

**THE PROVISION OF UNIVERSAL ACCESS TO BASIC EDUCATION IN
ZAMBIA: AN EVALUATION OF THE PERFORMANCE OF THE
NATIONAL POLICY ON EDUCATION IN CHONGWE AND KAFUE
DISTRICTS**

BY:

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**A dissertation submitted to the University of Zambia in partial
fulfilment of the Degree of Master of Arts in Public Administration**

THE UNIVERSITY OF ZAMBIA

LUSAKA

2012

I, Emelia Sharon Lungu Bwalya, declare that this dissertation:

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APPROVAL

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ABSTRACT

The main purpose of the study was to examine the effectiveness of the National Policy on Education in providing universal access to basic education in Chongwe and Kafue districts. The study also investigated the extent to which eligible children are able to access quality education and determined the factors that may be adversely affecting the provision of universal access to education in Chongwe and Kafue districts. The 4 priority pillars of the education sector are access to basic education, quality education, efficiency and equity. The study evaluated the performance of the National Policy on Education as it relates to the 4 pillars of the education sector.

Research data for the study was obtained from the Ministry of Education policy documents, and international organisations and scholarly papers on universal access to education. Head teachers, class teachers and community members were interviewed using a structured questionnaire. The other Ministry of Education officials were interviewed using a semi-structured interview guide. The schools chosen were randomly sampled, while the respondents were all purposively sampled.

The study analysed the findings from the policy makers, implementers and community members on the performance of the National Policy on Education. The study revealed that government has built more schools, recruited more teachers, procured more teaching and learning materials, and desks. The education policy has introduced free and compulsory education from grades 1 to 7, the re-entry policy for girls and bursaries for vulnerable children. Sensitisation campaigns have been carried out in the communities in order to increase access to education. A good number of the community members interviewed in the 2 districts that they send their children to government schools reported that the quality of education provided at government schools was good. However, there were a few who thought the quality of education was either average or poor.

The education policy has not performed very well in the provision of access to education, quality education, efficiency and equity. The policy has been achieving very high enrolment rates from 2007 to 2009 and increased the enrolment of 7 year olds at grade 1. Despite government efforts to build more schools and provide more educational materials, the demand for education, has so far, outstripped the supply of educational facilities. Completion rates have been increasing but not as high as the enrolment rates at grade 1, meaning that more pupils enrol but less complete primary education. The government needs to invest more resources in the education sector.

This dissertation is dedicated to my husband and daughter who have been the best family anyone can have.

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Table of Contents

Title of the dissertation.....	
Declaration.....	
Copyright.....	
Approval.....	
Abstract.....	iv
Dedication.....	v
Acknowledgements.....	vi
Table of Contents.....	vii
List of tables.....	x
List of figures.....	xi
CHAPTER ONE	12
INTRODUCTION AND BACKGROUND	12
Introduction	12
Background	13
Statement of the problem.....	15
General objective	16
Specific objectives.....	16
Conceptual framework	16
Rationale.....	18
Literature review	18
Zambian Experiences.....	18
Global Experiences.....	29
Research methodology.....	37
Study Design.....	37
Sample Design.....	38
Data collection.....	38
Data analysis.....	39
Organisation of the Dissertation	39
Duration of the study	39
Limitations of the Study	39
CHAPTER TWO	40

FINDINGS ON THE STRUCTURE AND QUALITY OF EDUCATION PROVIDED	40
Introduction	40
Findings on the Structure and Quality of education provided.....	42
Access to education	42
Quality Education	53
Efficiency	57
Equity	60
Conclusion	61
CHAPTER THREE	63
IMPLEMENTATION OF THE NATIONAL POLICY ON EDUCATION	63
Introduction	63
Implementation of the national education policy.....	64
Access to education	64
Quality.....	80
Efficiency	99
Equity	110
Conclusion	120
CHAPTER FOUR.....	122
COMMUNITY MEMBERS' VIEWS ON UNIVERSAL ACCESS TO EDUCATION	122
Introduction	122
Views of the community members on universal access to education.....	125
Access to education	125
Quality education	135
Equity	142
Conclusion	145
CHAPTER FIVE.....	146
CONCLUSION AND RECOMMENDATIONS	146
Access to education	147
Quality.....	148
Efficiency	149
Equity	149
Recommendations.....	150
BIBLIOGRAPHY	151

APPENDICES	154
APPENDIX I: INTERVIEW GUIDES POLICY MAKERS.....	154
APPENDIX II: QUESTIONNAIRES FOR IMPLEMENTERS OF THE EDUCATION POLICY	165
APPENDIX III: QUESTIONNAIRE FOR COMMUNITY MEMBERS	190

LIST OF TABLES

Table 1 : Completion rates against set targets	27
Table 2: Gross Intake Ratio by Gender (2002-2009)	44
Table 3: Grade One Entrants (excluding repeaters) by Age and Gender: Lusaka Province-Chongwe District for 2008	45
Table 4: Grade One Entrants (excluding repeaters) by Age and Gender: Lusaka Province-Kafue District for 2008	47
Table 5: Enrollments at Grade 1 from 2007 to 2009.....	48
Table 6: Enrollment by Gender and Province for Grades 1 to 12.....	49
Table 7: Completion rates at grade 9 (District Index).....	59

LIST OF FIGURES

Figure 1: Grade 1 Enrollment rates (2007 to 2009)	65
Figure 2: Achieve MDGs on Education by grade 7 teachers	75
Figure 3: Not Achieve MDGs on Education by grade 7 teachers	76
Figure 4: Will Attain MDGs by grade 4 teachers	78
Figure 5: Why not attain MDGs by grade 4 teachers	79
Figure 6: Average PTR at the School by head teachers.....	82
Figure 7: Standard PTR by grade 7 teachers.....	84
Figure 8: Performance of Pupils Taught by head teachers	85
Figure 9: Challenges Faced in Delivering Education by grade 4 teachers.....	91
Figure 10: Proposed Solutions by grade 7 teachers	93
Figure 11: Pupils' Performance by grade 7 teachers.....	97
Figure 12: Pupils' Performance by grade 4 teachers.....	98
Figure 13: Pass Rate at Grade 7 in 2009 by head teachers.....	101
Figure 14: Projected Pass Rate at Grade 7 in 2010 by head teachers	102
Figure 15: Completion Rates at Grade 7 from 2007 -2009 by head teachers.....	104
Figure 16: Expected Pass Rates at Grade 7 by grade 7 teachers	106
Figure 17: Reasons for Expected Pass Rate by grade 7 teachers	107
Figure 18: Reasons for not reaching grade 7 by grade 4 teachers.....	109
Figure 19: Reasons why children not in school by head teachers	111
Figure 20: Reasons for children not attending school by grade 7 teachers	115
Figure 21: Ratio of boys to girls by grade 7 teachers	116
Figure 22: Community members' education levels.....	124
Figure 23: Type of School Children Attend	127
Figure 24: Reasons for Choosing the School.....	129
Figure 25: Reasons for Achieving MDGs	132
Figure 26: Reasons for not Attaining MDGs.....	134
Figure 27: Type of Education Children Received	136
Figure 28: General View of Type of Education in Gov't Schools.....	140
Figure 29: Preference of Child to Send to School.....	142

CHAPTER ONE

INTRODUCTION AND BACKGROUND

Introduction

Education, as a sector, has an important role to play in the social and economic development of a country. One of the important goals of development is to reduce poverty which is mainly dependant on economic growth which subsequently relies heavily on the knowledge and skills present in the country's economy. The development of knowledge and skills is mostly the responsibility of the education sector. It is, therefore, important for national and economic development that the education sector provided quality education which should be accessible to as many citizens as possible. Quality is at the very heart of education because it influences what things the students learn, how well they learn them and what likely benefits they can draw from their years in school (EFA Global Monitoring Report, 2005). The likely benefits from receiving a good quality education include achievement of decent learning outcomes, the acquisition of values and skills that make the graduates useful members of society. This is an issue of importance on the policy agenda of nearly every country that aims at providing universal access to education. However, the practice seems to indicate that the emphasis on quality education has not been happening in many countries (EFA Global Monitoring Report, 2005).

The goal of the Ministry of Education (MOE) in Zambia is that every child should have access to 9 years of good quality education. The first step in attaining this goal of universal basic education is to ensure that every child will have access to a minimum of 7 years of good quality education in a school of parental choice (National Policy on Education (NPE), 1996). It must be emphasised here that good quality of education must always go hand in hand with increased universal access in order to achieve the benefits of education and improve the graduates' contribution to economic development of their countries. A better education which is focused on providing quality as

a value will lead to higher lifetime earnings and a more robust national economic growth (EFA Global Monitoring Report, 2005).

Background

The policy environment that guides education in Zambia had been developed within a framework of the existing international and regional education policies such as 'Educating our Future', the 'Millennium Development Goals' (MDGs), and 'Education for All' (EFA), among others (FNDP Mid-term Review, 2009). The Zambian government is committed to the Universal Declaration of Human Rights of 1948 which include article 26 which states that "everyone has the right to education, which shall be free, at least in the elementary and fundamental stages, and which shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms" (NIF, 2007: 20). In this vein, the government shall facilitate equitable access to education at all levels. "Education For All (EFA) is essentially a global effort to make a giant step forward in improving basic education, based on the understanding that education is a fundamental human right" NIF, 2007, p. 17. The Zambian government has maintained that the EFA goals and targets, as agreed upon in 1990 at the World Education Conference in Jomtein, Thailand, are strategic in the provision of basic education that should continue to guide its national policy (NIF, 2007). Among the goals being implemented by the Zambian government are 'Universal access to, and completion of, primary/basic education' (NIF, 2007:17). Many developing countries had registered significant progress with regard to the EFA commitments, except many Sub-Saharan countries which include Zambia which had registered marginal progress.

The goals agreed upon included: ensuring that by 2015, all children had access to completely free, compulsory, and quality education. The interpretation provided in the National Policy on Education (NPE) and the National Implementation Framework (NIF) for 'quality education' had not however, included producing graduates of a certain standard. In the EFA,

quality of education has included improving learning outcomes of the students. The 1990 World Declaration on Education for all noted that the generally poor quality of education needed to be improved. It was recommended that education be made both universally available and more relevant to meet the needs of the learners. The quality of education was also identified as a prerequisite for the achievement of the fundamental goal of equity. This justified the 2000 World Education Forum in Dakar, Senegal, where initiatives were re-affirmed in the face of many challenges such as the HIV and AIDS pandemic and declared that access to quality education was the right of every child (EFA Global Monitoring Report, 2005).

The goal of provision of universal basic education is in line with the Millennium Development Goal number two (2) and is incorporated in the Zambian government's national development plan of the period 2006-2010. This goal has been included in the Ministry of Education's National Policy on Education with its accompanying National Implementation Framework (2008-2010) in its effort to implement the Fifth National Development Plan (FNDP).

One of the 3 major principles that captured the underlining spirit of the EFA objectives in Zambia related to access. Access is emphasised through a commitment to universal provision of opportunities for a defined minimum level of education for the children. In Zambia, the minimum level defined is basic education which is from grades 1 to 9. The principle of access, though centrally concerned with providing opportunities for the school age population (7-13 years old), has also embraced provision for the adult population, which in the earlier years did not have access to such opportunities (NIF, 2007). The other major principle that captured the underlining spirit of EFA objectives relates to equity which emphasised the need to ensure that the distribution and utilization of opportunities in education would be fairly targeted in order to reach the disadvantaged groups in society.

In line with the four pillars of the education sector priorities, the government has committed itself to strive to achieve EFA in terms of increased enrollments through the provision of additional educational facilities or schools and the expansion of the existing ones (NIF, 2007). The Ministry of Education, during the current National Development Plan (NDP), would ensure that the education system secures equitable access to basic education, paying special attention to the peculiar needs and requirements of the girl-child, Orphaned and Vulnerable Children (OVC), Children with Special Educational Needs (CSEN) and other vulnerable children (NIF, 2007).

Statement of the problem

The World Bank's Independent Evaluation Group had estimated that by the year 2001, 103 million 6 to 7 year old children in developing countries (about one fifth of the total) would not be enrolled in schools (IEG-World Bank, 2006). The expansion of schooling has had a small impact on reducing the number of out-of-school children of primary school age. The Zambia census data of 1990, showed that the number of children not in school exceeded 650,000 with more children from rural than urban areas. The Ministry of Education, had however, recorded some successes. In 1998, the Net Enrollment Ratios (NERs) among children aged 7 to 13 was 68%. In 2004, the NERs for grades 1 to 7 increased by 39%. This rapid growth in enrollment was primarily attributed to the policy of free education at grades 1 to 7 and the completion of about 900 new classrooms each year at new and existing schools (NIF, 2007). However, in spite of the reported strides made in increasing enrollment and completion rates, equitable access to quality education, especially among the poor in general, and the girl child in particular, still remained a source of serious concern in Zambia.

In an effort to provide answers to the research problem, some of the questions to be answered include the following: Is the government really allocating enough resources in its budget to meet the target of universal access to basic education? Is the education system able to retain the pupils in schools up to grade 9? This is so that they achieve a certain level of basic

education. Is the quality of education being provided one of the reasons why some parents do not send their children to school?

General objective

The general objective of the study was to examine the effectiveness of the National Policy on Education in providing universal access to basic education.

Specific objectives

The specific objectives of the study were to:

- 1) Examine the efficacy of the institutional framework put in place to provide universal access to basic education.
- 2) Investigate the extent to which eligible children are able to access quality education in Chongwe and Kafue districts.
- 3) Determine the factors that may be adversely affecting the provision of universal access to education in Chongwe and Kafue districts.

Conceptual framework

The formal education system has a 9-3-4 structure comprising 9 years of basic education, 3 years of high school education and 4 years of university to first degree level. This serves to re-emphasise the goal of universal access to basic education which should be free with basic education being from grades 1 to 9. For purposes of this study, focus shall be on universal access to free primary education which runs from grades 1 to 7. Primary education is from grades 1 to 7, with grades 1 to 3 being referred to as lower basic education and grades 4 to 7 as middle basic education. The legal age for grades 1 to 7 is 7 to 13 years old. The children in this age group are referred to as the school age population or school going age population (primary school going age).

As noted earlier, the study looks at the four pillars of the education sector priorities which are access, equity, quality and efficiency. Access has to be defined in relation to the context in which it is being used. The formal definition of access stresses the importance of having the right to participate in an educational programme, without being concerned with whether this

right can actually be exercised in practice (Otero & McCoshan, 2005). The definition of access in our context emphasises the importance of completing the programme of study. Access to education must be equitably distributed where all children, regardless of their socio-economic status or geographical location, are accorded equal access. The disadvantaged children, in whatever way be it disability or vulnerability, should also be accorded equal access to education as any other children. The provision of free education should be distributed equally along geographical lines and not concentrated only in areas along the line of rail or in areas of greater economic activities.

The principle of quality means that government will ensure that the highest standards of learning are maintained in the education system. Enhanced quality of education is mainly measured in terms of: Improved teacher training; Improved availability of teachers; Improved relevancy of the curriculum; Adequate supply of learning and teaching materials; Pupil – teacher ratio (PTR) or pupil class ratio; Enough classroom space; Teacher qualifications; Government spending on education; Learning outcomes, especially in Mathematics and English; Test scores; and Length of time pupils spend in school.

Longman Dictionary of Contemporary English defines efficiency as “the quality of doing something well and effectively, without wasting time, money or energy”. In our context efficiency will relate to how quality education is provided, how resources for education provision are being utilized, (human and other resources), and where the resources are being used. More importantly, efficiency of delivering education will be measured in completion rates at grade 7, for purposes of our study.

Webster’s dictionary defines equity as “freedom from bias or favouritism”. This means giving equal opportunities to access education regardless of socio-economic status, gender, tribe, religion, geographical location (rural or urban), and physical or mental ability. The principles of equality and equity mean that every individual has a right to education. It is a matter of fairness or justice that access to, and participation and benefit in the education

system is made available to all (NPE, 1996). This is to be achieved through allocating resources to those in greatest need, providing appropriate support systems such as devising strategies for the earliest feasible intervention to support children at risk and ensure that special support measures for them are developed to enable them participate in education. Provision of educational resources equally includes availability of qualified teachers, teaching materials, enough classroom space among others.

Rationale

There had been no study carried out to review the performance of the National Policy on Education in the manner proposed by this study. The study was aimed at providing data that was disaggregated and specific to the 2 districts in Lusaka province for whom access to quality education was also a challenge.

The study contributed vital information on the performance of the national education policy in providing universal access to basic education and assist policy makers in future decision making on better provision of education for all.

Literature review

Zambian Experiences

The literature reviewed in this section included literature from the National Policy on Education (NPE, 1996), the Oxfam Education Report (2000), the National Implementation Framework (NIF,2007) for the education sector for the period 2008 to 2010, Mumba (2002), Zambia Demographic Health Survey (ZDHS) – 2007 (2009), and the FNDP Mid-term Review (2009). The information contained in these reports reflects the strides that the Zambia education sector has, so far, made and challenges it continued to face in its quest to provide universal access to basic education.

The National Policy on Education (NPE) entitled 'Educating Our Future' for Zambia was first published in 1996 and reprinted in 2008. This policy document showed that the enrollment ratio in the education sector had

declined since 1985 when the schools could still admit ninety-five per cent (95%) of the children at the time when compared to the schools' more recent ability to admit about 90% of the children aged from 7 to 13 years of age. The decline had been attributed to the failure to expand school infrastructure to match the needs of the rapidly growing child population (NPE, 1996). In places where numerically high ratios of enrollment were achieved, quality was sacrificed either by allowing excessively large classes in urban schools or by the widespread use of double, triple and even quadruple sessions which consequently led to shortened teaching-learning days.

The Zambian census data showed that in 1990, the number of children that were not in school exceeded 650,000 with more children out of school from the rural than urban areas (NPE, 1996). The reasons advanced for this phenomenon were as follows:

- There were not enough school places to meet the demands
- The unsatisfied demand was particularly serious in Lusaka and Copperbelt provinces, which was evidenced in the urban youth problems, in particular, the increasing number of street children.
- There was an increasing number of drop-outs who would leave school voluntarily before completing lower or middle basic education.
- Large numbers of children in lower and middle basic classes who were not of the correct age. Mostly they were over the school going age, (over the age of 14 years) and some children were under-age, (under 7 years old). The presence of the older children prevented the enrolment of eligible younger children. Older children were also a challenge for the curriculum and teaching methodologies that are tailored towards younger children.
- On the other hand, the Ministry of Education had been concerned that many parents throughout the country did not make adequate use of the opportunities available for the education of their children. This had been seen in both the urban phenomenon of street children, and the

rural phenomenon of erratic participation and non-utilisation of facilities also indicate low levels of explicit demand.

The possible reasons for the low demand for the education services were: family dependence on the economic activities of children; the impact of AIDS on family organisation and income; the increasing number of orphans which were estimated to exceed half a million by the year 2000 (NPE, 1996); the growing number of child-headed households which were estimated in 1994 at seven per cent (7%) of all households in Zambia (NPE, 1996); and the high levels of poverty.

A Priority Survey included in the National Policy on Education showed that in 1993, only 18% of households in the country had an income which was sufficient to provide for nutritional and other basic requirements. Furthermore, almost three quarters of households were extremely poor, meaning that their income was not enough to provide for basic nutritional needs. Poverty was reportedly more intense among rural people, especially in the more remote districts within any given province, more importantly among women and children. In the urban areas, poverty is more concentrated in the peri-urban squatter areas. Such widespread poverty affects education in a number of ways. The children affected by poverty conditions find themselves poorly prepared for school, frequently hungry, in a seemingly artificial world and have difficulties performing to expected standards (NPE, 1996).

The Ministry of Education had been particularly concerned that the above circumstances may have affected school participation, affecting mainly the participation of girls than boys. The enrollment projections made for the school age population for the period 1995 to 2015 were as follows:

- 100% 7 year olds in grade 1 by 2000;
- 100% grade 1 to 7 enrollment by 2005;
- 100% grade 1 to 9 enrollment by 2015; and
- 50% grade 10 to 12 enrollment by 2015 (NPE, 1996).

The ministry of education in its effort to increase enrollment of children, strove to ensure that it enrolled children of the right legal age at grade 1. One of the things that disadvantaged the children of the right age to enroll was the enrollment of older children who took their places. The older children had been allowed to enroll in order to give them an opportunity to also get an education which they had missed earlier due to various reasons. The ministry had among its targets, the target of 100% 7 year olds in grade 1 by 2009 (NPE, 1996). This was expected to serve as an indicator of equitable access to education. The ministry had planned to:

- Reduce the enrollment of children above 14 years in grade 1 or lower basic school. This target was reduced by 10% in 2000;
- Increase the enrollment to grade 8 by 50.5% in 2000; and
- Increase the enrollment to grade 8 by 54% in 2001, by 68% in 2005, by 78.5% in 2008, and by 82% in 2009.

In Zambia, the completion and drop-out rates are indicative of the decline in demand for education. This was seen from the growing number of pupils who left school voluntarily before completing lower and middle basic education. In 1988, an overall of 79% of those who entered grade one (1) reached grade 7 in 1994. The drop-out rates were higher in rural areas than in urban areas but had been increasing in urban areas too due to poverty, incidence of disease and child headed households, among other reasons. The Ministry attributed the drop-out rates, in part, to the parents' lack of interest in education where girls are more disadvantaged as a result. The 1988-1994 student intake's statistics revealed that the completion rate for girls was 71.4% compared with 86.9% for boys (NPE, 1996:17).

Despite the remarkable progress achieved in the past years, there was still need for further expansion in the education sector. There was need for an additional 150,000 lower and middle basic school places if all children in the 7 – 13 age range were to attend school. There was further need for 500 basic schools by the year 2000 to cater for the increase in the number of

children of school going age and 750 grade 8 classes were needed by 2000 (NPE, 1996:20).

The literature from the National Policy on Education had shown the strides that the Ministry of Education had been making in providing universal access to education. However, a number of shortcomings had been observed from the literature. The ministry of education's investigation into lack of access or low demand for education services did not go a step further to find out from the parents or guardians why they did not access the service. The National Policy on Education stated that the target for the attainment of universal lower and middle basic education (grades 1 – 7) was 2005. This meant that by the end of 2005 the country should have attained 100% net enrollment rates and completion rates.

If, as reported in the National Policy on Education, some children would only manage to obtain basic education which enabled them to have basic skills to earn a living, then the quality of education provided should have been adequate enough to produce skilled graduates. By the end of grade 9, these young graduates should be literate and skilled enough to make a living and meaningful contribution to the economic development of the country. They, however, have to be at a legal age in order to start working or running their own small scale businesses. The statistics of the survey have not clearly shown whether the 900 new classes completed each year would imply having met the target of having had 500 basic schools by 2000 or the building of 750 grade 8 classes by 2000.

The Oxfam Education Report (2000) provided information on the quality of education in Zambia, in terms of learning outcomes of students. A major national survey tested the reading ability of grade 6 pupils by designating minimum and desirable performance standards. The results showed that only 25% of the pupils reached the minimum performance benchmark and that only 2% of the pupils gained the desirable performance level. Three quarters of grade 6 pupils were judged to leave primary in a state of illiteracy. The

inequalities in education opportunities restrict the ability of rural Zambians to work their way out of poverty.

The above report reveals the importance of providing quality education in terms of learning outcomes for the pupils. The quality of education will determine whether parents send their children to school at all. This would likely depend on judgments they make about the quality of teaching and learning provided, or whether attending school would be worth the time and cost for their children and themselves. It, however, does not show any strategies that can be used by the education sector in order to improve the quality of education being provided or adopt the best practices from other countries.

The Paper presented by Mumba (2002) on 'Education for All: Increasing Access to Education for Girls in Zambia' discussed Zambia's attempts to offer education for all its citizens, especially the girls who lagged behind in development. It discussed how the Programme of the Advancement of Girls Education (PAGE) had been implemented, as a way of increasing access and equity to girls. Among the strategies for increasing access to education for girls was the involvement of community schools and through the introduction of interactive radio programmes for out-of-school children.

The country had committed itself to implementing targets in the NPE (1996), but as the years went by, it became increasingly apparent that targets were not being met. This was evidenced by an increase in the number of school age children that were not in school with the majority being girls. Research studies conducted in 1994 – 1996, into the situation led to the introduction of PAGE as one of the strategies to increase access to education, especially for girls. Reasons revealed from the research studies for lack of access to education were: poverty, long distances, negative parental attitude towards education, low value attached to education, pregnancies, unaffordable user fees, and dilapidated school infrastructure.

Progress in increasing access to education for all had been made through the PAGE and community schools, however, there was still a large proportion of school-age children who were not in school. The Paper was insightful in providing strides that government had made in increasing access to education, as well as providing the reasons for lack of access. It remained, however, that by 2002 when the paper was prepared, there were still a lot of children that did not have access to education.

The National Implementation Framework (NIF) for implementing the Fifth National Development Plan (FNDP) on the education sector's performance provided some useful information. The Living Conditions Monitoring Survey reported in the National Implementation Framework, found the following Net Enrollment Ratios (NER):

- In 1998 it was 68% among children aged 7-13 years which is the age group for primary education (grades 1 – 7).
- In 2004 the enrollment for grades 1 – 7 increased by 39% and grades 8 – 9 increased by 40%. (NIF, 2007).

The rapid growth in enrollment was primarily attributed to the policy of free education at grades 1 – 7 that was introduced in 2002 which had been supported by the completion of about 900 new classrooms each year at new and existing schools (NIF, 2007).

According to the National Implementation Framework, 2007, the government's aim was to achieve 100% net admission/enrollment rate by 2007.

- In 2002, the net admission or enrollment rate was 94%,
- While the completion rate at grade 7 was 65%.
- In 2007, completion rate at grade 7 was 86% (NIF, 2007).

The literature reviewed clearly showed that the target for 100% enrollment had not been reached by 2002, when in actual fact it should have been met in 2000. However, by 2007, the completion rate at grade 7 was only 86%

and no reasons had been advanced in the National Implementation Framework that collected the statistics.

The Zambia MDGs Progress Report, 2008 reported that 560 classrooms were built between 2004 and 2005 which fell below the targeted 900 new classrooms that should have been built each year from 2000 onwards (Zambia MDGs, Progress Report, 2008). According to the MDGs Progress Report of 2008, net enrollments in primary education were:

- 96% and 97% in 2005 and 2006 respectively,
- Pupils reaching grade 7 were 81% and 83% in 2005 and 2006 respectively.

This meant that completion rates at grade 7 which was 86% in 2007 fell below the targeted 100% which should have been achieved by the year 2005. The challenges highlighted in the MDGs Progress Report include: loss of human capital, particularly teachers due to the HIV and AIDS pandemic which has resulted in inadequate teaching and support staff in schools; teachers are also lost due to resignations because of poor conditions of service, especially in rural areas; inadequate bursaries to enable vulnerable children enroll and stay in school; few schools in distant locations, especially in rural areas affects school attendance; low quality of education marked by poor results; poor learning environment such as dilapidated buildings; lack or inadequate teaching and learning materials; and high pupil-teacher ratio, the average national ratio for grades 1 to 9 was at 57:1 (MDGs Progress Report, 2008).

The 'Zambia Demographic and Health Survey (ZDHS) 2007' (2009) reported that orphaned and vulnerable children were at greater risk of dropping out of school. The reasons advanced for this situation were, among others, the inability to pay school fees, the need to help with household chores, and to stay at home to care for sick parents and/or younger siblings (ZDHS, 2009:310). The survey results indicated that generally the orphaned and vulnerable children (OVCs) were only slightly disadvantaged with regard to

school attendance in comparison to other children. The statistics were 88% of OVCs currently in school when compared with 91% for other children. However, double orphans (both parents dead) were reported to be less likely than children whose parents were both alive, and those who lived with at least one parent, to have been currently in school. The statistics were 82% and 92% respectively (ZDHS, 2009). "In reviewing the 2007 ZDHS results, it is important to remember that the survey includes only OVCs living in households. Children, who are living in institutions or other non-household settings, including children living on the street, are not included in the ZDHS OVC results. Thus, the ZDHS results should be considered as a minimum estimate of the problem of OVCs in Zambia" (ZHDS, 2009:307).

The ZHDS (2009) reviewed above is the most recent report on the statistics for access to education in Zambia. It is worth noting that OVCs were accessing education in a large enough proportion when compared with children who had parents. But as reported in the survey results, children that were not in family settings such as orphanages or on the street were not included in the survey. The inability to attend school as a result of not being able to pay school fees could indicate that some schools do not follow government policy of universal free basic education in order to ensure equitable access.

The FDNP Mid-term Review (2009) showed that in Zambia, enhanced quality of education is mainly measured in terms of:

- improved teacher training
- improved availability of teachers
- improved relevancy of the curriculum and
- Adequate supply of learning and teaching materials (FNDP Mid-term Review, 2009).

The drop in the pupil-teacher ratios was attributed to the teacher recruitment and deployment exercise that had been done during the period under review (2006-2010). The targets for the year 2007 were to have 98% of qualified

teachers for both grades 1 to 9 and 10 to 12. The actual numbers of teachers recruited were 84% and 96% of the teachers who had appropriate qualifications to teach grades 1 to 9 and 10 to 12 respectively (FNDP Mid-term Review, 2009).

Table 1 : Completion rates against set targets

Completion Rate	2005	2006		2007	
	Baseline	Target	Actual	Target	Actual
Grade 7	80.93	82.7	85.2	84.4	89.8
Grade 9	42.73	46.5	43.1	50.7	46.6
Grade 12	17.55	17.5	17.5	25.3	19.5

Adapted from FNDP Mid-term Review, 2009

Table 1 on completion rates against set targets showed that there was an increase in completion rates at grades 7 and 9 from the year 2005 to 2006. The baseline on completion rates in 2005 was 80.93% which increased to 85.2% in the year 2006 an increase even higher than the targeted figure of 82.7% that was projected for the year 2006. The targeted completion rates at grade 7 in the year 2007 were 84.4% and the actual or achieved completion rates for that year were 89.8%. This went to show that completion rates at grade 7 had increased while the completion rates at grade 9 had not really improved. In fact, for the year 2006 and 2007 the targeted completion rate was not met.

The key performance indicators (KPIs) that measure progress in the education sector were as follows:

- Net Enrollment Ratios (NERs) which measure access and participation;
- Completion Rates measure efficiency;
- Teacher/Pupil Ratio measure quality;
- Teacher qualification measures quality; and
- Gender Parity Index measures equity.

The above performance indicators suggest that Zambia has registered important progress towards achieving the targets (FNDP Mid-term Review, 2009). The education sector exceeded its NER targets for grades 1 to 7 in

2006 and 2007 by 1.99 and 5.2 per cent respectively. The upper basic level (grades 8 to 9) also recorded an increase in meeting its target which had been attributed to the infrastructure development programme that aimed at construction of new schools and the expansion of classroom space in the already existing schools.

In the upper basic education (grades 8-9), the Gross Enrollment Rate (GER) increased from 34.7 per cent in 2000 to 55 per cent in 2007 (FNDP Mid-term Review, 2009). In comparison with the average for Sub-Saharan Africa, the repetition and drop-out rates were lower at all levels in 2009 and the completion rates were higher. In relation to equity or access to education, the FNDP Mid-term Review, 2009, reported that the education sector had continued to make major strides in increasing the enrollment of girls, orphans and vulnerable children and those with special education needs. This was possible 'due to a mix of interventions such as the policy of free basic education; the expansion of coverage combined with bursaries; and the Pregnancy Re-admission Policy, girls enter primary school at about the same rate as boys' (FNDP Mid-term Review, 2009:76).

The challenge, however, from the literature, remains on how to keep the girls from dropping out of school due to pregnancy or marriage, as some of the reasons and ensuring that they complete their basic education at least. It is one thing to increase enrollment rates but it is another to ensure that the quality of education being provided is of an acceptable standard.

The information from all the literature above has served as a useful insight in the challenges being faced, especially by Sub-Saharan African countries in providing universal access to quality education. It has provided a good basis for evaluating the institutional framework put in place for the provision of basic education in Zambia. The summary of the lessons learned from the literature reviewed for our study can be said to be the fact that progress is being made in providing universal access to basic education but a lot still needs to be done. The Zambian government had made great strides in improving and increasing access to education for as many children as

possible but the challenges have still remained. The initiatives that the government has put in place to increase access to education have not been enough to meet the demand for education. The government policy of free universal access to primary education had led to over enrollments and high PTR, hence the failure of the education system to provide good quality education. Population growth has by far outstripped the government's efforts to provide education to all the children that need it. On the other hand, poverty has been a major constraint for a good number of families that have still failed to send their children to school, as they could not afford the basic school requirements or even meet their families' basic nutrition needs. For the poor in both rural and urban areas, poverty still keeps them from accessing free education.

Global Experiences

Literature on education from a broader international perspective had also been reviewed. The literature review was based on the UNESCO EFA Global Monitoring Reports for 2008 and 2010, the MDGs Report (2007), the IEG-World Bank Report 2006 and 2007, the EFA, 2005, the Report of the Commission for Africa (2005), the Oxfam Education Report (2000) and the UNESCO statistics from the UNESCO Institute for Statistics.

The most recent EFA Global Monitoring Report (2010) reported that in spite of the progress made in enrollment and completion rates at primary school level, a lot more children remained out of school. The larger proportion of children that were out of school were girls and children from marginalised groups such as internally displaced people as a result of conflict and other reasons. Poverty remained the main reason for lack of access to quality education for most of the poor people, and girls were denied access to education more than the boys.

The UNESCO EFA Global Monitoring Report (2008) reported that improvements that, however, had been made in net enrollment rates had also been associated with reduced geographic disparities in a number of countries, including Zambia (EFA Global Monitoring Report, 2008). The report

noted that donor support had not been consistent in this respect, because the only way that developing country governments could continue providing free basic education was through consistent donor support. Burkina Faso, Ethiopia, India, Mozambique, the United Republic of Tanzania, Yemen and Zambia recorded rapid progress towards the universal enrolment and gender parity at primary school level (EFA Global Monitoring Report, 2008). This goes to show that national political will, when combined with international support, can indeed make a big difference. In addition to that, survival or retention rates up to grade 7 have improved globally but remained low in Sub-Saharan Africa and South and West Asia (EFA Global Monitoring Report, 2008). The high drop-out rates undermine the potential benefits of high enrollment rates, especially when drop-out occurs early in the school years.

The more socially marginalized, when it comes to access to quality education, are people in remote or rural areas who tend to be poorer too. Household survey data from 40 countries showed that in 32 of them, the net attendance rates in urban areas was higher than those in rural areas (EFA Global Monitoring Report, 2008). However, the advantage that urban areas enjoy is not shared by children in urban slums where access is equally low. In Zambia and other countries, enrollment ratios have decreased in slum areas. The household surveys in a number of Sub-Saharan Africa indicated that poor households suffer reduced attendance rates and this is regardless of whether they are in urban or rural areas (EFA Global Monitoring Report, 2008).

Better school outcomes are evidenced by pupils' achievement test scores which are closely associated with higher income later in life. Quality of education is reflected by a range of indicators which include government spending on education, the pupil/teacher ratios, teacher qualifications, test scores and the length of time pupils spend in school. More recent research based on test scores in mathematics and language indicates that quality in education may have stronger impact on economic growth than total number of years spent in school (EFA Global Monitoring Report, 2008).

Quality is at the heart of education. That is why children need trained teachers, learning materials, instructional time and adequate school facilities in order to master the basics (EFA, Global Monitoring Report, 2008). In order to achieve the overall objective and benefits of an educated population, the need to ensure that quality education is provided cannot be overemphasised. In many developing countries there's relatively low and unequal learning achievement in language and mathematics (EFA Global Monitoring Report, 2008). The most important measure of quality, in addition to the above, in education provision is pupil-teacher ratio (PTR) or pupil class ratio. In 2007, the PTR from grades 1 to 4 was 75:1, which was a reduction from 76:6 in the year 2006, while for grades 5 to 7 it was at 35:8 which was a decline from 36:4 in the year 2006. PTR of more than 40:1 tend to hamper learning and a number of countries are above this benchmark though Sub-Saharan Africa's ratios on average range from 41:1 to 45:1 (EFA Global Monitoring Report, 2008).

The EFA Global Monitoring Report, 2007, focused on whether education for all was achievable by the year 2015. The report gave recommendations about what could be done in order to reduce drop-out rates or to identify groups of children who would most likely never enroll in school. One of them was that the first step for any government would be to reach out to the excluded and improve the quality, flexibility and relevance of education that is being provided to these children and their communities.

The report revealed the importance of government's political will in ensuring that there was equitable access to education. Disaggregated data on such efforts by country case study are what is missing from the above information from the report.

The MDGs Report (2007) expressed the fact that the issue of children, either entering school under age or over the official age for enrollment, had led to the inaccurate reflection of the actual net enrollment of children in schools. There are surveys indicating that attendance by over-age children is very common, especially in Sub-Saharan Africa, where more children of secondary

school age attend primary than secondary school (MDGs Report, 2007). There is information to the effect that, children who start school later than the official age are more likely to be from poorer households and have mothers with no formal education (MDGs Report, 2007).

It has been reported that the children that are most likely to drop out of school or not attend at all, are those from poor households or those who live in rural areas. Nearly a third of children of primary school age in rural areas of the developing world are out of school when compared with 18 per cent of their counterparts living in cities (MDGs Report, 2007: 11).

An example provided was that in 1998, the drop-out rate was at 106.9 million which dropped to 103.5 million in 2001 but this rate was insufficient to achieve universal primary education by 2015. This shows that it is not enough to expand the existing school infrastructure or build more schools, if the pupils are not remaining in schools. The Millennium Development Goals Report, 2007 had stated that the NER in primary education in the developing regions had increased to 88 per cent in the school year 2004/2005 against the 80 per cent in the 1990/1991 school year. In spite of this significant progress made in the last few years, Sub-Saharan Africa still lags behind other regions with 30 per cent of its children of primary school age out of school.

The Independent Evaluation Group (IEG)-World Bank 'Facts about Primary Education' (2007) revealed that some of the reasons for the inability to meet the targets were the proliferation of community schools at grades 1 to 9 that mostly had insufficient qualified teachers. In as much as the completion rates were high in Zambia compared with the other Sub-Saharan countries, the learning outcomes are not very impressive. Therefore, the issue of improving the quality of education in relation to the above, measures of quality must be acted upon with more urgency. The Southern African Consortium for Monitoring Educational Quality study measured primary school students' reading literacy against the standards set by the countries' national reading experts and grade 6 teachers (IEG-World Bank, 2007). It revealed that, in

four out of seven countries, less than half of the pupils in grade 6 achieved the minimum competence in reading.

The Independent Evaluation Group (IEG) of the World Bank, in its evaluation of World Bank support for primary education reported that of the primary education projects funded by the Bank, only 20 per cent had an explicit objective of helping children improve their learning outcomes which includes basic skills like reading and writing (IEG-World Bank, 2006). The focus of the projects was more on increasing enrollment levels at the expense of providing a quality education where children would actually be learning. Even the MDGs of 2000 adopted by governments all over the world, concerned themselves with universal primary school participation but no mention of the learning outcomes or quality of education to be received or provided (IEG-World Bank, 2006). As such, quality improvements were only in terms of better educational inputs such as books and teacher training while the measure of improved learning outcomes would be made evident through better reading, writing and mathematical skills of the learners.

The enrollment levels picked up in the 1990s with the support of such interventions as the EFA sponsored by the UN agencies and the World Bank. But as of 2001, it was estimated that 103 million of the 6 to 7 year olds in developing countries (about one fifth of the total) were still not enrolled in schools (IEG-World Bank, 2006). The UN global monitors had predicted that in view of the current trends almost 47 million would still be out of school in 2015 (IEG-World Bank, 2006).

In its evaluation, IEG assessed over 700 education projects for the Bank which was implemented from the 1990s onwards and discovered that 69 per cent of the projects designed to improve access achieved their goal (IEG-World Bank, 2006). However, the performance indicators were in form of increased net enrollment rates with the building of new schools and classrooms, hiring more teachers and eliciting community support, while governments in recipient countries contributed to this goal by eliminating school fees, optional school uniforms and scholarships to girls. The IEG-

World Bank Report (2006) revealed that the perceived benefits of education, as reported in some research, showed that the knowledge and skills acquired during primary education, as opposed to the number of years spent in school, make a difference in a person's economic mobility and national economic growth (IEG-World Bank, 2006).

The IEG evaluation's purpose "was to assess the development effectiveness of World Bank assistance to countries in their efforts to improve their basic knowledge and skills base through provision of quality primary education to all children, particularly since the beginning of the EFA movement in 1990" (IEG-World Bank, 2006). Among its findings, the evaluation report stated that of the children already enrolled in primary school, the learning outcomes have frequently been low and in some cases very low. This reflected the widespread ineffectiveness in teaching and learning processes or teaching methodologies. Enrollment, therefore, must be matched with a certain quality of education that should be provided. Reported National test data from Bangladesh, Brazil, Ghana, Pakistan, the Philippines, and Zambia, all showed that a majority of primary school leavers were achieving results that were well below their countries' minimum performance standards. The performance was apparently poorer in many low income, rural areas, whose results were only a bit better than for children who had not completed school (Oxfam, 2001: IEG-World Bank, 2006).

The UNESCO EFA Global Monitoring Report, 2005 showed that the expansion of schooling has had a small impact on reducing the number of out-of-school children of primary school age (7 –13 years). The girls unfortunately account for about 57 per cent of the children that drop-out of school. Going by such trends, it would have meant that the world net enrollment in 2005 would be 85 per cent and by 2015 it would have only risen to 87 per cent, which would be short of the 100 per cent target by 2015 (EFA Global Monitoring Report, 2005).

Extensive research in a range of traditions had been conducted over the last forty years on the relationship between education and development. There

has been evidence that clearly shows the links between good education and a wide range of economic and social development benefits (EFA Global Monitoring Report, 2005). It will be highly likely that the achievement of universal participation in education will fundamentally depend on the quality of education available. This means that how well pupils are taught and how much they learn can have a crucial impact on how long they stay in school and how regularly they attend school (EFA Global Monitoring Report, 2005). In many parts of the world, there was an enormous gap that has continued to persist between the number of students graduating from and those who master a minimum set of cognitive skills (EFA Global Monitoring Report, 2005). In regard to the availability of teachers, the EFA Global Monitoring Report, 2005 stated that Sub-Saharan Africa alone would need at least 4 million additional teachers to enable governments to meet the target of universal access to primary education.

The Report of the Commission for Africa (2005) reported that some progress had been made in enrolling children in school but the provision had still been patchy. This is especially for children in rural areas, girls, disabled children and orphans (Report of the Commission for Africa, 2005).

Africa has had a serious shortage of teachers and some of the reasons for the shortage have already been highlighted. In Ghana, for example, as at 2005, it had only a quarter of the teachers it needed, while Lesotho only had a fifth (Report of the Commission for Africa, 2005). To achieve the 100 per cent enrollment and completion rates with an assurance of excellent learning outcomes or quality education more teachers are needed. Proposed effective delivery of teaching would mean having at least a pupil-teacher ratio of 40:1 in basic education as recommended in the Report of the Commission for Africa (2005).

The Report of the Commission for Africa has shown that quantitative expansion in the basic education system is expected to be accomplished by increases in the number of teachers from teacher training colleges. It is worth considering at this point whether the infrastructure has been

expanded to meet the increase in enrollment rates. Whether the quality of education has been maintained, adequate text books made available to the pupils and whether the teachers available are sufficient to meet pupils' demands, not where one teacher is overwhelmed with too many pupils.

The Oxfam Education Report of 2000 gave projections that Sub-Saharan Africa would account for a fast growing proportion of the total worldwide number of children not in school. Such a trend would place a continuous challenge in meeting the goal of good quality education for all. Primary education has been seen to be a powerful lever for poverty alleviation and social and economic growth, hence the huge investments made into the education sector by the World Bank, governments and other donor agencies. The Commission for Africa Report (2005) stated that studies showed that educating girls is crucial for development because economic productivity is raised, infant and maternal mortality reduced, nutrition and health improve and the spread of HIV and AIDS reduced (Report of the Commission for Africa, 2005). The removal of school fees had helped girls to access education, the free school meals and school attendance grants have also been helpful. In Uganda, the removal of school fees almost doubled the number of very poor girls in education.

There has been broad international consensus that at least four years of good quality education are needed for children to acquire literacy and numeracy skills on a sustainable basis (Oxfam Education Report, 2000). However, this represents only at best a minimum requirement of good quality education. Millions of children drop-out of school before they even achieve that minimum requirement because they drop out before grade two (2). The UNESCO Institute for Statistics on its web page (accessed on 24/02/2010) revealed that Sub-Saharan Africa, West and South Asia together account for almost three thirds of the un-enrolled children or out of school children. In Africa alone, the drop-out rates are high whereby only 62 per cent of pupils complete primary education and are ready to continue with

their studies in comparison to the completion rate of 94 per cent in North America and 88 per cent in Asia (www.uis.unesco.org).

The literature has revealed the challenges that Zambia and other Sub-Saharan African countries face in the quest to provide universal access to basic education. In as much as late enrollment is better than no enrollment at all, it poses a challenge to the education system and also reflects the difficulties that families have in sending their children to school. There is a gap in the literature in that it does not provide country case studies of where individual countries stand in the provision of universal basic education.

The literature from the global picture revealed that Sub-Saharan Africa was lagging behind other regions in meeting the target on universal free basic education.

Research methodology

The four pillars of the education sector priorities are access, quality, efficiency and equity. This research examined the National Education Policy's performance with regard to access to quality education, learning outcomes, net enrollment and completion rates, teacher/pupil ratios (TPR), teacher qualifications and equity considerations. It assessed the effectiveness of the national policy on education in its provision of access to quality education and its equitable provision of education to all eligible children regardless of their socio-economic status and geographical location. The research sampled schools and communities from two districts in Lusaka province, namely Chongwe and Kafue districts.

Study Design

The study was both descriptive and explanatory in terms of its design. It was descriptive in that the study sought to provide an assessment of the performance of the National Education Policy in providing universal access to education. It was also explanatory in that the study examined the cause/effect relationships between variables such as access, quality, equity and efficiency in the provision of education.

Sample Design

The schools included in the study were randomly sampled based on the sampling frame obtained from the Public Service Management Division's establishment registers for the Ministry of Education. Community members and parents/guardians where the schools were located were sampled purposively. The other respondents such as the staff at the Ministry headquarters, Standards Officers, District and Provincial Education Officers were also sampled purposively. The total population of the sample was ninety-six (96) using random and purposive sampling.

The respondents were broken down as follows:

- 10 head teachers from the 5 randomly selected schools from each district.
- 40 grades 4 and 7 teachers from each of the 10 schools in the 2 districts.
- 2 District Education Board Secretaries from the 2 districts.
- 1 Provincial Education Officer for Lusaka province.
- 2 Standards Officers for Lusaka province.
- 20 parents/guardians and 20 ordinary community members from the 2 districts.
- 1 Official from the Ministry of Education headquarters.

Data collection

The secondary data reviewed for this study were obtained from books, journal articles and reports on the universal access to education and related statistics (desk research). The primary data were collected by way of personal interviews using semi-structured interview guides and structured questionnaires. The key informants that included the Provincial and District Education Officers, Head teachers and staff at the Ministry headquarters, were interviewed using semi-structured interview guides. Structured questionnaires were used for the teachers, parents/guardians and other members of the public.

Data analysis

Quantitative data were analysed using MINITAB 14 Student version while qualitative data was analysed using the narrative method.

Organisation of the Dissertation

Following the presentation of the introduction, literature review and methodological issues in this chapter, the subsequent chapters present the analysis and discussion of data collected from the field work. The second chapter discusses the findings provided by the administrators and planners in the ministry of education on universal access to education. The officials provided their views on the quality of education they are offering in government schools and the challenges they face and achievements that they have made along the way. The third chapter discusses the perceptions of the head teachers and grades 4 and 7 teachers that implemented the national education policy. The chapter highlights the successes and challenges that the educators faced in providing access to quality education for all. The fourth chapter, discusses the community members' perceptions and views on universal access to education. The fifth and last chapters present the conclusion of the study.

Duration of the study

The duration of the study was six (6) months from the date of approval of the research proposal.

Limitations of the Study

The study was limited by the lack of disaggregated data by district, rural or urban area, showing whether certain problems relating to access to education were peculiar to certain areas or were common across the country. It was a challenge to overcome bureaucratic red tape when it came to interviewing government officials that were chosen for the study. Schools that are located centrally in the districts have had too many researchers interviewing them and seemed less cooperative in taking part in the research which proved to be a challenge too. In spite of these challenges, however, sufficient and informative data were collected to facilitate the writing of the dissertation as earlier envisaged.

CHAPTER TWO

FINDINGS ON THE STRUCTURE AND QUALITY OF EDUCATION PROVIDED

Introduction

This chapter presents the findings and analysis of the data collected during the study on the effectiveness of the National Policy on Education (NPE) in providing universal access to primary education. The chapter is divided into three sections, the first being the introductory part followed by the second section that discusses the findings on the quality of education being offered by the Ministry of Education. The second section provides details on the findings of the research and the section is discussed under the sub sections namely access to education, quality education, efficiency and equity. The third section discusses the conclusions findings on the structure and quality of education being provided. The national policy on education specifies certain areas that are deemed critical to determining the quality of education being provided in the country. The education sector is built on four pillars which are the priority areas in the provision of quality education. The four pillars are access, quality, efficiency and equity. Access to education refers to access to quality education, not just any type of education. Quality, as one of the four pillars of the education sector, has a number of performance indicators that show whether the type of education being provided is a standard acceptable by the country. The indicators of quality education include:

- trained teachers,
- improved availability of teachers,
- improved teacher training,
- adequate supply of learning and teaching materials and
- Improved relevance of the curriculum.

The literature reviewed for this study, however, has consistently shown the most important measure of access to quality education, as the pupil-teacher ratio (PTR), or also referred to as pupil-teacher rates.

Performance indicators that reflect quality education on the part of the learners or pupils include:

- test scores in mathematics and language,
- Improved learning outcomes such as better reading, writing and mathematical skills.
- Length of time pupils spend in school and
- Adequate school facilities.

Access as a pillar of the education sector could be referred to as access and participation or equitable access. The performance indicators for access are gross enrollment ratios (GER), net enrollment ratios (NER), gross intake ratios (GIR), net intake ratios (NIR) and classroom space. Infrastructural development is a measure of access to education too. The performance indicators for equity include the Gender Parity Index (GPI) which gives the ratio of boys to girls in any given classroom. The Gender Parity Index could also be translated as the number of girls per every 100 boys (EFA Global Monitoring Report, 2008). The other indicator is the inclusion of all categories of children being given equal access to education. The different categories of children are girls, orphans, vulnerable children, rich and poor children and children with special needs. Efficiency is measured using completion rates at grade 7 or grades 9 and 12. For the purposes of this research, only completion rates at grade 7, as the study focused on universal access to primary education or middle basic education were considered. On the other hand, drop-out rates and repetition rates could be used as indicators of how inefficiently education is being provided by the government.

The respondents that were included in the research from the ministry of education were the following: an Officer from the Planning department at the

ministry headquarters, the Provincial Education Officer, two Senior Standards Officers in mathematics and English respectively, two District Education Board Secretaries (DEBS) from Kafue and Chongwe districts. The above respondents provided data that are discussed in section two of the chapter.

Findings on the Structure and Quality of education provided

Access to education

The policy makers interviewed in the study expressed great confidence in the achievements that the ministry of education had made in universal access to primary education. The information obtained was in relation to the performance of the national policy on education in Lusaka Province which has four (4) district, with focus on Kafue and Chongwe districts only.

The implementation of the National Policy on Education was decentralized from the ministry of education Headquarters to the province, from the province to the districts and from the districts to the schools in the districts. There are standard documents available that guide the provision of universal access to education which are made available to all the districts, schools and teachers. The guiding policy documents are the national policy on education, known as 'educating our future', and the national implementation framework 2008 – 2010, (NIF) which is the ministry's strategic plan running for a period of three (3) years. Apart from the national policy on education document 'educating our future' the other policy document that guides provision of education for languages is the 'curriculum for languages' at national level and the syllabi based on the curriculum. The New Break Through to Literacy (NBTL) for all grades in languages provides the guidelines on what learners are taught. It has been the major approach to teaching language and has reportedly worked well. The pupils are taught to read in their local language in grade 1 and proceed to read in English from grade 2 onwards, the approach which the officials said had proved highly successful. There were also the Standards and Evaluation guidelines and 'Focus on Learning' as additional documents that guide the provision of education. The specific

guidelines for the provision of basic education from grades 1 to 7 were contained in circulars published by the ministry.

The actual implementation of the policy was decentralized to the districts headed by the District Education Board Secretary (DEBS) who supervises the running of the schools. The DEBS are also responsible for monitoring the implementation of the policy's objectives in their respective districts. The goals of the national policy on education implemented in the year 2010, comprised, among others, ensuring universal access to basic education through the provision of adequate infrastructure, efficiency and effectiveness in the delivery of education, and provision of education in an equitable manner. Part of the provision of quality education entails that education is provided in an equitable manner, to as many children as possible, regardless of their social status or socio-economic background.

The NER is the percentage of the children that are aged between 7 and 13 years and are enrolled in grades 1 to 7. When the NER is high it is an indication that there are more children attending school at the correct age. The NIR on the other hand, is the percentage of seven-year olds who start school for the first time and it is expressed as a percentage of the total number of seven-year olds in the population. The Provincial office reported that the enrollment rates at grade one had been increasing rapidly for the previous three years (2008 – 2010). The increase in the enrollment rates was in line with the education policy which advocated for enrollment of all school going age children. However, the Provincial officials said that the increase in enrollments at grade 1 had posed a challenge to the schools in the province as classroom space became inadequate. The over enrollment has also resulted in inadequate teaching materials. In order to mitigate these challenges, measures have been taken at the provincial level with the help of the ministry headquarters. There is construction of more schools, especially basic schools, and more funding in the budget is allocated to the procurement of more teaching and learning materials. The head teachers are encouraged to liaise with schools nearby to share pupils and send them to

the other schools but the schools are required to be within the same zone where that particular school belonged. The schools in the districts have been divided into zones, based on a set of different criteria used by the ministry.

The province, in its quest to ensure that every child has at least access to a minimum of 7 years of good quality education, has enforced the policy of free primary education. The province ensures that pupils were not levied in order to attend school. Every effort is made to ensure that learning materials are provided and that head teachers comply with the policy of free education, through the DEBS offices in the districts. It was reported that over 100% of school going children had been enrolled in schools in the province. The officials said that the enrollment rates were calculated in reference to the 2000 census of population data which obviously does not reflect a very accurate enrollment rate of school going children in the year 2010. According to the census projections, all the children that should have been enrolled in primary school had already been enrolled and the presence of more children in the population meant that the targeted enrollment rates had been exceeded.

In order to further justify the province’s excellent performance in meeting its targets on enrollment rates, it presents the national statistics compiled in the 2009 Education Statistical Bulletin (2009) on the gross intake ratio by gender. The statistics are presented in table 2.1 below, for the year 2007 to 2009.

Table 2: Gross Intake Ratio by Gender (2002-2009)

National	2007	2008	2009
Male	144.8%	125.3%	118.7%
Female	146.9%	130.3%	119.0%
Total	145.8%	127.8%	118.8%

Source: ESB, 2009

The provincial office shows that table 2 above reflected the national level ratios. At the national level, the gross intake ratio by gender was over 100

per cent from 2007 to 2009. This, as far as the statistics compiled were concerned, was an indication that the education system had already met its target enrollment of 100% of children of school going age in the country.

It must be noted that these statistics might not reflect what is happening in reality. The reported enrollment rates of over 100% of school going children did not seem accurate, as evidenced by the number of street children that are of school going age and are clearly not enrolled in any schools in the province. The enrollment rates would need to be revised in view of population growth in the past ten years in order for the ministry and the nation to have a more accurate reflection of enrollment rates at grade 1. However, as far as the provincial officials were concerned, Lusaka province and the nation as a whole had met its target on the enrollment of children of school going age. Their perceptions were influenced by the statistics that they collected rather than the reality of out of school children that are found in the communities in the province.

One of the objectives of the national policy on education in increasing enrollment rates was increasing the enrollment of children aged 7 years old at grade 1. The Provincial officials were happy to report that they had managed to increase the enrollment rates of children aged 7 years of age. The Provincial office showed the 2008 enrollment rates from the ministry's statistics for the two districts under study as shown below in table 3.

Table 3: Grade One Entrants (excluding repeaters) by Age and Gender: Lusaka Province-Chongwe District for 2008

		Under 7	7 years	8 years	9 years	10 years	11 years	Over 11 years	Total
Lusaka	Male	44	98	70	25	2	0	0	239
	Female	72	123	50	21	3	1	0	270
	Total	116	221	120	46	5	1	0	509

Source: Zambia Annual School Census (2010)

The officials reported that Table 3 measures the GIR which is expressed as the number of children newly admitted to grade 1, regardless of their age, in comparison with the appropriately aged 7 year olds in the population. The table represents the grade 1 entrants for the year 2008 by gender and age for Chongwe district. The table showed that the majority of the children that had enrolled were of the right age to enroll at grade 1. The 7 year old children enrolled were in the majority followed by the 8 years olds. The number of older children has shown a decrease for Chongwe district in the year 2008 when compared with the 7 year olds. It was also noted that more girls than boys had been enrolled for the under 7 and 7 year old children. The officials used the above figures to show how well they were doing in terms of increasing enrollment rates for the 7 year old children which was a requirement of the education policy. The officials said the statistics and figures were an important means of verifying whether they were on target or not when it came to meeting the requirements of the education policy that they were implementing. The ministry of education collects statistics as part of their daily duties in order to monitor the compliance with the requirements of the national policy on education. The statistics collected are aggregated to form the national statistics which give the nationwide picture of how the ministry, as a whole, is doing in terms of providing quality education for all.

In addition, the officials presented table 4 below which measures the gross intake rates for Kafue district. The same information was collected for Kafue district by age and gender for grade one entrants for the year 2008. The table shows that the 7 year old children that had enrolled were in the majority followed by the 8 year olds and 9 year olds respectively. There were more children aged 10, 11 and 12 years old that were enrolled in Kafue district compared to those enrolled in Chongwe district. The Provincial office reported that Kafue district was not doing as well as Chongwe district in enrolling children of the right school going age at grade 1, therefore, more sensitization was needed in order to improve on the statistics.

Table 4: Grade One Entrants (excluding repeaters) by Age and Gender: Lusaka Province-Kafue District for 2008

		Under 7	7 years	8 years	9 years	10 years	11 years	Over 11 years	Total
Lusaka	Male	23	83	31	26	6	7	2	178
	Female	13	94	36	27	10	4	0	184
	Total	36	177	67	53	16	11	2	362

Source: Zambia Annual School Census (2010)

In order to provide good quality education, it means increasing class room space to increase access to primary education for all school going age children. The Provincial office reported that it ensured that it allocated education materials to all schools and that free education reaches disadvantaged groups which would help in increasing access to education too. As such, major strides had been made in the development of school infrastructure in order to increase access to education for more children. The Provincial office reported that the ministry of education had built 2000 new class rooms in the year 2008 and 3000 class rooms in the year 2009. This goes to show how committed the ministry of education is in improving access to education. It had also intensified its procurement of desks and books and to recruit more teachers.

The Provincial office reported that, in the year 2010, the districts in Lusaka province had been pursuing the goals of providing free and compulsory basic education, promotion of learning and life skills for young people, ensuring access to education services at all levels through formal and alternative modes of delivery, enhancing the quality and relevance of education service delivery and focusing on knowledge, skills, attitudes and values. One of the offices in the province (Kafue – DEBS) provided statistics of enrollment at grade 1 from 2007 to 2009 which are presented below:

Table 5: Enrollments at Grade 1 from 2007 to 2009

Year	Enrollment	
	Boys	Girls
2007	2,671	2,592
2008	2,664	2,585
2009	2,741	2,598

Source: Kafue DEBS Office (2010)

According to table 5 the enrollment rates from 2007 to 2009 reflect that there were more boys than girls enrolled in Kafue district. The differences between the number of boys and girls enrolled in the years 2007 to 2008 were consistently the same while the number of girls, though it had increased in the year 2009, was much lower than the number of boys in 2009. It was further reported that in general, the enrollment rates for the boys and girls had been fluctuating from year to year. The information in table 2.4 can also be used to reflect the gross enrollment rates which would be expressed as percentages. The DEBS office was confident that it would continue to record higher enrollment rates for the district every year in order to meet the objectives of providing free access to education for all the children of school going age in the district. The collection of statistics as shown in table 2.4 helps the district office know how it is performing in terms of enrollment rates at grade 1 and develop appropriate interventions to increase enrollments when necessary.

The ministry officials provided statistics and figures for the year 2009 as provided in the ministry's 2009 Education Statistics Bulletin (2009 ESB). The most recent statistics of enrollment by gender for grades 1 to 7 for Lusaka province for the year 2009 are given below in table 6.

Table 6: Enrollment by Gender and Province for Grades 1 to 12

Lusaka		Grade 1	Grade 7
	Male	24,112	22,196
	Female	24,525	22,811
	Total	48, 637	45,007

Source: ESB, 2009

The table shows that the number of pupils did decrease by the time they reached grade 7 due to different reasons. Interestingly, there were more girls enrolled at both grades 1 and 7 in the year 2009. This, therefore, goes to show that Lusaka as a province recorded a higher number of females that enrolled at both grade 1 and 7. The officials said that at grade 1, there were 413 more girls enrolled when compared to the boys and there were 615 more girls that reached grade 7 or enrolled back to reach grade 7 than boys. The above figures show that when compared to the data in table 2.4 for enrollments at grade 1 for Kafue district for the year 2009, it meant the other districts in Lusaka province must have enrolled more girls than Kafue district. The provincial office suggested that this could mean that Chongwe district must have enrolled more girls than boys in the year in 2009 too. As far as the provincial office was concerned, the above statistics show that Lusaka province had increased access to education for the girl child in the year 2009. This statement would, however, be validated if indeed there were more girls of school going age than boys in the district as a whole. The provincial office was ensuring that the policy that was meant to increase access to education for girls was being adhered to by the districts. The re-entry policy for girls who fall pregnant and are allowed to go back to school has also helped to increase the number of girls in school. The province is optimistic that it will meet its target in providing access to education for all, especially access to basic education from grades 1 to 9.

The net enrollment rate is a representation of children enrolled in grades 1 to 7 aged between 7 and 13 years old which is the official age range for the

children that should be enrolled from grades 1 to 7. The provincial office reported that the net enrollments for the province show that the majority of the children enrolled from grades 1 to 9 were within the official age and had been given priority when being enrolled. As such, there were more children of the official age that were currently accessing education. It shows that priority had indeed been given to enrollment of children of the official age which is one of the goals of providing equitable access to education. Equitable access to education means providing access to children of the official age before considering under or over aged children. The over aged children should also be given an opportunity to enroll in school as they could have missed the opportunity earlier. However, this should never be done at the expense of the children of the right age to enroll in school. The officials said this was an important factor in the provision of education because the school curriculum had been designed to be taught to children of a certain age and older children at times would have challenges learning because the curriculum might not suit their needs, hence the need to enroll children at the right age.

Access to education required that pupils have adequate classroom space in order to learn properly. The provincial office reported that the 2009 Education Statistical Bulletin revealed that the Pupil Classroom Ratio (PCR) for grades 1 to 9 for Chongwe district was 37.60 while Kafue district was 40.99. According to the provincial office, this reveals that the schools in Kafue district had more pupils in their classes, at least 40 pupils per class while Chongwe district had at least 37 pupils per class. However, the provincial office was quick to note that the statistics provided only average figures and did not reflect the higher PTR found in a number of schools in Chongwe and Kafue districts. The school inspections conducted by the provincial office found that a good number of schools in the two districts had classes with as many pupils as 60, 70, 80 or 90.

The shortage of classroom space was highlighted as the major challenge in providing both access to education and quality education. The solution to

overcome the above challenge is the infrastructure development or construction of schools. The district index compiled in the Education Statistical Bulletin (2009), though useful, does not exactly show the actual disparities in the number of pupils that exist between the classes with the largest number of pupils and the lowest. The study showed that from the schools sampled in Chongwe and Kafue districts, the pupil classroom ratios were quite high in some schools for certain classes as discussed under the sub-section 'quality education'.

The provincial office reported that the challenges that they faced in increasing the enrollment rates further were the parents' lack of appreciation for education, poverty which prevented some parents from being able to afford school requirements and the long distances to the schools that the pupils needed to cover in order to access education. This was particularly common in the far flung areas of Chongwe and Kafue districts where some communities were too far from the nearest schools. The districts in Lusaka province had been facing challenges in increasing enrollment rates at grade 1, in particular. The provincial office reported that it had been difficult to enroll all children of school going age because of the growing population in the district which had not been matched by availability of learning spaces in the schools. The districts have vast land, a large part which is rural with uneven population distribution and a number of geographical barriers. This has posed a challenge for children in the far flung areas to access education because the schools are too far from their homes. There are some children who, as a result of the distance to school, do not get enrolled in schools. In order to address the above challenges, the government has undertaken funding of infrastructure development through the construction of additional classrooms in established basic schools and the construction of new classrooms in new locations.

The officials from the ministry of education who are the policy makers were divided on whether Zambia would attain the MDGs on universal access to basic education. Half of the officials were confident that Zambia would

achieve the MDGs while the other half thought otherwise. The officials that were confident of Zambia achieving the MDGs to universal access to education attributed it to the fact that enrollment rates in the country were at a level that was already close enough to universal access. The officials expressed this confidence regardless of the possible flaws that existed in the statistics that the ministry had produced, shown above in enrollment rates nationwide. The other reasons attributed to Zambia achieving the MDGs include the number of schools that have been built from the year 2008, the schools that have been upgraded into basic schools and the new class room blocks that have been built at existing schools. The ministry officials at the province had intensified their procurement of desks and books whenever funds were available and were recruiting more teachers every year. The government, through the ministry of education, was going to meet the MDGs on universal access to education because of government's increased spending on the construction of classrooms, provision of education materials for free education and the continuous recruitment of qualified staff.

On the other hand, the officials that did not think that Zambia would achieve the Millennium Development Goals (MDGs) on universal access to basic education attributed this to some of the challenges already expressed above, such as the standard of education had been compromised by too many pupils (over enrollment), fewer books, and fewer teachers. It must be noted that it is not possible to enroll all children of school going age without matching resources to achieve the objective of 100% enrollment at grade 1. The other challenges related to providing quality education, as discussed below in the sub section on quality education, may also hinder the country from achieving the MDGs on universal access to basic education. The other reasons for not achieving the MDGs on universal access to education were that there were still few teachers in the schools, inadequate teaching/learning materials and lack of a law that would punish parents that would keep their children out of school.

Quality Education

Lusaka province has shown its commitment to providing good quality education by trying to maintain a certain level of pupil-teacher ratio (PTR) in the schools in the districts. Measures are put in place to ensure that when classes at certain schools were too full, the pupils could be transferred to nearby schools where the PTR was within reasonable range. This is in response to the high enrollment rates to ensure that every child of school going age was enrolled in school. The provincial office also said that it is committed to improving the quality of education, as was seen in the intensive efforts the ministry had put in place to recruit more teachers.

In order to monitor the adherence to the standards required to be maintained in the education sector, the Standards department in the ministry exists to maintain the highest standards in the teaching methodologies in the schools. The maintenance of the standards of education show how the ministry is adhering to providing good quality education to the learners. The provincial office reported that the standards department at its office carries out school inspections in all the districts in the province together with junior standards officers from the respective districts. They carry out general inspections where teaching methods and learners' performance were observed and records of learners' performance inspected together with lesson plans and schemes of work. The standards officers responsible for languages, for example, ensure that literacy levels among the learners in all languages such as English, French and local languages were checked. The provincial office said that inspections were supposed to be conducted daily. However, some standards officers were not able to carry out inspections regularly due to challenges of transport among other reasons. Inadequate funding to the provincial office was considered a constraint to the job of inspecting the standards of education being provided in the schools.

In an effort to maintain the standard of education, the provincial office reported that the ministry ensures that materials are made available to the schools such as textbooks, chalk, maps, charts and desks. The provincial

office said that all teachers, teaching which ever grades, must have the basic teaching materials such as text books, chalk, charts and other teaching aids. The teachers had to have appropriate qualifications and should be able to prepare lesson plans and schemes of work. The basic qualifications for a grade 4 teacher for example, were either a Zambia Primary Certificate (ZPC) or primary school diploma or a ZBC certificate for preschool. The basic qualifications for grade 7 teachers were either a ZPC certificate or diploma or a ZBC certificate or diploma. The officials reported that in future, the minimum qualification for a grade 7 teacher would be a diploma. Therefore, the ministry of education is in the process of upgrading the teachers' qualifications in order to improve the provision of quality education. The learning outcomes expected of grade 4 learners in English are being able to read and write and this should have been attained by the time the learners were in grade 2. The acceptable learning outcome for learners in grade 7 in English is the ability to read and write.

The inspections conducted for schools in Kafue and Chongwe districts show that the schools were doing well in reading. This goes to show that the New Break Through to Literacy (NBTL) approach to reading was working. However, it was noted that the rural schools were in need of qualified teachers, a demand the provincial office has not met yet. Some schools in rural areas still used unqualified teachers because they were the only ones available. The pupils or learners observed in the last inspection conducted in 2010 exhibited good literacy levels which farther showed the merits of using the NBTL. This was observed for both grades 4 and 7 learners. However, the learners still face some challenges with reading at both grades 4 and 7. The challenges were as a result of lack of exposure to books before being enrolled in school. What has been helpful for the learners was the method of starting to read in their local languages before they were taught to read in English. The last inspections (October, 2010) also show that the teachers were working hard, however, they did not have adequate 'Read on Course' books which were part of the NBTL reading books. Some schools only had 4 books each, which made the teachers' work very challenging indeed. The

provincial office has not had extra copies of the NBTL books to distribute to the schools because the books had to be imported and it took some time before they could be brought into the country and distributed to the schools. As a result, according to the provincial office, the strides made in reading were being negated by the challenges of inadequate reading materials and the process of acquiring the books which was centrally controlled by the ministry headquarters. The provincial office also said that the challenges being faced in terms of providing quality education were more daunting than the challenge of providing access to education. Access to education was being provided at the expense of quality as the tools to ensure the provision of quality education were inadequate both in terms of teaching and learning materials and inadequate qualified teaching staff.

The basic materials needed for a grade 4 teacher are approved and recommended text books and materials that stimulate senses such as visual and touch. Grade 7 teachers basically need audio and visual charts and reading materials. The acceptable learning outcome in mathematics for grade 4 pupils was acquiring basic numeracy skills. The grade 7 pupils needed to have acquired numeracy and some mathematical skills. The provincial office reported that the performance of the schools that were inspected in Kafue district was just about average for both teachers and pupils. The schools in Chongwe district were generally seen to have been struggling and this was more evident depending on where the school was located and other local factors affecting school attendance. The pupils' performance in particular, in both districts, was either just average or slightly above average in some cases, and the teachers' performance was only fair. The teachers' performance reflected on the pupils' performance and for the schools in the more remote areas of the districts where the teachers were unqualified, the quality of education was quite poor.

The standard PTR for the country, from grade 1 to 7 is 40:1 and the standard classroom should accommodate 40 pupils. The officials interviewed reported that the head teachers in the basic schools had complained about

the over enrollment of pupils at grade 1 but the government wants as many children to be enrolled as possible. This has placed enormous pressure on the schools and the quality of education is being compromised. Solutions obviously include construction of more basic schools, expansion of existing schools, and recruitment of more qualified teachers and procurement of more teaching materials. Provision of quality education was greatly hindered by inadequate teaching and learning materials. The officials reported that the challenges that the pupils faced with learning mathematics in grade 4 and 7 were the inadequacy of teaching/learning materials and inadequate lesson preparation. The teachers' challenges in delivering lessons were inadequate teaching/learning materials, poor teaching methods, poor time management and large class sizes.

There are a number of solutions that the officials proposed to ease the problems that the teachers and pupils face in the government schools. Incentives for the teachers would include accommodation, some allowances, better salaries, and a maximum of 40 pupils per class which means that schools should not over-enroll pupils. This is because there were some schools where the PTR was 80:1 or 90:1 which seriously compromised the quality of education being offered. The schools should help to give teachers incentives when the government failed to do so. The government has come up with a new approach of constructing a high school and 20 teachers' houses in each district for example, as an attempt to address some of the challenges that the schools are facing. However, the government's efforts to build more schools and teachers' houses are not adequately addressing the teachers' accommodation crisis because the teachers are too many. The other possible solutions that the provincial office recommended to improve the delivery of education were improved monitoring by external monitors, enhanced lesson preparation, more programmes to re-skill the teachers, more teachers recruited and attaining an acceptable PTR (40:1). These proposed solutions could, to a large extent, be implemented in the two districts. The province has been ensuring that every child has access to a minimum of 7 years of good quality education by enforcing the free

education policy and sensitizing parents on the importance of sending their children to school.

Efficiency

Efficiency, as earlier stated refers to the completion rates, which in the case of this study, are completion rates at grade 7. The provincial office revealed that the completion rates at grade 7 have been increasing but not at a very high degree. When the comparison was made between enrollment rates and completion rates, the latter has not been increasing as much as the former. In fact, the drop-out rates have been increasing between grades 1 to 7. It was reported that some schools, especially private schools, would at times not register their pupils with the Examination Council of Zambia (ECZ) and, therefore, the pupils would not write the grade 7 examinations. Such pupils had contributed to the increasing number of children that dropped out of school before writing their grade 7 examinations by stopping school on their own.

The provincial office devised a number of solutions to address the above challenges at the community level such as sensitization campaigns on the importance of education in the districts. The Provincial office, together with the district offices, visits local leaders within the communities to help coordinate the sensitization campaigns and encourage the local leaders to also speak to their communities on the importance of education. The rural communities are included in the sensitization campaigns by using the local traditional leaders to help mobilize the community members and discuss the importance of education. The challenges of children dropping out of school are also addressed. As a result of the community sensitization programmes on the importance of education, some parents have become involved in the running of the schools through the Parents Teachers Association (PTA). All schools are required to form PTAs because the association was established by an Act of Parliament. The Act provides the guidelines on the composition, roles and responsibilities of the PTA members. The provincial and district officers reported that the joint efforts of the teachers and parents through

the PTA has helped increase the enrollment and completion rates in the schools. The PTAs have also been instrumental in sensitizing community members on the importance of educating their children and the perceived benefits that education brings.

At the school level, the provincial office reported that it encourages the head teachers to strengthen their school guidance and career counseling section which is part of the school's departments. The emphasis has been placed on constantly counseling the children and keeping them in school. An innovative programme that the schools conduct is that of holding a career's corner for the pupils, where they are given a day within the term when they come dressed, representing the career they intend to take up in the future. The ministry officials were pleased to report that the career guidance departments in some schools had been very active and instrumental in keeping the children in schools. The teachers under the career guidance section request parents to go to their children's schools and discuss their children's performance in school. The Career guidance section has also been instrumental in initiating an 'Open Day' where parents are specifically called to discuss their children's performance and problems that the children face in school and what could be done to help the children. The officials also reported that it had been worth noting that the schools in the two (2) districts had become innovative and sanctioned the parents that did not attend their children's Open Day.

Efficiency in the provision is also measured by the number of pupils that would complete either grade 7, 9 or 12. The ministry officials reported that the completion rates at grade 9 in the year 2009 for Chongwe district was 91.16% and 65.60% for Kafue district as shown in table 2.6 below. The officials said that using the completion rates at grade 9 in table 7 below as the completion rates at grade 7, it would, therefore, follow that Chongwe district had a higher completion rate at grade 7 in comparison to Kafue district. There were more boys that completed grade 7 than girls for both districts. However, there were fewer girls that completed grade 7 in Kafue

district when compared to the percentage of girls that completed grade 7 in Chongwe district. The officials noted that Chongwe district had more girls completing grade 7 than girls in Kafue district when Chongwe was more rural in character and was expected to have more challenges in providing education. The completion rates may imply that there were relatively fewer girls that stayed in school up to grade 7 or grade 9. This could be attributed to early pregnancies, early marriages or loss of interest in education as the girls grew older.

Table 7: Completion rates at grade 9 (District Index)

	Chongwe	Kafue
Male	93.10%	72.64%
Female	89.23%	58.31%
Total	91.16%	65.60%

Source: ESB, 2009

The drop-out rates reflect the opposite of efficiency. The fewer the number of children that completed school or reached and completed grade 7, the less efficient the education system was in providing education. The provincial office reported that the drop-out rates were higher at grade 9 in Kafue district in comparison to Chongwe district. However, the drop-out rates for both districts were higher for girls than boys in both districts. The higher drop-out rates for the girls confirmed the earlier assertion made by the officials that there were fewer girls that stayed in school up to grade 7 or grade 9.

The provincial office said the challenges that are faced in keeping the pupils in school up to grade 7 or grade 9 are varied. The poverty levels that affect the households and those with lower incomes, affect their ability to send their children to school. Some of the children are too hungry to concentrate in class because their families can hardly afford to feed them. The other reported challenges that affect pupils remaining in schools are early pregnancies for the girls and early marriages, as earlier stated. The

HIV/AIDS pandemic has also affected school attendance for a number of pupils because they become vulnerable after their parents die, hence end up dropping out of school. In order to overcome the above challenges, the district schools have implemented a number of initiatives that are supported by the district education office and the ministry headquarters. As a result, the schools in the districts have been implementing the School Health Nutrition (SHN) programmes to address the nutritional needs of the learners by providing them with nutritious meals whilst at school. The schools have also been conducting sensitization programmes on the disadvantages of early pregnancies for pupils. The districts had been trying by all means to ensure availability and retention of teachers, distribution of free basic education school requisites and routine monitoring of teaching and learning activities in schools in the districts.

Equity

The performance indicator for measuring equity is the Gender Parity Index (GPI) and the composition of children that attend school from different socio-economic back grounds. The latter indicator is also referred to as a measure of equitable access. When it comes to providing opportunities to children that are disadvantaged in one way or another, the government has introduced bursaries for vulnerable children. The schools have been mandated to form Bursary committees to administer the bursaries that would come either from the government, through the ministry of education, or from Non-governmental organizations (NGOs) and individuals. The bursaries for vulnerable children are made available to all basic schools. The schools were required to account for the money and the PEO's office was responsible for monitoring the use of the funds and verifying which children get the bursary.

The districts, in their effort to keep as many vulnerable children as possible in school, provide government bursary funds to help orphans and other vulnerable children. In order to help children that live very far from schools to access education, the districts' school infrastructure development programme is aimed at addressing that problem. Kafue district, for

example, has been working with the communities in the district in sensitizing them on the importance of education and forming parent teacher associations (PTA) in the schools.

Conclusion

The officials that were interviewed for this study had reported increased enrollments that led to inadequate classroom space and inadequate teaching and learning materials. The officials had proposed solutions which included the construction of more basic schools and allocation of more funding for the procurement of more teaching and learning materials. The head teachers were advised to share pupils with other schools within the same zone, as way of reducing over enrollments. Government officials were divided on whether Zambia would achieve the MDGs on universal access to basic education. The ones in agreement attributed it to the evidence of government's increased spending on construction of more classrooms, recruiting more teachers and providing more education materials. They also attributed the achieving of the MDGs on universal access to basic education to the statistics provided from the Education Statistical Bulletin of 2009 which clearly showed that Zambia had almost achieved universal access to basic education in spite of the flaws in the data. The officials that were not confident of Zambia attaining the MDGs on universal access to basic education attributed it to the limited resources currently available and the few teachers available, inadequate teaching and learning materials and lack of laws to punish parents that did not send their children to school.

Most of the schools in Lusaka province where the inspections had been conducted in the year 2010, show that they do not have adequate supplies of the much needed teaching and learning materials. Inadequate classroom space due to over enrollments also meant that the quality of education was greatly compromised, as the teachers could not give attention to individual learners. The reality on the ground, as reported by the district office, was that it was not possible to enroll all the children of school going age into school because the education system did not have the capacity to absorb all

of them. At enrollment, the 2 districts had generally enrolled more girls than boys but fewer girls stayed in school long enough to complete grade 7. There was a consistency in the number of children that completed grade 7, notably fewer girls than boys completed grade 7.

The following chapter discusses the perceptions of the implementers of the national policy on education. The national education policy is implemented by the head teachers who are the school managers and the class teachers. The organisation of the chapter is presented in the same way as chapter two, except that it discusses the provision of quality education specifically at the school level and not the national, provincial or district level. The challenges faced in providing quality education are discussed, as well as the possible solutions and the achievements made so far have also been discussed.

CHAPTER THREE

IMPLEMENTATION OF THE NATIONAL POLICY ON EDUCATION

Introduction

The chapter has been divided into various sections and sub-sections to facilitate easy understanding of the research findings. Ten head teachers from the 10 selected basic schools in Kafue and Chongwe district were interviewed. The head teachers have had experience in their current positions ranging from 1 to over 5 years. All the head teachers have had over 5 years experience as class teachers before being promoted to head the schools where they taught or transferred to head other basic schools on promotion. This is a good indication that they had provided insightful information on how education was being offered in basic schools and whether the learners were getting good quality education. Half of the head teachers were also experienced in teaching pupils from grade 1 to 9 and the other half had also taught grade 9 to 12 pupils and were still taking some classes. The vast experience that the head teachers had as class teachers and additional experience as school managers meant that they would provide useful information backed by years of experience. The head teachers' length of service also meant that they were in a better position to state whether the quality of education had improved over the years or not. Having taught almost all the grades in the basic school, the head teachers' input to the study was invaluable.

There were twenty (20) grade 7 teachers that were interviewed for the study on universal access to education in Chongwe and Kafue districts. Ten of the teachers were from Chongwe district and the other ten were from Kafue district. Over half (60%) of the grade 7 teachers had attained their college education while others were still studying at either college or university. There was over half (65%) of the grade 7 teachers that had over 5 years experience in teaching and the others had 3 to 5 years experience. Almost all (90%) of the teachers had also taught other grades apart from grade 7 such

as grades 1 to 9. There were instances where the same teachers would teach the same pupils from one grade to the next, sometimes until they wrote their grade 7 or grade 9 examinations. Our study had also targeted a sample of 20 grade 4 teachers from Chongwe and Kafue districts. Three quarters of the grade 4 teachers had completed their college education while the others were yet to complete their college education and one of the teachers had a university degree. The length of service of the grade 4 teachers showed that 65% of the teachers had over 5 years experience in teaching while the others had between 1 to 5 years experience. The grade 4 teachers had also taught other grades, ranging from grade 1 to 7. The grades 4 and 7 class teachers had considerable experience in terms of length of service and the different grades that they have taught and continued to teach. The information class teachers were providing this our study was reflective of their years of experience as class teachers. It was only 10% of the grade 4 teachers that had a minimum of between 1 and 2 years teaching experience, while the least number of years of experience for the grade 7 teachers was 3 years.

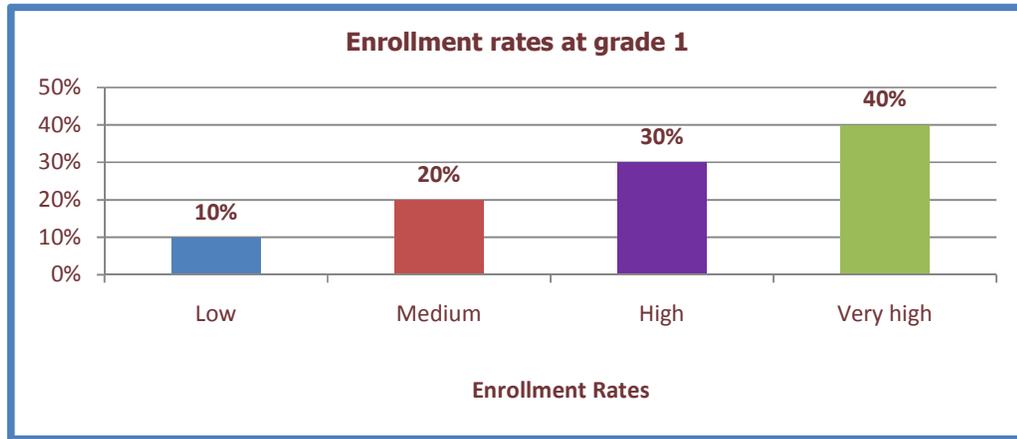
Implementation of the national education policy

Access to education

The first step in providing access to 9 years of good quality education is to ensure that every child will have access to a minimum of 7 years of good quality education (NPE, 1996). Access as an indicator or pillar of education provision is measured by the number of pupils that are enrolled in schools at grade 1, among other things. In the case of this study, it was, therefore, important to establish the enrollment rates at grade 1 for the year 2010 in which the study was undertaken. The enrollment rates at grade 1 for the Kafue and Chongwe districts ranged from very high to low enrollment rates, depending on different factors such as where the school is located and the access with which communities have to the schools in their localities. The teachers reported that the schools that had recorded very high enrollment rates were 40% of the total of 10 schools sampled in the 2 districts. There were 30% of the schools that had reported high enrollment rates, while 20%

had reported medium enrollment rates and only 10% of the schools had reported low enrollment rates at grade 1.

Figure 1: Grade 1 Enrollment rates (2007 to 2009)



Source: field data

The above enrollment rates are for the period 2007 to 2009 in figure 1. The reported enrollment rates from the 2 districts are reasonably high. This implied that the schools were actively implementing the objectives of providing universal access to education to as many children of school going age as possible in their communities. The National Policy on Education (NPE) has, as one of its goals, the provision of universal access to education to as many children of school going age as possible in the population. As such, Chongwe and Kafue districts are implementing the goal of providing access to education and are recording high enrollment rates at grade 1. The high enrollment rates would also be attributed to the value the communities placed on educating their children. The goal of providing universal access to primary education could not be met without the support of the community and their attitudes towards education. It is both the schools and the communities that help make the goal of attaining 100% enrollment rates possible. The NPE also places importance on the role the community should play in the provision of access to education.

There were reasons for the high and low enrollments that are provided by the head teachers who are the school managers, some of which were

peculiar to the parts of the districts where the schools were located. The factors that contributed to very high, high and medium enrollment levels were attributed to transfers, the re-entry policy for girls and population growth. The main reason for high enrollment rates was that of children that came on transfers from other schools, either from other districts or other local communities within the districts. Some parents of the children in the schools moved from one place to another in search of new jobs and this was especially common for farm workers who were employed seasonally by the commercial farmers in the areas where they lived. This situation was quite peculiar to areas such as Balmoral which is an area with large commercial farms in Kafue where Balmoral Basic School is located and in Chalimbana area in Chongwe district where Chalimbana Basic and Bimbe Basic Schools are located.

The other factor that has contributed to very high, high or medium enrollment rates in the government schools sampled was that of the re-entry policy. This is a government policy being implemented by the ministry of education through its education policy, which allowed girls that fell pregnant whilst in school to re-enroll in school after giving birth. Population growth had also been one of the reasons attributed to high enrollment rates in the schools in Kafue and Chongwe districts. The population growth was either as a result of the local population having more children or more people moving to the districts for employment opportunities. The reasons for the low enrollment rates that were reported by 10% of the teachers were equally investigated. The reasons for the low enrollment rates were the community's lack of confidence in the quality of education being offered in government schools and the parents' preference for enrolling their children in other schools such as private or community schools. There has been an increase in the establishment of private and community schools in Kafue and Chongwe districts. As a result, when parents were not happy with the quality of education being offered in government schools, they either took their children to private schools, if they could afford the fees, or to community schools where they probably would not be required to pay anything at all.

The NPE has highlighted population growth as one of the reasons for increased enrollment rates at grade 1. The policy has also recognized that the low demand for education has been as a result of parents' lack of interest in education, family dependence on economic activities of the children and the increasing number of orphans in the population. As such the ministry of education recognizes the importance of a partnership between the community and itself in the achievement of the goal of providing access to good quality education to all school going children in the population.

In this study, the paying of school fees has been discussed later on, in order to establish whether or not government schools were implementing the policy of providing free primary education. From the reasons attributed to the enrollment rates, it is clear to see that parents in Kafue and Chongwe districts were interested in sending their children to school. This is a reflection of the value the parents place on their children's education and the confidence they have in the quality of education offered in government schools. However, this level of confidence is in relation to enrolling of children in school at grade 1. There is need to further establish in the study, whether the parents remained supportive of their children's education by ensuring that they stayed in school up to grade 7 or grade 9 and completed their basic school education at least.

The class teachers for grade 4 and 7 that were interviewed in this study reported that the number of pupils in their classes had been fluctuating throughout the term and the year. This implied that there were instances during each term or during a particular period of the year when the number of pupils in a class would either be low or high. This also meant that there were times during a particular month or week in the school calendar when the number of pupils in the classes would either be high or low due to different reasons. Most class teachers (90%) had reported that they had fluctuating numbers of pupils in their classes. The reasons for the fluctuations were either based on higher or lower numbers of pupils that attended class during the term. The reasons for the increase in the number

of pupils were as a result of transfers of pupils from other schools which were given as the main reason, including population growth. There were other reasons for the higher number of pupils in classes such as increased enrollments as a result of expanded classroom blocks, good pupil performance at the schools or high pass rates and the central location of some schools within the communities. Examples of schools that get increased enrollments as a result of being centrally located include Chilanga and Shikoswe Basic Schools in Kafue district, and Chongwe, Silver Rest and Chainda Basic Schools in Chongwe district.

However, the reasons for lower or reduced number of pupils in the classes were absenteeism by the pupils and lack of sponsorship of children's education by the parents. The reasons for absenteeism by the pupils were based on a number of factors associated with their homes and sometimes the attitude of their parents towards education. As such, pupils would absent themselves from school because of early marriages, lack of food to take to school for lunch as a result of poverty, long distances to the schools and transfers to other schools from their current schools. The NPE has associated the sparse populations in certain areas of the country as the reason why there are fewer schools in such areas. This has meant that some pupils have had to travel long distances to access education at the schools nearest to their homes. The effect of this has been a low demand for education by families living in the sparsely populated areas. However, the government has not been able to build schools closer to these communities because the children in the areas are too few and it would not make economic sense to do so. This means that for families living in such areas, access to education would remain a challenge, unless they moved closer to where the schools are located.

The number of pupils in a class has a direct relationship to pupils' class attendance. It is, therefore, important to establish whether the enrolled pupils for the grade 4 and 7 classes actually attended classes regularly enough in order to benefit from the lessons being offered by the teachers.

The class teachers were asked to state whether the pupils' class attendance was consistent or excellent, very good, good, average or poor. More than half (57.5%) of the grade 4 and 7 teachers had stated that despite the fluctuating numbers of pupils, the pupils' class attendance was consistent, very good or good. Out of the 57.5% of the teachers that provided the above responses, most of them had stated that the pupils' class attendance was good. It was 40% of the teachers that had stated that the pupils' class attendance was either average or poor. Factors advanced for the good class attendance included the teachers' commitment to their work such as giving motivational talks to the pupils on the benefits of education and creative classroom activities that kept the pupils interested in learning. The other factors included the parents' support of their children's education and both parents and children valuing the importance of education. The schools also used punishment of pupils as a deterrent for absenteeism which helped improve the class attendance by the pupils. It is only 3.5% of the grade 4 and 7 teachers that did not provide a response to the question. It was important for the pupils to attend classes consistently in order to fully benefit from the lessons and acquire the necessary skills that they needed in order to be considered educated. Consistent class attendance ensured that the pupils were able to read and write and subsequently pass their grade 7 examinations.

The objective of education at primary school level is to gain some basic literacy and numeracy at the least as stated in the National Policy on Education. The learning outcomes of the learners are, therefore, discussed later on in the chapter in order to establish whether pupils' class attendance produced acceptable learning outcomes. The factors advanced above regarding the fluctuating school attendance by the pupils are alluded to directly or indirectly in the National Policy on Education. Factors such as parents' lack of appreciation of the value of education, long distances to school and family dependence on children's economic activities have contributed to irregular school attendance. The factors advanced here are in line with the National Policy on Education's objectives in providing access to

education and the underlying causes of low demand for education by some communities. The education policy does not explicitly state the factors that contribute to consistent school attendance by the pupils but encourage schools to stimulate the demand for education, especially when it comes to parents in disadvantaged groups or areas (NPE, 1996).

The reasons provided for average or poor class attendance are absenteeism, child labour, long distances to schools, and lack of funds by parents or poverty and lack of parental support for their children's education. Pupils were also absent from school because the parents preferred to engage their children in economic activities in order to help the family make a living. Some children were made to work on the commercial farms with their parents instead of sending them to school. At other times, the parents preferred to keep their children at home to help with household chores, taking care of their younger siblings for whatever reasons their parents had, which kept the children from attending school at all or only sometimes. Poverty is the underlying cause for either irregular school attendance or the lack of it thereof. All the reasons provided above for the poor school attendance are directly attributable to poverty. It could, therefore, be concluded that poverty levels greatly hinder access to education for certain families in both rural and urban areas in Kafue and Chongwe districts. The percentage of children that absent themselves from school may not be that high for the sampled schools in the districts but looking at how widespread poverty is in the country, the situation could be much worse on a larger scale. The National Policy on Education has also stated that poverty is the underlying cause for not accessing education. The introduction of the free and compulsory primary education policy was adopted in order to allow more children access education.

The Zambian government has been implementing the policy of free primary education from the year 2002. As such, all government schools in the country are required to offer free compulsory primary education for all pupils in grades 1 to 7. The schools are only required to charge a minimum amount

of fees from grades 8 to 12. There are 83% of the teachers that said that their schools did not charge their pupils any school fees. The rest of the teachers said that they charge the pupils a project fee that is determined by the Parents Teachers Association (PTA) in order to supplement government efforts in running the school or in buying new equipment or vehicles such as school buses. The amount that was charged per pupil as project fee ranged from K20, 000 to K70,000, as reported by the teachers in this study. There are some teachers who said that the only fee they charge the pupils was the cost of buying a school uniform from the school. The head teachers, though, were quick to point out that the nonpayment of project fees would not be the basis for sending away children from school as education was being provided freely. The majority of the teachers said that their schools did not charge school fees because it was in line with the government policy of free education. There are a few of the teachers whose schools do not charge school fees only because the parents were too poor to afford school fees anyway. It was not clear whether the teachers in this category were actually not aware that the schools did not charge school fees because of government's policy of free education, not for any other reason in particular. The teachers in the study have also realized that poverty played a major role in the parents' ability to send their children to school as shown above. The responses provided above show that most of the schools are adhering to government's policy of providing free education which is in line with the goals of the National Policy on Education.

It is clear from the above views expressed by the teachers and practices being adopted by the different schools that not all schools were implementing government's policy of free primary education. It is also clear that some teachers are not even fully aware that the underlying reason why their schools do not charge school fees is as a result of government policy. The National Policy on Education requires that all government primary or basic schools implement the policy of free education. The implementers of the education policy need further guidance on what fees they should levy the pupils, if at all, and help the government achieve its goal of providing

universal access to basic education. The PTAs in the schools in Chongwe and Kafue districts should not use project fees that they charge pupils as a way of denying them access to education if they fail to pay. Such practices work against the attainment of the goal of universal access to education. The DEBS in the districts must ensure that the schools in their districts strictly adhere to government policy.

As regards to whether Zambia would achieve the MDGs on universal access to basic education, on average 53% of all the 50 teachers (head teachers and grade 4 and 7 class teachers) interviewed are confident that Zambia would attain the MDGs, while 40% of them were not confident of that fact. It is only 7% of the teachers that gave no response to the question above. The teachers that supported either side of the matter had reasons for their confidence or lack of confidence thereof. The 53% of the confident teachers attributed it to a number of factors such as the provision of free primary education, adequate teaching and learning materials, and teachers and policy makers being committed to achieving the MDGs. The other factors were government's re-entry policy for girls, more schools being built, more teachers being recruited, consistent provision of free education materials for learners by government and allowing pupils to repeat. Community sensitization programmes on the importance of education were also key in helping the country attain the MDGs on universal access to basic education. The National Policy on Education does not explicitly refer to the achievement of the MDGs because the MDG goals were only formulated after 1996 when the policy had already been launched. However, the achievement of the MDGs is in line with the goals enshrined in the National Policy on Education regarding universal access to basic education. The factors represented above are also part of the conditions government put in place in order to achieve the goals of providing universal access to basic education.

The teachers (40%) that are not confident of Zambia achieving the MDGs on universal access to education attribute it to a number factors prevailing in their communities and the challenges they face in providing access to free

basic education. Poor conditions of service for the teachers is one of the factors cited, because the teachers are not motivated enough to do a good job and some even leave their jobs for better prospects in the private schools. There are schools that do not have adequate teaching and learning materials, which at times, was as a result of over enrollments which led to pupils not having adequate learning materials. The other factors that would hinder Zambia from achieving the MDGs are inadequate school places in the schools, especially in rural areas, high PTRs as a result of over enrollments and teachers failing to attend adequately to individual pupils' needs and irregular funding to schools by government. A few of the teachers sighted the frequent changes to the basic school syllabi as a reason why Zambia would not attain the MDGs because the teachers experienced challenges with the new teaching materials at times. There are also factors that are as a result of the parents' attitudes towards education such as parents not valuing the importance of education by not enrolling their children in school, lack of parental support for children's education, early marriages and child labour. Poverty, again, was an underlying cause of failure to enroll children in school for most poor families as they could not afford any of the school requirements such as school uniforms and books and most uneducated parents would not send their children to school.

The National Policy on Education has also alluded to some of the above factors as reasons for the challenges the ministry faces in implementing the goal of providing universal access to basic education. Poverty and communities' attitudes to education have also been reasons expressed in the education policy as hindrances to achieving the goal of universal access to basic education. The study brought out other factors that could possibly hinder the achievement of access to education such as the frequent changes to the basic school syllabi which poses a challenge to some teachers and the high PTRs which affect the provision of quality education. Over-enrollments have been as a result of schools trying to ensure that as many children as possible of the right school going age, are enrolled in school or provided

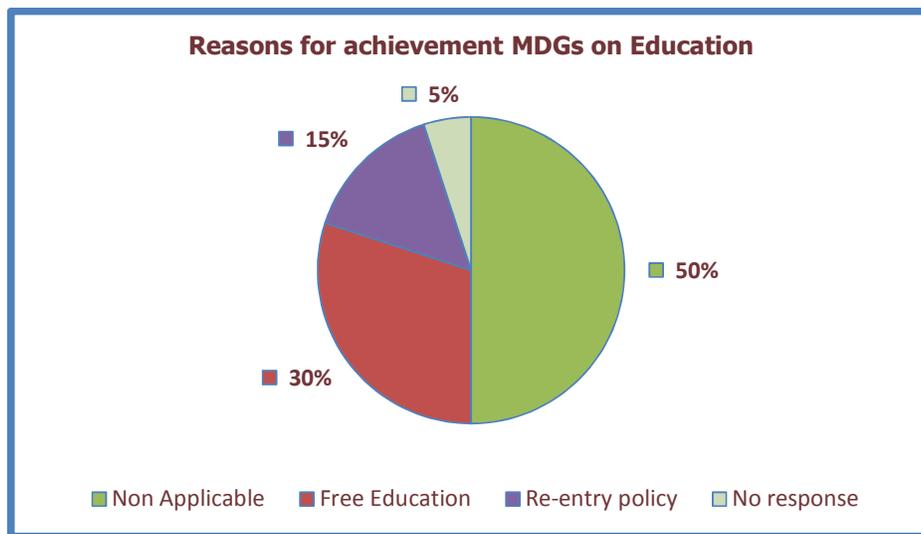
access to education. The policy does recognize that high PTRs which are as a result of over-enrollments lead to a compromise in the quality of education. As such, the ministry has a policy of transferring pupils to other schools where the PTRs are not too high as a way of addressing the problem of over-enrollments. The implementers seem to find themselves in a difficult situation in an attempt to enroll as many children as possible and maintain reasonable PTRs in the schools because government policy is clearly to provide access to education to all children of school going age in the population.

The figures 2, 3, 4 and 5 below are graphical representations of the reasons why Zambia would achieve the MDGs on universal access to education and reasons why Zambia would not achieve the MDGs. The responses are the reasons provided specifically by the grade 7 and grade 4 teachers.

Figure 2 below shows the responses of the grade 7 teachers who indicated that they were confident Zambia would meet the MDGs on universal access to education. Fifty percent (50%) of the teachers were not confident of Zambia attaining the MDGs, hence the question was not applicable to them. It is 45% of the grade 7 teachers that were confident of Zambia achieving the MDGs on universal access to basic education. The reasons provided are broken down as follows: 30% of the teachers revealed that the country would attain the MDGs due to free education at primary school level, adequate teaching and learning materials, more schools built and more teachers recruited; and 15% of the teachers said that the MDGs would be met due to the increased enrollment as a result of the re-entry policy for girls and the pupils that were allowed to repeat. It is only 5% of the teachers that did not provide any response to whether Zambia would meet the MDGs on universal access to education. The policy of free education has greatly contributed to increased enrollments in government basic schools, as more children of school going age were accorded an opportunity to access education. The increased enrollments will mean that Zambia would meet its target of enrolling 100% of school going age children by 2015 and that does

not necessarily mean over-enrollment of children in the schools. The teachers under this category have obviously assumed that government would have built enough schools and recruited an adequate number of teachers and provided adequate teaching and learning materials. Clearly, government's initiative to provide access to free education has yielded results as evidenced by the grade 7 teachers' responses. As long as the provision of free education is combined with increased provision of teaching and learning materials, more classroom blocks constructed and more teachers recruited, access to education would progress unhindered.

Figure 2: Achieve MDGs on Education by grade 7 teachers

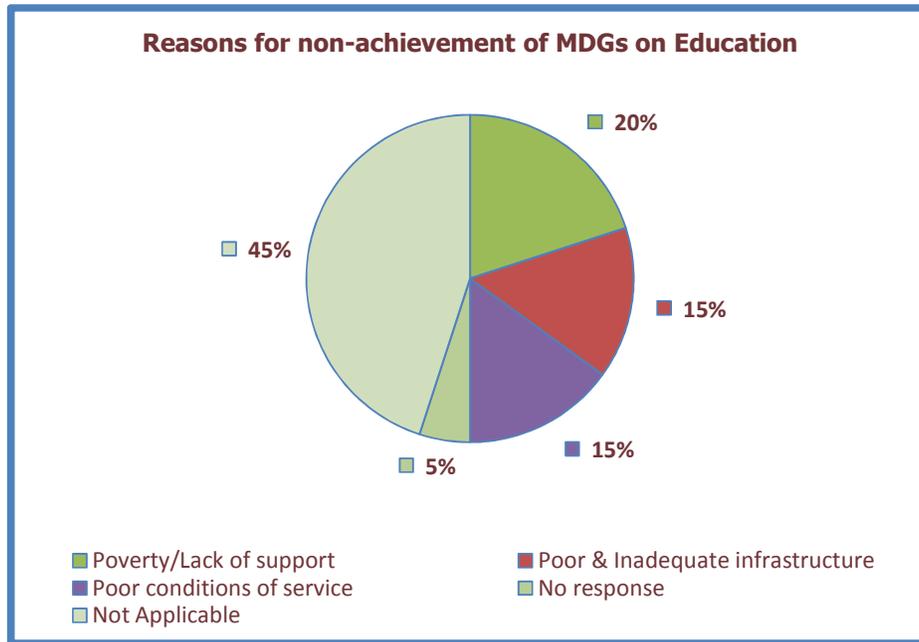


Source: Field data

There are teachers that did not think that Zambia would attain the MDGs on universal access to free education. It is 45% of the teachers that were confident of Zambia attaining the MDGs, as such the question was not applicable to them. Figure 3 below shows the responses of the 50% of the grade 7 teachers that said that Zambia would not be able to meet the MDGs on universal access to education. There is 20% of the grade 7 teachers in this category that attribute Zambia's inability to attain the MDGs on universal access to education to poverty, lack of support from parents/guardians, early marriages, low literacy levels and alcohol abuse by the parents. Fifteen

percent (15%) of the teachers attribute Zambia’s inability to attain the MDGs to poor or inadequate infrastructure and inadequate teaching and learning materials. The other 15% of the teachers pointed to poor conditions of service for the teachers, high Pupil Teacher Ratio (PTR) and the many changes to the syllabi for basic schools.

Figure 3: Not Achieve MDGs on Education by grade 7 teachers



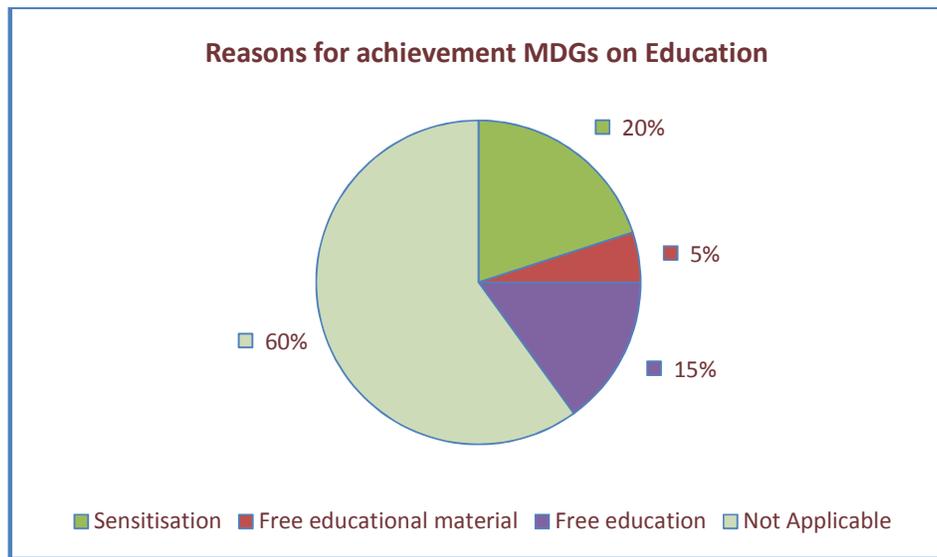
Source: Field data

There are slightly more grade 7 teachers that are not confident of Zambia achieving the MDGs in comparison to those that are confident. However, there are only 5% more teachers that did not think that Zambia would attain the MDGs. The reasons for Zambia’s inability to achieve the MDGs have been attributed to poverty, parents’ attitudes to education and cultural practices such as early marriages. The increased access to education resulting from the free education has presented the educational system with some challenges. Increased access to education has resulted into over enrollments which translate into high PTRs and inadequate teaching and learning materials. For the teachers that are not confident of the country achieving the MDGs, over enrollment is a problem that should be addressed by the

government. The National Policy on Education has stated that there are variations that exist in the PTRs in different regions of the country, however, the PTRs recorded for Lusaka province, which was an average for the 3 districts was 45:1 (NPE, 1996). The policy does not in any way indicate that the PTRs of over 40 pupils can be referred to as over-enrollments and should, therefore, be considered as a challenge in the provision of access to education. The Government, in its effort to increase access to education, has to deal with the consequences of what increased access translates into and ensure that solutions to the above problems are found.

Figure 4 below, shows responses of the grade 4 teachers that were confident that Zambia would meet the MDGs on universal access to primary education by the year 2015. It is 60% of the grade 4 teachers that were not confident of Zambia achieving the MDGs for whom the question was not applicable. Forty percent (40%) of the confident teachers provide the following reasons: 20% of the confident grade 4 class teachers attributed this to sensitization of the community members on the importance of education. There was 5% of the confident teachers that attributed it to the consistent provision of free education materials for the learners by the government. The remaining 15% of the teachers attributed it to the government's policy on free education at primary school level which has allowed more children to access education.

Figure 4: Will Attain MDGs by grade 4 teachers

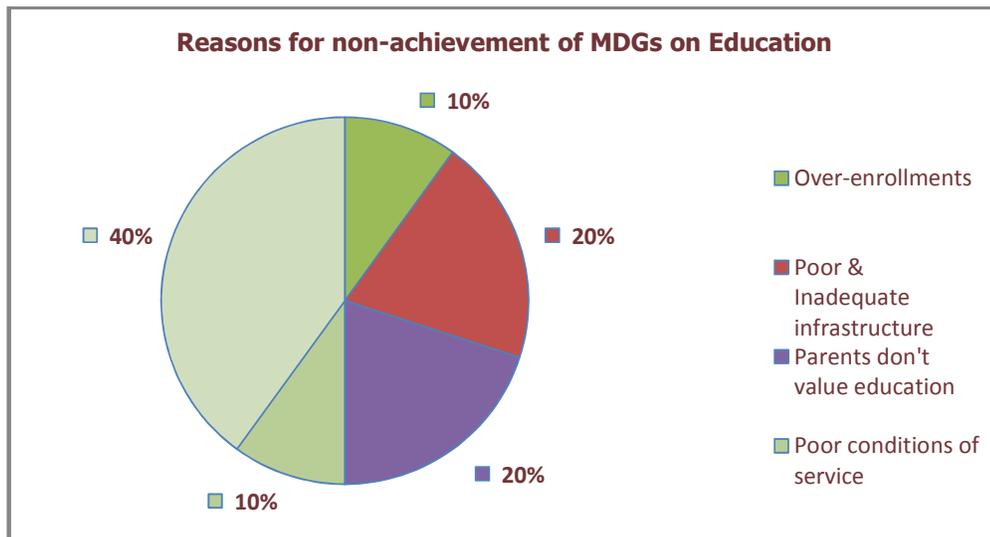


Source: Field data

Government's success in increasing access to education through increased enrollments has also been attributed to community sensitization programmes on the importance of education. This has helped to change the communities' attitudes towards education and learned about the policy of free education from grades 1 to 7. The provision of free education also meant that children would get free educational materials and the parents needed not worry about the cost of their children's school requirements, apart from school uniforms and shoes. The National Policy on Education has not spelt out specific interventions that the schools need to engage in, in order to attract or stimulate the demand for education in the communities where they are located. As such, community sensitization programmes are just one of the initiatives that schools have embarked on, as a means to educate communities on the importance of education. The education policy, however, stresses the importance of partnering with communities, Non-governmental Organisations (NGOs), churches, and other interested parties in the provision of education in the country.

There was 40% of the grade 4 teachers that were confident of Zambia attaining the MDGs represented in figure 5 below as 'non applicable'. Figure 5 shows that 60% of the grade 4 class teachers were not confident that Zambia would attain the MDGs on universal access to education by the year 2015. Twenty percent (20%) of these teachers attributed it to poor and inadequate school infrastructure, inadequate teaching and learning materials and generally poor funding to the education sector. The other 20% attributed it to parents/guardians that did not value education, as well as poverty and early marriages, especially for the girl child. Ten percent (10%) attributed it to the over enrollments that have led to poor quality education. The remaining 10% of the teachers attributed Zambia's inability to attain the MDGs on universal access to primary education to poor conditions of service for the teachers or educators.

Figure 5: Why not attain MDGs by grade 4 teachers



Source: Field data

This means that there more grade 4 class teachers that were less confident of Zambia attaining the MDGs on universal access to education generally. The implementation of the free education policy has brought about some challenges, as highlighted above which could affect Zambia's attainment of the MDGs on universal access to basic education, as well as the goals of the

National Policy on Education. The demand for free education has, so far, not been matched with the provision of adequate education services in terms of school places, infrastructure, teaching and learning materials, teaching staff and attractive conditions of service for teachers. The communities would also need further sensitization on the importance of education and the promised education services must be guaranteed too.

Quality

One of the cardinal measures of good quality education is the pupil/teacher ratio (PTR), which should be of an acceptable standard. The literature reviewed in this study revealed that the internationally accepted PTR is 40:1 which will be used as a means of comparison with the PTR that the teachers interviewed in the study provided us with. The standard Pupil-Teacher Ratio (PTR) is a very important measure in providing good quality education. It must be re-emphasised here that good quality education is very important in attaining the MDGs on universal access to education and producing skilled human resource for the country. There are a number of factors that affect either positively or negatively, the quality of education and these were discussed with the teachers who provided some useful insights.

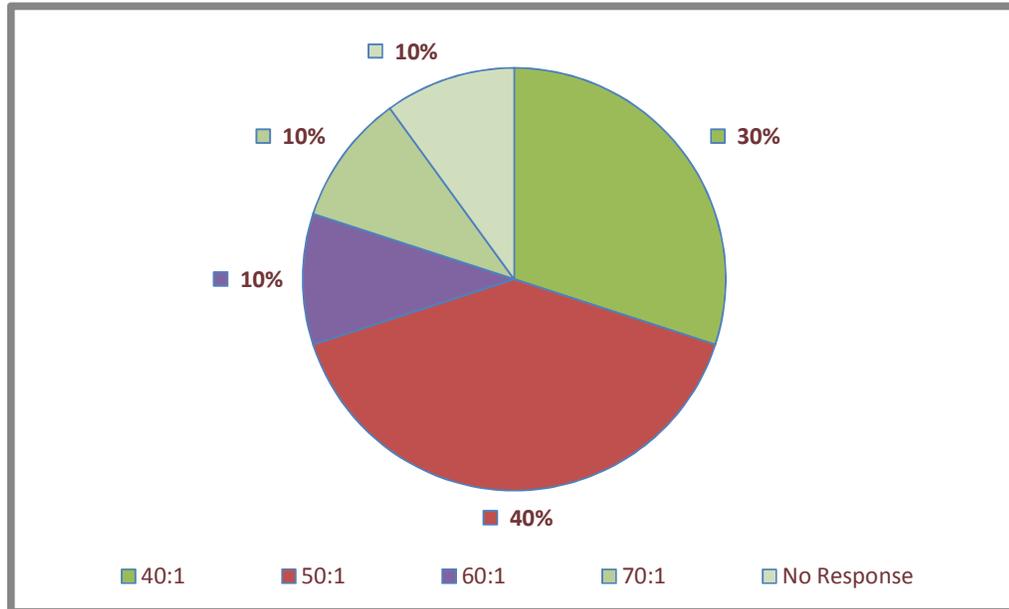
All the 50 teachers (head teachers, grade 4 and 7 class teachers) interviewed in the study gave varied responses on what they thought the standard PTR in the basic schools was. The teachers' responses on the standard PTR ranged from the PTR of 30:1 to as high as 90:1. The grade 4 and 7 class teachers were the ones that provided responses of PTRs as high as 60:1, 70:1, 80:1 and 90:1. The teachers' responses on what the standard PTR is supposed to be was a reflection of what was obtaining in their schools and not necessarily what should have been the ideal or standard PTR which is 40:1, as stated in the National Policy on Education. In order to verify the information that the teachers provided as the standard PTR, they were asked to state the actual numbers of pupils they have in their classes. This showed that there were generally a lot more pupils per teacher which would affect the delivery of quality education. It was not clear from the responses of the

grade 4 and 7 class teachers however, whether the highest PTR of 70:1 comprised one class or it was a double class with some pupils attending the morning session and others attending the afternoon session. It was also possible, however, that there were situations where one class could have as many as 70 pupils, as long as they could all fit in the class with some sitting on the desk while others either sit on the floor or stand, leaning against the walls. The actual number of pupils per class as provided by the teachers ranged from 20 pupils to over 45 pupils. This shows that for the classes where the number of pupils was over 45, the actual numbers would have been as represented in the PTR provided above. There were classes that had 50 pupils, 60 pupils, 70 pupils, 80 pupils and 90 pupils.

The highest PTR recorded in the National Policy on Education was for Northern Province which was 48:1 or 48.5 pupils per class or teacher (NPE, 1996). This information shows that at the time the education policy was being launched the PTR was within reasonable range and the teachers could probably still manage to provide quality education. It could also mean that the ministry of education could still manage to provide adequate teaching and learning materials and had enough teachers to teach the classes. However, the school going population has grown and the demand for education has increased which has been in line with government policy of universal access to basic education. The growing demand for education has not been matched with adequate resources such as increased funding to the education sector and the anticipated increasing child population which would need to be educated.

Among the head teachers (40%) responded that the PTR in their schools was 50:1, 30% of the head teachers said that PTR was 40:1, 10% reported that PTR was 60:1 and the remaining 10% said it was 70:1. The pie chart below (figure 6) represents the average PTRs in the schools in Chongwe and Kafue districts as reported by the head teachers.

Figure 6: Average PTR at the School by head teachers



Source: Field data

The responses provided by the head and class teachers reflected very high PTRs in the basic schools in Kafue and Chongwe districts. More than half of the teachers reported PTRs of over 50 pupils per teacher or at least 50 pupils per teacher. High PTRs could impact negatively on the teachers' ability to deliver lessons effectively. It would be concluded that government was managing to increase access to as many pupils as possible but had not yet increased its capacity to adequately attend to the pupils' learning needs. Quality education depends on adequate supply of teaching staff, classroom space and learning materials. The education policy does place emphasis on maintaining the standard PTR of 40:1 but did seem to accommodate extra 8 to 10 pupils in certain schools probably in areas where there were fewer schools and/or fewer teachers. However, the policy does not explicitly state the reasons why some schools in areas such as Lusaka and Northern provinces were allowed PTRs of more than 40 pupils per class. It must be stated though that the highest PTR at the time the policy was being launched

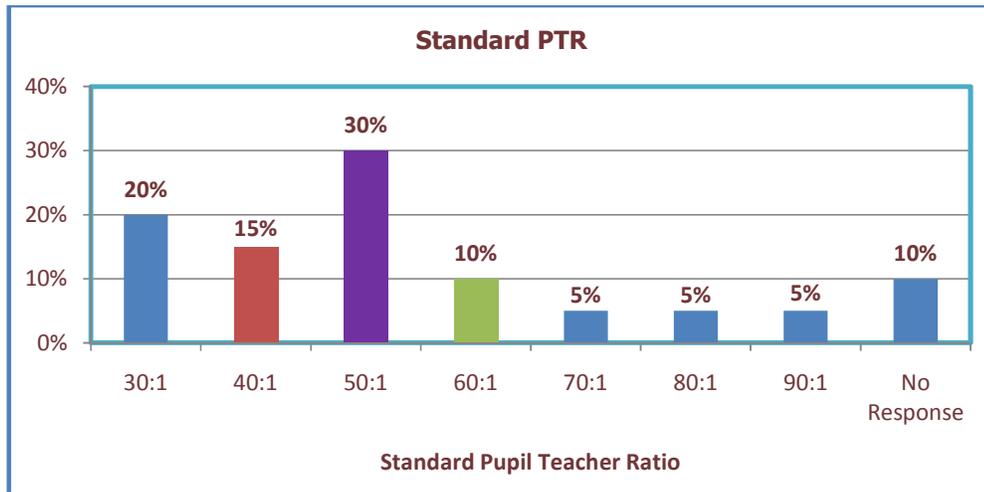
was 48:1. As the education policy is being implemented, the PTRs have risen to as high as 90:1 affecting the quality of education being delivered. The standard PTR required to be maintained in the schools by the education policy does not seem to be attainable as the schools have a lot more children that need to be educated.

The number of pupils in a class did affect the quality of education that a teacher provided to the learners. When the pupils are too many the teachers are not able to attend to individual learner's needs and that does not help improve the pupils' performance. The majority (80%) of the class teachers revealed that the number of pupils in their class did have an effect on their ability to deliver quality education, while 15% of the teachers revealed that the class size had no bearing on their ability to deliver quality education. The reasons for the high PTRs of more than 40 pupils were attributed to factors such as over enrollments, having only one government school in a large community or catchment area and shortage of teachers' accommodation discouraged teachers from going to teach at some schools. The teachers that revealed that the number of pupils they had in their class affected their ability to provide quality education, attributed it to over enrollments. The over enrollment of pupils meant that the teachers had too many pupils to attend to and were not able to give individual attention to all the learners. The teachers' inability to attend to learners' individual needs had more adverse effects on the slow learners who needed to be given more attention by the teachers. Over enrollments also meant that in most cases, the teachers would have inadequate teaching and learning materials with which to deliver quality education to the pupils.

In order to further exemplify on the PTR that obtained in the schools sampled, PTRs provided by the grade 7 teachers are provided below. The grade 7 teachers provided varied figures on the PTR with 20% of the teachers saying that the standard PTR was 30:1, while 15% of the teachers said the standard PTR was 40:1, 30% of the teachers said the standard PTR was 50:1 and 10% of the teachers said the PTR was 60:1. The remaining

15% of the teachers providing 3 separate responses said the standard PTR was 70:1, 80:1 and 90:1 respectively. There was only 10% of the teachers that did not provide a response. The PTR for the grade 7 class is represented by the chart below (figure 7):

Figure 7: Standard PTR by grade 7 teachers



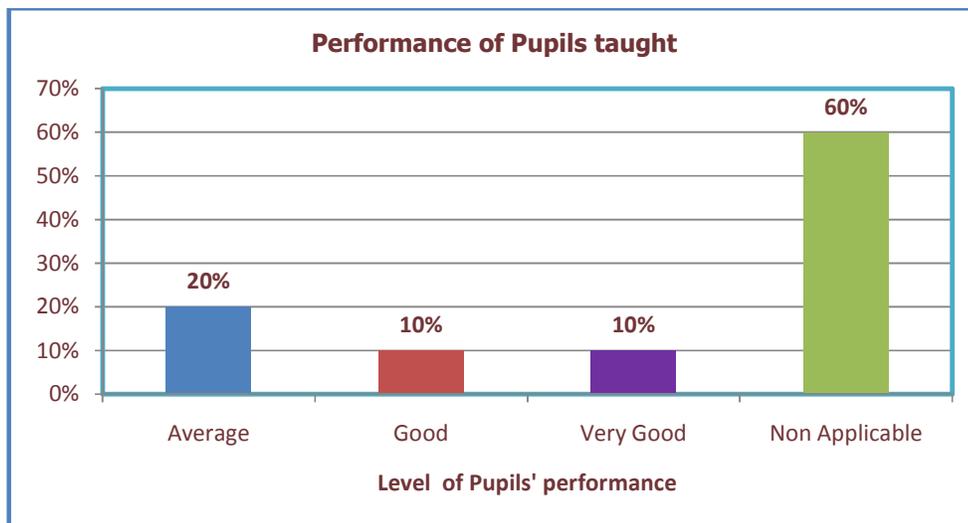
Source: Field Data

It was clear from the standard PTRs provided by the grade 7 teachers that they mostly had a lot of pupils in their class. The high PTRs meant that the quality of education being offered to the grade 7 pupils was being compromised. It would, therefore, not be surprising if the grade 7 classes produced low pass rates or low completion rates at grade 7. High PTRs which would be a result of over enrollments could be attributed to the pupils' poor performance in school or poor learning outcomes. The pupils' performance was investigated by asking the teachers to describe the overall performance of their pupils.

In order to measure the quality of education being offered in the government schools, the head teachers were asked to describe the performance of their pupils. The head teachers interviewed for our study revealed that 40% of them had classes that they taught apart from being responsible for the overall management of the school. It is 60% of the head teachers that did not have any classes to teach for whom the question was not applicable. The

head teachers that taught some classes stated that the overall performance of the pupils they taught was average with the exception of some pupils whose performance was very good and good. Twenty percent of the head teachers that had classes to teach, said the performance of their pupils was average. It is 10% of the head teachers that said their pupils' performance was good, while the other 10% said it was very good. The head teachers attributed the average level of performance to absenteeism due to long distances to the schools and lack of parental support, and over enrollments which made it difficult to attend to individual learners. The good performance on the other hand, was attributed to adequate teaching and learning materials obtained from the local environment to help pupils grasp the concepts being taught in class. Figure 8 shows the representation of the performance of the pupils that were taught by the head teachers in Kafue and Chongwe districts.

Figure 8: Performance of Pupils Taught by head teachers



Source: Field Data

The head teachers' responses show that there are more pupils in their classes whose performance was average or at least managed to grasp and score 50% on assessment of the work done. Since there were other pupils in the same classes whose performance was good or very good, more effort was needed to help the average performers improve on their performance.

The reasons attributed to average performance were absenteeism due to long distances to school, lack of parental support and over enrollments. The indication of long distances to school for the pupils, as a reason for average performance, showed that there was still need for the government to build more schools closer to the communities. The long distances to school led to pupils' irregular attendance of school which, in turn, affected their performance at school. The parents were also discouraged from sending their children to school as a result, especially if they were in any way already not interested in educating their children. Over enrollments affected the pupils' interest in school, as they would not be adequately engaged in the learning process by their teachers who would have too many pupils to attend to. The National Policy on Education did allude to the fact that high PTRs would lead to a compromise in the quality of education being offered in the schools. The educational policy also recognizes that there are disparities in PTRs in different regions of the country, with urban areas mostly having higher PTRs compared to some rural communities or sparsely populated areas of the country. As such, this study has also shown that the high PTRs in the schools sampled in Chongwe and Kafue districts have affected the quality of education being offered in the schools. This goes to show that the educational policy is not meeting its goal of providing quality education to the learners at primary school level with regard to maintaining the standard PTR of 40:1.

The provision of quality education demands an availability of adequate teaching and learning materials, as such there was need to establish the basic teaching and learning materials that the pupils and teachers should have. The pupils or learners in the schools need certain basic requirements in order for them to fully benefit from their learning experience. The National Policy on Education places importance on the provision of adequate teaching and learning materials to the schools as part of the requirements in the provision of good quality education. The learning materials required by the learners are itemised by the teachers in different combinations, depending on their school's policy on the learners' school requirements. The list of basic

requirements needed for the learners that was provided by the teachers being interviewed included a school uniform, payment of school fees, exercise books, pencils, rulers, erasers, school shoes and socks. The teachers gave different combinations of the requirements that they considered important for the pupils to have in order to access education services. There was 10% of the grade 4 teachers that said that a pupil needed all the above requirements in order to access education. At least 30% of the teachers noted that the basic requirements the pupils needed are all the items provided in the list above with an exception of school fees. The other 5% of the teachers said that the pupils required to have all the above mentioned requirements, except for school shoes and socks but also needed to carry packed snacks to eat at school. Another 25% of the teachers reported that the learners only needed as basic requirements, exercise books, pens, pencils, rulers, erasers, carrier bags, crayons, mathematical sets, school shoes and socks. A slightly higher percentage of teachers comprising 35%, said that the pupils needed school uniforms, exercise books, pencils, shoes and socks as basic requirements.

The ministry of education, through its education policy, therefore, ensures that all the schools are provided with adequate teaching and learning materials whenever possible. The education policy also stresses the importance of equality in the distribution of the teaching and learning materials by ensuring that the schools in most need of these resources did get them. The ministry of education is responsible for the provision of educational materials to the government schools in line with the requirements of providing free compulsory primary education. When it comes to whether the pupils must have school uniforms, socks, shoes, packed lunch and pay some form of fees, the emphasis differed, depending on the school's policy. There were schools where the teachers are not very strict on whether the pupils met all the above requirements, as they are cognizant of the fact that some children came from very poor families and could not afford. Some schools allowed pupils to come to school in whatever type of shoes or

sandals their parents could afford in an effort to allow more children access to education.

There were instances where the pupils did not manage to have all the basic requirements in order to fully benefit from the educational services being provided by their teachers. The schools had put in place measures and ways of dealing with pupils who did not manage to come to school with all the basic requirements. There are 32.5% of all the 50 teachers sampled that reported that they give the learners a deadline within which to have what the schools deem to be the basic requirements, while 5% of the teachers gave the learners a warning and asked them to come with the basic requirements the following day they came to school. Almost half of all the 50 teachers comprising 47.5% reported that they provided the basic requirements to the pupils that did not manage to have these requirements. However, the provision of school requirements by the school according to government policy was restricted to the provision of learning materials such as the examples outlined below. This obviously meant that the schools needed to have an ample supply of basic requirements such as exercise books, pens, pencils, mathematical sets, crayons, among other things, in order to assist the needy pupils. However, 10% of the teachers would send the children back home and would only allow them back when they had the school requirements. And it is 10% of the grade 7 teachers did not respond to the above question on what actions they would take against pupils that could not manage to have all the basic requirements.

The government, in its effort to provide free education services, is required to provide the schools with exercise books, pens, pencils, text books and other educational materials. These free educational materials must be provided to all the pupils, regardless of their numbers, in order for them to fully participate in the learning process. The observed inadequacy of teaching and learning materials in the government schools affects the pupils' ability to fully participate in the learning process and affects the teachers' ability to deliver lessons effectively. The National Policy on Education shows the

responsibility that government has in the provision of educational materials, as a means to meeting the goal of providing quality education to the learners. The policy also reflects the challenges that government faces in the provision of educational materials and encourages schools and district education boards to engage in innovative ways of acquiring these resources. Partnerships with community members, churches, NGOs and other cooperating partners are encouraged in order to supplement government efforts in the provision of quality education.

The teachers are required to have basic teaching tools and visual aids in order to effectively teach the pupils. The teachers needed certain teaching materials for them to effectively deliver the lessons to the pupils that they teach. The basic requirements that a teacher needs in order to teach include chalk, English and Mathematics books and other teaching aids. A number of teachers said that the above basic requirements were sufficient for a teacher to teach a class effectively. The majority of all the teachers (75%) said that in addition to the above requirements, a teacher also needed to have text books in all the subjects relevant to the class they were teaching, apparatus for carrying out experiments and good conditions of service. Ten percent (10%) of the teachers said that they needed to have accommodation as a basic requirement, and a teacher's guide in order to teach effectively. The teachers also needed teaching aids and electricity for ICTs (Information Communication Technologies) in order to provide quality education.

Having established the basic material requirements that teachers needed in order to provide good quality education, it was equally important to establish whether the teachers actually had the basic materials required to provide good quality education. The majority of the teachers, comprising 75%, said that they did not have adequate teaching materials at their schools, while 20% had adequate teaching materials and 5% did not provide a response to the question. There were reasons for the lack of adequate teaching materials and most of the teachers attributed this to over enrollments which led to fewer textbooks, and other teaching aids such as maps, charts and science

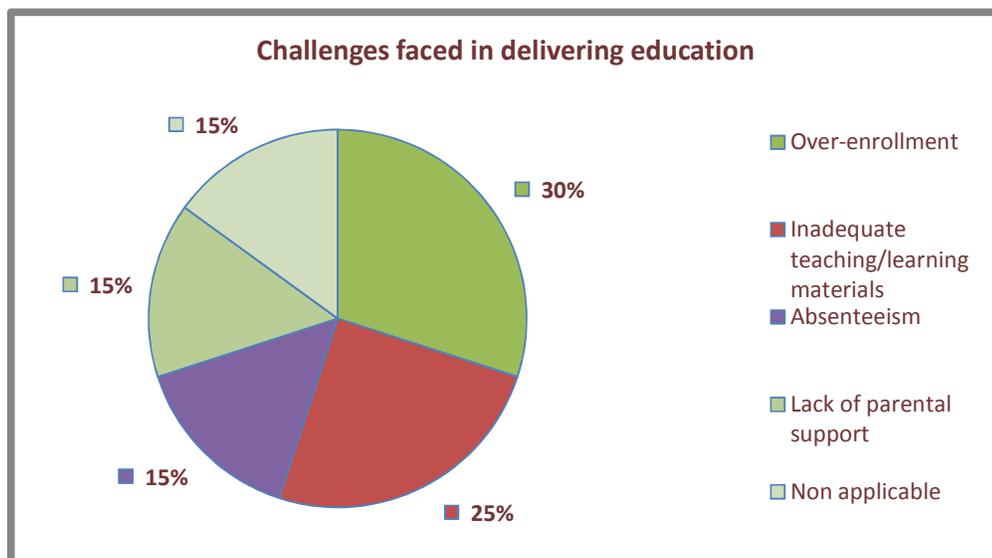
apparatus needed to effectively deliver lessons to the pupils. Poor funding to the schools also hindered the schools from acquiring more teaching and learning materials. There were teachers who said that the teaching and learning materials were inadequate, even without taking into consideration the number of pupils enrolled. The inadequacy of teaching and learning materials was also blamed on the erratic supply of books that were only provided through the Ministry of education's headquarters. Consistent funding to the basic schools by the ministry of education would help the schools address the inadequacy of teaching and learning materials in the schools. It would also be advisable for the ministry of education or the government to decentralize the funding for schools so that money would be sent directly to the schools in order for them to procure their educational requirements in good time. This could help the schools to provide quality education to the learners and also ensure, to some extent, good pass rates at grade 7.

The teachers faced a number of challenges in providing quality education to the learners. According to the findings of the study, it is clear that the teachers face various challenges in their effort to deliver quality education such as inadequate teaching and learning materials. On average, at least 30% of the teachers said they faced the challenge of inadequate teaching and learning materials for both the teachers and the learners in all grades, as already stated above. There were teachers that reported that they faced challenges in teaching children with special needs, as there were no facilities for children with special needs. The other challenges highlighted by the teachers were that of absenteeism of pupils due to long distances to school, late coming, early marriages and parents using children's economic activities as part of family income. The use of children in helping the family earn an income by the parents was particularly common in farming areas where the children work on the farms with their parents as labourers. Absenteeism by the pupils meant that the teachers either had to repeat the same lessons to the class for the benefit of the pupils that would have missed some lessons or expect them to catch up on their own in some way. The other challenges

reported by the teachers were that, as a result of lack of parental support for the learners' education, their performance was affected, playfulness on the part of the pupils which could be as a result of the former challenge and the learners' inability to read and write by the time they reached grade 7.

The chart below (figure 9) represents the statistics of the challenges faced in the provision of quality education as reported by the grade 4 teachers. Thirty percent (30%) of the teachers said that they faced the challenge of over enrollment in the provision of quality education. As such, slow learners do not get adequate attention because the teachers are not able to attend to individual learners. It is 25% of the teachers that said they did not have adequate teaching and learning materials while 15% said they faced the problem of absenteeism by the learners due to long distances from the schools and pupils' late coming to school. The other 15% of the teachers said that the lack of parental for the children's education was a challenge which affected their attendance of classes. The question was not applicable to 15% of the teachers because they reported that they did not face any challenges in the provision of education.

Figure 9: Challenges Faced in Delivering Education by grade 4 teachers



Source: Field Data

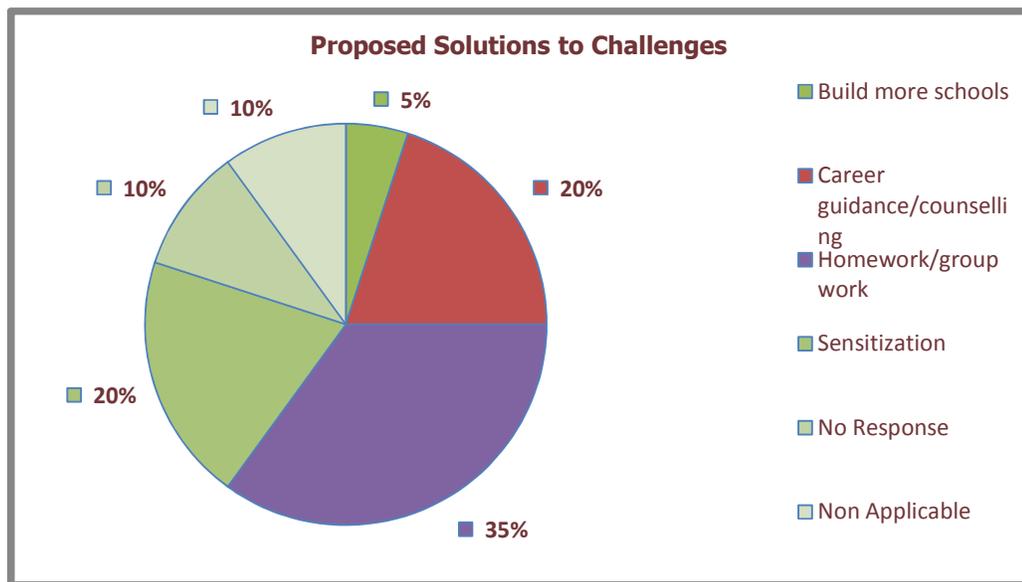
The National Policy on Education places a lot of emphasis on the learners acquiring basic numeracy and literacy skills by the time they reach grade 7. Numeracy and literacy skills are among the learning outcomes that must be achieved in the provision of quality education. In order to achieve quality education, the learners needed to have gained some basic numeracy and literacy skills. Over enrollments and irregular school attendance led to learners not acquiring the above basic learning outcomes in numeracy and literacy. As a result of the challenges experienced in delivering quality education, some learners are not able to read and write by the time they reached grade 7. This outcome negatively affects the country's progress towards providing quality education to the learners in basic schools.

The National Policy on Education encourages teachers to be innovative in the provision of education and supplement government efforts. As such teachers had provided some solutions that they had been implementing at their schools and also provided some proposed solutions that could be put in place at their schools and applicable to other schools experiencing similar challenges. Among the solutions that the teachers proposed to overcome or mitigate some of the challenges, were the teachers' initiatives to use locally available resources to teach, make time to attend to individual learners and simplify the pupils' work. These solutions were proposed by 30% of the grade 4 teachers. In particular, there were 30% of the head teachers that had tried when they could, to supply the teachers with teaching and learning materials and text books that they required and sent the teachers for further training whenever funds were available. Ten percent (10%) of the head teachers had recommended that the teachers should put all the slow learners in front of the class in order to help them learn more effectively.

There were 32.5% of all the 50 teachers that implemented sensitization campaigns on the importance of education targeted at both parents and children as a way of overcoming the challenge of absenteeism in particular. The other teachers focused on providing career guidance and counseling, showing the pupils role models in society and ensuring that the schools'

administration bought more books and teachers were provided with more sources of information for them to utilize and become more informed. Some teachers expected the government to build more schools in order to decongest the existing schools, as a way of overcoming the challenge of overcrowded classrooms due to over enrollments. The National Policy on Education does, as earlier stated, recognize that some schools have more than 40 pupils in a class but it does not provide any specific recommendations on how to deal with over enrollments. The policy does state that the PTR of 40:1 is the standard and has been provided as a guide on enrollment rates and the recommended number of pupils per class for optimum learning. There were teachers that proposed that the teachers should hold motivational talks for the pupils in order to encourage them to complete their education. It was 5% of the grade 4 teachers that said there was no need to address the challenges they faced because their school was centrally located in the community and over enrollment would remain a challenge unless the government built more schools in the area. The centrally located schools also need to be more creative in addressing the challenge of over enrollment instead of resigning themselves to their current situation.

Figure 10: Proposed Solutions by grade 7 teachers



Source: Field Data

Figure 10 above is a representation of some of the proposed solutions to the challenges being faced in providing quality education. The proposed solutions are provided by the grade 7 teachers in the study. The initiatives the teachers are using to help overcome the challenges they face in providing quality education are indeed laudable. There was 5% of the grade 7 teachers that thought the only solution should be for government to build more schools. Indeed government needed to urgently build more schools and recruit more teachers but that was more of a long term goal or solution which the teachers have little or no control over. Therefore, the teachers' focus should be more on what immediate solutions they can implement to help the pupils improve their learning outcomes and complete grade 7 with excellent results. Twenty percent (20%) of the grade 7 teachers said that they addressed the challenges they faced in the provision of education through career guidance and counseling, showing pupils role models, buying more books and having teachers that are well informed. It was 35% of the teachers that said that they give the pupils homework, group work, free extra lessons after classes, improvised teaching aids from local resources while some teachers give the pupils less work. It was not clear however, how giving the pupils less work to do as a way of overcoming the challenge of teaching them, was helping the pupils improve their learning outcomes. This could mean that the grade 7 teachers were not going to teach the pupils the whole syllabus required for them to pass their examinations and acquire the necessary learning skills in English and mathematics for instance. There was 20% of the teachers that said they engaged in community sensitization programmes on the importance of education. Ten percent (10%) of the teachers did not provide any response while for the remaining 10% the question was not applicable, as the teachers in this category did not face any challenges in the provision of education.

The National Policy on Education measures learning outcomes of the pupils through the numeracy and literacy skills that they acquire in different grades.

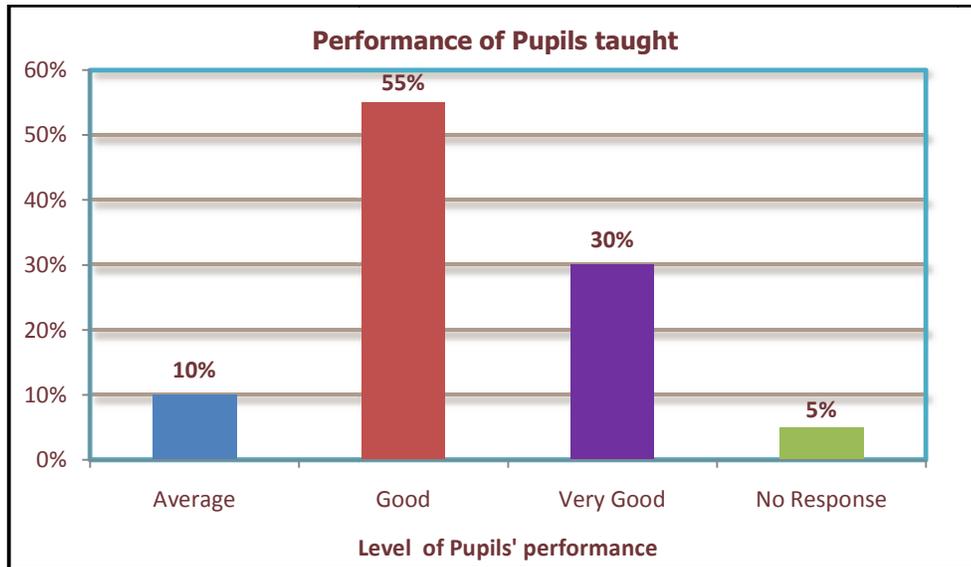
The pupils in grade 4 and 7, for example, need to exhibit certain levels of literacy and numeracy skills appropriate for the particular grade. The skills acquired are used as an indicator of whether quality education is being delivered or being attained. The grade 4 and 7 teachers have shown below the learning outcomes their pupils should exhibit in the 2 grades and the actual performance of the pupils. The findings below give a reflection on how the education policy is performing in terms of delivering quality education to the learners in grade 4 and 7 in Chongwe and Kafue districts.

The learning outcomes that the pupils produce reflect the quality of education that they receive at the schools. At grade 4, the learners are expected to produce certain learning outcomes in English and Mathematics, for example. It was 75% of the grade 7 teachers that reported that learners in grade 7 had to have the ability to write and communicate fluently in English, read properly and spell correctly as many words as possible that are found in the grade 7 syllabus. Five percent (5%) of the teachers revealed that the learners in grade 7 were expected to have the ability to write a story in English, communicate fluently in English and be able to spell correctly many words in English. Ten percent (10%) of the grade 7 teachers revealed that the learners were expected to have the ability to read books written in English and be able to spell correctly many words in English. There were 5% of the teachers that reported that learners in grade 7 needed to express the ability to read and understand lessons, stories and instructions communicated in English. On the other hand, the grade 4 teachers revealed that in English, the learner was expected to be able to write their full names, communicate in English, read English reading books and spell correctly words in the grade 4 reading books. It was 15% of the grade 4 class teachers that said the pupils should be able to communicate in English and write their full names while the other 15% said the learners should have been able to write their full names, read and communicate in English and spell words in the grade 4 reading books. Seven in ten grade 4 class teachers (70%) said that their learners were expected to do all the above and construct simple sentences in English.

The responses that were obtained from the grade 7 teachers concerning learning outcomes in mathematics are expressed below: More than half of the grade 7 teachers, comprising 65%, said the learners need to exhibit the ability to do fractions, number lines, long division, sets, math formulae and mental mathematics. Five percent (5%) of the grade 7 teachers observed that the learners need to have the ability to use math formulae, time tables and do mental mathematics, while 20% noted that the learners were expected to be able to write figures, understand puzzles, answer questions on graphs, read and write in roman numerals. The other 5% of the teachers expected the learners to have the ability to grasp concepts, understand questions expressed in sentences, while the remaining 5% had not answered the question. With regard to mathematical skills at grade 4, the teachers expected the learners to be able to add and subtract, divide and multiply, master the time tables and do long division. Five percent of the grade 4 class teachers expected their pupils to add and subtract numbers, while 10% expect their pupils to be able to multiply and divide numbers. Twenty five percent of the grade 4 class teachers expect their pupils to do all the above and also expect them to possess the ability to do long division. More than half (60%) of the grade 4 class teachers expect their pupils to possess all the above skills in mathematics and in addition, to be able to count up to 100.

The learning outcomes expected of the pupils in grade 7 have been discussed above but it is important to establish the actual performance levels the pupils are able to attain in grade 7. More than half (55%) of the grade 7 teachers said that the performance of their pupils was good according to the 5 point scale used ranging from excellent to poor while 30% of the teachers reported that the performance of their pupils was very good. It was only 10% of these teachers who reported that the performance of their pupils was average while 5% of the teachers provided no response as expressed in figure 11 below.

Figure 11: Pupils' Performance by grade 7 teachers



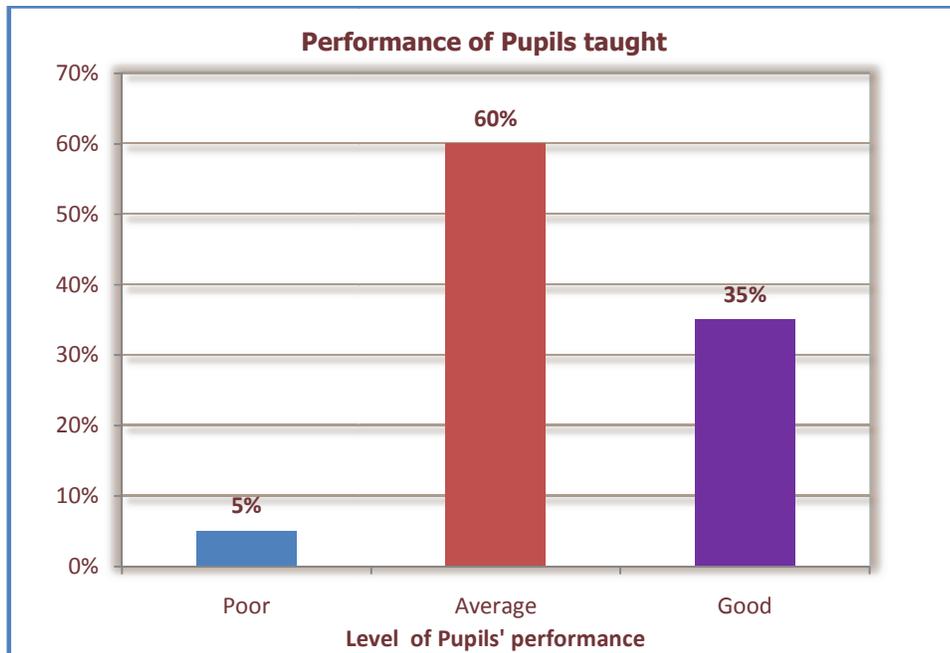
Source: Field Data

The earlier discussion on the general performance of the pupils in the selected basic schools in Kafue and Chongwe districts revealed that the pupils' performance was average. However, the findings on the performance of the grade 7 pupils in English and math revealed that the pupils' performance was mostly good or very good. It was 85% of the grade 7 teachers that reported that their pupils' performance was either good or very good with the majority (55%) of these teachers reporting good pupil performance. It was only 10% of the grade 7 teachers that said that their pupils' performance or learning outcomes was average. With such positive reports on the pupils' performance, it would, therefore, be expected that the schools would achieve high completion or pass rates at the end of the grade 7 pupils' term.

The grade 4 teachers had also provided their pupils' learning outcomes. The teachers had established the learning outcomes that the pupils in grade 4 needed to exhibit or the learning outcomes they needed to possess, but it

was also important to know how the pupils were actually performing. The majority (60%) of the grade 4 class teachers revealed that the performance of their pupils was average, while 35% said the performance of their pupils was good and 5% said the performance of their pupils was poor as expressed in figure 12 below.

Figure 12: Pupils' Performance by grade 4 teachers



Source: Field Data

The reported learning outcomes or performance of the grade 4 pupils, as shown in figure 12 above, were in sharp contrast to the learning outcomes for the grade 7 pupils as reflected in figure 11. The majority (60%) of the grade 4 teachers reported that their pupils' performance was average, followed by 35% of the teachers that said that their pupils' performance was good. Only 5% of the grade 4 teachers said their pupils' performance was poor. This contrast in responses was important to take note of, as it raises questions about the quality of education the pupils are receiving. If most of the pupils' performance was average or poor, what chances did the pupils have of improving their performance in order to pass their grade 7 examinations? The pupils in grade 4 only had 3 more years to reach grade 7

and write their exams while their current levels of performance did not seem to guarantee high pass rates.

The grade 7 teachers that reported that their pupils' performance had been good attributed it to the pupils' good performance, as seen from their weekly tests, end of term and mock examinations and the remedial and intensive revision that the teachers provided the pupils. The other teachers had attributed their pupils' good or very good performance to adequate teaching and learning materials and the pupils' ability to read and write. There were teachers that said that the pupils' performance was good, because of the pupils' consistent school attendance and the teachers' commitment. The rest of the teachers said that the pupils' performance was good because of the pupils' motivation that had been enhanced through creative teaching methods and homework. There were teachers that attributed their pupils' average performance to inadequate teaching and learning materials and lack of parental support. Absenteeism due to lack of support from parents, long distances to schools, poverty and hunger were the reasons that some teachers gave for average or poor performance. The majority of the teachers attributed average performance to over enrollments which led to less attention by individual learners. Over enrollment was one of the reasons for average or poor performance for the learners, as reported by the teachers. It would, therefore, be plausible to associate the over enrollments as a greater challenge for grade 4 classes than for grade 7 classes. This reason would probably explain the lower performance levels among grade 4 pupils in comparison to the pupils in grade 7.

Efficiency

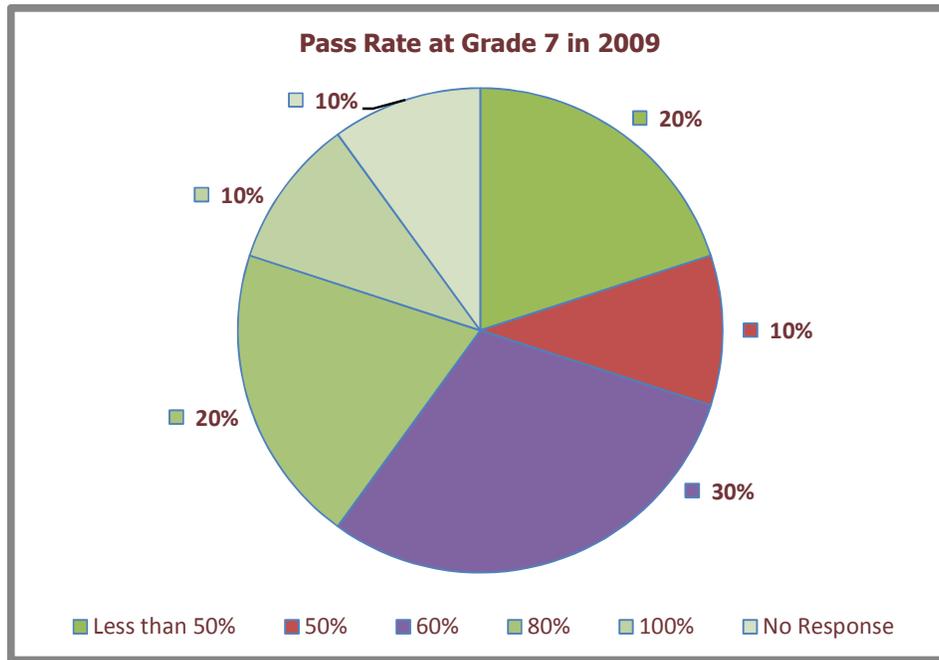
The efficiency of the education system is measured by the completion rates either at grade 7, 9 or 12 levels. This study, however, focuses on completion rates up to grade 7 only and the teachers were asked about the grade 7 completion rates at the basic schools where they taught. The head teachers who managed the schools reported that the completion rates at grade 7 in the year 2009 varied from as high as 100% to as low as less than 50%

completion rates. A slim majority (30%) of the head teachers reported that the completion rates at grade 7 in 2009 were at 60%. There was 20% of the head teachers that reported that the completion rates at grade 7 in 2009 were 80% and the other 20% reported completion rates of less than 50%. It is 10% of the head teachers that reported completion rates of 100%, the other 10% said 50% while the remaining 10% did not give a response to the question. The information reveals that the schools were generally managing to have at least 50% or half of the pupils complete grade 7. This is an indication of the possible effects that the challenges of offering quality education have had on the school system. The challenges of over enrollment and inadequate teaching and learning materials probably have a direct implication on how many pupils are able to complete grade 7. The overall picture of completion rates at grade 7 in the 2009 was not very impressive, meaning that a lot needs to be done to address the challenges being faced in the basic schools in Chongwe and Kafue districts. This also means that the National Policy on Education has not performed well enough in its goal to achieve 100% completion rates at grade 7 in the schools in Chongwe and Kafue districts. The success of the education policy is measured on how many pupils complete primary education and proceed to grade 8 and hopefully complete secondary education too.

The completion rates at grade 7 in 2009 as provided by the head teachers are represented in figure 13 below. The head teachers that reported completion rates of over 50% were more than half of the total number of the 10 head teachers represented in the sample. However, there was only 10% of the head teachers that reported 100% completion rates at grade 7. The other 50% of the head teachers reported 60% and 80% completion rates respectively. Since the majority of the completion rates were less than 100%, how often were the schools able to allow or absorb the pupils who needed to repeat grade 7? Repeaters in any grade from grade 1 to 7 were partly the reason why some eligible children of the right school going age could not be enrolled in school because there were inadequate school places (NPE, 1996). In its quest to provide access to education, the National Policy

on Education places great importance on the enrollment of children of the right school going age. It insists on ensuring that priority is given to such children, as they are the rightful beneficiaries of the education system and the curriculum is developed to meet the educational needs of such children.

Figure 13: Pass Rate at Grade 7 in 2009 by head teachers

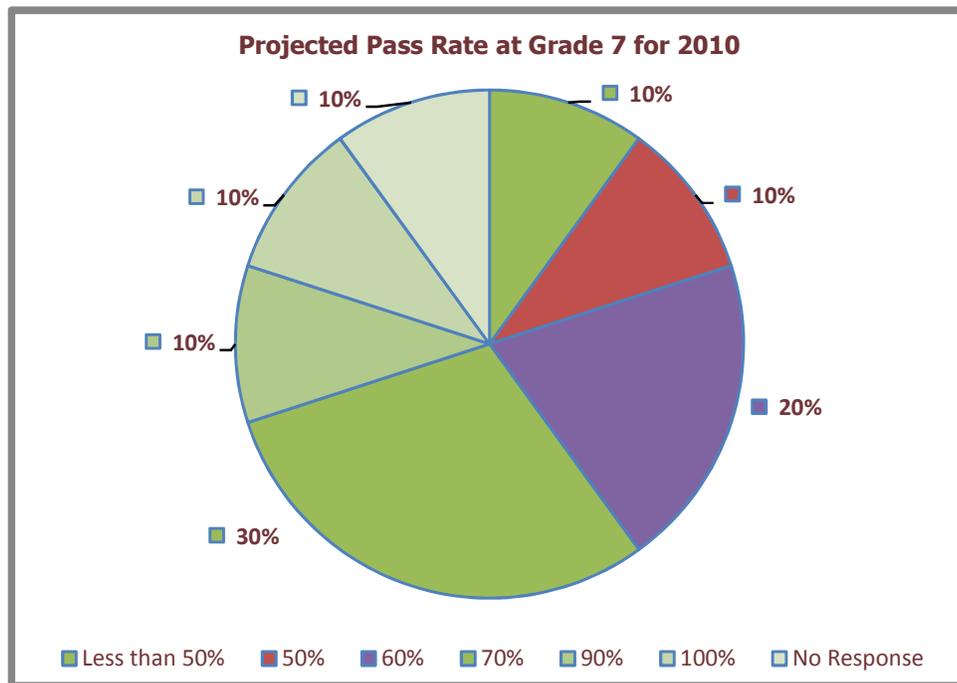


Source: Field Data

The head teachers were asked to project the pass rates for the year 2010 based on how the pupils in grade 7 were performing by September, 2010. There was 10% of the head teachers that reported that the completion rates would be at 50%, 20% said that completion rates would be at 60% while 30% predicted that completion rates would be at 70% and 10% said it would be at 90%. There was 10% of the head teachers who predicted that completion rates would be at 100%, while another 10% said it would be less than 50% and the remaining 10% did not provide a response to the question. It is clear from the predictions presented by the head teachers, as reflected in figure 14, that more teachers were confident of a 70% pass rate at grade 7 in the year 2010. Generally, it is observed that more than half of the head teachers were confident that their schools would achieve more than 50% pass rate at grade 7, bearing in mind the challenges that the schools

face in providing quality education. The optimistic higher estimates of completion rates at grade 7 for the year 2010, reported by the head teachers showed that they are working tirelessly to improve the completion rates at their schools. The predicted completion rates for 2010 provided by the head teachers matched the grade 7 teachers' optimism in their pupils' ability to complete grade 7 in 2010 with high pass rates, as discussed earlier in the chapter.

Figure 14: Projected Pass Rate at Grade 7 in 2010 by head teachers



Source: Field Data

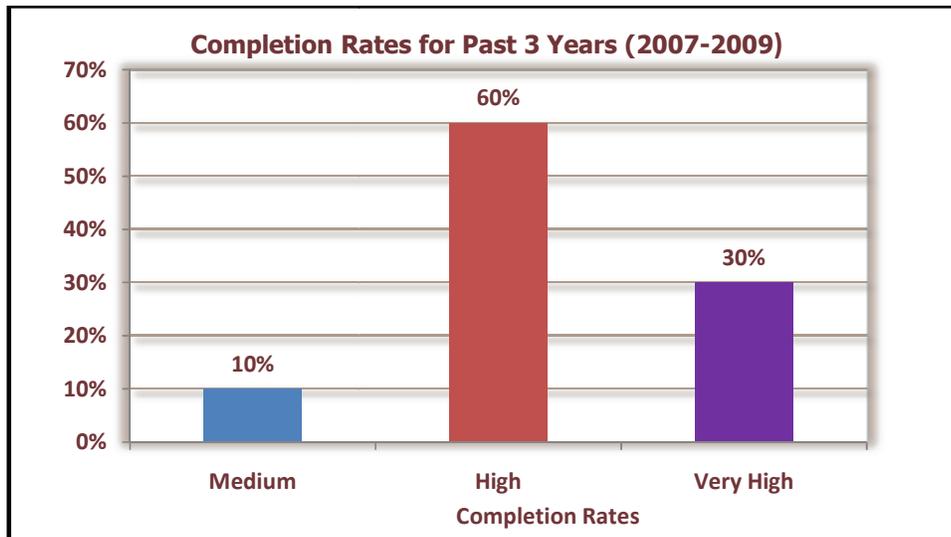
The head teachers had given reasons for the projected completion rates for the year 2010. The projected lower completion rates were attributed to lack of support by parents who did not value the importance of education as reported by 10% of the head teachers. The limited classroom space also accounted for the less than 100% completion rates according to 10% of the head teachers, while the other 10% of the head teachers attributed lower completion rates to over enrollment which made it difficult for teachers to give the pupils individual attention. Twenty percent (20%) of the head

teachers attributed the higher completion rates to the good performance that the pupils had exhibited in their weekly, monthly, end of term and mock examinations. The remaining 50% of the head teachers attributed the higher completion rates to the teachers' and schools' commitment through the provision of extra lessons, attracting and recruiting more teachers and providing more text books for the pupils.

The completion rates at grade 7 from the year 2007 to 2009 were reported as generally high by the head teachers. More than half (60%) of the head teachers reported that the completion rates at grade 7 were high, which could mean that the schools had achieved over 50% completion rates over the 3 year period. The other 30% of the head teachers reported that completion rates at grade 7 were actually very high. This could mean that for 30% of the 10 sampled schools, the completion rates could have been at least over 70% for the 3 year period being considered. It is only 10% of the head teachers that reported medium completion rates which could translate to about 50% during the 3 year period under consideration. The responses given by the head teachers are qualitative which are translated to represent possible percentages shown above. The bar chart below (figure 15) is the representation of the pass rates at grade 7 for the years 2007 to 2009. The reported completion rates for this period show that the schools were producing relatively good completion rates. These completion rates were achieved in spite of the challenges of inadequate teaching and learning materials and over enrollments. Absenteeism by the pupils and their parents' negative attitudes towards education also contribute to lower completion rates as the pupils who do not attend school frequently do not do well in examinations or drop out of school. It, therefore, means that necessary support in terms of teaching and learning materials, consistent funding, better conditions of service for the teachers and accommodation, would help the schools improve and sustain high completion rates. The National Policy on Education seems to have recorded relatively good completion rates for the period under review in Chongwe and Kafue districts. It is clear, however, that the completion rates of 100% in all the schools had not been achieved.

The measure of efficiency of the education sector is completion rates and the target is currently at achieving 100% completion rates.

Figure 15: Completion Rates at Grade 7 from 2007 -2009 by head teachers



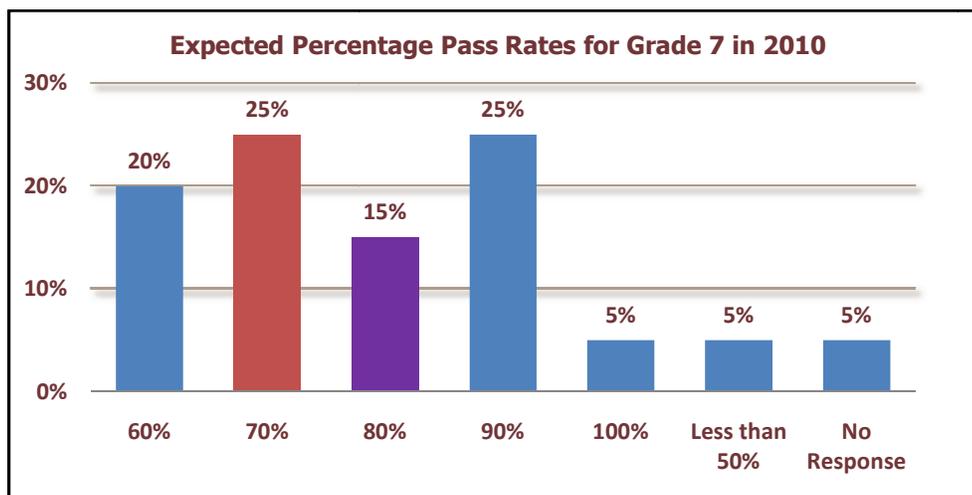
Source: Field Data

The reported completion rates for this period show that the schools were producing relatively good completion rates. These completion rates were achieved in spite of the challenges of inadequate teaching and learning materials and over enrolments. Absenteeism by the pupils and their parents' negative attitudes towards education also contribute to lower completion rates, as the pupils who do not attend school frequently do not do well in examinations or drop out of school. It, therefore, means that necessary support in terms of teaching and learning materials, consistent funding, better conditions of service for the teachers and accommodation, would help the schools improve and sustain high completion rates. The National Policy on Education seems to have recorded relatively good completion rates for the period under review in Chongwe and Kafue districts. It is clear, however, that the completion rates of 100% in all the schools had not been achieved. The measure of efficiency of the education sector is completion rates and the target is currently at achieving 100% completion rates.

The lower completion rates were attributed to poverty and ignorance by parents or guardians on the importance of educating their children, a response given by 10% of the head teachers. Half of the head teachers (50%) attributed the higher completion rates for the period 2007 – 2009 to free education, re-entry policy, reduced number of pregnancies among girls and less absenteeism. Ten percent attributed the high completion rates for the above period to parental support and the value parents place on their children's education. The other 10% attributed the high completion rates to the high enrollment rates while the remaining 20% did not provide a response to the question. The reasons provided for the higher completion rates show that the education policy has scored some successes in increasing the demand for education in Chongwe and Kafue districts. This is because the ministry of education has put in place policy measures such as free education, re-entry policy for girls and community sensitization programmes on the importance of education.

Grade 7 teachers reported that the performance of the pupils they taught was generally good or very good and for few of the pupils, the performance was average. The teachers also expressed the pass rates that they thought their pupils would attain upon writing their grade 7 examinations. Twenty five percent of the teachers were confident that the pupils they taught would attain a 90% pass rate while 15% were confident that their pupils would attain an 80% pass rate. Another 25% of the teachers expressed confidence that their pupils would attain a 70% pass rate, while 20% were confident that their pupils would attain a 60% pass rate and 5% were confident that their pupils would attain a 100% pass rate. Only 5% of the teachers did not provide any projection on how their pupils would perform in the grade 7 examinations. The graphical representation of the expected pass rates provided by the grade 7 teachers is shown in figure 16 below.

Figure 16: Expected Pass Rates at Grade 7 by grade 7 teachers



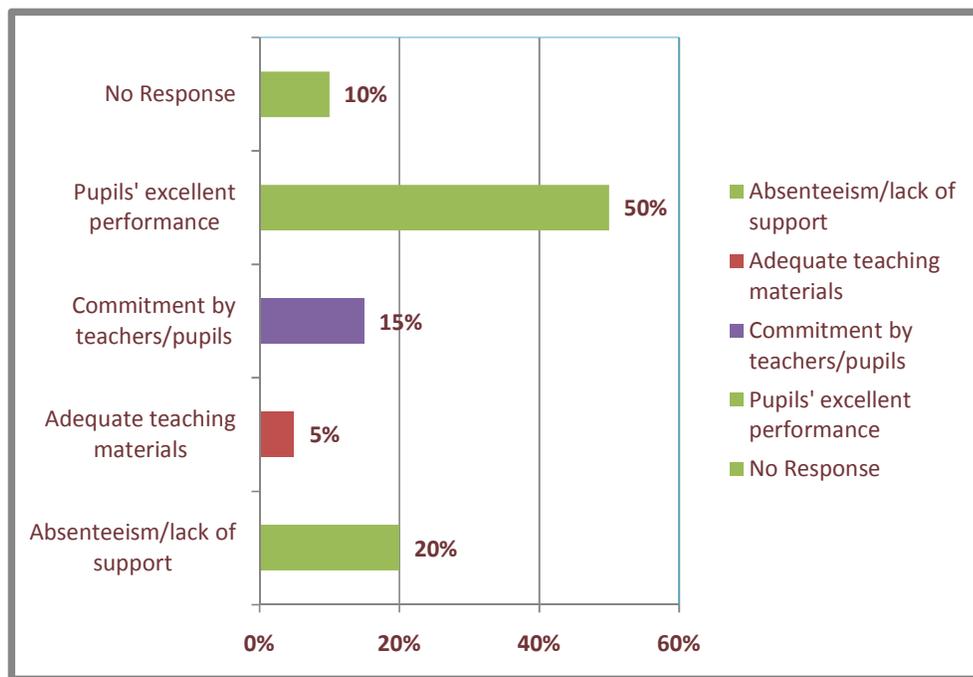
Source: Field Data

The expected pass rates for 2010 as provided by the grade 7 teachers showed that almost all the pupils would complete and pass their grade 7 examinations. The grade 7 teachers and head teachers seemed to have been in agreement on the prospects of the grade 7 pupils in their schools to successfully complete their primary school education. However, the concerns of 10% of the grade 7 teachers who had predicted less than 50% pass rates at grade 7, also need to be taken into consideration. This category of teachers shows a huge challenge in delivering quality education to the learners. The challenges of over enrollment, inadequate teaching and learning materials, negative attitudes of community members towards education, among others, must have been taken into consideration when projecting low pass rates at grade 7.

The grade 7 teachers' confidence in their pupils' high pass rates was as a result of the pupils' above average performance in their weekly tests, end of term and mock examinations. This was the reason given by 50% of the grade 7 teachers that responded to the question, while 15% of the teachers

attributed their confidence to the commitment shown by the teachers and pupils in attaining high pass rates and 5% of the teachers attributed it to the availability of adequate teaching and learning materials. However, 20% of the teachers attributed their low confidence in the pupils' performance in the grade 7 examinations to the pupils' absenteeism, lack of parental support and the playfulness of the pupils thereby not performing to the best of their ability in the examinations. Ten percent of the teachers did not provide any response at all. The reasons provided by the grade 7 teachers for the expected pass rates at grade 7 are shown in figure 17.

Figure 17: Reasons for Expected Pass Rate by grade 7 teachers



Source: Field Data

Absenteeism of pupils which could be attributed to the parents' negative attitudes towards education, as shown above in figure 17, has had a huge impact on the pupils' performance in school. It would, therefore, be important for the government, in its efforts to improve completion rates, to adequately address the root cause of absenteeism. Community sensitization programmes on the importance of education must be sustained for as long as possible. The government must also build more schools and provide

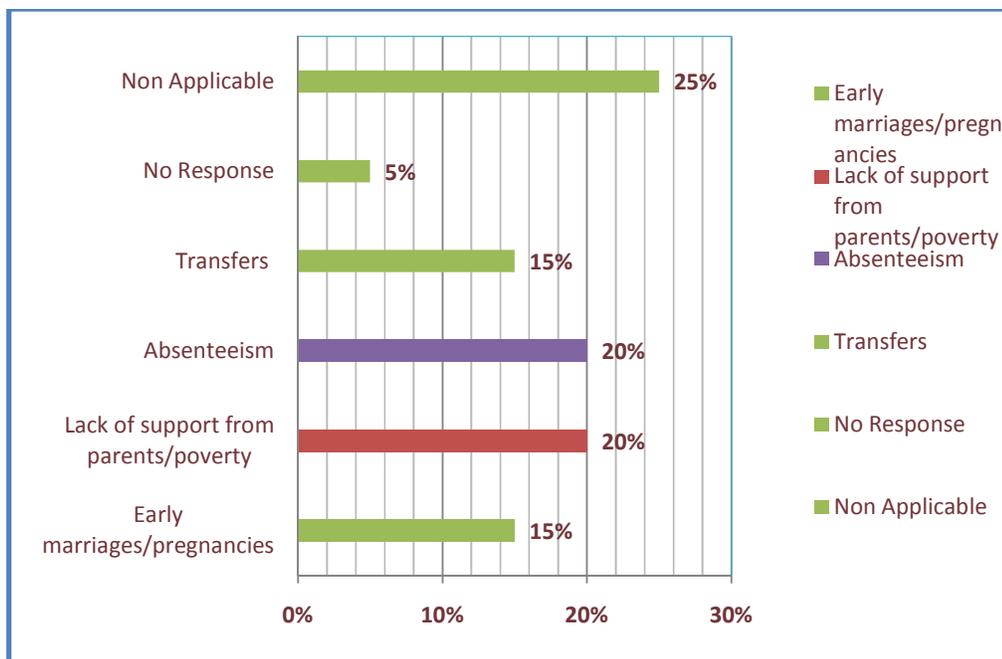
adequate school requisites in order for the parents to be more motivated to send their children to school. Parents or guardians need to be convinced that their children are fully benefiting from being educated and that can only happen if the government provided all the school requisites for the pupils as required. Families in the communities where the schools are located, are at times very poor as already reported and they struggle to support their children's education due to poverty. Therefore, when parents make the necessary sacrifices to send their children to school, as opposed to marrying them off or engage them in child labour, the benefits of educating their children must be realized sooner rather than later.

The grade 4 class teachers were also asked to state their views on whether their current class of grade 4 pupils would pass their grade 7 examinations in 4 years to come (in 2013). The class teachers overwhelmingly expressed confidence in their pupils' ability to pass their grade 7 examinations, as 95% of the teachers gave that response. Only 5% of the teachers were not confident of their pupils passing their grade 7 examinations. The teachers that were not confident attributed it to the pupils' lack of attention in class due to over enrollments. The grade 4 class teachers were also required to provide information on whether the pupils they were currently teaching would stay in school long enough to complete grade 7. Twenty-five percent of the grade 4 class teachers were confident that the pupils in their classes would stay in school up to grade 7 while 70% of the teachers were not sure whether the pupils they taught would stay in school up to grade 7. It was 5% of the teachers that did not give an answer to the above question. The grade 4 teachers expressed confidence in the education system of which they were a part. Ninety-five percent of the teachers said that their pupils would pass their grade 7 examinations 3 years later and only 5% were not sure of the pupils staying in school up to grade 7.

In measuring efficiency in the delivery of education, it was important to establish how many pupils would pass their examinations. The grade 4 class teachers had attributed their pupils' failure to stay in school up to grade 7 to

early marriages and pregnancies, a response given by 15% of the teachers. Twenty percent of the teachers attributed the pupils' inability to go up to grade 7 to lack of support from their parents and poverty, while another 20% attributed it to absenteeism due to child labour, household chores, caring for siblings, long distances to schools and lack of interest in education, especially for the girl child. The remaining 15% of the teachers attributed the pupils' inability to reach grade 7 at their current schools to transfers to other schools. The pupils that went on transfer to other schools could potentially go up to grade 7 but there was no way of confirming that. For 25% of the teachers, the question was not applicable because they were confident their pupils would stay in school up to grade 7. Only 5% of the teachers did not provide a response. The National Policy on Education did reflect the challenges that the teachers face, as highlighted above. The education policy acknowledges that people's attitude towards education has a bearing on whether they would send their children to school or not. As such, the education policy advocates for partnership between the ministry of education and the communities in the delivery of education. The responses provided by the grade 4 teachers are represented in figure 18 below:

Figure 18: Reasons for not reaching grade 7 by grade 4 teachers



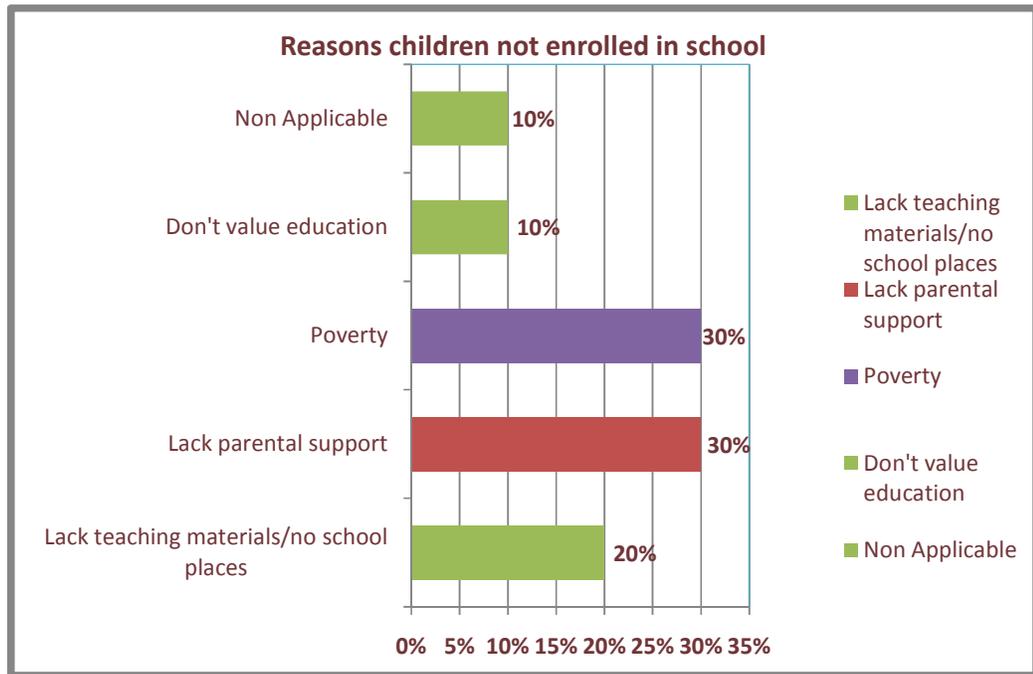
Source: Field Data

Equity

In order for the government to provide universal access to education, it must ensure that children of all socio-economic backgrounds have access to education. This means that all children of whatever vulnerability must be afforded the opportunity to access education and the free education policy has the potential to achieve that objective. The head teachers did attest to the fact that there were a number of children of school going age in their communities that had not been enrolled in school. The majority (90%) of the head teachers confirmed that there were children not enrolled in school in their community and only 10% said otherwise.

There are 10% of the head teachers who said that the reason why some children were still not enrolled in school was because the community and their parents did not value education. Twenty percent of the head teachers said some children had not been enrolled in school due to inadequate classroom space, while 30% said it was as a result of lack of support from parents due to illiteracy, poverty and ignorance. The teachers said that some parents had opted to keep their children away from school so that they could work as farm labourers with them due to poverty, as reported by 30% of the head teachers. For the remaining 10% of the head teachers, the question was not applicable, as they were confident that all the school going children in their communities were enrolled in schools. The possible reasons discussed by the head teachers on why some children were not enrolled in school are shown in figure 19 below:

Figure 19: Reasons why children not in school by head teachers



Source: Field Data

The National Policy on Education, in its effort to provide access to education, stresses the need to employ measures that would promote equality in the provision of resources by allocating them to those in greatest need of the different educational services in different parts of the country.

Most of the reasons that the head teachers provided on why children were not enrolled in schools had a lot to do with the community's attitudes. The parents and communities where these children came from had a huge bearing on whether the children accessed education or not. If the parents or guardians were uneducated, it was unlikely for them to consider education valuable for their children or dependants. When the parents were too poor to afford to take their children to school, the children ended up being engaged in child labour to contribute to the family income and livelihood. Due to

poverty, the parents had to weigh the costs and benefits of sending their children to school as opposed to engaging them in jobs to help the family sustain itself. When most of the adults in the community are illiterate or dropped out of school, the children in the community lack role models to look up to and encourage them to stay in school. It is not enough to only have their school teachers as role models in the community, other community members would also serve as useful role models. As the children grow older, there is further need for them to be motivated to stay in school, otherwise the girls would either be married off by their parents and the boys would be made to get jobs and help support the family. The ministry of education, through the schools it manages, needs to invest more time and resources in sensitization of the communities on the benefits of education for their children. Such programmes must be done in collaboration with the local traditional leaders for the programmes to be successful. Half of the head teachers interviewed responded by saying that the pupils enrolled in their schools were a good representation of different socio-economic and geographical back grounds. For the remaining head teachers, the question was not applicable as they did not teach any class.

Initiatives have been put in place to enroll as many children of school going age in Chongwe and Kafue districts. The head teachers deliberately extended the enrollment period at grade 1 in order to accord as many children as possible the opportunity to get enrolled in school. This initiative is being implemented by 10% of the head teachers. Twenty percent of the head teachers have adopted the expansion of infrastructure or increasing the number of classrooms, as an approach to address the inadequacy of classroom space. The head teachers or the schools, however, have limited resources to embark on expansion of the school infrastructure and could only achieve limited results. The expansion of the school infrastructure is more of a national initiative where the government was making sure that it increased classroom space for as many schools as possible and the construction of new schools too. Forty percent of the head teachers used sensitization campaigns on the availability of free primary education and reduced fees for grades 8

and 9, as a way of increasing access to education to many more pupils. There were 30% of the head teachers that also used sensitization campaigns on the re-entry policy for the girl child, where the girls who got pregnant whilst in school could be re-admitted after they had given birth.

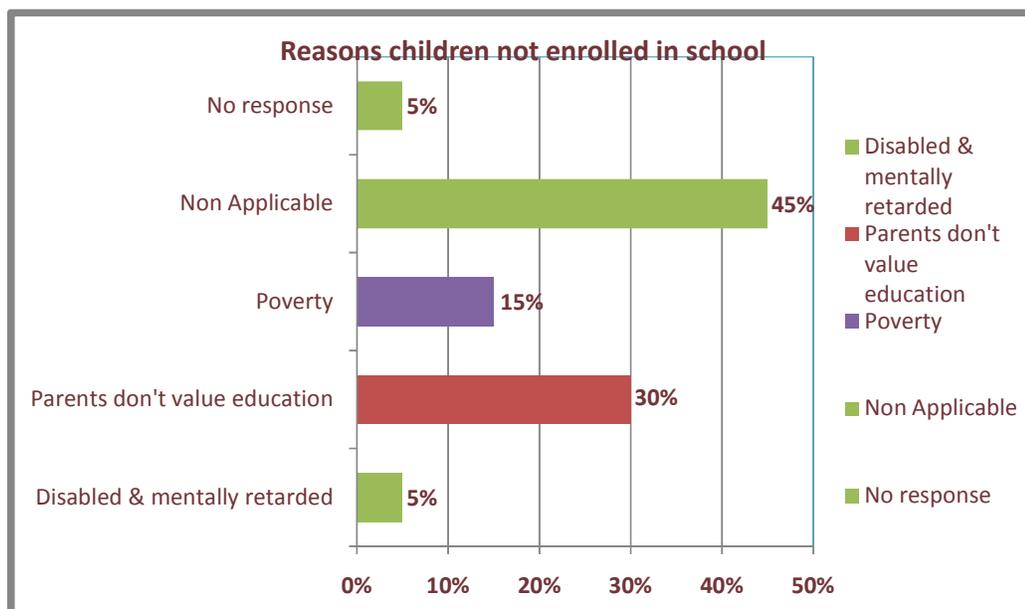
The National Policy on Education is concerned with promoting equity by giving each pupil just and fair treatment irrespective of age, sex, place of residence or socio-economic status (NPE, 1996). The education policy revealed that some studies had shown that boys draw proportionately more benefit from education than girls. It also showed that urban communities are more favoured than rural communities and that the well off in society gained more access to finances for education than the poor (NPE, 1996). It is on the basis of such information that the study focuses on equity in the provision of education, as it relates to the ratio of boys to girls enrolled in schools. The ratio of boys to girls in a class, which is also referred to as the Gender Parity Index (GPI), has been provided by the head teachers that were interviewed in this study. Twenty percent of the head teachers reported that the GPI was 1:1 or 1, which means that there was an equal number of boys and girls in the classes that they taught. The other 20% of the head teachers reported that the GPI was 3:1 which means that there were 3 times more boys than girls in the classes that they taught. The remaining 60% of the teachers did not respond, as the question was not applicable to them because they did not teach any classes.

The head teachers that reported that they had more boys than girls in their classes attributed this either to parents preferring to send boys to school than girls, or having fewer girls in the community in the age range of the pupils in the classes they taught. The two possible reasons provided for the higher number of boys compared to girls in these classes account for 20% of the responses by the head teachers. The other 80% of the head teachers did not respond to the question as it was not applicable to them. There were no head teachers that reported that they had ratios of more girls than boys in their classes at all. There was an overwhelming response of 90% of the

grade 7 teachers reporting that they had a good representation of pupils with different socio-economic and geographical backgrounds in their classes. Only 5% of the teachers reported that the pupils in their classes were not a good representation of the different socio-economic and geographical backgrounds, while the remaining 5% did not provide any answers to the question.

Equity in the provision of education entails that all children, regardless of their socio-economic status, are enrolled in school, as long as they are of the right school going age. The grade 7 teachers are aware that there were some children in their communities of school going age that were not accessing education by not being enrolled in schools. The age range of the school going children for grades 1 to 7 was 7 to 13 years. It was half (50%) of the grade 7 teachers that expressed awareness of the school going age children in their communities that were currently not enrolled in school. The other 45% of the teachers are not aware of any school going age children in their communities that were not enrolled in school, while 5% of the teachers did not respond to the question. The reasons provided for the school going children not being enrolled in school included the parents' lack of appreciation of the value of educating their children, the reason given by 30% of the grade 7 teachers. Five percent of the grade 7 teachers said the mentally retarded and physically disabled children were among the children that were not enrolled in school, while 15% attributed it to poverty where the parents could not afford to send the children to school. For 45% of the teachers, the question was not applicable as they were not aware of any children of school going age in their communities that were not enrolled in school. Only 5% of the teachers did not provide a response to the question. The graphical representation of the responses provided by the grade 7 teachers is shown in figure 20 below:

Figure 20: Reasons for children not attending school by grade 7 teachers



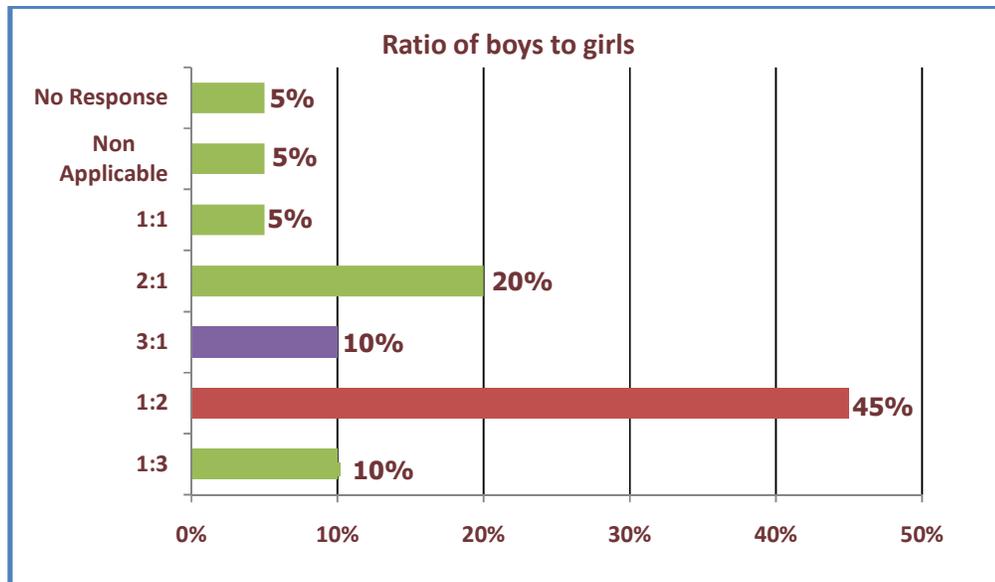
Source: Field Data

The responses provided by the grade 7 teachers showed that most of the probable reasons for the children not being enrolled in school were attributed to community attitudes. As reported earlier by the head teachers, the grade 7 teachers also alluded to the communities as hindrances for the children’s lack of access to education. This, therefore, means that there is need for more community sensitization programmes on the importance of education. The schools also had to ensure that they had the capacity to absorb all the school going age children in their schools and provide them with all the school requirements too. The National Policy on Education, as stated earlier, places great emphasis on partnering with the communities in ensuring that children are enrolled in schools. One of the ways the education policy encourages such participation is through the PTAs where the parents and teachers work together in the management of the schools and provide access to education. The grade 7 teachers brought out an important

marginalized group of children that did not access education. The mentally retarded and physically handicapped children were mostly not enrolled in school due to lack of facilities for these special needs children. The ministry of education has a huge challenge of ensuring that it provides suitable facilities in the schools for the mentally retarded children and children with different physical disabilities. The ministry also has an enormous task of changing attitudes about handicapped and mentally retarded children with a view to ensuring that such children go to school.

Equity in the provision of education also means that there is a good representation of both girls and boys accessing education by being enrolled in schools. In measuring equity in this regard, the gender parity ratio had been used in the study which showed the ratio of boys to girls in a class at the level of a class teacher such as the grade 7 teachers providing information for this study. Ten percent (10%) of the grade 7 teachers reported that the ratio of boys to girls in their classes was 1:3 while 45% of the teachers reported that the ratio was 1:2, 10% of the teachers reported that the ratio was 3:1, 20% reported that the ratio was 2:1 and 5% reported that the ratio was 1:1. Five percent (5%) did not respond because the question was not applicable, as they had a girls' only class while the remaining 5% provided no response to the inquiry. The ratio of boys to girls or gender parity ratio in the grade 7 class is shown in figure 21 below:

Figure 21: Ratio of boys to girls by grade 7 teachers



Source: Field Data

Almost half (45%) of the grade 7 teachers had more girls than boys in their classes. There were 2 girls for every boy in the grade 7 classes. It is worth noting that there was a good representation of girls that had reached grade 7. This is against a background of girls dropping out of school as a result of early marriages or pregnancies. In addition, it was observed that a good number of girls stayed in school up to grade 7. There was also 10% of the teachers that had a ratio of 1:3 in their classes, which means that they had 3 more girls for every boy in their classes. In general, there was 55% of the teachers that had more girls than boys in their classes compared to 30% of the grade 7 classes that had more boys than girls in their classes. The reasons for these different ratios were varied, depending on the communities where the schools were located. Cultural practices and beliefs of not valuing education for girls have been advanced as one of the reasons why some girls would not be enrolled in school or kept in school long enough to complete at least grade 7.

There are reasons advanced for the different ratios of boys to girls in the grade 7 classes. The 5% of the teachers that had fewer girls in their classes attributed it to the parents' preference of sending boys rather than girls to school. There was 25% of the teachers that said the parents did not send

their female children to school but kept them home in order to help with the household chores, while 10% of the teachers said they had more boys in their classes because there were more boys than girls in the grade 7 age group in the community where the schools were located. Early marriages for girls was the reason attributed to having more boys in school than girls, as reported by 15% of the teachers, while 5% of the teachers gave no responses as to why there were more boys than girls in their classes. For 40% of the grade 7 teachers, the question was not applicable as they had either more girls than boys in their classes or had a girls' only class.

The grade 7 teachers that had more girls in their classes attributed this to the parents' decision to keep the boys at home to help with herding animals and farming in order to help parents earn a living for the family. The male children are in a way used as child labour to help the family make a living. The above reason for not sending male children to school was cited by 10% of the grade 7 teachers. The other 10% of the teachers attributed the higher number of girls in their classes due to the higher number of girls in that age range within the community in comparison with the number of boys. It was 5% of the grade 7 teachers that attributed the higher number of girls in their classes to early marriages and pregnancies, even when the reason they provided did not really explain why the number of girls was still higher than boys despite the early marriages and pregnancies. The teachers concluded that maybe the re-entry policy of admitting girls back to school after delivering their babies increased the number of girls in the grade 7 classes. It must be noted at this point that 70% of the grade 7 teachers had either more boys than girls in their classes or had an equal number of both sexes and the question was not applicable, while 5% of the teachers did not provide any response.

The grade 4 teachers, 70% of them, also attested to the fact that there were children in their communities of school going age that were not enrolled in schools. Thirty percent (30%) of the teachers were not aware of any children who were not enrolled in school. The teachers revealed that the reasons the

children were not enrolled in school included lack of teaching materials and resources, and inadequate school places. This response was given by 15% of the teachers. There were 5% of the class teachers that revealed that this was attributed to the lack of role models in the communities and early pregnancies for the girl child while 15% of the teachers revealed that some children could not be enrolled in school due to lack of support from their parents and guardians and the extended family. Twenty percent (20%) of the teachers attributed the children's lack of access to education to the parents' inability to afford school requisites due to poverty and 25% said the children did not access education due to the parents who did not value education. The grade 4 teachers brought out a very different reason for some children not having been enrolled in school. One fifth (20%) of the teachers said that some children were not enrolled in school because the schools did not have adequate spaces. The head teachers and grade 4 teachers did not provide any evidence that showed that the education system did not have capacity to absorb all the school going children. The inadequate number of teachers, limited resources and inadequate school places meant that the education system needed to expand further in order to meet the demand for education.

The provision of equitable education also means that there should be an equal representation of boys and girls in the classes and in the school. The grade 4 class teachers said that they had varying numbers of boys and girls in their classes. Twenty percent (20%) of the teachers said that the ratio of boys to girls in their classes was 1:1, 30% said the ratio of boys and girls was 2:1, 10% said the ratio of boys to girls was 3:1, while 25% said the ratio was 1:2 and the remaining 15% said the ratio was 1:3. There was 25% of the grade 4 class teachers that attributed the higher number of boys in their classes to parents preferring to keep their daughters at home to help with household chores, instead of sending them to school. Ten percent (10%) of the teachers attributed the higher number of boys in their classes to having fewer girls in the primary school age group in the community, while 5% of the teachers attributed it to the parents' preference to educate

boys and not girls for different cultural reasons. There were grade 4 class teachers that had more girls than boys in their classes and attributed it to having fewer boys in the primary school age group in the community. That was the reason provided by 30% of the grade 4 class teachers, while 5% said that the parents preferred to send girls to school than the boys and 5% of the teachers said the parents could not afford to send both their female and male children to school. The grade 4 class teachers were, however, confident that their classes were representative of the poor, rich, orphaned and other vulnerable children, as shown by the 85% of the total responses. There was, however, 10% of the teachers that said their classes were not representative of children from the different socio-economic backgrounds and 5% did not provide any responses.

Conclusion

The head teachers, grades 4 and 7 teachers had held 2 opinions on whether Zambia would attain the MDGs on universal access to primary education, with half of them saying the country would attain the MDGs and the other half saying the country would not attain the MDGs. The reasons provided by the former included more schools that had been built, more teachers that had been recruited and free education at primary school level, while the latter attributed their reasons to lack of parental support, inadequate teaching and learning materials and over enrollments.

The teachers agreed that the high PTR affected their ability to deliver good quality education because they were not able to give the pupils individual attention and the slow learners were greatly affected as a result. The schools had, however, used their initiative in coming up with innovative ways of overcoming some of the challenges experienced in delivering quality education such as free extra lessons and group work for the pupils, revision exercises, homework and use of local resources for teaching aids. The high PTR however, still remains a challenge, especially for schools that were in the more remote parts of Kafue and Chongwe districts where a government school was the only school in the area or where a particular school was

centrally located in the district and accessible to more pupils. Clearly, the school expansion infrastructure projects had not yet adequately addressed the problem of inadequate classroom space.

The policy of free education being implemented at primary school level by the government had provided more access to education for the children that would ordinarily have not had the opportunity to access education. This, coupled with the provision of bursaries for vulnerable children whose parents were too poor to afford school requirements or orphans without support from the extended families, created greater opportunity for more children to get an education. This was government's way of ensuring that it provided equitable access to education for all children within the school going age range of 7 to 13 years. The head teachers and class teachers were quite confident that most of the pupils at their schools would pass their grade 7 examinations. The reasons for not attaining 100% pass rate at grade 7 for most of the schools was attributed to over enrollments or high PTR which affected the teachers' ability to attend to individual learners despite the extra efforts that were instituted to help the learners improve their learning outcomes such as extra lessons, homework and group work. The parents have also played a major role in the success of the education system meeting its goals. The inability of some pupils to access free education had been attributed to the parents' lack of interest in educating their children. Parents that did not value education preferred to keep their children at home to help with household chores or use them as child labourers to help with earning an income for the family. This trend was especially common for parents that lived in the farming blocks where the parents worked for the commercial farmers, either as seasonal casual workers or permanent workers together with their children. The trend was common in both Kafue and Chongwe districts which led the schools to recommend and implement sensitization programmes on the importance of education in the communities where the schools are located.

The following chapter provides the views of the community members in Kafue and Chongwe districts on universal access to education. The community members interviewed are the ones that live in the areas near the schools that constituted the sample of the 10 schools from Kafue and Chongwe districts. The community members provided information on the quality of education in government schools, the reasons they sent the children to government schools and whether Zambia would attain the MDGs on universal access to primary education.

CHAPTER FOUR

COMMUNITY MEMBERS' VIEWS ON UNIVERSAL ACCESS TO EDUCATION

Introduction

There were forty (40) community members that were interviewed for this study to provide an additional perspective on the quality of education that the Ministry of education was providing to the Zambian people. This is an important perspective because it provided the study with views from both the providers and the users of the education service. The parents and guardians that send their children to government schools or had themselves been educated in government schools, provided a perspective on what the clients or beneficiaries of the education system thought of the service offered. The community members' perspective presents a feedback to the ministry of education on universal access to education, as perceived by recipients of the service. The community members were selected from the areas surrounding the schools that were selected for the study. Some of the community members were parents or guardians of the children that attended government schools in their area and others were parents or guardians that

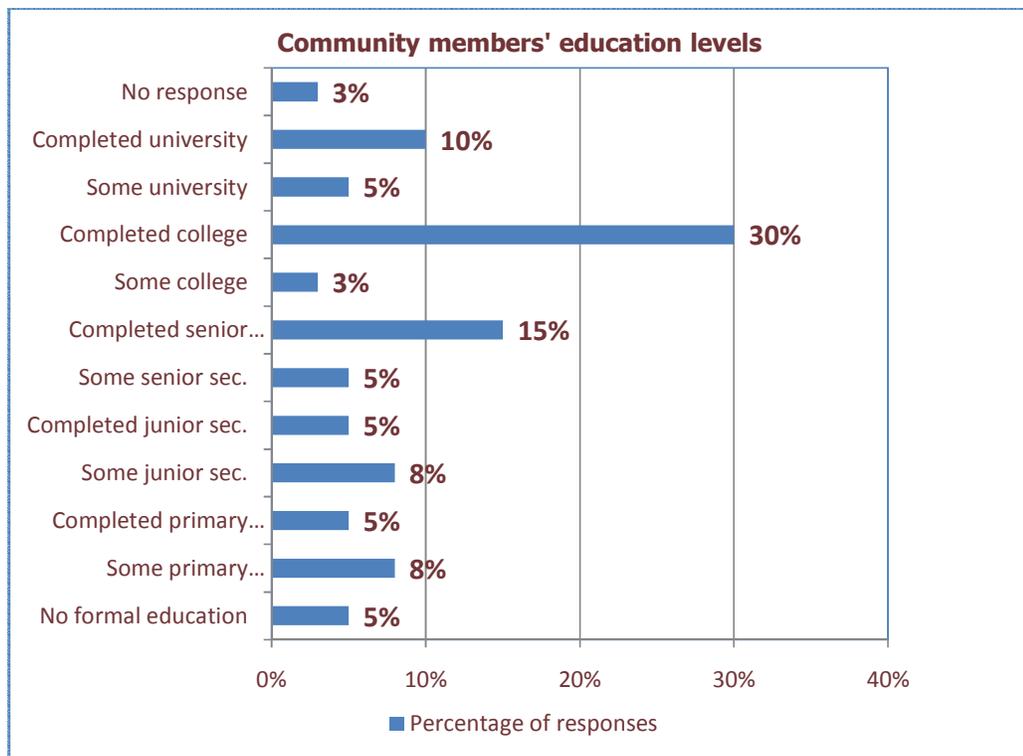
also sent their children to government schools that were not necessarily near their homes. Twenty (20) of the community members were from Kafue district, while the other 20 were from Chongwe district. It must be noted that the percentages for the community members' responses were rounded off and, therefore, the total percentages in some cases were slightly over 100%.

A slim majority of the community members in this study were aged between 31 and 35 years, constituting 33% of the respondents. One fifth of the community members were aged between 41 and 45 years, while the other one fifth were aged between 26 and 30 years old. The other smaller categories of the respondents were aged between 21 and 25 years, constituting 10% of the respondents, while other respondents constituting 5% each were aged between 46 to 49 years old and over 50 years respectively. The youngest category of the respondents constituting 3% of the sample was aged between 16 and 20 years. The community members lived in residential areas that would be characterized as low, medium or high density, while others lived in peri-urban areas that exhibited urban and rural characteristics. The community members interviewed in this study were a fair representation of the different localities in the 2 districts where the government was offering education to the children.

All the community members interviewed had attained some level of education, except 5% of the community members that had not acquired any formal education at all. The majority of the community members, comprising 30%, had completed college education, while 10% had completed university education and 15% had completed senior secondary school. Eight percent (8%) of the community members had obtained some primary education, while 5% had completed primary education. The other 8% had attained some junior secondary education, while 5% had completed junior secondary school education. Another 5% of the community members had attained some secondary school education, while 3% had some college education and 5% had attained some university education. It was only 3% of the

community members that had not responded to the question. Figure 22 below is the representation of the community members' education levels.

Figure 22: Community members' education levels



Source: Field data

Over half (65%) of the community members had completed some level of education. The role of the community is very important in the provision of education as shown in the National Policy on Education. The principal thrust of the education policy is to give people the opportunity to provide educational services or to improve on what is being offered (NPE, 1996). This is why it was useful to find out from the communities, who are key stakeholders in the provision of education, to give their views on how the education sector is providing primary education in their communities.

Sixty percent (60%) of the community members interviewed in Kafue and Chongwe districts revealed that they were engaged in formal employment, while 25% were engaged in informal employment or were in the informal sector, 10% of the community members were unemployed. The monthly income levels of the community members interviewed for the study ranged from 0 to K4 million. Almost half of the community members, comprising 48%, revealed that they earned between K1,200,001 and K4,000,000 on a monthly basis. Twenty eight percent (28%) earned at least K600,000 per month, while 15% earned between K600,001 and K1,200,000 monthly. This chapter discusses the sub headings 'access to education', 'quality education and equity'.

Views of the community members on universal access to education

Access to education

The education policy spells out 3 objectives for community participation in the provision of education. The objectives are: educational provision; school improvement; and strengthening school-community linkages. As such, the community members were asked to state whether they accessed education for their children or dependants at government schools. The community members of Kafue and Chongwe districts expressed their views on whether their children or dependants were accorded the opportunity to access education in the findings below. Almost all community members interviewed had either children or dependants that were of school going age. Twenty five percent (25%) had 2 children of school going age, 23% had 3 children of

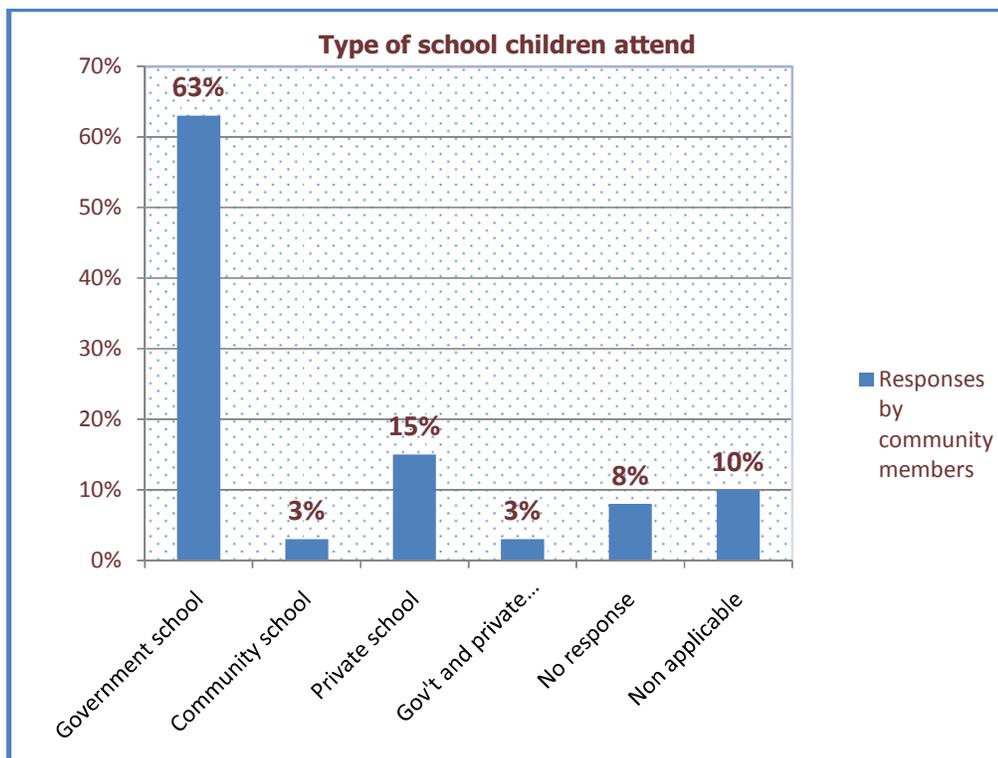
school going age, while 15% had 1 child of school going age and 13% had 4 children of school going age. It is 8% of the community members that have 5 children of school going age, while 5% had more than 5 children of school going age. The remaining 5% of them did not have any children of school going age. Of the remaining 8% of the community members interviewed some did not provide a response to the question and for the others the question was not applicable, as they did not have children of school going age.

The community members had been further requested to state how many of their children or dependants attended primary school or middle basic school, which is from grade 1 to 7. Twenty eight percent 28% of them revealed that they had 1 child attending primary school, while 20% revealed that they had 2 children attending primary school. It was 15% of the community members that had 3 children attending primary school and 8% had 4 children attending primary school. Five percent (5%) of the community members had 5 children attending primary school, while the other 5% had no children attending primary school. For 21% of the community members, the question was either not answered or considered not applicable, as their children did not attend primary school. Overall, 76% of the community members had children attending primary school. The highest number of children reported by the community members that were sent to school, as families, was 5 children per household. The number of community members that have children attending primary school is significant enough to provide sufficient and informed views on the performance of the National Policy on Education being evaluated.

This study revealed that when it comes to access to education in the study communities, 63% of the children accessed education at government schools. There was 3% of the children who accessed education at community schools, while 15% of the children accessed education at private schools. There was 3% of the community members that have children at both private and government schools for different reasons discussed later on.

It was only 8% of the community members that did not provide responses to the question and 10% for whom the question was not applicable because they did not have children or children of school going age. The graphical representation of the statistics is presented in figure 23 below.

Figure 23: Type of School Children Attend



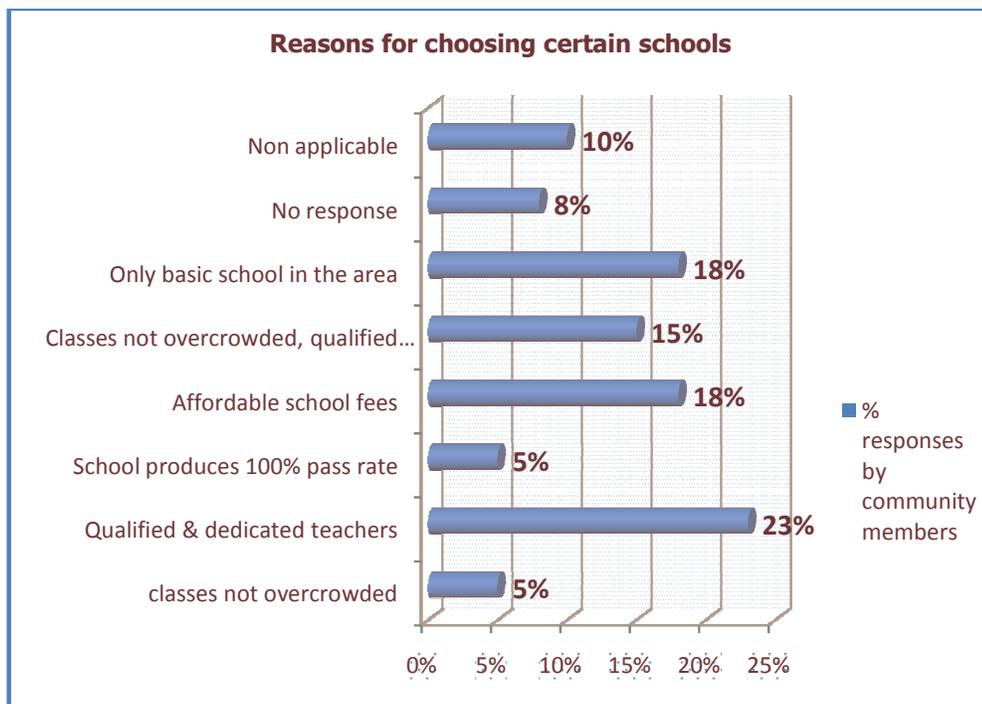
Source: Field data

It is clear from the responses provided by the community members that more than half of the children they represented were enrolled at government schools. This could be interpreted as an indication of the confidence that the communities have in the quality of education being offered at government schools. This could also have been an indication of the accessibility of enrolling children at government schools. The community members' responses show that there were also community and private schools in some of their communities, which were options from which they could consider when choosing their children's school. The National Policy on Education states that parents have a choice in choosing the school at which their children should be educated. Since the majority of the parents or guardians in this study chose government schools, it could point to the confidence they have about the quality of education offered at government schools.

The parents or guardians interviewed in this study were asked to provide reasons why they had chosen the above schools (government, private or community) for their children's educational needs. The largest number of the community members, consisting 23%, said that they chose particular schools because the teachers were qualified and dedicated to their work, while 5% chose the schools because of the high pass rates the schools produced. Another 5% of the community members chose to send their children to certain schools because the classes were not overcrowded. This means that parents are concerned with the number of pupils in a class, as that would obviously affect the quality of education being offered. There was 18% of the community members that chose certain schools because they charged affordable school fees. For the community members that chose private schools, they revealed that they chose the schools that charged affordable school fees, considering that government schools were not required to charge any school fees. It is clear from the above response that community members are well informed about government's policy of free education, as contained in the National Policy on Education. It is 15% of the community members that chose a combination of factors when selecting the schools that they sent their children or dependants to. The factors included the classes

not being overcrowded, having qualified teachers and being charged affordable school fees. Only 18% said they send their children to a particular school because it is the only school in their locality. It is clear at this point that 18% of the community members above, that gave this response lived in the far flung areas of Kafue and Chongwe districts and had no option but to send their children to the nearest school, be it government or community school. Eight percent of the community members did not respond to the question. For 10% of the community members, the question was not applicable because they did not have children or dependants of school going age. The reasons the parents gave for choosing a certain school whether government, community or private are represented in figure 24 below.

Figure 24: Reasons for Choosing the School



Source: Field data

A good number of the community members chose schools where they considered the teachers to be qualified and dedicated to their work. The parents in Chongwe and Kafue districts represented in this sample clearly wanted their children or dependants to be receiving quality education at the schools they went to, as education was seen as an investment in the lives of their children. As such, the majority of the community members used teachers' qualifications and dedication to duty as criteria for choosing the schools that their children went to. The other community members in the outlying areas of Kafue and Chongwe districts had no choice but to send their children to a government school, as it would be the only school in their area, regardless of the quality of education being offered. The only option available to such parents would be to send their children to schools that would be much further from where they live and that would pose a challenge for the children in terms of school attendance. For the other parents, apart from the classes not being overcrowded, it was equally important that the teachers are qualified and dedicated and that the school also charged affordable school fees. The parents wanted to send their children to good schools but they were also aware that the fees needed to be affordable for them. Only few parents used the criteria of either classrooms not being overcrowded or a school that produces high pass rates when deciding which school to send their children to.

The factors that parents consider when choosing schools to send their children to, relate mostly to quality education. The National Policy on Education places great importance on the provision of quality education in order for pupils to acquire the necessary learning outcomes. Among the learning outcomes that pupils must exhibit include the ability to read and write. The provision of quality education also means that teachers must be qualified, classrooms must not be overcrowded, as this adversely affects the quality of education being offered and teaching and learning materials must be provided. The parents or guardians in the study have shown that they are aware that qualified dedicated teachers, a reasonable number of pupils in a

class and high pass rates are important factors in the provision of quality education.

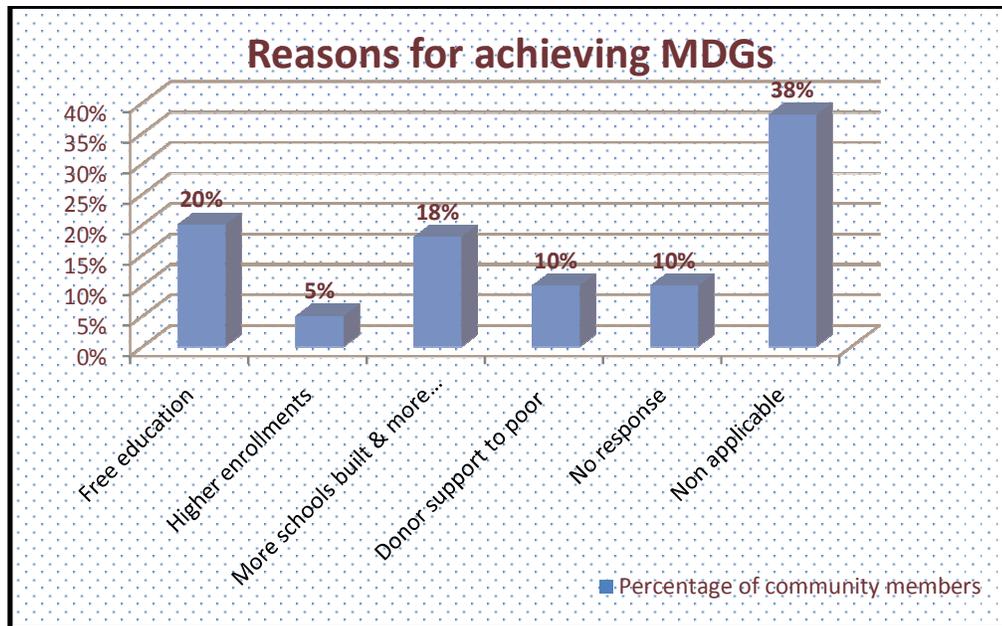
The community members were asked to give their opinion on whether Zambia would attain the MDGs on universal access to primary education. More than half of the community members (53%) were confident that Zambia would attain the MDGs on universal access to primary education. There were reasons that were advanced by the community members on the factors that would enable the country to achieve the MDGs on universal access to primary education. Twenty percent (20%) of the confident community members attributed it to the government's policy on free education. Five percent (5%) attributed it to the evident higher enrollment rates which have been as a result of community sensitization campaigns on the importance of education. There was 18% of the community members that were confident that Zambia would attain the MDGs because the government has built more schools, trained more teachers and promoted the girl child education programmes such as the re-entry policy for girls who recently had children. It was ten percent (10%) of the community members that said that it is because of the donor support provided to poor parents by helping them send their children to school and community schools that also absorbed some of the poor children. The other 10% of the community members did not provide any responses and for 38% of the community members, the question was not applicable, as they believed that Zambia would not be able to attain the MDGs on education.

The responses from the community members show that they are aware of government's policy of free primary education and they attributed it to why Zambia would be able to attain the MDGs on universal access to education. It was a quarter of the community members that gave the above response which is a good indication of the community's awareness levels of the government's policy of free primary education. Free primary education is one of the goals of the National Policy on Education intended to increase access to education to as many school going age children as possible. The

community sensitization programmes on the importance of education have also been seen as being effective in increasing the enrollments at government schools. This was because some of the community members attributed the increased enrollments to the community sensitization programmes. The education policy is succeeding in increasing enrollments through community sensitization programmes, as it bases the provision of education through partnership with the community and other stakeholders. These stakeholders would include the donor community, church organisations and businesses, citizens in their individual capacity and Non-Governmental Organisations (NGOs).

The communities in Chongwe and Kafue districts represented in this study are well aware of government's efforts to increase the provision of education through the building of more schools, training and recruiting more teachers and promoting the girl child education programmes such as the re-entry policy. The community members also acknowledged the efforts of the donor community in helping the Zambian government attain the MDGs on universal access to education by funding some of the school infrastructure projects and other education programmes. The communities also acknowledged the efforts of donor agencies and other well-wishers in helping the government through the establishment of community schools where the poor and vulnerable children could go to attend school, as they could not afford the fees at other schools. The community members showed in their responses that the Zambian government and its supporters in the education sector were on track in meeting the MDGs on universal access to education. The reasons advanced by the above community members are presented in figure 25 below:

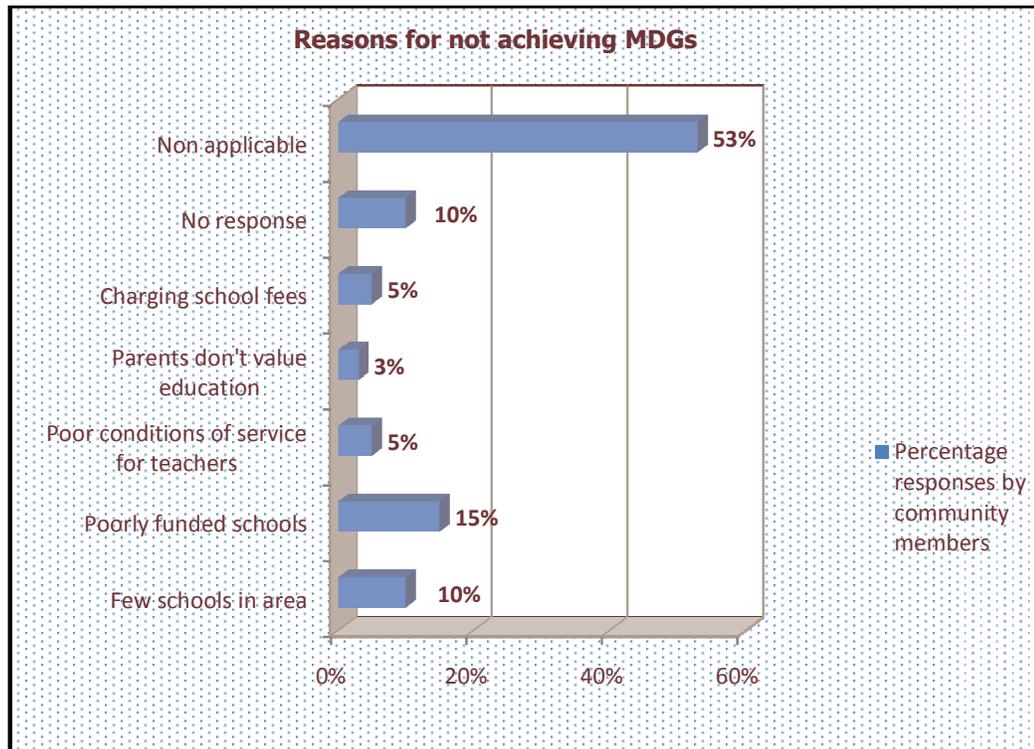
Figure 25: Reasons for Achieving MDGs



Source: Field data

It is 38% of the community members who said that Zambia would not meet the MDGs on universal access to primary education. The reasons for the lack of confidence in Zambia attaining the universal access to primary education were also provided. It was 10% of the above community members that attributed Zambia's inability to attain the MDGs on the universal access to primary education, due to the few schools that are in their areas and the high population of pupils with only a few teachers available. There was 15% of the community members that believed Zambia would not meet the MDGs on universal access to education because of poverty, the schools are underfunded, with inadequate teaching and learning materials and the long distances to the schools making accessing education a challenge. Five percent (5%) of the community members attributed it to the poor conditions of service for the teachers, while 3% attributed it to the parents not valuing education for their children and not having money for school requirements. Another 5% of the community members attributed Zambia's inability to meet the MDGs on education to pupils being sent away from school for failing to pay PTA funds or project funds in spite of the government policy of free education. Figure 26 below is the representation of the reasons why Zambia would not be able to attain the MDGs on universal access to education.

Figure 26: Reasons for not Attaining MDGs



Source: Field data

The factors of underfunding for the schools, inadequate teaching and learning materials, long distances to schools for the pupils and poverty, were cited by the majority of the community members, as reasons why Zambia would not attain the MDGs on universal access to education. It, therefore, means that even though government has been building and continues to build more schools, there are certain people that still feel that the schools are too few and far apart. This would explain the challenge of the long distances to schools for the pupils which resulted in irregular class attendance. Apart from that, the community members in this category said that the schools were underfunded, as a result they have inadequate teaching and learning materials. Poverty was also an important element that was mentioned as a reason why Zambia would not attain the MDGs on universal access to education. When families are not able to afford school requisites for their children, enrollment is adversely affected. Children that are not enrolled in

school affect the country's progress towards meeting the MDGs on universal access to education, no matter how many they are.

The reasons provided by the community members above show that some schools have been hindering some pupils from accessing education. When pupils are sent away from school for failure to pay PTA funds or project funds, it must mean the parents cannot afford and it is unfair for such children to be sent away. The schools must take into consideration the fact that some children come from very poor families that genuinely do not have money to pay such fees. The National Policy on Education provides for free education at primary school level and no school is allowed to send away pupils for failure to pay fees that are not compulsory. It is clear that some schools are not implementing the education policy in line with the policy of free education which allows for equitable access to education. The community members are well informed about government's policy of free education but this has not stopped some schools and their PTAs from not adhering strictly to the policy which should provide access to education. However, none of the teaching staff interviewed and represented in chapter 3 said that they would send away children that failed to pay PTA fees or project fees. The community members said the schools justified charging of PTA fees or project fees in order to subsidise government efforts in funding the schools which is generally erratic or inadequate. The project fees help the schools to buy the much needed teaching and learning materials, building extra classroom blocks or buying school buses, depending on what the school needs most and prioritized by the PTA committee. However, the education policy states that all pupils must be allowed access to free education and as such the schools and PTAs should find other innovative ways of raising funds to meet the running costs of the schools.

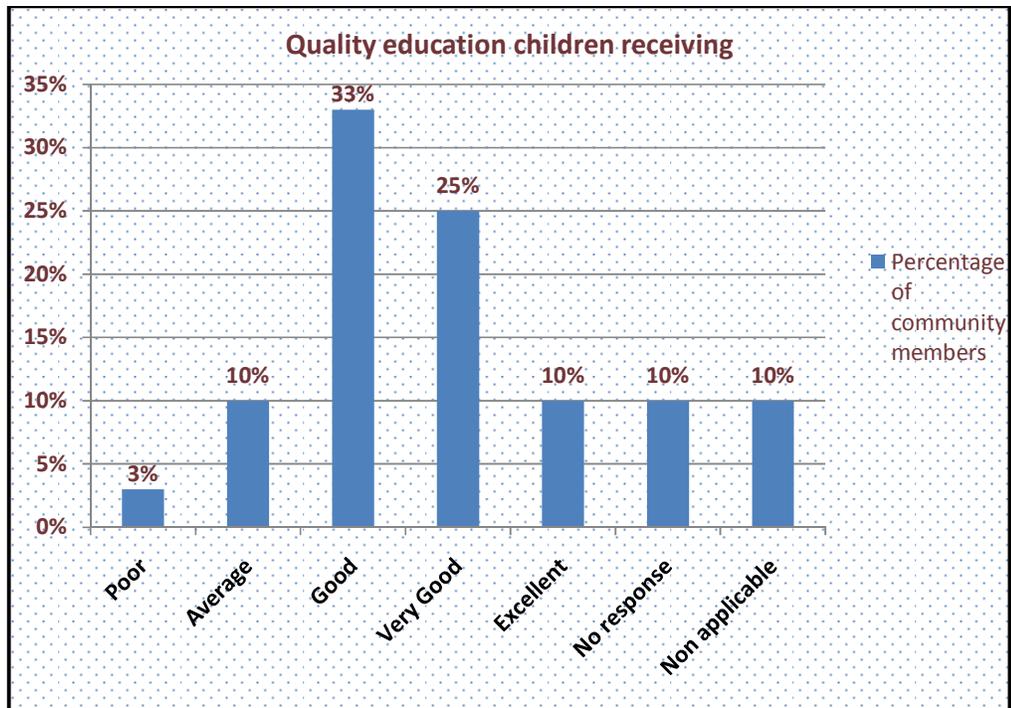
Quality education

The community members had expressed their views on the quality of education that their children or dependants were being offered at the government schools. The community members were able to provide this

information because they either had children or dependants going to government schools or had relations or friends that had children going to government schools.

The responses provided by the community members on the quality of education that their children or dependants were receiving are shown in figure 27 below. Ten percent (10%) of the community members revealed that the quality of education their children were receiving at the government schools was excellent, while 25% of the community members revealed that the quality of education was very good. There were 33% of the community members that stated that the quality of education they were receiving in government schools was good, while 10% said the quality of education was average and 3% of the community members said the quality of education in government schools was poor.

Figure 27: Type of Education Children Received



Source: Field data

It was, therefore, established that more than half (68%) of the community members thought that the quality of education being offered to their children in government schools was either excellent, very good or good. This is opposed to 13% of the community members who thought that the quality of education being offered to their children in government schools was either average or poor. Ten percent (10%) of the community members did not respond to the question while 10% of the community members found the question not applicable to them. The community members seem quite confident that government schools offered good quality education. They also gave reasons why they thought that government schools offered good quality education.

A slim majority (23%) of the community members who said the quality of education in government schools was good attributed it to classes that were not overcrowded, qualified teachers who were not only rarely absent but adequately attended to the pupils and produced 100% pass rates. The other community members (5%) that thought the quality of education their children were receiving in government schools was good attributed it to

classes which were not overcrowded. The other 13% of the community members noted that all the teachers in the schools were qualified. Eighteen percent (18%) of the community members in this category revealed that the quality of education their children were receiving was good because the teachers were rarely absent and attended to the learners adequately. Some of the community members (5%) said that the quality of education was good because the schools produced 100% pass rates while 8% attributed it to school fees being affordable.

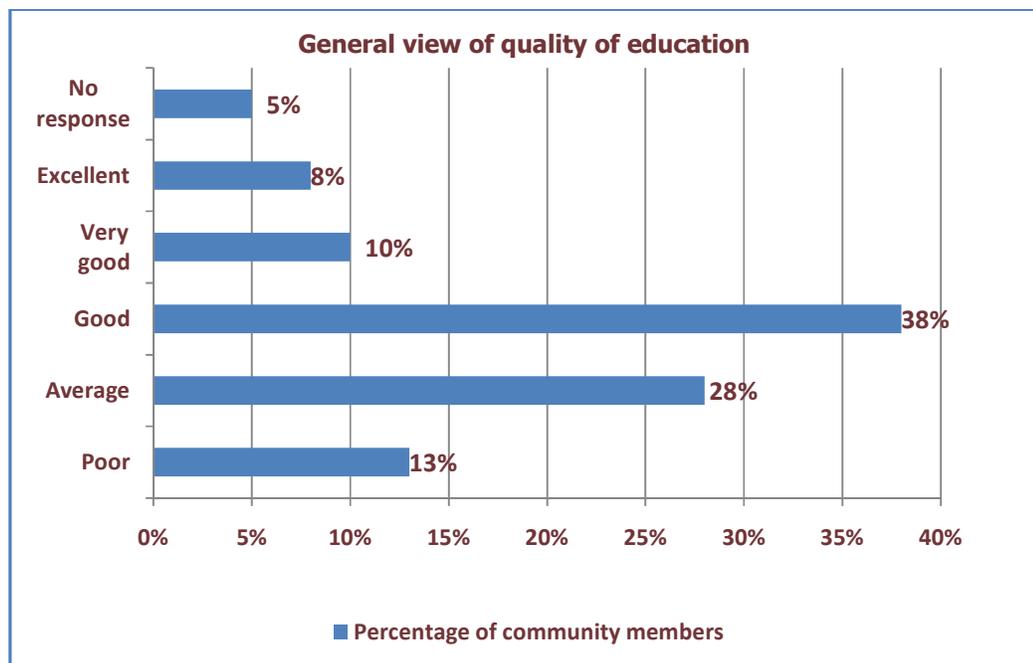
The community members that were of the view that government schools provided their children with average or poor quality education attributed it to the overcrowded classrooms in the schools. The above reason was provided by 3% of the community members. Thirteen percent (13%) of the community members in this category attributed poor quality education to absenteeism by teachers due to lack of seriousness, and inadequate learning and teaching materials. Three percent (3%) of the community members thought that the quality of education their children were receiving at government schools was poor because teachers were unqualified, absent from work as a result of strikes sometimes, the classrooms were overcrowded and the schools had inadequate teaching and learning materials. The reasons that the community members provided on the type of school they would choose for their children were consistent with the reasons provided on why they thought the government schools offered good or poor quality education. It was necessary to establish the community members' views on the quality of education being offered in government schools, as a way of assessing the performance of the National Policy on Education. There are more than half (68%) of the community members that are satisfied that government schools offer good quality education. This, therefore, means that as far as most community members are concerned, the education policy was performing well enough in the provision of quality education. There are fewer (13%) community members that are of the contrary view, meaning that the government still has to improve its provision of quality education to the satisfaction of this category of people.

The people in the communities of Chongwe and Kafue districts did believe that education added value to a person's life. There was an overwhelming 98% of the community members of Chongwe and Kafue districts that believed that education added value to a person's life, while 2% of the community members did not respond to the question. Five percent (5%) of the community members said that education provided a person with an opportunity to get a good paying job, 3% of the community said that education gave a person job security because of the qualifications they possessed and 20% said that education enabled a person to contribute to the national economy. There were 18% of the community members who said that education provided individuals with many opportunities for employment, while 3% said that education gave individuals opportunities to have their own business enterprise. The other 15% of the community members said that education gave someone access to a good paying job, enabled them to contribute to the national economic growth and run their own businesses. There were 15% of the community members that also gave the above reasons on the benefits of being educated but also said that education provided someone with more opportunities for employment. The 3% of the remaining community members provided all the above responses and added the fact that education enabled someone to run a business enterprise successfully.

The government should, therefore, endeavour to provide good quality education at the basic school level in order to encourage the parents to take their children to school, as most parents and guardians clearly appreciated the value of education to a person's life. The information provided by the community members on the benefits of being educated should provide the ministry of education with more impetus to meet the goal of providing quality education. It is when pupils graduate with adequate numeracy and literacy skills emphasised in the education policy that they will have better lives because they will be more employable and better equipped to run their own businesses.

The community members were required to give an overall impression on the quality of education that was being offered to the learners in the country at the government basic schools. It was 8% of the community members that said that generally the quality of education being offered at government basic schools was excellent, while 10% said that the quality of education was very good. There were 38% of the community members that said that the quality of education being offered at the government basic schools was good and 28% said that the quality of education being offered at basic schools was average. The remaining 13% said that the quality of education was poor. The views on the type of education that is generally offered in government schools is graphically presented in figure 28 below.

Figure 28: General View of Type of Education in Gov't Schools



Source: Field data

The interpretation of this information indicates that 56% of the community members were of the view that the government basic schools offered excellent, very good or good quality education generally. There were 28% of the community members who said that government basic schools offered good quality education because the teachers were qualified and dedicated to

their work, while 10% of the community members said the basic schools offered better quality than primary schools. Eight percent (8%) of the community members attributed the good quality of education offered in basic schools to the adequate teaching and learning materials and the qualified teachers recruited at the basic schools. The other 8% of the community members said that government basic schools offered good quality education because the schools offered free education which enabled the poor children to also access education. However, the response given by this category of respondents does not relate to why the government school they send their children to provides good quality education. The views obtained from all the community members on the quality of education offered at government schools, regardless of whether they had children or dependants are presented above. The views provided affirm the other views presented in figure 28 which goes to show that, as far as the community members sampled in Kafue and Chongwe districts are concerned, the National Policy on Education was performing well enough in the provision of quality education.

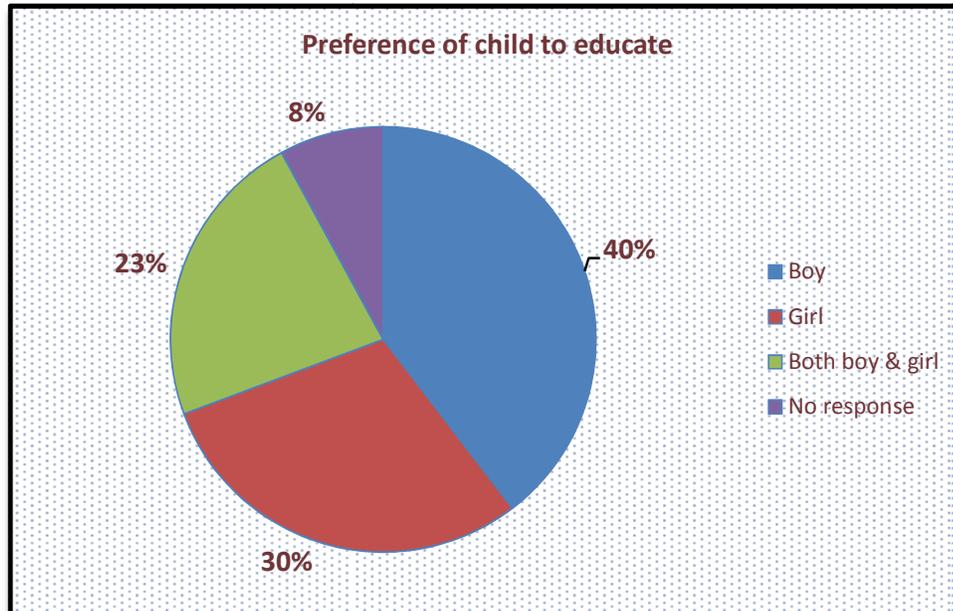
The other 41% of the community members thought that the government basic schools offered education that was either of average or poor quality. The responses that were provided for the average or poor quality of education being offered at government basic schools included inadequate infrastructure, and unqualified, undedicated and striking teachers. These reasons were provided by 20% of the community members in Chongwe and Kafue districts. Five percent (5%) of the community members said that the government basic schools offered poor quality education because of overcrowded classrooms, while 18% attributed poor quality of education to inadequate teaching and learning materials and absenteeism by teachers. The responses provided by community members on the general quality of education offered in government schools, show that more community members (41%) think that the general quality of education offered in government schools is either average or poor. This is opposed to 13% of the community members that earlier responded to the question on the quality of

education specifically being offered at the government school where their children go to. It could, therefore, mean that government schools in general needed to improve on the quality of education that they offered to the pupils in all the grades at the basic schools. This is because the parents or guardians were initially asked to state their opinion on the quality of education offered by a teacher teaching their children and on the quality of education offered at the school or in the government schools they were aware of. Some parents' confidence or lack of confidence was more in their children's current class teachers than in the other teachers in the school.

Equity

The community members in Kafue and Chongwe districts were required by this study to provide information on whether there was equitable access to education for the children in their communities. The community members stated that given a choice to choose which child to send to school between a boy and a girl, four in ten (40%) of the community members said they would send a boy child to school instead of a girl child. There were 30% of the community members who said that they would prefer to send the girl child to school instead of the boy child. Twenty three percent (23%) said that they would send both children to school instead of choosing either a boy or a girl because both children deserved to be educated. It was only 8% of the community members that did not provide a response. Figure 29 below is the representation on the data on the community members' preference between a boy and a girl child.

Figure 29: Preference of Child to Send to School



Source: Field data

A quarter of the community members (25%) said they would rather send a boy to school because boys were naturally providers for their families and were more serious and hardworking in comparison to girls. There were 5% of the community members that said they would prefer to educate the boy child because they had more time to study unlike the girls that had household chores to do and less time to study. Another quarter of the community members (25%) said they preferred to educate the girl because the girls were more responsible and could achieve anything that an educated boy could achieve. The community members referred to the saying that 'when you educate a girl you educate a nation'. Eight per cent (8%) of the community members said they would prefer to educate girls because the girl needed to be educated in order to make a decent living for herself otherwise, she would end up being mistreated by either her spouse or other people on whom she would depend for everything. The rest of the community members (18%) said they would educate both the girl and the boy because they both deserved to be educated, while 20% of the community members did not provide any response to the question. The responses provided by the community members on their preference of which child to send to school between a boy and a girl show their cultural values. There were more

community members that preferred to educate the boys than the girls and all their reasons were based on the opportunities that they would give the boy child to study, unlike the girl child for whom doing household chores was more important. The gender roles that have been defined in these communities of Kafue and Chongwe districts favour the boy child more than the girl child. It was important to note that at least 30% of the community members would prefer to educate the girl child as opposed to the boy child. This showed that some community members realized that educating a girl child was as beneficial as educating the boy child. More importantly, about 18% of the community members showed appreciation of educating both the girl and boy child and that they would give both children enough time to devote to their studies.

The National Policy on Education does not specifically state how it would deal with people's cultural preferences when it came to educating their children. However, the policy has strategies where it works with the communities on sensitizing them on the importance of education for their children and it must also address cultural practices in the communities. The education policy has the re-entry component for girls which community members have already alluded to as part of the reasons for increased enrollment of girls in schools. It, therefore, remains for the schools together with the PTAs to continue sensitizing the communities on the importance of educating both the girl and boy and allowing both children enough time to devote to their studies.

It was reported by the community members that they had children of school going age that were not currently enrolled in school. This information was provided by 83% of the community members for both Kafue and Chongwe districts, while 18% of the community members said they had not seen in their communities children of school going age that were not enrolled in school. Over half of the community members (55%) said that some children were not enrolled in school because their parents or guardians lacked the finances for buying school requirements. This situation was particularly common for orphans who did not receive support from their guardians in

order to access education. But 13% of the community members said that the children did not access education because their parents did not value education for their children, or it was as a result of poverty and ignorance. Five percent (5%) of the community members said that parents used the children as a source of labour in order to help them make a living and contribute to supporting the family. There was 3% of the community members who said that the children did not access education because there were no schools near enough to where they lived. This meant that the nearest schools were too distant for the children to walk there and get an education and even when the children managed to walk to the schools, they would end up arriving late for the classes. The remaining 10% and 15% of the community members did not provide a response or the question was not applicable, respectively.

Conclusion

The majority of the community members interviewed for the study were adults who had children or dependants attending primary school. The community members had also accessed some level of education from primary school to university level. When it came to accessing education, a good number of the children in the communities accessed education at government schools. The community members generally agreed that the quality of education being offered at government schools was good. The above views were expressed by more than half of the community members in the study. As such, more community members were confident of Zambia attaining the MDGs on universal access to free primary education by the year 2015. This was attributed to government's policy of free education at primary school level, that is grades 1 to 7, the re-entry policy for girls, more schools being built, more teachers being recruited and higher enrollment rates as a result of community sensitisation programmes on the importance of education. The remaining community members that were not confident of Zambia attaining the MDGs on universal access to education attributed it to their communities having few and underfunded schools, inadequate teaching and learning materials and the long distances to where the schools were

located. Overall, the community members expressed confidence in the quality of education in government schools but also expressed the need for the government to fund the schools more regularly, build more schools, recruit more qualified teachers and reduce the PTR in the classes.

There was equity in the representation of children enrolled in the schools, though some parents had preferred to send the boy child to school given a choice. The summary of the community members' views indicate that the National Policy on Education was on course in achieving its goals on access to education, provision of quality education and equity in accessing education for both the boy and girl child. However, the education policy still has challenges it must address when it comes high PTRs, poor quality education offered at some schools, schools being too far from where some children live and how to ensure that children from poor families are not hindered from accessing education.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATIONS

The evaluation of the National Policy on Education (NPE) has been based on four priority areas represented in the policy namely; access to education, quality, efficiency and equity. This concluding chapter considers the performance of the policy in these four areas.

Access to education

The goal of providing of access to quality education envisioned in the National Policy on Education (NPE) has been met according to the government officials in Kafue and Chongwe districts. The increase in enrollment rates was attributed to government policy of free and compulsory primary education, expansion of the school infrastructure, provision of adequate teaching and learning materials, procurement of desks and recruitment of more teachers every year. The re-entry policy has contributed in increasing the enrollment of girls in schools too. The increased enrollment rates in the schools have also been attributed to transfers and the growing population in the areas under study. Meeting the goal of access to education has had its challenges, as not all children of school going age in Kafue and Chongwe districts had been enrolled in schools. There are cases, however, as expressed in the NPE, where some parents had not accessed the education service due to poverty or lack of interest in the provision of education for their children. The challenge of poverty has been alluded to in the NPE and among government's interventions has been the introduction of bursary schemes. The majority of the out of school children included orphans and other vulnerable children. The high enrollment rates have made the education providers, policy makers and community members confident enough that Zambia would attain the MDGs on universal access to primary education. The policy makers in the two districts do not consider increased enrollment rates or over enrollments as a challenge that cannot be easily resolved. The districts have a policy where the schools with too many pupils can transfer them to other schools within their zones where pupils are fewer. It is for this reason that the goal of providing access to free and compulsory basic education has been met by the NPE.

Quality

When it comes to the provision of quality education, the NPE has ensured that government increases the procurement of desks and books, increases the number of teachers recruited every year and constructs more basic schools. The increased enrollment rates have posed a challenge on the provision of quality education which is also one of the goals to be achieved by the National Policy on Education. The increase in the number of pupils enrolled has not been matched by an equal expansion in the number of classrooms built to expand the school infrastructure or the construction of more schools. This has led to very high Pupil Teacher Ratios (PTR) in most of the schools in Kafue and Chongwe districts. The increased enrollments have also negatively impacted on the availability of adequate teaching and learning materials. This means that the goal of providing quality education, as expressed in the NPE, has not been met by the education service being provided by government schools sampled in Kafue and Chongwe districts.

The learning outcomes which are an important measure of quality have been affected by the high PTR, as the teachers have not been able to provide individual attention to slow learners. The impact of the above challenges meant that the general performance of the pupils in the two districts was average. The inspections of the pupils' learning outcomes showed that the pupils were generally doing well in reading but had acquired average basic numeracy and math skills. The other factors that have affected the pupils' performance have been long distances to school which resulted in absenteeism and lack of parental support. The teachers' performance in delivering lessons was equally average or poor in some cases as some schools in the rural areas used untrained teachers. The NPE has not performed well in the provision of quality education as highlighted by the above challenges which are still being addressed though not adequately enough.

Efficiency

The goal of achieving completion rates of 100 per cent stated in the NPE have not been met in the two districts and the education providers have not expressed any confidence in meeting that goal. This has been attributed to the high drop-out rates between grades 1 and 7. The trend has been very high enrollment rates at grade 1 which gradually decrease as the pupils progress in their education. Dropping out has been a major challenge that has also been highlighted in the policy. The low completion rates have been attributed to over enrollment, as pupils do not get adequate attention in class to attain meaningful learning outcomes. The pupils do not get adequate attention in class because of their large numbers and in turn lose interest in learning. The maximum completion rates that the schools in the two districts hope to achieve is 71% on average. However, 71% completion rates are not adequate because the schools must aim to achieve 100% completion rates. In order to meet the target on efficiency in the provision of education, all the pupils must complete their primary education. In some instances the trend has been fewer girls than boys would reach grade 7. Generally, the low completion rates were attributed to early marriages or pregnancies for the girls, poverty, child labour and lack of parental support. The solutions to the above challenges include community sensitization on the importance of education, formation of PTAs in the schools and strengthening of the school career guidance and counseling departments. These solutions, in addition to other government efforts, would help keep the children in school long enough for them to at least reach and complete grade 7 and acquire some basic literacy and numeracy skills.

Equity

The Gender Parity Index (GPI) which also measures equitable access to education showed that the two districts in the study had provided equitable opportunities to children within their communities by introducing bursaries for vulnerable children. These bursaries are administered at the district level through bursary committees that consist of school and community members. The NPE has placed a lot of emphasis on the enrollment of children of the

right school going age. The schools in the two districts had met that requirement by ensuring that priority was given to such children. There was not much of a difference on the number of girls and boys enrolled in schools at grade 1. The differences in the number of girls and boys fluctuated from year to year but the ratio was relatively balanced, except for a few exceptional cases where either more boys or girls would be enrolled at grade 1. As far as the performance of the policy in this priority area is concerned, the NPE had achieved its target in providing access to education in an equitable manner. In compliance with the requirements of the NPE, the schools ensured that priority was given to the enrollment of children of the right school going age at grade 1. This was one of the goals of providing equitable access to education.

Recommendations

The expansion of school infrastructure must always be matched by the recruitment of enough qualified teachers, adequate teaching and learning materials and equitable distribution of the education services to all parts of the country. The Zambian government clearly needs to allocate more funds to the education sector for teacher recruitment, good conditions of service for the teachers and incentives for teachers that have to teach in remote and rural areas, housing for teachers where schools exist, procurement of text books and other learning materials. The school infrastructural expansion programme must continue by ensuring that all regions in the country, regardless of location, have schools and teachers' houses near the local communities and are funded regularly. The ministry of education's standards department must be adequately funded for them to carry out regular inspections to ensure that the set teaching standards in NPE and other policy documents are being adhered to. This would help the ministry know where to focus particular interventions in order to improve the quality of education being provided in the schools.

This means that the Zambian government needs to allocate more resources to education than it is currently allocating. The education budget must form

a bigger percentage of the nation's GDP for any real and sustained impact to be realized, especially that education is the bedrock of economic development for any country. Increased donor support on a sustained basis would also help the government achieve more in terms of meeting the goal towards universal access to basic education. Deliberate effort must be made to offer equitable access to education by developing pro-poor education strategies for the poorer families that are still not able to access education.

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APPENDICES

APPENDIX I: INTERVIEW GUIDES POLICY MAKERS

**1. PROVINCIAL EDUCATION OFFICER, LUSAKA PROVINCE,
MINISTRY OF EDUCATION**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

INTERVIEW GUIDE: Provincial Education Officer

TOPIC: THE PROVISION OF UNIVERSAL ACCESS TO BASIC EDUCATION IN
ZAMBIA: AN EVALUATION OF THE PERFORMANCE OF THE NATIONAL
POLICY ON EDUCATION IN CHONGWE AND KAFUE DISTRICTS.

- Q1. Date of interview:
- Q2. Name of Institution:
- Q3. Position held in the institution
.....
- Q4. Length of service in the above position
- Q5. Previous positions held before current one:
- Q6. What documents are available that guides the provision of education
in the country?
- Q7. How is basic education, from grade 1 to 7, supposed to be provided?
(What guidelines are available to show how basic education should be
provided?)

- Q8. What are some of the goals of the education policy that the province is currently implementing in 2010?
- Q9. What are the statistics for enrollment rates at grade 1 for the province, for the past 3 years?
- Q10. What are the statistics for completion rates at grade 7 for the province, for the past 3 years?
- Q11. What challenges have been faced in increasing enrollment rates at grade 1?
- Q12. What solutions are being put in place to address the above challenges?
- Q13. What challenges have been faced in increasing completion rates at grade 7?
- Q14. What solutions have been put in place to address the above challenges?
- Q15. To what extent is the province ensuring that every child will have access to a minimum of 7 years of good quality education?
- Q16. What measures have been put in place for disadvantaged children such as orphans, children from impoverished families and girls and other vulnerable children with special needs to have access to good quality education?
- Q17. What percentage of school going age children are currently enrolled in schools in the province?

Q18. What measures have been put in place to ensure all children of school going age actually go and stay in school up to grade 7?

Q19. What role have the communities in the different districts of the province played in helping the education board increase enrollment and completion rates?

Q20. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?

1. YES
2. NO

Q21. What are the reasons for your answer to the above question?

**2. INTERVIEW GUIDE FOR DISTRICT EDUCATION BOARD
SECRETARY (KAFUE AND CHONGWE DISTRICTS)**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

INTERVIEW GUIDE: District Education Board Secretary

TOPIC: THE PROVISION OF UNIVERSAL ACCESS TO BASIC EDUCATION IN ZAMBIA: AN EVALUATION OF THE PERFORMANCE OF THE NATIONAL POLICY ON EDUCATION IN CHONGWE AND KAFUE DISTRICTS.

- Q1. Date of interview:
- Q2. Name of Institution:
- Q3. Position held in the institution
.....
- Q4. Length of service in the above position
- Q5. Previous positions held before current one:
- Q6. What documents are available that guides the provision of education in the country?
- Q7. How is basic education, from grade 1 to 7, supposed to be provided? (What guidelines are available to show how basic education should be provided?)
- Q8. What are some of the goals of the education policy that the district is currently implementing in 2010?
- Q9. What are the statistics for enrollment rates at grade 1 for the district, for the past 3 years?

- Q10. What are the statistics for completion rates at grade 7 for the district, for the past 3 years?
- Q11. What challenges have been faced in increasing enrollment rates at grade 1?
- Q12. What solutions are being put in place to address the above challenges?
- Q13. What challenges have been faced in increasing completion rates at grade 7?
- Q14. What solutions have been put in place to address the above challenges?
- Q15. To what extent is the district ensuring that every child will have access to a minimum of 7 years of good quality education?
- Q16. What measures have been put in place for disadvantaged children such as orphans, children from impoverished families, girls, and other vulnerable children with special needs to have access to good quality education?
- Q17. How are children that live very far away from the schools in the district being helped to access education and complete their primary education?
- Q18. What has been the role of the community in helping the education board increase enrollment and completion rates?

Q19. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?

1. YES
2. NO

Q20. What are the reasons for your answer to the above question?

**INTERVIEW GUIDE FOR CHIEF PLANNING OFFICER, MINISTRY OF
EDUCATION, HEADQUARTERS**

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

INTERVIEW GUIDE: Chief Planning Officer – Ministry Headquarters

TOPIC: THE PROVISION OF UNIVERSAL ACCESS TO BASIC EDUCATION IN ZAMBIA: AN EVALUATION OF THE PERFORMANCE OF THE NATIONAL POLICY ON EDUCATION IN CHONGWE AND KAFUE DISTRICTS.

- Q1. Date of interview:
- Q2. Name of Institution:
- Q3. Position held in the institution
.....
- Q4. Length of service in the above position
- Q5. Previous positions held before current one:
- Q6. What documents are available that guides the provision of education in the country?
- Q7. How is basic education, from grade 1 to 7, supposed to be provided? (What guidelines are available to show how basic education should be provided?)
- Q9. What are the statistics for enrollment rates at grade 1 for Lusaka province for the past 3 years?
- Q10. What are the statistics for completion rates at grade 7 for Lusaka province, for the past 3 years?
- Q11. What challenges have you observed that are being faced in increasing enrollment rates at grade 1?

Q12. What solutions has the Ministry put in place to address the above challenges?

Q13. What challenges have you observed that are being faced in increasing completion rates at grade 7?

Q14. What solutions has the Ministry put in place to address the above challenges?

Q15. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?

- 1. YES
- 2. NO

Q16. What are your reasons for your answer to the above question?

INTERVIEW GUIDE FOR SENIOR EDUCATION STANDARDS OFFICER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

INTERVIEW GUIDE: Senior Education Standards Officer (Languages and Sciences)

TOPIC: THE PROVISION OF UNIVERSAL ACCESS TO BASIC EDUCATION IN ZAMBIA: AN EVALUATION OF THE PERFORMANCE OF THE NATIONAL POLICY ON EDUCATION IN CHONGWE AND KAFUE DISTRICTS.

Q1. Date of interview:

Q2. Name of Institution:

Q3. Position held in the institution
.....

Q4. Length of service in the above position

Q5. Previous positions held before current one:

Q6. What documents are available that guides the provision of education in the country?

Q7. How is basic education, from grade 1 to 7, supposed to be provided? (What guidelines are available to show how basic education should be provided?)

Q8. What are the standards of education that the Ministry has put in place for middle basic education (grade 1 to 7)? Examples:

- What are the basic qualifications that a grade 4 teacher should have?
- What are the basic qualifications that a grade 7 teacher should have?

- What are the basic teaching materials that a grade 4 teacher should employ in order to teach effectively?
- What are the basic teaching materials that a grade 7 teacher should employ in order to teach effectively?
- What is the standard teacher/pupil ratio for all the grades (1 to 7)?
- What should the acceptable size of the classroom?
- What should be the acceptable learning outcomes in mathematics and English for grade 4 pupils?
- What should be the acceptable learning outcomes in mathematics and English for grade 7 pupils?

Q9. Which subjects are you responsible for inspecting?

Q10. Do you conduct school inspections in all the districts in Lusaka Province?

Q11. Are you responsible for inspecting both basic and high schools?

Q12. When was the last time you conducted school inspections?

Q13. How has the performance of the schools in Kafue and Chongwe districts been from your last inspections there?

Q14. How has the performance of the pupils you observed in your last inspections of the schools been? (e.g grade 4 and 7)

Q15. How was the performance of the teachers you observed in your last inspection of schools?

- Q16. What challenges were the pupils facing in their learning of mathematics and English in grade 4 and 7 classes?
- Q17. What challenges were the teachers facing in delivering lessons to the pupils?
- Q18. What possible solutions can you propose that can help in improving the delivery of education to children in schools?
- Q19. To what extent can the proposed measures to improve the delivery of education be implemented by the schools in Kafue and Chongwe districts?
- Q20. To what extent do you think the province is ensuring that every child will have access to a minimum of 7 years of good quality education?
- Q21. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?
3. YES
4. NO
- Q22. What are the reasons for your answer to the above question?

APPENDIX II: QUESTIONNAIRES FOR IMPLEMENTERS OF THE EDUCATION POLICY

1. HEAD TEACHERS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

Questionnaire: Head Teacher

Dear respondent, I am a Master's student at the University Of Zambia (UNZA), carrying out a study on the provision of universal access to basic education in Zambia's Chongwe and Kafue districts.

You have been randomly selected to answer the questions in this questionnaire. Though you have been randomly selected to participate in this study and your responses to the questions will be treated as confidential. Kindly follow the instructions for each question carefully.

Instructions

1. Please tick [√] the appropriate answer to the question. Where you are required to write, please do so in the spaces provided.
2. All the information you will provide is purely for academic purposes therefore, provide genuine information and ensure that all questions are carefully answered to allow for a successful study.
3. Full confidentiality will be maintained. You are therefore advised not to write your name or anything apart from the requested for information.

Your cooperation is highly appreciated!

<p>For official use only</p> <p>Questionnaire no.</p>

PART I: BACKGROUND INFORMATION

- Q1. What is your age?
1. 21 – 25 years old
 2. 26 – 30 years old
 3. 31 – 35 years old
 4. 36 – 40 years old

- 5. 41 – 45 years old
- 6. Over 45 years old

Q2. What is your educational level?

- 1. No formal schooling
- 2. Some Primary school
- 3. Completed Primary school
- 4. Some Junior secondary
- 5. Completed Junior secondary
- 6. Some Senior secondary
- 7. Completed Senior Secondary
- 8. Some College education
- 9. Completed College education
- 10. Some University education
- 11. Completed University education

Q3. What type of professional qualification do you have?

- 1. Certificate in teaching
- 2. Diploma in teaching
- 3. Degree in education
- 4. Other, specify.....

Q4. How much money (net pay) do you earn per month?

- 1. 0 – K600,000
- 2. K600,001 – K1,200,000
- 3. K1,200,001 – K4,000,000
- 4. Above K4,000,000

PART II: ACCESS TO EDUCATION

Q5. How long have you been the head teacher at this school?

- 1. 1 – 2 years
- 2. 2 – 3 years
- 3. 3 – 4 years
- 4. 4 – 5 years
- 5. Over 5 years

Q6. How long have you been teaching before becoming head teacher?

- 1. 1 – 2 years
- 2. 2 – 3 years
- 3. 3 – 4 years
- 4. 4 – 5 years
- 5. Over 5 years

Q7. What classes/grades have you taught in your teaching career? (Tick all relevant grades)

- 1. Grade 1
- 2. Grade 2
- 3. Grade 3
- 4. Grade 4
- 5. Grade 5
- 6. Grade 6
- 7. Grade 7
- 8. Other specify

Q8. What was the pass rate at grade 7 for your school in 2009?

- 1. 50 Per cent
- 2. 60 Percent
- 3. 70 Percent
- 4. 80 Per cent
- 5. 90 Per cent
- 6. 100 Per cent
- 7. Less than 50 Per cent
- 8. Other specify
- 9. Cannot remember

Q9. What percentage pass rate do you think your grade 7 pupils will attain in 2010?

- 1. 50 Per cent
- 2. 60 Percent
- 3. 70 Percent
- 4. 80 Per cent
- 5. 90 Per cent
- 6. 100 Per cent
- 7. Less than 50 Per cent
- 8. Other specify

Q10. What would be the reasons for your response to the above question?

Q11. How would you describe the enrollment rates at grade one in your school for the past 3 years?

- 1. Very high

- 2. High
- 3. Medium
- 4. Low

Q12. What reasons do you attribute the enrollment rates to?

- 1. Quality of education provided by the school e.g high pass rates at grade 7
- 2. Community places high value on education of their children
- 3. No confidence in the quality of education provided by the school
- 4. Inadequate number of teachers and teaching materials
- 5. Other specify,

Q13. Have you observed any children between the ages of 7 and 13, in the community near the school that do not attend any school?

- 1. YES
- 2. NO

Q14. If "YES", what could be the possible reasons for some children's non-attendance or non-enrollment in school?

Q15. What initiatives has the school put in place to have more children enrolled?

Q16. How would you describe the completion rates at grade 7 in the past 3 years?

- 1. Very high
- 2. High
- 3. Medium
- 4. Low

Q17. What reasons would you attribute the completion rates to?

PART III: FACTORS AFFECTING UNIVERSAL ACCESS

Q18. Are pupils required to pay school fees in order to enroll at your school?

- 1. YES
- 2. NO

Q19. If your response to the above question is "YES", how much are they required to pay?

Q20. If your response to Q21 is "NO", please state the reason they do not pay school fees

Q21. What is the standard pupil/teacher ratio?

- 1. 1:30
- 2. 1:40
- 3. 1:50
- 4. 1:60
- 5. 1:70
- 6. Other specify

Q22. What is the average pupil/teacher ratio at your school?

- 1. 1:30
- 2. 1:40
- 3. 1:50
- 4. 1:60
- 5. 1:70
- 6. Other specify

Q23. If your response to Q22 is "1:50 and above", what are the reasons for such a ratio?

Q24. Does the ratio of "1:50 and above" affect the quality of education being offered?

- 1. YES
- 2. NO

Q25. If your response to Q24 is "YES" please explain how?

Q26. Are you currently teaching any class this term?

- 1. YES
- 2. NO

Q27. If "YES" to the above question, which class are you teaching? (Tick all relevant grades)

- 1. Grade 1
- 2. Grade 2
- 3. Grade 3
- 4. Grade 4

- 5. Grade 5
- 6. Grade 6
- 7. Grade 7
- 8. Other specify

Q28. How many pupils do you have in your class/classes?

- 1. 20 - 25 pupils
- 2. 26 - 30 pupils
- 3. 31- 40 pupils
- 4. 41 - 45 pupils
- 5. 46 - 50 pupils
- 6. Over 50 pupils

Q29. What is the ratio of boys to girls in your class?

- 1. 1:1
- 2. 2:1
- 3. 3:1
- 4. 1:2
- 5. 1:3
- 6. Other please specify

Q30. If your response to Q29 is "2:1 or 3:1", what could be the possible reasons for having fewer girls in grade 7?

- 1. Parents prefer to send boys to school than girls
- 2. Parents of most girls cannot afford to send them to school
- 3. Parents preferred to keep girls at home to help with household chores
- 4. There are fewer girls in that age range in the community
- 5. Others, please specify

Q31. If your response to Q29 is "1:2 or 1:3", what could be the possible reasons for having fewer boys than girls in grade 7?

- 1. Parents prefer to send girls to school than boys
- 2. Parents of most boys cannot afford to send them to school
- 3. Parents prefer boys to help with farming and herding animals
- 4. There are fewer boys of that age range in the community
- 5. Others, please specify

Q32. How would you describe the performance of the pupils you teach?

- 1. Excellent
- 2. Very good
- 3. Good
- 4. Average
- 5. Poor

Q33. If "Average or Poor", what could be the reasons for this kind of performance?

Q34. If "Excellent or Good", what could be the reasons for this kind of performance?

Q35. What is the attendance of the pupils like?

- 1. Consistent or excellent
- 2. Very good
- 3. Good
- 4. Average
- 5. Poor

Q36. If your response to above question is "Consistent/excellent, very good or good", what would you attribute the attendance level to?

Q37. If your response to Q35 is "Average or poor", what would you attribute the poor school attendance to?

Q38. In your opinion, are the pupils in your class representative of the poor, rich, orphaned, physically challenged and other vulnerable children?

- 1. YES
- 2. NO

Q39. What are the basic requirements that a child needs in order to attend school?

- 1. School uniform
- 2. School fees
- 3. Exercise Books
- 4. Pencils

- 5. Rulers
- 6. Erasers
- 7. School shoes and socks
- 8. Other, please specify.....

Q40. What happens to the pupils that do not have all or any of the above requirements?

- 1. Sent away from school
- 2. Provided with what they don't have
- 3. Given a warning and asked to bring them the following day

4. Give parents deadline to provide school requirements

Q41. What are the basic materials required for you to teach primary school pupils? (Tick all relevant materials)

- 1. Chalk
- 2. English books
- 3. Mathematics books
- 4. Teaching aides
- 5. Other specify

Q42. Do you have adequate teaching materials?

- 1. YES
- 2. NO

Q43. If "NO" to above question, what are the reasons for inadequate teaching materials?

Q44. Do you experience any challenges in teaching the pupils?

- 1. YES
- 2. NO

Q45. If "YES" to the above question, please state the challenges

Q46. What solutions have you tried to implement at your level in order to overcome the above challenges?

Q47. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?

- 1. YES
- 2. NO

Q48. What are reasons for your answer to the above question?

2. QUESTIONNAIRE FOR GRADE 7 TEACHERS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

Questionnaire: Class Teacher: Grade 7

Dear respondent, I am a Master's student at the University Of Zambia (UNZA), carrying out a study on the provision of universal access to basic education in Zambia's Chongwe and Kafue districts.

You have been randomly selected to answer the questions in this questionnaire. Though you have been randomly selected to participate in this study and your responses to the questions will be treated as confidential. Kindly follow the instructions for each question carefully.

Instructions

4. Please tick [✓] the appropriate answer to the question. Where you are required to write, please do so in the spaces provided.
5. All the information you will provide is purely for academic purposes therefore, provide genuine information and ensure that all questions are carefully answered to allow for a successful study.
6. Full confidentiality will be maintained, you are therefore advised not to write your name or anything apart from the requested for information.

Your cooperation is highly appreciated!

For official use only
Questionnaire no.

PART I: BACKGROUND INFORMATION

Q1. What is your age?

1. 16 to 20 years old
2. 21 – 25 years old
3. 26 – 30 years old
4. 31 – 35 years old

- 5. 36 – 40 years old
- 6. 41 – 45 years old
- 7. Over 45 years old

Q2. What is your educational level?

- 1. No formal schooling
- 2. Some Primary school
- 3. Completed Primary school
- 4. Some Junior secondary
- 5. Completed Junior secondary
- 6. Some Senior secondary
- 7. Completed Senior Secondary
- 8. Some College education
- 9. Completed College education
- 10. Some University education
- 11. Completed University education

Q3. What type of professional qualification do you have?

- 1. Certificate in teaching
- 2. Diploma in teaching
- 3. Degree in education
- 4. Other, specify.....

Q4. How much money (net pay) do you earn per month?

- 1. 0 – K600,000
- 2. K600,001 – K1,200,000
- 3. K1,200,001 – K4,000,000
- 4. Above K4,000,000

PART II: ACCESS TO EDUCATION

Q5. How long have you been teaching?

- 1. 1 – 2 years
- 2. 2 – 3 years
- 3. 3 – 4 years
- 4. 4 – 5 years
- 5. Over 5 years

Q6. Have you taught any other grade apart from grade 7?

- 1. YES
- 2. NO

Q7. If "YES" to Q6, what other grades have you taught? (Tick all relevant grades)

- 1. Grade One
- 2. Grade Two
- 3. Grade Three
- 4. Grade Five
- 5. Grade Six
- 6. Other please specify

Q8. How long have you been teaching grade seven pupils?

- 1. One year
- 2. Two years
- 3. Three years
- 4. Four years
- 5. Five years
- 6. Over five years

Q9. From what grade have you been teaching your current class?

- 1. Grade One
- 2. Grade Two
- 3. Grade Three
- 4. Grade Four
- 5. Grade Five
- 6. Grade Six

Q10. Has the number of pupils in your class remained the same from the time you started teaching them?

- 1. YES
- 2. NO

Q11. If your response to above question is "NO", what could be the reasons?

Q12. What is the standard pupil/teacher ratio?

- 1. 1:30
- 2. 1:40
- 3. 1:50
- 4. 1:60
- 5. 1:70
- 6. Other specify

Q13. How many pupils do you have in your class?

- 1. 20 pupils
- 2. 25 pupils

- 3. 30 pupils
- 4. 35 pupils
- 5. 40 pupils
- 6. 45 pupils
- 7. Over 45 pupils
- 8. Other specify

Q14. Does the number of pupils in your class affect your ability to deliver quality education?

- 1. YES
- 2. NO

Q15. If your response to the above question is "YES", could you please explain how?

Q16. What is the attendance of the pupils like?

- 1. Consistent or excellent
- 2. Very good
- 3. Good
- 4. Average
- 5. Poor

Q17. If your response to above question is "Consistent/excellent, very good or good", what would you attribute the attendance level to?

Q18. If your response to Q16 is "Average or poor", what would you attribute the poor school attendance to?

Q19. Have you observed any children between the ages of 7 and 13, in the community near the school that do not attend any school?

- 1. YES
- 2. NO

Q20. If "YES", what could be the possible reasons for the children's non-attendance of school?

PART III: FACTORS AFFECTING ACCESS TO EDUCATION

Q21. Are pupils required to pay school fees in order to enroll at your school?

- 1. YES
- 2. NO

Q22. If your response to the above question is "YES", how much are they required to pay?

Q23. If your response to Q21 is "NO", please state the reason they do not pay school fees

Q24. What are the basic requirements that a child needs in order to attend school? (Tick all relevant requirements)

- 1. School uniform
- 2. School fees
- 3. Exercise Books
- 4. Pencils
- 5. Rulers
- 6. Erasers
- 7. School shoes and socks
- 8. Other, please specify.....

Q25. What happens to the pupils that do not have all or any of the above requirements?

- 1. Sent away from school
- 2. Provided with what they don't have
- 3. Given a warning and asked to bring them the following day
- 4. Give parents deadline to provide the school requirements

Q26. What is the ratio of boys to girls in your class?

- 1. 1:1
- 2. 2:1
- 3. 3:1
- 4. 1:2
- 5. 1:3
- 6. Other please specify

Q27. If your response to Q26 is "2:1 or 3:1", what could be the possible reasons for having fewer girls in grade 7?

- 1. Parents prefer to send boys to school than girls
- 2. Parents of most girls cannot afford to send them to school
- 3. Parents preferred to keep girls at home to help with chores
- 4. There are fewer girls in that age range in the community
- 5. Others, please specify

Q28. If your response to Q26 is "1:2 or 1:3", what could be the possible reasons for having fewer boys than girls in grade 7?

- 1. Parents prefer to send girls to school than boys

2. Parents of most boys cannot afford to send them to school
 3. Parents prefer boys to help with farming and herding animal
 4. There are fewer boys of that age range in the community
 5. Others, please specify
- Q29. In your opinion, are the pupils in your class representative of the poor, rich, orphaned, physically challenged and other vulnerable children?
1. YES
 2. NO
- Q30. What are the basic materials required for you to teach grade 7 pupils? (Tick all relevant materials)
1. Chalk
 2. English books
 3. Mathematics books
 4. Teaching aides
 5. Other please specify
- Q31. Do you have adequate teaching materials?
1. YES
 2. NO
- Q32. What kind of learning outcomes should a grade 7 pupil exhibit in the English language? (Tick all relevant outcomes)
1. Ability to write a story in English
 2. Ability to communicate in English fluently
 3. Ability to read grade 7 English reading books
 4. Ability to spell many words in the grade 7 English syllabus
 5. Other abilities, please specify
- Q33. What kind of learning outcomes should a grade 7 pupil exhibit in mathematics? (Tick all relevant outcomes)
1. Ability to do fractions, number lines, long division, sets and other topics
 2. Ability to use math formulae found in the grade 7 mathematics syllabus
 3. Ability to master the time tables from 1 to 12
 4. Ability to mental mathematics (add, subtract, divide and multiply mentally)
 5. Other abilities, please specify
- Q34. What percentage pass rate do you think your grade 7 pupils will attain?

- 1. 50 Per cent
- 2. 60 Percent
- 3. 70 Percent
- 4. 80 Per cent
- 5. 90 Per cent
- 6. 100 Per cent
- 7. Less than 50 Per cent
- 8. Other specify

Q35. What are the reasons for your response in the above question?

Q36. How would you describe the performance of the pupils you teach?

- 1. Excellent
- 2. Very good
- 3. Good
- 4. Average
- 5. Poor

Q37. What are the reasons for your answer to the above question?

Q38. Do you experience any challenges in teaching the pupils?

- 1. YES
- 2. NO

Q39. If "YES" to the above question, please state the challenges

Q40. What solutions have you tried to implement at your level in order to overcome the above challenges?

Q41. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?

- 1. YES
- 2. NO

Q42. What are the reasons for your answer to the above question?

3. QUESTIONNAIRE FOR GRADE 4 TEACHERS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

Questionnaire: Class Teacher: Grade 4

Dear respondent, I am a Master's student at the University Of Zambia (UNZA), carrying out a study on the provision of universal access to basic education in Zambia's Chongwe and Kafue districts.

You have been randomly selected to answer the questions in this questionnaire and your responses to the questions will be treated as confidential. Kindly follow the instructions for each question carefully.

Instructions

1. Please tick [√] the appropriate answer to the question. Where you are required to write, please do so in the spaces provided.
2. All the information you will provide is purely for academic purposes therefore, provide genuine information and ensure that all questions are carefully answered to allow for a successful study.
3. Full confidentiality will be maintained. You are therefore advised not to write your name or anything apart from the requested for information.

Your cooperation is highly appreciated!

For official use only

Questionnaire no.

PART I: BACKGROUND INFORMATION

Q1. What is your age?

1. 16 to 20 years old
2. 21 – 25 years old
3. 26 – 30 years old
4. 31 – 35 years old
5. 36 – 40 years old

- 6. 41 – 45 years old
- 7. Over 45 years old

Q2. What is your educational level?

- 1. No formal schooling
- 2. Some Primary school
- 3. Completed Primary school
- 4. Some Junior secondary
- 5. Completed Junior secondary
- 6. Some Senior secondary
- 7. Completed Senior Secondary
- 8. Some College education
- 9. Completed College education
- 10. Some University education
- 11. Completed University education

Q3. What type of professional qualification do you have?

- 1. Certificate in teaching
- 2. Diploma in teaching
- 3. Degree in education
- 4. Other, specify.....

Q4. How much money (net pay) do you earn per month?

- 1. 0 – K600,000
- 2. K600,001 – K1,200,000
- 3. K1,200,001 – K4,000,000
- 4. Above K4,000,000

PART II: ACCESS TO EDUCATION

Q5. How long have you been teaching?

- 1. 1 – 2 years
- 3. 2 – 3 years
- 4. 3 – 4 years
- 5. 4 – 5 years
- 6. Over 5 years

Q6. Have you taught any other grade apart from grade 4?

- 1. YES
- 2. NO

Q7. If "YES" to Q6, what other grades have you taught? (Tick all relevant grades)

- 1. Grade One
- 2. Grade Two
- 3. Grade Three
- 4. Grade Five
- 5. Grade Six
- 6. Grade Seven

Q8. How long have you been teaching grade four pupils?

- 1. One year
- 2. Two years
- 3. Three years
- 4. Four years
- 5. Five years
- 6. Over six years

Q9. From what grade have you been teaching your current class?

- 1. Grade One
- 2. Grade Two
- 3. Grade Three
- 4. Other specify

Q10. Has the number of pupils in your class remained the same from the time you started teaching them?

- 1. YES
- 2. NO

Q11. If your response to above question is "NO", what could be the reasons?

Q12. What is the standard pupil/teacher ratio?

- 1. 1:30
- 2. 1:40
- 3. 1:50
- 4. 1:60
- 5. 1:70
- 6. Other specify

Q13. How many pupils do you have in your class?

- 1. 20 pupils
- 2. 25 pupils
- 3. 30 pupils
- 4. 35 pupils
- 5. 40 pupils
- 6. 45 pupils
- 7. Over 45 pupils
- 8. Other specify

Q14. Does the number of pupils in your class affect your ability to deliver quality education?

- 1. YES
- 2. NO

Q15. If your response to the above question is "YES", could you please explain how?

Q16. What is the attendance of the pupils like?

- 1. Consistent or excellent
- 2. Very good
- 3. Good
- 4. Average
- 5. Poor

Q17. If your response to above question is "Consistent/excellent, very good or good", what would you attribute the attendance level to?

Q18. If your response to Q16 is "Average or poor", what would you attribute the poor school attendance to?

Q19. Have you observed any children between the ages of 7 and 13, in the community near the school that do not attend any school?

- 1. YES
- 2. NO

Q20. If "YES", what could be the possible reasons for the children's non-attendance of school?

PART III: FACTORS AFFECTING ACCESS TO EDUCATION

Q21. Are pupils required to pay school fees in order to enroll at your school?

- 1. YES
- 2. NO

Q22. If your response to the above question is "YES", how much are they required to pay?

Q23. If your response to Q21 is "NO", please state the reason they do not pay school fees

Q24. What are the basic requirements that a child needs in order to attend school? (Tick all required materials/appropriate responses)

- 1. School uniform
- 2. School fees
- 3. Exercise Books
- 4. Pencils
- 5. Rulers
- 6. Erasers
- 7. School shoes and socks
- 8. Other, please specify.....

Q25. What happens to the pupils that do not have all or any of the above requirements?

- 1. Sent away from school
- 2. Provided with what they don't have
- 3. Given a warning and asked to bring them the following day
- 4. Give parents deadline to provide the school requirements

Q26. What is the ratio of boys to girls in your class?

- 1. 1:1
- 2. 2:1
- 3. 3:1
- 4. 1:2
- 5. 1:3
- 6. Other please specify

Q27. If your response to Q26 is "2:1 or 3:1", what could be the possible reasons for having fewer girls in grade 4?

- 1. Parents prefer to send boys to school than girls
- 2. Parents of most girls cannot afford to send them to school

3. Parents preferred to keep girls at home to help with chores
 4. There are fewer girls in that age range in the community
 5. Others, please specify
- Q28. If your response to Q26 is "1:2 or 1:3", what could be the possible reasons for having fewer boys than girls in grade 4?
1. Parents prefer to send girls to school than boys
 2. Parents of most boys cannot afford to send them to school
 3. Parents prefer boys to help with farming and herding animals
 4. There are fewer boys of that age range in the community
 5. Others, please specify
- Q29. In your opinion, are the pupils in your class representative of the poor, rich, orphaned, physically challenged and other vulnerable children?
1. YES
 2. NO
- Q30. What are the basic materials that a teacher requires to teach grade 4 pupils? (Tick all relevant materials/appropriate responses)
1. Chalk
 2. English books
 3. Mathematics books
 4. Teaching aides
 5. Other please specify
- Q31. Do you have adequate teaching materials?
1. YES
 2. NO
- Q32. If your response to the above question is "NO", what other materials are lacking and why?
- Q33. What kind of learning outcomes should a grade 4 pupil exhibit in the English language? (Tick all relevant outcomes)
1. Ability to write their full names
 2. Ability to communicate in English
 3. Ability to read grade 4 English reading books
 4. Ability to spell words in the grade 4 English reading books
 5. Other abilities, please specify
- Q34. What kind of learning outcomes should a grade 4 pupil exhibit in mathematics? (Tick all relevant outcomes)

1. Ability to add and subtract numbers
2. Ability to divide and multiply numbers
3. Ability to master the time tables
4. Ability to do long division
5. Other abilities, please specify

Q35. How would you describe the performance of the pupils you teach?

1. Excellent
2. Very good
3. Good
4. Average
5. Poor

Q36. If "Average or Poor", what could be the reasons for this kind of performance?

Q37. If "Excellent, very good or good", what could be the reasons for this kind of performance?

Q38. Do you think your pupils will be able to pass their grade 7 examinations in 3 years' time?

1. YES
2. NO

Q39. If your response to Q38 is "NO", what are your reasons?

Q40. Do you think all the pupils in your class will stay in school up to grade 7?

1. YES
2. NO

Q41. If your response to Q40 is "NO", what could be the possible reasons?

Q42. Do you experience any challenges in teaching the pupils?

1. YES
2. NO

- Q43. If "YES" to the above question, please state the challenges
- Q44. What solutions have you tried to implement at your level in order to overcome the above challenges?
- Q45. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?
1. YES
 2. NO
- Q46. What are the reasons for your response to the above question?

APPENDIX III: QUESTIONNAIRE FOR COMMUNITY MEMBERS

UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF POLITICAL AND ADMINISTRATIVE STUDIES

Questionnaire: Community member

Dear respondent, I am a Master's student at the University Of Zambia (UNZA), carrying out a study on the provision of universal access to basic education in Zambia's Chongwe and Kafue districts.

You have been randomly selected to answer the questions in this questionnaire. Though you have been randomly selected to participate in this study and your responses to the questions will be treated as confidential. Kindly follow the instructions for each question carefully.

Instructions

4. Please tick [] the appropriate answer to the question. Where you are required to write, please do so in the spaces provided.
5. All the information you will provide is purely for academic purposes therefore, provide genuine information and ensure that all questions are carefully answered to allow for a successful study.
6. Full confidentiality will be maintained. You are therefore advised not to write your name or anything apart from the requested for information.

Your cooperation is highly appreciated!

For official use only
Questionnaire no.

PART I: Background Information

Q1. What is your age?

1. 16 to 20 years old
2. 21 – 25 years old
3. 26 – 30 years old
4. 31 – 35 years old
5. 36 – 40 years old
6. 41 – 45 years old
7. 46 – 49 years old
8. Over 45 years old

Q2. What is your residential area?

- 9. High Density e.g. Kamanga
- 10. Medium Density e.g. Chelstone
- 11. Low Density e.g. Kabulonga

Q3. What is your educational level?

- 1. No formal schooling
- 2. Some Primary school
- 3. Completed Primary school
- 4. Some Junior secondary
- 5. Completed Junior secondary
- 6. Some Senior secondary
- 7. Completed Senior Secondary
- 8. Some College education
- 9. Completed College education
- 10. Some University education
- 11. Completed University education

Q4. What type of employment are you engaged in?

- 1. Formal employment
- 2. Informal employment
- 3. Unemployed

Q5. How much is your net income per month?

- 1. 0 – K600,000
- 2. K600,001 – K1,200,000
- 3. K1,200,001 – K4,000,000
- 4. Above K4,000,000

PART II: PERCEPTIONS ON EDUCATION

Q6. How many children/ dependents of school going age do you have?

- 1. One
- 2. Two
- 3. Three
- 4. Four
- 5. Five
- 6. More than 5

Q7. How many of them are attending primary school?

1. One
2. Two
3. Three
4. Four
5. Five
6. More than 5

Q8. What type of school do they attend?

1. Government school
2. Community school
3. Private school
4. Other please specify

Q9. Why did you choose the above selected school? (Tick all appropriate responses)

1. The classes are not overcrowded
2. The teachers are all qualified
3. The teachers are rarely absent
4. The school produces 100 per cent pass rates
5. The school fees are affordable
6. Other please specify

Q10. What grades are the children doing? (Tick all appropriate responses)

1. Grade one
2. Grade two
3. Grade three
4. Grade four
5. Grade five
6. Grade six
7. Grade seven

Q11. How would you describe the quality of education they are receiving?

1. Excellent
2. Very Good
3. Good
4. Average
5. Poor

Q12. If your response was "excellent, very good or good", what things make the school stand out among the rest? (Tick all appropriate responses)

1. The classes are not overcrowded
2. The teachers are all qualified
3. The teachers are rarely absent
4. The school produces 100 per cent pass rates
5. The school fees are affordable
6. Other please specify

Q13. If your response was "average or poor", what could the possible reasons be for the poor quality of education? (Tick all appropriate responses)

1. Unqualified teachers
2. Absenteeism of teachers e.g strikes
3. Overcrowded classrooms
4. Inadequate learning materials
5. Other please specify

Q14. Which child would you prefer to send to school given a choice to send one?

1. Boy
2. Girl

Q15. What reasons would you give for the above response?

Q16. Have you observed any children in your community that of school going ages that are currently not enrolled in school?

1. YES
2. NO

Q17. If your response to the above question was "YES", what could the possible reasons for not being in school?

Q18. Do you think education adds any value to a person's life?

1. YES
2. NO

Q19. If your response to the above question was "YES", what are the benefits of education? (Tick all appropriate responses)

1. Getting a good paying job
2. Have job security because of one's qualifications
3. Ability to contribute to national economic growth

- 4. Having many opportunities for employment
- 5. Ability to run one's own business enterprise
- 6. Other please specify

Q20. If your response to Q19 was "NO", what are your reasons? (Tick all appropriate responses)

- 1. No jobs are guaranteed for the educated
- 2. It is too expensive to get an education
- 3. One can still earn an income without being educated
- 4. Other please specify

Q21. What are your general views about the quality of education being offered in government basic schools?

- 1. Excellent
- 2. Very Good
- 3. Good
- 4. Average
- 5. Poor

Q22. If your response was "excellent, very good or good" please provide reasons.

Q23. If your response was "average or poor", what are your reasons?

Q24. Is there a possibility of Zambia attaining the MDG on access to universal primary education by 2015?

- 1. YES
- 2. NO

Q25. What are the reasons for your response above?