CHAPTER ONE

INTRODUCTION

1.1   Overview

The Zambian Government formulated the National Policy on Continuing and Distance Education which stipulates that it would promote open learning, lifelong education and a wide range of mechanisms for Continuing and Distance Education. The main focus of the programs offered by the Department of Continuing Education was the provision of formal school-type education for those who had not had an opportunity to undertake or achieve this. The department would achieve this through increasing access to quality education programs as another avenue for out of school children, youths and adults. The government through the Ministry of Education also promotes the Continuing Education programs which combine the formal acquisition of knowledge with the development of skills and competences relevant to employment, economic growth and development. In this vain, schools for continuing education were established in order to teach and promote skills to young people who could not continue with their education(MOE, 1996:79).

The essence of this research was to investigate why there was low participation of youths in Mongu District and Western Province as a whole in skills training programs offered at the School for Continuing Education in Mongu.

1.2   Background

This study set out to establish the factors that influenced youth participation in skills training programs offered by Mongu School for Continuing Education. Mongu School for Continuing Education was established in 1907 as Barotse-Mongu Trades. The school was closed in 1966 and reopened in 1985 with an enrollment of 10 males registered in a program meant to train book keepers and 45 females registered for clerk typing.The school was later divided into 3 schools namely; Kambule Secondary School, MonguPrimary School and Mongu School for Continuing Education (MSCE) itself remained as a Skills Training Centre.

Mongu School for Continuing Education was located about 3km from town between the spring source ofKambule stream and Mongu Basic School. The school offered training in Bricklaying and Building Construction, Hotel Management (Housekeeping and Accommodation), Secretarial and Office Management, Tailoring and Designing, Metal Fabrication, Tanning and Leather Work, Power Electrical, Chicken Rearing and Carpentry andJoinery. The school also offered secondary education from Grade Ten to Twelve and also evening classes. The Grade Twelve pupils sat for General Certificate Examinations(GCE). MSCE provided services in skills training and secondary education to youth and adults who wish to acquire skills or further their secondary education. At the time of study, the school was accredited to Technical Education Vocational Entrepreneurship Training Authority (TEVETA), City and Guilds and Examination Council of Zambia and it was one of thirteen schools for continuing education in Zambia run by theMinistry of Education, Science, vocational Training and Early Education.

1.3   STATEMENT OF THE PROBLEM

Schools for Continuing education were established in order to teach and promote skills to people who could not continue with their education. Their main objective was to train young people in various skills for self- employment. These schools were run by the Ministry of Education, Science, Vocational Training andEarly Education.At the time of the study in the year 2013, there were thirteensuch schools in Zambia. These schools had two sections: the academic and skills section. At the academic section, GCE subjects were taught to young people and adults who could not complete their education during normal programs while skills section offered training in various skills programs.

Mongu School for Continuing Education, located in Mongu town, offered skills training in various courses and these included Carpentry and Joinery, Brick Laying and Construction, Power Electrical and House Wiring, Tailoring and Catering, Metal Fabrication, Tanning and Leather Work, Secretarial courses and shortComputer courses.

In Zambia, the population of the youths is high as they constitute about 20.8% of a population of 13,092,666 and about 2.5 million of the labor force. The youth unemployment rate at National level was at 16.7% and 10.1% in Western Province (CSO, 2012). One of the interventions by the Zambian government to address youth unemployment was to provide skills training in Schools for Continuing Education so as to improve their ability to be employed or engage in self- employment. These schools were established in order to teach and promote skills in young people for self-employment. However, Mongu School for Continuing Education was not attracting sufficient numbers of youths in various skills programs offered at the school. The School had low enrollment levels of students with only 77 students in all the programs at the time of the study, though it had the capacity of enrolling over three hundred students.

This study therefore aimed at determining the factors which were contributing to the low participation of youths in the skills programs at MSCE.

1.4 PURPOSE OF THE STUDY

To establish the factors that influence youths to participate in skills training programs offered by the School for Continuing Education in Mongu. Therefore, the purposedstudy was to find out why there were few youths who were participatingin skills programs atMonguSchool for Continuing Education in MonguDistrict.

1.5 SPECIFIC OBJECTIVES

The study was guided by the following objectives:

1. to establish factors that influence youth to participate in skills training programs,
2. to assess the availability of educational resources to the skills training programs,
3. to establish the perception of the community towards the training provided by the school, and
4. to determine ways to increase levels of youth participation in skills programs at the school.

1.6   RESEARCH QUESTION

The main research question for the study was:

What are the factors influencing youth participation in the skills programs offered the Schools for Continuing Education in Mongu?

1.7   SPECIFIC RESEARCH QUESTIONS

The study was designed to respond to the following research questions:

1. What factors influence youth participation in skills training programs?
2. What educational resources are available for skills training programs?
3. What was the perception of the community towards the training offered by the school?
4. How can the levels of youth participation in skills programs be increased?

1.8   SIGNIFICANCE OF THE STUDY

The findings from this study may reveal the positive and negative factors influencing youth participation in skills training programs offered in Schools for ContinuingEducation. The information may also help in the identification of factors that may contribute to the low levels of enrollment at MSCE as it endeavors to provide skills training to the youths. It is also hoped that the results mayhelp policy makers from Government Ministries and other stakeholders who offer non-formal skills training to out of school youths in making decisions on issues that relate to youth participation in skills training programs;the findings of this study mayprovide additional information to the body of knowledge that deals with skills training especially in the Schools for Continuing Education in Zambia; and that the results and recommendation of this study, if utilized, may help to improve the enrollment of youths to such educational facilities.

1.9 LIMITATIONS OF THE STUDY

The researcher used a case study design which was an in depth study of one school for continuing education and there were thirteen of these schools in Zambia, hence the findings of the study could not be generalized to other Schools for Continuing Education in the country as the study only took place at Mongu School for Continuing Education. Lack of literature on studies conducted in Zambia concerning schools for continuing education was another limitation. The researcher used researcher administered questionnaire as a method of data collection hence more time was spent to collect data from the community members. The other limitation was that data collection was conducted during November and December when grade twelve examinations were in progress, hence it was difficult to organize the students as they were not learning on days when examinations were on because their classrooms and workshops were occupied. Another limitation was interviewing the youths as some of them refused to give information stating that they should be paid some allowances.

1.10   DEFINITIONS OF TERMS

Community -a group of people with common interests living in one place, district or country. It can also refer to a usually small unit, social unit of any size that share common values. Furthermore, it refers to larger units such as a nation or international level. In this study, a community refers to the respondents from one residential area.

Continuing Education- is a process whereby persons who no longer attend school on a regular full-time basis undertake sequential and organized activities with a conscious intention of bringing about changes in information, knowledge undertaking, skill appreciation and attitudes or for the purpose of identifying or solving personal or community problems (Courtenay, 1990).

Educational Resources- materials, tools and equipment used for teaching and learning. These also include text books, stationery, classrooms,workshops and libraries

Influence - the capacity to have an effect on the character or behavior of someone or something.

Participation - youth enrollingor involvement in various skills training programs.

Skill– special ability to perform cognitive, motor and affective acts particularly gained through learning and practice.

Youth – Any male or female person aged between 15 to 24 years.

Teaching Staff - a teacher is a person who facilitates learning for pupils or students. In this study, teaching staff refers to Lecturer or Instructor either male or female offering skills training in a particular program.

Training –systematic development of knowledge, attitudes and skills necessary for a person to be able to perform adequately on a job or a task whose demands can be reasonably well identified in advance.

1.11 Organization of the Study

In this study, chapter one gives a brief background to the study, the purpose and significance of the study. The chapter also includes the limitations of the study and definitions of terms.

Chapter two gives an account of the literature reviewed in relation to the study. The literature isorganized around major themes and these include the theoretical framework, concept of youth and continuing education, youth skills training, background to continuing education programs in Zambia and factors affecting acquisition of skills.

The third chapter is on methodology, the research design, population of the study, sample size, sampling procedures, methods of data collection and data analysis.

Chapter four presents the research findings while chapter five is a discussion of the findings. Chapter six gives the conclusion, recommendations of the study and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1   LAYOUT OF LITERATURE REVIEW

The study reviewed two categories of literature. The first category was on the theoretical framework adopted by the study and the second category was on literature on youth and youth skills training. The general literature looked at the concept of youth, participation in the context of education and issue relating to skills training programs for youths in various parts of Europe and Africa. The literature reviewed also looked at government policy on schools for continuing education at the time of the study.

2.2   THEORETICAL FRAMEWORK

The study adopted the humanistic theory of motivation to learning as a foundation on which the study was based. Humanism is a philosophy and ethical perspective which emphasizes the value of agency of human beings individually and collectively. The theory prefers individual thought and evidence (rationalism, empiricism) over established doctrine or faith.

From the humanistic theory, learning is considered from the perspective of human potential for growth and what motivates people to learn. Motivation influences how and why people learn as well as how they perform (Pintrich and Schrunk, 1996).

Humanistic education is an approach to education based on the work of humanistic psychologists. The approach seeks to engage the whole person; intellectual, feeling, life social capacities, artistic and practical skills are all important focii for growth and development. The aim is to develop self- esteem ability to set and achieve appropriate goals and develop full autonomy.

The Humanistic Theory

The root of this paradigm is the felt needs rationale. This rationale holds that good practical adult education is equated with meeting learners felt needs, that is, satisfying the educational demands and wants expressed by learners in the manner they prescribe.

The activity of facilitating learning is concerned as being essentially collaborative, with strong emphasis on learners and teachers negotiating objectives, methods and evaluative criteria. Facilitators devote themselves to assisting learners' quests for self-actualization by helping learners realize their deeply felt needs.

Humanist psychologists such as Abraham Maslow and Carl Rogers emphasize choice, freedom, creativity and self-realization as essential aspects of meaningful learning. In contrast to conceptualizing individuals in a mechanistic view, humanistic theory recognizes the complexity of individuals and the importance of an individual's perception that are rooted in the experience.

These humanist psychologists are for the view that human beings can control their own destiny; people are free to act and behavior is a consequence of human choice; people possess unlimited potential for growth and development (Rogers, 1983).

Abraham Maslow, proposed a theory of human motivation based on a hierarchy of needs (Maslow, 1970 p. 132). According to the theory, all humans are motivated to achieve their true potential provided that their basic psychological needs are met. Maslow took a holistic view that human beings begin as a kind of acorn, with all the characteristics of a fully grown tree inside it.

According to Maslow, the motivation to learn is intrinsic and it emanates from the learner. For him, self- actualization is the goal for learning and therefore educators should strive to bring this about. He further states that learners perceive education in more accurate terms when needs are met and learning becomes the priority.

Maslow realized that an environmental precondition of stimulation, or challenge, was needed to motivate individuals. Therefore it is also the teacher's responsibility to include a means of stimulation in their programs to catch students' interest.

Sahakian (1984p. 438), notes that learning from Maslow's point of view is itself a form of self-actualization. Among the growth motivations was found the cognitive, the desire to know and understand. Learning is not only a form of psychotherapy but learning contributes to psychological health.

Malcom Knowles is another humanistic psychologist. He believed that adults were best motivated to learn primarily by internal factors, such as increased self-esteem, self-actualization, or recognition. Knowles believed that adults were best motivated to succeed with their educational goals when they were recognized and appreciated for their individual contributions to the class (Knowles, 1984).

Basic Principles of Humanists

Choice or control over courses of their education is based on learner needs.

It is believed that the overall mood and feeling of the student either foster or hinder the process of learning. Humanistic teachers do not separate cognitive and affective domains. Curriculum, lessons and activities focus on various aspects of the student.

1. Self –evaluation: Grades are not relevant only self-evaluation is meaningful.
2. Teacher as a facilitator: The tutor tends to be more supportive than critical, more understanding than judgemental. More genuine than playing a role. Their job is to foresee an encouraging environment for students and to ask inquiry based questions.

Facilitation and the Humanistic Theory

According to humanistic theory, it is the role of the teacher or facilitator to foster growth, development and self- directed learning. This view is shared by both Rogers and Dewey. The learner feels the intrinsic need to learn, grow and facilitator calamities' the needs, motivation and goals and helps the learner take control of this process by creating the

favourable climate and environment. This entails that for learning to take place there should be adequate educational resources, good classrooms workshops and the environment should be conducive for people to learn. The facilitator blends the person's experiences with concrete situations to contribute to solving problems.

The theory states that an ideal facilitator is characterized as someone who:

a. Considers the learner as a human being capable of self- direction, able to take care of own growth process.
b. Considers adult learning as a process of self- development.
c. Considers the role of facilitator to be a resource person for self- directed learner
d. Believes that learning is more significant if it is driven by intrinsic motivation

Critique of Humanistic Theory

The critique for this conceptualization is the tendency to think that all educational encounters should resemble a trouble free voyage along a smoothly flowing river of increasing self- actualization, with no whirlpools or eddies of conflict, self-doubt, anxiety or challenge. In reality, facilitating learning is often the educational equivalents of white water rafting (Shanan et al, 1989). Periods of placidity alternate with episodes of turbulence during which self-concepts of teachers and facilitators are challenged. Reflection and analysis are balanced by active inquiry. At times, tentative agreement is reached on matters of interpretation, on curricula to be explored or on acceptable methods to be employed. At other times major disagreements emerge on these issues.

Maslow questioned his theory that if the entire human species is growth oriented, why dosomany people fail to reach their full potential. He concluded that there was an innate human tendency towards inertia, which he explained as being psychological- the need for rest and recovery and to conserve energy (Maslow, 1970).

2.3   Literature on the Youth and Youth Skills Training

This review looked at the concept of youth, youth skills training, youth skills training programs in Zambia, concept of continuing education, schools for continuing education

and youth skills programs in Zambia. The general review further looked at challenges to youth skills training in Zambia and finally the major issues arising from the literature review.

2.3.1   The Concept of a Youth

According to the standard United Nations definition, "youth" comprises young people aged between from 15 to 24 inclusive (United Nations, 1992). In practice the operational definition of the youth or young people varies widely from country to country, depending on culture, institution and political factors. In industrialised countries and in the Central and Eastern Europe transition economies, the lower age limit usually corresponds to statutory minimum school-leaving age; the upper limit tends to vary more widely (Hallack, 1990). In the United Kingdom's New Deal, for example, introduced in 1998, "youth" refers to the 18 – 24 age group, with 16 to 17 year olds getting special treatment, while in Italy, the term is used to describe policies for people aged between 14-29 in the north and 14-32 in the south (O'Higgins,2001).

According to the World Health Organisation (1990), the term youth was used to refer to young people between the age group 15-24 years. On the other hand the Commonwealth Youth Program (CYP), the largest decentralized intergovernmental organization solely committed to youth development defines young people between the ages 15-29 years (2008).

According to Osei-Hwendie and Ndulo (1989), defined youth through its stages of adolescence and argues that the period of adolescence is often regarded as conterminous with the stage of youth. In that sense Osei-Hwendie and Ndulo (1989) defined youth as both biological-as a stage during which certain physiological changes occur – and socially and culturally – as a stage during which the adolescent is faced with certain problems of adjustment, both to self and to society at large. Osei-Hwendie and Ndulo (1989) argued that the transition from childhood to youth may be said to commence with the onset of puberty, when important physiological changes begin to appear. Probably the

most significant change, from both the personal and social viewpoints were those associated with developing sexuality and the ability to procreate.

According to the National Youth Policy Document of 2006, Ministry of Sport, Youth and Child Development, the definition of youth in Zambia varied from culture to culture, community to community and from country to country. At the time of the study, Zambia defined youth as male or female between 18 and 35 years old.

2.3.2 Youth Skills Training

The economic growth and social development of any country depend on skills and knowledge. Countries with better levels of knowledge and skills responded more effectively and promptly to challenges and opportunities of globalization.

High poverty levels especially in rural areas of Zambia made it difficult for majority of youths to have access to basic education. Out of a population of over 12 million people, only 4 million are in employment and only 12% of the number employed was in the formal employment while the rest are in the informal sector. Most youth found themselves in the informal sector because most of them failed to pursue higher qualifications of education due to varied reasons,which common among many,wasthe inability to pay for tertiary education.

According to Zambia's 2002 to 2003 Living Conditions Monitoring Survey Report, the youth population (age group 15 -24) made up about 60% of the labor force population then estimated at 5,537,589 (CSO, 2001). The same report went on to indicate that about 80% of the labour force population was working in the informal sector segment of the national economy. With a youth population estimated at 3,302,290 this implied that about 75% of the labor force active in the informal sector were youths. This youth population was the source of students for an institution such as Mongu Centre for Continuing Education.

2.3.3   Youth Skills Training in Zambia

The youth skills relate to the skills acquired by people between the age group 15 to 24 years. The Structural Adjustment Program (SAP) implementation in Zambia brought with it increased cost of school fees which led to some pupils dropping out of school due to inability to afford school fees.

As observed by Tonga(2010), Zambia's unemployment level had continued to soar with over 2,500 pupils each year completing secondary school education with no hope of finding a decent job in the formal sector. The country had three national universities and fourteen private universities but most students failed to enter universities due to financial difficulties and stiff competition which normally caused them to source employment in order to raise funds to finance higher education.

In consideration of the increase in the number of youths without employment in the country, the government had put much emphasis on the youth to acquire skillsfor self-reliance. The Zambian government through the Patriotic Front government was committed towards skills training to liberate the youths. As observed by TEVET News (2011) "speaking when he opened the 10th Session of the National Assembly, the president said the Patriotic Front(PF) government would concentrate much of its effort on skills training and creating self – employment opportunities, particularly for the youths in the country".

When opportunities for formal employment are scarce, people in many developing countries, Zambia inclusive, were compelled to enter the informal employment for a livelihood. It was noted that informal employment account for a significant proportion of total employment. In Lusaka, a youth skills enterprise initiate had been developed to offer training in practical small- business management and much needed credit to help the disadvantaged youths get a new start. Young women and men developed ideas for

enterprises that they thought would fill a local market niche. They were then helped with training and given start-up loans(CYP,1997).

The Ministry of Education, Vocational Training and Early Education also offered training to the youth through the Schools for Continuing Education under the Department of Continuing Education. The other Ministry was the Ministry of Sport, Youth and Child Development which had a mandate to supervise skills training centres and coordinate and give support to youth organisations.

Mulenga (1989), observed that the major contributing factor to the ever increasing number of the unemployed youths was their lack of marketable skills and inadequate guidance given to them about what job opportunities were available on the market. It was noted that training systems in Zambia had not improved despite the visible expansion of the training facilities over the past two decades. Training over the years had given high priority for the modern sector, treating training for the informal sector as secondary. It was therefore evident that there were various factors which affect the participation of youths in skills training programs.

2.3.4   Factors Affecting Youth Participation in Youth Skills Training

This section of the review of literature outlines the factors affecting the participation of youth skills training which include early school leaving, socio-economic background, youth's attitudes and aspirations and gender and participation in youth skills training.

Early School Leaving

The level of initial education attained was considered to be an important influence on participation in post-secondary education and training. Lamb, Long and Malley (1998) assert that low achievers at school are far more likely to attempt to enter the labour force

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on leaving school without undertaking any further formal education of training. High achievers were much more likely to makeuse of available education and training opportunities.

The relative demand in post-industrial societies for labour had shifted in favour of skilled workersand so skill deficiencies arising from inadequate or poor quality education and training representan increasingly significant obstacle to employment success. Early school leavers were thus likely to find themselves at a greater disadvantage in the labour market than was the case in the past(Curtain 1998; Ainley, Malley& Lamb 1997; McKenzie 2000). Additionally, early school leaverswere also likely to find themselves lacking the foundation skills which wereneeded to help them further their education(OECD 1997:29)

Many factors were recognized to affect the decision to leave school early (OECD 1998). Changes to school programs and teachingapproaches are particularly important for potential early leavers because the reasons for leaving arelargely because students do not like school, and may even be alienated from it (OECD 1998, 1997).There was some evidence that where reforms to curricula, assessment and teaching were most farreaching,there was the most rapid rise in school retention during the 1980s and early 1990s (Ainley,Malley& Lamb 1997).

Ainley, Malley and Lamb (1997:19) showed that students from families in whicheither parent had a professional occupation and where the parents are university-educated andlikely to have greater knowledge of the school system and have higher education aspirations fortheir children, far less often experience early school leaving.

Abbott-Chapmanand Kilpatrick (2001) suggest that in particular the promotion of the Vocational Education and Training(VET) streams in schools. The changing youth labour market and the availability of full- and part-timework also has an impact on early leaving, especially for students alienated from school. Whileearly leavers are usually hopeful of

finding a full time job, they may become trapped in the part-timeand casual job market and find it difficult to improve their position without further trainingand qualifications.

Socio-Economic Background of the Family

In addition to the above factor, Abbott-Chapman,Easthope and O'Connor (1997) showed that family socio-economic statuses, and related educational aspirations, were the best predictors of post-school destinations in terms of study, work or unemploymentone year after leaving school. The author noted that two years after school leaving the first year outcome was the best predictor of subsequent career moves – hence the initial step on the ladder, which was soinfluenced by family background, was crucial to educational and career success.

Socio-economic status is complex in its impact on participation of youth in continuing schools and may be summarised as part ofthe family social capital that encourages or impedes participation (Kilpatrick & Abbott-Chapman, 2002). Factors such as earlier school achievement, parental occupation, parental education and home location have been associated with differences in school completion rates (Williams, Long, Carpenter & Hayden, 1993). The authorsalso raised the issue of interactions between gender and socioeconomic background. They further noted that the decline in retention was greater for young malesfrom "unskilled' family backgrounds. The rate of school completion for this group had fallen byover 13% since the early 1990s compared with a fall of only 3% for those from professional or managerial backgrounds. Rates for females were smaller and less strongly associatedwith socio-economic background.

According to Andrews (1999), another socio-economic factor to youth participation in skills training was that many individuals may be from low socio-economic status background. The individuals belonged to other disadvantaged groups such as indigenous Australians, migrantsfrom particular non-English-speaking backgrounds, or may live in rural, remote or isolated parts ofAustralia (Andrews 1999:21).

In order to identify the barriers that hindered students from participating in higher education, Lynch and O'Riordan (1998) investigated how social class position affected students' access to andparticipation in higher education in Ireland. They identified three barriers facing these particularstudents – economic, social and cultural, and educational. Relative poverty was regarded as theprincipal barrier to equality of access and participation for low income working-class students' butcultural and educational barriers were also of great significance, and all three were highlyinteractive. The cultural barriers included working-class students' beliefs that their social andcultural background was not valued in schools or wider society, some working-class parents' ownnegative experience of education, working-class people's sense that higher education was remoteand alien from their lives, or was beyond their reach, often because they did not believe in theirown abilities. Educational barriers identified were the middle-class nature of educational institutionsand their inflexibility and unresponsiveness to the needs of working-class students. Family was also identified as an important influence on participation in lifelong education andtraining by Gorard, Rees and Fevre (1999). The authors' large-scale British study investigated patterns oflifetime participation in education and training of parents and children in the same family in the Post-Second World War period. The families were drawn from an industrial area in South Waleswhere the researchers believed that changes, both in patterns of lifelong learning related to shifts in the economic structure and in wider social relations, had been especially marked and rapid. Overthe period studied, expectations and opportunities for formal education and training increased buttake-up of the increased opportunities by respondents to the survey varied. The authors believed that thedifferences could be traced back to highly complex family influences.

Youth's Attitudes and Aspirations

The attitudes and aspirations of young people themselves were very much influenced by familybackground. Wooden (1999) discusses issues relating to young people's attitudes and expectations,such as whether the expansion in participation in higher education has resulted in young peoplehaving higher expectations of entry level jobs than in the past or whether the expectations ofyoung people have been conditioned by the persistently high

levels of unemployment, leadingmany to recognise the need for higher levels of educational attainment whilst concurrently beingprepared to accept any job they can find.

Abbott-Chapman, Easthope and O'Connor(1997) found students' aspirations were an important influence on their future careers.The results confirm for both males and females the importance of aspirational factors,subjects studied and background socio-economic factors in influencing the careertrajectories of these young people into study and employment respectively. Theimportance of students' aspirations for further and higher education is underlined (Abbott-Chapman et al 1997: 21).

Gender and Participation in Youth Skills Training
Females are more likely to participate in education and training than males at the post-compulsory level (Ainley 1998: 54). Since 1992 the participation of females has outstripped that of males,while male participation has more or less plateaued.

Lamb, Long and Malley (1998:104) showed that girls more often complete school than boys andnow outnumber them in university, but noted that this trend fails to reveal that there aredifferences in subjects and courses undertaken in school and university.
 Facultydistributions revealthe gendered nature of many enrolments. In addition, the post-graduation career outcomes do nottend to favour females. The higher rates of pay enjoyed by young male graduates at leastuntil age 24 are partly explained by the difference in subject choice(Ainley, 1998: 54).Marginson (1998:85) shows that among 17-19 year olds, female participation in higher education at 21.3% outstrips male participation at 14.9%, but that male participation rises in older agegroups. In the 25-29 years age group it is just below the level of female participation, and asubstantial majority of the students in higher degrees are male. The female share of enrolments inhigher education by age group shows the female share exceeded male for the first time in 1987then plateaued at 53-54% until 1997. The proportion of women was highestamong young school leaver entrants, whose enrolment patterns were directly affected by thepattern of relatively high female retention to the last year of school. The male share of enrolments was higher inolder age groups especially the 25-29 age group where males outnumbered females.

Robinson and Ball (1998) present 1990, 1995 and 1996 participation rates of 15-19 year olds invocational education showing female participation as lower than male but closest for 15-16 yearolds in all three years. There was a 10% or greater difference between males and females in each agegroup after age 17 in 1990; with the gap between males and females closing in 1995-1996 due to anincrease in female participation. Robinson and Ball (1998) conclude that participation rates by 15-19 year olds in vocation education and training have remained unchanged over the 1990s. In 1993women represented 45% of all students. Female students represented 75.3% of the total students. Gender based segmentation was particularly markedin relation to field of study (Barnett, Foyster& Werner 1996: 4). Women were concentrated in non- traderelated and non-accredited training and over-represented in many preparatory and accesscourses.

2.3.5   Concept of Continuing Education

Courtenay (1990), defined continuing education as a process whereby persons who no longer attend school on a regular full-time basis undertake sequential and organized activities with the conscious intention of bringing about changes in information, knowledge undertaking, skill appreciation and attitudes or for the purpose of identifying or solving personal or community problems.

Continuing and distance education are interrelated. Continuing education was that which was provided parallel with the formal teaching provided in formal schools and colleges. The mode of instruction was by face to face contact between the learner and the teacher. Teaching takes place during the day, after work, over the weekends or in the evenings. Distance education was a form of educational provision in which the learner and teacher are at some distance from each other most of the time. Instruction was provided mainly through the print medium, but this may be supplemented by other media such as radio, television, a computer network, or residential school (MOE, 1996).

The Ministry of Education provides for both forms of education through the Department of Continuing Education. The Department was responsible for four major types of educational programs:

1. providing junior and senior secondary courses to 30,000 students enrolled in the National Correspondence College;

2. organizing and managing open secondary schools where 19,000 students study, under supervision, learning – material produced by the National Correspondence College;

3. organizing and teaching evening classes at primary and secondary level for 15,000 students, most of them adults; and

4. training in specific skills for 1,250 recent school leavers and adults in Schools for Continuing Education.

The main focus of programs offered by the Department of Continuing Education was the provision of formal school-type education for those who have not had an opportunity to undertake or complete this. For many of the students, the programs provide a second chance to obtain formal qualification that they were unable to obtain in school (MOE,1996: 79).

According to Luchembe (1992), schools for continuing education were established in order to teach and promote skills in young people who could not continue with their education. The main objective of these schools is to train young people in various skills for self- employment.Zambia has only thirteen of schools for continuing education: Chingola,Chipata, Kasama,Kabwe,Kaputa, Kawambwa,Luanshya, Mansa, Mazabuka,Mongu,Mufulira,Ndola and Solwezi

2.3.6 Schools for Continuing Education and Youth Skills Programs in Zambia

The introduction of education reforms in Zambia was aimed at helping pupils develop attitudes towards manual work,additionally, schools for continuing education were established during the late 1970s to teach and promote skills in young people who could not continue with their education.

The Zambian government through the Ministry of Education formulated the national policy on continuing education. The policy stipulated that the Ministry would promote open learning, lifelong education and a wide range of mechanisms for continuing and distance education. This would be achieved through increasing access to quality education programs as another venue of educational provision for out of school children, youths and adults. The ministry would also promote continuing education programs which combine the formal acquisition of knowledge with the development of skills and competences relevant to employment, economic growth and development (MoE, 1996:79).

The rapid expansion of the education sector had contributed to the increase in the number of basic and high schools. This had seen an increase in the number of grade twelve school leavers getting into colleges and universities. However, after attaining their professional qualification, these youths found themselves without formal employment and hence the increase in unemployment levels among youths in the country.

According to Mulenga in Osei and Ndulo(1989: 185), youth unemployment occupied the primary position vis-à-vis the employment issue. Unemployment was therefore one of the greatest social-economic problems facing the Zambian youth today.Mulenga further stated that being wary about the problem, the Zambian government took the first attempt to deal with the problem in the Second National Development Plan (1972-1976) with the creation of the Department of Youth Development in the Ministry of Education. However the Department never became fully operational as it was besieged with operational problems. This was followed in 1979 with the creation of the Ministry of Youth and Sport. The new Ministry set objectives and these were to be realized through various training programs which were to be run by the department and other organizations (Osei-Hwendie and Ndulo,1989).

According to the Ministry of Sport, Youth and Child Development National Youth Policy (2006), creating sufficient opportunities for productive employment and sustainable

livelihoods was one of the most important challenges faced in Zambia. Youth unemployment was high due to economic growth. The policy further states that, its overall objective was to put policies in place and implement programs that will create employment for youth in the formal and informal sector in order for them to lead productive lives.

Luchembe, (1994), observed that in Zambia the problem of youth unemployment had partly been aggravated by the inability of the modern sector of the economy to absorb the ever increasing out of school youths following the rapid expansion of the education system.

2.3.7 Challenges to Youth Skills in Zambia

In Zambia, youth skills training faced a multiple of challenges such as mismatch in quality of training. These challenges include the offering of lower qualifications and unaccredited courses to the students by training providers. There was ahigh demand for training in the country at various levels. This demand was however compounded bythe demand for quality training which was hampered by the slow pace of upgradinglowly graded institutions of training.

Another challenge was thatsome institutions could not enroll larger numbers of students in comparison to the demand of youths who wanted to train in various skills. About 8.3% of the institutions in the skills sector offered technical qualifications, hence creating a problem with skills provision among youths (TEVET News, 2011).

The technical education, vocational and entrepreneurship training (TEVET) provided skills training to the youths in various institutions registered by TEVET. However, one of the challenges faced by TEVET was the limited access to training and inadequate training facilities. This hampered skills development in the country despite the sector absorbing the biggest number of learners.

Nkanza (2011), said that the heavy concentration of TEVET in urban areas denied the majority of Zambians in far-flung areas the opportunity for training. He said close to 70% of TEVET providers in the country were concentrated in three provinces, namely: Lusaka, copperbelt and southern. He added that coupled with the skewed spread of training towards the urban area, 80% of training providers in rural areas only offered qualifications upto craft certificate. There were 307 registered training institutions with Technical education, Vocational and Entrepreneurship Training Authority (TEVETA) of which 119 were based in Lusaka, 79 in the Copperbelt and 36 in Southern province.

Shortage of qualified staff was another challenge faced by TEVET in providing skills training. According to the Minister of Education, Vocational Training and Early Education Dr. Phiri (TEVET ,2011), Zambia was experiencing a shortage of human resource and was unable to meet the increased demand for various Technical Education, Vocational and Entrepreneurship Training (TEVET) skills as the economic activities increase.

According to Nkanza (2011) in TEVET News, lack of access to training was so acute in the country. He further stated that data showed that 6% of school leavers per year enter into college or university, yet the overwhelming 94% were left in the streets without employable skills.

The literature reviewed also showed that illegal skills training institutions were mushrooming, offering illegal training and examinations provided by foreign examinations boards. This had compromised the provision of quality training and delivering it equitably throughout the society in TEVET.

The labor market had raised a concern on the caliber of graduates who are coming from the various TEVET training providers and that most of them did not meet the needs of the industry. The industry complained that these graduates had to be retrained in order for them to meet their expectations. This situation had resulted in lack of skilled human

resource to feed into new industries that were coming up in the country especially by foreign investors who end up having to import cheap labor from outside of the country (TEVET,2010).

2.3.8 Major Issues Arising From the Literature Review

The operational definition of the youth or young people varies widely from country to country, depending on culture,institution and political factors. According to the World Health Organisation(WHO), the term youth is used to refer to young people between the age group 15-24 years. On the other hand the Commonwealth Youth Program (CYP), the largest decentralized intergovernmental organization solely committed to youth development defines young people as those between the ages 15-29 years. However, Zambia currently defines youth as a male or female between the ages of 18-35 years old.

The youth skills relate to the skills acquired by people between the age group 15 to 24 years. These are various skills provided to the youth by different skills training institutions in the country. These are skills which are imparted into the youth to enable them be self- employed. In Zambia, various institutions provided skills training to the youths. These institutions were regulated by Technical Education Vocational and Entrepreneurship Training Authority(TEVETA).

The Ministry of Education, Vocational Training and Early Education also offer training to the youth through the Schools for Continuing Education under the Department of Continuing Education. The other Ministry was the Ministry of Sport, Youth and Child Development which had a mandate to supervise skills training centres, coordinate and give support to youth organisations.

Schools for continuing education were established in order to teach and promote skills in young people who could not continue with their education. The main objective of these schools was to train young people in various skills for self- employment and that there were thirteen schools for continuing education in Zambia.From the literature it had been

noted that government was committed to concentrate on skills training and creating self-employment to the opportunities, particularly for the youths in the country (TEVET News,2011)

2.4 Summary

The literature reviewed that factors such as early school leaving, gender, youth's attitudes and aspirations affect participation of youths in skills training programs.The skills training in Zambia faces a lot of challenges such as low enrollments due to inadequate infrastructure, inadequate training facilities and lower qualifications offered to graduates.Therefore, the needs of the labour market are not met. Having reviewed this literature, the researcher decided to undertake a study to determine other factors that influence youth participation in skills training programs.

CHAPTER THREE
METHODOLOGY

3.1   Introduction

The researcher used both qualitative and quantitative data collection methods. The two methods were also be used to analyse the data. The qualitative method was used to collect data through interviews and focus group discussions while quantitative method was used to collect data through a questionnaire.

3.2   RESEARCH DESIGN

The study followed a case study design. According to Kombo(2006), a case study is a way of organizing educational data and looking at the object to be studied as a whole. It seeks to describe a unit in detail, in context and holistically. A case study has one person, entity, a study of one thing; it is identified as one of many. A case study may be of one person, class, school, district, country, continent, or a family.

Kombo (2006) further states that a case study allows an in-depth investigation of the problem at hand as it brings about deeper insights and better understanding of the problem. Therefore, with this understanding in mind, there were thirteen Schools for Continuing Education in Zambia at the time of the study and these wereChingola, Kabwe, Kasama,Kaputa,Kawambwa,Chipata, Mufulira, Ndola, Luanshya, Mazabuka, Mongu, Mansa and Solwezi. This study looked at the case of Mongu out of the thirteen Schools for Continuing Education in Zambia.

This study was therefore a case study of Mongu School for Continuing Education because the school had low enrollment levels of students in the various programs offered by the school. At the time of the study, there were five grade two Schools for Continuing Education (TEVETA Prospectus, 2011).Mongu School for Continuing Education was selected because it was the only grade two school which offered trade test level of

certification and was located in a provincial headquarter. The school was the oldest among schools for continuing education in Zambia.

The other grade two schools were Ndola which offered Technician level of certificate,Kabwe and Kasama which offered craft certificate and Kawambwa which also offered trade test certificate.Kawambwa School for Continuing Education had low enrollments of students,however, the school could not be selected because it was located in a small town. Mongu School for Continuing Education was selected because it had low enrollment of students and also because the school was located in a provincial headquarter.

3.3   TARGET POPULATION

The population for the study constituted all the stakeholders in the skills training programs offered at Mongu School for Continuing Education. These included the school Principal, all Teaching staff and all students at Mongu School for Continuing Education, youths and community members in Mongu District. The district had three (3) constituencies and twenty eight(28) wards. Kanyonyo Ward, had a population of 11,440 at the time of the study and both male and female above 18 years from this population, were 6,049 (CSO, 2012: 80).

3.4   SAMPLE

 For this study, information was collected from a total of 169 respondents. The sample comprised of the Principal, teaching staff, students training in various programs at the school. The study also comprised of out of school youths in and community members from Mbikusita compound in Mongu district.

A representative sample was used to effectively study the targeted population since it was not possible to study the entire population. The sample comprised of fifty (50)community

members drawn from Mbikusita compound, thirty (30) out of school youths, seventy seven(77) students, eleven (11) teaching staff and one(1) principal at Mongu School for Continuing Education. The Principal and teaching staff were sampled for face-face interviews while the students and youths were sampled for focus group discussions. Questionnaires were administered to the community members.

3.5 SAMPLING PROCEDURE

Systematic random sampling and purposive sampling techniques were used. Mbikusita compound was sampled purposively because of its locality. The compound was located about 300 meters away from the school. Systematic random sampling was used to come up with community members in Mbikusita compound. The compound was located in kanyonyo ward which had a total population of 11,440 with 6,049 of this population being 18 years and above (CSO,2012:80). The compound had an estimation of 300 households and every 6th household headed house was selected to administer the questionnaire.

Purposive sampling was used to sample the Principal, teaching staff and the students. The youths were selected using purposive sampling procedure. Singleton et al (1988) believes that this type of sampling is based entirely on the judgment of the researcher, in that a sample is composed of elements which contain the most characteristic, representative of typical attributes of the population.

On the basis of the researchers' knowledge of the population, a judgment was made about which subjects should be selected to provide the best information to address the purpose of the research. Therefore, the decision to include the principal and the teaching staff was based on the fact that they were key informants as they were directly involved in the training of students at this school. Students who had enrolled for training at this school were also engaged in focus group discussions to get their views on the research topic. The youths were organized through the Department of Youth Development

In order to test the internal consistency of the instruments in measuring what was intended and clarity of the questions, a pilot study was conducted in Mandanga compound in Mongu District and Kaoma Trades Training Institute in Kaoma District. The questions that were not clear were rephrased while those that were redundant were abandoned.

3.6   DATA COLLECTION

Three methodswere used to collect data in order to address the research questions of this study. Thesewere semi- structured interview guides, semi- structured questionnaires and focus group discussions. The questionnaire which consisted of both open and closed ended questionswas administered to the community members. The questionnaire was researcher administered. This was done by the researcher reading the questions in the local languages which were silozi or luvaleand writing the responses as the researcher was familiar with both languages. Questionnaires help to save on time hence the selection to use the method. Semi- structured interview guides were used to solicit information from the Principal and teaching staff. These contained open and closed ended questions. This method helped the researcher get a complete and detailed understanding of the topic of the study. Focus group discussions were used to collect data from the youths and students.The youths were engaged in four (4) focus group discussions of seven and six respondents per group while the students were engaged in six (6) focus group discussions. The focus group discussions were conducted to in order to gather more information within a short time.

3.7   DATA ANALYSIS

The data collected from interviews and focus group discussions were analysed mainly using qualitative processes. The collected information was put into identified themes and categories. These were according to research objectives. Data collected from closed ended items of the interviews and questionnaires were analysed using summary statistics

and presented on frequency tables. The manual coding system was used to analyse data. Tables were used forthe sake of clarity.

3.8   ETHICAL ISSUES

The study took into consideration the possible ethical issues. The researcher therefore sought permission from University of Zambia Ethics Committee for approval to carry out the research. The researcher withheld names of the respondents in the findings and the data had no bearing to individual respondents. The participants were assured that the information they would give will be confidential and no names would be published in the findings. The researcher did not force any participant to take part in the research.

CHAPTER FOUR
PRESENTATION OF FINDINGS

4.1   Introduction

The findings of this study are presented in this chapter. The study sought to establish the views of community members, youths, teaching staff, students, youths and the principal on the factors which influence youth participation in skills training programs offered by the School for Community Education in Mongu. Out of one hundred and sixty nine (169) targeted respondents, ninety five (95) were available giving us fifty sixpercent (56.3%) turnout of respondents. The study was based on five (5) categories of respondents and according to the four (4) questions of the study, what factors influence youths participation in skills training programs?, what educational resources are available for the skills training programs?, what was the perception of community members towards the training provided by the schooland how can the levels of youth participation in skills training programs be increased at Mongu School for Continuing Education?.

In presenting the findings, this study employed tables. The data is presented according to research questions.

4.2   What Factors Influenced Youth Participation in Skills Training Programs at MSCE?

Since the overall objective was to determine the factors which influenced youth participation in skills training programs atMongu School for Continuing Education, the respondents were asked to respond. In order to determine the factors, respondents were asked what was influencing the enrolment of students at MSCE, why youths enrol for training at MSCE and why youths do not enrol for training at MSCE. The factors were determined from the point of view of the youths, students and teaching staff.

The findings were out of the fifty five (55) respondents. As regards the factors that were positively influencing youth participation in skills training programs at MSCE, the responses are tabulated in table 1 below.

4.2.1 What Factors Positively Influenced Youth Participation in Skill Training?

The findings were that various factors positively influenced the participation of youths in skills training. These factors are tabulated in table 1 below.

Table 1: Factorsthat PositivelyInfluenced Youth Participation in Skills Training

Factor	Frequency	Number of Respondents	Percentage%
It was a Government School	47	55	86%
Government would employ them	26	55	47%
Low tuition fees	52	55	95%
Obtain life skills	41	55	75%
The School was near	34	55	62%
High levels of unemployment	28	55	51%
To avoid boredom	9	55	16%
No age limits to students	25	55	47%
Low entry qualifications	46	55	82%
Influence from past graduates	1	55	2%
Flexible time table	11	55	20%
Only school offering Secretarial courses	10	55	18%
It was second from Mongu Trades	13	55	27%
Introduction of new courses	11	55	20%
Appealing typing pool and computer laboratory	1	55	2%
Recruitment of new instructors	25	55	45%

Table 1 above shows that 52 (95%) of the respondents said it was because of low tuition fees, 47 (86%) said because it was a government school, 41 (75%) said to obtain life

skills, 34 (62%) said the school was near, 28 (51%) said due to high levels of unemployment, 26 (47%) said because the graduates will be employed by the government while 25 (46%) of the respondents said because there was no age limit to student and 9 (16%) said to avoid boredom. Fromtable 1 above, it can also be seen that 46 (82%) of the respondents cited low entry qualification, 25 (45%) cited recruitment of new instructors, 13 (27%) cited that it was second from Mongu Trades Training Institute, 11 (20%) cited introduction of new courses with another 11 (20%) citing a flexible time table, 10 (18%) said that it said that it was the only school offering Secretarial courses while 1 (2%) said it was because of influence from past graduates with another 1 (2%) respondent by saying it was because the typing pool and computer laboratory are appealing to the people as the factors that positively influence youths to participate in skills training programs offered at MSCE.On the other hand, respondents identified some factors that negatively influence the participation of youths in the skills training programs offered by MSCE.

4.2.2 What Factors Negatively Influence Youth Participation in Skills Training?

The findings were that various factors negatively influenced the participation of youths in skills training. These factors are tabulated in table 2 below.

Table 2: FactorsNegatively Influencing Youth Participation in Skills Training

Factor	Frequency	Number of Respondents	Percentage %
Lack of incentives to graduates	16	55	29%
Lack of knowledge about the school	32	55	58%
Lack of Bursary to students	21	55	38%
In adequate equipment	27	55	49%
Inadequate teaching and learning materials	31	55	56%
Lack of sensitisation	36	55	65%
Limited number of courses	21	55	38%
Few teachers	27	55	49%
School only known to offer Secondary Education	34	55	62%
Lack of boarding facilities	36	55	65%
Poor infrastructure	31	55	56%
Name of the school not good	20	55	36%
Combination of both academic and skills section	37	55	67%
Low level of certification in some programs	18	55	33%

From table 2, it can be seen that, 32 (58%) said that people lacked knowledge about the school, 21 (38%) said lack of Bursary for students, 27(49%) said inadequate equipment, 31(56%) said inadequate teaching and learning materials, 36(65%) cited lack of sensitisation, 21(38%) cited limited number of courses, 27(49%) said few teachers, 34(62%) said school was known to be a secondary school, 36(65%) cited lack of boarding facilities, 31(56%) cited poor infrastructure, 20(36%) said the name of the school was not good, 37(67%) cited the combination of both academic and skills section,

18(18%) cited low level of certification while 32(58%)cited low calibre of enrolled of students.

4.3 What Educational Resources were Availablefor the Skills Training Programs?

The study also focused on assessing the availability and appropriateness of educational resources to the skills training programs. In order to assess the availability and appropriateness of educational resources, questions were asked on whether resources were provided adequately and whether the school had classrooms and workshops for training. The respondents comprised of teaching staff and students from each of the six (6) departments that provided skills training in various programs. These departments were Metal Fabrication, Bricklaying and Construction, Carpentry and Joinery, Power Electrical and House wiring, Secretarial and Catering.The findings from each department are as follows.

4.3.1 Availability and of Educational Resources in Metal Fabrication Department

The findings from this study were from all the students in metal fabrication department and the teacher from the department. The findings related to the availability and appropriateness of materials, tools and equipment, classrooms, workshops and departmental library in the department.

Material Resources in the Metal Fabrication Department

The findings regarding materialresources were that, there was only one (1) text book at the time of the study that the respondents used for reference. The ideal was that two (2) students are supposed to share one (1) text book. The respondents did not have access to the text book as it was kept by the teacher for fear that it would get lost. The respondents only depended on class notes from their teacher. The materials resources in the Metal Fabrication department were not appropriate for effective learning. The   findings   were

that the tools and equipment were not appropriate and that some of them were not available as indicated in table 3below.

Table 3: Tools and Equipment in Metal Fabrication Department

Tools and Equipment	Available	Not Available
Lathe machine	0	1
Drilling machine	1	2
Welding machine	1	2
Hand grinders	1	2
Pipe bender	2	-
Power saw	0	1
Shaper	0	1
Threading tools	0	3 tool boxes
Hand drill machine	0	2
Calliper	1	40 (4 sets x 10)
File	10	70 (7 sets x 10)
Hacksaw frame	1	6
Hacksaw blends	0	40 (4 sets x 10)
Chisels	1	1 tool box
Hammer	1	1 tool box
Spanner	0	1 tool box
Bench vices	6	10
Bench grinders	2	-
Shield	1	9
Safety goggles	0	10

Table 3 above shows that the department lacks major tools and equipment. The findings were that students did not have safety equipment like shields and googols to protect their eyes when burning metal bars. This was a health risk to their eyes. This study further established thatthe teacher borrowed most of the tools and equipment from a friend with a

hardware shop in town. This was not appropriate as the students could not be familiar with the tools as they were taken back immediately after the lesson.

Classrooms in the Metal Fabrication Department

The findings were that, at the time of the study, the department had no classroom for the students to learn from during their theory lessons. The workshop was instead used for both practical and theory lessons. The room was not appropriate as it was dusty because it also saved as a store room for old equipment and production items. The workshop also had benches in it so there was no space to put desks, tables or chairs for students to sit on. The students used to learn theory lessons while standing and writing on benches. This was not appropriate as the students got tired because they are made to stand for over four (4) hours. The students found it difficult for them to move freely in the room. This was dangerous as the students may be injured by a metal bar or other equipment because the room was filled with old equipment and other items. Learning from the workshop was a health risk to both the teacher and students as they were exposed to the metal dust from the workshop.

Workshops in the Metal Fabrication Department

The findings were that, at the time of the study were, the department had one (1) workshop which also saved as a classroom for theory lessons. This was not appropriate as it was not a modern workshop and did not meet the required standards. The department had no library at the time of the study. The findings were that the students only depended on teacher's notes as there was no library in the school and in the department.

4.3.2 Availability of Educational Resources in the Bricklaying and Plastering Department

The responses from this department were from the students and teacher. The findings were on materials, tools and equipment, classrooms, workshops and departmental library.

The following were findings from the department.The respondents were asked if learning and teaching materials were available in their department. Below are the responses:

Table 4:Material Resources in the Bricklaying Department

Materials	Available	Not Available
Brick Work Book 1	0	10
Brick Work Book 2	0	10
Construction Technology	0	10
Chalk (box)	1	-
Stationery (Ream of Paper)	1	-
Pens	6	-

The findings from table 4 above show that material resources such as text books were not available in the department. The table also shows that the teacher was only given one (1)box of chalk, one (1) ream of paper and six (6) pens to use during the term. The responses from the students were that they did not have any text books to use for reference. They only dependedon the notes given to them in class by the teacher. The teacher said the school administration had not provided any text book for him to use for teaching and just depended on college notes.

Tools and Equipment in the Bricklaying and PlasteringDepartment

The findings were that some of the tools and equipment were provided by the school administration while other tools and equipment were not available. The respondents said that students also bought their own tools and equipment as the ones provided by the school were not adequate. Table 5 below shows the tools and equipment bought by the students

Table 5: Tools and Equipment Bought By Students in the Bricklaying Department

Equipment	Total
Spirit level	4
Trowel	5
Mortar gauges	3
Wooden float	4
Measuring tape	6

From the table 5 above, it can be see that the students bought four (4) spirit levels, five (5) trowels, three mortar gauges (3), four (4) wooden floats and five (5) measuring tapes.

The findings from the department were that someof the tools and equipment were not available and were not appropriate in that only the basic resources were provided by the school. The tools and equipment provided by the school were listed in table 6 below.

Table 6: Tools and Equipment in Bricklaying and Plastering Department

Tools and Equipment	Available	Not Available
Bricks	500	Nil
Mortar	12 wheel barrows	Nil
Spirit level	3	7
Tunnels	5	5
Spade	3	7
Metal bucket	2	8
Wire brushes	5	5
Duster	5	5
Wooden float	2	8
Jointer	2	8
Floor reader	0	10
Boister	0	10
Brick hammer	0	10
Steel floats	0	10
Horse pipe	0	2
Wheel barrow	0	2
Hard broom	0	10
Soft broom	0	10
Chairs	0	10
Desk / Tables	0	10

From table 6 above, it can be seen that most of the basic tools though provided were not adequate and that some of the tools and equipment were not even available making teaching and learning not effective. The tools and equipment were not appropriate as each student was supposed to have one (1) tools box and one (1) spirit level. The brick molder which was available was an old model one, there was need to procure a brick molding machine which was much faster as it would produce about eight (8) bricks at a

go as compared to a traditional one which produced two (2) bricks at a go. The brick molding machine was also easier to work with as the job was done quickly. The department had no wheelbarrow at the time of the study as the one available was also used by the whole school hence making teaching and learning difficult. This was because they had to wait for the station hand man to finish using the wheelbarrow so that they can also have access to it. The findings from the study also revealed that the teacher borrowed tools from Community members to use for certain lessons. This was not appropriate as the students did not become familiar with that particular tool as it had to be taken back to the owner immediately after the lesson for fear that it would get lost and the teacher would be requested to replace it.

Classrooms in the Bricklaying Department

The findings were that the classroom for the department was small.The room measured a length of about 12m x 5m and height 3m. It was not well ventilated, making it hot in summer hence difficult for the students to learn from it. The study revealed that the same room was used for practical demonstrations, construction projects and theory lessons. This made it difficult for the students to move freely in the room. Since the room was used for both theory and practical projects, there was no space for the students to put desks for them to sit on when writing, therefore, the students were forced to sit on constructed items while writing on their laps. The study also revealed that there was no space to put the table and chair for the teacher. This made it difficult for the teacher when teaching as he had to hold the books in his hand or put them on the floor. Further, when the projects were still fresh, the students had to learn while standing for four (4) hours and thirty (30) minutes every day.

Workshops in the Bricklaying and Plastering Department

The findings were that, at the time of the study, the department had no workshop as the same room which was used as a classroom was also used as a workshop for constructing practical projects. This wasnot appropriate as the ideal was that the workshop should have been a modern workshop with two storerooms for storing materials such as cement

and lime and another storeroom for storing tools and equipment. The workshop must be one designed for the course and well vanished. The study revealed that the room used as a workshop did not have a storeroom. Instead, the tools and equipment for the department were kept in the staffroom for teachers. This was not appropriate as the tools may be stolen since the staffroom wasopen all the time and anyone could walk in and out anytime. The study further revealed that there was no library in the Bricklaying and plastering department.

4.3.3 Available of Education Resources in Carpentry and Joinery Department

The findings were from the students and teachers in the Carpentry and Joinery department. The findings were as follows.The findings were that the department was not provided with adequate material resources as shown in table 7 below.

Table 7: Material Resources in Carpentry and Joinery Department

Material	Available	Not Available
Text books	0	3
Chalk	1 Box	-
Pens	6	-
Box file	1	-

From the table 7 above, the teacher was only provided with a box of chalk (white), six (6) pens (2 black, 2 red and 2 blue), a ream of plain papers and a box file. It can be seen that the material resources needed for effective teaching and learning such as text books were not available in the department. The study further established that it was difficult for the teacher to teach as the only alternative he had was an old text book which was worn out with some pages missing. The respondents also said they found it difficult to make any references for assignment as they only depended on the notes from their teacher. These material resources were not appropriate for teaching and learning.

Tools and Equipment in Carpentry and Joinery Department

The findings were that tools and equipment in the Carpentry and Joinery department were not adequate though some of them were available. The tools and equipment available and not available are shown in table 8 below.

Table 8: Tools and Equipment in the Carpentry and Joinery Department

Tools and Equipment	Available	Not Available
Jack plain	3	3
Hammer	1	6
Mallet	6	1
Benches	9	-
Vices	6	3
Sash clamps	9	-
Hand saws	4	3
Tenon saws	2	5
Chisels	0	6
Hand drills	0	1
Wood turning lathe	0	1
Planning machine	0	1
Jack saws	0	1
Chairs	0	7
Desks / Tables	0	7

From the table 8 above, it is apparent that the major tools and equipment were not available. The findings were that the department did not have a wood planning machine. The planning of wood was done at SIDO which is about one (1) km away from the school. The students carried the planks on either a bicycle or on their shoulders as they took them for planning as sometimes transport could not be provided. This was not appropriate as the students got tired for them to attend lessons by the time they came back as they were sometimes made to walk in the scorching sun. The findings were that, at the

time of the study, the department had no classrooms for theory lessons. The theory lessons were instead conducted in the workshop.

Workshops in Carpentry and Joinery Department

The findings were that the department had one (1) workshop at the time of the study. The workshop was used for both practical and theory lessons. This was not appropriate because the workshop had poor lighting system and poor electrical connections. The workshop was stored with old tools, equipment and other items. The building was looking old and there was need for a modern one which should be furnished with appropriate equipment.The findings were that the department had no library. This was a challenge to the students as they needed to make references in addition to the notes they were given during lectures.

4.3.4 Availability of Education Resources in Power Electrical Department

The findings from this department were sought from the students and teacher for the course in Power Electrical department. The findings from the respondents were as follows.

Material Resources in Power Electrical Department

The findings were that the students were not provided with learning materials like text books. The respondents only depended on class notes given to them by their teacher for references. The teacher had not been given any textbook for teaching instead only depended on personal textbooks which he bought while at college. Table 9 below shows the available and not available material resources in the department.

Table 9: Material Resources in the Power Electrical Department

Material	Available	Not Available
Textbooks	0	10
Chalk (box)	1	-
Pens	6	-
Box file	1	-
Duster	1	-
Realm of paper	1	-
Working suits	10	-

From table 9 above, it can be seen that the department had no textbooks for teaching and for students to use for reference. This was a challenge to the students and teacher as they needed to make references when given an assignment or for planning by the teacher before teaching a particular lesson. The working suits were provided to the students but they were told to buy their own helmets and boots.

Tools and Equipment in the Power and Electrical Department

The findings are as shown in table 10 below which shows the tools and equipment that were available and not available in Power and Electrical department.

Table 10: Tools and Equipment in the Power Electrical Department

Tools and Equipment	Available	Not Available
Boards	2	3
Accessories (wiring)	2	3
Distribution box	2	3
Conduit pipe		
Spring benders	3	2
Haxal blades and frame	2	3
Set of screw drivers	2	3
Trowel	0	5
Mathematical set	0	5
Hammers	0	5
Chisels	0	5
Desks	5	5

The findings from table 10 above, shows that though tools and equipment were available they were not adequate.The study revealed that the students bought their own sets of screw drivers, hammers, chisels, trowel, and mathematical sets as these tools were not provided by the school hence students took it upon themselves to buy so that they could learn effectively. This disadvantaged other students who did not have the money to buy their own tools and equipment hence the studentswere demoralized and their performancecould negatively beaffected in class. The tools and equipment were not appropriate as shown in the table 10 above in that the ideal was that two (2) students were supposed to share one tool or equipment. The teacher borrowed tools from friends with hardware shops in town and returned them after the lesson. This may costs the teacher extra expenses in case the tool or equipment was broken or destroyed during the lesson. The students did not fully learn how to use that tool or equipment as it was taken back to the owner soon after the lesson. Some lessons were not taught because not all the tools or equipment were found by the teacher.

Classrooms in the Power Electrical Department

The findings were that the department had one (1) classroom which was also shared with pupils from the academic section. The classroom was used by students in the morning and the pupils used the room in the afternoon. This was not appropriate as projects made by students were damaged by the pupils. The study also established that the same classroom was used for studying by the pupils.

Workshops in the Power Electrical Department

As regards the workshops, the study established that the department had no workshop. The same classroom was also used as a workshop for practical lessons. This was not appropriate as the same room was also used by grade ten (10) pupils from the academic section. The practical projects were vandalised because the room could not be locked after the lessons since it was used by pupils.

Library in the Power Electrical Department

The findings were that the department had no library where students could borrow books. The students had no reference books in case they were given an assignment to write. The study discovered that that the students were urged to go to other institutions that had libraries for them to collect data.

4.3.5 Availability of Educational Resources in the Secretarial Department

The findings from this study were from all the students in the Secretarial Department and the teachers from the department. The findings related to the availability and appropriateness of materials, tools and equipment, classrooms, typing pool, computer laboratory and departmental library in the department. The findings are tabulated below.

Material Resources in the Secretarial Department

The findings were that the teachers had no material resources for learning and teaching. There were also no reference books for students to use when they were given to write assignments. Table below 11 belowshows the findings.

Table 11: Material Resources in the Secretarial Department

Material	Available	Non Available
Accounts	1	10
Typing	0	10
Business Communication	1	9
Entrepreneurship	0	10
Office Management	0	10
TOTAL	2	49

The table 11 above shows that the department had only one (1) textbook for Accounts and one (1) textbook for Business Communication. These two textbooks were only used by the teachers. Students did not have access to the text books. This was not appropriate as the students were given assignments to write and they neededtextbooks for them to gather their data.   This made the students to spend most of their time looking for information either from friends or the district library which is about 2 km away from the school. The other three courses in Secretarial department did not have any textbooks. The teachers borrowed from teachers from other institutions or friends that may have that particular book. This made it difficult for the teachers to prepare for their lessons and teach effectively. The findings from the Secretarial department with regard to equipment in the department are shown in table 12 below.

Table 12: Equipment in Secretarial Department

Equipment	Available	Non Available
Typewriter	8	1
Computer	42	0
Ribbons	0	9
Chairs	13	5

The table 12 above shows that the typewriters were not adequate as they were only eight(8) typewriters against nine(9) students. The study revealed that, during typing lessons, one student did not practice the given assignment because he or she did not have a typewriter. This inconvenienced the student in that he or she had to wait for whoever would finish early so that he or she can also practice. In some cases the other student depended on those that were absent on that particular day. This could contribute to the poor performance of the students. The typewriters were not appropriate as they were manual typewriters which consumed a lot of time for work to be completed and also easily broke down because they are too old. The findings were also that, if a typewriter broke down, it takes time for it to be repaired thereby affecting the learning of the students.

Classroom in the Secretarial Department

The findings were that the department had no classroom. It only had a typing pool at the time of the study. The typing pool also saved as the classroom for theory courses. This was not appropriate because the typewriters were on small tables thereby occupying all the space such that the student did not have where to write notes from when it was time for theory lessons. This forced the students to write from their laps and they get tiredeasily. Some were made to lift the heavy typewriters and put them on the floor for them to write properly. This can be dangerous to the students as they may be injured in case they accidentally dropped the machine. The findings were that the department had a typing pool furnished with typewriters which were in good and bad condition. The typing pool also had four (4) computers. The room was well ventilated and appropriate for learning.

Computer Laboratory in the Secretarial Department

The findings were that the department had a well- furnished computer laboratory. The computer laboratory was furnished with computers all in good condition and connected to the internet. The study revealed that the laboratory only had five(5) chairs in good condition at the time of the study. This was not appropriate considering that there were(9) students. The students were forced to carry with them chairs from the typing pool each time they were expected to attend computer lessons. This consumes the time for the lesson to start as they had to be given time to settle down. It also takes up time for the next lesson to start because students spent extra time to settle down since they were moving from one class to another.

4.3.6 Availability of Educational Resources in the Catering Department

The findings from this study were from all the students in the Catering department and the teacher from the department. The findings were as regards to the availability of materials, tools and equipment, classrooms, workshops and departmental library in the department.

Material Resources in the Catering Department

The findings were that the department had only two (2) textbooks which were bought for them by the school administration. The other materials that were provided were stationery and chalk. This was not appropriate because the students needed reference materials each time they were given assignments to write but found it difficult because the teacher could not release the books for fear that they may get lost. Students found it difficult to research as they had to move from one institution to another to collect data. This wasexpensive to the students who did not have adequate financial resources. Those who could not afford transport money had no other alternative but to walk in order to collect the information from institutions which had libraries. The findings have been shown in table 13 below.

Table 13: Material Resources in Catering Department

Material	Available	Non Available
Text books	2	10
Stationery	1 Realm of Paper	-
Chalk	1 Box	-
Table linen	0	10 x 2m
Curtains	0	6
Tea towels	0	4

Table 13 above shows that the department had no text books, table linen, curtains and tea towels for use during practical lessons. Those materials that were not available wereinstead provided by the teachers and students by getting from their own homes. This made the students to spend more money on their education in addition to the tuition fees that they paid. As regards tools and equipment in the Secretarial department, the findings were that over three quarters of the tools and equipment needed in the department were not provided as is shown in the table 14 overleaf.

Table 14: Tools and Equipment in the Catering Department

Tools and Equipment	Available	Not Available
Domestic cooker	1	-
Deep freezer	1	-
Refrigerator	1	-
Pressure cooker	3	-
Fire extinguisher	1	-
Table	10	-
Chair	20	-
Dish washer	0	1
Cutlery	0	Set
Washing machine	0	1
Plates	7	13
Spoons	0	20
Knife	0	3
Mixer	0	2
Blender	0	10
Egg whisker	0	5
Brazier	0	2
Colander	0	3
Grater	0	3
Squeezer	0	5
Flour mixer	0	1
Bread bin	0	1
Baking tins	0	1
Cake pans	0	3
Industrial cooker	2	3

From table 14 above, it is evident that the Catering Department lacks most of the basic tools and equipment such as knives to use during practical lessons. This is inappropriate

considering the fact that these practical lessons were for cooking where such tools are needed for practical lessons.

Classrooms in the Catering Department

The study revealed that the department had no classroom. The findings were that the theory lessons were conducted from the cookery room. The same room was also used for all practical and theory lessons. This was not appropriate as the room gets too hot because of the heat from the stoves hence making it not conducive for learning.

Cookery Room in the Catering Department

The findings were that the department had one (1) cookery room where practical or cooking lessons were conducted. The cookery room had one (1) domestic store and two (2) industrial stoves. These were appropriate considering the number of students in the department enrolled at the time of the study.The findings were that the department had no departmental library. Students therefore, found it difficultto collect data for their assignments.

4.4   What was thePerception of Community Members towards the Training offered atthe School?

The researcher collected data from a total of thirty nine (39) respondents and the results obtained are indicated in the tables. In order to determine the views of the community towards the training provided by Mongu School for Continuing Education, various questions were asked to the respondents and their responses were tabulated on frequency tables.

The respondents were asked to give their views on why they would prefer to enroll their child at MSCE if they had the financial resources. The views of the respondents were indicated in table 15 below.

Table 15: Preferences for parents to Enroll Children at MSCE

Responses	Frequency	Percentage
Yes	29	74
No	10	26
Total	39	100%

Table 15 shows that 29(74%) of the respondents indicated that yes if they had resources they would prefer take their child for skills training at Mongu School for Continuing Education while 10(26%) of the respondents said no.The respondents were further asked to give reasons to their responses in table 15 and the findings are shown in table 16 below.

Table 16: Parents reasons for enrolling children at MSCE

Reason	Frequency	Percentage
It was affordable	3	8%
It was easily accessible	6	15%
Students would gain life skills	15	38%
Quality of education was good	3	8%
Help in developing the community	2	5%
We'll be employed by the government, private or NGOs	4	10%
You can easily monitor the child's performance	1	3%

Table 16 above shows that 15(38%) respondents said the student would gain life skills and become self-reliant, 6(15%) cited that the school was easy to access, 4(10%) said they would be employed by the government, 3(8%) said it was affordable, only 1(3%) said they can monitor the performance of the child, 2(5%) said it helped to develop the community, 3(3%) said the quality of education was good. The respondents were asked

to state if they liked the location of the school and their responses were tabulated in the table 17 below.

Table 17: Views of the Community on Location of MSCE

Responses	Frequency	Percentage
Yes	28	72%
No	9	23%
Non Response	2	5%
Total	39	100%

Results in Table 17 above indicates that 28 (72%) respondents in the community said they liked the location of Mongu School for Continuing Education compared to only 9 (23%)who said no they did not like the location, 2 (5%) of the respondents did not indicate their position.The respondents were also asked to state their views on the school infrastructure. The views of the respondents were shown in table 18 below.

Table 18: Views of Community Members on School Infrastructure

Responses	Frequency	Percentage
Yes	27	69%
No	10	26%
Non Response	2	5%
Total	39	100%

Results in Table 18 above show that 27 (69%) respondents think that the school infrastructure negatively affected the enrolment of students at the school, only 10 (26%)indicated that the school infrastructure did not negatively affect the enrollment of students at the school while 2 (5%) respondents did not give responses. A question was

asked to the respondents to find out whether they felt that the teachers were competent in their work. Table 19 below tabulates the findings.

Table 19: Respondents Views on the Competence of the Teachersat MSCE

Responses	Frequency	Percentage
Excellent	18	46%
Average	12	31%
Below Average	1	3%
No Idea	6	15%
Non Response	2	5%
Total	39	100%

Results in Table19 above supports the positive attitude of community members towards the school in that many community members thought that teachers' were competent to train the students,18(46%)of the respondents felt it was excellent, 12 (31%) respondents indicated that the level of competence was average and 1(3%)respondents indicated that the level of competence by teachers was below average while 6 (15%) respondents said they had no idea. The respondents were also asked if they felt that the graduates from MSCE can be employed. The findings were tabulated in table 20 overleaf.

Table 20: Respondents Views on Employment Opportunities for Graduates from MSCE

Responses	Frequency	Percentage
Yes	34	87%
No	4	10%
Non Response	1	3%
Total	39	100%

Results in Table 20 shows that 34 (87%)respondents indicated that graduates from MSCE could be employed, 4 (10%) respondents felt that the graduates cannot be employed while 1 (3%) respondent did not respond.The researcher also sought views of respondents on whether or not MSCE can compete favorably with other institutions in Mongu. Table 21 below shows the findings.

Table 21: Distribution of Responsesas to Whether MSCE can Compete favourablywith other Institutions or not

Responses	Frequency	Percentage
Yes	28	72%
No	10	26%
Non Response	1	3%
Total	39	100%

The findings in table 21 above shows that 28(72%) respondents indicated that MSCE could compete favourablywith other skills training centres compared 10(26%) respondents who indicated that the school could not compete favorably with other skills training centres. 1((3%) respondent did not indicate the position on this matter.

Respondents' views were also sought on whether they would enroll their girl child in courses such as Carpentry and Metal Fabrication. The findings are shown in table 22 below.

Table 22: Distribution of Girl Child to train in Carpentry or Metal Fabrication

Response	Frequency	Percentage	Reason
Yes	28	72%	-the world was changing - it was also a skill - girls can also do boys job
No	11	28%	-It was a skill for boys only

The findings from table 22 aboveshows that 28 (72%) respondents agreed that they would prefer their girl-child to train as a Carpenter or Metal Fabricator as compared to 11 (28%) who said they would not prefer their girl-child to train as a Carpenter or Metal Fabricator. A question was also asked to the respondents on whether or not they like the courses offered at Mongu School for Continuing Education. The findings are tabulated in table 23 overleaf.

Table 23: RespondentsViews on Courses Offered By MSCE

Responses	Frequency	Percentage
Yes	33	85%
No	3	8%
Not Aware of Courses	2	5%
Non Response	1	3%
Total	39	100%

Table 23 above shows that 33 (85%) respondents said yes they liked the courses offered at MSCE, 3 (8%) respondents said noonly 1 (3%) respondent did not indicate their position on the matter while 2 (5%) respondents said they were not aware of the courses offered.

4.5 How can the levels of Youth Participation in Skills Training Programs at MSCE be increased?

The researcher sought views from all the respondents in the study to state what they felt should be done to improve the enrolment level among the youthsin skillstraining programs at Mongu School for Continuing Education. The responses are shown in Table 24overleaf.

Table 24: Ways to Increase Levels of Youth Participation in Skills Programs

Responses	Number of Respondents	Frequency	Percentage
Give incentive to students	95	47	49%
Advertise	95	74	78%
Provide bursary loans to students	95	52	55%
Build more infrastructure	95	70	74%
Renovate the school	95	52	55%
Build boarding facilities	95	61	64%
Build more classrooms	95	59	62%
Provide tools and equipment	95	44	46%
Provide employment to graduates	95	36	38%
Increase funding	95	36	38%
Build more workshops	95	47	49%
Build staff houses	95	55	58%
Separate the two sections	95	55	58%
Change the location	95	34	36%
Offer new courses	95	41	43%
No idea	95	6	6%

From table 24, it is apparent that 74 (78%) cited advertising,70(74%) saidbuilding more infrastructure, 61(64%) said build boarding facilities, 59(62%) said building more classrooms, 47(49%) said give incentives to students, 52(55%) cited provision of bursary loans, 52(55%) said renovating the school, 44(46%) said providing tools and equipment, 42 (44%) said employing qualified staff, 47(49%) cited building more workshops, 55 (58%) said building staff houses,34(36%) said changingthe location, 41 (43%) said offering new courses and 55 (58%) said separation of the two sections as some of the ways in which the number of enrolment can be increased among the youths.A question was asked to the respondents to find out the courses that they wanted to be offered at MSCE. Table 25 below shows the findings.

Table 25: Respondents Views on Choice of Courses to Be Offered at MSCE

Answers	Number of Respondents	Frequency	Percentage
Computer Programming	67	9	13%
Psycho-social Counseling	67	2	3%
Carpentry	67	40	60%
Tailoring	67	42	63%
Mechanics	67	23	34%
Metal Fabrication	67	19	28%
Catering	67	25	37%
Food and Beverages	67	10	15%
Engineering	67	20	30%
Electronics	67	32	48%
Bricklaying and Construction	67	25	37%
Agriculture	67	32	48%
Not Sure	67	8	12%

The Table 25 above, respondents gave the following responses: 42 (63%) said tailoring, 40 (60%) said Carpentry, 9 (13%) said Computer Programming, 2 (3%) said Psycho-Social Counseling, 23 (34%) said Mechanics, 1 (1%) said Shoe Management, 19 (28%) said Metal Fabricating,25 (37%) said Catering, 10 (15%) said Food and Beverages, 20 (30%) said Engineering, , 32 (48%) said Electronics, 25 (37%) said Bricklaying and Construction, 32 (48%) said Agriculture while 2 (3%) said Driving while 8(12%) said that they were not sure.

4.6   Summary

To sum up this chapter, it was clear that the low enrollment at MSCE was attributed to a number of factors which needed urgent attention. It was also clear that the teachers at the school were teaching under difficult situations. The teachers must therefore, be commended for their effort taken in providing quality training to students at MSCE.

CHAPTER FIVE

5.0 DISCUSSION OF RESEARCH FINDINGS

5.1 Introduction

This chapter discusses the findings of the study whose main aim was to establish the factors which influence youths to participate in skills training programs offered by the school for Continuing Education in Mongu. The chapter did not discuss all the findings that were presented, only those findings in line with the objectives.

5.2.1 Factors Positively Influencing Youth Participation in Skills Training Programs at MSCE

In almost all countries in the world, the large numbers of graduates coming out of the formal school system are unemployed, although opportunities for skilled works do exist in the economy, more and more people are having trouble when looking for work, and youth unemployed levels were certainly serious in many countries. In Zambia, the rate of youth unemployment wasmuch higher than that of adults because the population of youths was high (CSO, 2008:65).

Unemployment was one of the greatest social-economic problems facing the Zambian youths today. The Zambian government through the Ministry of Education, Science, Vocational Training and Early Education under the Department of Continuing Education provided training in specific skills to school-leavers and adults in schools for Continuing Education. Mongu School of Continuing Education was one of the thirteen schools for Continuing Education found in Zambia. Like other schools, MSCE also faced challenges in providing training to the out of school adults and school leavers. The enrolment level among the youths in the various programs offered by Mongu School for Continuing Education was low.

With few jobs in the formal sector, it was therefore, evident that the people of Mongu, youths in particular need to take up skills training for them to be self- reliant. Though they were unemployed, these youths did not enroll themselves for training in the various skills programs offered by Mongu School for Continuing Education. This situation was

however, different from other skills training centresin the district suchas Mongu Trades Training Institute. According to the CSO (2008), only 11% of the people aged 15 years and above were in formal employment (p: 51).

This study established that there were various factors which attributed to the low participation rate among the youths in skills training programs offered at the Mongu School for Continuing Education. The reason why Secretarial courses had the highest enrollment levels could be attributed to the fact that for a long time, MSCE had been the only school which offered Secretarial course in the province. The institution had since 1907 been offering skills training programs which among of them was Secretarial course in Western Province. This made the students to have no option but to enroll at MSCE. The department was the only one which had a steady enrolment of students for the past years. Until 2011, the Secretarial students wrote the City and Guilds of London examinations. This motivated the students as most people regard International Certificates to be very marketable on the labour market.

The study revealed that MSCE was a government run institution through the Ministry of Education, Science, Vocational Training and Early Education. This motivated the students to enroll for training at the school because they felt that they would be employed by the government when they complete their training. This was therefore not the case as most of them still were unemployed because they did not have start- up capital for them to run their businesses.

This study also established that low tuition fees was one of the factors that had influenced positively youth participation in skills training at MSCE since most of them were still under the custody of their parents and guardians and poverty levels in the country stood at 60.5% (CSO,2012:181). It was therefore obvious that parentswould opt to take their child to an institution where they would not pay a lot of money for tuition. This was due to the fact that the poverty levels in Zambia were high and also the fact that most of the youths were orphaned due to HIV/ AIDS. According to CSO (2012:34), about 43.7% of the Zambian population between the ages 0 – 20 years old were orphans.Despite the fact that tuition fees were low, the number of youths enrolling at the

MSCE still remained low in all the programs. The low tuition fees were supposed to attract the youths to enroll but this was not the case compared to fees at Mongu Trades Training Institute, which was also a government institution now under the Ministry of Education, Science, Vocational Training and Early Education. The tuition fees were at three hundred kwacha (K 300.00) per term at the time of the study. This was therefore an indication that the school was not attracting youths.

The study revealed that low tuition fees and low entry qualification were some of the factors that positively influenced youths to enroll at MSCE. Other factors include recruitment of the new teachers and because the school was within a walk-able distance.

The study also established that low entry qualification positively influenced the participation in skills training among the youths. This was most common in Carpentry and Joinery, Metal Fabrication, Bricklaying and Plastering and also Catering departments. In these departments, the lowest academic qualification was Grade 7 and the highest being Grade 12. So the students enrolled for training because they were not enrolled by other institutions due to their low qualification. The situation was, however, different in Power Electrical and Secretarial departments where all the students were Grade 12 school leavers with full school certificate. In Power Electrical, the enrolment of students was ten (10) and most of them were sponsored by Henwood International. What was evident was that the students (the youths) enrolled for training in that program because they were informed that they would not pay any tuition fees as they would be sponsored. This was among the reasons why students from the Power Electrical department gave when asked why they decided to enroll for training at the school. Some said they did not want to stay at home doing nothing, others said to acquire skills and be self- employed while others said because it was free since it was sponsored hence they would not pay any money for tuition. The Secretarial students were also all Grade 12 school leavers. The entry requirement for Secretarial department was that, the applicant must have a full grade 12 school certificate, or five (5) GCE'O' level with credits in English and Mathematics.

However, Osei- Hwendie (1989:100), argues that skill training centers should not be subordinated to a lower status in the education sector. Rather their flexibility and

innovative features should be built upon, and the programs up graded to meet the requirement of an expanding and developing economy. The programs must have the required mix of practical and theoretical skills and must produce graduates who are attractive for many employers.

The findings of the study revealed that new teachers had been recruited in some programs and this motivated people to enroll as the new teachers introduced new courses. The government through the Ministry of Education, Science, Vocational Training and Early Education had recruited new teachers in the various departments. One (1) in the Carpentry department, one(1) in the Tailoring and Catering department, one(1) in the Power Electrical department and one(1) in the Bricklaying and Construction department. This saw an introduction of new courses such as Power Electrical and House Wiring. Other courses such as Bricklaying and Construction and Tailoring were reinforced with qualified teachers. This had contributed to an increase in the enrolment levels in these programs. It was through such programs like Bricklaying and Construction and Tailoring and Catering that most of the people preferred to have a skill in.

The findings of the study also established that some students had enrolled for training in the Power Electrical course because they were sponsored. Almost 80% of the students doing this program were being sponsored. The findings were that some of them had no intention of enrolling for the program but opted to take the course because they were going to be sponsored. A non-governmental organization called Henwood Foundation offered to sponsor ten (10) students to train in Power Electrical and House Wiring program.

The study further established that easy accessibility to the school was another factor cited by respondents as the reason why they enrolled at MSCE. The respondents said that, the school was near and could easily be accessed by most of the students. The school was within the radius of 3 km and surrounded by compounds which had a high population of youths. Most of the students were from those compounds and for them transport cost was not a problem considering the fact that majority people in Zambian were afflicted by extreme levels of poverty (CSO, 2012:180).

5.2.2 Factors Negatively Influencing Youth Participation in Skills Training Programsat MSCE

Respondents also stated other factors which seem to influence negatively the participation of youths in the skills training programs. Majority respondents stated that the lowcaliber of the students that were enrolled affect the participation of the youths negatively in skills programs. The school enrolled participants from all age groups regardless of their academic qualifications. This was in line with the objective of establishing the Schools for Continuing Education to teach and promote skills in young people and adults who could not continue with their education (MOE,1996:79). The school therefore, was mandated to enroll any student as long as they were willing to train in a particular skill. The category of students had therefore, not mattered to the school. This had affected the participation of youths in that most of them felt it was a school for old people, or it was a school where only those who had not attained good academic qualification could go for further training. Hence those with good academic qualification either at Grade 9 or 12 felt they could not enroll at the school because they would be deemed to have bad or poor academic qualifications.

The study established that the combination of academic and skills sections was also another contributing factor to the low enrollment at MSCE. Schools for Continuing Education offered knowledge and skills to young people who wanted to continue with secondary education and to young people and adults who wanted to acquire skills in various programs. Therefore, the MSCE had two sections; the academic and the skills section. The academic section had a high number of pupils from Grades 10 to Grade 12. The enrolment at the academic section was high compared to the skills section. Due to the high number of pupils, the school was mostly known to be just a secondary school and not much of the other section was known. The youths felt they could not enroll because they did not have the prestige of being at a school which to them was the same as being at a secondary school and more especially for old people.

It was further established that another factor was that the people lacked knowledge about the school. Majority respondents stated that they were aware about the school and that it was a school for old people who want to write GCE. The study revealed that not much of

the skills section was known to the people. During focus group discussions with the youths, some respondents stated that they just saw that there were other buildings apart from the academic section but they did not know that it was the skills section where they could also acquire training in various skills.

The findings also revealed that lack of sensitization about the school was another factor that negatively influenced youth participation in the skills programs at Mongu School for Continuing Education. The findings were that there were no advertisements about the school on either radio or television, although some respondents stated that they had heard advertisements about the school on the local radio stations; Radio Liseli and Radio Lyambai. The respondents therefore, said that much sensitisation should be carried out especially about the skills section and the programs that are offered.

Furthermore, it was established that Lack of boarding facilities was another factor that negatively influenced the participation of youths in skills training programs offered by Mongu School for Continuing Education. This was in order to carter for students within and outside the district and province. The fact was that most youths would prefer to enroll at an institution which had boarding facilities so that they are away from their parents or guardians. They would want the freedom to look after themselves without the supervision from their parents. The study revealed that the school had, at the time of the study, enrolled students from Kalabo, Kaoma and Lukulu districts of Western Province. Those students could not be accommodated by the school due to non- availability of boarding facilities. The students were made to rent rooms from the nearby compounds. These students stated that it was not safe for them because the compound had high crime rates due to unemployment among the youths who seemed to be the majority of the population. One of the students complained that he was made to cycle for about 15 km from Mongu to Limulunga district and back from Monday to Friday. This tired him out and therefore sometimes missed lessons so that he could rest.

The other factor that was given by the respondents was due to insufficiency of the infrastructure. The school had no classrooms for learning and workshops for practical lessons at the time of the study. The school needed nine (9) classrooms. At the time of the study, the theory lessons were conducted in either workshops or classrooms that were

also shared with the pupils from the academic section. One department shared a classroom with pupils from the academic section, at the same time the classroom was also used as a workshop where practical lessons were conducted. These project works were usually destroyed as the classroom had no locking system. There were two (2) workshops at the time of the study but there was need for two (2) more to be constructed. Among the infrastructure not available were a library, classrooms, hostels, school hall and teachers' houses. At the time of the study, there were only three (3) teachers' houses.

The existing infrastructure was old and not appealing to look at. The buildings were built during the colonial days and therefore needed to be renovated so as to attract the people that would want to come to the school for training. The study also revealed that the courses being offered were few and that they were mostly traditional courses like Carpentry and Joinery, Tailoring and Catering among others. Youths do not want to enrol in such courses as they were regarded to be for adults and those without good academic qualifications. They wanted courses that would enable them find employment in the formal sector such as social, marketing and secretarial. They want courses that are highly demanded for on the labour market and with modern technology.

The number of teachers was small at the time of the study, with some departments having only one teacher. This was evident in Metal Fabrication which had one (1) teacher, Power Electrical had one (1) teacher and Bricklaying and Construction also with only one (1) teacher. This meant that when the teacher falls ill, the students would have no lessons or no one to teach them until their teacher recovered.

Lack of bursary loans to students also influenced negatively the participation of youths in these skills programs. Most of the youths may be orphans or vulnerable to afford to pay tuition fees. If bursary loans were given to such youths, enrolment levels would increase as observed in Power Electrical program where Henwood Foundation sponsored ten (10) students.

Among other reasons given by respondents included low level of certificates awarded to graduates in some programs. MSCE awards trade test certificate only and graduates feel that it was a lower qualification hence most of the youths did not enrol in these programs.

5.3   Availability ofEducational Resources to the skills training

The findings of the study as regards the availability of educational resources revealed that the educational resources were not available and inappropriate. The study showed that education resources such as material resources, tools and equipment and infrastructure were not available and inappropriate in almost all the departments.The study revealed that the school lacked teaching and learning resources for effective teaching and learning to take place. In almost all the departments, the teaching and learning resources were inadequate. As regards material resources, all the departments lacked textbooks for their reference when teaching. In four departments, there were completely no textbooks to use when teaching. The teachers from these departments depended on materials from teachers from other institutions or from the notes they wrote while at college. This completely meant that the students had no reference materials and depended solely on teachers' class notes. In some departments, only one or two textbooks had been provided. There is no doubt therefore, that there was no effective teaching and learning at the school. The teachers do not plan for their work effectively. The inadequacy of education material can be said to have negatively influenced the participation among the youths in the sense that those students in the school complained of non -availability of education resources in the school which makes those who want to enroll go to other institutions.

The inadequacy of educational resources negatively affected the quality of graduates trained by the institution. This had also been observed by the Word Bank Report (1990) which states that to produce well trained graduates with excellent skills, further and high education institutions must be able to bring together minimal inputs necessary for successful performance and skill acquisition.

This situation was also observed by Mulenga (1989) who said that the major contributing factor to the ever increasing number of the unemployed youths was their lack of marketable skills and inadequate guidance given to them about what job opportunities are available on the market. The training systems in Zambia had not improved despite the visible expansion of the training facilities over the past two decades. Training over the years had given high priority for the modern sector, treating training for the informal sector as secondary.

On material resources, the study revealed that these were not available. Material resources like textbooks were not provided by the school administration. The teachers were only provided with chalk, pens and ream of paper at the beginning of the term. The teachers did not have reference material to use when planning and teaching. It was noted that the teachers from some department borrowed books from other teachers and lecturers from other institutions. Some teachers depended on college notes for them to teach. Though some of the department that had textbook, these were inappropriate as the maximum they had was one (1) textbook per program. If the curriculum materials are not provided, there is the likelihood of considerable variation between what the curriculum specifies that the students should learn, what teachers teach and what students actually learn.

 As confirmed by Dasmani (2011:73), lack of curriculum materials was likely to cause apathy in the teaching of practical subjects due to the absence of instructional materials and effective instructional strategies, leading to inefficient use of instructional time. Dasmani further says that due to the above situation, many instructors may not be able to cover the intended curriculum, meaning they would only cover those parts that they expect and to be examined.

Generally the quality of training in the technical and vocational education and training which provides skills training was low because the emphasis was on theory and certification rather than on skills acquisition and proficiency testing. High quality of skills training required an adequate supply of training materials and practice by learners.

As regards tools and equipment, most of the departments lacked the necessary and appropriate tools and equipment. Some teachers depended on friends and community members to borrow tools and equipment from that were not available from their department. Some of teachers said that they depended on community members who had the equipment so that they could borrow from them while others said they depended on friends who had hardware shops in town from borrowing tools and equipment and which they returned after use. This was evident that the teachers had difficulties in trying to provide effective teaching in these programs because the tools and equipment in most cases were not available. In instances where they were provided, the tools and equipment were inappropriate to the number of learners in that program. In some departments, the equipment was outdated considering the change in modern technology where manually operated equipment had been replaced by electronic ones. The tools and equipment that were used at the school for training was different from the ones at various job markets are modern. This entails that the quality of training was low because when these tools and equipment were not available or inappropriate, it reduced the effectiveness of training in meeting the required knowledge and skills objectives. High quality skills training required appropriate workshop equipment and practice by the learners. The trainees needed to acquire new skills that respond to the needs and change in society. Therefore, lack of tools and equipment negatively affected the acquisition of practical skills. Trainees enter the labour market with little or no practical learning experiences which are relevant to the world of work. As observed by Dasmani (2011:72), the short supply of basic tools would negatively affect the practical skills and knowledge acquisition.

On the classrooms, the study discovered that theclassrooms for conducting theory lessons were not available at the time of the study. Most of the programs were being conducted in workshops which were also used for practical lessons. Only one department had a classroom convenient for learning but the same classroom was also used as a workshop for practical demonstration. The same classroom also served as a study room for pupils at the academic section. The department of Bricklaying and Construction conducted both practical and theory lessons in a room not conducive for learning because it was too small to accommodate all the nine (9) students. The room was initially for drying hides for the

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leather and Tannery department, a program which had temporarily been closed because it had no teacher. The room was also used as a workshop for practical demonstrations. The constructions were done inside the classroom for fear that they would be destroyed by the rain, wind and people. Because of this, it therefore become impossible for the students to put desks for them to sit on hence they used to learn while standing or sat on their constructed projects. The study further revealed that the school needs nine (9) classrooms where theory lessons only can be taught from. The available rooms, which were workshops, were not conducive for theory lessons.

With regards to workshops, the study revealed that the school had workshops. It was established that there were five (5) workshops at the time of the study though two (2) more were needed. Despite the availability of workshops, they were not modern as these were workshops built during the colonial time hence there was need for them to be refurbished into modern workshops with modern tools and equipment that would enable the trainees acquire the requisite skills for the job market. This study revealed that all the workshops served both purposes; theory and practical lessons.

On the school library, the findings were that both departmental and school libraries were not available. The study revealed that the teachers and students depended on either friends or other institutions for reference books.This was evidence that there was ineffective teaching and learning in these skills training programs. In skills training, the non- availability of educational materials such as tools and equipment negatively affects the acquisition of skills as the learner is only exposed to theory and less practice. This was also confirmed by Jacques (1990) who says that learning resources in vocational education support the acquisition of skills. According to Jacques, learning resources are central to teaching or learning.

5.4   Perception of the Community towards the Training Provided by the School

The findings of the study with regards the perception of the community towards the training provided by Mongu School for Continuing Education was good. Most of the community members seemed to have a positive attitude towards the training at the school. A positive community perception was important for MSCE for it to continue providing services to the community.

Miller (1987) says that vocational and technical education has very little, if and, value to the individual, the community or to the economy unless the skills that are learnt enable people to get and hold jobs. The views of Miller are also acknowledged by Ngige (2010) who said that institutions are part of society and do not exist in isolation from society. Therefore education is planned at any level to make it more effective and efficient in responding to the needs of society.

One of the challenges that parents or guardians have towards educating their children is the financial resources to enable them pay for their education. Parents with a good source of income normally chose the best colleges or universities for their children to acquire knowledge and skills. This was regardless of the high tuitions fees. On the other hand, parents with a small or minimum income would want to choose an institution with low tuition fees which they can afford to pay. The community said that they would enrol their children for training at the school while few of them felt that they would take their children to other institutions other than Mongu School for Continuing Education.

Accessibility to learning institutions by the learners was one factor thatcan influence the participation of the learners either negatively or positively. The institution must be located in an area where there is adequate transport while institutions that are located in faraway places or from the town must have provision for boarding facilities to accommodate the learners. These institutions must also have adequate transport for learners to and from the institution. MSCE was centrally located making it easy for the learners to get their as most of the compounds are within walking distance to the school.

As regards the school infrastructure, the community agreed that the old buildings did not attract the people to enrol. The buildings are too old as the school was built in 1907 hence needed to be renovated for them to attract youths. Good infrastructure attracts the people. It was obvious that the bad infrastructure of the school had negatively influenced the enrolment of the youths in these programs.

On teacher competence, it was established that the teachers were perceived to be competent to train the students. In most skills training institutions, studies have shown that the quality of training was low, with undue emphasis on theory and certification rather than on skills acquisition and proficiency testing. Inadequate teacher training was also a factor that reduced the effectiveness of training in meeting the required knowledge and skills objectives. Therefore, high quality skills training required qualified teachers. According to the TEVET Act No. 13, the modules for skills training must be designed to meet the needs of communities.

Job opportunities for the graduates were a challenge to the youths after acquiring training in these skills. This was because the practical skill training was not closely related to the requirements on the job market. These graduates lacked the skills for the job market hence they had a few chances of gaining employment and in most cases were unemployed. It was for this reason that youths would not want to enrol for training in skills programmes at MSCE.

Another reason why skills training institutions like MSCE did not attract students was because for many years TVET in Zambia had been considered as a careerfor the less academically qualified. This had been fuelled by the low entry requirements for admission into TVET programs and the limited prospects for further education and professional development. What is more, the impression was created by government that the primary objective of the vocational education track was to keep dropouts and lockouts from the basic and secondary school system off the streets, rather than project this type of training as an effective strategy to train skilled workers for the employment market. The

lockouts are those students who have failed to move up in the education ladder because they are not able to find places at the higher level.

Through skills training programs, many graduates from Mongu School for Continuing Education were able to find jobs especially in the construction industry which was mushrooming in the province and country respectively. The province had recorded an increase in the developmental projects initiated by the government and private sectors.

5.5   Ways to Increase levels of Youth Participation in Skills Training Programs at the School

The study discovered that in order to increase the participation levels in skills training among the youths, certain measures had to be put in place. Firstly, the provision of training materials must be adequate. These must be adequately supplied to both teachers and students. The workshop tools and equipment must also be adequately supplied so as to enable teachers and students teach and learn effectively. These educational resources, when inadequately supplied, could give one room to teachers focusing more on theoretical teaching hence contribute to students not being effectively qualified in practical skills.

In general, the school had a short supply of training materials, tools and equipment. Since skills training mostly rely on materials, tools and equipment for training, their short supply, therefore, negatively affected practical skills acquisition. The availability of instructional materials contributes significantly in motivating teachers to teach practical skills. The teachers' motivation to teach can be reduced due to the inadequate supply of teaching and learning materials, tools and equipment. The availability of instructional materials contributes significantly in motivating teachers to teach practical skills (Dasmani, 2011:73). This was because the hope for success will be higher than the fear of success.

Infrastructure development was another area where the school needed to improve so that youths are attracted to enrol at the school. The school needed classrooms, workshops, library, a store room and furniture for the workshop and classroom.

Although the school had five (5) workshops, they did not meet the required standard set by Technical Education, Vocational and Entrepreneurship Training Authority (TEVETA). According to the TEVET Act No. 13 of 1988, the workshop should meet the following standards: cross ventilated; provision of a Board; Two Students per bench; Area per student should be 4.25 square metres; Adequate workspace; High roof space; Enough light; Broad entrance and fire exit; fully stocked first aid kit; clean environment; clear workshop safety rules and recommended order or machinery. The classroom should have enough tables and chairs to accommodate all students, cross ventilated; adequate workspace; enough light; broad entrance; first aid box and youth friendly learning environment.

The TEVET Act No. 13 of 1988 also stipulated that the furniture should be adequate to carter for each student with enough standard benches and operation tables. From the TEVET Act on standards required by training institutions, it was clear that the school did not meet the minimum standards to provide training as set by TEVETA. The school had only workshops and no classrooms for theory teaching. It was therefore, observed that these workshops were also used for teaching theory lessons, a practice that discouraged the youths to enrol themselves at the school. The school needed to build classrooms and also increase on the number of workshops so that students' motivation to learn can be increased. High quality skills training requires qualified teaching staff. If the teachers are not qualified, the effectiveness of training is reduced. The quality of training is also low.

The number of teachers at MSCE discourages the students. The findings were that some programs only had either one (1) teacher. In such situations, lessons tended to be boring as students had to be glued to one teacher for over four hours. The number of teachers at the school had increased with the recruitment of four (4) teachers in addition to the seven (7) teachers who were already at the school. The recruitment of these teachers had seen

an introduction of new courses such as Bricklaying and Construction and Power Electrical and House Wiring.

The primary objective of Schools for Continuing Education was to train young people in skills which may enable them to be self- employed. However, this objective had not been achieved because youths lacked start-up capital for them to start their own businesses. The graduates foundthemselves acquiring skills that did not make them self- employed or enable them find employment.

It was therefore, important that skills training programs be linked to the world of employment. This would enable the students be trained either in self or paid employment. The training institutions must offer young people long life skills and Entrepreneurship. The courses offered must be demand driven and applicable in specific communities.

Mongu School for Continuing Education offers mostly traditional courses like Carpentry, Catering and Designing and Secretarial; only recently did the school introduce new courses with the recruitment of teacher. It was observed that the youths had a negative attitude towards manual work. This was also observed by Luchembe (1994) who says that the problem of youth unemployment had been aggravated by an imbalance between the types of employment opportunities available and the school leaver's occupational aspirations.Luchembe further says that there was more empirical evidence in developing countries which indicates some student bias to white collar or inside jobs. If the courses offered were formal employment related, the youths were going to enrol in those programs.

The above situation was also acknowledged by Osei- Hwendie(1989) who says that youths belong to a productive labour force and should be duly trained, motivated and involved in the national development efforts. According to Hwendie, youth training programs should be given proper consideration in order to integrate youths in the development process.

5.6 Summary

The introduction of courses such as Power Electrical and Bricklaying and Construction had improved the enrolment of students. The construction industry had grown in the province thereby demand for human resource in such areas was high and required one to have the relevant skill. With increased infrastructure, instructional materials and tools to the departments, more youths were going to enrol in the skills programs.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

The chapter is divided into three sections. The first section is the summary of the major findings. The second is the conclusion and the third section is the recommendations for improvements and also for further research.

6.1 Summary

The aim of the study was to determine the factors that influence youth participation in skills training programs at the School for Continuing Education in Mongu. The investigations were conducted from Mongu School for Continuing Education and the community in Mongu. Semi- Structured interviews, semi- structured questionnaires and focus group discussions were used to collect data which was then coded and analyzed manually and also through the use of a calculator.

The study had the following major findings:

6.1.2 Factors Influencing Youth Participation In skills Training Programs at the MSCE

That there were factors which influenced negatively and positively, the participation of youths in skills training programs at Mongu School for Continuing Education which made them enroll and not to enroll for training at the school.

The youths enrolled at the school because the tuition fees at the school were low as compared to the other government institutions which also offered training in various skills programs. Low entry requirement was another factor which attracted students to enroll at the school for training. The study found that some of the students who enrolled at the school had low qualifications. The other factors were that the school was centrally located and also the fact that it was a government school. The school had been offering skills training in various programs but because they were few jobs in the formal sector,

most of the youths graduating from MSCE, colleges and universities ended up being unemployed. Hence the acquisition of a skill would not enable the youths to be self-reliant.

Due to the other factors such as lack of knowledge about the school, lack of bursary for students, inadequate teaching and learning resources, lack of boarding facilities, the combination of skills and academic sections, poor infrastructure, the youths are not attracted to enroll for training at the school. The other factors include limited number of courses offered and also the school being known to offer secondary education and not skills training due to the fact that there are more pupils than students.

The study found that the above mentioned factors had negatively contributed to the low participation of youths in the programs offered at MSCE. The study further established that awareness of the school providing skills training was minimal to the public and the name of the school had also contributed to the low enrollment levels among the youths. The study therefore found that various factors had negatively contributed to the low participation of the youths in these programs offered by MSCE. These factors needed to be addressed so that more youths can enroll themselves in the various programs offered by the school.

6.1.3 Availability of Educational Resources to the Skills Training Programs at MSCE

The findings of the study as regards educational resources were not impressive. This was because educational resources were not appropriate and in some cases not available. Among the material resources not available were textbooks for teaching and learning. These were inadequately supplied to all the departments making it impossible for effective teaching and learning to occur. Skills training is more about practice, but the findings were that tools and equipment for training were also inadequately supplied or not available forcing teachers to take a risk of sourcing from other institutions and friends with hardware stores where these tools and equipment could be found.

The study found that lack of infrastructure such as classrooms, workshops, library, hostels and school hall negatively affected teaching and learning at MSCE. The available workshops were not in good condition and did not meet the minimal requirement standards hence negatively affecting the teaching and learning.

6.1.4 Perception of Community towards Training Provided by the MSCE

It was found that the community had a relatively positive perception towards the training at the school. Majority members of the community felt that they would choose to train their children at the MSCE if they had the resources. They felt that the training was good and that the teachers were competent in their work.

The community expressed a level of satisfaction in the courses offered at the school. These courses were Carpentry and Joinery, Metal and Fabrication, Tailoring and Catering, Secretarial, Bricklaying and Construction and Power Electrical and House wiring. The perception towards these courses was good and they also felt that even their female children could be enrolled in courses such as Metal Fabrication and Carpentry though such courses were perceived to be only for male folk. This was good for the school as it strived to compete with other institutions in the district and province as a whole.

However, it was discovered that other courses should be introduced. The community felt that courses like Basket Making, Farming, Mechanical Engineering and Fishing should also be offered at the school in addition to the ones that were being offered.

6.1.5 Improvements to increase Youth Participation in skills programs at MSCE

The study found that more needed to be done with regards to increasing the participation levels of youths in skills programs. Among those mentioned include the building of more infrastructures, the renovation of the school, increasing the supply of teaching and learning resources. The infrastructure at MSCE had been built before 1907 and had not

been renovated ever since. The buildings look old and were also few. The school had three (3) old workshops and there was need for them to be renovated to meet the standards required for training.

In addition, there was need to introduce new courses. The academic and skills section must be separated so that each section can operate independently. Bursaries should be introduced and incentives should be offered to students as start-up capital.

6.2   Conclusion

The government was committed to alleviating the problem of youth unemployment by encouraging the youths to acquire skills that will enable them access jobs. MSCE had the capacity to provide skills training to these youths in various fields. However, many factors have been identified to be influencing the participation of youths invarious skills programs. The study found that low tuition fees and entry requirementsinfluenced positively the participation of youths in skills training. On the other hand, the combination of academic and skills sections, poor infrastructure, inadequate educational resources and lack of awareness about the school were the major factors that contributed negatively to the participation of youths in the skills training programs..

The study found that the school was experiencing financial constraints. Therefore the school management could not adequately provide the educational resources for teaching and learning. The government was not providing the school with sufficient funds to run the school as funding to these schools was according to the grade of the school.

The availability of training materials and basic tools contributes significantly in motivating teachers to teach practical skills.The teachers offering skills training at the MSCE concentrated much on the theory than practical lessons because they lacked appropriate educational materials. Skill training was a practical course and if tools and equipment were not available, the acquisition of practical skills would be negatively

affected however, it was evident that MSCE was not provided with the necessary tools and equipment for it to provide better training services.

The inadequate infrastructure at the school had influenced negatively the participation of youths in skills programs. Most of the teaching was not conducted in the required standardworkshops and classrooms. More infrastructure needed to be built by the government so that MSCE can attract youths to enroll for training at the institution.

6.3   Recommendations

As a result of the findings from this study and the conclusion drawn, some recommendations have been made.

1. The study revealed that the funding at theschool was inadequate, to address this, the government through the Ministry of Education,Vocational Training and Early Education should increase funding to the school to help the school administration operate effectively.

2. The Ministry of Education, Science, Vocational Training andEarly Education should build moreinfrastructure at MSCE for effective teaching and learning at the school.

3. The study established that the public was not aware of the services offered by the school, to address thisthe school administration should advertise to the public all the services being offered by the school.

4. The study established that the combining of the skills and academic sections was the main factor that negatively influenced the participation of youths in the skills programs. Therefore, the school management should separate the two sections.

5. The management at the school should introduce demand driven programs in addition to the traditional courses currently being offered so that people can have a wider selection of courses.

6. The Ministry of Education, Science, Vocational Training and Early Education should recruit new teachers to offer demand driven programs at MSCE to enhance enrollment in skills programs.

7. The study established that funding was according to the grade of the school. The government through the Ministry of Education, Science, Vocational Training and Early Education should provide equal funding to all Schools for Continuing Education regardless of the grade of the school.

6.3 Recommendations for further studies

Based on the findings of this research, it is apparent that most of the respondents were aware of Mongu Trades Training Institute than of Mongu School for Continuing Education. It is therefore felt that a comparative study of the two skills training institutions should be carried out.

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INTERVIEW SCHEDULE FOR TEACHERS

INTRODUCTION

Dear respondent you have been selected to participate in this study

I am a student carrying out a study on the on your views on the factors influencing youth participation in skills training programs offered by the school for continuing education in Mongu for a Master of Education in Adult Education at University of Zambia.

In seeking permission to use your information for my research, I have included a section for your consent. Please read and sign it if you are willing to participate in this study. I will be very grateful if you accept to participate and wish to state that the information that will be collected will be treated confidential and only be used for the purpose of this study.

1. Sex?
2. How old are you?
3. How long have you been teaching at this school?
4. Which department are you from?
5. What is your highest qualification?
6. Which courses do you teach in your department?
7. How many students do you have in your class?
8. Do you have classroom, workshop to train the students from?
9. Do you have a departmental library for your students?
10. What is the lowest academic qualification for students in your class?
11. What is the highest academic qualification of students in your class?
12. In your opinion, does the level of academic influence the enrollment of students at the school?
13. Do you have enough resources to use for training?
14. Who provides the training equipment and materials for the course that you teach?
15. Are the training resources provided when needed and what do you do if they are not available?
16. What do you think is influencing the enrollment of students in your course?
17. What do you think is influencing the enrollment of students at this school?
18. What do you think should be done to improve the enrollment level among the youths to the school?

Consent Agreement signed by one of the community members in Mongu district

I have understood the instructions that Nakweti Mboma has given for her questionnaire of the Master's degree. I agree to participate in answering her questions. I have also understood that I have the freedom to withdraw from this participation and that this material will be destroyed when its purpose has been achieved.

……………………………………………………………………………….Sign

……………………………………………………………………………….Date

THANK YOU FOR YOUR TIME AND CO-OPERATION

INTERVIEW SCHEDULE FOR YOUTHS

INTRODUCTION

Dear respondent you have been selected to participate in this study

I am a student carrying out a study on the on your views on the factors influencing youth participation in skills training programs offered by the school for continuing education in Mongu for a Master of Education in Adult Education at University of Zambia.

In seeking permission to use your information for my research, I have included a section for your consent. Please read and sign it if you are willing to participate in this study. I will be very grateful if you accept to participate and wish to state that the information that will be collected will be treated confidential and only be used for the purpose of this study.

1. What type of skills would you like to learn and why?
2. Do you know of any institutions that offer skills training here in Mongu?
3. Do you know where Mongu School for Continuing Education is located?
4. What do you feel about the training that is provided at the school?
5. If you had the resources, would you choose to go for training at this school?
6. If no, why?
7. What do you feel about the courses offered at the school?
8. Which type of school leavers do you think would enroll at this school?
9. What is your opinion on the tuition fees for the school?
10. What do you think is influencing youths to or not enroll for training at this school at the school?
11. Do you feel you can be employed if you trained in the various courses offered by the school?
12. What do you think should be done by the management at the school so that more youths can be attracted to enroll at the school

Consent Agreement signed by one of the community members in Mongu district

I have understood the instructions that Nakweti Mboma has given for her interview of the

Master's degree. I agree to participate in answering her questions. I have also understood that I

have the freedom to withdraw from this participation and that this material will be destroyed when its purpose has been achieved.

………………………………………………………………………………….Sign

………………………………………………………………………………….Date

THANK YOU FOR YOUR TIME AND CO-OPERATION

APPENDIX   C

INTERVIEW SCHEDULE FOR THE HEADTEACHER

INTRODUCTION

Dear respondent you have been selected to participate in this study

I am a student carrying out a study on the on your views on the factors influencing youth participation in skills training programs offered by the school for continuing education in Mongu for a Master of Education in Adult Education at University of Zambia.

In seeking permission to use your information for my research, I have included a section for your consent. Please read and sign it if you are willing to participate in this study. I will be very grateful if you accept to participate and wish to state that the information that will be collected will be treated confidential and only be used for the purpose of this study.

1. Please introduce yourself.
2. How long have you been at this school?
3. How do you find running the school considering that the school has two sections?
4. What is the total number of students at skills section?
5. Has the number increased as compared to the other years?
6. If no, what is the difference?
7. What, in your opinion has caused the decrease in the number of students enrolling at the school?
8. Does the school provide training materials and equipment to the Lecturers?
9. What form of assistance does the school receive from the Ministry of Education?
10. If any, is it adequate?
11. Which course has the highest number of students?
12. Why do you think students enroll most in this course?
13. How many lecturers do you have at the school?
14. Do they have the needed qualification for them to teach these courses?
15. Are the lecturers enough to meet the required number?
16. What factors do you think are influencing the enrollment of students at the school?
17. How would you rate the students enrollment among the youths and why?
18. Do you have adequate infrastructure i.e library, classrooms, workshops, hostels etc?
19. In relation to academic attainment, which category of students enroll themselves at the school?
20. How much do students pay for tuition fees per term?
21. Do they manage to pay for all the fees?
22. What do you suggest should be done to improve the enrollment of students at the school?

Consent Agreement signed by one of the community members in Mongu district

I have understood the instructions that Nakweti Mboma has given for her questionnaire of the Master's degree. I agree to participate in answering her questions. I have also understood that I have the freedom to withdraw from this participation and that this material will be destroyed when its purpose has been achieved.

……………………………………………………………………………………….Sign

……………………………………………………………………………………….Date

THANK YOU FOR YOUR TIME AND CO-OPERATION

INTERVIEW SCHEDULE FOR STUDENTS

INTRODUCTION

Dear respondent you have been selected to participate in this study

I am a student carrying out a study on the on your views on the factors influencing youth participation in skills training programs offered by the school for continuing education in Mongu for a Master of Education in Adult Education at University of Zambia.

In seeking permission to use your information for my research, I have included a section for your consent. Please read and sign it if you are willing to participate in this study. I will be very grateful if you accept to participate and wish to state that the information that will be collected will be treated confidential and only be used for the purpose of this study.

1. Which program are you enrolled in?
2. What is your highest academic qualification?
3. Why did you enroll for training at this school?
4. Do you have a school or departmental library?
5. Do they provide you with adequate learning materials?
6. Do they provide you with adequate equipment needed for learning practical skills?
7. Are these learning resources available all the time and are they suitable for your training?
8. As a student what problems do you face when learning?
9. How do you overcome these challenges?
10. In your own opinion, why are youths enrolling at this school?
11. In your own opinion, why do you think youths don't enroll for training at this school?
12. Do you feel the skill you will acquire from this school will enable you find employment?
13. What do you think should be done so that youths can enroll for training at this school?

Consent Agreement signed by one of the community members in Mongu district

I have understood the instructions that Nakweti Mboma has given for her questionnaire of the

Master's degree. I agree to participate in answering her questions. I have also understood that I

have the freedom to withdraw from this participation and that this material will be destroyed

when its purpose has been achieved.

…………………………………………………………………………………………….Sign

…………………………………………………………………………………………….Date

THANK YOU FOR YOUR TIME AND CO-OPERATION

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DIRECTORATE OF REASEARCH AND GRADUATE STUDIES

DEPARTMENT OF ADULT EDUCATION

QUESTIONNAIRE FOR CUMMUNITY MEMBERS

Serial # ----------

INTRODUCTION

I am a student from the University of Zambia pursuing a Master's Degree of Education in Adult Education and carrying out a research to determine the factors influencing youths to participate in skills training programs offered at the school for continuing Education in Mongu.

In seeking permission to use your information for my research, I have included a section for your consent. Please read and sign if you are willing to participate in this study. I will be very grateful if you accept to participate in this study. I also wish to state that the information that will be collected will be treated confidential and only be used for the purpose of this study.

INSTRUCTIONS

1. Do not write your name on the questionnaire.

2. Kindly answer the questions according to the instructions provided in each section.

3. Please answer all the sections in this questionnaire.

SECTION ONE

Tick in the correct box of your choice.

PERSONAL DETAILS

1. What is your sex?

   Male ☐   Female ☐

2. What is your Marital Status?

   Married ☐

   Widow/Widower ☐

   Single ☐

3. What is your occupation?

   Employed ☐

   Self Employed ☐

   None of the above ☐

4. How old are you?

   21-39 ☐

   30-49 ☐

   50-69 ☐

   70-100 ☐

5. What is your Highest Academic qualification?

   Primary ☐

   Secondary ☐

   Tertiary ☐

6. How long have you stayed in this compound?

Less than 5 years ☐

5-10 years ☐

11-20 years ☐

Over 20 years ☐

7. How many children do you have?

0-4 ☐

5 and above ☐

8. Are the children in school?

No ☐

Yes ☐

9. If yes Where?

Primary

Secondary

College

University

10. If any other, Specify…………………………………………………………………………

………………………………………………………………………………………….

SECTION TWO

Write your responces in the line spaces provided after the question.

11. What type of skills would you want your children to train in? Give reasons for your answer.

....

....

....

....

12. Do you know the type of skills training programs offered at Mongu School for Continuing Education?

YES ☐   NO ☐

13. If yes,how would you describe the quality of training programs provided at this school.

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14. If you had the resources, would you prefer your child to go for skills training at this school?

YES ☐   NO ☐

Give reasons for your answer to question number 14

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15. Do you like the site location of the school?

YES ☐   NO ☐

16. Give reasons for your answer to question 15

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17. Do you think that the school infrastructure negatively affects the enrollment of students at

the school?

YES ☐   NO ☐

18. If YES, explain how

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19. Do you think the lecturers at this school are qualified?

Excellent   ☐

Average   ☐

Below average   ☐

20. Do you think that graduates from this school can be employed?

YES ☐   NO ☐

Give reasons for your answer --

----

21. Would you prefer your girl child to train as a carpenter or metal fabricator?

YES ☐   NO ☐

Give reasons for your answer --

----

22. Do you think the school can compete favourably with other skills training centres in

Mongu?

YES ☐   NO ☐

Give reasons for your answer --

----

23. Do you like the courses that are offered at this school?

NO ☐

YES ☐

24. If NO, explain …………………………………………………………………………………

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25. If you had the resources,would you enrol your child for training at this school?

NO ☐

YES ☐

26. In your opinion, why do parents take their children for training at this school?

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27. In your own opinion, why don't parents take their children for training at this school?

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28. What do you like or dislike about the school?

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29. Which courses do you feel should be offered at this school?

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30. How can the youths be motivated to enrol for training at this school?

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Consent Agreement signed by one of the community members in Mongu district

I have understood the instructions that Nakweti Mboma has given for her questionnaire of the Master's degree. I agree to participate in answering her questions. I have also understood that I have the freedom to withdraw from this participation and that this material will be destroyed when its purpose has been achieved.

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THANK YOU FOR YOUR TIME AND CO-OPERATION