a strong indication of the need for such arrangements.

Table XIV Respondents Opinion towards working without Supervision.

	<u>No. of Respondents</u>	<u>Percentage</u>
Very confident	23	26.4
Confident	19	21.8 48.2
Not confident	41	47.1
No answer	4	4.6
TOTAL	87	100.0

4.2.7 Gainful Occupation

The main goal of the Youth Skills Training Programme is to produce graduates who can be able to create jobs for themselves. Youths who in effect can be gainfully occupied specifically as self-employed productive workers or employed individuals. Thus it was critical to establish how many of the respondents who were graduates were in fact gainfully occupied. The findings showed

that only 22 youths (25.2% of the sample) were gainfully occupied. Of these, 13.8% were attached to various organisations either as nursery school assistants, shop assistants or as tailors in garment manufacturing companies, and 11.4% were attached to production units within the centres, where they were trained. Owing to lack of knowledge in simple accounting procedures and marketing (another indication of the inadequacy in training) the greatest majority (19.5%) of the respondents in this category could not respond to parts of the questionnaire where they were requested to indicate how much of their incomes went into production and in other related expenses. Of the 25.2% who were gainfully occupied, only 5.7% had been self-employed for a period of over two years while 19.5% had been working for a continuous period of one year or so on their own. All the respondents were not able to competently assess whether or not their products competed favourably with similar products on the market.

It was found that the respondents in this category were unable to indicate how much income they earned each month owing to the uncertainties of their earnings. However, two (9.0%) respondents indicated that they each earned over K200.00 per month while six (27.3%) earned, that is each one of them, between K150 and K200 per month. Four (18.2%) earned between K50 and K100 each per month. The rest of them, that is ten (45.5%) were only able to make between K20 and K50 each per month, certainly below the basic requirement for survival.

It is perhaps important to note that those respondents who earned less than K50 per month had only been gainful occupied for one year or less. Consequently, they were still very inexperienced and with least contacts. It is quite likely that one's income increases with period of time one stays in self-employment.

This study investigated whether there was any support in the view which is assumed to be held by the youth that possession of a formal certificate increased their prospects or chances for employment in the formal sector. This belief was apparently supported by findings of this study as indicated in Table XV below.

Table XV: Qualifications demanded by employers and prospects
employment after training

<u>Qualification</u>	<u>Prospects for Employment</u>			
	<u>Good</u>	<u>Average</u>	<u>Poor</u>	<u>Total</u>
City & Guilds				
Craft Certificate	63(72.4%)	20(23.0%)	4(4.6%)	
Trade Test Certificate				
and others				
	63	20	4	87(100)

Similarly, it was found that the youth were convinced that the training received from the Youth Skills Training Centres was sufficient to guarantee them employment in the formal sector. These findings as presented in the Table XVI below. While they did not refute this conviction, it is nevertheless, quite clear that there is insufficient evidence to support this conviction.

Table XVI: Rating of Training offered and its being adequate for purposes of formal or self-employment.

Adequacy of training for formal or self-employment.

Rating of Training offered	Formal %		self- %		Formal & self- %		None %		Total %	
	Employment.		Employment		Employment					
good	34	39.0	27	31.0	15	17.2	7	8.2	83	95.4
poor	4	4.6	0	0.0	0	0.0	0	0.0	4	4.6
Total	38	43.6	27	31.0	15	17.2	7	8.2	87	100

4.3 Youths Skills Training Centres Their set up and Sponsorship.

In this section, the findings relating to eleven Youth Skills Training Centres are presented and discussed. The factors that were investigated included:-

- (1) Project financing
- (2) Types of skills offered in Youth Training centres.
- (3) Placement and settlement after training.

4.3.1 Project financing

Table XVII gives the detailed data regarding the eleven youths skills training centres. As can be seen, ten of the eleven projects were and continued to be financed through their own resources though with occasional grants from the Government through the Ministry of Youth and Sport. There was only one centre (project) fully funded by the Ministry of Youth and Sport. The Government expenditure on this particular Project every year is K30,000.00. The Government grant to each of the six projects which receive occasional support is on average a sum of K5,000.00 subject to availability of funds.

Table XVII: Youth Skills Training Centres

<u>NAME OF PROJECT</u>	<u>SPONSORING AGENCY</u>	<u>NO. OF TRAINEES</u>
1. Waddington Community Centre.	Zambia Anglican Council	16
2. Dzithandizeni Trades School.	Lusaka District Council	36
3. Chilenje Trades School.	Lusaka District Council and the Chilenje Ward Community.	34
4. Chelstone Homecraft Centre.	Archdiocese of Lusaka	46
5. Roma Homecraft Centre.	Roma Parish	42
6. Y.W.C.A. Vocational Training Programme	Lusaka Youngwomen Christian Association	41
7. Pre-School Teachers Course & Dress Makers Course.	Catholic Womens League	20

<u>Name of Project</u>	<u>SPONSORING AGENCY</u>	<u>NO. OF TRAINEES</u>
8. Tailoring Project	Adult Education Association of Zambia.	37
9. School Leaver Project.	Girl Guides Association of Zambia.	25
10. Kabwata Scout Craft School.	Zambia Boys Scouts Association.	45
11. Chiyota Skills and Production Centre.	Ministry of Youth & Sport	46
TOTAL NUMBER OF TRAINEES		<u>388</u>

It is clear from Table XVII that on average the eleven centres train a total of approximately 388 youths every year. Thus according to the records in the Ministry of Youth and Sport, for the period 1982 to 1984, 639 youths received training in these various centres. Of these, only 167 or 26.1% were given assistance for placement or settlement after graduation. The plight of 472 (73.87%) was not known.

The majority (81.81%) of the organisations who run Youth Skills Training Centres stated that they needed far more assistance and support from Government than was hitherto given, see data in Table XVIII below.

Table XVIII: Adequacy of financial support given by Government to Organisations running Youth Skills Training Centres.

	<u>No. of Projects</u>	<u>Percentage</u>
Yes	2	18.19
No	9	81.81
TOTAL	11	100.00

On average, many organisations and sponsors indicated that the minimum and realistic sum that was needed every year from the Government in order to run an effective programme was approximately K11,000.00 in form of grants in aid. In addition however, to the occasional Government grants, the other sources of support were identified as indicated in Table XIX below.

Table XIX: Other sources of funds by Youth Projects

<u>Sources of funds</u>	<u>No. of Projects</u>	<u>Percentage</u>
Fund-raising campaign	2	18.19
Production Units	1	9.09
Fees from trainees	1	9.09
No response	7	63.63
<hr/>		
TOTAL	11	100.00
<hr/>		

Apparently seven out of eleven projects did not indicate their other sources of income. Since as it was stated in the Chapter I the organisations run and manage youth skills training projects independently, they are therefore not obliged to disclose their sources of income. There was, however, some evidence indicating that a number of this category of organisations, particularly those that are church-based were funded by International non government donor agencies such as Oxfam.

4.3.2 Types of skills offered in Youth Skills Training Centres

The view that there are certain skills that are suitable to one according to one's sex was found to be strongly held in the centres that were included in the sample. Suitability was rationalised on types of occupations considered to be in keeping with one's sex. Thus for occupations relating to homecraft which were considered to be largely for female, it was thought that girls needed skills in tailoring and dressmaking in preparation for such occupation. Occupations demanding strenuous physical strength like carpentry, bricklaying and metal work skill training for these were considered to be specifically reserved for boys. Consequently it was found that six of the eleven centres catered for girls only offering skills training relating to homecraft occupations. Two projects catered for boys only offering carpentry and joinery courses. The remaining three centres catered for both girls and boys offering a variety of skills courses including tailoring and carpentry. Only one of the eleven centres offered a course in agriculture. The reason for this being that this particular project is in Lusaka Rural District where land for agriculture was available if youth decided to become productive agriculture producers. It was observed that the course in agriculture is offered as a compulsory subject to all trainees in the centre. However, other courses like carpentry, tailoring and bricklaying are also offered. The average length of courses in all the centres was found to be eighteen months. The longest being two years and the shortest six months.

Seven out of eleven centres had trained instructors and only four engaged instructors who had no formal training from recognised institution. (See data in Table XX).



These unqualified instructors were however trained by the centres themselves and they passed the Trade Test Examination set by the Department of Technical Education and Vocational Training.

Table XX: Qualification of Instructor in the eleven Youth Skills Training Centres

<u>Type of Qualification of</u>	<u>No. of Instructors</u>
City and Guilds	0
Craft Certificate	3
General Teachers Cert	4
Not formally trained but passed T.T. Examination	4
Total	11

The finding that some of the centres did not employ properly qualified staff casts some doubt on the capability of the centres to train youths in skills for gainful occupations.

Data presented in Table XXI show that a total of 318 youths passed the Trade test examination between 1982 and 1984. In all cases the sponsors of projects made necessary arrangements with the Department of Technical Education and Vocational Training for their trainees to sit for trade test examination in carpentry, bricklaying, metal work, tailoring and dress making courses. The Trade Test Certificate serves as an indication of the youths proficiency in the skill acquisition and can be presented to possible employers in the formal sector. Furthermore the wage one is paid is based on the grade of test certificate one holds.

4.3.3 Placement and Settlement After Training

Table XXI shows that between 1982 and 1984 the eleven projects had trained a total of 639 youths in various skills. One of the major aims of this study was to establish whether or not the project sponsors assist the youth they have trained to either find employment or be gainfully occupied in self-employment ventures. This was particularly important since training the youths alone does not in itself ensure the realization of the desired objectives of tackling the problem of youth unemployment. It was thus observed that out of the eleven projects only five reported to have some kind of placement service and the other six projects assisted only when it was possible. Thus it is not surprising that out of a total number of 639 youths trained between 1982 and 1984, only 167 were assisted to find employment or to become gainfully occupied. This represents a very small proportion (26.31 %) of all the youth who acquired various skills during this period. The Agencies were unable to report on the fate of the other graduates (73.87 %) . It is therefore quite likely that the majority of the youths (73.87 %) may have joined the ranks of the unemployed. Table XXI below gives details of the youths trained during the period, those who were placed or settled.

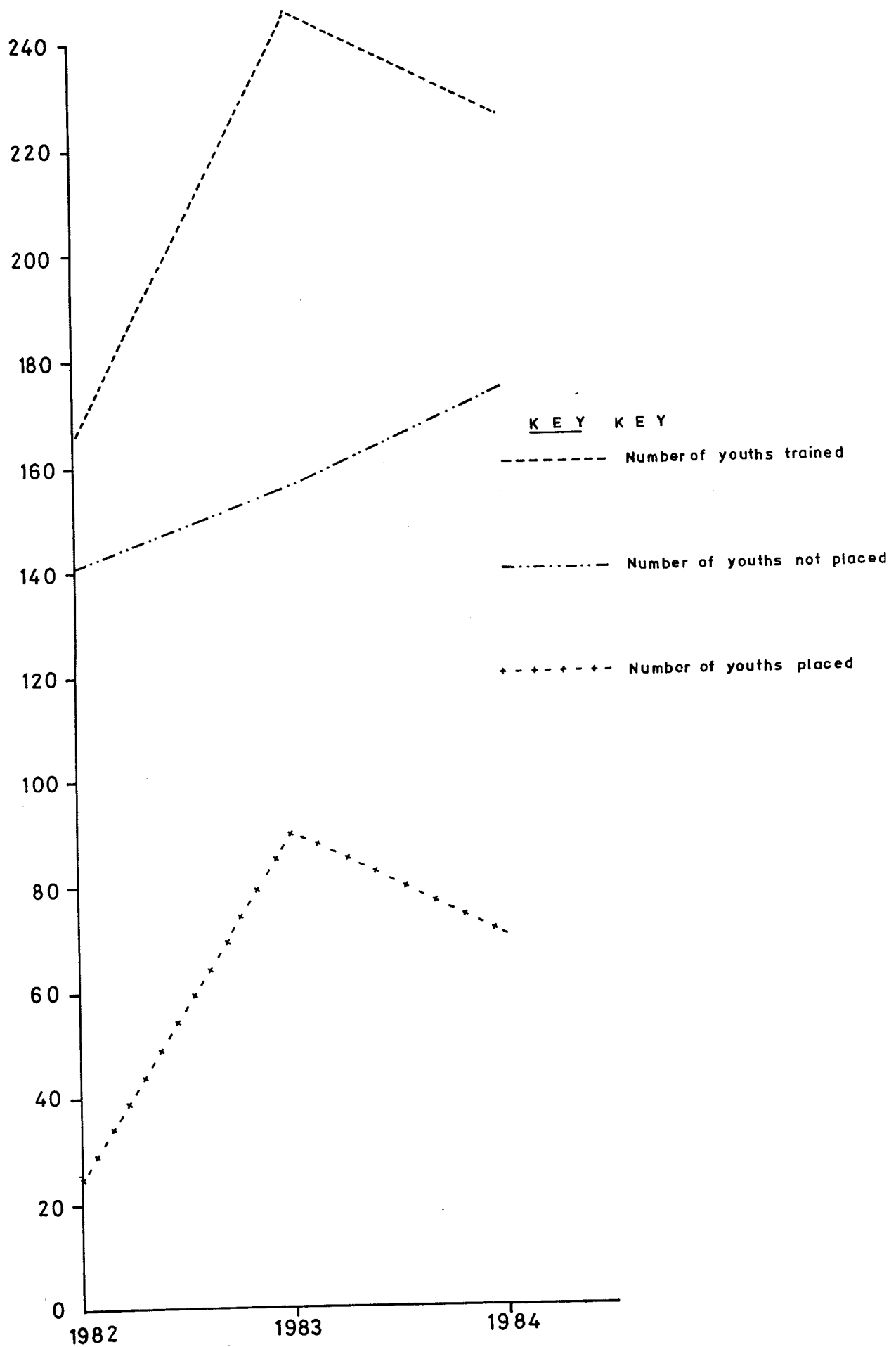
Table XXI: Number of Youths trained and placed or settled between 1982 and 1984.

Year	No. of Youths Trained	No. of the trained Youths who were placed or settled.	No. of the trained Youths not placed or settled.
1982	166	25(15.1%)	141(84.90%)
1983	246	90(36.6%)	156(63.40%)
1984	227	52(22.90%)	175(71.1%)
TOTAL	639	167(26.13%)	472(73.87%)

X^2 critical = 5.991, X^2 observed = 26.48 at df 2 and level of significance 0.05.

When the X^2 test was applied to the data presented in the above Table, it was found that there is a significant difference between the training and placement of the trained youth. The number of youths not placed increases each year while the number of youths who are placed decreases. This trend is clearly shown in the graph on page 56.

DIAGRAM SHOWING YOUTHS TRAINED, PLACED AND NOT PLACED 1982-84



4.4. Summary of findings

The main findings could be summarised as follows:-

The mean age of the youths being trained in these centres fell in the 18 to 21 years age group and the mode was in the 23 to 25 years age group.

A high proportion (65.5%) of these youths had attained the junior secondary school education though with noticeable trend away from the youths with Grade VII standard to those with junior secondary and above level of education.

The percentage of those who were married was very negligible (6.9%) as compared to those who were single (90.8%).

The greatest majority (94.3%) of the respondents were positive that the training offered would be useful to them in their quest (or search) for employment.

A high proportion (56.3%) of respondents preferred to look for employment in the formal sector rather than becoming self employed individuals in the informal sector. This was probably to be expected as (47.1%) of the sample stated that they did not feel confident to set up themselves in self-employment. A very high percentage (85.1%) of the respondents stated that they actually required further training in order to gain more grounding in those skills in which they were being trained.

In all the sample of the agencies (or centres), it was found that (7) were observed to have trained instructors. In the others, the instructors were not adequately trained although they had been trained on the job that is in the centres by the sponsors.

The proportion (25.2%) of the graduates in the sample who had succeeded to find gainful occupations was markedly small. All respondents however expressed a desire to get employed. It was assumed that those graduates who failed to find employment simply joined the rank of the unemployed. The largest percentage of those who were gainfully occupied and those yet to be employed or gainfully occupied expressed readiness to taking on manual jobs in line with the skills acquired rather than going in for office work.

The monthly incomes of those who were self-employed were meagre in the range of K20 to K50. Only those who had persisted in self-employment for a period exceeding two years were earning incomes, ranging from K150 to K200 and over per month.

The number of agencies (five out of eleven) who had given assistance (tool boxes) to their graduates towards resettlement was markedly very small. Over all, none of the agencies (or centres) was found to have a regularized arrangement for the resettlement and follow up of the graduates. This was equally true for Chiyota Youth Skills Training Centre which was entirely run by the Ministry of Youth and Sport. The explanation given for the absence of such services, for instance inadequate funds and staff, seemed of a rationalisation as no centre had any provisions in their budget for such arrangements.

The funding of the projects (centres) was noted to be loose. Government grants were observed to be irregular and inadequate.

The belief held by the Youth that possession of a formal certificate enhances their chances for employment in the formal sector was supported by findings. A large proportion (72.4%) of the sample believed that many employers demanded formal certification. Similarly 39.0% of the respondents were convinced that the skills received from youth skills training centres (projects) was sufficient to guarantee them employment in the formal sector.

CHAPTER V

5. DISCUSSION OF FINDINGS

The Research has shown that the majority of the trainees do not become gainfully occupied upon graduation. They are unable to create jobs for themselves, that is by either settling on the land or becoming self-employed in the informal sector. It has been indicated that the trainees consider the training offered as inadequate in duration and in content. The majority of the trainees are in fact keen to seek additional training to enhance their labour market success.

It has also been shown that those who run the projects (centres) are merely concerned with the actual skills training of the youth as a goal. The placement of the trained youth in gainful occupations and providing follow up services are not given much attention. This is indicative of the agencies' improper grasp of the underlying thinking governing the establishment of these centres. It would appear that the agencies see the centres as almost part of the general education programmes rather than being vocational centres with the specific purpose of placing and settling youth in gainful occupations after completing their training. Consequently, it is not enough that these centres should only stop at making it possible for the trainees to pass the prescribed tests.

Among those few graduates who manage to become gainfully occupied, it is probable that the largest number end up taking wage employment. This is particularly so in that the trainees have expressed strong desire to look for wage employment after graduation. This situation is explainable as long as incomes accruing from wage employment are strikingly higher than those accruing from self-employment in the informal sector. This differential apart, incomes earned by those in self-employment have been shown to be far below the minimum level of adequate subsistence. This finding collaborates Turnham's (1961) finding that youth tend to shun those jobs which are lowly paid.

The Programme was originally intended to focus mainly on the Grade VII school leavers whose numbers have been shown to be swelling. In practice however, the youths who are beneficiaries are Form II and III school leavers. Hence, even if the Programme were operating satisfactorily, which it is not, its impact on youth unemployment particularly on those young school leavers would be in doubt. It is quite apparent that the support the projects (centres) are receiving from Government in terms of financial assistance is very meagre and quite inadequate which does not encourage those agencies concerned to operate vigorous and viable programmes both in quality and size.

The most positive finding of this study is the enthusiasm of the youth about the Programme. The research has shown that trainees rate the programme very positively and they take pride in the training received. The other positive finding is the fact the trainees consider the training relevant, though very inadequate, for manual or blue collar jobs. In fact the degree of inadequacy could be minimised if adequate facilities for placement, settlement and follow up were instituted.

5.1 Recommendations

Since the formal wage sector is unable to absorb the majority of the school leavers in wage employment, the Government should not only encourage the establishment of youth skills training centres (projects) in which youths could be trained in various skills, it should support financially the establishment of these centres. More importantly perhaps, particular emphasis should be on placement and settlement of the trained youths in gainful occupations. This means therefore that budgeting for these projects should be regular. This would enable the centres to meet some of the expenses of training particularly those that relate to settlement of the trained youth in gainful occupations. Consequently, centres which undertake to train youths in gainful self-employment should as a matter of policy have a placement and settlement service to assist the graduates to settle.

In the analysis of the findings it was established that some centres run production units, which not only generate funds for the centres, but also provide self-employment to the members in that they pay themselves from what they realise after sales of their products. Production units would serve as outlets for job placement.

It is recommend further that the Government should fill the gap which exists now whereby the majority of the younger youths particularly the Grade VII school leavers are not catered for in both the formal trades training institutes and the youth skills. In order to fill up this gap, the Government may designate certain skills that/ specifically be taught to Grade VII school leavers, /should particularly those skills which are not too technical in nature.

In order to ensure that the trained youths are settled in gainful occupations, it is important that the agencies and Government should stand as guarantors of loans to enable the youths to have access to resources, land and credit facilities. This would be one way of assisting the youth towards self-employment.

The main and noble goal of training youth for self-employment and settlement should be translated in implementive action programme. The youth will need, as Meredith, Nelson and Neck (1982) point out, to have the ability to find and evaluate opportunities and implement action/will take advantage of / that those opportunities. Training for self-employment requires special attention to certain skills which may not be technical in nature, but which nevertheless play a very significant role in the success of the self-employed individual. These non-vocational skills include product design, sound management simple budgeting and accounting and marketing of the products. In training the youth for gainful occupations and self-employment, it is important that they are prepared psychologically so that they can accept the fact that they have to work hard on their own in order to have better prospects of ensuring a decent and regular income which may not be realised immediately. As for instance, the hard work of the youths and the effectiveness of the Management Committee at one of the centres included in the sample has enabled the youth to make substantial profits from their production unit.

Lastly, there is need to reiterate the need for adequate training which would equip the youth with the means to engage in gainful occupations. As was reported in one of the dailies His Excellency the President of the Republic of Zambia has emphasised the need to adequately equip youths with means to obtain gainful employment. Agencies of youth skills training centres, including Government, have made little effort of effectively place and settle the youths they have trained.

5.2 Suggestions for further studies

This study was concerned with one aspect of the Youth Skills Training Programme as it relates to training for job creation, gainful occupation and self-employment. Further studies could be undertaken in the field of marketing of the products produced by the youths who are gainfully occupied. Another area for further research would be to look at the youths who have never been to school and study how they earn their living in urban areas. A further study would be to undertake an ongoing operational evaluative research on the new centres to be established by the Ministry of Youth and Sport in order to monitor and assess development and progress.

5.3 Conclusion

The main objective of the study was to evaluate the training offered to youths in various Youth Skills Training Centres and its relationship to job creation, gainful occupation and self-employed. The findings of this study have provided strong evidence that mere training in skills without corresponding support for placement and settlement does frustrate the intended goals. It can be concluded therefore that the major objective of training the youth for gainful occupations and self-employment is not being achieved. Trained young people continue to roam the streets looking for wage employment because they have no resources with which to start on their own. Only a small proportion (25.2%) of the youth end up in gainful occupations. It is therefore important that placement and settlement programmes must be part and parcel of the Youth Skills Training Programme. One of the constraints of the Programme is the failure of the policy makers to ensure that graduates will not be frustrated by income they will earn as gainfully occupied self-employed.

individuals when compared to the incomes of their colleagues in wage employment. It is important to avoid the emergence of a situation whereby this programme is regarded as contributing to the perpetuation of two groups of youth. The inferior one who is self-employed and the dominating exploitative employed (Working) Class. It is therefore important that placement and settlement programmes must be part and parcel of the Youth Skills Training Programme. The success of any training programme must be measured by its ability to place and settle the trained youth in gainful occupations.

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APPENDICES

QUESTIONNAIRE NO. 1

- Instruction:
- (1) This questionnaire is to be completed by those youths who are in training and those who have placed or settled in self-employment.
 - (2) Part A is to be completed by all respondents.
 - (3) Part B and C are to be completed by those who are still in training.
 - (4) Part D is to be completed by those youths who are gainfully occupied in self-employment.
 - (5) Part E to be completed by those in wage employment.

Please provide the information required by writing in the space (or box) provided. Where a choice of responses is given please tick or write in the box/space the appropriate response.

Thank you.

A. BACKGROUND CHARACTERISTICS

(To be completed by all)

Please tick appropriate box

1. SEX

Male

☐

Female

☐

2. Age

15-20 years

☐

21-25 years

☐

26-30 years

☐

31-35 years

☐

3. Education Attainments

Illiterate

☐

Grade IV

☐

Grade VII

☐

Form II or III

☐

Form V

☐

4. Marital Status

Single

☒

Married

☐

Separated/divorced

Widowed

B. TRAINING

(To be completed by trainees only)

5. How do you rate training offered to you?

Very good

Good

Adequate

Very poor

Do not know

6. What are your plans after qualifying?

7. Do you think the training has adequately prepared for you for:

Formal employment

Yes

No

C. EMPLOYMENT PROSPECTS

(To be completed by trainees only)

8. What are your plans after qualifying?

To look for job

To look for job

To start on your own

9. What type of work do you prefer?

Office/White collar work

Manual/Blue collar work

10. How do you rate your prospects for jobs?

Very good

Good

Average

Poor

Very poor

Do not know

11. Do you know how those who qualified before you were employed

Yes

No

-
-
12. .If you are to start on your own, what type of assistance would you require?

Financial

Tools and equipment

Technical

13. Where do you expect to get money and tools to start with?

From parents/Guardian

From sponsors

From government

14. How would you like sponsors to assist you in order to set up in self-employment?

Financially

Technically

Close supervision

Other, (specify)

15. Do you feel confident to work without supervision?

Very confident

Confident

Not confident

Do not know

16. Is there need for supervision?

Yes

No

D. GAINFUL OCCUPATION

(To be completed by those who are already gainfully occupied)

17. Do you think you are capable to manage yourself as a self-employed producer?

Yes

18. In what way would you like to be assisted by project sponsors?

Financially

Technically

With tools

Premises

Supervision

19. How long have you been managing on your own?

Less than one year

One year

Two years

Over two years

20. Do your products complete favourably with other similar products on the market?

Yes

No

21. If the answer is no, why do you think so?

Products are of poor quality

Too many people making similar products.

Market is generally poor

22. How much did your products fetch last year K N

23. How much did it cost you to produce last year? K N

24. What was your profit? K N

25. How much do you normally spend each year on: K N

Materials for your products?

Food?

Transport?

26. How much do you need to earn in order to meet your expenses? K N

27. What is your monthly income?

Less than K20

K20.50

K50 - K100

K150 - K200

K200 and over

E. WAGE EMPLOYMENT

(To be completed by those engaged in wage employment)

28. Where do you work? _____

29. What is your type of work? _____

30. Is your work related to the training you had at the centre?

Yes

☐

No

☐

31. What is your monthly income? K N

APPENDIX II

QUESTIONNAIRE NO. 11

(To be completed by sponsors of Projects)

Please provide the information required by writing in the space (or box) provided. Where a choice of responses is given, please tick or write in the box or space the appropriate response.

Thank you.

1. Name of Project _____

2. Name of sponsoring agency _____

3. Total number of trainees _____

4. Who funds the project?
 Government ☐

 Self financing ☐
5. What was the annual budget for project in:-
 1982? K _____
 1983? K _____
 1984? K _____
6. How much was from Government?
 1982? K _____
 1983? K _____
 1984? K _____
7. Please indicate your other sources of income:

8. What was the expenditure in:-

1982? K _____

1983? K _____

1984? K _____

9. Is the financial support received from Government adequate?

Yes

☐

No

☐

10. If your answer is no. often do you suggest the Government should assist financially?

Annually

☐

Every two years

☐

Upon request

☐

11. If annually, how much do you suggest the Government should give you?

K _____

12. What skill training do you offer?

Carpentry

☐

Agriculture

☐

Brickwork

Brickwork

☐

Tailoring

☐

Metal work

☐

Other specify _____

13. What is the duration of your training?

Carpentry _____

Brickwork _____
Tailoring _____
Metal work _____
Other _____

14. How many instructors do you employ _____

15. What are the qualifications of your instructors?

City and Guilds

Craft Certificates

General Teacher's Certificate

Not trained

Other specify _____

16. Is your training programme approved by the Department of Technical Education and Vocational Training?

Yes

No

17. Do your trainees sit for trade test examinations set by the Department of Technical Education and Vocational Training?

Yes

No

If yes, indicate the number who have passed?

1982 _____

1983 _____

1984 _____

18. How many trainees completed your course in:

1982

1983

1984

9. What qualifications do you offer after training?

Craft certificate

Certificate of attendance

Certificate of attendance

No. certificate

How many youths have you trained since you started?

How many trainees failed in:-

1982

1983

1984

What do you do with those trainees who fail?

Do you have a job placement service?

Yes

No

If you have a placement service, how many youths were placed in:

1982?

1983?

1984?

25. How many youths did you assist to set up in self employment in:

1982? _____

1983? _____

1984? _____

26. What assistance do you give each graduate?

Financial

How much?

Tools and equipment

27. Do you make regular follow up to the youths you have trained?

Yes

No

If the answer is yes, for how long after graduation?

Monthly for the first year

Twice during the first year

Whenever possible during the first year

No follow up at