Alternative Education: A Panacea to Effects of Lack of High School Education for Girls in Kapiri Mposhi District

Anolt L. H. Moonga, Moses Changala and Caroline Chisenga

Abstract

The study was conducted to determine the effects of lack of a government high school for girls in Kapiri Mposhi district. The district has many basic schools but only two mission secondary schools with very limited enrolments, namely; St. Pauls to the east and Mpunde to the west. Despite its central position in the economy of the country, Kapiri Mposhi district Central Business District (CBD) has had no government high school where most girls could go. The study, therefore, sought to establish the effects of the lack of a government high school in the district on the education of girls. The study was a survey where data was collected using a questionnaire, interviews and observations. Quantitative data was analysed using frequency distribution tables and percentages while qualitative data was coded and grouped into emerging themes. The major findings of the study were that there were more girls (53%) than boys enrolled in grade nine and since there was no government high school in Kapiri Mposhi district, pupils who qualified to grade ten had to go to Kabwe urban schools as day scholars or to boarding schools outside the district. This greatly affected girls’ access to and continuation of education. Many girls, unlike their boys counterparts, could not take up places in Kabwe urban for fear of being abused. Access to boarding schools outside the district was highly competitive for pupils, especially girls whose cut-off point was usually lower than that of boys. Most girls failed to proceed beyond junior secondary level due to non availability of high school places in the district. There were no alternative education facilities for girls in Kapiri Mposhi district, save for evening (GCE) classes at Lukomba basic school. As a result, girls could not continue with their education and efforts to encourage them were futile amidst the existing challenges. The consequences were high levels of vulnerability such as early marriages, substance abuse, exposure to the HIV/AIDS scourge and limited participation in development activities by girls and women. The study concluded that girl children were disadvantaged by the absence of government high schools to enable them realise their educational pursuits in Kapiri Mposhi district. This exposed the girls to various forms of abuse and denying them the right to educational advancement opportunities, which is at variance with the national goals of education and development. The study, therefore, recommended that the government should build high schools in the CBD of Kapiri Mposhi to enable most girls continue with their education. Further, it was recommended that the government should set up alternative education centres, such as GCE classes, skills training centres and women clubs to empower girls with appropriate knowledge and skills necessary for national development.

Background

Kapiri Mposhi town lies 60 kilometres north of Kabwe town, the provincial headquarters of the Central province of Zambia, at the junction of the Great North road and the Lusaka-Ndola road. It is a railway junction town of the Tanzania Zambia Railways (TAZARA) and the Railway Systems of Zambia (RSZ), making it a gateway to the Northern province of Zambia and East Africa.
Kapiri Mposhi is a relatively new district; established in the 1990s. It is bordered by Mkushi in the North East, Masaiti in the North, Mpongwe in the North West and Kabwe in the South. The district was previously part of Kabwe rural which included the present Chibombo district. It is centrally located in the heart of Zambia with a total area of 94,394 square kilometres and a population of 191,604 people. Its population has an average growth rate of between 4.4 and 11.9 percent with females at 5.8 per cent and males at 5.5 per cent (CSO, 2001). Kapiri Mposhi is described as a fast growing town owing to its location and economic activities.

Despite its central location, Kapiri Mposhi district does not have a government high school in its Central Business District (CBD). There are two mission secondary schools namely; St. Pauls to the extreme east and Mpunde in the extreme west. St. Pauls is a boys’ school with a small number of girls from the nearby community attending lessons as day scholars. Mpunde, on the other hand, is co-education with limited enrolment. The two schools have not been turned into high schools to allow for an increase in pupil enrolments at senior school level. Like other mission schools in the country, they still take junior secondary pupils, limiting the number of pupils, especially girls admitted to grade 10 from the 105 basic schools in the district (MOE, Kapiri Mposhi, 2008). Mukonchi high school, though a government institution, has limited enrolment due to its status of weekly boarding and day school. It is also very far from Kapiri Mposhi district CBD and, therefore, difficult to access for many pupils, especially girls.

The lack of a government high school in Kapiri Mposhi district CBD impedes the progress and reduces access to senior school education for girls. Girls who qualify to grade 10 go to boarding schools outside the district or day and weekly boarding schools in Kabwe, Mukonchi and Mpunde. MoE (1982) observes that reduction in boarding facilities and the imposition of economic boarding fees would mean that an increasing proportion of secondary school students would attend school on a day-school basis and this discouraged many girls from continuing with their education at high school level. This leaves the girls in Kapiri Mposhi totally disadvantaged without day schools to go to.

This situation remains a very acute educational problem, in the country in general, and Kapiri Mposhi district in particular. Many of the girls who do not complete their education quickly lapse into illiteracy and add to the already swelling number of female illiterates in the country and the district in particular. However, the government is determined to address the situation as it acknowledges that one of the greatest challenges facing Zambia today is to transform this situation by ensuring that educational opportunities and prospects for girls are equal to those enjoyed by boys (MoE, 1992).

Disparities in education between boys and girls in the industrialized countries of Europe and North America have not disappeared with expansion in schooling. It has been observed that inequality in education is not a problem that will go away once a nation has increased its Gross Domestic Product (GDP) and has built its industrial infrastructure (Debl, 1980). In developing countries such as Chile and Mauritius, enrolment for women per cluster is higher than that in the United States of America, Japan, Great Britain, and France (Schienffelbein and Farrell, 1982). Thus change of policy and affirmative action could rectify the causes of disparity.
In India there are several reasons for the low levels of literacy; not the least, is the high level of poverty. Over one-third of the population is estimated to be living below the poverty datum line (The World Bank, 1997a). Negative parental attitude towards educating daughters can also be a barrier to girls’ education. Parents see the education of daughters as a waste of money because daughters will eventually live with their husbands’ families, and their parents will not benefit directly from their education. Another reason is the lack of adequate school facilities. Many states simply do not have adequate classroom accommodation for all the school-age children.

In countries like Sudan and Yemen, the situation is particularly bad. Far fewer Arab girls than boys are completing or even going into education. Literacy rates of women in the Arab world, according to the United Nations Development Program (UNDP) report (1997), are around 55%. When asked why they did not allow their girl children to go to school, parents said that it was wrong, irreligious and improper. They believed that girl children should stay at home to prepare for their real life - marriage life.

Girls in Yemen face an added hurdle in that it is a highly conservative society; usually objecting to girls being educated by male teachers and attending mixed sex education. In Jordan, school enrolment is excellent but unfortunately, girls drop out at secondary school level because of early marriages. Jordanian society is very conservative with tribal traditions and many girls are forced into marrying young. Quality of education is also a factor affecting both boys and girls, but especially girls. The school environment which includes lack of toilets is unfavourable and contributes to the girl child giving up on school and going back home (Faisal, 2006).

There have been concerted efforts in advocacy for girls’ education in the world. These have been spearheaded by both government and Non Governmental Organisations (NGOs) with a view to empowering the girl child. In India, for instance, in response to changes in the provision of education, the pattern of education and its delivery mechanisms had to be changed in order to provide appropriate education to the population. After World War II higher education world over has undergone transformation from elitist systems to mass focused systems. As a consequence, there have been remarkable developments in individualising mass learning. There has been a paradigm shift at higher education level from instruction-centred college/university model to a learner-centered integrated network model, which is based on access to learning resources and student initiatives (NANDA, 2003).

Through different forms of non-formal education, access to education for vulnerable and disadvantaged groups such as girls in Kapiri Mposhi district can be increased. In Brazil it was noticed that development workers recognised the inadequacies of formal schooling system in the South as it depended on massive expenditure for schools, colleges and decentralised administration. Typically the shortage of revenues to devote to education brought a chronic shortage in the number of teachers relative to the expanding numbers of pupils at all levels. Given these inadequacies, there was a growing awareness among development workers that the rural poor were their own best educational resources. They developed a belief in the humanistic school of thought. Paulo Freire spearheaded this and tells how literacy can be a tool for describing and better understanding the world around the learner. This in turn is the first step towards useful action. An important part of Frere’s method had been to involve illiterates in
discussions about how word and pictures might describe or illustrate troubling aspects of their lives. This method has sparked broad debate and has been adapted worldwide. Paulo Freire’s method which relies on the sharing of opinions and ideas in group settings have triggered increasing interest in how the value of group insights is often greater than the sum of individual contributions and becomes the seat of non-formal education (Retrieved from mhtml:file:--D:-My%20Documents/Non%20formal%20Education/Non-formal%20Education).

Non-formal education was recognised in the Netherlands as important for the young people as well as the societies in which they lived. In Europe many countries are expanding the learning opportunities of their young people through non-formal education. Non-formal education has been recognised for the value it brings to society. Therefore, a greater form of non-formal education, knowledge and skills gained by young people is supported. In order to achieve that, it is important to further develop the concept of non-formal education so that it can be accepted and recognised by the public (ECOSY, 2003).

UNESCO (2006) defines non-formal education as any organised and sustained educational activities that may take place both within and outside educational institutions and cater to persons of all ages. Depending on country context, it may cover educational programmes to impart adult literacy, basic education for out-of-school children, life skills, work skills and general culture. Non-formal education programmes do not necessarily follow the ladder system and may have differing durations and may or may not confer certification of the learning achieved. The main objectives of non-formal education are to:

- Provide emergency-affected out-of-school children, youth and adults with educational activities that meet their needs and interest.
- Supplement formal schooling of emergency-affected children and youth with subjects relevant to their protection, wellbeing and psychosocial needs.

These can take the form of literacy and numeracy classes, cultural activities such as music and drama depending on the provider and the context. Non-formal education may also include so-called accelerated learning programmes aimed at getting youths who have missed years of schooling. Vocational programmes such as carpentry and tailoring can be provided through training centres or often, more effectively sponsored apprenticeships with local crafts and businesses.

In Latin America, with the economic downturn in the 1980s, non-formal education became less viable as part of the socio-economic development strategies; a shift to schooling as a priority. Nevertheless, the same period saw the informal economic and social movements as emerging avenues for non-formal education programming and delivery. After privatisation in 1990s, when technical education was being privatising and adult education was overhauled, citizenship education became a potential avenue for non-formal education investment in the newly democratised region. The growing needs of the indigenous population of the region and the unemployed urban youths were singled out as potential areas for non-formal education programming (LaBelle, 2009).
In Thailand, for example, people in non-formal education programmes, especially in the rural areas, are not students by profession; they are farmers and fishermen, mothers and market women. Srinivasan (1977) reports that these people already have problems of their own, such as, non-working or non-functioning water pumps, birds are all over their fields eating their paddy rice and sick children. So the approach selected by the Thai non-formal youth and adult education programmes focus on the real and immediate needs of the learners.

Non-formal education is an important strategy for self-reliant rural development. Clark and McCaffery (1979) observe that an important task for the staff of any village development effort is to ask whether or not the project or programme is achieving its objectives and addressing villagers’ needs. There is need to run workshops and seminars in the community concentrating on helping programme administrators and field staff become aware of the need for evaluation to improve decision making and assisting to ask the right evaluation questions about their projects. These seminars are not intended to produce experts in evaluation but to assist administrators to identify and initiate evaluation approaches to improve the operations of the organisations. They include small group discussions which will consider the questions and purpose for evaluation lasting up to one week. Crone & Hunter (1980) observe that non-formal education practitioners have in recent years reached an important conclusion about their target groups of rural people without traditional schooling. While their needs for information and skills are many and varied, their own pooled experience is the most importance source of knowledge relevant to solving local problems. Thus horizontal or community-wide sharing and exchange of ideas is a crucial key to meeting local needs. Non-formal educators believe that this kind of education is most likely to occur in a group of people with mutual interests in an atmosphere in which all members share authority and submit ideas.

In Zambia a number of programmes and initiatives intended to promote girls’ access, participation and benefit to education have been organised and successfully run. One such is the Programme for the Advancement of Girls’ Education (PAGE) which sought to improve girls’ access, retention, completion and achievement in schools…(MOE, 1998). The other one is the Forum for African Women Educationalists of Zambia (FAWEZA) whose work is to encourage governments, international organisations and local communities to enact policies and provide positive learning environments that treat girls and boys equally. This is in recognition of the role education plays in the empowerment of an individual in a variety of ways.

Problem Statement
A major policy objective of the government of the Republic of Zambia was to promote equality of access, participation and successful completion of education at all levels, irrespective of gender, social class, or disability. The Ministry of Education (1996) states that in future all policy development for education would be informed by recognition of the need to take affirmative action on behalf of girls’ education. In order to support the girl child’s access and participation in education, several measures were taken at various action points of the education sector in Zambia. Many schools, for example, were designated PAGE schools and at school level some classes were exclusively for girls. Despite the large number of basic schools in the district, there was no government high school established for girls to easily access high school education in Kapiri Mposhi district CBD. The effects of a lack of high school education for girls in Kapiri
Mposhi district CBD had not been established owing to any known literature on the subject. The study, therefore, sought to determine the effects of the lack of high school education for girls in Kapiri Mposhi district.

**Objectives of the Study**
The objectives of the study were to:

1. establish the perception of stakeholders on the ability of girls in school in Kapiri Mposhi district;
2. identify factors that contributed to girls’ failure to continue with school after Grade 9 examinations in Kapiri Mposhi district;
3. determine the effects of the absence of high school education for girls at a government school in Kapiri Mposhi district; and
4. establish the availability of alternative education facilities for girls in Kapiri Mposhi district.

**Research Methodology and Design**
The study was a survey design in order to determine the opinions, attitudes, preferences, and perceptions of persons of interest to the researchers. A survey was selected as it is considered a method of systematic data collection suitable for educational research (Borg & Gall, 1979). The study population included all the people in Kapiri Mposhi specifically, parents, head teachers, district education officials and pupils. The sample of the study comprised a total of 105 elements. These were 2 district Ministry of Education officials, 4 head teachers, 30 teachers, 19 girls of school going age but out of school, 30 grade nine pupils (boys and girls) and 20 parents. Simple random sampling was used to select the participants for all categories except for district education officials who were purposively selected.

Questionnaires were used to collect information from teachers and pupils, while interviews were conducted with parents, out of school girls, head teachers and district education officials. Observations were made to gather information about activities of women and girls in Kapiri Mposhi district CBD.

Quantitative data were analysed using frequency distribution tables and percentages while qualitative data were analysed by content and recorded.
Age Range of the Respondents

The age range of the respondents is presented in Table 1 below:

Table 1: Age range of respondents

<table>
<thead>
<tr>
<th>Age Range (in Years)</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 - 15</td>
<td>-</td>
<td>10 (33.0 %)</td>
</tr>
<tr>
<td>16 - 20</td>
<td>-</td>
<td>20 (67.0 %)</td>
</tr>
<tr>
<td>21 - 30</td>
<td>7 (23.0 %)</td>
<td>-</td>
</tr>
<tr>
<td>31 – 40</td>
<td>18 (60 %)</td>
<td>-</td>
</tr>
<tr>
<td>41 - 50</td>
<td>5 (17 %)</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>30 (100 %)</td>
<td>30 (100 %)</td>
</tr>
</tbody>
</table>

The Table shows that the majority of the teachers, 18 (60 %) were aged between 31 and 40 years. This was followed by 7 (23 %) who were aged between 21 and 30 years. As for the pupils, the majority, 20 (67 %) were aged between 16 and 20 years, while 10 (33 %) were aged between 11 and 15 years. A small number of teachers 5 (17 %) were aged between 41 and 50 years.

Sex of Respondents

Participants were asked to indicate their sex. Table 2.2 below shows their responses:

Table 2: Sex of Respondents

<table>
<thead>
<tr>
<th>Sex</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10 (33 %)</td>
<td>13 (43 %)</td>
</tr>
<tr>
<td>Female</td>
<td>20 (67 %)</td>
<td>17 (57 %)</td>
</tr>
<tr>
<td>Total</td>
<td>30 (100)</td>
<td>30 (100)</td>
</tr>
</tbody>
</table>

The Table above indicates that most respondents in both categories were female.
Findings

Respondents were asked to indicate whether the absence of high school education affected the girl-child. Table 3 below presents their responses:

Table 3: *Whether the absence of high school education in Kapiri Mposhi district had an effect on the girl-child*

<table>
<thead>
<tr>
<th>Response</th>
<th>Teacher</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>28 (93.0 %)</td>
<td>29 (96.0 %)</td>
</tr>
<tr>
<td>No</td>
<td>01 (3.5 %)</td>
<td>01 (4.0 %)</td>
</tr>
<tr>
<td>No response</td>
<td>01 (3.5)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 (100 %)</strong></td>
<td><strong>100% (100)</strong></td>
</tr>
</tbody>
</table>

Respondents were asked to state whether there were cases of girl-children dropping out of school after grade 9 in the district. Table 4 below presents their responses:

Table 4: *Whether there were cases of girl-children dropping out of school after grade 9 in the district*

<table>
<thead>
<tr>
<th>Response</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26 (87.0 %)</td>
<td>28 (93.0 %)</td>
</tr>
<tr>
<td>No</td>
<td>4 (13.0 %)</td>
<td>2 (7.0 %)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 (100 %)</strong></td>
<td><strong>30 (100%)</strong></td>
</tr>
</tbody>
</table>

Respondents were asked to state whether distance from school had an effect on girl-children’s attendance at high school level in the district. Table 5 below shows their responses:

Table 5: *Whether distance from school had an effect on girls’ attendance at high school level*

<table>
<thead>
<tr>
<th>Response</th>
<th>Teachers</th>
<th>Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>27 (90 %)</td>
<td>29 (97 %)</td>
</tr>
<tr>
<td>No</td>
<td>03 (10 %)</td>
<td>03 (3 %)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30 (100 %)</strong></td>
<td><strong>30 (100%)</strong></td>
</tr>
</tbody>
</table>
Respondents were asked to state whether girls’ ability in class was competitive to that of boys in the district. Table 6 below presents their responses:

Table 6: Teachers’ views on whether girls’ ability in class was competitive to that of boys in the district

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>19</td>
<td>63</td>
</tr>
<tr>
<td>No</td>
<td>11</td>
<td>37</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Respondents were asked to indicate whether teachers provided necessary guidance and counselling to girl children on high school education. The responses are given in Table 7 below:

Table 7: Whether Teachers Provided Necessary Guidance and Counselling to girl-children on High School Education

<table>
<thead>
<tr>
<th>Category</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>26</td>
<td>87</td>
</tr>
<tr>
<td>No</td>
<td>04</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100%</td>
</tr>
</tbody>
</table>

Findings from interviews conducted with other stake holders are presented below:

(a) Parents
Most parents indicated that girls had difficulties in accessing and participating in high school education in Kapiri Mposhi district due to the non availability of a government high school at the district CBD. They also cited distance to high schools outside the district CBD as an impediment to girls’ access to high school education. For example, one parent stated: *It is expensive to send our children to Kabwe where there are day high schools.* Some indicated that the fees charged at high school level were beyond their reach, hence the failure to send their children to school. Parents further said that they could not risk sending their children, especially girls, to day and weekly boarding schools as they feared that their children may be subjected to various forms of abuse and difficulties.
Parents pointed out that as a result of failure by the girl children to continue with high school education, many of them were subjected to early marriages, uncontrolled pregnancies, prostitution with danger of contracting HIV and AIDS, substance abuse and vending at bus and railway stations. They further pointed out that girls were prone to several forms of abuse owing to their social and economic activities in the district.

Parents further indicated that there were no alternative education centres for girls in Kapiri Mposhi CBD except night school classes and junior secondary school classes at Kapiri Mposhi basic school.

(b) District education officials

District education officials explained that girls that qualified and were selected to grade 10 were sent to Mukonchi high school and schools in Kabwe, Mkushi and Chibombo districts. They stated that a small number of girls were sent to Mpunde secondary school and, in some cases, to St. Paul’s secondary school as day scholars. One district education official said: *We have no high schools here in Kapiri Mposhi. Pupils who qualify to grade 10 go to Kabwe day schools or Mukonchi and Mpunde.* The district education officials also highlighted the challenges that girl children in the district encountered due to the unavailability of a government high school in Kapiri Mposhi district CBD which included long distance to school and failure to adapt to the new school environment away from the district.

(c) Head teachers

Head teachers indicated that an average of 70% of the girls who wrote Junior Secondary School Leaving examinations in the district qualified and were selected to grade 10. They also indicated that a few girls who qualified and were selected went to Mpunde boarding. The rest went to Mukonchi high school within the district while others were sent to schools outside Kapiri Mposhi, mainly to boarding schools in surrounding districts like Mkushi and day schools in Kabwe urban. One head teacher stated: *Most girls do better in 9 examinations than boys but have nowhere to go for senior classes here in Kapiri Mposhi, except Kabwe and other distant places. This is very difficult for most parents.* Therefore, fewer girls continued their education due to insufficient high school places in the district.

The head teachers stated that there were more female teachers than males in the district CBD schools. This accorded the girls a chance to get counselling and guidance from female teachers who served as their models. They, therefore, observed that distance and other factors such as school expenses made it difficult for the girls to continue with their education at high school level. The head teachers also indicated that there was no alternative help to pupils who left school due to non availability of a government high school in the district CBD. They attributed the absence of a government high school in Kapiri Mposhi district CBD to lack of government investment in education.

The head teachers further stated that there were no appropriate alternative education centres for girls in Kapiri Mposhi CBD which could accommodate girls who failed to enter high school.
(d) **Out-of-school girls**

The age range of the respondents was between 16 and 25 years. Most of them stated that they had dropped out of school after passing grade 9 and being selected to grade 10. Among the reasons they gave for not continuing with education at high school level were:

- Lack of government high school education facilities in the district CBD.
- Distance to school.
- Lack of financial support.
- High fees at private schools in the district.
- Lack of alternative high school educational facilities; could not accept to be taught by basic school teachers in Special Study Group (SSG) and General Certificate of Education (GCE) classes.

When asked about what they were doing, they stated that they were:

- Married.
- Engaged in subsistence farming.
- Loitering within and outside Kapiri Mposhi district.
- Selling at bus and railway stations.
- Looking after their babies at home.

From the results above, it can be noted that respondents were generally agreed on the effects of lack of high school education for girls in Kapiri Mposhi district.

**Discussion**

The results indicate that girls in Kapiri Mposhi are disadvantaged in terms of access to high school education. The situation, however, is not unique to Zambia as can be seen through the literature presented from other parts of the world. In order to redress the trend, a lot can be done. The 1990 World Conference on Education held in Thailand released the limitations of the formal education system in many respects. The conference resolved to use different forms of education in order to increase access to education by all and stated that basic education should be provided to all children, youth and adults. This can be achieved through the use of alternative avenues such as non-formal education. As noted, in India, in response to changes in the provision of education, the pattern of education and its delivery mechanism had to be changed. This idea can be applied in the case of Kapiri Mposhi where different patterns and delivery systems of education can be used to capture girls who are unable to continue with their high school education. In Brazil a similar approach was used when the formal schooling system showed inadequacies in responding to the needs of the community. The school system became very expensive for most would-be learners to afford. The consequence was the development of the humanistic school of thought led by Paulo Freire where literacy was used as a tool for describing and better understanding of the world around the learners. Illiterates were involved in discussions and analysis of pictures to help them better their lives. Through this action, learners were able to understand their environment and live better lives. The participants were able to share opinions and ideas which contributed to the overall development of the society. The girls in Kapiri Mposhi might not have this opportunity because of depending solely on the formal education system which has numerous problems.
In the Netherlands and many European countries, non-formal education was recognised for the value it brought to society. It increased learning opportunities for their people. This was also acknowledged by the World Conference on Education which resolved to broaden the need and scope of basic education and stated that the diversity, complexity and changing nature of basic learning needs of children, youth and adult necessitates broadening and constantly redefining the scope of basic education to include different forms of learning. Among them is basic learning needs of youths and adults which can be met through a variety of delivery systems such as skills training, apprenticeships, formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life and other social issues. The conference also realised that all available instruments and channels of communication and social actions could be used to help convey essential knowledge and educate and inform people on social issues. These can include traditional education, libraries, television and radio and other media which can be mobilized to help realize their potential of the people in meeting their basic education needs (Littles, Hoppers and Gadner, 1994). All these means of education can be applied to girls’ education in Kapiri Mposhi.

Non-formal education is recognized by UNESCO as any organised and sustained educational activities that may take place within and outside educational institutions and cater for persons of all ages (UNESCO, 2006). This recognition entails that non-formal education can be used as a vehicle to deliver life-skills, work-skills and general culture, including adult literacy and basic education for out-of-school children. It has been used as an avenue of educational rescue for many people in war-torn areas and other adverse conditions. The challenges of providing high school education in Kapiri Mposhi can be surmounted using this mode of education. UNESCO (2006) also recognised that non-formal education supplements formal school of emergence affected children and youth with subjects relevant to their protection, wellbeing and psychosocial needs. These are similar to the needs of the girls denied of high school education in Kapiri Mposhi.

Conclusion and Recommendations
The study concluded that the girl-child was greatly disadvantaged by the absence of a government high school to enable her advance in her educational pursuits in Kapiri Mposhi district CBD. It was established that girls in Kapiri Mposhi district were capable of excelling in education like their male counterparts but they lacked high school facilities to support them. It was further concluded that most girls failed to progress beyond grade 9 in school due to lack of a government high school in the Kapiri Mposhi district CBD, distance to existing high schools within and outside the district, high expenses of high school education at existing high school in and outside the district and unwillingness by parents to send their girl children to day and weekly boarding schools outside the district CBD for fear of the girl-children’s possible discomfort and being abused.

The study also concluded that girl children in Kapiri Mposhi district had been counselled on the importance of continuing with their education at high school level and had female models among their teachers. However, most girl children dropped out of school and engaged in activities that did not promote their personal growth and development. The study further concluded that there were no alternative education centres for girls in Kapiri Mposhi CBD, except the GCE centre at
Lukanda basic school run by basic school teachers. This discouraged girls who had qualified to grade 10 from going to learn under teachers who were trained to teach at basic school level.

The study, therefore, made the following recommendations:

a. The government should:
   - build high schools in Kapiri Mposhi district CBD to enable girls easily access and participate in high school education.
   - broaden the re-entry policy to include school-aged mothers who lost educational opportunities due to absence of a government high school in the locality.
   - establish non-formal education centres such as women’s clubs to assist out-of-school girls to pursue meaningful and relevant education.

b. The government and other stake holders should:
   - discourage early marriages through various educational programmes and punitive measures for perpetrators.
   - establish alternative education programmes and examination centres to enable girls access and participate in high school education.
   - establish skills training centres to empower girls with survival skills.

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