



**Name of the project:** PiVoT – Pilot for Vocational Training (in Chinsali District)

*- education is the pivot for economic rotation and balance -*

### **Objectives**

The primary objective of the project is to set up a school for vocational training with the entry level of students that completed primary school but could not be enrolled in secondary education. This means that the focus group is large and the academic abilities are moderate. Furthermore the education should have a direct connection to the labor market (in general there is no continuing education).

Secondary objectives of the project are:

- to carry out research on the issue of elementary vocational training in rural areas and in that way contribute to the discussion on the form and place of vocational training in the educational system in Zambia. For this purpose there will be a regular evaluation of the project results in relation to the social and economic context of the region.
- to contribute to the economic development of the region by teaching entrepreneurship and facilitating the start of new businesses (this component is to be worked out during the first and second project year).

### **Project period**

The project is going to be executed in the period 2010 – 2015.

The school is meant to start January 2011. By the end of 2012 the first students will leave the school (see paragraph 'Overall design of the school program').

### **Project initiator and budget**

The project is initiated the Foundation 'Joy of a toy' in co-operation with the organization 'Stichting Onderwijsprojecten Zambia' (Foundation for Educational Projects in Zambia). The project has an initial budget of € 200 000.-

### **Context and background**

Poverty continues to be an endemic problem in Zambia. According to the Living Conditions Monitoring Survey of 1998, 73 percent of the population can be classified as living in poverty. Furthermore, poverty is more prevalent in rural areas (where it affects 83 percent of the population) than urban ones (56 percent). Poverty has existed for a long time in Zambia, but it is clear that diseases, including HIV/AIDS, have exacerbated it by contributing to decreased agricultural productivity and increased household food insecurity. In fact, HIV/AIDS is eroding households' ability to avail themselves of opportunities to strengthen their economies. Northern Province has a predominately rural population (85 percent) for whom chronic poverty continues to undermine all aspects of development at the community and household levels.



Zambia's educational structure is characterized by a broad base (representing primary level) and a sharp apex (representing higher education). Seven years of primary education constitute the first level of education. The entrance age for primary education is seven years. After primary education, the next level of education is secondary education, which takes a duration of five years. The entrance age for secondary education is 14 years. Progression from one level to the other depends upon an external examination directed by the government (in this case the end of primary school examination). In practice this means that most of the children end their education after primary school. Currently government emphasizes on providing a seven-year primary education for everybody and secondary and higher education for those that have the academic abilities.

For some time the situation has been such that almost two thirds of the children end their education at primary level. Only one third of the primary school leavers have the opportunity to go to some form of secondary education. Of those who enroll for the 7 years of primary education, less than 20 percent enter Secondary School, and only 2 percent of the 20-24 age group enter a university or some other form of higher education (Silanda et al. 1999). Basically this pyramid shape is unavoidable. Not everybody has the same intellectual ability and society needs laborers at various levels. What could be improved however is the degree to which school leavers are equipped to enter the labor market. We are talking than about various forms of vocational training at the different levels.

At present secondary education is looked upon by both society and the government as a preparatory stage for post primary training, which leads to employment in the formal sector. Vocational secondary schools where students are prepared for regular jobs, are no part of the Zambian educational structure. Instead, Zambia's school system was dropping out every year an average of 225,000 to 500,000 young people into unemployment (Saluseki, 2000). About 232,000 pupils enter primary school each year, but 50,000 drop out before grade seven and 120,000 drop out at grade seven. Some 62,000 students enter secondary school, but 40,000 drop out before grade 12 leaving only 22,000 who gain grade 12 certificates. Out of those that gain grade 12 certificates, 16,500 look for jobs without any skills while 5,500 enter formal training or a university. Students who drop out of the education system pursue alternative sources of education, usually in the non-formal sector.

In the vocational education sector Zambia has various continuing education programs under different ministries. Under the Ministry of Science, Technology and Vocational Training, the targeted population for skills training is out-of-school youths and grade 9 and 12 dropouts. Training programs for these groups are undertaken at trades training institutes. There are 12 institutions, 9 of them located in urban areas and 3 in rural areas. The Ministry of Community Development and Social Services also provides essential skills training in vocational rehabilitation skills, skills training for women, and training specifically targeted to disabled persons, youth, and unemployed adults. The Ministry of Sport, Youth, and Child Development provides training in agriculture, carpentry, tailoring, and plumbing to out-of-school youths between 15 and 24 years. The ministry has 14 training centers. The Department for Continuing Education in the Ministry of Education provides training in carpentry, agriculture, and vocational skills at 24 skills training centers to out-of-school youths and unemployed adults. There are also a number of NGOs involved in the provision of essential skills training for women, out-of-school youths, street children, orphans, and other disadvantaged groups.



The pilot school in this project is an attempt to put more emphasis on vocational training in the **mainstream** of the Zambian educational structure by providing an opportunity for vocational secondary education for (almost) all primary school leavers who are not qualifying for the academic secondary schools. It is envisaged that this broad enhancement of skills will benefit the development of the **local** communities.

### Justification of the educational focus

The majority of communities in rural areas in Zambia can be characterized as follows:

- agriculture is the main source of livelihood; more precisely: people live from the food they grow in combination with barter
- generally people live in huts or small clay houses without electricity or running water
- there is a limited 'money economy';
  - incoming money is generated by selling agricultural goods outside the region; in addition there is some money coming in continuously through financial support by donor organisations and relatives working elsewhere
  - money goes out of the region when materials like fertilizer, building materials and medical facilities have to be bought elsewhere (mainly Lusaka/Copperbelt)
- like elsewhere there is a fluctuation in the crop yield. The money economy is such that the lack of production during poor years cannot be compensated for by the surplus of rich years. Without external aid in the poor years there is an increase in diseases and loss of lives resulting from malnutrition. There is simply insufficient financial buffer to deal with the fluctuations in food output.

The above characterization is typical for most rural regions in Africa.

If 'we' – the national government together with the international community – consider a situation of permanent dependency on aid and/or a limited life expectation through malnutrition unacceptable, an increase of the *incoming money* and, related to this, an increase of the *financial buffers* is a necessity. In other words: a general increase of the *money economy* is inevitable. Improvement of the level of education is the road towards a balanced strengthening of the *money economy*. It should be realized however that education in the typical rural self-supporting regions often leads to a brain-drain: the better educated and more entrepreneurial people move towards towns and industrial areas. This is an inevitable consequence of the individual freedom and the limited possibilities in rural areas for people with specific education and training. In other words: the only way to strengthen the money economy through education in rural areas is to focus on relatively low vocational and locally oriented training. This kind of training – which should be positioned in the educational structure right after primary school and prepare in two or three years for local activities – is not yet well developed in Zambia. There is no accreditation, there are no formal exams and there is no formalized curriculum available. One could argue as to whether a formalized structure is desirable since the education and training concerned have a local nature. On the other hand starting from scrap every time a school that addresses the above described needs, is set up, is a waste of energy and money. A balance between the use of off-the-shelf curricula and a certification structure on one hand and sufficient tuning towards the local situation on the other hand is a challenge. This challenge forms part of the project.



## Justification of the location

The pilot school is going to be established in Chinsali district (Northern province).

One of the reasons for planning the project in Chinsali district is that there are very few opportunities for young people to follow vocational training. In the whole of Northern Province TEVETA<sup>1</sup> has only accredited a handful of institutions that offer vocational training and those that have been accredited cater for an older age group. Another reason is the possibility for synergy with another Dutch funded small scale project: the Hoge Basic School which has been built in 2002. In 2010 the first students will leave this school. They can be given the opportunity to continue their education in a vocational stream.

## Overall design of the school program

The school will offer four practical streams:

- *Agriculture*
- *Building*
- *Installation technology (the main topics to be addressed are: electrical (house) installations and water systems)*
- *Homecraft (including tailoring)*

After a short introduction period the students will have to choose one of these four. Craft-specific theory and practical training will constitute approximately 60% of the curriculum.

The other 40% will be a general part which consists of:

- *English*
- *Applied mathematics and physics*
- *Economics and Entrepreneurship*

The main curriculum will take two years. In the second year 50% of the curriculum will be in the form of apprenticeships. For a few students there will be a possibility for an extended third year in which they will be guided in setting up a small scale company/business.

The foreseen intake in January 2011 will be 80 students, approximately 20 for each stream. A minimum of four staff members will be required, one for each stream. Recruitment will start before September 2010. This will give the teachers a chance to fine-tune the curriculum. For a good cooperation with the “world of work” involvement of the local community is essential. That is why next to the normal PTA an Educational Committee of Professionals will be installed, consisting of interested skilled people of the local community.

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<sup>1</sup> Technical and Vocational Education and Training Association



## Project organisation

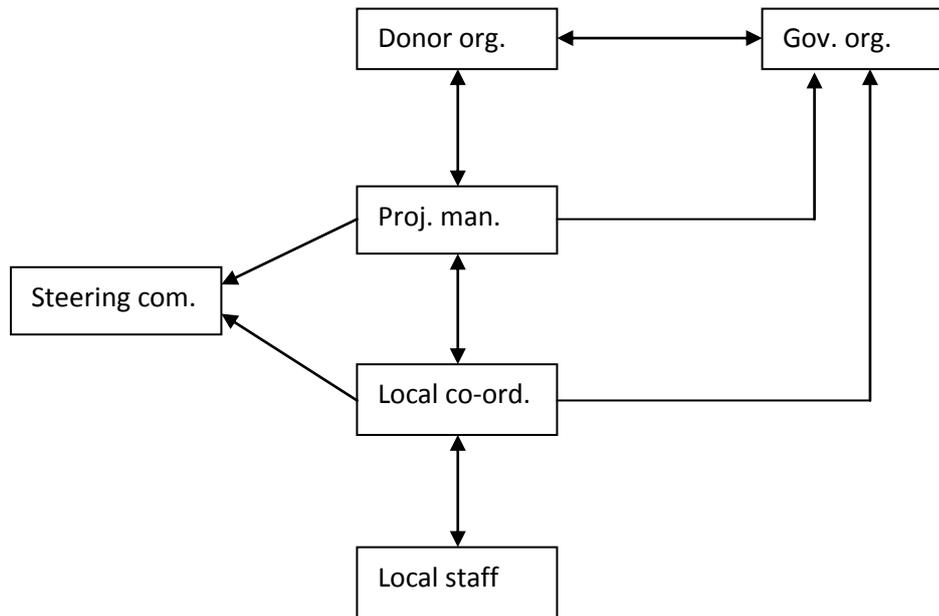


Figure 1: project organisation (the lines indicate the various communication relations with the arrows indicating the initiator)

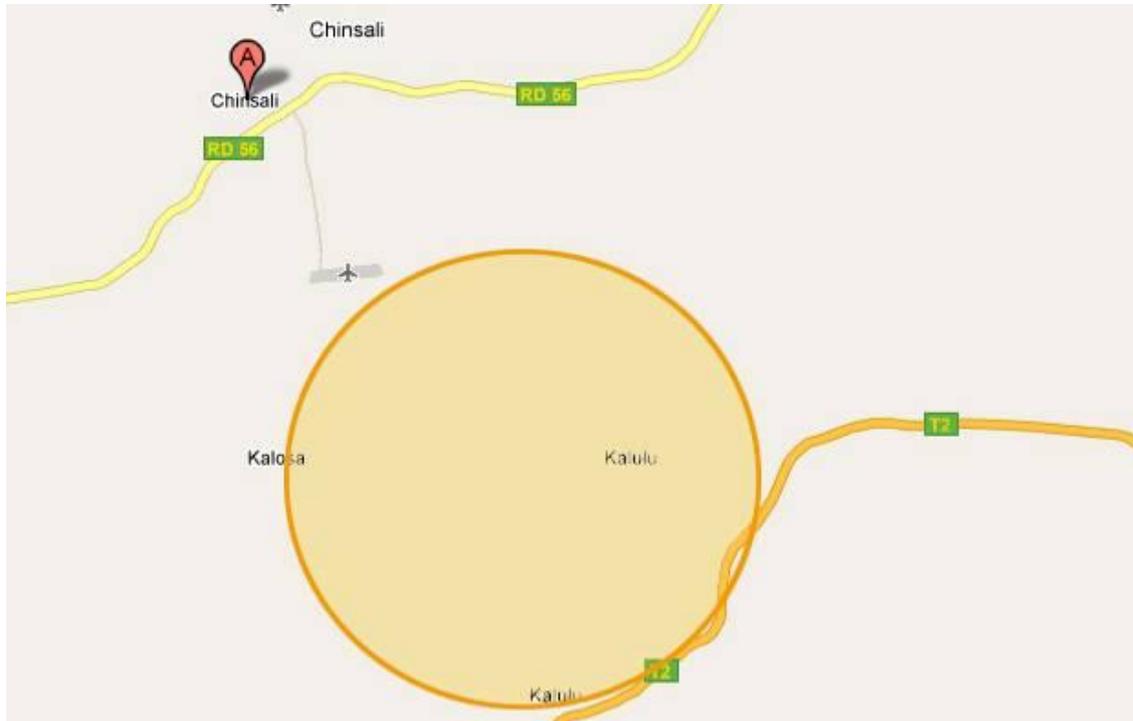
### Overall planning

2010	January:	discussion of the project with stakeholders; assignment of construction contract
	Jan. – Oct.:	construction of buildings
	August:	recruitment of staff
	Sept. – Dec.:	curriculum development
2011	January:	enrolment of students; start of first year;
	August:	evaluation
2012	January:	start of second year;
	August:	evaluation
2013	January:	start of course 'entrepreneurship'
	August:	evaluation
2014	Jan. – Aug.:	transfer of the project to the Ministry/ local community
	Aug. – Dec.:	final evaluation; completion of the project



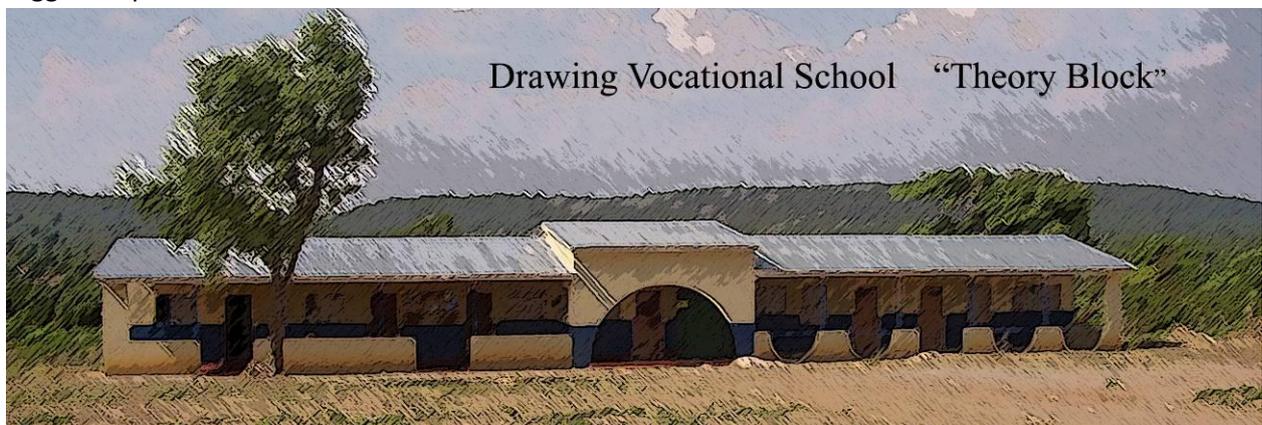
### Appendix 1: Location and infrastructure

The target population of the school will be primary school leavers in the rural area between Chinsali Boma and Chinsali turn-off:



Preferably the school will be constructed at a place where facilities for electricity and water are available or can be made available at a limited cost. At the start the school will consist of two buildings: a block with four classrooms for theoretical lessons and a block with two rooms for practical training in combination with storage facilities. As needs arise extensions can be built by students from the “building” stream.

Suggested plan:



Approximate sizes:

