

**EFFECTS OF PHASING OUT BASIC SCHOOLS ON ACCESS AND EQUITY TO  
SECONDARY SCHOOL EDUCATION IN SELECTED SCHOOLS OF KALABO  
AND NALOLO DISTRICTS, ZAMBIA**

**BY**

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for the award of the degree of Masters of Education in Educational Administration and  
Management.

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## **AUTHOR'S DECLARATION**

I, Kenny Nalukena Susiku do hereby solemnly declare that the work in this dissertation is the product of my own effort and it has not previously in its entirety or part been submitted to any university or institution for a degree. All the works of other people have been dully acknowledged.

Signed.....

Date.....

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**CERTIFICATE OF APPROVAL**

This dissertation by Kenny Nalukena Susiku is approved as a partial fulfilment of the requirement for the award of degree of Master of Education in Educational Administration and Management of the University of Zambia.

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## **DEDICATION**

I dedicate this work to my late father Edward Susiku Nalukena and my mother Mundia Mubiana who helped me in starting my school life and academic expedition at a tender age. I remember them forcing me to go to school whenever I wanted to abscond. Little did I know that they wanted me to have bread and butter on the table for my family and myself in the future. I really appreciate their efforts. Dad, may your soul rest in eternal peace and God the Almighty remember you for what you have been to me. To mum, thank you and continue being caring and supportive.

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## LIST OF ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune- Deficiency Syndrome
BESSIP	Basic Education Sub-Sector Investment Programme
CAMFED	Campaign for Female Education
CSO	Central Statistical Office
CEEC	Citizens Economic Empowerment Commission
DEBS	District Education Board Secretary
EFA	Education For All
ECZ	Examination Council of Zambia
FBE	Free Basic Education
FGDs	Focus Group Discussions
FOL	Focus on Learning
FPE	Free Primary Education
GER	Gross Enrolment Ratio
GRZ	Government Republic of Zambia
GDP	Gross Domestic Product
HIV	Human Immune-Deficiency Virus
MTEF	Medium Term Expenditure Framework
MP	Member of Parliament
MoE	Ministry of Education
MDGs	Millennium Development Goals
MMD	Movement for Multiparty Democracy
NER	Net Enrolment Ratio
NGOs	Non- Government Organisation (s)
OVC	Orphaned and Vulnerable Children
OECD	Organisation for Economic Cooperation and Development
PAGE	Programme for the Advancement of Girl Education
PTA	Parents -Teachers Association
PF	Patriotic Front
SDGs	Sustainable Development Goals
TNDP	Third National Development Plan
UNESCO	United Nations Educational Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
UBE	Universal Basic Education
UN	United Nations
UNDP	United Nations Development Programme
WCEFA	World Conference on Education for All

## **Abstract**

This study looked at the effects of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts, Zambia. The study used the following objectives: To identify educational benefits rural communities had in phased out Basic schools, to find out whether most rural parents/guardians were able to pay school fees for their children in Secondary Schools, to establish factors that affected pupils' access and equity to Secondary School education with the phasing out of Basic Schools and to get views from respondents on the policy of phasing out Basic Schools in their areas.

The study was qualitative and utilised a descriptive survey research design which employed description in data analysis. Target population comprised Primary School Head teachers, teachers, parents/guardians and pupils with a sample of 4 Primary School Head teachers, 21 teachers, 32 Parents/Guardians and 32 Pupils, giving a total of 89 respondents.

This study was guided by social stratification theory and data from respondents was collected through the use of interview schedules triangulated with Focus Group Discussions on parents/guardians and their children/dependants. Also documentary analysis was used to collect numerical data based on enrolments from class registers and pupils accepted to Grade 8 in 2014 and 2015 from ECZ mark schedules. Presenting the collected data, themes guided by the research objectives were used.

The research revealed the following findings: high school fees charged in Secondary Schools, long distance to Secondary Schools by most pupils, increase in school dropouts between Grade 7 and 9 and cases of early teenage pregnancies been common. Others were renting of houses by young Grade 8 and 9 pupils near Secondary Schools and some pupils repeating Grade 7 even when they qualified to Grade 8. It was concluded that phasing out Basic Schools in selected Schools of Kalabo and Nalolo Districts had effects on pupils' access and equity to Secondary School education. The following were recommendations: Government need not to completely phase out Basic Schools before upgrading some to Secondary Schools, provide free and compulsory education up to Grade 9 and to reduce and regulate school fees charged in Secondary Schools, increase school grants given to Secondary Schools and build new Secondary Schools in rural areas . A similar research can be conducted in other rural parts of the country.

## **CHAPTER ONE**

### **INTRODUCTION**

This chapter contains the background to the study, the statement of the problem, purpose of the study, study objectives and research questions. It also contains significance of the study, limitations, delimitation and definition of operational terms, theoretical framework and ending with a summary.

#### **1.1 Background to the study**

Education all over the world and Zambia in particular has been the right of every human being since 1948 United Nations' declaration. It was in this vein that from the time Zambia got independence, governments have been constantly stressing the importance of creating a system of education which would fully meet the needs and aspiration of the people. The Ministry of Education (MOE, 1977) states that education is a vital instrument for the country's social, economic and political development.

To achieve the fulfilment of education as a human right educational proposals, reforms and policies have been made to attune the transformation of education in the country into a potent instrument of national and individual development with the prime aim of offering real quality educational opportunities by improving quality and coverage (MOE, 1977). Undoubtedly, the 1977 Educational Reforms in Zambia enshrined a policy that ultimately had a goal to provide nine years of Universal Basic Education (UBE) whereby every child entering Grade 1 at the age of seven would remain in school for at least nine years until the end of Grade 9 at the age of sixteen years (MOE, 1996). Kelly (1999) states that four decades from the time the United Nations Universal Declaration on human rights (1948) was adopted, no one can deny that all children and young people had the right to Basic education.

The Educational Reforms of 1977 were to implement the Basic school arrangement with a continuing effort to expand Secondary School enrolments in order to increase the number of Grade 7 pupils who would be able to continue into Grades 8 and 9. MOE (1977) states that the nine years of Basic Education was a common feature in most developing and developed countries and for Zambia it offered an opportunity to design the programmes of Basic education and of Senior Secondary Schools in a manner that would meet the needs of an enhanced curriculum. Basic education was thus seen as a critical factor; a tool in equalising opportunities for citizens in all spheres of life as such democratic governments were obliged to realise the

socio-economic and political opportunities for all citizens through the provision of Basic Education (MOE, 1977).

The other important external factor in this line was the Jomtien, Thailand 1990 World Conference on Education for All (WCEFA). The standing issue in the conference was the offering of education that would benefit children, youths and adults by meeting their basic needs and universalising access to education at the same time broadening the means and scope of Basic Education (Mwanakatwe, 2013). In Zambia this was adopted especially after the Education for All (EFA) Mulungushi Conference of 1991 which consequently culminated into the Focus on Learning (FOL) 1992 policy document on education which codified the Jomtien Agenda with the emphasis of revamping and developing the Primary sector of education in order to realise EFA policy (Mwanakatwe, 2013).

United Nations Educational Scientific and Cultural Organisation (UNESCO, 1991) states that the important issue in the EFA agenda as envisioned by the Jomtien Conference of 1990 was that of universal access to education and promoting equity in the process. What this meant was to open up educational opportunities not only to those who could afford or otherwise be eligible in terms of age and proximity to institutions of learning but also to those with problems such as financial, racial, cultural ethnicity, religious, physical disabilities and gender limitation. Thus, initially all governments were required to remove these barriers in order to allow children and people of diverse characteristics to benefit from education (Mwanakatwe, 2013).

UNESCO (1991) further stated that it was important for the Thailand Conference to explain to the world why there was need to give Basic Education from Grades 1-7 or up to grade 9 to all citizens in the world. Among the reasons for the provision of this type of education were: To provide all citizens with minimum basic knowledge, inculcating attitudes, values and skills which everyone needed in order to realise one's potential as an individual and thereby becoming an effective participant in the advancement of communities. Basic Education was also very important for it offered people the possibility of gaining access to other educational activities both formal and non-formal. Furthermore, many citizens after having Basic Education could also engage in schemes that promote self-employment in groups such as co-operatives, Community Based Projects or other work activities and schemes (MOE, 1977).

The establishment of Basic Schools in Zambia was as the result of Educational Reforms of 1977. However, their establishment did not receive serious attention from Government due to

economic decline of the 1980s (Kelly, 1991). The Government's only step taken was to implement the policy with the continuing efforts of expanding Secondary School enrolments to cater for increasing number of Grade 7 pupils who would be able to continue into Grade 8 and 9 (MOE, 1977). This scenario prompted most rural communities in the country in the 1980s to provide classroom accommodation for the opening of new Grade 8s and 9 classes by adapting dormitories meant for weekly boarding in some cases for classroom spaces. It was from this time and initiative that the move towards the establishment of Basic Schools in the country gained strength (MOE, 1977).

The 1992 FOL which was Zambia's second policy on education after the Education Reforms of 1977, did not favour the full implementation of Universal Basic Education as was proposed in the first policy document. The argument in the policy against Basic School Education was that the rapid proliferation of Basic Schools in the country brought a number of problems such as denying classroom space for Grades 1 to 7 pupils, not having equipment in terms of teaching and learning aids and low quality of teachers to handle the upper basic section (Grade 8s and 9). Consequently, pupils in Basic Schools were not taught in a way comparable to their friends in conventional Secondary Schools. In view of these challenges of Basic Schools, Focus on learning education policy proposed to carry out a survey in the operations of Basic Schools in the country which was to be followed by guidelines on their operations (MOE, 1992). It was stated that upon the outcome of the results from the survey some Basic Schools would be incorporated into nearby Secondary Schools while others which would meet the required standard would be upgraded into regular Secondary Schools (MOE, 1992). Consequently, the Basic Schools which would be deficient in most things such as inadequate teaching staff, poor infrastructure among others would have their Grades 8 and 9 classes phased out completely (MOE, 1992:76).

The coming of the third educational document in Zambia, Educating Our Future (EOF) of 1996, saw the need to address the entire formal institutional education system paying attention to democratization, decentralization and productivity on one hand and curriculum relevance, diversification, efficiency, cost-effective management, capacity building and revitalized partnership on the other hand and the provision of Universal Basic School Education was top on the agenda. The EOF policy was adopted during the Movement for Multiparty Democracy (MMD) the party that governed the affairs of the country from 1991 to 2011 before the Patriotic Front (PF) Party took over in 2011. It was during the MMD rule when many Basic Schools

were opened to provide access and equity to education to all children in Zambia from Grades 1 to 9. This was with the help of donor community through one notable programme, the Basic Education Sub-Sector Investment Programme (BESSIP) which among other things had a component of Free Primary Education (FPE) for children in Grades 1-7, bursary scheme for children at Basic and Secondary school levels and school feeding programmes which targeted children from poor families (Mwanakatwe, 2013).

In 1994, the total enrolment at Upper Basic level stood at 130, 775 pupils where 78,003 representing 59.6% were boys while 52, 772 (40.4%) were girls. This was compared to 39.2% and 29.4% of eligible boys and girls in 1990 respectively (Ministry of Education, 1996: 16). Besides 20.9% of eligible population were enrolled in rural areas compared to 52.8% in urban areas (Ministry of Education, 1996:16). These figures showed disparities between boys and girls and between rural and urban areas.

Since the introduction of Basic Schools in the early 1980s, the number of pupils proceeding from Grade 7 to Grade 8 has more than doubled the number selected from 1995 Grade 7 candidates being 122% more than in 1984 (MOE, 1996: 16). This good achievement has been as a result of community efforts and resource investment by government into Basic Education provision. As from 2013 and 2014 the number of Basic Schools has decreased from 8 801 to 8 754 respectively (MOE, 2013:15 and 2014:3). This notable decline could be as a result of phasing out some Basic Schools in the country. Kelly (1999) states that about 120,000 pupils ageing about 14 years are every year required to leave the school system at the end of Grade 7. However, given the rate of population increase in the country, approximately 3,250 additional Grade 8 classes would be needed by the year 2015, a target year for the achievement of Universal Basic Education and this would be by upgrading all Primary Schools to full Basic school status (MOE, 1996: 17 and 23). The goal of government guided by the Educating Our Future policy document was to have every child access to nine years of good quality education and this was to be pursued on a partnership basis between the Ministry of Education and local communities including other providers of education (MOE, 1996). The approach that government was to employ was first to make sure that every child enters grade one at an appropriate age and received at least seven years of good quality education and secondly, that every pupil who completes Grade 7 could continue into Grades 8 and 9 without any hinderance. The target years for attaining the two goals were 2005 and 2015 respectively (MOE, 1996).

To achieve universal access to Basic Education, the Ministry of Education planned to progressively increase the number of Grades 8 and 9 places during the period 1996 to 2005 so that in the immediate future an increasing number of children could enter Grades 8 and 9 (MOE, 1996). The aim was also to increase Grade 7 to Grade 8 progression rate of 50 percent by 2005 and give priority during the period 2005 to 2015 to the upgrading of all Primary Schools to full Basic Schools (MOE, 1996).

More on Basic Education to enhance access, equity and quality education by the MMD government was contained in the Policy Statement to Parliament in 2011 as the Minister of Education presented the Ministry's Budget to Parliament. An outline of achievements by the Ministry from 2008 to 2010 was first given which were implemented in the Medium Term Expenditure Frame Work (MTEF) and these included the construction of 4,050 Classrooms based on Community mode of construction (Government and Community pooling resources together towards infrastructure development) which created school places for 161,080 learners (MOE,2010:5). As at September, 2010 the Ministry had an addition of 51 Basic Schools constructed with an average of five (5) Classroom Blocks and five (5) Teachers' houses and that increased classroom capacity for 2,040 pupils. The Ministry's target was that by the end of the Sixth National Development Plan ( 2010-2015) 16,040 Classroom Blocks would have been built creating space for 440,000 pupils at Basic School ( MOE,2010: 6-10). Furthermore, in the 2011 Budget, the Ministry planned to construct 200 classroom blocks, 200 Teachers' houses and 500 VIP toilets at Basic School level at a cost of K117.4 Billion (old currency) (MOE,2010:23).

The coming of the new government in 2011 had a different policy on Basic education and this was contained in the party manifesto for period 2011 to 2016. On education the manifesto recognised that all Zambia citizens had a right to free, compulsory and quality education regardless of the wealth of their family or where they lived (Patriotic Front Secretariat (PF Sec), 2011). Government in view of this task of education provision was to collaborate with parents and communities as may be appropriate. In order to raise the standard of education in the country the following was what the government planned to do: Re-introduce free and compulsory education from Grades 1 to 12 taking care to control the unofficial free collection of money that proliferated under the previous government's version of free education, provide adequate budgetary allocation on education to make free education a reality and upgrade all Primary and Community Schools with Grades 1 to 4 to full Primary School with Grade 1 to 7

classes. Also government planned to phase out Basic Education and re-introduce a conventional Early Childhood, Primary, Secondary and Tertiary education system (PF Sec, 2011:8).

Education for All (EFA) in selected schools of Kalabo and Nalolo Districts of Western Province seem to have problems with pupils' access and equity to Secondary School education since Government of the Republic of Zambia from 2012 has been phasing out some Basic Schools. Since there were more Basic Schools (8,801) than Secondary Schools (683) in the country, it means that more Grade 7 pupils would have no access to Grade 8 places that were being competed for in very few Secondary Schools especially in Kalabo and Nalolo Districts where there were just three and one Secondary Schools respectively catering for many Primary and Community schools with 1,542 and 1,296 pupils respectively enrolled and who sat for the Grade 7 final examination in 2015 (MOE, 2013:15, District Annual Statistical Returns, 2015). So, the phasing out of Basic Schools in the country especially in rural areas may deny many Zambian children of the much needed Basic Education at the time like this one hence this situation was to be studied to ascertain what prevailed on the ground.

### **1.2 Statement of the problem.**

The policy of Universal Basic Education in Zambia and elsewhere in the world was to provide universal access and equity to education from Grade 1 to 9 in most cases at the same school. Though this target in the country was not yet met, tremendous strides towards its achievement were made as witnessed from a number of Basic Schools that were operating especially in rural areas and most children progressed from Grades 1 to 9 at the same school including the girl child (Kelly, 1999). However, the policy of government of phasing out Basic Schools as announced by the Minister of General Education at the Ministry Headquarters at a press briefing on 11<sup>th</sup> October, 2011 was thought to have an effect on access and equity to Secondary School Education in the country in general and Kalabo and Nalolo Districts in particular (Lusaka Times, 2011). Indeed government's plan was by 2017 to phase out Basic Schools in the Country so that we could only have Early Childhood Education, Primary, Secondary Schools and tertiary institutions (MOE, 2012: 3, Patriotic Front Secretariat (PF Sec) 2011).

Little is known about the effects of phasing out Basic Schools on access and equity to Secondary School Education in selected schools of Kalabo and Nalolo Districts of the Western Province, Zambia. This was the reason why this study was done to bring out reality on the ground.

### **1.3 Purpose of the study**

The purpose of this study was to ascertain the effects of phasing out Basic Schools (Grades 8 and 9 classes) from Primary Schools on access and equity to Secondary School Education in selected Schools of Kalabo and Nalolo Districts in Zambia so that positive interventions could be put in place aimed at increasing access and equity to Secondary School education.

### **1.4 Research objectives.**

The study was guided by the following objectives:

1. To identify educational benefits rural communities had in phased out Basic Schools in selected schools of Kalabo and Nalolo Districts.
2. To ascertain whether most rural parents/guardians were able to pay secondary school fees for their children/dependants in Grades 8 and 9.
3. To establish factors affecting pupils' access and equity to Secondary School education with the phasing out of Basic Schools in Kalabo and Nalolo Districts.
4. To get views of Head teachers, teachers, parents/guardians and pupils in selected schools of Kalabo and Nalolo Districts on the policy of phasing out of Basic Schools

### **1.5 Research questions.**

The following research questions guided the study:

1. What educational benefits did communities of Kalabo and Nalolo Districts have in phased out Basic Schools?
2. Are most rural parents/guardians able to pay secondary school fees for their children/dependants?
3. What factors affect pupils' access and equity to Secondary School education with phasing out of Basic Schools in selected schools of Kalabo and Nalolo Districts?
4. What do Head teachers, teachers, parents/guardians and pupils in selected schools of Kalabo and Nalolo Districts say on the policy of phasing out Basic Schools?

## **1.6 Significance of the study.**

The importance of this study was to determine the effects of phasing out Basic Schools in Kalabo and Nalolo Districts on access and equity to Secondary School education and to suggest to all stakeholders what ought to be done to ensure that most pupils continue schooling up to Grade 9 without dropping out of school due to inadequate school places and other factors related to the policy of phasing out Basic Schools in Kalabo and Nalolo Districts.

## **1.7 Theoretical framework.**

This study was guided by the social stratification theory of Max Weber based on a dimension of social class struggle (Bernard, 1957). It is argued in the theory that society is divided into three distinctive layers (strata), upper, middle and the lower according to peoples' attainment of wealth, education, prestige and power and these variables are unequally distributed among members of any given society. It is argued further that a person's socio-economic status/position in society is positively correlated with both educational attainment and achievement, hence the higher one's socio-economic status the greater his/her educational accomplishment is likely to be (Mulenga, 2010).

In the Zambian context people in the upper class such as doctors, lawyers, university lecturers and engineers among others tend to have more power and access to prestige than those from lower class such as the unemployed, unskilled workers and the poor living in rural areas (Bernard, 1957, Mulenga, 2010). Using their position and influence in society, these people acquire for their children good education and later good jobs, hence these members of the upper class owe their educational accomplishment to the advantage provided by their social background. Therefore, basing on this theory, one would expect the distribution of educational opportunities to vary with societal stratum a person belongs to, meaning henceforth that persons from the upper layers do easily access education compared to those in the lower layer (Mulenga, 2010).

This theory is vital to this study as it brings an understanding of the relationship that exists between socio-economic status of parents/guardians of pupils in the selected schools of Kalabo and Nalolo Districts and accessibility of Junior Secondary School education with increased school fees and opportunity costs of education with the phasing out of Basic Schools.

In this study, the application of the theory was not to compare people in the upper and lower classes as regards to their children/dependents' access and equity to Secondary School

education with the phasing out of Basic Schools in selected schools of Kalabo and Nalolo Districts but whether or not the implementation of the policy has increased or reduced pupils' access and equity to Secondary School education in the two districts where most parents/guardians live in poverty as stated by Mulenga (2010:16) that poverty was one of the contributing factors as to why about 77 million children in developing countries were out of school.

### **1.8 Limitations of the study**

Kombo and Tromp (2006) state that limitations are those challenges anticipated or encountered by the researcher during the period of research process such as time and financial resources among others. The first challenge in this study was long distances to respondents' homes and schools especially the Grade 7 pupils of 2013 and 2014. The researcher had to follow them in schools (Basic and Secondary Schools) where they were doing Grades 8 and 9 on foot. This was due to not having public transport coupled with poor road network to study areas. Another challenge was repeated visits to respondents who sometimes were not found during the first or second visit and to such several visits were made until they were found and data collected from them.

### **1.9 Delimitations of the study**

Cresswell (2007) says that delimitations are used to address how the study is narrowed in scope. This study focused on the effects of phasing out Basic Schools on access and equity to Secondary School Education in three selected Primary Schools in Kalabo District namely Mayumbi, Litooma and Lukona and Nasilimwe Primary School in Nalolo District. These Primary Schools were chosen because they were once Basic Schools but phased out and Grade 7 pupils who qualified to go to Grade 8 from these four Primary Schools went to Secondary Schools or some Basic Schools that were not yet phased out. However, the findings of this research were not generalized to other Primary/Basic Schools in the two Districts or the country as a whole.

### **1.10 Operational definitions of terms**

**Access:** An opportunity or right of a person to be in school and offered education.

**Basic Education:** This is the whole range of educational activities that aim at meeting the learner's basic needs. In Zambia this was covering Grades 1 to 9.

**Disparities:** Lack of equal provision of educational opportunities to both boys and girls

**Drop-out rate:** Percentage of learners who do not proceed to another grade in a given year

**Education For All:** The provision of primary/basic education for all children, youth and adults.

**Effects:** The changes that phasing out of Basic Schools has caused on access and equity to Secondary School education.

**Enrolment:** This is the number of pupils enrolled at a given level of education regardless of age.

**Epistemology:** This is the nature of knowledge, what it means to know something? How we know physical and social reality through experimental and non-experimental approaches respectively

**Equity:** Equal / fairness in the provision of educational input, processes and output of many participants in education with different characteristics. It is a matter of fairness to the provision of education through allocations of resources to those in greatest need and provision of appropriate support system. In this research equity looked at the girl child only.

**Ontology:** This is the nature of existence or nature of reality. It talks about what constitutes reality such as physical and social reality

**Parent/ Guardian:** A Parent is a biological father/mother of a child and a guardian is any person taking care of a child in place of the biological parents

**Phasing Basic Schools:** The process of removing Grades 8 and 9 classes from Primary Schools in Zambia and transferring them to Secondary Schools

**Rural Districts:** These are districts which are still underdeveloped and lack a lot of social amenities such as stadiums, good markets, schools, banks and good road network among others

**Rural Schools:** Refers to Schools that are found in hard to reach parts of the country

**Universal Basic education:** The whole range of education that aims at meeting basic learning needs of a child and in this study the focus was from Grades 1 to 9.

**Universal Primary Education:** The whole range of education offered from Grades 1 to 7 in some cases it includes early childhood education

### **1.11 Organisation of the study**

The study was organised into six chapters. The first chapter comprises the introduction, statement of the problem, purpose of the study, study objectives and research questions, significance of the study, theoretical framework, delimitation and limitations of the study, and definition of operational terms. Chapter two consists of literature review, while chapter three contains methodology. Presentation of research findings are in chapter four with chapter five consisting of discussion of the findings and chapter six, the conclusion and recommendations. Finally, the report ended with references and appendices.

### **1.12 Summary**

This chapter looked at the introduction to the study. The background mainly brought out the global need of Education for All by the year 2015 where the global trend was the establishment of Universal Primary/ Basic education rising from the recognition that education is a human right as contained in the United Nations' Charter of 1948. The chapter further presented the statement of the problem, purpose of the study, study objectives and research questions. Additionally, it covered significance of the study, theoretical framework, delimitations, limitations and definitions of operational terms. The next chapter looked at related literature review to the study on Universal Primary/ Basic education globally, internationally and in Zambia citing many authors.

## CHAPTER TWO

### LITERATURE REVIEW

#### 2.1 Introduction

The previous chapter looked at the introduction of the research while this chapter contains reviewed literature on Universal Primary/ Basic Education in relation to education for all world programmes in trying to address the issue of access and equity to Basic education. It has, therefore, highlighted the world, regional and local conferences on education for all. Furthermore, studies undertaken in relation to this study have been reviewed and approached using themes derived from the research objectives as reflected in Chapter one. Finally, critics of reviewed literature, gap identification and a summary of the chapter are also included.

#### 2.2 Historical Perspective of Universal Primary/ Basic Education in the World.

Education as a human right has its origin from United Nations Educational Scientific and Cultural Organisation (UNESCO) Constitution of 1945. On 16<sup>th</sup> November, 1945, the UNESCO constitution on education was adopted and has been amended by the United Nation's General Conferences from its second session up to date (UNESCO, 2007). In the constitution there have been extensive references to education and its significance in contributing to global peace and security by encouraging collaboration among different countries of the world. Attaching importance to education, UNESCO saw it as a sacred duty for many countries to fulfil through supporting educational opportunities for all people and providing methods best suited to prepare the children of the world for responsibilities of economic, social, political and human development and freedom ( UNESCO,2007). It has been incumbent upon governments of states/countries in view of UNESCO constitution on education to have every reason to believe in full and equal opportunities for education to citizens, young and old, boys and girls, men and women unrestricted pursuit objective truth and free exchange of ideals and knowledge through conferences and meetings ( UNESCO,2007).

Much about education in the UNESCO constitution is contained in Article One with the following purposes and functions:

Education is to contribute to peace and security by promoting collaboration among nations through education, science and culture to uphold justice, rule of law and human rights and advancing ideals of equality of educational

opportunities without regard to race, sex, distinction, economic or social status of the individual (UNESCO, 2007).

Global understanding and need of education led to a land mark event in the promotion and provision of education as a human right in most world countries. In 1948, the Universal Declaration of Human Rights by United Nations (UN) to apply to all member states saw education to be an important human right. Mumba (2002) in line with Universal Declaration of human rights states that the provision of education has been identified as a basic human right that should be made accessible and equitable to all individuals regardless of their societal class, race, gender and religion. The declaration of human rights on education stated that everyone has the right to education and education shall be free at least at elementary and fundamental stages. This clearly referred to the provision of free and compulsory education of which Basic education in most countries was considered to be part of elementary or fundamental stage of education (UNESCO, 2007).

The UN Universal Declaration of human rights of 1948, made global declaration of education as a fundamental human right and to have a common agenda for world countries, World Conferences on Education For All (WCEFA) were inevitable.

### **2.3 Global perspective on Universal Primary/ Basic Education**

From the 5<sup>th</sup> to 9<sup>th</sup> March, 1990, there was a World Conference on EFA assembled in Jomtien, Thailand (Kelly, 1992). The background of this Conference was a recognition that education was a fundamental right for all people, women and men of all ages throughout the world. According to UNESCO (1991), most countries in the world attended this Conference through their Universities, Ministry of Education officials and other interest groups such as Civil Societies. In all, there were 155 governments as well as representatives from 150 organisations (UNESCO, 1991). It was convened by UNESCO, United Nations Development Programme (UNDP), the World Bank and the United Nations International Children's Emergency Fund (UNICEF). The Conference was entitled World Conference on Education for All (WCEFA). Globally, it was realised that despite notable efforts by most countries around the world to ensure the right to education for all people, a lot of problems still persisted.

The Conference had a number of aims and problems identified in line with the provision of education for all. Among other things aimed at were: expansion of early childhood education, improving learning achievements, reducing of male-female literacy gap and expanding Basic

education opportunities for children, youth and adults and to use all available communication channels to promote knowledge, skills and values for better living (UNESCO,1990). Problems centred on access, completion rates, equity and to establish the extent of educational provision in many countries. Some of the problems were that more than 100 million children including about 60 million girls worldwide had no access to Primary School education. Also more than 90 million adults, of whom two thirds of them were illiterate women and that more than 100 million children and countless adults failed to complete Basic Education programmes (World Conference on Education for All, 1991:3-7). These and many problems resulted in the Conference coming up with a number of aims that included: harmonisation of various UN conventions in the world regarding the provision of education as a human right, to make a World Declaration of Education For All, to share at international level the content, concept and framework of education for all and its rationale. Finally, was to adopt a common stand and approach on education as a human right, to domesticate and implement education for all at various levels of society (UNESCO, 1991).

It was also noted that EFA was not met in most countries especially the developing ones due to a number of factors such as mounting debt burdens, rapid population growth, threat of economic stagnation and decline, war, strife and widening economic disparities among and within nations ( UNESCO, 1991).

The agenda for the world conference on education deliberated on ten articles which among others included: meeting basic needs of learners and universalizing access and promoting equity to education provision which were article one and three related to this study. On article one, it was alluded that every person/child, young and adult should have equal benefit from educational opportunities designed to meet their basic learning needs such as literacy, oral expression, numeracy and problem solving which are intended to give learners knowledge, skills, values and attitude required for them to survive in society. The content of article three was about universalizing access and promotion of equity to education provision (UNESCO, 1991). Important also was to give urgent priority to ensure access to and improve the quality of education to girls and women by removing bottlenecks/ obstacles that hampered their active participation in education (Mumba, 2002).

The WCEFA ended by participants' reaffirming the right of all people to education by committing themselves to act cooperatively through spheres of responsibility and taking all

necessary measures to achieve the goals of Education For All. So governments, organisations and individuals concerned were urged to join together in the urgent understanding of the concept of Education For All (WCEFA, 1990). They agreed, in principle, to undertake vital measures aimed at universalizing basic education and massive reduction in literacy levels by 2015 (UNESCO, 1991).

It is important to note that the concept of basic education differ from one country to another, hence uniformity in levels or grades that constitutes basic education also differ. For most countries basic education included early childhood education to Junior Secondary school. The table below shows definitions of Basic Education and examples of countries that offered the kind of Basic Education.

**Table 1: National definitions of Basic Education**

<b>Basic Education definitions and number of countries</b>	<b>Name of countries</b>
Primary Education (8)	Cape Verde, Ethiopia, Quine-Bissau, Haiti, Maldines, Mozambique, Nicaragua, Portugal
Primary Education plus at least one year of pre- primary education (17)	Albania, Bhutan, Botswana, Brazil, Burkina Faso, Burundi, Cameroon, Democratic Republic of Congo, Djibouti, Ecuador, Guinea, Macao ( China), Mexico, Niger, Panama, Tunisia, Zimbabwe
Primary Education plus lower secondary and at least one year of upper secondary education (7)	Argentina, Brazil, Republic of Korea, Oman, Philippines, Slovenia, Saint Lucia
Primary Education plus some pre- primary and lower secondary and some upper secondary education (5)	China, Kenya, Myanmar, Peru, Thailand
Primary plus lower secondary education (76)	Zambia and other remaining countries which use the term Basic Education

**(Source: UNESCO, 2007)**

## **2.4 International and Regional Conferences on Universal Primary/ Basic Education**

Following the Jomtien, Thailand World Conference on Education for All, a number of conferences were held and were called Regional Frame Work for Action. Some of these included the Sub- Sahara African Conference held on 6<sup>th</sup> December, 1999 in Johannesburg, South Africa, the American one from 10-12<sup>th</sup> February, 2000 in Santo Domingo and for Arab countries held from 24-27<sup>th</sup> January, 2000 in Egypt and major one the Dakar, Senegal from 26<sup>th</sup>-28<sup>th</sup> April, 2000.

The African Regional conference on education held from 26<sup>th</sup> to 28<sup>th</sup> April, 2000 in Dakar, Senegal was a follow up on the African countries' conferences on EFA from the time WCEFA was held in Jomtien, Thailand in 1990. Some of the objectives of the conference were: African countries to domesticate the resolutions of the Jomtien conference to the regional and individual country level, to present reports, plans and practical steps taken for the achievement of EFA and to draw up a charter (constitution like guidelines) for member states of the African Union to ratify as their guide to the full implementation of EFA.

The positive indicators of EFA in Africa were as the result of the following achievements: Primary school enrolment that increased by 82 million pupils since 1990 with 44 million more girls in school in 1998 than in 1990 in most African countries, repetition and dropout rates decline and improvement in gender equality in primary enrolment (UNESCO, 2000:20). However, there had been a number of challenges in realizing EFA provision common in most countries. Mumba (2002) outlined them as: Defining the purpose, meaning and content of Basic Education, most governments focusing their attention on the ease to reach children while neglecting those excluded from Basic Education on social, economic or geographical reasons and education for girls.

To better realise EFA in African countries, a number of recommendations were made such as: African countries to provide Free Primary/ Basic Education to all their citizens from Grades 1 to 7, promote girl child education and equal access (equity), to put measures to increase both access and retention as well as completion rates .Also governments to finance and invest heavily in Basic/ Elementary education through teacher training, infrastructure development, material production and provision of equipment to Basic Schools (UNESCO,2000). At the end of the Conference, all participants resolved that for Basic education or EFA to be meaningful it must address the economic, social and cultural lives of the people and society at large.

In 2000 again from 10<sup>th</sup> to 12<sup>th</sup> February, an American Region Conference Framework for action was held for Caribbean countries, Latin America and North America in Santo Domingo as a follow up on WCEFA held in Jomtien, Thailand. The challenges that most countries to this Conference faced included: To guarantee access and retention of all boys' and girls' Basic educational programme, ensuring access to quality Basic Education to the entire population with special attention to vulnerable social groups and increasing and re-allocating resources using criteria of equity and efficiency as well as mobilising other resources with alternative delivery system (UNESCO,2000).This Conference ended up in pledges by countries to maintain and increase access to Basic Education, identifying groups that were still excluded from access to Basic Education for reasons based on gender, culture, individual differences or geographical locations and giving priorities to policies and strategies aimed at decreasing repetition and dropout rates in many countries (UNESCO, 2000).

The last international conference worth mentioning was the Arab States Conference on EFA held from 24<sup>th</sup> to 27<sup>th</sup> February, 2000 in Cairo, Egypt. This Conference was as well made in preparation for the Dakar World Conference. It was revealed at this Conference that most Arab countries had achieved high enrolment levels in Primary education for Grades 6 and 7 except for Djibouti, Sudan, Mauritania and Yemen (UNESCO, 2000). The Conference also revealed a number of challenges that most countries faced to realise Basic education for all. These included difficult in achieving education of females and women, large gender disparity, gap in transition rate to Secondary School especially in rural areas, poverty and disability (UNESCO, 2000). Plans were also made to achieve EFA by all member countries and such plans were the provision of compulsory basic education and supporting needy families by enrolling their children in school. By and large was the full equality and effective participation in Basic School Education for girls and women through the elimination of gender and disparities in all schools and the education system.

From three Conferences, common achievements and challenges have persistently come out such as non-participation of girls and women in Basic education alongside widened gap in disparity between boys and girls. In all these Conferences, the major theme had been re- affirming the countries' commitment to achievement of EFA by 2015 (UNESCO, 2000). From the Dakar conference, all African countries committed themselves to the following recommendations: to provide Free Basic Education from Grades 1 to 7 or up to Grade 9, to promote girl child

education and to provide equal access to education in order to improve retention as well as completion rates.

The entire world Conferences held had good intentions on EFA provisions by 2015 and beyond. However, the non-achievement of EFA could be attributed to factors such as non-adherence to set targets, lack of adequate financial support by governments to the education sector and frequent education policy changes before fully implementing the ones in progress. Additionally, lack of political will by various governments and donor support to developing countries especially in Sub-Saharan Africa were among the prominent reasons for failure to achieve EFA. To this effect, continued commitment to provision of Primary/Basic education in most world countries was still of great importance, since it was not achieved as planned. In all these world Conferences, there was no advocacy in abolishing or phasing out Basic education before even the set target of 2015 for attainment of universal primary/basic education globally especially for developing countries like Zambia. There was not conference that has looked at the effects of phasing out basic schools on access and equity to Secondary School education. This research, therefore, has tried to fill this gap to ascertain the effects of phasing out Basic Schools on access and equity to secondary school education in selected schools of Kalabo and Nalolo Districts of Zambia.

## **2.5 Zambian conference, Policies and National Development Plans on Education for All**

Education in the 1990s in many countries was mainly influenced by the WCEFA that was held in Jomtien, Thailand in 1990. Zambia like many other countries that attended the Conference was mandated to hold its own conference on EFA. Indeed, in March, 1991, the Zambia Government formulated a declaration on EFA with the stress on achieving Universal Primary education, real achievement of school learning objectives, reduction of literacy and new strategies for raising financial resources for education (Kelly, 1996). The EFA was held at Mulungushi International Conference Centre in Lusaka and the Conference deliberations gave birth to the Focus on Learning 1992 education policy.

The main emphasises of the Conference was making Primary Education Universal through rehabilitation and expansion of Primary Schools in order to increase access to education (Mwanakatwe, 2013). To achieve the goal of Universal Basic education, a number of policies and National Development Plans were undertaken in Zambia.

Educational policies that were developed in Zambia since independence to address access and the provision of quality education were: Educational Reforms of 1977, Focus on Learning of 1992 and Educating Our Future of 1996 (Kasonde Ng'andu, 2003).

The 1977 Education Reforms was the first policy to look at access and equity to Primary/ Basic School education in one of its recommendations. The Ministry of Education (1977) stated that the country should have compulsory Basic education of a period of nine (9) years for every child within the period of 1974 and 1984 whereby every child entering Grade 1 at seven years remained in School for at least nine years until the end of Grade nine at the age of sixteen years. To undertake that task, the Third National Development Plan (TNDP) from 1979 to 1983 was developed. In TNDP it was stated that the long term goal in Basic Education was to achieve nine years Universal Basic Education for every child (Kelly, 1996). One of the tasks of TNDP was to mobilize resources towards expanding facilities like classrooms so that all children who have reached the age of seven were enrolled in Grade one and that those who completed Grade four could proceed to Grade 5 and lately to Grade 7 (MOE, 1977). This period was to be undertaken in phase one while phase two dealt with expanding facilities for Grades 8 and 9 (MOE, 1977).

The second education policy is the Focus on Learning (FOL) 1992 which was made during the MMD government. The emphasis of the document was to attach importance to Basic Education especial from Grades 1 to 7. MOE (1992), states that the highest priority was allocating resource to Grades 1 to 7 where there were a lot of deficiencies. However, post primary school (Grades 8 to 9) development was to be looked at in terms of infrastructure, capacity building (training Head teachers) and promoting inspection (MOE, 1992).

The first idea of phasing out Basic schools (Grades 8 and 9) was grounded in Focus on learning education document. MOE (1992:71) stated that 'Basic Schools presented a wide range of unique problems that deserved consideration at some length.' Some of the problems of Basic Schools noted were: their rapid proliferation without classroom furnishing, inferior classrooms, lack of teaching and learning aids and not having provision for the teaching of science or other subjects requiring specialised facilities. The other reasons included unqualified teachers handling Grades 8 and 9 classes causing pupils not to be taught well like their counterparts in conventional Secondary Schools (MOE, 1992). As such the main objective of FOL on Basic Education (Grades 8 and 9) was to retain the nine years Universal Basic education but not as an

immediate objective because at some point after a survey on operations of Basic Schools, the policy would be revisited and if they would still be found to present problems, it would be important to incorporate some of them into nearby Secondary Schools, others upgraded to regular Secondary Schools and those which would not, be completely phased out (MOE, 1992:76).

The fourth National Development Plan (FNDP) of 1989 to 1993 ended in the second year of FOL life span. Some of the objectives of the plan related to this study were the provision of more widespread and equitable educational opportunities at the Basic School level giving a priority to the expansion of Primary education .Access to Primary and Secondary school education through distance education, night school and part time courses would be widened (GRZ, 1993).

Basic School Education in Zambia is also talked about in the Country's third educational policy; Education Our Future (EOF) of 1996.The document addressed the issue of access and equity and promotion of Universal Basic Education to all children, youth and adults. Different from FOL, the EOF education policy was to address challenges foreseen in FOL with regard to Basic Education in the country. Among the objectives of EOF were: increasing access and equity to Basic Education by universalising the sub-sector, increasing investment by putting infrastructure and material provision, training and deploying more teachers to enhance quality education so as to make Basic Education efficient and effective in education delivery (MOE, 1996).

On equality and equity the policy states that every individual in Zambia has the right to education, hence it was a matter of fairness or justice that access to and participation and benefit accrued to everyone regardless of gender, ethnic, religion or any other discrimination (MOE, 1996:2-3). MOE (1996) argues that Basic Education is the only education the majority of children may receive in future and that increases access to all children from Grades 1 to 9. Some of the reasons why EOF saw Basic Education to be important was that it was the only type of education that would make children to realise their potential as they developed into complete and integral persons preparing for adult life. It was also the type of education that promoted desirable attitudes, values and ways of behaviour and openness of mind of pupils to new ideas and methods in the global world (MOE, 1996). Additionally, all round improvement in terms of decline in mortality rates and health, increase in economic and social productivity were as the

result of Basic Education that was a foundation on which all other further education was to be built on ( MOE,1996:14).

Since the start of Basic School Education in the country in the early 1980s, the number of pupils proceeding from Grades 7 to Grade 8 had more than doubled. For instance, in 1995 about 122 percent of Grade 7 pupils were selected to go to Grade 8 a number that was more than that in 1984 (MOE,1996:16). The reason behind this was that in 1994, the total enrolment at upper Basic (Grades 8 and 9) was 130,775 pupils of which 78,003 (59.6 %) were boys and 52,772 (40.4%) were girls which was a one third more than a population of eligible pupils who aged 14 and 15 years for Grades 8 and 9 (MOE, 1996:16). However, this enrolment showed a disparity between boys and girls that still persisted even up to 2015.

Even though strives were made by government to provide education provision to all eligible school going children, Central Statistical Office (CSO, 2010) stated that there were still some problems in relation to access and equity to Basic School education in Zambia. The problems identified were related to lack of financial support to the sector by government, low number of pupils selected to Grade 8, teenage pregnancy that stood at 11.5 percent for girls from Grade 8 to 9 and schools being too far from pupils' homes accounted for 0.8 percent for Grades 8 and 9 countrywide (CSO, 2010:5)

As in 2014, out of 8, 754 Primary Schools and 794 Secondary Schools with 3,691 486 Primary school pupils and 327, 980 Secondary School pupils countrywide with Gross Enrolment Rate (GER) at 104.0 percent and 32 percent respectively and a Net Enrolment Rate (NER) of 94.3 and 27.9 percent respectively, with out of school children between the age of 7 to 13 being 309, 685 male and 386, 465 female, the figures clearly indicated that the progression rate between Primary and Secondary schools still had a problem due to limited school places at Secondary School level (MOE,2014:3).

Below is a table showing percentage distributions and reasons for pupils dropping out of school in 2009.

**Table 2: Dropout Rates pupils and Reasons from Grades 5-9 in 2009**

<b>Reason of leaving school</b>	<b>Grades 5-7</b>	<b>Grades 8-9</b>
Lack of financial support	44.3	45.5
Not selected/ failed/couldn't get a place	18.2	23.3
Completed studies	0.3	0.4
No need to continue school	6.6	3.1
Pregnancy	5.8	11.5
Got married	5.3	5.0
Too far to school	0.8	0.8
Need to help out at home	2.2	0.9
School too expensive	2.6	2.3
Unsafe to travel to School	0.7	0.1
Made girl Pregnant	0.5	0.1

(Source: CSO- Living Conditions monitoring Survey, 2010)

From the table above it can clearly be seen that all the factors were challenges that inhibited access and equity to Primary/ Basic Schools in Zambia. However, this monitoring survey has not shown how the reasons for leaving school were dealt by the Ministry of education and we do not know when better solutions would be available to mitigate them and with the phasing out of basic schools in Kalabo and Nalolo Districts, the identified factors would increasingly hinder access and equity to education to most children.

The Fifth and Sixth National Development Plans in the country were made to address the issue of access and equity to Basic School education as the sub-sector was seen to be very important in the social, economic and political development of the country, as such targets were made to increase enrolments at the sub-sector. Government of the Republic of Zambia (GRZ, 2006:115) showed that enrolment at Basic School (Grades 1-9) increased on an average of 9 percent annually. What this meant was that GER went to 75.1 percent in 2000 to 89.8 in 2004 while NER increased from 68.1 percent in the same period to 79.4 percent (GRZ, 2006:115) .This increment was attributed to significant increase in the number of community schools

established. But still that achievement did not provide access to all school going children and disparity between male and female with GER of 84.4 percent for girls and 93.2 percent for boys in 2004 and completion rate comparison between female and male which was 65.8 and 78.3 percent respectively further showed a disparity (GRZ, 2006:115).

The other important policy document on education in Zambia reviewed was the Patriotic Front Party Manifesto, 2011. In its preamble, the PF government recognised the paramount responsibility of Government in providing quality education in collaboration with the parents and communities (PF Sec, 2011). The document alluded to the fact that the expenditure on education by previous MMD government as a percentage of Gross Domestic Product (GDP) had been very low as it was only eighteen (18) percent and that resulted into the country having a poor quality education system thereby making the country continuously and heavily dependent on contributions from other cooperating partners (PF Sec, 2011).

The inadequate funding led to reduced access to educational opportunities at all levels witnessed in dilapidated and insufficient buildings, outdated curricula, higher teacher- pupil ratio, lack of Early Childhood Educational facilities and the mushrooming of Community Schools, failure to deploy a sufficient number of trained teachers at all levels of the education system and a demotivated staff that often led to significant brain drain into other countries (PF Sec, 2011).

In order to raise the education standards and access in the country, government put in place the following core programmes on education: Re-introduce free and compulsory education for all from Grades 1 to 12 taking care to control the unofficial free collections of money that proliferated under the previous government's free education policy, provide adequate budgetary allocation on education to make free education a reality and to further cater for an appropriate expansion and upgrading of infrastructure and teaching resources, upgrading all Primary schools offering Grades 1 to 4 to full Primary level offering Grades 1 to 7 and upgrading Community Schools to fully fledged Primary and Secondary Schools. The other core programme was phasing out Basic Education and re-introduce conventional Early Childhood, Primary, Secondary and Tertiary education system (PF Sec, 2011-2016: 9).

The core programmes on education as outlined in the PF manifesto meant well for the education sector. It is highly commended for implementing Early Childhood Education in the country into formal educational system that was first suggested in the Education Reform of

1977. However, failure by government to implement its first core programmes of providing free and compulsory education from Grades 1 to 12, providing adequate budgetary allocation education and upgrading of school infrastructure in schools has made even the phasing out of Basic Schools a challenge in rural communities in terms of accessing Grades 8 and 9 education as previously was. This was because very few of such places were available in schools, hence pupils who were selected to enter Grade 8 needed to travel long distances to Secondary Schools where education was costly and affected by many other factors such as lack of infrastructure and lack of bursary support especially for the girl child. Additionally, the pace at which some Basic Schools were being upgraded was a bit slow creating a gap in pupils' transition from Primary to Secondary school and also the twenty-two (22) Basic Schools targeted for in each Province is not enough for the Western Province with sixteen districts.

The latest government document to have a say on Basic Education provision is the Vision 2030 (a prosperous middle income nation by 2030) entitled Education and Skills Development .On access and equity to Basic Education, the Vision 2030 set targets to be achieved by 2030 and these included increasing enrolment to 99 percent by 2030 from Grades 1 to 9 and reducing average distance to Basic Schools to five (5) Kilometres radius of the potential learners' homes by 2030 (GRZ, 2006:30). This document is in line with provision of education for all but the phasing out of Basic Schools in Zambia did not graft well with Vision 2030 and therefore, the policy was seen to be a reversal of its intentions. The implication of phasing out Basic Schools in the country would imply not attaining a prosperous middle income nation by 2030 because many people who would be required to contribute to national development by then would not be educated because they would have dropped out of school earlier without any survival skill embedded in them.

One other latest document reviewed on access and equity to Primary and Secondary education was what was termed 'Review of Sustainable Development Goals.' The International Council for Science (2015) stated that this document contained seventeen Sustainable Development Goals (SDGs) and 169 targets which were put into effect due to most developing countries not achieving the previous Eight Millennium Development Goals ( MDGs) by 2015 (UNESCO, 2014).

The fourth SDG centre on education and it is to ensure Inclusive and Equitable quality education that promote life-long learning opportunities for all (International Council for

Science, 2015). To realize this goal a number of targets have been set for the world countries to achieve in order to make education accessible and equitable to all school going children globally. Among them are to ensure that by 2030: all girls and boys complete free equitable and quality Primary and Secondary education, all gender disparities are eliminated in education provision and that all children have equal access to all levels of education and vocational training regardless of their physical conditions (International Council for Science, 2015). Other targets to be achieved include the building and upgrading of educational facilities that are child, disability and gender sensitive so as to provide safe, non-violent inclusive and effective learning. An increase in supply of qualified teachers in schools was also seen as an important target. When these targets are to be achieved by 2030, then inclusive and equitable quality education that promote life-long learning opportunities for all would be a dream come true. In Zambia, this goal may not be attained without Basic education in place.

From the available literature reviewed from world conferences on EFA to educational policies and national development plans, all talked of the same language, provision of Universal Primary/Basic education worldwide, internationally and regionally. The reviewed literature has shown that commitment to the provision of Basic Education to citizens had been a major programme of every country and this had been done by addressing the issue of access and equity to Basic Education through various interventions such as building classrooms in Basic schools, increasing enrolment for both boys and girls, provision of teaching and learning aids, training and deployment of teachers (MOE, 1996). These and many strategies were aimed at promoting Primary/Basic Education which most countries set to achieve by 2015. The Literature has not given any country that has phased out or abolished Basic Schools apart from Zambia ([www.lusakatimes.com/2011/government\\_re-introduces\\_grade1-7\\_Primary, Grades 8-9 Secondary system and PF Manifesto](http://www.lusakatimes.com/2011/government_re-introduces_grade1-7_Primary_Grades_8-9_Secondary_system_and_PF_Manifesto), 2011).

## **2.6 Studies on Universal Primary/ Basic and Secondary Education internationally and in Zambia.**

The studies covered in this section are categorized in the following three themes: Importance/benefits of Universal Primary/Basic education globally, in Africa and Zambia, affordability of Universal Primary/ Basic and Secondary Education and factors affecting pupils' access and equity to Universal Primary/ Basic and Secondary Education at global, internationally and local levels.

## **Importance of Universal Primary/ Basic and Secondary Education at global, international and in Zambia**

Amartya (2003) in the speech to the Commonwealth education Conference in Edinburgh on 28<sup>th</sup> October, 2003 that centred on closing the educational gap and removing disparities in educational access, inclusion and achievements, argued that Basic Education was very important in the lives of people. He stated that Basic Education was not just an arrangement for training to develop skills, important as that may be, but it was also a recognition of the nature of the world with its diversity and richness and an appreciation of the importance of freedom and reasoning as well as friendship (Amartya, 2003).

In the speech, it was mentioned that Basic education was important for the following reasons: it makes people use their opportunities of global commerce for reduction of poverty, makes people express their human and legal rights, increase women security in society, helps in tackling health problems in general and epidemics in particular. Studies have shown that the general school education has a bigger impact on health than specialized health education (Amartya, 2003). Furthermore, Basic Education to women has proved to make them able to participate in decision making within and outside the family and increases their security.

This conference proceeding did not look at how commonwealth countries were to implement Basic education and how their resources were to be channelled to the cause so that every school going child would access basic education to the benefit of the recognised potential of the sector. However, Basic Education was of primary importance if any country and its people were to develop.

A study by Msabila and Nalaila (2013) in Tanzania looking at the rationale for providing primary education revealed that this type of education was quite important to a person's development and that of the country. The following were the reasons given as to why primary /basic education was very important: it was crucial in the development of an individual and the nation at large, it increased economic development, social and political modernisation and that it raised productivity by increasing and improving cognitive abilities and dispositions of workers in any organisation. These reasons for the provision of primary education made nations of the world to take the obligation of making schools accessible, attractive and palatable to learners (Msabila and Nalaila, 2013).

What this study has revealed on the importance of primary education is true. For any country to develop socially, politically and economically there is need for people to have primary/basic education for this is the foundation for any other level of education to come. So the commitment of any state in the provision of primary/basic education should at all cost be a priority otherwise there would be no meaningful development in terms of individuals and the nation they live in. The connotation behind the provision of education should therefore emphasise that individuals must complete the cycle of education that is laid down in the country, therefore from primary/basic school an individual must proceed to secondary and tertiary institutions without any impediments created by the society or government.

### **Affordability of Universal Primary/ Basic and Secondary Education globally, internationally and in Zambia**

For Basic Education to avail access and equity to the beneficiaries, the issue of affordability in terms of school fees charged in schools becomes very vital otherwise it would be a preserve of a few privileged people with money and other resources. This is what the theory of social stratification alludes to in its argument. To show the importance of the matter, a number of researches have been carried out in view of affordability of Universal Primary/ Basic and Secondary Education.

Mapako and Marewa (2013) looked at the concept of free Primary school education in Zimbabwe with the connotation, free Primary education a 'Myth or reality' in connection with affordability of it. The study critically examined the perceptions of primary school teachers and parents on the concept of free primary education and how the policy had been successful since independence in 1980. The study revealed that Zimbabwe had gained positive results because the policy of free primary education gave the poor and the marginalized blacks especially in rural areas access to much needed education in a technical vibrant world. However, affordability of the same education posed a challenge because parents were still being asked by school authorities to pay for their children's education in form of levies and incentives for teachers. The paper recommended that developing countries such as Zimbabwe should not adopt free education policies which will by virtue of economic challenges would be implemented half-heartedly (Mapako and Marewa,2013).

The findings of the study especially in view of schools in Zimbabwe charging incidental fees on parents is a common phenomenon in most developing countries but this was not supposed to

be left like that by the Government and Ministry of Education for it denied children access to Universal Primary Education. The recommendation given was against the principle of free and compulsory education that the world conference on education for all in Jomtien, Thailand and other international and regional conferences adopted and encouraged countries to implement. The study has also not shown how free primary education improved access and equity to educational provision in terms of enrolments and progression rates for both boys and girls. The researchers have just mentioned of 68% of children completing primary school and 58% going to secondary schools without showing gender and even whether these were from rural or urban.

A similar study by Ohba (2011) in Kenya looked at abolition of Secondary School fees and its effects on access to Junior Secondary education (Grades 8 and 9). The study revealed that, abolition of school fees had limited effects on low-income families in terms of their children's access to Secondary education. Parents were still required to provide non-discretionary items such as school uniforms, school shoes and kitty bags, books and stationery and other personal belongings which when all put together were beyond the means of most parents and guardians dwelling in rural areas. This study like the previous one did not state the role the Kenyan government played after abolishing school fees in terms of funding Secondary Schools in the country in order to make abolition of school fees a reality.

Despite the study being conducted on a different geographic area, it is still relevant as it has revealed that, free primary education should be approached with a conscious and judicious mind in order to avoid resistance as has been the case in Kenya where pupils were compelled to pay non-tuition fees to schools.

Akyeompong, etal (2007) undertook a study in Ghana that looked at access to Basic Education, evidence and issues. The study revealed that, with Primary School from Grades 1 to 6, Junior from Grades 7 to 9 and Senior from Grades 10 to 12, majorities of pupils who reached primary 6 continue to junior classes and those who entered junior were able to complete their senior grades. However, children from poor households were less likely to continue their education while richer households were substantially more likely to access Junior Secondary education easily resulting in demand for basic education for the low income families to be limited (Akyeompong etal, 2007). Additionally, the educational level of parents especially in Northern Ghana, particularly mothers inhibited Basic Education of the children, ability to pay indirect/direct costs of schooling, household decision on who gets access, the favouring of boys than

girls and long distance away from school making children to be fostered into other communities where there were schools. Furthermore, the opportunity cost of sending girls to school, girls having to travel long distances to go to school and high cost of schooling pushing children into the labour market to enable them to afford school fees, were also among the factors that limited access to Basic Education in Ghana (Akyeompong et al, 2007).

The study in Ghana by Akyeompong et al (2007) was of relevance to our study as it had highlighted that, tuition fees were not the only factors that would prevented access to education. It also provided relevant information on how free education could affect access to education from primary to secondary school levels. Additionally, the study was commended for having highlighted the political will that Ghana had towards education by making education free to the secondary level of education. It is therefore, true that, policy pronouncements by government have the potential to transform access and equity to education in developing countries as long as there was political will from governments.

Little (2010) conducted a study also in Ghana looking at access to Basic Education, Politics, Policies and Progress. The study revealed that Ghana had made the greatest strides in enrolment in Basic Schools between 1991 to 1998, however, the country faced problems such as poverty among many rural households affecting access to the education of children and increasing opportunity costs of child labour .The study also revealed that the government of Ghana developed policies to increase access to Basic Education and these included: having equal opportunities for boys and girls and co-education in certain states, removal of school fees at primary, large teacher recruitments and training, school expansions and introduction of school capitation grant to deter primary schools from raising revenues from household ( Little,2010).

Little (2010) rightly looked at access to Basic Education in Ghana outlining government's interventions through policies to make education affordable which was quite good, however the extent that access was met was not given out in terms of enrolments at each particular level of Basic education. Furthermore, there is danger in focusing on mass education while ignoring quality education. Therefore, mass education should have safeguards or in-built mechanism to promote quality education.

A number of studies have been carried out in Zambia in line with Universal Primary/ Basic Education and its affordability. Silondwa (1999) looked at willingness and ability of parents in financing Basic Education in the Copperbelt Province of Zambia. The findings were that parents

were generally willing and able to pay for a variety of school items such as school funds and learning materials and not things like teachers' allowances and school vehicle purchase but the degree of willingness and ability varied from one item to another. Also the willingness and ability of parents to finance Basic Education depended on the family size and household income. Implying that big families with little income were unwilling and unable to finance the Education of their children (Silondwa, 1999).

The Silondwa (1999) study showed that basic education was not for free and this is the reason why parents and government had to partner in provision of Basic education in the country. The study did not show how the involvement of parents in paying for other school costs that they were willing to pay contributed to their children's access to basic education. The study did not show the extent to which parents were paying incidental fees in relation to their household income.

Another study conducted in Zambia on Universal Basic Education (UBE) was that of Mulenga (2010). The focus of this study was on the impact of Free Basic Education (FBE) policy on enrolment and completion rates of pupils from low in-come households in Lusaka. The study revealed that the FBE policy brought remarkable awareness about FBE among pupils and their parents/ guardians from low in-come households. It still revealed that even if there was that awareness among the poor in society, the impact of FBE policy on enhancing access to Basic Education was insignificant because schools still charged some fees for other educational costs which were still high for them ( Mulenga, 2010). Some schools in Lusaka continued charging modest user fees in terms of project or maintenance fees, learning materials like books provided by government to schools were not enough hence making households meeting some costs. The study also revealed that there was some increase in pupil enrolment and completion rates from Grades 1 to 7; however, there was still a significant proportion of children who were unable to complete Basic education because education was still absolutely not free. Some of the weaknesses of this study was that presentation of research findings was based on objectives instead of research questions. Also simple random sampling has not been explained of how it was done in the research.

However, study agreed with the findings by Akyeompong et al (2007) conducted in Ghana where it was sighted that the high cost of schooling pushed many pupils in Ghana out of schools and into labour market to raise funds for school. The recommendations given in the study to

government and MOE such as clarifying and monitoring the implementation of FBE policy guidelines, provision of enough exercise books for every pupil so that parents would not face the cost of buying books and the provision of bursaries to pupils from low income households to promote enrolment and completion rates. If the recommendations made were implemented by government they would have made basic education accessible to all children. However, the most important issue in line with the FBE policy not mentioned is the increase by government of school termly grants to Basic schools. This was still a problem to schools, it is either it is erratic or not there and that's what prompted schools to charge certain payments to run the schools normally.

### **Factors affecting pupils' access and equity to Primary/ Basic and Secondary Education globally, internationally and in Zambia**

The speech given by Amartya (2003) again to the Commonwealth Education Conference in Edinburgh on the importance of Basic Education revealed that Basic School Education provision in most Commonwealth countries faced a number of obstacles. Obstacles such as economic circumstances of most families that made them find it hard to send their children to school due to non-payment of school fees, schools charging fees without government interventions, many Primary Schools in developing countries having only one teacher and parents being worried about the safety of their children in school especially the girl child. The other obstacle mentioned was that of very poor families often relying on the labour contributions of their school going children at the expense of them attending school.

The speech by Amartya (2003) did not address how economic circumstances of most families, schools charging fees without government interventions and how child labour affected access and equity to either primary, basic or secondary school education. This gap will be dealt with by this research as it looks at effects of phasing out basic schools on access and equity to secondary school education in selected schools in Kalabo and Nalolo Districts.

According to Amanda (2009), a case study on China's review of education since 2000, showed that the country had made progress in achieving high enrolment levels which was met due to universalising nine years of compulsory education from primary to middle junior. The report further revealed that by 2000 access to primary and basic education had almost reached many children especially in rural areas. However, China still faced some challenges in dropout rates, poor school attendance and completion rates where girls were the most affected victims

(Amanda, 2009). The country had also equity problems in access to basic education and children from poor families were the most hit. The study further revealed that the country had strategies employed to mitigate the challenges such as the introduction of free FBE, increase in government funding to schools to cover students' cost on education, provision of boarding subsidy expense to children from poor families, scholarship to poor junior middle students especially girls, building primary and Secondary Schools especially in rural areas coupled with the expansion of boarding provision (Amanda, 2009).

The study above looked at achievement in enrolment, challenges in equity and strategies the government of China had put in place to solve the problem of access and equity. This study provided a good lesson to learn that; when problems occur, interventions should be made to mitigate them otherwise the intended goals would not be achieved. If Zambia was to build a number of Secondary Schools with boarding facilities in rural areas of Kalabo and Nalolo Districts, then access and equity to Secondary School education would be increased to children.

Lewis (2011) conducted a study in South Asia and Sub-Saharan countries on the subject 'access to education revisited' with a focus on equity, drop out and transition to Secondary School. The findings revealed that access to Basic education for all children was far from being achieved in low income countries despite gains in enrolment. In India factors that worked against access, equity and dropout rates were based on location and long distances to schools by children and affiliation to marginalized caste groups especially females where in most cases the education for girls was not favoured. Increased costs when children go to Secondary Schools and that many families tend to have a large number of children compounding the problem for them of affording Secondary School education (Lewis, 2011). Other obstacles included lack of interest in school by most children especially girls, early teenage pregnancies and exploiting opportunities to earn income by most school going children at the expense of schooling.

To solve the problem of access, equity, dropout and completion rates, Lewis suggested to the concerned governments to expand school coverage in order to reach out to local communities and to create benefit of Basic Education in communities so as to encourage parents to take their children to school (Lewis, 2011).

The Lewis's (2011) study in South Asia and Sub-Saharan African Countries is line with this study which looked at effects of phasing out Basic schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts in Zambia. However,

Lewis's study in Sub-Saharan Africa was too general because there was no mention of countries to narrow the scope of the study. The Findings, therefore, might have some variations from one country to the other. For instance if it were in Somalia and Angola the results of the findings perhaps would not be the same.

Mwanza conducted two studies one in 2013 and the other in 2015 on access to Basic School Education in Zambia. The 2013 study looked at the role of Non- Government Organisations in Basic Education policy reform in Lusaka Province of Zambia (Mwanza, 2013). Focussing on access and equity to Basic Education the study revealed the following factors that hindered most children in rural areas from accessing Basic Education: long distances covered by pupils to and from schools, household chores where girls got involved in cleaning homes and looking after siblings and boys herding domestic animals and going fishing. Other factors included cost of education in which user fees in most schools were beyond the affordability of most poor parents especially in rural areas and at upper Basic section (Grades 8 and 9), Cultural Beliefs and customs involving early marriages among girls compounded with early teenage pregnancies, dilapidated and inadequate infrastructure and teacher absenteeism.

The Mwanza (2015) study looked at problems and challenges in achieving the global education goals at Basic School level in Zambia and this was a paper presented to the 185<sup>th</sup> Seminar in Hiroshima, Japan. The paper revealed the following problems and challenges: high school fees charged in schools and parents/guardian's inability to pay them, low levels of educational achievements and low quality education. Other challenges included lack of qualified trained teachers in some schools, inadequate and poor sanitary conditions and teacher/pupil absenteeism in most rural schools being high.

The revelations from the two studies are true to Zambian Basic School education system and they happened to be some of the reasons why the Zambian government embarked on phasing out Basic Schools in the country, however, the latter study did not guide government on solutions to the problems and challenges outlined. While the study focused on Basic Schools in existence, this study focused on effects of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts.

The Organisation for Economic Cooperation and Development (OECD, 2008) looked at a policy on ten steps to equity in education in Paris- France. The findings of the study were that equity to Basic Education was affected by early sorting out of students according to attainment

as evident from studies of Secondary and Primary schools which had shown that sorting can increase inequalities particularly if the sorting was done early in the education process. Another finding was that government often allowed parents a choice of schools partly in the interest of equity and this was found to increase inequality since better educated parents made better informed choices for the schooling of their children (OECD, 2008). The study also revealed that equity was affected because children who struggled to get Basic Education were not usually supported by government materially or financially. The study gave alternative solutions to the identified problems so that equity issues could be solved.

In Zambia, it is also a common trend that children of well to do parents often find themselves in better schools with qualified teachers and good learning facilities while those from poor families usually drop out of school easily due to lack of financial support from government and parents. Also the phasing out of Basic schools in the selected schools of Kalabo and Nalolo Districts can introduce early sorting of pupils between Grades 7 and 8 such that few pupils will be proceeding to junior Secondary Schools due to factors that this research will reveal.

Popoola, Bello and Atanda (2009) carried out a study in Nigeria on UBE focusing on challenges and the way forward. The study revealed a number of challenges in successful implementation of UBE in Nigeria in order for the type of education to be accessed by every school going child. The following were the challenges: inability by government to allocate enough funds to the programme, lack of proper planning for the sector that resulted into poor projections in universalisation of Basic education in the provision of structure such as laboratories and quality teachers and lack of provision of teaching and learning materials to schools. Other challenges were high drop-out rates and cost of schooling that included cost of books, uniforms, tuitions and examination fees (Popoola et al, 2009).

The study had made recommendations to the government such increasing funding to UBE programmes, putting in place the relevant UBE Act and to intensify campaigns among parents to enlighten them about the value of education. Lastly, was for government to provide more Basic Schools and qualified teachers and for the Ministry of Education to regularly visit and monitor schools.

The study by Popoola et al (2009) did not look critically at factors that hinder pupils from having access to Basic Education in Nigeria and challenges the girl child encountered in government's provision of Basic Education which other researchers like Lungwangwa (1997)

and Mwanza (2013) looked at in their studies. What we see as a positive move by the Nigerian Government was not to abolish/phase-out Basic school education even when problems were there, a lesson to be learnt in Zambia as well.

A study done by Concern Worldwide through Hassan, et al (2004) in Somalia, in Africa that looked at the Basic Education policy, revealed that there were a lot of factors in most developing countries that restricted access to Basic Education. The factors included lack of schools, high cost of schooling in terms of school fees paid, purchase of exercise books by parents, uniform and transport costs. Other factors were the poverty of parents, social marginalisation and inefficiency or inequitable services within the education system, poor parental education and inertia, unfriendly school environment, poor health and nutrition including HIV/AIDS and cultural practices especially those related to gender issues, social marginalisation and exclusion (Hassan, et al, 2004).

The study by Concern Worldwide through Hassan, et al (2004) has alluded to factors that limited access in most developing countries like Zambia. The study, however, has not shown how the problems could be minimized so that most pupils could have access to Basic education in most developing countries of which Zambia is a part.

Etim (2014) carried out a study looking at 'Education the middle years' in United States of America (USA) and in Nigeria. The comparative study revealed that more boys than girls were enrolled in schools in Nigeria though with regional differences especially in Northern States than in South East Nigeria. Early Marriages and failure to provide safe environments for girls with eminent practices such as corporal punishment, bullying, humiliation and poor teaching were other factors that denied access and equity to Basic Education in Nigeria (Etim, 2014). On equity issues, the study did not mention how the girl child was assisted to access education so that more girls were to be enrolled in schools as compared to boys. Regional differences should have been given in details such as in percentages. The study has also not looked at the phasing out basic schools in Nigeria in preference to secondary school education as the case is in Zambia the gap this research will fill.

The other study reviewed was that of Lungwangwa (1997) which focused on Basic Education in Zambia, its constraints, donor support and strategies to address the constraints. The study revealed a number of constraints in Basic Education which centred on access, quality, equity, efficiency and relevance. On access the following were the constraints: shortage of learning and

teaching facilities, poverty related factors where 67 percent of all Zambian households lived in poverty and 58 percent classified as extremely poor where rural households accounted for 75 percent compared to just 36 percent for urban households (Lungwangwa,1997:11). Many parents also were unable to pay the increasing ancillary cost of free education such as uniforms, books, examination fees, school fees and Parent Teacher Association (PTA) fees. The reasons being that the rural poor engaged in a cash economy to a lesser extent than those in towns/urban areas and for such, fees and cash became burdensome to them (Lungwangwa, 1997). The other constraint was about parents assigning opportunity costs to girls attending school because of many chores they performed at home.

On equity, the study revealed that cultural factors such as marrying off girls at tender age, lack of school sanitary facilities, language and illustrations in text books and examinations that showed a gender bias. Furthermore, giving girls more obligations at home compared to boys and parents' reluctance to send their daughters to school during the time they menstruate because of poor sanitary conditions and lack of privacy at school were other constraints revealed by the study (Lungwangwa, 1997).

A study conducted by Bwalya ( 2012) in Zambia on the provision of Universal access to Basic Education evaluating the performance of National policy on Education revealed that government built primary schools, recruited teachers and procured more teaching and learning materials together with desks. Other findings were the introduction of free basic education and re-entry policy for girls who fell pregnant, giving bursaries to vulnerable children and sensitisation campaigns on FBE to communities (Bwalya, 2012). This study revealed a good number of interventions in implementing Basic education in Zambia such that if they were continued and improved upon, Basic Schools would not have been phased out in the country.

A study by Lewis (2007) in China and Indonesia focused on how to increase enrolment for girls in Primary and Basic schools. In the study it was revealed that four point approach experience in Primary/ Basic education was an effective way used to offset the cost of education to families that educated girls and improving the quality so that incurring the cost of educating girls was more worthwhile (Lewis, 2007). The four point approach was: making girls' schooling affordable, making school a practical option and girl friendly, focusing on quality education and mobilizing communities.

Making girls' education affordable, Lewis (2007) found out in China and Indonesia that it was done by cutting school costs by government by seeing that school costs on educating were reduced and this increased enrolment of girls in many schools. In as far as proving scholarships were concerned, a programme called Female Secondary School stipend programme was implemented especially in Bangladesh. This made sure that every rural girl was eligible for scholarship on condition that she attended school regularly, got good marks in class and did not get married while at school (Lewis, 2007). Another programme involved giving poor families grants to help them offset the cost of sending their children to school and this was found to have worked well in countries like Mexico, Brazil, Kenya and Nicaragua. These programmes resulted in increasing not only enrolment for girls but also keeping them in schools (Lewis, 2007).

Making school a practical option and girl friendly included building more schools that provide quality education closer to where girls lived, training teachers particularly female ones, supply of teaching and learning materials, flexible class hours and improving water and sanitation increased access to girl education. Others factors included ensuring girls' privacy, provision of gender- neutral teaching and learning materials and tackling malnutrition and this one resulted in school feeding programme where pupils in rural schools were provided with lunch every school day and at times even having home rations (Lewis, 2007). Lastly, mobilizing communities by involving teachers in schools taking practical stands in encouraging communities in seeing the need of educating the girl child.

The study by Lewis (2007) in China, Indonesia and other countries revealed very good programmes that addressed the challenges families faced in educating the girl child. If those measures were to be applied by many countries in the world including Zambia, girl education would have been taken to greater heights by now. Another study on girl child education was undertaken by UNESCO (2005) in Kenya, East Africa looking at factors that negated the education of girls in Basic schools and high drop-out rates. The study revealed that Kenya had achieved major successes to address the root causes of girls' dropout from school. The major steps that were undertaken to solve the problem included the National Symposium on Education held in March, 1994 that gave rise to re-entry policy which allowed teenage mothers into schools. In Kenya, the re-entry policy had some subsets such as setting up binding centres for the young mothers where they could continue with formal education and specialized training while breast feeding their babies and also exploit informal sector apprenticeship for them

(UNESCO,2005). Furthermore, the study also revealed that the Kenyan government introduced flexible models of attendance that made schools and other institutions of learning to operate at full capacity during the day and the evenings throughout the week, month and the entire year as to allow for full attendance and completion of courses especially for the girls (UNESCO, 2005).

The findings by UNESCO (2005) in Kenya when looking at factors that negated girls' access to basic education revealed very positive interventions that went beyond the re-entry policy as implemented by most countries unlike Zambia of just giving girls an opportunity of returning to school after becoming pregnant. As a country, girls should be given further openings to informal sectors in the event that they fail to continue with formal schooling. If this system was also used in Zambia we would have more entrepreneur girls and women who would have contributed positively to the country's economy. However, this was not too late to do as a country. This UNESCO study could be of help to the current study especially in the recommendation section.

Mumba (2002) and Mbolela (2010) studied education for girls in Basic Schools in Zambia. Mumba (2002) in her paper 'Education for girls in Zambia' in line with Basic Education presented at 2<sup>nd</sup> Pan- Commonwealth Forum on 2<sup>nd</sup> August, 2002 in South Africa stated that there were a number of factors that hindered girls' access to Basic Education. The factors mentioned included low enrolment, retention and completion rates and girls feeling inferior to boys in school. Others were school text books and pictures showing girls in classrooms as listening, being frightened, submissive and easily fooled. Furthermore, girls were made to believe that they were less intelligent than boys especially in school subjects like Science and Mathematics, girls made to work very long hours around the home having little time for home work and parents preferring to spend the little money they have on the education of boys rather than that of girls (Mumba, 2002).

Mumba(2002) presentation did not only end on factors that hindered girls' access to Basic education but went further to interventions that the Zambian government had put in place to ensure that more girls were in school. The interventions included the re-entry policy that was advocated by a Government Programme called programme for the Advancement of Girl Education (PAGE). This did a lot on advocacy and sensitization of communities, girls and women themselves on the importance of education. Other factors were the introduction of single sex classes (class for girls or boys alone), girls friendly modules/ gender sensitive pedagogy in

schools and formation of clubs that gave girls opportunity to compete on equal bases with boys and build their leadership qualities (Mumba, 2002). Furthermore, School Grants were to assist in making local decisions regarding priorities and need in improving girl education.

Mumba (2002) presentation to the 2<sup>nd</sup> Pan-Commonwealth forum of 2<sup>nd</sup> August, 2002 had a good balance of issues on promotion of girls' education in Zambia for it looked at factors that hindered girls' access to Basic education and various interventions that were put in place to advance girl education in Zambia. Some of the interventions mentioned were still in force in education provision today but they only lack monitoring, proper implementation and consistence.

A study by Mbolela (2010) mainly focused on factors affecting girls' completion of Basic Education in Chongwe District of Lusaka Province in Zambia. The research findings revealed the following factors as working against girls' completion of Basic Education: their poor attitude towards school, physical facilities found in schools, long distances between homes and school. Other factors were poor relationship that existed between teachers and girls, lack of role models at home and school, traditional practices and finally parents' educational levels (Mbolela, 2010).

From This study, if the recommendations given were to be adopted by government through the MOE and other stakeholders such as parents, communities and NGOs then girls in Zambia would complete their basic education without many problems. Some of the recommendations were: Government to build more schools to reduce on distance girls travel to schools, parents to treat the education of girls to be important and not to instil in their minds that they were good for the kitchen and NGOs, Headmen, Chiefs, Area Councillors and Members of Parliament to help in sensitizing girls on the value of education as opposed to early marriages .However, the research has not looked at girls' position to education with the phasing out of basic schools that were closer to them than now and access and equitable secondary education. This gap is hope to be filled by this current research.

Also a study by Kiage, et al (2014) focussing on the effect of school fees and levies on enrolment of girls in boarding public Secondary School in Transmara sub country in Kenya revealed that boarding fees, caution money, trip fee, motivation fees and certificate of secondary examination fees led to withdrawal of girls from boarding Secondary Schools resulting in declining enrolments for girls. What this study revealed is what prevails even in our Zambian

boarding schools. Boarding fees in most Zambian Secondary Schools are over K1000 (US \$ 94.43 making pupils from vulnerable families not affording to be in the boarding and as such some drop out of school.

A closer look at the literature reviewed that included conference proceedings, educational policies, journal articles and dissertations/theses has shown that much of the studies dealt mainly with EFA with the aim of providing access to children from Grades 1 to 7, factors that hindered access to primary school education, review of free primary education and many other factors. None of the studies even in Zambia looked at the effects of phasing out Basic Schools (Grades 8 and 9) from Primary Schools on access and equity to Secondary School education now that this policy in Zambia has been in existence since 2012 the first year of its implementation. It was hoped that this gap would have been filled by this study which looked at selected schools of Kalabo and Nalolo Districts of Zambia to find out the effects of phasing out Basic Schools on access and equity to Secondary School education.

## **2.7 Summary**

This chapter looked at literature review of studies carried out on Primary/Basic Education globally, internationally and in Zambia. The literature has shown that Primary/ Basic Education is very important and as such a human right for the reason that most countries in the world still provide it and none of the countries that had Basic Education has ever abolished or phased it out without first putting in place measures to sustain access and equity to education. The previous studies have not looked at phasing out Basic Schools elsewhere or Zambia and its effects on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts which this study endeavoured to do.

The next chapter looked at methodology of the study such as research design, study area, study population, sample size and sampling procedures. Other parts were research instruments, procedure for data collection, reliability and validity of instruments, data analysis and lastly ethical consideration.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

The previous chapter looked at literature review on Universal Primary/ Basic and Secondary education globally, in Africa and Zambia. This chapter focused on methodology which is a systematic and theoretical analysis of methods used in a field of study or a theoretical analysis of the body of methods and principles associated with a branch of knowledge (Msabila and Nalaila, 2013). Under methodology we have research design, study area, study population, sample size and sampling procedure. Other components include research instruments, data collecting procedures, reliability and validity of instruments, data analysis and ethical considerations.

#### **3.2 Research Design**

Msabila and Nalaila (2013) state that research design is a plan on how to carry out a study. It is a detailed outline of how an investigation will take place showing some series of sign posts to keep the researcher in the right direction. According to Bryman (2008), a research design is a framework for collecting and analysing data in a research project. It is generally designed according to ontological and epistemological assumptions the researcher has.

Bryman (2008) states that qualitative and quantitative are two main research paradigms which can be used in social research, interpretivism and positivism go side by side with respective main research paradigms. Whereas positivism is an epistemological position that supports the utilisation of natural sciences in studying social reality and beyond, interpretivism is an epistemological view that seeks the social scientists to understand the subject meaning of the social act (Bryman, 2008). In view of this, the study being qualitative in nature, it utilised a descriptive survey design and employed interpretivism in understanding the collected data. Creswell (2009) states that qualitative descriptive survey design is a design which is a non-experimental research method that is eligible when the researcher intends to collect data on occurrences such as opinions, attitudes, views, feelings and habits on a phenomenon.

On descriptive survey design White (2005:98) states that “ it is a design concerned with conditions or relationships that exist, beliefs and viewpoints held, practices that prevail, attitudes that are held and processes that are ongoing and effects that are being felt or trends that

are developing because of a phenomenon occurrence.” At times the design is concerned with how, what is or what exists in relation to some proceeding event that has influenced or affected a present condition or event (White, 2005). In this study, the phenomenon was the phasing out of Basic Schools in Kalabo and Nalolo Districts of the Western Province in Zambia.

The design was chosen among other designs because it was an appropriate approach to researching human experiences on commonly experienced phenomenon. Bryman (2008) says that a qualitative descriptive survey design has various characteristics: it is inductive or contextual, naturalistic, meaning bound, oriented or descriptive. Additionally, it is vigorous, critical and systematic investigative in nature while requiring the researchers to bracket his/her knowledge of the phenomenon or else be bias (Moustakas, 1994). The design also worked well with in- depth interviews and FGDs employed. Ontologically, interpretivists content also that the social world is constructed by people in it and that it is different from the natural world. In this vein a social researcher, therefore, employs qualitative methodology in data collection that will aid him/her in developing understanding of the meaning of actions of the people under study as they experience the phenomenon in order to see the world from their point of view (Muma, 2013).

### **3.3 Study Area**

The study was conducted in Kalabo and Nalolo Districts of the Western Province of Zambia. The two Districts were chosen because they are rural with a good number of Basic Schools phased out and had very few Secondary Schools to provide access to all Grade 8 pupils who normally qualified to Secondary School each year.

Data were collected from four Primary Schools namely Nasilimwe, Mayumbi, Lukona and Litooma of which the former was in Nalolo District. These schools were targeted because they no longer had Grades 8 and 9 classes which they previously had before the policy of phasing out Basic Schools in 2012 with the exception of Lukona Primary School which still had Grade 8 and 9 classes at the time of the study and received a number of Grade 8 pupils from other Primary schools in the neighbourhood.

### 3.4 Target Population

Msabila and Nalaila (2013) refer to population as a complete set of individuals or objects that have some common characteristics defined by the sampling criteria made by the researcher. This study, therefore, targeted 350 Primary School teachers, 60 Head teachers, 1,838 Grade 7 pupils of 2013 and 2014 and their Parents/ Guardians in the four selected schools of Kalabo and Nalolo Districts. This population was chosen because most of the individuals have experienced the effects of phasing out Basic Schools in their communities.

### 3.5 Sample Size and Sampling Procedures

Kasonde Ng'andu (2013) states that sampling is the procedure that indicates how respondents are selected for the study. A sample, therefore, becomes a finite part of the statistical population whose properties are studied to gain information about the phenomenon (Webster, 2005). In other words, a sample is a small but chosen group of respondents representing the entire population.

The samples involved in this study were 32 Grade 7 pupils of 2013 and 2014, 32 Parents/ Guardians, four Primary School Head teachers and 21 Primary School teachers giving a total of 89 respondents. Below is the table that shows Schools, samples sizes and categories of respondents:

**Table 3: Responses and Sample sizes of respondents**

Name of School	Pupils			Parents			Teachers			Head teachers			Total Samples
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Nasilimwe	4	4	8	3	5	8	1	3	4	1	0	1	21
Mayumbi	4	4	8	5	3	8	3	1	4	1	0	1	21
Litooma	4	4	8	2	6	8	4	1	5	1	0	1	22
Lukona	4	4	8	4	4	8	5	3	8	1	0	1	25
<b>Total</b>	<b>16</b>	<b>16</b>	<b>32</b>	<b>14</b>	<b>18</b>	<b>32</b>	<b>13</b>	<b>08</b>	<b>21</b>	<b>04</b>	<b>00</b>	<b>04</b>	<b>89</b>

(Source: Field Data, 2015)

To come up with the samples, techniques such as purposive, stratified random and simple random sampling were used. Head teachers, Primary School teachers and Parents/guardians were purposive homogeneously sampled. This type of purposive sampling normally selects a small sample with similar characteristics in order to describe some particular subgroup in details

(Kombo and Tromp, 2006). Furthermore, Kombo and Tromp state that on purposive sampling the researcher can use common sense and the best judgement in choosing the right respondents and meeting the required numbers for the purpose of the study. Head teachers were chosen to be part of the samples due to their position in schools as interpreters of government policies while teachers since most Primary Schools had few number of teachers in some cases two to four teachers in a given school, those found at the time of the study were sampled.

Pupils were first stratified randomly sampled using the Examinations Council of Zambia (ECZ) 2013 and 2014 final examination mark sheets in order to have equal number of boys and girls in the sample and the final list was arrived at by simple random sampling in each group where the names of pupils were written on pieces of papers that were folded and then put into two boxes according to gender. After the papers were shuffled, two were picked from each box per the four selected schools coming up with eight pupils, four boys and four girls making a total sample of 32 pupils. Then Grade 7 School Registers for 2013 and 2014 were then used to identify the pupils' Parents/ Guardians and the Villages they lived in. So Parents/ Guardians in this case were automatically purposively sampled due to their children/dependants already sampled from their previous Primary Schools. These sampling procedures gave rise to two lists of samples, Children and Parents/ Guardians that were equal in number.

### **3.6 Research Instruments**

The study used Semi- Structured Interviews, Focus Group Discussions and Documentary analysis in collecting data. Semi- Structured interviews were used on Head teachers, Teachers, Pupils and Parents/ Guardians of Pupils. Interviews allowed flexibility in data collection, the researcher was able to modify difficulty/ unclear questions for more clarity and even asking some more questions depending on the context. Furthermore, in-depth information was gathered by closed ended questions and since the interview schedules contained both closed ended and opened questions the researcher got a complete and detailed understanding of the effects of phasing out Basic Schools on access and equity to Secondary School education in the selected schools studied (Kasosnde-Ng'andu, 2013).

Focus Group Discussions (FGDs) were used on both Parents/ Guardians of the Grade 7 pupils of 2013 and 2014 and the Pupils themselves. Each selected school had two separate FGDs one for pupils and the other for parents/guardians each comprising 6-8 respondents. FGDs were used to triangulate the information obtained from Parents/Guardians and Pupils during

interviews and allowed respondents to interact and influence each other's expressed ideas which would not otherwise happen during face to face interviews and they allowed to compose a homogeneous members of a target population with similar age, gender and educational level hence the researcher met respondents based on these categories (Hancock, et al, 2007 and Kombo and Tromp, 2006). (See appendices section for instruments)

Documentary analysis involved getting enrolment levels of 2013 and 2014 Grade 7 pupils from class registers in the four Primary Schools to check on enrolment and progression rate to Grade 8. ECZ 2014 and 2015 mark schedules were used to find out the number of pupils who qualified and were selected to Grade 8 in the two years and whether the pupils went to Secondary or Basic Schools as per acceptance records that the schools had.

### **3.7 Data Collection Procedures**

Before data were collected from respondents, research instruments were approved by the Supervisor and then letters of authority were obtained from the University of Zambia Directorate of Research and Graduate Studies which requested District Education Board Secretaries (DEBS) of Kalabo and Nalolo Districts to authorise the Head teachers of the four Primary Schools to allow the researcher to collect data from respondents. Additionally, the interview guides were piloted on seven Parents/Guardians and pupils who were not part of the respondents but of the population in the first school where the research was conducted. The aim of piloting was to measure the appropriateness of the questions in the instrument and make corrections where required and this really helped during actual data collection.

Data collection was done from 14<sup>th</sup> September, 2015 to 13<sup>th</sup> October, 2015 which started with Nalolo and ended with Kalabo District. The interviews were first done with Head teachers and teachers at each particular school and then followed by the Parents/ Guardians who were visited in their Villages. Most pupils were interviewed in Schools where they were doing Grades 8 and 9 which in most case were about 10 to 15 Kilometres from their homes and this was done in order to conduct FGDs easily since this was the only time pupils were in one place. Those who were absent from school were met and interviewed at their respective homes at the time when their Parents/ Guardians were interviewed or even later.

All responses during interviews were recorded in a note book as per each question answered. Later, the same Parents/ Guardians and pupils involved in the interviews were gathered for Focus Group Discussions comprising of 6-8 respondents each session and responses and

individual verbatim were as well written in a note book (Creswell, 2007). FGDs with pupils were conducted at the schools where they were doing Grades 8 or 9 while for parents/guardians their local primary schools were used and usually the discussions were in the afternoon when they were free from their day activities.

Documentary analysis implied getting data on enrolments on Grade 7 pupils of 2013 and 2014 from class registers to ascertain the progression rate to Grade 8 the time when the Grades 8 and 9 classes were phased out at the schools. All these procedures of data collection yielded primary data for research. Secondary data were obtained from the reviewed literature as reflected in chapter two of this document.

### **3.8 Reliability and Validity of instruments**

The issue of reliability and validity of instruments was very important in data collection in this study. (Bell, 1999) States that reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions where as Krishnaswami (1993) states that validity is the effectiveness of an instrument in measuring the specific property which it intends to measure.

The piloting of instruments and the use of more than one instrument on the same respondents was for the reason of making the research instruments more reliable and valid, for instance the use of FGDs and interviews on Parents/ Guardians and pupils. Additionally, respondents were exposed to answering same type of questions for instance a question that required giving the benefits Basic Schools provided to communities was common to all respondents.

### **3.9 Data Analysis**

According to Kombo and Tromp (2006), data analysis is the examination of what has been collected in the field in order to make deductions and inferences out of it. Therefore, it involves scrutinizing the collected data and making inferences. In order to scrutinize the collected data and make inferences, the thematic analysis approach was used to analyse the data in this research. This approach was used because it is a qualitative data analysis approach which puts together topics/major subjects that come up in the discussions through the use of a coding system based on the collected data from the respondents (Kombo and Tromp, 2006).

To analyse the data using thematic analysis, a code book was made and used to transcribe all responses from respondents collected through interviews and FGDs. The transcripts involved

coding all responses to come up with emerging themes and sub-themes. Thus similar themes emanating from statements, sentences and quotations from respondents were grouped together in relation to the research questions of the study as they emerged from the discussions and then interpreted (Van, 1990). Since the research questions were the 'what' type, data analysis and presentation was further pursued by description which was in line with the thematic analysis approach. Kombo and Tromp (2006) state that the frequency with which an idea or word or description appears is used to interpret the importance, attention or emphasis it has. Additionally, word and excel were used to present numerical data in tables and graphs, while direct quotations (verbatim) from FGDs were also used to present the findings. In summary, thematic analysis develops a summary report by identifying major themes and the associations between them.

### **3.10 Ethical Considerations**

In considering the importance of being ethical, the researcher adhered to the following: Secured research clearance from the Directorate of Research and Graduate Studies at the University of Zambia by a way of issuance of an introductory letter which explained the purpose of the study. The introductory letter from the University of Zambia made DEBS in Kalabo and Nalolo Districts to give the researcher letters to Head teachers of Primary Schools where research was to be conducted. In schools, permission was granted by the Heads of schools before conducting the study after which the researcher officially wrote and signed in school log books to indicate his presence and purpose of visits to the schools (See Appendices).

In order for respondents to get involved in the study, the purpose of the study was first explained to them and then they gave consent by filling in the consent forms (See appendix C). To ensure confidentiality was upheld, respondents were assured that their names would remain anonymous throughout the interactions and thereafter. In addition, respondents were told that in case they felt they could not continue participating in the study, they were free to withdraw. They were also told that the information collected from them was to be used only for academic purpose.

### **3.11 Summary**

This methodology chapter looked at research designs, study area, study population, sample size, sampling procedures and research instruments. Other components were data collection procedure, reliability and validity of instruments, data analysis and ethical considerations. The

next chapter looked at presentation of findings on the effects of phasing out Basic Schools on access and equity to Secondary School Education in selected schools of Kalabo and Nalolo Districts in Zambia.

## CHAPTER FOUR

### PRESENTATION OF RESEARCH FINDINGS

#### 4.1 Introduction

The previous chapter in this research looked at methodology section highlighting research design, research site and population. Study sample, sampling procedure and sampling techniques. Furthermore, it looked at research instruments, data collection procedure, data analysis and lastly, ethical considerations. Now this chapter presents the findings of the study on effects of phasing out Basic Schools on access and equity to Secondary School education in selected Schools of Kalabo and Nalolo Districts in Zambia.

The findings have been presented in line with the research questions which are in tandem with emerging themes that came as a result of field data transcriptions. The arrangement of presentation of the research findings started with getting responses on all research questions from Head teachers, primary school teachers, parents/guardians and pupils in the selected schools of the study. The following were the research questions that guided this study:

1. What educational benefits did rural communities have in phased out Basic Schools of Kalabo and Nalolo Districts?
2. Are most rural Parents/Guardians able to pay school fees for their children/dependants at Secondary School in Grades 8 and 9?
3. What factors affect pupils' access and equity to Secondary School education with the phasing out of Basic Schools in selected schools of Kalabo and Nalolo Districts?
4. What are the views of Head teachers, Teachers, Parents/Guardians and Pupils in selected schools of Kalabo and Nalolo Districts on the phasing out of Basic Schools by government?

The first section of the presentation of research findings addressed the first research question outlining what Head teachers, teachers, parents/guardians and pupils in the phase out Basic schools identified as the educational benefits rural communities had in those schools. Responses from Head teachers and teachers were collected through interviews whereas from parents/guardians and pupils, both interviews and FGDs were used.

The second section dealt with the second research question focussing on whether most rural parents/ guardians were able to pay school fees for their children/ dependants at Secondary Schools in Grades 8 and 9. The reasons as to why they failed to pay school fees were solicited from all the respondents as well.

Thirdly, the presentation of research findings dealt with the third research question which looked at the factors that affected pupils' access and equity to Secondary School education now that most Basic Schools were being phased out by government in Kalabo and Nalolo Districts. To address the fourth research question, the researcher asked for views from respondents on the policy of phasing out Basic Schools in rural parts of Kalabo and Nalolo Districts with very few Secondary Schools and limited infrastructure in the schools.

#### **4.2 Benefits of Basic Schools to rural communities of Kalabo and Nalolo Districts**

Here, the researcher went on to find out the educational benefits that rural communities had in the phased out Basic Schools in selected schools of Kalabo and Nalolo Districts. To address the first research question, Head teachers, teachers, parents/guardians and pupils were the information providers and overwhelmingly gave out their responses as reflected in the proceedings below.

In order to collect detailed and rich information on educational benefits rural communities had in phased out basic schools, 4 Primary school Head teachers were involved in the interviews so that they give what they thought were the educational benefits rural communities had in the phased out Basic Schools like theirs which no longer had Grades 8 and 9 classes. The findings revealed that the phased out Basic Schools had benefited the rural communities and those benefits were so visible that every member of the community could easily see them. The respondents were quick to mention three main benefits with regard to the phased out Basic Schools; firstly, it was substantiated that the phased out Basic School had enabled most children to have access and equity to junior school education. In support on the access and equity to education, the respondents attributed that pupils were not affected by longer distances to access Basic education since the schools were closer to their homestead. Furthermore, the schools fees that were charged in the phased out Basic schools were quite affordable to many parents/guardians in rural areas. Secondly, Basic schools were seen as beneficial as most children were not fostered at an early age to stay elsewhere away from parents/guardians in order to be nearer the schools with Grades 8 and 9 classes. It was also noted that school dropout

rates were substantially reduced and Basic schools made it easier for pupils to repeat Grade 9 if they did not qualify to High Schools. However, it was also noted that Basic Schools were not only beneficial to both communities and learners but to school the administrations as well. The phasing out of Basic Schools created financial gaps in many Primary Schools. This was alluded to by one of the Head teachers who said:

Running Primary Schools these days is a problem. This is because the day to day running of any school requires money and with government's policy of free education from nursery school to Grade 7, primary schools are left without proper financial base. The money we used to collect from Grade 8s and 9s is no longer there and this has worsened the situation because government grants to schools have been erratic, a term can pass without any grant received from government. So for the school to buy teaching and learning aid, provide for other school requirements and as a head teacher to be travelling to Debs' office when need arises has become practical impossible.

From the findings above it can be argued that Basic Schools had substantial benefits not only to the communities but also to the learners and school administrations at large. However, there have been some financial gaps created by the phasing out Basic schools which left Primary School dependent on meagre government grants for the day to day running of schools which is erratic in its disbursement.

### **Teachers' responses on educational benefits rural communities had in Phased Basic School**

It was also expedient to understand the views of the teachers, therefore, teachers were asked to give their opinions on the educational benefits rural communities had in the phased out Basic Schools. 21 Primary School teachers were interviewed in order to give answers to the second research question. The following were the responses the teachers gave on what educational benefits rural communities had in phased Basic Schools: the majority of pupils had access and equity to Grades 8 and 9 education, there were short distances between children's homes and the schools and the school fees charged in Basic school were much affordable to most parents. A significant number of teachers observed that, the phasing out of Basic Schools had resulted into parents renting houses/huts for their children near the schools where they did Grades 8 or 9 a situation which was not common during the existence of Basic Schools. Additionally, the

teachers also observed that following the phasing out of Basic Schools, early teenage pregnancies were becoming common as children were no longer strictly monitored by their parents/guardians in most cases. This simply cements the role that parents play in the education sector. Parents/guardians knew where their children were at each particular time after coming from school and even the time they would go to bed and where they slept. Two of the teachers mentioned also that during Basic school period, it was easier for a pupil who had failed Grade 9 to repeat until he/she qualified to Grade 10. On the benefits one female teacher said:

As a teacher I was benefitting a lot when this school was still a Basic School. Being the only educated woman in our family, it was easier for me to educate most of my relatives' children whom I stayed with because school fees were cheaper unlike the way they are today. Additionally, the school was nearer the children and it was not necessary for me to rent houses for them which has become a source of worry to us parents in terms of morality of our children, rental fees and safety of the children in rental houses.

From the submissions, above it can be argued that teachers alike were able to affirm the educational benefits rural communities had in the phased out Basic Schools.

### **Parents/Guardians' responses on the benefits rural communities had in phased out Basic Schools**

The 32 parents/guardians stated that Basic Schools had a lot of benefits to the communities. The study revealed the following benefits from them: School fees in Basic Schools were quite affordable to rural parents/guardians, distances from children's homes to schools were shorter and a lot of children had access to Grades 8 and 9 schooling without any impediments. Besides, school dropout was not common, food rationing common to day where parents have to buy mealie meal for the school going children and some for the other family members that remained at home was not there and cases of early teenage pregnancies and early marriages had reduced because girl children were closely monitored by parents/guardians.

The respondents also mentioned that another benefit was on security in that when pupils went to school, cases of criminal attacks on the way were not there but now this was quite common. The other benefit not forgotten by parents/guardians was that of their children's

regular school attendance which pleased them, meaning truancy was not very common. One female parent on house renting had this to say:

Me I have two children at a distant Basic School, a boy and a girl and therefore, renting two separate houses for them has become costly for me. Per month I pay K50.00 (US \$ 4.72) for each of them on top of buying them food and pocket money. In the rental house if it has several rooms you find that each room the landlord can put even three pupils thereby making the rooms overcrowded and hence unhealthy for children. In the villages where some pupils rent houses/huts a boy and a girl can be in one house especially if they are in a sexual relationship. This is one of the causes of early teenage pregnancies common in schools because of pupils renting houses/huts.

Following up on security concerns, the researcher sought for clarifications on criminal attacks on pupils during the FGDs and one of the discussant argued:

Our children especially girls are vulnerable to attacks when they go and come back from school every day. My daughter while in Grade 9 at certain Basic School in 2014 was attacked by two men as she came from school with her friend one afternoon. One of them men held her by the hands and wanted her to lie down in order to rape her. The girl just screamed and luck enough three people who came from the opposite direction rescued her and the men scampered in different directions. These people escorted the girls through the forest. From this time my daughter refused to go to the same school again. This matter was not reported to the Police because we do not have one in our community.

Another respondent from another school had a similar incident to talk about on how their children were at risk of attacks by criminals as they went to school or back home for a weekend to collect food and pocket money. The female parent stated:

Last week in the forest where our children pass, one young man was shot by criminals who used a gun called 'Karabiner' (AK47). When he fell down, the sags got away with mealie meal the young man carried. Later his friend got him from the scene of the shooting and took him to the clinic. The same week about four people in the same forest in separate incidences were attacked by

the same Karabiners getting money and other items from them. All these incidences put our children at risk of attacks especially our girls. Our cry now is having a Police Post in our community.

From the parents/guardians' views, it was clear that they were negatively affected by the phasing out of Basic Schools in their communities. Due to the move, security of their children/dependants had been compromised due to lack of security systems in communities and the sad part of it was that criminals use guns on defenceless individuals.

### **Pupils' responses on educational benefits rural communities had in phased out Basic Schools of Kalabo and Nalolo Districts**

Pupils' views were also important in this enquiry. Therefore, they were asked to indicate the educational benefits that rural communities had in phased out Basic Schools. In this vein responses were collected from 32 pupils through interviews and FDGs. From individual interviews and four FDGs the study revealed the following as educational benefits: school fees charged were affordable by most parents, distances from pupils' homes to schools were shorter and that every child had an equal opportunity of reaching Grade 9. Additionally, pupils were in agreement that as children they were much cared for by their parents in terms of sickness and other problems, there was no need of renting houses/ huts for school going children attending Grades 8 and 9 at schools where there were no boarding facilities and school dropouts among girls due to early teenage pregnancies and marriages were not very common and repeating Grade 7 once or twice even when a child qualified to be in Grade 8 due to parents not having money was not there. Lastly, they also talked of criminal attacks especially the girls. One of the Grade 8 girls in a FGD was very concerned on renting houses, talking about problems they faced as girls. The following was what the girl said:

Life as young girls in rental houses is not good at all. We do not find time to study during the evenings or at night due to some of our friends who usually make noise. Often senior girls whom we share rooms with bring their boyfriends at night and do their business the whole night while we are listening and when you complain you are beaten. And the houses have no security because of poor locking systems, our food, clothes and money often get stolen when we are out to school. Sanitation is poor because houses do not have toilets or bath room nearby.

In another school a male pupil interviewed, who dropped out of school in 2014 narrated his side of the story how he left school without his wish to do so due to problem of school fees. The boy said:

Me sir, I left school just in term one of my Grade 8 in 2014 because the Basic school I went to was 15 Kilometres away from my home and I used to cover this distance daily and my parents could not either find me where to stay or rent a house for me as they had little money. Currently, I have stopped schooling and just doing fishing in order to raise a bit of money for my personal use. I was very good in class and every teacher liked me very much but none of them helped me to find where to stay or pay school fees. I do not know when I will go back to school.

The researcher asked the parents of the boy who also confirmed the same and stated that they could not do anything to help out the situation since they were poor and they did not have a Basic School nearby which would be cheap if the boy was to go to school there.

The next section looked at the second research question focusing on affordability of Secondary School education by Parents/Guardians.

#### **4.3 Ability of Parents/Guardians in paying Secondary School user fees**

The researcher went further to look at the affordability of Secondary School education by parents and guardians in terms of school fees. This section, therefore, focused on affordability of Secondary School education by parents/guardians, reasons for failure and what parents/guardians ought to do in order to enable their children/dependants access Secondary School education with phased out basic schools.

In order to answer the second research question, the researcher solicited for responses from Head teachers, Teachers, Parents/Guardians and Pupils. The research question was; ‘Are most Parents/ Guardians able to pay school fees for their children/ dependants at Secondary School in Grades 8 and 9? The following section contains the responses given by the respondents.

##### **Failure to pay school user fees in Secondary Schools by Parents/Guardians.**

The four Head teachers were asked whether most rural parents/ guardians were able to pay Secondary School fees for their children/ dependants and whatever the case, give reasons.

All the Head teachers said that most parents/ guardians were unable to pay school fees for their children/ dependants in Secondary Schools for various reasons. The reasons they gave were that: most parents/ guardians in rural areas were poor and had limited sources of getting money, they were not in any formal employment where they would get a monthly income and that their farming was not viable as in most cases it was affected by extreme bad weather. One Head teacher on affordability of Secondary School fees stated:

Parents in rural areas find it a problem just to get money. What I see is that there is little money in circulation in rural areas because of having small number of government workers who when they get paid were supposed to bring money to rural areas. Since people in rural areas sell very little to workers, workers have then resorted to buying everything from urban areas where they get their monthly salaries from and thereby leaving money with people in urban areas.

Some of the reasons were that, even if rural people harvest a lot of crops it would still be difficult for them to take their products to markets due to long distances and none availability of good transport. Finally, people in rural areas experience high cost of living that require a lot of money to sustain their day to day living. One of the Head teachers said “a 25 Kg bag of Roller Meal in rural areas like Shekela (Nalolo) costs over K100.00 (US \$ 9.44) (by December, 2015) and since food is a priority, most parents fail to pay high school fees for their children in preference to buying food for their families.”

The researcher went further to ask the Head teachers what they would suggest to the Parents/ Guardians to be done so that their children/ dependants access Secondary School education. The next part looks at what parents/guardians ought to do to afford school fees of their children/dependants.

### **Measures on Parents/ Guardians to afford paying secondary school user fees**

The Head teachers were asked to suggest what Parents/ Guardians should do in order to be able to raise money for school fees of their children/ dependants in case the policy of phasing out Basic Schools came to stay. The following were what they said were to be done: doing farming as business in things like gardening and fish farming, forming clubs and cooperatives such as for women and youth and then applying for empowerment funding

from government to have capital to start the projects. Additionally, parents/ guardians should seek bursaries for their children/dependants from NGOs and government departments such as Social Welfare.

The following section looked at what teachers gave as reasons why Parents/ Guardians failed to afford paying school fees for their children/dependants in Secondary Schools.

### **Reasons why some rural Parents/ Guardians fail to pay school user fees for their children/dependants in Secondary Schools**

The issue of affordability of Secondary School fees by parents/ guardians has been a problem in rural areas. To this effect, the 21 teachers interviewed identified the following as the root causes of failure by parents/guardians to pay Secondary School fees: most parents/guardians in rural areas were poor such that they could not even afford three meals per day as such even the Secondary School fees became a problem to pay. Also the subsistence farming practiced in rural areas does not give them enough money as their annual yields were often affected by extreme weather conditions. Furthermore, some Parents/Guardians have big families to support whereas some were widows and the majority not doing any form of business. One female teacher had this to say on affordability of Secondary School fees by most parents/guardians:

School fees in our Secondary Schools are not that they are very expensive compared to fees charged in other Secondary Schools like in the Southern Province. The major problem is that parents/guardians do not have major sources of getting money and since most of them have humble education, they are not serious with educating their children and also farming which was the major source of their income is not doing well nowadays as such money has become hard for them to find.

On the contrary one male teacher had another line of thought on the issue. He said:

It is not that parents are not educated or not having sources of income but the major causes of high poverty levels has been poor sand soils, lack of opportunities of doing businesses and cattle diseases that wiped out the majority of their cattle without government re-in stocking them and lack of transport to markets where they can sell their agricultural products.

The next section looks at what Parents/ Guardians themselves said about Secondary School fees. It talks about whether they were able to pay school fees or not, the reasons and what they were to do in order to afford school fees of their children/dependants in Secondary Schools.

### **Affordability of Secondary School user fees by Parents/ Guardians in rural areas.**

When all the parents/ guardians were asked whether or not they afford paying school fees for their children/ dependants in Secondary Schools, 25 out of 32 stated that they were not able while four said they were able but with much difficulties and the remaining three affirmed they were able.

The 25 respondents who said they were not able gave the following reasons: Secondary School fees were expensive since the majority of the parent/guardians live in poverty, most parents lack sources of income and many of them were not in formal employment. Others stated that generally life in rural areas was becoming too expensive, fishing and farming where people depended on for survival were no longer giving good remunerations. One of the parents commented on Secondary School fees in comparison to Basic School fees and this was what she said:

The transferring of Grades 8 and 9 to Secondary Schools has killed us Parents. We are not going to manage paying school fees for our children starting from Grade 8 up to Grade 12 in other schools away from us. Worse is when one has more than one child in Secondary School. Even if one had some animals (Cattle), how many is he/she going to sell per year? We are just in problems we did not expect and our government should ably help us otherwise our children will be destitute in life. It is not our wish that our children fail to go to Secondary School, the school fees are just too high for us ordinary villagers. When Basic Schools were still there, the fees were cheap for us parents and we were able to pay unlike now with Secondary School fees.

Parents/ Guardians were asked how they would find solutions to the problem of schools fees should Basic Schools be completely phased out while some be upgraded to Secondary Schools where they would still need to pay high school fees. The next section looked at what they said would be the solutions to high Secondary Schools fees charged.

### **How Parents/Guardians would try to solve the problem of unaffordable Secondary School user fees charged.**

Most Parents/Guardians talked to stated that even if it was difficult to get money in rural areas, something ought to be done because if their children do not go further in education their families and their generations to come would be much poorer than them. Some of the solutions they gave were: doing farming as form of business especially growing vegetables like Cabbage, Tomatoes, Impwa, Irish Potatoes, Carrots and Bulb Onions among others so that even government workers can stop buying them from urban areas. Formation of women and youth clubs in rearing village chicken and goats, tailoring, basket and mat making were also seen to be good for a start. Men suggested to be in fish farming that would involve construction of fish ponds with the help of the Ministry of Fisheries and Livestock in terms of knowledge of how to start the projects and getting financial assistance. One female Parent on clubs and cooperatives had this to say:

Clubs and cooperatives to me I see them to be viable but these things have been promoted and done since President Kaunda's era but nothing good has come out of them. The problem that I see is that people do not want to work together since they are quite selfish. For instance three years ago in this community, we were given money to buy oxen, ox-cart and constructing a local market. The oxen and ox-cart were bought but where are they today and where is the money for the market? Unless we change our mind sets, we shall die poor people and the government with NGOs will stop assisting us and we are blame.

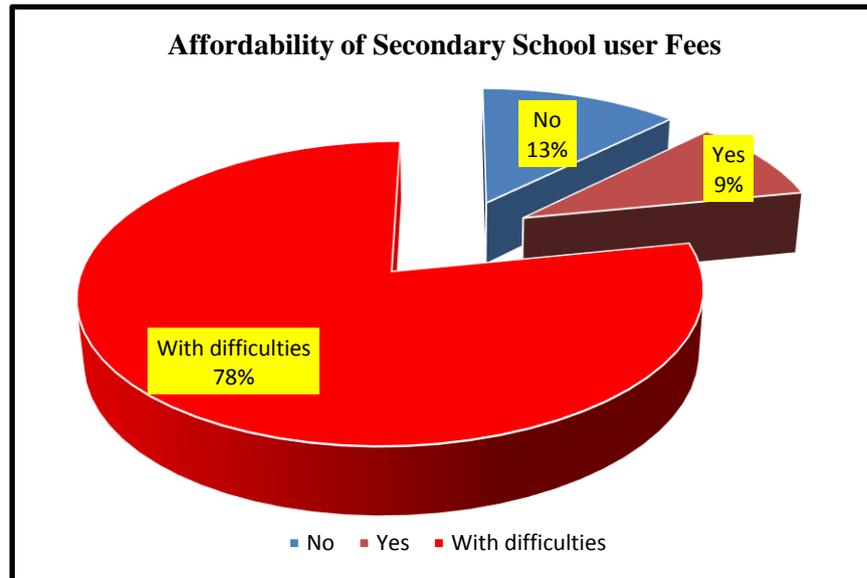
Pupils also had a say on affordability of Secondary School fees by their parents/guardians. The next section is where their responses are expressed.

### **Pupils' responses on Affordability of Secondary School user fees by their parents/guardians**

When the pupils were asked to indicate their experiences on the affordability of paying Secondary School fees by their parents/guardians, it was found that out of 32 pupils asked only 3 accounting for 9% were in confirmation that their parents/guardians could afford paying Secondary School fess. However, 4 pupils representing 13% argued that their parents/guardians did not afford to pay Secondary School fess. It was also found out that 25

(78%) of the pupils had their parents/guardians pay Secondary School fees with difficulties. From the analysis it was found that parents/guardians who were able to pay Secondary School fees for their children/dependants were government workers such as teachers and health officials who were on government pay roll and getting a monthly salary.

The figure below illustrates the responses pupils gave on affordability of Secondary School fees by their parents/guardians.



(Source: Filed data 2015)

**Figure 1: Affordability of Secondary School user fees by parents/guardians**

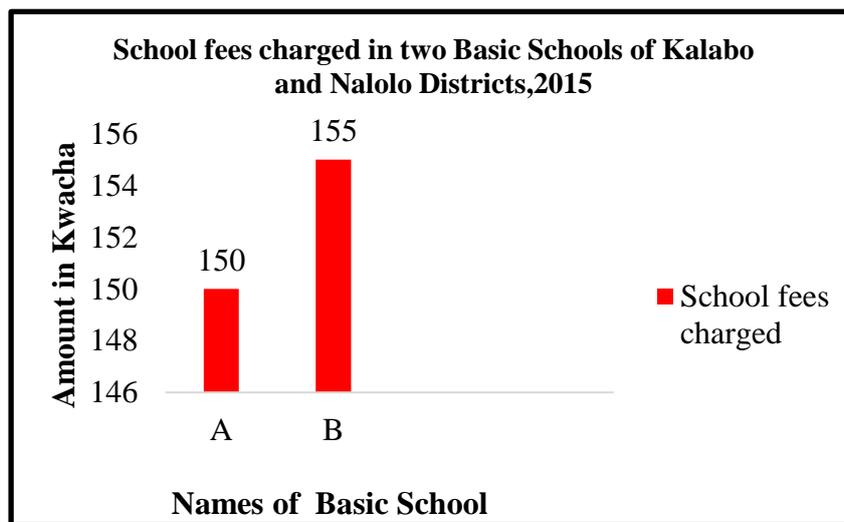
From figure 1 above, it is self-evident that the majority of the parents/guardians faced challenges in paying Secondary Schools fees for their children/dependants as this constituted 78% of the responses.

The reasons highlighted by the pupils were that their parents/guardians were not in active employment and were poor, therefore, they had no good sources of income. They also stated that their parents/guardians largely depended on small scale farming which was in most cases affected by climate change and therefore, hardly harvest enough for home consumption and for sell to get money even for school fees.

For the pupils who argued that their parents/guardians were able to pay but with difficulties, it was because they were doing businesses of selling groceries, fish, animals (cattle) and local made beer while others said they got help in form of money from their children/relatives working in town.

Pupils were further asked to give the amount of schools fees charged in both Basic (remaining ones) and Secondary Schools in Kalabo and Nalolo Districts. Fees from Basic Schools only applied to where interviewed pupils were schooling while for Secondary involved all Secondary schools whether/not there were Grade 8 or 9 pupils schooling there who were part of pupil respondents.

The figures below show the school fees charged in Basic and Secondary Schools in the two Districts in 2015 respectively.

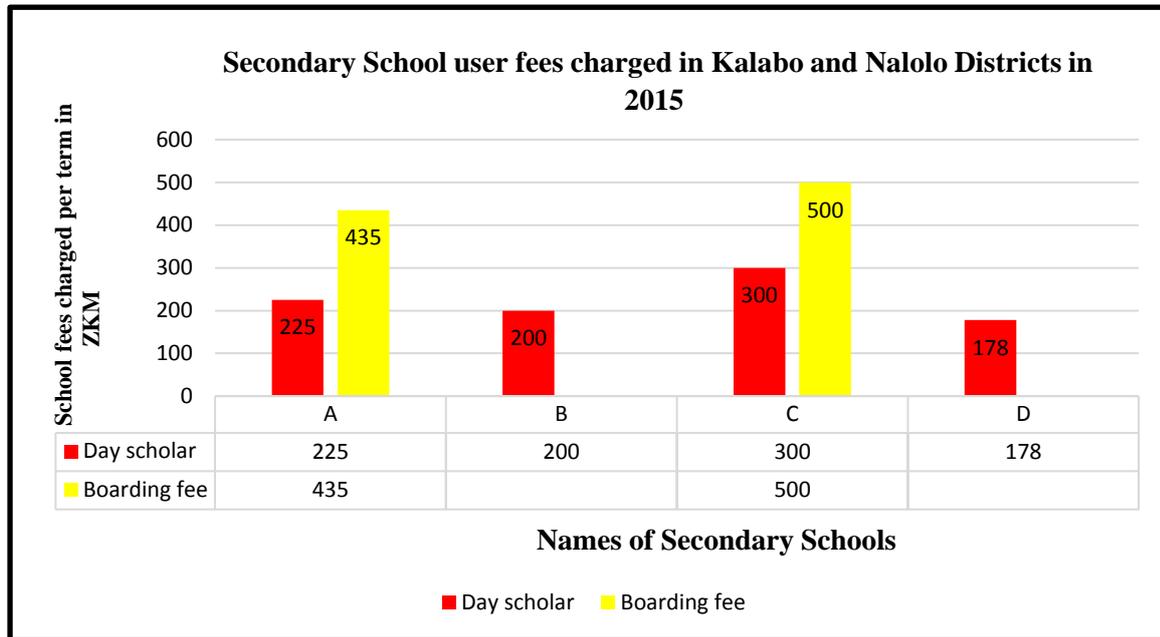


(Source: Field data, 2015)

**Figure 2: 2015 Basic Schools user fees**

The figure above shows that Basic School A was charging pupils K150 (US \$ 14.16) and Basic B was K155 (US \$15.35) annually. These were the two Basic Schools that were still in existence in the study area during the study and where most pupils interviewed were doing Grades 8 and 9. Basic School A was in Kalabo District while B in Nalolo District.

Figure 3 shows school fees that were charged in four Secondary Schools. The first three were in Kalabo District while the last one was in Nalolo District.



(Source: Field Data 2015)

**Figure 3: 2015 Secondary Schools user fees in Kalabo and Nalolo Districts in 2015**

In figure 3 above, Secondary School A is a boarding school where Boarders paid K435.00 (US \$41.08) while Day Pupils paid K225 (US \$21.25)). Secondary School B is a Day Secondary School and pupils there were paying K200 (US \$18.89)). Secondary School C is a Boarding School in which boarders were paying K500 (US \$47.21)) while Day pupils were paying K300 (US \$28.33)) and Secondary D is Day Secondary School whose fees were K178 (US \$16.81)). All the fees in these Secondary Schools were charged on termly basis in 2015.

To ascertain affordability of school fees charged in schools be it be Secondary or Basic schools, marital and economic status of Parents/Guardians of pupils were solicited from the pupils.

Below is the table that presents the marital and economic status of parents/guardians.

**Table 4: Marital and Economic status of Pupils' Parents/Guardians**

Marital Status	Gender	Economic Status	Number of Parents/Guardians	Number of Children/Dependants in Grades 8 and 9
Single Mothers and Widows	Female	Un-Employed	25	25
Married Couples	Male and female	Business	04	04
Married and Single	Male and Female	Government Workers	03	03
<b>TOTALS</b>			<b>32</b>	<b>32</b>

(Source: Field data, 2015)

From the above table, it is clear that the majority of the Parents/ Guardians who could not afford to pay Secondary School fees such that their children/ dependants had to go to Basic Schools that were still in existence were mainly found in the first group (single mothers and widows). Most of those who could manage to pay but with difficulties were found in second group and those who were able to pay were found in the last group of married and single parents/guardians.

The next section looked at the third research question; what factors affect pupils' access and equity to Secondary School education with phasing out of Basic Schools in Kalabo and Nalolo Districts? The section showed Grade 7 pupil enrolments in the four Primary Schools studied, in 2013 and 2014 and the number of pupils that were selected both to Basic/Secondary in the respective years. Furthermore, it gives the available classroom space in the four Secondary Schools.

#### **4.4 Problems related to pupils' access and equity to Secondary School education with the phased out Basic Schools**

To address the requirements of this research question, Head teachers and Teachers were involved in interviews while Parents/Guardians and their children/ dependants (pupils) were involved in interviews and FGDs. Information from school documents such as class registers

and ECZ mark schedules were used in collecting enrolments and number of pupils accepted to Basic and Secondary Schools respectively and that gave quantitative data.

**Pupil enrolment in 2013 and 2014 in Four Primary Schools and the number selected to Grade 8.**

Head teachers were asked to give their Grade 7 enrolments in 2013 and 2014 and also the number of pupils who qualified into Grade 8 in Basic and Secondary Schools in the same two years. The table below shows the first three Primary Schools in Kalabo and the last one in Nalolo District, the enrolment levels, gender of pupils and where they were selected.

**Table 5: Enrolment levels in Grade 7 classes in three selected Primary Schools of Kalabo Districts and the number of pupils selected to Grade 8 in Basic and Secondary Schools in 2013 and 2014.**

School	2013		2014 Selection		2014		2015 Selection	
	Sex	Enrol	Basic	Sec	Sex	Enrol	Basic	Sec
A	G	11	11	00	G	19	19	00
	B	16	10	04	B	21	18	03
	G	32	23	06	G	35	31	02
B	B	24	17	07	B	36	33	02
	G	07	06	01	G	09	08	01
C	B	08	06	02	B	11	07	04
	<b>Sub-Total</b>	<b>98</b>	<b>73</b>	<b>20</b>		<b>131</b>	<b>116</b>	<b>12</b>

(Source: Registers and Examinations council of Zambia Mark Schedules, 2013 and 2014)

The figures in the above table revealed that in 2013 the total enrolment by gender in the three selected Primary Schools (A-C) in Kalabo District was 50 Girls and 48 Boys giving a total of 98 pupils in Grade 7. Those selected into Grade 8 in 2014 were 93 pupils of which 40 Girls went to Basic Schools and Seven (7) to Secondary Schools while 33 Boys went to Basic Schools and Thirteen to Secondary Schools .Therefore, in 2014 ,73 pupils were accepted in Grade 8 in Basic Schools while only twenty (20) pupils were accepted to Secondary Schools. Of the pupils who were accepted to Secondary Schools out of thirteen (13) boys only five (5) remained in Secondary Schools while eight (8) went back to Basic Schools for the reason of high school fees and long distances to Secondary Schools. Girls were fortunately sponsored

by CAMFED but by the end of the year, three (3) of the girls became pregnant and were given maternity leave by school authorities.

In 2014, total pupil enrolment for the three Primary Schools was 131 of which 63 were Girls and 68 were Boys. Number of pupils that qualified to Grade 8 was 128 and on selection to Basic and Secondary Schools, a total of 116 pupils went to Basic Schools representing 90.6 percent segregated as 58 Boys and 58 Girls giving an equal percentage of 45.3 percent for each gender. To Secondary Schools, a total of twelve (12) pupils was selected representing 9.4 percent in which there were Three (03) Girls and Nine (09) Boys representing 2.3 and 7.1 percentages respectively. In this year no pupil failed Grade 7. However, of those who went to Secondary Schools only two (2) boys continued with Secondary School education while seven (7) went back to Basic Schools for the same reasons as given in 2014. For girls only one (1) remained in Secondary School while the other two (2) dropped from school for no reason at all.

The next table shows enrolment levels in Grade 7 in one Primary School in Nalolo District in 2013 and 2014.

**Table 6: Enrolment levels in Grade 7 classes in one selected Primary School in Nalolo District and the number of pupils selected to Grade 8 in Basic and Secondary Schools in 2013 and 2014**

School	2013		2014 Selection		2014		2015 Selection	
	Sex	Enrol	Basic	Seco	Sex	Enrol	Basic	Seco
D	G	18	13	01	G	12	11	01
	B	25	21	00	B	14	14	00
<b>Sub- Totals</b>		<b>43</b>	<b>34</b>	<b>01</b>		<b>26</b>	<b>25</b>	<b>01</b>

(Source: Field Data 2015)

In the table above, there were 43 Pupils enrolled in Grade 7 in 2013 at Primary School D of which Eighteen (18) were Girls and 25 Boys. Out of 35 pupils who qualified to Grade 8 in 2014, 34 went to Basic Schools representing 79 percent and of these Thirteen (13) were Girls while 21 were Boys. Only one pupil (girl) was selected to Secondary School.

In 2014, the School enrolment in Grade 7 was 26 pupils of which Twelve (12) were Girls and Fourteen (14) were Boys. Those selected to Grade 8 in Basic Schools in 2015 were 25

pupils representing 96.2% of which Eleven (11) were Girls while Fourteen (14) were Boys. Like in 2013 only one pupil (girl) was selected to Secondary School representing 3.8%. This information still showed that more pupils were still selected into Basic Schools than in Secondary Schools.

Head teachers were asked to give reasons why the majority of the pupils who qualified to Grade 8 as seen from the records still went to Basic Schools. The following were the responses they gave: since the two Districts had few number of Secondary Schools compared to Basic/Primary schools with Grades 8 and 9 classes many pupils were selected in Basic/Primary Schools especially in rural areas. Even some of the few pupils selected to Secondary Schools still went to Basic Schools where School fees were less expensive and that most Basic Schools were still within reach by most pupils, hence distance to Basic schools especially for young Grade 8 girls and boys became manageable.

The next section considered access to Secondary School education for Grade 8 pupils in view of the available Grade 8 classes in each of the Secondary Schools in Kalabo and Nalolo Districts. The information was from the 2015 Grade 8 enrolment records per school and the number of classes in each of the Secondary School. This data was then followed by 2015 total Grade 7 enrolment in the two Districts which later was compared to available school places in Grade 8 in the four Secondary Schools in 2015.

The table below shows the three Secondary Schools in Kalabo District ( A-C) and one (D) in Nalolo District outlining the number of classes each school had and enrolments by gender as at October, 2015 class register records.

**Table 7: Secondary School Grade 8 enrolment in four Secondary Schools of Kalabo and Nalolo Districts**

Name of Secondary	No of Grade 8 classes	Enrolment per school	Enrolment by Gender	
			Boys	Girls
<b>A</b>	3	113	60	53
<b>B</b>	1	47	20	27
<b>C</b>	1	25	12	13
<b>D</b>	2	80	31	49
<b>Totals</b>	<b>7</b>	<b>265</b>	<b>123</b>	<b>142</b>

(Source: Class Register Grade 8, 2015)

The information on enrolment in the table shows that Kalabo District had a total of five (5) classes for Grade 8s (2015) with an approximate enrolment of 185 pupils (Schools A-C). As for Nalolo District currently with one Day Secondary School (School D) and two Grade 8 classes had an enrolment of 80 pupils. Based on gender, there were 92 boys and 93 girls in Grade 8 in 2015 in Kalabo District. As for Nalolo District, there were 31 boys and 49 girls in Grade 8 in 2015.

The table below shows Grade 7 total enrolments in 2015 in both Kalabo and Nalolo District and the number of Primary Schools the two Districts had.

**Table 8: District, number of Primary Schools and total enrolments in Grade 7 in 2015**

<b>Name of District</b>	<b>No of Primary Schools</b>	<b>Enrolment</b>
<b>Kalabo</b>	76	1, 542
<b>Nalolo</b>	56	1, 296
<b>Total Enrolments</b>	<b>132</b>	<b>2, 838</b>

(Source: District Annual Statistical reports, DEBS' Office, 2015)

The information from the above table shows that Kalabo and Nalolo Districts had an enrolment of 1,542 and 1,296 pupils in 2015 respectively

Head teachers were asked to state which category of pupils were much affected by the policy of phasing out Basic schools in terms of access to Secondary School education between boys and girls. All the four Head teachers stated that it was the girls who were much affected by the policy of phasing out Basic Schools especially in Kalabo and Nalolo Districts. The following were the reasons they gave: in Grade 8 some girls were still young to cover long distances to Secondary Schools on foot since the two Districts had challenges with transport and the common trend of renting houses in villages/compounds near the Secondary Schools when they failed to be in the boarding render girls to bad vices such as prostitution since no elderly person monitors and controls their behaviour hence cases of early pregnancies among the girls. One Head teacher at one of the Basic schools that was still in existence said:

Renting of houses by pupils who come from distant places especially girls has proved to be a problem. The pupils abscond from classes regularly, do not find time to study and some girls drop out of school due to pregnancies and this year alone we had at our school nine (9) girls who were pregnant and

eight of these were those who were staying in rental houses. This shows that some of these pupils in rental houses practice unprotected sex that put them at risks of early pregnancies and contracting of HIV/AIDS. The root cause of these are high school fees in Secondary Schools and long distances from their homes to school among other reasons.

Some other reasons on why girls were affected much by the policy were based on traditional practices in view of girl child education by most rural parents/guardians. When resources were scarce such as money for school fees, some parents opt to marry off their girl children at the expense of letting them further their education and it was also girls who were always victims of early teenage pregnancies.

The next section involved Primary School teachers' responses on factors that affected pupils' access and equity to Secondary School education with the phasing out of Basic Schools.

#### **Responses by Teachers on factors that affect pupils' access and equity to Secondary School education with the phasing of Basic schools.**

Teachers were asked on some of the factors affecting pupils' access and equity to Secondary School education with the phasing out of Basic Schools in Kalabo and Nalolo Districts. Some of the factors mentioned included limited numbers of Secondary Schools in the two Districts, high school fees in Secondary Schools and long distances to where the Secondary Schools were found. For girls, the issue of renting houses in nearby compounds/villages to the Secondary Schools affected their access to Secondary School education. Teachers mentioned that this phenomenon caused many girls to drop out of school due to pregnancies that came as a result of staying in rental houses at a tender age either at Basic/ Secondary Schools. Apart from school fees teachers mentioned that parents/guardians incurred some other expenses such as cost of uniforms, food (if staying in rental houses), transport money, cost of text books and exercise books and pocket money.

Teachers were further asked to state who between boys and girls were affected by the policy of phasing out Basic Schools especially in rural areas. All the 21 teachers mentioned that girls were the ones mostly affected by the policy than boys. Several reasons were also given such as: Girls at a tender age like when they are in Grade 8 need to be closely monitored and cared for by their parents, finding problems in covering long distances where they needed to travel on foot and fear crossing forests, rivers and plains for the reason that at times they are

attacked by criminals. Also Schools that did not have regular water supply and proper sanitation were a problem to girls when they menstruate. One of the female teachers commented on girls renting houses and said:

I pity young girls who have resorted to renting houses/huts in order to access Junior Secondary education. In the houses/huts they rent, they are exposed to immorality which is practiced by senior girls they stay with no wonder some of them become pregnant when they are still very young. The houses/huts do not have proper ventilation and usually crowded because they have small rooms occupied by a number of pupils. As a parent I am dis-hearted by this situation, and we do not know when renting of houses/huts by girls will come to an end. For most senior girls some take advantage of renting houses/huts alone because they have private marriages which parents/guardians do not know of and this is very common.

The next section looked at responses of parents/guardians on the factors that affect their children's/dependant's access and equity to Secondary School education with the phasing out of Basic Schools in rural areas of Kalabo and Nalolo Districts.

### **Parents/Guardians' responses on factors affecting pupils' access and equity to secondary school education**

Parents/guardians were asked several questions related to access and equity to Secondary School education by their children/dependants now that Basic Schools were being phased out. Some of the questions they were asked were: was it easier for pupils to access Junior Secondary School education in rural areas or in urban areas? And what would make pupils selected to Secondary School fail to go to such schools? To the first question, Parents said that pupils in urban areas had easier access to education because there were many Secondary Schools there compared to rural areas and since most of parents/guardians were in formal employment or doing good business as such paying school fees for their children /dependants was not a problem.

On whether there were some pupils who failed to be in Secondary Schools after being selected into Grade 8 in the past two years, all the parents/guardians stated that they were there even if giving numbers was difficult. The reasons they gave were that Secondary

School fees were expensive, long distances to Secondary schools (15- 80 Kilometres), some girls being pregnant at the time they were selected to Grade 8 and not having where to stay as they continued with their education. One female parent complained about the education of her children. This parent said:

I am in a big problem concerning the education of my children. I had two children in school last year, one in Grade 7 and the other in Grade 8. The one who was in Grade 7 qualified into Grade 8 at a Secondary School but I failed to find him money for school fees which was K500 (US \$47.21) in the boarding or K300 (US \$28.33) as day scholar. The boy joined the sister at a Basic school which was not my wish because the boy was very bright in class. This Basic School is again about Twelve (12) Kilometres away from home, hence renting them houses was the only option I had though it was expensive and full of risks to the children.

From parents/guardians' interviews and FGDs, pupils were also asked on factors that they thought affected their access and equity to Secondary School Education. The next part gives their answers.

### **Pupils' responses on the factors that affected their access and equity to Secondary School Education with the phasing out of Basic Schools**

When the pupils were asked on the factors that affected their access and equity to Secondary School education with the phasing out of Basic Schools, they gave similar answers as those given by other respondents. One female pupil during face to face interviews commented on the factors that impacted on their access and equity to Secondary School education when she stated:

Secondary School education even at Grades 8 and 9 will now be the privilege of children in town and those from rich families like ministers, teachers and nurses to mention a few. People like us will now be ending education just at Grade 7. I say so sir, because money Secondary Schools request from pupils, our parents fail to get it. Long distances to schools, renting of houses during the school term young as we are and other costs on education all impact negatively especially on us girls.

One boy on the factors that affected access and equity to Secondary School education with the phasing out of Basic Schools alluded to the following:

My sister dropped out from school in 2014 while in Grade 9 because she became pregnant. Because of long distance to school from home, my parents had opted to rent her a hut near the Basic School she used to be schooling. As most girls she was renting and sleeping with had boyfriends she also ended up having one. Just first term in Grade 9, she was impregnated by a fellow Grade 9 pupil who up to now has denied being responsible for the pregnancy. My feeling is that if she was schooling at our own Basic School this happening would have perhaps been prevented.

Still on the effects, one girl in FGDs had this to say:

Sir to tell you the fact us children in rural areas are now suffering a lot due to closing Basic Schools. Criminal attacks have become common on us pupils. In 2014 my friend and I were coming from school in the afternoon when we were attacked by two young men in the forest. One of them got hold of my friend while the other one was just looking at what the friend was doing luck enough the other one did not come to me perhaps because I looked young or not, I do not know. The man threw my friend to the ground and wanted to rape her and it was at that moment when three people arrived at the scene and the two men ran away. These people escorted us through the forest and we went home. This case resulted in my friend stopping School up to this time am talking.

The table below illustrates the findings on the factors that affected pupils' access and equity to Secondary School education in the selected schools of Kalabo and Nalolo Districts with the phased Basic Schools. It shows the number of respondents who mentioned few Secondary Schools, high Secondary School fees, long distances covered to Secondary Schools and child house renting as the main outstanding factors that impacted on pupils' access and equity to Secondary School education with the phasing of Basic Schools in Kalabo and Nalolo Districts and in selected schools.

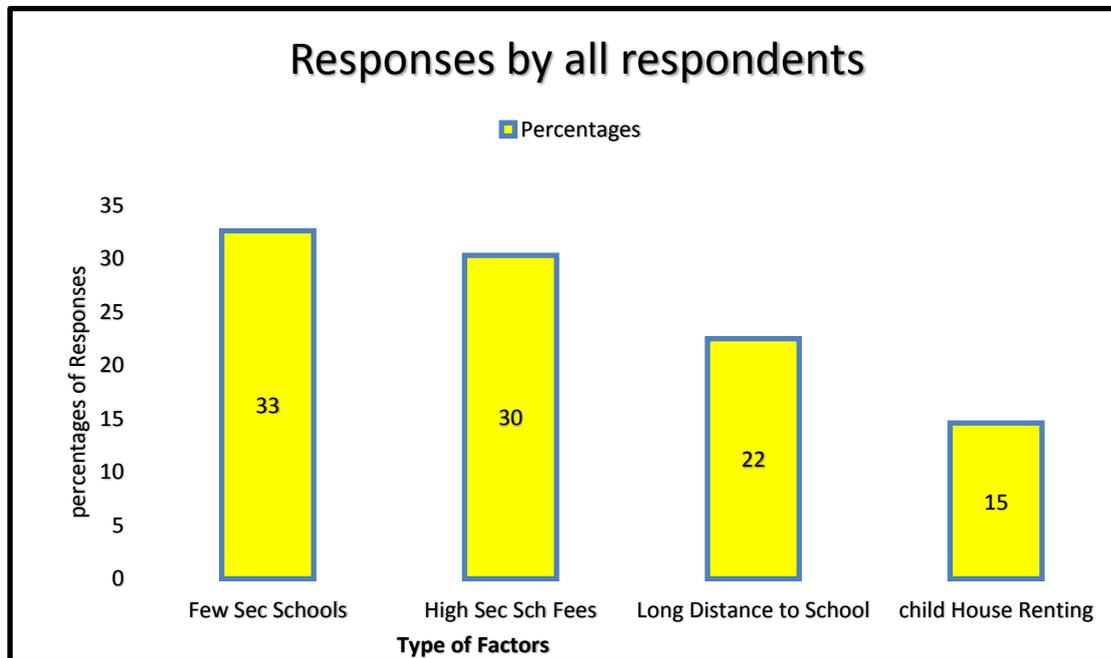
**Table 9: Responses on factors that affected pupils' access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts.**

<b>Factors</b>	<b>H/Trs</b>	<b>Teachers</b>	<b>Pupils</b>	<b>Parents/guardians</b>	<b>Total</b>	<b>%</b>
Few Sec schools	01	09	10	09	<b>29</b>	<b>33</b>
High sch fees	02	06	09	10	<b>27</b>	<b>30</b>
Long distances	00	05	07	08	<b>20</b>	<b>22</b>
House Renting	01	01	06	05	<b>13</b>	<b>15</b>
<b>Total</b>	<b>04</b>	<b>21</b>	<b>32</b>	<b>32</b>	<b>89</b>	<b>100.0</b>

**(Source: Field Data, 2015)**

The findings from the above table revealed that 29 (33%) respondents stated the major factor was few number of Secondary Schools in Kalabo and Nalolo Districts, 27 (30%) mentioned high Secondary School fees, while 20 (22%) said it was long distances covered to Secondary Schools and lastly 13 (15%) alluded to child house renting.

The same information was illustrated in the figure below to show the magnitude of effects of phasing out Basic Schools on access and equity to Secondary School education in the two districts.



(Source: Field Data, 2015)

**Figure 4: Responses on factors that affect pupils’ access and equity to Secondary School education with phasing out of Basic Schools in selected Schools of Kalabo and Nalolo Districts.**

Similar to what was reflected in Table 9, information in Figure 4 shows also that there were few Secondary Schools in Kalabo and Nalolo Districts represented by 33%, high Secondary School fees at 30%, long distances to schools being 22% and child house renting standing at 15%. These were the percentages of factors that affected pupils’ access and equity to Secondary School education (Grades 8 and 9) in selected schools of Kalabo and Nalolo Districts. So the worst effect was that of few number of Secondary Schools while the least was the issue of house renting by pupils.

The next section presented the views of Head teachers, Teachers, Parents/guardians and Pupils on the policy of phasing out Basic Schools in selected schools of Kalabo and Nalolo Districts. This dealt with the last research question.

#### **4.5 Discussion on the policy of phasing out Basic Schools**

To deal with the last research question, the researcher first thought to get the goodness of phasing out Basic Schools from the respondents before getting the actual views on the policy.

##### **Head teachers' views on phasing out Basic Schools in Kalabo and Nalolo Districts**

The four Head teachers were first asked to state whether the policy of phasing out Basic Schools especially in rural areas of Kalabo and Nalolo Districts was a good one. They responded that it was not a good policy. The reasons given were that the policy had started denying most children access to education especially at Grades 8 and 9 levels and Grade 8 School places in rural areas were few due to some Basic Schools that have been phased out without upgrading some or constructing new Secondary Schools. Additionally, they mentioned that the policy was a breed of poverty in rural areas because parents/guardians started spending a lot of money on the education of their children/guardians from Grade 8 onwards to colleges/universities. Consequently, the education of the girl child was being adversely affected due long distances to school and at very tender age without proper care and monitoring from parents. They also argued that their schools faced problems of funding because their major source of funding (Grades 8 and 9 classes) has been curtailed. One of the Head teachers had this to say:

This policy has come at a time when people in rural areas had started experiencing harsh economic times when nearly everything in the country in terms of essential commodities was expensive. Very few parents in these communities will manage to provide Secondary education to their children unless Secondary Schools will be built near them and with affordable fees charged otherwise in the long run the effect of the policy will be high illiteracy levels among the youths especially in rural areas and increase in crime rates because most of the youth will have no jobs and any form of survival skills.

The next section is where Head teachers gave their views concerning the phasing out Basic Schools.

### **Head teachers' Views on phasing out Basic Schools in Kalabo and Nalolo Districts**

The Head teachers were asked to give out their views on the policy of phasing out Basic Schools in Kalabo and Nalolo Districts and their views took two dimensions that of re-introducing Basic Schools or phasing them out. This was what they said: Government should re-introduce Basic Schools especially in rural areas because these areas have no Secondary Schools to provide access and equity to Junior Secondary School education. When this is done construction of additional class room blocks, science and computer laboratories and teachers' houses should also be done. Additionally, qualified teachers to handle Grade 8 and 9 classes be deployed to such Basic Schools especially female teachers to act as role models to girls' education in rural areas.

If government goes on with phasing out Basic Schools, Head teachers' views were that the process should be a gradual one and more Basic Schools needed to be upgraded to full Secondary Schools even before some of the existing Basic Schools were to be phased out. Also the speed at which government has undertaken in phasing out Basic Schools should be the same speed it should take in constructing new Secondary Schools in rural areas so that access and equity issues are not affected in any way. Since Secondary School fees are not as cheap as Basic School fees, government should offer bursaries to vulnerable children especially those from rural areas when they get accepted to Secondary schools and girls to be a priority. Furthermore, the Head teachers mentioned that free and compulsory education to extend even to Grade 9 if up to Grade 12 government gets over-stretched.

The next section looks at teachers' views on the policy of phasing out Basic Schools in selected schools of Kalabo and Nalolo Districts of the Western Province.

### **Teachers' views on phasing out Basic Schools in Kalabo and Nalolo Districts**

Teachers were asked first whether the policy of phasing out Basic Schools in the country especially in rural areas and particularly in Kalabo and Nalolo Districts was good. Out of 21 teachers, nineteen stated that the policy was not good. To substantiate on the policy, the following were the reasons given by the teachers: currently, there were very few Secondary Schools in the country and phasing out Basic Schools would mean making most pupils lose access to education. This would mean most pupils would be dropping out of school before completing Grade 9. Additionally, very few parents especially in rural areas would afford

paying school fees for their children in Secondary Schools because they were expensive compared to what they used to pay in Basic Schools.

Teachers further said that cases of early teenage pregnancies and early marriages could be accelerated by the policy especially if the girl child dropped out of from school before reaching Grade 9 or if she was away from home for a longer period of time renting houses for the purpose of getting secondary education.

The next section looked at views teachers gave on policy of phasing out Basic School in Kalabo and Nalolo Districts.

### **Teachers' Views on the policy of phasing out Basic Schools in Kalabo and Nalolo Districts**

The following were the views teachers gave on the policy of phasing out of Basic Schools: Government should not completely phase out Basic Schools in rural areas and the period given of implementing the policy that of 2017 should be reconsidered and extended until enough Secondary Schools were built and more of Basic Schools upgraded to Secondary Schools. Some teachers said that Basic Schools be re-introduced and if this was to be done, government should construct more class room blocks, Science and Computer laboratories and teachers' houses in those schools whose Basic school status will be restored. Furthermore, government to employ qualified teachers to teacher all the subjects recommended in the new school curriculum. One of the female teachers on the policy said:

If government continues with the policy of phasing out Basic Schools let there be free and compulsory education up to Grade 9 and sponsor girl child education especially in rural areas which will result in having more educated women. The number of Secondary Schools in our district should be increased so that many children can access Secondary School education. The ratio of primary schools to secondary schools in terms of numbers should be six to one (6:1) and this will provide good access to junior education by most rural children.

Parents/guardians were also asked on their views on phasing out Basic Schools in Kalabo and Nalolo Districts.

## **Views of Parents/guardians in selected schools of Kalabo and Nalolo Districts on Phasing out Basic Schools**

In the first place, parents were asked whether the policy of phasing out Basic Schools was good or not. The responses of all the 32 parents/guardians were that the policy of phasing out Basic Schools was not good at all. They said that currently, there were still very few Secondary Schools in the country especially in the rural areas and the fees that were charged in Secondary Schools were too high for parents/guardians in rural areas. These issues have now limited access to education and the majority of pupils are dropping out of school. The other reasons given were that the policy had caused pupils to cover long distances in order to access junior secondary education. One parent, commenting on the policy, said:

This policy of phasing out Basic Schools in rural areas has killed us alive. Government should have considered what problems us parents would be going through and see how it would have helped. Currently, as parents we do not have enough money to pay for the school fees that keep on increasing every year. In some cases we have been forced to rent houses for our children in order for them to access Secondary education in cases where there are day secondary schools or where it has not been possible to put them into boarding. This situation as I am talking now has resulted into some of the girls dropping out of school due to pregnancies.

Due to the reasons parents gave, views over the policy were given. They even stated that these views came from the bottom of their hearts. They said that government should re-introduce Basic Schools in rural areas and increase the number of classes and teachers' houses in schools where Grades 8 and 9 classes were phased out. They also stated that schools should have many qualified teachers to be able to handle Grades 8 and 9 classes.

If the government continued with the policy of phasing out of Basic Schools, their views were that it should at least build four to six new Secondary Schools in each district and upgrade even half of the Basic Schools that were in existence so that the issue of long distances pupils cover to Secondary Schools is done away with. Since school fees in Secondary Schools were higher than those used to be charged in Basic Schools, parents were of the view that free and compulsory education be extended up to Grade 9 so that every pupil can attain junior secondary education. If this idea will be problematic on part of government

let it and NGOs provide bursaries to all OVCs from rural areas especially girls so that they do not drop out of school easily.

One female parent stated that women find problems in educating their children because some of them are single while others are widows. So on free education she said:

We were promised free education during 2011 General Elections that education was going to be free from Grade one up to University and if this was fulfilled even if Basic Schools are phased out, as parents we would have no problems in paying the school fees of our children since education would be free.

The final section that follows focused on pupils so as to get their views as well as these were the main victims of the policy of phasing out Basic Schools.

#### **Views of Pupils on the policy of phasing out Basic schools.**

As pupils, were the main victims in the policy of Phasing out Basic Schools, their responses were collected through personal interviews and FGDs. When they were asked whether the policy of phasing out Basic Schools especially in rural areas was good, they unanimously said that the policy was not good. They stated that most of them covered long distances to go to the remaining Basic schools in order just to be in Grade 8. In Secondary Schools, school fees were so high that most of the parents/guardians were not affording them. One Grade 8, a female pupils on long distances to schools and house renting said:

Not having Grades 8 and 9 classes at our Primary School has subjected us to problems such as long distances to get education in other schools, paying high school fees in Secondary Schools and even in Basic Schools that are far from our homes. Renting houses for us girls when we fail to be in boarding schools makes us face challenges of insecurity, paying rentals, water, buying food and firewood or charcoal for cooking of meals. In house renting there are risks of getting pregnant and in the process one may get HIV/AIDS.

Pupils who faced many challenges due to the implementation of the policy of phasing out Basic Schools had the following views: On one hand Government should re-introduce Basic Schools in rural areas and not to continue with the process of phasing them out, so there is need to increase classrooms and teachers' houses in Primary Schools and to employ qualified

teachers to teach Grade 8 and 9 classes. On the other hand if government does not re-introduce Basic Schools, the pupils' views were that it should build at least six Secondary Schools in each district and upgrade two to three Basic Schools into Secondary Schools in order to give increase access for many Grade 7 pupils going into Grade 8. They were also of the view that since Secondary Schools charge high school fees, government should make education free up to Grade 9 even just for rural pupils or provide bursaries to pupils whose parents/guardians cannot afford paying school fees. One girl on school fees said:

Me my parents failed to pay for my school fees in Secondary School where I was accepted and this made me to be at this Basic School. Currently, even here I cover a distance of 15 Kilometres to and from school to my home crossing a thick forest where there are sometimes criminal attacks on pupils especially us girls. I appeal to the government to do something to alleviate us from these problems we are facing especially us girls in rural areas where there are few Secondary Schools.

The table below shows a summary of the responses on the views of all the respondents on the policy of phasing out Basic Schools in selected schools of Kalabo and Nalolo Districts

**Table 10: Views of Respondents on the policy of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts.**

Views of all the respondents	Category of Respondents					
	H/Trs	Teachers	Pupils	Parents/ Guardians	Total	Percent %
Government to re-introduce Basic Schools	2	4	6	8	<b>20</b>	<b>23</b>
Increase infrastructure in Primary Schools	1	3	4	3	<b>11</b>	<b>12</b>
Employ qualified teachers in Basic Schools	1	2	4	4	<b>11</b>	<b>12</b>
Upgrade most Basic Schools into day Secondary Schools	-	1	3	5	<b>09</b>	<b>10</b>
Government to construct 2 to 3 new Secondary Schools in each District of Kalabo and Nalolo	-	3	3	2	<b>08</b>	<b>09</b>
Government to provide bursaries to rural pupils who qualify to Secondary Schools especially girls	-	2	4	2	<b>08</b>	<b>09</b>
Government to regulate and reduce fees charged in Secondary Schools so that they be affordable	-	4	3	2	<b>09</b>	<b>10</b>
Government to provide free education even up to Grade 9	-	2	5	6	<b>13</b>	<b>15</b>
<b>TOTAL NUMBER OF RESPONDENTS</b>	<b>04</b>	<b>21</b>	<b>32</b>	<b>32</b>	<b>89</b>	<b>100</b>

(Source: Field Data, 2015)

The data from the table shows 89 respondents and the views they gave on the policy of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts. The responses showed that 20 (23%) of the respondents wanted government to re-introduce Basic Schools, 13 (15%) said that government to provide free education up to Grade 9 and 11(12%) stated that government should increase infrastructure in Primary Schools and also employ qualified teachers to teach junior classes. Additionally,

9(10%) of the respondents were of the views that regulating and reducing school fees charged in government Secondary Schools and upgrading of some Basic Schools before fully implementing the policy of phasing them out was good if was to be done by the government. Lastly,8 (9%) of the respondents suggested the provision of bursaries to pupils who qualified to Secondary Schools that were from rural areas especially girls and that two (2) to three (3) new day Secondary Schools be built in Kalabo and Nalolo Districts to increase on access and equity to junior Secondary School education. These findings revealed that the re-introduction of Basic Schools was more pronounced than the provision of bursaries to pupils or construction of new Secondary Schools.

The presented research findings are a reflection of what the research questions of the research sought to address in order to find out the effects of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts. From the findings one can understand that the policy has effects on access and equity to Secondary School education something that was not known before these research findings were presented.

#### **4.6 Summary**

This chapter presented the findings of the study which sought to determine the effects of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts. The research findings were to answer the research questions: What educational benefits rural communities had in phased Basic Schools? Affordability of Secondary School fees by most rural Parents, factors that impact on pupils' access and equity to Secondary School education with the phasing out of Basic Schools in Kalabo and Nalolo Districts and what views Head teachers, Teachers, Parents/guardians and Pupils had in selected Schools of Kalabo and Nalolo Districts on phasing out of Basic School policy.

The next chapter was the discussion of research findings done through research objectives flashing back to the literature review found in chapter two, the theoretical framework of chapter one and philosophical assumptions of ontology and epistemology in chapter three.

## CHAPTER FIVE

### DISCUSSION OF RESEARCH FINDINGS

#### 5.1 Introduction

The previous chapter looked at presentation of research findings that were guided by the following research questions: what educational benefits did rural communities of Kalabo and Nalolo Districts have in phased out Basic Schools?, are most parents/guardians able to pay secondary school fees for their children/dependants in Grades 8 and 9?, What factors affect pupils' access and equity to secondary school education with the phasing out of Basic schools in Kalabo and Nalolo Districts and what views of respondents on the policy of phasing out Basic schools in Kalabo and Nalolo Districts? The findings have answered the research questions based on data collected from the respondents through the research instruments.

This chapter looked at the discussion of research findings with reference to the research objectives and major themes used in the previous chapter. Also the theoretical framework, literature review, ontological and epistemological dimensions as previous given in earlier chapters have been referred to, to substantiate the discussion of research findings. The following were the study objectives used in guiding the discussion of research findings:

1. To identify educational benefits rural communities had in phased out Basic Schools in selected schools of Kalabo and Nalolo Districts
2. To ascertain whether most Parents/Guardians were able to pay school fees for their children/dependants at Secondary School in Grades 8 and 9
3. To establish the factors that affect pupils' access and equity to Secondary School education with the phasing out of Basic Schools in Kalabo and Nalolo Districts
4. To get views of Head teachers, Teachers, Parents/dependants and Pupils in selected schools of Kalabo and Nalolo Districts on the phasing out of Basic Schools

The next section now discusses the research findings in line with the study objectives and the themes.

## **5.2 Benefits of Basic Schools to rural communities**

The study has revealed that there were a number of educational benefits that rural communities had in phased out Basic Schools in selected Schools of Kalabo and Nalolo Districts. The educational benefits the study found out were namely: many pupils had access to Basic education from Grades 1 to 9 at the same schools, schools were cheaper to the parents/guardians, and short distances from homes to schools in terms of pupils and were fewer cases of early teenage pregnancies and early marriages among girls. Furthermore, some of the findings were that many people became aware of their civic rights in participating in voting, young women having an understanding of their reproductive health and some young men and women who had passed through Basic education were most of them government workers while others were self-employed through running businesses as such contributing to economic and social development of the country.

The findings such as citizens being aware of the civic rights and participating in voting and contributing to economic and social development of the country are in tandem with the Msabila and Nalaila (2013) findings as they were looking at the rationale for providing Primary education in Tanzania. The findings are also in agreement with what Amartya (2003) found as he stated that Basic education was important because it made people use their opportunities of global commerce for reducing poverty, expressing their human and legal rights, increasing women security in society and improving their health in general. The findings showed the educational benefits of Basic Schools in local communities where they have been established.

A country in which the majority of its citizens have a minimum of Basic education, people have good understanding in matters of health, civic rights and involvement in economic activities in the country that better their living conditions. For women, such education makes them be able to participate in decision making within and outside the family and increases their security. It is also important to note that most developed countries would not be where they are in social, political and economic development if they did not pay attention to basic education which every citizen in such countries has acquired. The Asian Tigers (Far East) today have leading economies in the world because everyone in those countries contributed to the development of

his/her own country in one way or the other because they had basic education, the foundation of all higher type of education.

As revealed in the study, access to basic school education, short distances to and from schools and affordable school fees were very paramount educational benefits that communities had in Basic Schools that had been phased out. On access, it was true that every child in the community had access to Basic education because Basic Schools were almost found in every community and they were within reach of very young children, hence distance was not a barrier to going to school. The very reason that Basic Schools provided access to education to the majority of the children was low school fees that school administrators and Parent Teachers' Associations (PTAs) charged. The school fees were so low that every parent/guardian was affording to pay. This was discovered during research that some Basic Schools charged school fees which were not more than K50 (Fifty Kwacha) (US \$ 4.72) per term.

Lower levels of early teenage pregnancies and early marriages among the girls were seen to be some of the educational benefits rural communities found in Basic Schools. This was because from the age of seven to about sixteen, the majority of the girls were in school busy with school work making the probability of becoming pregnant or getting married almost minimal. This point agrees with what MoE (1977) stated when it said that the country should have compulsory Basic education of a period of nine (9) years for every child entering Grade 1 at seven years to remain in school for at least nine years until the end of Grade nine at the age of sixteen. With the phasing out Basic Schools in Kalabo and Nalolo Districts, some of the pupils will end their education at Grade 7.

If with the existence of Basic schools pregnancy cases in 2014 stood at 13, 275 girl pupils out of a total enrolment of 386, 465 girls aged between seven and thirteen representing 3.4 percent country wide, what more when most girls will be dropping out of school due to the phasing out of Basic Schools, it will even be worse (Ministry of Education, 2014:3). Rural communities of Kalabo and Nalolo Districts where Basic Schools have been phased out have realised the gap Basic Schools have left because they no longer enjoy the benefits they amassed from Basic Schools. The objective of educational benefits rural communities had in phased out Basic Schools has been clearly ascertained in that we now know that the educational benefits were there and rural communities in selected schools of Kalabo and Nalolo were still looking forward to having them. If local communities in selected schools of Kalabo and Nalolo Districts did not

have anything benefit from the provision of Basic education then they not have been surprised when Basic School were phased out in their localities.

The next section looked at discussion of research findings in relation to affordability of school fees charged in Secondary Schools of Kalabo and Nalolo Districts by most rural parents/guardians.

### **5.3 Ability of Parents/Guardians in paying Secondary School fees**

The study on this issue looked at the school fees charged by both some Basic and Secondary Schools in Kalabo and Nalolo Districts, whether they were affordable by parents/guardians or not and what parents/ guardians ought to do to afford paying school fees of their children/dependants should they be accepted to Secondary Schools and that the policy of phasing out Basic Schools be fully implemented in the country.

The study found out that school fees charged in Secondary Schools were on a higher side compared to those charged in existing and phased out Basic Schools. The two Basic Schools where most respondent pupils did their Junior Secondary Schooling charged K150 (US \$14.16) and K155 (US \$14.65)) per year compared to charges in the four Secondary Schools whose were, the first school A, K225 (US \$21.25) and K435 (US \$41.08) for day pupils and boarders respectively, school B, K200 (US \$18.89)) for day pupils since it was a day Secondary School, school C, K300 (US \$28.33) and K500 (US \$47.21)) for day pupils and boarders respectively and lastly school D, charged K178 (US \$16.81)) being a day Secondary School. Unlike Basic Schools that were charging per year, Secondary Schools were charging per term and a pupil was required to make full payment each term and those who failed to do so normally were chased from school in the third or fourth week of each term to go and collect the school fees from their parents/guardians. This was how some pupils in grades 8 and 9 dropped out of school if their parents/guardians failed to find the required money for school fees. (US \$1=K10.59)

When Head teachers, Teachers, Parents and Pupils were asked to state whether Parents/Guardians were able to pay fees in Secondary Schools, 80(90%) of them said Parents/Guardians were not affording, 4(4%) said they could but with difficulties and the remaining 5(6%) percent stated that they were able. These were the 89 respondents in the study.

The study revealed that the majority of the parents/guardians in rural parts of Kalabo and Nalolo Districts were not able to pay school fees charged in Secondary Schools because of the

following reasons: most of them were poor and without proper means of getting money, not in formal employment and not having good crop yields from their farming due to adverse weather conditions prevailing in these years that was coupled with poor sand soils in their areas. The CSO (2011:14) stated that the majority of the population in Zambia is afflicted by extreme levels of poverty because out of the total estimated population of between 11 and 13 million persons in 2006 and 2010 respectively, over 42% of them were classified as extremely poor. The result further revealed that there were proportionately more extremely poor persons in rural areas (52%) than in urban areas with about 13% during this reveal period (CSO,2011,Mwanza,2013). Going by the findings it clearly confirms why most parents in rural parts of Kalabo and Nalolo Districts cannot send their children/dependants to Secondary Schools due to high poverty levels. Furthermore, fishing where a lot of men got involved in was no longer viable due to fish stock depletion resulting from poor fishing methods and more so peoples' herds of cattle being reduced due to persistent cattle diseases that normally came from Angola due to porous borders where cattle is moved at will between the two countries. The cordon line which used to help in this line was no longer operational. All these put together were found to contribute to why parents/guardians were unable to pay school fees charged in Secondary Schools. In this scenario, the girl child from a poor family faced problems in accessing Secondary School education. Watkins (2000:156)) argued that "poverty reinforces gender inequity so that girls born into poor households face far more restricted opportunities for education than girls born into wealthy households."

The findings on affordability of school fees charged in Secondary Schools were also in line with the findings by Concern World Wide through the study by Hassan, et al (2003) in Somalia where they looked at factors that restricted access to Basic education in most developing countries. Similar results by Ohba (2011) on the abolition of Secondary School fees in Kenya also agrees with what this study has found. In the two studies, factors found included: high cost of schooling in terms of school fees paid, purchase of exercise books and uniform by parents/guardians, transport costs and other non-discretionary items required by school authorities from pupils which were beyond the means of most parents/guardians. These were some of the factors that made Secondary School education in selected schools of Kalabo and Nalolo Districts not to be affordable by most parents/guardians.

A study by Kiage, et al (2014) in Kenya looking at the effects of school fees and levies on enrolments of girls in Boarding public Secondary Schools in Transmara sub country revealed

also that boarding fees, buildings or development fees, bus maintenance fees, caution money, trip fees, prize-giving or motivation fees for teachers and Kenyan Certificate of Secondary Examination fees could not make government subsidy on education precisely to be able to keep a girl in a boarding school because when the mentioned costs were put together, boarding subsidy by government of Kenya was far below their costs, meaning charged school fees were high.

This was what this research found out to be the major cause of why parents/guardians in selected schools of Kalabo and Nalolo Districts failed to pay school fees charged in Secondary Schools. While most reviewed studies concentrated on primary/basic schools school fees, this study focused on affordability of school fees charged in Secondary Schools with the phasing out of Basic Schools. Secondary School fees were quite high because government did not properly and regularly subsidise Secondary Schools in terms of funding. Grants that were given to these schools seemed not to be enough to cater for all activities that needed money in the schools. This situation had made most Secondary Schools to resort to getting money from pupils whose parents/guardians are already poor.

Some Secondary Schools in the two districts had big projects running that needed heavy funding. Projects like putting up a school wall fence and buying a school bus or truck. Apart from that, schools every year have sporting activities at District and Provincial levels that required funding and all that money in most cases came from school fees since sports fund was one of the components of Secondary School fees pupil paid termly. To accomplish all these programmes, Secondary Schools got the money from pupils through payment of schools fees thereby making secondary school education expensive. Pupils in boarding Secondary Schools pay more than those in day Secondary Schools because they pay for their feeding, electricity, transport, projects, accommodation and sports among other fees. This was why a boarding secondary school in Kalabo or Nalolo District has more of day pupils than boarders.

Government introduced education boards in Secondary Schools so that they could sustain schools in terms of extra funding through having projects that would bring them income such as running Tuck shops and other projects but in the two districts these school boards were non-functional while the school PTAs that were still in existence, normally met when they wanted to increase school fees so that pupils could pay more.

The responses involving those who stated that they were able to pay but with difficulties were parents/guardians who were involved in some businesses and viable farming while those who stated that they were able, were in formal employment such as teachers and health workers. These two categories had at least an assurance of a monthly salary every time so it was easier for them to pay school fees compared to parents/guardians who were not in businesses or any formal employment.

A study by Akyeompony, et al (2007) in Ghana on access to Basic education found out that children from poor households were less likely to continue with their education while those from richer households were substantially more likely to access junior secondary education. So poverty levels of parents/guardians resulting from not being in formal employment, limited sources in getting money and farming that is not viable all contribute to one thing, parents/guardians not affording Secondary School fees of their children/dependants when they get accepted into Grade 8 at Secondary Schools as the situation was in this study.

The findings also agree with social stratification theory used in this study where it is argued that the person's socio-economic status in society is positively correlated with both his/her educational attainments and achievement. Since the majority of the parents/guardians in the study area were found to be in lower stratum of society with an experience of high poverty levels, their children/dependants found it a problem to access junior Secondary School education due to high school fees, long distances to schools for they had no means of transport as those who were in the upper class and renting of thatched houses for their children/dependants in compounds/villages near Secondary Schools for they would not afford them to be in boarding schools due to high boarding fees. In terms of educational provisions and attainment the theory gives an assumption that children from poor households like in this case those from rural setting, normally have lower chances of access and equity to education hence with the phasing out of Basic Schools most children/ dependants from selected schools of Kalabo and Nalolo Districts would not be completing Junior Secondary School education.

The study also found out that Parents/Guardians would not just sit and watch their children or dependants dropping out of school due to high cost of school fees but do something to raise money for their school fees. What Parents/ Guardians were required to do included the following: to take farming and fishing as business, form women/youth clubs and cooperatives

and source bursaries for their children from NGOs and social welfare through the help of their area Member of Parliaments (MPs), local committees on education and school authorities.

On taking fishing and farming as business most parents stated that they were planning to grow fish in fish ponds with the help from Ministry of Livestock and Fisheries for financial support and technical know-how. When a lot of fish would have grown bigger, it would then be harvested and sold for good sums of money where there are markets. Rearing of Village chicken was also seen as a big money earner since many people do not like to eat broiler chicken (artificial chicken) due to chemicals used in making them grow. Village chicken even in restaurants or hotels was liked by many people hence if parents/guardians engaged in this business as they planned to do, they would get enough money even to take their children/dependants to Secondary Schools without much financial problems.

Women and Youth clubs could also help in making people involved in them make money. Most Parents/guardians thought of forming clubs and then source Women and Youth Empowerment funds from government to beef up their projects. Other sources of money would be from Citizens Economic Empowerment Commission (CEEC). These projects in the long run would raise a lot of money for stakeholders and the problem of paying school fees would be the thing of the past. Most people who were in these projects have been known to have a lot of money and their children even going to expensive private schools where there was quality education worth the money paid.

The next discussion of findings focused on factors that affected Pupils' access and equity to Secondary School education with the phasing out of Basic Schools in Kalabo and Nalolo Districts. Enrolments in Grade 7 in 2013 and 2014 in selected Primary Schools are discussed, pupils selected to Basic and Secondary Schools are also reflected and finally, Secondary School enrolments in Grade 8 in relation to Districts' Grade 7 enrolment in 2015 are among issues discussed.

#### **5.4 Factors affecting Pupils' access and equity to Secondary School education with the phasing out of Basic Schools**

Focusing on enrolment of pupils in Grade 7 in 2013 and 2014 in Kalabo District in which there were 98 and 131 pupils respectively, the study has revealed that in the two years many pupils qualified into Grade 8 to Basic Schools than to Secondary Schools. For 2014 Grade 8 selection, 73 pupils qualified into Grade 8 at Basic Schools while only twenty (20) pupils were accepted

to Secondary School. In 2015, 116 pupils were selected to Basic Schools compared to only twelve (12) pupils who qualified to Secondary Schools. It was noted that majority of those who went to Secondary Schools could not continue there but sought places in Basic Schools again and of these in the two years, we had seventeen (17) boys and two (2) girls in selected schools of Kalabo District.

For Nalolo District in 2014 Grade 8 selection, out of 35 pupils who qualified to Grade 8, Thirty-four (34) were accepted in Basic Schools while only one girl was selected to a Secondary School. In 2015 again out of 26 pupils who qualified into Grade 8, 25 went to Basic Schools while only one pupil was selected to the only Secondary School in Nalolo District.

The research findings in the selected Primary Schools in the two Districts showed that more pupils were still accepted into the existing Basic Schools than in Secondary Schools and also that some pupils even when accepted to Secondary Schools still went back to Basic Schools. This was because the number of Grade 7 pupils in the Primary Schools under study were many to be absorbed in few Secondary Schools in the two Districts. Apart from that the major aim of Basic school education was to avail equal educational opportunities to every eligible child in the community the reason why there were many Basic Schools in the country compared to Secondary Schools. Additionally, Basic school selection was not based on pupils scoring very high marks to be in Grade 8 since these had enough school places to cater for every child who obtained a Grade 7 certificate. Pupils who went back to Basic Schools were on reasons based on high school fees charged in Secondary Schools and long distances. The study revealed that fewer girls than boys were accepted into Secondary Schools compromising on equity issues.

The findings in this contexts are in contrast with what Mumba (2002) found when she looked at Basic education in line with universal declaration of human rights where she stated that education as one of the fundament human rights , should be made accessible and equitable to all individuals regardless of societal class, race, gender and religion. Social Stratification theory is also against societal practices that would segregate people to such an extent that other classes or groups have advantage over the others based on gender, status, economic advantages and many more. To this effect, Basic education was to level the playing field where every eligible pupil was to have equal access to Basic education unlike what Secondary Schools were doing. UNESCO (2007) also stated that everyone had the right to education and education shall be free from elementary and fundamental stages of education.

The study on factors affecting pupils' access and equity to Secondary education with the phasing out of Basic Schools in Kalabo and Nalolo Districts revealed that Kalabo District had 64 Primary and 12 Community Schools with at least a Grade 7 class giving a total enrolment of 1,542 pupils in Grade 7 in 2015. On the number of Secondary Schools, the study found out that the District had just three (3) with a total number of Grade 8 classes amounting to five (5) with an enrolment of 185 pupils in all the five classes in the district. Looking at 1,542 pupils in Grade 7 in 2015 in Kalabo District who were required to be absorbed in five (5) classes in Secondary Schools in the entire District with an enrolment of 185 pupils, it clearly showed that it was practically impossible no matter how good people would be in mathematics of classroom-pupil allocation. If we take every Grade 8 class in Secondary School to comprise at least 50 pupils and divide this number of pupils into the total enrolment for 2015 Grade 7, the answer will give us 28.8 classes meaning they would need 29 classes for Grade 8 pupils in the year 2016 but the district had only a total of five (5) classes for Grade 8 as in 2015. If each Secondary School was to have even three (3) Grade 8 classes it would therefore, entail that the District would need nine (9) Secondary Schools and now less the three Secondary Schools already in existence, it would require six (6) new Secondary Schools.

In Nalolo District the study found out that there were 48 Primary and eight (8) Community Schools with at least a Grade 7 class and this gave a total enrolment of 1,296 pupils from the 56 Primary and Community Schools. The District at the time of study had just one (1) Day Secondary School with two (2) Grade 8 classes and an enrolment of 80 pupils on average. If all the 1,296 pupils qualified to Grade 8 in 2016 and were to be selected to Secondary Schools and if each class was to have at least 50 pupils, the District would need 26 classes. Again, if each Secondary School was to have even three (3) Grade 8 classes it would mean needing about eight (8) Secondary Schools and now subtracting the one Secondary School in existence, it would require seven (7) new Secondary Schools.

What is happening in Kalabo and Nalolo Districts is that Basic Schools are being phased out without new Secondary Schools being built or upgrading some of the Basic Schools to reciprocate the process, so as a result, access to junior secondary education has been denied to the majority of pupils in the Primary Schools. Additionally, there has been a widening of distances from pupils' homes to schools where they were to get Grade 8 and 9 education. For instance at one of the Primary Schools visited, pupils on daily basis from Monday to Friday cover a distance of 24 Kilometres to go to one of the Basic Schools after theirs was phased out.

In order for them to arrive early at the school, they have to leave their homes for school around 04:30 hours in the morning otherwise they would be late and severely punished. A pupil who has consistently gone to school for five days in the week would mean covering a distance of 120 Kilometres on foot on average. The 24 Kilometres to and from school included crossing first a swampy area that got flooded during the rainy season and then a forest that goes up to the school. The researcher experienced this journey with pupils on 15th September, 2015 and felt pity on the pupils especially, young Grade 8 girls who were finding it a problem in running with their kitty bags of books and plates of Nshima on their backs.

The problems discussed above were similar to what Lewis (2011) discovered during the study that focussed on access, equity, dropout rates and transition to Secondary school in Sub-Saharan countries and South Asia. In India the study revealed that area locations, long distances to schools and inadequate number of Secondary Schools in some areas were some of the factors that resulted into denial of access to Secondary School education and poor transition to Secondary Schools. If in India these factors hindered access to Secondary education, country better off in terms of its economy, what more with a country like Zambia whose success on its education largely depend on the donor community? As a country there is dare need to invest more on education.

A CSO (2010) living conditions monitoring survey report revealed some reasons why pupils in Zambia leave school or fail to continue with their education at Basic School level (Grade 1-7) and these reasons were lack of financial support, not selected to Grade 8, girls becoming pregnant or getting married at a tender age and schools being too far from pupils' homes. These reasons were still the major causes of school dropouts in Kalabo and Nalolo Districts. Unless school fees in Secondary Schools are made affordable or OVCs given bursaries in rural areas, girls taking their education seriously together with their parents/guardians and increasing number of school places by building more day Secondary Schools with weekly boarding facilities so that a lot of pupils from Grade 7 proceed to Grade 8, then access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts will be in vain.

Mbolela (2010) and Mumba (2002) in their researches on factors that affected girl education in some parts of Zambia revealed also that long distances between pupils' homes and schools in most cases resulted into girls dropping out of school at a tender age more than it would be expected if all conditions were favourable to them.

This current study has found out that due to long distances to Secondary or Basic School where pupils who qualify to Grade 8 go, parents/guardians have resorted to renting houses/huts for their children/dependants in villages if the Secondary School was found in a rural area or compounds if in an urban area. The villages/compounds are normally near the school to shorten distances pupils travel to school. This arrangement was out of problems parents/guardians faced in not having a Basic or a Secondary school within their areas. The study found out that pupils faced a lot of problems in rental houses such as exposure to prostitution especially young Grade 8 girls, overcrowding in the rooms they slept in coupled with poor ventilation and poor sanitation. This situation prevailed because Kalabo and Nalolo Districts have few Secondary Schools to be able to provide access to all pupils who get full certificates after the Grade 7 final examination as it usually happened when Basic Schools were in full operation.

This research further revealed that lack of safe and clean drinking water, limited time of study and that of doing homework, insecurity on pupils' part and their belongings and lastly additional costs in rental fees, paying for water, fire wood and food affected those in rental houses than those in the boarding or those coming from parents' homes, affect their school life negatively.

Renting houses especially girls at a tender age had been found not to be ideal. The study has found out that most of the girls who stayed in rental houses did not regularly attend classes and no teacher at their school would bother him/herself to monitor their school attendance or wellbeing at their residence. This alone made such pupil lose out in learning and in the long run fail Grade 9. It was also discovered at one Basic School that the majority of grades 8 and 9 girls who fell pregnant in term two of 2015 out of the twelve girls, nine were those who stayed in rental houses and teachers had a concern over that. The reasons teachers gave were that girls who stayed in rental houses were very free to do anything at any time and no one was answerable on their stay and behaviour. Much of the worry expressed in this research was that when girls became pregnant it implied that their sexual partners and them had unprotected sex and this could lead them to contracting HIV/AIDS at a tender age which may affect their schooling and future life. The study further discovered that most pupils who rented houses dropout of school due to hardships they faced such as cooking for themselves, fetching water and firewood, doing piece works to raise pocket money when their pocket money from parents

run out and lack of sanitation since where they stay they do not have in some cases toilets and bathrooms hence to answer the call of nature one had to cover a long distance. Where such facilities were provided, normally they were below standard of school going pupils.

Renting houses by pupils such as those in Grade 8 especially girls has been found in this research to be quite a unique phenomenon. This practice was known to senior students in colleges and universities where they lodge in boarding houses with better facilities and good security systems in most cases. To such students, the arrangement was ideal for them because they were mature and could make independent decisions based on facts and reasoning than young ones who easily succumb to peer pressure. So to a Grade 8 pupil and a girl child for that matter, the situations does not mean well to parents/guardians, teachers and other stakeholders including government unless people are pretending to think all was well. It is torturing children at an early stage in life and may have bad implications on their future life.

The study revealed that parents were not at fault to let their little children as early as thirteen or fourteen years to start renting houses on their own but it was out of their desperation that their children should not drop out of school immediately after Grade 7 but continue schooling even up to Grade 9 in order to have the much needed Basic education in their lives.

Reviewing on the same, Amanda (2003) at a Commonwealth Education Conference in Edinburgh focusing on the importance of Basic education stated that one of the obstacles to accessing Basic education was that parents were worried of the safety of their children in school especially the girl child. As revealed in this research, parents/guardians worry when they let their girl children to rent houses because they know the obvious consequences of girls renting houses on their own without parents/guardians nearby but they have no option but to do just that hoping for the better. Ntumva and Rwambali (2013) also revealed that sexual harassments of girls by classmates, teachers and other males in the community was attributed to lack of hostels funds ( boarding fees).If parents/guardians had the means they would not accommodate their children/dependants in small rental huts/houses in order to bring un necessary inconveniences to them. In rental houses girls are really exposed to sexual activities from their classmates, male teachers and other men in the community.

The other notable effect on accessing Junior Secondary School education with the phasing out of Basic Schools in Kalabo and Nalolo District was the problem that pupils in rural areas who find themselves in Basic Schools and in some cases in Secondary Schools were rarely on

bursaries. In the two Basic Schools visited, out of over 100 pupils in Grades 8 and 9, only 20 girls received bursaries from an NGO known as CAMFED in one of Secondary Schools where some of the pupil were found. This number was rather too low compared to the number of girls in both Grades 8 and 9 and worse were the boys who were not a priority now in regard to sponsorship by government and school authorities because girls were for a long time deprived of the access to education in the past hence more girls received financial assistance than boys. This intention had caused a lot of boys especially in rural areas to drop out of school before reaching Grade 9 because of lacking sponsorship.

To this effect it was revealed that many children would be in school up to Grade 9 if bursary facilities were availed to them and this should not only be to girls but equally to boys. This finding is equally coinciding with what Bwalya (2012) found in a study in Zambia that looked at the provision of universal access to Basic education evaluating the performance of a National Policy on Education where it was revealed that the introduction of free Basic education and the re-entry policy for girls who fell pregnant and giving of bursaries to vulnerable children increased access to Basic education.

Now that accessing Junior Secondary School is problematic due to high school fees charged in Secondary Schools, the provision of bursaries can be one of the solutions to the problem of dropout of pupils from lower income households especially the girls who often drop out of school easily compared to boys. Government and NGOs should map out strategies that would aim at increasing access and equity to Junior Secondary School education in terms of providing bursaries facilities to pupils who qualify to Secondary Schools from rural areas. Also it would be important that pupils at junior level in Secondary Schools pay less in terms of school fees compared to those at senior level as this was happening in most private Primary and Secondary Schools in Zambia (the Tick Schools in Lusaka). When this is to be adopted in government schools in Zambia, it would increase access and equity to Junior Secondary School education on the side of pupils. Much has been known now that the phasing out Basic Schools in selected schools of Kalabo and Nalolo Districts had some effects on access and equity to Secondary School education. If the discussed factors were previously there but still persisted, it therefore, meant that workable solutions must be put in place to bring them to an end or minimized before Basic Schools in Kalabo and Nalolo Districts were to be phased out completely. It is sufficing to state that the objective on factors affecting pupils' access and equity to secondary school education in selected schools of Kalabo and Nalolo Districts has been answered because the

factors have been established and the extent to which they affect access and equity to secondary school education discussed.

The discussion that follows focused on the views of Head teachers, Teachers, Parents and Pupils on the policy of phasing out Basic Schools and its effects on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts.

### **5.5 Discussions on the policy of phasing out Basic Schools**

Head teachers, Teachers, Parents/Guardians and Pupils were asked to state whether the policy of phasing out Basic Schools selected schools of Kalabo and Nalolo Districts was a good policy and to also give their views on the policy. To achieve this, Ontological and epistemological dimensions were used in getting and understanding respondents' views on the policy of phasing out Basic Schools and its effects on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts. The ontological dimension was applied to understand respondents' view on the phenomenon as a social reality and in the discussion interpretivism as an epistemological approach was used in getting meaning of what respondents gave in relation to the effects of phasing out Basic Schools. So the discussion of the research findings involving the last objective was handled because the phasing out of Basic Schools in the two Districts of Kalabo and Nalolo was viewed as a social reality whose findings required interacting with respondents through interviews and FGDs and interpreting the outcomes to achieve the intentions of the research.

On the views over the policy, respondents stated that the policy was not good and the reasons they gave were centred on the policy denying access to most pupils to Junior Secondary School education, subjecting parents/guardians to paying high school fees in Secondary Schools, long distances to schools and renting houses/huts by parents for their children who fail to be in the boarding or if they were to a day Secondary School and Basic School away from their homes without boarding facilities. These factors have already been discussed in this chapter.

#### **Views of Head teachers on the policy of phasing out Basic Schools**

On the views of Head teachers, the findings were into two categories, those on re-introduction of Basic Schools with some further developments and others on continued phasing out Basic schools with some considerations to be put in place so that the issue of access and equity to secondary school education was not to be compromised.

The research revealed that Head teachers advocated for the re-introduction of Basic Schools especially in rural areas since these were the areas where there were few Secondary Schools. If Basic Schools were to be re-introduced, more classroom blocks, teachers' houses, Science and Computer laboratories were proposed to be built. Additionally, qualified teachers needed to be employed to confidently handle Grades 8 and 9 classes. The study also revealed that most Primary Schools did not have teaching, learning materials and desks all of which should be supplied to promote effective teaching and learning.

The above views by the respondents were what caused the government to phase out Basic Schools as reflected in Educational Reforms 1977 and Focus on Learning of 1992. The latter document stated that Basic School Education in the country brought a number of challenges that included denying classroom space for Grades 1 to 7, not having equipment in terms of teaching and learning aids and low quality of teachers to handle the upper Basic level (Grades 8 and 9) and consequently making pupils not to be well taught as compared to their friends in conventional Secondary Schools (MoE, 1992:76).

Contrary to Focus on Learning 1992 that purported the phasing out of Basic Schools, proper remedies would have been considered than destroying what was already in existence because embarking on this programme by government would need a lot of resources. It could have been better just to improve the state of Basic Schools in the country that were in existence in order to meet the standards that were needed by the initiators of the programme, the Ministry of education, Government and other interest groups on education. Experience had it that up 2015, the country still had a number of Secondary Schools that were created during the MMD government (1991-2011) in council buildings and other government buildings which had no proper infrastructure that befitted that of a modern Secondary School. Those Secondary Schools most of them had no school assembly halls, proper toilets, proper administration blocks and departmental stock rooms. Teachers' houses, Libraries and even Science laboratories were not in most of those day Secondary Schools. From the time the ministerial decree was made to have those Secondary Schools in place, no serious government funding was allocated to such schools to increase their infrastructure. Some of these Secondary Schools are there in Kalabo and Nalolo Districts and it was where some of the pupils from the phased out Basic schools were required to go in order to do their Grade 8 and 9 schooling. No wonder most of them had one or two classes available for Grade 8 pupils each year yet they were secondary schools created for purpose of providing access to quality education to pupils. Zambia would want to be a middle

income country by 2030 and on education, the “ Vision 2030” a government document has set targets to be achieved by 2030 that included increasing enrolment from Grades 1 to 9 by 99 percent and reducing distance to Basic Schools to Five (5Km) Kilometres radius of the potential learners’ homes (GRZ, 2006:30). This can be a dream come true if and only if more Primary and Secondary Schools were to be built to reduce on distances children travelled to school with the phasing out of Basic Schools. The vision of this document seemed to be that Basic Schools would still be there even by 2030.

Some Head teachers were for the idea that if the policy of phasing out Basic Schools continued as it seemed to be and that Grades 8 and 9 classes were part of Secondary Schools, then to increase on access and equity to Secondary School education, school fees charged in Secondary Schools must be made affordable to parents/guardians. This could be achieved through introducing free and compulsory education even up to Grade 9. This was even promised by the PF government in the 2011-2016 party manifesto. If this was to be implemented then even children from low income households would have accessed Secondary School education without financial difficulties. Apart from that there was need to regulate and control school fees charged in all government Secondary Schools based on location of either being rural or urban with the aim of making education affordable to vulnerable children. Head teachers were also of the view that bursary facilities be provided to children from rural areas who find it a problem to be in school due to inability of their parents/guardians to pay school fees. The bursaries could be offered by NGOs, Government and other stakeholders and when this was to be done boys should not be discriminated against to such an extent that they drop out of school due to lack of sponsorship.

Study by Ndiku, et al (2013) when they looked at government funding on access to Secondary School education in Kenya, Challenges and prospects is in line with Head teacher’s view as it revealed that tuition free Secondary Schools and bursary schemes had an impact on enrolment in Secondary schools in Kenya. Money government disbursed directly in school accounts was horizontal equitably distributed to all students enrolled in schools irrespective of socio-economic backgrounds of the students. However, this system favoured student from rich families because they would have more resources since they came from rich backgrounds whereby paying of school fees had not been a problem. Free education also led to the mushrooming of many day Secondary schools.

Coming to our situation in Zambia, Kalabo and Nalolo Districts in particular, new Day Secondary Schools that government would be constructing or the upgraded Basic Schools, school fees that would be charged should be made affordable to most of the parents/guardians especially in rural areas. Where the fees become unaffordable, government should come in to provide bursaries and free education to OVCs and this move when done would increase access and equity to Junior Secondary School education not only in Kalabo and Nalolo Districts but also in the country as a whole.

### **Views of Teachers on the policy of phasing out Basic Schools**

Teachers' views on the policy of phasing out Basic schools as seen in the previous chapter also included two dimensions where some stated that phasing out Basic schools was quite a good idea while others said it was not. Those who said it was a good idea sighted ill qualified teachers found in Basic Schools, lack of infrastructure and non-availability of teaching and learning materials which when put together resulted into poor quality education whereby pupils who completed Grade 9 from Basic schools when compared to their counterparts in conventional Secondary Schools were of low calibre. Even when such pupils proceeded to senior Secondary Schools, their poor performance followed them up to higher institutions of learning like colleges and universities.

What teachers have said is true because having taught in Secondary School for more than twenty (20) years, the researcher has noticed the change in the quality of pupils who were admitted into Grade 10 from Basic Schools and those whom the Secondary Schools nurtured from Grade 8 through up to Grade 10. Normally, those from Basic Schools came in numbers and proved to have not been taught very well because they usually performed badly in all the subjects that were offered at Secondary School despite having come with high marks (60% and above) from the Grade 9 final examinations. When Grade 12 final examinations came, three quarters of them normally managed to obtain General Certificate of Education (GCE). This brought the accusing fingers between teachers in Basic Schools and those in High Schools owing to the fact that Basic School teachers would normally say High School teachers did not know how to teach because most pupils who passed from Basic Schools ended up failing Grade 12. In the same vein, High School teachers would say Basic School teachers supply us with half barked pupils who came to High Schools after being aided in Grade 9 final examinations and due to that, when they came to High schools where such a practice was unprofessional, they ended up failing the Grade 12 final examinations. However, phasing out Basic Schools due to

the many challenges that they faced would not be a good move as that would be denying many children access to junior secondary education because Kalabo and Nalolo Districts still had few number of Secondary Schools and fees charged there were quite high for an average parent/guardian. With the introduction of career path ways enshrined in the new syllabi in Zambian schools where subjects like computer and business studies, technical and vocational subjects are to be taught, children who would not be privileged to be in Secondary Schools would lose the opportunities of learning these subjects that were good for the current generation. What should have been done was to mitigate the challenges of ill qualified teachers by training and deploying well qualified ones, put good infrastructure and equipping Basic Schools with teaching and learning resources. It was felt that doing so would have made Basic Schools produce graduates of high calibre fit for the global market.

The other teachers who were advocates of not phasing out Basic schools stated that these schools should not be phased out for they provided access to nearly every pupil from grades 1 to grade 9 at the same school at a minimum cost. They said that what government should have done was to increase on classroom space so that the upper basic section would have own buildings to avoid taking some classrooms from the lower grades which in itself created artificial classroom shortages in most Basic schools. More important was to train many teachers and make them well qualified such that when they would be deployed to Basic schools they would teach confidently. This imply having Secondary School diploma teachers in Mathematics, Science, English and other subjects. Teaching and learning materials should also have been supplied to all Basic schools.

The sound economic, social and political advancement of any country is determined by how well a country invests in its Primary/Basic education. The Asian Tigers invested well enough in their Basic education and for this reason they are economically and technically advanced in all areas of development. However, it is hoped that the re-introduction of Primary and Secondary Schools would revamp our education system while increasing access and equity to Secondary School education especially in rural areas of Kalabo and Nalolo Districts.

### **Parents'/Guardians' views on the policy of phasing out of Basic Schools**

Parents/Guardians and their children/dependants in rural communities of Kalabo and Nalolo have started experiencing the effects of phasing out Basic Schools in their areas. So parents'/guardians' views were that government should not phase out Basic Schools especially

in rural areas. Where such schools were phased out, let them be re-introduced. Alongside with such statements they further said that Basic Schools should have more classrooms built unlike where some pupils learnt in pole and mud classrooms. New permanent buildings should be constructed and qualified teachers together with the provision of teaching and learning materials such as books must be in Basic Schools if they were to be re-introduced.

The study by Etuk, et al (2012) on Nigeria's Universal Basic Education policy alluding to socio-economic problems in meeting access to Basic education revealed that inadequate facilities and infrastructure, limited resources, overcrowded classrooms and dilapidated buildings were some of the factors that posed some problems in meeting access to Basic education in Nigeria. However, as a country, concerted efforts were undertaken to solve the problem after an assessment of the policy hence, Nigeria is one of the countries with a lot of schools dotted around the whole country and that has resulted in many of its citizens having sound education because access to Basic education was the government's priority agenda.

The parents'/guardians' views were that should government go ahead with phasing out Basic schools in preference to Secondary Schools, then let it honour its promise of making education free and compulsory from grade 1 to 12 and if this was not possible, even just up to grade 9 for rural communities. Bursaries provision to parents'/guardians' children who happen to qualify to Secondary Schools were also requested to be given. Parents/Guardians further stated that government should do something to their children especially girls who failed to continue with their education due to high school fees charged in Secondary Schools coupled with long distances to Secondary Schools given the high cost of living and cost of transport. What they meant was giving them survival skills through skill training or taking them to school on government bursaries.

A study that revealed good prospects in girl child education by government was one done by Lewis (2011) in China and Indonesian. Here government cut school costs by reducing them to affordable levels in order to increase girl enrolment in schools. In Bangladesh the study showed that the implementation of a programme called Female Secondary School Stipend programme made sure that every rural girl was eligible for scholarship on condition that she attended school regularly, got good marks in class and did not get married while at school. Another programme to promote girl education involved giving poor families grants to help them offset the cost of sending their girl children to school and this proved to have worked very well in countries like

Mexico, Brazil, Nicaragua and Kenya. All these findings elsewhere are in a similar way with what this research looked at to be workable steps in Zambia to promote access and equity to Secondary School education with the phasing out of Basic Schools and high school fees eminent in Secondary Schools.

### **Views of pupils on the policy of phasing out of Basic Schools in their communities**

Grades 8 and 9 pupils found in existing Basic and Secondary Schools who were part of respondents gave their views on the phasing out of their Basic Schools. Like the views of other respondents (Head teachers, teachers and parents/guardians), they too had two thoughts on the policy. Their first view was that Basic Schools especially theirs should not have been phased out as such they reiterated and appealed to government to consider re-introducing them. The other view was that if Basic Schools would not be re-introduced as the current state appeared to be, then those that were still in existence should gradually be phased out on condition that new Secondary Schools be built while up-grading some Basic Schools to Secondary School status was to be done without delay. If this was to be done, then progression rate of pupils from Grade 7 to Grade 8 would be enhanced resulting in the achievement of access and equity to junior Secondary School education. Their views were also that each district should have four to six Secondary Schools plus two more up-graded Basic Schools. This was so because the two districts had few number of Secondary Schools compared to other districts and this scenario had resulted into a number of vulnerable children drop out of schools due to long distances pupils covered to go to Secondary Schools. Pupils also observed that Secondary School education was not as affordable in terms of school fees as Basic School education was.

Again the study by Lewis (2011) on access to education revisited, focusing on equity, dropout rates and transition to Secondary School in South Asian and Sub-Saharan Africa after studying seventeen schools tracking 700 children through transition to Secondary Schools, revealed that location and distance from school, affiliation to marginalized groups, being female and increased cost of schooling affected access and equity to Secondary School education. This study agrees with what pupils complained about in regard to the phasing out of their Basic Schools. Like in the findings of Lewis (2011), pupils were faced with the problem of location (being in rural) and distance to Secondary Schools to access education, high cost of school fees in Secondary Schools and girls being much affected by the policy due to their vulnerability as compared to boys.

What the pupils have given as views are quite true and give evidence of what pertains on the ground. Implementation of the policy of phasing out Basic Schools by government by building more Secondary Schools and the up-grading of 220 Basic Schools in the country as planned is appreciated by rural communities of Kalabo and Nalolo Districts. However, the pace at which the phasing out of Basic Schools was first done to the constructing of new Secondary Schools and up-grading of Basic Schools to day Secondary Schools, rather presented a mismatch. Phasing out of Basic Schools was quickly done, just a pronouncement by the Minister of Education, the policy was implemented. In the provision of secondary school education in such a way that access to Grades 8 and 9 schooling was to be maintained, there was a gap that affected transition of most children from Primary to Secondary School. Given also the number of Basic Schools ear marked for up-grading, 220 in the whole country and if Western Province is given 22 Basic Schools which were to be shared among sixteen districts in the province, it would mean rural districts like Kalabo and Nalolo would have one up-graded Basic School each, which may not be enough. Therefore, there is need to scale up construction of new Secondary Schools in these two rural districts because they are quite isolated from other districts due to the Zambezi River which appears to be on their eastern side. This creates a barrier on pupils who would want to go to other districts to access education in terms of transport and poor road network especially for Nalolo District and many parts of Kalabo. It is for these reasons that a number of Secondary Schools with weekly boarding facilities and affordable school fees were needed in the two districts if access and equity to Secondary School education were to be provided to pupils from Primary Schools.

The view of all the respondents on the policy of phasing out basic school s in selected schools of Kalabo and Nalolo Districts seem to have answered the last object in this research. This was because they all gave the same views regardless of where they were found and the category they were in. If this research was to be replicated elsewhere in the same districts, similar views would be found.

## **5.6 Summary**

This chapter has discussed the research findings on the effects of phasing out Basic Schools on access and equity to Secondary School Education in Selected Schools of Kalabo and Nalolo Districts. The findings were discussed based on the research objectives and the themes of the study which were guided by social reality of ontological and epistemological assumptions.

The findings have revealed that the phasing out of Basic schools in selected schools of Kalabo and Nalolo Districts had some effects on access and equity to Secondary School education.

The last chapter looked at conclusions and recommendations on the research findings. The conclusions and recommendations resulted from what had been discovered from this research.

## **CHAPTER SIX**

### **CONCLUSION AND RECOMMENDATIONS**

#### **6.1 Introduction**

The previous chapter looked at the discussion of research findings on the effects of phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts guided by research objectives. It focussed on the educational benefits rural communities had in the phased out Basic schools, affordability of Secondary School fees by parents/guardians, factors that affected pupils' access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts with the phasing out of Basic Schools and the views of Head teachers, teachers, parents/guardians and pupils on the policy of phasing out of Basic Schools.

This chapter was designed to draw the conclusion and recommendations based on the research findings.

#### **6.2 Conclusion**

From the findings of this research as guided by the social stratification theory, ontological and epistemological dimensions that looked at this research as a social phenomenon, it would be concluded that there were some effects caused by phasing out Basic Schools on access and equity to Secondary School education in selected schools of Kalabo and Nalolo Districts. The effects discovered were: long distances to Secondary Schools, increased school dropout due to high school fees charged in Secondary Schools, reduced access to Secondary education due to shortage of school places at junior secondary school level as a result of few Secondary Schools and pupils' subjection to renting houses whenever they failed to pay boarding fees or if they were day pupils coming from distant areas of the Secondary Schools. Some pupils had been made to repeat Grade 7 even when they qualified to Secondary Schools because their parents/guardians failed to get them school fees.

In order to give remedy to the effects caused phasing out Basic Schools in selected schools of Kalabo and Nalolo Districts, stringent measures were needed to be undertaken by all stakeholders so that no pupil in rural areas of Kalabo and Nalolo Districts was denied access to Secondary School education. This research therefore, culminated into recommendations to

stakeholders in the education sector that included parents/guardians, secondary school authorities and Government/ Ministry of General Education.

### **6.3 Recommendations**

Based on the findings of this research, the following recommendations may be considered:

#### **To Parents/ Guardians**

1. Parents/Guardians to make education of the girl child a priority than marrying her off at a tender age
2. Parents/Guardians should get involved in income generating ventures such as making farming as business, forming cooperatives and small scale businesses as these will make them self-reliant and enable them find money to send their children/dependants to school
3. Parents/Guardians should make sure that they find better and safer rental houses for their children/dependants in nearby compounds/villages in cases where they fail to put them in the boarding or if the schools their children/dependants go to have no boarding facilities such as day Secondary Schools

#### **To Secondary School Authorities**

1. Head teachers of Secondary Schools should make sure that pupils accepted in Grade 8 at their schools and from rural areas access Junior Secondary School education through lowering school fees charged so as to make them affordable to parents/guardians. There should be a difference between fees paid at junior and senior levels whereby pupils at the junior level should pay less than those at the senior level.
2. Guidance and counselling teachers to capture OVCs as they report in Grade 8 to plan for their bursaries in case such schemes existed in their schools.
3. School administration to devise a system of capturing all pupils who rent private accommodation especially girls and knowing even their landlords in order to provide guidance, counselling and mentorship services to such pupils and their parents/guardians

#### **To Government and Ministry of General Education**

1. Government must not completely phase out Basic Schools in Kalabo and Nalolo Districts until such a time when enough Secondary Schools are built or some basic schools upgraded into secondary schools

2. Government to provide bursaries to OVCs from rural areas especially girls who qualify to Secondary Schools and who continue to perform very well in school subjects
3. The Ministry of General education to make sure that the school grants given to Secondary Schools in rural areas are consistent and increased from time to time and to match with prevailing economic conditions and cost of transport in rural areas as doing so will deter Secondary School authorities from over charging pupils in terms of school fees

#### **6.4 Summary**

This chapter looked at conclusion and recommendations of the research. The conclusion has been that the phasing out of Basic Schools in selected schools of Kalabo and Nalolo Districts of Western Province has brought some negative effects on access and equity to Secondary School education. Recommendations have been made to Parents/Guardians, Secondary School Authorities and Government/Ministry of General Education so that the effects of phasing out Basic Schools should not exert much negative effects on pupils' access and equity to Secondary School education as pupils proceeded from Grade 7 in Primary Schools to Grade 8 in Secondary Schools.

#### **6.5 Future Research**

This study on the effects of phasing out Basic Schools on access and equity to Secondary School education was done in selected schools of Kalabo and Nalolo Districts. So, a similar study can be done in rural parts of other Districts within the country. Another study can be done on the evaluation of the Basic School education policy on provision of quality education in Zambia.

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## APPENDICES

### APPENDIX A: CONSENT FORM

I am a registered Master student in the Department of Educational Administration and Policy Studies at the University of Zambia. I am conducting a study on the effects of abolishing Basic Schools an access and equity to secondary school education in selected schools of Kalabo District. In order to collect the data I need to interview Headteacher and Teachers and conduct Focus Group Discussions with Parents/Guardians together with their children/dependants. The office of the District Education Board Secretary is fully aware of this. I assure you that the information you provide will be confidentially kept. Write your name and append your signature in the space below if you are willing to participate. However, feel free to withdraw from participation if you are uncomfortable with the provision of the information.

#### **Participant**

Name..... Signature.....

Date..... Place .....

#### **Witness/ Researcher**

Name..... Signature.....

Date..... Date .....

**Thank you very much for your participation.**

## **APPENDIX B: Interview guide for Primary School Teachers**

1. What is your sex?
2. What is your marital status?
3. How long have you been in this school?
4. What is your professional qualification?
5. How long has your school been a basic school?
6. When did you last have grade 9 classes at this school?
7. What benefits did the community have in the existence of Grades 8 and 9 at this school?
8. Do parents afford paying school fees for their children when accepted to secondary schools?
9. Give reasons for failure?
10. Where do pupils who qualify to Grade 8 at your school now go?
11. How many secondary schools do you have in your district?
12. Does this number of secondary schools enough to provide access to all Grade 7 pupils who qualify to Grade 8 in the District?
13. What happens to those who fail to get places in secondary schools?
14. Who are more affected by the phasing out of basic schools boys/girls, give reasons
15. Is the policy of phasing out Grades 8 and 9 classes at your school pleasing you? Give reason
16. How many boys and girls qualified to Grade 8 in 2014 and 2015 at your school?
17. How many boys and girls failed to go to secondary schools in 2014 and 2015
18. Give reasons why pupils failed to go secondary schools where they were accepted.
19. What do you think should be done to increase access to Grades 8 and 9 education for the majority of children in Grade 7 especially in the rural areas?
20. Is the policy of phasing out Basic Schools a good idea?
21. If not a good idea, give reasons why the policy is not a good idea.
22. What are your views on phasing out Basic Schools by Government in the Country?

**THE END: THANK YOU VERY MUCH FOR YOUR COOPERATION AND PATIENCE.**

## **APPENDIX C: Semi- structured interview guide for parents**

1. What is the name of your school?
2. For how long has your school been in existence?
3. What is the highest grade at your school?
4. When were Grades 8 and 9 classes phased out at your school?
5. Were Grade 8 and 9 classes at your school important?
6. Can you give the benefits people in your area had in having the basic school?
7. How many children/dependants did you have in grade 7 in 2013 and 2014?
8. When they qualified to grade 8, did they go to basic/secondary school?
9. How are the fees like?
10. Are you affording school fees per term at secondary/ basic?
11. If you are finding problems, what have you been doing to go around the problem of finding money?
12. Can you give some reasons why most children from rural areas fail to be in grade 8 in secondary schools as compared to those in urban areas?
13. How many secondary schools do you have in your district?
14. Is the number enough?
15. Who are more affected by the policy boys/girls? Give reasons
16. Are there some children in your area who have failed to go to secondary schools after they qualified? Give reasons
17. Is the policy of phasing out basic schools making you happy? Give reasons
18. What do you think should be done for more grade 7 pupils to have access to grades 8 and 9 education?

**THE END, THANK YOU VERY MUCH**

## **APPENDIX D: Semi- structured interview guide for head teachers**

1. For how long have you been at this school?
2. What is the last Grade in this school?
3. When did you last have a grade 9 class at this school?
4. For how long has this school been a basic school?
5. How come that your school was among the schools whose basic status has been phased out?
6. How did the basic school benefit the local community in terms of the education their children?
7. How many boys and girls did you have in grade seven in the last two years?
8. How many of those qualified to grade 8 in 2014 and 2015?
9. Where do most of your grade 7 pupils who qualify go for grade 8, secondary or basic schools?
10. How many secondary schools are there in your district?
11. Is the number enough to provide access to all grade 7s who qualify to grade 8 in the whole district?
12. What do think should be done to increase access for grade 7 who qualify to grade 8?
13. Are Parents/ Guardians affording to pay school fees for their children who qualify to secondary schools?
14. Can you give reasons as to why most parents cannot afford to pay school fees for their children who qualify to secondary schools?
16. Which category of pupils at your school is mostly affected by the phasing out of basic schools boys/girls?
17. Are there some pupils from your school who qualified to secondary school but failed to go?  
Give reasons
18. What are your views on the policy of phasing out basic schools in the country?

## **APPENDIX E: Focus Group Discussion Guide for Parents**

1. How long has your school been in existence?
2. When were Grades 8 and 9 classes phased out from your school?
3. Are you affording to pay school fees for your children/ pupils who qualify to secondary schools?
4. Comment on the number of secondary schools in your District in terms of providing access to Grade 8 and 9 schooling?
5. Who are more affected by this policy of phasing out basic schools at your school boys/ girls? Give reasons.
6. Mention some of the problems your child may face while at secondary school especially girls.
7. Are you happy when Grades 8 and 9 classes are not at your school? Give reasons.
8. Are there some children in this community who have failed to go to secondary school after they were accepted? Give reasons.
9. What do you think ought to be done to have more Grade 7 pupils access junior secondary school education in your area and the District at large?

**END OF OUR DISCUSSION, THANK YOU FOR PATIENCE, MAY GOD BLESS YOU.**

## **APPENDIX F. Semi-structured interview guide for Grade 7 pupils 2013 and 2014**

1. What is the name of your school where you did Grade 7?
2. In which year did you complete your Grade 7?
3. When did you have the last Grade 9 at your school?
4. What benefits did people have in your area in having a Basic School?
5. Where do the majority of the pupils who qualify to Grade 8 now go?
6. Who takes care of your education?
7. How much do you pay per term at this school?
8. Are your Parents/ Guardians affording to pay your school fees?
9. What is the source of income of your parents?
10. If they are finding problems, how are they affording?
11. How many Secondary schools are in your District?
12. Is the number enough to cater for all Grade 7 Pupils in the District?
13. How far is the nearest Secondary School from your home?
14. Who do you think are more affected by phasing out of Basic schools boys/girls, give reasons.
15. Are there some pupils who qualified to secondary schools but failed to go? Give reasons
16. How many of those were boys/ girls?
17. Is the policy of phasing out Basic Schools a good idea or not? Give reasons
18. What do you think should be done for more Grade 7 pupils who qualify to Grade 8 to have more access as it was during the time of Basic Schools?

**THANK YOU FOR YOUR PARTICIPATION, MAY GOD BLESS YOU.**

## **APPENDIX G. FOCUS GROUP DISCUSSION FOR PUPILS**

1. When was the Basic School phased out at your former school?
2. Were Basic Schools important to your community? Give reasons
3. Where do most pupils at your school go for Grade 8 now?
4. What problems do pupils meet at secondary schools or Basic schools that did not face at their previous schools?
5. Who do you think are more affected by the policy of phasing out Basic schools Girls/ Boys?  
Give reasons
6. Are your Parents/ Guardians affording paying school fees per term? Give reasons
7. What do you think should be done to increase access to Grades 8 and 9 schooling?
8. What are your views on phasing out of Basic Schools by government?

**THANK YOU FOR YOUR PARTICIPATION.**

## Appendix H: Introductory letter to Head Teachers in Nalolo District

All Correspondence Should be addressed to  
The District Education Board Secretary  
Tel:.....



In reply please quote:

No:.....

**REPUBLIC OF ZAMBIA**  
**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

Nalolo District Education Board  
P. O. Box 920093  
SENANGA

### INTERNAL MEMO

To: ALL HEADTEACHERS - NALOLO DISTRICT  
From: DISTRICT EDUCATION BOARD SECRETARY - NALOLO  
Date: 9<sup>th</sup> September, 2015

SUBJECT: INTRODUCTORY: MR. SUSIKU NALUKENA KENNY NRC 190030/84/1

The Bearer of this memo is a Student from the University of Zambia currently carrying out a research in order to satisfy the requirements of his study programme.

Kindly cooperate with him and offer him the relevant support as he visits your school.

  
Mukata Muyangwa

**APPENDIX I: Introductory letter to Head Teachers in Kalabo District**

Telephone: +260 217 221031  
Tel/Fax: +260 217 240043



In reply please quote:

No.:.....

REPUBLIC OF ZAMBIA

**MINISTRY OF EDUCATION, SCIENCE, VOCATIONAL TRAINING AND EARLY EDUCATION**

KALABO DISTRICT EDUCATION BOARD

P.O. BOX 930100

KALABO

**MEMORANDUM**

TO: All Head Teachers-Kalabo District

FROM: The District Education Board Secretary

DATE: 22<sup>nd</sup> September, 2015

**SUBJECT: STUDENT INTRODUCTION-MR SUSIKU NALUKENA K. NRC  
190030/84/1**

The bearer of this memo is a student from the University of Zambia (UNZA) carrying out a research (Field Work) to in order to satisfy the requirements for his Masters in Education. Attached herewith is a letter from the Assistant Dean (Post Graduate) - School of Education to validate this memo.

Kindly cooperate with him and offer him the relevant support he needs for the completion of his study.

  
Imasiku R. N  
District Education Board Secretary  
**KALABO**

**APPENDIX J: Introductory letter to the Debs Kalabo and Nalolo Districts**



**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION**

Telephone: 291381  
Telegram: UNZA, LUSAKA  
Telex: UNZALU ZA 44370

PO Box 32379  
Lusaka, Zambia  
Fax: +260-1-292702

Date: 12<sup>th</sup> JULY, 2015

**TO WHOM IT MAY CONCERN**

Dear Sir/Madam

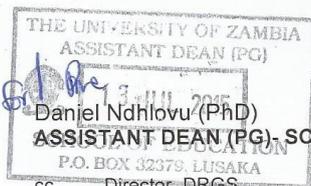
**RE: FIELD WORK FOR MASTERS / ~~PHD~~ STUDENTS**

The bearer of this letter Mr./Ms. SUSIKU NALUKEWA K. Computer number 512800708 is a duly registered student at the University of Zambia, School of Education.

He/~~She~~ is taking a Masters/~~PHD~~ programme in Education. The programme has a fieldwork component which he/~~she~~ has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/~~her~~

Yours faithfully



cc. Director, DRGS  
Dean, Education