

**AN ASSESSMENT OF LUSAKA YOUTH RESOURCE SKILLS TRAINING CENTRE  
IN MASS MEDIA AREA IN LUSAKA, ZAMBIA.**

**BY**

**MELLISA MOONGA**

**A dissertation submitted to the University of Zambia in partial fulfilment of the  
requirement for the award of the Degree of Masters of Education in Adult Education**

**THE UNIVERSITY OF ZAMBIA**

**LUSAKA**

**2017**

## **DEDICATION**

This dissertation is dedicated to the following people: my late parents Theresa Sikalinda and Transwell Moonga, my husband Steven Muzuma and my son Mulekwa Muzuma.

It is also dedicated to my supervisor Wanga Weluzani Chakanika who tirelessly guided, assisted, preached and motivated me throughout my hectic studies even when I really felt my completion was miles away.

This piece of work is further dedicated to my brothers, sisters, friends and coursemates who strengthened me when I was at my lowest points while writing this dissertation.

Praise be to God, the miracle maker.

## **COPYRIGHT**

All rights reserved. No part of this dissertation may be reproduced, in any retrieval system, transmitted in any form of by electronic, photocopying or otherwise before seeking permission from the author.

## DECLARATIONS

I, Mellisa Moonga, do declare that this dissertation represents my own work and that it has not in part or in whole been presented as material for the award of any degree at this or any other University. Where other people's work has been used, acknowledgements have been made.

Signature of author .....

Date .....

Signature of Supervisor .....

Date .....

## APPROVAL

The University of Zambia approves the dissertation of Mellisa Moonga as fulfilling part of the requirements for the award of the degree of Master of Education in Adult Education.

EXAMINERS'	SIGNATURE	DATE
Examiner 1.....	.....	.....
Examiner 2.....	.....	.....
Examiner 3.....	.....	.....

## **ACKNOWLEDGEMENT**

Special thanks go to my supervisor Wanga W. Chakanika for his patience, kindness, guidance, wisdom, help and fatherly advice he rendered to me during my study. He played a critical role in making me realize my full potential and for this I shall be forever grateful.

I extend my gratitude to the Deputy Director at the Ministry of Youth and Sports and the Coordinator for Lusaka Youth Resource Skills Training Centre who allowed me to collect data from Lusaka Youth Resource Skills Training Centre in Mass Media Area in Lusaka. My heartfelt gratitude is further extended to Fearless Hantontola, Senzen Moonga, Akambiya Mwanza, Precious Buumba, other Masters Students like Faith, Noah, Banda and many more for being wonderful and helpful to me during my study. To all my course mates, I thank you for the moral support rendered to me during my study. Your encouragements motivated me to work extra hard and produce this dissertation.

I would also like to thank all the Lecturers in the Department of Adult Education and Extension Studies Miss Nyondwa Zulu, Mr Davies Phiri, Mrs Tionge Mbale, Mrs. N. Chipalo for the help rendered during my study. Special thanks go to Dr. E.H. Mbozi, Dr. G. Masaiti, and Mr A.L.H. Moonga for advice and assistance during my study. I would also like to extend my appreciation to the management, instructors, students and graduates from Lusaka Youth Resource Skills Training Centre for the Cooperation that they rendered to me during the data collection process. Without these people this work would not have been accomplished. To my family, I thank you all for the encouragement and understanding whenever I was unable to attend to problems due to academic pressure.

## **ABSTRACT**

The purpose of the study was to assess the Lusaka Youth Resource Skills Training Centre in the Mass Media area in Lusaka, Zambia. The study was guided by the following objectives: to determine the type of skills given to youths; assess the availability of the materials for youths skills training at the centre; to examine the qualification of the facilitators; and to determine the appropriateness of the instructional techniques used at the youth skills training centre. The study adopted a descriptive research design. The target population included all the skills training centres in Lusaka. The population of the study was 105 made of instructors, coordinator, students and graduates. A sample of 25 respondents was selected which comprised seven instructors, one coordinator, 10 current students and seven graduates from the Lusaka Youth Skills Training Centre. The seven instructors, and one coordinator were selected through purposive sampling. The students were selected purposively and 10 were picked using simple random sampling, while the seven graduates were selected using snowball sampling. Data from instructors, coordinator and graduates was obtained using interviews while Focus Group Discussions were used to collect data from students. Data was analysed thematically by categorizing similar themes as they emerged. The findings of the study revealed that training materials available at the Lusaka Youth Skills Training Centre were inadequate, making both teaching and learning a challenge. The findings also revealed that there was a shortage of instructors resulting in the few instructors having too many classes which compromised the learning experience. The findings also revealed that students who had not had the opportunity to be attached to any organisation felt demotivated to apply the learned skills because they were not confident in their competency to perform the skills. The findings of the study confirmed that youths acquired skills which were capable of changing their livelihood in line with the theory of change used in this study. The study recommended that the Government, through the Ministry of Youth and Sports should; ensure that adequate training materials are provided to youth skills training centres; provide a sufficient number of instructors in youth skills training centres; give financial stimulus to graduates and make attachments compulsory for all skills training centres to give learners the opportunity to be attached to various organizations

## TABLE OF CONTENTS

<b>DEDICATION.....</b>	<b>i</b>
<b>COPYRIGHT .....</b>	<b>ii</b>
<b>DECLARATIONS .....</b>	<b>iii</b>
<b>APPROVAL .....</b>	<b>iv</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>v</b>
<b>ABSTRACT.....</b>	<b>vi</b>
<b>LIST OF APPENDICES .....</b>	<b>xi</b>
<b>LIST OF PICTURES.....</b>	<b>xii</b>
<b>ACRONYMS AND ABBREVIATIONS.....</b>	<b>xiii</b>
<b>CHAPTER ONE:INTRODUCTION .....</b>	<b>1</b>
1.1 Overview .....	1
1.2. Background .....	1
1.2.1. Measures Taken To Combat Youth Unemployment.....	3
1.3 Statement of the problem. ....	8
1.4. Purpose of the study .....	9
1.5. Objectives of the study.....	9
1.6. Research Question.....	9
1.7. Significance of the study .....	9
1.8 Delimitation of the study.....	10
1.9. Theoretical Framework .....	10
1.10 Definition of Key Concepts.....	12
1.12 Organization of the study .....	13
1.13 Summary of the chapter. ....	13
<b>CHAPTER TWO:LITERATURE REVIEW.....</b>	<b>15</b>
2.1. Introduction .....	15
2.2. Definition of Youth .....	15
2.3. Historical background of skills training.....	16

2.4. History of Skills Training in Zambia .....	19
2.5. Types of Skills.....	21
2.5.1 Intellectual skills .....	21
2.5.2. Life skills.....	23
2.5.3. Entrepreneurship skills.....	24
2.5.4. Technical skills.....	24
2.5.5. Academic skills .....	24
2.5.6. Social skills .....	24
2.5.7. Literacy skills .....	24
2.5.8. Survival skills.....	25
2.5.9. Vocational skills.....	25
2.6. Focus on Youths and Socio- Economic Status of Youths in Zambia. ....	27
2.6.1. Focus on Youths.....	27
2.6.2. Socio- Economic Status of Youths in Zambia .....	28
2.6.3. Benefits of Skills Training .....	29
2.6.4. Materials used in Youth Skills Training and Related Studies.....	31
2.6.5. Qualification of Skills Training Facilitators and Related Studies.....	34
2.6.6. Appropriateness of the instructional techniques used in Youth Skills Training. ....	37
2.6.7. The aim of education.....	38
2.6.8. Relevant generative themes.....	39
2.7.3. Relevance of the type of skills provided to the youths. ....	43
2.7.4. Related studies to Youth Livelihood skills training. ....	46
2.7.6 Summary of the chapter .....	50
<b>CHAPTER THREE: METHODOLOGY .....</b>	<b>51</b>
3.1. Introduction .....	51
3.2. Research Design.....	51
3.3. Universe Population.....	52
3.4. Sample Size and Sampling Procedure.....	53
3.4.1. Sample Size.....	53
3.4.2. Sampling Techniques .....	53

3.5. Data Collection Procedure .....	55
3.6. Data Collection Instruments.....	55
3.6.1. Interviews .....	55
3.6.2. Focus Group Discussion .....	56
3.6.3. Observation Checklist .....	56
3.6.4. Document Review .....	57
3.7. Data Analysis .....	57
3.8. Ethical Consideration .....	58
3.9. Limitations of the Study.....	59
3.9.1. Summary of the Chapter. ....	59
<b>CHAPTER FOUR: PRESENTATION OF FINDINGS.....</b>	<b>60</b>
4.1. Introduction .....	60
4.2. Type of skills given to the youth’s livelihood? .....	60
4.2.1. Findings from respondents (instructors, coordinator, students and graduates).....	61
4.2. Responses from the instructors and coordinator .....	63
4.2.3. Responses from the Students and Graduates.....	64
4.2.4. Findings from instructors and coordinator .....	65
4.2.6. Summary of the Findings .....	72
4.3. Type of training materials available at Lusaka Youth Resource Skills Centre? .....	73
4.3.1. Findings from instructors and coordinator .....	73
4.3.2. Findings from the Students .....	75
4.3.3. Findings from Graduates .....	76
4.3.4. Summary of the findings .....	77
4.4. Qualifications of the facilitators offering skills training at Lusaka Youth Resource Centre .....	78
4.4.1. Findings from the Students and Graduates .....	80
4.4.2. Summary of the findings .....	81
4.5. Appropriateness of Techniques used in skills training at Lusaka Youth Resource Skills Centre.....	81
4.5.1. Findings from Instructors and coordinators .....	82

4.5.2. Findings from the students and graduates .....	84
4.5.3. Summary of findings .....	85
4.6. Summary of the Chapter .....	86
<b>CHAPTER FIVE:DISCUSSION OF THE FINDINGS .....</b>	<b>87</b>
5.1. Introduction .....	87
5.2. Type of skills given to the youths livelihood .....	87
5.2.1. Types of Skills.....	87
5.3. Type of training materials available at Lusaka Youth Resource Skills Centre.....	91
5.4. Qualification of the facilitators/ instructors offering skills training at Lusaka Youth Resource Skills Centre .....	94
5.5. Appropriateness of techniques used in skills training at Lusaka Youth Resource Centre.	96
5.6. Summary of the Chapter. ....	98
<b>CHAPTER SIX:CONCLUSION AND RECOMMENDATIONS .....</b>	<b>99</b>
6.1. Introduction .....	99
6.2. Conclusion.....	99
6.3. Recommendations .....	101
6.4. Suggested areas for further research .....	101
6.5. Summary .....	102
<b>REFERENCES.....</b>	<b>103</b>
<b>APPENDICES .....</b>	<b>112</b>

## **LIST OF APPENDICES**

Appendix 1: INTERVIEW GUIDE FOR CO-ORDINATORS/ INSTRUCTORS .....	112
Appendix 2: FOCUS GROUP DISCUSSION FOR THE STUDENTS.....	113
Appendix 3: INTERVIEW GUIDE FOR GRADUATES FROM THE SKILL TRAINING CENTRE.....	114
Appendix 4: DOCUMENT REVIEW GUIDE .....	115
Appendix 5: CONSENT FORM FOR FOCUS GROUP PARTICIPANTS.....	116

## LIST OF FIGURES

Figure 4.1: Types of Skills given to the Youths Livelihood.....	60
Figure 4.2: Some Materials available at the Skills Centre.....	74
Figure 4.3: Some of the materials in the storeroom at the Centre.....	74
Figure 4.4: Techniques used at the Skills Centre .....	78

## ACRONYMS AND ABBREVIATIONS

ASGISA	Accelerated and Shared Growth Initiative for South Africa
CAVTL	Commission of Adult Vocational Teaching and Learning
CHIME	Communicate, Help, Inspire, Motivate and Engage
DAPP	Development Aid from People to People
FAO	Food and Agriculture Organization
GDP	Gross Domestic Product
ICT	Information and Communication Technology
ILO	International Labour Organization
IT	Information Technology
IVTC	International Vocational Training Competition
IVTO	International Vocational Training Olympics
MOGE	Ministry of General Education
NFELSTP	Non – Formal Education and Livelihood Training Program
NGOs	Non-Governmental Organizations
OECS	Organization of Eastern Caribbean States
R – SNDP	Revised Sixth National Development Plan
REFLECT	Regenerated Freirean Literacy Through Empowering Communities Techniques
SDGs	Sustainable Development Goals
SAP	Structural Adjustment Programme

TEVET	Technical Education, Vocational and Entrepreneurship Training
TEVETA	Technical Education, Vocational and Entrepreneurship Training Authority
TRY	Training Resource for Youths
UK	United Kingdom
UN	United Nations
UNDP	United National Development Programs
UNESCO	United Nations Education and Scientific Organization
UNICEF	United Nations International Children’s Emergency Fund
UNZA	University of Zambia
VET	Vocational Education Training
WSI	World Skills International
ZNS	Zambia National Service

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Overview**

This chapter provides the background of the study. It starts with the background information on youth skills training programmes provided to youths of ages ranging from 15 to 35 years. It further highlights the statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitation of the study, operational definitions of terms and theoretical framework. It also presents the organization of the study. Finally, it provides a summary of the chapter.

### **1.2. Background**

In recent years the problem of youth unemployment has become a developmental problem that has received much attention internationally and locally. The youth constitute half the world's population with developing countries having the largest number in their population. Developing countries have about 1.2 billion people aged between 12 and 24 years of which, Sub- Sahara Africa has the largest proportion (Herrera, 2006). It is argued that the number of unemployed youths has increased in some countries. Globally, it is believed that there are more than 73 million unemployed youths (Ki-Moon, 2016). Youth unemployment stands out as one of the major developmental problems affecting youths in developing countries in general and Sub Saharan Africa countries in particular. Sub-Sahara Africa has about 60 percent to 75 percent of its youths unemployed (Chigunta, 2007; United Nations, 2016).

Globally, it is considered that unemployment has resulted into a lot of youths to be involved in illicit activities (Ndulo and Osei-Hwedie, 1989). The education system which lacks skills component, unemployment and underemployment coupled with poverty due to lack of jobs sends a lot of youths to the streets every year. This has contributed to an increase in the number of unemployed and underemployed youths in Sub Sahara Africa compared to the way it was in the 1980/1990 when there was less than 10 million unemployed youths.

Africa has 60 percent of its population made up of youths. The Mo Ibrahim Foundation (2017) reported that, Africa is making progress, but faced with a real risk of falling back on account of

youth problems. It is believed that 60 percent of the population is under 25 years of age. By 2050, Africa will be home to 425 million people under the age of 25. Their drive, ambition and potential provide African countries with an extraordinary asset. But this demographic dividend is at risk of being squandered. Too many young Africans feel devoid of economic prospects and robbed of any say on the future of their own continent. The Foundation also posited that, the commodity cycle may have fuelled Gross Domestic Product (GDP) growth for many African countries but it has created almost no jobs. Over the last ten years, while Africa's real GDP has grown at an annual average of 4.5 percent, youth unemployment levels have remained high. It was noted that, despite being the second largest African economy, South Africa is not able to provide jobs for more than half of its youth population. Despite having some of the most educated population, with gross enrolment ratios in tertiary education over 30 percent, Egypt and Tunisia also have some of the highest youth unemployment rates on the continent, of greater than 30 percent. The Foundation further noted that, young people spent more years in school but few had been effectively equipped with the skills the economy needed. The Mo Ibrahim Foundation in Mast (2017: 3) further stated that:

*. . . “the energy and ambition of Africa’s young people is our greatest resource and hope for strengthening our continent’s progress. But their expectations could turn into frustrations and anger unless they find a job and get a chance to influence their own future. The decisions taken now will decide whether our continent continues to rise or falls back. More than ever, wise leadership and sound governance are key”.*

Sub-Sahara Africa is home to over 30 million youths aged between 15 to 35 years who are unemployed (United Nations, 2016). It was estimated that South Africa had 18 percent of its youths unemployed out of more than 15 million of the youth population in 2016. While no specific figures were available for other countries in the region.

Narrowing it down to the Zambian context, youth unemployment has been a challenge for many decades. Literature on unemployment in Zambia indicates that youth unemployment rates are persistently high and on the increase. In the past two decades, Zambia still remains among the

many countries in the Sub Sahara Africa where the levels of youth unemployment among youths aged 15 to 35 years are still very high.

In Zambia, in 2014 the unemployment rate was at 7.4 percent of the estimated 14,983,315 of the total population. The unemployment rate showed a decrease with increase in age. It is estimated that of all the 3,812,923 youths in the labour force, 400,810 youths were unemployed, representing the youth unemployment rate of 9.1 percent (Labour Force Survey Report, 2014). However, the figures for 2014 showed a slight improvement from those of 2005 where nationally, among the youth labour force unemployment rate was at 14 percent of the total of 1,652,273 of youths aged between 15 to 24 years. The figures showed a larger proportion of youth unemployment rates in urban areas at 23 percent compared to rural areas which was at 7 percent of the youth labour force (Labour Force Survey Report, 2005). However, there is need to note that, the youth labour force for 2014 at 3,812,923 was higher than of 2005 which was at 1,652,273 hence comparisons should be made bearing in mind the differences of the available youth labour force.

### **1.2.1. Measures Taken To Combat Youth Unemployment**

Globally, youth unemployment has been dealt with differently depending on the youth policies individual countries have come up with to solve the problem. Generally, developed countries record low youth unemployment rates compared to least developed countries. The data shows that developed countries had less than 12.1 percent while unemployment figures are high in Africa and worse off in the Sub- Sahara Africa at 29. 6 percent, South West Asia also standing at 18.5 percent (UN World Programme for Youth Action, 2014). Studies conducted in Germany, Great Britain, Denmark, Finland, Netherlands and Sweden showed youth unemployment rates of generally low rates like 6 percent to 10 percent of the youths population with some countries recording less than 6 percent of youth unemployment rates.

In trying to solve the problem of youth unemployment, most Africa countries like Nigeria, Kenya, Uganda, Ghana, Lesotho, Swaziland, South Africa and many others Zambia inclusive have introduced various skills training programmes. Therefore, governments in Sub-Saharan Africa are under great pressure to expand access to post-basic education due to increased number

of primary completers, and the growing young population (World Bank, 2005; Lewin, 2008). They have seen the need to promote Non-Formal education and Informal Education because many education and training do not provide the youths with the basic skills needed to escape from poverty and unemployment even when they continue to receive formal education. Non-Formal Education tends to fill the gap by providing learning and skills development opportunities that are relevant to the context in which the young people live and seek to their livelihood. This kind of learning is often provided to facilitate the learning of life relevant knowledge and skills, specifically for the disadvantaged and marginalized groups. Therefore, Non- Formal Education should not be seen as an alternative to formal education but rather recognized for its complementariness in providing a more fully rounded and skills based approach, equipping youths to meet the competing demands of work and personal life (UN World Programme of Action for Youths, 2014).

In Kenya, studies show that in 2011 nearly 40 percent of youths were neither in school or work. The situation of youth unemployment and poverty encouraged Kenya to develop a skill for job education reform to address the high unemployment as it was found that unemployed youths could be easily involved in criminal activities (World Bank, 2012b). In South Africa, skills training is offered to youths in various courses as a way of trying to bridge up the inequalities which resulted from the apartheid system. Many countries in Africa and Sub-Saharan Africa offer skills training to youths to curb the historic gaps created by the colonial education systems which lacked skills components.

The skills training offered vary from one country to the other with courses like carpentry, food production, electrical, auto mechanics, agriculture, plumbing and many others which yield into the acquisition of various skills by the youths. In Zambia, one alternative which has been used by the government for alleviating youth unemployment has been the provision of skills training in catering, tailoring, metal work, carpentry and technology. Skills training in Zambia has been provided to the unemployed youths since independence as they were seen to be a way of keeping youths off the streets because they were involved in non productive activities. In Kenya, short courses in polytechnics were offered to youths for them to develop skills needed on the labour market in an attempt to end casual labour (Kings, 2011:7; Omoro, 2010).

Youth skills centres were created and they were run by Zambia National Service (ZNS). However, the efforts of ZNS did not do much in the way of providing a livelihood to the unemployed youths (Musampa, 1986). Some voluntary, non-governmental organizations and government ministries like Community Development, Ministry of Youth and Sports and many other line ministries are involved in helping youths to acquire skills. However, these efforts do not seem to have come to anything much in the way of providing a livelihood to the unemployed youths. The Zambia Labour Force Survey Report (2014) states that Zambia faces a critical challenge of low employment, particularly with high unemployment levels among young men and women. It has been argued that the contributing factors are both on the demand and supply sides. On the demand side, the challenges captured in the Revised Sixth National Development Plan (R- SNDP) include . . . low manufacturing and industrial base, weak forward and backward linkage within the economy; low levels of economic diversification and productivity and inadequate investment in areas of high potential for employment generation (Revised Sixth National Development Plan, 2013).

The other factor contributing to youth unemployment in Zambia is the lack of skills among youths who drop out and those who complete their formal education. This is mainly due to the education system which uses a curriculum which is irrelevant to the needs of the people. In support to this, Coombs (1980) argued that, the problems of growth oriented education and its very dryness and coolness makes the wasteful use of human beings.

He further highlighted the unsuitability of the output of schools and the growing inability of the economies of developing countries to absorb the human output of the education systems, thereby exacerbating the lethal problem of the educated unemployed. He points out to the sad situation where boys and girls passing through the school can be likened to so many bottles for soft drinks passing along a factory belt. When they are all filled with the identical amount and kind of knowledge, they are dropped off at the end and no one to take most of them because the buyers do not need them. He observed that development geared to basic human needs is inimical to this sad sort of education, and also to the cost-benefit approach to education which is also predicated on the notion of school as a mere people factory. It is believed that most of the education systems

in Africa have adopted a notion that, we too are doing something and yet there is no added value to the lives of most their products.

This kind of situation is similar to what is obtaining in Zambia where a lot of educated and school dropout youths find themselves unemployed because the labour market does not need them or cannot make use of them all. The high unemployment levels made the president, His Excellency Michael Chilufya Sata in his youth day celebration speech in 2012 to request the Ministry of Youth and Sports to formulate an action plan on youth empowerment and employment. The action plan was to come up with strategies of promoting decent work for young people in line with the recommendations from the national youth policy of 2006. The orientation of the strategy for growth and job creation initially stated in the Revised Six National Development Plan, the operationalization of the Rural Industrialization strategy and other materials like the international labour office and the youth employment crisis were to be considered in the call for action on the youth situation (Youth policy Action Plan, 2012).

However, despite the pronouncements, strategies, action plan and existence of skills training there has been a slow growth in the labour intensive sectors and deficiency in overall employment creation. While the economy has been registering relative growth, job creation has not been commensurate with the gains registered from economic growth. There is also a situation of mismatch between the skills needs for the industry and what is supplied from the tertiary and vocational training institutions in terms of quantity and quality. This is due to inadequate post primary education opportunities that cannot support practical work related skills development and inadequate curriculum that integrates both academic and practical subjects. This has resulted in low capacity of the unemployed and underemployed to benefit from economic growth due to their low level of employability and a weak entrepreneurial culture (Youth Strategic Action Plan, 2015:2).

Basing on the trend that Zambia continues to record high levels of youth unemployment the government and other stakeholders have put in place various efforts to reduce youth unemployment among 15 to 35 years old youths. The provision of skills training by government ministries and other stakeholders like the Non-Governmental Organizations are all aim at helping

youths improve their livelihood. However, youth unemployment in Zambia is on the increase due to factors like retrenchments, privatization and closure of State owned companies which have drastically reduced formal employment opportunities for jobseekers (UNDP, 2007; Chigunta, 2007). The other factor contributing to youth unemployment in Zambia is the lack of skills among youths who drop out and those who complete the formal education system. The youths aged 15 to 35 are considered to be adults. They are different from children in the way they learn and do other things. This study was conducted on youths skills training which is considered to be a type of adult education.

Studies on skills training which can curb youth unemployment have been conducted in Nigeria by Omofonmwan and Chukweuedo (2013) which looked at the availability and adequacy of resources for skills acquisition in digital electronic repairs. This study only considered the availability and adequacy of resources for one course using a descriptive survey which is different from the current study. In Kenya a study was conducted by Ngure (2013) who looked at the Stakeholder's perception of motor vehicle skills education and training in the micro and small enterprises. The reviewed study did not look at livelihood skills hence it is different from the current study.

Another study conducted in Kenya by Balwanz (2014), looked at youth skills development, informal employment and the enabling environment using a descriptive design. Although some of the findings may be similar to the current study, they cannot be generalized to Zambia due to different environments. Studies have also been conducted in Zambia, South Africa and elsewhere in the world and none of them looked at the type of skills given to the youths livelihood. The reviewed literature show that gaps exist methodology, context, research design, and sample size, instruments used for data collection / analysis and the objectives. Most of the studies used mixed designs where qualitative and quantitative approaches were used. They used different objectives from this study although there was one which had a similar objective on the type of materials used at youth skills training center. It differed from this study in context because it was conducted in Southern Province of Zambia while this study was conducted in Mass Media Area in Lusaka.

Therefore, there was need to conduct a study to on the type of skills given to the youths livelihood. If the youth unemployment situation is not addressed in Zambia then the country is sitting on a time bomb. This is due to the fact that, the unemployed youths can be involved in criminal activities, drugs, house breakings and many other bad activities are going to be on the increase. The study might also show whether the youth skills training programme can contribute skills needed by developing countries for new jobs to the labour market by 2026 to accommodate changing global demographics (United Nations, 2016).

Furthermore, failure to address the challenges of youth unemployment would erode the potential of the energetic and economically versatile portion of the young population to contribute towards the social-economic development of the country. It is further argued that, unemployed youths are prone to engage in social and political vices that have the potential to undermine democratic practices, peace and stability of the nation (National Youth Policy, 2015).

### **1.3. Statement of the problem.**

Despite the efforts by the various organizations in Zambia to offer skills training to the youths for self-employment and getting employed, the number of unemployed youths in the country is on the increase. The Non- Formal education and livelihood skills training targeting the out of school youths has been in existence for some time. Some youths who are socio-economically vulnerable, from the marginalized rural and urban slums in Zambia has been provided with skills training. Skills training has been provided since the inception of vocational skills training in 1972 to improve the youths livelihood. However, the number of unemployed and unempowered youths whose livelihoods are not decent is on the increase. It has not yet been established as to whether or not the type of youth skills training provided to the youths in various skills training centres are relevant to their livelihoods.

Although various studies have been conducted on youth skills training and unemployment such as those conducted by Kachisi (2012), Ngure (2013), Mumba (2014) none of these studies has addressed the issue of the relevance of the type of skills training given to the youths livelihood. Therefore, there is a gap in the information on the type of skills given to the youths livelihood. Hence, there is need to conduct an assessment of the youth skills training provided by skills

training centres to give an opportunity to understand whether or not the provided skills training are relevant to the youths livelihood. This, then, justifies why this study was undertaken.

#### **1.4. Purpose of the study**

The purpose of this study was to assess the relevance of the types of skills training offered at Lusaka Youth Resource Centre (former Kalingalinga Youth Skills Training Centre) for the youths livelihood.

#### **1.5. Objectives of the study**

The study had the following specific objectives:

- a) to determine the type of skills given to the youths livelihood;
- b) to assess the availability of materials for the youth skills training at the skills centre;
- c) to examine the qualifications of the facilitators of skills training at the youth skills training centre; and
- d) to determine the appropriateness of the instructional techniques used in training the youths at the skills training centre.

#### **1.6. Research Question**

This research sought to answer the following questions:

- a) What type of skills are given to the youths livelihood?
- b) What are the qualifications of the facilitators offering skills training at Lusaka Youth Resource Centre?
- c) What type of training materials are available for training youths in skills at Lusaka Youth Resource Centre?
- d) What appropriate techniques are used in skills training at Lusaka Youth Resource Centre?

#### **1.7. Significance of the study**

It was hoped that the results from this study would shed more light and provide relevant information on the type of skills training capable of improving the youths livelihood. The findings of this study might add to the existing body of knowledge in the area of youth skills training.

The findings may help the decision and policy makers to identify areas which may need to be changed in future so that learners can become empowered, and also to design adult education programmes (skills training) which respond to the needs of the people. The findings of the study may also help to identify the best skills, materials, techniques and other strategies to use in youth skills training to meet the link between youth employment and the newly adopted 2030 Agenda for Sustainable Development Goals which advocates for youths smooth transition into the job market.

### **1.8. Delimitation of the study**

This study was confined to Mass Media area near Kalingalinga in Lusaka, Zambia where the Youth Skills Training Centre is located. The sample was 25 and these included instructors, students, coordinator and graduates from Lusaka Youth Resource Skills Centre. The Centre was selected because it allowed the researcher to conduct research unlike others where administrators were not willing to allow their centre to be used for research. The centre was also near Kalingalinga Compound which is one of the Compounds with large numbers of unemployed youths in Lusaka.

### **1.9. Theoretical Framework**

The Theory of change was administered in this study. The Theory of Change is an outcomes-based approach which applies critical thinking to the design, implementation and evaluation of initiatives and programmes intended to support change in their contexts. It is being increasingly used in international development by a wide range of governmental, bilateral and multi-lateral development agencies, civil society organizations, and international non-governmental organizations and research programmes intended to support development outcomes (Vogel, 2012). Theory of change draws its methodological credentials from a long-standing area of programme evaluation. It is also informed by an equally long-standing development practice-reflective practice for empowerment and change. According to Rogers (2000) every programme is packed with beliefs, assumptions and hypotheses about how change happens, about the way humans work, or organizations or political systems or eco-systems interact. Theory of change is about articulating these many underlying assumptions about how change can happen in a programme.

The theory of change is considered to encompass a discussion of elements like the Context for the initiative, including social, political and environmental conditions, the current state of the problem the project is seeking to influence and other actors able to influence change; the Long Term Change that the initiative seeks to support and for whose ultimate benefit; the Process or Sequence of Change anticipated to lead to the desired long-term outcome; the assumptions about how these changes might happen, as a check on whether the activities and outputs are appropriate for influencing change. The theory can also be used as a guide on how to come up with the desired change. The underlying idea is that, to improve the likelihood of success of a programme, it should have a clearly thought out design and should be based on existing evidence of what is effective. A theory of change is an excellent tool for using in trying to achieve outcome based change since it also gives alternatives guidelines on how to accomplish the kind of desired change (Hodgson, 2014).

Theory of change comes from both evaluation and social change traditions, so it is being used both by experts in smaller civil society organizations and by donors. Development agencies and organizations are mainly using theory of change for evaluation but it is increasingly being used for programme design and to guide implementation (Funnell and Rogers, 2011).

The theory of change was relevant to this study in that the study included discussions of elements like the Context of Skills Training in Mass Media area, the initiative, including social, political and environmental conditions which may impact on the program whether positively or negatively. It also focused on the current state of the problem the skills training is seeking to influence and other actors able to influence change in the youths life. It was also appropriate because it was going to help in probing into the activities which might influence change in the manner skills training and the type of skills was administered at Lusaka Youth Resource Centre.

The study further used the change theory to assess the relevance of the type of youth skills training programmes provided at Lusaka Youth Resource Centre and how the acquired skills would change the youths livelihood. This theory helped the researcher to assess how youth skills training can result into transformation of learners livelihood considering the holistic entity of

where the skills training took place, the materials used, the qualification of instructors and techniques used during training.

### **1.10 Definition of Key Concepts**

<b>Non formal education</b>	This is Any form of education conducted within or outside school setting or community.
<b>Empowerment</b>	The benefits participants get from the education they go through be it formal, informal or non-formal.
<b>Adult education</b>	Education which is given to anyone above 15 years to 35 years or more who missed out on formal education.
<b>Skills</b>	The courses which are offered by non-formal education like Carpentry and joinery, Metal work, general agriculture, tailoring, fabric printing, home management, basket weaving, fishing, knitting, Poultry, hammer mill operations and tie-dye.
<b>Entrepreneurship</b>	Business skills which people can do for survival (Zambia Labour Force Survey, 2014).
<b>Literacy</b>	Lessons which are offered to those who want to learn how to read and write.
<b>Basic literacy</b>	The type of literacy programmes which can allow one to be able to acquire the basics like reading, writing and do simple arithmetics.
<b>Functional literacy</b>	The kind of literacy which allows someone to able to conduct hands on skills for improved livelihood through self-employment or employment.
<b>Youth</b>	Any person who is 15 to 35 years of age and society can assign some responsibility which qualifies him or her to be considered an adult (National youth policy, 2015).
<b>Techniques</b>	Instructional strategies which can be used to teach skills to youths /adults like lecturing, demonstrations, theory and practice, simulation and experiments.

<b>Training materials</b>	Things which can be used in training the youths in skills which can include books, tools to use, and study guides
<b>Relevant skills</b>	skills and knowledge which can allow the youths to live a successful life after undergoing training through self-employment or by being employed.
<b>Livelihood</b>	The way one can be able to earn and sustain a living through self-employment or by being employed.
<b>Vocational skills</b>	These are practical skills or trades which can help youths to enhance their employment or self-employment opportunities by securing viable employment and livelihood.
<b>Livelihood skills</b>	These are practical skills which includes vocational skills and life skills necessary for the youths survival (FAO and ILO, 2008).
<b>Community</b>	A group of people with common interests living in one place, compound, district or country. It can also refer to a small unit of ant size which share common values. It can further refer to larger units such as a nation or international level. In this study a community refers to compound, district and nation.
<b>Workaid</b>	The help in form of loans given to some graduates of Lusaka Youth Resource Centre.

### **1.12 Organization of the study**

Chapter one provided the background to the study on the assessment of youth skills training, it highlighted the statement of the problem, the purpose of the study, the objectives of the study and the research questions. Furthermore, it provided the significance of the study, delimitation and limitation of the study. The theoretical framework, operational definitions were also highlighted. The chapter also provided the organization of the study and lastly the summary of the chapter.

### **1.13. Summary**

This chapter focused on the background information needed to understand the youth skills training. It further highlighted the statement of the problem, purpose of the study, the research

objectives, research questions, significance of the study, delimitation and limitation of the study. This chapter also provided operational definitions to give an understanding of the terms used in the study. The theoretical framework and the model proposed to inform the study were also provided in relation to youth skills training.

The next chapter will review the literature related to youth skills training and aspects of its relevance to the livelihood of the youths.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

The previous chapter looked at the background of the study. This chapter focuses on the literature review relating to the current study according to themes and specific objectives. Literature has been presented according to the following themes: Definition of youth; historical background of skills training; types of skills training offered elsewhere; Types of youth skills training offered in Zambia; Socio – economic status of youths in Zambia and focus on youths; benefits of skills training to unemployed / vulnerable youths; materials for youths skills training; the level of qualification of facilitators / instructors offering skills and the instructional techniques used in youth skills training. The last part of this chapter discusses knowledge gaps using studies and writings related studies and then justifies the need to conduct the current study. The chapter is concluded by a summary.

#### **2.2. Definition of Youth**

There are different definitions which can be used to define a youth. The definitions vary depending on the community, society and the country. Some of the definitions may only be acceptable and applicable in specific contexts. The term ‘youth’ is a fluid concept. It can be taken as a social position which is internally and externally shaped and constructed, as well as part of the larger societal and general process and a state of becoming (Langievang, 2008), as cited in Mumba (2014). It is argued that different approaches are used to determine whether or not one is a youth. Some of the approaches used to help in understanding who a youth is include the demographic approach which entails chronological cut-off point in age, socio-cultural makers which entail certain behaviours, roles, rites of passage, relationships and responsibilities which embrace the notion of adulthood attainment of maturity or marriage ability. It also includes the biological approach which entails the attainment of puberty, and the economic approach which is the ability to sustain oneself. However, this study opted to use the common definition which uses demography to define who qualifies to be a youth. When using this criteria, one can be a youth when he or she falls within a certain age cohort (Chigunta, 2007; Herrera, 2006). However, the age varies in different contexts, institutions and countries. For example, the World Bank considers the age group of between 12 and 24 years old. While the United Nation defines a youth

as one who is between 15 and 25 years. Furthermore, the Commonwealth Youth Programme defines the youth as any male or female who is between 15 and 29 years of age. In various youth ministries in developing countries, the outer limit of the youth extends to 40 years the age at which one is believed to come economically independent (Herrera, 2006:1427 in Mumba, 2014). In Zambia, the National Youth Policy of 2015 defines the youth as, any person who is 15 to 35 years who society can assign responsibility which can allow him to be called an adult (National Youth Policy, 2015).

Mumba further alludes to the fact that, in Zambia, it is important to acknowledge that within the demographic definition a youth is not treated as a homogenous category as there are further chronological distinctions between a younger youth who is between 18 to 19 years, older youth aged between 20 to 25 years and an adult youth who is aged between 25 to 35 years (Mumba, 2014). These sub-groups result into different possible problems which can be faced by the youths (Chigunta and Chisupa, 2013).

However, this study adopted the youth definition which considers the lower age limit to be 15 years and the upper age limit as 35 years which is used by both the African Youth Charter and the Zambian context (Maina, 2012). This is in line with the age which the Zambian Labour Force Survey uses in assessing the age at which one can become economically active by either being self-employed or by being employed. Therefore, this study used the term youth to refer to younger, old and adult youth.

### **2.3. Historical background of skills training**

The history of skills training can be traced way back to 1946 when there was great need for skilled workers in Spain. It started as a simple competition to showcase skills but later on gained momentum. The founder and father of skills training Jose' Antonio Elola Olaso, who was also the General Director of Spanish Youth Organization(OJE).He had an insight that it was necessary to convince youths as well as parents, teachers and prospective employers that their future depended on an effective vocational training system. This was to promote competition where young people's competing spirit would be aroused, adults would discuss the results and

visitors see a great variety of trades being demonstrated (World skills international 60<sup>th</sup> Anniversary Book, retrieved on 30<sup>th</sup> March 2017).

In spearheading the development of vocational training, Olaso choose others who were on different occasions directors of work centres like Dr Diomedes Palencia Albert, director at that time of the most important Spanish Training Centre (Virgen de la Paloma) whom he appointed as the technical adviser for the project. The challenge for the project was to find suitable solution to promote competition where young people's competing spirit would be aroused, adults to discuss the competition results and visitors to see a great variety of trades being demonstrated. The simple idea of watching people from different trades at workstations proved to be a great success. It attracted state agencies, enterprises and religious vocational training schools right from the beginning.

By 1947, the participation of around 4000 apprentices from a dozen mechanical trades made it possible for the first national competition to take place in Spain. However, the initiators wanted much more and they had far reaching objectives like: to motivate youth to compete, to make them enthusiastic about vocational training and compare skills and abilities of people from different countries. In their desire to have more youths participate, contacts were made with Latin American countries which were prompted by similarities in language, history and culture. In 1950, under Messrs Almagro and Ramos' direction and Palencia's technical guidance, Vidal started to spread Olaso's original idea abroad with great enthusiasm, promoting the first Iberian competition with the participation of 12 young skilled workers from Spain and Portugal. This lead to the formation of the International Vocational Training Competitions. A great number of observers were invited to the Iberian Competition and were completely seduced by the idea. As a result, in 1953, at Spain's invitation, youths from Germany, Great Britain, France, Morocco and Switzerland took part for the first time ([www.worldskills.org/about/worldskills/](http://www.worldskills.org/about/worldskills/) 2017). Retrieved, March, 2017.

In June 1954, the first organizing council was formed composed of officials and technical representatives of the participating countries which was established to set the rules for international competition attracting more international participants. This lead a young

Frenchman to travel to Madrid at his own expense to participate in the International Vocational Training Contest. The participation of young German and Swiss workers made the Spanish organization to become acquainted with the dual system, a traditional vocational training model utilized with great success in these two countries. This led to the participation of other countries and the admission of other members.

The 7<sup>th</sup> World Exhibition was held in Brussels, then one year later it was held in Modena, Italy and eventually in Japan in 1970. The admission of other countries from all over the continents as members in IVTC organization made them to gain experience. This resulted in increased knowledge of vocational training and aided new working techniques and methods in several trades (World Skills International 60<sup>th</sup> Anniversary Book, Retrieved 2017).

Skills training has been in existence for a long time in Africa although it was not formalized as it is today. Skills training was offered by the elders in the different kingdoms and cultural settings to the young members of their families or clan. Skills were taught through the young members of the family observing and practicing how the elders did certain things like smelting of minerals, hunting, farming and various activities which were conducted for their livelihood. These lessons were passed on from one generation to the other. Although the elders in Africa did not receive formal skills training, they had their own way of offering culturally-based skills training. In African societies other family members like uncles, aunts, grandparents and other relatives played roles of instructors by providing guidance and information on the kind of skills which the young people needed for their livelihood as they grew up. Faure (1972: 70-73) in Carmody (2004:2) confirms that:

*“... traditional or tribal education had five main components like the instruction on the history and tradition of the clan and of the tribe, heroic deeds of the ancestors, myths, rites and ceremonies, songs and wise sayings and their hidden meanings, dances and games, customs and beliefs .... This instruction, largely conducted by the elders developed the sense of loyalty and pride in membership of the tribe. Teaching was in form of repeated stories told around the fire in the evening and was repeated among the youngsters themselves to ensure continuity.... The characteristics of pre-colonial education was that its content was diverse, it included history and*

*folklores, vocational skills, moral and religious instructions, sex and family education, military training, dance and music.”*

## **2.4. History of Skills Training in Zambia**

The history of offering skills training in Zambia can be traced from the time when there was need for teacher and trade training. This was one of the objectives of the sub-department of Education in 1926 when they wanted to create normal schools where teachers would be trained and certified. Carmody (2004:17) postulates that, in the 1940s, government proposed a rationalized plan, whereby in the interest of efficiency the number of schools which had grown significantly to thirteen in 1926 had to be reduced to six. In line with the Cambridge Conference recommendations, the Department of Education invited the African Education Advisory Board to consider the establishment of five main training centres. This was seen as a way of providing a richer community life with specialized staff, better library and equipment, and breaking down tribal particularism. The other reason was to maintain the staffing ratio so that there was an intimate relationship between staff and students in the college of a moderate size.

Kapasa (2001) in Carmody (2004) states that, by 1964 the country had thirteen trade schools with 544 students enrolled, while Hodgson College had 297 students. The numbers of students in these colleges were to be reduced in the interest of efficiency. However, the trades and technical Education in Northern Rhodesia had a checkered history. The missionary societies had encouraged some form of skills training (First National Development Plan 1966-1970), in Carmody, 2004). The first government technical institution was started in Mazabuka in 1930, which offered a two-year course in agriculture. The Central Trade School was started in 1935 at the old Munali site later known as Hodgson offering a three years course. In 1948, the government built a number of junior trades schools for those who had Standard IV where courses like carpentry and bricklaying were offered. In 1950, the Government set up special trades schools in Mwekera, Luanshya, Mufulira and Kitwe. Both Snelson (1974) and Carmody (2004) add that by 1957 there were twenty one such centres with over one thousand students.

In 1960, The Northern Technical College offered courses leading to City and Guild certificates. The fact that higher paying jobs were reserved and protected for whites, the young Africans knew that Technical Courses would not hold higher paying jobs for them. The Africans who wanted good paying jobs then took the academic route which was of high status throughout the

world at that time. The Second National Development Plan (1971) and Carmody (2004) both state that, the academic system had higher status and promised a higher upward mobility. However, due to the fact that the trades colleges were proved not to be attractive they were seen to be of no value by Africans who felt frustrated and excluded.

At independence time in 1964, Zambia had high illiteracy rates such that it had less skilled personal to take up jobs. Therefore, the new government focused on the literacy rates and human resource development to provide the much needed labour force. The government had to eradicate the disadvantages of the colonial education and usher in a new era of equality in educational opportunities.

Saxby (1980) states that, the government started expanding the education system and skills training was necessary to equip the youths with skills for employment in industries, commerce and self-employment. The educational reforms and the First National Development Plan recognized the importance of skilled personal to increase production from the natural resources. Therefore, the importance of agriculture and the urgent need to develop technical and vocational training which was central to the development of Zambia which depended on mining was recognized. This led to the development of technical and vocational training in 1972 which was recommended in the Second National Development Plan (SNDP), (Second National Development Plan 1971; Carmody, 2004).

Therefore, the introduction of Vocational training provided an opportunity for youths who could not complete their education and those without skills to undergo training. In Zambia various stakeholders, government ministries and Non-Governmental Organizations (NGOs) such as churches, Development Aid from People to People (DAPP) and many others came on board to offer skills Training.

The deterioration in the national economy, as a result of factors such as the economic Structure Adjustment Programme (SAPs) coupled with the use of a curriculum which had no skills content meant that more youths were leaving school without skills. This resulted in high levels of youth unemployment due to limited jobs on the labour market. In response the government came up with the National Youth Policy and the action plan for youth empowerment and employment to safeguard the welfare of the vulnerable youths (National Youth Policy 1994 & 2015; Action Plan

for Youth Empowerment & Employment, 2015). Several government Ministries and non-governmental Organizations have been tasked to coordinate and implement youth skills training (National Youth Policy, 1994).

In trying to mitigate youth unemployment levels in the country, the Ministry of General Education designed a new curriculum which has components of skills and entrepreneurship to be taught in schools. It is believed that the new curriculum can help to address the challenge of youth unemployment by empowering youths with skills (TEVET 2009; MOGE 2013; & Revised National Youth Policy 2015). However, the new curriculum, ignored a lot of factors which can prevent learners who acquire skills to implement them for a livelihood. A lot more needs to be done to make skills training result into empowerment and self-employment. There is need to consider things like the education system, the needs of the learners, communities, nation and the world at large. The availability of local raw materials, demand for skills, government financial stimulus to boost skills development, competition from those with formal qualifications involved in the informal sector, tax and protection of those trained to work in the informal sector and other factors like the environment and the interest of the learners. If these and many other factors are not considered skills training might not be the solution for youth unemployment. However, this study is an assessment of Lusaka Youth Resource Skills Training Centre which is under the Ministry of Youth and Sports.

## **2.5. Types of Skills**

There are various types of skills which can be offered to the youths during skills training. Skills training centers do offer a combination of skills to youths. However, the skills might include the following; intellectual skills, life skills, vocational skills, entrepreneurial skills, literacy skills and technology skills (Action Plan for Youth Empowerment and Employment, 2015). These skills can be further highlighted to analyse the kind of skills the youths are likely to learn.

### **2.5.1 Intellectual skills**

This refers to critical, analytical, problem – solving and synthesizing skills. Intellectual skills include assimilation of new knowledge, the development of critical analysis of studied

information, and the application of basic knowledge in the wider content (<https://www.reference.com/yBusiness&finance>, retrieved, 31.10.2016).

Bergan (1971) and Dowd and Tierney (2015) both defined intellectual skills as a behavioural capacity that functions to facilitate the performance of a culturally relevant task. In line with the earlier definition, he further argues that intellectual skills have been linked to critical thinking and are thought to be the core element of this procedure and it is believed that they include analysis, interpretation, explanation, evaluation and meta-cognition. It is believed that anybody who is involved with critical thinking process will come to conclusions based on a number of things such as gaining evidence through making observations, looking at things in the context, recognizing relevant criteria and using it to make good judgement; applying techniques or methods to enable judgement to be made and applying theoretical constructs so that a question or problem can be understood.

It is also acceptable that while having intellectual skills one must be logical and at the same time apply that logic broadly and clearly in order to encompass accuracy, credibility, relevance, depth, breadth, precision, fairness and significant possession of good critical skills. Having intellectual skills as well means that someone must be able to be logical. He further argues that critical thinking is a process whereby problems can be recognized in the first instance so that the methods of resolving them can be employed.

It is believed that in doing so there must be prioritizing which is important and must be understood as is the order of precedence. The process involves gathering relevant information, being able to interpret information and data. There after evaluations can be made and generalizations, and conclusions can also be arrived at, after which can be put to the test. Critical thinking also demands that previous beliefs, judgements and decisions are not set in stone and they can be adjusted as evidence and experience dictate. Therefore, if the youths are able to acquire intellectual skills they can be able to apply what they have learnt and be in a position to change their situation for the better.

### **2.5.2. Life skills**

This refers to the skills one needs to make the most out of life. Life skills are usually associated with managing and living a better quality of life ([www.skillsyouneed.com](http://www.skillsyouneed.com), 2016). On the other hand, United Nations International Children's Emergency Fund (UNICEF) confirms that life skills are definitive, however, they enumerate psychosocial and interpersonal skills which are generally oriented and essential alongside with literacy and numeracy. It is further argued that life skills concept is elasticity in nature, however, UNICEF identifies and acknowledges the collaboration of academics which identified social and emotional life skills. Life skills are believed to be a product of a synthesis of many skills developed simultaneously by someone in practice, like humour which allows the person to feel in control of a situation and make it more manageable in perspective. It allows the person release stress, fear, anger and achieve a qualitative life (Hopson and Scally, 1981). It is believed that life skills include decision making, problem-solving, creative thinking, /lateral thinking, critical thinking / perspicacity, effective communication, interpersonal relationships, self-awareness / mindfulness, assertiveness, empathy, equanimity, coping with stress, trauma, loss and resilience (Unicef.org. Retrieved, 20.10.2015). In the same vein, Hopson and Scally (1981) postulate that the greater the range of skills a person possess, the greater the range of alternatives are available to her or him.

They believe that any addition of skills to one's behavioural repertoire will make one potentially more self-empowered. They further highlighted that certain skills may be more closely related to self-empowered living than others. They argued that the vital generalized skills will help a person to become more self-empowered. They post that life skills can be subdivided into, skills needed to survive and grow, to relate effectively with others, with specific individuals and skills needed in a specific situation. However, life skills needed for specific situations need to bring out skills like those needed for education, work, home, leisure and the community which may have some isolated key skills. This is in line with the argument put across by UNICEF (2015) that, life skills include those skills which enables one to manage and live a better life. They both agree that the goal of life skills is to enable one to live a better life.

### **2.5.3. Entrepreneurship skills**

These are business skills people can learn to enable them conduct business for survival or income generating.

### **2.5.4. Technical skills**

These are skills which can enable someone to become literate technologically. These skills can make communication easy and people can easily follow global technology and other changes around them.

### **2.5.5. Academic skills**

These are skills which can enable one to do learning activities in time. Although they are usually associated with school, however, they are useful in any learning situation, whether it is with the teacher in a classroom or reading a book or working on a computer to expand one's knowledge.

### **2.5.6. Social skills**

These skills relate to situations in which a person interacts with another person or other people. These situations might range from having a private, one-on –one conversation with a friend, asking for directions from a stranger, to being with small group of people or to being in a large crowd at a party. Social skills enable a person to appropriately communicate with, respond to, make a request from, and get along with other people (Dowd & Tierney, 2015). They state that the goal of offering social skills is to enable one to communicate, follow instructions, learn, ask for help, get their needs met in appropriate ways, get along with others, make friends and develop healthy relationships, protect themselves and be able to interact with everyone they meet throughout life.

### **2.5.7. Literacy skills**

These are skills which can enable one to acquire basic reading, writing and to do simple arithmetic. While functional literacy deals with the ability for one to function after learning something. In this study, it will be used to refer to the ability for youths to be able to function by implementing the learnt skills.

### **2.5.8. Survival skills**

These are skills which can enable someone to live a normal life even during difficult times. They can allow one to cope with different situations. These can be learnt or copied from other people. In this study, it will be used to refer to the skills youths can use to overcome the competition they may face as they implement the acquired skills. Youths can copy some of the things other people do in order to survive in their businesses and many other activities which can give them a better livelihood.

### **2.5.9. Vocational skills**

These are skills which prepare someone to do specific work in a trade, a craft as a technician or in support roles in professions such as engineering, accountancy, nursing, medicine, architecture, or law. Vocational training provides students with job skills and mostly vocational training programmes prepare students for hands – on work rather than academic work, and they are usually geared towards one career type. Vocational training is usually shorter in duration than academic education (<https://www.reference.comyBusiness&finance>, Retrieved on 31.10.2016). It is further argued that vocational training is education only in the type of trade a person wants to pursue forgoing traditional academics.

However, it is clear that vocational educational can mean different things to individuals. When considering the term vocational education one can come across terms like technical and hands on, occupationally focused, practical and applied learning, skills development for the real world of work, and work- related and work- based competence. Tummons (2007:3) & Ingle and Duckworth (2013:2) postulate that the language around vocational education has shifted and is sometimes unclear. It is argued that ...

*“historically, some occupations have been classified as professions and others vocations. The word vocation derives from the Latin word, vocare, which means ‘to call’. Originally, professions were seen as being distinct from vocations, and other occupations.”*

However, today we often talk of the teaching, medical and legal professions, but could these not also be considered as vocations, where practitioners have some sense of calling to do some role?

In her review of vocational education in England, Wolf (2011) also identified how in the absence of a formal definition, the term ‘vocational’ is not clearly defined by the education community. Wolf states that, vocational education, and its associated range of qualifications, serves many different purposes and many different learners, from high-level courses geared towards very specific occupations to more general, work-related or prevocational programmes often offered at the lower levels.

In a report on excellent adult vocational teaching and learning, the (commission on Adult Vocational Teaching and Learning CAVTL 2013 and Ingle and Duckworth 2013) both recognized the tricky and fluid nature of defining the term ‘vocational’ and its distinctions from ‘professional’ and traditionally ‘academic’ education. They identify how vocational education and training has traditionally been associated with the development of skills for the craft and trade industries, such as catering, plumbing, joinery and hairdressing at around an intermediate level. Professional education could be more associated with medicine, law and accountancy at a higher level and there are of course, other occupational areas which appear to sit somewhere in between, such as business, engineering and information technology.

CAVTL (2013) observed that, any vocational teaching and learning programme must be characterized by two defining factors which are, a ‘clear line of sight of work’- to enable learners to see why they are learning what they are for the real world of work. The second one is a ‘two-way street’ collaboration between training providers and employers.

The Edge Foundation (2011) is an independent education charity dedicated to raising the status of technical, practical and vocational learning. The Foundation offers a definition of vocational education where learning is demonstrated through the application of knowledge in a practical context. This places an emphasis on ‘learning by doing’ where clear links are made between theory and practice, as opposed to the more theoretical and abstract learning seen in non-vocation or more ‘academic’ education. Vocational skills are seen as crucial in equipping the United Kingdoms (UK)’s future workforce to be successful in a modern, global economy. The Edge Foundation believes that the current system places a disproportionate value on academic education and this needs to change. Its campaigning , networking and research is aimed at more

equal status for technical, practical and vocational education, which should be an integral part of education in order to meet the demands of the UK economy ([www.edge.co.uk](http://www.edge.co.uk), Retrieved, 2017).

Wood, Anselme and Avery (2016) confirm that providing youths with vocational skills can help to secure their livelihood. However, they further state that, the skills offered needs to be on demand and enable the youths to support their families and to bring hope for a better future through fulfillment and gaining respect. They also explain that vocational skills must give a chance for young people to develop practical, intellectual and social skills that can serve them throughout their lives.

## **2.6. Focus on Youths and Socio- Economic Status of Youths in Zambia.**

### **2.6.1. Focus on Youths**

Osei- Hwedie and Ndulo (1989) and The National Youth Policy (1994; and 2015), allude to the fact that from the skills perspective youths are targeted for various reasons. They state that youths are considered to be the energetic and have the potential of providing the much needed human resource for national development. They further state that providing youths with skills training helps them to acquire skills which they can use in their life to obtain formal employment or engage in self-employment activities.

There is significant evidence that when youths acquire the relevant skills their livelihood are capable of improving. The benefits the youths acquire from skills training can safeguard the development of secure livelihoods and positive contribution towards national development (National Youth policy, 2015 & Action Plan for Youth Empowerment and Employment, 2015). They postulate that the reasons for targeting youths in skills development is that they are the ones to implement future development agendas for the country.

The other reason for focusing on the youths in skills training is the belief that if youths are not employed their energetic potentials and economic versatility to contribute towards the socio-economic development can be eroded. Furthermore, unemployed youths are prone to engage in social and political vices that have the potential to undermine democratic practices, peace and stability of the Nation (Action Plan for Empowerment and Employment, 2015).

According to the Labour Force Survey (2014), youths are targeted because they constitute a large proportion of the vulnerable groups in the country. The youths are greatly affected by poverty due to lack of employment and skills to engage in self-employment. The lack of skills have further lead to lack of empowerment resulting in vulnerable livelihoods. There is confirmed evidence that providing skills training to youths can result in secure livelihood and development in the country.

### **2.6.2. Socio- Economic Status of Youths in Zambia**

In Zambia, like in many other Sub-Saharan African Countries, youths play a significant role in the economic development of their societies. They can provide the much needed human resource in the labour force (Chiguta, 2013). The youths constitute a large proportion of dependable labour which has not been put in use due to unemployment. The high levels of youth unemployment among youths can be attributed to lack of jobs.

According to the Labour Force Survey of Zambia (2012), unemployment rate was 7.9 percent of the Labour Force in 2012 with high unemployment rates 15.3 percent in the urban areas compared to 3.1 percent in rural areas. The Labour Force Survey of Zambia also confirms unemployment rates with those possessing crafts and trades related qualifications at 11.3 percent rate of underemployment. The Labour Force Survey (2014) postulates that, of all the 3,812,923 youths in the labour force 400,810 youths were unemployed presenting 10.5 percent. The male unemployment rate was higher at 12.2 percent compared to females at 9.1 percent. Rural unemployment was higher in urban areas at 15.2 percent compared to 6.4 percent in rural areas.

The lack of skills among youths is presumed to be the cause of youth unemployment and failure to implement some of the acquired skills has contributed to poverty among youths. Wood and Avery (2016) conducted a study on providing skills to refugees and they found that providing of skills training to youths can provide secure livelihood. They explain that skills need to be developed around what is on demand on the market and sustainable future employment.

Apart from that, Mumba (2014) found that, the network of support from family, relatives and negotiation skills can help the youths to use the acquired skills for their livelihood. Therefore, without connections and the ability to negotiate and been ready to spend more on maintaining

networks one cannot sustain a livelihood even when they have acquired entrepreneurship skills. Alhendawi in United Nations Youth Skills Day (2016) also concluded that youth skills training have to be market oriented to ensure that youths experience a smooth transition into the job markets. He further explains that the purpose of providing youths with skills should be to prepare them to enter the job market, for self-employment or being employed. Thus, there should be a link between youth employment, sustainable development and youth skills training.

### **2.6.3. Benefits of Skills Training**

There are many benefits youths can acquire from skills training. Training can play an important role in helping prospective entrepreneurs become successful. Therefore, for the youths to be able to become successful after skills training there is need to invest in skills training which can be empowering, achieve economic growth and personal success. Ki- Moon (2016), in UN Youth Skills Day (2016) explains that, “. . . young people hold the key to society’s future advancement, however they face many barriers to their personal progress.”

He added that there are more unemployed youth in the world today due to lack of empowering investments in young people. He argued that there is no better investment than helping a young person to develop their abilities. It is believed that investment which can help to empower the young people can lead to lasting peace, sustainable development and human rights for all. Therefore, youth skills training and development can help the youths to make a smooth transition to work, then education and training can make a difference for them between poverty and employment. Mogens (2016:4) argued that:

*“. . . the untapped potential of young people in the world’s population is wasted by extreme poverty, discrimination or lack of skills and information. It is believed that skills development is the primary means of enabling the young people to make a smooth transition into work employment and out of poverty since skills training can help to make a difference in the youths lives.*

Furthermore, Hopson and Scally (1981) argued that, the greater the range of the skills a person possesses, the greater the range of alternatives available to her or him. Therefore, the addition of any skills to one's behavioral repertoire the more one can potentially become more self-empowered. This then calls for the providers of youth skills training to know and understand the type of skills which can be more closely related to self-empowered living than others. From the foregoing sentiment, it can be noted that the type of skills and the way they can help people become empowered can be divided into skills which are needed for survival and growth, skills needed to relate effectively with others, skills needed to relate with specific individuals and skills needed for specific situations. The above skills can further be identified with areas of living like education, work, home, leisure, the community and within each of these some isolated key skills have been identified which must be considered when providing skills training to youths (Hopson and Scally, 1981).

Anselme and Avery (2016), conducted a study and concluded that the provision of skills training for youths which give a chance to youths to develop practical, intellectual and social skills should be a key component in securing their livelihood. The youths needed to learn what they want to learn and what they need for a sustainable future. They need something that can help them move into the future, not just about a cow and a garden because just barely earning a living cannot substitute for the exciting lifestyle they are attracted to. They added that youths who acquire a good mix of practical skills and conceptual understanding can more easily adapt to change in their work, develop professionally and cope with the evolution of the market for their services. In all cases, training should be linked to the social and work contexts in which the young people expects to find themselves.

Skills training programmes must respond to specific needs and avoid one-size fits - all templates. There is need for appropriate institutional arrangements, proper and well thought out youth programmes and policies to deal with the problems confronting the youths because large amounts of money are not what are always necessary to resolve the problems. What is needed is money, in combination with political support, appropriate advice, valid solutions and efficient management. To resolve the youth problem calls for the highest skills and the clearest of visions (Osei-Hwedie and Ndulo, 1989).

Skills training is teaching or developing in one self or in others any skills and knowledge that relate to specific useful competencies. Skills training has specific goals of improving one's capability, capacity, productivity and performance (<https://en.wikipedia.org/wiki/training>, Retrieved on 31.10.2016).

However, it is argued that the provision of skills training backed up by intellectual and life skills is an essential part of any economic recovery strategy. The earlier the training is introduced the more effective it is likely to be because when the number of youths who require skills training is out of hand it can be difficult to cater for everyone.

#### **2.6.4. Materials used in Youth Skills Training and Related Studies.**

The teaching of adults in whatever course is all aimed at improvement and transformation. If the certificate of attendance or performance proudly displayed on the wall or lying forgotten in a drawer is not to be the sole outcome of the course of skills training, then the necessary requirements must be met. Among the requirements is the materials which learners can use during training. It is the availability of the necessary required training materials which can enable learners to get the various required skills.

Cleugh (1962), argued that the teaching of adults can be challenging and difficult at times. It is argued that the availability of teaching materials at a skills training centre can help to make the learning environment favourable. Training materials and apparatus can show the technical skill of the teacher and his grasp of the teaching steps but the use of materials and apparatus counts because it can make the learning situation favourable. This can be an advantage because it can help to reduce faults in other practical work learning situations which can sometimes be derogatory to adults dignity. The available materials should allow the learners to realize that they need to find immediate solutions to their issue at hand like youth unemployment. Therefore, the materials which can be used can include posters, photographs, slides, songs and simulation games which can help to reveal the human feelings and generate discussions among the learners (Hope, Timmel and Hodzi, 1984). It is believed that such learning materials also contribute to empowerment and transformation in those who use the materials because they gain self-confidence. They further argued that, the available learning materials should not just be

illustrations. They should be able to raise questions and help the learners find solutions to their problems by employing critical thinking which can emerge from codes used at the beginning of a group discussion.

In the same view, Action Aid (1956) developed a new Freirean Approach to teaching literacy in communities which can also be applied to the teaching of skills in community training centres. This approach allows the curriculum not to be predetermined and the starting point of learning is the analysis of the learners lives and concerns. This approach which is known as Regenerated Freirean Literacy Through Empowering Communities Techniques (REFLECT) can help to address communities social and political concerns. It can also be used to develop learning materials for the learners (Gray, 1956).

A study was conducted by United Nations Education Scientific and Cultural Organization (UNESCO) institute of lifelong learning for out of school youths in the period ranging from 2009 to 2017 in the Marshall Islands. The study was to assess how basic literacy and life skills development acquired by the youths would be enhanced. It found and concluded that out of school youths have some experience of learning with the formal system. Moreover, much more of them gained a lot of experience from their environment and culture. Therefore, the teaching of skills does not mean the teaching of literacy in its basic form but it should incorporate what is obtaining in the learners' environment. Therefore, there is need to allow the learners to suggest on some of the materials to be used in learning of skills since adults learn differently from children (Lindeman, 1926). The study dealt with youths aged between 17 and 23 years. The training materials used included literacy resource materials like writing materials, books and all equipment/materials required by students which were accessible to them at all times.

This study differs from the current study which was conducted in Zambia among the youths aged 15 to 35 years because the reviewed study used youths aged between 17 and 23 years. The current study used a qualitative case study design which was not the case with the reviewed study. The findings of the reviewed study were that, out of school youths do poses skills and knowledge which need to be recognized, tapped into, enhanced in order to improve their abilities. The study established the need to improve the quality of teaching, teachers, curriculum

and to consider the environment of the learners when dealing with out-of school youths. The study further revealed the need to place a greater emphasis on the quality as the cornerstone of all forms of educational development. Therefore, the gap exists in the methodology and the context of the study. Hence there is need to conduct a study which can help in knowing the kind of materials to use when training youths in various skills.

Another study was conducted in Uganda in 2004 by Non- Formal Education and Livelihood training programme (NFELSTP) targeting out of school youths and socio-economically vulnerable youths from both urban and rural slum communities. The programme was meant to empower the youths through the provision of livelihood and vocational training in different skills or trades. Life skills training was also provided with the focus on health issues, reproductive health, child rearing, drugs, peer counseling among others. The livelihood and life skills training were mainly meant to empower the socio- economically marginalized and vulnerable youths and their disadvantaged families and communities.

The reviewed study used a number of easy to read learning materials such as booklets, pamphlets and posters made by facilitators to teach health education, feeding children, sexual reproductive health, peer educators training curriculum and peer to peer drug abuse prevention handbook. The findings of this study indicated that there was a significant impact of the programme on the marginalized youth's vocational skills competencies, livelihood and psychosocial behaviour as well as their communities development and general living standards. It also reported an improvement on employment generation, poverty alleviation, behaviour change, community empowerment, social transformation and cohesion through the use of local artisans and mentors as youth trainers. However, it also recorded some challenges like lack of resources, artisan limited equipment, time limitations, demotivation, high dropout rates and time taken by non educated youths to grasp basic concepts necessary for the acquisition of skills ended up increasing the cost. Although the reviewed study revealed certain findings which might be similar in one way or another to the current study, its findings cannot be generalized to the Zambian context given the fact that the study was conducted in Uganda.

This study differs from the reviewed study in that it looked at the provision of Non-Formal education and livelihood skills to socio-economic marginalized out of school youths and never mentioned the kind of training materials used in imparting those skills. However, this study looked at the kind of training materials used at Lusaka Youth Resource Skills Training Centre in Mass Media area of Lusaka, Zambia. Therefore, this study differs from the reviewed study in terms of the context, target group, facilitators, materials used and methodology. Hence, there is need to conduct a study to ascertain the kind of training materials used at Lusaka Youth Resource Skills Training Center in Mass Media Area Lusaka, Zambia.

#### **2.6.5. Qualification of Skills Training Facilitators and Related Studies**

There is need for the facilitators to have the necessary skills to enable them impart skills to the youths who happen to be very delicate. Lindeman (1926) & Merriam and Caffarella (1991) state that “. . . there are marked differences between adults and children that help distinguish learning in adulthood from learning in childhood.”

The nature of experiences differs; adults deal with different developmental issues than children and there are differences in what motivates adults to participate in learning activities. This has been supported by many writers like Kidd (1973), who noted that adults have more experiences, they have different kinds of experiences which can be organized differently. A case in point is adult sexual or social experiences are a kind of an aspect which differentiates them from the world of children. They have experiences from work, politics or war and many others which differentiate children from adults.

Therefore, from the foregoing sentiments it is important for the instructors and facilitators at youth skills training centers to have an understanding of adults experiences. Thus, there is need for facilitators to possess additional qualifications other than academic qualifications to be able to teach the youths effectively.

It is believed that training and professional development can go a long way in preparing the facilitators and practitioners to work with young adults. According to Mc Neil (2008:48)

*“. . . incredible skills and qualifications are needed in working with young adults since it is an extremely difficult area to teach. One can be*

*qualified up to the hilt and still have problems, therefore something extra needs to be added to professional development to prepare practitioners to work with this group”.*

It is believed that there is need for training in skills for life to be able to train or teach young adults. There is need for experience, confidence and a teaching qualification for one to be able to work with young adults. Facilitators and practitioners working with young adults also need to have personal qualities; like empathy and understanding which can be central in working with young adults; however, these qualities cannot be obtained through training. Other than being in possession of professional qualifications, facilitators need to be user friendly, that is to say they have to be aware of the types of issues young adults may be facing. This can help them to be approachable and non – judgemental in their advice and support. There is need to find a balance between challenging discipline and security in youths centers of learning with clear boundaries and frameworks.

A study conducted on the qualification of facilitators noted that practitioners working in a community feel strongly that, the right people to work with young adults are practitioners who are initially trained as youth workers whether or not they have any specific related training (Mc Neil, 2008). Contrary to this, others feel that other abilities such as empathy are required for youth workers are not only paramount but somehow innate – qualities that individuals are born with and cannot be obtained through training. Nevertheless, it is argued that practitioners from communities and voluntary sector fail to access training due to their heavy workload or lack of funding. Despite the richness in experience and skills, qualifications and training in youth work are an effective way for practitioners to work across sectors and to encourage young adults come together and learn.

The common practice in many community youths centres is that many unqualified practitioners are leading the learning of young adults without specific teaching qualifications (Mc Neil, 2008). It is further argued that such facilitators may only emphasis on building engagements and relationships. They may be qualified in other areas which may not be the most important qualification for such a position. Gravells, (2012) argues that the facilitators of youth skills

training should be able to communicate, help, inspire, motivate and engage the learners, this can also be known as (CHIME) which can be used as one of the qualifications and a teaching technique.

Therefore, it is important for the facilitators or practitioners who train youths in various skills to be qualified in specific areas to be able to impart skills to the youths. However, many practitioners working with adults may have little specific training in teaching but they may have a wide range of qualifications which they themselves may not see as teachers or instructors. It is these very many qualifications which allow them to fit easily in their roles in a highly complex skills for life teaching framework. The training they may have undertaken may not always develop the skills and abilities they feel are important in their work. It is argued that training should be build on the existing skills and experience, and reflect various roles the practitioners play, but such training is not widely available and most practitioners may be working towards the achievement of a teaching qualification (Anderson, 1966; Mc Neil, 2008). It can further be pointed out that:

*“ . . . skills for life teaching qualifications do not easily fit in the context of practitioners in community or youth work setting since roles are far from straightforward and cannot be easily segregated into supporting the learner or the teaching process or leading to learning for young adults. However, practitioners are not under qualified and they bring vast amounts of varied and relevant knowledge to their roles because they have completed a range of courses, and certificates all of which support their work with young adult learners. However, for many of those working in youth work, voluntary and community sectors specific qualifications are not always the most important qualification to seek their role. They feel the right people to work with young adults are those initially trained as youth workers but must also have innate abilities like empathy, which they are born with not learnt through training.” In addition to this it is argued that they must be able to communicate, help, integrate, motivate and engage (CHIME) (Ingle & Duckworth, 2013:42-43).*

A study conducted in Uganda in 2004 among the socio – economically marginalized youths whose aim was to provide non-formal and livelihood skills training used two professional social workers who acted as the key programme facilitators responsible for community mobilization, coordinating and monitoring programme activities. They worked with guardians and community based parents support group to identify suitable artisans near their homes. The local artisans who were skilled in certain vocational in selected vocational trades were used to train youths based on their willingness and capacity to train. Those who were recommended to train the youths were recruited and provided with basic programme orientation training to provide training to youths placed under their care for 3 to 5 months. They were also supposed to provide the youths with life skills training therefore, only those with high moral standing were picked. This study revealed that there was no specific qualification possessed by the local artisans except that they were skilled practitioners in selected vocational trades while the recruited two social workers were professionals. These findings justifies the need to conduct this study. The above position is supported by reviewed reports which betrayed the notion that, facilitators of youth skills training must have other qualifications other than professional training.

#### **2.6.6. Appropriateness of the instructional techniques used in Youth Skills Training.**

Knowles in his theory of informal adult learning. Knowles popularized the debate around ‘andragogy’ and issues to consider when teaching adults as opposed to teaching children and young people. Knowles (1984: 198) identified five key characteristics of adult learners which include:

- a) Self-concept: He alludes to the fact that, as a person matures his self –concept moves from one of being dependent personality toward one of being a self-directed being;
- b) Experience: As a person matures he accumulates a growing reservoir of experience that becomes an increasing resource for learning;
- c) Readiness to learn: As a person matures his readiness to learn increasingly becomes oriented to the developmental tasks of his social roles;
- d) Orientation to learning: As a person matures his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his learning orientation shifts from subject -centredness to problem- centredness; and
- e) Motivation to learn: As a person matures the motivation to learn is internal.

To train youths in various skills which might be relevant to their livelihood it might be necessary to use key principles of Freire and Knowles approaches to vocational andragogy. These can provide a guide on what type of instructional techniques can be more effective in skills for the youths livelihood. These principles can help to have a profound influence on our understanding of development education which can also be known as popular education. Popular education is a community effort to acquire existing knowledge and build the new knowledge to reshape society so that all will have the opportunity to a full life (Hope, Timmel and Hodzi, 1984:14).

Freire's key principles help understand whether the skills training center uses the appropriate techniques to empower youths and their communities through skills training. The following are key principles which are believed to play an important role in a transformative process of education and development. The key principles were used as themes to guide the kind of techniques which might be necessary to use at youth skills training centers.

#### **2.6.7. The aim of education**

It is believed that we are called to transform our own personal lives, community, environment and society as a whole. For the poor of the world things are not satisfactory the way they are, and it is not the only way they can be. There is hope that transformative education like skills training offered to youths by using techniques which can allow them to transform their lives can be of great value to the youths and society at large. In order for skills training to be transformative, the youths need to be actively involved in the learning process through using participatory learning techniques like group discussions, role plays, simulations and presentations among many others. In training the youths in skills training there is need to use techniques which can help the youths to tap into the values of cooperation, justice and concern for the common good to counter the dominant vices of greed and control of material possessions which have griped the world. Skills training must be seen to bring about development and education for the youths which might help them to transform themselves and others in their communities through the obtained skills. Popular education through skills training must help the youths to recognize the energy and full potential which can not only be for the youths but for the building of a new society in which it is possible for all people to have the fundamental human needs.

### **2.6.8. Relevant generative themes**

These are themes which can be used in education and development programs to link emotion and motivation to act in order to bring about holistic transformation. The relevant themes can help to bring out human feelings over issues which communities feel paralyses the poor in many places. Emotions play a crucial role in transformation such that when people realize the strong feelings they attach to the issues which block their progress they can start to voice out. However, there is need to start with a listening survey to base a program on the themes. Themes can also come from various things like pictures, drawings and stories which can depict issues which people cannot freely discuss as they are kept silent out of fear. Freire calls the issues that generate the natural energy and hope of the people to speak out as “generative themes” (Freire, 1970). In order for transformation to take place, relevant generative themes have to be used. In the case of skills training the generative themes can include some of those discussed below.

#### **a) Empowerment**

The providers of various types of education think that they provide relevant education to the communities. The providers of education in which skills training is inclusive might not have allowed the communities to choose what issue might be central in their skills education and development. Freire (1970) states that this concept allows a much deeper view if it can be used in youth skills training as a guide to techniques to be used for skills training. He argues that, the techniques must have a link between emotion, motivation and participation. It is believed that much education ignores human feelings and concentrates only on reason and action. In the same vein Phiri (2014), established that teaching techniques for adults must have an affective element which has to deal with the learners emotions to make transformation possible. Both Freire (1970) and Phiri (2014), recognize that emotions play a crucial role in transformation because it is believed that feelings are facts. By using listening survey and constant dialogue on issues which communities have strong feelings like anger, hope, fear, joy sorrow and bringing these to the surface can break through the sense of apathy and powerlessness which paralyses the poor in many places.

Using this approach, the animator can help people to find new hope as they tap through their natural energy to break through apathy. Some issues discussed freely and if they are at the

surface of the community like job shortage, shortage of medicine at the clinic, and many others which might be kept under the surface may come up. When the hidden issues come up then better ways of solving them can be found in a collective way. This can help the facilitators to choose the right technique which can be suitable for a specific situation.

## **b) Dialogue**

This is believed to be a very crucial aspect of participatory learning on which the skills training techniques must be based if transformation of youths has to be achieved. When dialogue is employed in a learning situation, it allows the learners to be viewed as partners in the learning or development process. This can help to overcome what Freire (1970) referred to as the banking education where their experts (facilitators) decide what information the learner might be given even when experts might not know all the solutions to the learner's problems. This has led to the greater levels of poverty because the locals are usually not consulted on the possible solutions to their problems as they are viewed as empty vessels and yet the so called experts do not have all the answers to the problems of the community. Local participation is crucial for effective development because dialogue can be the main way in which one can develop their capacity to think and make judgements.

Dialogue requires patience, humility and believe that there is something one can learn from the other person. It requires openness to information, a willingness to be challenged and a deep hope that change is possible. Therefore, when using dialogue in skills training the role of the facilitator would be to create a climate where true dialogue can take place. Amongst others, this inter alia would call for an understanding of group dynamics and group leadership skills.

## **c) Problem – posing and searching for solutions.**

The problem posing materials like posters, photographs, slides, songs, simulation, plays can be used to help focus the attention of everyone present on the issue to be solved. These can lead to group discussions than lecturers or abstract questions. The good codes would help the animator to just ask questions like why, how and who which can lead to the description and analysis of the problem by the group. This can help the animator to provide a framework for creative thinking,

active participation by the participants as they try to find solutions to the problem by describing, analyzing, suggesting, deciding and planning on the way to solve their problems. This approach which allows people to be actively involved in the construction of knowledge, views the participants in a learning process as people who can contribute something valid. There is belief that the participants have their own ideas of how the problem can be solved as opposed to the banking approach where the facilitator is seen to have all the knowledge where participants are seen as empty vessels.

In the same vein, Phiri (2014) posts similar views that techniques used to teach adults must be democratic to allow the learners to participate fully in a learning situation. This teaching technique can allow the learners to feel part and parcel of the class as they participate in the learning. This can help them to remember what they have learned for a long time and if it requires to be applied then they can easily put it into practice because they would remember well the role they played during the lesson.

#### **d) Reflection and action**

The cycle of reflection and action is central to the whole process of community transformation. The generative themes, problem-posing codes, questions which might lead to discussions on the problem are all meant to set the cycle of reflection and action into motion. This method allows the animator to see the radical change in the community as the people start to experience dissatisfaction with some aspects of their lives and are willing to take time to look at their dissatisfaction. The animator can arrange for dialogue through meetings, workshops where there can be enough time for in-depth discussions on the issues to allow reflection and action cycle to set in. When codes are used to help speed up the reflection and action, the regular cycle of reflection and action can help the participants to identify their mistakes and failures which can lead to the discovery of new skills and training which might be more effective in transforming their daily lives through a process of action and reflection which is known as praxis.

When using this principle as a teaching technique, the group can learn from the experiences of the people outside their group. They can use the following as inputs among others, the short lecturer giving information on what they have recognized to be relevant, slides show or videos

which can show how other groups in similar situations have found ways of meeting their needs and also a guideline on the action plan. The inputs might themselves be offered as starting points for further dialogue and might not be treated as final truth or definitive answers.

**e) No education is neutral**

There is need to check the extent to which education can be domesticating the learners to fit obediently into the roles required of them by the dominant culture, as well as in the learning group. The known facts of the world must be known based on the facts of the information available like the youth unemployment rate in Zambia is high compared to the increased spending on weapons and less money for the nutrition in a country's budget. This might change the way our understanding of the causes of high levels of youth unemployment in Zambia hence there is need to understand radically the causes of youth unemployment.

In an adult learning situation, it is encouraged to use techniques which can allow learners to learn from each other. The techniques used should allow learners to fully participate in their learning, even difficult techniques should not be avoided because they can make learners think of other better ways of solving their problems. The Organisation of Eastern Caribbean States (OECS) (1992) argues that the use of specific instructional videos and training of trainers workshops in groups related training would help enhance training delivery. There is need to get the learners involved in choosing techniques which help them to learn better.

In a learning situation, the youths must be encouraged to learn from each other's life experiences. This can allow them to engage more positively in the learning activities where friends are involved and it can help them overcome the stigma they might be having for attending skills training because it builds their confidence. There is need to use a variety of teaching techniques which can bring about critical questioning and exploring of teaching and learning strategies which can prove to the youths that there is life after formal general education (Mc Neil, 2008; Phiri, 2014). Mc Neil further argues that there is need for cooperation and teamwork to demonstrate the relevance of what they are learning. There is need to use user friendly techniques, creation of a conducive environment and the creation of the right relationship between the learners and the facilitators. The learning should be practical,

questionnaires can be used with other tools to make learning more effective. However, the creation of a learning environment that is different from formal school is of importance when dealing with young adults.

According to Mc Neil (2008), young learners respond best to active sessions such as workshops, drama and practical sessions as part of vocational programmes. The practical and authentic activities and opportunities which allow the learners to be out of the seat can help to maintain motivation. There is need to explore different learning styles particularly in meeting individual learner needs, because the use of a group to assess the right techniques to use cannot reflect the needs of the whole group. The learners respond well to flexible techniques which are similar to their preferred environment. Maxine (2007) argues that teaching methods should empower the learners and lead ultimately to independent learning. They must always be appropriate for particular learners but the facilitator must be prepared to adapt methods which cannot allow learners to work on their own for too long.

Reciprocal teaching or co-operative learning or peer teaching can only be allowed to be used by the learners when they are able to take over the roles of the tutor and student and when they are able to support each other. Learners can formulate questions for each other to answer, this can help engage pair work. Phiri (2014), argues that adult teaching techniques should allow for participatory, dialogic, democratic, activist and affective learning processes which can lead to the full development of a person.

### **2.7.3. Relevance of the type of skills provided to the youths.**

The type of education different providers give to their participants is always viewed to be relevant to the needs of the learners in a particular community. However, there is need to involve the community in choosing what issues should be central in their education and development programmes. If the relevant skills were offered at youth training centres they might help to reduce unemployment in many countries where youths remain unemployed. However, the skills training offered has to be tailor made, market oriented, practical and enable the participants' employability increase through self-employment or seeking for employment.

According to Wood, Anselme, and Avery (2016: 50), “. . . *providing skills training for youths should be a key component in promoting secure livelihoods.*” They argue that young people must be given the chance to access practical, intellectual and social skills that would serve them throughout their lives. This can only be possible when they are given relevant skills training to their livelihood. They further allude to the fact that if youths are to be hopeful of a bright future, a good family, and fulfillment and respect the skills training provided to them must be based on secure livelihood and practical opportunities. The relevant youth skills training should be provided on the basis of no market demands no training if such is not followed then there would be conflicts between the livelihood skills young people want to learn, what they need to learn for sustainable future employment and what is currently in demand in the labour market.

When considering the relevance of the type of skills offered to the youths there is need to consider the value the skills training would add to their lives. Training must not reinforce traditional gender roles that impose restraints on livelihood opportunities. If it were possible, skills training would have to be developed on more neutral training opportunities, not where some trade skills trainings are considered to be only for men for example carpentry, electrician, and blacksmithing while weaving and cookery are often regarded as women’s activities. There is also need for agencies to consider to what extent or degree certain vocation skills may be culturally acceptable in specific contexts and therefore the basis for secure livelihood. Every programme must take into account market opportunities and the potential possibility for putting skills training to income generating use must be assessed realistically. Skills training must respond to specific needs, they can be organized, presented and packaged in exciting and challenging ways. It must be a lifelong process in order to counter the perception that young people’s hope for a better future ends with formal education. Youths need to realize that they can independently explore many diverse paths to enhance knowledge and skills. It is also believed that skills training can be more effective when it is delivered to young people within the communities where learners live. They are likely to access centre based training which may not take them away from their homes for considerable periods of time. This can allow them time to provide care to those who need their help and it can also promote regular attendance. Furthermore, the provision of skills training within the community can allow the learners to apply the learned skills within the community. This can lead to the development of the

community and those who cannot afford to pay for skills training can even learn from those who acquired the skills from the training centre. There is need to monitor and supervise what the young people are being taught to ensure that they are not being exploited. Skills training can be combined with other activities to reinforce confidence and social interaction skills. This can be an added advantage since it can give them an experience of alternatives to other skills which can be of use if others failed.

Youth skills training can be relevant if the training is aimed at training unemployed youths to acquire productive skills or training to empower them improve their livelihood through skills training and income generating activities. It is argued that the highest objective of all educational effort is to bring fullness and richness into man's life, to explore his inner creative resources and to release them for constructive purposes leading to individual as well as social good. It is not merely the gain of knowledge but of feelings, not of techniques but of attitudes, not of establishing a right relationship with the world of nature and the world of society, but of living at peace with oneself and with the deeper urges and aspirations of the human spirit (Saiyidain, 1958). Adult education should help people realize the basic values of their lives. The quality of man's life matters more than the abundance of material power because it translates into the strength of the nation.

The type of skills training offered to youths needs to be different from the learning which takes place in formal schools for it to be relevant for the youths who are preparing for adult life. If they relate it to formal school, they may be reluctant to go and learn skills because they might be reminded of the teachers and their failure in formal education which can be a strong barrier to further engagement and achievement in learning. They are interested and motivated to learn when vocational skills training is linked to employment and help them find and remain in employment or even help to improve their life. There is need to ensure that learning programs have more holistic approach which can sustain individual learner's needs and interests rather than on the result qualification. The learning programs for the youths need to take into account the learner's experience so that they can be motivated to remain in long term learning which can contribute to their self-esteem. This can help them to open up and grow up in confidence. The

learning programs should have integrated courses which are vocational or creative slant but the learners need to realize that what they are learning is relevant.

If skills education is to be relevant for the learners and the society then it has to be designed to serve the goals of a society. Dodd (1969: 25) puts it that, “. . . school must not only emphasize the appropriate social attitudes, social goals of living together and working together. It must prepare young people for the work they will be called upon to do in the society which depends on the youths to bring about development using various skills”.

#### **2.7.4. Related studies to Youth Livelihood skills training.**

Kasichi (2011) conducted a study on the factors affecting youth participation in skills training programmes and concluded that a lot of factors affected their participation. The study used a mixed approach design and the findings of the study reviewed that the level of youth participation in skills training was high although a number of challenges like home, institutional and community challenges affected the participation of youths in skills training. As a result of the challenges youths faced, most of them were unable to complete their training hence this affected their livelihood

The study recommended for the opening of guidance and counseling for female participants to help them overcome the negative factors from home, school and the community. There is need to involve the learners in the planning and implementation of adult education. Knowles (1970) & Duckworth (2013a) identified a number of ways that vocational literacies for youths can be developed. They both posited that learners can be motivated to learn through their participation in various learning activities like workshops which do not limit them to classroom learning. The findings differed with the current study in sense that it looked at the factors that affect youths participation in skills training. It used a mixed research design and it recommended for guidance and counseling for female students only. This study focused on the type of skills given to the youths' livelihood. It assessed whether or not the skills training offered to the youths were capable of empowering the youths with self-employment or by seeking for employment.

A study by Mumba (2014) reported interesting findings. The purpose of the study was to examine the role informal networks play in influencing self-employment among youths in Zambia. This study used both quantitative and qualitative designs. The study reported that even when the youths had the networks, they were just a mechanism for survival and would not be solely relied upon for sustaining self-employment. The networks can enhance or constrain self-employment regardless whether the youths belonged to such. The study reported networks as a disadvantage to youths who needed to spend even more than what they had to be in such networks so that their businesses can operate. However, this cannot solve the youth unemployment situation. The study reported that government support and designing of policy interventions remains very crucial if self-employment was to contribute effectively in reducing unemployment and vulnerability among youths in Zambia. This study did not look at how skills training for youths can improve the youths livelihood despite highlighting the important role played by skills, family, finances, information and trading space in trying to make youths become self-employed. Therefore, the current study sought establish the relevance of the type of skills training given to the youths livelihood.

Mpembamoto (2013) conducted a study on barriers known to prevent the transfer of skills in a work place among youths using a qualitative and quantitative design. The study did not consider the availability of materials or the type of youth skills training for the youth's livelihood, neither did it consider the techniques to use while teaching the youths in various skills. The current study sought to investigate relevance of the type of skills training programmes using the availability of training materials. Data was collected by use of qualitative techniques centred on a case study design which was not used in the other study.

A study conducted by Tonga in (2012) looked at the constraints encountered by the trainers in providing skills training to participants. The study is different from the current study because it only concentrated on the constraints. It used both qualitative and quantitative research approaches but was not a case study. The current study assessed youth skills training as a whole where methods, materials, facilitators qualification and the relevance of the type of skills training were used as objectives to assess the relevance of skills training to participants livelihood.

Training Resource for youths (TRY) (2015) conducted a study where they highlighted that youth skills training methods must include on the job training, job placement, part- time work experience which can last for three weeks which can be individualized for the participants to be able to apply what they learn on their own in future. They further argued that youth training methods must also include full- time work, where youths can learn basic working skills which can help them to market or expose their skills to those who can employ them or learn on how to have good customer service which they can use too if they happen to become self-employed. TRY (2015), also argued that youth skills training should use support and tailored teaching strategies and methods including cultural supports of elder's involvement and access to cultural rooms for sharing circles. This study is different from the current study which was a case study on the relevance of the type of skills training to the youth's livelihood.

Coryell, Spencer and Sehin (2014) in their study on how to teach adults, cover socio-political and economic conditions using both qualitative and quantitative research design to enable them engage into informed culturally sensitive coexistence. They suggest that adult educators need to design learning experiences that can help prepare learners for cross cultural collaboration and social responsibility by using the skills acquired from adult learning centres. They did not specify the instructional methods to use in adult learning experiences in the community centres. Hence, their study differs from the current study which sought to assess the relevance of skills training for the youths livelihood which used appropriate instructional methods or techniques as one of its objectives. The current study is different from their study while they just concentrated on how to teach skills to adults without assessing the value of the skills to their livelihood, this study focused on the type of skills given to the youths livelihood.

A study was also conducted by Sitwe (2012) which was an evaluation of methods used to teach literacy and skills to adults in a rural centre. A mixed research design was used and instructional methods were also looked at. However, the context of the study was in a rural setting which is different from the current study. The current study was conducted in an urban setup therefore the findings of the study conducted in a rural area may not apply to an urban environment.

Biniecki and Susan (2015), conducted a study on the relevance of acquired skills to the participants needs. They used an interpretive design of adults' perception of knowledge construction as participants of non-formal World affairs programs. One of their objectives was to explore how learners perceive how they are able to construct knowledge and use skills through their participation in non- formal programs in their communities. A sample of twelve adult learners 'perception of knowledge construction was explored using a qualitative research design. However, their study did not explore the relevance of the skills acquired from non-formal education which includes skills gained by the participants. Thus, the current study is different from their study because it was conducted outside Zambia. The current study sought to assess the relevance of the type of skills training given to the youths livelihood in Zambia.

A study was conducted by Pasha in (2011) where it was reported that skills training were important even for the educated youths who lacked appropriate skills which would allow them to get employment. Their findings were that bachelor degree holders who could not find jobs because they lacked practical skills were able to become self-employed after learning about architecture and interior designing, a course offered through vocational skills training. The acquired skills helped the participants to run their own businesses. This study is different from the current study in that it was conducted in Pakistan and used a different design. Therefore, the findings of this study cannot be generalized to the Zambian situation.

Ngure (2013) conducted a study on the stakeholder's perception of motor vehicle repairing skills on the small scale industry. While the other study looked at motor vehicle repairing skills the current study focused on the types of skills given to youths livelihood.

### **2.7.5. Identified Gaps and Justification**

Based on the reviewed literature, it is clear that the research objectives and the problem for this study were not addressed by the earlier researches in this area. However, the study conducted by Sitwe (2012) had similar objectives to the current study because it examined the availability of training materials and facilitators qualification as some of its objectives.

However, the findings of this study were different from the reviewed study given that it was conducted Southern Province of Zambia which is far from Lusaka. Therefore, the findings of the

study conducted in Southern Province cannot be generalized to this study because the studies were conducted in different environments. The fact that most of the writings and studies reported findings from foreign countries which could not be generalized to the Zambian scenario justifies the need to conduct the current study. Additionally, the local studies reviewed had objectives which were different from the current study.

Most of the studies concentrated on the factors affecting youth participation in skills training (Kasichi, 2011; Sitwe, 2012) and Mpembamoto (2013) conducted a study where the barriers to the application of acquired skills in workplaces by youths were researched on. Mumba (2014) looked at informal networks and youth self-employment in Zambia, this study did not cover the types of skills given to the youths livelihood hence the justification to conduct this study. Other studies looked at factors which affect the implementation of learned skills by the participants and methods used at youth skills training centres. However, the current study took a different route as it assessed the types skills given to youths livelihood by the Lusaka Skills Training Centre.

Ngure (2013) conducted a study in Kenya on the stakeholder's perception of Motor Vehicle skills training. This study concentrated on stakeholder's perception of one specific skill and not the various types of skills given to the youths livelihood. Another study conducted in Kenya by Balwanz (2014), looked at youth skills development, informal employment and the enabling environment using a descriptive design. Although the findings may be similar to this study they cannot be generalized to Zambia due to different environments.

### **2.7.6 Summary**

This chapter presented the literature related to this study. It also explained when and how skills training programmes can be relevant to the youths livelihood. It used the objectives as themes of the reviewed literature. It further examined and critiqued studies conducted on the youths skills in relation to the current study. Furthermore, this chapter highlighted gaps and shown the role this study played in filling those gaps. The next chapter deals with the methodology that was used in this study.

## **CHAPTER THREE**

### **METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the description of methods used in this research to collect and analyses data. It covers the research design, Universe population, study sample and sampling procedure, data collection procedure, data collection instruments, data analysis procedures, ethical consideration and concludes with a summary of the chapter.

#### **3.2. Research Design**

A research design is a scientific plan that expresses both the structure of the research problem and the plan of investigation to be used to obtain empirical evidence in relation to the study. It is a plan that shows the steps from the first to the last one. A research design guides the research in data collection, analysis, interpretation of the observed facts and specifies which of the various research approaches could be adopted (Moore and McCabe, 1989).

Ngoma (2006), alludes to the fact that a research design is a set of logical steps taken by the researcher to answer the research questions. It is also a way of arranging the conditions for data collection and data analysis in a manner that it can be in line with the relevance, purpose for conducting the study.

Kombo and Tromp (2006) postulate that a research design is the glue that holds the whole research together. They further argue that it can be used to structure the research, to show how all the major elements of the research work together in trying to address the research central questions. It can also be defined as a strategy which integrates the different components of the research project in a coherent way so that the research questions can be answered (Wilson and Stutchbury, 2009).

A research design can be defined differently by different scholars, however, they all see a research design as a roadmap which the researcher can use to conduct a research project. It can guide the researcher on what data to collect whether primary or secondary, and from whom (Wilson, 2009; Kasonde – Ng’andu, 2014). They all agree that it is also the underpinning of ideas that drive the research study.

There are a lot of research designs which include experimental design, descriptive design, case study design, cross culture research design and correlation research design. However, this study adopted a case study research design. According to Lamnek (2005), a case study research design can be described as ‘...a research approach, situated between concrete data taking techniques and methodological paradigms’. While Yin (1984) further defined a case study research design as a research strategy with an empirical enquiry that investigates a contemporary phenomenon within its real-life context, when boundaries between the phenomenon and context are not clearly evident, and in which multiple sources of evidence are used. The study employed case study approach since it can allow the researcher to describe the case under investigations fully and accurately as possible. It is a research strategy that investigates a phenomenon within its real-life context in the holistic setting, attempting to make sense and understand what goes on during the youth skills training. The qualitative research design can further allow the researcher to get more detailed information on what is going on at the youth skills training centre, to describe a unit in detail, in context and holistically. It is a way of organizing educational data and it can allow a great deal to be learned from a few examples of the phenomena under study.

### **3.3. Universe Population**

A population is a group of individuals, objects or items from which samples are taken for measurement. A population refers to an entire group of persons or elements that have at least one thing in common, for instance, students at a specific university or college. Population can also refer to a larger group from which the sample is taken (Kombo and Tromp, 2006; Phiri, 2006).

Creswell (2008) defines the study population as a group of individuals having one characteristic that distinguishes them from the other groups. He further states that it is the actual list of sampling units from which the sample can be drawn from. For this study, the population was drawn from the instructors, coordinators, students from Lusaka Youth Resource Skills Training Centre as well as some of the graduates for the years 2013 to 2016 from the centre.

### **3.4. Sample Size and Sampling Procedure**

#### **3.4.1. Sample Size**

Creswell (2008) states that, a sample is a group of individuals in a study selected from the target population from which the researcher generalizes the findings to. A sample is a sub-group of the population (Wilson, 2009). Creswell (2008); Kombo and Tromp (2006), and Wilson (2009) agree that sampling is the process of selecting a number of individuals or objects from the population who have characteristics which can represent the entire population. Sample size in this study refers to the number of respondents, objects or items to be selected from the universe to constitute the sample. The sample size can be determined by the research approach, however, it should not be too large or too small but it should be one which can be efficient, reliable, flexible and representative of the universe population.

In this study, the sample size included 7 (seven) instructors from the skills training centre, 10 students from the skills training centre and 7 (seven) graduates and 1 (one) coordinator from the Youth Skills Training Centre.

#### **3.4.2. Sampling Techniques**

Sampling techniques can be decided upon after coming up with the sample and the sample size. There are several sampling techniques which the researcher can choose from to use when conducting a research study. The researcher must choose sampling techniques which can help him or her to get the best from the sample in terms of less errors, cost and time.

Kasonde-Ng'andu (2014) defines sampling techniques as the processes the researcher uses to gather people, places or things to study on. Kombo and Tromp (2006) agree with Kasonde-Ng'andu by stating that sampling techniques are procedures a researcher uses to gather people, places or things to study. They both agree that it is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho and Kombo, 2002). There are two types of sampling techniques, these are non-probability and probability.

The difference between the two is that probability sampling is based on the concept of random selection while non-probability is non-random sampling. Wilson (2009) states that probability

sampling includes simple random sampling, systematic random sampling, stratified random sampling, and stage or cluster random sampling which all allow the probability of a sample to be selected. Probability sampling is also known as random sampling or chance sampling because under this method every item of the universe population has an equal chance of being included in the sample.

According to Kombo and Tromp (2014), non-probability sampling is a method of sampling which aims to be theoretically representative of the study by maximizing the scope or range of variation of the study. This method is mainly applied to find out how a small group, or representative group is doing for purpose of illustration or explanation. The various non-probability sampling methods include convenience sampling, quota sampling, dimensional sampling and purposive sampling which are based on the sampling procedure which does not afford any basis for estimating the probability that each item in the population has a chance of being included in the sampling. Non-probability is also known by different names like deliberate sampling, purposive sampling and judgement sampling. In this type of sampling, items for the sample are selected deliberately by the researcher who has the supreme right to choose the items.

Kombo and Tromp (2014) argue that purposive sampling targets a group of people believed to be reliable for the study. It allows the collection of information rich cases for in-depth analysis related to the central issue being studied. They further argue that purposive sampling can be used in both qualitative and quantitative studies.

Kasonde-Ng'andu (2014) states that simple random sampling is method where all every member of the population has an equal chance of being included in the sample. For this study individuals who were presumed to possess enough information were purposively contacted and interviewed. Purposive sampling was used to select members of staff at Lusaka Youth Resource Skills Centre who were instructors, coordinator and the students. Simple random sampling was used to select the students using the simple rotary method. The pieces of paper written yes and no were nicely folded then put in a bowl where the learners had to pick one with 'yes' or 'no'. Those who picked papers written yes were picked to participate in the focus group discussion after signing the consent forms. The researcher thanked those who picked papers written no for their willingness to participate in the research. The researcher used snowball sampling to trace the

graduates from the skills training center after getting some telephone numbers of some of the graduates from the training centre.

### **3.5. Data Collection Procedure**

Data collection was done by first collecting the introductory letter from the Directorate of Research and Graduate Studies at the University of Zambia. This letter was presented to the Director at the Ministry of Youth and Sports. The letter was then taken to the Deputy Director who told the researcher to write a letter to ask for permission. After being given permission to conduct research by the Ministry of Youth and Sports the letter was taken to Lusaka Youth Resource Skills Training Center and was presented to the administrator as well as to the coordinator of courses.

### **3.6. Data Collection Instruments**

Data collection instruments refers to the tools that the researcher uses in gathering and measuring information on variable of interest in an established systematic way that enables one to answer research questions. This involves gathering specific information aimed at proving or refuting some facts. In data collection the researcher must have a clear understanding of what is to be obtained, how it is to be obtained and how it can translate into rich data analysis which can allow credible answers to the questions that have been posed. According to Kasonde-Ng'andu (2014: 42), the common research instrument which a researcher can use to collect the necessary data include the questionnaires, interview schedules, observation, checklist and focus group discussion guide. For this study qualitative instruments of data collection were used. These include the interview guide, Focus Group Discussion, observation and document review.

#### **3.6.1. Interviews**

This is a written list of questions or topics that need to be covered by the interview. Wilson (2009) highlights that an interview is a conversation between two people aimed at consulting the point of view, interpretation and meanings to help understand the dynamics of the problem under study. They are most often used to gather detailed qualitative descriptions of what the interviewee thinks of or perceptions at a particular time. There are two types of interviews namely; semi-structured and structured interviews. For this study a structured interview guide

was employed to collect detailed information from the participants. The advantage of this is that it allows the researcher to ask the same questions to the participants.

For this study the researcher conducted interviews with the programme officers from the Ministry of Youth and Sports, the instructors and Coordinator at Lusaka Youth Resource Center.

### **3.6.2. Focus Group Discussion**

Focus group discussions are special type of groups in terms of its purpose, size, composition and procedures. It is usually composed of 6 – 8 individuals who share certain characteristics which are relevant to the study (Kombo and Tromp, 2014). In the same view, Wilson (2009) argues that a Focus group discussions are communications that aim at consulting the point of view, interpretation and meanings of the participants to enable the researcher to gather detailed information. The discussion are usually carefully planned and designed to obtain the necessary information.

The Focus group discussions was held with the students at Lusaka Youth Resource Centre, the researcher wrote the notes in the notebook using details from the discussion. The researcher held one discussion per day to avoid forgetting what was discussed. The discussion was conducted in English and Nyanja where the participants failed to use English explanations were given in Nyanja. The researcher also recorded the discussion after getting permission from the participants to help in capturing the details. The Focus group discussion was conducive in the sense that it allowed the researcher to get information within a short time from a lot of respondents.

### **3.6.3. Observation Checklist**

An observation checklist is a tool that provides information about the actual behavior (Kombo and Tromp, 2014). Kasonde-Ng'andu (2014) agrees with Kombo and Tromp that direct observation is useful because some behaviour involves habitual routines of which people are hardly aware. This method allows the researcher to put behaviour in context, thereby understand it better.

The researcher was also able to observe the learners make some of the things they were taught like those pursuing tailoring they made dresses, shirts and those in catering prepare certain foods.

The researcher was able to observe those in metal fabrication, carpentry and joinery and technology. The researcher was also able to observe the way students behaved while putting what they learned in practice.

#### **3.6.4. Document Review**

According to Wilson and Fox (2000) in Wilson (2009), document analysis is a way of deconstructing discourse. This involves reviewing of 'grey literature', such as that produced by the government departments, uses official discourse related to government policy. It can include all written and spoken text which can include utterances generated within a particular circumstance and present an overt or hidden particular point of view. Document review can reveal something about the perceptions, views, and values of the individuals who constructed the text. This can be qualitative where one can look for the themes or quantitative where one can count occurrences of key words, categories and themes can be created to help analyse the texts.

For this study the researcher reviewed documents at the skills training center, UN-on World Youth Skills Day, government policy on the youths from the Ministry of Youth and Sports concerning youth skills training and empowerment. Documents on the utterances by the Patriotic Front Government's intentions on how they intend to solve youth unemployment were also reviewed. These were coded, categorized in themes for analysis. The researcher also read some journals related to youth skills and analysed how youth skills training is conducted in others countries.

#### **3.7. Data Analysis**

Data analysis refers to examining what has been collected in the survey or the experiment and making deductions and inferences. It is the manipulation of the collected data for the purpose of drawing conclusions that reflect on the interests, ideas and theories that initiated the study (Kasonde-Ng'andu, 2014). It is further argued that data analysis involves the uncovering underlying structures, extracting important variables, detecting any variance and testing any underlying assumptions. It is considered to be a dynamic and creative process and in qualitative research, data collection and analysis go hand in hand. There are many procedures which can be used to analyse data, usually the procedures to be employed in data analysis are determined by the research design and the type of data collected. Each research design attracts different

techniques of data analysis; for quantitative research design they include descriptive and inferential techniques. However, on the other hand, the most common analysis of qualitative data is the observers' impression. Qualitative research design attracts the interpretive techniques where the expert or observers examine the data, interpret it via forming impressions and report their impressions in a structured and sometimes quantitative form (Kombo and Tromp, 2014; Kasonde-Ng'andu 2014).

Coding is one of the interpretive techniques which can be used to analyse qualitative data. This technique allows the researcher to both organize the data and provide a means to introduce the interpretations of it into certain quantitative methods. When coding, the analyst needs to read the data and demarcate segments within it. Then each segment is labeled with a code in form of a word or short phrase that suggests how the associated data segments informs the research objectives. Themes are patterns across data sets that are important to the description of a phenomenon associated with a specific research question. Therefore, in this study qualitative data analysis was done by coding and classifying the themes that emerged from the responses.

### **3.8. Ethical Consideration**

Ethics is about things like honesty and integrity, acting within the law and doing the right things (Wilson, 2009). Ethical issues may arise from the context of the study, procedures adopted, and methods of data collection, nature of participants, type of data collected and what is to be done with the collected data.

The standards like data gathering instruments, how data was collected, analysed and interpreted as well how the report writing of the findings would be disseminated in ways that sensitive, inclusive values and realities of the research are considered and implemented.

The researcher sought for permission from the Ministry of Youth and Sports to collect data at Lusaka Youth Resource Skills Training Center after getting an introductory letter from the University of Zambia, Directorate of Research and Graduate Studies. The researcher asked for consent from the participants by informing those willing to take part in the study to sign the consent forms. The researcher informed the respondents that the research was on voluntary basis and they would leave if they became uncomfortable with the research study content. The researcher further told the participants that the study was for academic purposes and permission

to record the discussion was also sought before proceeding with the research. Participants were informed that the notes and all the proceedings were for academic purposes only.

### **3.9. Limitations of the Study**

Limitations of the study are factors which the researcher foresees as problems which might affect study (Fox in Wilson, 2009). The study was carried out in short period of time as a result, it was difficult to analyse the data. The researcher had difficulties obtaining permission from the Ministry of Sports of Youth and Sports but after waiting for some days permission was granted. The other problem was with the participants who could not speak English therefore the researcher had to use Nyanja. The researcher had to challenges sampling the instructor because some instructors were not willing to participant in the research.

#### **3.9.1. Summary**

This chapter provided a discussion on the methodology that was used in this study. The study employed a case study research design. The design involved collecting information from the participants using qualitative instruments. A sample of 25 respondents was selected consisting of students, instructors, coordinator and graduates from Lusaka Youth Resource Skills Centre. Purposive sampling was used to sample the instructors, coordinator and students who were picked through simple random rotary sampling from the skills training center. The graduates from the centre were sampled using snowball sampling. Data was analysed and presented using themes which were categorized according to the way they emerged.

## **CHAPTER FOUR**

### **PRESENTATION OF FINDINGS**

#### **4.1. Introduction**

The preceding chapter focused on the methodology used for this study on the assessment of the Community based Youth skills training and its benefit to their livelihood in Lusaka District. This chapter presents the findings and these will be presented according to the subheadings from the research questions that were raised. The research questions will be answered using qualitative findings from the instructors, students and the graduates. The findings from the respondents were gathered by use of an interview guide and focus group discussions. As a way of reminder, the study had the following research questions which it sought to answer:

- a) What type of skills are given to the youth's livelihood?
- b) What type of training materials are available at Lusaka Youth Resource Skills centre?
- c) What are the qualifications of the facilitators offering skills training at Lusaka Youth Resource Skills Centre?
- d) What appropriate techniques are used in skills training at Lusaka Youth Resource Skills?

#### **4.2. Type of skills given to the youth's livelihood?**

This section deals with the types of skills given to the youths livelihood by Lusaka Youth Resource Skills Training Centre.

The respondents who were 7 instructors, 7 graduates, 10 students and 1 coordinator were asked to mention the type of skills offered at centre and to name those which they felt were capable of improving the learner's livelihood. The responses from interviews and focus group discussions were analyzed and compared to come up with themes. The following themes emerged with regards to question number 1: what type of skills are given the youth's livelihood? In relation to this question, the instructors and coordinator were asked on how often the skills training programme evaluation was conducted. They were also asked if tracer studies are conducted on graduates to see how they are making use of the acquired skills. Furthermore, both the instructors, coordinator, students and graduates they were asked questions on the type of skills offered at the centre, areas of the skills training which might require to be changed and important information concerning skills training which could have been left out by the researcher.

#### **4.2.1. Findings from respondents (instructors, coordinator, students and graduates)**

There was a consensus from all categories of respondents (instructors, coordinator, students and graduates) that different types of skills are offered at the centre. They all mentioned that catering / food production and hospitality, tailoring, metal work / electrical / carpentry and ICT as the courses offered at Lusaka Youth Resource Centre. The courses gave the learners a variety of skills. The following were the major themes that emerged:

##### **a). Types of skills**

Various types of skills were offered to students at the skills training centre. The skills youths obtained from the centre were in line with the courses they were pursuing like tailoring, catering/ food production / hospitality, Carpentry, electrical, entrepreneurship, metal fabrication, information, communication technology from the various department at Lusaka Youth Resource Skills Training Centre.

##### **i). Findings from instructors and coordinator**

There was a consensus by all respondents (instructors, coordinator, students and graduates) that a variety of courses which include (catering / food production / hospitality, electrical, metal fabrication, carpentry, joinery, tailoring, entrepreneurship and information, communication and technology) are offered at the centre. They indicated that skills acquired included life skills, vocational skills, first aid skills, communication skills, entrepreneurship skills and family life skills. One interviewee (instructor) remarked that:

*The skills offered at the centre are life skills, vocational skills, communication skills, entrepreneurship skills, family life skills and sensitization on drugs.*

Similarly, another instructor (tailoring) remarked that:

*They learn a lot of skills like designing, cutting and tailoring, while entrepreneurship skills are compulsory for everyone.*

##### **ii). Findings from Students and Graduates**

There was a consensus by all the students and graduates too that a variety of courses like carpentry, metalwork / joinery / electrical, tailoring, catering / food production /hospitality and

information communication and technology. When asked on the type of skills capable of improving the youth's livelihood, one graduate in ICT remarked the following:

*I acquired business skills which i can use when using the computer to enter in the business world and entrepreneurship skills which have really helped me.*

Similarly, another graduate reported that:

*Am able to make clothes and a lot of things using the designing and cutting skills i obtained from tailoring course.*

Furthermore, another student from catering and food production remarked the following:

*I have learnt a lot of skills in food production which i can use to run my own eating place and to make food to sell.*

Similarly, a student from electrical remarked that:

*I have learnt a lot of things, a lot of people and companies hire me to work for them and i repair their electricals sometimes.*

The pictures below shows some of the skills youths acquired from Lusaka Youth Resource Skills Training Centre from various courses offered at the centre



Figure 4.1: Some of the skills learner acquire from the Skills Centre.

*Source: Photo taken by the researcher*

### **iii). Findings from Document Review**

A review of the United Nations (UN) document on the call for better youth skills training to improve youth employment revealed the need for better youth skills policies. It highlighted that the skills and jobs for the youths have to be in line with the 2030 Agenda for Sustainable Development mentioned in many of the seventeen (17) Sustainable Development Goals (SDGs) and their targets. It was found that SDG 4.4 calls for sustainable increase in the number of youth and adults who have relevant skills. According to the UN the type of youth skills should include technical, vocational and information skills in order to encourage employment and entrepreneurship.

From the foregoing remarks, it can be deduced that the instructors, students and graduates (respondents) were of the view that a lot of skills can be acquired from the centre depending on the course one pursues however, entrepreneurship is compulsory for everyone. Therefore, this study established that there are different courses offered at the centre and a lot of skills can be learned depending on the course one pursues as perceived by the instructors, students, graduates and the coordinator.

However, document review revealed that youth skills training must offer relevant skills which includes technical, vocational and information skills.

With regards the same research question number one (1): what types of skills are given to the youths livelihood? The following were some of the other themes that came from the respondents:

#### **4.2. Responses from the instructors and coordinator**

##### **b. Importance of skills**

There was a consensus that the skills training offered at the centre are all important to the youths and they are capable of improving their livelihood. On the importance of skills the coordinator and some of the instructors remarked the following:

*The skills are important because they make students to get employed or start their own business. There are some students who were offered employment after attachments (ICT instructor)*

Similarly, one instructor (electrical) had this to say:

*Skills are very important and relevant to the livelihood of the learners, they provide skilled labour for lodges and hotels. Electrical provide service for clients and different customers like catering, construction, carpentry and many more. Furthermore, the instructor remarked that the learners also get other skills like family life, and entrepreneurship to become self-reliant.*

Another respondent, the coordinator further remarked that:

*Skills are important because they help learners to become reliant and form cooperatives. They learn to think out of the box to become self employed. Those in carpentry and joinery department are able to make things like tables, desks, beds and stools which are sold to save the children and University of Zambia (UNZA). These skills can also be used by learners to make things on their own.*

From the foregoing remarks, it can be deduced that both the instructors and the coordinator were of the view that skills were important for the learners because they enabled them to make different things. The respondents also indicated that the skills are important because they can help the learners to become self-reliant, provide services to others and even get employment.

#### **4.2.3. Responses from the Students and Graduates**

The following were some of the responses from the students and Graduates on the importance of skills in relation to the types of skills offered at Lusaka Youth Skills Centre.

##### **b). Importance of skills**

There was consensus by all the students and graduates that the skills were important and were capable of changing their livelihood. They all mentioned that the skills can help them to get employment or to become self – employed. One of the interviewee a student remarked the following:

*Skills are important because i can use them to get a job for capital, then look for other activities.*

Similarly, one student remarked that:

*Skills can help to improve their livelihood. For example, cake baking and selling. One of the students said am using the skills to bake scones for sell. I have gained more knowledge which I can use to open a eating place.*

Furthermore, the graduates remarked the following on the importance skills. One graduate interviewee responded that:

*They are very helpful, they are better than nothing. i make something, without them i don't know how i would have been. They keep me living, am able to buy food.*

Another graduate similarly remarked that

*Skills are important for the learners because they are able to run their own businesses like computer centres, restaurants and others get employed. Livelihood improve after completing the course. Here i am, in charge of a youth skills centre after completing my youth skills training.*

From the foregoing remarks there was some consensus that youth skills training were important to the youth's livelihood. The general perception of the students and graduates was that skills were important to the youth's livelihood because they lead to one getting employed or becoming self-employed.

### **c). Verification of the type of skills given to the youths livelihood**

In relation to research question 1: What of type of skills are given to the youth's livelihood? The researcher asked the respondents (instructors and coordinator) on whether the skills training centre evaluates the training programmes offered to youths and if they conduct a tracer study of graduates to check on how they were using the obtained skills to improve their livelihood.

The responses from all categories were compared and analyzed to come up with themes.

#### **4.2.4. Findings from instructors and coordinator**

The following were the responses on how often the skills training was evaluated.

**a). How often are skills training programmes evaluated?**

The responses from the instructors and the coordinator on how often the skills training was evaluated in relation to research question 1: what type of skills are given to the youths livelihood? The following are some of the themes that emerged:

**i). Done every semester**

There was consensus by all the instructors and the coordinator that the skills training was evaluated every semester. They all indicated that evaluation was conducted by TEVETA. One of the interviewee (instructor) reported the following:

*It is done every semester according to TEVETA standards and TEVETA calls for checks on the curriculum, syllabus and many others.*

Similarly, another instructor and coordinator remarked that:

*They are evaluated every six (6) months. This helps them to know which skills can be on demand in a specific area. They evaluate the training part (input) and the utilization (output) by the students.*

Furthermore, one instructor from tailoring remarked that:

*We are visited often when TEVETA, visits site. This has contributed to growth, and exam conducting centre.*

Another instructor remarked that:

*They do evaluate for every practical time or once in nine (9) months, every six (6) months of theory and three (3) months for attachment. They are also assessed at attachment centre and report is sent to the school.*

The foregoing remarks indicate that evaluation is conducted by TEVETA every semester to check on the curriculum, syllabus, how skills are being offered, how the learners are using the skills, how they are performing during attachments and how the centre has grown.

**ii) Conducting of tracer studies on graduates**

The instructors and the coordinator were asked if they do conduct tracer studies on the graduates to check on how they are using the skills. This was in relation to research question 1: What type

of skills are given to the youths livelihood? The following were some of the remarks from the respondents.

Six (6) instructors and the coordinator reported the following similar views:

*Yes, we do, we know those who are working, self-employed and those who were offered employment after attachment as indicated by food and catering instructor.*

Another instructor and coordinator remarked that:

*Yes, they do, especially for those who get tools or kits. We encourage students to form cooperatives then form companies and apply for grants through work aid which gets tools for free as start-up tools for self-reliance. The monitoring and evaluation officer has to follow them up to see how they are performing.*

Similarly, the instructor for tailoring also remarked that:

*We monitor everyone who has been trained.*

Furthermore, one (1) instructor from electrical responded that:

*We used to do that when we had funding but its difficult now due to lack of funding which is a big challenge.*

The foregoing remarks indicate that there was consensus that tracer studies were conducted on graduates to see how they were making use of the acquired skills, to know those who are working, self-employed and those offered employment after attachments. However, one instructor indicated that they do follow only those who form cooperatives and get grants through work aid and are monitored by an evaluation / monitoring officer. Only one instructor indicated that they used to conduct tracer studies but they stopped due to challenges with funding which is a big problem. The general perception by the respondents was that tracer studies were conducted on graduates to see how they were making use of the acquired skills.

### **Areas which need changing and important information**

The respondents were further asked about the areas of skills training which needed to be changed and some important information concerning skills training. The following were the responses from the respondents:

### **a). instructors and coordinator**

They all consented that the skills training was important for youths because they can help to improve the youths livelihood and they provided skilled labour. However, there were some areas which needed change. They all indicated that there was need to improve on funding by government and payment from the learners.

There was a consensus from electrical / carpentry / joinery and metal fabrication instructors who all indicated that the skills training are important to the youths livelihood and they also provide skilled labour for lodges, hotels and they provide service to their clients and different customers. They also learn other skills like family life, entrepreneurship skills and survival skills which are important for the vulnerable youths because these skills can help youths become who they want to become. The instructor further indicated that youth skills should not be underestimated.

One of the instructors remarked that:

*Youth skills training should not be underestimated. Government should consider to increase funding to youth skills centres since the skills are vibrant, and skills are empowerment and they are better than buses. Furthermore, the youth resource centres need to be upgraded from trade certificate to diploma or higher with the support of the government and others. There is also need for sister ministries like Ministry of Community Development to work hand in hand with Ministry of Youth and Sports to increase the number of sponsorship for youths intake so as to empower a lot of youths with skills. We don't share ideas on progress, achievements, challenges and are not aware of United Nations World Youth Skills day and its guidelines on the type of skills training to be given to youths. Therefore, challenges and achievements may not be shared concerning youth skills training.*

Similarly, another instructor (tailoring), remarked that:

*Funding from government is not enough to run the training because it is all consumed by water and electricity bills so we have to come up with other ways of making money like charging those who want to have things made for them. We make things which we sell like school bags, shirts and chitenge suits which we sell to individuals and shops.*

Another instructor (catering / food production / hospitality) mentioned that:

*Funding is not enough, payment for tuition by learners is not good so the payment plan had to be put in place where 50% of tuition has to be paid and the balance paid on a monthly basis. However, we have problems since demand is high the afternoon session was introduced to cater for those who work. But the challenge is that of handling three (3) levels in one class for example, level 3 who cannot read and write only do practical, grade 9 (level 2) & grade 12 (level 1) they do theory and practical since they can read and write.*

The foregoing remarks indicate that skills training is capable of improving the youths livelihood however, lack of funds to operate effectively is a major challenge. They indicated that the skills training should not be underestimated because they can enable youths to acquire skills. They also indicated the need for learners to improve on payments for tuition. However, they further faced challenges like teaching all levels of learners in one class a mixture of grade 9, 12 and illiterates. The instructors also indicated the need to upgrade the courses offered from certificate to diploma or higher levels these were the perceptions of the instructors and the coordinator.

#### **b). Students and Graduates**

The students and graduates all indicated that the skills training were important for the youths livelihood because they enable them to become self-employed and get employment. However, they also indicated that there are some areas that needed to be changed. The following were some of the remarks from the students:

*One student (ICT) mentioned that they need a laboratory for exposure. Another student remarked that food production needs a library to study from. We also need our own ground. Most of the students were of the idea that they need more trips during the course. They indicated that government must buy them another bus, there is need to have 2 or more buses to improve on the transport situation which affects the learners during attachments. Government should consider youth skills training to be important like other courses for example nursing and teaching. When they do that, our situation can improve.*

Some students remarked the following on areas which requires to be changed.

Four (4) ladies students remarked that:

*Toilets and sanitation must be improved, they need a woman to be cleaning the toilets not a man and they further added that classroom floors need to be worked on.*

Similarly, one student remarked that:

*There is need for a school hall because we have a small one and it cannot accommodate all the seven (7) classes. There is also need to improve on the number of lecture rooms, space for storage of materials and the number of instructors. Some students also suggested that time management should be improved because 8 to 14hours was too long.*

Another student responded that:

*Text books are not given out, if they do its just for two days which is not enough, we need a library.*

The graduates remarked the following:

*The skills are important because after training they can run their own businesses or get employed. Some are able to earn a living by opening their own restaurants or internet café where community members learn ICT skills and they also provide employment to other people in their communities. The skills training can improve students, family and community lives. The respondent also mentioned that the instructors followed them up during attachments to check on their performance and what they were learning.*

Similarly, another graduate remarked that:

*The skills are better than nothing because one can get something out of them.*

Similarly, some of the graduates remarked that:

*Skills are good because those of us who cannot be self-employed or manage to buy our own things to use are able to work with others who hire us and we get something.*

However, all the graduates indicated that there is need to change some areas of the skills training offered to motivate other youths in the community to go for skills training.

One of the graduates mentioned that:

*There is need to change the courses by adding up more courses and improve them by making them more technical so that they can be more competitive. There is need for government to value skills training just like other courses.*

One of the students remarked that:

*Some people have dreams of getting employment, but if they are not sent for attachment it cuts their hopes of getting employment so there is need to change the way they send people for attachments. Others do not get self-confidence from the certificates offered and if they never went for attachments it's demotivating to be self-employed. There is need to improve on type of skills training because a lot of graduates have undergone training but nothing has changed in their life. Most youths are not inspired to pursue skills training because it does not take them anywhere. I have the confidence to teach somebody computer but sharing computers during training made it difficult to learn all the skills due to less time and lack of materials. The graduate further mentioned that there was need to improve funding by government and Non-Governmental Organizations to enable a lot of youths access skills training. There is also need for materials and qualified instructors. The government needs to improve on the type of skills being offered because it is like all the skills training centres offer the same skills. When learners graduate its difficult to get something to do because they are a lot of graduates with the same skills.*

The foregoing remarks indicated that the type of skills which are offered are important to the youths livelihood. It can be noted that all the respondent were of the view that there is need to improve on the space or more lecturer rooms, laboratory and hall. The graduates also stated that there is need for more field trips, there is need for 2 or more buses at the centre to improve the transport situation. They also indicated that there is need for a library, more materials and books to use, and that all students must go for attachment to build their confidence. They mentioned that government must consider skills training to be important just like nursing and teaching courses and the government and Non-Governmental Organizations must also improve funding to the centre to cater for more learners. They further mentioned that there is also need to change the types of skills training offered at the centre to make them more competitive and technical because a lot of skills centres offer the same courses. The respondents also indicated that there is need for more instructors, improve on the sanitation (toilets) and the floors in lecturer rooms. Some respondents were of the view that time management should be changed too. In as much as

there were many important courses offered at the centre which lead to the learners acquiring a lot of skills, the learners and graduates were of the view that some areas need to be changed. Therefore, this study ascertained that the types of skills training were important to the youths livelihood. However, some areas need to be changed as perceived by the students and graduates.

#### **4.2.6. Summary of the Findings**

The research question number 1 sought to establish the type of skills which are given to the learners livelihood. In relation to this same question other related questions on the importance of skills training, evaluation of the skills training, conducting of tracer studies on graduates and areas of the skills training which require changing. The findings from this study indicated that skills training was important and all skills were capable of improving the youths livelihood because it enabled them to get employment, be self-employed and even employ others in their community. All the 25 respondents consented that skills training was important and capable of improving the youths livelihood. However, some of the respondents 7(seven) students, 7(seven) graduates and 4(four) instructors were of the view that some areas need to be changed with regards the way skills training is offered at the centre.

The study established that there is need for government to improve funding to the centre if it is to function well. This study also established that students viewed attachments as a confidence builder because it exposes the learners to the real world situation and those who never went for attachments lacked confidence and were not sure of how they would use the skills when were alone. The study further found that the graduates were of the view that other types of skills training should be introduced to reduce the competition because most of the youth skills training centres offer the same courses. This leads to competition and failure to apply the acquired skills since some skills are more marketable.

The graduates indicated the need for more materials, more qualified instructors, more computers, well stocked library, improved sanitation and a woman should be employed to work in the toilets. This study also found that students and graduates felt that the government was not regarding skills training to be as important as teaching and nursing. They also indicated that government should improve on funding. There was a consensus by all categories of the respondents (instructors, coordinator, students and graduates) that attachments were important

because they help to build self-confidence than the certificate they are given at the end of the training. However, the study also found that the graduates were of the view that all students should be allowed to go for attachments. They mentioned that arrangements for attachments should be made in good time because it allows for exposure to the real world. The study found the graduates fail to implement what they learn due to competition and lack of capital to start up something of their own (self-employment).

### **4.3. Type of training materials available at Lusaka Youth Resource Skills Centre?**

This section deals with the types of training materials available at the youth skills training centre. In order to verify the types of materials the researcher involved all the respondents.

Twenty five respondents were asked to mention the types of materials found at Lusaka Youth Resource Skills Training Centre. They were 7 instructors, 10 students, 1 coordinator and 7 graduates. The responses from all the participants were obtained through interviews and focus group discussion.

#### **4.3.1. Findings from instructors and coordinator**

Qualitative data from interviews with instructors and the Coordinator were compared to come up with themes. With regards to the research question number 2: what type of training materials are available at Lusaka Youth Resource Centre? The responses revealed the following themes:

##### **a). Enough equipments and materials**

The responses from the 6 instructors and 1 Coordinator reviewed that the centre was equipped with some materials and equipment in the various departments. However, 1 instructor responded that the students did not have enough equipment to use in their department. The 6 instructors mentioned that the equipment they had in stock included domestic and industrial equipment that they use when training the learners. They all consented to the fact that for the materials and equipment which are not available due to lack of funding the learners have to provide or they come up with a way of acquiring the needed equipment and materials as long as they are in line with the TEVETA syllabus used at the centre. One of the interviewee (an instructor from tailoring) responded in the following manner:

*The centre do have some of the materials and equipment which are used by learners but they are not enough for some courses. We do use actual materials during practicals and the students are told to buy those which are not available.*

Similarly, another instructor (ICT) remarked in the following way:

*We do have some of the materials which learners use during the practicals to show what they have learned. However, we do not have enough computers for each student. We only have 22 computers which are working well, 25 students use their laptops or they have to share.*

Another instructor reported the following views:

*Yes we do have equipment and materials but we still need a lot more because they are not enough. We still need kitchen equipment and all the required materials.*

The forgoing remarks indicate that they do have both domestic and industrial equipment but they still need a lot more equipment and materials. The general view of the instructors was that even if they had equipment and materials a lot more were still required.

#### **b). Lack of funding as the cause of shortages in equipment and materials**

Another theme which emerged was the lack of adequate government funding to the centre as the contributing factor to lack of materials and equipment at Lusaka Youth Resource Centre. On the question, what type of training materials are available at the centre one interviewee mentioned the following:

*We have domestic and industrial equipment but we do have challenges with government grant which is not enough to buy all the required materials and equipment because we have to pay for other bills like water, electricity and servicing the equipment. Therefore, learners have to buy their own materials for sewing.*

Similarly, another instructor mentioned that:

*Lack of adequate funding to service the equipment and buy materials make instructors to tell the learners to buy what they need to use or they have to share with their friends.*

Therefore, from the foregoing remarks it can be deduced that the cause of lack of some of the equipment and training materials for training youths at the resource centre is inadequate government funding as perceived by the instructors.

#### **4.3.2. Findings from the Students**

Data from the focus group discussion with students were subjected to comparison analysis to come up with themes. With regards to the research question number 2: what type of training materials are available at Lusaka Youth Resource Centre? The following were the major themes that emerged:

##### **a). Not enough training equipment and materials**

There was a consensus by 10 students from all departments that they did not have enough equipment and training materials to use during their skills training at Lusaka Youth Resource Centre. One of students reported the following:

*We do not have enough computers and key boards. We share computers during examinations Some even had to buy their own key boards. This puts us at a disadvantage because we graduate without knowing how to type and we fail to finish typing during the exams. So only those who already have an idea on how to type benefit from this course.*

Similarly, three student mentioned that:

*We do not have enough stoves, during practicals one plate is used by four (4) people, we do not have serving trays and openers. Another student remarked that, we don't have enough machines and there is a shortage of materials, they are less than two meters.*

This was confirmed by one student who reported that:

*Most of the computers are not working and we are only given the keyboards during examinations. How can we learn to use them during examinations? It's only those who already know how to use them who graduate with the skill.*

The foregoing remarks indicate that Lusaka Youth Resource Centre does not have all the required equipment and materials to use during the training as perceived by the students from various departments.

### 4.3.3. Findings from Graduates

Data from interviews with graduates regarding question number 2: what type of training materials are available at Lusaka Youth Resource Centre? The 7 graduates (ICT, Tailoring, Food / Hospitality / Catering and Electrical / Joinery / Carpentry) reported that:

*The centre has some domestic and industrial equipment and other materials to use but they were not enough in some departments.*

One of the graduate interviewee said that:

*We had domestic and industrial equipment and materials which we used during practicals. The Information Communication and Technology (ICT Computer Department) and Catering/Food /Hospitality have some fully functioning equipment and utensils to use but were not enough. They taught us how to cook and type using what is available. We cooked meals during graduation.*

The research further revealed that there was storage problem as one respondent remarked:

*There is need for more cooking utensils and proper storage of those which are available. However, there is need for more stoves, serving trays, openers, tea towels, spoons, grinders and many more.*

Similarly, another graduate said:

*They do have computers at the Centre but they are not enough, we had to share or buy our own laptops. But it was a challenge to buy if one had no money, sharing too was another problem because if one had no idea on how to use a computer you can graduate without knowing how to type or use the computer. Only those who had an idea on how to use a computer and those able to buy their own laptops benefit.*

Another graduate remarked that:

*We had a shortage of materials and the machines were not enough, while another one from electrical stated that, we had no cables and components. But students were allowed to buy their own as long as it was in line with the TEVETA syllabus used at the centre.*

The foregoing remarks indicate that there was a consensus that even if the centre had some of the equipment and materials there was need for more because they were not enough as perceived by the graduates.

#### 4.3.4. Summary of the findings

Research question 2 sought to establish views of the instructors, students and graduates on the type of training materials available at Lusaka Youth Resource Centre. All the respondents agreed that Lusaka Youth Resource Centre had some of the required materials and equipment to use when training youths in various skills. It was confirmed that they use domestic and industrial equipment and that the materials used at the centre have to be those approved by TEVETA. However, it was established that 6 instructors out of 7 were of the view that they had some materials and equipment but they were not enough. Only 1 instructor out of 7 indicated that his department have enough equipment. Both the 10 students and the 7 graduates confirmed that the centre had some of the equipment and materials but they were not enough because a lot more were needed. Therefore, it can be concluded that the centre had both domestic / industrial equipment and materials but they were not enough because students had to buy or share some of the materials. It can also be concluded that lack of funding contributes to the shortage of equipment and materials as perceived by some instructors and students.

The figure below shows some of the equipment available at the centre



Figure 4.2: Some of the equipment found at Lusaka Youth Resource Centre.

Source: Picture taken by the Researcher during visits to the Skills Centre.

The picture below shows how the materials were kept at Lusaka Youth Resource Skills Training Centre.



Figure 4.3: Some of the materials found in the storeroom.

Source: Photo taken by the Researcher during visits at the skills Centre.

#### **4.4. Qualifications of the facilitators offering skills training at Lusaka Youth Resource Centre**

This section focused on the qualifications of the instructors/ facilitators who offer skills training to the youths at Lusaka Youth Resource Skills Training Centre.

The respondents were asked to mention the qualification of the instructors offering skills training at Lusaka Youth Resource Skills Centre. Research question 3 was: What are the qualifications of the instructors offering skills training at Lusaka Youth Resource Skills Training Centre?

Qualitative data obtained through interviews with 7 instructors, Coordinator, 7 graduates and that obtained from 10 students through focus group discussions were compared and analysed to come up with themes in response to the Research Question number 3. The following were the major themes that emerged:

**a). Response from instructors & Coordinator on Qualification in Teaching Methodology, Counseling and Experience in working with Youths**

There was a consensus by all the interviewees (7 instructors and 1 coordinator) that most of the instructors were qualified to train youths at the Lusaka Youth Resource Centre. The respondents shared the view that the instructors at the centre were qualified, they had teaching qualifications, diploma in the courses they offered, counseling and experience in dealing with youths. One of the instructors remarked that:

*They need to have electrical qualifications and teaching methods which accredited to TEVETA level 1-3 as the assessor, Trainer and Examiner. There is also need to have experience on how to handle students. There is need to for a background of dealing and understanding youths. There is need for counseling skills to deal with serious cases but if Drugs cases come up, the Drug Enforcement has to come in.*

Similarly, one instructor reported the following:

*One has to be qualified in Hotel management diploma level as well as teaching methodology, experience of having worked with youths and in a hotel. Entrepreneurship skills helped to work well with youths. Teacher as a counselor and life skills helps to deal well with the learners.*

Another instructor, remarked that:

*They are qualified and have higher qualification in craft, that is a diploma in ICT and higher teaching methodology. There is also need to have experience to handle youths, there is need to understand youth developmental stages. The ability to offer counseling and do action research to well framed excuses.*

From the foregoing remarks, it can be deduced that both the instructors and the coordinator were of the view that the instructors are qualified to train the youths at the centre since they had the

Teaching methodology, experience in working with youths and have counseling skills which enabled them to work well with youths.

#### **4.4.1. Findings from the Students and Graduates**

Data from students and graduates obtained through interviews and focus group discussion were analysed and compared to come up with themes regards the research question number 3: What are the Qualifications of the facilitators that offer skills training at Lusaka Youth Resource Centre?

The following were the major themes that emerged:

##### **a). They are Qualified**

There was consensus by both the 10 students and the 7 graduates that the instructors were qualified

to offer skills training at Lusaka Youth Resource Centre. Respondents shared the view that the instructors had the right qualifications to teach and offer skills training. One interviewee reported the following:

*One can tell from the way they teach that they are qualified to train youths in skills because they are able to explain things so well.*

Similarly, one graduate remarked that:

*They are qualified to teach skills and many more things like counseling and others.*

From the foregoing remarks, it is apparent was that there was consensus amongst the respondents that the instructors were qualified.

##### **b). Qualified but not enough.**

Another theme that emerged from the students and graduates was that the instructors were qualified but not enough.

The following similar views were reported by one student:

*They are qualified but they are not instructors for general hospitality and food production.*

One of the graduates remarked that:

*They are qualified and trained in various specialists like Information technology (IT), Food production, catering services and general hospitality.*

From the foregoing remarks, it indicates that there are instructors qualified in various courses they teach but they are not enough for all courses.

#### **4.4.2. Summary of the findings**

Research question 3 sought to establish the views of the instructors, coordinator, students and graduates on the qualification of the instructors at Lusaka Youth Resource Centre. The findings from all instructors, coordinator, students and graduates confirmed that the instructors were qualified to teach at the Skills training centre. It was established that all the 7 (seven) instructors, 10 students, 1(one) coordinator and 7 (seven) graduates were of the view that the instructors teaching at Lusaka Youth Resource Centre were qualified to offer the courses they taught. The 7 (seven) instructors were of the view that other than the academic qualifications, diplomas in their areas of specialization there was need to have teaching methodology experience, experience in working with youths, counseling skills so that they can be able to handle the developmental stages of the youths. The 10 students and 7 (seven) Graduates were all of the view that the instructors teaching at Lusaka Youth Resource Centre were qualified to teach youths. However, the students and graduates all complained that they were qualified but they were not enough. Therefore, it was established that the general view of the instructors, coordinator, students and graduates was that those who taught at Lusaka youth resource centre were qualified to teach. It was also established that the students and graduates general view was that the instructors were qualified but not enough.

#### **4.5. Appropriateness of Techniques used in skills training at Lusaka Youth Resource Skills Centre**

This section deals with the appropriateness of the techniques used at the youth skills training centre.

The diagram below shows some of the techniques used by the instructors to teach skills at Lusaka Youth Resource Skills Training Centre.

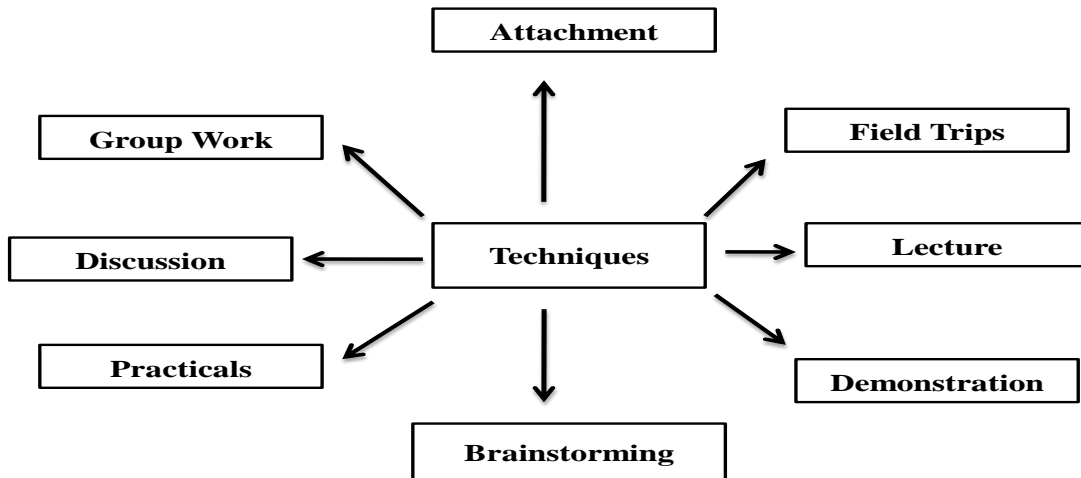


Fig 4.4: Some of the techniques used at the skills centre.

To answer the research question 4: What appropriate techniques are used in skills training at Lusaka Youth Resource Skills Centre? The respondents who were 7 instructors, 10 students, 7 graduates, and 1 coordinator were interviewed. The focus group discussion was used to gather data from 10 students on the type of techniques used in skills training at Lusaka Youth Resource Centre. Their responses were compared and analyzed to come up with themes.

#### **4.5.1. Findings from Instructors and coordinators**

To ascertain the instructors and coordinator’s view on the techniques used in skills training at the centre, data from interviews was compared and analyzed to come up with the themes. With regards research question number 4: The following were the major themes that emerged:

**a). The use of Lecturing, Demonstration, Group work, Field trips, Presentation, Discussion and Brainstorming**

There was a consensus by all the instructors and the coordinator that most appropriate techniques were used in teaching skills and they included lecturing, demonstration, group work, field trips, presentations, discussions, brainstorming and attachments. They all indicated that they used both teacher centered and learner centered techniques which are participatory and non-participatory.

One of the respondents said the following:

*Lecturing and demonstration are used by the instructor and group work, fieldtrips (tours) are used for exposure to the real situation like Kafue gorge in electrical. Learners demonstrate skills during practicals supervised by the instructor and demonstrate learnt skills before graduation. Demonstration is through given projects exhibited during graduation ceremony. They also demonstrate skills in the production unit where they repair things /apparatus for clients.*

Similarly, one interviewee (instructor- food production) remarked that:

*Lecturing is used when there are demonstrations during practicals. Group work, educational tours to lodges and hotels are used too. Audio-visual demonstrations using videos / pictures which help learners to demonstrate during practical lessons and during graduation are also used.*

The above remarks indicate that there was some consensus that lecturing, demonstration, group work, field trips (educational tours), presentations, discussion and question and answer dominated the teaching and learning sessions at the skills training centre.

**b). Attachments**

Another theme that emerged was that of demonstration of skills by learners during attachment. The respondents indicated that demonstration by learners is not only during lessons. They demonstrate the learned skills during attachments. Two (2) instructors remarked the following similar views:

*They go on attachments for three (3) months to lodges, hotels, airtel, University of Zambia Press, University of Zambia School of Engineering and other organizations to demonstrate learned skills as well as to learn other skills.*

Similarly, another instructors also indicated that:

*We keep contacts with employers to look for employment for graduates and to check on how those who go for attachment are performing. We also follow up students to check what they learn, monitor their performance and identify areas which may require improvements during attachments. They demonstrate skills before going for attachment. Those who fail to demonstrate are delayed to go for attachments and to write examinations because they have to demonstrate the learned skills first.*

The foregoing responses indicate that there is demonstration of skills by the learners before going for attachments is to prove that they have learned something.

#### **4.5.2. Findings from the students and graduates**

To ascertain students and graduates responses to research question number 4: what appropriate techniques are used to teach skills at Lusaka youth resource centre? Ten students and 7 graduates were interviewed and the following themes emerged:

##### **a). Learner- centered and teacher centered techniques**

There was consensus by all the students and graduates that lecture, group work, individual work, demonstrations, field trips / tours, notes taking, question and answer, videos, pictures, practicals and attachments were used during training.

One of the students remarked that:

*Our instructors use techniques which allows them to explain things to us and they allow us to participate during the lesson. We are allowed to demonstrate what we learn during practicals and attachments.*

Similarly, one graduate remarked that:

*The techniques which were used at the centre allowed the instructor to teach, demonstrate, lecture, brainstorm and even field trips were used for exposure to the real situation. Generally, they used a lot of techniques used by other teachers.*

##### **b). Attachments**

The students and graduates all consented that attachments gives them the confidence. They indicated that it motivates them to get ready to face the challenges in the real world. They all

mentioned that arrangements for attachments should be made in good time so that all learners can go for attachments.

One student and graduate remarked that:

*They liked it when they were allowed to show what they have learned during practicals and attachments as individuals not when they work with others or as a group.*

From the foregoing sentiments, the students and the graduates indicated that the instructors used different techniques when teaching skills training. It can be deduced that a variety of techniques are used at Lusaka Youth Resource Skill Training Centre. The graduates and students views are that the techniques used were appropriate as they allowed both the instructor and the learners to take part in learning depending on the technique used. However, the responses also indicated that the learners liked the techniques which allowed them to participate more in learning because it allowed them to think and know how they would handle situations when they were alone in the real world.

#### **4.5.3. Summary of findings**

Research question number 4 sought to establish the views of the instructors, coordinator, students and graduate on the appropriateness of techniques used in skills training at Lusaka Youth Resource Centre. The responses from all categories of respondents 7 (seven) instructors, 1 (one) coordinator, 10 students, 7 (seven) graduates established that a variety of techniques were used at Lusaka Youth Resource Centre during skills training.

This study also established that all categories of respondents indicated that both teacher and learner centered techniques which were participatory and non- participatory were used by instructors at Lusaka Youth Resource Centre. All categories of the respondents 7 instructors, 1 coordinator, 10 students, 7 graduates were all of the view that the techniques used at the centre included lecturing, demonstration, group work, fieldtrips, presentation, discussion, brainstorming and attachments. The findings also revealed that respondents were of the view that attachments, audio-visuals, videos, pictures were used to help the learners learn how to demonstrate during practical lessons and graduation when they showcase the learned skills. It was established that

students and graduates also mentioned individual work, notes taking, question and answer as one of the techniques used during skills training at Lusaka Youth Resource Centre.

The responses from all the students and graduates established that they all preferred to be sent for attachments so that they can gain self- confidence and get exposure to the real world situation. They indicated that those who never went for attachments were demotivated as they did not know how to face real situations. They were of the view that arrangements for attachments should be made in good time to avoid a situation where others do not go for attachments. The findings further established that all the 10 students and the 7 graduates preferred techniques which allowed them to work as individuals during practicals because they can learn more than when they are in groups or when they shared the stove plates and computers. They preferred techniques which promoted interaction, participation during lessons and demonstrations during practicals.

#### **4.6. Summary**

Chapter four (4) reported the findings pertaining to the assessment of community based Lusaka Youth Skills Training Centre in Mass Media Area in Lusaka, Zambia. Findings were presented based on research questions. The findings on each research question were presented using sections for responses from the instructors, coordinator, students and graduates which were obtained through interviews and focus group discussions. The summaries of findings were provided at the end of each research question. The next chapter, (Chapter 5) discusses the key findings for this study.

## **CHAPTER FIVE**

### **DISCUSSION OF THE FINDINGS**

#### **5.1. Introduction**

The foregoing chapter presented findings of the study on the assessment of the types of skills offered by Lusaka Youth Resource Skills Training Centre and their relevance to youth's livelihood. This chapter continues with the findings. The discussion of the findings are guided by the research objectives. By way of reminder, the research objectives of the study are:

- a) to determine the type of skills given to the youths livelihood;
- b) to assess the type of training materials available at Lusaka Youth Resource Skills Centre;
- c) to examine the qualification of the facilitators offering skills training at Lusaka Youth Resource Skills Centre and;
- d) to determine the appropriateness of techniques used in skills training at Lusaka Youth Resource Skills Centre.

Added to the above, the findings are discussed in relation to literature which has been reviewed in chapter 2 and the theoretical framework.

#### **5.2. Type of skills given to the youths livelihood**

This section dealt with the types of skills given to the youths livelihood by Lusaka Youth Resource Skills Training Centre.

##### **5.2.1. Types of Skills**

Objective number 1 sought to determine the types of skills given to the youths livelihood. The findings of this study revealed that different types of skills are given to the youths livelihood depending on the courses they pursued. It was established that Lusaka Youth Resource Skills Training Centre offers a number of courses which included electrical/carpentry/joinery/metal fabrication; catering/hospitality/food production; tailoring; and information communication technology (ICT) and entrepreneurship which is compulsory for all learners. It was also established that the courses offered were under different departments at the centre. The learners choose the courses they wanted to pursue. The findings from this study also showed that skills training was important and all skills were capable of improving the youths livelihood because it

enabled them to get employment, be self-employed and even employ others in their community. All the 25 respondents mentioned that skills training was important and capable of improving the youths livelihood.

Based on the findings of the first objective, it can be concluded that, the skills offered at Lusaka Youth Resource Skills Centre are capable of improving the youths livelihood. However, there is need to consider the types of skills which are on demand and more effective when it comes to youths livelihood. The UN World Skills (2016) emphasizes the need for skills training offered to youths to be in line with what is in demand and capable of improving livelihoods. This was confirmed by one graduate who reported that the types of skills offered at the centre can improve the livelihood, however, there is need to consider which skills are on demand and those which are not changing livelihoods.

The findings of the study clearly show the need to design training programs which can bring about the desired change and interventions if they seem not to work. This is in line with the theory of change which was used in the current study which suggests that when designing outcome based programmes for youths there is need to come up with a guide on alternative programmes. These alternative activities can be implemented to help the learners of programmes which fail to yield the desired learning outcome to improve their livelihood. The findings of the study revealed that the centre came up with activities like operating a cafeteria, outside catering, carpentry and making different things under tailoring department where some of those who failed to start their own business can be employed. This is in line with the theory of change which suggests alternative approaches to bring about desired change in the livelihood of the learners when the main learning programme fails to bring out the desired outcome. Therefore, in agreement to the theory of change used in this study, Lusaka Youth Resource Skills Training Centre also uses other activities to bring about change in the livelihood of those youths who fail to do so on their own after completing skills training.

The findings of this study also agree with the findings by ASgiSA (2005) that skills education is capable of improving livelihood and halving poverty when the right policies, funding and strategies are used to improve livelihoods of unemployed youths. In the same vain, Biniiecki and Susan (2015) alluded to the fact that the type of skills acquired through skills training are important for participants who may even be educated but lack practical and appropriate skills.

They found out and concluded that skills can be offered to degree holders who could not find a job because they lacked practical skills. However, in their study they found that after learning about interior designing, a course offered through vocational skills training, learners acquired skills which helped them to run their own businesses. They are of the view that, if the relevant types of skills training were offered to the youths in training centres they can help to reduce youth unemployment in many countries where youths remained unemployed. They suggested that for skills training offered to be relevant for the livelihood, they have to be market oriented, practical and on demand. This can enable participants to utilize acquired skills for self-employment or by being employed.

Coryell, Spencer and Sehin (2014) also posited that there is need to design learning experiences that can help prepare learners for cross cultural collaboration and social responsibility by using the skills acquired from the learning centres. This is true, once youths are trained in various skills they are supposed to become functional literate and be able to use the acquired skills to improve their livelihood. It is believed that the gained skills can have a multiplier effect which can benefit the individual, community and the nation. This is in line with Lucas, Spencer and Claxton (2012) whose argument was that learners following study programmes like hairdressing and beauty therapy can practice their practical skills in professional salons, meeting the needs of the clients who want professional services in different locations. This gives the learners the opportunity to solve problems and dilemmas they are likely to find in the real world. This can also help learners to develop a working competence that can be useful in preparing them for future employment. In the same vein, Musampa (1986) in Osei-Hwedie and Ndulo (1989) found that when the learners are able to apply the acquired skills, they act as demonstration and motivation unit for other people in other parts of the country. This would result in skills being passed on to those wishing to set up similar projects.

However, the findings of this study revealed that some skills are not on demand, youths fail to implement learned skills due to competition for example tailoring with those selling second hand clothes. Lack of capital to start their own businesses despite acquiring entrepreneurship skills was another problem which made youths fail to implement acquired skills. Therefore, the centre needs to come up with more alternative programmes to help the youths whose livelihood does not change upon completion of training. In line with the theory of change, if the expected change

is not forthcoming there might be need to redesign the training programme so that it is in line with the livelihood needs of the youths, community, nation and the world at large. As way of showing people the skills acquired, the youths demonstrate them by way of preparing the food and suits which are worn by instructors during graduation.

The findings also revealed that in trying to help the graduates become entrepreneurs, the centre gives work aid loans to those who were able to form groups of five. Work aid loans is some kind of help given to graduates in form of tools or kits to use to run a business where they have to pay back. In order to access this loan, graduates are encouraged to form cooperatives and later on form companies and apply for grants through work aid which get tools as start-up for self-reliance. Based on the findings the graduates have fears of getting the work aid loans because they are not sure of paying back due to competition and lack of demand of some skills. This is despite acquiring entrepreneurship skills.

In line with the theory of change used in this study, the centre should have carried out an assessment of the skills which youths could be able to implement using the tools and kits given by work aid loans so that in line with the theory of change the centre would give the graduates proper guidance. The fact that the graduates were not given guidelines on how to use the skills using the work aid loan tools / kits and other factors like competition and demand for their skills they had fear of getting the loan in case they failed to pay back. This results in just a few accessing the work aid loans and they end up defaulting in most case.

The findings of the study further agree with the theory of change which posited the idea of coming up with alternatives and guidelines in order to achieve the required behaviour outcome from the learners of a programme. However, there is need for Lusaka Youth Resource Skills Training Centre to come up with other alternatives and guidelines because the graduates are of the view that it is difficult to become self-employed or conduct business despite acquiring entrepreneurship skills from the centre.

### **5.3. Type of training materials available at Lusaka Youth Resource Skills Centre**

The section below covered the types of training materials available at Lusaka Youth Resource Skills Training Centre.

Objective number (2) sought to assess the type of training materials available at Lusaka Youth Resource Skills Training Centre. To achieve this objective, respondents were asked to indicate the type of training materials available at the centre and to state if they were enough.

The findings of the second objective established that the training centre had various types of materials which were used in various departments at the centre. The type of materials found at the centre were those which qualified to be classified as domestic and industrial materials. The centre had domestic sewing machines, stoves, carpentry machines and it also had some industrial machines like the industrial mixer, oven and industrial machines used by the carpentry/ joinery / department. The findings of this study also revealed that videos, books and pictures were also used during training. It was also found that the types of materials used at the centre were based on the syllabus which is approved by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). The materials are supplied to the centre by TEVETA, however, some were bought by the centre as long as they were based on the TEVETA syllabus.

The findings established that most of the materials were not in use because they were damaged or not serviced due to lack of funds and some were only used during examinations time. The shortage and non-servicing of the materials used at the centre was due to lack of funding. As a result of this, the acquisition of the skills was affected because learners were not exposed to the use of required materials during training. This resulted in the learners graduating without acquiring the right skills. Therefore, the type of training materials used during training are important for learners because they determine the level of knowledge and skills acquired at the end of their training programme. Based on the findings on the type of materials used at the centre by most departments, it can be concluded that, the type of materials needs to be serviced so that they can be in good shape for use if the learners are to acquire skills which can be used for their livelihood.

The findings of the study clearly highlight the need to work on the type of materials used to train youths in skills at Lusaka Youth Resource Skills Training Centre if the livelihood of those

trained is to be meaningful. Failure to address the issue of the type of the materials used during training defeats the whole essence of imparting learners with skills. The type of materials used, if not attended to, won't help the youths to become self-employed or get employed because they graduate without acquiring the intended skills. Hence, they graduate but only to get back to their previous situation of poverty and vulnerability without their livelihood changing. The youths livelihood would have been improving upon graduating if they used functional tools and had adequate materials to enable them acquire skills during training.

The findings on whether or not the centre had enough training materials also revealed that majority respondents indicated that Lusaka Youth Resource Skills Training Centre did not have most of the required materials to use when training youths in various skills. It can then be concluded that, the centre did not have enough training materials to use for training youths in various skills.

The fact that students had to buy or share some of the materials raises questions on those who were not comfortable with sharing and those who could not afford to buy the required materials were able to acquire the skills. It can then be concluded that, the learners had challenges to acquire the skills due to the shortage of materials at the centre. It was also revealed that lack of funding contributed to the shortage of equipment and materials. These findings are similar to what Ingle and Duckworth (2013:46) reported on the evaluation of vocational learning materials that *...teaching and learning materials for training vocational learners should be available to support or challenge key stereotypes in vocational subjects. The resources and promotional materials should highlight positive contributions to learning ....* This inferred that the training materials and resources should be available for use in different courses to make learning easy and attract many learners to the programmes.

This is in line with Cleugh (1962) and Ngure (2013) whose argument was that the availability of adequate tools and equipment was important because it allowed for the transfer of skills from institutions to workplaces. This is due to the fact that the availability of materials affords the learners the opportunity to be able to practice, participate in learning and be able to apply the learned skills later on in their life. This was similar to the findings of the current study that the availability of training materials at the centre was important because it allows the transfer of skills, while the shortage of materials yielded negative results.

Additionally, the findings seem to substantiate the theory of change on the need to design programmes, guidelines and support materials which have the context which can support change when used in the right manner. The findings also revealed that teaching aids like pictures, videos and audio visuals were used to make teaching and learning at Lusaka Youth Resource Skills Training interesting and closer to the real life situation. However, it was found that no alternatives had been put in place to solve the problem of shortage of materials other than telling learners to share or buy the required materials.

In trying to overcome such a situation Barton and Hamilton (1998), Gee (1996) and Street (1984) suggest that, there was need for tutors to recognize and value the literacy approaches learners use across their life by adopting a 'social approach' to literacy. This approach can allow instructors to use social networking sites and applications on phones like Facebook, WhatsApp and Twitter as a teaching material since most of the youths use these site to communicate. If the centre had thought of phones as an alternative to solve the shortage of materials in line with the theory of change which emphasizes the need to come up with alternative ways of achieving the required outcome. The acquiring of skills by youths would have been made easy because youths would have found phones to be one of the effective strategies for teaching and learning. This could have enabled the youths to learn from each other, even the slow learners and the shy ones would benefit.

This purposeful and meaningful learning would have built and expanded on learners' prior knowledge and experience. They further argue that this type of learning helps to construct new knowledge based on their prior experiences and 'life', rather than seeing the learner as an empty vessel ready to be filled with facts and knowledge by the tutor. They further posited that the social approach to literacy recognizes how literacy practices vary from one cultural and historical context to another, since adult learners may come from different cultural backgrounds this can be a key factor of vocational learning. They alluded to the fact that, it has confirmed to enhance confidence, contribute to personal development, promote health and social and political participation. Therefore, line in with the theory of change, there is need for the centre to include learner's social literacies in vocational programmes to enable them use the acquired skills in various environments.

In line with the theory of change, in order to solve the shortage of training materials, the centre would have used the Regenerated Freirean Literacy Through Empowering Community Techniques (REFLECT). REFLECT as highlighted by Gray (1956) in UNESCO (2005) aims to improve functional literacies of people by paying attention to people's literacy practices and the changing social context. The approach allows the starting point for learning to be the analysis of learners' lives and concerns and the developing of materials with the learners so that they can develop functional literacy. If this approach was used by the centre as an alternative to the shortage of materials, the learners would have been involved in the developing of materials to use in skills training unlike the case where the materials used are designed and approved by TEVETA leaving out the learners. This could have contributed to failure to acquire and apply the skills due to the fact that they were not involved in designing learning materials. The use of external experts to design learning materials for adult learners can result in lack of skills acquisition because the materials were imposed on them. The study concluded that the respondents were not satisfied with the training materials available at the Skills training Centre because the instructors cannot teach properly due to shortage of materials. Lack of participation and consultation on the type of materials to use at the centre could also have contributed to dissatisfaction by the learners. The learners and graduates felt that the acquiring and implementing of skills was affected by the shortage of materials at the centre. Nonetheless, the study by Ngure (2013) pointed out that the availability of training materials is important for skills training.

#### **5.4. Qualification of the facilitators/ instructors offering skills training at Lusaka Youth Resource Skills Centre**

This section sought to discuss the findings in line with the qualifications of the instructors/ facilitators at the Lusaka Youths Resource Skills Training Centre.

The findings from all instructors, coordinator, students and graduates confirmed that the instructors were qualified to teach at the Skills training centre. It was established that all the 7 (seven) instructors, 10 students, 1(one) coordinator and 7 (seven) graduates were of the view that the instructors teaching at Lusaka Youth Resource Centre were qualified to offer the courses they taught. The 7 (seven) instructors revealed that other than the academic qualifications, diplomas in their areas of specialization, there was need to have teaching methodology experience,

experience in working with youths, counseling skills so that they can be able to handle the developmental stages of the youths. The 10 students and 7 (seven) Graduates also revealed that the instructors teaching at Lusaka Youth Resource Centre were qualified to teach youths. It was confirmed by all the respondents that the instructors were qualified. However, the students and graduates complained that the instructors were qualified but there was need for more instructors at the centre.

Ingle and Duckworth (2013) also affirm similar views that the facilitators at skills training centres should be qualified in the courses they offered. They also emphasized on the needed for facilitators to possess other qualifications like knowledge on how to deal with youths. Mc Neil (2008) alludes to similar views when he argued that instructors need incredible skills and qualifications to enable them work with young adults since this is an extremely difficult area to teach. The instructors need additional qualifications like empathy, counseling and other abilities like being user friendly and that they should be aware of the types of issues affecting the young adults. Mc Neil further argues that the instructors should be approachable and non judgemental in their handling of youths. This is similar to the findings of the current study which confirmed that other than professional and academic qualifications, the instructors had qualifications in teaching methodology and counseling. This enabled the instructors to handle various issues which the learners encountered so that they are able to engage and build relationships with them. Mc Neil (2008) and Anderson (1966) further pointed out that the right people to work with young adults are those initially trained as youth workers and must have innate abilities like empathy and relevant knowledge for their roles. They also alluded to the fact that instructors should have qualifications in existing skills or must work towards achievement of required qualifications.

It must also be added that the findings seem to be in line with the theory of change on the need to have the right people to guide youths in various training programmes so that the desired outcome of giving skills to youths livelihood can be achieved. The findings also revealed that some of the instructors were undergoing training in their area of specialization to upgrade their qualifications to acceptable standards. This is in agreement with the theory of change that, those who guide the youths towards desired change should be highly qualified to train youths in line with acceptable standards. The availability of qualified instructors at Lusaka Youth Resource Skills Training

Centre could be attributed to the measures put in place by the Ministry of Youth and Sports, Ministry of Education and others responsible for skills training instructors. They have given guidelines that, for one to be an instructor they need to have the right qualification in their area of specialization and that they need to be accredited with TEVETA that is apart from being registered with the Teaching Council of Zambia. This is in line with the argument that instructors also need to have the ability to engage and motivate learners as an additional qualification. This can help them to teach learners who might be returning to education after many years of being away and some with negative prior learning experiences of no formal qualifications and achievement (Bomia et al., 1997:294).

However, the findings further revealed that the learners and graduates were not happy with the shortage of instructors at the centre because they felt that it affected their learning. Therefore, there is need for more instructors at the centre to reduce on the instructor to learner ratio in some courses. If the centre can have enough instructors in all courses then all the youths can be assured of being taught the skills. However, the shortage of instructors compromises the standards of skills acquired by the youths which in turn affects the youths livelihood.

### **5.5. Appropriateness of techniques used in skills training at Lusaka Youth Resource Centre**

The appropriateness of the techniques used at Lusaka Youth Resource Skills Training Centre were discussed in this section.

Objective number 4 sought to determine the techniques used in skills training at Lusaka Youth Resource Centre. The study revealed that both teacher and learner centered techniques which were participatory and non- participatory were used by instructors at Lusaka Youth Resource Centre. All categories of respondents (7 instructors, 1 coordinator, 10 students, and 7 graduates) confirmed that appropriate techniques were used at the centre. They included lecturing, demonstration, group work, fieldtrips, presentation, discussion, brainstorming and attachments. The findings also revealed that respondents were of the view that attachments, audio-visuals, videos, pictures were used to help the learners how to showcase what they had learned during practical sessions and graduation time. It was established that students and graduates also mentioned individual work, notes taking, question and answer as some of the techniques used during skills training at Lusaka Youth Resource Centre. The responses from all the students and graduates confirmed that they all preferred to be sent for attachments where they could gain self-

confidence and get exposure to the real world situation. The findings of this study are similar to those of Wood and Avery (2016) which pointed out that the use of a wide range of information techniques such as radios, tape recorders and computers gave skills to young refugees in camps in Jembe, Sierra Leone, Sudan and Pakistan.

Based on the findings, the use of various techniques at Lusaka Youth Resource Skills Training Centre was being affected by a number of factors like shortage of training materials, non-servicing of the machines, all which could have been caused by lack of funding to the centre. The findings showed that some of the techniques were appropriate. Nevertheless, there was need to change some of the techniques used at the centre like the case of attachments because those who never went for attachments were demotivated as they did not know how to face real life situations. Based on the findings of this objective, it can be concluded that, arrangements for attachments should be made in good time to avoid a situation where others do not go for attachments. The findings also revealed that some students and graduates preferred techniques which allowed them to work as individuals during practicals. They were of the view that, it allows for more learning than when they are in groups or when they shared materials and equipment. However, they preferred techniques which promoted interaction, participation during lessons and individual demonstrations during practicals. The use of practical techniques which allowed learners to be monitored and supervised ensured that young trainees are being taught and not simply being exploited. The findings of this study are similar to those of Ingle and Duckworth (2013) and Phiri (2015) which posited that learners benefit from learning when they are fully involved in learning using various techniques which allow their participation. The findings of the current study revealed that both teacher and learner centred techniques were used to train youths in skills. Ingle and Duckworth (2013) argue that, when training vocational learners there is need to use techniques which allowed the facilitators and the learners to communicate, help, integrate, motivate and engage (CHIME) so that the learners can acquire the skills.

The findings on some of the techniques used at the centre like demonstration, lecture, practicals and field trips are in line with the use of a variety of techniques in skills training. However, the way the issue of attachment was handled by the centre seems not be in agreement with the theory of change used in this study because even when it calls for alternatives to be in place the centre

had nothing in place for those who missed out on attachments. This calls for serious concern because even other issues like transport to use during attachments for students has not been addressed. Findings established the need for the centre to improve on these areas and others like the space and learning environment so that the training of youths in skills is not affected. There is need for the centre to come up with solutions to address the issues of attachment because it was found to be an important aspect in motivating the learners to practice what they learned when they faced real life situations.

## **5.6. Summary**

The chapter discussed major findings from chapter 4 in relation to the literature reviewed and the theoretical framework. It presented the discussions using objectives as subheadings. The first objective focused on the type of skills given to the youths livelihood. The discussions around this objective were that youths were given various skills which can improve their livelihood depending on the courses they pursued. However, there was need to assist the graduates with finances to enable them implement the skills.

The second objective explored on the type of training materials available at Lusaka Youth Resource Skills Training Centre. The discussions around this objective were that there was need for more learning materials, learner involvement in designing materials and the use of commonly used social networking which would have resulted in much better results.

The third objective was examined the qualification of the facilitators offering skills training at Lusaka Youth Resource Skills Centre. The discussions around this objective were that the facilitators needed additional qualifications to enable them work with youths.

The fourth objective was designed to determine the techniques used in skills training at Lusaka Youth Resource Centre. The discussions around this objective were that, a variety of techniques was used at the centre. However, the nature of materials available could have affected the techniques by the instructors. The next chapter discusses the conclusion and the recommendations of the study.

## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.1. Introduction

The previous chapter discussed findings from chapter four (4). This chapter presents a conclusion and recommendations based on the research objectives, findings and the theoretical framework on the assessment of Lusaka Youth Resource Skills Training Centre in Mass Media area in Lusaka, Zambia.

#### 6.2. Conclusion

The current study sought to assess the Lusaka Youth Resource Skills Training Centre in Mass Media area in Lusaka, Zambia. The researcher was prompted to conduct this study because little was known about how the types of skills acquired from Lusaka Youth Resource Skills Centre improved the youths livelihood. The objectives of the study were: i) to determine the types of skills given to youths livelihood; ii) to assess the availability of the materials for youth skills training at the centre; iii) to examine the qualification of the facilitators at the skills training centre; and iv) to determine the appropriateness of the instructional techniques used at the Lusaka Youth Resource Skills training centre.

The study used qualitative research design. The study used interviews to collect data from the instructors (facilitators), Coordinator, students and the graduates from Lusaka Youth Resource Skills Training Centre. The study also used Focus Group Discussion to collect data from the students. Document review and non – participant observation were also used as a method of data collection. The total sample was 25 comprising 7(Seven) instructors; 7(Seven) graduates; 10 students and 1(One) Coordinator. The study used convenient sampling, purposive sampling, simple random sampling and snowball sampling. The researcher used snowball sampling to trace some of the graduates from Lusaka Youth Resource Skills Training Centre.

As indicated in the previous paragraph, the first objective and research question sought to determine the type of skills given to the youths livelihood and these two were answered. They were that, a variety of skills were given to the youths livelihood.

The second objective and research question explored the availability of training materials used to train youths at Lusaka Youth Resource Skills Training Centre. Both the objective and question were answered. The findings established that 24 of the respondents indicated that the centre did not have enough training materials. Only 1(one) instructor confirmed that they had enough training materials in their course. Therefore, majority courses did not have enough training material. The shortage of materials could be attributed to inadequate funding of the skills training centre which lead to lack of servicing of some of the materials and failure to buy new ones. This forced students to provide their own materials or share what was available. This affected the way skills were imparted to the learners. Generally, the Centre did not have enough training materials for youths to use during skills training.

The third objective and research question designed to investigate the qualification of the instructors (facilitators) offering skills training at Lusaka Youth Resource Skills Training Centre. Both the objective and research question were answered. The findings were that all the instructors teaching at Lusaka Youth Resource Centre were qualified and accredited with TEVETA to offer the courses they taught. The instructors confirmed that other than the academic, professional qualifications and diplomas in their areas of specialization, they had teaching methodology experience and experience in working with youths as well as counseling skills so that they can be able to handle the developmental stages of the youths. Those whose qualifications were deemed to be of low level were encouraged to upgrade their qualifications to meet the required standard. However, findings from students and graduates were that although the instructors were qualified, there was need to employ more facilitators. Generally, the instructors who taught at Lusaka Youth Resource Centre were qualified to teach at the center.

The fourth objective and research question focused on the appropriateness of the types of techniques used to teach skills at Lusaka Youth Resource Skills Training Centre. Both the objective and research question were answered. The findings were that various teacher and learner centred techniques were used to train youths in various skills.

The study also revealed that insufficient funding affected the provision of skills training to the youths at the centre. This contributed to the shortage of training materials, transport, books, sanitation, failure to maintain and service some of the materials used for training. The study further found that the centre did not have enough space. This hampered the use of various

techniques due to limited space. The study concluded that various types of skills were given to the youths, however they were not able to implement the acquired skills due to lack of capital, competition and lack of demand for some skills.

### **6.3. Recommendations**

Based on the findings, discussions and conclusions, the study makes the following recommendations:

1. There is need to diversify and upgrade the type of skills offered to make them more technical, competitive and to respond to what is marketable locally and globally.
2. The skills training centre should be provided with all the required training materials so that youths can be able to acquire the necessary skills.
3. There is need for attachment arrangements to be made in good time with organizations so that no students misses out.
4. There is need to provide skills training which are marketable in specific areas so that they can help to improve the youths livelihood.
5. Government through the Ministry of Youth and Sports should come up with centres or institutions which can be government funded so that the youths can make use of the acquired skills to produce goods which can be sold locally and internationally.
6. The government through the Ministry of Youth and Sports should also create enough formal jobs to stop those with formal education to take up jobs meant for those with skills qualifications (informal sector).
7. The skills training centre should be provided with more instructors to reduce the instructor to learner ratio.

### **6.4. Suggested areas for further research**

1. There is need to conduct a study on whether learner participation in designing training materials can improve the acquisition and implementation of skills.
2. There is need to conduct a study to investigate whether the upgrading of skills training to degree level would encourage more youths to enroll for skills training.
3. There is need to conduct a study on the perception of street youths on the contribution of skills training to youths livelihood.

## **6.5. Summary**

Chapter 6 presented the conclusion of the findings of this study in relation to the purpose, objectives and theoretical framework. The chapter also provided recommendations based on the findings of the study and suggested areas for future research.

## REFERENCES

- Adams, A. (2011). 'The Role Skills Development in Overcoming Social Disadvantage.' *Background Paper Prepared for the Education For All Global Monitoring Report 2012*. Paris: UNESCO
- Alhendawi, A. (2016). *Youth Skills in United Nations (UN) World Youth Skills Day; Call for better Skills for Youths*. Retrieved from [http:// www.un.org/youth envoy 2016/07/world-youth-skills day](http://www.un.org/youth_envoy_2016/07/world-youth-skills-day). Accessed on 16/09/2016 at 15: 30 hours.
- Anderson, C.A. (1966).” Literacy and Schooling on the Development Threshold: Some Historical Cases.” In Anderson, C. A. & Bowman, M. (eds.) *Education and Economic Development*. London: Frank Cass, PP 347 – 62.
- Anselme, M. L., Avery, A., Sesnam, B., and Wood, G. (2016). *Skills Training For Youths*. Retrieved from [http:// www. Fm review.org fmr/files/FMR Downloads/en/FMR pdfs/.... FMR 2016](http://www.Fmreview.org/fmr/files/FMR_Downloads/en/FMR_pdfs/....FMR_2016).
- ASgiSA Report (2004). “Beyond Basic Education and Towards an expanded Vision of Education, Poverty Reduction and Growth” *International Journal of Educational Development*,27 (4): 421-434.
- Balwanz, D. (2014). *Youth Skills Development, Informal Employment and The Enabling Environment in Kenya: Trends and Tension*. Maryland: University of Maryland.
- Barton, D and Hamilton, M. (1998). *Local Literacies: Reading and Writing in One Community*. London: Routledge.
- Barton, D., and Papen, U. (eds.). (2005). *Linking Literacy Programmes in Developing Countries and the United Kingdom*. London: National Research and Development Centre for Literacy and Numeracy (NRDC).
- Bergan, J.R. (1971). *Intellectual Skills*. London: University of Manchester.
- Biniecki, Y. and Susan, M. (2015). “Adults Perceptions of Knowledge Construction as Participants in Non-Formal World Affairs Programs: An Interpretive Study.” *Adult Education Quarterly Journal of Research and Theory*. 38(3): 21-31.

- Bomia, L., Beluzo, L., Demeester, D., Elander, K., Johnson, M and Sheldon, B. (1997). *The Impact of Teaching Strategies on Intrinsic Motivation*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Business & Finance. (2016). *Intellectual Skills*. Retrieved from <https://www.reference.com/business&Finance>. Accessed on 31<sup>st</sup> October, 2016.
- Caffarella, R. S. (2001). *Planning Programs for Adult Learners: A Practical Guide for Educators, Trainers and Staff Developers*. San Francisco: Jossey – Bass.
- Chigunta, F. (2007). *An Investigation into Youth Livelihood and Entrepreneurship in Urban Informal Sector in Zambia*. Phd Thesis (unpublished). Oxford: University of Oxford.
- Chigunta, F., Chisupa, N., and Elder, S. (2013). *Labour Market Transition of Young Women and Men in Zambia*. Work 4 Youth Publication series No 5. Geneva: ILO.
- Clarke, R. and Prosser, R. (eds.). (1972). *Teaching Adults: A Handbook for Developing Countries*. Nairobi, Kampala and Dar- es - salaam: East African Literature Bureau.
- Cleugh, F.M. (1962). *Educating Older People*. Britain: Tavistock Publications.
- Commission on Adult Vocational Teaching and Learning (CAVTL), (2013). *It's About Work...Excellent Adult Vocational Teaching and Learning*. London: Learning and Skills Improvement Service.
- Coombs, P.H. (1985). *The World Crisis in Education: The View from the Eighties*. New York: Oxford University Press.
- Coryell, J. E., Spencer, B. J., and Sehin, O. (2014). "Cosmopolitan Adult Education and Global Citizenship: Perceptions from a European Itinerant Graduate Professional Study Abroad Program." *Adult Education Quarterly Journal of Research and Theory*. 38(3): 42-51
- Creswell, J. W. (1994). *Research Design: Quantitative and Mixed Methods Approaches*. London: Sage Publishers.

- Creswell, J.W. (2008). (3<sup>rd</sup> ed). *Educational Research Conducting and Evaluating Qualitative and Quantitative Research*. Upper Saddle River, NJ: Pearson Education.
- Cui, Y. (2009). *Self–Employment: Opportunity Pursuit for the Have or Survival Strategy for the Have Nots*. MA Thesis University of Cincinnati.
- Dodd, W.A. (1969). “*Education for Self- Reliance*” in *Tanzania. A study of its Vocational Aspects*. USA: Columbia University Teacher’s College.
- Dowd, T. and Tierney, M. (2015). *Teaching Social Skills to Youths*. London: BOYS & TOWN Press.
- Duckworth, V. (2013). *How to be a Brilliant FE Teacher: A Practical Guide to Being Effective and Innovative*. London: Routledge.
- Duckworth, V. (2013a). *Learning Trajectories, Violence and Empowerment amongst Adult Basic Skills Learners*. Education Research Monograph. London: Routledge.
- Edge Foundation, (2011). *Vocational Skills*. Retrieved from <http://www.edge.co.uk>.
- Elias, J. and Merriam, S. (1982). *The Philosophical Foundations of Adult Education*. Melbourne, Florida: Kruger.
- Elias, J. and Merriam, S. (1995). *The Philosophical Foundations of Adult Education*. Melbourne, Florida: Kruger
- Ernst, U. (2012). “*The Looming Jobs Challenge*” in *The Jobs Challenge: Fresh Perspectives on the Global Employment Crisis*. Bethesda, MD: Development Alternatives International.
- FAO and ILO. (2008). *The Livelihood Assessment Tool-Kit: Analyzing and Responding to the Impact of Disaster on the Livelihood of People*. Geneva: FAO.
- Faure, E. (1972). In Carmody, B. (2004). *The Evolution of Education in Zambia*. Ndola: Mission. Press.
- Freire, P. (1970). *Pedagogy of the Oppressed*. New York: Herder and Herder.

- Freire, P. (1989). *Pedagogy of Freedom: Ethics, Democracy and Civil Courage*. New York: Rowman and Littlefield Publishers.
- Funnel, S.C. and Rogers, P. J. (2011). 'Purposeful Program Theory'. *The Canadian Journal of Program Evaluation*. 27(2): 106 – 108. San Francisco: Jossey – Bass.
- Gee, J.P. (1996). (2<sup>nd</sup>ed). *Social Linguistics and Literacies: Ideology in Discourses*. London: Routledge Falmer.
- Gelpci, E. (1979). *A Future for Lifelong Education*. London: Manchester University.
- Gray, W.S. (1956). In UNESCO (2005). *The Teaching of Reading and Writing*. Paris: UNESCO.
- Gravells, A. & Simpson, S. (2012). *Equality and Diversity in the Lifelong Sector*. Exeter: Learning Matters.
- Hansen, K.T. (2010). 'Changing Youth Dynamics in Lusaka's Informal Economy in the Context of Economic Liberalisation.' *African Studies Quarterly*, 11 (2&3): 13-27.
- Herrera, L. (2006). 'What's About Youth.' *Development and Change*. 37(6):1425-1434.
- Herrera, L. (2006). In Mumba. H.M. (2014). *Informal Networks and Youth Self-Employment in Zambia*. Lusaka: UNZA. PhD Thesis, Unpublished.
- Hodgson, N. (2014). *Theory of Change: Guidance*. New York: Youth Justice Board.
- Ingles, S. and Duckworth, V. (2013). *Teaching and Training Vocational Learners*. London: SAGE Publications Ltd.
- Kasonde- Nga'ndu, S. (2014). *Writing a Research Proposal in Education Research*. Lusaka: UNZA.
- Kidd, J. R. (1973). *How Adults Learn*. Chicago: Follett Publishing Company.
- Kings, K. (2011). "Eight Proposals for a Strengthened Focus on Technical & Vocational Education & Training(TVET)" *In Education For All (EFA) Agenda* (2012). Background Paper prepared for the EFA Global Monitoring Report. France: UNESCO.

- Knowles, M. (1984). *Andragogy in Action. Applying Modern Principles of Adult Education*. San Francisco: Jossey Bass.
- Lamnek, S. (2005). *Oualitative Sozialforschung*. Basel: Beltz PVU.
- Langievang, T. (2008). 'We are managing! Uncertain Paths to Respectable Adulthood in Accra.' Ghana: *Geoforum*, 39: 2039-2047.
- Lewin, K. M. (2008). *Strategies for Sustainable Financing of Secondary Schooling in Sub-Saharan Africa*. Africa Human Development Series. Washington, D. C.: World Bank.
- Lindeman, E. (1926). *The Meaning of Adult Education*. Montreal: Harvest House.
- Lucas, B., Spencer, E & Claxton, G. (2012). *How to Teach Vocational Education: A theory of Vocational Pedagogy*. London: City and Guilds Centre for Skills Development.
- Maina, G. (2012). 'Threats and Opportunities: The Engagements of Youths in African Societies.' *African Dialogue Monograph Series No.1*. Durban: ACCORD.
- Maxine, B. (2007). *Reading: Developing Adult Teaching and Learning Materials, Practitioners 'Guide*. England and Wales: NIACE In association with NRDC.
- Mc Garth, S. and Akoojees, S. (2004). "Beyond basic education and towards an expanded vision of education", *International Journal of Educational Development* Vol 27 (4): 421-434
- Merriam, S.B. and Caffarella, R.S. (1991). *Learning in Adulthood*. San Francisco: Jossey –Bass.
- Ministry of Development Planning and National Guidance. (1971). *Second National Development Plan*. Lusaka: Office of National Development and planning.
- Ministry of Development Planning and National Guidance. (1966). *First National Development Plan 1966-1970*. Lusaka: Office of National Development and Planning.

- Ministry of Gender, Labour and Social Development. (2004). *Non-Formal Education and Livelihood Skills Training Programme (NFELSTP)*. Uganda: Makerere University Department of Social Work and Social Administration.
- Ministry of General Education. (2013). *Education Curriculum Framework*. Lusaka: CDC.
- Ministry of Labour and Social Security. (2007). *Census of Population and Housing*. Central Statistics office projections Estimates for 2006. Lusaka: CSO.
- Ministry of Labour and Social Security. (2007). *Labour Force Survey Report 2005*. Lusaka: Central Statistical Office.
- Ministry of Labour and Social Security. (2013). *Zambia Labour Force Survey Report 2012*. Lusaka: Central Statistical Office.
- Ministry of Labour and Social Security. (2015). *Zambia Labour Force Survey Report 2014*. Lusaka: Central Statistical Office.
- Ministry of Youth and Sports. (2015). *An Action Plan For Youth Empowerment and Employment: "Boosting Opportunities For Young People"*. Lusaka: Ministry of Youth and Sports.
- Ministry of Youth and Sports. (2015). *National Youth Policy: Towards a skilled, Enlightened, Economically Empowered and Patriotic Youth Impacting Positively on National Development*. Lusaka: Ministry of Youth and Sports.
- Mo Ibrahim Foundation Report (2017). In *The Mast Newspaper*, Thursday March 30, 2017. Lusaka: The Mast Newspaper.
- Mpembamoto, N. (2013). *Barriers Preventing Transfer of Skills in Work Place Among Youths*. Lusaka: UNZA. Thesis Unpublished.
- Mumba, H. M. (2014). *Informal Networks and Youth Self-Employment in Zambia*. Lusaka: UNZA. PhD Thesis, Unpublished.
- Musampa, M. (1986). In Osei-Hwedie, K. and Ndulo, M. (1989). (eds). *Studies in Youth and Development*. Lusaka: Multimedia Publications.
- Ngoma, P.S. (2006). *Introduction to Research: Part 1; Quantitative Research*. Lusaka: ZAOU.

- Ngure, S.W. (2013). *Stakeholder's Perceptions of Technical, Vocational Education and Training: The Case of Kenyan Micro and Small Enterprises in the Motor Vehicle Service and Repair Industry*. Australia: Edith Cowan University. PhD Thesis, Retrieved from <http://ro.ecu.edu.au/theses/597> accessed on 28<sup>th</sup> October, 2016.
- OECS (1992). *Evaluation of the Non – Formal Youth Skills Training Programmes in Atiguaand Barbuda*. OECS: Retrieved from [www.oecs.org](http://www.oecs.org). Accessed on 1.11.2016 at 15:30 hrs.
- Omofonmwan, O. and Chukwuedo, S. O. (2013). *Availability and Adequacy of Resources for Skills Acquisition in Digital Electronic Repairs in the National Open Apprenticeship Scheme*. in Edo State, Nigeria. Benin: University of Benin.
- Omor, J. (2010). "Youth Unemployment in Kenya." In A. Kitonga and K. S. Njonjo (eds) (2010). *Youth Research. Compendium. Youth: Infinite Possibility or Definite Disaster?* Nairobi: Institute of Economic Affairs.
- Orodho, A.J. and Kombo, D.K. (2002). *Research Methods*. Nairobi: Kenyatta University Institute of Open Learning.
- Our History Ghana Youth Programmes. (2001). *Youth Empowerment Synergy- YES- Ghana*. Retrieved from htm. Yes Ghana 2001.
- Pasha, S. (2011). *Non-Formal Skills Training for Self-Employment*. Pakistan: Sterling Publishers.
- Phiri, D. (2015). *Students' Perceptions on Instructional Techniques Used by Tutors in University of Zambia Extension Education Programmes in Lusaka District*. MA, dissertation, UNZA.
- Saiyidain, R (1958) in Ranganatha, D. and Shri, R. M.C and Shri, G. and Hanuman, S.K. (1958). *A Symposium on Human Values in Adult Education*. Delhi: Indian Adult Education Association, 30 Faiz Bazar.
- Saxby, J. (1980). *The Politics of Education in Zambia*. Toronto: University of Toronto, PhD dissertation.

- Sitwe, B. M. (2012). *An Evaluation of the NegaNega Literacy Programme in Mazabuka District of Southern Province of Zambia*. Masters Thesis Unpublished. Lusaka: UNZA
- Snelson, P. D. (1974). *Educational Developments in Northern Rhodesia 1883-1945*. Lusaka: Neczam.
- Street, B. (1984). *Literacy in Theory and Practice*. Cambridge: Cambridge University Press.
- Stufflebeam, D. (1971). *Context, Input, Process and Product (CIPP) Model for Evaluation*. Western Michigan University: USA.
- Tonga, S. (2012). *Constraints Encountered by the Trainers in Providing Skills Training to Participants*. Lusaka: UNZA. Thesis unpublished.
- Torres, C.A. (2003). "From the Pedagogy of The Oppressed" to "A Luta Continua": The Political- Pedagogy of Paulo Freire in P. McLaren, and P.. Leonard,.(eds.). (2000) *Freire: A critical Encounter*. London: Routledge.
- Tummons, J. (2007). *Becoming a Professional Tutor in Lifelong Learning Sector*. Exeter: Learning Matters.
- UNESCO Evaluation Report. (2006). *Non- Formal Education and Livelihood Skills Training for Marginalised Street and Slum Youths in Uganda*. Kampala: Uganda Youth Development.
- UNICEF Evaluation Report. (2014). " *Life skills Education Programme*". New York: UNICEF.
- UNICEF. (2016). Life Skills. Retrieved from <http://www.skills.youneed.com>. Accessed on 31<sup>st</sup> October, 2016.
- United Nations Development Programme (UNDP). (2007). *Employment Policies for Growth, Employment and Poverty Reduction*. Lusaka: UNDP & Centre for Development Policy Research.
- United Nations On World Youth Skills Day. (2016). *UN Calls For Better Skills Training to Improve Youth Employment*. Retrieved on 15. 07. 2016. From [www.un.org/youthenvoy](http://www.un.org/youthenvoy).

- United Nations. (2014). *United Nations Youth and Education World Programme of Action for Youths*. <http://social.un.org/index/youth/world-programmes-of-action-for-youth.aspx>.
- United Nations. (2016). United Nations Youth Day: On World Youth Skills Day Calls For Better Improved Youth Skills. Retrieved from [www.un.org/youthenvoy/2016/07/world-youth-day-UN](http://www.un.org/youthenvoy/2016/07/world-youth-day-UN). Accessed on 16. 09.2016. At 10: 35hrs.
- Vogel, V. (2012). The Theory of Change. Retrieved from [www.r4d.dfid.gov.uk/.../ms.spc/dfid-toc-Review](http://www.r4d.dfid.gov.uk/.../ms.spc/dfid-toc-Review). Accessed on 11.05.2016.
- Wikipedia. (2016). Skills Training. Retrieved from <http://www.wikipedia.org/wiki/Training>. Accessed on 26<sup>th</sup> October, 2016.
- Wilson, E. (2009). *School – Based Research: A Guide for Education Students*. London: SAGE Publishers.
- Wilson, E. and Fox, K. (2000). In Wilson, E. (2009). *School –Based Research: A Guide for Education Students*. London: SAGE Publishers.
- Wood, G. and Anselme, M. L. and Avery, A. and Barry, S. (2016). *Skills Training for Youths*. Retrieved from [www.fmreview.org/fmr/files/FMR](http://www.fmreview.org/fmr/files/FMR) Accessed on 28.10.2016 at 12:00hrs.
- Wolf, A. (2011). *Review of Vocational Education- The Wolf Report*. London: The Stationery Office.
- World Bank. (2012b). *Improving Skills Development in the Informal Sector: Strategies for Sub-Saharan Africa*. Washington D.C.: Human Development Department, Social Protection Unit.
- World Skills International. (2017). *World Skills International 60<sup>th</sup> Anniversary Book*. Retrieved from <http://www.worldskills.org/about/world-skills> on 30<sup>th</sup> March, 2017 at 17:35hrs.
- Yin, R. (1984).(1<sup>st</sup> ed.). *Case Study Research: Design and Methods*. Beverly Hills CA: SAGE

## APPENDICES

### Appendix1: INTERVIEW GUIDE FOR CO-ORDINATORS/ INSTRUCTORS

I am a student from the University of Zambia currently pursuing a Masters of Education in Adult Education. I am conducting a research on the evaluation of youth skills training.

I intend to collect information which will be used to address various issues raised in my research.

I will be very grateful if you would participate in my interview. All the information to be collected will be for academic purposes and will be treated with high levels of confidentiality.

1. Does the centre have enough skills training materials?
2. Does the centre use training materials which can help the participants understand what they learn?
3. Who designed the training materials used at the skills training centre?
4. What techniques are used to train youths at Lusaka Youth Resource skills training centre?
5. Are students allowed to demonstrate the learnt skills before they graduate?
6. Do the participants go for any job attachments during or at the end of the training?
7. Are the facilitators at the centre qualified to offer skills training?
8. What kind of skills training is offered at the centre?
9. Do you always keep close contacts with employers to follow up trainees for :
  - a) Performance
  - b) Employment
10. Does the skills training centre conduct tracer studies on graduates?
11. How often is the skills training programme evaluated?
12. Is there any important information concerning youth skills training which you feel has been left out?

We have come to the end of our interview session. Should we wish to get in touch with me my contact details are as follows:

Mellisa Moonga Cell Number 0963763882 OR 0955207759. Thank You.

## **Appendix 2: FOCUS GROUP DISCUSSION FOR THE STUDENTS.**

I am a student from the University of Zambia currently pursuing a Masters of Education in Adult Education. I am conducting a research on the evaluation of youth skills training. I intend to collect information which will be used to address various issues raised in my research.

I will be grateful if you would be participate in my focus group discussion. All the information to be collected will be for academic purposes and will be confidential.

1. Does the centre have enough training materials to use during skills training?
2. Do you think the facilitators are qualified to offer skills training?
3. Do the facilitators use techniques which allow you to demonstrate the skills you learn?
4. Do you go on attachments to practice the learnt skills in organizations?
5. What kind of skills do you learn at the centre.
6. How helpful is the skills training in enabling youths to improve their livelihood through self employment and being employed by organizations?
7. Is there any part of the skills training which you feel needs to be changed?
8. Is there any important information which you feel may have been left out?

We have come to the end of our discussion should you wish to contact me the following are my contact details:

Mellisa Moonga Cell Number: 0963763882 OR 0955207759

Thank You!

### **Appendix 3: INTERVIEW GUIDE FOR GRADUATES FROM THE SKILL TRAININGCENTRE.**

I am a student from the University of Zambia currently pursuing a Masters of Education in Adult Education. I am conducting a research on the evaluation of youth skills training. I intend to collect information which will be used to address various issues raised in my research.

I will be grateful if you would spare time to participate in my interview. The information to be collected will be for academic purposes and will be confidential.

1. Did you have enough materials to use for skills training at the centre?
2. Were the materials used during training helpful in acquiring the skills?
3. Were the facilitators of the skills training qualified?
4. Did the facilitators use techniques which allowed you to demonstrate the skills you learnt?
5. What skills are offered at the skills training centre?
6. How relevant /useful are the skills you acquired from the skills centre in improving your livelihood?
7. Did you go on job attachments during your skills training?
8. Does the centre conduct tracer studies to check on how you are using the acquired skills?
9. Is there any important information which you feel has been left out concerning skills training?

We have come to the end of our interview session. Should you wish to contact me the following are my contact details:

Mellisa Moonga Cell Number : 0963763882 OR 0955207759.

Thank You!

#### **Appendix 4: DOCUMENT REVIEW GUIDE**

1. What are the aims of the Youth skills training centre?
2. What are the objectives of the Youth skills training centre?
3. What are the goals of the Youth skills training centre?
4. Are there any documentation on the recommended skills training for Youths?
5. Are there any challenges experienced in offering skills to Youths?

**Appendix 5: CONSENT FORM FOR FOCUS GROUP PARTICIPANTS.**

I am a student from the University of Zambia currently pursuing a Masters of Education in Adult Education on the evaluation of youth skills training.

I would like you to participate in my research so that you can help me answer some concerns raised in my study. The information I will collect from you will be for academic purpose and will be kept with high confidentiality.

If you agree to participate in this research you are free to fill in your details on this form. However, should you feel that you don't want to continue participating you are free to leave at any time.

I-----agree to participate in the research on the Evaluation of youth skills. I understand the conditions binding this research exercise.

Date:

Location:

Signature: