

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND

Worldwide, states have realized that problems faced by the education sector are too complex to be handled by the Ministry of Education (MoE) alone. In response to the problems, schools have opened their doors and entered into partnership with people in their respective communities, such as the business sector, the parents and civic organizations. The communities have taken an active role to enhance the teaching and learning process, either by providing financial and logistical resources or applying other forms of interventions.

In Africa parental involvement in education is very much encouraged. Members of the community and schools have made partnership in education a reality. Every member of the community plays a role in the overall life of children. The importance for the schools and communities to work together enables the learning or lives of pupils better and enjoyable (Ezewu, 1983).

Writing from the Zambian context, it has been indicated that after encountering financial hiccups and lack of human resources to run the schools effectively, the Zambian government embarked on a partnership in educational provision which they had earlier abandoned. Initially from the 1920s to 1964 the basis for educational provision was wide ranging partnership that involved central local government, agencies, missionaries and private and private sectors. All education functions of local education authorities were taken by the central government. There was virtual monopoly exercised by the Zambian government over the provision of education. The over dependence on government prevented communities from tackling even simpler problems in schools around them. They perceived schools as separate entities from them. In other words there was no sense of ownership among communities as far as the running of schools was concerned, (MoE, 1996).

Partnership in education is all about removing the boundaries between schools and communities making it possible for schools to be on open system, the place where the communities are free to walk into, and actively get involved in various activities. The essence is to remove the gap between schools and communities. In support of this, the government thought of restoring partnership in education provision. To ensure that the restored policy is working, the Ministry of Education has been sensitizing all stake holders of education on the importance of school community partnership through a number of workshops in Health and Nutrition, Gender and Education Support 2 (CHANGES 2) programme (MoE, 2007)

1.2 STATEMENT OF THE PROBLEM

Although it is over a decade since the Ministry of Education introduced a policy on Partnership in Education Provision, there has been no comprehensive study undertaken to explore the nature of partnership that exists between schools and communities. This study, therefore, was intended to examine the type of partnership that exists between the schools and the communities.

1.3 PURPOSE OF THE STUDY

The study sought to assess the nature and extent of partnership between schools, communities and other stake holders in education.

1.4 OBJECTIVES OF THE STUDY

The following were the objectives of the study:

1. To explore local policies the schools have formulated to guide the partnership in education provision.
2. To find out the roles the communities and schools play in enhancing partnership.
3. To identify other stakeholders or organizations assisting the communities and schools in the provision of the education.
4. To investigate the challenges facing the communities and schools in implementing the partnership policy.
5. To highlight measures taken to mitigate the challenges faced by the communities and schools.

1.5 RESEARCH QUESTIONS

The study aimed at answering the following research questions:

1. What local policies have you formulated to suit the your environment that support partnership between the school, community and other stakeholders
2. What roles do the communities and schools play in enhancing partnership?
3. Which organizations assist the community and the school in the provision of education?
4. What are the challenges facing the communities and schools in implementing the policy on partnership?
5. What measures have the schools and communities taken to mitigate the challenges they face in implementing the partnership policy?

1.6 SIGNIFICANCE OF THE STUDY

The study aimed at assessing the nature and extent of partnership between schools, communities and other stake holders in Chingola district .The findings of this study might help the schools and communities to understand the importance of partnership and remove the barriers that might have been hindering the implementation of the policy on partnership in education. The findings of this study may be helpful to policy makers to assess how the people at the grass root are responding to the partnership policy in education. The school, community and PTA/Boards might also use these findings to improve and construct strong school/community relationships.

1.7 LIMITATION OF THE STUDY

This study was limited to selected Chingola District schools. The sample was rather small due to limited time and resources in relation to the entire population of schools in Chingola. Therefore, the findings of this study cannot be generalized to other districts in the province.

1.8 OPERATIONAL DEFINITIONS

Policy - A definite course or method of action selected among alternatives and the light of given condition.

Extent - The point of degree, range, scale and measure to which something extends.

Nature - The forces and processes that produce and control all the phenomena of the material, essential characteristics and qualities of a person or thing.

School-Community Partnership - A described continuous planning, participation and evaluation of activities that enhance the success of students.

Open System - Is a system which continuously interacts with its environment.

Stakeholder - Anyone who has a “stake” or “part” or “interest” in an activity or organization.

Challenges - Something that needs a lot of skill, energy and determination to deal with or achieve

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter reviews the literature on policies the schools have formulated to guide the partnership in educational provision, the roles communities and schools play in enhancing partnership, challenges facing communities and schools in implementing the partnership policy and the measures taken to mitigate the challenges faced by the communities and schools.

2.2 POLICIES SUPPORTING PARTNERSHIP IN EDUCATIONAL PROVISION

Across the Southern East Asia region, stakeholders have realized that problems faced by the education sector are too complex to be handled by the Ministry of Education alone. In response to these problems, schools have opened their doors and entered into partnership with people in their respective communities, such as the parents, the business sector, and civic organizations. The communities have taken an active role to enhance the teaching and learning process, either by providing financial and logistical resources or applying other forms of intervention (<http://www.seameo-innotech.org/>, 26/03/10).

In Indiana, one of the states in America, the partnership policy has been embraced by the department of education and communities around. Methods to assist the local school system in designing the process for developing the partnership policy have been put in place. Considerable public attention is being directed towards emphasizing students' achievement. Concerned parents, schools and community leaders are working together to reinforce the partnership that creates real ownership for workable policies focused on environments that foster learning. In enhancing partnership in education, there are standards set to guide National Parent Teachers and other entities to enhance involvement in education. There are six major components of standards as follows:

2.2.1 Communication

Communication has to be enhanced at all cost because it is the most important factor of partnership. The communities have to know all activities and issues of the school so that they can draw a programme to allow them participate fully. The school can communicate to the parents/guardians through notes from the teacher, e-mail systems, web sites, study guides, meetings, focus groups, outlines and homework. These opportunities from the exchange of information are vital and cardinal for the schools and communities. With more consistent communication, teachers and parents can address many issues affecting the learning of the pupils.

2.2.2 Parenting

Parents are the child's first teachers and the teacher is the parent substitute. The school must exhibit respect for the parents as primary support and most important influence in their child's life. Parents must welcome the prospect of learning something new about working with their children and anticipate the chance to meet parents of other children. A parent must honor his or her involvement in the learning of the child with due respect.

2.2.3 Student learning

Research confirms that the most critical relationship regarding student achievement remains the connection between teacher and parent. Therefore open learning systems must be adhered to in order to allow smooth interaction between the school and the community. The Indiana State Board of Education has adopted higher standards for subjects at all grade levels. School must ensure that parents are aware of their ability to assess standards of student learning.

2.2.4 Volunteering

Besides school identified parents and teachers, there must be volunteers from the community to teach their expert knowledge to the pupils. Occasionally the school must give a token of appreciation to the parents who are willing to donate their time and talents. These helpful parents can bring a new level of world awareness to schools and the pupils involved in studying their cultures.

2.2.5 School decision-making

Schools have historically made decisions in isolation or accompanied by outside experts. The school must lay foundation of basing partnership on mutual, respect, an appreciation for cultural diversity, a tolerance of differing and divergent viewpoints. Usually designing and adhering to total parent inclusion in decision making sometimes marks the genesis of loss of power in the school.

2.2.6 Community collaboration

The parents of the pupils come from the larger community. The school must enhance strong collaboration and incorporate them and other stakeholders in the smooth running of the school. The school must encourage businesses to adopt parents and employees as integral partners with the school (<http://www.doe.state.in.us/>, 22-03-10).

In Asia it seems the state took long to surrender the running of education to the citizens. There must be a lot of gaps which can only be bridged by following set standards. Financial and logistical resources could be there, but if no guide lines are put in place, parental involvement can diminish.

Even in Zambia where the partnership at one time had been abandoned it has been restored. From the time the educational system was established in the mid – 1920s up until independence it was characterized by a wide-ranging partnership that involved central and local government agencies and this was abandoned after independence when the state took control in all areas of public life. This principle struck hard at the policy of partnership in educational provision as the state took whole responsibility for the running of schools, the management of education at all levels, and the financing of the system (Kelly, 1999).

Mwanakatwe (1974:17) explains how education was funded for maintaining the first school in Zambia, the then Northern Rhodesia:

“Funds for maintaining this school were provided from the Barotse Native contribution of 30 per cent of the ‘Native Tax’ which was collected in the Barotse Province and from other natives of the province living in other parts of the territory.”

Kelly (1999), further explains the nature of restored partnership:

An overall objective of national policy in education is to establish new and revitalized partnership, involving all providers of education and all levels: partnerships between the Ministry of Education and other government ministries; partnerships between the Government and non-governmental organizations, the private sector, local communities, religious groups, and families. Effective partnership involves giving attention to the role the cooperating partners can play, formulating policies to guide the partnership, and establishing strategies that facilitate it.

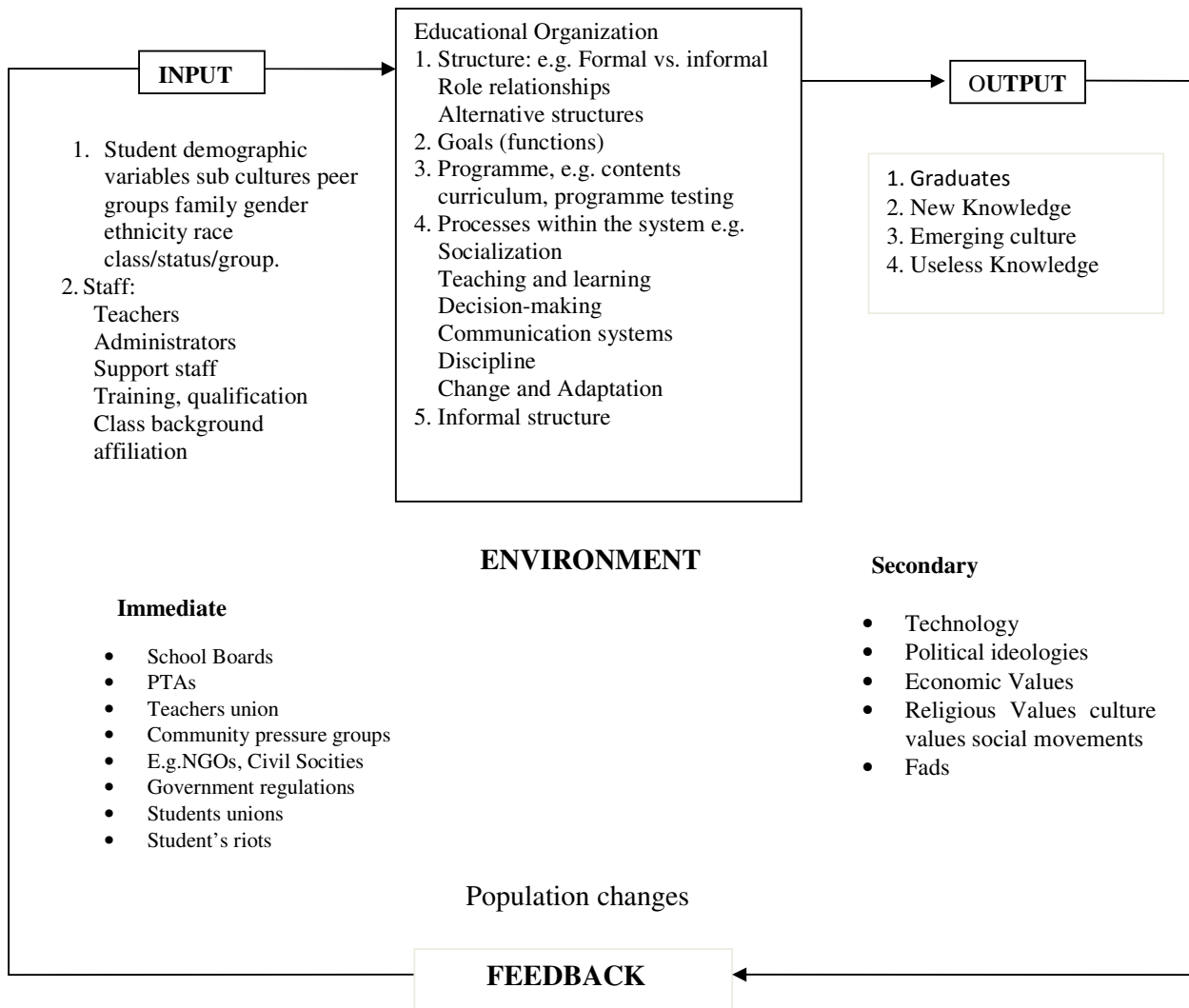
Community Partnership is all about strengthening school-community linkages to narrow the gap between the school and its community. This can only be done if the school plays a greater role in the life of the community, the community do likewise to the school and moreover, the school to prepare its pupils to live a rewarding and satisfying life in the community (MoE, 1996).

Some schools have welcomed the partnership policy and have left their institutions open to the communities as places where they will be free to walk to, criticize, advise, and help. Schools do not exist in isolation. For students to be in school, their social, economic, academic and family needs must be met. Therefore they need the support and help from the community. To enable the communities respond to the policy of partnership in education, the schools have to run an open system approach or model. Olsen (1978) cited in (Chakulimba, 2008:49) elaborates on open system model thus:

“... It is not an analytical model that can be applied to any instance of the process of social organization”. “...Nor is it sometimes spoken of as a theory of sociological literature. This model is highly general, content-free conceptual framework within which any number of different substantive theories of social organization can be constructed”.

Open system approach will build up strong relationships between schools and the communities. Figure 1 below illustrates an open system model.

Figure 1: Open Systems Model



*The diagram explains the analysis of Ballatine's (1983) study.
Source: (Chakulimba,2008).*

Balletine (1983) has got his own views on involvement of community members. In his study he took trouble of analyzing the community and school. He highly recommends that schools and communities are one and should work in unity. Eastman (1988) argue that involvement of the parents in decision making might make them become big headed. Balletine (1983), however, sticks to his point and encourages schools to be Open Systems.

In Ballatine's analysis it is clearly shown that schools run on an open system parental community members and other stakeholders are fully involved in the learning of the pupils. The open system is strongly supported even by other authors as this will help the schools and communities to enhance partnership willingly.

Parents have greater influence on their children's education than schools, therefore must support the teachers' work in terms of gaining new knowledge and of developing positive attitudes towards learning. Pupils spend most of the time at home than at school. Parents should work hand in hand with the teachers. They should partner in teaching and learning process and strengthening the school (Parkinson, 1994)

As the parents and teachers work in partnership even the homework policy will be enhanced as the parents will take keen interest in assisting their children with academic work after school. Parents' involvement in homework will boost their children's morale and enjoy learning. It is not only helping the child with homework, it is also important for the parent to undersign as a confirmation of assistance. During the national assessment survey of learning achievements in Zambia the findings showed that 57.3% in rural areas and 42.7% in urban areas, parents never signed the children's completed homework. The parents gave reasons for their failure, some said that they were not told; others said that they had no time to attend to their pupils' work after a tedious day. However a big proportion of teachers in rural areas never asked parents or guardians to sign their children's homework. For parents not signing their children's completed homework could be attributed to low literacy levels of individuals, poor relationships between the teachers and parents or to the fact that many teachers never bothered to ask parents to sign the work. Further the findings revealed that 35.1% and 64.9% rural and urban parents/guardians, respectively signed the completed homework. This clearly indicates that the parents and teachers have partnered in the teaching and learning of the pupils. (MOE, 2006).

In Partnership policy, the Ministry of Education encourages all schools to involve communities in their educational planning. Educational planning means the process by which educational issues are analysed and policies generated, implemented, evaluated and

reviewed. MoE (1996:135) Shades more light on community involvement in the running of the schools:

A major objective of liberalization and democratization is to enhance the involvement of individuals and civic society in development. Community participation in education is one way of realizing this. A principal thrust of educational policy, therefore, must be to give people the opportunity to provide educational services or to improve on what is being offered. Such community involvement should be the rule and not the exception that it tended to be in the past. The issue of community participation assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and after that with the wider community in which the family lives. This concept, which underpins the attention that the United Nations Declaration on Human Rights gives to the protection of the parents' right to choose the type of education their children will receive, means that parents and the community have a basic right to participate in education. The state's duty is to support and encourage them in the exercise of this right. There are different ways in which communities are participating in education in Zambia today. Cost-sharing is one of them.

Further MoE (2004: 2) says:

All citizens of a country have a right to education. Article 26 of the United Nations Universal Declaration of Human Rights states that education is a human right. This is also stated in United Nations Convention on the Rights of the Child (CRC), Article 28. Education is a right that is also guaranteed by the policy of Education For All (EFA), the Zambian National Gender policy, the United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), the United Nations Platform for Action, the Beijing Declaration, the Millennium Development Goals, and other international conventions. In line with these international and national policy declarations, the Ministry of Education has put in place a number of strategies to increase girls' and boys' access to allow girls back into the school system who previously left school due to pregnancy.

Education is the right and at all costs every child in Zambia must have access to education. Resources must not be a hindrance for accessing education; even those who have dropped

from school should be encouraged to go back. This invitation of going back to school also includes girls who drop from school when they become pregnant. Most of the schools have welcomed this move of encouraging children and adults back to school. This move has really boosted the morale of enhancing partnership in education. In support and to legalize the move the government came up with the re-entry policy (MoE, 2004).

2.3 ROLES OF THE SCHOOLS AND COMMUNITIES IN ENHANCING PARTNERSHIP

The school which has an open system approach which continuously interacts with the community. School and the community (home) share the responsibility. The interaction maintains the smooth flow of communication between the school and community for pupils' learning. The relationship is based on mutual respect and acknowledgement. Using the open system model, the schools and communities can respond to the partnership policy effectively by incorporating PTA/Board members, teachers, unions, and community. Moreover open systems continuously interact with its environment.

The attitude of schools and communities being isolated is phasing out slowly. Schools are trying to encourage parents to get involved in school issues and get better understanding of what goes on in the classroom. Schools are getting more involved with the community and they have become centres for education and training of members of the community. Schools are also now seen as instruments for development for the communities both locally and nationally. Community members are incorporated in curriculum delivery by allowing them to teach the pupils on what goes on in the community. Schools have wholeheartedly opened doors to the communities and offered their institutions as local centres for cultural and educational activities of the community. The schools are doing very fine in offering *harambee* and *ujama* education (Farrant, 1980).

The two studies conducted in Indiana and Asia confirm that, communities have taken an active role to support the running of schools. However, much needs to be done in order to continue offering high quality education to maintain standards. Indiana State seems to have put in a lot in maintaining the standards. The guidelines set to maintain standards and orientation given to schools and communities are assisting in enhancing partnership permanently.

Even in an African set up parental involvement to education is very much encouraged. Members of the community and the school must make partnership in education a reality. Houghton and Tregear (1969:25) note on the progress of the developing countries in Africa in response of schools and communities to partnership policy. They argue that:

In all these “out-of school,”: formal” or “extra-curricular” activities, the concern of the good teacher will be not so much to attempt to do everything himself / herself in starting some new activity or project as to seek out the available sources of leadership. He / she should take a back seat whenever possible. His / her reward will come when he/ she can see his village or district humming with activity which he/ she has helped to stimulate in his / her school.

Ezewu, (1983:48-49) argues that, “every member of the community, whether man or woman must play a role in the overall life of the community”. To clear the road reaching to the next village or repair the bridge through which people use to come to the community are all important tasks of the community to which all its members must contribute . Every member depends or feels that he/she should depend on the other members. Thus it is a common saying among the Urhobo speaking people of Nigeria of West Africa, “a single finger cannot remove a louse from the head”. It is clear that the community becomes an important factor in every individual’s life. No member of the society is without primary community of his own.

In his argument, Ezewu (1983) points out the importance of the schools and communities to work together and further says that working together makes other people’s life better especially the young generation, the learners. The researcher agrees with him, where people are working in unit, responding to a policy will not be the problem. Parents will actively participate in both community and school activities.

Fullan (2001) also puts it on record that establishments of more collaborative links with the community bring concrete benefits to schools and their staff. There are instances where local communities have built teachers’ houses, supplied classroom desks for the children, provided variety ideas to improve schools and even supplied their own labor to schools.

Policies of establishing Education Boards, the School Health and Nutrition– affirming and healthy promoting institution, the inclusion in curriculum of topics relevant to local economy and the more extensive use of local languages for teaching initial literacy have been put in place to help and support partnership between schools, communities and other stakeholders (MoE, 1996).

Through partnership between the MoE and communities, most primary schools have been upgraded into Basic Schools and this has enabled many Zambians to attain at least basic education (MoE, 1996:19). In response to the policy evaluation reports, communities have whole heartedly adopted responsibility for providing much of the classroom space needed for the upgrading of primary schools to basic school status. At the national level, demonstration of self reliance, communities-rich and poor, rural and urban have mobilized themselves to provide labour, materials or funds needed for the construction of classrooms.

There are so many ways in which the communities can get involved in school activities such as building bridges, classrooms, making roads from school to the next area, assessing needs of the schools, sports, art performing, even assisting the schools to implement more effective strategies in enhancing partnerships, which can be in many forms such as; helping the children with homework, volunteering in classroom, serving in school boards and communities and promoting bond issues in the communities. In Zambia communities have based their involvement in school activities by meeting three objectives namely: educational provisions; school improvements; and strengthening school community linkage

MOE (2007:7) elaborates more on community involvement in school activities thus the community promotes learning and it is willing to enter into a genuine partnership with the school to achieve equitable access, improved retention, progression, achievements and quality of education for all school-aged children in the area. The community actively participates in HIV prevention programmes aimed at young people. These have an emphasis on identifying local factors which put young people at risk including gender, and addressing those risk factors. The partnership functions through respect for all, including young people, and encouragement of open dialogue to remove the stigma and silence

around HIV and AIDS. The community appreciates the school as a learning and action resource for the entire community. The main goal of school community partnership is to strengthen linkages between schools and communities through shared roles and responsibilities, shared resources within the community and school, actively being committed with school programmes and implement whatever discussed with the school. MoE (2007:16) encourages schools and communities working together in all walks of lives, in support says;

“HIV and AIDS prevention is not something that can be done at the school alone. Since young people spend most of their time outside the school, it is important that the HIV prevention messages and skills that are received in school are reinforced at home and in the community.”

For partnership to be a reality, parents must take the responsibility of educating their children through cost-sharing. MoE (1996) says that the drastic reduction in public resources for education has resulted in a major part of the direct costs being transferred to parents.

Community participation assists the running of the schools in various ways. It assumes the greater significance that the first responsibility for the education of children was with the parents and thereafter the wider community in which the family lives. It is the parents' responsibility to choose whether their children, especially girls are to attend school or not. Community involvement in all affairs enables closer working collaboration between the school and parents/guardians and helps in highlighting the importance of educating girls. When the community is closer to the school, always cordial and supportive relationship with the school prevails (MoE, 2005). Partnership meetings are very vital and helpful. All burning issues are tabled and solutions sought in the meetings.

Decker and Lemmer (1994) support that organizing regular meetings with parents and informing them about the academic progress of their children could improve their performance, hence the co-operation between the schools may be sound. The Myeko (2000) study in South Africa reveals that the habit the schools have in communicating with parents is important because this improves partnership. He further encouraged the schools and parents not to stop meeting regularly.

MoE (2005) in its highlights on the findings on familypac indicate that research has confirmed that children whose parents/guardians are supportive and interested in their schoolwork are much more likely to be successful academically. To encourage and aid this kind of support and interest, this familypac Programme has been created. It is part of combined effort by Ministry of Education and UNCEF Zambia to build bridges with schools and communities. This will allow teachers, parents /guardians and other community members to get to know one another better and to learn new ways of helping children learn.

This means that teachers must assume a role not just as teachers but as family members of the community, sharing skills and insights with parents/guardians of the pupils they teach.

It is inevitable for the teacher to form the focal point of communication between the parent and the school because they know the pupils best and they are able to comment on the pupils' capabilities, attitudes towards work, behavior and interest in learning. Even when the problems arise with pupils under someone's care, it would be wrong to directly initiate communications with the parents of any pupil as this can cause a difficult situation that may have undesirable consequences. The teacher who is responsible for any aspect in question must be consulted, if not available the headteacher can be seen (Parkinson, 1998).

Cited in Kanjambo (2008:12), a study which was carried out by Martin and Tett (1999) that focused on developing collaboration partnership between the school and the community in Scotland revealed that most of the partnership in Scottish schools focused on the provision and use of school facilities.

Berger (1983) stated ways of involving parents /the community in school activities as follows; using the mass media in sensitizing the community the importance of partnership, engaging communities to use school facilities and school organizing a senior citizen's party.

The establishment of Parents' Teachers Association (PTA) enables the school to know the activities taking place in the community and how they can help. For example in the time of bereavement or moaning, the school can assist the community financially, even in

providing transport. For weddings, kitchen parties and other entertainments, the school can offer the venue at a minimal fee to the members of the community. In terms of offering literacy and night school it will provide infrastructure and teachers. The school is regarded as part of the larger community transmitting the values of the larger community to the members. The community and the school should mutually bond together, pursuing the similar goal in the interest of large society or nation (Ezewu, 1983). The studies carried out by the above mentioned authors confirm that any assistance and the use of school facilities by the community develops rapport and strengthen the relationship.

2.4 ORGANISATION/STAKEHOLDERS ASSISTING IN EDUCATIONAL PROVISION

In support with community involvement in school activities, <http://www.ncrl.org/>, (22-03-10) states that partnership approach gives families and community members greater opportunities to determine options for school involvement, to participate in the wide range of activities and to participate in school's decision making processes have a mutual trust and respect. They are responsible for the following tasks; conducting needs assessment, developing goal statements, identifying strategies to meet the goals, developing implementation plans and using evaluation tools, successful family-community involvement between school learning and life beyond Community social capital that focuses on increasing school community relationships. These strategies include involving local business and government agencies basing on the curriculum on community issues and expanding community organizations such as sports.

MoE (2008) elaborates further that the process involves a number of events in which various stakeholders participate. The Planning Monitoring and Guidelines for the Education Sector emphasize the need for ownership of the educational plans through the participatory planning by relevant stakeholders from parents and communities to civil society, key Government Ministries and international development agencies. In order to fulfill the objectives for which Education Boards were established, one of which was the desire to involve communities in the planning and decision-making process, the Governance Bodies of Education Boards will be involved in planning and decision making. The communities will participate in the planning processes and decision making through their representatives on the Education Boards.

Cited in Kanjambo (2008:17) University of Missouri Extension (1990) documented a number of strategies for enhancing community social capital that focuses on increasing school Community relationships. These strategies include involving local business and government agencies basing on the curriculum on community issues and expanding community organizations such as sports.

Fullan (1991) in his own view says that the knowledge and involvement in financial management forms a coherent and interrelated cycle of activities. This stage of acquiring of financial resources is followed by the stage of making decisions about how to allocate recourses. The larger community is made up of different components such as businessmen, religious and traditional leaders and so on, all of whom may play important roles in supporting schools. It is just important therefore they bear a part in the decision making process.

In Zambia during the colonial period and after independence up to date, educational policies were made and they are still being made to enhance quality education. In the memorandum on education policy of 1925, the colonial government acknowledged the partnership with other educational agencies. The memorandum referred to the fallen recognition of participation of native population in the education system and the Advisory Committee to form the basis of sound educational policy in the British African Dependencies. Government welcomed and encouraged all voluntary education effort. Co-operation between government and other educational agencies was highly promoted to enable learners acquire quality education (Snelson, 1974:142).

Thus, MoE (1992:115) comments on other stakeholders' support in the provision of education in Zambia that even if economic constraints were an issue, experience world – wide has shown that there is much to commend the involvement of Non- Governmental agencies in the financing and management of education. Moreover, users and locally based agencies that work closely with communities are in many ways placed to manage educational services. Users tend to respond promptly and positively to school problems if they perceive themselves closely involved with the running of schools.

MoE (1996:135) further agrees that other stakeholders come to the aid whenever schools encountered problems; The drastic reduction in public resources for education has resulted in a major part of the direct costs being transferred to parents. Parent-Teachers Associations are active in raising money for various services in schools. Business companies, churches, and NGOs provide support to schools and other institutions in such forms as direct ownership of schools, adoption of existing schools, and support for disadvantaged children. This financial involvement of parents, the community, and the wider non-governmental sector is central to the improvement and expansion of education, within the framework of liberalization and constrained government resources for the sector

MoE (2008), elaborates further that the process involves a number of events in which various stakeholders participate. The Planning Monitoring and Guidelines for Education Sector emphasizes the need for ownership of the educational plans through the participatory planning by relevant stakeholders from parents and communities to civil society, key Government Ministries and international development agencies. In order to fulfill the objectives for which Education Boards were established, one of which was the desire to involve communities in the planning and decision-making process, the Governance Bodies of Education Boards will be involved in planning and decision making. The communities will participate in the planning processes and decision making through their representatives on the Education Boards. This study agrees with the authors that for effective running of the schools, we need other government ministries, NGOs, business companies, churches and any other organizations to assist willingly.

2.5 CHALLENGES FACED BY COMMUNITIES IN ENHANCING PARTNERSHIP

World -Wide most countries, the education system was controlled by the state. After encountering a lot of problems, many came to realize that parent- community involvement increases student's achievement. When we talk of involving the community both sides must be analyzed critically. The author's argument is that involving the community members in decision making will only cause confusion in some places. Some overzealous community members might start overlooking the head teachers and some lack confidentiality to keep the secrets of the schools. Internal issues of the school must just be known by the administration, teachers and Ministry of Education officials. Not being

involved in decision making cannot be the reason why the communities cannot actively participate in other activities. Wide – world all stakeholders of education are of the idea of enhancing partnership in education, but there are a number of challenges which hinder the schools and communities to respond to it whole heartedly.

MoE (1996:136) points out that the Ministry recognizes that there are a number of constraints that currently hinder the effective involvement of communities in education. These include factors like poverty, restrictive education legislation, lack of communication between education authorities and communities and unhelpful attitudes of teachers and education authorities to community efforts. Since the aim of the Ministry is to encourage and facilitate the full participation of communities in educational provision, it will take action to mitigate the negative effects of these constraints.

Farkas et al. (2001) also points out that the problem in communicating with the community lies in the fact that many school administrators see their role as one of informing and soliciting support instead of one of listening and responding to community. Parents are not prepared to co-operate in such circumstances.

A study carried out by Myeko (2000) on parental involvement in education in Herschel District, South Africa, reveals four factors that hinder parents from participating in education. These factors are lack of time, financial constraints, family illiteracy, and transport problems. Contrary to Myeko's findings, Heystec and Louw (1999) argue that the major reason why parents do not participate in school activities is the negative attitude towards schools.

Justification for community partnership is that there are several good reasons for establishing conducive environment in provision and management of education. Public funds are too inadequate to cater for the whole education sector. In recent years, resource allocations to education have been drastically reduced. This challenge on financing education has really retarded the progress of partnership between the schools and the communities (MoE, 1992).

Although partnership policy in Africa has been accepted, embracing it has been a struggle. Most Africans do not take education to be a right but a favour, especially those parents who have never been to school or dropped out of school at a tender age.

Teachers may view working with parents and community members as additional burden to their already long list of responsibilities. Somehow parents are not just trusted to do a good job, especially on the academic component. The school culture may marginalize the role of the parents and families and create an environment that discourages participation, such as inconvenient hours, inaccessible personal, educational jargon (words used by people who do the same kind of work) and unwelcoming visiting procedures. All these can be barriers to parents and families in responding to partnership in education. School buildings shared by a number of organizations in the community also raised several issues which disintegrate the relationship.

Some parents prefer the domains of school and home to be discrete. They believe that they are perfectly capable of carrying out their parental responsibilities without the interference of the school participation. Others have just got negative attitudes towards the school administration. (<http://www.ncrel.org/>, 22/03/2010).

Farrant (1980:250) supports the argument and says traditionally, schools have tended to keep parents out, using the argument that a profession skill such as teaching must be carried out without interruption or interference. Some educators think that if schools gave parents a greater say about their children's education, they may think they are the experts to choose what their children must learn. Others just avoid the community interfering with their financial activities. Academic skills on the part of the parents are also a barrier to responding to the partnership favorably. Eastman (1988) comments:

“any family involvement becomes more difficult when the parent's personal experience with school has been negative.”
<http://www.ncrel.org/>, 22/03/2010).

No matter how active some parents may be in the school, they are not acknowledged and there are some school debate whether to welcome parent participation in decision making or not.

Another hindering factor to negative response to partnership policy was resistance to change by the members of the community. Usually much of traditional community life opposed to change, for example localizing the curriculum, most of the parents have not welcomed this idea. They have taken school to be a place for book learning only, idea of children learning their own farming, market or studying their own water supply is nonsense and time wasting (Farrant, 1980).

2.6 MEASURES TAKEN TO MITIGATE PARTNERSHIP

In their argument, Funkhouser and Gonzalez (1997) do not agree with Eastman (1988) on the idea of not involving community members in decision making. They base their argument on schools to acknowledge the services of some parents by simply involving them in decision making. The schools can encourage families and community members to participate in decision making activities. They note that families and community members can share ideas and help make decisions on school policies related to the budget, teacher and principle hiring, school wide plans and parent involvement in activities.

Vandergrift and Green (1993:23) suggest that “the most effective ways of involving parents in school activities include establishing a personal rapport between someone from Thermo School and the community.” Even in Africa, community involvement in school activities involves members of the communities living together to share obligations and basic needs of common in life. That is, even the school within the community needs to be supported in all areas. The school going children really need support from parents and the community as a whole for them to be successful in their learning.

In line with those not agreeing to the idea of involving parents in decision making, Vandergrift and Green (1993) suggests that personal rapport establishes matters in building up the strong relationships between the schools and the communities. Strong relationships will cause good response to government policy and parents will participate in school activities. However, scholars like Mehran and White (1988) argue that the effectiveness of the school-community relationship does not depend only making decisions about the children’s educational needs but also on nature of interactions among the parents/guardians and the teachers/school

Data (1984:88) in his argument over the challenge of parents getting fully involved in their children's education observed that "the family in the modern world prepares the child for the general adult role and for specific kinship roles, while instruction in performance of occupational roles is normally provided by the school. Although the family, contemporary African society is weaker than counterpart in the traditional society, it still operates vigorously at the earliest stage of a child's socialization. But later the school gains at the expense of the family. This is due to several factors. A child spends the major part of his most active hours of the day in school. In African societies many parents, because of inadequate education, are not in a position to guide their children in academic and vocational matters. The teacher has thus to take the role of counselor, heightening there by the importance of the school. Communities are the custodians of the school therefore must take care and maintain them, but this responsibility has not been fully embraced because of some problems".

Funkhouser and Gonzales (1997) states that another activity is involving school staff in action research. In this approach, teams of teachers meet monthly in small groups to study school family-community relationships, discuss efforts to involve families and the community and devise strategies to improve their own practice. The school has taken over some functions of the family and the community. There is a close relationship between the school and the community. Therefore, many are the times, will find itself performing the activity of the community in order to assist its members who happen to be living in the community.

The nature of relationship between the schools and communities varies from one area to another depending on the composition of characteristics of the community. Parelius and Parelius have compared and contrasted school-community relationships in small towns, black ghettos, white ethnic enclaves and affluent suburbs. They indicated that schools policy and programmes were influenced by social composition, cohesion and independence of the community. Their conclusion was that there was a simple and direct communication between what the community wanted, school programme and the policy. Such close relationship existed in affluent areas. Therefore, "Community of high rank cohesion and independence may secure schools that clearly reflect its distinctive values and aspirations" (Parelius and Parelius, 1978: 360).

<http://www.ncrel.org/sdrs/areas/> (22/03/2010) argues that administrators also can encourage other approaches to help the school expand its ability to work with families. One activity is for parents or community volunteer to help teachers and other school staff develop an awareness of the school families and the community in which the school is located. Parents in some schools, for example, take teachers on community walks that introduce teachers to the local neighborhood and help them understand the lives of their students outside the school.

To have partnership enhanced at all costs most school heads have left their institution open to parents so that they can come and observe their children's learning, use the school facilities for study or recreation. More and more parents are being urged to visit schools and talk to the teachers about their children's performance. This enables the parents to get a clear picture of how their children are performing and it helps the teacher to explain clearly where the parents do not understand. Such visits are much more useful than report cards sent home in summary form. Parent Teacher associations are another means of bringing parents closer to the schools. In these parents are invited to support the school in practical ways such as raising funds for running the schools, giving advice and monitoring learning and teaching (Farrant, 1980).

In order to improve the performance of the school children, the government in conjunction with the Ministry of Education has come up with the initiative of Familypac enhancement in schools. Familypac objectives are to inform, involve and share responsibility for child's education, girl or boy. In this regard the teachers, parents and others who care will work hand in hand. The familypac concept should be viewed as an integral part accelerating progress in girls' education. It is hoped that you will find it a stimulating, interesting and enjoyable initiative (MoE, 2005)

Sadker and Sadker (1988:331) gives examples of 20 states in United States that took some measures to enhance partnership between the schools and communities by enacting parent legislation. They further gave an example of California States that launched a major campaign to incorporate parents into the learning process. The slogan "parents are teachers too" was printed in 12million shopping bags in 500 stores and numerous television

stations also carried the message (Sadker and Sadker, 1988:331). Thus parents were encouraged to get involved in the learning process of their children.

Sometimes the school arranges with teachers especially in the village to go out and sensitize the community on the cross-cutting issues which may affect both school and the family. For example, hygiene and nutrition; diseases awareness-cholera, malaria; social health including family life/attitudes; and other issues – child labour, child abuse, drugs and defilement. Through PTA the school gives even health talks, through drama or role play. In time of bereavement in the community, the schools help financially, physically and spiritually through the PTA executives (MoE, 2000).

Enhanced partnership policy will enable the schools and communities to uphold equal opportunities of learning for boys and girls. Some schools have divided classes according to sex so that conducive learning for the female is promoted. Research has it that girls tend to perform better in single sex classes. Through meetings and Focus Group Discussions, teachers' attitudes towards female pupils is positive as the school and the community have drawn guidelines to follow help the girl child learn in a conducive manner. Parents and the community have been also oriented on how to create a stimulating learning environment for girls. Issues affecting parents which cause girls to enter into early marriages or drop out from school are being addressed in PTA meetings. The home attitude to girls' access to education and extent to which they are encouraged to continue learning is negative in some areas. Any problem affecting the girls' learning is attracting a dialogue between the parents and the school. In some cases where the teacher has specific problems with a girl who consistently performs poorly, the teacher or headteacher will contact the parents and find out if there are aspects of home environment which are hindering the development of that particular child (MoE, 2000).

Despite difficulties in embracing the government partnership policy a number of workshops have been conducted through Community Health and Nutrition, Gender and Education Support 2 (CHANGES 2) programme, to train administrators, teachers and community members on how to respond to the partnership policy in education. In Zambia, School Community partnership is a mutually beneficial collaboration between schools and communities where vision, skilled leadership and risks are shared. This central theme of

school-community partnership is to identify local risk factor which put young people at risk. The communities have responded to this theme by developing local strategies to encourage and enable children to avoid Human Immune-Deficiency Virus (HIV) Infectious. Through partnership with the Copperbelt Heath Education Project (CHEP), Family Health Trust (FHT) and Forum for African Women Educationalist in Zambia (FAWEZA), CHANGES provided support through scholarship to children orphaned by AIDS in grade 10-12 to keep them enrolled in school. Scholarship recipients are also trained to serve as peer educators in the effort to mitigate the impacts of HIV/AIDS (MoE, 2007).

Although a credit has been given to parents for supporting the government in upgrading basic schools, there is a great need for schools and communities to partner with government in education. We still have along to completely embrace the partnership policy. That is why the USAID (United States Agency for International Development) came to conduct CHANGES 2 programs to equip schools and communities with partnership skills. The Ministry of Education is really looking forward to the success of partnership between the school, community and other stakeholders.

CHAPTER THREE

METHODOLOGY

3.1 INTRODUCTION

This chapter presents the research methods which were employed in this study. It constitutes the following: research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

3.2 RESEARCH DESIGN

Research designed is a plan of the proposed research work. It represents a concession dictated by mainly practical considerations. It is not a highly specific plan to be followed without deviation, but rather a series of guide posts to keep one headed in the right direction (Ghosh, 2003).

This study employed a case study design. According to Ghosh (2003) a case study is a method of collecting information about an individual, a family, an institution, a group of persons that can know precisely the factors and causes of a practical phenomenon. This study employed a case study design among other designs so as to allow in-depth study of the case in its natural setting as this study was based on Chingola District in the Copperbelt Province. The study used both qualitative and quantitative research methods.

3.3 TARGET POPULATION

The target population for the study was all basic and high schools run by the government in Chingola District.

3.4 SAMPLE SIZE

The sample size consisted of 103 respondents distributed as follows: 10 head teachers; 40 teachers; 30 parents or guardians; 10 PTA members; 3 board executive members; and 10 community members. The study was conducted in 10 government schools, 7 Basic schools and 3 high schools of Chingola District.

3.5 SAMPLING PROCEDURE

Linear systematic sampling was used to select basic schools while simple random sampling procedure was employed in selecting the high schools. Further, purposive sampling was utilized to select teachers, parents, community members and the PTA board members.

3.6 RESEARCH INSTRUMENTS

In collecting data for this research, the following instruments were used: Structured interview guides, Focus Group Discussion (FGD) guides and observations. The above mentioned research instruments enabled the researcher to collect the data systematically.

3.7 DATA COLLECTION

The data were collected between October and December 2010. Structured interview guides were used to come up with desired data from head teachers/deputy head teachers, teachers, community members, PTA executive members and Board members. The Focus Group Discussions were used to gather the necessary data from the parents and teachers.

3.8 DATA ANALYSIS

The quantitative data from the questionnaires were analysed manually while qualitative data which was obtained through interviews and Focus Group Discussions was analysed by coding and grouping the emerging themes. Computer generated tables of frequencies and percentages were used in describing distributions of the variables which were presented in the form of tables, bar charts and pie charts.

3.9 ETHICAL CONSIDERATIONS

Ethical issues were highly considered in this study. First permission was sought from the District Education Board Secretary (DEBS) Chingola offices for using the schools. At school level, consent was obtained from the headteachers of the schools under study. In addition, consent was also obtained from the people who participated in the study. The aim of the study was clearly explained to the participants.

CHAPTER FOUR

PRESENTATIOON OF FINDINGS

4.1 INTRODUCTION

This chapter presents the findings of the study aimed at assessing the nature and extent of partnership between schools, communities and other stakeholders with interest in education in Chingola district, Zambia. The findings are presented according to the objectives of the study as follows: policies supporting the partnership in education provision; roles of schools and communities in enhancing partnership; other stakeholders assisting in educational provision; challenges faced by communities and schools in implementing the partnership policy; and measures taken to mitigate the challenges faced by communities and schools in implementing the partnership policy.

4.2 POLICIES SUPPORTING PARTNERSHIP IN EDUCATIONAL PROVISION

4.2.1 Whether headteachers and teachers understood the policy on partnership

Head teachers, teachers, PTA executive members and Education Board members were asked to indicate whether they understood what government policy on partnership was all about. All the 10 head teachers, 40 teachers, 10 PTA executive members and 3 Board members indicated that they understood the government policy on partnership in education.

4.2.2 Whether parents and community members had ever heard of the policy on partnership in education

Parents and community members were asked to indicate whether they had ever heard of the Ministry of Education policy on partnership in education. All the 30 parents and 10 community members expressed ignorance of knowledge of the existence of the government policy on partnership in education.

4.2.3 Whether the respondents were in favour of the policy

Head teachers, teachers, parents, community members, and PTA executive members were asked to indicate whether they were in favour or happy with the partnership policy. The findings of this study revealed that all the above respondents indicated that they were in favour or happy with the policy.

4.2.4 Whether the community had embraced the policy on partnership in education

Teachers in a Focus Group Discussion were asked to state whether the community had embraced the policy on partnership in education. All the 40 teachers in the study indicated that the community had actually embraced the policy on partnership in education.

When asked to give reasons for their responses, they responded that the community had developed a sense of ownership and were taking care of the school infrastructure and preventing vandalism of school property.

4.2.5 Formulation of local policy by the schools to support partnership

Headteachers were asked to indicate whether their respective schools had formulated a local policy to support the government policy on partnership in education between the schools and the community. Out of the 10 school headteachers interviewed, 6 of them had a local policy in place while 4 of them had not yet formulated any local policy.

4.3 ROLES THE SCHOOLS AND COMMUNITIES PLAY IN ENHANCING PARTNERSHIP

4.3.1 Roles of the school

Head teachers, PTA Executive Members, Board members and teachers were asked to indicate what roles they played in enhancing partnership between the school and the community. Their responses are shown below under each heading.

4.3.1.1 Decision making

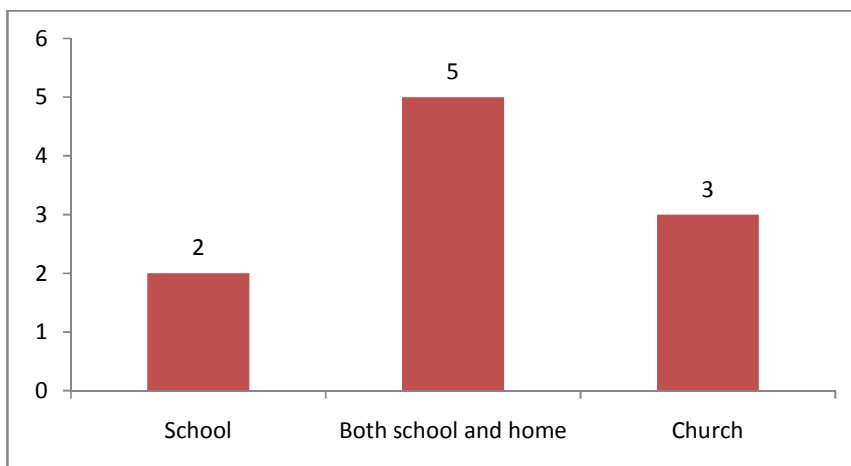
Out of the 10 head teachers interviewed in the study, 3 did not welcome the participation of parents in decision making while 7 welcomed the idea.

When asked to give reasons for their responses, the head teachers who were not in favour of involving the parents in decision making, indicated that they had fear that if parents were allowed to participate in decision making, they would develop the concept that they were experts to choose what their children must learn. They also felt that some parents might become over zealous and start overlooking them. Lack of confidentiality on the part of the parents was another reason the head teachers gave for not welcoming the idea of including parents in school decision making

4.3.1.2 Maintenance of discipline

As regards maintenance of discipline among pupils, the head teachers were asked to indicate who they felt was responsible for maintaining discipline among the pupils. Out of the 10 headteachers interviewed, 2 said it was the sole responsibility of the schools only, while 5 of them said maintenance of discipline among the pupils must be the responsibility of both the school and parents at home. However, 3 of them were of the view that the Church had the responsibility of maintaining discipline among the pupils. Figure 2 below shows the responses.

Figure 2: Maintenance of discipline among pupils

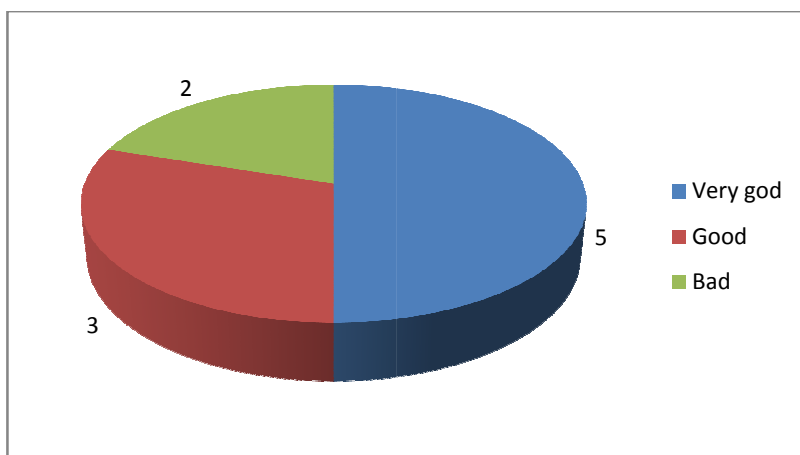


4.3.1.3 Information dissemination

Headteachers were asked to indicate whether they furnished parents with all the information they needed with regard to running of the school. Of the 10 headteachers, 5 of them said they furnished parents with all the information while 3 of them said they only gave the parents information that was of concern to them and 2 of them said they always experienced communication breakdown between the school and parents.

Headteachers were asked to indicate the levels of information flow between the school and the parents as a way of enhancing partnership in education. Half of them, (5) said it was “very good”, while 3 said it was “good” and 2 indicated that it was “bad”. Figure 3 below illustrates the levels of information dissemination.

Figure 3: Levels of information dissemination between the school and parents



4.3.1.4 Infrastructure development

Headteachers were asked to indicate whether the schools played any role in the development of school infrastructure in order to improve or increase the existing structures. All the 10 headteachers interviewed said that their respective schools were doing construction and rehabilitation works as a way of improving and increasing the existing ones.

4.3.1.5 Participation in community meetings

Because the head teachers and teachers were part of the larger community, they were asked to indicate whether they played any role in community development meetings. In a Focus Group Discussion with the teachers it was revealed that they attended and made contributions to these meetings. This was also confirmed in a Focus Group Discussion with the parents. To this effect one parent said:

“When the community held meetings to discuss the construction of the Police Post and Health Centre in our area, teachers were in attendance and contributed wisely up to the end of the meeting”.

4.3.1.6 Provision of professional advice

As regards the provision of professional advice, the teachers indicated that they provided professional advice in the area of academic and moral education. Parents, in Focus Group Discussions in most of the schools under study, also confirmed that teachers and administrators occasionally counselled members of the community.

4.3.1.7 Participation in the provision of education to the community

All the 40 teachers in the study said that they participated in the provision of education to the community especially in community sensitization on HIV and AIDS and Human Rights. This was also confirmed by parents in Focus Group Discussions.

4.3.1.7 Participation in funerals

Since head teachers and teachers were part of the larger community, they were asked to indicate whether they participated in funerals. All the schools under study indicated that they participated by attending and contributing spiritual and material needs.

4.3.1.8 Provision of school facilities to the community

This varied from school to school but the most common ones were provision of mini buses at a small fee, classrooms for literacy learning and night school, school halls for functions, school play fields, classrooms for Church worship, school halls for Church worshipping, and water supply as a way of partnering with the community. Table 1 shows the facilities by school and frequency of usage.

Table 1: Provision of the school facilities to the community

Serial number for school facilities	School facility offered	Basic schools	High schools	Frequency of facility usage	Comment
1	Mini bus	1	1	When need arises	Only two schools had mini buses
2	Classroom for literacy learning and night school	7	3	The whole year	All schools offered the facility
3	School hall for functions	1	1	When needed	Only two schools had the facility
4	School play fields	4	2	Sports season	4 communities did not have the team for sports
5	Classrooms for Church worship	7	3	3 days per week	All schools offered the facility
6	School hall for Church worshipping	1	1	Once per week	Only two schools have the facility
7	School pipe, water/bore	7	1	Daily	Communities had adequate water supply

4.3.2 The roles of the community

4.3.2.1 Participation in decision making

Parents were asked to indicate whether the community participated in decision making in the running of the schools. In a Focus Group Discussion one of the respondents said:

“We are involved in decision making during PTA general meetings and extra ordinary PTA meetings. In other meetings like PTA Executive and planning, we are just represented”.

4.3.2.2 Participation in financial matters

In a Focus Group Discussion a parent said:

“Quite alright, we are involved in planning and decision making but we have no control over funds. It is really difficult to strengthen the partnership policy because headteachers have powers over funds. Sometimes they even cancel PTA projects”.

4.2.2.3 Provision of material and financial resources

Respondents indicated that in urban schools, communities contributed material and money to help finish projects. In one school some pupils had courage to argue with teachers when they were asked to go back home and collect fees from their parents. They said:

“We will not go back. Our parents are poor and they do not have money. Mulefwaya ba kebe?” (do you want them to go and steal?)

In a Focus Group Discussion with communities in peri-urban one of the respondents said:

“We cannot afford to contribute money to the school. For survival, we depend on products from our fields which is very little. How then can we pay the so called fees? he asked”.

4.2.2.4 Maintenance of discipline

On maintenance of discipline, the parents revealed that it was their responsibility to discipline their children. In a Focus Group Discussion, one parent even referred to the Bible to support the agreement.

“Proverbs 22:6 says: “Train the child in the way he should go and when he is old, he will not turn from it.”

At one school the headteacher said that the disciplining of the pupil started from home but that to his disappointment, most of the pupils at his school were undisciplined. He further said:

“We are just moulding them here, some comply with the expected discipline of the school, but others fail and continue misbehaving”.

Another Head teacher made a comment saying:

“In the past, most of the pupils complied with whatever rule they were given by the school because the parents highly respected the teachers and encouraged their children to be obedient to them. The parents had all the trust that the teachers were the rightful people to mould their children to perfection. Nowadays, with the Human Rights movement in motion, some parents do not allow their children to be disciplined by the school”.

In one Focus Group Discussion the parent disputed the Human Right Policy and said:

“Twatendwa na ma Human Rights. Ba kafundisha naifwe tuletina ukukakwa, eicho abana pali ino nshita tabale umfwila ba kafundisha. Naifwe fwe bafyashi tuletina uku kakwa. (We are fed up with Human Rights, our children now cannot be disciplined by teachers. Even us parents we are failing for fear of being locked up in cells).

4.2.2.5 Provision of professional advice and public talks

All the respondents in the study acknowledged the participation of communities in school activities through giving advice and public talks. In 5 basic schools, “bana Chimbusa” (female traditional counselors) from the community were invited by the PTA to come and talk to the girls on sex, cleanliness, the benefit of finishing school and discouraging family planning pills. Even boys were not left out they were also included in the teaching separately. “Bashi chimbusa” (male traditional counselors) encouraged the boys to abstain from sex and discouraged the use of condoms. Health personnel, the police and

neighborhood watch also participated in giving public talks. Health personnel visited all schools to give health talks on various cross-cutting issues like HIV and AIDS, prevention of air borne diseases and general hygiene.

4.2.2.6 Participation in learning and teaching

Parents were asked to explain how they participated in the learning and teaching process of their children. During one of the Focus Group Discussions, one parent revealed that:

“We usually ask about the welfare of the children in class and to some extent we also observe the family PAC¹ lessons”.

One of the parents further said:

“Yes, we do so through our PTA. We even monitor final examinations to combat malpractices”.

4.2.2.7 Assisting pupils with homework

Parents were asked to indicate whether they assisted their children with their homework. In all the schools under study, parents acknowledged having been involved in helping their children with their homework. Although this was said to be the case, it was found that at one basic and three high schools the homework policy was not followed at all or not supported. One headteacher said:

“At this school, homework policy is very much promoted by teachers. Parents on the other hand are not interested in the idea of their children continuing with school work at home. They prefer that their children do other house chores instead. The moment we talk about homework here at the school, it only breeds enmity between parents and teachers”.

4.2.2.8 Participation in preventive maintenance

Parents were asked to state whether they were involved in preventive maintenance as a way of participating in the running of the school. One parent during the Focus Group Discussion Said:

¹ Familypac – Parents/guardians fully involved in the learning of their child in classroom situation.

“Yes, we participate through paying user fees and at times we contribute materials for the production unit”

One of the teachers in a Focus Group Discussion commended the parents for their involvement in preventive maintenance. He said:

“Parents have made individual contributions toward production unit. They have contributed chemical fertilizer, chicken manure, seeds and working tools, to mention a few”.

4.2.2.9 Participation in extra curricular activities

Parents were asked to state whether the community participated in extra curricular activities. All (30) of them said “yes” implying that they took part in extra curricular activities. They said they participated in sport, drama, culture, scout, cadet, dissemination of information on HIV and AIDS through plays and debate.

4.4 OTHER STAKEHOLDERS ASSISTING IN EDUCATIONL PROVISION

Head teachers, teachers and parents were asked to indicate whether there were other stakeholders or organizations assisting the schools in the provision of education. Table 2 below shows some of the stakeholders and the type of assistance they rendered to the schools. As can be seen from the table the major stakeholder were FAWEZA (assisting 10 schools) followed by Konkola Copper Mines (KCM) (assisting 5 schools). Others were CHEP (Children help education programme); Chingola Municipal Council; MMD (Movement for Multi Party Democracy); and individual politicians who were assisting 3 schools each. The other stakeholders are shown in the table below.

Table 2: Organizations and other stakeholders assisting in the running of schools

ORGANISATIONS/ STAKEHOLDERS/ INDIVIDUAL GROUPS	TYPE OF ASSISTANCE RENDERED	NUMBER OF SCHOOLS	HOW EFFECTIVE IS THE ASSISTANCE
Rotary	Sunk bore holes and provided the pumps; carrying out routine maintenance of the boreholes and pumps; donated desks	2	Very Effective
Amano Christian private school	Support sports activities; land scaped the netball and football pitches; donated learning and teaching materials	2	Very Effective
World Vision	Donated teaching and learning material	1	Effective
Churches	Support orphans and vulnerable; disseminating school information to the community; preaching the word of God and counseling pupils; cleaning the school surrounding; participating in disciplinary cases; contributed building materials; praying for schools	1	Very Effective

Musenga saw mill	Donated off cuts for constructing temporal structures and saw dust for the garden; sold timber to the school at half price.	1	Fair
ZALAWI	Donated empty drums for storing water; sunk boreholes and continued maintaining them; provided the water tank	2	Effective
Konkola copper mines (KCM)	Awarding the best three top performances in grade 7 and 9; electrified new Mushishima basic school and paid for water supply every month; donated computers to High schools and continued maintaining the computer laboratory.	5	Very Effective
Mokoro lodge	Contributed money; sponsored teachers day	2	Effective
Busy bee	Financial support	1	Fair
Bay port	Sponsored teachers day and community work	2	Effective
Pie city	Supplied food for teachers day	1	Fair
Faweza	Sponsored the launched reading cycle; donated empty drums for litter, washing buckets and basins for washing hands after using the toilet; gave out bathing soap to the needy; sponsored orphans and vulnerable children	10	Very Effective
Mutenda dairy farm	Donated a computer; gives the school chicken manure; sells milk to teachers at half price; provides venue for school functions involving large numbers of	1	Very Effective
COPA(chi kola old pupils association)	Donated building materials	1	Fair
Children Centre	Sponsoring orphans	1	Fair
MTN	Contributed a good sum of money for erecting the school	2	Effective
CHEP(Children Help Education Programme)	Sponsors vulnerable children with basic needs	3	Effective
Residential Development Committee (RDC)	Maintained paths from the main road to the school; negotiated with the council on behalf of the schools to help with building material	2	Effective
Politicians	Contributed money to the schools	3	Fair
Chingola municipal council	Graded peri-urban roads; donated manual water pump to schools; and building materials	3	Fair
TEEN MISSION(A mission for teenagers)	Teaching and counseling the girls; Built dormitories for weekly boarders in peri urban; donated banker beds and mattresses; provided food to the under privileged communities	2	Effective
Global Mission	Donated computers and provided the teachers with skills to help pupils; continued maintaining the lab and computers	1	Very Effective
RTSA(Road traffic and safety agency)	Offered training to the support teams of the school the pupils in crossing the roads; donated books for road safety.	2	Effective
Matty Investment	Adopted some orphans and vulnerable	3	Effective

4.5 CHALLENGES FACED BY COMMUNITIES AND SCHOOLS IN EMBRACING THE PARTNERSHIP POLICY

Head teachers, teachers, and parents were asked to indicate the challenges they were facing in embracing the partnership policy. The respondents indicated the following as some of the challenges they faced:

4.5.1 Lack of awareness the partnership policy

Although some community members were involved in school activities many people were not aware of the partnership policy.

4.5.2 Lack of understanding of the government policies

Lack of understanding the government policies contributed to friction between the schools and the communities.

4.5.3 Lack of property ownership

Community members were not aware that any item donated or bought for the school becomes a government property. The communities did not want other schools, teachers or any government official to use the items they bought; especially the min-buses.

4.5.4 Bad relationships between the teachers and the community

As regards the bad relationships, most of the headteachers and teachers attributed this to the inferiority complex among the community members.

4.5.5 Negative attitude by parents towards education

Most parents in suburb areas opted for their girl children to go for early marriages while boys engaged themselves in stone digging as a way of generating income for the household.

5.5.6 Behaviour of pupils

Behaviour of pupils in some schools left much to be desired. Pupils indulged themselves in beer drinking, prostitution and improper dressing. *“Ukusanga balefwala amatoloshi ayakutula yaponene panshi pa musana elyo no tumasiketi utwapapatila kumubili”* (wearing trousers below their waist and tight skirts).

5.5.7 Lack of communication, transparency and accountability

Lack of communication, transparency and accountability by some schools, especially the school administration led to mistrust.

5.5.8 Erratic water

Erratic water supply in schools and communities. During Focus Group Discussion, one teacher said:

“Had it not been for the community this school would have been closed. Many times our pump is disturbed when there is ZESCO power failure resulting in water shortage at the school. Whenever we experience water shortage pupils draw water from the community. Every morning there is loss of contact time and most of the parents complain over this. Other parents have now started to discourage their children from reporting to school early, so as not to be involved in drawing water for the school”.

5.5.9 Lack of teachers' houses

Due to lack of teachers' houses most of the teachers commuted from urban areas and arrived for work late as a result subjects taught in the first and second periods were not adequately taught. One concerned parent said:

“Whenever I visit the school in the morning, teachers are not available; no wonder that by the end of the year no fruits are seen. Most pupils in our schools here in peri-urban cannot read or solve mathematical problems. Generally, there is no quality teaching and learning here”.

5.5.10 Vandalism

Vandalism to school property was reported to be very rampant especially during the weekends.

4.6 SUGGESTED MEASURES TO MITIGATE THE CHALLENGES FACED

Head teachers, teachers and parents were asked to indicate the measures that they had taken to overcome the challenges the communities and schools faced. Listed below were some of the suggested measures.

Community members need to know and understand the government policies before implementing them for them to respond positively.

In order for the partnership to be enhanced in the education provision, government in conjunction with MoE need to market the policy to the nation through the media, just as it does to other programmes like census, registration of voters, health campaigns and many more.

Schools need to conduct programmes together with PTA and Education Boards to the communities.

Schools must completely stop selling uniforms unless otherwise, the school is interested in raising or maintaining standards. If the school opt to carter for uniforms as well, they must be affordable, not selling at making a profit.

Members of the community who do not have children learning at the school around, need to be sensitized that they are the custodians of the institution and they have to support them whole heartedly.

As regards dressing, the parents must check on their children's dressing before they leave for school as proper dressing starts from home. They must also check the bags of their children for any extra indecent clothing they might carry. Dressing and behavior must be handled by "*bana fimbusa*" (female traditional counselors) and "*bashi fimbusa*" (male traditional counselors) just as one of the schools was doing.

In regards to Satanism, the affected schools should engage powerful spiritual standing clergy men or women to preach the word of God to pupils once per week during assembly.

The issue of supporting the orphan and the vulnerable is complex because of the large number of orphans in schools. Schools through PTA, churches, business organizations and individuals ought to assist such children.

Schools need to improve on communication and bring the communities very close to them, so that the gap between the two entities is sealed.

More sensitization programmes to be carried out, explaining to the communities, the goodness of the policy and what is expected of them when it is implemented.

Updating the parents with the needed information consistently will improve communication and build a sound relationship. This can be done through pupils, newsletters and notices.

To improve school infrastructure, the schools, communities and other stakeholders ought to work hand in hand.

Schools should emulate the initiative employed at one school where two holes were drilled through the wall fence to fix the extension pipes to allow water up to outside the fence. This supplied water to the community at the same time it reduced school disturbances from the community when drawing water. One community member commended the school in appreciation:

“Ala nga te sukulu ili nganikatwishi eflyo twachita kuno kwena” (had it not been for the school we would have been doomed).

The government should aim at maintaining the schools in order to raise their standards while the community and other stakeholders should take the responsibility of running them.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 INTRODUCTION

This chapter discusses the findings of the study aimed at assessing the nature and extent of partnership between schools, communities and other stakeholders. The chapter brings out the themes from the findings under each objective.

5.2 POLICIES SUPPORTING PARTNERSHIP IN EDUCATIONAL PROVISION

In order to for one to talk on the policy on partnership in education, it is first imperative to find out if the respondents in the study understand what this policy entails. To this effect the respondents in the study were asked to say whether they understand what this policy is all about. The study has shown that nearly all the headteachers, teachers, PTA executive

members and education board members acknowledged having an understanding of the policy on partnership in education. They were sensitized on the importance of school and community partnership by the Community Health and Nutrition Gender and Education Support – 2 (CHANGES 2) programme. Under this programme, teachers and community members were trained to take up the responsibility of establishing partnership to encourage local communities to effectively participate and support the programme. The trainees were equipped with information to assist in establishing the school community partnership at their respective schools. During training, community mobilization and motivation strategies were also inculcated IN the trainees. This finding is in line with (<http://www.seameo-innotech.org/> (26/03/10) who said that communities have now taken an active role IN enhancing the teaching and learning process, either by providing financial and logistical resources or applying other forms of intervention as opposed to when they used to just wait for government funding.

However, the study has also shown that all the 30 parents and 10 community members expressed ignorance of the existence of the government policy on partnership in education. It was also found that some of the parents and community members did not even know what their role was while others wondered what the government's motive was by introducing this policy. It is no wonder that some of the respondents in the study clearly indicated that they were providing their services to the schools out of self will because they believed that this responsibility was solely for the government. They could not understand the move taken by the government considering that in developed countries education is completely free, whereas in this country where poverty is being felt by the majority, the government seems to be running away from its responsibilities of taking care and educating its citizenry. This finding is in line with MoE (1996) who stated that the drastic reduction in public resources for education has resulted in a major part of the direct cost being transferred to parents.

Despite the fact that most parents and community members portrayed ignorance of knowledge and understanding of the policy on partnership in education, they were all in favour of the policy. In one of the Focus Group Discussions, participants commended the government for restoring the partnership policy. They believed that it was the empowering tool for exercising their rights in school matters as they would, through the partnership, be

even able to make decisions and provide proper guidance in running the schools. This finding is in line with Balletine (1983) who strongly supports the idea that parents must be fully involved in decision making. The school must lay foundation of basing partnership on mutual respect, an appreciation for cultural diversity, a tolerance of differing and divergent viewpoints. However, (<http://www.doe.state.inus/22-03-10>) says that the schools have historically made decisions in isolation or accompanied by outside experts. Usually designing and adhering to total parent inclusion in decision making sometimes marks the genesis of loss of power in the school.

As regards the community embracing the policy on partnership in education, not all the schools have welcomed this idea. However, the study showed that all the teachers and head teachers have continued to embrace the partnership policy. It has been found that incorporating the communities in budget and planning in the running of the schools has made some parents develop a sense of ownership and are taking care of the school and preventing vandalism on school property. The schools that have welcomed the policy have left their institutions open to the communities as places where they would be free to walk to, criticize advise, and help. This finding is in line with Olsen (1978) who suggested that in order to enable the communities respond to the policy of partnership in education, the schools have to run an open system approach or model. It should be known that schools do not exist in isolation. To keep students in school, their social, economic, academic and family needs must be met and therefore they need the support and help from the community.

Although there were greater advantages of embracing the partnership policy, some head teachers felt that the communities must only be involved in school matters which directly concerned them. They were of the view that involving the parents in all issues, especially those to do with decision making, discipline and finances can lead to disrupting the work of the school. The above revelation conforms to Eastman (1988) who also argue that involving parents in decision making might make them become 'big headed'. Notwithstanding the foregoing statement, Balletine (1983) has got his own views as regards involving the community members in school matters. He highly recommends that schools and communities are one and should work in unity. Like Olsen (1978) he also

encourages schools to be Open Systems as this is the only system which continuously interacts with its environment.

The study has also shown that the school - community partnership committees formed so far were inactive. They said these committees were no longer in existence; they died a natural death when the committee members realized that the programme was no longer going to be funded. Little did the participants know from the inauguration of the programme that USAID was only interested in funding the training for the participants to acquire the necessary skills which could be taught to others as well and be put to use by the communities for the betterment of the nation. Thus the schools were left in the cold without any backing from the communities to enhance the partnership. Even what was learnt on how to mobilize and motivate the communities was not put to use. Indeed, for any programme to function well, requires adequate funding. There must be individuals or groups who are ready to spend money. From time in memorial successful schools had been well funded. Even the first school in Zambia, the then Northern Rhodesia, did not run without funds. Mwanakatwe (1974) explained that funds for maintaining this school were provided from the Barotse Native contribution of 30 per cent of the 'Native Tax' which was collected in the Barotse Province and from other natives of the province living in other parts of the territory.

The underlying issue here is that it seems the government did not explain to the people in terms of how the partnership was going to operate, therefore creating gaps in terms of knowledge about the partnership between schools and communities. What the schools knew about the policy was not known by the community.

As regards formulation of local policies on partnership in education by the schools, the findings of the study revealed that out of the ten schools under study, only 4 had devised the local policy on partnership in education. The other 6 schools had not yet formulated any local policy to support partnership between the schools and the community. This finding is an indication that despite the government's efforts to put in place a policy that would allow full participation of the community in the affairs of the school, some schools still lagged behind. The findings of the study seem to indicate that the government did not sensitize the community much on the policy and how it was going to operate. As noted in the findings section of this study, the community anticipated continued support from the

initiators of the programme but amid the funding and logistics were terminated after the training of the trainers. This in turn had a negative effect on the programme in that the trainees were unable to make use of the acquired skills and disseminate the information to the public due to lack of resources.

According to Kelly (1999) an overall objective of national policy in education is to establish new and revitalized partnership, involving all providers of education that is, partnerships between the Ministry of Education and other government ministries; the government and non-governmental organizations, the private sector, local communities, religious groups, and families. Effective partnership involves giving attention to the role the cooperating partners can play, formulating policies to guide the partnership, and establishing strategies that facilitate it. Formulation of local policies to suit each environment is cardinal because the needs of schools and communities differ from place to place. Partnership policy may sound foreign and difficult to follow and schools without any local policies do not easily incorporate the community and other stakeholders in the running of institutions. It remains therefore, for the government to ensure that all schools formulate local policies on partnership.

5.3 ROLES THE SCHOOLS AND COMMUNITIES PLAY IN ENHANCING PARTNERSHIP

5.3.1 Roles of the schools

As regards the roles of the school in enhancing partnership in education, the study showed that information dissemination, infrastructure development, participation in community meetings, provision of leadership skills, provision of professional advice, provision of education to the community, participation in funerals, and provision of school facilities to the community were some of the roles that the schools played. Ezewu (1983) notes that the establishment of Parents' Teachers Association (PTA) enables the school to know the activities taking place in the community and how they can help. For example in the time of bereavement, the school can assist the community financially and even in providing transport. For weddings, kitchen parties and other entertainment, the school can offer the venue at a minimal fee to the members of community. In terms of offering literacy and night school it will provide infrastructure and teachers. From the above mentioned it is

evident therefore that the school has a bigger role to play in enhancing partnership with the community.

As regards maintenance of discipline, the study revealed that the majority, five (5) of the headteachers were of the view that this should be done both at school and home while three (3) were of the view that this aspect could be best handled by the church. However, two (2) of them were totally of the idea that maintenance of discipline should be the discipline of the school and not the community or church. Contrary to the views of the headteachers in this study, Parkinson (1994) is of the view that parents have greater influence on their children's education than schools. Nonetheless he is in support of the idea that parents must support the teachers' work in terms of children gaining new knowledge and developing positive attitudes towards learning. The key issue though, there is convincing evidence that maintenance of discipline of the child must be done by the parents/guardians, church, and the school as shown by available literature.

The findings of the study have shown that one of the roles schools played in enhancing the policy on partnership in education was dissemination of information to the community on the school activities. The findings of the study showed that out of the ten schools in the study, five (5) furnished parents with all information needed while three (3) only told the parents on issues that concerned them and two (2) always experienced communication breakdown. Some respondents commended their schools for smooth communication flow, while others expressed concern of communication breakdown, especially in high schools. It should be noted that information dissemination in any form, through different channels such as notices/call outs, cell/telephone and media and even through the pupils is key to the enhancement and survival of partnership in education. For without proper information there is a likelihood that misunderstandings will ensue due to breakdown in communication. In line with the above finding MoE (2005) commends that when parents/guardians are well informed in all affairs of the schools there is always closer working collaboration between the school and community. The concern of parents who experience communication breakdown is vital, because they need to be updated with all the information for them to enhance partnership. Parkson (1998) in support points out that teachers and parents must form the focal point of communication as this was inevitable.

Infrastructure development was also seen as the other role that the schools played as mentioned by the headteachers of the schools in this study. This ranged from rehabilitation of the already existing structures to building of new structures. All this has been done with the aid of the community through PTA/Education Board. To complement this effort, country-wide, demonstration of self reliance in communities, rich and poor, rural and urban have mobilized themselves to provide labour, materials or funds needed for the construction of classrooms (MoE, 1996). Fullan (2001) also acknowledges that there are instances where local communities have built teachers' houses, supplied classroom desks for the children, provided variety ideas to improve schools and even supplied their own labor.

Participation in community meetings was also mentioned as another role that the school played in enhancing partnership in education. The study revealed that at every community meeting there was always a representation from school. The fact that teachers and administrators also were also members of the larger communities they could not avoid attending these meetings. It is interesting to note some of the reports that came from parents were they upheld the school for participating in community meetings. Parents in one of the Focus Group Discussion revealed that when the community held meetings to discuss the construction of the Police Post and Health Centre, teachers were in attendance and contributed wisely up to the end of the meeting. In support of the above finding, Ezewu (1983) states that the school is regarded as part of the larger community transmitting the values of the larger community to the members, therefore the community and the school should mutually bond together, pursuing a similar goal in the interest of large society or nation.

With regard to provision of education to the community, the respondents in this study has shown that teachers and pupils are actively engaged in community sensitization on HIV and AIDS and Human Rights as a way of participating in the provision of education to the community and thus enhance partnership in education. This finding is supported by MoE (2007) who found out that that the communities actively participated in HIV prevention programmes aimed at young people. These have an emphasis on identifying local factors which put young people at risk including gender, and addressing those risk factors.

5.3.2 Roles of the community

The community plays a greater role in the life of the school. It is therefore imperative that at all costs the community must participate in school activities fully. The communities in the ten schools took keen interest in finding out what was happening at their respective schools. The study revealed that out of the ten communities where the study was conducted, only one did not participated fully in school activities while two of the communities fairly participated in school activities. It appears that most of the schools are phasing out the isolation syndrome. This revelation is in line with Farrant (1980) who says that the attitude of schools and communities being isolated is phasing out slowly. Schools are trying to encourage parents to get involved in school issues and get better understanding of what goes on in the classroom.

The Focus Group Discussions held with teachers and parents respectively, revealed that most community members were involved in decision making during PTA general meetings and in extra ordinary PTA Meetings. However, in other meetings like PTA Executive Planning, community participation was by representation. The representatives first consulted the community members before attending such meetings or making major decisions. This finding is in line with Kelly (1999) who states that the inclusion of PTA and Education Board was all about to involve the community members in decision making, formulating policies and establishing strategies to facilitate partnership.

As regards attending school meetings, the study found out that most parents attended PTA meetings as a way of partnering with the school in the running of the affairs of the schools. Meetings are very essential in the learning of the child. This is where issues are discussed and solutions suggested. The issue regarding holding meetings between the schools and the communities is supported by Decker and Lemmer (1994) and Myeko (2000) who suggests that having regular meetings may help in enhancing partnership between the school, community and other stakeholders. It is through meetings that members of the local community interact with teachers and exchange ideas, and differences between the school and community can be ironed out. Meetings should be called at the date suitable for most members of the community. However, some parents complained of the failure by the school to call for PTA meetings. This was the case in one school under study. This school had not had any meeting for the past two years. The study showed that failure to conduct

PTA meetings at this school was because the school had had no permanent and qualified Accountant to give a financial report in the meeting.

From the interviews and Focus Group Discussion with head teachers, teachers and parents the study revealed that apart from PTA Meetings, parents attended Open Days meetings where they discussed the performance of their children. The study showed that the turnout on open day meetings was overwhelming in almost all schools except in a few schools where the communities had negative attitude towards education. Some parents especially members of PTA paid courtesy calls to the school and requested for such meetings so that they could talk and counsel pupils on cross cutting issues like HIV and AIDS, abstinence from sex, examination malpractices, early marriages and indentifying vulnerable children in the community. The overwhelming response to Open Days by parents/guardians conforms to Vandergrift (1993) who suggests that school going children really need support from parents and the community as a whole for them to be successful in their learning and examinations. Even bright children need to be encouraged by both the school and the parents for them to sit for the examination and pass.

As regards parental involvement in financial matters of the school, the study showed that seven schools out of the ten under study did not involve communities or parents in financial matters for fear of interference. They preferred to involve them only in planning and mere decision making and not handling money. Contrary to the findings of this study, Parkinson (1994) argues that the United Nations Declaration on Human Rights gives to the protection of the parents' right to choose the type of education their children will receive. This means that parents and the community have a basic right to participate in all educational activities. There are different ways in which communities are participating in education in Zambia today. Cost-sharing is one of them; because of this system, parents feel they should participate in the financial matters of the school. MoE (1996) elaborates further that drastic reduction in public resources for education has resulted in a major part of the direct costs being transferred to parents. Parent-Teachers Associations are active in raising money for various services in schools. Communities in urban schools are providing material and contributing money to help in the finishing of projects in schools. This in itself calls for parental involvement in the financial aspects of the school.

In Peri-urban areas where most members of the communities rely on the produce from their fields, this makes it difficult for them to contribute money to the school. However, most of them have mobilized themselves to provide labour, materials needed for the construction of classrooms. MoE (1996) states that through partnership between the MoE and communities, most primary schools have been upgraded into Basic Schools and this has enabled many Zambians to attain at least basic education. Again this is yet another aspect that involves money and therefore the parents' justification that they should be involved in the financial matters of the schools.

As regards maintenance of discipline, parents revealed that it was their responsibility to advise their children. They agreed that the disciplining of their children must start from home before they start school. In a Focus Group Discussion, one parent even referred to the Bible to support the agreement. This idea was supported by one school headteacher who said that disciplining of the pupils started from home but to his disappointment most of the pupils at his school were undisciplined. Another headteacher attributed lack of discipline in schools to the negative attitude the parents had towards teachers. He further pointed out that in the past most of the pupils complied with whatever instruction they were given by the school because the parents highly respected the teachers and encouraged their children to be obedient to them. Nowadays, with the coming of the Human Rights, some parents do not allow their children to be disciplined by the school. Even the parents attested to the fact that they were failing to discipline their children for fear of being locked up in cells. The findings on this study conclude that maintenance of discipline must be done by the parents, school and the community as whole and this is in line with the literature review.

Ezewu (1983).

As regard the provision of professional advice and public talks, the study revealed that all the respondents acknowledged community participation. Community members who live near the schools had been advising the schools on measures to take in order to secure the school properties and generally keeping the school clean. At one of the high schools in the mine area where dumping of garbage anywhere was rampant, a community member had given herself the task to stop anybody she saw throwing rubbish in the school premises. At times she went door to door sensitizing her fellow community members the consequences

of dumping garbage in the school premises. Through her advice, a number of colleagues have dug dumping pits in their homes. The Ministry of Education expects members of the community to participate in all school activities. MoE (1996) elaborates that policies of establishing of Education Boards, the school health programmes, the inclusion in curriculum of topics relevant to local economy and the more extensive use of local languages for teaching initial literacy have been put in place to help and support partnership between schools, communities and other stakeholders.

The study has shown that in all schools, the community members were conscious of the security of the schools especially during weekends. Any stranger seen outside or inside the school premises was cautioned and later on they updated the school administration or teachers. Some community members were surprised to hear that they had all the powers to advise the schools and safe guard them. In one school where variety shows resulted into fights, the community member advised the school to put more security measures in dispersing the pupils immediately after the shows.

In pursuit of the provision of professional advice, in five basic schools, “*bana Chimbusa*” (female traditional counsellors) from the community were invited by the PTA to come and talk to the girls on sex cleanliness, the benefit of finishing school and discouraging family planning tablets. Even boys were not left out as they were also thrown in the teaching separately. “*Bashi chimbusa*” (male traditional counselors) encouraged the boys to abstain from sex and discouraged the use of condoms. Health personnel, the police and neighborhood watch also participated in giving public talks. Health personnel visited all schools to give health talks on various cross-cutting issues like HIV/AIDS, prevention of air bone diseases and general hygiene. This finding is in line with MOE (2007) who found out that HIV prevention messages and skills that were received in school were reinforced at home and in the community. MoE (2005) further explains that community participation assists the running of the schools in various ways. It assumes the greater significance that the first responsibility for the education of children was with the parents and thereafter the wider community in which the family lives. Community involvement in all affairs enables closer working collaboration between the school and parents/guardians. When the community is closer to the school, there are always cordial and supportive relationships, meaning that at times the school would arrange with teachers especially in the village to

go out and sensitize the community on the cross cutting issues which may affect both school and the family.

As regards teaching and learning, the study revealed there was little activity as far as observation of teaching and learning by parents was concerned. It was observed that only four basic schools parents/guardians observed familypac lessons. The parents were free to walk in the class and observe the learning and teaching and were also free to contribute in any way in order to boost the morale of their children. Parents also explained that their involvement in the learning of their children was by way of asking them about the welfare of their children in class. They also closely observed the lesson development. When the parents were not happy with the teaching, they approached the school authority or brought the issues to the attention of their PTA representatives to discuss the action to be taken. At one basic school, parents initiated the transfer of a certain teacher who was going for work drunk. This issue came out during the Focus Group Discussion held with the teachers of this school, when they were discussing how parents were involved in learning and teaching in schools. This is supported by the research carried out by MoE (2005) which confirms that children whose parents/guardians are supportive and interested in their school work are much more likely to be successful academically. Farrant (1980) acknowledges and says that schools are also now seen as instruments for development for the communities both local and national. Community members are incorporated in curriculum delivery by allowing them teach the pupils on what goes on in the community.

Although parents in all schools under study said they were assisting their children with homework, not all the teachers interviewed agreed with the statement given by the parents. This finding contradicts MoE (2006) who says that parents' involvement in homework will boost their children's morale and enjoy learning. It is also always important for the parent to undersign the books as a confirmation that they have assisted or checked the work of their children. Parents/guardians who sign the completed homework clearly indicates that they, and have partnered in the teaching and learning process of their children with the teachers.

As regards the curriculum, the study found out that all basic schools and one high school follow the local curriculum. This was evident by the fact that these schools invited skilled

men and women to come and teach skills such as curving, basket weaving, broom making and preparation of traditional foods to the pupils. The communities of these seven basic schools and one high school have gone beyond teaching skills only; they help to teach academic subjects such as History by members of the communities who were once involved in the world war; Civics by freedom fighters and those who were present during the struggle for independence; Home Economics (where traditional foods like *chikanda*, *umunkoyo*, *ifishimu* (*caterpillars*)) by seasoned best cooks of the community and Spiritual teaching by clergymen and women. Apart from teaching skills and academic work the communities also sponsor the honors day, where some members of the community contribute money and others donate gifts to give to the deserving pupils. Honours day is an important day where deserving and hardworking pupils are awarded with a token of appreciation.

In as far as preventive maintenance is concerned, in urban schools, most community members participated in maintenance and production unit of the schools through paying user fees and materials. At one basic school, a teacher commended the good work of the parents by contributing inputs such as chemical fertilizer chicken manure, seeds and working tools to the production unit as a way of enhancing partnership in education.

The study has shown that fish growing was only done in two urban basic schools and one peri-urban school. The communities constructed fish ponds as a way of partnering with the school while an agriculture extension officer and community members who are skilled in fish ponds were attached to the school to guide and give professional advice. Ezewu (1983) commends that every member of the community, whether man or woman must play a role in the overall life of the community. Every member depends or feels that he should depend on the other members. Thus it is a common saying among the Urhobo speaking people of Nigeria of West Africa, “*single finger cannot remove a louse from the head.*” Ezewu points out the importance of the schools and communities to work together and further says that working together make other people’s life better especially the young generation, the learners.

As regards formulation of local policies, the study has shown that some schools have formulated policies of developing and maintaining their institutions such as: leave the

school better than you found it; add value to the school, repair what you have damaged; littering in this school is not allowed; support the production unit, grow more to it; each child one hoe, together let us exploit the land, divided we fall united we stand; quality education to produce a future leader through community participation; and Together Everyone Achieves Much (TEAM)

Interpretations of the policies in schools are that members of the schools and communities have the responsibility of teaching, growing food and maintaining the school at all costs. One participant in Focus Group Discussion explained that at their local school there were some deliberate policies put in place compelling parents to get involved in production unit and maintenance of the school. For example when a pupil damaged an item, that pupil was made to repair it with the help of his or her parents.

Apart from academic support, the community participates in extracurricular activities such as sport, drama, culture, dancing, scouting, cadet, debate. Among all the activities, sport is highly supported in all schools. The parents allow and encourage their children to take part in all sporting activities. The study has shown that out of the 10 schools under study, only 4 of them (three basic and one high school) have incorporated scouting activities. The only worrisome part is that all the schools lack financial and material support.

Another activity which is deeply supported by communities in peri-urban is cultural dancing. Members of the community come to schools to teach pupils traditional dances, drum beating and other traditional musical instruments. Besides that they provide attires, and other traditional instruments. During Independence Day, the schools and the communities celebrate together and perform a variety of dances. Sometimes the competition is drawn between the schools and the communities. The prizes for the winning groups are donated by the communities and are complimented by the schools. The above sentiment cannot go without mentioning the findings of Farrant (1980) who commends schools for doing very fine in offering harambee and ujama education. It is clear from the above discussion that schools have wholeheartedly opened doors to the communities and offered their institutions as local centres for cultural and educational activities of the community.

In terms of monitoring, the study has shown that most parents in basic schools are involved in monitoring teaching and learning, especially those who were following the family PAC programmes. In two urban high schools monitoring is left to the schools and standards officer. However, in peri-urban high schools monitoring is done by communities who have taken kin interest in maintaining and seeing the progress of the school they initiated. Besides monitoring teaching and learning, the PTA executive members in three urban basic schools and peri urban schools monitor examinations to combat malpractices and make sure that examinations are fairly conducted. MoE (2007) elaborates more on community involvement in school activities when it stated that the community promoted learning and it was willing to enter into a genuine partnership with the school to achieve equitable access, improved retention, progression, achievements and quality of education for all school-age going children.

5.4 OTHER STAKEHOLDERS ASSISTING IN EDUCATIONAL PROVISION

As regard other stakeholders who were responsible for assisting the schools in the provision of education in Chingola district, the study has shown that among the notable major stakeholders were Forum for African Women Educationalists of Zambia (FAWEZA) and Konkola Copper Mines (KCM) who were assisting 10 and 5 schools respectively. MoE (1996) agrees that other stakeholders come to aid the schools whenever they encounter problems. The drastic reduction in public resources for education has caused a major part of the direct costs being transferred to parents. In recent years, Parent-Teachers Associations are very active in raising money for various services in schools. Business companies, churches, and NGOs were also providing support to schools and other institutions in such forms as direct ownership of schools, adoption of existing schools, and support for disadvantaged children. This financial involvement of parents, the community, and the wider non-governmental sector is central to the improvement and expansion of education within the framework of liberalization and constrained government resources for the sector

MoE (1992) rightly states that even if economic constraints were an issue, experience world –wide had shown that there was much to commend the involvement of Non-Governmental Agencies in the financing and management of education. Moreover, users and locally based agencies that work closely with communities were in many ways placed

to manage educational services. Users tend to respond promptly and positively to school problems if they perceive themselves closely involved with the running of schools.

In support with community involvement in school activities, <http://www.ncrl.org/>, (22-03-10) states that partnership approach gives families and community members greater opportunities to determine options for school involvement, to participate in the wide range of activities, and to participate in school's decision making process through mutual trust and respect. They are responsible for the most of the tasks such as conducting needs assessment, developing goal statements, identifying strategies to meet the goals, developing implementation plans and using evaluation tools, successful family-community involvement between school learning and life beyond community social capital that focuses on increasing school community relationship. These strategies include involving local business and government agencies basing on the curriculum on community issues and expanding community organizations such as sports.

Despite having a good number of organizations in the district, only a few were interested in partnering with schools. The saddest part is that most of the business houses or organizations did not treasure in giving due to lack of knowledge about the partnership policy. Just as the Bible says in Hosea 4:6 *"My people are destroyed from lack of knowledge. Because you have rejected knowledge I also reject you as my priest"*. Having knowledge is biblical. The wish of God is to have people he has created in his own image equipped with knowledge on some aspects of life which concern them. If all the people and organizations had the knowledge of the benefit of giving, we would have had many of them supporting in the provision of education. A gift opens a way for the giver and ushers him/her into the presence of the great. This simply means that the more somebody gives the richer he/she becomes. No wonder, why most donor countries live in prosperity. As they give, so money chests leading to riches are opened or discovered (Proverbs 18:16).

In support of the above findings, Fullan (2001) also states that establishments of more collaborative links with the community bring concrete benefits to schools and their staff. There are instances where local communities have built teachers' houses, supplied classroom desks for the children, provided variety ideas to improve schools and even

supplied their own labor to school. But the knowledge and involvement in financial management which form a coherent and interrelated cycle of activities.

5.5 CHALLENGES FACED BY COMMUNITIES AND SCHOOLS IN IMPLEMENTING PARTNERSHIP POLICY

In any enterprise there are also challenges that come forth. Schools have reported that they face a lot of challenges in their day to day operations. Although some community members are involved in school activities many people are not aware of the partnership policy. Lack of understanding of government policies contribute to conflict between the schools and the communities. For instance this study has revealed that community members were not aware that any item donated to or bought for the school becomes a government property. This in itself has brought a lot of wrangles as regard partnership in education. The misunderstanding of the policy caused dispute on the utilization of the items bought by PTA; in this case the communities did not want other schools, teachers or any government official to use the items they bought, especially the mini-buses for they considered it personal. People had taken schools to be separate entities from the communities thereby creating a big gap between them and the school and in the long run, the school and the community seemed not to know or understand each other. Inferiority complex among the parents towards the teachers especially in peri-urban was another source of worry. This had created un-cordial relationship between the teachers and parents. Parents felt that teachers were proud of their qualifications or career and thus should not work hand in hand with them.

As regards challenges that the schools faced, the commonest one in most schools was that of early marriages and other traditional ceremonies. Very few girls' completed school due to early marriages and most of the boys were disturbed with learning during "*mukanda*" ceremonies. The study has shown that before and after circumcision, the boys stayed away from school for two months and came out with new names. Changing of names became a problem especially to those in examination grades because by the time they came out of *mkanda* ceremony where they were given new names, they found that the Examinations Council of Zambia registration had already taken place. This made it difficult for them to use the new names "imposed" on them. This angered the parents who wanted their children to use the new names given to them after the ceremony. Despite the

above finding, MoE (2004: 2) says that “all citizens of a country have a right to education”. Article 26 of the United Nations Universal Declaration of Human Rights states that education is a human right. This is also stated in the United Nations Convention on the Rights of the child (CRC), Article 28. Education is a right that is also guaranteed by the policy of education for All (EFA), the Zambian National Gender policy, the United Nations Convention on the Elimination of Discrimination Against Women (CEDAW), the United Nations Platform for Action, the Beijing Declaration, the Millennium Development Goals, and other international conventions. In line with these international and national policy declarations, the Ministry of Education has put in place a number of strategies to increase girls’ and boys’ access to allow girls back into the school system that previously left school due to pregnancy.

Most parents in suburbs or location area chose to have their girl children to go for early marriages while the boys did stone digging, so that they could have a source of income for their households. Some parents even allowed their girl children to fornicate with the stone dealers in exchange for money. A number of the school girls came out of stone dealers’ cabins in the full eyes of their parents. Despite that they were aware of what was happening and they did not mind. These parents had been brought up in this locality and their attitude towards education had been negative because they claimed that from time immemorial they have been surviving without education. They exclaim that even their parents were not educated, but they survived through businesses, general and casual work and they managed to bring up and their families.

The study has also shown that erratic water supply in schools and communities contributed to the poor performance of the pupils. Pupils and teachers spent hours in drawing water to use. This affected school time as contact time was lost during this period. It also negatively affected the morale of learning and concentration. The loss of contact time also annoyed parents such that even when the schools asked for some help the response was poor.

Negative attitude towards education was also reported as one of the biggest challenges that the schools are facing. The study has shown that some parents had negative attitude towards education because they believed that from time immemorial, they had been

surviving without education. Over dependence syndrome was also still haunting most of the people. They insisted that free education was up to grade nine. This argument had strongly empowered some parents not to pay user fees or just relax. The worst part of it was that pupils did not even encourage their parents to pay instead they shield them. Although partnership policy in Africa had been accepted, embracing it had been a struggle. Most Africans did not take education to be a right but a favour, especially those parents who had never been to school or dropped out of school at a tender age (MoE, 1996). The negative attitudes some parents had towards education caused them to fail to implement school programs, especially those which needed some financial contributions. Asking for some contribution from the parents just brought about hatred between the school and the community. Any call to the school, was not given a favorable response in fear that the school might just be calling them to go and pay some money. Even when they were called to discuss the pupil's performance, the parents declined to go to the schools.

The apathy the communities had towards government schools caused them not to participate in the school activities willingly. In some cases the schools themselves, did not like the idea of involving the parents/community in all activities for fear of being disturbed. Some educators believed that if schools gave parents a greater say about their children's education, they may think they were the experts to choose what their children must learn (Eastman, 1988).

Involving the community members in decision making was another big challenge the school faced. Some school head teachers felt that involving the parents in school matters would only bring about confusion while others were of the fear that the community may interfere with their financial activities. Some head teachers were of the fear that some overzealous community members might even start overlooking them. Lack of confidentiality to keep school secrets was another fear that some head teachers had in including parents in most school activities. They believed that internal issues of the school must just be known by the school administration.

As regard to the policy on home work, it has been shown that it had not been put in practice by most communities. The communities felt that when pupils knock off from school they

must concentrate on helping them with household chores and their businesses. The study had shown that of all the high school under study, 3 did not observe the policy while 3 basic schools played a low profile to maintain good relationships with parents who would want to help their children with their home work.

Lack of communication, transparency and accountability by some schools had attracted mistrust from the communities. School administrators were suspected of squandering funds. This mistrust had also led to many community members not to readily avail themselves to participate in school activities. In some schools PTA funds were not independent, but deposited in school accounts and in most cases PTA executive members were not signatories making it difficult for some community members to accept the way the school funds were used by the school administration. The above finding conform with MoE (1996) who points out that the Ministry recognizes that there were a number of constraints that hindered the effective involvement of communities in education. These included factors like poverty, restrictive education legislation, lack of communication between education authorities and communities and unhelpful attitudes of teachers and education authorities to community efforts.

Inadequate infrastructure was also another area of concern. There was quite a number of teachers that had no accommodation in the schools under study. Lack of teachers' houses was seen as a major setback as most them commuted from their homes to school and normally arrived for work late. In turn this affected subjects that were taught in the first and second periods of the day. One of the parents in the FGD lamented that every time he visited the school in the morning, he hardly found teachers. He even went on to say that "no wonder that by the end of the year no fruits are not seen". Generally late coming had a negative impact on the learning of the children because it made them lose morale and concentration.

Another contributing factor to poor teaching was lack of supervision. Most of the Head teachers in peri-urban live in town and they also arrived late for work. Besides teachers' absenteeism, during the rainy season parents in peri-urban opted to take their children to work in the fields instead of being at school. Some pupils in Peri- urban areas walked long distances to reach the nearby Upper Basic School. This also contributed to loss of contact

session and absenteeism. Long distances also causes communication breakdown. The schools found it difficult to reach out to the parents living very far. Even in urban schools some senior pupils stayed very far from their schools. Loss of contact session was also experienced after break especially to schools without tuck-shops as pupils would rush to the nearby shops to go and buy food. Where tuck shops were present within the school premises, teacher and pupil absenteeism after break was not traced.

Vandalism affected all the schools, especially during the weekends when there were no pupils and school administrators. Vandalism was worse in peri-urban schools, as none of them was enclosed in a wire or wall fence.

Pupil behaviour was also another big problem that the schools were facing. The findings of the study had shown that pupils indulged themselves in beer drinking, prostitution and improper dressing. *“Ukusaga balefwala amatoloshi ayakutula yaponene panshi pa musana elyo no tumasiketi utwapapatila kumubili”* (wearing trousers below the waist and tight skirts). In a Focus Group Discussion, the parents expressed their concern over the behavior of the pupils and the way they dressed. Usually pupils came with extra clothes to change after school, which were indecent and displeasing in the eyes of God and people. The study has shown that proper dressing should start from home; the parents must check on their children’s dressing before they leave for school. They must also check their bags for extra indecent clothing they carry. Parents as custodian of the children have an obligation to train their children from tender age as *Proverbs 6:22 says: “Train a child in the way he should go and when he is old he will never depart from it”* Respondents in the study were of the view that dressing and behavior must be handled by *“bana fimbusa”* and *“bashi fimbusa”* just as one of the schools is doing. These people in their counseling sessions would talk about the consequences of the indecent dressing, good behavior and the character of a pupil.

As regards school uniform, the study revealed that high cost of school uniforms bought from the schools had hindered most parents from buying them as they could not afford to do so. Not all pupils managed to acquire the uniforms. Those who failed to buy the uniforms from the schools continued wearing old uniform which were not acceptable.

Wearing of uniforms for both boys and girls were made optional and not a hindrance or barrier to accessing education. This policy was closely tied to the FBE policy where one of the guidelines stipulated that school uniform was not compulsory and that no pupil should therefore be prevented from attending school on account of failure to obtain it. Mwansa (2004) study found that despite these guidelines, uniforms were still compulsory in some schools, indicating a misinterpretation of the provision by head teachers. The misinterpretation could have been caused by the ambiguity in the guidelines that allowed schools to continue with the uniform requirement on condition that the acquisition of uniforms was not commercialized into some fund-raising venture.

5.6 SUGGESTED MEASURES TO MITIGATE THE CHALLENGES FACED IN IMPLEMENTING THE PARTNERSHIP POLICY

In terms suggested measures to alleviate the challenges faced by schools in partnering with the community, the study has shown quite a number of them. Respondents were of the view that measures such as embarking on sensitization of the people on what the partnership policy was all about was crucial. People needed to know and understand the government policies for them to respond positively.

Usually government policies were not explained or interpreted clearly to the people that is why there were quite a number of wrangles between the schools and communities over the utility of the school mini-buses. Parents were not aware that any item bought for the school “becomes the governments’ property” meant to be used by the public with permission from the head teacher or District Education Board Secretary (DEBS).

The respondents suggested that for the partnership to be enhanced in the education provision, government in conjunction with MoE needed to market the policy to the nation through the media, just as it did to other programmes like census, registration of voters, health campaigns and many more. Political figures like the district commissioner (DC) or Member of Parliament (MP) should mount vigorous awareness campaigns on the importance of the schools entering into partnership with communities and other stakeholders. Besides the government media sensitizations, schools must also conduct programmes together with the PTA and Education Boards to enlighten the communities on the importance of partnership in education. Members of the community who did not have

children at the school, needed to be sensitized that they were the custodians of the institution and they have to support them whole heartedly. Vandergrift (1993) suggests that the most effective ways of involving parents in school activities included establishing a personal rapport between the school and the community.

Communication between the school and the community was reported to be another big problem in most schools. The respondents expressed the need for the schools to improve on communication and bring the communities very close to them, so that the gap between the two parties could be minimized. It was felt that more sensitization programmes needed to be carried out, explaining to the communities, and the goodness of the policy and what was expected of them to do when implementing it. If the gap was conserved, even the inferiority complex which prevails amongst the members of the community towards teachers would diminish. Moreover the schools must work hand in hand and expose all the school activities to the communities. Being transparent in all dealings would enable the schools win confidence from the parents/guardians. The study revealed that school administrations should always preach unity among the teachers and the communities, especially assuring the communities that teachers were there to help out of love and they would come and go, but the schools will always remain with the communities. Funkhouser and Gonzales (1997) states that another activity is involving school staff in action research. In this approach, teams of teachers meet monthly in small groups to study school family-community relationships, discuss efforts to involve families and the community and devise strategies to improve their own practice.

Another activity which would enable the community and teachers to come closer and understand one another was door to door sensitization which must be carried out by teachers and PTA members. This action would completely remove inferiority complex amongst the parents/guardians. Teachers must welcome parents warmly when they come to check on the children's performance or to give advice. They must also convince the community that they were "parent substitute" and care and love to the pupils must be seen. <http://www.ncrel.org/sdrs/areas/> (22/03/2010) argues that administrators also can encourage other approaches to help the school expand its ability to work with families. One activity was for parents or community volunteered to help teachers and other school staffs develop an awareness of the school families and the community in which the school is located.

In peri-urban areas, teachers had gone out to visit pupils who absented themselves from school, the sick at home and hospital. They had even gone beyond visitation and adopted some vulnerable pupils. They were living with them, paying their user and examination fees. The school counselors must talk to parents and guardians diplomatically that the development of the school relied on their efforts, moreover if these children were highly educated would look after them when they became old. Educating the child is very big investment. MoE (2007) states that scholarship recipients were trained to serve as peer educators in the effort to mitigate the impacts of HIV/AIDS.

Updating the parent consistently was another one best way of mitigating the challenges the schools faced as it would improve communication and build a sound and good relationship. Talking to parents could be done through pupil or notices. One high school has introduced a newsletter as a channel of communication to update the parents and communities on all happenings, challenges of the school, and the way forward. It was therefore imperative that the Schools develop strong rapport and mutual understanding with the communities at all costs. Schools must also approach churches to help them to sensitize the communities on the goodness of education, especially for girls who drop out of schools as early as grade four. At one school the community had formed a committee to reassure girls that they were not inferior to boys and that they could have a breakthrough in education. Role models in communities encourage girls to love mathematics and science.

During focus group discussion and interviews, the respondents said that a lot had been done to discourage early marriages and stone digging. The parents of the concerned had been called to be reminded of the importance and benefits of education. Guidance teachers of affected schools had taken trouble of visiting the girls who had entered into early marriages or have become pregnant, to counsel and encourage them to get back to school after they had delivered. Seeing the care, commitment, and the schools had on the out of the school pupils, some of the mothers opened up and announced the pregnancies of their children to the administration or teachers. Some Stone dealers had been talked to and helped financially. Schools, individual teachers and other stakeholders had paid user fees

and examination fees for girls and boys to entice them to come back to school. Some had come back, but others were still clinging to stone dealing and early marriages.

The study showed that respondents were of the view that school, communities and other stakeholders ought to work hand in hand with teachers to build teachers' houses, classroom blocks and boarding facilities for pupils in peri-urban schools who walk long distances to reach the nearest schools. The study has also shown that schools without tuck shops had promised to start mobile ones while waiting for the construction of permanent structures. With these structures in place, loss of contact hours would be prevented as pupils would be within the school premises during break.

As regards water supply, the study has shown that five schools and their communities had adequate water supply while one school was critically affected, however the community around supplied water to the school. The study also revealed that four schools had adequate water supply while the communities around these schools had erratic supply. As a way of helping the communities and thereby strengthening the partnership, the school had allowed the communities to draw water from its sources. Although the schools had made such arrangements, a time table to follow was given to the communities so as to minimize disturbances and vandalism of school property. In one school, in a bid to strengthen partnership, two holes had been drilled through the wall fence of the school and extension pipes connected to supply water outside the fence in order for the community to fetch the commodity from outside the school premises. The reason behind having a pipe outside the school premises is to minimize the disturbances by the community while drawing water as they were able to fetch the commodity from outside the wall fence. The community members of this school were very happy and usually ploughed back to the school through rendering services such as offering tight security, keeping the school clean and responding promptly when asked to contribute toward the projects.

As regards the selling of school uniforms by the school, the study revealed that most of the respondents were of the view that schools must completely stop selling uniforms unless it used the same facility as a way of raising or maintaining the school standards. If the school opted to sell uniforms they must sell them at affordable prices than merely being interested in making huge profits from the sells. The school must be seen to be a cheaper source than

the outsiders in order to encourage parents to buy them from the school as this will, in the long run, act as a motivating factor in partnership in education.

The respondents in the study were of the view that sub-standards in government schools which caused communities to develop apathy towards teaching and learning needed to be addressed by the government by funding the schools adequately as this would narrow the gap between GRZ and the private schools. The government must aim at maintaining the schools to raise standards in these schools because by so doing, the community and other stakeholders would also be motivated and concentrate on running them.

As regard the issue of supporting the orphaned vulnerable, the respondents in the study felt that it was a very complex issue which needed concerted efforts from all interested parties in the education of these children. Normally these children were identified by the guidance teachers and the PTA. The study has also revealed that some schools and individual teachers had actually taken responsibility of sponsoring just a few of the vulnerable children. Some churches had also come on board to take an upper hand in the education of the orphaned and vulnerable children. However, (MoE, 2000) mourns that fact that despite the efforts the schools are putting in through writing to some organizations and business houses to assist in alleviating this problem, very few of them had responded positively to the outcry. Nonetheless, schools had really appreciated the stakeholders who had come in open to help in the running of the schools especially taking care of the vulnerable and orphans. The study also revealed that due to the increased number of orphans and vulnerable children, some of the identified pupils were being referred to the social welfare for assistance. However it is worth to note here that because these pupils were in large numbers, the department of Social Welfare could not take them all due to limited financial and other resources needed to run the department hence the need for partnering with other stakeholders in education.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 INTRODUCTION

This chapter concludes the study and also makes some recommendations based on the findings of the study.

6.2 CONCLUSION

The study has shown that nearly all the headteachers, teachers, PTA executive members and education board members acknowledged having an understanding of the policy on partnership in education. However, the study has also shown that most community

members were ignorant of the existence of the government policy on partnership in education.

Despite the fact that most community members exemplify ignorance of the policy on partnership in education, they were all in favour of the policy. They saw this policy as a tool which empowered them to exercise their rights in school matters as they, through the partnership, were able to contribute in debates regarding decision making and thus provide proper guidance in running the schools.

This study has shown that headteachers and teachers had continued embracing the partnership policy. It has also shown that incorporating the communities in budget and planning of the running of the schools had made some parents develop a sense of ownership and were taking care of the school infrastructure and preventing vandalism of school properties.

As regards formulation of a local policy on partnership in education, the study has shown that little had been done by the schools. This could be attributed to inadequate information dissemination on the part of the government and schools on the policy on partnership to the communities involved.

In terms of the roles played by the school in enhancing the policy on partnership in education, the study has shown that the school played such roles as information dissemination; infrastructure development; participation in community meetings; provision of leadership skills and professional advice; provision of education and school facilities to the communities around the school. On the other hand, the community had the following roles to play: participating in decision making especially during general and extra ordinary PTA Meetings; maintenance of school discipline; preventive maintenance; providing material and financial support especially in urban areas; providing labour to the school especially in peri-urban areas through engaging themselves in activities such as moulding bricks, fetching fire wood, drawing water for construction, sweeping the school surrounding and building; providing security to the school especially during weekends; monitoring teaching and learning especially by those following the family PAC programme; and providing professional advice and public talks.

In terms of stakeholders who were responsible for assisting the schools in the provision of education in Chingola district, the study revealed that among the notable ones, were the Forum for African Women Educationalists of Zambia (FAWEZA) and Konkola Copper Mines (KCM). Others included Children Help Education Programme (CHEP); Chingola Municipal Council; Movement for Multi-party Democracy (MMD) and individuals; and several other private institutions. The study has also shown that despite having a good number of organizations in the district, only very few were interested in partnering with schools.

The study has also shown that lack of communication, transparency and accountability by some schools had attracted mistrust from the communities. School administrators were suspected of squandering funds. This had led to communities' failing to contribute positively towards partnership.

The school in partnership with the communities had invited "*bana fimbusa*" and "*bashi fimbusa*" (traditional female and male counselors) to train children in good morals. These people in their counseling sessions would talk about the consequences of the indecent dressing, good behavior and the character of a pupil.

6.3 RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

- There is need for schools and the government to re-sensitize the community on the policy on partnership in education as evidenced by the fact that most community members exemplify ignorance of knowledge and understanding of the policy.
- The government through its appropriate organs should mount vigorous awareness campaigns on the importance of the schools entering into partnership with communities and other stakeholders.
- Schools should increase communication with the community and be transparent and accountable especially in financial matters so as to reduce mistrust and win confidence from the community.
- The schools in partnership with the communities should ensure to sink bore holes to supply clean water to schools lacking piped water.

- Government through its relevant ministries should ensure that schools adhere to and implement the policy on partnership in education.
- The community, working hand in hand with the schools, should endeavour to build tuck shops in schools so as to minimize loss of contact hours as pupils will be able to buy their requisites within the school premises.
- The government through its relevant organs should explained or interpret clearly the policy on partnership in education in order to minimize wrangles between the schools and communities.

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APPENDIX 1

INTERVIEW GUIDE FOR HEAD/DEPUTY HEAD TEACHER

Name of School: _____

Location: Urban ☐ Peri-Urban ☐

Position in School: _____

1. When was the school opened? (year)
2. Whose initiative was it”?
3. a) How often do you meet with the Executive Members?
- b) How often do you meet with PTA ordinary members?
4. a) What school activities do you do jointly with the community
 members?

- b) As the school, are you happy with the involvement of the community in the school activities?
- c) Give reasons for your answer.
5. a) Apart from academic performance of the children do you furnish the parents with information of what is happening in the school?
- b) How do You do it?
6. How has community participation assisted in accessing education and achievement levels of girls and other group of disadvantaged children?
7. a) What do you understand about the government policy on partnership in educational provision?
- b) How did you enlighten the teachers and the community on this restored Partnership policy?
8. To suit your environment, which policy, as a school have you formulated that supports Partnership between schools and the community and other stake holders
9. a) Are you happy with the restoration of partnership in educational provision? Yes ☐ No ☐
- b) If yes to question 8, what measures have you put in place to embrace the partnership with the community and other stakeholders?
- c) If no, to question 8, why not?
10. a) Are there any other organization(s) other than the community who are helping in the running of the school?
- Yes ☐ No ☐
- b) If yes to question 9, please mention them and specify the type of assistance the organization(s) render to the school,
- c) How effective is the assistance the organization(s) rendering?
- a) Very effective ☐
- b) Effective ☐
- c) fairly positive ☐
- d) Very ineffective ☐

11. What would you say is the attitude of the community towards participation in the provision of education?
- | | | |
|----|-----------------|----------------------|
| a) | Very positive | <input type="text"/> |
| b) | Positive | <input type="text"/> |
| c) | Fairly positive | <input type="text"/> |
| d) | Very negative | <input type="text"/> |
12. What sort of problems do you encounter in embracing the partnership policy in educational provision?
13. What do you think should be done to improve collaboration between the School and the community?
14. Any other comments?

Thank you, God bless you

APPENDIX 2

FOCUS GROUP DISCUSSION GUIDE FOR TEACHERS

Name of School: _____

Location: Urban Peri-Urban

1. How long have you been working in this school?
2. Which activities do community members and the PTA Participate in fully
3. Are there any other stakeholders that partner with your school? (Probe on exact activities)
4. Who built the school?
5. What do you understand about the Ministry of Education (MoE) Policy on partnership?

6. a) Are you in favour of this policy Yes ☐ No ☐
b) Give reasons for your answer.
7. a) Has the community embraced this government policy on partnership in Education.
b) Give reasons to your answer.
8. What are the attitudes of the community towards the policy, especially for those who do not even have the children learning in this school?
9. As teachers what help have you been rendering to the community in order to develop rapport and bring the parents closer to you?
10. What problems, if any, do you face with regard to partnership?
11. What do you think should be done to improve collaboration between the School and the community?
12. How do the school and community help the girls and other disadvantaged children?
13. Any other issues that you would like to say on the subject?
14. Is the homework policy enhanced by parents?

Thank you, God bless you

APPENDIX 3

FOCUS GROUP DISCUSSIONGUIDE FOR PARENTS

Name of School: _____

Location Urban ☐ Peri-Urban ☐

1. When did your child/children start learning at this school?
2. a) Are you involved in decision making?
b) If the answer is yes, do you attend the meetings or involve yourself in PTA activities?
3. Which school activities do you participate in as parents of the learners? (probe)
4. What is the attitude of the school/teachers when you visit the institution or participate in school matters or activities?

5. a) Have you ever heard of the Ministry of Education policy on Partnership?
Yes ☐ No ☐
- b) If the answer is yes, what does it entail (discuss)
6. a) After our discussion, would you say that you are in favour of the partnership policy?
Yes ☐ No ☐
- b) Give reasons for your answer to question 6 (a) above.
7. a) In terms of developing or maintaining the school, how do you assist as parents/guardians?
- b) What measures do you put in place to encourage your child/children to come for preventive maintenance or station-up-keep, especially during the holidays.
8. Give any suggestions on how partnership between the community and school can be improved.
9. What problems do you face as you try to work in partnership with the school and other stakeholders in the provision of education for your child/children?
10. a) Are there any other stakeholders who help the school? Yes or No
- b) If yes, name them and give details of the type of help they give to the school.
11. Any comments?

Thank you, God bless.

APPENDIX 4

INTERVIEW GUIDE FOR MEMBERS OF THE COMMUNITY AROUND WHO DO NOT HAVE A CHILD/CHILDREN AT THAT SCHOOL

1. Name of School: _____
Location Urban ☐ Peri-Urban ☐
2. What do you know about the government policy on partnership in educational provision?
3. Since you are the nearest to the school, how do you contribute to the security of the school?
4. Does the administration/teachers at any time ever invite you to attend activities taking place at school?

5. Which activities do you attend/participate in?
6. For how long have you been living in the community?
7. Which problems have you seen facing the school?
8.
 - a). How have you tried to mitigate this/these problems?
 - b). How has been the response from the administration and teachers as you try to solve the problem(s)
9. What advice would you give if asked, in connection with developing the school?
10. a) Are you in support of the government policy?
 Yes ☐ No ☐
 b) Give reasons for your answer to question 10 (a) above.
11. As per policy, what are you going to do to help the school and the community implement the partnership in education?

Thank you for your participation, God bless you.

APPENDIX 5

INTERVIEW GUIDE FOR THE PTA MEMBER/EXECUTIVE MEMBER

Name of School: _____

Occupation: _____

Location: Urban ☐ Peri-Urban ☐

1. What is expected of you in assisting to implement this partnership policy?
2. Are you furnished with all information of what is happening in the school all time?
3. How is the communication between the PTA and the school?
4. Which activities do you participate in fully?

- Yes ☐ No ☐

Yes ☐ No ☐

APPENDIX 6

Name of School: _____

1. Occupation: _____

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4. How do you ensure that you have a strong Board in the school?
5. What is your relationship between school and outside during Board meetings?

(a)	Very Friendly	
(b)	Friendly	
(c)	Fairly friendly	
(d)	Not friendly	
6. What comments can you make as you are trying to implement this government Policy?
7. What problems do you encounter when implementing government policies?

Thank you, God bless you.

APPENDIX 7

COMMUNITY PARTICIPATION PHOTOS



A parent observing a familypac lesson in peri-urban area



Community members assisting in construction of classrooms in peri-urban area



The School providing water supply to the community in urban area



An organisation donating building materials to the school in peri-urban area



Community assisting in moulding blocks for the school in peri-urban area

APPENDIX 8
COMMUNITY PARTICIPATION THEME



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION
NEW MUSHISHIMA BASIC SCHOOL
SCHOOL – COMMUNITY PARTNERSHIP
THEME

T- TOGETHER

E - EVERYONE

A - ACHIEVE

M - MUCH

APPENDIX 9
LETTER OF INTRODUCTION

Dear Respondents,

I am a student pursuing a Masters Degree at the University of Zambia. I am carrying out a research on the topic “An assessment of the nature and extent of partnerships between schools, communities and other stakeholders”.

The purpose of this research is purely academic. Any information you provide shall be treated in the strictest confidence and will not be divulged to any other person. I shall be most grateful, therefore, if you kindly give the information sought by answering the questions asked.

Thanking you in advance for your cooperation and help.