

**THE CONTRIBUTION OF MOPANI AND KONKOLA
COPPER MINES IN ENHANCING CORPORATE
SOCIAL RESPONSIBILITY IN EDUCATION,
ZAMBIA**

BY

FREDERICK CHIBUYE

**A dissertation submitted to the University of Zambia in partial
fulfillment of the requirements for the award of the degree of
Master of Education in Education and Development**

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I, Frederick Chibuye, do hereby declare that this piece of work is my own, and that all the work of other persons has been duly acknowledged, and that this work has not been previously presented at this University and indeed other Universities for similar purposes.

Signed.....

Date.....

Supervisor: Professor Austin M. Cheyeka (PhD)

Signed.....

Date.....

CERTIFICATE OF APPROVAL

This dissertation by Frederick Chibuye is approved as fulfilling part of the requirement for the award of the degree of Master of Education in Education and Development by the University of Zambia.

Examiners' Signatures

Signed.....Date.....

Signed.....Date.....

Signed.....Date.....

ABSTRACT

The purpose of this study was to examine and compare the contribution of Mopani and Konkola Copper Mining Companies in enhancing corporate social responsibility in education in Zambia. While the provision of education is the duty of the government, it was of the considered view that the mining companies needed to take part as they were among the beneficiaries of the trained human resource produced by the government from various educational institutions. Hence the study strived to examine the contribution of Mopani and Konkola Copper Mining Companies, towards enhancing education in Zambia as part of their corporate social responsibility.

In getting in-depth understanding of the situation, a descriptive survey study was used as a research design and qualitative approach was used in the study. Hence, in-depth interviews, Focus Group Discussion (FGDs) and semi- structured questionnaires were the research instruments used in primary data collection while secondary data collection involved relevant literature from journal articles, internet, books, and newspapers. The sample size was 96 participants. Simple random sampling procedure was used for a cross section of 90 mine employees (from both companies) while purposive sampling technique was used for 2 Human Resource Managers (HRM), 2 Corporate Affairs Managers (CAMs) and 2 Chief Executive Officers (CEOs). Semi-structured questionnaires were administered to 60 mine employees (30 from each company) and then four Focus Group Discussions (FGDs) on further 30 mine employees fifteen from each mine respectively. The interviews were conducted separately on 2 HRMs, 2 CAMs and 2 CEOs making a total sample of 96 respondents. Maimunah Ismail's theory of corporate social responsibility and its role in community development guided this study.

The research findings were that, comparatively, the two mining companies had made some strides in contributing towards enhancing their corporate social responsibility to education. They offered scholarships to school leavers and participated in the administration and running of trades institutions where they equipped their employees with necessary artisan skills. However, they had concentrated more on managing primary and secondary trust schools. These two mining companies differed in the way they offered scholarships to employees and school leavers. MCM admitted about 90% of school leavers into their trade school at the newly established "state of art" trade school in Mufulira. While KCM employees benefited from the company scholarships and sponsored trust school pupils to train abroad particularly in the United Kingdom and South Africa. The mining companies had training policies for example; KCM training policies were more in support of the access to tertiary education by what they had put in place, through their training policies. KCM had good policies on paper while MCM had evidently come out practical in implementing the planned activities, through enhancing their corporate social responsibility in support of education. This research therefore, recommends that the government needs to streamline policy and come up with measures aimed at imploring the mining companies to contribute to the provision of education. Konkola Copper Mine needs to do more to ensure that more school leavers are considered for tertiary education programmes as it builds capacity for the employees with the artisan skills.

DEDICATION

This dissertation is dedicated to my late parents, Mr and Mrs Dickson Jane Chibuye, for encouraging and supporting me throughout my education journey; for making me believe in my ability to ascend the education ladder despite my humble background. To them I will forever be grateful.

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LIST OF ACRONYMS AND ABBREVIATIONS

| | |
|--------------|--|
| CAM: | Corporate Affairs Manager |
| CEO: | Chief Executive Officer |
| CMZ: | Chamber of Mines of Zambia |
| CSO: | Central Statistics Office |
| CSR: | Corporate Social Responsibility |
| DRGS: | Directorate of Research and Graduate Studies |
| GRZ: | Government Republic of Zambia |
| HRM: | Human Resource Manager |
| KCM: | Konkola Copper Mines |
| MCM: | Mopani Copper Mines |
| MoE: | Ministry of Education |
| NORTEC: | Northern Technical College |
| OVC | Orphaned and Vulnerable Children |
| UNESCO: | United Nations Education, Scientific and Cultural Organisation |
| UNZAPOGRASA: | University of Zambia Post-Graduate Students Association |
| USAID: | United States Aid |
| ZCCM-IH: | Zambia Consolidated Copper Mines- Investment Holdings |

CHAPTER ONE

INTRODUCTION

Overview

The introduction of the study on the contribution of Mopani and Konkola Mines in enhancing social corporate responsibility in Education has been presented in this chapter. The first part is a background of the study, elucidating the opinions and arguments that have been postulated regarding enhancing corporate social responsibility in education especially the tertiary sector in Zambia, Africa and the World at large. The chapter further presents the statement of the problem, purpose of the study, research objectives, research questions, significance and latitude of the study. The other components dealt with the conceptual and theoretical frame-works, ethical concerns and the operational definitions of the key terms used in the study. The terms ‘tertiary’ and ‘higher’ education were used in varying ways in different contexts. For example, Fredrikson (2004) explained that tertiary education refers to all post-secondary education, including but not limited to universities and including colleges and technical institutions.

1.1 Background

Education is the most effective tool to fighting poverty and reducing inequality. Human capital and skills development is the single most important factor for economic growth of countries (World Bank, 2009). According to MoE (2011: xiv), education is a major factor in enhancing a country’s social and economic development, as it aids in fighting against poverty and hunger. Education also refers to the aggregate of all processes by which a child or individual or young adult develops the abilities, attitudes, and other forms of behaviour which are of positive value to the society in which they live. Education is also considered to be the process of receiving or giving instructions, especially at a school or university (Global education.com). As noted by Kelly (1999), education is a lifelong process of facilitating the learning or the acquisition of knowledge, skills, values, beliefs and attitudes from educative and resource influences. On the other hand, Jackson (2014) noted that education is the act or process of educating or being educated, the knowledge or skill obtained or developed

through learning. The British Council (2012) elucidated that education is increasingly seen by Governments as a major contributor to national wealth and economic development. According to the HA NQI (2016) the Vietnamese Prime Minister, Nguyen Xuan Phuc, described education as key to national development, further noted that investment in education is development investment, which should be prioritised in all social-economic development plans. In addition, the increasingly competitive external environment has called for continuous improvement of countries quality assurance standards and international criterion of their education systems. According to Kelly (1999), the aim of education is to provide the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all learners, so that each can develop into a full person for their personal fulfilment and the good of society. Furthermore, education is defined as a condition of human survival; it is a means whereby one generation transmits the wisdom, knowledge and experience which prepares the next generation for life's duties and pleasures (Snelson, 1974:1).

To underscore the importance of education, globally the countries through the World Bank have resolved to spend at least 20% of the National Budgets. For example, this is how much some countries allocated in the national budgets to education;

Zambia: In the 2017 national budget of K53.1 billion, education was allocated K10 billion, which is 16.5% of the entire budget (National Assembly of Zambia, 2016)

Botswana: The 2015/2016 national budget from the total national sum of PULA 36.99 billion, education was allocated PULA 10.64 Billion, translating to 28.8% of the total budget.

Kenya: In the 2016/2017 national budget, about 1.498 Trillion Shillings was allocated to education translating to 23.0% of the national expenditure.

China: In 2014, about 2.4 Trillion YUAN was allocated to the education sector equivalent to \$377.45 billion (UNESCO, 2016).

Every educational level should contribute to the continuous development of basic skills for employment and citizenship and there should be a closer association between education and productive sectors, so that the population is both more skilled and competitive to reduce the social gaps and promote national development (DNP, 2011:102). Furthermore, widening participation in tertiary education has become a global objective, reinforced by both economic and social obligations. Tertiary education is by and large positioned by the international community as a fundamental site for facilitating the skills, know-how that are essential to economic and social development in low income countries. Increasingly, more explicit links are being made by the global policy between widening participation in tertiary education wealth creation and poverty reduction (UNESCO, 1998; World Bank, 2002).

Tertiary education raises quality of standards of living, global relevance, through attracting the best students and staff, generating revenue, pushing the frontiers of knowledge through research and promoting internal diversity. For example, global tertiary enrolments reached 170 million, the four countries alone namely China, India, the US and Russia have a combined share of 45% of the global tertiary enrolments (UNESCO, 2006). Tertiary education is viewed as cardinal to development as it is able to provide scientifically, professionally and technically skilled staff and create research and analysis in order to improve the effectiveness of both the private economy and government policy and services. Tertiary education, on the other hand, opens up one's mind to become very versatile, broadens the thinking and fresh analysis of issues, as they say 'education is never enough.'

According to Bloom *et al.* (2006), for several decades, donor institutions have placed great emphasis on Primary and more recently Secondary education in their development assistance to Sub-Saharan Africa. But they neglected tertiary education as an added means to improve economic growth and mitigate poverty. The Dakar Summit on 'Education for All' in 2000, for example, advocated only for primary education as a driver of social welfare, it left tertiary education in the background. Yet, Tertiary education is a means to improving economic growth and mitigating poverty (World Bank, 2006: ii).

Tertiary education is a necessity to boosting national production, competitiveness and economic growth. It is an essential complement to educational efforts at other levels as well as to national initiatives to boost innovation and performance across economic sectors

(Bloom, 2006). The World Bank (2006) postulated that tertiary education enhances building of skills for growth and competitiveness. This includes the provision of relevant skills to the labour market, a capacity to understand and use global knowledge in science and technology, particularly for agriculture, capability to assess existing information and generate new understanding through research and a much closer working relationship with the productive sectors of the economy.

Tertiary education, also referred to as third stage, third level and post-secondary education, is the educational level following the completion of a school providing a secondary education. According to UNESCO (2006) is education provided by universities and other higher education institutions. It is the level of education following secondary schooling. It plays an essential role in society, creating new knowledge to students and fostering innovation. According to John Phiri (Former Minister of General Education), economic enhancement and sustainable development can only be made possible through improved tertiary education (Chindakwanda, 2013). Technical education and vocational training is an important component of the education and skills development sector that contribute significantly to economic development (GRZ, 2006). According to the Oxford Economics (2012), tertiary education is described as a driver of national economic competitiveness, with education and technological development for productivity.

Tertiary education policy is increasingly important on national agendas. The widespread recognition that tertiary education is a major driver of economic competitiveness in an increasingly knowledge-driven global economy that has made high-quality tertiary education more important than ever before. The imperative for countries is to raise higher-level employment skills, to sustain a globally competitive research base and to improve knowledge dissemination to the benefit of society. The World Bank (2008) re-affirmed that tertiary education contributes to social and economic development through:

- i. The formation of human capital through teaching.
- ii. The building of knowledge bases through research and knowledge development.
- iii. The dissemination and use of knowledge through interactions with knowledge users.
- iv. The maintenance of knowledge- inter-generational storage and transmission of knowledge.

The scope and importance of tertiary education have changed significantly. Over 40 years ago, tertiary education, which was more commonly referred to as higher education, was what happened in universities. This largely covered teaching and learning requiring high level conceptual and intellectual skills in the humanities, sciences and social sciences, the preparation of students for entry to a limited number of professions such as medicine, engineering and law, and disinterested advanced research and scholarship. These days, tertiary education is much more diversified and encompasses new types of institutions such as polytechnics, university colleges, or technological institutes. These have been created for a number of reasons: to develop a closer relationship between tertiary education and the external world, including greater responsiveness to labour market needs; to enhance social and geographical access to tertiary education; to provide high-level occupational preparation in a more applied and less theoretical way; and to accommodate the growing diversity of qualifications and expectations of school graduates (World, 2006).

In addition, it has become more common for tertiary education institutions not only to engage in teaching and research, but also to provide consultancy services to industry and government and to contribute to national and regional economic and social development. Substantial reforms are taking place in tertiary education systems mainly aimed at encouraging institutions to be more responsive to the needs of society and the economy.

Fredrikson (2004) states that tertiary education is a key indicator in a nation's effort to develop a highly skilled workforce needed to compete in today's economy. There are important private and public benefits to tertiary education, for example, higher salaries, better employment opportunities, increased savings, and upward mobility are some of the private economic benefits obtained by taking part in tertiary education. A tertiary education graduate also obtains non-economic benefits including, a better quality of life, improved health, and greater opportunities for the future. Tertiary education can also be linked to the demand for high quality skills in the new knowledge economy. Tertiary education, through the creation of new knowledge, development of innovative technologies and development of scholars in varied specialties, can augment the labor force in today's global and competitive economy.

Public channel through which tertiary education can enhance economic development is through technological catch-up. In a knowledge economy, tertiary education can help economies gain ground on more technologically advanced societies, as graduates are likely to be more aware and better able to use new technologies. Tertiary education may promote foster technological catch-up and improve a country's ability to maximize its economic output (UNESCO, 2006: iii). This helps to maximize Africa's potential to achieve its greatest possible economic growth given the current constraints. Hence, tertiary education needs a balanced and strategic approach to human capital development sought in an effort to boost the prospects for economic growth in Africa and Zambia in particular.

Given the extensive social and private benefits that result from education, mining companies have a role to play by investing back to the community through corporate social responsibility to education which is essential for achieving social justice, and ensuring the realization of the full potential of all young people. First, in the interest of fairness, every individual must be given an equal chance to partake in education (tertiary included) and its benefits, irrespective of income and other social characteristics including gender, ethnicity, and language. Additionally, there is a strong efficiency argument in favor of equity promotion. A talented but low-income student who is denied entry into tertiary education represents a loss of human capital for society. The lack of opportunities for access and success in tertiary education will lead to underdeveloped or undeveloped human resources and a resulting shortfall in the capacity to economic and social benefits (Harbison, 1964; Ramcharan, 2004).

Amidst the expectations of the Zambian populace from the mining firms, the benefits are far from being realised, Simutanyi (2008) acknowledges that there are serious concerns about the need for Zambia to receive a fair share from the exploitation of its natural resources. Previous years have seen a surge in mining activities throughout sub-Saharan Africa, partly in response to policies of economic liberalisation, privatisation and favourable conditions for foreign investment. The renewed interest in mining activities came as a result of a boom in commodity prices occasioned by increased demand from China and India. Thus, foreign investors arrived on the scene to either buy former state mining companies, privatised, or to start new mining companies, often protected by favourable mining policies and legislation.

However, the impacts of these large scale mining activities on local communities were largely negative. They contributed to social conflict, to the destruction of livelihoods, to the dislocations and displacements of local communities and to environmental damage (Campbell, 2004).

Kumar (2016) explained that the concept of corporate social responsibility recently gained traction in Zambia. General awareness of corporate social responsibility exists among both producers and consumers. After privatization, Zambia consolidated copper mines (ZCCM) was actively encouraged by the donor community as a means of reducing corruption, inefficiency and waste, supposed to bring new investment to the Copper belt reviving the local economy and restoring its severely degraded and contaminated environment. Although the idea of corporate social responsibility was gaining some importance within policy debates in Zambia, it was not applied widely but usually associated with philanthropy.

The corporate world would be helpful especially in the mining firms by getting involved in the provision of education especially at tertiary level to help the vulnerable but practical students. According to GRZ (2006) on corporate social responsibility, it states that the Nation shall ensure Corporate Social Responsibility by the private sector are strictly adhered to and implemented to the latter. The mining companies are contributing to the communities where they operate from, for example, there are many precedents in the mining industry world-wide for substantial and continued support for a social service function for example in Chile, where the mining sector supports local people through their contributions towards improvement of the infrastructure in education, health and other social services. Most mining companies in Zambia do not seem to have policies on corporate social responsibility to enhance development (ZCCM, 1997). However, the mining companies contribution to education need to be exploited to establish how they enhance corporate social responsibility to tertiary education. There is little literature on mining firms' contributions towards enhancing education especially the tertiary sector through their corporate social responsibility.

Other than the mines, there are other companies that have scaled up their investment in different fields to enhance the corporate social responsibility. For example, Nsabika-Kalima (2014) revealed that Standard Chartered's Private Equity Africa division (SCPE) invested

USD57 million into Zambian Energy Corporation (ZamEn), the controlling shareholder of Copperbelt Energy Corporation Plc (CEC Plc). CEC Plc is an independent power transmission and distribution company in Zambia, and is listed on the Lusaka Stock Exchange. The Company's core business consists of distributing power to the mines operating in Zambia's Copperbelt, and transmitting power for ZESCO Limited, the Zambian national power utility. Standard Chartered's investment supports CECA's pan-African expansion strategy, and is the first investment within the Bank's USD2billion commitment to 'Power Africa', a public-private sector partnership launched by US President Obama on his trip to Africa in 2013.

In Nigeria, CECA have already acquired a controlling interest in the Abuja Electricity Distribution Company and a 20% stake in the 600MW Shiroro hydro plant. Nigeria's power privatisation initiative is expected to increase system-wide generation capacity and connectivity, while reducing costs and technical losses, thereby facilitating a self-sustaining power sector which supports Nigeria's economic growth.

Investment like the Standard Chartered's Private Equity Africa division into the electricity sector is what everyone expects especially in the education sector which is key to national development. Elderman (2015) defined education as being a tool to improving the lives of others, leaving the community and the world better than you found it. For example, Konkola Copper Mines (KCM) awarded scholarships to 15 students to study in South Africa, at the University of Pretoria under the faculty of engineering and built environment. The students were drawn from the company's trust schools in Chingola and Chililabombwe. These students were initially sponsored to study 'A' levels at Nchanga, Chingola and Simba schools, as a pre-requisite to being sponsored to study abroad. However, these efforts seem not to be enough.

Zambia is predominantly a mining country endowed with abundant mineral resources ranging from copper to nickel, gold, zinc, lead, coal, including iron and these metals are scattered across the nation. Some of the mining companies that are found in the country are Chambishi copper mines in Chambishi, Bwana-Mkubwa in Ndola, Chibuluma in Kalulushi, Mopani copper mine in Kitwe, Mufulira and Nampundwe, Konkola mine in Chililabombwe,

Lumwana, Kansanshi and Kalumbila found in Solwezi, Maamba Coal Mine in Southern province, Luanshya and Baluba in Luanshya town.

According to Kangwa (2001) the history of Copper mining in Zambia dates back to 1899, when the first mine was first discovered. The modern history of mining industry in Zambia begun when sole prospecting rights over large areas were granted to a number of financially strong companies in 1925. He further noted that, the colonial authorities had made little effort to develop educational and health infrastructure and at independence less than 0.5% of the Zambian population were expected to have completed education despite the fact that the colonial government had enough resources from the mining industry that could be used to enhance support to education. Actually during this time no university was built in the country.

Human Development Report (2012) elucidates that there is a link between mining and education because mining companies provide access to education through CSR projects. The Zambian government spends 3.3% of public funding on education. Kumar (2016) also suggested that there was a need to take advantage of the public-private partnerships in which the government and public sector could work together especially on infrastructure projects. Infrastructure was a critical need in Zambia whose needs identified by the people and teachers accommodation, classroom blocks and bathrooms especially for girls was lacking of availability.

There is a greater need for education especially in rural areas in Zambia. This is to help the Zambian education system which was free from grade one until grade seven where a small amount was charged by the school for some administrative costs and no school fees were required in public schools until grade seven. From grade eight to twelve the fees were relatively high and many students could not afford that. High school education therefore was very luxurious for most of the children in Zambia especially the rural part of the country. Many parents could not afford to pay those high amounts of money and therefore prudent for parents to appreciate the scholarships or any other help from corporate social responsibility enhanced by various firms investing in Zambia. In rural Zambia, many families preferred to send their boys to school at the expense of girls who consequently

stayed at home to do the house chores. There had been an increase in girls attending school because of scholarships and increased infrastructure development.

Kaunda's philosophy of Humanism focused on developing potential of the indigenous Zambians and initiated a series of ambitious National Development Plans aimed at directing the profits of the newly nationalised copper mines, towards building hospitals, schools and universities. The mines encouraged the growth of the economic and social activities dependent on the miner's incomes. Further-more, the youth development schemes helped youths in the compounds identify the skills they would pursue and formalise as careers (GRZ, 1997). The main element in the growth of the Zambian economy remains the copper industry, since independence the country has endeavoured to diversify its economy and industry. The enormous effort has been made to raise the educational level the population and to train the skilled and technical man-power needed for the economy (Mudenda and Bordoville, 1988). Since the privatization of the mines by the MMD government in the late 1990s, we do not seem to know clearly the contributions of the mining companies in enhancing support to education as part of their corporate social responsibility especially at tertiary level. It was at the backdrop of the above background that this study was undertaken.

1.2 Statement of the Problem

The mining industry which is the key driver of Zambia's economy creates the demand for technical and professional man-power because of the modern skill intensive technology used in the diverse operations. However, the mining companies seem not to have invested enough in the education sector to realise their much needed human capital as Mudenda and Bordoville (1988) noted that as at December, 1985, ZCCM had only about 900 Zambian employees with a university level of education, mainly in engineering, metallurgy, geology, mining, medical and related technical and professional fields. This posed challenges and a demand on the national education system to training of appropriate human resource for the industry. There is little information on whether Mopani and Konkola copper mines has invested in education by contributing to skilful human capital through their corporate social responsibility.

1.3 Purpose of the study

The purpose of this study was to examine the contribution of Mopani and Konkola Copper Mining Companies, towards enhancing corporate social responsibility in education in Zambia especially after the privatization of mines on the Copperbelt.

1.4 The Research Objectives

The research objectives of this study were to;

- (i) determine the contributions of Mopani and Konkola copper mines to education sector in Zambia through corporate social responsibility.
- (ii) analyse the trends of mining companies in enhancing corporate social responsibility in education in Zambia from 2005 to 2015.
- (iii) establish the training policies which Mopani and Konkola copper mines have towards enhancing corporate social responsibility to tertiary education.

1.5 Research questions

The following were the research questions:

- (i) What contributions did Mopani and Konkola Copper Mines make to education sector in Zambia through corporate social responsibility?
- (ii) What were the trends of mining companies in enhancing corporate social responsibility in the Zambian education sector from 2005 to 2015?
- (iii) What training policies did Mopani and Konkola Copper Mines put in place towards enhancing corporate social responsibility to tertiary education?

1.6 Significance of the Study

The findings of the study may:

- (i) Contribute to the body of knowledge on the role of mining companies in enhancing corporate social responsibility like the provision of education (especially tertiary) within the Copperbelt community and Zambia as a whole.

- (ii) Provide a foundation for further research on the social corporate responsibilities of Mopani and Konkola Copper Mines, including other mining houses.
- (iii) Be helpful to both the investors and policy makers on the concept of encouraging the corporate world to engage itself in social responsibility (the CSR activities) as a way of enhancing support to Education (Tertiary), especially by the mining companies.
- (iv) Be essential to the prospective students in the school of mines both at the Copperbelt University and University of Zambia for possible scholarships by the mining firms.
- (v) Demonstrate a contemporary and comprehensive analysis of the current policy framework on corporate social responsibility (CSR), for the mining houses in Zambia.

1.7 Conceptual framework

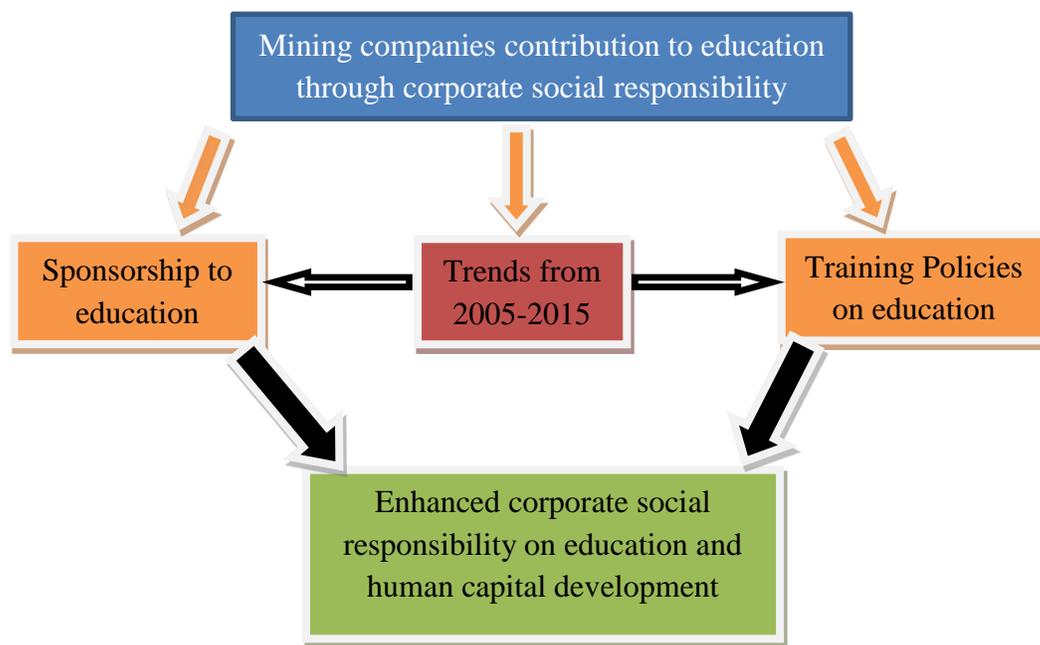


Figure 1.1: Conceptual Framework

When all the mining conglomerates endeavour to come-up with good corporate social responsibility policies to do with education for the benefit of their surrounding communities, these policies have to be supported by the budgets to cater for sponsoring of different educational programmes, this would be done through their corporate social responsibility (CSR) departments as indicated in figure 1.1. Depending on how these corporations or firms

conduct their businesses in a way that is ethical and society friendly, will definitely ensure that there will be enhanced access to education as a consequence of mining companies' contributions through the initiatives and activities of their corporate social responsibility endeavours. Hence, this study conceptualised the contributions of the two named mining companies' contributions in enhancing corporate social responsibility in education by looking at their policies and trends (activities) between 2005-2015, in this regard in terms of training and sponsorship to ensure enhanced corporate social responsibility to education.

1.8 Theoretical Framework

A theory is a set of philosophies that are envisioned to describe something about life and the universe. It is a proclamation of some general principles that elucidate phenomena. A theory tends to provide a general explanation for interpretations made over a period of time. Theories are meant with a view to make sense of the universe and change according to human experience (Barton, 2007). This therefore, applies to education as much as to any other part of human life and endeavours. A theoretical framework of study is hence, an outline of concepts and information that one desires to bear in mind so as to make logic of what one perceives considerable.

This section discusses the theoretical framework used for the research. This theory was meant to guide the collection of relevant data and inform the ethical assessment of this study.

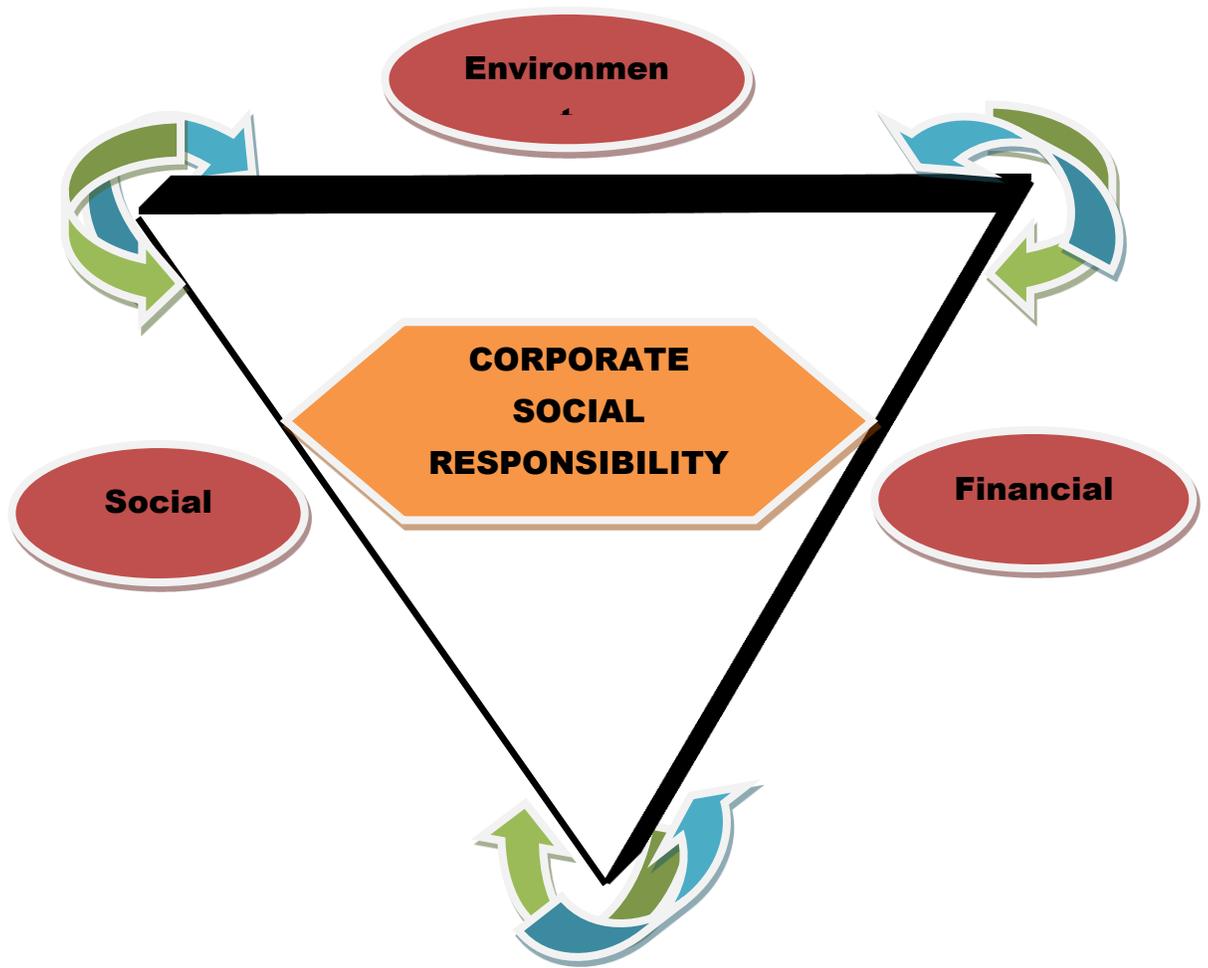


Figure 1.2: Illustration of Corporate Social Responsibility Theory

Figure 1.2 brings out the essence of the CSR capturing the 3 Ps (Planet, People and Profit) whereas planet is represented by environment, people are under social and profit under financial in the diagram. The fact is about how mining companies achieve a balance of the environment, economic and social factors.

This study was underpinned by Maimunah Ismail's theory of corporate social responsibility and its role in community development: an international perspective that was based on the very logic of corporate social responsibility towards seeing its impact in community socially, environmentally and economically. Competencies required by Corporate Social Responsibility (CSR) Managers were also analysed in order to have a better understanding of the practical aspects of Corporate Social Responsibility. The present-day corporate social

responsibility (also called corporate responsibility, corporate citizenship, responsible business and corporate social opportunity) was a concept whereby business organisations consider the interest of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders as well as their environment. This obligation shows that the organizations have to comply with legislation and voluntarily take initiatives to improve the well-being of their employees and their families as well as for the local community and society at large.

Corporate social responsibility simply refers to strategies corporations or firms conduct their business in a way that is ethical and society friendly. Corporate Social Responsibility can involve a range of activities such as working in partnership with local communities, socially sensitive investment, developing relationships with employees, customers and their families, and involving society in activities that are meant to enhance environmental conservation and sustainability for the benefit of all stakeholders in the community.

Corporate Social Responsibility ideas emerged after a realization that there is a need for economics of responsibility, embedded in the business ethics of a corporation. Hence, the old idea of *laissez faire* business gives way to determinism, individualism to public control, and personal responsibility to social responsibility.

1.9 Delimitation

Delimitations are used to indicate how the study is narrowed in scope (Creswell, 1994). This study limited itself to the contribution of the two mining companies namely Mopani and Konkola in enhancing corporate social responsibility in education. The locations were some selected parts of the Copperbelt province, particularly Kitwe, Mufulira and Chingola districts.

1.10 Limitation

Limitations are those conditions which are beyond the control of the researcher and may also place restrictions on the conclusions of the study (Best and Kahn, 2009). The researcher encountered several challenges that included difficulties in finding officers to interview at the mining companies. In overcoming the challenges the researcher made several

appointments with the officers concerned to bring out information as required. Another limitation was that, the study was just confined to two mining companies, as such, the findings may not be generalised to other mining companies and corporations and business entities.

1.11 Definitions of Operational terms used in the study

The definition of terms explains how the given terms have been used in a study.

Correspondingly, the following terms were used as explained below:

Corporate Social Responsibility: Continued commitment by Mopani and Konkola copper mines to fairly and responsibly contribute to economic development while improving the lives of their workers, families and community as at large.

Enhance: This is the increased or augmented exposure or opportunity in this case to education.

Mining companies: These are both multi-national and national companies that have the licenses to mine, explore, and export a variety of minerals especially copper as the case is for Zambia.

Social: Allowing people to meet and interact with Mopani and Konkola copper mines sharing company's proceeds.

Sponsorship: The aspect of being allowed to pursue higher education through being paid for by various institutions or firms.

Tertiary Education: This is the post-secondary or high school education, the education that one attains after completing grade 12 (or form five) as the case may be.

Training Policies: These are guide-lines that pertain to how organisations or companies plan or envisage exposing their human resource to some form of education or knowledge acquisition.

Trends: These are planned activities that institutions or firms both at multi-lateral and national level put in place in order to achieve their company visions, objectives including goals. In this instance, it's the activities on the mining companies' sponsorships and training policies on education for students through their corporate social responsibilities.

1.12 Summary

This chapter presented the background to the study, the statement of the problem and the purpose of the study. Research objectives, research questions were also presented, the significance of the study, the conceptual and theoretical frameworks were also elucidated. Lastly, there were delimitations and limitations to the study and indeed the operational terms as used in the study were explained. However, in chapter two literature will be reviewed on the contribution of the mining companies towards enhancing corporate social responsibility especially in education particularly tertiary education on the Copperbelt province in Zambia.

CHAPTER TWO

LITERATURE REVIEW

Overview

Chapter two presents the review of literature on enhancing mining companies' corporate social responsibility to education in general. The purpose of literature review is to determine what has been done within the expanse of the research problem. The first part presents the relevance of Tertiary education in promoting the development of a highly skilled workforce for competing in the global economy. As a follow up to the review of various literatures, the theory of tertiary education will be discussed in various perceptions and frameworks. The corporate social responsibility of corporations to tertiary education at global, Africa and Zambian contexts will be discussed and end by identifying the gap in the literature reviewed. The literature will by and large highlight the corporate social responsibility of firms or corporations.

2.1 Tertiary Education and Development

Tertiary education plays a key role in training qualified individuals who will be capable of implementing new technologies and using innovative methods to establish efficient enterprises and institutions and allocate resources meritoriously (World Bank, 2010). It further states that through research and increased knowledge, tertiary education can also enhance addressing challenges emanating from population growth limited arable land, pervasive diseases, urbanization, energy costs and climate changes. Brunner (2012) stated that universities and other tertiary education institutions play an important role in human capital development and innovations systems in the cities, regions and nations at large. Furthermore, tertiary education institutions contribute to human capital and skills development, technology transfer and business innovation, social, cultural, and environmental development.

Bloom *et al* (2006) elucidated the point that tertiary education is an indispensable pre-requisite to boosting national productivity, competitiveness, and economic growth. It is an

essential compliment to educational efforts at other levels as well as to other national initiatives to boost performance across economic sectors. Tertiary education contributes to finding solutions to the development challenges facing Africa. The World Bank (2006: ii) states that tertiary education is a means to improving economic growth and mitigating poverty. In knowledge economy, tertiary education can help economies gain ground on more technologically advanced societies as graduates are likely to be more aware of challenges emanating from the rapid growth in population, scarce land, disease, energy and climatic changes.

Existing literature shows that higher education can promote national development (DE Bloom *et al.*, 2006; Bloom *et al.*, 2006; World Bank, 2010). This is so because higher education plays a fundamental role in training qualified human resources capable of implementing new technologies and using state-of-the-art methods to establish more proficient enterprises and institutions. Through research and increased knowledge, higher education can aid in addressing the challenges originating from population growth, inadequate arable land, diseases, energy costs, climate change and urbanization (World Bank, 2010) notes that, the goal of higher education must be to find answers to the developmental challenges confronting countries around the world. For instance, countries such as China and India exemplify how investment in higher education and research can change a nation towards socio-economic development (Cloete *et al.*, 2010).

In a knowledge-based economy, Bloom *et al.* (2006) demonstrate the fact that tertiary education can aid economies keep abreast with more technically advanced societies. According to them, higher education graduates are likely to be more aware of and able to use new technologies, more probable to advance new tools and skills themselves. The knowledge acquired can also enhance the skills and understanding of non-graduates, while the immerse confidence and know-how learned by advanced education may spawn entrepreneurship, with affirmative effects on job creation (Bloom *et al.*, 2006).

In addition to economic growth, tertiary education can also stimulate social and political growth in a country. For instance, training of physicians and other medical workers, the community's health is enhanced thereby ensuring high productivity at places of work. By fostering good governance and leadership skills, tertiary education can supply countries with

the gifted individuals needed to create a policy atmosphere suitable for growth (Bloom *et al.*, 2006). Other benefits that emanate from tertiary education comprise; the likelihood of setting up vigorous and just legal and political establishments and in addition evolving a culture of employment and business establishments. For example, the need for advanced knowledge and decision-making skills emanate from higher education institutions. Over and above, the role of tertiary education is to foster research excellence and its relevance. To build links with other research organisations, the private sector and industry and helps to disseminate the knowledge it creates.

Although not all countries are in the same position, a number of trends within tertiary education have emerged:

(i) Expansion of tertiary education systems

The expansion of tertiary education has been remarkable in recent decades. At the Global level, in 2004, 132 million students enrolled in tertiary education, up from 68 million in 1991. Average annual growth in tertiary enrolment over the period 1991-2004 stood at 5.1% worldwide (UNESCO, 1998; UNESCO, 2006).

(ii) Diversification of provision

Expansion of tertiary education was accompanied by a modification of provision. New institution types developed, educational offerings within institutions multiplied, private provision expanded, and new modes of delivery were introduced.

(iii) More heterogeneous student bodies

The rise of female participation has been the most noteworthy progress affecting the composition of student bodies in tertiary education. A second outstanding development is the growing participation of more mature students leading to a rise in the average age of student bodies. In addition, in most countries, tertiary student bodies are increasingly heterogeneous in terms of socio-economic background, ethnicity and previous education.

(iv) New funding arrangements

A number of trends are also noticeable in funding arrangements for tertiary education. First, there has been a diversification of funding sources. Second, the allocation of public funding for tertiary education is increasingly characterised by greater directing of resources,

performance-based funding, and competitive procedures. Third, a number of countries are expanding their student support systems.

(v) Increasing focus on accountability and performance

The development of formal quality assurance systems is one of the most substantial trends that have impacted the tertiary education systems during the past few decades. Starting in the early 1980s quality became a key topic in tertiary education policy.

(vi) The growth of tertiary education has raised questions about the amount and direction of public expenditure for tertiary education. In addition to fiscal constraints, increased market pressures have also fostered the growing focus on accountability in tertiary education.

(vii) New forms of institutional governance

Over the past few decades important changes have happened in the leadership of tertiary education institutions, including the emergence of new perceptions on academic leadership and new ways of organising the decision-making structure. Academic leaders are increasingly perceived as managers, coalition-builders or entrepreneurs.

(viii) Global networking, mobility and partnerships

Tertiary education is becoming more internationalised and progressively involves intensive networking among institutions, scholars, students and with other actors such as industry. International collaborative research has been reinforced by the impenetrable networking between institutions and cross-border funding of research activities (UNESCO, 1998; UNESCO, 2006).

2.2 The Corporate Social Responsibility of Corporations.

Corporate social responsibility (CSR) refers to strategies corporations or firms utilize in order to conduct their business in a way that is ethical, society friendly and beneficial to community in terms of development. This article analyses the meaning of CSR based on some theories available in literature. It is argued that three theories namely utilitarian, managerial and relational theories of CSR supported by works of other scholars in the area could be used to suggest that Corporate Social Responsibility becomes an international concern due to globalized nature of business that knows no border. CSR is evolving in its

meaning and practice. The very logic of CSR is towards its impact in the community socially, environmentally and economically.

The management literature acknowledges social responsibility as an important corporate duty. One view is that firms face a trade-off between social responsibility and financial performance. Those holding this view, propose that firms incur costs from socially responsible actions that put them at an economic disadvantage compared to other less responsible. Another contrasting viewpoint is that the explicit costs of corporate social responsibility are minimal and that firms may actually benefit from socially responsible actions in terms of employee morale and productivity.

A third perspective is that the costs of socially responsible actions are significant but are offset by a reduction in other firm costs. For instance, stakeholder theory suggests that a firm must satisfy not only the stakeholders but also those with explicit or implicit claims. Stakeholder theory further suggests that implicit claims like product quality are less costly to a firm than explicit claims like wage contracts or stakeholder demands. Low social responsibility, however, may encourage some stakeholders to doubt the ability of a firm to honour explicit claims and may increase the number of a firm's more costly explicit (Prakash, 1991).

However, there are a diverse models in the mining industry worldwide for substantial and continued support for a social service, for example, in Chile where the mining sector supports local people through contributions towards improvement of infrastructure and social services. Unfortunately, most mining companies have not come up with policies on social services (ZCCM, 1997). If most of these mining companies would have been as responsible as the mines in Chile, most of the school leavers in local communities would have been assisted to get into tertiary institutions, it would appear that mining firms can do it in terms of spreading their networks as education is a public good. Docampo (2007) stated that education, by and large, is considered a public good, since it usually meets the criteria of being both non-excludable and non-rivalries.

2.2.1 Global Trends- Tertiary Education and Corporations.

Globally, there are concerns about who gains access to higher education, widening participation has received some attention in a range of low, mid and high income countries. Student enrolment increased from 13 million in 1960 to 82 million in 1995 and to 132 million in 2004 (UNESCO, 1998; UNESCO, 2006). However, globally, this means an enrolment of 24%. In Sub-Saharan this figure drops to 5%, for example in Ghana only 3% and in Tanzania only 1% (UNESCO, 2006). As a consequence of the above, at global level trade liberalization through the World Trade Organization's general agreement on trade and services (GATS), is likely to accelerate the trends in transforming tertiary education into a commodity that can be invested in by private and foreign providers operating on a global scale. This is owing to the fact that private higher education has been theorized in terms of market economic and political domination that has been unleashed on the developing countries through the new remedy of market forces in the global arena (Chossudovsky, 1998).

In India, mining companies view education and economic development as being positive factors towards achieving real progress and development. A deep analysis of the results in India shows that the main positive impact of mining companies is that of the generation of employment opportunities for local people, which consequently benefits education sector, because parents can afford to send their children to school (Cuartero and Leva, 2014).

Colombia, the third largest country in Latin America in terms of population and fifth largest in terms of area is rich in natural resources but has not created enough jobs for its 46 million population. It lags behind Mexico, Chile and Brazil in terms of human capital development, economic diversification, innovation and productivity. In 2010, up to half of the population (49.5%) lived in poverty in Colombia (Brunner, 2012). Since 2005, the reviews of higher education in Colombia's regional and city development has been a tool to mobilise tertiary education for economic, social and cultural development of cities and regions. Brunner *et al.* (2012), notes that despite its economic miracle and robust growth for more than a decade, Colombia continues to struggle to overcome social and economic disparities.

Another country in Latin America is Antioquia whose economy is based on natural resources, manufacturing industry and a growing service sector. Industrial activity, tertiary education, investments, high population and income are all concentrated in the metropolitan area. Historically based on mining, energy and textiles, the regional economy is in the process of transformation. While Antioquia (State in Colombia) has made great strides in education and performs better than Colombia in general in key education indicators, it still has a long way to go (Brunner, 2012). The tertiary education participation rate has reached 35.5%, but overall educational attainment level remains low with significant disparities between rural and urban areas. Illiteracy rate in Antioquia is 5.1% while in rural areas it is about 10.6%. The challenges in tertiary education are:

How to develop a more inclusive labour in the education system to address long term challenges of poverty and inequality. Furthermore, how to create an economy that can absorb both highly skilled and how the skilled segments of the population can be of economic value. In addition, another challenge is how to improve the equity, quality and relevance of education and turn the potential of the tertiary education sector to an active education for national development.

Antioquia's large, diversified and rapidly expanding tertiary education sector represents an important concentration of human capital and skills development in Latin America. It is absorbing a growing proportion of students who have completed Secondary Education as a result of national, departmental and local initiatives; coverage, participation and equity are improving.

Antioquia's tertiary education sector plays an important role by providing the local labour force within an inflow of highly qualified people. At the same time stronger focus on quality and relevance of education is needed to ensure that students will acquire skills that will guarantee them lifelong employability.

Antioquia's tertiary education institutions are beginning to link more systematically with stakeholders, both in the public and the private sectors, understanding their requirements for qualified personnel and are taking steps to respond with education in the quantity and quality needed. Steps have been taken by the authorities and institutions to match supply and

demand of skills and introduce institutional strategies of co-operation between educational institutions and the industry (Brunner., 2012).

However, access and success in tertiary education remains a challenge to many students who are disadvantaged due to their socio-economic background and inadequate preparation at schools. More work is needed to continue and consolidate the gains achieved. Antioquia's education system needs to become better aligned with the needs of the region, its labour market and population, (Brunner, 2012).

As pointed out by the Vietnamese Prime Minister, the limited efficiency of vocational and tertiary training, which has not matched the needs of the labour market, has led to large numbers of un-employed graduates and a lack of highly qualified workers. According to the initial statistics, Vietnam spends US \$3 Billion to send students to study abroad, he observed (HA NQI, 2016).

2.2.2 Africa Trends- Tertiary Education and Corporations.

According to the UNDP (2006) in Morley *et al*, (2005) at present Sub-Saharan Africa has the lowest life expectancy, the lowest combined enrolment rates for primary, secondary and tertiary education and the lowest Gross Domestic (GDP) per capita of any region in the world. Product Enrolment rates for higher education in Sub-Saharan Africa are by far the lowest in the world, currently the gross enrolment ratio in the region stands at only 5%. In contrast, according to UNESCO (2009), the global tertiary enrolments reached 170 million, four countries alone namely China, India, the US and Russia had a combined share of 45% of the total global enrolments. Other emerging economies with significant numbers of tertiary enrolments include Brazil (6.2 million), Indonesia (4.9), Iran (3.4), South Korea and Turkey (3.0 million). A key feature of the global tertiary education sector has been the growth in internationally oriented mobile students.

In Harmony (2014), it is stated that, education is important in the development of any society and recognises the critical role that education plays in the transformation of South-Africa and Papua New Guinea, especially in the areas of science and mathematics in line

with the nature of business. The company also has identified good causes to support in areas that involve building and supporting education systems and processes in South-Africa and Papua New Guinea, including infrastructure, for example schools libraries and laboratories, education materials (books, science kits). Investment opportunities in education will actually be identified for the benefit of all ages at preparatory or pre-primary schools, secondary high schools, colleges, universities and other learning institutions, for a better tomorrow. The company's business investment in this area involves manufacturing and education, with various institutions created.

The Germany bulletin magazine called the GIZ (2013:1) in discussing the Sierra-Leone mining industry reported that "the problem; is that a weak education system hampers job creation by mining industry." The use of modern and proficient management practices requires highly qualified staff. However, Sierra- Leone like many developing nations has a shortage of well-trained professionals to work in the extractive industries. Due to the skills gap, currently only 23% of the middle level and 12% senior staff in the mining sector are Sierra-Leone nationals. This raises several challenges, including insufficient personnel, financial in existing institutions of both technical and vocational education and training as well as higher education. The other challenge is lack of alignment between government initiatives and mining companies' social investment. As may be noticed from the Sierra-Leone situation, lack of trained human resource may greatly hamper the much needed development in a country; this may lead to hiring of labour or expatriates to fill up some of the local positions where the local citizens may not be trained. Hiring of labour costs lot money which can be used for other developmental endeavours. Therefore, there is need to train the local man-power so that resources can be used for other developmental aspects of the economy.

In Malawi, access to tertiary education is competitive because classroom space is under supply. Few candidates are chosen for university, although others may apply at teacher training colleges and also at technical institutions. There are three universities in Malawi, namely Mzuzu University, the University of Malawi established in 1964 and Catholic University of Malawi. Its constituent colleges include Chancellor College, Bunda college of Agriculture, the Malawi polytechnic, Kamunzu college of Nursing and a college of medicine

where Doctors are trained. In its poverty reduction strategy paper the government of Malawi reports difficulties with inadequate boarding facilities, weak links to industry that lead to high graduate un-employment and inefficient use of resources by the University of Malawi (Bloom *et. al*, 2006), (Civil Society for Poverty Reduction, 2011).

The Malawi Education System operates on an 8-4-4 system. By implication the students have to spend 8 years at primary school level, then 4 years is the time spent at secondary school and students are expected to complete 4 years at the tertiary or university level.

On the other hand, Benin, Cameroon, Madagascar and Tanzania are examples of governments that supervise many aspects of universities operations. In Benin and Tanzania, the government appoints Senior University Managers. In Cameroon the Minister of retains supervisory authority over Universities. The ministry of education appoints all faculty members, sets salaries and determines working conditions which links faculty members closely to the political elite. Not all countries have stifling laws, Angola law allows university full autonomy in decision making and the state encourages the establishment of private higher education institutions. In Guinea and Liberia, public institutions have considerable legal autonomy and considerable legal autonomy, and a law passed in the Republic of Congo in 1990, allowed the private sector to provide tertiary education for the first time. As the government of South Africa has found, however, this can have negative effects as well as some private higher education institutions offer low quality despite their higher cost (Bloom *et al.*, 2006).

Despite its low enrolment ratio, Mauritania has had problems stemming from over-crowding on campuses. Also, because curricula stress theory rather than skill competencies and weakly tailored to the country's labour force needs, graduate unemployment is high (UNESCO, 2005 and World Bank, 2000).

Mozambique reports few places for students and poor quality of courses. The high cost of tertiary schooling means that many potential candidates cannot attend. As a result, less than 3% of the national public administration staff has received higher education (UNESCO, 2005).

Nevertheless, Uganda is among many Nations in the Sub-Saharan Africa that are trying vigorously to expand tertiary education opportunities and to enhance the quality of this type of education. The professional development has been identified as an indispensable prerequisite for the rapid expansion of the tertiary sector of East African Education (Cutright, 2010). He further states that Uganda does have a number of technical colleges which are recognised by the country's national council of Higher Education. The courses like counselling are being offered as a conduit to counter the traumatising experiences by the victims of HIV-AIDS pandemic in Uganda. On the other hand the Defence and Security faculties are also been offered to the citizens in order to equip the nationals with information on how to be security conscious in the light of the Rebel movements in Uganda and East Africa in general.

As for Mauritius, the expansion of post-primary education as a way of meeting the socio-economic development is becoming more central to the national development strategies. Traditionally, there is a high social demand for education in the country. There is a strong political commitment from the successive governments and therefore there is a continuation in implementing of major education policies. There have been different national development plans since the country's independence with similar objectives for education, which focussed mainly on broadening access, diversifying the curriculum, equity and technical and vocational education (Dansinghani, 2012). Furthermore, the transformation of Secondary education in order to improve retention, learning outcomes and reduce inefficiency has had the potential to improve significantly the quality of entrants into tertiary education. The implementation of a new dream for tertiary education based on diversification and focussed on the needs of a technology based economy, is key to change of Mauritius as a knowledge economy. In Mauritius, the private sector plays a pivotal role in the provision of education, for example, at independence in 1968, state provision was at 6% while the private sector provided 94%.

Over and above, the Mauritian experience demonstrates that access, equity, quality and relevance have on the education through corporate social responsibility, while tremendously improved through this innovative public-private participation delivery system. The Government has made special concessions in order to continue offering educational services

to Mauritian children, especially through the PPP approach in the provision of education yet reserving the right to regulate it.

In Nigeria and in reference to the operations of Dangote Group of Companies, Isaac (2016) explains that the problem that constitutes inability of corporate governance was ability of the companies to live up to expectation in exercising their oversight functions of social responsibility such as providing basic social amenities and also there is ineffective judicial system capable of enforcing corporate governance practice in Dangote group of companies.

The World Bank (2007) reported the effect that in Ghana, national data on enrolment in higher education are not disaggregated by the socio-economic background of students. However, information from some source indicates that participation has been predominantly been available to men from wealthier backgrounds that have students from elite schools. In a study of admissions to universities in Ghana, Addae-Mensah (2000), revealed that majority of students came from the top 50 schools in the country.

On the other hand, in Tanzania, national data on enrolment in tertiary education are also not disaggregated by the socio-economic background of students. However, demographic and Health Survey data indicate that those who have completed some tertiary education have predominantly been men from wealthier families. It is however, argued that participation in tertiary education in Tanzania is shaped by dimensions of inequality that include religion, region and ethnicity (Cooksey, 2003).

At the United Nations Conference, UNESCO (1998) emphasised that the only way to regenerate tertiary education was by consolidating research capacity, increasing access ICT, and increasing access for women. The organisation further emphasised the point that while there were increases in enrolment, they were the lowest in the world. The report observed that the tertiary education system in Sub-Saharan Africa remains the least developed in world.

Although participation rates are relatively low, enrolments are tremendously growing. Student numbers augmented during the 1990s as a result of reforms of tertiary education sector at the beginning of the decade and the government's renewed commitment to expansion. Girdwood notes that enrolment in tertiary education in Ghana increased by 80%

between 1993 and 1998 (Girdwood, 1999). Enrolments in tertiary education continue to rise. Recent figures from Ghana's National Council for tertiary education (NCTE) suggest that university enrolment alone is 93 285 (NCTE, 2006 a, b).

On the other hand in Tanzania, there is also a mixed economy. Tertiary education is provided by five public universities, five university colleges there also 17 private universities, four technical education institutions, one private technical institution and 14 tertiary education colleges. The participation rate in tertiary education in Tanzania is low. In 2004, the gross enrolment ratio was 1% and student population totalled 49, 948 (UNESCO, 2006: 126). However, enrolment has gradually increased over the past decade. In 1990, Tanzania had only 3146 students enrolled at the country's two universities. This was one tenth the size of the student population in Kenya at the same time (Cooksey, 2003).

In summary, legal environments for higher education in Africa vary widely. Some countries keep public universities under the wing of government. Other governments grant different providers freedom to manage their own operations; still others allow private universities to be established. In many countries, there are no laws governing higher education, a reflection of the tendency in much of the region to neglect the issue in policy.

2.2.3 Zambia's Mining Companies Trends (Tertiary Education and Corporations).

On the Zambian local front, the mining industry employs about 17% of the total wage earning population of the country. In absolute terms between 58000 and 62000 people are employed in this sector. With the current population of about 14 million Zambians these numbers employed under the mines do not give good reading the country needs to diversify in all its economic endeavours (Mudenda and Bordoville, 1988). This kind of corporate social responsibility seems unique among most mining conglomerates in Africa especially in Zambia, more often than not; companies would rather concentrate on one sector of education for example University Education.

The situation in India seems not peculiar to the Zambian scenario, where the mines employ the local people within the operation area of the mines for example; people around the Wusakile area in Kitwe, Copperbelt province, most of the residents are working for Mopani

copper mines. It is not surprising that most of the miners work very hard in order to take their children to school, however, the levels of illiteracy are quite alarming. For example, on 1st December, 2014, Minister of Mines, Honourable Christopher Yaluma, focused his remarks to a gathering of Zambians for an international conference in Australia, on the critical role education and skills development plays in ensuring that activities in the mining sector contribute to the social and economic development of Zambia (ICMM, 2014).

Available literature reveals that some mining companies put a lot of effort and funding into their corporate social investment activities. This takes many forms, and some are more effective than others. One strong recommendation from the study is that better liaison between the companies, and also with local government and the communities involved would be beneficial and enhance the overall effect of this investment, through corporate social responsibility. The country (Zambia) has great exploration potential, not only for copper, but for other minerals as well. This is evidenced by the flurry of activity in most parts of the country and also the number of international companies engaged in prospecting activities. It is critical for the continuous inflow of foreign direct investment in the mining sector that the country retains an attractive and stable fiscal regime.

Mines spend huge sums of resources on a range of activities, this is shaped by the legacy of obligations and expectations as well as the regions they work from. As can be noticed from the figure below, the social investment as a percentage of the pre-tax, from the international cooperators was 1-2%, while for the north-western and Copperbelt respectively was 1-2%, 10-16% respectively. On the other hand, the social investment as the average of the regional investment were 3.1% and 2.3% respectively, while that of person social investment was US \$18 and 25% (ICMM, 2012). Sinyangwe (2013), laments on the lack of skills in Zambia.

In the colonial period, Kangwa (2001) revealed that the colonial authorities had made little effort to develop educational and health infrastructure and at independence less than 0.5% of the Zambian population were expected to have completed some formal education despite the fact that the colonial government had enough resources from the mining industry that could have been used to enhance education. Actually during this time no university was built in the country.

Kangwa (2001) further noted then that the level of social investment by mines in Zambia's Copperbelt was significant. Newer mines in the North-Western province make contributions of around 2% of pre-tax profits towards social investments, a figure similar to that of other countries. This represents between 10% and 16% of the pre-tax profits. However, social investments made by mines are largely voluntary although there are some legacy obligations for the Copperbelt mines, which are responsible for running several hospitals, schools and health clinics. The educational investments made by Lumwana in Solwezi have contributed to a reduction in pupil- teacher ratio despite large increases in pupil numbers. While on the Copperbelt the social investment is that of infrastructure, for example, the roads, water and sanitation.

As regards the mining company's social investments, quite huge amounts of resources are spent towards health facilities and support by all the four companies this translates to about 43% of the total investment. This entails that the mining companies wish to see a very healthy work-force and the surrounding communities in which they operate. This a good gesture by the mining companies as it shows that there is need for a healthy population which leads to wealthy community. According to available literature, the mining companies spend about 14% of their social investment, Lumwana mine's educational investments in Solwezi have contributed to a reduction in pupil –teacher ratio despite large increases in the pupil numbers in most of the schools as a consequence of the free education policy (CSO, 2012).

According to the International Council of Mining and Metals (ICMM, 2014), the mining companies contributions towards infrastructure development are about 24% of their total investment. The business development of 8% is where the mining companies offer business dealings to the mines for example, the supply of goods and services to the mines ranging from machinery to stationery; these are used to keep the mines afloat so that copper production continues because this is the main stay of Zambia's economy. Although the country has diversified the mining industry still remains a viable industry to earn the country foreign exchange, currently Zambia's GDP is about 7.2%.



Source: [www.tradingeconomics.com:worldbank](http://www.tradingeconomics.com/worldbank)

Figure 2.1: Zambia’s GDP from 2006 to 2016

The Gross Domestic Product (GDP) in Zambia was worth 22.06 billion US dollars in 2015. The GDP value of Zambia represents 0.04% of the world economy. GDP in Zambia averaged 6.04 USD Billion from 1960 to 2015, reaching an all-time high of 26.97 USD Billion in 2014 and a record low of 0.68 in 1961 (World Bank).

2.2.4 The corporate social responsibility trends (North-Western/Copperbelt provinces)

There are quite remarkable differences between the two provinces (Copperbelt and North Western) as far as the social investments are concerned, in terms of the health provision 53% of the companies’ social investment, on the Copperbelt due to massive investment in the health infrastructure as compared to the paltry 5%. On education, the company (Lumwana) spent quite substantial investment of 28% for north-western as compared to the 10% for the Copperbelt province. The company also spent quite substantial investment on

infrastructure to a tune of 44% as opposed to 10%. This shows the company's commitment to improve the set-up of infrastructure (ICMM, 2012).

The social investment of the four companies was in excess of US \$70 million in 2012. This is a substantial amount, its equivalent to 0.3% of Zambia's 2012 GDP which was about US \$ 24.94 billion, world development. The largest proportion goes towards health initiatives at about US \$30 million followed by infrastructure at \$17 million, together these two categories make-up two thirds of total expenditure. The rest of the expenditure goes to education towards education at \$9 million. Based on the literature available, from the four mines, the north-western province, infrastructure is the largest percentage of the social investments, followed by education at 28%. This causes the under-development of infrastructure and poor quality of education in the province along with challenges brought about the massive population growth around the mines. The mines in the Copperbelt spend the majority of their social investment on health at 53% (CSO, 2012, ICMM, 2012:26).

Simutanyi (2008) advised that there is now a growing demand for the re-negotiation of development agreements in order to increase minerals taxes and exert pressure on new mine owners to observe not only safety and environmental standards, but also the country's labour laws, which they seem to flout with impunity. High levels of unemployment, poor working conditions in the new mining companies and the increased use of contract and casual labour has been the talk of the day. Zambians have not seen a noticeable improvement in their living standards since the copper boom and they have begun to question whether the decision to privatise the mines was justified. For example, Inside Mopani (2015:2) revealed that:

Mopani Copper Mines Plc is a Zambia registered Copper mining company owned by Carlisa Investments Corporation (90%) and ZCCM-IH (10%). Carlisa Investments corporation is jointly owned by Glencore Plc (81%) and First Quantum Minerals Ltd (19%). Effective shareholding in Mopani by Glencore and FQM is therefore 73.1% and 16.9% respectively.

Mopani Copper Mines investment is huge and realise profits which should greatly and sustainably support development in education and impact positively on the Zambia Education system through corporate social responsibility.

Kumar (2016) lamented that Kansanshi mine sponsored classroom blocks which were built in Kabwela and Mushitala. At the Solwezi High School, the mine has refurbished and equipped laboratories built a girls dormitory and secured funding for new electrical cooking pots. The Solwezi Training Centre was being upgraded and US\$ 5 million was secured to build a high school for 1000 students in Solwezi. Community respondents generally identified positive impacts on education projects mainly through the provision of schools and teacher training, construction of teacher's houses and supply of books. Members of the Kabwela, Kyafukuma and Mushitala communities accepted that the Kansanshi mine had assisted them in promoting and improving the level of education.

Kumar (2016) further revealed that in Ndola, according to Bwana Mkubwa mine report, the mine was involved in road maintenance and street lighting of Ndola residential areas where the mine is located. The company is also involved in upgrading of school facilities as well as sinking community boreholes to avail the residents with safe drinking water. It was interesting to note that the company was involved in many community developmental projects of which some include the revamping of the Dag Hammarskjold Memorial Site as well as renovating of the local police station.

2.2.5 Justification for the ten year period (2005 to 2015), of trends in Mining Companies.

The privatization of the giant ZCCM (Zambia Consolidated Copper Mines) into smaller manageable conglomerates took place in the late 1990s. The mines were privatised into what is now called Konkola, Mopani, Baluba, Luanshya, Chibuluma copper mines. During the days of ZCCM, all the trades schools their own manpower through in-service, all the workers and their family members benefitted from this manpower development, training policy of ZCCM and not the school leavers. However, the situation changed after the mines were privatised from government into private hands. It is in the light of the privatisation of the mining companies, that the researcher sort to find out what were the training policies of

the new mining houses as regards their corporate social responsibility towards supporting education in general, especially tertiary.

Furthermore, needed to inquire on the sponsorship trends of the mining houses regarding the school leavers living within the communities where these mines were operating from. Therefore, a ten year gave the researcher an insight as regards the trends (activities) on the training policies and the sponsorship to education of the school leavers, through the corporate social corporate responsibility. This was in the light of the new dawn of managing the privatised mining companies as regards their CSR through these new private multi-national corporations, hence the ten year period.

2.3 The Identified Gap in Literature Review

There is a gap in terms of literature on mining companies' contributions in enhancing corporate social responsibility to tertiary education. This research tried to fill this gap by looking at whether Mopani and Konkola Mining Companies were enhancing corporate social responsibility to tertiary education in Zambia.

If this study was not undertaken, it would not have been known what the contributions of the two mining companies were towards supporting tertiary education through their corporate social responsibility. Furthermore, it would not have been possible to come up with recommendations on the mining companies' enhanced contribution to education in general as part of their corporate social responsibility and human capital development, especially being major beneficiaries of the trained human resource by government through various institutions.

2.4 Summary

This Chapter presented the review of some literature on enhancing corporate social responsibility to education (tertiary). The purpose was to review what has been done within the expanse of the research problem. Various literatures, theory of tertiary education were discovered in various perceptions and frameworks. The tertiary education endeavours at both global and Zambian contexts, were also reviewed. Over and above, the literature by and large, highlighted the corporate social responsibility of corporations.

CHAPTER THREE

METHODOLOGY

Overview

This chapter discusses the general methodology utilised in the study. Methodology is about describing the strategies that will be useful in carrying out the study. It endeavours to highlight the research design, population, sampling, data, collection methods and instruments, data analysis and the ethical considerations. Orodho (2003) defined methodology as an outline, scheme or plan that is utilised to generate answers to the research questions.

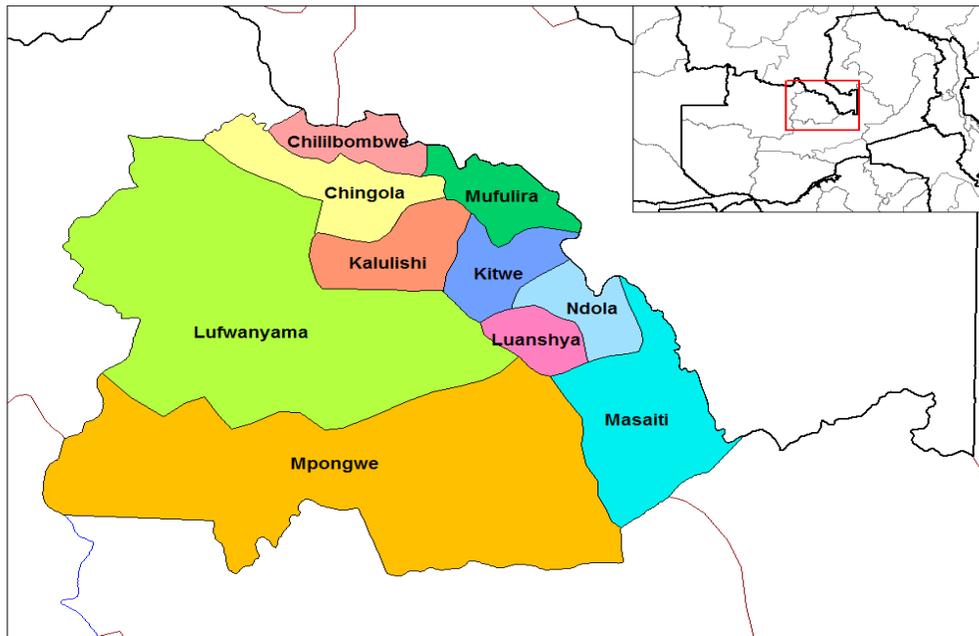
3.1 Research design

The study used a descriptive Survey design which is qualitative in nature in order to conclusively answer the research questions. According to (Orodho, 2003), a descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used to collect information about people's attitudes, opinions or habits on any educational or social issue (Orodho and Kombo, 2002). On the other hand, Creswell (2009:4) states that "a qualitative research is a means of exploring and understanding the individual or group ascribe to a social human problem." Further-more, the qualitative design is appropriate due to its overall rationale which is to understand how people make perception of their well- being by allowing for the researcher to undertake an intensive in-depth study; delineate the process rather than the outcome of meaning (Cohen et.al, 2007; Merriam and Simpson, 1995), it provides insights that assist the reader to envisage the experiences of people. This entails that the focus is on an individual or a group this is also the focus of the study. The study examined the contribution of Mopani and Konkola Copper Mines in enhancing corporate social responsibility to education, hence, findings could not be generalised to other mines. As regards the data collection, the study used in-depth, semi-structured interviews, document analysis, questionnaires and focus group discussions.

The justification for using the descriptive survey as a research design was that the main purpose of this design is to bring out the state of affairs of issues as they exist. This enabled the researcher to report on the findings regarding the topic, the contribution of Mopani and Konkola copper mines in enhancing corporate social responsibility of institutions on education. This was through the use of the questionnaires, focus group discussions and the interviews with the two companies' management teams. In this case, the state of affairs was the need to find out whether these mining companies in Zambia, were responding to their corporate social responsibility issues on education (tertiary) for the school leavers in various local communities where these firms were operating from as a result of the privatisation drive. Kerlinger (1969) in Kombo and Tromp, (2006), points out that descriptive studies are not restricted to fact findings, but may result in the formulation of knowledge and solutions to significant problems. They involve measurement, classification, analysis, comparison and interpretation of data.

3.2 Study Area

The study was conducted in the Copperbelt Province of Zambia involving two mining companies namely: Mopani and Konkola Copper Mines as indicated in Figure 3.1.



SOURCE: www.copperbeltmaps.zm

Figure 3.1: Map showing the Copperbelt Province

3.3 Target Population

A population is defined as a group of individuals, objects or items from which samples are taken for measurement. It also refers to the larger group from which the sample is taken (Kombo and Tromp, 2009:76). In this study population comprised of relevant management and supervisory personnel from the two mining companies that is human resource, corporate affairs, the training unit and the general mining employees.

3.4 Study Sample

Sampling is the selecting of a number of individuals from a population such that the selected group contains elements representative of the characteristics of the whole group (Kombo and Orodho, 2002). The sample size was 96 participants. Simple random sampling procedure was used for a cross section of 90 mine employees (from both companies) while purposive sampling technique was used for 2 Human Resource Managers (HRM), 2 Corporate Affairs Managers (CAMs) and 2 Chief Executive Officers (CEOs). Semi-structured questionnaires were administered to 60 mine employees (30 from each company) and then four Focus Group Discussions (FGDs) on further 30 mine employees fifteen from each mine respectively. The interviews were conducted separately on 2 HRMs, 2 CAMs and 2 CEOs making a total sample of 96 respondents.

3.5 Sampling Procedure

Purposeful sampling was used. Best and Kahn (2009) elucidated that qualitative research uses the naturalistic inquiry which has design strategies, flexibility and purposeful sampling. The power of purposeful sampling lies in selecting information rich in cases for in-depth analysis. This is critical because the researcher needs to go to a particular population stated due to their rich background. Snowballing was also used so that the public could get involved and help the researcher to get to the key informants.

3.6 The Research Instruments

A variety of instruments were used in this research, these were semi-structured interview guides. The interviews are usually preferred due to the flexibility to maximise on the

responses regarding insights, sentiments, information, and the observation of a myriad of activities. The discussions are more often rich in information and comprehensive including the context in which they are being deliberated (Mugenda and Mugenda, 1999). The document review checklists were also used, including the focus group discussions and a number of questionnaires were as well part of the research instruments.

3.6.1 Semi-Structured Interview Guide

The interviews that are deployed in any research may appear in various dimensions. Mostly they can in three forms namely; the structured, unstructured or semi-structured. According to Bryman (2008), the semi-structured are also referred to as qualitative research interviews. The semi-structured interview guide was the main data collection instrument designed to enable the researcher to inquire from the interviewee further as a result of seeking elucidation. For a manageable process and analysis of data, to compare the responses, the interview guide was semi-structured. The semi-structured interview guide was used for the officers in management resource officer and supervisory officers. It ought to be noted that the interview guides were standard to enhance its comparability of responses to minimise prejudices. In this type of interview, the researcher has a jurisdiction to make variable changes to the questions depending entirely on the responses from the respondents. Due to the above, the researcher spent about 30 minutes to 60 minutes and the interviews were conducted in the boardrooms of the respondents.

3.6.2 Focus Group Discussion Guide

This is a special type of group in terms of purpose, size, composition and procedures. A Focus group is usually composed of 6-8 individuals who share certain characteristics, which are relevant to the study (Kombo and Tromp, 2006:95). The focus group discussion (FGD) is a type of group interview, which consists of a number of participants with the inclusion of the interview moderator; this is as articulated by Bryman (2008). A topic is more often than not presented to the group for a discussion; in this case the topic under discussion was “the contribution of Mopani and Konkola copper mines in enhancing corporate social responsibility in education”.

In a focus group discussion, the participants deliberate on the views from all the members of the group on a given topic of discussion, this allows for collective decisions in the final analysis. The modification of the responses from the group enriches the discussions. The whole idea of conducting a focus group discussion is to ascertain the trends in the opinion of the people. The focus group discussions were very cardinal in this study because they brought out a collective view of the understanding of the contribution of Mopani and Konkola copper mines contribution in enhancing corporate social responsibility in education. The focus group discussion guide was used for the officers in planning and in human resource departments. Each session was lasting close to 30 minutes for a comprehensive deliberation. A tape-recorder, notebook, pencils and pens were used in the study and useful in case of alterations.

3.6.3 The Questionnaire

A questionnaire (appendix iii) was one of the research instruments used in this undertaking, it mainly has open ended questions. These open ended questions provided the qualitative data, which according to Ghosh, (2008) questionnaires are extremely adaptable, they allow the researcher to collect both the subjective and objective data through the utilising of open and closed questions. This research instrument enables one to gather data over a large sample and diverse regions, it also helps to keep confidentiality, serves on time and there is no biasness from the interviewer (Kombo and Tromp, 2006).

Basically, the questionnaire was divided into two distinct components: Part A consisted of the biographical data, which was meant for the social demographical characteristics of the participants which looked at the highest education attained and how this education was attained, the employment conditions and the skills acquired, in order to determine which group was greatly assisted in terms of education through the corporate social responsibility of the mining companies.

Part B consisted of open ended questions which explored the respondents understanding of how much Mopani Konkola copper mines contribution to education through the corporate social responsibility endeavours. How they benefitted from support of the mining companies in terms of their education, furthermore giving their own opinions as regards the activities of

the mining companies in so far as the supporting of the local communities in terms of education was concerned. This part has questions regarding the mining companies' trends on sponsorships and the training policies, so as to ascertain how much corporate social responsibility was being taken care of and how citizens were being assisted with education.

3.6.4 Digital Audio Recording

The Focus group discussions (FGDS) were audio recorded. There are a number of positive attributes regarding the recording of any discussion or any interview. This emanates from the fact that the human mind has a tendency to forget or has short span of memory to store huge quantity of information. Another positive aspect of recording information is that this information would easily be available at any given time and whenever needed to be used or referred to for any other purpose.

3.6.5 The Interview Guides

Data from the planning and human resource were collected using the interview guide. In order to reduce on errors the triangulation method will be utilised (Patton, 1990). All the instruments were piloted in order to authenticate them before conducting the actual research. The researcher took a trip to all the targeted departments of the two companies in order to familiarise with the environment and the operations and assure all the participants that data was gotten were meant for academic purposes only.

3.7 Data Collection Procedure

According to Creswell (2009), research methods are procedures utilised in the gathering of data and involve the data analysis and its elucidation. This study utilised the qualitative method to collect the required data to analyse and interpret it. Henceforth, the qualitative procedure necessitated that data be collected through the focus group discussions, the interviews and the questionnaires. Furthermore, the audio recordings were done as a hold-up for the focus group discussions and the interviews. There was also data collected through document analysis that is journal articles, books and newspapers. The internet was greatly utilised for secondary data. The senior management (Chief Executive Officers, Corporate

affairs managers including Human Resource managers) from the two mining companies were interviewed in their offices while some miners took part in the focus group discussions.

3.8 Data Analysis

The data analysis was guided by and emanated from the research questions, consequently analysed according to the concepts and themes. With the anticipated amount of data to be collected the data was there and then to be analysed (Rice and Ezzy, 1999). In this study, data was analysed as it was collected as the study was qualitative. Data was derived from research questions and analysed according to emerging themes. Henceforth, there was classification of the major themes and identification of interrelated issues arising.

3.9 Validity and Reliability

Validity and reliability concerns were taken on board in the breadth and width of this study. Validity entails looking at the integrity of the conclusions that are generated from a piece of research (Bryman, 2008:3). Validity in this regard looks at the extent to which an instrument objectively and broadly represents the factors under study (Cohen et al., 2007). It deals with the accuracy and meticulousness of data, and whether a study can bring out the same results when repeated. A pilot study was carried out at Luanshya Copper Mine and was representative of mining employees with the similar features of the category on which Focus Group Discussion guides, questionnaires, and interview schedules were used. A pilot study was conducted to ensure that items found in the questionnaires and other instruments asked what needed to be found out in order to improve on validity and reliability.

The criteria utilised in the sampling procedure were both inclusive and exclusive as seen above under sampling technique. At the same time, all the research instruments to do with qualitative data were personally administered by the researcher who safeguarded the inquiries, clarifications and follow-up questions were taken into consideration including the contact details (of the researcher) were put on self-administered questionnaires that dealt with quantitative data. Recording of the interviews also helped in further strengthening the trustworthiness of data by ensuring that data was not biased at all costs.

Reliability is associated with the dependability of the results obtained from a measuring instrument. As noted by Bless and Achola (1988), reliability is concerned with the amount of consistency to which a particular measuring process gives equivalent results over a number of repeated trials. It depends on the credibility of the research instruments, whether a research instrument is consistent and able to produce the same data when repeated a number of times. To ensure that the research instruments remained dependable, all the instruments were piloted so that alterations and adjustments could easily be made. On the other hand, the research design was in conformity, so as to address the validity and reliability envisaged.

Various methods of data collection were utilized in order to validate the research. This was in order to allow for methods complement each other with no coinciding flaws (Brewer and Patton, 2002). As stated by Patton (1990, Mixture of methods guarantees that irregularities are removed and therefore valid and reliable data develops.

3.10 Ethical Considerations

This study was conducted in the two mining companies premises, permissions were sought from the corporate affairs departments of the two companies in Kitwe, Mufulira and Chingola. The purpose of the study was intensely elucidated to all the participants prior to the study. All the respondents were informed well in advance for their right to participate or withdraw and requested to sign the consent forms in order to preserve their privacy and dignity of the highest magnitude.

3.11 Summary

This chapter has described the research design and methods that were used in the study. It also depicted the study area, showing the Copperbelt province. The target population has been described; it further showed the study sample and sampling procedure. The chapter moreover elucidated the research instruments (semi-structured interview guides, focus group discussions, the questionnaire, audio-recorders and interview guides).The chapter further elucidated the data collection process and how data was analysed. Issues of validity and reliability were also tabled in this chapter; finally ethical considerations were stated and alluded to. The next chapter will present the research findings of the study.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS

Overview

This chapter presents the findings in themes arising from the emerging issues and the research questions. The research questions were:

- i. What contributions did Mopani and Konkola Copper Mines make to education sector in Zambia through corporate social responsibility?
- ii. What were the trends of mining companies in enhancing corporate social responsibility in the Zambian education sector from 2005 to 2015?
- iii. What training policies did Mopani and Konkola Copper Mines put in place towards enhancing corporate social responsibility to tertiary education?

4.1 Mopani and Konkola Copper Mines Contribution to Education in Zambia.

When asked what contributions the two mining companies made in enhancing education in Zambia through corporate social responsibility, the participants' responses were outlined in reference to their similarities and differences as shown in Table 4.1.

Table 4.1: MCM and KCM Contribution to Education in Enhancing Corporate Social Responsibility

| SIMILARITIES | DIFFERENCES |
|--|--|
| a. Links with TEVETA institutions. b. Sponsor school leavers at their trade institutions. c. Managing of trust schools. d. Support some tertiary institutions through partnerships. | MCTC (MCM) |
| | <ul style="list-style-type: none"> • Admits about 90% school leavers and 10% of its employees for in-service training. • Establishment of a modern trades' school. • Sponsors some OVCs in secondary. |
| | KTS (KCM) |
| | <ul style="list-style-type: none"> ✓ KCM employee's relatives benefit from KCM scholarships. ✓ Opened community schools. ✓ Sponsors trust school pupils to train abroad. |

Table 4.1 outlines the contribution of MCM and KCM by Mufulira Central Trades College (MCTC) and Kitwe Trades School (KTS) respectively to the education sector through their corporate social responsibility. Both companies have established links with TEVETA institutions, sponsors school leavers at their trade institutions, manage trust schools and support some tertiary institutions through partnerships. However, MCM have differed with KCM in the way they contribute to school leavers' access to tertiary education. MCM admits about 90% of school leavers into their trades' schools and in 2014 it established a modern trade's school and sponsors some OVCs in secondary schools. While KCM employee's relatives benefit from KCM scholarships, it has opened some community schools and sponsors trust school pupils to train abroad.

The two mining companies have made some contributions towards enhancing corporate social responsibility to tertiary education and build human resource capacity in Zambia. One official from MCM said:

I am happy that as Mopani, we have come in to assist the government in the much needed training for the young people at no cost to the students.The full sponsorship being awarded to students is expected to greatly help in resolving the current shortage of technical skills across Zambia's mining industry and eventually lead to a reduction in the reliance on out-of-country Skills. Through training of the school leavers at this institution, it is here where potential is identified for further training abroad, for example in South Africa, or United Kingdom.

The same official from Mopani Copper Mines further stated that:

At the time when it has become so difficult for students in higher learning institutions to get bursary scholarships due to increased competition and demand, I am happy that as Mopani, we have come in to assist the government by

providing the much-needed training for the young people at no cost to the Students.

And some students that were being trained at the MCTC lamented as follows; An electrical engineer aged 22 said:

I consider myself lucky of having the opportunity to study at the institution and look forward to completing the course with flying colours. I am very lucky to be here, I will definitely use this opportunity to take Mopani and the nation at large to greater heights. I know taking on a course that is male dominated is a challenge but what is in my hands is a lifetime opportunity, which I will not allow to slip away.

Another scholar aged 23, studying fitting and machining said:

It was a blessing to study at one of the best training schools not only in Zambia but the entire Southern Africa region. This is a one in a million chance where a company not only sponsors your education, but also promises you a job upon completion. I will definitely use this chance to the best of my ability and not let down Mopani.

4.1.1 Enrolment of School Leavers at MCTC and KTS

In enhancing corporate social responsibility to education, the two mining firms have enrolled school leavers at their trades' institutions in the period between 2005 and 2015 as outlined in table 4.2

Table 4.2: School Leavers helped between 2005 and 2015 by Gender.

| YEAR | NUMBER OF SCHOOL LEAVERS SPONSORED | | | | | |
|------------|------------------------------------|--------|-------|------|--------|-------|
| | MCTC | | | KTS | | |
| | MALE | FEMALE | TOTAL | MALE | FEMALE | TOTAL |
| 2005- 2008 | - | - | - | | | |
| 2009- 2012 | - | - | - | | | |
| 2013- 2015 | 190 | 7 | 197 | 73 | 27 | 100 |

Source: Field work

In the period between 2005 and 2015, MCM only took into account sponsoring school leavers in 2013 prior to the opening of their new trades training centre in Mufulira.

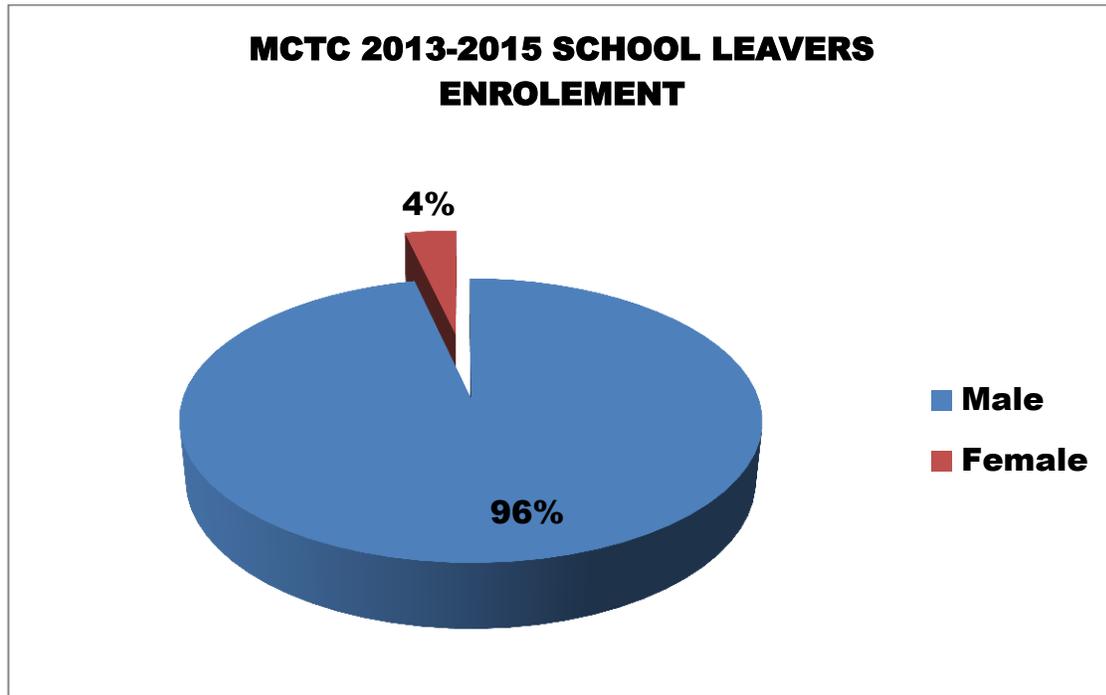


Figure 4.1: MCTC 2013-2015 School Leavers’ Enrolment.

In the period between 2005 and 2015, MCM and KCM only sponsored its own employees to train in artisan and other skills in their trade schools at MCTC and KTS respectively. However, as the enrolment figures indicate above, the two companies only started enrolling school leavers after the year 2013 after the construction of their modern trades’ school in the year 2014, in Mufulira on the Copperbelt.

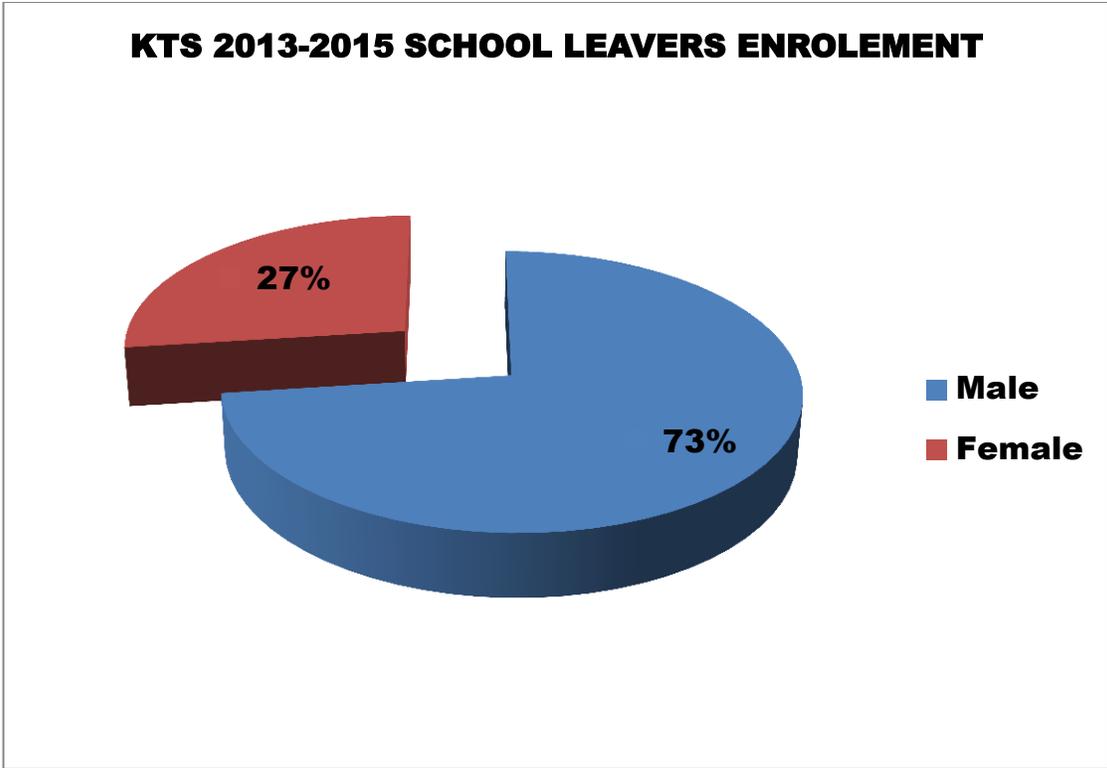


Figure 4.2: KTS 2013- 2015 School Leavers’ Enrolment.

In the period between 2005 and 2015, MCM and KCM only sponsored its own employees to train in artisan and other skills in their trade schools. However, as the enrolment figures indicate above, the two companies started enrolling school leavers into their trade schools only after the year 2013 and beyond.

4.2 MCM and KCM Mining Companies Trends in Enhancing Corporate Social Responsibility to Education

This section presents the findings on the trends of mining companies in enhancing corporate social responsibility in education in Zambia from 2005 to 2015. The trends in mining companies capture strides that they had done, training institutions set up in enhancing corporate social responsibility to education in general but with more emphasis on tertiary education and further on what concern the companies have regarding the school leavers accessing support towards tertiary education.

Mopani and Konkola Copper Mines have in the period 2005 to 2015 taken strides in enhancing social corporate responsibility in education especially tertiary education as indicated in Table 4.3.

TABLE 4.3: Trends at MCM and KCM in Enhancing Corporate Social Responsibility to Education

| MINING COMPANY | TRENDS |
|---------------------|---|
| MOPANI – MCM | <ul style="list-style-type: none"> • Establishment of Mufulira Central Training centre in 2014. • Sponsoring employees to acquire necessary skills in Trades institutions • Training Mine Captains and Riggers upgrading their skills to meet modern technological needs. • Managing Trust schools both at primary and secondary <ul style="list-style-type: none"> • Mufulira • Kitwe (Nkana) |
| KONKOLA- KCM | <ul style="list-style-type: none"> ✓ Runs a scholarship and sponsorship scheme for its employs and their dependants. ✓ Manage Trust schools <ul style="list-style-type: none"> • Chililabombwe • Mwembeshi • Kalulushi ✓ Run their own Trades school- Kitwe Trades School |

The trends at Mopani and Konkola Copper Mines in enhancing corporate social responsibility to education especially tertiary education are almost similar with very slight variations. Both companies manage trust schools both at primary and secondary levels, offer

scholarships to school leavers and run trades institutions where they equip their employees with necessary artisan skills. However, MCM is running a trades school in Mufulira which was established in 2014 catering for school leavers who they fully sponsor, KCM runs Kitwe Trades School established in the 1950s and sponsors only its employees and their families while school leavers pay for themselves. Mufulira Central Training Centres (MCTC) enrolls 50 students on a quarterly basis and the enrolment stood at 200 students as at the close of 2015 as illustrated in Table 4.4

Table 4.4: Enrolment Data by Gender at MCTC and KTS as at December 2015

| YEAR | NUMBER ENROLLED | | | | | |
|------|---|--------|-------|----------------------------|--------|-------|
| | MUFULIRA CENTRAL TRAINING CENTRE BY MCM | | | KITWE TRADES SCHOOL BY KCM | | |
| | MALE | FEMALE | TOTAL | MALE | FEMALE | TOTAL |
| 2014 | 195 | 5 | 200 | - | - | |
| 2015 | 193 | 7 | 200 | 73 | 27 | 100 |

SOURCE: Field Work

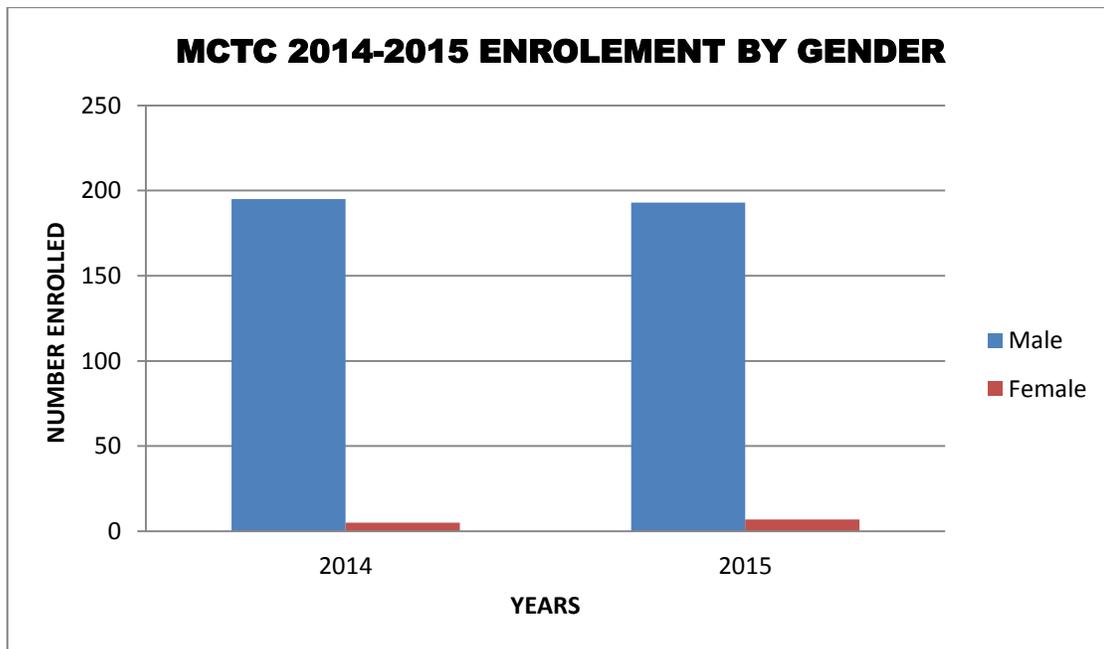


Figure 4.3: MCTC 2014-2015 Enrolment by Gender.

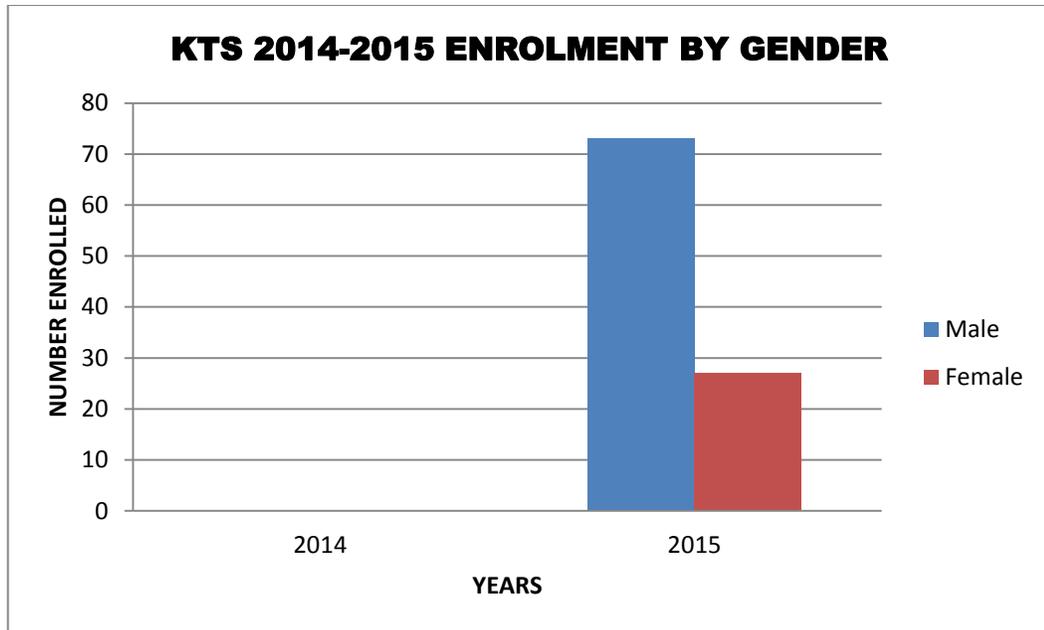


Figure 4.4: KTS 2014- 2015 School Leavers’ Enrolment by Gender.

In the period under review not much has been done regarding enhancing corporate social responsibility in support of tertiary education, however, between 2014 and 2015 MCTC enrolled students at its training centre in Mufulira, starting in 2014 while KTS started in 2015. MCTC targets 200 students while KTS capacity goes only up to 100 though with a good number of female students as opposed to MCTC.

4.2.1 MCM and KCM Concern on Enhancing Corporate Social Responsibility to Tertiary Education

A further question was asked on how concerned the mines were regarding school leavers accessing support to tertiary education. Figure 4.5 illustrates how concerned the two mines are in enhancing corporate social responsibility in support of tertiary education.

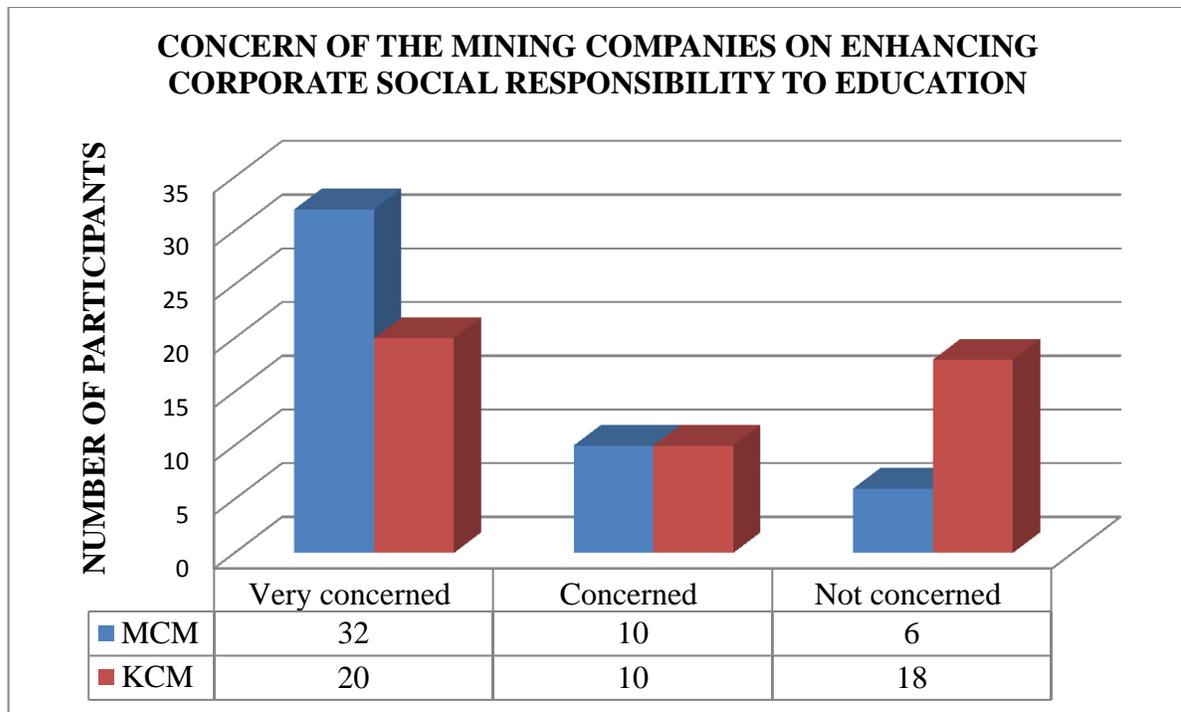


Figure 4.5: Concern of the MCM and KCM in Enhancing Corporate Social Responsibility to Education

Out of the 96 participants, 52 (32 from MCM and 20 from KCM) said the companies were very concerned about school leavers accessing support to tertiary education while 20 (10 from either company) said the companies were just concerned about this phenomena of support to tertiary education and 24 (6 from Mopani made it very clear that the companies were not concerned about school leavers accessing support to tertiary education while 18 from KCM stated that the companies were not concerned).

From the above findings it evident that MCM was more concerned about school leavers accessing support to tertiary education than KCM. MCM has established a modern international trade’s school in Mufulira as shown in figure 4.2.



Figure 4.6: Mopani Copper Mine’s Training Centre (MCTC) in Mufulira

In its commitment to developing Zambia’s technical mining skills, Mopani Copper Mines has established a trades training centre to provide integrated technical training to Zambian youths. The training centre is well equipped with modern equipment to allow students acquire necessary knowledge, artisan skills and competencies in tandem with the mining company’s vision, “Mopani Copper Mines is a proudly Zambian company which delivers superior value to our stakeholders, our people and our country” (Inside Mopani, 2015).

However, one officer at the Mufulira Trades Training School noted that:

Mining companies should learn not to criticise the current tertiary education, but instead collaborate with other stakeholders, to set new trends so that development is assured in all aspects of human endeavours.

4.3 Training Policies put in place by the Mining Companies

The findings reveal that Mopani and Konkola have training policies put in place for enhancing corporate social responsibility to education, a policy according to Clarke (1978) is essentially a statement about practice, basing on itself and the situation. A policy is an idealised solution to a problem or set of problems. Furthermore, a policy is a statement of intent and is implemented as a procedure or protocol (Wikipedia).

4.3.1 Training Policies laid down by MCM to enhance Corporate Social Responsibility

MCM attaches great importance and realises that tertiary education is crucial to the growth of the people and the country and has a number of policies in trying to achieve its mandate of empowering people with the required technical knowhow;

- a. Training policy for Mopani is customer driven.
- b. The company is committed to develop, implement, maintain and manage learning and development systems which provide employees with the opportunity to obtain necessary knowledge, competencies, experience and qualifications to meet strategic operational and human resource goals which include:
 - Safe and competent job performance by all employees and contractors.
 - Availability of skilled personnel to meet requirements throughout project life.
 - International technology transfer and host capacity building.
 - Opportunities for achievement of employee professional and personal goals (Inside Mopani, 2015).
- c. The incorporation of practical and theory is essential to fulfil the competence that is required by the business community, through what is known as modular learning system which is 80% hands on and 20% theory.

In support of the policies laid down by the company, one participant said:

Training is cardinal so that employees are highly qualified and ready to meet the challenges of their work, by acquiring

entrepreneurial and engineering skills. A person is supposed to be trained or inducted before starting to work.

4.3.2 Training policies laid down by KCM to enhance Corporate Social Responsibility

- a. Outstanding learners are offered scholarships to study in South Africa, India and United Kingdom.
- b. Continuous skills development programme
- c. Selected school leavers and employees who successfully complete the course of their studies are bonded to work for KCM.
- d. The mine only sponsors students/ employees who meet the selection criteria for scholarships/ sponsorship award at the point of selection process.
- e. Areas of scholarships are related to the co-business and skills required in the mining sector.

An employee of the mining company said:

The mining companies training policies propel the acquisition of skills, knowledge, competencies, experience and qualification to meet the demands of the modern world.

KCM training policies are more in support to tertiary education by what they have put in place on paper. While MCM has evidently come out practical in implementing the planned (trends) activities, KCM has good policies on paper.

The above findings were a clear indication that both mining companies attach great importance to the development and growth of the national economy through the support that they have endeavoured to pursue through the corporate social responsibility. One miner said:

As a mining company, we make contributions to foster national development by the production of copper that bring a lot of national revenue.

4.3.3 Type of Training or Skills needed in the Mining Companies

Asked about the type of training or skills needed by the mining companies and the institutions where they were trained. Table 4.5 shows the responses from the participants:

Table 4.5: Type of Training offered by institutions affiliated to MCM and KCM

| INSTITUTION | TYPE OF TRAINING OR SKILLS |
|----------------------------------|--|
| MCTC (Mopani) | <ul style="list-style-type: none"> • Rigging • Fitting and Machining • Instrumentation • Auto- Electrical • Plating • Welding • Heavy mining diesel equipment • Electrical engineering |
| Luanshya Trades | <ul style="list-style-type: none"> ✓ Instrumentation ✓ Metal fabrication ✓ Welding ✓ Fitting and machining |
| Kitwe Trades School (KCM) | <ul style="list-style-type: none"> • Automotive Electrical • Electrical • Fitting and machining • Heavy equipment repair • Instrumentation • Metal fabrication • Rigging • Computer applications |
| TVTC- Luanshya | <ul style="list-style-type: none"> ✓ Instructional methodology |
| NORTEC | <ul style="list-style-type: none"> • Automotive Engineering • Mechanical Engineering • Hardware trouble shooting • Heavy equipment repair • Instrumentation • Refrigeration and Air Conditioning |

The types of trainings and skills the companies are interested in are those that institutions are engaged in. The institutions offer almost the same type of training except in a few instances, Luanshya and TVTC supplements on the teaching methodology part for mine instructors and tutors. The advent of technology has made Kitwe Trades School to offer computer

applications to enable the employees move in tandem with the technological advancement as most of the equipment are computer propelled with various software.

4.5 Summary

This chapter has presented the findings in line with the research questions which endeavoured at establishing the support the mining companies have in enhancing social corporate responsibility in education especially school leavers' support to tertiary education. The findings revealed that in the period from 2005 to 2015, much of the mining contributions in enhancing corporate social responsibility to tertiary education had taken place in 2014 and 2015. While both MCM and KCM have set up training institutions to train students, MCM has a bigger number of 200 students enrolled than KCM with 100 though the latter has more female students enrolled.

CHAPTER FIVE

DISCUSSION OF RESEARCH FINDINGS

Overview

The findings in relation to the research objectives and other emerging issues are discussed in this chapter. The objectives were to:

- i. determine the contributions of Mopani and Konkola copper mines to education sector in Zambia through corporate social responsibility.
- ii. analyse the trends of mining companies in enhancing corporate social responsibility in education in Zambia from 2005 to 2015.
- iii. establish the training policies which Mopani and Konkola copper mines have towards enhancing corporate social responsibility to tertiary education.

5.1 Mopani and Konkola Copper Mines Contributions to Education in Zambia.

The study found out that, as part of their contributions to the education sector in Zambia, Mopani and Konkola Copper Mines had established links with TEVETA institutions, sponsored school leavers at their trade institutions, manage trust schools and support some tertiary institutions through partnerships. While MCM admitted about 90% school leavers and 10% of its employees for in-service training, established a modern trade's school in 2014 and sponsored some OVCs in secondary schools. KCM employees' relatives benefitted from KCM scholarships. KCM also opened community schools and sponsored pupils from trust schools to train abroad.

The findings were in line with corporate social responsibility where the mine companies had an interest in the development of the nation and its people in terms of education. It was seen that they were giving back to the community just as postulated by Maimunah Ismail's theory of corporate social responsibility and its role in community development: an international perspective that was based on the very logic of corporate social responsibility towards seeing its impact in community socially, environmentally and economically. Ministry of Mines and Mineral Development (2004) stated that the mining industry was the single

largest private sector employer in Zambia, by then employing approximately 37,000 people, and as such had played a leading role in establishing a social and welfare charter for workers across the country. Ministry of Mines and Mineral Development (2004) further indicated that Zambia possessed a pool of skilled workers, both technical and professional, which underpinned the mining industry, and had a well-established system of tertiary education that would ensure a flow of appropriately trained people to meet the anticipated expansion of exploration and mining activities.

While the mining companies were seen helping the communities in terms of education as a way of enhancing corporate social responsibility, the rate and scale of their contribution was restricted to a small number of people benefiting. The corporate social responsibility of the two mining companies was expected to be rolled out to the entire nation as a way of ploughing back to the community, which is Zambia. Activities supported by the mining companies must vividly be taking place across the nation in all the ten provinces of the nation. This is what was advocated for by Maimunah (2009) in his theory of corporate social responsibility that business organisations should consider the interest of society by taking responsibility for the impact of their activities on customers, suppliers, employees, shareholders, communities and other stakeholders as well as their environment.

In Zambia, Mudenda and Bordoville (1988) questioned the kind of corporate social responsibility which seemed unique among most mining conglomerates in Africa where more often than not, companies would rather concentrate on one sector of education for example university education forgetting the secondary and basic school levels. After, which was the issue of employment considered and in Zambia the mining industry employed about 17% of the total wage earning population of the country whose numbers employed under the mines did not give good reading as the country needed to diversify in all its economic endeavours. But according to the findings of this study, it was established that the two mining companies under investigation made strives to contribute to education sector even at primary and secondary schools through the running of trust schools.

The Corporate Social Responsibility theory states that the activities of companies must make positive impact in the communities in which they operate from. Corporate social is about giving back to the communities that keep their business afloat. Further, the theory stated that

a social good culture lets the employees know they are working for something that is bigger than them; their business is not one-dimensional and more importantly caring about people (Maimunah, 2009). The Zambian government has for a long time depended on the mining companies for its national development (GDP) through revenue collected from the mines. Simutanyi (2008) revealed that copper continued to play a key role for a foreseeable future. At its peak in the late 1960s and early 1970s, copper mining accounted for more than 80% of the country's foreign exchange earnings, over 50% of government revenue and at least 20% of total formal sector employment.

However, the mining companies have to do more than they had done, as Zambia's national revenue is heavily dependent on copper proceeds and therefore, the mining companies on the Copperbelt, Mopani and Konkola Copper Mines' corporate social responsibility should not just focus on the Copperbelt, but instead be spread to all the ten provinces of the country by initiating activities, through deliberate policies, for example setting up of trades institutions supported by mining firms.

The study established that KCM had a deliberate policy of sponsoring not only its employees but employees' dependants as well and more importantly the support of community schools. MCM also under the theory of corporate social responsibility and its role in community development helped the community by admitting about 90% school leavers and 10% of its employees for in-service training which help them acquire artisan skills (Inside Mopani, 2015).

Similarly, in the early establishment of the mining industry in Zambia and their quest to solicit for skilled workforce, Ministry of Mines and Mineral Development (2004) indicated that the School of Mines at the University of Zambia was established in 1973 and comprised three departments- Geology, Mining Engineering, and Metallurgy and Mineral Processing. The School had an outreach policy to the mining industry and provided training through customized short courses and programmes of research linked to immediate problem-solving requirements identified by the mining industry.

It is of the considered view of the researcher that there are a number of expectations from the people when investors come to invest in the mines ranging from employment and other

subsequent investments in the community. This tendency, that demands a more dynamic and responsible behavior with respect to the sustainable development from companies, intensifies in relation to the mining sector. The arrival of new investors in the mining industry generates expectations in the population that possibly sees the company as the main agent that will solve the problems of employment, education and health. In many opportunities the community expects the company to replace the absent State as the supplier of public services and of social and productive infrastructure. As such it is incumbent upon the mining firms to take corporate social responsibility serious to supplement government efforts in providing social services to the communities they operate from. The mining firms and other corporations should not only be interested in the profit but people (social) and planet (environment) and demonstrated in figure 1.2 in chapter one.

5.2 MCM and KCM Mining Companies Trends in Enhancing Corporate Social Responsibility to Education

The findings on the trends of mining companies in enhancing corporate social responsibility to education in Zambia from 2005 to 2015 have been discussed in this section.

As it was seen in the previous chapter, in the period from 2005 to 2015 MCM had had the following measures put in place in enhancing corporate social responsibility to education in Zambia: establishment of Mufulira Central Training centre in 2014, sponsoring employees to acquire necessary skills in Trades institutions, training mine captains and riggers upgrading their skills to meet modern technological needs and training centre in 2014. Furthermore, MCM sponsored employees to acquire necessary skills in Trades institutions and manage trust schools both at primary and secondary in Mufulira and Kitwe (Nkana).

In the same period KCM embarked on a programme to run a scholarship and sponsorship scheme for its employees and their dependants, managing Trust schools like Chililabombwe, Nampundwe and Kalulushi. In addition, the company runs its own Trades school- Kitwe Trades School.

From the above, it can be deduced that some efforts have been done by the mining firms in enhancing their corporate social responsibility in the education sector though much can still be done in the sense that around the year 2005, copper prices were doing fine on the world

market and as such the mining companies made huge profits. A good amount from the proceeds could have been given back to the community especially in the area of education. But maybe this can't be blamed solely on the mining entities but perhaps the government did not put good legislation in place that would benefit the community in an event that the companies made huge profits. The claim of the researcher is supported by Ministry of Mines and Mineral Development (2004) which stated that a new Mining Act was put in place in 1995 whose main features were: the divestiture of government from the business of mining through privatisation of the mines; the liberalisation of the fiscal policy; and the provision of several tax concessions to mining companies. The Mining Act did not capture the aspect of education being part of the mining firms and more importantly the enhancing corporate social responsibility to tertiary education. Subsequently, investors came and follow laid down conditions and laws. When investment is being rolled out and being advocated for, the investors have to comply to the recipient country's laid laws like The Equator Principles (2006) advocates that the Assessment process of the new investors in mining sector should address compliance with relevant host country laws, regulations and permits that pertain to social and environmental matters. The Equator Principles Financial Institutions (EPFIs) have consequently adopted principles in order to ensure that the projects they finance are developed in a manner that is socially responsible and reflect sound environmental management practices.

Other research findings revealed that MCM was more concerned about school leavers accessing support to tertiary education than KCM. In developing Zambia's technical mining skills, Mopani Copper Mines had established a modern international trades' school in Mufulira to provide integrated technical training to Zambian youths. However, both companies managed trust schools both at primary and secondary, offered scholarships to school leavers and ran trades institutions where they equipped their employees with necessary artisan skills. In the area of employment, KCM had been documented to employ more people though not enough as expected by the local communities.

The mining company has the capacity to employ and make use of the local human resource to the maximum. KCM is the second largest employer in Zambia after the government,

employing roughly 14,000 people; 10,000 directly and 4,000 through sub-contracted firms. Some evidence suggested that there be as many as 9, 575 contract workers (Lungu, 2007).

However, there are diverse models in the mining industry worldwide for substantial and continued support for a social services like Chile where the mining sector supports local people through contributions towards improvement of infrastructure and social services. According to the Corporate Social Responsibility Theory the business have unique opportunities to give back to communities in a way that applies to the intentions of their employees and company mission. The CSR refers to business practices involving initiatives that benefit society and encompass a wide range of tactics, from giving away a portion of a company's proceeds to charity, to implementing greener business operations with one primary focus on the environment. In addition, the businesses have a lot of resources that can benefit charities and local community programmes (Kalaluka,2007).

If most of these mining companies would have been as responsible as the mines in Chile, most of the school leavers in local communities would have been assisted to get into tertiary institutions, it would appear that mining firms can do it in terms of spreading their networks as education is a public good. In addition, Cuartero and Leva (2014) agrees that in India a deep analysis of the results, shows that the main positive impact of mining companies was the generation of employment opportunities for local people, which consequently benefits education sector, because parents can afford to send their children to school.

5.3 Training Policies laid down by the Mining Companies

The findings in line with objective 3 revealed that Mopani copper mine had training policies which were customer driven and the company was committed to develop, implement, maintain and manage learning and development systems which provided employees with the opportunity to obtain necessary knowledge, competencies, experience and qualifications to meet strategic operational and human resources goals. The findings further revealed that KCM sponsored outstanding learners by offering scholarships to study in South Africa, India and South Africa and focused on continuous skills development programme. In addition, KCM aimed at bonding to work for the company some selected school leavers and employees who successfully completed their studies and that the mine only sponsored

students and employees who met the selection criteria for scholarships/sponsorship award at the point of selection process. The company also ensured that areas of scholarships were related to the co-business and skills required in the mining sector.

While the findings clearly showed that both mining companies attached and contributed greatly to the development and growth of the national Gross Domestic Product (GDP) through the support that they had rendered to pursue education activities, much needed to be done in line with needs of the society. The Corporate Social Responsibility according to Maimunah (2009) stated that the goal of CSR was to embrace responsibility for the company's actions and encourage a positive impact through its activities on the environment, consumers, employees, communities, stakeholder's and all other members of the public Sphere. The thinking more than a decade ago, according to Ivancevich (1997) was that there was no specific standard that a firm followed since the managers had different views, regarding what constituted Social responsible behaviour. Others viewed social responsibility as an obligation, a reactive situation or proactive behaviour.

Civil Society for Poverty Reduction (2011) observed that while significant investment occur in the mining, it was clearly observed that investors had not fully taken note of the country laws and failed to honour the commitments they made in the development agreements. Some investors took advantage of the fact that Zambian state institutions were too weak to effectively regulate their activities. Although investments had created some new jobs, the working conditions were poor, creating amongst mineworkers a category of the working poor. To a large extent mining activities benefit the investors themselves and few others and not the poor.

This is in line with Social Capital Group (2009) which articulated that the norms that regulate the mining activities' performance in Peru have increased significantly since the decade of the nineties. Although there is a tendency towards improving the government's capacity to enforce these laws, there is still a long way to walk. The norms are enforced easily in new projects, whereas projects already in the works take more time to implement them (Social Capital Group, 2009: 30). In part that is the reason why Ministry of Mines and Mineral Development (2004) revealed that the Government's Mining Policy, published in

1995 aimed in particular at encouraging private investment in exploration and in the development of new mines. In addition to returning the major copper mines to the private sector, thus encouraging cost-effective management and greater exploitation of the enormous copper resources, the policy seeks to direct attention to the exploitation of the very diverse range of metalliferous deposits, industrial minerals, gem stones and energy resources that are present throughout Zambia.

Further findings revealed that MCM incorporated practical and theory which is essential to fulfil the competence that is required by the business community, through what is known as modular learning system (80% hands on and 20% theory). MCM training was aimed at training or inducting an employee before starting to work just as observed by the Ministry of Mines and Mineral Development (2004: 8) which said that:

The combination of theoretical and practical training ensures a rapid uptake of the graduating Technologists into the mining industry. Two year courses in all areas of engineering are available at the Northern Technical College (NORTEC), Ndola, with students graduating as Engineering Technicians.

This approach by MCM of building capacity in its human resource is one way of empowering the community, hence indirectly enhancing its CSR.

5.4 Summary

This chapter has discussed the research findings in line with the research objectives. In contributing to enhancing corporate social responsibility to tertiary education, MCM had established Mufulira Central Training centre in 2014, sponsored employees to acquire necessary skills in Trades institutions and managed trust schools both at primary and secondary in Mufulira and Kitwe (Nkana). Similarly, KCM managed a scholarship and sponsorship scheme for its employees and their dependants, like MCM, KCM managed Trust schools in Chililabombwe, Nampundwe and Kalulushi and the company managed its own Trades school- Kitwe Trades School. The findings were in line with corporate social responsibility where the mines had an interest in the development of the local community,

the nation and its people. In moving with time the mining companies provided employees with the opportunity to obtain necessary knowledge, competencies, experience and qualifications to meet strategic operational and human resources goals by incorporating practical with theory which is essential to fulfil the competence that is required by the business community. However, despite these two mining companies efforts in enhancing its corporate social responsibility in education, it is of the considered view of the researcher that more needs to be done especially when copper prices go up on the world market. It can be confidently said that the objectives of the study were achieved.

CHAPTER SIX

CONCLUSIONS AND RECOMMENDATIONS

Overview

In this chapter, a summary of the findings of the study and conclusions drawn from literature and from results are presented. Chapter six also presents recommendations made, based on the findings of the study and suggestions for future research. The purpose of this study was to examine the contribution of Mopani and Konkola Copper Mines towards enhancing corporate social responsibility in education, in Zambia owing to the privatization of the mines in the 1990s, on the Copperbelt.

6.1 Conclusion

This chapter has discussed the research findings in line with the research objectives. The first objective of this study was to determine the contributions of Mopani and Konkola Copper Mines to education sector in Zambia as part of their corporate social responsibility. Therefore, the study concluded that in the period from 2005 to 2015 Mopani and Konkola Copper mines took strides in enhancing corporate social responsibility to education by establishment of Mufulira Central Training Centre in 2014, sponsoring employees to acquire necessary skills in Trade institutions upgrading their skills to meet modern technological needs and managing trust schools both at primary and secondary. On the other hand, KCM just like MCM managed scholarship and sponsorship scheme for its employees and their dependants, managed Trust schools and manages its own trades school.

Secondly, the objective of the study was to analyse the trends of mining companies towards enhancing corporate social responsibility in education in Zambia from 2005 to 2015. The trends by the two mining companies had not been as satisfactory as expected in support of enhancing corporate social responsibility to tertiary education in the country. The study established that from the time the mining companies were privatised, both MCM and KCM continued their in-service training of enhancing the artisan skills of all the employees. The two mining companies did not allow the school leavers to enter directly into the mine trades schools, until about 2012, when MCM established their own trade school in Mufulira and

enrolled about 200 school leavers. In the same token, the same state of affairs could be said for KCM which only started enrolling school leavers in the year 2013, at Kitwe Trades School. Their corporate social responsibility was limited as they had not done much in relation to the country's population needs as regards tertiary education. However, the findings revealed that MCM was more concerned about school leavers accessing support to tertiary education than KCM as this was evident in the numbers of the school leavers enrolled, see table 4.4.

The mining company's contributions varied while both companies had established links with TEVETA institutions; they sponsored school leavers at their trade institutions, managed trust schools and supported some tertiary institutions through partnerships. MCM admitted about 90% of school leavers into their trades schools, in 2014 established a modern trades school and sponsored some OVCs in secondary schools, who were later sponsored to get into tertiary institutions, while KCM employee's relatives benefitted from KCM scholarships, it had opened some community schools and sponsored pupils from trust schools to train abroad. In the period between 2005 and 2015, MCM only took into account sponsoring school leavers in 2013 prior to the opening of their new trades training centre in Mufulira.

The final objective was to establish the training policies which Mopani and Konkola Copper Mines had put in place towards enhancing access to tertiary education. The study established that, MCM realises that training is cardinal in order to ensure that employees are highly qualified and ready to meet the challenges of their work, by acquiring entrepreneurial, artisan and engineering skills. A person is supposed to be trained or inducted before starting to work, as the mining company saw the need to train its employees after a spate of mine accidents. The incorporation of practical and theory is essential to fulfil the competence that is required by the business community, through what is known as modular learning system which accounts for 80% hands on and 20% theory work for the trainees and employees.

In the same vein, the study established that KCM training policies helped to propel the acquisition of skills, knowledge, competencies, experience and qualification to meet the demands of the modern world. KCM training policies were more in support of tertiary

education by what they have put in place. While MCM had evidently come out practical in implementing the planned activities KCM had good policies on paper. Though the above findings were a clear indication that both mining companies attached great importance to the development and growth of the national economy through the support that they had endeavoured to pursue, they had not done enough in as far as enhancing corporate social responsibility to education (tertiary) was concerned.

However, the findings revealed that though the mining firms had enhanced corporate social responsibility to education by establishing trades institutions and sponsoring some students to study or bonded to the company, their scope of contribution was limited and confined mostly to the Copperbelt province. The aspirations of the Zambian people and indeed the government was to see their contribution endowed across the nation as the mineral proceeds were a nation cake that should be shared equitably. This was to realise their corporate social responsibility of benefiting society and in this case it was the whole nation of Zambia. Otherwise, it was more like leaving the Zambian government run the education system while the mining firms benefitted on the human resource produced. MoE (2001) stated that leaving education in the government hands would appear that education was the exclusive responsibility of the government to provide, as education was concerned with the cultivation and beneficial use of knowledge and skills.

6.2 Recommendations

Zambia is endowed with a vast amount of mineral resources which need to be properly utilised and harnessed for the benefit of Zambians. However, mining investments usually come with a lot of challenges and pressures on governments from investors. Zambia, like many other mineral resource-rich developing countries, has a huge challenge to ensure that the country receives an appropriate share of the economic rent, and at the same time attracts and sustains the much-needed foreign investment. Therefore, it is imperative that Zambia has a pool of well-trained, exposed and experienced professionals in various aspects of mining to manage such complex systems. The private sector needs to get involved in initiating a curriculum that is designed to train the human resource in artisan and other skills. The mining companies themselves need to invest heavily in education and improve on their

corporate social responsibility to education, as it promotes high productivity, professional conduct and the skills enable the trained human resource to be independent and self-reliant.

Based on the findings, the following were the recommendations:

- i. According to one trainee's recommendation from MCM, he suggested that the two mining companies should extend their corporate social responsibilities to other regions in Zambia, rather than the Copperbelt province only.
- ii. Both MCM and KCM should increase on the number of students sponsored in tertiary institutions.
- iii. KCM should implement its laid down training policies.
- iv. The mining companies need to work in collaboration with the government and other stakeholders in order to support skills training centers, for example as the case is in Tanzania, where almost all the mining companies work in collaboration with the government, according to one Senior Training Manager at MCM.
- v. The two Mining companies need to follow corporate social responsibility policy especially in supplementing government's efforts in the provision of social services such as education so that they give back to the community from the profits they get from their business they conduct in such local communities.
- vi. The Zambian government needs to put in place legislation that will encourage business corporations to have corporate social responsibility policies especially in areas such as education so that they give back to the communities they operate from.
- vii. There should be a better liaison between the mining companies, and the Local Government and the surrounding communities in enhancing corporate social responsibility.
- viii. The mining companies need to develop and establish a mining sector integrated and collaborative skills training framework that would address the current skills shortage in the mining sector, emanating from the limited number of school leavers being sponsored by the mining houses to pursue tertiary education in the local communities to acquire the much needed skills.

4 Suggestions for Further Research

There appears to be a gap in terms of studies carried in Zambia about mining companies' contributions to education. Since mining (copper) is the major earner of Zambia's foreign exchange, there's need for more studies to be conducted in order to ascertain out how the mining industry is contributing to education as part of the corporate social responsibility.

Also further research may be conducted on how many other major companies operating in Zambia (apart from the mining ones) for example, the mega South African Super chain stores such as Shoprite, Game Stores, Spar and Pick n Pay among others, to examine their corporate social responsibility especially in the area of education in Zambia.

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APPENDICES

APPENDIX I: CONSENT FORM

I am Frederick Chibuye, a **Post-Graduate student** of the Education and Development faculty at the University of Zambia, doing a research in Economics of Education. My topic of research is to investigate **The Contribution of Mopani and Konkola Copper Mines in Enhancing Corporate Social Responsibility in Education**. I am requesting for your voluntary participation in this study. Please read the information below and ask questions of your interest about anything you do not understand, before deciding whether to participate or not.

1. There are no risks of any sort in taking part in this study. Your taking part in this study will make you a contributor to the improvement in the enhancing of access to tertiary education.
2. As long as you are above 18 years of age, you are eligible to participate in the study.
3. If you do not wish to participate in this study, you are at liberty; remember, participation in this study is voluntary, hence you have the right to discontinue.
4. All the responses will be highly appreciated, treated confidentially and only used for academic purposes.
5. If you have any questions about this study, feel free to contact me on 0964-311282/0953-091969.

APPENDIX II: INTERVIEW GUIDE FOR MANAGEMENT (CEOs, Corporate Affairs Managers & Human Resource Officers)

The Contribution of Mopani and Konkola Copper Mines in Enhancing Corporate Social Responsibility in Education.

I am **Frederick Chibuye** Post-Graduate student of Master of Education in Education and Development. I am very glad you have accepted to be part of this study. May I further assure you that all responses will be appreciated and treated confidentially. My topic of research is to investigate the Contribution of Mopani and Konkola Copper Mines in Enhancing Corporate Social Responsibility in Education.

| Company | Date | Time |
|----------------|-------------|-------------|
| | | |

1. What are the trends of mining companies towards enhancing corporate social responsibility to education in Zambia from 2005 to 2015?
2. What contributions have Mopani and Konkola copper mines made in enhancing corporate social responsibility to education?
 - (i) Do you sponsor any workers/ youths for any course(s)?
 - (ii) Do you think your company can sponsor any school or school leavers? If yes, how do you think it can be done?
 - (iii) Would it be a good idea for the mines to have their Trades/Technical Colleges? Of what benefit would they be to the youths of Copperbelt?
3. What training policies have Mopani and Konkola copper mines put in place for enhancing corporate social responsibility to education
 - (i) Do you have a Training Policy?
 - (ii) What is the Training Policy of your company?
 - (iii) What policy does your company have on education?

4. How can the mining companies contribute to the education development in Zambia?
5. What can the mines do to enhance the corporate social responsibility to education in Zambia?
6. How does education assist those who have acquired it?
7. What future plans does your company have as regards enhancing corporate social responsibility to education in Zambia as a whole?

Now that we have come to the end of discussion, may I request that you keep your doors open?

Remember all the Responses will be kept highly confidential

Thank you very much for your co-operation

APPENDIX III: QUESTIONNAIRE (60 workers/miners)

**TITLE: The Contribution of Mopani and Konkola Copper Mines in Enhancing
Corporate Social Responsibility in Education.**

Plc.: Self-Administered Questionnaire

Questionnaire No: []

SECTION A : Social Demographic information (tick the appropriate answer)

1. What is the highest level of education you have attained?

- (a) Grade 7 [] (b) Grade 9 [] (c) Grade 12 []
(d) Tertiary college [] (e) University [] (f) None of the above []

2. How did you acquire your education?

- (a) Mine sponsorship (trades schools) [] (b) Government sponsorship []
(c) Self-sponsorship [] (d) International Scholarships []

3. What are your employment conditions?

- (a) Permanent and pensionable [] (b) Contract []
(c) Casual basis [] (d) Sub-contracted []

4. How have K.C.M/ Mopani helped to sharpen your skills?

- (a) Through job on training [] (b) After being sent to a trades school []
(c) Through inductions at work [] (d) Through aptitude tests

5. What should the Mines do in order to help the workers go beyond their initial educational Level?

- (a) Send the workers for refresher courses [] (b) send workers to trade schools []
(c) give workers more work [] (d) send workers to the Universities []

6. What do you think the Mines should do in order to help their prospective/ would-be employees?

- (a) Employ workers according to their field of study []
- (b) Employ them as general workers []
- (c) Employ them according to their educational backgrounds []
- (d) Send these workers for further education []

7. What have your employers done to enhance your professionalism at work?

- (a) Imparted skills through tertiary education []
- (b) induction courses []
- (c) through exchange programs
- (d) through job on duty

SECTION B:

Below are questions regarding the contribution of mining company towards enhancing corporate social responsibility to education.

NOTE: Answer the questions as truthfully as possible. There are no wrong answers. All answers are correct according to the way you feel.

8. What do you understand by the word education and/ or further education?

.....

9. Have you ever been sponsored by the mines?

Yes [] No []

If Yes, when?

.....

10. What course did you pursue, before you joined Mopani/ Konkola mines?

.....

11. Should the mining companies train their own man-power?

Yes [] No []

If Yes, briefly explain

.....

12. Should government compel/ force mining companies to sponsor any school or school

leavers for education Yes [] No []

If yes, explain briefly.....

13. In your own view what is the training policy for Mopani Copper/ Konkola Copper mines?

14. Do you think Mopani/ Konkola copper mines are doing enough to assist in enhancing corporate social responsibility to education on the Copperbelt and Zambia as a whole?

Yes [] No []

Explain your answer in 14.....

15. State the benefits of having education institutions on the Copperbelt Province sponsored by the mining company

.....
.....

16. How concerned are you about the school leavers accessing support to tertiary education especially provided by the mining companies?

(a) Very concerned [] (b) Somewhat concerned []

(c) Not at all concerned [] (d) Not concerned []

17. What contributions has Mopani/Konkola copper mine made in enhancing/promoting corporate social responsibility to education?

a) Do you think it would be a good idea for the mining companies to have their own Trades/ Technical colleges? Explain briefly.....

b) Of what benefit would these colleges be to the youths of the Copperbelt province?

18. What have been the trends/activities of Mopani/ Konkola mine towards enhancing corporate social responsibility to education in Zambia from 2005 to 2015?

.....

END..... Thank you for participating in this interview!

**APPENDIX IV: FOCUS GROUP DISCUSSION GUIDE FOR 15 MINERS
/WORKERS:**

**Research Topic: The Contribution of Mopani and Konkola Copper Mines in
Enhancing Corporate Social Responsibility in Education.**

QUESTIONS.

1. What are the trends of mining companies towards enhancing corporate social responsibility to education in Zambia from 2005 to 2015?
2. What contributions have Mopani and Konkola copper mines made in enhancing corporate social responsibility to education?
3. What training policies have Mopani and Konkola copper mines put in place for enhancing corporate social responsibility to education?
4. What type of education sponsorships are being offered by Mopani/Konkola copper mines?
5. What benefits do you think people get when they are assisted to get an education by the mining companies?
6. Are you aware of any Scholarships/Sponsorships that are been offered by Mopani/Konkola copper mining company? If yes, for how long have these Scholarships been offered the School leavers especially on the Copperbelt?.....
7. Do the mining companies assist any member of the community to have support to acquire education? If yes, how is the procedure of acquiring this education?.....
8. Do the mining companies assist or sponsor any education institution as a way of enhancing corporate social responsibility in Zambia? If yes, which education institutions?.....
9. What do you think the mining companies should do in order to enhance corporate social responsibility to education so that human resource development is assured in Zambia?

.....

THANK YOU!!