

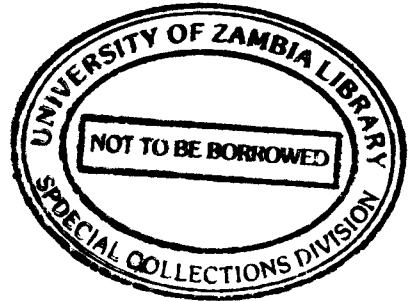
AN EVALUATION OF THE PROGRAMMES OFFERED BY CHILENJE
TRADES SCHOOL

BY

HENDRIX CHAMA CHANDA

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THIS REPORT WAS SUBMITTED AS A REQUIREMENT FOR A
DIPLOMA IN ADULT EDUCATION

SUPERVISOR DR KAMWENGO

DEDICATION

This work is dedicated to my parents for their effort in the education of their children.

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ARKNOWLEDGEMENT

I would like to thank my advisor Dr. Martin Kamwengo for the help he rendered towards this work. I also thank the management at Chilenje trades school for allowing me to carry out a research at their institution. My gratitude goes to my father who has helped in the typing of this work together with my brother Kenneth Lengwe Chanda (Jnr), not forgetting also my friends and other people I have not mentioned, I would like to say thanks to them all.

ABSTRACT

The main purpose of this research project was to carry out an evaluation study of the programmes offered by the Chilenje Trades School. More specifically the study attempted to answer a few questions concerning the programmes which were offered through the following objectives.

- To determine if the programmes met their objectives.
- To identify types and sources of support available, to carry out the programmes.
- To determine whether there were adequate learning-teaching materials at the institution.
- To determine constraints faced by the institution in its operations.
- To find out the ways in which the institution was affecting its graduates in terms of skill and performance.

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Introduction

1.1 **Background**

Chilenje Trades Training school is a community self help project that was initiated by the Chilenje Community. The project is situated on stand No. 4586 off Chilimbulu Road near Chilenje community centre.

The school offers courses to the youth in Carpentry, Motor Mechanics, tailoring and Entrepreneurship. The community members in conjunction with the department of housing and social services of Lusaka City Council in 1972 established the project. Initial technical support came from Danish Volunteer Services (D V S). In 1978 DVS donated second hand carpentry and tailoring tools and equipment. In 1985 the project in its quest to diversify and sustain itself, embarked on an expansion path to include a production Unit. Funding for the constitution and machinery for the carpentry production workshop was sourced from developing countries foundation of 1962 a Danish organization through DANIDA.

In 1989, the project embarked, yet on an expansion exercise. This time introducing a motor mechanics section which included both the training and production sections. The project itself extended the building to accommodate the motor mechanics classrooms and workshop. Additional funds were sourced from Danish and German volunteer services respectively. In 1998, the school in uniformity with the social economic trend of the nation set up a service centre for the informal sector operators. The center was supported by G.D.S step in program.

The trade school is strategically located centrally catering for the New Chilenje, Chilenje South, Woodlands, Libala, Kabulonga, Bauleni, Kabwata Communities and even Shantumbu which is in Lusaka rural.

Over the years the school has not only grown to the level of a self sustained community training institution but also an employer employing 30 workers both male and female gender. The institute does not only offer trades skills courses but also builds capacities of the local small scale entrepreneurs. It supports both former students and backyard local entrepreneurs by offering technical and machine services. The most significant achievement made by the school is that it has so far trained 671 female and male youths in carpentry and tailoring, 140 in entrepreneurship, and 180 in motor mechanics.

The management of the school is made up of both community volunteers and full time employees. The school though a community project continues to receive close support from Lusaka City Council in terms of advice, no payments of rates and auditing of its books of accounts. The school is affiliated to Technical Vocational Entrepreneurship Training Authority (TEVETA) and the Trades Training School Coordinating Committee is as follows;

- i. Chilenje Trades Training School
- ii. Dzithandizeni Trades Training School
- iii. Kanyama Youth Project
- iv. Mandevu Youth Project

A management committee consisting of four community volunteers, a Lusaka council's area Community Development Officer (an ex-official), elected existing

and former students and the Project Manager and other full time project employees.

Since the end of support from both DVS and G.D.S, the Trades Training School has grown as a self sustained institute that not only train the youth in trade skills i.e. Carpentry, Tailoring, Motor Mechanics and Entrepreneurship but also an industry that employs them and continually support them even after graduating to the benefit of the community at large.

1.2 Statement of the problem

Since the inception in 1972 the programmes at Chilenje Trades School have not been subjected to a systematic evaluation. This study intended to do that.

1.3 Purpose of the study

The purpose of the study was to evaluate the programmes that are offered at Chilenje Trades.

1.4 Objectives of the study

The researcher felt that in order to come up with solutions to problems under investigation the following were the objectives;

- To determine if the programmes met their objectives
- To identify types and sources of support available to carry out the programmes
- To determine whether there were adequate learning-teaching materials at the institution.
- To identify constraints faced by the institution in its operation.
- To find out the ways in which the institution was affecting its graduates in terms of skill and performance.

1.5 **Significance of the study**

The study would help add to the body of knowledge in which the interested parties like the staff of the institution, management, donors and the beneficiaries may use the knowledge where necessary. The study has also the potential of informing the government on the problems the institution is facing and what steps can be undertaken to organize and manage trades schools effectively.

1.6 **Limitation of the study**

The study was confined to the evaluation of the programmes at Chilenje trades school only. The study couldn't be extended to other trades school due to inadequate time and finance.

1.7 **Definitions of terms**

Entrepreneur: a person who starts or organizes a commercial enterprise, especially one involving financial risks "...Oxford Dictionary definition."

Trades School: this is a school where skills training in various fields e.g. Carpentry, Auto mechanics, Tailoring e.t.c are offered. "Researchers definition"

Beneficiaries: a group of persons who gain or benefit from a project... researchers definition.

Motivation: creation of interest in learning.

Community: a group of people living together and sharing interests, religion, Nation or area. .

CHAPTER TWO

2. REVIEW OF THE LITERATURE

According to Kelly (1999), the Northern Rhodesia government intending to increase the supply of skilled African workers as well as to raise the quality of their labor, decided in 1948 to build a number of junior trade schools. These were to be post standard four(4) institutions with a three-year programme in bricklaying and carpentry mainly for the construction industry. The training was to be very practical with most of the work spent on building sites and one day reserved technology and academic subjects. When in the 1950s, carpentry and brick work instructors began to graduate from Munali, the government accepted limited responsibility for vocational training and provided some grants to missionary trade schools, and formally established its own similar schools along the line of rail, such as Mwekera, Luanshya, Mufurila and Kitwe. Hopper (1985)

From this we can confirm that the trades' school has always played a very important role in bringing about employment to the people in the country. The genesis of the trades schools in Zambia. started a long time ago, therefore there is no need to overemphasize the importance of these trades schools in Zambia. Mostly trade schools are highly specialized in training skills.

Tight (1996) explains that the idea of training is most usually associated with preparing someone for performing a task or role. The definition stresses the idea of 'mastering' the task or role, and the need for repetitive practice to enable the individual to do so, while suggesting that the actual performance might be fairly mechanical and uninformed by any underlying knowledge or understanding.

According to Duke (1987) skills are commonly understood as human capacities which are acquired through training and which enable a person to work more or less efficiently at different levels of physical dexterity, intellectual capacity and responsibility for the quality of one's own work or for the work of another person.

With the increasing number of youths out of school who cannot be taken easily in the higher institution of learning, there is a considerable need for more trade schools in the country to cater for the out of the school youths. Comb (1947) argues, non formal education covers adversity of topics, one of them being Skills Training Programmes which aim at increasing employment, income and productivity.

Banda (1981), in his study on school leavers in Lusaka reiterated the need to find a solution to youth unemployment through programmes in which young people can acquire skills for productive work. The International Labour Organization (Geneva, 1971) contends that training enables individuals to earn a living through productive activities.

Sheffield (1971) states that successful non formal education heading to skills training is effective in designing and teaching relevant curricula. Furthermore, the make specific arrangements to ensure that the product of their training will be absorbed productivity in the economy and new skills learnt will be employed to increase productivity on the job. Thus Loken (1969) saw skill training as a pillar of man power needs.

If we look at the school curricular in Zambia the subjects that are offered are more to do with theories than practical work. Thus when a lot of youths are enrolled

for further training in the higher institution of learning, most of them resort to stealing. This happens frequently to the youths because they are not trained in any kind of skills, like carpentry or tailoring. Thus they are unable to fend for themselves in case of unemployment. Skills Training Learning Programmes lead to self-reliance or self employment and is seen as a way of solving youth unemployment problems.

The primary aim of youth training programmes or trades schools is to prepare the youth trained for gainful occupation. Training in skills is a means of job creation for youths themselves so that their ultimate national productivity may be raised and youth unemployment reduced (Tembo1986).

Hopper (1985) ends by arguing; all the programmes organized by the government, voluntary association or community groups must have in common the explicitly aim to prepare out of school youth for productive life.

CHAPTER THREE

3. Methodology

Research design

In order to provide an accurate evaluation of the programmes offered by Chilenje trades school, Descriptive approach was employed in the process to evaluate the programmes.

Descriptive research was used because it simply describes the findings and the aim of the research was to evaluate the findings at the institution in question.

Descriptive method is simple and easily applicable to various social problems.

It is a fact finding approach related mainly to the presentation, and abstracting generalizations through the cross –section study of the present situation. This method is mainly concerned with the collection of data. But since mere collection of data does not constitute research, unless the data are properly interpreted to find the casual connections and relations. The descriptive method, to some extent, is also concerned with the interpretation of data.

Population

The evaluation consisted of the 3 programmes run by the Chilenje trade school and these were carpentry, tailoring and motor mechanics. .

Sample population

The sample of 40 respondents was drawn from the population of 90.30 students out of 60 and 10 instructors out of 30 were picked...

.Sampling technique

A random sampling method was employed in choosing 40 respondents

From the total population of 60 students, 10 students were chosen from each of the programmes using a ballot. From a total population of 30 members of staff 10 respondents were picked through the use of simple random technique.

Instruments

Questionnaires and the interview guide were used.

Data collection techniques

Data collection was done through the administration of questionnaires and the use of the interview guide.

Data analysis

Quantitative data analysis method was used to analyze the data. The tables of frequencies and percentages were employed.

Chapter FOUR

Findings from Questionnaire data

Data was analyzed using a table of frequencies and percentages in the chosen areas.

Sex.

There was a high prevailing of male participants in almost all the training skills at the trade school with the exception of tailoring programme. 99 percent of the respondents in motor mechanics and carpentry were male while only 1 percent were female and about 99 percent of the respondents in tailoring were female and only 1 percent were male.

Age.

The majority of the respondents were between the ages 21 and 30. 98 percent were aged between 21 and 30, only 1percent were aged between 14 and 20. the other 1 percent was between 45 and above.

Academic Qualification.

Table 1: Academic Qualification

Grade	Frequency	Percentage
None	0	0
Grade 7	10	30
Grade 9	7	27
Certificate at G 12	13	43
Total	30	100

Table 1 shows that the academic standards for the respondents was 30 percent for those who went up to grade seven (7) and 27 percent for those who went up to grade nine (9).

43 percent for those who went up to grade 12. This shows that the academic standard for the respondents was well above grade 5 which was a good sign of high literacy level.

Satisfaction with the programmes.

100 percent of the respondents were satisfied with the training skills offered at the school.

Benefits from the programmes.

100 percent of the respondents seemed to derive some benefits from the programmes.

Sufficiency of the curricular.

80 percent of the respondents thought the curricular was sufficient while 20 percent thought the curriculum was not sufficient to enable them to be productive.

Language of instruction.

100 percent admitted that the language of instruction was appropriate and that they were able to understand the instructions.

Relation between stuff and students.

Table 2: Relationship between staff and students

Relationship	frequency	Percentage
Poor	-	-
Good	20	60
Very Good	10	40
Total	30	100

60 percent of the respondents felt the time allocated to the programmes was not enough to enable, an individual to be productive in society while 40 percent felt they were okay with the time allocated to the programmes.

How are skills taught ?

100 percent of the respondents were happy with the way the instructors taught them.

Other training programmes should be included:

90 percent of the respondents felt that other training skills should be included at the trade school and only 10 percent felt there was no need to included other training skills at the school.

Chapter FIVE

Discussion, conclusions and recommendations

Discussion

This chapter presents a summary of the findings on the evaluation that was conducted on the programmes that were run by the chilenje trade school.

According to the objectives of the study which were :

- To determine if the programmers met their objective
- to identity types and sources of support available, to carry out the programmers.
- To determine whether there were adequate learning- teaching materials at the institution.
- To determine constraints faced by the institution in its operations
- To find out the way in which the institution was affecting its graduates in terms of skill and performance.

as much as chilenje trades training school is a community self help project that was initiated by the chilenje community; the institution had not received any funding from any donor at the time of the research . Since the end of support from both DVS and G. D. S in the early 1990, the institution had grown in a self sustained institute that not only train the youth in trade skills but also an industry that employe the students who have passed through the institution.

Due to pressure and demands , at the time of the research the management felt that , it was going to be nice if well wishers came in to support the institution in its programming . The institution at that moment was offering training programmes in tailoring, carpentry and motor mechanics.

although all the mentioned programmes were run, the institution was also going through a lot of problems in many areas . At that time the institution was going through the inadequate training and teaching materials for the student. 60 percent of the respondents said that the institution was going through a crisis where learning and teaching materials were concerned. As a result of this situation the students felt, they were not getting enough training to make them efficient and effective in the industry especially with the changing technology. The crisis extended further even to the management , the institution was using absolute kinds of tools and computers. The institution is in dire need of new learning and teaching materials. If this scenario continues for a relatively long time, the school will end up producing students who are not equipped with the new technology and this would prove a danger to the students and the school itself. Due to lack of learning and teaching materials, the school was incapacitated to increase on the training programmes.

Due to lack of advanced technological materials. This also affected the school in its operations. The school was expected to run efficiently and effectively in its operation if new and advanced computers and other related technological equipment were introduced. But this had proven impossible for the institution on there own. Other well wishers had to come on the scene.

Moving away from the learning and teaching materials, the institution should be well balanced in its enrollment of its students. According to the statistics there seemed to be a lot of male enrollees in almost all the training skills at the time of the research with the exception of tailoring. 99 percent of the respondents in both motor mechanics and carpentry were male and only 1 percent were female. With the changing society there is need to introduce more females in all spheres of training skills because they are also people with the same brains like their male counterparts. Therefore, there is need to sensitize them on the importance of joining in these male saturated skills. Like motor mechanics and carpentry.

It is a big achievement that a lot of youths were enrolled at the institution. With the fact that 98 percent were aged between 21 to 30 and only 1 percent were aged above 30 years old. This is a big achievement because a lot of youths were gaining the skills that would help them in the future. If this trend continues a lot of youth would stay away from delinquency and they would become productive members of society and they would be a big asset to the development of Zambia.

In order for the institution not to be segregated, it should come up with the programme that would also consider in society those who have not stepped a foot in a classroom. This is due to the fact that the minimum standard to enroll at the institution is grade 7, but we find that the community also is composed of these who have never been to school. Since the institution was set up to help the community even the unschooled should be

considered. According to the statistics 30 percent went up to grade and 27 percent went up to grade 9, the remaining 47 percent only went up to grade 12.

The management should also work on the curriculum of each training skill. 80 percent of the respondents were not satisfied with the curriculum. The respondents wanted more things to be included in the curriculum so that when the students go out in society they would be able to deliver the best goods and services to the clients. With the changing technology, the management should look in this matter.

Apart from looking at the curriculum, the management should also look at the length of all the programmes. 60 percent of the respondents felt the time allocated to the programmes was not enough to enable the students to be productive in society only 40 percent felt the allocated time was sufficient to make them productive members of the society. But despite these suggestions from the respondents, the relationship between management and students was good on the average. 60 percent respondents said the relationship was good, and the remaining 40 percent said the relationship was very good. Due to the relationship, 90 percent of the respondents felt that other training skills should be included at the institution and only 10 percent were not for the idea.

Conclusion

It is evident from the findings that the Chilenje Trade School was and is dedicated at bringing development through training skills offered to the students. It has especially concentrated at giving skills to the youths who are productive members of the society and hence reducing on the number of youth delinquents. Even those who have not had an opportunity to go to higher institution of learning have benefited not forgetting those who had only a little education, they have also benefited in one way or the other. The Chilenje Trade School continues to benefit students through its programming.

Recommendations

- The institution should allow for more evaluation programmes so that it can be up to date with information concerning the institution and how they can plan for the future programmes based on the evaluation report.
- Other researchers should come in to help compare with the previous research carried out so that valid knowledge is given to the management and other well wishers and on top of that to add to the body of knowledge.
- The Ministry of Community Development should come to the aid of the institution, though giving valid knowledge in the form of technical aid and carry out surveys at the institution to find out which areas need to be funded.
- Other donors in the form of NGOs and foundations should come to the aid of the institution, even the former Germany Development Agent or Service and the

Swedish Development Agency should come back to help their brain child as before.

- The institution should work in collaboration with other training institutions or trades for the purpose of exchanging ideas on how they can improve their institutions.
- The institution should strive hard to source funds to bring out new learning and teaching materials together with new computers that would help in the running of the institution.
- The management look into the plight of the students who have complained over the time allocated to the training skills since most of respondents said time was so little.
- There was need for the institution to introduce more training skills programmes to cater for everyone's need in the community
- The institution should be gender sensitive towards its programmes. It shouldn't allow for partiality of certain sex for a particular programme; instead all the programmes should be offered to the community equality.
- More research should be encouraged.

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND

EXTENSION STUDIES

QUESTIONNAIRE FOR PARTICIPANTS

PLEASE ANSWER ALL QUESTIONS AS FREELY AS POSSIBLE.

**THE INFORMATION WILL BE CONFIDENTIAL. TICK (✓) AGAINST YOUR
ANSWER.**

Part 1

1. What is your sex?

- a. Male []
- b. Female []

2. Age?

- a. 14-20 [] b. 21-30 [] c. 31-45 [] d. 45 and above []

3. Academic qualifications attained?

- a. None [] b. Grade ⁷ [] c. Grade 9 [] d. certificate []

Part 2

4. Are you satisfied with skills training programs?

- a. Satisfied []
- b. Not satisfied []

5. Do you think that the skills you are teaching or learning are beneficial to your well being?

- a. Yes []
- b. No []

6. Is the Skill Training Programme Curricula sufficient to enable you be productive?

- a. Yes []
- b. No []

7. Are the programmes taught in the language understandable?

- a. Yes []
- b. No []

8. How is the relationship between the staff and the students?

- a. Poor []
- b. Good []
- c. Very Good []

9. Do you need close supervision from your instructor for you to grasp the programme?

- a. Yes []
- b. No []

10. After the training, do you think the students will be able to engage in any productive ventures outside the school?

a. Yes []

b. No []

11. Do you have enough tools to use during training?

a. Yes []

b. No []

12. Do you think the time allocated to the programme is enough for the students to be productive in society?

a. Yes []

b. No []

13. What is your opinion on how skills are taught?

a. Very Good []

b. Good []

c. Poor []

14. Generally speaking, do you think more training programmes should be included at the institution from the current 3 programmes?

a. Yes []

b. No []

If no, why?

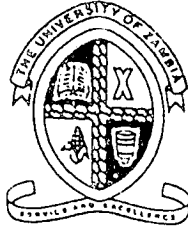
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The Interview Guide

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- (1). Would you kindly give me a historical background of your organization?
- (2). What is your mission statement of your organization?
- (3). How many programmes do you offer to the students?
- (4). Do you think the programmes are meeting the student's needs?
- (5). How efficient and effective are your programmes?
- (6). Do you have enough support from donors or well wishers?
- (7). How is the management staffed and how are you in total?
- (8). Do you think the programmes that are run here, are meeting the community's needs?
- (9). Do you have any intentions of including other programmes?
- (10). Do you have enough equipment to sustain your programmes?
- (11). In what area are you lacking in terms of learning, teaching and other advanced tools and equipment to run the institution efficiently and effectively?



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Your Ref:
Our Ref:

9th July, 2003

TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer (s) of this letter is a student in the Degree/Diploma course in Adult Education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and co-operation in this regard will be highly appreciated by the department, as this will enable the student to marry theory work which is offered in the class and practical work which can only be obtained from organizations like yours.

I look forward very much to a favourable response in this regard.

Yours faithfully,

[Signature]
Dr. E.H Mbozi
HEAD, ADULT EDUCATION
& EXTENSION STUDIES.

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