

**THE IMPACT OF ADMINISTRATION OF SPONSORSHIP
SCHEMES ON PROGRESSION RATES OF PUPILS FROM LOW
INCOME FAMILIES IN SELECTED BOARDING SECONDARY
SCHOOLS IN SOUTHERN PROVINCE**

BY

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M.A.E.D.
Thesis
M.ED
Thesis
KAN
2002

**A DISSERTATION SUBMITTED TO THE UNIVERSITY OF ZAMBIA
IN FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF EDUCATIONAL ADMINISTRATION**

THE UNIVERSITY OF ZAMBIA

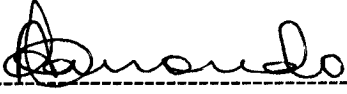
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DEDICATION

This dissertation is dedicated to my late father, my husband and our children: Mweemba, Hamunyangwa and Mwaka without whose company, patience and encouragement this work may not have been produced. Furthermore, I dedicate this piece of work to my brother Austin, his wife Damales and my sister Malambo without whose support and help I would not have completed this work.

DECLARATION

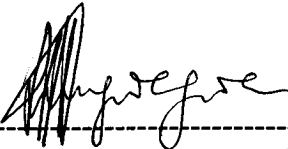
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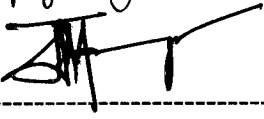
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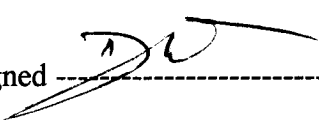
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APPROVAL

This dissertation of ADRINNIE K. KANONDO is approved as fulfilling the degree of
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ACKNOWLEDGEMENTS

I give special thanks to Professor G. Lungwangwa for supervising my dissertation from inception to completion stage. His guidance and willingness to help gave me courage and strength to go through difficult times when it seemed impossible to go on. Similarly, I am grateful to Dr A. Sikwibele and Professor Kelly for their helpful comments that guided my study in the proposal stage.

I also wish to thank the Ministry of Education for allowing me to collect data from their schools in the Southern Province. I thank the following Officers for accommodating me in their busy schedule by allowing me to conduct interviews with them: Dr S. Kasanda (Permanent Secretary, MOE Lusaka), Mr. S. Hakalima (Director, Materials Procurement Unit, MOE Lusaka), Mrs. Kapinda (Senior Education Officer, MOE Lusaka), Mrs. Mwamba, Mrs. E. Sinkala (Programme for the Advancement of Girl-child Education, MOE Lusaka), Mr. S. Mweemba (Principal Inspector of Schools, Livingstone), Mr. T. Hanguwa (Senior Education Officer-Planning, Livingstone), Professor Carmody (University of Zambia), Br Meade (Roman Catholic Secretariat, Lusaka), Fr Sax (Chaplain, Canisius Secondary School), Mrs. Chimuka (Forum for African Women Educationalists in Zambia, FAWEZA), Mr. V. Koyi (Christian Children's Fund, CCF) Mr. F Kafula (World Vision International) and Mr. D. Kaluba (Social Welfare Department, MCDSS).

I am further thankful to the Head Teachers, Pupils, Staff and PTA Executive committee members of Canisius, Chipepo, Choma, Kalomo, Monze, Njase, Rusangu and Zimba secondary schools for their co-operation and hospitality during my research from

March to May, 2000. I would also like to thank the District Education Officers in the four districts where I conducted my research for their understanding and especially Mr. L. Muunyu, the District Inspector of schools in Choma District for accompanying me in my visits to the sample boarding schools in his district.

I would like to thank the Ministry of Education for sponsoring me to pursue the Postgraduate study programme at the University of Zambia, without which I would not have afforded the cost. Finally, I would like to thank my fellow graduate students for their support and encouragement, without which I may not have managed to go through my research.

ABSTRACT

The main objective of the study was to determine the impact of sponsorship schemes of pupils from low-income families in selected boarding secondary schools in Southern Province. The study tried to establish how these schemes were offered and what, if any, their limitations were.

The sample of pupils was drawn from grades 9 to 12 pupils in the 8 sample schools. The rationale for selecting pupils in these grades was that they would have knowledge of sponsorship schemes and some of the deserving pupils in these grades would have been put on the schemes. Through random sampling, eight out of seventeen boarding secondary schools eligible for this study was selected. Of the eight schools studied, four were Government (co-educational) and the remaining four were Grant - Aided (two single-sex and two co-educational). This discrepancy was as a result of the Government phasing out single-sex schools.

A total of 280 grades 9 to 12 pupils were randomly selected (80 in grade 9, 40 in grade 10, 80 in grade 11 and 80 in grade 12) from the target schools to complete questionnaires. The questionnaires were directed at collecting data from pupils, Head Teachers of schools and PTA Executive representatives. The pupils' questionnaire sought data on pupils' biography, socio-economic status of the parents / guardians, pupils' knowledge of sponsorship schemes, pupils' source of school fees and school drop outs for lack of school fees. The Head Teachers' questionnaire sought information on types of sponsorship schemes in boarding secondary schools for pupils from low-income families, selection criteria and procedures of sponsorship, modes of administration of sponsorship

schemes and progression rates of these pupils on the basis of continuity of the sponsorship schemes. The questionnaire for the PTA Executive representative sought data on parents' knowledge of sponsorship schemes offered in boarding secondary schools, their role in the sponsorship of pupils from low-income families and their views on educational sponsorship at secondary school level.

Whereas the pupils, Head Teachers and the PTA Executive committee in the sample schools had to fill in questionnaires, the administrators of bursary and sponsorship schemes at Government, Church and Non-Governmental Organisation levels were interviewed to supply the following information: the number of sponsorship schemes offered in the sample schools, amounts of money charged as school fees to each pupil per term, the total number of pupils on each identified sponsorship scheme, the number of pupils progressing in and completing school with the help of the schemes and the administration of these sponsorship schemes.

In data analysis, factual presentation was done and inferences made based on responses from questionnaires and interviews. Descriptive findings from documented data were reinforced by descriptive statistics whenever and wherever necessary.

The study revealed that some sponsorship schemes by various Non-Governmental Organisations, Government Ministries and Churches were available in boarding secondary schools for pupils from low-income families who may have difficulties in paying their school fees. The highest number of pupils in the sample on sponsorship (17 out of 50) was from the grade 12 sample and these had been on the schemes for more than two years. All Head Teachers of the sample schools and the PTA Executive Committee representatives agreed that pupils from low-income families needed to be helped in the financing of their

education. The Non-Governmental Organisations were willing to finance the education of these needy pupils until they completed school and the Church per se had the highest number of pupils in the sample on sponsorship for more than a year (54 per cent).

In the administration of these sponsorship schemes, the Non-Governmental Organisations followed the community involvement model that was outside the bureaucracy of the school system. The Ministry of Community Development and Social Services followed a similar model in its administration of the Public Welfare Assistance Scheme (PWAS). This model denied the Head Teachers of schools full participation in the administration of the sponsorship schemes but concerned itself with the improvement of the community using the child as a means to alleviate the poverty status of the community. The sponsors opted not to advertise their schemes for fear of attracting attention from undeserving clientele. They also opted to administer their schemes in schools independent of the Head Teachers of schools and no records were available on the progression in school of the pupils on these schemes.

The Churches, Schools and the Ministry of Education followed the school involvement administrative model that was within the administration of the school system and pupils progressed in and even completed school. This model concerned itself with the ability of the child to complete school and it had an impact on the progression of pupils from low-income families. The noticed impact on this progression was determined by the duration of the sponsorship of each pupil in the sample. However, the Ministry of Education did not successfully administer its scheme within this model because of not fully involving Head Teachers of schools, pupils, teachers and parents.

A comparison of the two administrative models indicated that the school involvement model had an advantage over the community involvement model in that more pupils (60 per cent) completed school with the help of the schemes using the school involvement model.

The study concluded that between the two types of administrative models of sponsorship schemes operating in boarding secondary schools in the Southern Province, the school involvement administrative model has a higher impact on the progression of needy pupils than the community involvement administrative model. This was generally so because of the involvement of the school Head Teachers, pupils and parents in the administration of the sponsorship schemes. The community involvement model was external to the school in its operation. It did not involve the school authorities in the identification of the needy pupils and in the monitoring of their progress in school. School Head Teachers and pupils did not have sufficient information on the sponsorship schemes.

The study recommends the adoption of the school involvement administrative model for the needy pupils. Since this model involves the school Head Teachers, teachers, pupils and parents, it is easier to monitor the progress of the pupils in the school.

However, for more generalised findings on the impact of the administration of sponsorship schemes on the education of the needy children in the country, there is need to carry out a longitudinal study involving more than one Province. In the longitudinal study, the progression in school of these pupils sponsored by each organisation should be monitored for a longer period of time.

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LIST OF ABBREVIATIONS

ACWAC	- Area Co-ordinating Welfare Assistance Scheme
ADP	- Area Development Project
AIDS	-Acquired Immune Deficiency Syndrome
BESSIP	-Basic Education Sub-Sector Implementation Program
CCF	-Christian Children's Fund
CDP	-Community Development Project
CINDI	-Children In Distress
CSO	-Central Statistics Office
CWAC	-Community Welfare Assistance Committee
DDCC	-District Development Co-ordination Committee
DSWO	-District Social Welfare Officer
DWAC	-District Welfare Assistance Committee
ECD	-Early Childhood Development Programmes
ENDP	-Emergency National Development Plan
FAWE	-Forum for African Women Educationalists
FAWEZA	-Forum for African Women Educationalists in Zambia
GRZ	-Government of the Republic of Zambia
HIV	-Human Immunodeficiency Virus
IMF	-International Monetary Fund
MAE	-Ministry of African Education
MCDSS	-Ministry of Community Development and Social Services

MOE	-Ministry of Education
NGO	-Non-Governmental Organisation
PTA	-Parents'-Teachers' Association
PWAS	-Public Welfare Assistance Scheme
SAP	-Structural Adjustment Programme
TNDP	-Transitional National Development Plan
UNESCO	-United Nations Educational Scientific and Cultural Organisation
UNIP	-United National Independence Party
UNZA	-University of Zambia
WVI	-World Vision International
ZMK	-Zambian Kwacha

CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

1.1.1 The history of Sponsorship Schemes in Zambia

The colonial government education policy up to the 1930s was to diffuse education as widely as possible among the people through the development and improvement of primary education. According to Snelson (1970) and Coombe (1967), the Government was of the opinion that it was better to build a sound foundation of village education than to concentrate attention and expenditure on higher education for a selected few.

Although the Education Development Plan of 1928 had provided for building of Government middle schools which would include two years of secondary education, it was not until 1935 when at an Inter-Governmental Conference, the representatives of Northern Rhodesia (Zambia), Southern Rhodesia (Zimbabwe) and Nyasaland (Malawi) agreed that there was need for secondary education for some Africans, and one such was to be built in Nyasaland (Snelson, 1970). By 1938, this school had not yet been built. In his effort to make a headway in giving African students the opportunity of a secondary education, the then Director of African Education in Northern Rhodesia introduced a bursary scheme (Coombe, 1967). Five bursaries were given to deserving five students for secondary education in East Africa and South Africa (Nelson, 1970). Those who were given bursaries were the first to be provided with a secondary education by the Northern Rhodesia Government.

Although this was a big achievement in the history of African education, there was still

need to provide secondary education to more Africans. When Maxwell Robertson recognised the need for secondary education for the Africans, he started a junior secondary class of nine students at Lubwa in 1938, with the support of the Director of Education. This was the first official and authentic junior secondary class in the country's educational history (Snelson, 1970). By 1939, the Colonial Government had opened its first junior secondary class at Munali Training Centre with 11 students. A further 4 students who were at Kafue joined the Munali class in 1940. The Lubwa course ended in 1940 and this left Munali the only junior secondary school in the country until 1946. By the end of 1945, there were 65 secondary students in the country, at Munali with 30 in Form I, 26 in Form II and 9 in Form III. These students were partially sponsored by the Government on the basis of good performance.

According to Mwanakatwe (1974), the enrolment of secondary students in the country rose steadily from the school year 1946-1947 with 143 students until it reached 7,050 in 1963. The education opportunities were still available to a fortunate few who could afford to pay the school fees. The students from low-income families failed to pay. Although boarding fees were subsidised by the Education Department covering boarding expenses of 50 per cent for boys and 75 per cent for girls (MAE, 1964), the students from low-income families could not afford to pay without assistance. According to Kaunda (1973:24), "education cost a princely sum of 2 shillings and six pence per year and many children of promise and intelligence were doomed to wasted lives because that single coin was beyond their parents' means". Hence the need for sponsorship for such children of promise.

For fear of overproduction of the African elite who might cause reduction in employment prospects for the white settlers, secondary education for the Africans was developed slowly and according to Snelson, "access to secondary education was confined to a small privileged elite until almost the eve of independence" (Snelson, 1970: 234). The ability to pay was used as a barrier to deny the Africans secondary education. For the majority of the Africans, access to secondary education was dependent on sponsorship by the Government or by a private agency.

1.1.2 Independence Era

The Africans' inability to pay for secondary education was reflected in the fewer numbers of local people who had reached this level. By 1963 only 4,420 Africans had a Form II (grade 9) certificate and only 961 had school certificates (Kelly, 1991). In 1964, there were only 1200 Zambians with full certificates (Mwanakatwe, 1974). These figures can be understood from two perspectives. First there was a deliberate action by the Colonial Government to curtail the growth of secondary education for the Africans. Secondly, the low figures can be understood from the fact that the Africans could not afford secondary education because of its high cost.

Poverty as a barrier to secondary education on the part of the majority of the Africans was the basis of the nationalists' political campaign for political freedom. Mwanakatwe states that, "in planning Zambia's post-independence education system, emphasis was placed on free secondary education despite the political pressure for complete universal primary education" (1974:59). The Government increased both recurrent and capital expenditure in education and during 1965, K19,661,408 was spent by the Government to build 18 co-education and 3 single

sex secondary boarding schools (Mwanakatwe, 1974). Most of these co-education boarding secondary schools were in rural areas to cater for the rural poor community.

Many secondary schools were built at Government's expense, and Grants-in -Aid for extension work up to 75 per cent of the total cost incurred by Mission Agencies of secondary schools were provided by the government (MOE, 1966). The expansion in secondary educational institutions resulted in increases in enrolment figures from 13,853 in 1964 to 91,795 in 1979 (Draisma, 1987).

Under the Emergency National Development Plan (ENDP) and the Transitional National Development Plan (TNDP), 66 per cent and 20 per cent respectively, of the total program expenditure was allocated to secondary education (MOE, 1966). The then president Dr Kenneth Kaunda refers to this expenditure as an act of reparation for the lost years of colonialism (Kaunda, 1973). The Government's political will to expand secondary education was important and it was in fulfilment of the United National Independence Party's (UNIP's) pre-independence promises to provide free education to all and maintain government controlled schools.

1.1.3 Policy of free education

The pre-independence promises of UNIP committed the Party to the abolition of school fees and to desegregation of education. Draisma captured the promises in the following words:

We are pledged to the pursuance of the policy of compulsory and free tuition for all children up to Form II (Grade 9) and to provide facilities for mass literacy. Schools shall be independent of and in no way subject to the individual's creed or colour (Draisma, 1987:167).

The Government implemented this policy of free education in 1965 (Kelly et al, 1986) which gave every Zambian child the right to education. Free education was important because it

assisted in integrating all individuals in the country's national development efforts (Lungwangwa, 1987).

From 1964 to 1984, the government assumed almost the entire responsibility for the financing of education with the parent only required to pay a minimum annual school fund fee of K2 per child (Kelly, 1994). Going by the policy of free education that included the provision of the necessary learning materials, the government also assumed the burden of meeting many of the students' personal costs at all levels of education. As a result, people expected the Government to provide inputs like personnel, curricula, materials, maintenance and even boarding provisions. During the period 1971-1984, the Government spent a total of K71.35 million in boarding costs in boarding secondary schools. The 1985 allocation represented about 23 per cent of the total recurrent expenditure at secondary level (Kelly et al, 1986). The policy of free education enabled a substantial number of pupils access secondary education without any financial limitations. Objecting to this expenditure, Kelly maintained that the Government provisions proved "burdensome and limited the funds that might have been channelled to other more directly educational purposes" (1991 : 25).

1.1.4 Review of the policy of free education

In 1975, the country suffered an economic crisis emanating from a "dramatic fall in copper prices due to the world economic recession, together with the closure of the traditional export routes and the rampant world inflation, largely contributing to the gross deficit of K379.1 million" (Kelly, 1996:16). The government experienced economic problems which were compounded by urban migration which deterred agricultural development, deprived rural areas of leadership, and strained the urban infrastructure and social services (Urch, 1992).

The insufficient financial resources made government reduce its spending in all areas including the social services. The education spending was more than 50 per cent lower in 1987-91 than in 1982-86 (Kelly, 1994). Per capita expenditure per pupil at secondary level declined from US \$530 in 1980 to US \$250 in 1982 (Lungwangwa et al, 1998).

Although the government continued maintaining the policy of free education from 1975 to 1985, as has already been mentioned, this free education in terms of free boarding provisions and educational resources became a drain on the Government's budget and this had to be redressed (Lungwangwa, 1993; Kelly, 1991). Kelly (1991: 25) put it very clearly as follows:

"Since 1975, public finances have been in deficit every year, and this deficit has exceeded 10 per cent of the GDP in all but three years". Unit costs at secondary school level decreased tremendously. In boarding secondary schools they fell from K258.61 in 1977 to K160.53 in 1985 (in constant 1977 Zambian Kwacha) and this was a decline of 37.9 per cent (Kelly, 1991). The significance of this decrease in unit costs was that the Government could no longer adequately finance the education sector and had to find other sources of finance. Hence the Government started borrowing from multilateral and bilateral agencies in order to pay for social services.

Due to pressure on funding, the Ministry of Education announced the reintroduction of boarding fees in 1985. In 1987, the policy of cost-sharing was set forth in the Interim National Development Plan (Kelly, 1994) which set out the principle of parents' responsibility for the education of their children and for the provision of necessary resources. The cost-sharing policy was re-asserted in the Economic and Financial Policy Framework Paper as follows: "In order to strengthen the financial resource base for education, Zambia has re-introduced user fees for the beneficiaries of secondary and higher education and instituted cost sharing measures" (GRZ,

1992:23). Cost sharing made the education sector depart from the policy of free education. As a result, parents were expected to support their schools through cash payments since the government could no longer provide education resources and boarding provisions for pupils. The cash payments were in the form of PTA imposed levies, purchase of stationery, school uniforms and boarding fees. Ability to pay these fees became the criteria for admission or continuation of pupils in school and many of the pupils from poorer households could not meet these cash payments and hence were excluded from school (Kelly, 1994).

According to Kelly (1996), education will always cost the recipients what is known as opportunity costs, hence all education is financed jointly by private individuals and by the State. He apportions it as follows:

In Zambia, for every K100 spent on education, K50 comes from taxes the people or industries have paid, K44 comes directly from private individuals as fees and K6 comes from the Donor community (Kelly, 1996:280).

With the re-introduction of boarding fees in 1986, the fee payable by secondary school boarders was K504 per year, but due to public pressure, it was reduced to K300 per year in all schools regardless of distance from the source of food supply. Most households whose capital income was less than K250 could not afford to pay these fees and this became a financial burden to them. Hence, the re- introduction of educational costs has had detrimental effects on the school attendance of the poor (Kelly, 1998). According to Thematic Studies in Education for All, 2000 Assessment, "schools exclude children by costing too much"(Bernard, 2000 : 8). Bernard cites studies in China, Uganda and India that show that the cash costs of education play a major role in discouraging low-income families from sending their children to school.

The gross and net attendance rates for pupils in rural areas in grades 8 to 12 were shown in the Priority Survey II as low as 37 per cent and 23 per cent respectively (CSO, 1994). The survey indicated that 12 per cent of those who left school did so because they thought it was expensive for them. The statistics in Priority Survey II point out that there is need to find better ways of providing sufficient access to basic necessities like food, education and health care for the needy. Lungwangwa (1996) in his study found that although parents have come to accept cost sharing in education and are willing to pay for it, their ability to pay is very low. Researchers found that the rising cost of education contributed to high drop out rates in primary schools (MOE, 1996). These economic factors relate to poverty among households which makes it difficult to meet the cost of education.

The deficit Zambia experienced in the late 1970s caused by inadequate financial resources, inefficient management, inappropriate policies, among other things played its part in obstructing economic development and in reducing the country to poverty. In 1987, Zambia, from being a middle-income country, was reclassified to low income status and later in 1991 graded further to a least developed country (Kelly, 1994). The country then experienced the problem of poverty. The incidence and intensity of this poverty were highlighted in the tabulation report of the 1993 Priority Survey II and also in the World Bank report of 1994. It was reported that 76 per cent of the people were extremely poor, while 8 per cent were moderately poor and only 16 per cent were above the poverty line (World Bank, 1994). A comparison of rural and urban areas showed that 89 per cent of the rural people were extremely poor as compared to 56 per cent in urban areas. Southern Province had similar disparities where 91 per cent of the rural people were extremely poor as compared to 69 per cent in urban

areas (World Bank, 1994). This indicates that it is the people in rural areas who are more vulnerable and cannot pay for amenities like health and education.

According to a report on poverty, 6 million people in Zambia are living in poverty. These poor people are identified as having insufficient access to: "food, education, health care, adequate shelter, adequate income, clean surroundings, sanitation, safe drinking water and power" (The Post, July 8, 1998:6).

1.1.5 The Impact of Structural Adjustment Programme (SAP) on Education

The economic failure of Zambia attributed to combination of poor policies with external circumstances like large debt burdens, coupled with poor governance and poor infrastructure brought about the Structural Adjustment Programme (SAP) in order to salvage the economy. The Government went into the Structural Adjustment Programme agreement with the International Monetary Fund (IMF). The conditions of this agreement were such that the government had to:

- a) stabilise the economy by devaluing the currency, reducing budget deficits, increasing interest rates, cutting down on services, increasing efficiency, privatising state enterprises.
- b) restructure the economy by among other things decontrolling prices, removing subsidies, encouraging outside investment and restraining wages (Kelly, 1996).

According to Kelly (1994:12), "the efforts that were made concentrated narrowly on the economic aspects and paid little attention to social areas or to the maintenance of the general infrastructure". As a result of the declining real resources in the education sector, strategies that brought more harm than good were adopted and opportunities for secondary education became fewer due to lack of expansion. From 1985 to 1993, progression rates at grades 8 and 10 were 28 per cent and 38 per cent respectively, with the average annual

enrolment ratio of girls at secondary school being 36 per cent (Lungwangwa, 1993). The Structural Adjustment Programme has had a negative impact on the social sectors like education. There were fewer resources for quality-enhancing inputs like books, maintenance, etc. The index of per student expenditures in secondary schools was 11.7 from 1990 - 1994. The re - introduction of boarding fees in 1985 increased the burden on the poor parents resulting in a sharp drop in girls' participation. This was more pronounced in rural areas where the poor parents were not able to afford fees at various levels (Kelly, 1996).

The Structural Adjustment Programme deepened the intensity of poverty in Zambia and increased deterioration in the education sector because it did not sufficiently take into account the social dimensions (Kelly, 1994). It adversely affected the poor rural people and the vulnerable in urban areas who were already badly affected by personal financial problems and this was stated by Lungwangwa as follows: "Real wages declined due to rising inflation and the introduction of user charges like school fees and hospital fees further reduced the incomes of the poor" (1993:10). The demand for parents to pay boarding fees as part of cost - sharing has had adverse effects on school attendance by pupils from low-income families (Lungwangwa, 1996) and Kelly commenting on school attendance rates states that: "School participation and completion rates of both girls and boys have declined substantially in the years of Structural Adjustment Programme largely because of increased costs of schooling and greater all-round scarcity of cash resources" (1994:14).

This negative effect of the Structural Adjustment Programme in the education sector has been greater on its school management as far as efficiency and equity are concerned (Lungwangwa, 1993). The policy on equity states that "the Ministry of Education recognises that enabling every qualified individual to have access to relevant education of good quality

necessitates adequate public financing for the recurrent and capital needs of the education sector” MOE,1996:170). Where as the conditions of the Structural Adjustment Programme could not allow the government to implement this policy, equity has been affected in a number of ways, one of which is the constrained educational expansion making access at different levels of education increasingly difficult for many people. In a study on street children in Zambia by Lungwangwa and Tursen (1991), 30 per cent of the 600 children sampled had not attended primary school. The study concluded that the effects of diminishing opportunities of access to primary education were more pronounced among children from low- income families. Lack of opportunities for primary education meant that children were deprived of secondary education (Lungwangwa, 1996). In another study on factors affecting primary school attendance rates in Zambia, Lungwangwa et al (1998) identified poverty and user fees as high ranking factors which could also be attributed to the Structural Adjustment Programme. One of the policy implications in these findings by Lungwangwa et al (1996) was the relief of the burden of user charges and cost-sharing measures on the poor by targeting direct assistance to them. As a result of low funding from the government, boarding secondary schools , have had problems providing educational and boarding facilities to pupils from low- income families who cannot manage to pay their way through school (MOE, 1996).

1.2 Statement of the Problem

Pupils from low-income families in boarding secondary schools are subjected to the same cost-sharing policy in education as their counterparts from well-to-do families. While the well-to-do families can afford to pay for the education of their children, the low - income families have to depend on bursaries, or sponsorship from elsewhere if and when offered. The

Government, Non-Governmental Organisations, private individuals, churches, local communities and boarding secondary schools offer sponsorship schemes to the pupils from low-income families.

This study sought to answer the following question: Do the administrative procedures of sponsorship schemes have an impact on progression rates of pupils from low-income families in boarding secondary schools? The study also attempted to establish how the schemes were offered, and what if any, their limitations were. The pupils from low-income families include the orphans and the handicapped. The study sought to identify the agencies involved in sponsoring pupils in boarding secondary schools and what their policies on sponsorship were.

1.2.1 Research assumptions

The following assumptions guided the study:

- a) Every boarding secondary school in Zambia has pupils from low-income families, since selection of pupils into secondary school is not based on the financial ability of the pupils.
- b) Every boarding secondary school has a programme catering for the needy pupils so as to enable them to progress in and complete school.

1.3 Purpose of the Study

The purpose of this study was to investigate the impact of the administrative procedures of sponsorship schemes of pupils from low-income families in boarding secondary schools in Southern Province. The study also investigated problems associated with the administration of these schemes, which might be constraining progression rates of pupils from low-income families in these boarding secondary schools.

1.3.1 Objectives of the study

The main objectives of the study were to :

- a) Identify types of sponsorship schemes for pupils from low-income families.
- b) Identify problems if any, associated with the administration of these sponsorships schemes.
- c) Find better ways of assisting pupils from low-income families complete secondary education, in line with the policy on equity in education.
- d) Determine the impact of administration of sponsorship schemes on progression rates of pupils from low-income families.

1.3.2 Research questions

The study addressed the following questions :

- a) What types of sponsorship schemes were in place in boarding secondary schools for pupils from low income families to enable them complete their secondary education?
- b) What administrative procedures were in place for each of the schemes identified and what impact did they have on the progression rates of pupils from low-income families in these boarding secondary schools?
- c) How many pupils from low-income families benefited from these schemes by progressing in and completing school?
- d) What were the pupils' views on these sponsorship schemes?
- e) What were the parents' views on these sponsorship schemes?

1.4 Theoretical Framework

The theoretical thrust of this study is equity. Equity is defined as "the impartial distribution of justice" (Oxford Dictionary) and in this case, the impartial distribution of education to all classes of people. With the high cost of living and the re-introduction of school fees in boarding secondary schools, low-income families may not afford to pay for their children's education. Although according to *Educating Our Future* (MOE,1996), at secondary school level, Government provision for the direct costs of boarding absorbs between a quarter and a half of the total spending, this spending does not include school fees and school requirements for the needy pupils. The bursary payments that take part of the large proportion of the education budget are for the University students.

The Ministry of Education for a long time has been concerned that its resources are not used in ways that promote equity, giving each pupil just and fair treatment, irrespective of age, sex, place of residence or socio-economic status (MOE, 1996; p165).

Hence, the better off in society benefited more than the poor from the finances deployed in education. For example, urban residents were favoured more than the rural population in terms of education provision and there was a large discrepancy between public expenditure per student at primary school and university levels. This expenditure was in the ratio 1 to 164 in 1993 (MOE, 1996). The main concern of the study was in the best use of these resources for bursary and sponsorship that were set aside for the education of the needy pupils at all levels by the Ministry of Education and other Agencies so as to ensure more such pupils progress in their education. In safeguarding quality education for the poor and vulnerable, the Ministry of Education affirmed the need to ensure these poor and vulnerable were enabled to draw maximum profit from the education system by establishing bursary and scholarship schemes for them (Ibid).

According to Tomasevski in UNESCO (1999:3), "Education is not a luxury but a right and should not constitute a privilege. Children should have the first call upon available resources and their education be given a priority".

1.5 Significant of the Study

The study was conducted to highlight the impact of the administration of sponsorship schemes for pupils from low-income families in boarding secondary schools. The study was expected to contribute to the knowledge on the impact of the administration of sponsorship schemes in secondary schools especially boarding secondary schools where school fees were high. It was thought that the data collected and the findings of the study would be useful not only to Education Policy makers in the Ministry of Education but also to other Government Ministries, Non-Governmental Organisations, private individuals and schools which administer education schemes in boarding secondary schools. It was also hoped that the findings would afford pupils from Low-income families opportunities to complete secondary education.

1.6 Limitations of the Study

Considering the nature of the research, it would have been ideal to cover all the boarding secondary schools in the nine provinces, but due to lack of time and adequate finances, the research was confined to eight boarding secondary schools in Southern Province. Hence, generalising the research findings to all the boarding secondary schools in the nine provinces may not reflect a whole picture of the impact of the administration of sponsorship schemes on progression rates of pupils from low-income families. The study was further confined to grades nine to twelve boarding secondary school pupils and covered the period 1995 to 2000. This period was suitable for this study since it is the period in which the new National Education

Policy , especially the Policy on Ensuring the Benefits of Education for the poor and vulnerable (MOE, 1996) should have been implemented.

1.7 Operational Definition of Terms

In the context of this study the following terms were defined as follows :

Low income families - These are families whose income is below the poverty datum line and they may also be referred to as poor families. The poverty datum line has been defined as the average income of US \$115 per month at the 1996 average exchange rate (CSO,1997).

Sponsorship schemes - These are education schemes provided for the needy children by the schools, the Department of Social Welfare, Non - Governmental Organisations, Churches and Private individuals. These schemes enable the needy pupils progress in and complete school. This progression is dependent on the success of the schemes.

Government Bursary Scheme - This is a scheme established by the Ministry of Education and is intended to assist needy pupils who cannot pay their boarding fees. Cost sharing is defined as “the empowerment of Education Boards to charge fees to meet some of the costs of education provided” (MOE, 1996:171).

Grant-Aided Schools - These are schools which were established, maintained with the assistance of a grant made by the Government and are fully managed by Mission Agencies (MOE, 1966). The Government also provides teachers on secondment terms to these schools and pays them their salaries. There are 10 Grant-Aided boarding secondary schools in Southern Province.

Boarding fees - This is money paid to boarding schools for feeding and accommodation of pupils in these schools. The Government statutory boarding fee charged in all the boarding secondary schools is K8 000, but the boarding supplement varies from school to school.

Educational fees - These are monies levied to pupils by schools for various purposes. These include PTA funds, boarding fees and general-purpose funds.

Needy pupils - These are pupils who come from low income families including the orphans and the handicapped. The needy pupils are children who cannot afford the cost of schooling. They are "from chronically poor urban and rural families or for whom economic crises have created newly-jobless families, working and street children, children who are the fall - out of SAPs" (Bernard, 2000:16).

Government Schools - These are schools, which are directly maintained and managed by the Government through the Provincial Education Officers (Annual Returns, 1966). Southern Province has 8 government boarding secondary schools.

Work-study Programme - This is a programme under the Production Unit System which is put in place by boarding secondary school authorities for needy pupils. In this programme, the pupils work their way in school while continuing with their studies. The money they earn or realise is credited to their school fees accounts. Examples of schools with such programmes are:imba secondary school, Kalomo secondary school and Rusangu secondary school.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Financing Education for the Needy Children

Although a considerable amount of research related to financing education for the disadvantaged, poor and vulnerable children has been conducted, the focus has been more on the provision of free education in the form of bursary and sponsorship schemes. Some of the studies pertaining to the need for sponsorship schemes were conducted by Bishop, 1989 ; Coombe, 1967; Colson and Scudder, 1980; UNESCO, 1994; Himpyali, 1993 Research on sponsorship schemes has focused on their desirability rather than their administration.

Bishop (1989) conducted case studies of Educational Reform in four developing countries namely, India, Tanzania, China and Cuba. He concluded that, "the principle that every individual has the right to education could only be meaningful if that right was translated into some package of education for all people" (1989: 214). This means that everyone should be provided with the right to education. The four countries in Bishop's case studies made some effort in this direction.

From his case study in India, Bishop records that one of the four principal reforms the government of India embarked on was the positive discrimination in education in favour of the disadvantaged. The government provided special concessions in education to special less privileged communities. These concessions took the form of:

- a) Allocation of places of students from these less privileged communities in schools and colleges and in prestigious courses such as law, engineering and medicine.
- b) Relaxation in admission requirements for students from these communities.

c) Provision of scholarships, hostel facilities and special training facilities.

This positive discrimination promoted the educational position of the less privileged communities. Within ten years, the literacy rate of the affected communities increased by 60 per cent, as compared to 22 per cent for the entire population. The number of students from less privileged communities who were beneficiaries of the scholarships to higher education increased from 1000 at Independence in 1947 to 350 000 in 1974/5. However, because of poor management, the scholarship programme was heavily biased in favour of higher education. Only those who could meet the direct opportunity costs at secondary level could ever stand a chance of winning a scholarship. Furthermore, the scholarships were too inadequate to cater for all student requisites.

In the case study on Tanzania, Bishop found that the education of the needy children at secondary and higher levels in the 1970s was paid for by society and graduates of these levels repaid their debts to society through National Service (non-military). This was education for self-reliance.

In China and Cuba, the case studies revealed that students were involved in the work-study programme where schools and institutions were attached to factories and farms. Students' work in the factories and farms financed the schools and the schools provided free education to the students. This way, the students were enabled to progress in and complete school. In all the four case studies by Bishop, financing education for the less privileged was a corporate task of the government and the communities. Other than scholarships, government work-study programmes played an important role in promoting education among the less privileged groups.

Case studies of Brazil, Costa Rica, Hungary, Senegal and Tanzania (UNESCO, 1994) showed that parents bore a significantly larger direct share of the costs of basic education as a result of cuts in government spending. Non-Governmental Organisations also increased their activities in education.

2.2 Sponsorship Schemes in Zambia

Studies conducted on secondary education in Zambia have shown that some efforts were made to "ensure that the poor and vulnerable are enabled to draw maximum profit from the education system" (MOE, 1996:71). African education was organised and run on a sponsored model by private individuals, Central and Local Government Agencies, Missionary Societies and private industry (Lungwangwa, 1993). According to Coombe (1967), the first secondary school bursaries from Beit Trustees were given in 1937 by the Director of African Education. There were five beneficiaries of these bursaries to five various institutions of higher learning outside their country. The bursaries were administered by an Advisory Board through the Director of African Education who invited the Principals of various schools to submit names of successful standard 6 students aged 16 years and under, and five names were selected. The bursaries were awarded on condition that the bursars pay the first 5 Pounds per annum of the cost of their education. Since few could afford this money, Missions undertook to lend them the money so as to bind them to working in their mission schools. All the five bursars completed their education and wrote their Cambridge School Certificate Examination after which they came back into the country to work.

The involvement of private industry came in the form of Northern Rhodesia Education Trust Fund. This Fund which was established in 1960 by the Copper Mines, was a seven-year

development plan for African education within the mining towns on the Copperbelt and Central Provinces. Other private organisations were: British South African Company, Schimmelpennick / Campbell Education Trust, Copper Companies Educational Trust, The Kay King - Hall Fund, The War on Want, Mobil Oil Company, Standard Bank, Local Authorities and Political Parties. The Northern Rhodesian bursaries through the Ministry of African Education awarded bursaries to 20 per cent of the boys and 40 per cent of the girls selected to senior secondary school and Sixth Form courses (MAE, 1964). These bursaries covered the full cost of their boarding and were awarded on the basis of good performance in public examinations. This was meant to ensure that the student continued in school and did not drop out on the basis of failure in the examinations.

Missions also took part in the education of Africans using the sponsored model. Colson and Scudder (1980) in their study on the impact of education on the Gwembe district found that in the 1940s the major source of aid for students at primary level came in the form of both work for room and board and financial assistance. At secondary level, relatives of the students had to come in and help finance the education of the students. Some students had to do some piecework during the holidays in order to raise the necessary fees. During the years 1959 to 1964, Rural Councils also awarded bursaries although it was not certain whether these bursaries covered more than tuition and boarding fees. Schools that owned fishing clubs also helped finance students' education. Of the 26 students in the survey, at least 62 per cent received either a bursary or benefited directly from fisheries between 1959 and 1964. The students were not afforded a chance to progress in school and complete their education because of the bursaries that were awarded for a short term (Colson and Scudder, 1980). Colson and Scudder also conducted four case studies, which showed that the students struggled their way through secondary school by

either being assisted by relatives or working during school holidays in order to raise school fees. In all these four case studies, the students had to leave school after attaining junior secondary school certificate for lack of money. In their studies, Colson and Scudder found that 20 per cent of the students were unable to continue their education because of poverty. They conceded that this was a tragic waste and there was need for mechanisms to be found to assist students from low - income families continue their education. They cited possibilities of assistance as:

- a) A revolving fund administered by each secondary school.
- b) A holiday work programme under the Zambia National Service for students to raise funds for school.

The literature reviewed indicate that it is possible for pupils from low- income families to complete their secondary education when and if they are assisted by any given sponsorship scheme. Proper administration of that scheme is important for it to be successful. Whereas the research on sponsorship schemes focused on their desirability and provision, information on the administration of the schemes and progression rates of the pupils on these schemes was missing. Hence the study investigated the impact of the administration of these schemes on the progression rates of pupils from low-income families, as this would help in the evaluation of the schemes on the targeted pupils.

2.2.1 Research Findings on Sponsorship Schemes

One way the Ministry of Education was to provide equity in education was by putting in place a bursary scheme to assist the vulnerable and needy children in their education. This would be in response to the Convention on the Rights of the Child's affirmation that all children have the right to relevant and good quality education (Bernard, 2000). According to Educating Our

Future (MOE, 1996) and Focus On Learning (MOE, 1992), to ensure equity, the bursary assistance in boarding secondary schools would only be offered to needy pupils from rural communities where there was a high incidence of poverty. This bursary scheme would be administered locally (at school level) so as to be effective.

Himpyali (1993) conducted the only research that came closer to the impact of administration of the Ministry of Education bursaries for pupils from low-income families in Zambia. The study was on the relationship between dropout rates and school fees and it revealed that dropout rates because of financial problems ranked as a fourth factor in school dropouts. He identified some complications in obtaining Ministry of Education bursaries for needy pupils that he attributed to be some of the causes of dropout rates among the needy pupils. Some of these complications were in the selection of needy pupils and the inefficient administration of these bursaries by the Ministry of Education which led to 168 grades 8 to 12 pupils in the eight schools studied in Southern Province being denied bursaries in the five-year period from 1987 to 1991. Although there were pupils who obtained bursaries in the five-year period, there is no record of pupils who progressed in and successfully completed school with the help of these bursaries. Kelly (1991) also found that the government bursary scheme did not cater adequately for the poor. Instead, the well off successfully appropriated public education resources for themselves.

However, since this research on the Ministry of Education Bursary Scheme was done, there have been some changes in the education policy on the provision of education for the needy. According to the 1996 Education Policy, "the Ministry of Education affirms that it will take positive action to ensure that the education system caters satisfactorily for the poor and vulnerable, and priority in educational provision and in the distribution of educational resources

will be in favour of whatever is more likely to benefit the poor and vulnerable"(MOE, 1996:72). The Ministry of Education pledged to re-establish bursary and scholarship schemes for the needy and work with the Ministry of Community Development and Social Services and with traditional and local authorities and others, in identifying and responding to the needy.

In his study, Himpyali (1993) mentioned that some boarding schools actually provided locally arranged assistance schemes for poor pupils. According to him, school authorities in some Grant - Aided boarding schools in Southern Province sometimes solicited for assistance from business houses for pupils from low-income families. The schools also encouraged needy pupils to do some piecework in the schools during school holidays in order to raise fees for boarding. He mentioned Canisius secondary school and St. Marks secondary school as some of the schools with such schemes. Kelly (1991) agreed with this institutional modality undertaken by these boarding secondary schools on behalf of the needy pupils. In his report on the financing of education in Zambia, he concluded that in order to narrow the education gap between the rich and the poor in Zambia, there was need for some new method of making educational provision that relieved parents, community and indeed the Government off the demand for financing education.

Apart from the Ministry of Education bursary scheme for needy pupils in secondary schools, there are other secondary school sponsorship schemes that have been put in place by various organisations including boarding secondary schools themselves. Some of these organisations are: Ministry of Community Development and Social Services (MCDSS), Non-Governmental Organisations (NGOs), Churches and some boarding secondary schools. The various types of sponsorship schemes available for pupils from low-income families in boarding secondary schools that are offered by some of these organisations are:

a) Public Welfare Assistance Scheme (PWAS)

This scheme which is managed by the Social Welfare Department of the Ministry of Community Development and Social Services (MCDSS) dates back to pre- Independence days. In recent years, the scheme has continued to exist although standards of service and delivery have declined. After an evaluation was made, the scheme was relaunched in 1977 to assist people who are very poor. These people are termed as the destitute.

The support services offered by the Public Welfare Assistance Scheme are: Social Support, Health Care Cost Scheme and Education Cost Scheme. The Education Cost Scheme is divided into two sectors namely, Primary and Secondary. The Secondary Education Scheme, which is the main concern of the researcher, is available for an estimated 1000 children nationally (MCDSS, 1996). The Scheme is provided on a cost-sharing basis with communities and families and is administered on the basis of a three- tier system involving committees at local and district levels supervised by the Provincial committee.

The main beneficiaries of this scheme are children who have had a long - term support from PWAS, or orphans, or children who have suffered family crises that leave them unable to continue with education. Partial support is available for examination fees only but full support covers boarding fees and examination fees (MCDSS, 1996). Though the scheme has been in existence for some time, the focus has been more on its desirability than on the impact of its administration on the progression rates of the targeted pupils in schools especially boarding secondary schools.

b) Work-study programs in boarding secondary schools :

These are school programs especially in Grant - Aided schools meant to assist pupils from low-income families pay their way through school. These programs vary. They may be agriculturally based or Parent - Teacher Association projects, or work programs in which pupils do some work in an area assigned to them by the school after classes and at week - ends. Pupils also work during school holidays to raise fees for boarding. These work-study programs are privately organised and run by the schools. Himpyali (1993) referred to them as ' internal ' sponsorship schemes. The research will try to identify the boarding secondary schools that have such programs in place.

c) Donor funding from Non - Governmental Organisations (NGOs) :

NGOs assist by identifying some needy pupils and putting them on their bursary programs. Some examples of such NGOs are; Christian Children's Fund (CCF), Forum for African Women Educationists in Zambia (FAWEZA), World Vision International. Business houses and individuals also assist when requested. These Organisations work hand in hand with the Government to ensure that the poor and vulnerable pupils are given the opportunity to complete school. In most cases, they involve the communities as well.

2.3 The Focus of the Current Study

Although these sponsorship schemes are there in boarding secondary schools, little is known about the impact of the administrative procedures of these schemes on progression rates of pupils from low-income families. It has not been established whether administrative

procedures of such schemes positively contribute to progression rates of pupils from low-income families. It is against this background that the study focused on the investigation of the impact of the administrative procedures of various sponsorship schemes on progression rates of pupils in order to determine the success of the schemes as far as promotion of equity is concerned. Whereas a study on the impact of the administration of the Government bursary scheme from 1987 to 1991 on completion of secondary school for pupils from low-income families had been done by Himpyali (1993), there is not enough information on how the administration of these other sponsorship schemes, and / or even the government bursary scheme from 1992 to date affect progression rates of pupils from low income families in boarding secondary schools. This study will therefore, look into the impact of administration of sponsorship schemes on the secondary school progression rates of pupils from low- income families in selected boarding secondary schools in Southern Province.

While it has been shown in Himpyali's study (1993) that inefficient administration of the Government bursary by the Ministry of Education has made pupils from low-income families not to benefit in education, little is currently known about:

- a) the administration of other sponsorship schemes in schools, other Government Ministries and Non-Governmental Organisations.
- b) the effect of this administration on the progression rates of pupils from low-income families in boarding secondary schools. The indicator of this effect would be the number of pupils being assisted by the schemes who would have otherwise failed to progress in and complete school because of inability to pay the necessary fees.

Although there may be other causes of non-progression in school for pupils from low-income families, the study will confine itself to the progression rates due to ability to pay school fees. What role do the school administrators, managers and Education Officials play in the administration of schemes meant to assist pupils from low-income families?

- c) the constraints to effective administration of these schemes. The guidelines on how to effectively implement the policy on the education of the poor and vulnerable especially at secondary school level, are restricted by budgetary constraints.
- d) the co-ordination of the administrative procedures of these schemes in boarding secondary schools so as not to disadvantage the pupils from low-income families in the schools where these schemes exist.

In addressing the above concerns, the researcher identified several indicators as measures of the impact of the administration of sponsorship schemes on progression rates of pupils from low-income families and they included:

- a) types of sponsorship schemes existing in boarding secondary schools.
- b) attitude of pupils from low-income families to education.
- c) attitude of school administrators to the education of pupils from low-income families.
- d) proportion of pupils from low-income families on sponsorship schemes.
- e) involvement in educational provision for the less privileged by Government Ministries and Non-Governmental Organisations.
- f) progression rates of pupils from low income families in boarding secondary schools on the basis of ability to pay the necessary fees. "When children of the poor are able

to attend school, they find themselves poorly prepared, and they struggle to perform, but to their credit many succeed" (MOE, 1996). A child's academic performance may be closely related to financial security. Since a sponsorship scheme attributes to the financial security in the education of a child from a low-income family, the administration procedure of that scheme is very important. The physical environment is of secondary importance.

g) transparency in the administrative procedures of the sponsorship schemes by administrators at all levels.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

To answer the questions raised in this study, various methods and instruments were employed to collect both quantitative and qualitative data. This included, questionnaires at school level among Pupils, Head Teachers of schools and Parent-Teacher-Association Executive members; semi-structured interviews with senior education officials and administrators of Non - Governmental Organisations and analysis of official documents.

3.2 Target Population:

The population consisted of all grades 9 to 12 pupils in nineteen boarding secondary schools in Southern Province. There were two reasons for selecting pupils in grades 9 to 12. Firstly, pupils in these grades would have had knowledge of sponsorship schemes for assisting pupils from low - income families whereas those in grade 8 were still new in the schools. Secondly, eligible pupils in the same grades would have been put on sponsorship schemes of some kind.

3.3 Target Sample:

A sample of 280 pupils with 35 pupils from each target school was drawn from pupils who were in grades 9 to 12 by the first term of the year 2000. The school related variables used to select the schools were: Grant-Aided schools, Single-sex schools, Co-educational schools and Government schools. Stratified random sampling was used to select eight out of the sixteen boarding secondary schools eligible for this study. This sample was considered representative

enough in this study. The eight schools were as follows: Grant - Aided (two co-educational and two single sex) and Government (three co-educational and one single sex). This discrepancy in the status of schools is a result of the government phasing out single sex schools in favour of co-educational schools in order to promote gender equality. For comparison purposes in administration of schemes, it was necessary to study only two types of boarding secondary schools (Grant - Aided and Government).

The following table shows a list of the sample of boarding secondary schools and the number of pupils by gender:

Table 1 Sample schools and pupil sample

NAME AND TYPE OF SCHOOL	PUPIL SAMPLE		
	MALE	FEMALE	TOTAL
Canisius secondary school (single-sex, Grant-Aided)	35	0	35
Chipepo secondary school(co-educational, Government)	29	6	35
Choma secondary school (co-educational, Grant-Aided)	23	12	35
Kalomo secondary school (co-educational, Government)	24	11	35
Monze secondary school (co-educational, Government)	30	5	35
Njase secondary school (single-sex, Grant-Aided)	0	35	35
Rusangu secondary school(co-educational, Grant-Aided)	17	18	35
Zimba secondary school (co-educational, Government)	18	17	35
TOTAL	176	104	280

3.4 Data Collection Procedures

The study collected the following data spread over a period of five years from 1996 to 2000 in each of the sample schools from pupils, administrators in schools, Ministries of Education and Community Development and Social Services, NGOs and PTA executive committee members: total number of sponsorship schemes in each year, total number of pupils

on these schemes, total number of pupils who dropped out of school for lack of money for school fees, the administration of various sponsorship schemes, the conditions guiding the operations of these schemes, pupils' family background, the existing status of progression rates among pupils from low income families, available amounts of money allocated to sponsorship schemes over a period of five years and the proportion of these amounts which has been going to assist pupils from low-income families. In order to obtain data from the schools, the researcher had to seek written permission from the Provincial Education Officer for Southern Province.

The questionnaires consisted of open, closed (yes / no), multiple choice questions and short answers and they were completed by pupils, Head Teachers and PTA executive committee members of the schools under study.

3.4.1 Pilot Study

A pilot study was carried out at Pemba secondary school in Southern Province in October 1999 to verify the validity of research instruments. Pemba Secondary school was appropriate for the pilot study since it provided a good indicator for item construction in the questionnaires as far as language and clarity were concerned. The reason being that the school has pupils from all over the Southern Province. Most of the items in all the questionnaires were answered well by all parties concerned in the pilot school except for 5 items out of 29 in the pupils' questionnaire which needed clarification.

3.5 Types of Research Instruments

3.5.1 The pupil's questionnaire:

The pupils' questionnaire was administered to 35 pupils randomly selected from grades 9 to 12 in each of the sample schools. The pupils responded to the items in the presence of the researcher and any problems that arose were attended to. The pupils also had to complete the questionnaires in an average of forty minutes, which they did. In all, 280 pupils completed 280 questionnaires. The pupil's questionnaire sought information on pupils' biography, socio-economic status of the parents / guardians, pupils' knowledge of sponsorship schemes, pupils' views on sponsorship schemes, pupils' source of school fees and school drop outs for lack of school fees.

3.5.2 The Head Teacher's questionnaire:

Eight Head Teachers in the eight sample boarding secondary schools completed eight questionnaires. The Head Teachers of the boarding secondary schools provided data through questionnaires on types of sponsorship schemes offered in their schools for pupils from low income families, selection criteria and procedures for sponsorship, modes of administration of sponsorship schemes, progression rates of pupils from low income families on the basis of continuity of these sponsorship schemes and the number of pupils who have dropped out of school for lack of money for school fees.

3.5.3 The PTA Representative's questionnaire:

A questionnaire was completed by one of the members of the PTA executive committee in each of the schools. The questionnaire for the PTA executive members was directed at

parents' knowledge of sponsorship schemes offered in boarding secondary schools, their role in the sponsorship of pupils from low-income families and their views on educational sponsorship at secondary level. The Head Teachers of schools and the PTA executive representatives were given a maximum of two weeks in which to respond to the questionnaires because they had to refer to school records.

3.3.4 Interviews:

Semi-structured interviews were conducted with administrators in the Ministries of Education and Community Development and Social Services in the Department of Social Welfare, Church Organisations and Non-Governmental Organisations. These interviews consisted of three parts. Part I focused on the Ministry of Education Bursary system. Part II focused on the Department of Social Welfare Assistance Scheme in the Ministry of Community Development and Social Services. Part III focused on NGOs and Churches' involvement in sponsorship of children from poor families. The Non-Governmental Organisations and churches interviewed were: Christian Children's Fund (CCF), World Vision International, FAWEZA and the Catholic Church (Pupil Assistance Fund - organised and administered by individuals, and the Jesuit Fathers' Bursary Fund). Head Teachers of schools that had 'internal' sponsorship schemes for their needy pupils were also interviewed. The purpose of the interviews was to collect the data on the administration of sponsorship schemes by the sponsors and any other relevant information that could enhance the understanding of the sponsorship schemes.

In this study, it was not possible to interview pupils who had dropped out of school for lack of money for school fees, because they could not be traced. The Head Teachers of schools were requested to verify information on school dropouts given by the pupils.

3.6 Data analysis and interpretation

Data collected was analysed in relation to the research objectives and inferences were made based on responses from questionnaires and interviews. Descriptive findings from documented data were reinforced by descriptive statistics appropriately. The statistics and information on funding and administration of bursaries and sponsorship schemes provided by schools and Organisations were examined in detail and clarification requested. The researcher used this data as the basis of the study. Information on policy and practice was extracted from the documents provided and analysed in relation to the research questions. This analysis was supplemented by discussions and recommendations arrived at in the research. Interpretation of qualitative data was done on the basis of the findings that were categorised in themes.

3.7 Problems Encountered in the Collection of Data and their Solutions

Some problems experienced in the collection of data were:

- a) Record keeping in some schools was not up to date. It was a problem getting information like dropout rates and reasons for dropping out from some of the Head Teachers in the sample schools. It took some time to get the information. This could be as a result of not keeping proper records on incoming and outgoing pupils. Perhaps the Ministry of Education would do well to insist on schools including information on reasons for a pupil leaving school in the termly staff returns.
- b) Two Head Teachers of the targeted schools were reluctant to provide information on the questionnaire despite the time given to them in which to respond. This reduced the number of respondents to 6 (75 per cent). To avoid

such apathy, the Ministry of Education could explain the importance of educational research in educational development either through seculars to Head Teachers of schools or through professional seminars.

- c) Of the 4 Non-Governmental Organisations targeted for interviews, one declined to be interviewed, thus reducing the number to 3 (75 per cent). To avoid this, the Ministry of Education in conjunction with the University of Zambia could work together in sensitising organisations in general on the importance of educational research. However, the 3 Non-Governmental Organisations interviewed were representative enough, accommodating and helpful.

CHAPTER FOUR

GENERAL FINDINGS

4.1 Introduction

This chapter is divided into five sections namely; background data on sampled pupils, drop-out rates in boarding secondary schools, pupils' knowledge of sponsorship schemes in boarding secondary schools, parents' knowledge of sponsorship schemes in boarding secondary schools and sponsorship schemes in boarding secondary schools.

4.2 Background Data on the Sampled Pupils

The family background data of the 280 pupils sampled for this study in the 8 boarding secondary schools indicate that they come from various types of backgrounds. A total of 129 pupils or 46 per cent came from the socio-economic groups consisting of Government, Parastatal, Private Companies and employers. Another 110 pupils or 39 per cent came from the socio-economic groups consisting of subsistence farmers and those employed in the informal sector. Only 41 or 15 per cent did not respond to the question on background data.

Data from the pupils' questionnaires in Table 2 indicated that there were 71 (25 per cent) single orphans, 27 (10 per cent) double orphans, 177 (63 per cent) had both parents alive and 5 (2 per cent) did not respond to the item on the state of the parents. In 1996, the estimated number of school aged orphans in the country was 400,000 representing 16 per cent of the population aged 6-14+ (Kelly, 1998). Although no statistics are available, it also seems likely that with the increasing impact of HIV/ AIDS in the country, the number of school-aged orphans has increased. Those pupils who said they lived in towns were slightly more than those who said that their families were living in villages 144 and 136 respectively.

Whereas 230 (82 per cent) were being supported by their parents or relatives, 50 pupils (18 per cent) mainly from low-income families were on sponsorship schemes. Of those who were on sponsorship, 31 were boys and 19 were girls (Table 7).

Table 2 Pupils' biographical data

SCHOOL	PUPIL'S SEX		RESIDENCE		GRADE				PARENTS ALIVE			FINANCIAL SUPPORT	
	M	F	V	T	9	10	11	12	both	One	Dead	parent	scheme
Canisius	35	0	25	15	10	5	10	10	22	9	4	24	11
Choma	23	12	20	10	11	6	10	8	17	12	6	28	7
Chipepo	29	6	26	9	10	6	10	9	23	7	5	32	3
Kalomo	24	11	22	13	6	8	11	10	15	15	3	24	11
Monze	30	5	17	18	10	5	10	10	18	134	4	33	2
Njase	0	35	2	33	10	5	10	10	34	0	0	35	0
Rusangu	17	18	12	23	10	5	10	10	30	3	2	25	10
Zimba	18	17	12	23	9	4	11	11	18	12	3	29	6
TOTAL	176	104	136	144	76	44	82	78	177	71	27	230	50
% TOTAL	63	37	49	51	27	16	29	28	63	25	10	82	18

M= male, F= female, V= village, T= town

Table 3 shows the levels of boarding school fees over the five-year period. According to the Head Teachers of schools, the increase in the boarding fees is determined by the School Management Boards (in the case of Grant-Aided schools) in conjunction with the Parent-Teachers Associations or (in the case of Government schools) by the school Administration and the Parent-Teachers Associations, as they review their school budgets. At the time of this study, there were no School Management Boards in Government secondary schools.

Table 3 Fees Charged in Sample Schools (in ZMK) 1996 - 2000

SCHOOL	1996	1997	1998	1999	2000
Canisius	50 000	60 000	66 000	122 000	156 000
Chipepo	45 000	67 000	90 000	95 000	120 000
Choma	90 000	90 000	100 000	100 000	100 000
Kalomo	50 000	56 000	56 000	100 000	156 200
Monze	30 000	50 000	52 000	98 000	98 000
Njase	85 000	127 000	130 000	145 000	145 000
Rusangu	50 000	60 000	65 000	95 000	110 000
Zimba	45 000	45 000	78 000	78 000	90 000

Source: School Records, 1996 -2000

The data in Table 3 show a general increase in the boarding fees charged in all the schools. The fees have either doubled or trebled in most of the schools over the past five years. This is to the disadvantage of the pupils from low-income families. The fees have been influenced by the rise in inflation levels particularly the increase in prices of food commodities.

The modes of payments of these boarding fees by the pupils were similar in all the schools. A pupil was expected to pay the full fees upon registration. However, there was a provision for the parents who could not manage to pay the full fees at once to pay in two instalments within the first six (6) weeks of the school term, with the first instalment paid at registration. Failure to pay the full fees within the specified time resulted in the pupil being sent back home for the balance in the fees. Parents who did not have the money to pay the boarding school fees are allowed to pay in kind the equivalence of the school fees. Some examples of what was allowed as payment in kind were supply of agricultural produce like vegetables, maize and sweet potatoes. Such payments were acceptable in boarding secondary schools because they contributed to the food supply for pupils.

The PTA representatives and the pupils considered the fees charged by the boarding secondary schools to be high. These high fees in schools are considered to be some of the reasons for dropouts in boarding secondary schools. Such dropouts are referred to as push-outs since the school system pushes them out against their wish (Lungwangwa, 1999). The fees in the schools studied averaged about K122,000 per term in the year 2000. Most respondents felt that the fees were unaffordable by low-income families and that such levels of cost sharing in education could only be borne by well to do families. All the respondents were of the view that pupils from low-income families should be on some form of sponsorship schemes to enable them meet the cost of for secondary education in boarding schools.

4.3 Drop-out Rates in Schools

According to school records, 174 pupils in various grades in the sample schools dropped out of school from 1996 to 2000 for lack of money for boarding fees (see Table 4). There were more dropouts in the lower grades (8-9) than in grades 11-12. A total of 112 pupils in the junior grades (8-9) dropped out of school as compared to 62 in the senior grades (10-12).

Table 4 Dropouts for Lack of Money for Schools Fees 1996-2000

SCHOOL	GRADE						
	8	9	10	11	12	TOTAL	
Canisius	2	5	2	4	0	13	
Chipepo	3	12	8	3	0	26	
Choma	5	10	8	0	0	23	
Kalomo	7	5	7	2	4	25	
Monze	7	9	3	1	0	20	
Njase	6	8	3	0	1	18	
Rusangu	6	3	3	5	0	17	
Zimba	6	18	4	3	1	32	
TOTAL	42	70	38	18	6	174	

Source: School Records, 1996 - 2000

The Government boarding secondary schools recorded 103 pupils dropping out of school as compared to 71 pupils in Grant-Aided boarding secondary schools. There were also fewer dropouts at grade 12 level than at other levels. According to the Head Teachers of schools, some of the pupils who dropped out of boarding secondary school in the junior grades for lack of money for school fees (especially in grade 8) found their way in the basic schools where they were required to pay less in school fees. However, this did not help them much as they still needed to continue with school in the senior secondary sector and not many such pupils were within reach of senior secondary schools to attend school as day scholars. Hence, they needed to be in boarding secondary schools.

The data in Table 4 showed that there were more dropouts in Government boarding secondary schools than Grant-Aided boarding secondary schools. The Government schools had a total of 103 dropouts as compared to a total of 71 in Grant-Aided schools (Table 5). This could be explained by the sponsorship scheme activities initiated by the Grant-Aided schools that are discussed in the next chapter.

Figure 1 shows the graph of pupils, by gender, who dropped out of school for lack of school fees in six of the sample schools. Canisius secondary school and Njase Girls' secondary school had 13 boys and 18 girls respectively who dropped out of school for lack of money for school fees from 1996 to 2000. These two schools were not included in figure 1 because they are single-sex boarding secondary schools and could not be compared with the mixed-sex boarding secondary schools. The figure further showed that there were more boys (108) than girls (66) dropping out of six sample co-educational boarding secondary schools over a period of five years (1996-2000) due to lack of money for school fees (Figure 1).

Although no statistics are available, the information in the Figure indicates that the number of boys enrolled in these boarding secondary schools is more than that of girls in the same schools. Monze and Chiipepo secondary schools have been predominantly single-sex schools until about three years ago when the co-education system was introduced in these schools.

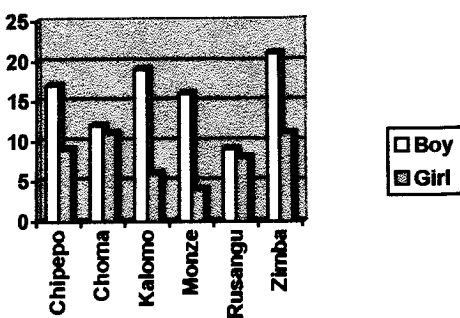


Figure 1 Dropouts for Lack of Money for School Fees, in Selected Co-education Schools, by Gender 1996-2000

4.4 Pupils' Knowledge of Sponsorship Schemes in Boarding Secondary Schools

Only 150 (58 per cent) of the 258 pupils in the sample who responded to the question on knowledge of sponsorship schemes affirmed to have that knowledge and 108 did not have any knowledge of the schemes (Table 5). The remaining 22 did not respond to the item.

Table 5 Pupils' Responses to Knowledge of Sponsorship Schemes

SCHOOL	KNOWLEDGE OF SCHEME			EVER APPLIED FOR A SCHEME			DO SCHEMES HELP		
	YES	NO	NR	YES	NO	NR	YES	NO	NR
Canisius	30	5	0	10	23	2	24	9	2
Choma	14	14	7	9	23	3	14	5	16
Chipepo	20	14	1	2	27	6	12	4	19
Kalomo	15	19	1	14	19	2	13	13	9
Monze	20	13	2	5	28	2	20	5	10
Njase	12	15	8	2	20	13	8	6	21
Rusangu	13	21	1	10	25	0	10	3	22
Zimba	26	7	2	10	23	2	20	3	12
TOTAL	150	108	22	62	188	30	121	48	111

NR= no response

Out of the 169 pupils who responded to the question whether sponsorship schemes help the needy pupils, 121 (72 per cent) said that the schemes were helpful to the poor pupils and only 48 (28 per cent) said that the schemes were not helpful and 111 did not respond to the question (Table 5). Those who said that the schemes were not helpful had negative views about them. They felt the sponsorship schemes were not helpful due to limited funds that could not help the many poor pupils in schools. According to them, most parents had no knowledge of the schemes and this was compounded by the absence of advertisements on the schemes. These same pupils felt the sponsors did not help the poor in villages because they were not aware of their suffering. The activities of the sponsors are more confined to towns. The pupils contended that poverty was more pronounced in villages than in towns.

One pupil at Canisius secondary school who viewed himself as an average academic achiever said, "Only good academic achievers get sponsored and we poor children who do not perform well in our studies get partial sponsorship and this is not fair". Those pupils who were acquainted with organisations like World Vision felt the sponsors confined themselves to only helping the disabled. These views indicated that the sponsoring organisations did very little in making themselves known to their would be clients. When the sponsors were asked why there was not much advertisement, they responded that they maintained a low profile for fear of attracting attention from people who did not deserve the schemes.

4.5 Parents' Knowledge of Sponsorship Schemes in Boarding Secondary Schools

The PTA representatives' responses to the questionnaire revealed that the parents did not have knowledge of sponsorship schemes in schools. However all the PTA representatives acknowledged that there were poor pupils who could not pay the required boarding fees. They also agreed that these pupils needed to be helped in paying their boarding fees. They suggested that the sponsors, whether Government, NGO or private should invest their money in school projects and let the pupils work in those projects in order to generate money for their school fees. Seven of the PTA representatives indicated that they had never sponsored needy children in their education. The representative of Monze secondary school PTA said that they had sponsored 3 pupils at one time within the period under study.

4.6 Sponsorship Schemes in Boarding Secondary Schools

In order to help pupils from low income families who may have to drop out of school for lack of money for school fees continue in school, the Ministries of Education and

Community Development and Social Services, some Non-Governmental Organisations, churches and private individuals have come up with sponsorship schemes for these pupils. The Non - Governmental Organisations are: Christian Children's Fund (CCF), Forum for African Women Educationalists in Zambia (FAWEZA), World Vision International (WVI), Children In Distress (CINDI).

Individuals working through the Roman Catholic Church and other churches have also taken interest in this area. The data in Table 6 show 50 pupils out of the 280 sampled sponsored by various agencies in each of the sample schools and this represented 18 per cent.

Table 6 Number of Pupils on Sponsorship by Agencies (out of 280) 1996-2000

AGENCY / ORGANISATION	BOARDING SECONDARY SCHOOLS							
	Canisius	Chipepo	Choma	Kalomo	Monze	Njase	Rusangu	Zimb
CINDI	0	0	4	3	0	0	0	0
Social Welfare	0	0	2	2	2	0	1	0
World Vision	0	3	0	2	0	0	1	0
Individual Donors	0	0	1	0	0	0	1	4
School's Production Unit	0	0	0	1	0	0	1	1
Ministry of Education Bursary	0	0	0	0	0	0	0	0
Churches:								
Jesuit Fathers	11	0	0	0	0	0	0	0
Sisters of Charity	0	0	0	3	0	0	0	1
Seventh-Day Adventist	0	0	0	0	0	0	6	0
TOTAL	11	3	7	11	2	0	10	6

Although schools like Monze and Chipepo recorded only one sponsorship scheme, the Head Teachers and PTA representatives indicated in their responses that there were other sponsorship schemes in the schools. Monze secondary school had sponsorship schemes offered by the Salvation Army Church and the Roman Catholic Church although they did not indicate the number of pupils sponsored by each of these churches. Chipepo secondary school had 6

pupils sponsored by the Social Welfare, 8 pupils sponsored by the Roman Catholic Church, 1 sponsored by the Salvation Army Church and 3 more pupils sponsored by World Vision International.

Canisius secondary school recorded only one sponsorship scheme offered by the Jesuit Fathers of the Roman Catholic Church. Njase secondary school did not record any sponsorship scheme offered in the school and the school Head Teacher confirmed in his response that there were no sponsorship schemes offered in the school. This suggested that in the school, all the pupils can afford the school fees although this was contradicted by the number of dropouts (18) recorded at the same school.

Only 3 out of the 8 sample schools (Canisius, Kalomo and Rusangu) had the highest number of sponsorships. The three Head Teachers of these schools stated that they usually informed the parents of the sponsorship schemes when they met in PTA meetings.

Table 7 further shows the number of pupils by gender that is currently on sponsorship schemes. The girls on sponsorship constitute about 38 per cent of the total number of pupils on sponsorship in the sample.

Table 7 Number of Pupils, by Gender, Currently on Sponsorship in each of the Sample Schools 1996 – 2000

SCHOOL	NUMBER OF PUPILS		
	BOYS	GIRLS	TOTAL
	No.	No.	No.
Canisius	11	0	11
Chipepo	1	2	3
Choma	7	0	7
Kalomo	5	6	11
Monze	2	0	2
Njase	0	0	0
Rusangu	4	6	10
Zimba	1	5	6
TOTAL	31	19	50

Table 8 shows the number of pupils by grade on sponsorship. Of the 50 pupils on sponsorship, the highest number (17) was amongst grade 12 pupils and these indicated that they had been on sponsorship for more than 2 years (Table 9). At least pupils did complete school with the help of the sponsorship schemes.

Table 8 Number of Pupils, by Grade, Currently on Sponsorship in each Sample School, (2000)

SCHOOL	NUMBER OF PUPILS PER GRADE				TOTAL
	9	10	11	12	9-12
Canisius	1	1	6	3	11
Chipepo	0	0	3	0	3
Choma	2	0	3	2	7
Kalomo	1	6	0	4	11
Monze	1	0	0	1	2
Njase	0	0	0	0	0
Rusangu	3	2	1	4	10
Zimba	2	1	0	3	6
Total	10	10	13	17	50
% Total	20	20	26	34	100

Table 9 shows the number of years each pupil in the sample had been on sponsorship. CINDI had 4 pupils in grades 11 and 12 on sponsorship for one year and 1 in grade 10 who was in the third year of sponsorship. World Vision International had 4 pupils in grade 11 who had been on sponsorship for at least two years and 2 pupils who had been on sponsorship for more than five years. This indicated that these pupils had been on this sponsorship since their primary education. The data in Table 9 is an indication that there is progression in school of pupils on sponsorship schemes from one grade to another. At least 17 (34 per cent) of those on sponsorship schemes in the sample were in the final grade of the secondary school programme. Of these, 65 per cent had been on sponsorship for more than a year.

Table 9 (a-i) The Number of Pupils against the Number of Years on Sponsorship by Agency and by Grade, 2000

a) CINDI						
GRADE	YEAR					
	1	2	3	4	5	5+
9	0	1	0	0	0	0
10	0	1	1	0	0	0
11	2	0	0	0	0	0
12	2	0	0	0	0	0

b) World Vision						
G	YEAR					
	1	2	3	4	5	5+
9	0	0	0	0	0	1
10	0	0	0	0	0	1
11	0	2	1	0	1	0
12	0	0	0	0	0	0

d) Sisters of Charity						
GRADE	YEAR					
	1	2	3	4	5	5+
9	0	1	0	0	0	0
10	1	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	2	0	0	0

e) Jesuit Fathers						
G	YEAR					
	1	2	3	4	5	5+
9	0	1	0	0	0	0
10	0	1	0	0	0	0
11	3	1	0	2	0	0
12	1	0	0	1	1	0

f) Individual Donors						
GRADE	YEAR					
	1	2	3	4	5	5+
9	0	2	0	0	0	0
10	1	0	0	0	0	0
11	0	1	0	0	0	0
12	2	0	0	0	0	0

g) Production Unit						
G	YEAR					
	1	2	3	4	5	5+
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	3	0	0	0

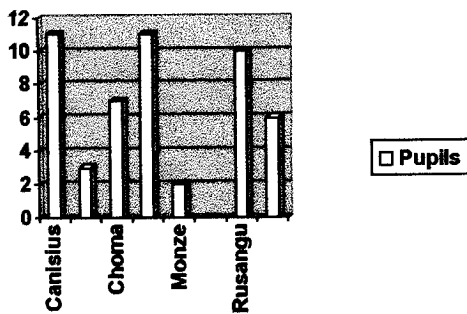
h) Social Welfare						
GRADE	YEAR					
	1	2	3	4	5	5+
9	1	1	0	0	0	0
10	2	0	0	0	0	0
11	1	0	0	0	0	0
12	1	0	0	0	1	0

i) Seventh-Day Adventist						
G	YEAR					
	1	2	3	4	5	5+
9	0	1	0	0	0	0
10	0	1	1	0	0	0
11	0	0	0	0	0	0
12	0	0	0	1	2	0

All the sponsors indicated willingness to sponsor as many pupils from low-income families as possible but because of financial constraints they could only manage a small number of the most needy pupils.

The graph of pupils on sponsorship schemes in the sample schools in figure 2 shows that at least there is equitable distribution of sponsorship schemes in the sample schools. Canisius and Kalomo secondary schools had the highest numbers of pupils on sponsorship, followed by Rusangu secondary school and only Njase secondary school indicated no pupil on sponsorship in the school and the study revealed that all the pupils in the sample at Njase secondary school had parental support. The Head Teacher also confirmed this by denying any knowledge of pupils on sponsorship in his school. Since these pupils were randomly selected, this implied that all pupils at this school had parental support.

Figure 2. The number of pupils on sponsorship schemes in each of the sample schools. 1996 – 2000



CHAPTER FIVE

ADMINISTRATION OF SPONSORSHIP SCHEMES IN BOARDING SECONDARY SCHOOLS

This chapter deals with three sections namely; types of sponsorship schemes, the administration of the sponsorship schemes in boarding secondary schools by various agencies and organisations and, the involvement of school heads in the administration of these sponsorship schemes.

5.1 Types of Sponsorship Schemes in Boarding Secondary Schools

The Study revealed three types of sponsorship schemes in boarding secondary schools. These were: **Government Funded Sponsorship Schemes** which involved the Public Welfare Assistance Scheme (PWAS) by the Ministry of Community Development and Social Services (MCDSS), Ministry of Education Bursary Scheme and the Basic Education Sub-Sector Implementation Program Scheme (BESSIP); **Non-Governmental Organisations' Sponsorship Schemes** which involved the Christian Children's Fund (CCF), Forum for African Women Educationalists in Zambia (FAWEZA) Scheme, World Vision International (WVI) Sponsorship, Children In Distress (CINDI) and the Church Sponsorship Schemes and **School Based Sponsorship Schemes** which are initiated and organised at the school level.

5.2 The Administration of Sponsorship Schemes in Boarding Secondary Schools.

The administration of the three types of sponsorship schemes varied from one agency to another. These variations in the administration of the sponsorship schemes will be discussed in detail focusing on the model of administration followed.

5.2.1 Non-Governmental Organisations' Sponsorship Schemes

5.2.1.1 Christian Children's Fund (CCF)

Christian Children's Fund (CCF) is a non-sectorial, non-profit making and Non-Governmental Child Development Agency. It concerns itself with the plight of the vulnerable children world wide including Zambia and it is the oldest child-sponsoring organisation. It covers 37 countries world-wide and 10 States in the United States of America. CCF provides assistance to disadvantaged children through one-to-one sponsorship programmes in their own natural family environment. It also assists the children's families to improve their quality of life and enable them to be self-reliant. Education programs are one of CCF's priorities with a bias to basic education. By the year 2000, education programs served more than 14,000 children in 23 affiliated projects in Lusaka and Central Provinces of Zambia and these projects are community based. The minimum life span of each project was 20 years. CCF caters for five areas in the education sector and three of these areas are: Early Childhood Development programmes (ECD), Primary / Secondary School programmes and Community Schools. Programmes in these areas are expected to provide the needy child with a chance of progress in and complete school at each level although there were no records of progression rates available at the time of the research. CCF's major concerns are to increase enrolment rates and to improve the quality of education offered to children under its sponsorship.

5.2.1.1.1 Identification, Selection and Administration Procedure of the CCF Sponsorship Scheme.

There are laid out procedures in the way CCF conducts its sponsorship schemes. The area in which CCF is to operate is usually made available by the Government. The Government allocates an unserved area to CCF and the agency conducts a baseline survey. All those

communities whose monthly incomes are less than K 70,000 for rural communities and less than K100, 000 for urban communities qualify for this programme. When selected, the community in smaller units of 20 households forms a project under a Project Governing Board. The project employs its own staff. It is within these communities that children of needy families are identified and sponsored. Each community plans its own project and implements its plans after approval by the National Office in Lusaka. It develops its own goals and objectives that lead to formulation of annual budgets. The Finance Section of CCF audits these goals, objectives and budgets.

5.2.1.1.2 Sources of Funds for the scheme and Accountability

Funds for the projects come from Church Organisations, Individual Sponsors, Business and Corporate houses. The National Office does not handle project funds, but these funds are channelled directly from the Support Offices in other countries to the projects according to their budgets. Each project has to account for its expenditure. All Projects go through a network audit by the National Office and an external auditor from the Support Offices.

In order to promote sustainability of the project, CCF insists on parental / community participation. The scheme in some cases operates on a cost - sharing basis but at times, it caters for all the fees and assists parents with income generating ventures. The parents in the Community Projects are encouraged to continue assisting all their children. The school graduates are encouraged to work in CCF Projects and to form Youth Development Programmes to educate other children in all areas. The CCF schemes aim at moulding the benefiting child to a self supporting status.

5.2.1.1.3 Problems encountered by CCF

According to the Director, CCF has encountered a few problems in running its programs. There are limited funds to cater for all projects in needy communities throughout the country. As a result, its operations are limited to Lusaka and Central Provinces. However, the beneficiaries have spread throughout Zambia, especially at secondary school and tertiary levels. The problem encountered is in respect to changing the attitudes of people so that they pay serious attention to community involvement. In dealing with these problems, CCF has adopted a system of decentralised authority. Each family in a project acts as a watchdog, checking on others' conformity to the Project's plans and objectives.

5.2.1.2 World Vision International (WVI)

World Vision International is a non - profit Christian Non - Governmental Organisation helping the poor and needy in society. Among other services, World Vision International offers Child Education Sponsorship Scheme throughout the country. This scheme is the Organisation's major programme and it takes three-quarters of its budget. The Child Education Sponsorship Scheme that was started in 1982 in Zambia, assists the orphans and needy children nation wide who are in needy areas progress in school from primary through secondary school to tertiary level. The scheme covers the needs of each individual child. In offering these services, World Vision International aims at fighting poverty by empowering people to transform their worlds.

5.2.1.2.1 Identification, Selection and Administration Procedure of the WVI Scheme

The Organisation identifies needy areas through project appraisals and baseline survey. Sometimes the Organisation works in conjunction with the Government. In those needy areas, the National Office in Lusaka identifies needy families. When selected, needy children are linked

to individual sponsors through fourteen Support Offices situated in developed countries throughout the world.

The Sponsors communicate to the children they are sponsoring through World Vision International. Money is released each quarter to the beneficiary through the National Office and quarterly reports are sent to the National Office and the Support Offices. Each child stays on the Scheme as long as they remain in school and the Project is ongoing. There are two kinds of Projects run by World Vision International, namely, Area Development Projects (ADP) and Community Development Projects (CDP). There are currently 16 Area Development Projects and 20 Community Development Projects in Zambia. The life span of an Area Development Project is 16-18 years for the goals to be realised. The role of the beneficiary of the Child Education Sponsorship Scheme is to be self sustaining and to work in partnership with the Organisation.

5.2.1.2.2 Sources of Funds for the Scheme and Accountability

Funds for the Scheme are raised by the Support Offices through Private Donors, Corporations and Foundations, Child Sponsors, Government Grants, Annuities and Investment Revenue. A central value for the Organisation is stewardship of resources. Fund-raising and administrative costs are reviewed carefully to ensure cost - effectiveness of resources and the greatest return to World Vision International beneficiaries.

5.2.1.2.3 Problems Encountered by WVI

The number of children on sponsorship progressing in school fluctuates because some pupils stop school for lack of encouragement from parents / guardians. According to the Director, "This upsets the donors and they withdraw their sponsorship. Financial resources are

also limited and cannot cater for all the children in need in the identified areas" (Interview on 30/3/01). World Vision International hopes the solution to some of these problems lies in the education of parents / guardians through Adult Literacy programmes, sensitising them on the value of school.

5.2.1.3 FAWEZA Bursary Scheme

This bursary scheme which is offered by the Forum for African Women Educationists in Zambia (FAWEZA) started in January 2000. The purpose of establishing this bursary was to assist pay direct costs of financially disadvantaged girls' education. According to FAWEZA, there are many social and cultural factors that prevent girls from enrolling and staying in school but poverty is one single most important factor. The cost of education is one of the key barriers to girls' schooling. The aims of the bursary scheme is to improve access to secondary education for vulnerable girls, and to improve retention, progression, achievement and completion rates for vulnerable girls at secondary school level.

5.2.1.3.1 Identification and Selection Procedures of the FAWEZA Scheme

Identification of vulnerable girls is done by headteachers, assisted by the District FAWEZA Chapter members, to determine the need and length of the bursary. This is done in January of every effective year. The identified girls' names are submitted to the National Bursaries Committee through the Provincial Executive Committee for a final decision. Drop outs from the bursary scheme are immediately replaced by eligible girls on the reserve list. The drop outs are girls who have failed to perform well academically.

The purpose of the selection criteria is to ensure that only the most vulnerable girls benefit from the bursary. It is therefore the responsibility of the District FAWEZA Executive to verify eligibility of the girls selected, using the following criteria:

- a) A girl from a female headed household and who falls under the category of ' poor ' as defined by the community.
- b) A girl from a household headed by a child.
- c) A girl with single or double orphan status and whose extended family are unable to meet school costs.
- d) An orphan or neglected girl from a household that is classified as destitute according to the Public Welfare Assistance Scheme (PWAS) criteria.
- e) A girl who must be entering or already cannot proceed to grades 8 and 9 because of lack of funds.
- f) A girl who is already in school and who has shown the ability to progress to higher grades but is unable to do so because of household poverty (FAWEZA Pamphlet 2000).

5.2.1.3.2 Administration Procedure of the FAWEZA Scheme

The District Chapter and District School Inspectors monitor the attendance and performance of the selected girls with the assistance of the headteacher, class teacher and the Social Welfare Officer. The National Executive Committee through the Provincial Chapters pays money for the bursaries to the beneficiaries. The National Executive decides what educational fees to cover. FAWEZA at all levels administers the scheme and supervises the headteachers and the National Executive Committee supplies the necessary school requisites to the beneficiaries .

5.2.1.3.3 Sources of Funds and Accountability for the FAWEZA Scheme

Funds come through donations. The funding for the year 2000 was from UNESCO through the Forum for African Women Educationalists (FAWE) who donated US \$10, 000 (K34 million). This bursary was awarded to grades 8 to 12 eligible girls throughout the country. FAWEZA's preference is to support the rural girl child. The beneficiary is expected to do well in school and the number of girls assisted would depend on the financial needs of the respective schools in which the beneficiaries are. Since this is the first year of administering the FAWEZA bursary, the evaluation will be done at the end of the year. FAWEZA hopes to continue administering the bursary to ensure improvement in retention, progression, achievement and completion rates for the vulnerable girls. It will continue requesting for funds from local and foreign donors. The accountability procedures are as follows:

- a) The Provincial Executive Committee must retire statements of expenditure with receipts within one month from the date of the transfer of funds.
- b) Progress reports on attendance, performance, achievement and attitude of sponsored girls are submitted by Head Teachers to the National Executive Committee through the Provincial Executive Committee at the end of each school term.
- c) An independent evaluation of the effectiveness of the Scheme will be done every two years.

In an interview, the FAWEZA National Co-ordinator indicated that the funds were not enough to cater for all applications. The FAWEZA bursary scheme is administered within the bureaucracy of the school system in which the heads of schools identify the needy pupils in

accordance with the laid down guidelines. It is yet to be seen how this model works to the advantage of the needy pupils since the scheme is still in its infancy stage.

5.2.1.4 The Catholic Church Pupil Assistance Fund

This is a private fund organised by private individuals through the Catholic Church Secretariat. The fund was started in 1998 to assist needy pupils throughout the country in Catholic secondary schools and special schools with a bias to orphans and the girl-child. What necessitated this fund were the requests for help from needy pupils. A research conducted by Father Carmody in Catholic schools on the needs of the poor pupils confirmed the need to help. This fund is meant to cover all educational fees as per request from the one to be assisted.

5.2.1.4.1 Identification, Selection and Administration Procedure of the Pupil Assistance Fund

An advertisement is put in the Impact magazine (a church newsletter) and letters are written to all Catholic secondary schools and special schools with attached application forms for sponsorship. Since this selection is done termly, the heads of the schools identify needy pupils who are then made to fill in the application forms for sponsorship. These forms are forwarded to the Catholic Secretariat in Lusaka where a committee of 5-6 people, including the Catholic Secretariat Education Secretary meets to examine the applications. Successful applicants are put on the scheme.

Schools that have a self-supporting scheme for the needy stand a better chance of having their pupils placed on this scheme. According to the Education Secretary, the scheme targets needy pupils mostly in day secondary schools where more such pupils can be assisted at a

minimum cost. However, pupils in boarding secondary schools are also considered. Applicants are advised to send their applications each term by the following dates:

December 15 - for pupils proceeding to the following year.

March 1 - for new pupils.

April 15 - for Term II

August 15 - for Term III.

The Head Teachers of the selected secondary schools must give termly progress reports for each of the beneficiaries to the Selection Committee. The beneficiary will stay on the scheme as long as they are in need provided they continue in school. According to the Education Secretary, in 1999 there were more than 150 applications, but only 85 were accepted due to limited funding. By March 2000, the Committee had processed 200 applications, an indicator that the scheme was well advertised. The funds that are donated by individuals outside Zambia are limited. As a result, the scheme can only accommodate a limited number of pupils.

5.2.1.5 The Catholic Church Jesuit Bursary Fund

This bursary which is administered by the Jesuit Fathers is meant specifically for pupils of Canisius secondary school. Father Maxmillian A Prokoph started it in 1949, when he opened Canisius secondary school at Chikuni. He initially started this Fund for teachers' children. About 10 years ago, in the early 1990's, the Jesuit Fathers recognising the need, extended the bursary to the needy pupils in villages around the school.

5.2.1.5.1 Identification, Selection and Administration Procedure of the Scheme

The pupils from low-income families apply through their teachers and school administrators to the school chaplain who is the administrator of this bursary. The Parish Priest who in turn submits selected names of children to the school Chaplain does selection through the small Christian communities. The selected children undergo some counselling sessions with the Chaplain before they are put on the bursary fund. The school fees of the needy pupils are paid by cheque to the school. These fees include uniform, books, blankets, food (for day scholars) expenses and any other incidentals. Pupils stay on the Fund until they complete school. An average of 80 pupils is on sponsorship each year. According to the Chaplain, between 1995 and 2000, 480 bursaries have been offered to pupils until they complete school.

5.2.1.5.2 Sources of Funds and Accountability for the Jesuit Bursary Fund

The Funds started as donations from outside Zambia and were invested there. The interest gained was brought back to Zambia to be invested for the Bursary Fund. Each term, the Chaplain spends about K3, 000, 000 on bursaries and keeps complete records of the disbursement of funds that are audited every year. The beneficiary is expected to work in school during the first two weeks of every school holidays. This is supposed to make the beneficiaries more appreciative of the bursary.

5.2.2 Government Funded Schemes

5.2.2.1 Ministry of Education Government Bursary Scheme

The Ministry of Education Government bursary scheme was started in 1987 to cater for needy pupils in boarding secondary schools. The following amounts in Table 10 were allocated to bursaries from 1997 to 2000 by the Ministry of Education for boarding secondary schools in

the country. The bursary allocations fluctuated depending on the budget allocations by the Central Government.

Table 10 Money Allocated to Bursaries in Boarding Secondary Schools (1996 - 2000)

YEAR	AMOUNTS OF MONEY (K'MILLIONS)
1997	5
1998	38
1999	19.8
2000	10.3

Source: Ministry of Education Secondary School Bursary Records, 2000.

According to the Ministry of Education headquarters Senior Education Officer (Administration), the bursary scheme covers all provinces in the country and a sample of the allocations per Province in 1998 and 2000 are shown in Table 11.

Table 11 Money Allocated to Bursaries in Boarding Secondary Schools per Province (1998, 2000)

PROVINCE	AMOUNTS OF MONEY (in ZMK'Millions)	
	1998	2000
Central	4	0.8
Copperbelt	1.5	0.55
Eastern	5	0.8
Luapula	6	2
Lusaka	1.5	0.55
Northern	6	2
North-Western	4	0.8
Southern	6	2
Western	4	0.8
Total	38	10.3

Source: Ministry of Education Secondary School Bursary Records, 2000

5.2.2.1.1 Identification, Selection and Administration Procedure at Provincial Level

Pupils who are assisted by this bursary scheme should be already in school and have no supportive parent / guardian and should have qualified for either grade 8 or 10. These pupils should also have proof of parent's / guardian's inability to raise boarding fees. The selection of these pupils is done at Provincial level in consultation with heads of schools (Himpyali, 1993).

Each Province decides on the number of pupils to assist on the basis of amounts available and the number of schools. Heads of boarding secondary schools are then requested to submit a limited number of names of needy pupils to the Province. At the Province, a Bursaries Committee does the final selection and sends a cheque to each of the schools in which the selected needy pupils are. This cheque usually caters for partial sponsorship of the boarding subsidy.

Whereas each Province is allocated a percentage of the total bursary allocation according to the number of boarding secondary schools in that province by the Ministry of Education headquarters, the Province in turn allocates per boarding secondary school in each District according to the number of needy pupils and the available funds. According to the Principal Inspector of schools in Southern Province, the Province apportions K50 000 per secondary school pupil per term regardless of the amount received each year. This may not be enough for a pupil from a low-income family with difficulties in meeting their part in the cost-sharing of the education of their child.

5.2.2.1.2 Sources of Funds for the Scheme and Accountability

Funds for the bursary scheme are from the Ministry of Finance allocated to the Ministry of Education for bursary purposes. According to Tables 10 and 11, the funds vary from year to

year depending on the Government's cash budget. In turn, the Ministry Headquarters allocates to each Province according to its needs. When the money is sent to schools, Heads of those schools receipt it in each child's name and send back the receipts to the Provincial Office.

The Ministry of Education expects Provinces to submit returns each year they receive bursary allocation and most Provinces do so. During the year 2000, the Ministry of Education Senior Education Officer and an Internal Auditor embarked on a visitation programme in Provinces and schools in which benefiting pupils were, as a follow-up. During these visitations, the beneficiaries were met and talked to, to confirm that the bursary benefited the right children. The Senior Education Officer and the Internal Auditor found that in some provinces the needy pupils on the scheme appreciated the scheme although the funds were not enough. At the time of the research, they had not visited the Southern Province. In an interview, the Principal Inspector of Schools in the Southern Province said there was no guarantee that a child put on bursary would stay on that bursary until they completed school. There was no policy on ensuring that these needy pupils progress in school on the bursary to guide the heads of schools who were involved in the initial selection.

According to the Ministry of Education Senior Education Officer (Administration), the Ministry has experienced problems with some Provinces not sending their returns and thus not accounting for the use of the bursary allocation. Despite this anomaly, the Ministry of Education has continued allocating money for bursaries to Provinces knowing that there are always needy pupils in schools. However, none of the schools in the study recorded current sponsorship from the Ministry of Education bursary scheme for boarding secondary school needy pupils. The information available did not show any progression of pupils on this bursary scheme in Southern Province from 1995 to 1999. Table 11 only shows that money for the bursary is sent to

Provinces each year, but according to the Senior Education Officer (Administration) at Ministry Headquarters "there are no proper records to show how this money is used as returns are not regular". The only record available for Southern Province in the sample schools is shown in Table 15 where the bursary was last administered in 1998 in two of the sample schools. Since the sample schools were picked at random, the researcher would have expected to find at least one needy pupil on this bursary at the time of research. According to the Principal Inspector of Schools in Southern Province, there has been no bursary funding for 1999 and funding in the previous years had been a one-time assistance. At the time of research, bursary funds had not yet been received for the year 2000 allocation.

It would have been ideal to have had statistical records of pupils who have progressed in and completed school on the Ministry of Education bursary scheme in the Southern Province, in order to evaluate the Ministry's policy on ensuring the benefits of education for the poor and vulnerable. In an interview, the Southern Province Senior Education Officer (Planning) said that the heads of schools did not supply the Province with the information on progression rates of the pupils although there may be some pupils on this bursary who complete school.

However, according to the Senior Education Officer (Administration) at Ministry of Education Headquarters, "The returns from other Provinces show that there is some progression as a result of the bursary and a few pupils remain on this bursary until they complete school, but for the majority of the pupils on the bursary, it is a one-time assistance" (Interview on /04/01). This progression could not be verified since no record was kept on the progress of those pupils in school. By giving a one-time assistance, the Ministry of Education hoped to spread the bursary awards to a large number of needy pupils. The bursary originally intended for pupils in

boarding secondary schools has now been extended to pupils in day secondary schools as well as those in lower and upper Basic Schools.

5.2.2.2 Ministry of Community Development and Social Services (MCDSS)

The Ministry of Community Development and Social Services (MCDSS) operates a Public Welfare Assistance Scheme (PWAS) which dates back to pre-Independence days. The scheme has faced operational difficulties, which have caused levels of service delivery and standards of targets to decline. An evaluation of PWAS was carried out in 1996 resulting in PWAS being relaunched in 1997 to reflect experience, possibilities and current needs in assistance to the destitute. These destitute are the people who have been affected by difficulties of malnutrition and low school attendance particularly in rural areas caused by poverty levels.

5.2.2.2.1 Identification and Selection Procedure of PWAS

PWAS depends on people at community level to identify the destitute and to determine the most appropriate means of supporting them. Communities are expected to make their choices independent of political, civil and traditional structures. The selection procedure is transparent and reasons are given for any particular choice to peers at community level, and to the Social Welfare Department and other supervisors of the PWAS. In order to receive PWAS, especially in the education sector, applicants must fall into at least one of these categories:

- a) Single headed households. These are households headed by a single responsible adult or child, with dependants under the age of 18 (or still attending school). The head may be male or female, widowed, divorced, deserted or never married.
- b) Orphans / neglected children. Orphans are children, who have lost one or both parents, although 'double' orphans are found to be more needy than 'single'

orphans are. Neglected children are those whose parents or guardians are not providing suitable care, including economic, emotional and moral support.

- c) Unable to support dependants. The number of children and dependants are too many for the available resources (PWAS Outline, 1996:10).

5.2.2.2.2 Administration Procedure of PWAS

The PWAS is given on a cost-sharing basis with the communities, families and neighbours. The Ministry is aware that it cannot provide full financial support for even a small proportion of the needy in the country. For administrative purposes, the PWAS is based on a three-tier system as follows:

- a) The Community Welfare Assistance Committee (CWAC). This is formed at a local level representing 1,000–2,500 people. All households in the community elect this committee of 8 to 12 members. Since members of this committee cannot be beneficiaries of PWAS, the destitute cannot be elected to this committee. The committee's main task is to identify and determine assistance for the destitute in the community.
- b) The Area Co-ordinating Welfare Assistance Committee (ACWAC). This committee is formed at an intermediate level, between communities and the district. This committee supervises 10-12 CWACs depending on the geographical and logistical constraints. Relevant civil servants and other local residents may be members of this committee.
- c) The District Welfare Assistance Committee (DWAC). The DWAC is a Subcommittee of the District Development Co-ordination Committee (DDCC). It

consists of district departmental Heads and any active NGOs and churches carrying out social services in the district. The District Social Welfare Officer (DSWO) is the secretary of the committee. The committee's tasks are overall supervision, reporting, planning and administration.

A national PWAS Support Unit in the Ministry of Community Development and Social Services and the Department of Social Welfare supports this system. The Provincial Social Welfare Officer's role is information exchange and capacity building. Table 12 highlights this administrative hierarchy.

Table 12 The Roles and Responsibilities for each Administrative Level of PWAS

LEVEL	ROLES AND RESPONSIBILITIES
National	Policy formulation Setting district level ceilings Resource mobilization Monitoring & Evaluation
Provincial	Technical support Staff training Data aggregation
DWAC	Receive funds from MCDSS and report on expenditure Solicit additional funds at district level Set ACWAC ceilings Procure goods as requested by ACWAC Make transfers to Health Management Team as requested by ACWAC Supervise and audit ACWACs Maintain database for M&E, reporting, MIS Technical support Training for ACWACs and CWACs Prepare reports for DDCC Support or carry out public awareness campaigns on PWAS Arbitrate in disputes between ACWACs and CWACs
ACWAC	Set CWAC ceilings Receive money and goods from district Maintain imprest account for CWACs Procure goods as requested by CWAC or pass request to district Supervise community committees Maintain books of accounts Support or carry out public awareness campaigns on PWAS Intervene in disputes between clients and CWACs Prepare reports and returns for district level
CWAC	Identify potential clients Determine assistance against budget ceilings Request money and/or goods according to assistance identified Procure or receive goods and services, and deliver to recipients Account for money and goods Prepare reports and returns for ACWAC Support or carry out public awareness campaigns on PWAS Maintain communications with other sources of support, including other organizations, PTAs and traditional community based activities

Source: MCDSS, Department of Social Welfare (1996)

One of the Support Services of PWAS is the Education Cost Scheme which caters for primary and secondary school pupils. With the current budgetary constraints, the secondary

education support is only available for an annual estimate of 1,000 children nationally (PWAS Outline, 1996). This is minimal and only represents fewer than two pupils per ACWAC. As such, the allocation is administered at provincial level.

The main beneficiaries of the Secondary Education Cost Scheme are children who have had long-term support from PWAS, orphans or children who have suffered family crises which have left them unable to continue with their education. Partial support is available for examination fees.

5.2.2.2.3 Sources of Funds and Accountability

In January each year, the national budget for PWAS is announced and ceilings calculated for each committee. The District then receives its allocations in instalments and disburses accordingly to the lower administrative bodies. for secondary school pupils who are on the education scheme, payments are made by cheque to individual schools. These schools receipt the money and send the receipts back to the DSWO.

Accountability is made on the prepared acquittal forms at each committee level in order to obtain the next allocation. The beneficiaries' cases and priorities are reviewed annually, every 1st April of each year for assistance in the community. The DSWO monitors the work of PWAS regularly throughout the year. The PWAS is evaluated every two years with an in-depth look at a minimum 10 per cent sample of Districts, ACWACs and CWACs against the set PWAS objectives. The evaluators include staff of the MCDSS headquarters or Provincial level.

In the sample, 14 per cent of the pupils were on the Social Welfare Scheme indicating that the scheme had wide coverage. The beneficiary is expected to remain in school. Not all the destitute are adequately catered for due to limited funds. All the Government funded sponsors

indicated that their funding was dependent on the Government's cash budget otherwise they would have sponsored more pupils.

5.2.3 School Based Schemes

5.2.3.1 Rusangu Secondary School Work-Study Programme

This is an agricultural scheme put in place in 1994 by the school for pupils from low-income families who could not manage to pay for their education. The scheme was in response to the plight of the pupils who would otherwise have had to leave school for lack of money for school fees.

5.2.3.1.1 Identification, Selection and Administration Procedure of the Programme

The pupils who qualify for this scheme are those who are enrolled in school and come from poor family backgrounds or are orphans. These pupils apply in writing and a committee chaired by the boarding master who in turn reports to the head of the school makes the selection. A pupil may also be recommended for this scheme by the school administration, depending on his family background.

The school initially provides each pupil on the scheme with vegetable seed, fertiliser, insecticide and a portion of land on which to grow their vegetables under the supervision of the Boarding master. The pupils tend the vegetables during the school holidays and also after classes during the school days and when ready, they sell them to the boarding school for pupils' consumption. The money they earn is credited to their account for school fees and other school requisites. The amount of money each pupil realises varies according to their productivity and these pupils stay on the scheme until they complete school or they are removed.

5.2.3.1.2 Sources of Funds and Accountability

The school provides the initial capital for the agricultural inputs from a special 'bursary' account. At the end of the first year, each pupil pays back to the school what they had been given as capital and this money acts as a revolving fund for other needy pupils. For accountability, the Boarding master makes a report on each pupil each year as the scheme is evaluated. The accounts of these pupils on the scheme are checked and audited together with the other pupils' accounts. The scheme is useful in that it teaches self-discipline and self-reliance. Pupils from low-income families on the scheme have managed to progress in and complete school. Table 13 shows the number of pupils on the scheme by sex, from 1996 to 2000.

**Table 13 Number of Pupils on the Rusangu Secondary School
Scheme by Gender, 1996 – 2000**

YEAR	NUMBER OF PUPILS		
	Boys	Girls	Total
1996	15	0	15
1997	17	1	18
1998	23	2	25
1999	16	2	18
2000	14	2	16
Total	85	7	92

Source: School records, 2000

Table 14 shows the same number of pupils on this scheme by grade. There are more pupils in grades 10 to 12 on this scheme than in grades 8 and 9, the highest numbers being in grades 11 and 12 (28 and 30 respectively). From 1997 to 1999, 24 needy pupils on this scheme were able to complete school.

**Table 14 Number of Pupils on the Rusangu Secondary School Scheme by Grade
(1997 – 2000)**

YEAR	GRADE				
	8	9	10	11	12
1997	0	2	4	9	3
1998	1	2	4	6	12
1999	1	2	2	4	9
2000	0	1	0	9	6
Total	2	7	10	28	30

Source: School records, 2000

Each pupil on this scheme is expected to till the land, grow and care for the vegetables until harvesting stage. However, there are some problems the administrators of this scheme encounter. Some lazy pupils abandon the scheme before completion and others who get involved in discipline problems are taken off the scheme.

5.2.4 Work - Study Programme at Zimba Secondary School

Zimba secondary school has two sponsorship programmes for the needy pupils who cannot manage to pay for their education. These two programmes are the Production Unit Sponsorship Scheme and the Tree Planting scheme. The Production Unit Sponsorship scheme started in the third term of 1998. Its aim was to assist those pupils who had no means of paying their school fees. At the time of the research, there were 8 pupils who had been assisted by this scheme.

5.2.4.1. Identification, Selection and Administrative Procedure of the Production Unit Scheme

Needy pupils are identified by class masters and the guidance and counselling the teacher. The administrators also help in the identification of pupils who are orphans, as information reaches them. The identified pupils are referred to the Production Unit committee, which interviews them on their ability to grow vegetables. The committee lends the selected pupils vegetable seed, fertiliser and chemicals with which to start their project. The teacher -in - charge of Production Unit supervises the pupils. Committee members also help in the supervision. The funds used to buy agricultural inputs are from the Production Unit account - garden section. Records on all inputs are kept in the sponsorship file under the Production Unit. When the pupil harvests his / her crop, he / she sells it to the boarding and the money realised is credited to his/her school fees account and he / she also pays back the loan. The paid back loan is put back in the Production Unit account to serve as a revolving fund for more needy pupils. The beneficiary's role is to provide labour for the project. There are basically two problems identified in the administration of this scheme. Some pupils need a lot of encouragement as they have a negative attitude towards work and a critical shortage of water at the school affects the operations and limits the pupils' production.

The Tree Planting Sponsorship Scheme was started in October 1999 to assist needy pupils in their education and seven such pupils were put on the scheme. A donor bought fruit trees as well as other trees for planting and gave them to the school. Needy pupils after being identified were given the trees to plant and care for.

5.2.4.2 Identification, Selection and Administrative Procedure of the Tree Planting Scheme

The selection procedure used in this scheme is the same as the one for the Production Unit scheme. In the administration of this scheme, the pupils who take care of the plants are supervised by the teacher-in-charge of the scheme. The donor sends money for school fees and other school requisites for the pupils in the scheme. The teacher-in-charge sends progress reports termly to the donors. The problems encountered in this scheme are the same as for the Production Unit scheme.

5.3 Involvement of School Heads in the Administration of Sponsorship Schemes

With the exception of school initiated sponsorship schemes, most heads of the sample schools interviewed revealed that there were sponsorship schemes in their schools, but only four of them (Canisius, Chipeco, Rusangu and Zimba) indicated the number of pupils from low income families in their schools who had since benefited from the sponsorship schemes in the five-year period. These are shown in Table 15.

Table 15 Number of Pupils Benefiting from Types of the Sponsorship Schemes (1995-2000)

SCHOOL	TYPE / NUMBER ON SPONSORSHIP SCHEMES (1995 - 2000)				
	NGO	MOE	BURSARY		
Canisius secondary school	247	15	(1995, 1998)		
Chipeco secondary school	21	0			
Rusangu secondary school	107	3	1998		
Zimba secondary school	12	0			

Source: School records, 2000

The missing information in the other schools was due to lack of proper records. All the Heads Teachers indicated that the administration of these schemes was done by the sponsors or independent individuals chosen by the sponsors. The Head Teachers were not involved in the

administration of sponsorship schemes and according to them, they were not given reasons for not being involved. At Canisius, where the bursary scheme was sponsored and administered by the Jesuit Fathers of the Catholic Church in conjunction with the head of the school, there were more bursaries offered and more pupils benefiting from them than at any other school.

The Ministry of Education Government bursary in which heads of schools were involved at selection stage only of needy pupils, was at the time of the research non-existent in all the sample schools. Only two schools (Canisius and Rusangu) indicated having received the Ministry of Education bursary in their schools for 15 and 3 pupils respectively in 1995 and 1998, (a total of 4 in 1995 and 14 in 1998). The Head Teachers of these schools were only involved in selecting a limited number of needy pupils and sending the names of those pupils to the Ministry of Education Regional Office. School records showed that there was no continuity in the sponsorship of the needy pupils by the Ministry of Education.

Five Head Teachers of the sample schools however, denied having any knowledge of pupils progressing in school because of sponsorship schemes. They claimed that they did not have the information because the sponsors administered the schemes for pupils in their schools. These Head Teachers of schools were not much involved in the administration of these schemes other than in the identification procedure and receiving of cheques as payment for the pupils' school fees. The sponsoring Organisations would rather administer the schemes themselves.

CHAPTER SIX

DISCUSSION OF THE FINDINGS

This study has revealed that there were three types of sponsorship schemes offered in boarding secondary schools and the administration of these schemes varied from type to type. The study has identified two kinds of administrative models followed in the administration of their sponsorship schemes. These models are; the community involvement administrative model that is administered outside the bureaucracy of the school system and the school involvement administrative model rooted within the bureaucracy of the school system.

In order to understand the impact of the administration of the sponsorship schemes on progression rates of pupils from low-income families, there is need to discuss the administration of the types of sponsorship schemes within the context of the identified administrative models. The discussion will be guided by the indicators identified as a measure of the impact of the administration of sponsorship schemes in boarding secondary school in chapter two.

6.1 The Community Involvement Administrative Model

The community involvement model was mostly followed by the Social Welfare of the Ministry of Community Development and Social Services in its administration of its Public Welfare Assistance Scheme (PWAS). The Non-Governmental Organisations namely, the Christian Children's Fund and World Vision International follow a similar model in the administration of their schemes. In administering the sponsorship schemes, these three Organisations dealt directly with the communities who were the recipients of the schemes.

6.1.1 The Rationale for the Model

The rationale for following the community involvement model can be well defined by the sponsors' objectives. World Vision International pursues its mission through integrated, holistic commitment which focuses on Transformational Development that is community based and sustainable, focusing mainly on the needs of children and their families. World Vision International believes that any development can be sustainable with lasting results if accompanied by people's genuine participation. In other words, WVI's main objective is to create awareness of problems facing the needy communities and to provide avenues of solving these problems, ensuring maximum community participation. The Christian Children's fund (CCF) has an objective similar to that of WVI and this is to promote sustainability of their education project by insisting on parental / community participation with a bias to income generating ventures.

The Ministry of Community Development and Social Services in its administration of the PWAS aims at according communities an opportunity to make their choices of who to assist freely without the beneficiaries being imposed on them by representatives of political, civil service or traditional structures. In other words, the people at community level should be able to identify the needy and to determine the most appropriate means of supporting them. In following the community involvement model, these organisations were fulfilling their objectives.

6.1.2 The Advantages and Disadvantages of the Model

This community involvement model has its advantages and disadvantages. The advantages are that it empowers communities to participate in the education of the needy children in their midst. It also encourages the communities to be involved in poverty reduction through this

participation realising that in any community, the child's education is vital to alleviating poverty levels.

The disadvantages of the community involvement administrative model are that firstly, it is difficult to evaluate this model in terms of progression of needy pupils on the schemes because of lack of proper records. Secondly, it does not involve Head Teachers of schools who are also stakeholders in the education of the needy children and as such no proper records on progression in school of the needy pupils were kept for evaluation purposes. These Head Teachers of schools needed to play a bigger role in the administration of these schemes, monitoring the progression rates of these needy pupils and evaluating the impact of the schemes. This would allow the heads of schools as managers to be sensitive to the plight of the educational needs of these children from low-income families in their schools. This might result in the reduction in the number of pupils who drop out of school due to financial constraints. The involvement of the Head Teachers of schools can be through the PTAs to enable them to work within the organisations' objectives.

6.2 The School Involvement Model

The Church in the administration of the Pupil Assistance Fund and the Jesuit Bursary Fund followed the school involvement administrative model rooted within the bureaucracy of the school system. The schools in the study followed a similar model in the administration of the school-based schemes. The Ministry of Education to some extent followed the same model. It can be noted that all the sponsors of these schemes were directly involved in the education of the child. This model involved heads of schools from identification and selection stage to evaluation of the pupils on the schemes. Through the concern and participation of the Head Teachers of

schools in which this model was used in administering the schemes, a number of needy pupils have progressed in and completed school.

The following table shows the number of needy pupils who have progressed in school on the school involvement administrative model.

Table 16 Number of Pupils Progressing in School on the School Involvement Administrative Model (1996-2000)

SPONSORSHIP SCHEMES	NUMBER OF PUPILS PROGRESSING IN SCHOOL
Jesuit Bursary Scheme	480
Pupil Assistance Fund	85
School Based Scheme	107

SOURCE: School Records 2000

The only disadvantage of the Jesuit bursary scheme and the Pupil Assistance scheme is that only children from the Catholic schools have access to these bursary schemes. The school-based schemes are open to any needy child enrolled in that particular school operating the scheme.

In the administration of the Jesuit bursary scheme and the Pupil Assistance scheme, the role of the heads of the schools in which the schemes are administered is to identify the needy pupils and to encourage them to apply for the sponsorship. When the pupils are put on the schemes, the heads monitor their progress and report it to the sponsors. The sponsored pupils are also expected to work in the school in return. Hence, the child is encouraged to do well in

school since he knows that his sponsorship is dependent on his progress in school. Such pupils tend to excel in their academic performance.

The Ministry of Education to some extent followed the school involvement administrative model. However, in the administration of the scheme done at Provincial level, only involved the heads of schools in the initial selection of the needy pupils. Once the pupils were put on the scheme, the Head Teachers of schools no longer played an active role in the administration of the scheme. As long as the Ministry of Education had the numbers of children on sponsorship, it did not concern itself with the progression in school of the sponsored children since there was no guarantee that a child put on the bursary scheme would continue on the scheme until they completed school. The fact that only two secondary schools in the sample (Canisius and Rusangu) received the bursary for their needy pupils in 1995 and 1998 shows that this bursary is not continuously administered in schools to ensure progression in school of these needy pupils and this makes it difficult to evaluate it in terms of needy pupils progressing in and even completing school. This confirms the one-time bursary assistance given as stated by the Senior Education Officer (Administration) at the Ministry of Education Headquarters. Hence, this implies that the bursary is thinly spread to include a lot of children without taking into account the progression in school of those children. This, in the long run, is a waste of resources since most of the needy children who once had been on the Ministry of Education bursary scheme end up being pushed out of the school system as a result of financial constraints.

The argument here is for at least one needy child to improve himself / herself through education with the assistance of a scheme meant to alleviate his/her financial problems in education as opposed to a high number of children on some one-time assistance which will only delay their being pushed out into the cold streets. Therefore, the impact of the administration of

this sponsorship scheme on progression rates of needy pupils is negligible. Although the money allocated for the bursary scheme was not enough to assist a large number of needy children through school at any given time, the Ministry of Education could put a deliberate policy to ensure that the few children who were put on the scheme progressed in and completed school with the help of the scheme.

The administration of the school-based schemes was done by the Head Teachers of the schools through their teachers in their capacities as boardingmasters and housemasters. The fact that the initial capital is provided by the schools and also monitored by them shows the concern of the schools over the education of the needy in those schools. The participation of the needy pupils in the administration of these schemes is also important in that it gives satisfaction to the pupil in knowing that he / she is working his / her way through school. Only three boarding secondary schools out of the eight sampled were helping the needy pupils in their schools through special production units that could also be called work-study programmes. These pupils were assisted to raise school fees through agriculturally based sponsorship schemes and other projects. Rusangu and Zimba secondary schools had in place a successful work-study programme or scheme for the needy and Canisius secondary school in the administration of the Jesuit Bursary Fund also incorporated the work study programme.

A scrutiny of the two administrative models discussed shows that the school involvement model's primary concern is the ability of the needy child to complete school, whereas the primary concern of the community involvement model is the improvement of the community using the child as a means of alleviating poverty in that community. Both models enable the child to progress in school and even complete his/her education although this opportunity is much more enhanced by the school involvement administrative model. A comparison of the

advantages and disadvantages of the two administrative models indicate that the school involvement administrative model has an advantage over the community involvement administrative model in that more needy pupils complete school with the help of schemes using the school involvement model. However, a combination of the two models may yield maximum results as all stakeholders would be involved in the administration of the sponsorship schemes.

As the questionnaires were administered in schools, the needy children's hopes were lifted because they thought they were being offered scholarships to enable them to continue with their education. This was an indication of the children's financial insecurity and their eagerness to complete their education. This shows that these needy children have a positive attitude towards education. The Government owes it to these children to provide them with a sound education to enable them to be self-reliant and the development of the country depends on the education of its citizens. The offer of sponsorship schemes to the needy pupils who are from the majority of the country's population by the Ministries of Education and Community Development and Social Services, the Church and Non-Governmental Organisations is a step in the right direction. However, there is need for the Ministry of Education to ensure maximum benefit for the needy children. The way of addressing this is by paying attention to how sponsorship schemes are administered. The problems affecting the administration of sponsorship schemes that do not involve schools as identified in this study are:

- a) Head Teachers lack information on the sponsorship schemes.
- b) There are no records at school level on pupils who are being sponsored.
- c) There is little collaboration between the schools and the sponsoring agencies.
- d) There is no monitoring of the progress in school of the sponsored pupils.

CHAPTER SEVEN

CONCLUSION AND RECOMMENDATIONS

7.1 Conclusion

According to the findings in this study, some sponsorship schemes by various Non-Governmental Organisations, Churches and Government Ministries were available in boarding secondary schools for pupils from low-income families. In a survey of 280 pupils, 50 needy pupils from various grades were on sponsorship and these needy pupils benefited from the schemes and were able to progress in their education. There seemed to be more schemes (80 per cent) offered at senior level than at junior level. There were also more boys (31) on sponsorship than girls (19). With the FAWEZA bursaries now in schools, the number of girls will hopefully increase.

The study revealed that all boarding secondary schools (Government and Grant-Aided) have realised that the school fees they were charging were not affordable for pupils from low income families and have acknowledged that these pupils need assistance of some kind for them to progress in and complete school. The Non-Governmental Organisations were willing to finance education for the needy until they completed school but they had limited funds for the schemes. In general, in the administration of these schemes, the sponsoring Organisations tried to follow their objectives.

Two administrative models have been identified in this study and these are; the community involvement and the school involvement administrative models. The study has demonstrated that the model of administration of sponsorship schemes determines the success of that scheme in terms of progression in school of needy pupils on that scheme.

The Ministry of Community Development and Social Services followed the community involvement model in its administration of the Public Welfare Assistance Scheme (PWAS). World Vision International (WVI) and Christian Children's Fund (CCF). The school involvement administrative model was followed by the individuals in the Roman Catholic Church in the administration of the Pupil Assistance Fund and the Jesuit Bursary Scheme and the schools in administering their school-based schemes followed a similar model. The Ministry of Education to some extent followed the school involvement administrative model.

The community involvement administrative model did not involve the Head Teacher of the school who is supposed to be one of the main stakeholders in the education of the child. As a result, such Head Teachers of the schools did not have information on sponsorship opportunities for the needy pupils. The needy pupils did not participate in the administration of the schemes. The school authorities administered the school involvement administrative model.

The organisations following the school involvement administrative model had the highest total number of pupils on sponsorship schemes (60 per cent) compared to those following the community involvement administrative model (26 per cent). The remaining 14 per cent were sponsored by CINDI which refused to give any information on its scheme. Sponsorship schemes administered following the school involvement administrative model were more successful in enabling needy pupils progress in and even complete school than the community involvement administrative model, except for the Ministry of Education which adopted a one-time bursary assistance.

In the school involvement administrative model, the Head Teachers of the schools were involved in monitoring and reporting the progress in school of the sponsored pupils to the sponsors. In the school based sponsorship schemes in particular, the pupils also took part in the

administration of the sponsorship schemes by either working in school in return for the sponsorship or meeting the education costs on a cost-sharing basis in which their input was in form of labour. This encouraged the needy pupils to do well in school since they became active participants in the financing of their education and it also motivated them to stay on and complete school.

The community involvement model did not enable more pupils to progress in school because the pupils were not involved in the administration of the schemes by way of cost sharing. Hence, they became passive participants in the financing of their education and this did not motivate them to stay on and complete school. Moreover, the communities did not base their sponsorship on the pupils' academic progress but just depended on their choices.

In this administrative model, the heads of schools are involved in monitoring and reporting the progress in school of the sponsored pupils to the sponsors. In the school based sponsorship schemes in particular, the pupils also take part in the administration of the sponsorship scheme by either working in the school in return for the sponsorship or meeting the education costs on a cost-sharing basis in which their input is in labour form. This encourages the needy pupils to do well in school since they become participants in the financing of their education and it also motivates them to stay on and complete school.

7.2 Recommendations

The study has identified two administrative models being used by organisations in their administration of sponsorship schemes for the needy. The use of any of these models is at the discretion of the sponsoring agency. The findings in this study show that the school involvement

administrative model helps in enabling the needy pupils to progress in school. In the light of these findings therefore, the following recommendation is suggested:

If more pupils from low income families in boarding secondary schools are to progress in school and complete their education, there is need for the sponsoring organisations to involve Head Teachers, the PTA and pupils of the schools in which the sponsorship schemes are administered, in identifying the pupils and monitoring their progress in school. The sponsoring organisations should be encouraged to use the school involvement administrative model operating within the bureaucracy of the school system. This seems to advantage the needy pupil.

In order to realise more impact on the progression rates of pupils in school through the school involvement administrative model of sponsorship schemes:

1. More boarding secondary schools should participate in the education of pupils from low-income families by initiating these pupils in income generating activities in order to raise their school fees. These are activities such as agricultural and other work-study programmes.
2. The Ministry of Education should encourage each boarding secondary school to have a revolving fund for the needy in their schools by providing capital funding for this fund. The recommendation by Colson and Scudder (1980) to provide assistance to the needy children by having a revolving fund administered by each boarding secondary school should be considered. The efforts made by some boarding secondary schools in this direction through their work-study programmes should be seen as an implementation of this recommendation. However, the Ministry of Education would do well to provide the capital funding for this revolving fund in each boarding secondary school in bursary form and each

school then would be accountable to the Ministry of Education for the administration of this fund. This would be in line with the Ministry of Education's pledge in its bid to ensure equity, to provide bursary assistance in boarding secondary schools for the needy pupils from rural communities where there was a high incidence of poverty (MOE, 1992; 1996).

3. There should be a deliberate policy laid down concerning the dissemination of information on the sponsorship schemes available for needy pupils at school level. Organisations with resources to sponsor needy pupils should make that information available through the offices of the Head Teachers in schools.
4. There is need for more organisations to come up with sponsorship schemes in schools to meet the demands of the needy pupils.
5. The Ministry of Education should evaluate the administration of its bursary scheme and should put measures to ensure that the bursary scheme benefits the need children in boarding secondary schools.
6. Each school PTA should be involved in the financing of education for the needy pupils in their schools.
7. A deliberate evaluation of the policy on ensuring the benefits of the poor and vulnerable in terms of the bursary/sponsorship schemes, in general, should be undertaken by the Ministry of Education on a wider scale.

However, there is need to take a longitudinal study of the impact of sponsorship schemes on the progression rates of pupils from low-income families on a wider scale involving more than one province. This would give a more accurate study of the impact of the administration of the Ministry of Education secondary school bursary, other Government Ministries' and Non - Governmental Organisations' sponsorship schemes on the needy pupils.

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PUPIL'S QUESTIONNAIRE

The following questions are part of a study on the impact of administration of sponsorship schemes on progression rates of pupils from low-income families. You are kindly requested to complete the questionnaire with the information as accurately as possible. All the information you provide in answer to any of the questions below will only be used for the purposes of this study.

Do not give your name. To answer the questions, place a tick () against the most appropriate answer or fill in the blank spaces where there are no possible answers given.

1. Name of the school _____
2. Are you a boy or girl? _____ boy
_____ girl
3. Where is your home? _____ in a village
_____ in a town
4. In which grade are you? _____ Grade 9
_____ Grade 10
_____ Grade 11
_____ Grade 12

5. For how long have you been in this school?

_____ 1 year

_____ 2 years

_____ 3 years

_____ 4 years

_____ 5 years

5. Are your parents still alive?

_____ both alive

_____ father only alive

_____ mother only alive

_____ both dead

6. Who pays your school fees? _____ parent (s)

_____ Uncle

_____ Aunt

_____ Grand parent (s)

_____ Other (specify _____)

8. Are they able to pay all your fees?

_____ Yes

_____ No

9. What part of the school fees are they able to pay?

_____ PTA Fund

_____ Boarding fee

- _____ Sports Fund
- _____ Examination fees
- _____ All of the above
- _____ Other(specify_____)
- _____ None of the above

10. What type of work does the person who pays your fees do?

11. Do the people who pay your fees face any problems in raising money to pay for your education? _____ Yes

_____ No

12. If your answer to question No. 11 is yes, which part of the fees do they have problems with?

- _____ PTA Fund
- _____ Boarding fee
- _____ Sports Fund
- _____ Examination fees
- _____ All of the above
- _____ Other (specify_____)

13. Do you wish to be financially supported in your education by any other people or agency apart from your parents / guardian?

_____ Yes

_____ No

14. Are there other pupils in your grade who fail to pay their school fees?

_____ Yes

_____ No

15. Do you have any knowledge of any sponsorship / assistance scheme meant to assist pupils who fail to pay their school fees?

_____ Yes

_____ No

16. If your answer to No. 15 is yes, name the sponsorship / assistance scheme.

17. Which agency sponsors / pays this scheme?

_____ GRZ

_____ Welfare

_____ NGO (name _____)

18. Do these schemes help the pupils from poor families?

_____ Yes

_____ No

19. If your answer to No. 18 is no, in your own words explain how and why the schemes have failed to help these pupils.

20. Have you ever applied for such schemes? _____ Yes

_____ No

21. If your answer to No. 20 is (a) Yes, Which scheme?

(b) No, Why haven't you applied?

22. Were you at one time financially supported by any sponsorship / assistance from Welfare or

NGO scheme? _____ Yes

_____ No

23. If your answer to No. 22 is yes, when and for how long were you on this scheme?

In 199____ for _____ years.

24. Are you currently being sponsored by any of these sponsorship / assistance schemes?

_____ Yes

_____ No

25. a) If your answer to No. 24 is yes, for how long have you been on such a scheme?

b) What part of your school fees does your sponsorship / assistance scheme cover?

_____ PTA Fund

_____ Boarding fee

_____ Sports Fund

_____ Examination fees

_____ All of the above

_____ Other (specify _____)

26 How many other pupils in your grade do you know are on sponsorship / assistance schemes? _____

27 Do you know of any pupil (s) in your grade who stopped school because of lack of money for school fees? _____ Yes
_____ No

28 If your answer to No. 27 is yes, give some information on these pupils as shown in the table below.

NAME OF PUPIL	GRADE	SEX	YEAR STOPPED SCHOOL

THANK YOU FOR YOUR CO - OPERATION

APPENDIX B**HEAD TEACHER'S QUESTIONNAIRE****INSTRUCTIONS:**

You are kindly requested to complete this questionnaire. Your answers will help improve the education system for the disadvantaged.

To answer the questions, place a tick () against the most appropriate answer or fill in the blank space where there are possible answers given.

Do not write your name.

1. Name of school _____

2. Type of school _____ single sex
 _____ co-educational

3. How much do you charge your pupils in educational fees?

PTA Fund _____

Boarding subsidy _____

Sports Fund _____

General purpose Fund _____

Other (specify) _____

4. Do you have pupils who cannot pay educational fees?

Yes _____

No _____

5. If answer to No. 4 is yes, how many pupils per grade?

GRADE	BOYS	GIRLS
9		
10		
11		
12		

6. Does your school administer the Ministry of Education Government bursary scheme?

Yes _____

No _____

7. If answer to No. 6 is yes, how many pupils have been or are still on this scheme since 1995?

YEAR	BOYS	GIRLS	TOTAL
1995			
1996			
1997			
1998			
1999			

8. Does the school have any other sponsorship / assistance scheme(s) apart from the Ministry of Education bursary scheme, meant to assist needy pupils continue with their education?

Yes _____

No _____

9. If answer to No. 8 is yes, can you list or describe the scheme(s)?

10 Do you have other Ministries / Organisations assisting needy pupils in your school?

Yes _____

No _____

11. If answer to No. 10 is yes, can you list these Ministries / Organisations, the schemes they offer and the number of pupils benefiting from these schemes?

MINISTRY / ORGANISATION	SCHEME OFFERED	No. OF PUPILS ON SCHEME		
		BOYS	GIRLS	TOTAL

12. How many pupils in the school have benefited from these sponsorship / assistance schemes since 1995?

YEAR	No. OF PUPILS	
	BOYS	GIRLS
1995		
1996		
1997		
1998		
1999		

13. Are ~~all~~ **needy** pupils in your school benefiting from these sponsorship / assistance schemes in place? Yes _____

No _____

14. If answer to No. 13 is no, what problems are you facing in accommodating all the needy pupils in these schemes?

15. How many pupils have been able to progress in their education because of these sponsorship / assistance or bursary schemes since 1995?

YEAR	No. OF PUPILS	
	BOYS	GIRLS
1995		
1996		
1997		
1998		
1998		

16. Who identifies and selects these needy pupils for any of the schemes offered?

The school _____

The sponsor _____

17. What are your administrative procedures of the schemes offered in your school?

18. What limitations do you experience in the administration of these schemes?

SCHEME	LIMITATIONS
a)	
b)	
c)	
d)	
e)	
f)	

19. Are there pupils who have left school because of lack of money for educational fees since

1995? Yes _____

No _____

20. I answer to No. 19 is yes, how many pupils by gender, have left school because of lack of money for educational fees since 1995?

YEAR	No. OF PUPILS	
	BOYS	GIRLS
1995		
1996		
1997		
1998		
1998		

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C
QUESTIONNAIRE FOR THE PTA EXECUTIVE
REPRESENTATIVE

INSTRUCTIONS:

You are kindly requested to complete this questionnaire. Your answers will help improve the education system for the disadvantaged.

To answer the questions, place a () against the most appropriate answer or fill in the blank spaces where there are no answers given.

Do not write your name.

1. Name of school _____

2. What position do you hold in the PTA Executive?

_____ Chairman

_____ Vice Chairman

_____ Treasurer

_____ Committee member

3. In your school, how much do parents pay in school fees per term?

K _____

4. Are all parents able to pay these fees?

_____ Yes

_____ No

5. If answer to No. 4 is no, why do you think they are unable to pay?

_____ Poor family incomes

_____ Fees too high

_____ indifference

6. Do you know off any pupils in your school who have stopped school this year because of being unable to pay school fees?

_____ Yes

_____ No

7. If yes, how many?

_____ Boys

_____ girls

8. In your opinion, do you feel that all pupils must pay for their education?

_____ Yes

_____ No

9. Do you feel pupils from poor families should not pay any school fees in boarding secondary schools ?

_____ Yes

_____ No

10. Do you feel pupils from poor families should be assisted in their payment of school fees?

_____ Yes

_____ No

11. Do you know of any kind of scheme(s) meant to assist pupils from poor families complete their education in boarding secondary schools?

_____ Yes

_____ No

12. If answer to No. 11 is yes, list the scheme(s).

13. Are these schemes administered successfully so as to assist as many pupils from poor families as possible complete their education?

_____ Yes

_____ No

14. Has the PTA ever assisted in paying school fees for some pupils from poor families?

_____ Yes

_____ No

15. If answer to No. 14 is yes, how many were assisted? _____

16. In what other way(s) can the PTA assist pupils from poor families complete their education?

THANK YOU FOR YOUR CO-OPERATION

APPENDIX D**INTERVIEW QUESTIONS****MINISTRY OF COMMUNITY DEVELOPMENT AND SOCIAL SERVICES****(MCDSS)-ADMINISTRATOR**

1. What kind of assistance scheme does your Ministry operate for the needy pupils in boarding secondary schools?
2. When was this scheme started?
3. What does the scheme cover?
4. What amounts of money are allocated for the scheme at National level, Provincial level, District level from 1995 to date?
5. How is this money administered to the needy pupils in boarding secondary schools?
6. What criteria does your Ministry use for identification of these needy pupils?
7. What percentage of the Ministry budget is for the scheme?
8. For how long does the needy pupil stay on the scheme?
9. What is the role of the beneficiary in the scheme?
10. Has the scheme been successful? In what ways?
11. How many needy pupils at boarding secondary school level has the scheme assisted since 1995?

APPENDIX E**INTERVIEW QUESTIONS****MINISTRY OF EDUCATION - ADMINISTRATOR (BURSARY)**

1. When was the bursary scheme for secondary school needy pupils started?
2. What amounts of money have been allocated at National level to bursaries for secondary school pupils since 1995?
3. What percentage of the bursary money is allocated per Province?
4. What percentage of the bursary money is allocated per District?
5. What percentage of the Ministry of Education budget is allocated for bursaries in boarding secondary schools?
6. How is the bursary administered to needy pupils in boarding secondary schools?
7. Which educational fees does the scheme cover in boarding secondary schools?
8. Has the scheme been successful in terms of wide coverage and completion of school of needy pupils in boarding secondary schools?
9. What is the role of the beneficiary in the scheme?
10. How many needy pupils in boarding secondary schools have benefited from this scheme since 1995?
11. What measures of accountability has the Ministry put in place for the scheme?
12. What problems has the Ministry encountered in the administration of the scheme?
13. Does the Ministry have any suggestions on how to solve the problems encountered?
14. Which other Government Ministries are involved in educational sponsorship / assistance schemes for the needy pupils in boarding secondary schools?

15. Which NGOs are involved in educational sponsorship / assistance schemes in boarding secondary schools?

APPENDIX F**INTERVIEW QUESTIONS****NON - GOVERNMENTAL ORGANISATIONS (NGOs)****ADMINISTRATOR**

1. Name of NGO _____
2. What kind of assistance scheme does your organisation offer to needy pupils in boarding secondary schools?
3. When was the scheme started?
4. Which educational fees does the scheme cover?
PTA _____
Boarding subsidy _____
Sports Fund _____
General purpose Fund _____
Examination fees _____
Other (specify _____)
5. What criteria does your organisation use in identifying and selecting needy pupils in boarding secondary schools?
6. How is the scheme administered to the needy pupils?
7. How much money does your organisation allocate to each needy pupil in boarding secondary schools per year?
8. What is the geographical coverage of the scheme/
9. For how long does a needy pupil in boarding secondary schools stay on the scheme?
10. What is the role of the beneficiary in the scheme?

11. Has the scheme been successful? In what ways?
12. How many needy pupils in boarding secondary schools have benefited from the scheme since 1995?
13. What measures of accountability have you put in place for your scheme?
14. What problems have you encountered in the administration of your scheme?
15. Do you have any suggestions on how to solve the problems encountered?
16. What criteria do you use in the distribution of the funds?