

**FACTORS AFFECTING YOUTH PARTICIPATION IN
SKILLS TRAINING PROGRAMMES IN KAFUE
DISTRICT: A CASE OF SAINT AMBROSE TRADE
CENTRE.**

BY

KASICHI GIDEON TEMBWE.

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MAY 2011

DECLARATION

I KASICHI GIDEON TEMBWE, of computer number 27021378, do hereby declare that the contents of this dissertation are entirely based on my own findings and that I have not in any respect used any person's work without acknowledging the same to be so. I do hereby declare that this dissertation represents my own work and it has not been previously submitted for a degree, diploma or any other qualification at this or any other university. I therefore bear the absolute responsibility for the contents, errors, defects and any omissions herein.

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Signature.....

Date.....

DEDICATION

To my father Mr. Francis Anock Kasichi and my loving mother Mrs Margaret Nyirenda Kasichi. I thank you for your undying love and support that has been shown to me. You taught me that I can achieve whatever I set my eyes upon and anything within my grasp. I thank you also for the discipline and moral fibres which you have instilled in me.

To my late sister, Queen Kasichi, my brothers (Charles, Aphas, David) and sisters (Rhoda, Brenda, Rebecca, Annie). You are a symbol of God's true power and fulfillment. I will always love you, and may the Almighty God bless you richly.

This study is also dedicated to all students who aspire for the acquisition of knowledge and skills.

ACKNOWLEDGEMENTS

First and foremost, I would like to thank my creator, God, for his unfailing love, mercy and grace that he has relentlessly given me. Not once has he let me down. He has been my pillar of strength and hope, my inspiration and my source of wisdom and knowledge.

In the process of compiling this research report, I benefited from the help and encouragement of many people. I owe the success of this study to many people and institutions who in one way or the other contributed to it.

A lot of thanks is owed to my supervisor Mr P. K. Mwansa who provided professional guidance and supervision of this research report, without whom, this report would not have come to fruition. I am deeply indebted to him for the patience and direction rendered to me. May God richly bless him.

Special thanks go especially to my colleagues Mr. Biggie Mpopwe, Lulumbi Katasha and Nathan Sande for the spiritual and moral support they rendered to me both in times of joy and distress. I love you all for the help you unremittingly gave me throughout this research. I further wish to express my special gratitude to the all the respondents in this study and the institutions providing skills training programmes for providing the necessary information needed for the study.

Lastly but not the least, I wish to extend my sincere thanks to all those who assisted me materially, financially and by any other means, though not expressly mentioned above, that made the work a success. I would not have done it without their input and support.

ABSTRACT

The study was conducted to investigate the factors affecting youth participation in skills training programmes at a selected skills institutions in Kafue.

The objective of the study was to assess the factors that affect youth participation in skills training and attitudes that motivate them. The study also sought to identify the skills training programs that female participants mostly participate and the challenges they face.

The population included the males and females participants at the selected skills training centres. The data was collected using questionnaires and interview guides for the youths participants'. This data was presented in numeric tables, ratios and percentages. The data was analyzed and summarised in numeric value and percentages with some in-depth narrative information for understanding the results. The approach was used to increase the reliability and validity of the research.

The findings of the study revealed that the levels of youths participation in skills training programmes are very high in the district. However, the youths are faced by a number of home, institutional and community challenges which affect their participation in skills training.

The conclusion of the study was that youth participants in skills training were unable to successfully complete the programs they undertook due to the challenges that they face. It is recommended that the skills training institution should provide guidance and counselling services for there female participants in skills training programs. This would help the students recognize the important of training even when they face various negative home and community challenges. And that government and stakeholders to come in the venture of helping youths by way of empowering and sponsorship.

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CHAPTER ONE

1.1 BACKGROUND

The primary goal of education is to harness and develop man's talent and potential so that he can fulfill his moral, intellectual and material needs and contribute effectively to the general survival and development of the society. Skills training are a vital part of any society in order to develop effectively. Skills training around the world and many parts of Zambia, have a significantly long history. They have being practised since time in memorial. They are a means which direct a national and personal development of they people especially they young people. Therefore, many people participate to acquire different skills for personal development in their life time. Henceforth, the government has made education available through government and private institutions in almost all towns, districts and provinces to harness and foster a positive change in the living standard of the people.

There is thus a close relationship between education and employment. Education responds to employment demand within an economy, by enabling learners to acquire relevant and appropriate skills and knowledge that enhance their employability. It follows then that the more education one acquires, the greater the probability that one will be employed since he or she will have being prepared for the labour market. Despite the educational system showing some upward trend of improvements by offering training skills to the youths, the formal sectors are still lagging behind. There are serious threats of unemployment. The youths appears to be bearing in mind a disproportionate of a burden they have at least three times as many chances of being unemployed at those over 25 years old (ILO, 1987).

However, tailored training programs, career guidance and counselling should be dealt with at depth to ensure learners get the best out of their training accompanied by the skills necessary

to make them gain marketable and employable skills that are necessary for improving their own livelihood and be able to compete in the labour market.

Therefore, it is imperative to make a mention that there can be no national development if there is no self sustaining in the economic growth. This calls for national leaders to look into the plights and problems of the youths in Zambia, the factors affecting them in their education and they kind of attitude they have towards it development economic growth is to be achieved. This is because they youths are they majority in our population and have they potential and power to improve the economy of the nation if empowered with right skills and education. Education empowers a person to change and increase the production levels in the country when it comes to attaining sustainable development (Marie, 1985).

1.2 STATEMENT OF THE PROBLEM

Skills training programmes in Kafue District have been in existence for quiet a long time now. Many people ranging from youths to adults choose to enroll or participate in the programmes according to their various needs. However, very little or no efforts have been made to find out the factors affecting youth participation in the skills programmes.

1.3 PURPOSE OF THE STUDY

The purpose of the study was to find out the factors that affects youth participation in skills training programmes in Kafue district.

1.4 RESEARCH OBJECTIVES

The objectives of the research study were as follows.

1. To determine youth awareness in the skills training programmes in Kafue.
2. To determine how the training programmes are advertised.
3. To find out the courses that most youths in the skills training centre like doing.
4. To identify factors that affect youths' participation in skills training.

1.5 RESEARCH QUESTIONS

1. What are the determinants of skills training programmes in Kafue?
2. What ways are the training programmes mostly advertised?
3. What challenges do youths who participate in skills training face?
4. What factors affect youths participation in skills training?

1.6 SIGNIFICANCE OF THE STUDY

The research study was very important because the findings of the research would help in providing useful information about the policies that are made by decision makers and the government. The study would also to reveal the factors that impedes the full participation of youths in enrolling for these skills training programmes. Therefore, this information provided

would help the training institutions to restructure their approach and objectives to improve youth training skills in Kafue.

1.7 LIMITATION OF THE STUDY

The study was confined to Saint Ambrose Trades Centre in Kafue only due to financial and time constraints to cover other areas in the district.

1.8 DEFINITION OF CONCEPTS

Youths: This is a person who is generally between a period of childhood and adulthood according to the given society (Osei-Hwedies and Ndulo, 1990).

Skills: The ability to produce reliable and consistent results or doing something well (Mullins, 2000).

Attitude: Is a settled way of thinking, feeling or the learned predisposition of response (behaviour) in the consistently and favourable manner with respect to a given object (www.google.com).

Empowerment: Giving the disadvantaged group a voice in deciding and making decisions (GRZ, 2000).

Participation: This is defined as an active involvement in decision-making, taking leading roles in addressing issues that affects you and contributing to general community-or nation-building (UNESCO, 2003).

CHAPTER TWO

2.0 LITERATURE REVIEW

Zambia is currently undergoing a rapid and social dynamic change. Therefore, the economy primarily demands on agriculture, forestry, mining, fishing and tourism to support and achieve the economic diversification. Majority of youths are the ones who are particularly being affected by this economic crisis and hence bearing the brunt of rapid technological and social changes as well as a loss of cultural identity due to the fact that they are lacking proper skills much needed for development (Bishop, 1987). Though there are many institutions, public and private that are providing skills training programmes in Zambia particularly in Kafue, there still many young people who find themselves unable to participate effectively and efficiently in the modern world such as growing labour demand and education. Therefore, training youths with various skills should be used so that they can help communities achieve its goals otherwise. The youths should be given a special kind of education information that concerns the acquisition of skills, attitude and experience that can render the young more readily employable (Kelly, 1999 and Mwanakatwe, 1973). Education for employment is education for growth and development, that is, the extent of which the acquired competences and expertise, as a result of schooling, can best be applied skill by graduates to maximize their productivity in the economy (Todaro and Smith, 2008).

According to Fortuijin and Morgan (1987), the scope of youth programmes varies a great deal and depends very much on the perspectives and resources of the initiating agencies. Whatever, the specific objectives most programmes are directed at a certain categories of youths. Those who for lack the educational credentials are considered to have a weaker

position on the labour market. Hence, these programmes still hardly seem to reach the most disadvantaged youths, thus the illiterate, unorganized urban and rural marginal groups.

However, according to Central Statistic Office (2000), the current levels of illiteracy in Zambia are above 80% and this calls for serious worries. The problem of illiteracy is more pronounced in the rural areas and especially amongst the marginalized groups such as women, children and persons with disabilities. Therefore, there is a correlation between illiteracy, poverty and disease. An adequate and proper education is, therefore, a strategy to combat poverty and disease. According to Woodhall (1985), many countries that have included technical and practical skills or education in their curricula schools in order to prepare students or better for employment and to contribute towards character training (Snelson, 1970) helping to install accuracy, neatness, general hardiness and a respect for manual work. These skills obtained helps them to look for something to do after work, hence the rationale behind vocationalization of school curricula.

Lack of skills and opportunity

Lack of skills and opportunities is the cause of poverty for many Zambian youths and other citizens. Without employable skills, the youths are left without employment, they can not earn an income to support themselves and families that they need to support. As a result of lacking self-sustainability training skills, these youths remain unproductive and therefore hit hard by poverty. Ministry of Education (2008) research indicates that about 79% of the youth except those attending primary/secondary and college/university education are not in any employment, while 74% of those youths who have completed secondary education and 72% of those in employment have not attended college education (they are not skilled), (Central

Statistics Office, 2000). This clearly shows that there is a serious lack of training skills opportunities that would make youths become entrepreneurs.

Limited educational opportunities

As with unemployment, educational opportunities for young people are limited by external and internal factors, making it difficult for young people to complete or continue their education. In some countries like China they have free and compulsory basic education, necessarily for equipping youths with basic skills (Todaro and Smith, 2008). However, in Zambia the majority of the parents or guardians have to pay not only school fees but also other expenses in order to contribution to the running of the school such as the costs of stationeries, examination fees, tools and transport. An educational opportunity makes a notable contribution through helping pupils developing life – skills which equip them for positive social behaviour and coping with negative pressures. However, this is a major problem that is faced by numerous youths in Kafue town being that it is has been economically crippled in the last two decades. Poverty has really reduced education opportunities because parents cannot afford to pay school fees and other educational requirements. To add more salt to the injury the global financial crisis took it tall and did not spare the town making more people to lose their jobs (Central Statistical Office, 2000).

According to Mulenga (1989), this has been a major contributing factor to the ever increasing number of unemployment youths because they lack proper marketable skills and inadequate guidance given to them as in what job opportunities are available on the market. Hence, education should be given a higher priority for the future tomorrow be it in formal or informal way.

Youth engagement, participation and representation

There appears to be an overall lack of faith in the capacity of young people to contribute positively to development, including by participating in decision-making. The lack of empowerment and participation initiatives for young people remains a major concern. In addition, the limited focus on vulnerable and unattached young people leaves them beyond the reach of organised programmes. This calls for a rights-based development approach to dealing with youth issues. According to Osei-Hwedie and Ndulo (1990), there is a need for more community-based projects and programmes led by youth and targeting youth, and more multi - sectoral planning as well as implementation on youth issues. There is lack of youth participation in the different levels of society is widely acknowledged across the region as an area that undermines youth development in skills training programmes. The term ‘youth participation’ refers to young people being involved in decision-making, taking leading roles in addressing issues that affect them and contributing to general community- or nation-building (UNESCO, 2003). There are several reasons that exists for the low levels of youth participation in society; these include lack of trust in youth by the older generation, youth not having confidence or being deemed incompetent to participate, young people are not being aware of their rights, and the level and extent of issues that young people are faced with. The fact that it is culturally inappropriate for young people to actively participate in decision-making has been used to keep young people from speaking up on youth issues and how they think the issues should be addressed. However, the government through Citizen Economic Empowerment (CEE), Ministry of Youth, Sport and Child Development (MYSCD) and Ministry of Science, Technology and Vocational Training (MSTVT) is slowly learning how to involve young people fully in these skills training programmes; the problem is that they

still struggle to implement this knowledge (GRZ, 2000). This includes programmes that are operated by NGOs, and community service organisations (CSOs). In addition to their lack of active participation in social, economic and political processes and activities, young people are poorly represented in the national, regional and international arenas. This can be attributed to their lack of confidence and the lack of opportunities and support for them to participate and therefore there are no proper guiding policies are inadequate to meet these enormous challenges.

Gender inequality and young women

According to GRZ (2000), gender inequality is prevalent in the youth sector. Youth skills training programmes and other human development initiatives need to pay attention to the needs of the young women. The needs of young women are not the same as those of young men or older women. This inequality has serious implications for young women as they tend to be less involved in education, employment and generally at the community, national and regional levels (UNESCO, 2003). These implications are manifested in the high and increasing rates of teenage pregnancy and unsafe abortion, the lack of attention to sex workers, the low status of young women and gender-based violence.

UNESCO (2003/4) report acknowledges that drugs and alcohol can have a lasting affect on performance of the education of the youths. The effects can start in fetal development and continue through in life development. Having a parent or a mother that uses alcohol or drugs while she is pregnant can affect the fetus and have lasting affects on their cognitive and social development that youth or child. Alcohol can cause mental retardation, slower physical

development, severe learning and cognitive disabilities. Fawe (1994) further describes dangers that youths that use illegal drugs, like marijuana and cocaine can also have a severe and lasting effect on the performance and productivity to the nation. They decrease their cellular oxygen and nutrient supply for the fetus which then affects the parts of the brain responsible for learning, memory, behavior, and cognitive functions. It can also cause language delays and attention problems, eventually causing death. In this relation to the findings about healthy complications, very little has been done by relevant authority on how to curb this demise and a few literatures has been reviewed on this in relation to the youths of Kafue District. It is no longer a blind eye to see that most youths in Kafue where in urban or peri - urban are the majority abusers of alcohol and drugs.

CHAPTER THREE

3.1 METHODOLOGY

This indicates how data was collected, the population that was studied, the design used to analyse as well as to how data was interpreted and the conclusions was arrived at (Creswell, 1994). Issues of methodological approach were summarized in the study under separate sub headings of research design, population, sample size and sampling procedures, instrument of study, data collection, data analysis and interpretations.

3.2 RESEARCH DESIGN

The study used both a combination of a mixed design in that it used quantitative and qualitative method of collecting data. The qualitative method was used for the data collected using interviews. The quantitative method was used to prove the assumptions using statistical figures. The data from respondents was extracted using questionnaires and interviews.

3.3 POPULATION

The population of this study comprised of forty (40) students both male and female at Saint Ambrose Trades Centre in Kafue. Therefore, the population was represented to carter the entire characteristics of the other students in terms of behaviour, perceptions and events that are part of it (Creswell, 1994).

3.4 SAMPLE

The sample was comprised of 40 respondents broken as follows: twenty (20) male students and twenty (20) female students.

3.5 SAMPLING PROCEDURE

The sample population composed of forty (40) students selected using probability sampling, that is twenty (20) females and twenty (20) males. A systematic random sampling technique was used as probability sampling so that all the students and courses were given an equal chance of being selected.

3.6 DATA COLLECTION INSTRUMENTS

Both primary and secondary data collection methods was used to collect information for the study. Primary data collection instrument consisted of interview guide and the discussions with the participants. The secondary data collection was done by the use questionnaires with both structured and unstructured questions to collect data from the students. All questionnaires were written in English.

3.7 DATA ANALYSIS

Bless and Achola (1988) state that analyzing every data collected is a sure way of arriving at conclusions. In this respect for one to make conclusions of the study, analysis was made. The data from questionnaires was analyzed through tabulations of frequencies, cross tabulation and percentages of occurring responses. And then a description was made on the basis of data collected by use of interviews and checklist where possible pie chart and graphs will be used to summarize the data. Finally a summary of interpretations and recommendations was based on the findings of each data gathering tool used.

CHAPTER FOUR

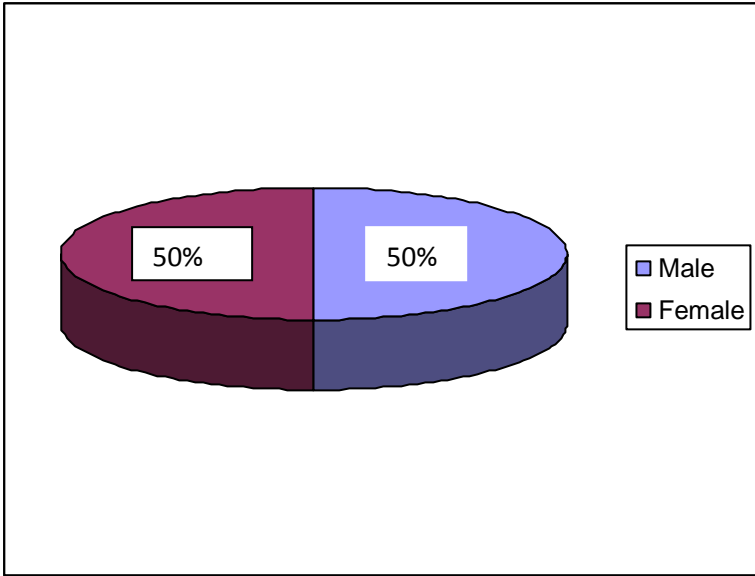
RESEARCH FINDINGS

This chapter discusses the research findings from the field based on the investigated factors affecting youth participation in skills training programmes in Kafue district. The study employed questionnaires and interview guides as main methods of data collection. Data collected was analysed using frequency distribution tables and percentages, pie charts, bar graphs and explanation and narration of certain themes.

TABLE 4.1: SEX DISTRIBUTION

Sex	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Male	20	50.0	50.0	50.0
Female	20	50.0	50.0	100.0
Total	40	100.0	100.0	

According to the sex distribution in table 4.1, 50% of the respondents were males and the other 50% were females.



Therefore, according to the data in the pie chart above the respondents interviewed indicates that the participants were equally selected.

TABLE 4.2: What is your marital status

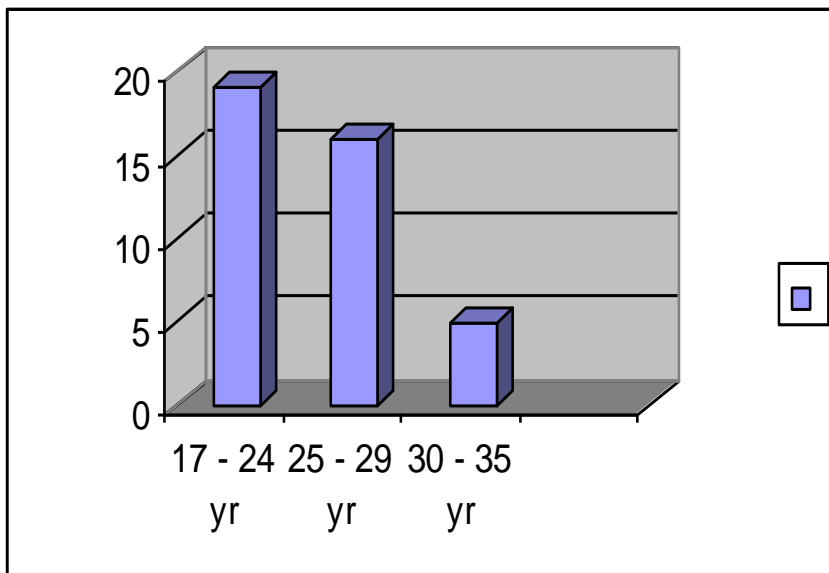
Marital Status	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Single	32	80.0	80.0	80.0
Married	7	17.5	17.5	97.5
Divorced	1	2.5	2.5	100.0
Widowed	0	0.0	0.0	100.0
Total	40	100.0	100.0	

In the above frequency table, it shows that the majority of the youths involved in skills training programmes are single representing 80% of the respondents, while 17.5% are married, 2.5% are divorced and no widows is represented.

TABLE 4.3: How old were you at your last birthday

Age	Frequency	Percentage	Valid Percentage	Cumulative Percentage
17 – 24	19	47.5	47.5	47.5
25 – 29	16	40.0	40.0	87.5
30 – 35	5	12.5	12.5	100.0
Total	40	100.0	100.0	

From the above table, it indicates that the majority of youths involved in skills training programmes are in the ages between 17 – 24 age representing 47.5 % of the respondents, the ages between 25 – 29 age represents 40.0% of the respondents and 12.5% of the respondents represents the ages 30 – 35 of respondents.

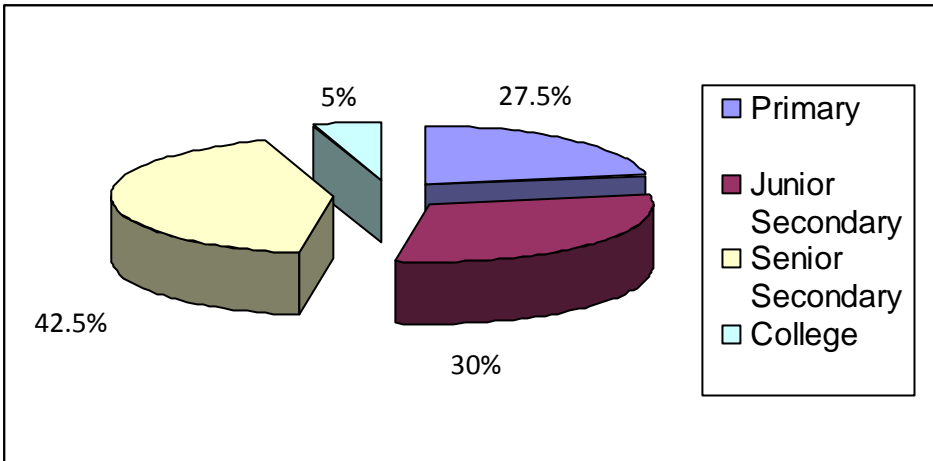


According to the data in the above bar chart most of the respondents interviewed highlights that majority of most youths who participate in skills training programmes are relatively in their young age between 17 – 24 representing 47.5%

TABLE 4.4: Educational Level

Education Level	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Primary	9	22.5	22.5	22.5
Junior Seconadry	12	30.0	30.0	52.5
Senior Secondary	17	42.5	42.5	95.0
College	2	5	5.0	100.0
Total	40	100.0	100.0	

The distribution of the respondents according to the educational level revealed that 22.5% had primary certificates, while 30% had junior secondary, 42.5% had senior secondary and another 5% had college certificates.



According to the data in the pie chart the majority of the respondents interviewed attained senior secondary education qualifications. This accounts for 42.5% of the respondents. Therefore, there is a high reservoir of senior secondary school participants that can be easily empowered to advance skills training to making it as a source of livelihood, and as an alternative employment activity.

TABLE 4.5: What is the occupation of your father/mother or guardian

Occupation	Frequency	Percent	Valid Percentage	Cumulative Percentage
Farmer	10	25.0	25.0	25.0
Working	7	17.5	17.5	42.5
Business person	10	25.0	25.0	67.5
Not working/Retired	13	32.5	32.5	100.0
Total	40	100.0	100.0	

The frequency table indicates that the majority of the youths involved in skills training programmes' parents or guardians are unemployed/retirees representing 32.5%, and those whose parents are working is 17.5% of the respondents

TABLE 4.6: What is your means of transport to the Skills training centre

Transport	Frequency	Percent	Valid Percentage	Cumulative Percentage
Vehicle	4	10.0	10.0	10.0
Bicycle	8	20.0	20.0	30.0
On foot	28	70.0	70.0	100.0
Total	40	100.0	100.0	

The table shows that the distance from home to the local skills training centre by the various mode of transport they use. 70.0% of the respondents just walk to the local centre, 20.0% use bicycles and whilst 10.0% use vehicles as their mode of transport.

TABLE 4.7: Do you know the skills training programmes offered at your local centre and other centres in the district?

	Frequency	Percent	Valid Percentage	Cumulative Percentage
Yes	19	47.5	47.5	52.5
No	21	52.5	52.5	100.0
Total	40	100.0	100.0	

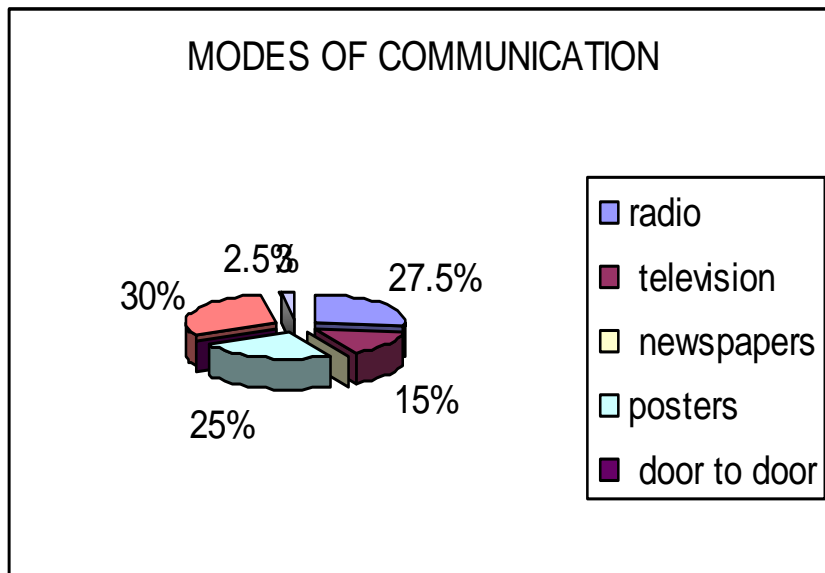
The table shows that 52.5% of the respondents said that are aware of the all the programmes that are offered are offered at the local centre apart from what they were pursuing and even those offered in other trades schools in the district, whilst 47.5% expressed ignorance.

TABLE 4.8: How are the programmes advertised

Advertisement	Frequency	Percent	Valid Percentage	Cumulative Percentage
Radio	11	27.5	27.5	27.5
Television	6	15.0	15.0	42.5
Newspaper	10	25.0	25.0	67.5
Posters	12	30.0	30.0	97.5
Door to door	1	2.5	2.5	100.0
Total	40	100.0	100.0	

The table above reveals that the programmes of skills training are mainly advertise by the providers through poster representing 30.0% of the respondents, 27.5% through radio, 25.0% of the advertisement done through newspapers, and whilst 15.5% of the

advertisement is done by television and only 2.5% of the respondents represent door to door way of advertisements.



From the above pie chart the data revealed indicates that the majority of respondents interviewed gets the advertisement the posters stuck which represents 30.0% of the respondents, this also indicates that there is a lot of youths to who adopt simple and appropriate of communication

TABLE 4.9: What do you think motivates a young people to doing skills training course?

Motives	Frequency	Percent	Valid Percentage	Cumulative Percentage
Employment	28	70.0	70.0	70.0
Influence	4	10.0	10.0	80.0
Interest	8	20.0	20.0	100.0
Total	40	100.0	100.0	

The table indicates that young people are engaged in skills training for different reasons, 70.0 % were for formal employment, 10.0% are motivate to participated because of outside influence and only 20.0% are genuinely interested in skills training participation.

TABLE 4.8: How are the programmes advertised

Advertisement	Frequency	Percent	Valid Percentage	Cumulative Percentage
Radio	11	27.5	27.5	27.5
Television	6	15.0	15.0	42.5
Newspaper	10	25.0	25.0	67.5
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CHAPTER FIVE

5.0 DISCUSSION OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 DISCUSSION OF FINDING

This chapter analyses and interprets the findings of the collected data. The purpose of the study was to determine the factors affecting the youth participation in skills training programmes in Kafue district. Consequently, the research objectives were formulated and these were; to determine youth awareness in the skills training programmes in the area, determining how the training programmes are advertised, finding out the courses that most youths in the skills training centre like doing and then finally identifying the factors that affect youths' participation in skills training in Kafue district.

5.1.1 Youth Awareness of Skills Training Programmes.

Therefore, the analysis of the findings of the data through the responses from the respondents revealed that the majority of the youths in Kafue district were aware of the skills training programmes provided at their local centre and even those outside their area. The study shows that both male and female youths are fully aware and actually participates in skills training programmes. Some of the respondents had done some skills training courses and others are planning to do it. However, youths are faced by a number of home, institutional and community challenges which affect their participation in skills training programmes.

The majority of the respondents know the skills training programmes offered at their local center despite only a few had done it there. Those who have done skills training have done it only at their local center but also at centers which are outside their area. Others have done it at secondary school level. Mumba (1990) rightly states that skills training should be

exclusively viewed as a way of acquiring the knowledge and ability necessary to improve living and working conditions. It increases the ability and efficiency of individuals and points to the fact that the potential of the already high number of youths who have senior certificates can be utilized to advance youth participation in skills training programmes.

Saint Ambrose Trade Centre offers a lot of skills programmes such as power electrical, carpentry, computer skills, secretarial, business and tailoring. Most of the respondents do not participate in the programmes offered at Saint Ambrose Trade Centre not only because the courses are either there or are not actually the ones that they intend to do. But actually the majority of the youths' parents or guardians participating in these skills training programmes are poor and do not afford the ever rising tuition fees. This indicates the majority of the 35.5% of parents or guardians who are unemployed or retired.

Therefore, the Government and policy makers should redefine the role of imparting skills in order to align it more closely to reproductive health, agriculture, community based environmental protection and management, HIV and AIDS awareness and sustainable livelihood skills. Skills training programmes should be designed to reinforce the ability of youths to overcome these impediments to employment, in different stages of the long process of job finding (Kelly, 1999). Therefore, diversifying secondary schools and trades institutions that provide vocational education in industrial technical, commercial and agricultural streams as well as general academics in education, practical skills and encouraging positive attitudes towards practical work. Vocational education will therefore increase the supply of technically trained manpower and reduce unemployment caused by unreal expectations (MOE, 1996).

5.1.2 How The Training Programmes Advertised.

The study also revealed that the programmes of skills training are advertised through radio, different print media, television, door to door and posters. Most of the advertisements are done through posters. The research revealed that the majority of the respondents are reached through the use of posters as compared to radio and television. It also states that people do not participate in these programmes not that they are not aware but because they choose not to participate.

5.1.3 The Course That Most Youths Like Taking At Skills Training Centre.

It was found that most of the females youths like doing courses like secretarial, tailoring and catering. Courses like bricklaying, carpentry and power electrical were considered to be courses for males, only few females participated in these courses. It was puzzling to find that only three (3) females were doing power electrical out of the total number sampled at Saint Ambrose Trade Centre. Because of this trends most females especially those that were joining were discouraged by the number of females that participated in the aforementioned courses and they have ended up doing the courses where there were lot of females like catering and tailoring. This was evidently shown vice versa from the total number of females and males students that were found doing tailoring and carpentry. It was discovered that only one (1) male student was found doing tailoring from the forty (40) sampled. Therefore, it was revealed from the study that the majority of respondents like doing carpentry, power electrical and computer lessons. It was further revealed that the majority of these were male students compared to the female students.

5.1.4 Factors Affecting Youth Participation in Skills Training.

In regard to the factors that affect youths' attitude towards skills training. The study established that there both positive and negative. The positive aspects of it are the study revealed that some respondents believe that it helps youth in communities to become self employed because there are no jobs in the formal sector. According to Loweler (1973), the amount of effort to participate depends on the value of rewards and probability of rewards. Therefore, the desire to fully participate depends on the benefit derived from the effort in an activity. The youths that are involved in the skills training programmes are not appreciated. On the other hand some respondents said that skills training provides formal employment because if you do not have a skill and money to start a business you can just engage yourself in the formal sector. Also others said it can supplement to your income, for instance you are a secretary and knows how to design cloths you can be doing it at home after work and the sell them. Some respondents said it is employment because if you do not have a skill interest in skills raining that made then do it. If one has an interest in a particular thing he or she will do it with a positive mind and passion.

Osunde and Omoruyi (2004), agree that the vocational skills acquisition training programmes enable the participants or trainees to acquire vocational skills that would make them be self-reliant as well as become productive and useful citizens in the country. Therefore skills training facilitate the spirit of creativity and independence. This leads to self employment. People are able to do things or do income generation activities without waiting to be employed by someone as long as they have necessary skills.

Regarding the negative attitude aspects, some respondents said that some skills training courses are not well paying as compared to some collar jobs. And this really has negatively affected the attitudes of youths towards skills training in the sense that almost the majority

want to do things that are related to white collar jobs such as accounts, business administration, marketing, law which are well paying. Some respondents considered to be difficult because most courses are to be done with tools and equipments that are either expensive or not readily available to them. This therefore puts them off to doing something else and shun away from participating in skills training. It was revealed by majority of the youths of women that institutions providing in skills training programmes and other human development initiatives need do not usually paid enough or proper attention to particular needs of young women. These needs of young women are not the same as those of young men or older women. This inequality has serious implications for young women as they tend to be less involved in skills training programmes of education, employment and generally at the community, national and international level.

From the research conducted, it was revealed that most of the respondents interviewed said they the courses they would like to do are very expensive in the sense that their parents could not afford to pay for them. Therefore, the end up doing something which the do not want. This hinders there participation in skills training skills. However, others have generally no interest in skills training courses.

Distance was also pointed out to be one of the factors that youths were facing. The youths in Kafue found it very difficult travelling long distance everyday to skills training centre. Some youths when interviewed clearly stated that they were finding it very difficult and cumbersome attending to the skills training centre from very far away places from the district everyday.

5.2 CONCLUSION

The conclusion of the study was that youth participations in skills training were unable to successfully complete the programmes they undertook due to the challenges that they face in Kafue district. The majority of the respondents were aware of the skills training programmes provided both at Saint Ambrose Trades Centre and other surrounding institutions in the district. The study revealed that despite of the majority of youths being aware of the skills.

The study revealed that the youths who did not do any skills training had various reasons such as lack of financial resources, lack of interest in skills training, limited places and infrastructure, lack of proper qualifications, some secondary schools do not offer skills training subjects, and courses offered at the local centre are limited in the sense that the only admit limited number of student. Those who had no interest in skills training preferred jobs that are considered well paying and prestigious in society such as law, medicine and accounts.

The study also revealed that factors affecting youth participation in skills training could either be positive or negative. Some of the positive aspects were that it helped young people in communities to become self – employed and also offers formal employment opportunities to young people. These factors motivate youths to participate in skills training programmes. The negative aspects that discourage young people in doing skills training are too expensive and limited places available. Skills training programmes therefore, are not just educational or academic skills but rather cross-cutting issues which enhance development of an individual person and a nation at large.

5. 3 RECOMMENDATIONS

In line with the research findings of the study, the research came up with the following recommendations.

It is recommended that the skills training institution should provide guidance and counselling services for there youth participants in skills training programs. This would help the students recognize the important of training even when they face various negative home and community challenges.

Secondly, the Government through the Ministry of Education should make sure that all the primary and secondary schools offer skills training subjects so that pupils could acquire these skills at a very tender. This would encourage them to do skills training programmes at higher institutions even if when they drop out from school at primary or secondary level.

It is also recommendation of this research that the Government and other cooperating stakeholders should take a keen interest in sponsoring the youths paying particular attention to the female colleagues, disabled and other disadvantaged people in poverty stricken communities and societies. Sponsoring such people empowers them in productive and beneficial in communities where they live and therefore this brings about a national sustainable development.

The Government should also made deliberate policies regarding to low salaries of people with skills training work given such as bricklaying, carpentry, electricians etc to the companies the ply their trades to so that they should get higher wages. It should emphasize the fact to these employers that skills training people actually and equally contribute to the development of the nation. These policies should also be gendered sensitive in nature

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Http//**www.google.com**

APPENDIX A: Questionnaire. For Youths in Skills Training Programmes

Dear Respondents,

Instructions

1. Please answer questions as free as possible as the information will be kept as secret.
2. Please do not write your name on the answer sheet.
3. Tick (√) your responses in the boxes provided appropriately and in the spaces available, write additional information that you may wish.

We assure you that the information you shall give will be treated with utmost confidentiality.

We thank you in advance.

INSTRUCTIONS

In the following questions you should tick where a [] is provided and specify where a space..... is provided.

SECTION A

BACKGROUND INFORMATION

1. How old were you on your last birthday?

1. Specify.....

2. What is your sex?

1. Male []

2. Female []

3. What is your marital status?

1. Single []

2. Married []

3. Divorced []

4. Others specify.....

4. What is your level of education?

1. Grade 7 []

2. Grade 9 []

3. Grade 12 []

4. College []

5. University []

5. What do you for living?

1. Working []

3. Not working []

2. Schooling []

SECTION B

SOCIAL ECONOMIC BACKGROUND

7. Where do you stay?

1. Low density e.g. Kabulonga []

2. Medium density e.g. Kabwata []

3. High density e.g. Kalingalinga []

8. What is your father's occupation?

1. Teacher []

2. Doctor []

3. Engineer []

4. Others specify.....

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9. What is your mother's occupation?

1. Teacher []

2. Doctor []

3. Engineer []

4. Others specify.....

10. What is your guardian's occupation?

1. Teacher []

2. Doctor []

3. Engineer []

4. Others specify.....

11. What is your father's net income per month?

1. Less than K500, 000 []

2. Between K500, 000 and K1, 000, 000 []

3. More than K1, 000, 000 []

12. What is your mother's net income per month?

1. Less than K500, 000 []

2. Between K500, 000 and K1, 000, 000 []

3. More than K1, 000, 000 []

13. What is your guardian's net income per month?

1. Less than K500, 000 []

2. Between K500, 000 and K1, 000, 000 []

3. More than K1, 000, 000 []

SECTION C

FACTORS AFFECTING PARTICIPATION

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14. Do you know the skills training programmes offered at your local centre?

1. Yes []

2. No []

15. If yes, would you please mention them?

.....
.....
.....

16. How are the programmes advertised?

1. Radio []

2. Television []

3. Poster []

4. Door to door []

5. Any other []

17. How far are skills training centers from your place?

1. Far []

2. Near []

3. Not sure, []

18. Have you done any skills training course?

1. Yes []

2. No []

19. If your response in question 18 was yes, what did you do?

.....
.....
.....

20. If your response in question 18 was no, state the reason(s)?

.....
.....
.....

21. Would you like to do anything related to skills training?

1. Yes []

2. No []

3. Not sure []

20. Do you know other skills centres in Kafue that offer skills training?

1. Yes []

2. No []

22. What programmes do you think motivates a young person to do skills training course?

1. Wage Employment []

2. Self Employment []

3. Interest in skills []

4. Friend influence []

24. What discourage a young person from doing skills training?

1. High fees []

2. Inadequate skills centre []

3. Yes []

4. No []

THANK YOU FOR YOUR CO-ORPERATION

APPENDIX B: WORK PLAN

ACTIVITY	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
Selection of report	XXX								
Literature review		XXX							
Writing proposal			XXX						
Submission of proposal				XXX					
Data collection					XXX				
Data analysis						XXX			
Drafting of report							XXX		
Writing report								XXX	
Submission of report									XXX

APPENDIX C: BUDGET PLAN

DESCRIPTION	QUANTITY	PRICE/UNIT	TOTAL
Reams of paper	2	K 35, 000	K 70, 000
Note book	1	K 10, 000	K 10, 000
Pens	4	K 2, 000	K 8, 000
Flash disk	1	K 100, 000	K 100, 000
Printing proposal	1 × (20p each)	K 500	K 10, 000
Printing questionnaire	1 × (5p each)	K 500	K 2, 500
Photocopying questionnaire	1 of 5p each 40	K 200	K 40, 000
Binding proposal	3	K 33, 000	K 33, 000
Printing draft report	4	K 500	K 80, 000
Binding report	3	K 150, 000	K 150, 000
Transport Lusaka to Kafue and back		K 11, 000	K 300, 000
Miscellaneous costs			K 70, 000
TOTAL			K 873, 500

APPENDIX D: Permission Slip



THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES

Telephone: +260-1-292702

P. O. Box 32379

Telegrams: UNZA

Lusaka, Zambia

Telex: UNZA LU ZA 44370

Date:.....

Name:.....

Computer #:.....

TO WHOM IT MAY CONCERN

RE: RESEARCH UNDERTAKING

The bearer of this letter is a student pursuing a degree in adult education. He/she has been requested to undertake research in your organization as part of his/her learning experience. Your help and cooperation in this regard will be highly appreciated by the department as this will enable the student to link theory work, which is offered in the class and practical work, which can only be obtained from organizations like yours.

Thanking you in anticipation.

P. K. Mwansa

ACTING HEAD