

**COST-SHARING AND PARTNERSHIP IN COMMUNITY
DEVELOPMENT:**

A CASE OF KANKUMBA MIDDLE BASIC SCHOOL.

By Maria M Tembo

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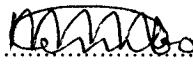


Submitted in partial fulfillment of the degree of Master of Communication For Development
offered by the Department of Mass Communication, University of Zambia.

DECLARATION

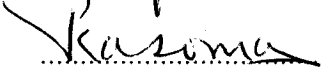
I declare that this attachment report has not been submitted for a degree in this or any other University.

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ABSTRACT

This report gives an account of the experiences and observations made by the author during the three months' practical attachment carried out from August to November 1999. The aim of the attachment was to gain experience in construction and rehabilitation work in a learning institution, to acquire knowledge and skills needed for effective community participation and to provide the author with practical experience of the effects of partnership and cost-sharing policy on basic school communities. The report shows how the historical and current factors influenced the re-establishment of the policy. The degree of community participation and commitment has been reflected revealing factors conducive to maximum community participation. The report discusses the functions of all the stakeholders in terms of their contributions towards development activities. Positive and negative implications of partnership and cost-sharing policy have been examined. The report reveals that information about the state of the local environment and external possibilities are vital for decision-making. The community needs to be aware of the available internal and external opportunities to be able to propose and design urgent and relevant support services needed for development. It is argued in this report that in a situation of extreme poverty and over-dependence on external funding, it is difficult to say that community participation is on a co-equal basis. While participatory approaches towards all round development are being advocated, this is difficult to achieve when the stakeholders of a development venture contribute at different levels. Those who contribute more tend to have a dominating influence in decision making. The main recommendations made in this report are that in order to enhance community participation in development ventures, a communication coordinating system be established at local level (LDCC) in order to facilitate the sensitisation of the community about possibilities and limitations existing to the community. It also recommends that a deliberate move towards income-generating activities if attempted would help empower the community to decide on the nature and patterns of development to be carried out. This would enhance the realisation of co-equal participation among stakeholders which would in the long run enable the achievement of developmental goals of the policy.

ACKNOWLEDGMENTS

Sincere thanks to Prof. F. Kasoma my supervisor, whose tireless guidance, advice and encouragement made the writing of this report possible. To Prof. McLean for her able guidance during the first year of this programme, many thanks. Thanks to the Ministry of Education, the NISTCOL administration and staff for enabling me to study for this degree. Many thanks to the Chongwe District Office and the MPU Regional Office for their support during the attachment period. Many thanks to the Head of Kankumba Middle Basic School for organising and overseeing my stay at Kankumba, and to the staff and school community for providing me with opportunities to learn from them. To my colleagues and friends Stella, Mwape, Allan, Kwesi, Sr. Christine; to Mr. S. Mwale of the Institute of Economic and Social Research and to the rest of the MCD class, sincere thanks for their suggestions, support and encouragement especially when the temptation to give up overpowered the desire to complete the programme. I would like to acknowledge the support and encouragement received from both the teaching and the secretarial staff of the Mass Communication Department. To the Referees on whose recommendation enabled the UNZA to consider my application for the MCD programme, I say thank you. Heartfelt gratitude to members of my family whose moral support, material and financial assistance and constant prayers saw me through the programme. Last but not least to the University of Zambia library staff, and all those who in one way or another contributed to the successful completion of the MCD programme, sincere thanks.

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April 2000.

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ABBREVIATIONS

PTA	Parents Teachers Association
MPU	Microprojects Units
GRZ	Government of the Republic of Zambia.
MPP	Micro Projects Programme
SRP	Social Recovery Project
ZERP	Education Rehabilitation Project
ROADSIP	Roads Initiative Programme
PEF	Pilot Environment Fund
FINIDA	Finish Development Agency
UNZA	The University of Zambia
UPE	Universal Primary Education Programme
CP	Community Participation
UNDP	United Nations Development Programme
HDR	Human Development Report
DEO	District Education Officer
TOD	Teacher on Duty
NGO	Non Government Organisation
AEO	Agriculture Extension Officer
EDBD	Economic and Development Budget Division
PAGE	Programme for the Advancement of the Girl Education
DLD	District Line Department
DDAC	District Desk Appraisal Committee
NISTCOL	National In-Service Training College
LDCC	Local Development Coordinating Committee

DEDICATION

This report is dedicated to Him from Whom all good things come.

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Chapter 1

Background

1.0 Introduction

This report is an account of the practical attachment carried out at Kankumba Middle Basic school, in Lusaka Province, Zambia. Partnership and Cost-sharing as a national policy, has affected the nature and the degree of community participation in the country. The policy effect in the schools' communities needs to be assessed in order to find more effective ways of cushioning the negative aspects of the implications of the policy on the daily life of the people, especially the less privileged of society.

1.1 Setting

Zambia lies on the map of Africa south of the Equator and extends from longitude 22 degrees to 34 degrees east and from latitude 8 degrees to 18 degrees south of the Equator. She is landlocked with an area of 752,620 km² and has a population of 10.4 million as per 1999 projection (Central Statistic Office, 1999: 1). Zambia's neighbours include the Democratic Republic of Congo, Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia and Angola.

Zambia is dissected by four big rivers, namely the Zambezi, the Kafue, the Chambeshi-Luapula and the Luangwa. The Zambezi, Kafue and Chambeshi-Luapula are used to generate hydro-electric power. The country has four big lakes which include lake Bangweulu, Mweru-wantipa, Tanganyika and the man-made lake Kariba. These lakes enable and continue to sustain the fishing industry in the country. Zambia has two railway lines. One from Livingstone to Copperbelt towns and the other, from Kapiri-Mposhi to Nakonde, linking Zambia to Tanzania. A road network system, links Zambia with her neighbours. The only national airline was replaced by the privatelyowned Aero Zambia and the recently introduced Zambian Airways. While provincial headquarters, large towns and districts are well linked by road, the rural areas are not. It is very difficult to penetrate and one is forced to walk long distances to move from one area to another on foot. As a result of this inaccessibility, there is a wide economic, educational, and social gap between the rural and urban areas. Rural areas are lagging behind in all-round human development..

1.2 Climate and vegetation

Zambia experiences a sub-tropical climate which is marked by three seasons. The hot dry season, from September to October; the hot wet season, from November to April and the cool dry season, from May to August. As you move from the north towards the south, the altitude and amount of rainfall decreases. As a result, the woodland savannah type of vegetation is mostly on the plateau. Mopane trees and short grass are found in lowlands and valleys. The country has, in addition, large game reserves such as the Kafue and the Luangwa.

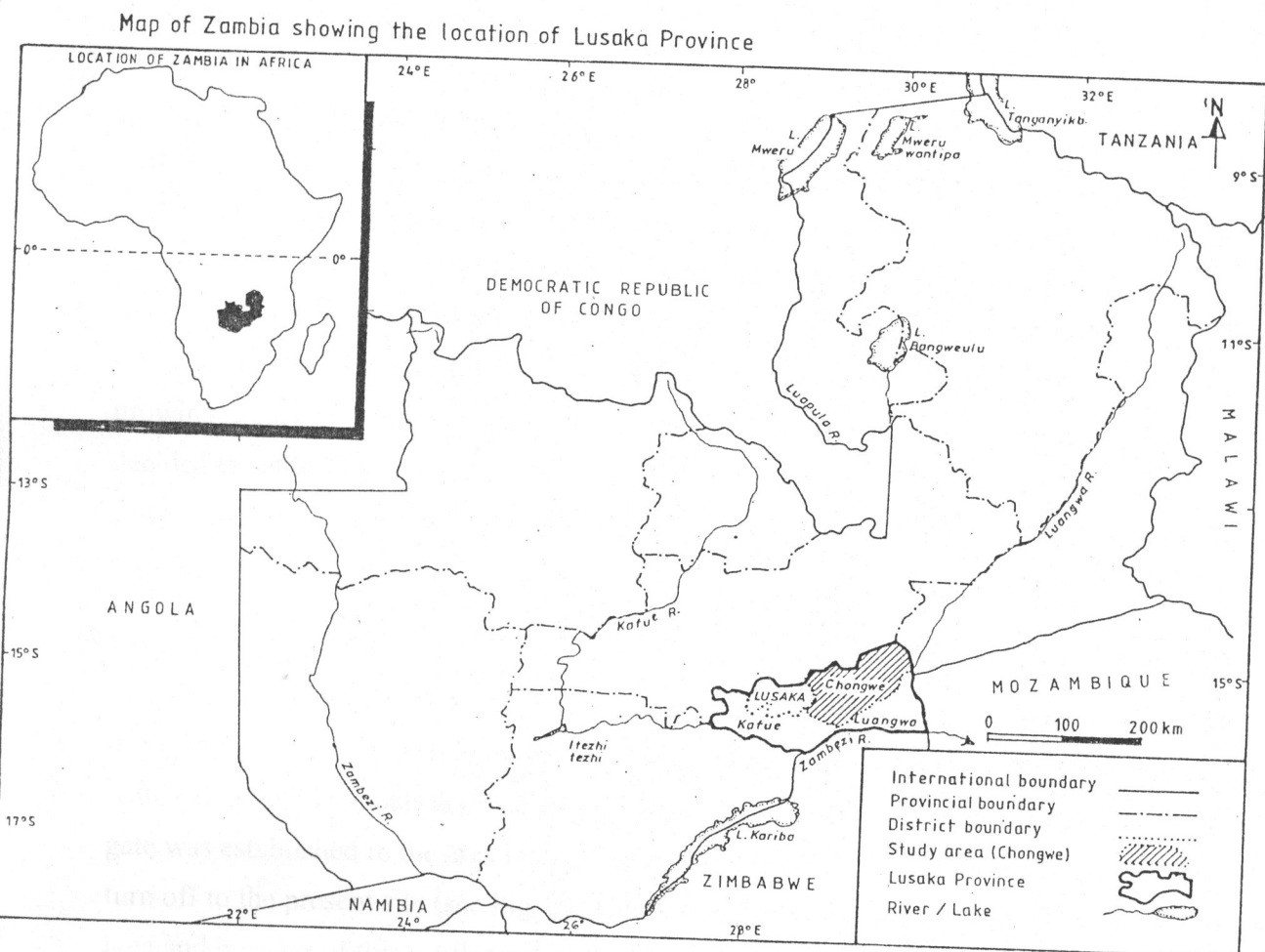
1.3 People

Zambia is a multilingual country with 73 tribes (Kasoma 1990: 2). Of these, seven are included on the Zambian curriculum and are taught in schools. The official language, however, is English. Zambia enjoys a diversity of cultures.

1.4 Lusaka Province

Lusaka Province is located more or less in the center of the bean-shaped country. It has an estimated population of 1,599,973 (Central Statistics Office 1998) most of which lives in Lusaka the capital city. There are four districts in Lusaka Province. These include the Kafue, Chongwe, Luangwa and Lusaka urban. There is an effective communication network within Lusaka urban and peri-urban areas. Most of the rural areas, however, are inaccessible. The urban population is composed of different racial and tribal groups but in rural areas, the main tribal groupings include the Soli, Lenje, and Chikunda. There are also established Zimbabwean tribal groupings and settlers who on retirement decided not to return to their places of origin. Lusaka urban is a commercial area, commercial farming is carried out on a large scale along the outskirts of the capital city.

Fig 1: Map showing position of Zambia



1.5 Chongwe District

Chongwe district with an estimated population of 146563 (Central Statistics, 1999) is about 50km east of Lusaka. It received district status in 1996. As a new district, it does not have all the services expected to be found in a district. For example, there is no hospital.

However, Chongwe town is electrified. The district has a National In-Service College, (NISTCOL), two secondary schools and 49 basic schools (Central Statistics, 1998) one of which is Kankumba Middle Basic School. All government departments for the district are based in Chongwe town. While Chongwe urban and peri-urban have mixed tribes, Chongwe rural has the Soli, Lenje, Chikunda, and Zezulu (originally from Zimbabwe). There is also a growing number of settlers from other provinces who on retirement or retrenchment have decided to settle in the district. This is partly because of its soil fertility and proximity to Lusaka. For those with easy means of transport, Lusaka provides a ready market for their products.

1.6 The catchment area

The Kankumba Basic school catchment area consists of villages, and is about 57 kilometers from Chongwe Boma. It is in chief Bundabunda's area. In the 1940s, the area was a jungle with a lot of wild animals and was heavily infested by tsetsefly. In 1945, the tsetse control gate was established in the area by shifting its position from the Lusaka International Airport-turn off to the present site (see Fig. 2). This helped to control the number of tsetse flies in the area and because of this, settlement in the area became pronounced in the 1960s.

1.6.1 Description of the area

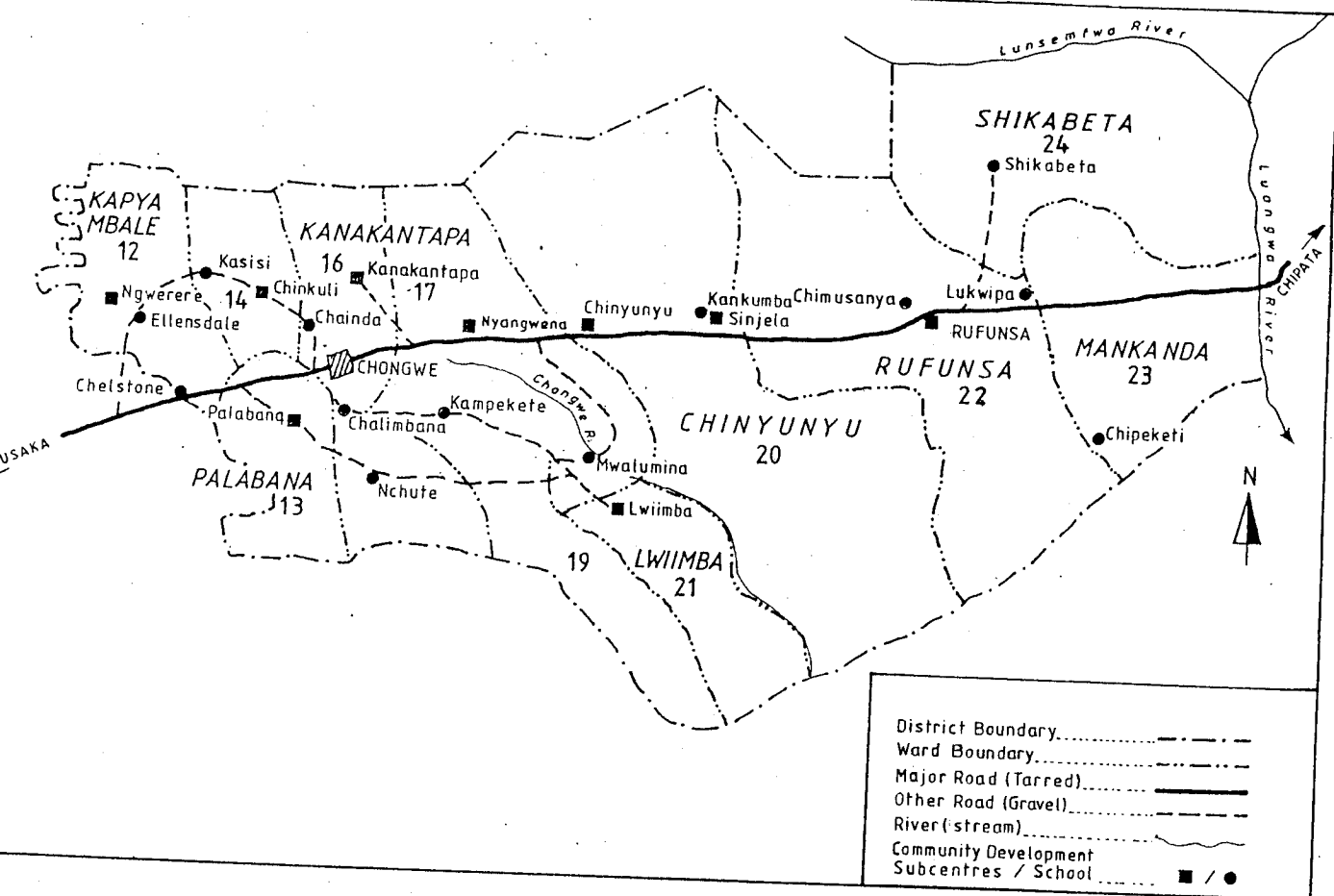
The catchment area is noted for its beautiful hills, which are dissected by streams. Most of these streams, dry up during the dry season. The hills and the woods used to provide a good hideout for freedom fighters from some neighbouring states. Reminder of their presence can still be seen and experienced as in the case of a Grade 2 pupil killed and others maimed by a landmine in August 1999. Despite reports by the head of Kankumba Basic School to the police on the need to clear the area of land mines, very little has been done to ensure the security of residents.

The area has also attracted a number of mineral prospectors which is an indication of a possible presence of minerals. The area, however, is being deforested by charcoal burners who clear the forest indiscriminately. The problem is compounded by the fact that charcoal selling has become a popular income-generating activity. Where forests have not been cleared, the woods and valleys are a rich source of Munkoyo roots, Masuku (fruits) and

mushroom. These provide food during lean days and income when sold to urban dwellers. In addition, the forests provide medicinal plants vital to the survival of the people. Furthermore, they are a source of building materials and firewood.

Fig 2: Map of Chongwe district

Sketch map of Chongwe District



1.7 The community

The inhabitants of the catchment area are Solis, Lenjes, and Chikundas. These are found mainly along the Great East Road. In the interior of the area, there are mixed tribes who have been allocated land on request. As pointed out earlier, these are mostly retired officers who on retirement decided to settle in the area. Their provinces of origin include Northern, Southern, Western, North-western and Eastern provinces of Zambia.

1.8 Economic activities

Most of the people are subsistence peasant farmers. A few are trying to enter the commercial sector, but there are currently no established commercial farmers. The sale of charcoal Munkoyo roots, Masuku and mushroom has become a prominent source of income. In addition, vegetable growing is a promising activity. Its success, however, is being hampered by the absence of reliable transport to the markets in the urban centres. There are a few stalls known as "Tunthemba" where sugar, salt, cooking oil, matches and other small items are sold to meet the basic needs of the community. Crops grown in the area are maize (the staple food), Soya beans, cotton, cassava, sweet potatoes, groundnuts, vegetables, cowpeas, sugarcane and sorghum. Domestic animals and birds kept in the area include goats, chickens, ducks, doves and cattle.

1.9 Government departments

The Kankumba Basic School community is served by four government ministries: Ministry of Home Affairs (the police), Ministry of Education, Ministry of Health, and Ministry of Agriculture.

1.9.1 Ministry of Agriculture

The Agriculture Extension Officer tries to help the peasants through the Training and Visit (TV) approach. The TV approach, consists of first the training of peasant farmers. Through this training, innovations are introduced and skills are imparted to the community. After training, the Agriculture Extension Officer, makes follow up visits to find out the nature of adoption of the innovation. In the absence of needed facilities, however, the impact of these efforts is not extensive.

1. 9. 2 Ministry of Home Affairs

The police post is situated approximately 19 km away. The presence of the police post has reduced the number of criminal incidences in the area. Regular police patrols have increased the sense of security in the residents living in the vicinity of the main road. Regular patrols of the interior of the area is difficult because of inaccessibility. One of the many challenges is that the area is too wide to be patrolled by a small police force based away from the area of need. Poor road networks and lack of suitable means of transport make it very difficult for the police force to penetrate the area.

1. 9. 3 Ministry of Health

The nearest government-owned health center is about 19 km away. A church-owned health service is offered once a month by the Catholic church (i.e. the *Zambian Helpers Association*). Services offered include an under-five clinic, an ante-natal and post natal clinic and treatment of out-patients. The two nearest hospitals in Lusaka and Mumpansha are over a 100 km away. Due to poverty in the area many people cannot afford transport and medical costs. As a result many people depend on traditional medicines.

1. 9. 4 Ministry of Education

The Ministry of Education is represented by the school. It operates under the guidance of the Chongwe District Education Office. More information is given under Chongwe district.

1.10 Religious denominations

There are seven main religious denominations in the area: the Catholic church, the United Church of Zambia (UCZ), the Jehovah's witnesses Church, Seventh Day Adventist church, New Apostolic Faith church, the Pentecostal church and Muslims. These denominations have an impact on their followers especially in time of communal activities. They provide an easy means of communication between the project executive committee and the members of the community.

1.11 Accessibility

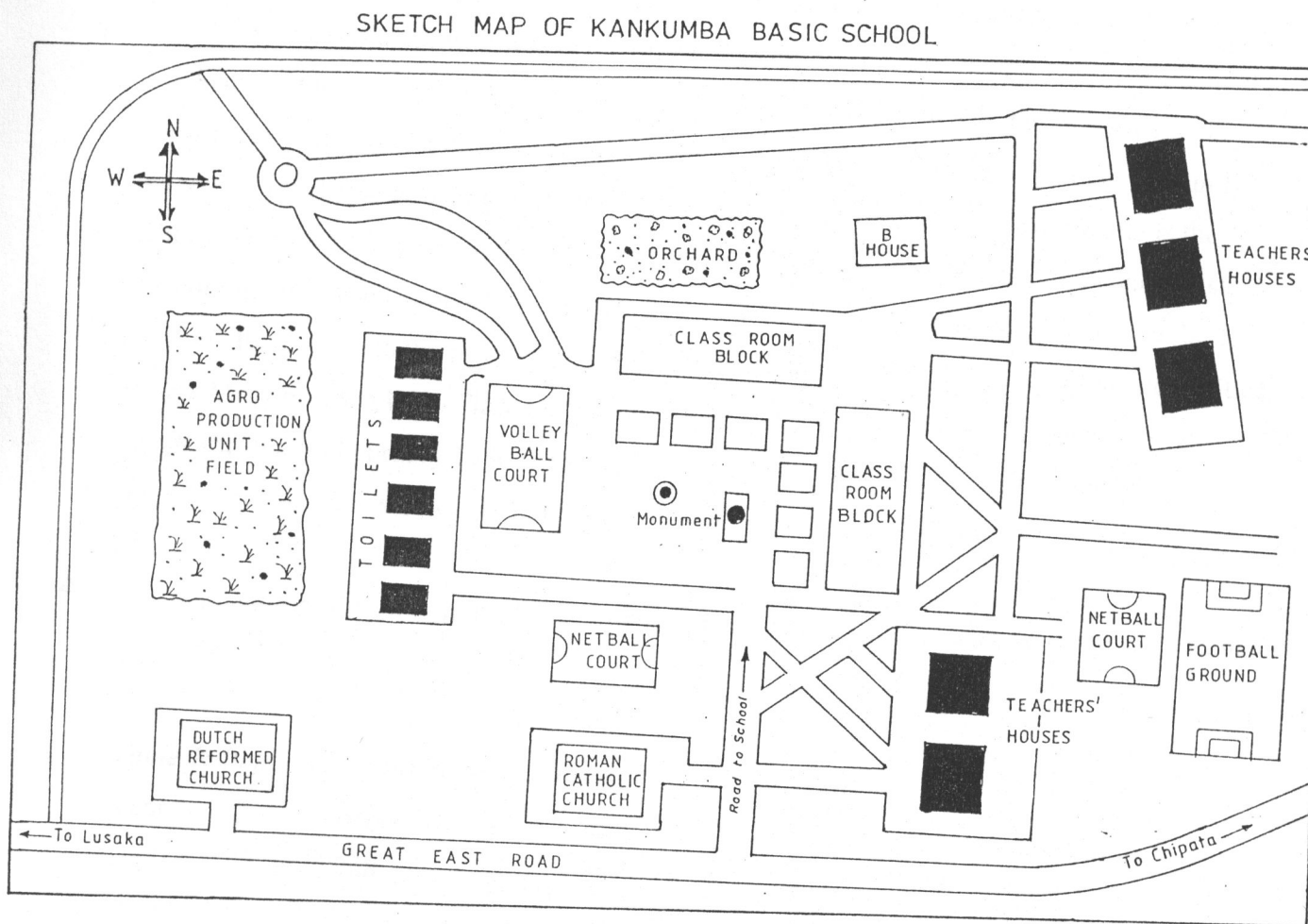
The area is served by the Great East Road which passes through it, joining Lusaka to the Eastern Province. People settled along the road have an advantage of daily bus services to and from the area, whereas those settled in the interior have no easy accessibility.

Transportation of agricultural produce from the interior to the main road is therefore, a big problem. In addition, reliable transport from the main road to the market (in Lusaka) is expensive. There is no cooperative to assist the peasant farmers with the transportation problem. The area also lacks important public facilities such as banks, postal and telephone services. This has compounded the problem of accessibility. The two secondary schools in Chongwe District about 57 km and 80 km away can not meet the needs of the many basic schools in the area.

1.12 Kankumba Basic School

Kankumba Basic school is a regular day school run by the Government of Zambia through the District Education Office based in Chongwe. With the introduction of Grade 9 the school, has been elevated to the status of a grade III school. Being in a rural area, it does not have electricity and telephone services. The school is accessible by road (the Great East Road). The Head teacher, Ms. Chrisyine Nsangu; the senior teacher, five trained and one untrained teacher manage the daily operations of the school.

Fig.3: Sketch of Kankumba Basic School



1. 12. 1 History of the school

Until 1976 there was no school in the area. Demand for a school was made in 1975 by the current headman Sinjela who was at the time a councillor. In 1976 the proposal for a school was made to the Ministry of Education. This proposal was accepted and to begin with 45 pupils were enrolled and three teachers identified and recruited from among the community. A Parents Teachers Association (PTA) was formed to spearhead construction work as the school was using a church building belonging to the Catholic church. Through charcoal sales, the community raised enough money to buy cement. A grass-thatched block was then built. In 1986, the then Catholic priest of Chongwe parish introduced the PTA executive committee to the Microprojects Unit. They were given forms to apply for financial assistance. The result was that in February 1986 the school was officially opened. Since then school enrollment has been stable. As at October 1999 the school had 497 pupils

The demand for education in the area has been progressive as can be seen from the increasing enrollment figures in Table 1.

Table 1: Pupil enrollment figures at Kankumba Basic School

Year	Boys	Girls	Total	Increase in %
1999	268	229	497	18.5
1998	223	182	405	15.8
1997	186	157	343	1
1996	190	149	339	

Source: School records as presented by the Headteacher

Table 2: A breakdown of the school population as at October 1999

Grades	I	II	III	IV	V	VI	VII	VIII	IX	Total
No. of classes	2	2	1	1	1	1	1	1	1	11
Male Pupils	49	44	28	30	21	27	31	26	19	275
Female pupils	42	43	29	16	24	23	24	10	11	222
Total	91	87	57	46	45	50	55	36	30	497

Source: School records

1.13 Microprojects Unit

Since the building of the school, the relationship between the Microprojects Unit and the school, as well as the community has grown. The Microprojects Unit (MPU) is an alliance of various donor agencies working in conjunction with the Government of the Republic of Zambia (GRZ). The MPU was started by the European Union funded Microprojects Programme (MPP) in 1985. Later it was joined by the GRZ/World Bank Social Recovery Project (SRP) in 1991. The alliance was then joined by the Zambia Education Rehabilitation Project (ZERP), Community Roads Initiative (ROADSIP), the Pilot Environment Fund (PEF) and FINNIDA small projects fund. The aim of MPU is to make social services available through the provision of financial support to the community managed projects. The Government interest in the MPU was that it would serve to redress problems of the poor in society and to cushion the impact of the economic adjustment programme. As an autonomous unit, MPU's areas of operation include primary education, primary health care, water and sanitation community based projects, economic and infrastructure community based projects, labour intensive social structure projects, environmental related community projects, community income generating projects and community training projects.

The MPU assists the community in identifying real needs, project selection and designing, community training for project implementation and in maintenance of the project. Operations of MPU are decentralised. The MPU Head Office recommends projects on the basis of reports from the Regional Office and prepares the budget of each approved project. The Regional Office, co-ordinates all field operations while the District Office facilitates the organisation of projects, training of the community, as well as implementation, monitoring and evaluation of the projects.

Chapter 2

Attachment context

2.0 Introduction

In post-independent Zambia, the provision and financing of education, became more and more the responsibility of the government. The zeal of government to accelerate the rate of humanpower development led to mass expansion of learning institutions. The rapid population growth, combined with high demand for education, led to over-enrollment. Gradually the national economy in real terms fell drastically and consequently there has been a reduction in government financial input in the maintenance and running of schools. There were many issues pertaining to school facilities. Most schools were dilapidated; classrooms had few or no desks. There were no teaching and learning resources and over enrollment is still a common problem. The heads of basic schools were increasingly finding it difficult to run their schools without the needed financial and material support from government. This made it even more important for the other interested stakeholders, such as the communities served, to give support and help needed to maintain and sustain these educational institutions.

The partnership between schools and the community is not something new. The Zambian Education Act (1965: Cap 234) states that a school community may establish an institution called the Parents Teachers Association (PTA) to ensure regular contacts between the school (teachers) and the community (parents). Through the PTA, parents are expected to provide labour, materials and/or funds for construction and rehabilitation of their schools. In addition they are expected to buy school provisions for their children. To enhance this co-operation, the Ministry of Education introduced the partnership and cost-sharing policies (1996), to ensure that the Ministry of Education, other government ministries, the schools, None-Governmental Organisations (NGOs), the private sector, the local communities and religious groups work cooperatively together in the maintenance of learning institutions. The success of this partnership, however, depends on the type of relationship existing among stakeholders.

2.1 Objectives of the attachment

2.1.1 General objectives

The aim of the attachment was to observe the type of partnership existing between the school, the community and other stakeholders in the construction and rehabilitation of both educational and community services. This includes finding out their means of communication, and the type of contributions made by stakeholders which include the Ministry of Education, other ministries, donor agencies, the school (teachers) and the local community. In addition, the student aimed to find out the achievements of partnership and cost-sharing ventures in the community and to identify the motivating factors in the mobilisation and participation of the people.

2.1.2 Specific objectives

By the end of the attachment-period, the student was expected to be able to:

- a) illustrate the institutional structural chart of the school;
- b) explain the means of communication used in the school community;
- c) describe the relationship that exists among the stakeholders;
- d) discuss the functions and operations of the PTA;
- e) state the achievements of the cost-sharing policy in the school community;
- f) identify the degree of involvement by other government ministries and agencies in the overall development of the school community;
- g) state the motivating factors of the pupils, teachers and parents;
- h) discuss how people developed positive attitudes towards rehabilitation work;
- i) suggest to the community other ways of communicating; and,
- j) help implement some of the suggested solutions to problems.

2.2 Justification and significance of the attachment

The recognition by the Zambian government of the need for partnership and cost-sharing in the management of schools raises a number of questions concerning the nature of relationship among the stakeholders (*Educating Our Future*, 1996). Case studies are known to facilitate the collection of detailed information which facilitates the understanding of a phenomenon. Through the descriptive and explanatory data, clues and ideas for further study can be identified. This attachment was an attempt to collect data that might contribute to the general

understanding of the implications of the two policies on basic school communities. The information generated could assist in future decisions concerning the mode of operation of stakeholders. In addition the identified challenges facing some basic schools could stimulate initiatives to review the manner in which the two policies are being implemented. This attachment is, therefore, an attempt to collect information that could shade light on areas that might need investigations and further review. It was also an opportunity for the student to give some practical inputs in the Kankumba School Community.

2.3 Methodology

Experiences and information can be gathered by using quantitative and/or qualitative methods. During the attachment, the qualitative method was selected. The choice was based on the realisation that partnership and cost-sharing deal with values and attitudes that groups hold towards one another as well as towards the task at hand. This method of data collection is considered appropriate because it helps to reveal values, attitudes and convictions which energise and encourage most co-operative work. During the attachment, experience was collected by using primary and secondary sources.

Primary sources included in-depth interviews and focus group discussions or group interviewing. An in-depth interview is a discussion with a purpose. Wimmer and Dominic calls the technique a one-to-one conversation lasting for about an hour or an hour and half (1997: 156-158). Wimmer and Dominic define focus group interview as “a controlled discussion among 6 to 12 people for about two hours”(1997:455). Focus groups are controlled group discussions conducted in order to obtain detailed information about a particular issue being investigated. During the attachment, in-depth interviews were held with the District Education Officer, the Microprojects Unit Regional Officer, the Microprojects Unit District Officer, the Head of Kankumba Basic School, the Agriculture extension Officer, the village Headman Sinjela, the Head girl and the Head boy of Kankumba Basic School. The focus group discussions were held with members of staff, the projects committee and pupils of Kankumba Basic School.

Selection of discussion group members was based on their involvement in project work. Seven of the school staff were involved. The group consisted of four males and three females.

Members of the project team were those who were given the responsibility to organise and manage the completed projects. These included one female (the Head of the school) and seven executive members of the project committee. The pupils included one girl and one boy each from Grades Five, Six, Eight, and Nine. Grade Seven was excluded because at the time, the class was writing final examinations. The Head of the school, facilitated all the discussions. When carrying out group discussions, a tape recorder is important to ensure accuracy and details which are easily overlooked by the interviewer. During this attachment, however, there was no tape recorder. Information was jotted down during the interview. To facilitate the interview, an interview guide was prepared. Four broad questions were asked (Appendix 1).

Sources of secondary data included Kankumba Basic School records, Statistical data from the Ministry of Education in Lusaka, the Central Statistics Office in Lusaka, the University of Zambia (UNZA) library, and MPU Regional and District Offices in Lusaka and Chongwe respectively. In addition, some information was obtained from the School of Education, UNZA and from the Department of Mass Communication, UNZA.

Observation/participation was another source of information. Areas of interest included

- a). the daily school routine;
- b). project committee meetings;
- c). staff meetings and briefings;
- d). interaction among stakeholders;
- e). entertainment activities; and,
- f). projects activities;

Daily recording of activities and events was carried out as the student participated in the daily life of the institution.

2.4 Limitations

It was not easy to get information promptly. Documents could not be photocopied and the easiest way of getting in touch, was to travel to the source of the information. More time was spent on trying to move from one place to another than was necessary. Living with the host

was very good. It meant becoming involved in the daily life of the family, thereby becoming one of them. At times, however, this posed a problem of subjectivity.

2.5 Literature review

2.5.1 The Zambian education system

The opening up of Central Africa to western influence was pioneered by explorers such as Dr. David Livingstone, H. M. Stanley, Mungopark, to mention a few. Explorers were followed by mineral prospectors/traders and missionaries. It is missionaries, however, who spearheaded the establishment of western education. Snelson (1974) states that

One of the first tasks undertaken by virtually every missionary group which entered the country was to commit to writing the vernacular language of the area in which they had opened their mission station (Snelson, 1974: 3)

Missionaries felt that effective evangelisation could be achieved if the converts could read and write, as expressed by Waralaw (1908) when he said:

It is easy to see that if the converts from heathenism are to have any real intelligence or stability they must be in a position to read for themselves the word of God. A Christian community which is wholly dependent on oral instructions can never become strong and intelligent in its faith and will lack the most important elements of perseverance and true aggressiveness. The Christian church, even in the most elementary conditions of society, ought to have teachers instructed in the truth able to teach their fellows. These two are at once the explanation and the justification of the larger part of the society's activity in the establishment and maintenance of schools (Waralaw, 1908 cited in Snelson, 1974: 13).

The result of this conviction was that different denominations established schools for native education. While some denominations emphasised the learning of scriptures and the three Rs,

(reading, writing and arithmetic), others stressed the need to give natives practical education for life in addition to teaching them how to read and write. The Rev. John May, as quoted in Snelson (1974) put it clearly when he said:

It is important that the converts should learn to read in order that they may attain a fuller knowledge of the scriptures, but I think it is even more important that they should learn to live self-respecting, progressive Christian lives. The mission that turns out good carpenters and blacksmiths does more among people than that which turns out good readers and writers (Snelson, 1974: 13).

Snelson's (1974) description of early missionary education shows that apart from being a form of universal education, the costsharing principle in its simplicity, enabled the construction and rehabilitation of the schools. He gives a vivid description when he says:

No age limits were enforced in the early years, gray-haired men sometimes attended long enough to become literate while at the other end of the scale youngsters were not usually enrolled until they had their second teeth.. Classes in the village schools were often held in the open air. When a building was elected (sic), this was provided by the local people, who were also responsible for building huts for the teachers. Pupils provided their own equipment . This consisted of no more than a slate, a slate pencil and, perhaps a reader, sometimes small fees were charged; usually they were paid in kind in the form of eggs, a fowl, fish or meal (Snelson, 1974: 48)

One would say that the practice of partnership and costsharing in school management can be traced to pre-colonial times, when education was handled by missionary societies. Even then however, where local people saw no benefits from education, they withdrew their support as depicted in the *Lambaland* report of July 1916;

Stephen and Jacob (two Lambas), accompanied by their wives and children and assisted by three carriers, made, the journey with slate

and books to open the work. They were well received, and the school children began to cry for payment for learning, and the elders to grumble that had the white teachers come there would have been a market for their corn, eggs and fowls and a store in which to barter for calico and salt without having to tramp the 150 miles to Ndola....The people began to get stingy over the food, and the teachers were reduced almost to starvation, and so with attendance at the school down to scarcely ten with hunger staring them in the face, they had to pack and come away (*Lambaland* report, July 1916: cited in Snelson 1992:92)

As the numbers of village schools increased, the cost of their management increased as well. Furthermore, there was a need for a common curriculum, and a spirit of cooperation among missionary societies in order to ensure the effectiveness of evangelisation. Due to limited resources and an increase in the native demand for education, the Missionary Societies' Conference of 1914, pressurised the colonial government to

...respectfully draw the Government's attention to the rapidly growing desire on the part of the natives themselves for education and to assure the Government that Missionary societies are doing their utmost with their limited means to cope with this need. We would like to suggest to the Government that the time has come when Government should bear its share in the maintenance of this work. A well trained native teaching staff is an urgent necessity and we hope to provide this will be fourth coming. We would also urge the government to consider the advisability of subsidising all the approved elementary schools in the country and thus come into line with Southern Rhodesia and other British colonies in South Africa" (Snelson, 1974: 128).

This call was reaffirmed at the General Missionary Conference of 1922-23 and 1924-25 respectively. The Colonial Government's response was positive as reflected in the 1924-25 report. It agreed to participate in the management of native education when it pointed out that:

In view of the diversity of educational ideas and principles among the missions and of the very different standards demanded by them, the Government has decided that the time has come to co-ordinate and supervise the education of the Native. The services of the Missions will continue to be utilised, but it is proposed to exercise some control over them and by encouraging the societies to appoint trained educationists in a supervisory capacity, by giving financial grants in aid of salaries of certificated teachers, by assisting in the establishment of boarding schools and by other similar means, to produce in course of time a higher standard and greater uniformity (*Annual report, 1926*).

This partnership and costsharing approach to education management was consolidated by the enactment of ordinances and Regulations i.e. the 1951 ordinance (cap. 163) and the 1953 Regulations. The 1950 Annual Report states that "The whole system of education in Northern Rhodesia is based on the co-operation between Government and voluntary agencies, normally missionary societies" (p. 10). The operation of the education system was democratic. The Government had leadership and supervisory roles to play. Through the Provincial Education Offices, grants in-aid were given from public revenue. These grants were in form of capital and recurrent expenditure funds. All institutions were subjected to the same set of regulations.

2. 5. 2. Education in post-colonial era, 1964-1990

Three main concerns caused a change in Government's education policy. First, the need to establish equality of educational opportunities for all the citizens. Secondly, the desire to develop and sustain national unity and build a sense of nationhood, and thirdly the need for trained manpower, as there was an acute shortage of skilled manpower.

Table 3 : Education At Independence as at 1963

1963	Male	Female	Total
Stiv	86, 900	213, 300	110, 200
Stvi	28, 200	4, 200	32,400

F 11	3, 940	480	4, 420
School Certificate	884	77	961

Source: Kelly, 1996: 70

In order to realise the set national objectives, a new Education Act which was to provide one comprehensive system of education was passed in 1966. In 1967, The Ministry of Education became responsible for all school and adult education in Zambia except for the education for the handicapped, mass literacy and the youth. Mwanakatwe, (1974: 20) says that in 1970, boarding fees for boarders including government grants to students in boarding schools were abolished. The introduction of a uniform diet in all schools, and the abolition of tuition fees were effected in 1971. The establishment of the office of the District Education Officers, in 1972, was an attempt to promote and reinforce the decentralisation of the management of primary schools. All matters concerning primary education were to be handled at district level. Thus more and more, partnership and costsharing with the private sector decreased while that with parents increased ie the Zambian society contributed through financial contribution towards the construction of the The University of Zambia. The 1973 annual report says that the number of primary enrollment increased from 777,873 in 1972, to 810,234 in 1973.

Per capita allocation to the primary sector rose from K1,168,000 in 1979 to K1, 827,000 in 1980 (Annual Report, 1980). These funds together with the community self-help effort, enabled regions to put up more school structures thus 132 new Grade 1 classes and 128 new Grade 5 classes were put up. As a result, primary enrollment increased from 997,761 in 1979 to 1, 037,752 in 1980 (1980 Annual report). However, the report states that despite the increase in physical facilities, these could not match with the population growth of the seven-year olds. Coomb (1996) states that "a large increase in primary school enrollments results into a need for an expanded demand for admission to secondary schools....a larger demand in one generation compounds the demand in the next generation." In addition, schools were insufficiently provided for with furniture, text books and other school requisites. By 1977, the Zambian Government had to acknowledge the need for assistance, as expressed in the 1977 Educational Reform document (p. 85).

The cost of education per pupil has been increasing due to inflation...The average recurrent expenditure per pupil in real terms has therefore, been decreasing...the pupil is not fully provided with all the facilities and materials he needs for his educational development and thus education is being adversely affected...Parents may wish to make their contribution in acceptable form and at levels [they] may afford. The 1980 Annual report , points out that due to financial constraints, additional school construction was not possible and urban primary schools over enrolled (Ministry of Education, 1977: 85).

Thus parents and local authorities were expected to contribute through various self-help schemes and contributions in cash and kind such as stationary, and uniforms,

One could conclude that, despite the government take over of the responsibility of managing most of the primary schools, in the country, the community shared the cost of education.

2.6. Partnership and cost sharing

Apart from ensuring human-development as an end in itself, education determines the quality of life individuals live. Universal access to basic education, can bring about more effective participation of the majority of the people in decision-making. In turn this would ensure all-round progress of human life. At the World Conference on Education for all held in Jomtien, Thailand in 1989, governments promised to ensure universal access to primary education for all children. In Zambia for example primary school enrollment was as shown below.

Table 4: Primary School Enrollment 1990-1998

	Boys	Girls	TOTAL	PERCENTAGE OF GIRLS
1990	761,615	699,896	1,461,511	47.9
1991	778,768	716,049	1,494,817	47.9
1992	770,666	707,007	1,477,673	47.8
1993	803,077	735,902	1,538,979	47.8

1994	800,858	742,078	1,542,936	47 . 1
1995	803,387	726,951	1,530,338	47 . 5
1996	791,489	717,767	1,516,919	47 . 6
1998	819,887	754,538	1,574,425	47 . 9

SOURCE: Ministry of Education Unpublished data and Kelly M. J., with Msango H. J. and Subulwa C. M. (1998)

Watkins (1999 unpublished research report) states that

To day, 125m primary-school-age children are not in school; most of them girls and another 150m children start primary school but drop out before they have completed four years of education, the vast majority before they have acquired basic skills (Watkins, 1999: 1)

Vita (1987) in justifying the need for change in the Zambian Educational System, said that the Zambian social concerns include

increasing unemployment, growing problems of increased primary school leavers, no jobs for urban areas, few training facilities, inadequate preparation for rural life, rural urban inequalities, becoming more marked, falling of real rural income, shortage of supplies in rural areas, poor social services for rural poor. Poverty is getting worse instead of better (Vita , 1987: 27-34).

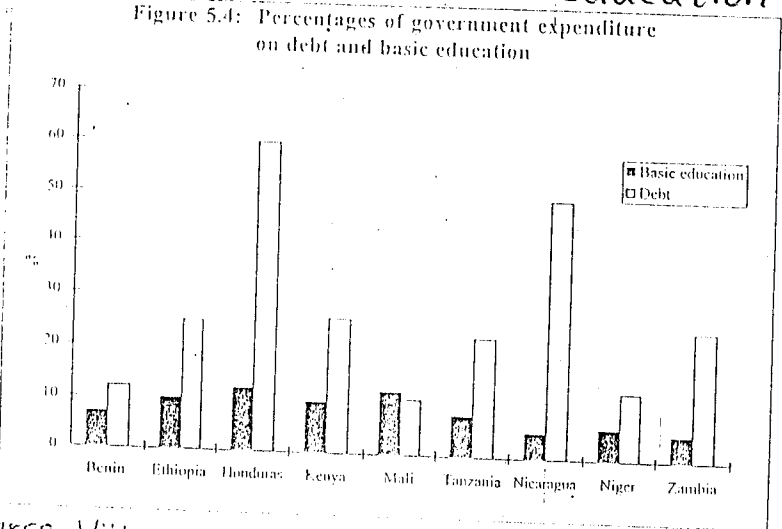
all of which are, determined by the type and quality of education being offered in the country.

Article 26 of the Universal Declaration of Human Rights states that education is a basic human right. Failure to achieve universal basic education for all, therefore, means the perpetuation of poverty, injustice, undemocratic practices and increased death rate due to ignorance. Furthermore Article 7 of the World Declaration on Education for all advocates partnership among all sub-sectors of education, that is, Ministry of Education and other

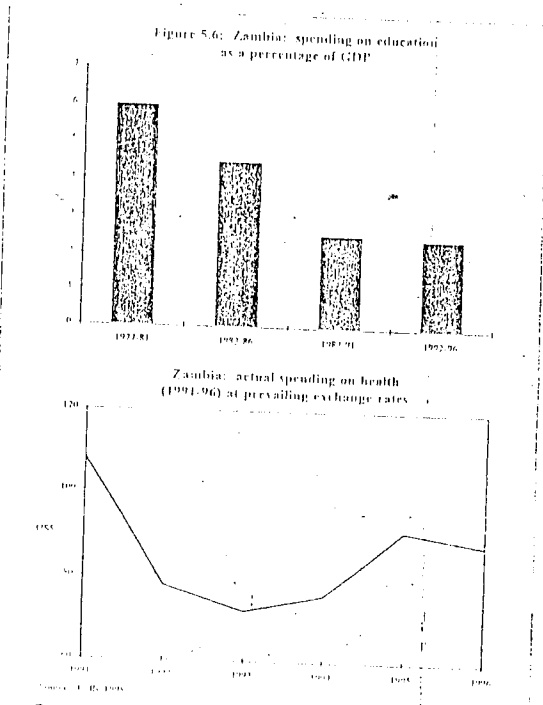
ministry departments, government and non government organisations, private sector, local communities, religious groups and families (Kelly, 1996).

In most countries, however, partnership and costsharing has raised the cost of education. Apart from tuition fee, examination fees or user fees and various forms of registration fees, parents are expected to provide uniforms, education-stationary, transport costs to and from school, as well as to make payments in cash or kind towards school construction and rehabilitation. There is, therefore, as observed by Watkins (1999), a big shift in who should pay for education costs. Instead of government as in the case of Zambia (1964-1987), it is now the parents who have to bear the burden, in the form of partnership and costsharing (figure: 4) ZF.

Fig: 4 Expenditure on Education



Source Watkins: 1999



Source Kelly 1998

This means that it is becoming more difficult for the poor to educate all their children. Furthermore, government contribution towards education in many developing countries is minimal. (see figure: 4) The most hit sector are primary schools where most of what is allocated is spent on personal emolument. Studies by Kelly (1998), for example, show that the contribution of the Zambian Government towards education began to decrease from 1982 (Kevin Watkins, 1999). As a result, the bigger cost of basic education is being borne by parents. The introduction of decentralisation of education management, is good as a means of ensuring mass participation in the administration of schools. However, one of its side effects is that it tends to bring about inequality. Rich areas are at an advantage over the poor rural areas. To address the situation, many developing countries have embarked upon reform policies.

Zimbabwe is an example of a successful attempt at implementing cost sharing policy. In 1980, under a million children were enrolled in primary schools. By 1985, the number of pupils doubled. The number of physical school facilities increased from 2, 400 to 4,500. Watkins (1999) attributes this expansion to effective community mobilisation. Over 1,00 rural schools were built without government support. This was facilitated by the employment of untrained teachers, the use of double-shift and multi-grade teaching methods which enabled the teacher pupil ratio to fall from 43 : 1 to 39 : 1 (1999: 197). To narrow the gap between urban and rural areas, the Zimbabwean Government decided to reallocate resources in favor of rural areas. The share of GDP allocated to education was increased by 3 per cent in 1980 and rose to almost 10 per cent by 1985. Of this amount, more was invested in the primary school sector and rural areas. Kevin Watkins (1999), observed, however, that

Because of the heavy reliance on community mobilisation the quality of schooling has been strongly influenced by household incomes and prosperity of communities in school-catchment areas. Drop-out rates have remained relatively high, with one quarter of the intake into Grade 1 falling to progress to Grade 4. Almost one in ten of rural children leaves school before completing Grade 2, without attaining even functional literacy (Watkins, 1999: 197).

The Ugandan approach of implementing partnership and costsharing policy was different from that of Zimbabwe. Kevin Watkins explains that

Uganda has managed to increase the number of 6-12 year old children in primary school from 2 million to over 3 million, raising the net enrollment from 54 per cent, less than the sub-Sahara African average, to over 90 per cent (Watkins, 1999: 97)

This remarkable success was achieved through the Universal Primary Education Programme (UPE) which was introduced in 1997. From each family, four children are provided with free education using public funds. The government increased the percentage of money spent on education. Donors contributed financially as well as technically. At the same time, the government had a debt relief under the IMF/World Bank. These resources, combined with the political will and commitment of the Ugandan Government led to the achievement of the national educational goals. Through the UPE, the Parents Teachers Association (PTA) fees up to four children per household were abolished. Thus the financial problem has been shifted from families to the state. Over the period 1990 to 1991, the trend has been the increase in the Government expenditure on education through the redistribution of resources and sustained growth with low inflation.

Chapter 3

Conceptual Framework

3.0 Introduction

It is evident that despite the advancement in technology, and the vast amount of knowledge and information available, about two-thirds of the world's population is still struggling to survive. Many poor countries are suffering lower export prices because of the shrinking world demand. Countries which depend on revenues received from the exportation of raw materials are in a worse situation. For example, the United Nations Development Programme (UNDP) report said Zambia would suffer a 9% decrease in her GDP due to the fall in copper prices (UNDP report 1999: 59). This decrease has contributed to the fall in the education budget as from 1977 (Kelly, 1998). The 1999 human development report recorded that 7,000 teachers left the country for greener pastures between 1986 and 1990 (UNDP Human Development Report, 1999: 59).

In general, the world is experiencing a widening of the gap between the rich and poor nations. Access to vital basic needs for survival is possible to few rich countries while the poor countries are becoming more and more desperate. The majority of the people still have to walk long distances to draw water which is usually unsafe to drink. Hunger and starvation are common perennial phenomena, distances to the nearest clinic and school make the achievement of good health and education almost impossible for the majority of the population.

3.1 Human development

In trying to eradicate poverty, the concept of development has undergone various interpretations over the past century. Schramm and Winfield (1967) define development as "the economic and social change taking place in a nation as it moves from a traditional to a modernized pattern of society" (Schramm and Winfield, 1967) cited in White et al., 1994: 401). Schramm's and Winfield's definition implies that the more industries, clinics, schools, entertainment halls a nation has, the more developed it is.

In building up a definition of Development, Kasoma examines eminent scholars. Rodney (1976) defined development as "... a many sided process. At the level of the individual, it implies increased skill and capacity, greater freedom, creativity, self-discipline, responsibility and material well-being." Rodney points out that:

The term, 'development' is used in an exclusive economic sense the justification being that the type of economy is itself an index of other social features... A society develops economically as its members increase jointly their capacity for dealing with the environment. This capacity for dealing with the environment is dependent on the extent to which they understand the laws of nature (science), on the extent to which they put that understanding into practice by devising tools (technology), and on the manner in which work is organised (Rodney, 1976:10).

Kasoma sums up Rodney's definition by commenting that while the definition looks at the "economic and social aspects of the human environment, it excludes other aspects of life, such as psychological, philosophical, cultural and religious" (Kasoma, 1994: 401).

Kasoma then examines Wallman's contribution. Wallman (1977), defined development as:

an inevitable but certainly unilinear movement towards a condition of maximum industrialisation, modern technology, high(est?) GNP and high(est ?) material standard of living (Wallman, 1977: 1).

Kasoma (1994: 402), points out that Wallman like Rodney splits the definition into two aspects of human development, the economic and philosophical. He, however, states that the philosophical aspect was referred to as "a progress which itself implies evolution towards some ultimate good" (Kasoma, 1994: 402). Birou and Domergue (1977) define development as the change for some of the earth's populations from a 'dehumanised' to a more 'humanised' phase; or "the improvement of the economic and social conditions of peoples," or "the advance of societies and their efforts at organisation as a result of the action potential

created by the continued growth of the applied sciences and productive technology” (Kasoma, 1994 : 402).

In the fourth definition examined, Kasoma states that Mwosa (1987) defines development as “all things to all men and women”. This implies that whereas to urban society it may mean an increase in modern standards of living, to rural society it could mean an increase in the availability of social services.

Kasoma identifies five common aspects in the four definitions. First, is the observation that all the definitions are human centered. “what ever is improved, whether inside or outside the human person, helps him or her to lead a better life”. Second, that development is progressive. However, Kasoma feels that this is not the case. Third, is the observation that the main focus of development in all the definitions is economic development. In this respect, he feels that aspects like the affective part of human beings has been overlooked. Fourth, Kasoma seems to suggest that in these definitions human development cannot be accurately assessed. On the other hand, he feels that if reliable information was made available, it would be possible to make meaningful assessment of qualitative development. Fifth, while most of the definitions imply top-down development initiative, he feels that meaningful development requires that the people for whom development is made, agree to the change and work towards that change. Bearing in mind these five aspects, Kasoma gives his own definition of development as “the improvement in the human life condition at individual and societal levels which is achieved through desirable but fluctuating changes or adjustments in the environment” (Kasoma, 1994: 403).

Human development is also about people’s choices and sustainability. Nassbaum (1995: 232), defines development as an evaluative concept. He says it implies a progression from one situation to another, in some ways better or more complete. Curtis et al. (1995) define development as “the attainment of sustainable improvement in economic growth and quality of life that increases the range of choices open to all, achieved by people’s own efforts in the private sector or through voluntary activity, supported by governments” (Curtis et al 1995: 2). This definition places emphasis on the ability of the community, households and individuals

to participate in “their society and its economy, with the assistance of government” (Curtis et al. , 1995: 2).

The (UNDP)1999 Human Development Report (UDNP, 1999: 17-18) states “human development is the process of enlarging people’s choices”. Among the choices, the authors included “choices among products e.g. detergents, cars, television channels; choices in what people do and are capable of doing in order to ensure a healthy and decent standard of living as reflected in the political, social, economic and cultural freedom.” This definition and outlook ties well with Kasoma’s holistic and comprehensive view. In addition, the UNDP’s definition by “people’s choices” implies what Kasoma’s definition calls “desirable but fluctuating changes”. By in “what people do and are capable of doing”, the UNDP report denotes people’s involvement, which happens when people wholeheartedly desire to change for the better; and by ‘capable of doing’ the report signifies bottlenecks that people have to surmount in order to achieve their set goals or “desirable choices”.

3. 1. 1 Observations

Firstly, it seems there is a growing acceptance that viewing development in terms of economic growth such as levels and rates of per capita growth, levels and rates of employment, life expectancy, access to information and the degree of the availability of social services is incomplete. As Seshamani (1999) puts it, development can be perceived by comparing the progress made in terms of the degree of industrialisation and urbanisation with the decrease in issues that bring about deprivation. He states that it is not enough to see an increase in progress, but also to see a decrease in deprivation. According to this view, the presence of clinics, schools, and an increase in employment are not indicators of development until it has been proved that the majority of the people have better living standards. Secondly, current definitions have shifted from viewing development from a solely economic view to a holistic one. Kasoma points out that “the non-material aspects of human existence are also areas that undergo human development.” (Kasoma, 1998 lecture notes). The UNDP human development report for 1999 for example, includes care, security, flow of ideas, equity, justice and choices among the indicators of human development. These indicators are mostly qualitative.

While the early definitions of development described it as a unilinear process which cannot be reversed, the reality, however, is evidenced by the fact that most developing countries that were once considered developing, are now considered underdeveloped. They are becoming poorer despite the increased amount of donor funded development projects. Kasoma summarises this clearly when he says that "in human development, quite often stagnation, sidetracking, and even backpedaling are normal before any push forward is registered" (Kasoma, 1994: 402).

From the above discussion, one would tend to agree with the current views on the meaning of development. Hope and Timmel (1996) state it simply and well when they say "development is about people and the way they live ... a process in which a community of people strive to make it possible for all its members to satisfy their fundamental human needs and to enhance the quality of their lives" (Hope and Timmel, 1996: 86).

3.2 Models of development

3.2.1 Historical background.

About 600 years ago, most developing countries lived a self-sustaining life, except during times of famine, when a few of them went hungry. They used what was available in their environment to meet basic needs. The land provided most of what they needed. In general, the level of human-well-being was, for the majority, better than it is now. People owned and controlled the means of production. Raw materials and tools with which to produce goods and services were available. Where there was a shortfall, they exchanged what they had in abundance with what they lacked. Their daily existence was governed by their developed social and cultural systems. This pattern of life was disturbed by the slave trade, discoveries, scramble for Africa and the introduction of the money economy which led to the colonisation of countries of the South. Europeans set up colonies in order to obtain cheap raw materials for their industries. In return, the colonies became markets for the manufactured goods. The terms of trade that were set up, benefited the colonisers more than the colonised.

By the 1950s, Adams (1990) says that the European countries had "an enormous increase in total output and income at rates averaging over 25% per decade (Adams 1990: 2). The European advance in technology led to mass production of goods. Advancement in new and

better technology was costly. The consequences in technology innovations, therefore, was an increase in prices and in the need for cheap labour and foreign markets, in order to maximise profits. Some factories became companies and others became corporations, leading to the spread of international trade. Profits were invested in bigger and better factories and machinery. It was assumed that all people would participate and enjoy the prosperity created by industrialisation thereby eradicating poverty. The result of the European economic boom, however, created economic and social classes at a national level within the countries as well as at a global level among nations. At the national level, the rich became richer and the poor became poorer. At the international level, industrialised countries enjoyed a high standard of living but the developing countries continued to lag behind, becoming poorer and poorer

3. 2. 2. The Dominant Paradigm

The European economy grew because, according to Weaver and Jameson (1978), there was private ownership of factors of production, a market system which was interrelated to means of production and production output, a capitalist organisation for production which ensured profits and the establishment of free trade (Weaver and Jameson cited in Melkote 1991: 56). Initially implementation of this model was successful. As Melkote puts it, "this was the economic model that had worked successfully in England and later in the United States of America (USA)" (Melkote 1991: 56). For this reason, it was concluded that economic growth would always be achieved when a country embarked on industrialisation, leading to urbanisation by using capital-intensive mode of production. This would be achieved as a result of operating under centralised and controlled planning by experts (economists and bankers), in a conducive environment (positive attitudes) (Rogers, 1976: 49). This development, referred to as the Dominant Paradigm or Top-Down Development, was considered as the ideal model for developing countries. This, however, was not so.

For the countries of the South, top-down development meant importation of technology, technical skills, manpower as well as finished goods at high cost. On the other hand, it also meant exportation of raw materials at very low cost. Due to poor terms of trade, countries of the South lost their bargaining power. To survive, they had to depend on loans from industrialised nations. The result was that countries of the South experienced high urban unemployment, tight financial control and the devaluation of their currency. This

situation, reduced further, the export earning for the countries of the South. This state of affairs was compounded by the stoppage of subsidies on food and. The result was the creation of mass inequalities at both national and international levels.

The dominant paradigm or top-down development approach had opposite effects from what it was intended to achieve. The blame, however, was put on the backwardness of the developing countries. Nair and White (1996 : 155) state that “modernisation has marginalised many segments of society”

3. 2. 3 Dependency Theory

As has been explained, the modernisation approach in the top-down model had adverse effects on the developing countries. Nair and White (1996: 155) confirm that it was the conviction that modernisation through authoritarian top-down leadership, capital intensive technology, strong industrialisation and increase in capital would automatically facilitate and lead to development in the developing countries, that led to the adoption of the Dominant Paradigm. Its failure, gave rise to the Dependency Theory which is considered as the extension of the Modernisation Theory. Wills (1987), states: -

The poorer countries, becoming a (sic) puppet in the world market, were encouraged to specialise in specific food and fiber commodities, capitalise on cheap labour, and export of raw material from natural resources. As a result, these countries lost their capability to be self-sufficient in food (Wills, 1987 cited in Nair and White, 1996: 156).

Nair and White observe that the dependency theory where it has been practiced, has led to the development of “a widening economic and social gap between the rich and the poor, the stifling of entrepreneurial talent, and the nonfulfillment of the potential for self-sufficient industrial and agricultural development.” Nair and White (1996), call such a relationship a “development domination” (Nair and White 1996 :156).

Cohen (1973) points out the effects of the Dependency Theory when he says:

Economic relations with the rich transmit to the poor the profile of preferences and desires altogether unsuited to their economic and social needs ... the tendency on the part of many people in poor countries (at those who can afford it) is to emulate the consumption patterns of rich nations about what they constantly read in their press, or hear on their radio, or see for themselves on their television and in the movies (Cohen, 1987: 22).

3. 2. 4 The Bottom-up Theory

The other extreme of development theories is the Bottom-up Theory. This theory suggests that the initiative to develop and the modalities of development should start from the bottom. The local people in developing countries should identify their needs, identify appropriate course of action to eradicate poverty and ensure the effective implementation of the identified solutions.

This bottom-up approach implies that the local people have the skills and needed information on which to base their decisions. In practice, however, in most developing countries, the money economy is a foreign idea in most developing countries. Most of the information about modern economic operations are not clear to the rural people. On the other hand, even if the developing countries had all the needed information, the technologies used to implement development ventures are foreign. They would need to be enlightened in the current economic practices for them to fully benefit from self-initiated ventures. Information and education would be needed to enable them not only to identify real needs and their possible solutions, but also to be able to know where to go for a variety of needed skills. Nair and White (1996) argue, that in the bottom-up development approach, without the guidance and involvement of the top, "the receiver would lack information resources for action and lack of direction and focus". They conclude that "activity would be there, but in all probability, chaos or undirected rebellion could result" (Nair and White 1996: 348).

3. 2 5. Current views on development

The failure of modernisation, dependency and bottom-up theories of development has provoked more thought and research for an alternative approach. Uphoff (1988), gives one reason to explain this failure when he says:

One reason for breaking away from thinking in terms of top-down versus bottom-up development is to avoid two fallacies about assisting the poor. The first is the *paternalistic fallacy*: the belief that planners, technicians and experts possess all of the knowledge, wisdom and virtue needed to achieve development and that the poor should be responsible and grateful beneficiaries. Similarly mistaken is the *populist fallacy* that the poor themselves possess all that is needed for their own advancement, that they can do entirely without 'bureaucrats' and 'technocrats'. While there are some impressive self-help examples and enclaves, those regional and national programmes that benefit the poor on a significant scale have been concurrent mutual endeavors from above and from below (Uphoff, 1988: 48)

3. 2. 6 Another Development

A number of factors led to the current patterns of thinking about development. The Declaration of Human Rights in 1947, the Dag Hammarskjold model of Another Development proposed in 1970, the increasing deterioration in the quality of life of most developing countries and the degeneration of the planet earth. Critics have frankly pointed out the dangers of over industrialisation. Korten (1980) came to believe that only "people-centered movements" led by the poor themselves would bring about real transformation in the lives of the poor" (Korten 1980, cited in Hope & Timmel 1996: 32).

Similarly, Nyerere (1973) says :

Development brings freedom, provided it is development of the people. But people can not be developed; they can only develop themselves. For while it is possible for an outsider to build a person's house, an outsider cannot give the person pride and self-confidence in themselves as

human beings. Those things people have to create in themselves by their own actions. They develop themselves by what they do; they develop themselves by making their own decisions by increasing their own knowledge and ability and by their own full participation as equals in the life of the community they live in. People develop themselves by joining in free discussion of a new venture, and participating in the subsequent decision; they are not being developed if they are herded like animals into ventures. Development of people can, in fact only be effected by the people (Nyerere, 1973 : 58-60)

The failure of modernisation and dependency model of development, is what led to the development of the Multiplicity Paradigm. Servaes (1997) says "the basic assumption of the new approach is that no nation functions completely autonomously and is completely self-sufficient, nor is there any nation whose development is exclusively determined by external factors" (Servaes, 1997: 85-86). This implies that cooperative co-existence is essential to development. Gran (1983) states :

The concept embodies a view that current injustices, inequalities, exploitation, fragmentation, and marginalisation of the poor are eliminated in favour of societies in which power differences between groups and individuals are reduced and basic needs fulfilled for all. Through participatory development the currently marginalised poor become aware of the range of value choices open to them and their social and political implications (Gran, 1983: viii).

Cooperative existence, however, demands that efforts be made to facilitate the empowerment of the deprived groups. Empowerment implies the sharing of power and scarce resources, efforts by social groups to control their own destinies and opening up of opportunities from below (Shrimpton, 1989). This calls for involvement of stakeholders in the planning, implementation and management of development ventures and in resource mobilisation. Dervin and Huesca (1997) point out that people participation is important because they (the people) are "the most solid vessels of wisdom and knowledge concerning their living

conditions,” (Dervin and Huesca, 1997 : 47). This new approach to development (multiplicity paradigm) is, therefore, advocating community participation in development in order to increase and widen the spread of the well-being of the majority of the people and to cut down on the factors of deprivation in the developing countries.

3.3 Participation

Like the concept of development, the meaning of participation varies from one scholar to another. McNamara (1973), views it as a new direction and a strategy through which the World Bank would achieve its objectives for the rural poor (McNamara, 1973 cited in Ascroft and Masilela 1996: 260). He says “No programme will help small farmers if it is designed by those who have no knowledge of their problems and operated by those who have no interests in their future” (McNamara in Ascroft and Masilela, 1996: 266). He seems to imply that people’s active involvement in designing and implementation of a programme is participation. On the other hand, Oakley and Marsden (1984) observe that participation could be viewed in terms of participation as local, as empowerment, as participation in decision-making and/or as obstacles to participation (sited in Ascroft and Masilele, 1996 : 260). Ascroft and Masilela (1996 :260) feel that the difficulty lies in the fact that both the generality of the concept and the subject nature of its implementation are ambiguous. In the same vein, active involvement of the people seems to be doubted by Chambers (1983) when he says “The poor are a residual, the last in the line, the most difficult to find, and the hardest to learn from: ‘unless paupers and poverty are deliberately and persistently sought, they tend to remain effectively screened from outside inquirers,”(Chambers, 1983: 18-19).

McBride, (1980: 254) says that effective participation is the fruit of “a new attitude for overcoming stereotyped thinking and ... more understanding of diversity and plurality, with full respect for the dignity and equality of people living in different conditions and acting in different ways.” Servaes adds the dimension of power distribution to the understanding of participation when he says “genuine participation directly addresses the power and its distribution in society”. He says “Participation involves the more equitable sharing of both political and economic power.” (Serveas, 1997 : 16). This implies that the redistribution of power should include both national and local levels. This view is expressed when he says “... participation should not be constricted as the inclusion of the poor in government programs

and services, but rather the formulation of government programs and services as per the informed and autonomous choice of the poor” (Serveas, 1997: 16)

While the above views express the recognition and acceptability of the idea of ‘participation’ as an ideal model for development, McKee (1992: 19) observes that the concept, lacks a universal definition. He points out that some authors view participation from three angles which include the type of participation, the participator, and how the participation process occurs. Such views, he feels, measure participation in terms of decision-making, implementation, beneficiaries and involvement in evaluation. The other view, he says classifies “four types of participation: empowerment, cooperation, assistance and domestication” (McKee, 1992: 20-21). His final analysis, however, offers two basic forms of participation, “genuine participation and pseudo-participation”. He points out that pseudo participation takes the form of domestication and assistance. By domestication is implied that the objective of organising people is to have them endorse ready-made plans “to enable the decision maker to “educate” or “cure” the participants, thereby shaping participants’ values and attitudes, to fit the expectations of the planners and decision makers, and to meet experimental objectives”. In “assistance, efforts are focused on delivering assistance which only address the symptoms of social problems not their roots” (McKee, 1992: 20). However, McKee states that genuine participation is perceived in two ways:

co-operation” and “empowerment” within the “cooperation” approach, access to decision-making in the preparation of development plans is provided to the local poor. They also share costs and benefits of development in an equitable way ... in “empowerment” participants are able to demand power that ensures their control of a project, programme or institution” McKee (1992 : 21).

The above view of participation agrees with that of Hope and Timmel (1996) when they say:

Participation is dialogue. Dialogue is based on people sharing their own perceptions of a problem, offering their opinions and ideas, and having

the opportunity to make decision or recommendations (Hope & Timmel, 1996: 3).

Bordernave (1996) , however, says that the concept ' "participation" ' should be used ' for the joint efforts of people for achieving a common, important objective previously defined by them (Bordernave, 1996, cited in Nair and White, 1996 : 46). However, McKee (1992) asserts that in practice, participation is difficult to achieve. Reasons advanced are that the concept has many abstract and internally inconsistent definitions at different levels. In addition, McKee claims that participation "frequently leads to conflict because the idea of participating in planning and implementation of development programmes touches the very core of power relationships" (McKee, 1992: 20). He suggests that conflict management principles would facilitate the effectiveness of participation in an establishment.

To be able to achieve effective community participation in development ventures, the affected community must be mobilised. McKee (1992) defines social mobilisation as "the process concerned with mobilising human and financial resources through five main approaches" (McKee, 1992: 107). The five main approaches have been classified as, political mobilisation, whose aim is popular political support; government mobilisation, whose objective is to gain communal/social cooperation and help for social services; community mobilisation in order to inform and gain the commitment of local development stakeholders; corporate mobilisation whose aim is to ensure the support of national or international companies for development ventures; beneficiary mobilisation whose aim is to inform and motivate programme beneficiaries. McKee has summarised his definition of participation as:

the process of bringing together all feasible and practical inter-sectoral allies to raise people's awareness of and demand for a particular development programme, to assist in the delivery of resources and services and to strengthen community participation for sustainability and self reliance (McKee , 1992: 107).

In national development activities such as education, participation is also important. The Zambia Education policy document, (1996) states that community participation is one way of

enhancing “the involvement of individuals and civic society in development. Community participation in education is one way of realising this involvement” (GRZ 1996 :135). Thus cost-sharing and partnership with stakeholders are ways through which the community participates in the education system of the country. The policy points out that focus of community participation shall be the achievement of three objectives which are: the education provision, school improvement, and the strengthening of school-community linkages. The success of community mobilisation and participation, however, can only be achieved through effective communication.

3. 4 Communication

Effective participation, according to Freire, calls for “...the right of all people to individually and collectively speak their word: This is not a privilege of some few men, but the right of every man. Consequently, no one can say a true word alone nor can he say it for another in a prescriptive act which robs others of their word” (Freire, 1983 :76).

3. 4. 1 Human communication

Human communication is vital to the survival of society. It creates cooperation and brings about togetherness among people. Through communication, information is acquired and shared thereby building the culture of a people. It can also be a means of maintaining democratic patterns of existence. Communication enables individuals to discover themselves, thereby helping them to relate to one another. The concept of communication, however, is difficult to define. Infante et al. (1997) say that it is difficult to arrive at a universal definition of communication because “... people disagree on the nature of communication. . . due to the fact that the term has more properties” which make it “more complex” (Infante et al., 1997: 7).

Stevens (1950) attempts to define communication as “the discriminatory response of an organisation to a stimulus.” (Infante et al. ,1997: 7). This definition does not show whether the organism responds to the stimulus or not. On the other hand, Rogers (1976) brings in the idea of a two-way interaction when he says communication is “the process by which participants create and share information with one another in order to reach mutual understanding” Rogers (1976 : 17). In this definition, Rogers does not say how the

information is shared, or in what form it is shared. Infante et al. (1997 : 8), include what seems to be missing in Rogers' definition when they describe communication as a process which occurs "when humans manipulate symbols to stimulate meaning in other humans." (Rogers in Infante et al. 1997 : 8). The above definition ties well with Kasoma's definition (1998) which describes communication as "the sharing of human experiences and/or environment between persons. Sharing because there must be the human understanding" (Kasoma, 1998 lecture notes). Communication occurs within a context.

Infante et al. (1997), identify six contexts in which communication occurs: the interpersonal, small group, organisational, public and intercultural contexts, Kasoma (1998) classifies the kind of communication occurring in these contexts into three comprehensive types. The interpersonal, intrapersonal and mass communication. Intrapersonal communication adds a new dimension to the understanding of communication, by bringing in the aspect of self communication, for example it occurs when an individual is thinking, reflecting, dreaming, feeling hunger pangs and thirst (Kasoma 1998 lecture notes).

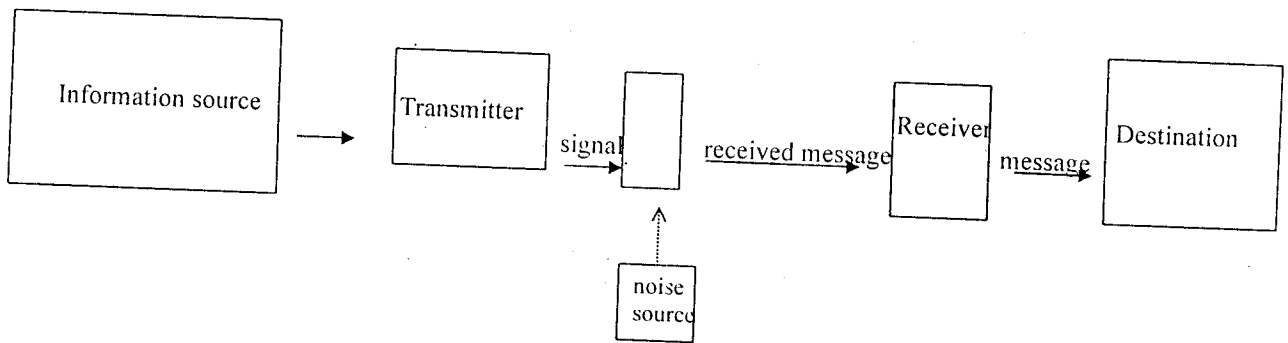
3. 4. 2 Observations

While agreeing with the observations of Infante et al. (1997) that it is difficult to arrive at a universal definition of communication, over the years, there have been similarities in most definitions which have given a universal perspective to the concept of communication. When viewed together, they imply that communication is a process. That the success of the process, depends on agreed symbols and signs and that through this process, information, education and advice are shared. The definitions reveal that feelings and emotions can be experienced, expressed and shared. Infante et al., (1997) summarise these observations when they say that communication is a social activity which takes place among human beings. It is symbolic because it makes use of signs and symbols. They state that it is purposeful and goal-oriented, it involves individual perception hence the need for the use of agreed symbols and signs. It involves sharing of meaning and occurs within a context (Infante et al., 1997: passim). One could conclude that the nature of communication and its processes have enabled it to be extensively used to change or broaden people's views and attitudes about their social, cultural and economic environment.

3. 4. 3 Historical background of communication models

The modern models of communication theories, have their roots in Shannon and Weaver's Mathematical Theory which was propounded in 1948. While Shannon's input to the model was based on statistical concept of signal transmission, that of Weaver provided the schematic diagramme from which other models of communication were based.

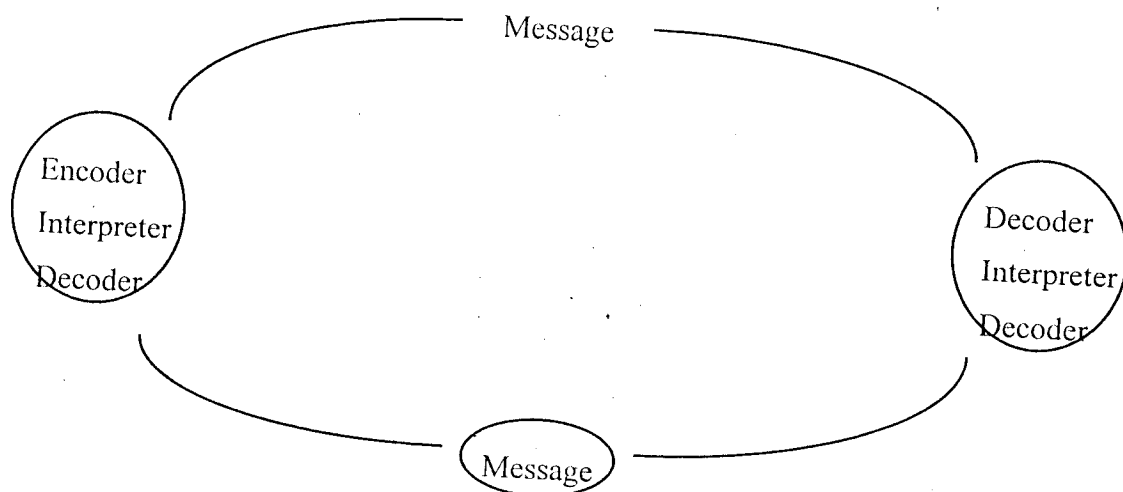
Fig. 5 : A Schematic Diagram of Shannon and Weaver's Mathematical Theory of Communication 1949



Source: Severin and Tankard, 1992: 39

The model of Shannon and Weaver, however, shows a unilinear process of communication. This model, does not have feedback. Originally, however, the mathematical theory of communication was intended to deal with engineering problems of communication. Osgood (1954) points out this when he states that Shannon's and Weaver's model lacks meaning. He says: "it was never intended for human communication" (Osgood, 1954 cited in Severin & Tankard, 1992:47). Osgood's ideas were, however, used by Schramm in 1954 to devise a theory that explained the process of communication as "an interaction with both parties encoding, interpreting, decoding, transmitting and receiving signals" (Osgood cited in Severin & Tankard, 1992: 47). Schramm's theory of communication provided feedback thereby implying a process of dialogue between the sender and receiver. Schramm's model demonstrates well the exchange taking place in interpersonal communication.

Fig 6 : Schramm's model of communication



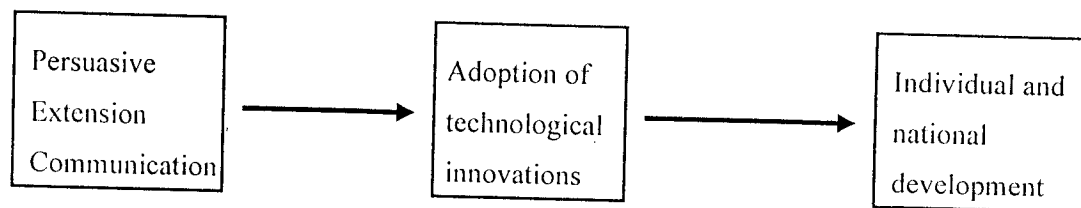
Source: *Severin and Tankard 1992: 47*

The earlier unilinear model by Shannon and Weaver, showed a one way-system of communication that can be equated to a top-down approach to communication. The top-down model of communication became popular as a result of the First World War's successful war propaganda. This model assumed that the media had powerful effects. Theories under this model include the Hypodermic Model (Berlo 1960) and the Bullet Theory (Schramm, 1971). In these two theories, it was believed that the mass media were guns and the messages were bullets which were shot at passive and defenseless audiences (Berlo, 1960), or that "the media could be injected into the veins of the passive audiences who offered no resistance to it (Schramm 1971, cited in Melkote, 1991:67). The then economic system of industrialisation through the capital intensive model of production and the use of machinery, advocated a top-down structure of industrial management. Thus the top-down structure, in turn, implied a bureaucratic, hierarchical top-down communication (Melkote, 1991: 68). Osgood (1954) points this out when he states that Shannon and Weaver's model lacks meaning.

Further studies on the impact of the mass media on an audience revealed that "Individuals were more influenced ... by members of their primary and peer groups (opinion leaders) than the combined mass media" (Melkote, 1991:70). This observation was also made by Lazarsfeld et al. (1964) who said "ideas often flow from radio and print to opinion leaders and from these

to the less active sections of the population” (Lazarfeld et al., 1964, cited in Rogers, 1995: 285). This kind of thinking led to the development of a two-step flow model of communication. The two-step flow model was in fact an extension of the top-down model. Melkote (1991) observes that the two-step flow model has been used extensively in developing countries. Extension officers have used this model to transmit information and to persuade people to adopt modern ideas and practices. It was felt that this would hasten the modernisation process of developing countries. The extension officers were thought to know people’s needs and to have solutions to their problems. Devised packages of solutions were presented to the people who were persuaded to adopt the “new culture of doing things”. The flow of ideas/information was still one-way, i.e. from extension officer to the individual or from urban to rural areas. Melkote presents this state of affairs diagrammatically as shown in fig 9

Fig. 7 : The extension communication approach



Source: Melkote, 1991: 22

This development approach using extension communication, was not very successful and did not bring about the expected mass development of the developing countries. Among the reasons given for this failure was that the approach depended on interpersonal interaction between the extension officer and the target group. The vastness of the rural population far outnumbered extension officers. Melkote (1991: 24) says “the individuals reached were very few. Needed was a great multiplier.” The solution proposed to solve the problem was the combined use of literacy and mass media in order to revolutionise the masses from traditional views to modernity. This approach advocated that the flow of information would be from mass media to the masses and that the message acceptance would be re-inforced by change agents. The early adopters among the masses would then, by their example preach to the rest of the community. It was believed that over time the demonstrative effect

would trickle down to the masses of the people. In effect, it was not only the two-step but a multi-step model, which was also called the diffusion model by Rogers (1962). This conviction was strengthened by the successful experiences of the diffusion of innovations approach to development in the United States of America,. According to Rogers (1962), information from mass media and extension agents was relayed to opinion leaders who in turn influenced the rest of the community. These top-down strategies failed to produce the well-being of the majority of the people in the developing countries. It was apparent, therefore, that new and more effective strategies. needed to be established.

3. 5 Using communication in development: Development Support Communication

The same view is expressed by Moemeka (1985), when he says “ many reasons have been given for this failure. Among the most important are the complete neglect of the socio-cultural environment in which the mass media were supposed to function effectively as well as the equation of the mass media with communication and the absence of audience-oriented feedback” (Moemeka, 1994: 6). Further research revealed the shortcomings of the earlier approaches to communication and development. “ ...many of the earlier projects had not given enough attention to the communication constraints” (Melkote 1991: 29). These sentiments called for a re-examination of the concept of communication.

The new view of communication, sees communication as an initial element of development, and, focuses on sharing of ideas between the sender and the receiver to ensure understanding of the receiver's view point. Communication is seen as a tool in self-development effort and is given the label Development Support Communication. This approach calls for structural change to ensure horizontal flow of information. Melkote (1991) says “The concept of development ... moved away from the earlier technological deterministic and GNP-centered definition to alternative concepts that were more qualitative. They stressed equity in distribution of information and other benefits of development; active participation of people at the grassroots; independence of local communities to tailor development projects to their own objectives; intergration of the old and new ideas, the traditional and modern systems to constitute a unique blend suited to the needs of a particular community.” McNamara expressed a similar view (1973) in saying “ No programme will help small farmers if it is designed by those who have no interest in their future” (McNamara cited in Melkote, 1991:

177). Initially the Development Support Communication took the other extreme to the top-down approach by advocating for bottom up strategies. A bottom-up approach implies that all decisions rest with the community. However, like the top-down approach there are shortcomings to a one-way bottom-up approach. By the 1980s, it was clear that this approach was restrictive. Its main weakness lay in the fact that it was based on power. It did not seek to share information, but to issue instructions from bottom-up. In practice, this approach does not take into consideration the fact that the rural community does not have all the resources needed for a modern economy. The community would need the support from the top. The top may be aware of difficulties which the bottom would be ignorant of. Thus Kasoma (1998 lecture notes) says this approach could lead to chaos as the top may resist instructions from the bottom. While the top-down model appeals to developers, extension officers who usually want to exercise power the bottom views it as an advertisement selling innovations. The bottom tends to resist this adoption of things from above.

3. 6. The community participatory approach

The participatory approach is sometimes referred to as a dialogical approach. It was introduced through the concept of conscientization. The approach involves the setting up of communication infrastructure to facilitate multi-directional and pluralistic interaction. The approach is a negotiating process in which all participants share their experiences, views and suggestions in order to reach a consensus concerning a development venture. The model conveys the idea of “partnership” no one stakeholder is in total control of the medium of communication flow among the members. The learning and sharing processes are enhanced. The approach promotes goodwill within and between the community sections. Furthermore, it builds confidence and it develops a conviction of being empowered among the members. This approach illustrates the belief that “knowledge sharing on a co-equal basis will mobilise the large knowledge resource in rural areas that have been under utilized in development enterprise” (Melkote, 1991 : 254).

Nair and White (1987) propose a Transactional Model of development communication which facilitates participatory development (fig: 8).

Table 5a: Participation Matrix (Receiver perspective)

		Development Communicator (DC)		
		High	quasi	low
Target group	high	IDEAL (1)	ACTIVE (2)	BOTTOM-UP (3)
	quasi	PASSIVE (4)	TRANSACTIONAL (5)	ELECTIVE (6)
	low	TOP-DOWN (7)	SELECTIVE (8)	HAPHAZARD (9)

Source: Nair and White (1987). Figure from Melkote (1991 :255)

In this model, there are three levels of participation. (high, quasi, low) between the source and receiver of development communication . Nair and White outline nine role typologies as shown in Fig 11 Melkote (1991 : 255) discusses the 3 levels of participation as follows:

- Level 1 – shows High participation, which is involved, active, creative with continuous interaction and dialogue. Power is shared between the communicator and receiver.
- Level 2 – shows Quasi participation which is less intense, less creative and has less dialogue.
- Level 3–shows Low participation which implies little dialogue, no meaningful involvement and no consciousness of the need to change. (Melkote, 1991 : 255).

Table 5b : Participation Matrix(Receiver Perspective)

Cell number	Description
1	Ideal situation where the source and the reciever are interacting as equals.
2	Active, depicting a state where the receiver “ is slightly more active

2	Active, depicting a state where the receiver “ is slightly more active than the communicator”
3	Bottom-up, a state where the communicator is less involved than the receiver.
4	Passive, where the source is more dominant than the receiver.
5	The Transactional , a situation where there is a give and take relationship between the source and the receiver.
6	Elective, a situation where the receiver is actively involved, using traditional knowledge and skills.
7	Top-down, a situation where information is dependent on the presence of the expert
8	Selective, in which the communicator determines what should be done.
9	Haphazard, in this cell, development is said to be random.

Source: Melkote, 1991:255

Nair and White (1987) say that the perspective is that of the receiver (Melkote, 1991 :255)

Cell 5, is said to be the best approach of communication in the sense that sharing of ideas and experience is “on a co-equal basis between the source and the receiver.” Melkote agrees with this and say “ it is achievable and realistic since there is a slightly lower level of expectation from the transaction, there would be an optimum amount of synergistic dialogue, joint decision-making and participation in all communication processes” (Nair and White, 1987, cited in Melkote, 1991:257).

To contribute effectively, however, the rural community would need some form of education in practical skills such as simple basic accounts.

3. 7 Conclusion

In this report, human development shall mean the process of increase in the all round wellbeing of the majority of the people in a community. Community participation shall mean a process whereby stakeholders in an undertaking dialogue and contribute as partners towards development ventures. It is in this vein that the experiences and information acquired during the attachment shall be analysed.

The relationship illustrated in Cell 5 will be used in analysing the relationships observed during the attachment because it provides a sound foundation for participatory development and communication. It is a dialogical problem-solving approach in which all the stakeholders interact with each other, sharing their experiences and ideas in order to reach a point of decision about development projects. Apart from providing a mechanism for negotiation and mutual learning, the model also illustrates the idea of partnership between stake holders.

Chapter 4

Personal experiences

4.0 Introduction.

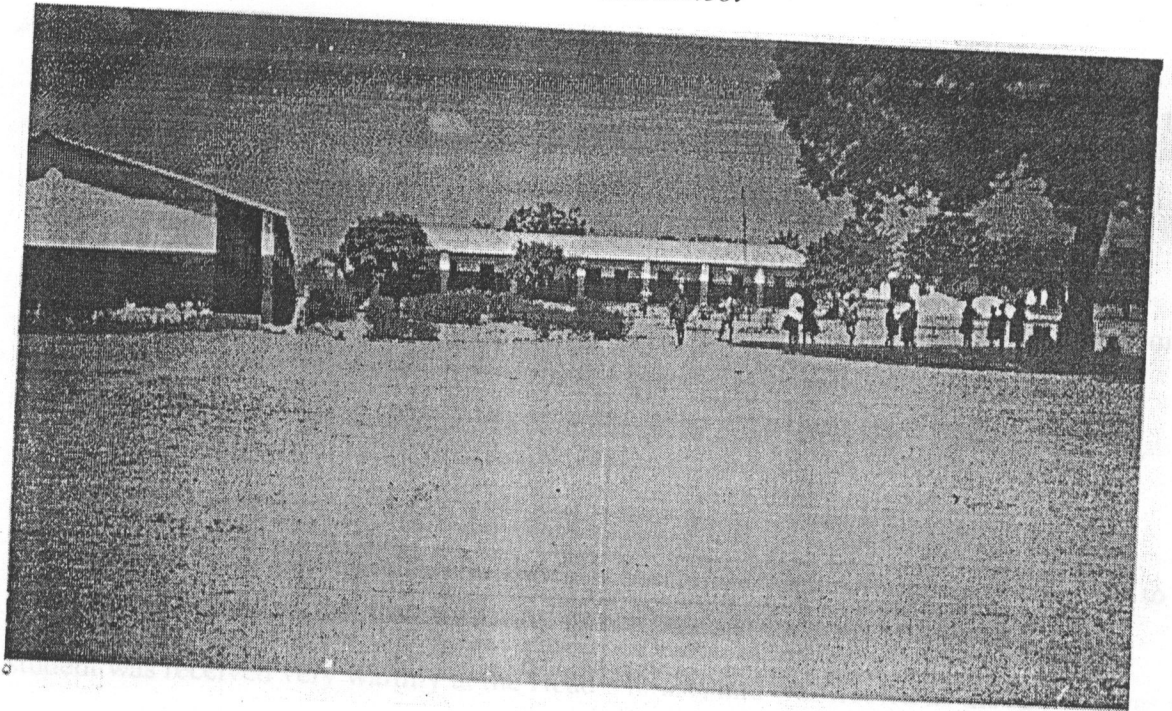
This chapter outlines the personal experiences and impressions the candidate had during the practical attachment period. It also gives a glimpse of impressions the community had on and about the exercise.

4.1 Preparation

The student was attached to Kankumba Middle Basic School in Chongwe district, Sinjela area, as mentioned earlier. Before the attachment, the student had to identify the topic and area of interest. After the identification of the subject matter and the area of attachment, a series of consultative meetings with the supervisor were held. This was to determine the suitability of the institution for attachment purposes. When the subject area and the place of attachment were approved, familiarisation visits were made to build up social relationships with the community. These visits were followed by the preparation of a provisional proposal in which the objectives and work plan for the attachment were devised and thereafter presented to the supervisor for discussion and comment. Copies of the approved attachment proposal were distributed to the DEO of the area and to the Headteacher of the school. This was to enable them to have an input in the exercise. When all official formalities to get permission to be attached in the area were completed, the candidate was given an introductory letter to the school from the DEO and was permitted to proceed to the attachment institution.

Accessibility to the school was easy because it is situated along the Great East Road. The countryside is hilly and beautiful. Homesteads can be seen along the road. The school is built on a plateau and it is almost surrounded by a stream. In the hinterland, one can see woodland and hills. From the Great East Road one can see the school, teachers' houses and two churches. The area has no post office, clinic, and co-operative. There are no banking, telephone and postal services. The easiest way to contact government ministry headquarters in the area, is by personally travelling there.

Fig.10 : Photograph of Kankumba Middle Basic School



4.2 Reception

On the day of arrival, the student found that the head and staff were attending a funeral of a Grade II pupil who had been killed by landmine. The student proceeded to the funeral village which was about six kilometres from the school. The area is hilly, so it meant walking on foot over the hills since there is no public transport. The walk to the funeral village provided the student with an opportunity to see the beautiful countryside and also experience first hand the long distances pupils have to walk daily, to and from school.

During the funeral, the student had an opportunity to observe the co-operation that exists between the school, villagers and the government departments based in the area. At the occasion, comments in praise of the Head such as “*Uyu mai ni munthu, niangati masiku ano angadzipелеке motele*” (How many these days can sacrifice themselves the way she has done, this one is a real human being), could be heard as people whispered to one another in Chewa. The student discovered that the Head had spent the night at the hospital awaiting the outcome of the operation other injured pupils were undergoing. These comments were made because

the Head teacher had acted responsibly and had greatly assisted the police during the emergency. Some of the responsibilities she carried out included:

1. Informing the police and the Ministry of Education about the accident.
2. Rushing the injured pupils to the general hospital which is over 100 kilometers from the school.
3. Leading and accompanying the police to the village to take the body of the deceased to the mortuary.
4. Staying up the night in the hospital while the injured pupils were undergoing operations.
5. Giving a hand in the organisation and activities of the funeral.
6. Requesting the police in written that something be done to rid the area of landmines.

4.3 Accommodation

The Head had made provision for the student's accommodation before her arrival. Due to shortage of staff houses, the student was to be accommodated at the Head's house. The student was received very warmly at the Head's house, and was treated as though she was a member of the family. The student, therefore, enjoyed all the privileges usually given to family members and close friends. While this was very good, the friendship that developed between the Head and the student made it difficult for her to maintain total objectivity during the attachment because of the personal relationship.

4.4 Introductions and orientation

The student was introduced to the following groups:

1. Teachers and pupils
2. Ministry of Home Affairs Department
3. Agriculture Department
3. Health officials
4. The P.T.A.
5. Project sites

4. 4. 1 Teachers and pupils

On her first official day at the school, the student was introduced to members of staff and pupils. This was done by going round to each of the classes and presenting the student to the teacher and pupils. During the attachment period the school had only 7 trained teachers (including the Head) and one untrained teacher. The pupil population was 497. Of this number, 275 were female and 222 were male. The school had only six classrooms to cater for classes.

4. 4. 2 Ministry of Home Affairs Department

The only meeting that the student had with the police was at the funeral of a school pupil as mentioned earlier. Their presence at the funeral was necessary because the pupil did not die a natural death but was a victim of an exploded landmine. The police post is about 15 kilometres from the area, therefore it was too far for the student to visit. However, from the peoples' comments at the funeral, the student observed that the police have had an impact in the area. Comments such as "*Mwandi a police a sebenza maningi, kwenze ma murder kesi yambiri kuno, manje nkasako*" (The police have worked hard, there were a series of killings here but now the situation has improved). Apart from this occasion, the student did not have any other contact with the police.

4. 4. 3 Ministry of Agriculture Department

The student was taken to the Ministry of Agriculture office by the Headteacher and introduced to the Agriculture Extension Officer (AEO). From there the student was taken to the Tse tse Control gate where she was introduced to the officer on duty. These are the two sections of the Ministry of Agriculture in the area. The agriculture extension section which deals with agriculture extension work in the area, and the Tsetse Control section which has the objective of controlling the spread of tsetse fly in the area.

4. 4. 4 Health officials

The nearest clinic is about 15 kilometres away. Due to the distance from the school, the student was unable to visit it. However, the area is also served by a mobile clinic service sponsored by a private health association of the Catholic Church the mobile clinics are held once a month. Services offered include an under-five clinic, an ante-natal and post-natal



clinic and the general treatment of the local patients. Three clinics were held during the attachment period. The services are very important to the people in the area who are unable to walk to the clinic. The student experienced this herself when she fell ill with malaria and received treatment from the mobile facility.

Due to the distance of the clinic from the community, a project has been started to build a clinic within the area. The community has appointed a clinic project committee to spearhead the construction work. Formation of the committee is a requirement of the Microproject Unit who are financing the project. The committee's life lasts up to the completion of the project. At the beginning of the attachment, the Head introduced the student to the chairman of the clinic project committee.

4. 4. 5 The P. T. A

During the course of the attachment, the student was introduced to the old and new members of the P. T. A . This happened in different circumstances such as at the Teachers' Day celebrations and during home visits as well as during meetings. In addition, the student met the headman, Sinjela, in whose area of jurisdiction the school is located.

4. 4. 6 Project sites

The student was shown around the various school and community project sites by the head the proposed clinic site, sources of building sand, brick keels, the proposed site for a boarding home, classroom blocks, the local church buildings and some of the villages. These introductions were very important. They enabled the student to meet, relate to and understand the community better.

4. 5 **Daily routines**

The school area is open. The houses are located close to each other and the residents are able to talk to one another from household to household. Residents are able to see what their neighbours are doing. They can watch the comings and the goings. Neighbours and near neighbours have close contact with each other and are able to share their daily experiences, incidents and news from government, the city, and from the locality. Frequently,

passers by from the vicinity, linger in the roadway to chat and converse with the school residents. Every newcomer is easily noticed.

4. 5. 1 The general school routine

The daily routine of members of staff starts at about 05.00 hrs. From 05. 00hrs to 06.00 hrs, the school residents are involved in drawing water from the borehole which is about a kilometre from the houses; in washing and in personal preparation for official duties. Apart from the teacher on duty (TOD) the teachers are expected to report at about 06.20hrs for classes which start at 06.30hrs. Pupils are expected to attend parade every day, at 06.00hrs, during the dry season. All pupils have to be on time for station upkeep which should be completed by parade time. Station upkeep involves sweeping of classrooms and school grounds. There are two sessions in the school: morning and midmorning sessions. Some of the pupils who attend the morning session, have to wake up at 05.00hrs, in order to cover the six to nine kilometre distance from their homes to the school for them to be on time for station upkeep. For such pupils a total distance of 12 to 18 kilometres has to be walked every day. Starting off at 05.00hrs usually means no breakfast for such pupils. For those pupils in upper and middle basic, it means no breakfast and no lunch because by the time they reach home, it is too late for lunch and families are usually preparing for the evening meal. During lean days, when food is scarce, it means that the pupils have no food to carry to school.

4. 5. 2 The student's routine

The student's routine included waking up at about 05. 00hrs, and joining in, in the family routine.

Table 6 : Summary of the student's daily routine

Time	Activity
05.00 to 06.40	Domestic duties
06.30 to 10.00 (Morning session)	Teaching Grade IV

10.00-10.30	Break
10.30-12.00 (Mid-morning session)	Attending meetings and consultations at the school
17.00 to 18.00 (Early evening)	Out of school consultations and home visits
18.00-19.30 (Evening)	Domestic duties
Weekends	Voluntary community services

Having been accustomed to starting a daily routine at 06.30hrs, she found it difficult to adjust to this early start in the first days. The first task to be carried out was that of drawing water from the borehole. The idea of drawing water in the morning and evening from a distance of about one kilometre was a good challenge, but the morning and evening fresh air was healthy and refreshing. When going to fetch water, the student was always accompanied by the Head herself or a member of the family. The student also did other household chores such as sweeping the house, sweeping the yard, preparing meals and collecting plants for pigs food. These duties were done communally with other members of the household.

The student normally reported to the school at 06.40hrs. Lower primary lessons are thirty minutes duration and the student taught from the time she reported up to 10.30hrs. There was a short break of about 30 minutes between the morning and mid-morning sessions. Breaks were used as opportunities to make staff announcements and for the teachers to have friendly chats.

After school the Head usually made visits to the community. The purpose of these visits, was for the Head to see pupils and parents who were ill, as well as to consult parents on education issues concerning their children. The student would accompany the Head on these visits. It was also one way of introducing the student to the life of the people, their work, the domestic

animals they keep, to their joys and to their challenges in life. This way the student was able to experience oneness with the people. These visits were done on foot and the student was able to enjoy the beautiful scenery during the walks. However, the student noticed how much deforestation was taking place in the area as a result of people cutting down trees for charcoal.

Some evenings were spent chatting with members of the family round a fire. The homely evening chats by the fire, often made the student forget that she was in a learning situation. It was a reliving of homelife. Weekends were also a delight to the student. Apart from preparing and attending Sunday Church services, they were spent on outreach and at times on catechismal and development work.

4.6 Expectations

The student went to the school to learn and to gain experience on how the school organises development oriented work, through its partnership with the community. However, the different people that the student interacted with had different expectations on what her role was.

Parents and pupils thought that the student was a new teacher appointed or transferred to the school. Comments such as: "My children told me that you are their new teacher" were expressed to the student. This idea was reinforced by the fact that the student was assigned to teach Grade IV and, therefore, appeared to be a member of staff.

On the other hand, the teachers of the school regarded the student as a researcher. This may have been because they had been told that the student was from the University of Zambia. Therefore, in the first month of the attachment, they were conscious of the way they related to her. But as the student got more involved in the daily school routine, they eventually relaxed and treated her as one of them.

At the beginning of the attachment the student felt like a visitor. This is because the student was a stranger to the area and also because of the different expectations the people she was introduced to had of her. As time went by, the student interacted closely with both the school and the community and she soon felt at home.

4.7 Overall impressions

The student's first impression of the community (including the school) was that it was made up of spontaneous, caring and giving people. As soon as a problem arose, everybody was ready to play a part in finding a solution. This was seen in the way they all worked together on the day of the student's arrival during the funeral.

The second impression gained by the student was that the community residents appeared to be self-motivated and, to some extent, self-sufficient. This is demonstrated in the way the community manages to go on with their day to day activities despite the fact that they lack the most of the needed basic amenities, such as public transport and health facilities. Nevertheless they still participate in development projects to assist themselves, for example, the construction of the school boarding house and the clinic.

The people of the community were very friendly. The more involved the student was in the community life, the more the residents opened up, and the more the student was able to identify herself with the community.

Chapter 5

Challenges and constraints facing the Kankumba community

5.0 Introduction

This chapter outlines the type of partnership existing between the school, the community, and other stakeholders. It explains the contribution made by each section in the construction and rehabilitation of educational and community services. In addition, it describes what the community considers to be the achievements and the challenges facing them. The chapter concludes by showing self-help efforts made by the people in their attempt to meet the challenges.

5.1 Partnership in development.

Partners involved in the school projects of Kankumba Middle Basic include: the local community, the ministry departments, the school, non governmental organisations and donor agencies (MPU Unit). Each of these plays a role in the overall achievement of the community projects.

5. 1. 1 The local community.

As pointed in Chapter 1, the local community is composed of the local Solis, Lenjes Chikundas and the retiree settlers from other tribes, most of whom have settled in the interior of the area, where they carry out subsistence farming. Like in any other parts of the country, most of the people do not have a steady and reliable source of income. While some of the people depend on income generated from the sale of charcoal, munkoyo roots, and masuku (wild fruits), others generate income by selling maize, groundnuts, domestic animals and domestic birds. In most cases, due to scarcity of reliable market and means of transport, their commodities are often sold at a give-away price. This problem is compounded by the pressure of the need for money. For example, a 90 kg bag of groundnuts is sold at K25,000, while in urban areas, such a bag is sold between K45,000 and K60, 000. A 90 kg bag of maize, is sold at K12,000, while in town, the same bag of maize sells at about K30,000

5. 1. 2 Ministry departments

The ministry departments represented at local level, as pointed out earlier include the ministries of Education, Agriculture, Home Affairs, and Health. While health services and Home Affairs (the police) are based 15 kilometers from the school the rest are in the vicinity of the school. Their main objective is to provide their specialised services to the local people. The Ministry of Education, through the DEO and the Inspectorate, work jointly with the school personnel to ensure that education is made available to the community. The Ministry of Home Affairs, through the police post, ensures that there is stability and a sense of security in the area. The Ministry of Agriculture through its extension work, provides the needed technical advice and information to the people. This is done through the TV approach. Peasant farmers are given the needed skills, information and technical advice, after which follow-ups are made to determine the rate of adoption or adaptation. The extension officer pointed out that due to the lack of inputs, the approach is not very successful. There are occasions when these departments meet to assist each other in the achievement of their set objectives. This mutual assistance is in terms of technical advice through consultations and discussions and at times in form of material help and services.

5. 1. 3 The school

In this context, the school refers to teachers and pupils. Teachers for the school are recruited by the Ministry of Education. They come from different regions of the country. Their objective is to provide education services to the community. Pupils come from the locality within a nine-kilometer radius.

The Head of the school, plays a leading role in the school. As an educationist and a member of the Neighbourhood Advisory Committee, she forms a link between the community and new ideas and practices that are beneficial to the community. This role, therefore, makes the school a focal point that unifies people for action as well as being a channel of communication from which the community gets information, advice and assistance. In addition, the school provides free labour to the members of the community. Pupils and teachers help parents in various project activities. These activities include collecting building sand, ferrying bricks from the kilns to the building sites and drawing water for builders.

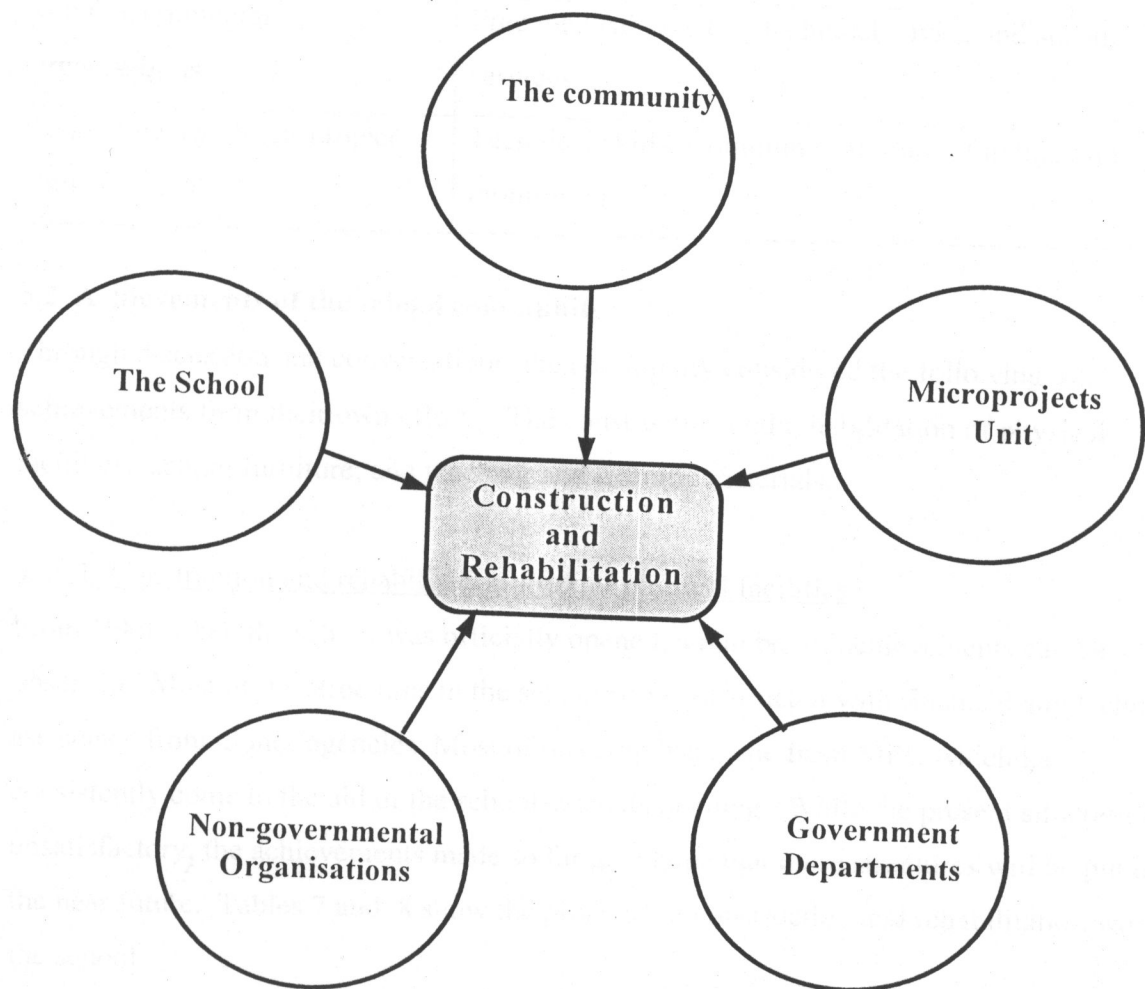
5. 1. 4 Non-governmental organisations.

This section of partners, includes the churches in the locality, and the private medical association which provides medical services through its mobile clinic and other interest groups. The church organisations meet people in their spiritual and material needs, in their sorrow and joy. They also, through suggestions, facilitate the generation of ideas, the dissemination of skills and information. For example, information about MPU and its operations was first given to the school community by the Catholic Church.

5. 1. 5 The MPU

The MPU, as explained earlier is a unit created by the Government of Zambia in order to redress problems faced by the poor. The aim of the Unit is to facilitate the availability of social services to the community-managed projects, through the provision of financial and technical support.

Fig. 9 : Contributors to community Development



Each of the above sections of the community contributes to the rehabilitation and construction work, See Table 6

Table 7 : Contribution to rehabilitation and construction by section.

Section	Contribution
The school	Free labour, leadership, direction and motivation
Government departments	Technical assistance, labour, skills and materials
Local community	Project identification, designing, management and

	maintenance, free labour, material and financial contributions
Non Governmental Organisations	Free medical services, technical advice and spiritual services.
Donor Agency (Microprojects Unit)	Technical skills, Community training, funding and monitoring.

5.2 Achievements of the school community

Through discussion and conversations, the community considered the following as achievements from their own efforts: The construction and rehabilitation of physical facilities; school furniture; and teaching and learning materials.

5. 2. 1. Construction and rehabilitation work of physical facilities

From 1986, when the school was officially opened, a number of achievements can be observed. Most of the structures in the school were constructed with financial and technical assistance from donor agencies. Most of this help has come from MPU which has consistently come to the aid of the school since its opening. While the present situation is still unsatisfactory, the achievements made so far give hope that more structures will be put up in the near future. Tables 7 and 8 show the progress of construction and rehabilitation work in the school.

From two houses in 1996, there are now (1999) five institutional houses all of which were built with the assistance of donor funding and technical advice. Two of these, put up by the PTA, have had to be renovated. The two school blocks and 13 pit-latrines were also built with donor funds. Six of these toilets, are used by pupils. Three of the houses, and the school blocks, have been renovated and repainted. The source of water used to be a stream but now there is a borehole which was put up with donor funding. This development has greatly improved the community's access to water which used to be a problem during the dry season because the stream dries up.

As at November 1999, the school was working on a temporary boarding house, in an attempt to minimise the hardships faced by pupils who live far from the school. In addition, the

school is facilitating the construction of a clinic. This project is also funded by MPU. When completed the clinic will have three staff houses, four pit latrines, and at the time of writing this report, the clinic project committee, was working hard trying to raise the required 25% community contribution in order for them to qualify for funding.

5. 2. 2 School furniture

The school used to have an acute shortage of desks. During lessons most of the pupils used to sit on the floor. The situation used to be more pathetic during Grade Seven final examinations. The school had to borrow desks from the neighbouring school in order to enable pupils to write the examinations with some comfort. Pupils had to carry these desks to their school at the start of examinations, and had to return them at the end of the examinations. This meant a distance of about 15 to 20 kilometers carrying desks to and from the neighbouring school. Furthermore, while pupils sat on the floor to learn, teachers had neither tables nor chairs to work from. This situation has been improved. By 1997, there were about enough desks, tables and chairs in the school (Tables 9 and 10).

Table 8: Staff accommodation 1996-1999:

Built by	1996	1997	1998	1999
PTA	2	2		
Institutional		3	5	5
Own home		1	1	1
Own arrangement		3	3	1
Total	2	9	9	7

Table 9 : Other buildings 1996-1999

Item	1996	1997	1998	1999
Classroom blocks	4	6	6	6
Pit latrines	6	13	13	13
Source of water	river	borehole	Borehole	borehole
Administrative offices		2	2	2

Table 10: Availability of school equipment 1996-1999

Equipment	1996	1997	1998	1999
Desks	120	140	142	142
Tables	-	8	8	8
Chairs	-	12	12	12
Cupboards	-	1	1	1

5. 2. 3 Teaching and learning materials

While there was about one book per three pupils in lower and middle basic in 1999, there were very few for the upper basic pupils. In addition, teachers of the upper basic (Grade 8 and 9), had no reference books for preparation of lessons. The PTA, managed to buy a few text books for teachers, but these were not enough.

5. 2. 4 Academic achievements

As will be discussed later, there are a number of factors that have contributed to the type of results the school has been achieving. Table 10 shows the academic performance as from 1993 to 1998.

Table 11 : School academic performance - Grade 7 examination results.

	Number of those who sat for examinations			Number selected			
Year	Boys	Girls	Total	Boys	Girls	Total	%
1998	32	16	48	22	3	25	52
1997	44	28	72	10	4	14	19
1996	25	19	44	7	5	12	30
1995	31	18	49	8	2	10	20
1994	37	14	51	14	2	16	31
1993	35	14	49	3	1	4	8

Source: school document.

5. 2. 5 Other achievements

As at 1999, the school has a very active and talented drama club. The club is used as an effective means of conveying to the community social and health related messages. At the teachers' performing arts, the school was rated first in the district. In literary works, poems competition, a pupil from the school came third in the district. At zonal level, the school had a second position in football and a third position in netball.

5.3 Projects management

Most of the above achievements, were realised because of the assistance from MPU. As pointed out in Chapter 1, the MPU operates as an autonomous unit within the Economic Development and Budget Division (EDBD), of the Ministry of Finance and Economic Development. The MPU's head office, is in Lusaka. It has district teams comprising of the District Planning Officers, Technical Officers and District Line Department Staff (DLDS). The district teams have undergone extensive training in procedures and principles of project management. They have been trained in technical skills and in how to facilitate the efforts of their client communities.

MPU operations are in line with government policies of the respective sector ministries. The DLDS review each project proposal to ensure that it follows the relevant sector policy. The MPU's preference, however, is rehabilitation and expansion of existing facilities rather than the construction of completely new physical facilities. In addition, the MPU responds to requests initiated and made by the majority in the communities. Such project proposals, must fulfill nine conditions. According to MPU principles, the community based projects must:

... meet a priority need for the majority of the community applying for a project; must benefit the poor and vulnerable groups, especially women; be initiated, planned and managed by a community-based group. NGO's, Government departments and district councils do not apply but support and facilitate community initiatives; provide evidence that the majority of the community and future beneficiaries are fully committed to the initiative; contain a local community

evidence that the majority of the community and future beneficiaries are fully committed to the initiative; contain a local community participation component of at least 25% of the total project costs; demonstrate that they can be successfully completed within one year i.e. be simple enough to be implemented without significant technical assistance from outside the community; demonstrate that maintenance is ongoing on existing infrastructure and is guaranteed for the future; have been discussed and reviewed, appraised and recommended by the district team; require financial support from MPU not in excess of US \$400,000 (MPU guidelines 1999: 2).

5. 3. 1 MPU assisted project cycle and procedures

In an interview with the student, the MPU Regional Director for Lusaka explained that the MPU project cycle consists of three phases which include community preparation, selection and implementation.

5. 3. 2 Community preparation

During the community preparation phase, the client community is expected to carry out a needs assessment exercise to determine real needs. It is also expected to identify solutions to the priority need, it should ensure that identified projects are widely supported by the majority of the community. Furthermore, the community is expected to make a self-help contribution of 25% of the total cost of the project and to prove its commitment. In order to maintain the project, the community is required to put in place, a maintenance committee.

After the committee has been constituted, the application forms for the project are then filled in and submitted to the DLD. The completed forms, represent a project proposal because they have all the detailed information a normal project proposal gives.

5. 3. 3 Project selection

The second phase of project management, is project selection. This phase involves desk appraisal, field appraisal, MPU Head Office review and the steering committee appraisal. The desk appraisal exercise, takes place during the desk appraisal meeting. This meeting is

held by the District Desk Appraisal Committee (DDAC). The aim of carrying out the exercise, is to ensure that:

1. the project is within government policy;
2. it is supported by the relevant sector department;
3. the proposed project is a priority need for the majority of the people;
4. the people are determined to work towards the success of the project;
5. the tangible benefits of the project would help even the poor and the vulnerable of the community;
6. the duration of the project, its size and costs are manageable by the community's standards;
7. the project is understood by the community and that it is simple enough to be managed and maintained by the community; and,
8. the community has put in place a functioning and a maintenance committee.

It is at this meeting that project proposals are discussed and selected or rejected for implementation. Only those projects which satisfy the conditions of MPU are approved. The approved projects are further subjected to field appraisal. During field appraisal, the appraisal team members:

- Assess community capacity and commitment;
- assess if the project meets Priority Need for the Majority (sic) of the community;
- Assess skills, complexity, scope, size and costs of project;
- Agree on Targets (sic) and appropriate Community(sic) contribution;
- Assess the quality and quantity of community contribution;
- Undertake a technical appraisal;
- Decide if project requires contractors and consultants;
- Develop a community Action Plan (sic);
- Inform the community of MPU/GRZ conditions; and,

- Elect and confirm a project Committee (sic) which should have at least 50% **women as its member (sic)** (MPU guidelines, 1999:9).

Failure by the community to raise 25% of the total cost of a project, could result in the project being rejected. The field appraisal reports are submitted to MPU Head Office for review. Successful projects are then presented to the technical section for budget preparation. The project is further presented to the final decision-making body called the Steering Committee. This committee is composed of the Permanent Secretary of EDBD who is the chairperson, representatives of GRZ line, Ministries, members of the donor and NGO community, as well as other specialised agencies. If there are no objections by the end of a three month waiting period, projects are approved for implementation.

5. 3.4 Project implementation

When a project is finally approved, a financing agreement is prepared. The agreement contains a summary of the budget, and an outline of the responsibilities of the various parties involved in project implementation. A detailed budget giving the amount and estimated price of materials, labour, transport, furniture and equipment for each component is also given. Before the financing agreement is signed, the Project Launch Workshop is conducted. This is organised in order to inform and train the client community on all aspects of their project. The agenda for the workshop includes:

1. informing the community on agreements;
2. confirm project components, Activities or Targets and Contributions (sic);
3. agree (sic) on work Programme;
4. agree and understand Financing Agreement (sic);
5. confirm Committees, Roles and Understand obligations of all players (sic);
6. facilitate on the Job Training (sic);
7. assess Technical Supervision. (sic) (MPU guidelines 1999:10)

5.3.5 Project monitoring

To ensure the success of the project, the MPU Regional Officers, Provincial Planning Units (PPU) and District Team (DT) members visit the project monthly to: “encourage and motivate the community, assess community commitment, assess management of resources, assess physical progress and quality, identify problemis and to assist the community to solve problems. (MPU guidelines, 1999: 11)

There are occasions when a project may be closed down. This is usually because of poor management, financial irregularity, poor community participation and failure to meet deadlines. However, when a project has been successfully implemented, a completion certificate is presented to the community.

In an interview with the student, the secretary of the Chongwe District Team, observed that some communities, after achieving one objective, tend to relax, while others , fail to meet deadlines so that their projects take more than the stipulated time. Such projects, he said, end up being closed down.

5.4 How Kankumba managed her projects

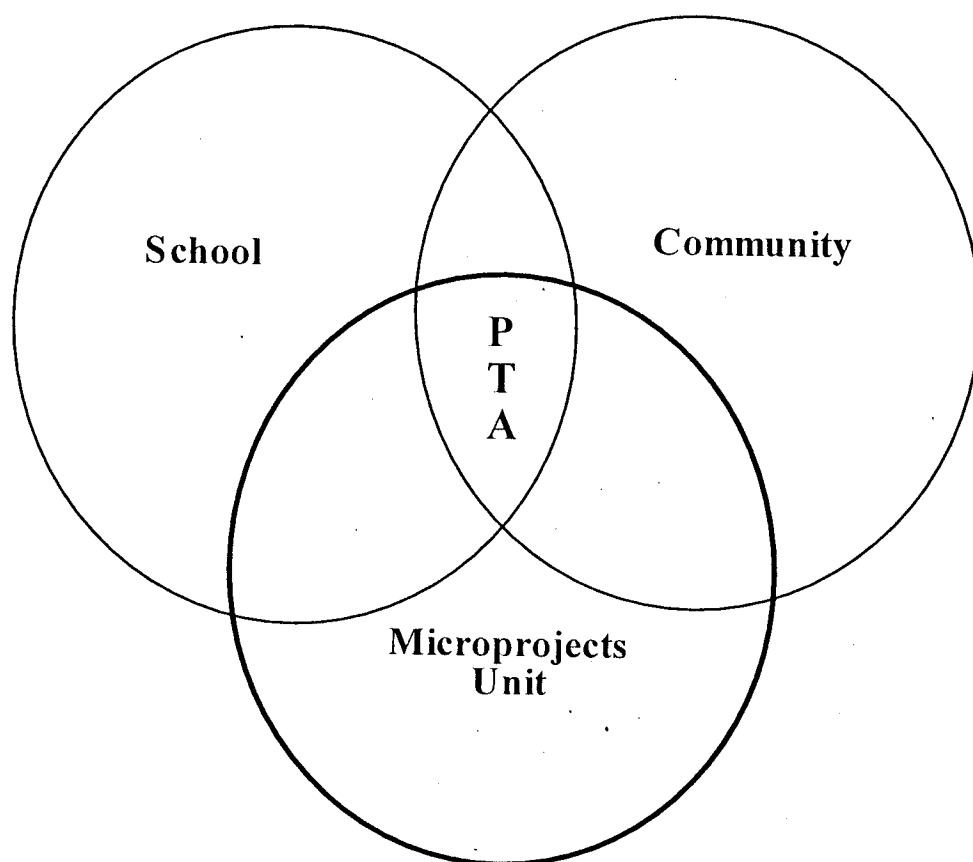
The projects in Kankumba area involved the school, local community, and the MPU. Figure 14 shows how the community sectors through the overall umbrella of the PTA, worked together in order to achieve a common objective.

The day-to-day management of the Kankumba educational projects was carried out by the elected project committees, which were facilitated by the PTA. Throughout the life of the projects, the duties of the PTA included:

1. Supervision of rehabilitation and construction ventures in the school;
2. Fostering of dialogue between the PTA executive and the local community;
3. Ensuring effective community participation in project work;
4. Spearheading fundraising activities in order to raise the 25% community contribution requirement;
5. Mobilising the community for meetings;

6. Encouraging cooperation between and among the local department ministries based in the area;
7. Facilitating teaching through the provision of textbooks; and,
8. Harnessing the work of the project committee.

Fig.10 : PTA as the meeting point for community development



5. 4. 1 Community preparation and project selection

Due to an increase in population and in the number of settlers in the area, school places were not enough to cater for the growing population. The PTA executive committee and parents held a meeting to discuss and find a way of meeting the challenge. The Head of the school pointed out that there were people who contributed a lot of constructive ideas, among them were the NGOs and private companies. “ These people,” she said “informed the committee about MPU and its conditions of operation”. Based on this information, the community decided to organise themselves in order to raise the 25% community contribution.

“We started by moulding bricks, collecting building sand and crushed stones.” The project committee was elected (Appendix 2), to spearhead and to manage the preparatory work. The PTA executive committee was the overall supervisor of the daily operations. Parents, pupils and other interested people were all involved in various ways.

As a result of the effective community mobilisation and participation, K750,000 was raised. This amount together with the bricks that were moulded, the building sand and the crashed stones that were collected, formed the needed 25% community contribution towards the total cost of the project. Following the fulfillment of all the MPU conditions, the community was given application forms to apply for financial assistance in the rehabilitation and expansion of the then existing school infrastructures. When the desk appraisal exercise was carried out, it revealed that the application, was in line with government and sector policies, and that it represented the priority need of the community. The project proposal was then subjected to field appraisal after which it was sent to the MPU Head Office for review and approval. A community workshop was then arranged, during which the community was introduced to various aspects of project management. In addition, the community was trained in basic essential skills such as, maintenance funds, materials and tools, organising community participation, community organisation, how to create community awareness, and committee organisation.

5. 4. 2 Project implementation and monitoring

On the successful completion of the community training workshop, the community project committee opened a bank account for the project. The Financing Agreement was then signed by the concerned parties i.e. MPU and the community. In order to facilitate and ensure effective project management, MPU gave the project committee two manuals, the Project Implementation Manual and the Maintenance Manual. These manuals give detailed information and instructions for every stage of the project life. They are well illustrated, instructive and simple to follow. The successful completion of the workshop, is a condition that necessitates the disbursement of funds. The disbursement was in four instalments, and was paid directly to the community account. After each installment, the community prepared and submitted a detailed financial report which was supported by valid documents.

To ensure effective implementation of the project, the MPU Regional Officers, the Provincial Planning Units and the District Team members made regular visits the project area. These visits were carried out quarterly by the monitoring team and monthly by the District Officers. This was done in order to monitor progress. During these visits, the monitoring team was able to motivate and encourage the community. It gave the monitoring team an opportunity to assess the degree of community involvement in the project. The teams were able to determine how resources were being managed, and find out not only the level of progress of the work, but also the rate and quality of the progress. As a result of these frequent visits, challenges were easily identified and solved on the spot. The monitoring process also provided an opportunity of giving the community, on-the-job training in project implementation and maintenance procedures. On completion of the project, a completion certificate was presented to the community.

5. 4. 3 The project executive committee

On the project committee, the Head was an overall supervisor. She is an executive member of the PTA (secretary), was a member of the project executive committee and is a member of the neighbourhood advisory committee. She was, therefore, considered to have a good understanding of the real needs of the community. In addition, she was directly affected by all the rehabilitation and construction activities in the school because she is the Head of the school and the representative of the Ministry of Education at institutional level. Her approachable, friendly and hardworking attitude had an encouraging and a motivating effect on the community. She promoted dialogue and consultation throughout the project life. She is perceived as “one of them,” a person who has the (community) interests at heart. The community’s trust in her was clearly evident. Whenever she was at work and a member of the community called at her house, comments such as “*A head aliko? Nifuna kusiyo katundu wanga nalema nizatenga mailo*” (Is the Head around? I want to leave my things here because I am tired I will collect them tomorrow). To the student’s “No she is at work” response, the visitor would confidently say “*Osabvutika tubaziba sangakalipe ni ba mai athu a Hed*” (Do not worry the Head is our mother).

The project executive committee organised the-day-to-day operations. Members of the committee, were all very committed people who wanted to serve the community well. Many

of them were retired officers whose children were at the school. "We used to have meetings for each phase to plan on how to go about the work." To ensure that there was accountability every move of action was communicated to members and justified. Because the community was convinced that the project was theirs, there was cooperation between all the stakeholders. One committee member expressed it thus to the student: "We shared duties and we made sure that we discussed how each one of us was to do the job, at the end of which a verbal report was given."

5. 4. 4 Community participation.

As much as possible, the village headmen tried to ensure that all the able bodied men and women were involved. The community contributed in either cash or kind, according to the interviewed project committee members.

"We tried to follow the budget seriously," one of them said. The means of communication was manageable despite the absence of postal services. "We were willing to pass on information by word of mouth," another said. Letters were used to pass on information but often times pupils conveyed the information to their parents. In addition, messages were at times read out in churches at the end of a service. The backing from the DEO and other local ministry departments was a moral booster. For example, to facilitate and enhance the well-being of the majority of the people, the Agriculture Extension Officer (AEO) gave the school 'Food for Work' in the form of bags of maize to enable the school to carry out some of the school projects.

The community's conviction about the importance of education seems to have had great influence as a driving force towards community participation. This is expressed in one of the parents sentiments noted by the student: "We want our children to learn in order to do better in life than we have done." In addition, the approach and procedures of project management used by MPU, encouraged the building of the community's sense of responsibility, a sense of ownership, positive attitudes and the overall success of the undertaking. The approach seems to help the community become sensitised in self-help outlook on life.

5. 5 Challenges and constraints

There are a number of challenges affecting the community. Some of them are as result of conditions of securing funds from donor agents and as a result of the state of the economy in the country which has created a demand for the need on the part of the community for awareness of the limits and possibilities available in the country.

The MPU conditions for assistance to the community is one of the effective ways of ensuring community participation in development ventures. As observed by the Director of Lusaka Region, their effort is being hampered by other donor agencies who seem not to stress the need for community participation. For example, the idea of distributing free products to communities hoping that such products would reach the poor has at times benefited the already well-to-do in the community.

A number of challenges faced by the community were presented to the student. These included:

5. 5. 1 Distance from the school

As pointed out in Chapter 4, some of the pupils live as far as nine kilometers from the school. They have to wake up early, as early as 05.00hrs, for them to reach school on time. At the end of the day this means a distance of 18 kilometers is walked every day. Since the countryside is hilly, this means walking over the hills and down the valleys. Thus, by the time pupils reach home, they are tired and unable to do their home work. The situation is compounded by the fact that the area is not electrified, therefore, pupils find it difficult to do homework in the evenings.

5. 5. 2 Distance from the hospital

The nearest clinic in the area is about 15 kilometers away from the school. This means that those in the interior of the area have a longer distance to cover. While means of transport from the main road to the clinic are not a problem, there are practically none from the interior. For those living in the interior, the only way to reach the main road, is by either bicycle or on foot. Because of this difficulty, most of the people use local herbs for treatment and when faced with complications, most of those who could be helped if they were near a hospital, die.

5. 5. 3 Staffing at Kankumba Middle Basic School.

Table 12: *Classes by grade as at October 1999.*

Grade	Class	Boys	Girls
1	2	49	42
2	2	44	43
3	1	28	29
4	1	30	16
5	1	21	24
6	1	27	23
7	1	31	24
8	1	26	10
9	1	19	11
Total	11	268	229

The total number of pupils was 497. There were eight teachers for 497 pupils. This meant a ratio of about 62 pupils per teacher. When the school opened two upper basic classes (grades 8 and 9), there were no teachers posted to teach the two classes. Four teachers from lower and middle basic had to be seconded to teach upper basic. This secondment to upper basic left the lower basic with only two teachers, including the Head. This meant that there were only two teachers to teach six classes. The school needs more teachers.

5. 5. 4 Physical facilities

Physical facilities include: accommodation for teachers, a boarding house for pupils, classroom facilities, toilets, and the school library.

a) Accommodation for teachers.

The Head pointed out that there is a shortage of staff houses in the school. As indicated earlier, the school has five houses instead of the needed 14 houses. This means that teachers cannot be transferred to the school because there is no accommodation. It is not feasible for

the community to resume expansion work of putting up more structures because, at the moment, the community is engaged in another priority project which is already underway i.e. the clinic.

b) Boarding house for pupils.

To help pupils who live far away from the school, a boarding house for boys and one for girls is needed. The affected pupils could be weakly boarders. They could report to school with weekly rations on Sunday evening and return to their homes on Friday afternoon. In addition, the houses could be used by all pupils during the rainy season. Pupils who come wet from the rains could use the houses as change rooms. Some rooms could be used as pantries where pupils could store their food before breaktime.

c) Classroom facilities.

Practical subjects such as industrial arts, home economics and science, need special rooms if they are to be taught effectively. A workshop is needed for industrial arts, home economics needs at least two rooms, and science needs a science laboratory for experiments. Each of these special rooms needs to be furnished with relevant equipment.

Apart from the actual structures, equipment such as tools for Industrial Arts, beakers and test tubes for science, as well as household equipment for home economics, are needed.

d) Toilets.

Kankumba Middle Basic is a PAGE school. One condition for such a school, is that it should have one toilet per 20 girls and one toilet per 25 boys. As at October 1999, the school had three toilets for 229 girls which is about 77 girls per toilet. There were 268 boys for three toilets which is 87 boys per toilet. There is, therefore, an acute need for building more toilets.

e) The school library

A school library is a necessity to any education institution. Both teachers and pupils can use the library, for example, the library can be used for reference, research, as well as for wide reading and enjoyment. A library is most needed in a rural area where often there are no other sources of information. A library in the area would assist not only teachers and pupils, but

also the community at large considering the fact that there are many retired officers in the area.

5. 5. 5 Teaching and learning materials

Teaching and learning materials are essential in facilitating and enhancing learning. They include items such as, chalk, board, rulers, textbooks, pupils' workbooks, charts and drawing paper. While lower and middle basic are well catered for in terms of teachers' and pupils' books, the upper basic does not have enough to go round. Chalk with which to teach pupils is scarce. Drawing paper, coloured pencils, drawing paint and painting brushes including plastacine, needed for art and other practical activities, are not available.

5. 5. 6 Funding

As pointed out in Chapter 2, funding for primary schools is not enough. Primary schools rely heavily on the community input. Where the community fails to raise enough money, pupils have to do without many essential resources. Rural areas are the most hit by this state of affairs because the people do not have a regular source of income. In addition, rural people are not exposed to sources of information from which they could generate ideas that would assist them.

5.6 Self-help efforts

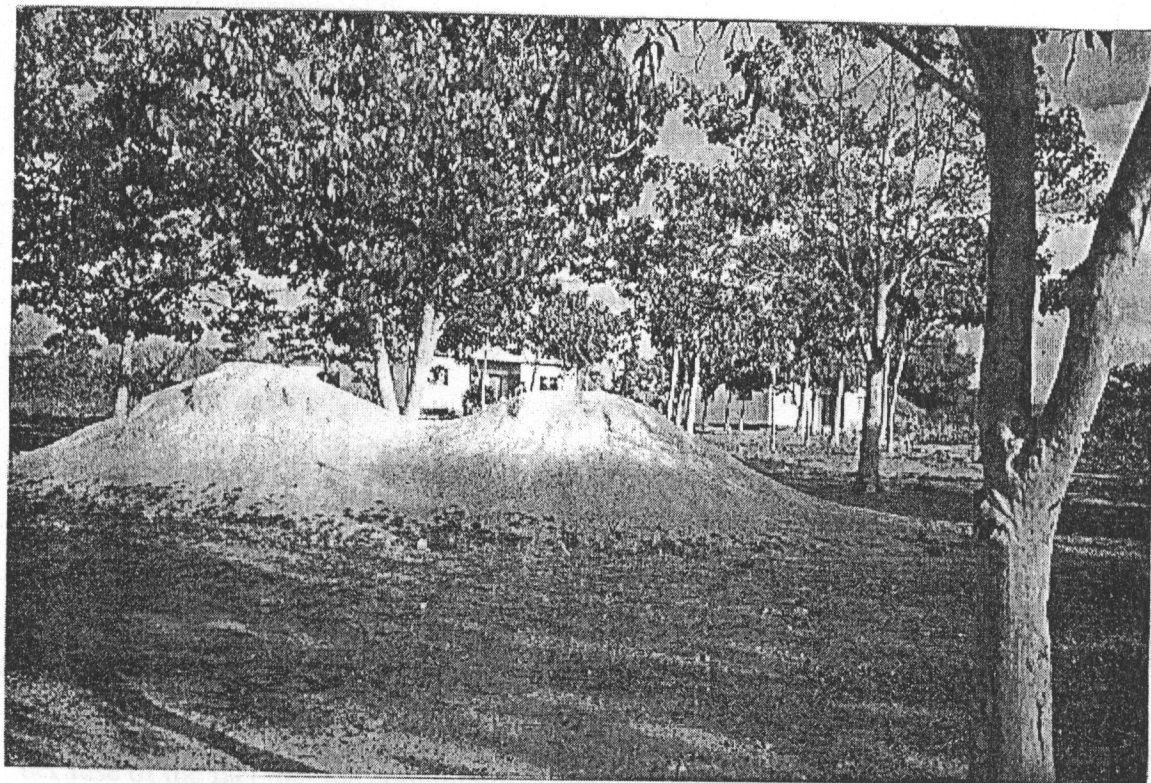


Figure 11: Building sand collected by the school community

The school tried as much as was possible to use initiative and creativity in trying to the challenges. The approaches used are summarised below.

a) Staffing

The Head applied to the Ministry of Education for more teachers but the school was given only one teacher to cope with the situation. Since it was difficult to get additional staff, some lower grades were combined.

b) Physical facilities

The problem of accommodation for teachers was minimised by the fact that one teacher owns a house in the vicinity of the school and has been able to house himself. In addition the school rents accommodation from the Department of Agriculture. Sometimes the school rents accommodation from Sinjela village.

building was almost at window level. It was hoped that the temporary building would be ready by the beginning of the next academic year.

d) Classroom facilities

With the launching of BESSIP funding, whose condition for qualification is only 15% community contribution towards the total cost of the project, the school has already started collecting building sand as can be seen in the picture(Fig. 12). The same is applies to the construction of toilets and the library.

e) Teaching and learning materials

Teaching and learning materials are not enough. Although some of these materials are bought by the school at intervals when finances allow, they are not enough. A few are bought by the PTA. Some teachers approach other schools for donations.

While a lot is being done to meet the challenges, a lot more still remains to be done especially because of the fact that the community is expanding fast. It is not easy to carry out more than one project at a time because it is the some community that has to make contributions as well as provide labour.

Chapter 6

Attachee's input

6.0 Introduction

This chapter gives an outline of the activities the student was involved in during the practical attachment. It shows the observations and input made by the student, and states the school's, response to the input. Most of the input was in form of comments, suggestions and activities carried out.

6.1 Activities the attachee participated in

During the attachment, the student participated in the following activities:

1. Administrative and professional meetings
2. Teaching a Grade IV class;
3. Project activities;
4. Celebration activities;
5. Home visits;
6. Disciplinary and counselling sessions; and,
7. General and social activities of the community.

6.2 Administrative and professional meetings

Meetings form one of the most important means of communication in an organisation.

During the attachment, the school held several administrative and professional meetings.

Administrative meetings included:

1. Induction meetings;
2. Briefing meeting;
3. Team meetings;
4. Full staff meetings; and,
5. Problem-solving meetings.

6. 2. 1 Induction meetings

Induction meetings are held to introduce new members of staff to the life of the institution. New members are introduced to the school environment, to the school culture, school routine and practices. The student and one teacher were inducted during the attachment period. This meeting helped the student and the new teacher to settle down and involve themselves easily into the daily routine of the institution.

One of these induction meetings was organised by the school's In-Service Training (INSET) co-ordinator. The objective for this meeting was to induct the student into the lower primary curriculum and to show her the latest way of writing a lesson note. The subjects that were considered during the meeting were, English, social studies and science. The orientation started with an outline of the subjects offered at lower basic section. This was followed by board illustrations of how to prepare and write a lesson note. Three lesson notes were illustrated. The student took down the illustrations as sample lesson notes.

6. 2. 2 Briefing meetings

Briefing meetings were held regularly whenever the Head or any other member of staff attended a seminar, meeting or an event outside the school. On return, a brief was prepared and presented to staff on the content and outcome of the visit. These summary reports were very informative and educative. The meetings are a way of keeping members up-to-date with current issues.

6. 2. 3 Team meetings

Team meetings are meetings which are held by different school committees, to exchange information, solve problems, make decisions, meet social needs as well as to give feed back. During the attachment such meetings were held by:

1. the sports committee which is responsible for all sporting activities in the school;
2. the preventive maintenance committee which deals with the organisation and implementation of production unit programmes such as farming season activities;
3. the disciplinary committee, whose objective is to ensure order and harmony in the school;

4. the examination committee which is responsible for testing and examinations in the school; and,
5. the entertainment committee which prepares the school for festivals such as the Independence Day and the Teachers' day.

The student attended the team meeting which was held on 29th September, 1999. The objectives of the meeting included planning for the year's farming season, i.e making decisions on the crops to be grown, and when to plant. The meeting was organised by the production unit committee and was attended by all the members of staff. The Head though in attendance, played a low profile and only contributed where it was necessary. The meeting was chaired by the chairperson of the committee. During the meeting, a review of the past performance was made and suggestions for the approaching season were made by the members of staff. It was decided for example, that the school would grow crops that do not need a lot of inputs. The selected crops included groundnuts, sweet potatoes, beans, sweet corn and a small quantity of maize.

6. 2. 4 Full staff meetings

These meetings are usually held twice a term, that is, at the beginning and at the end of every school term. During the attachment, the student attended one such meeting which was held at the start of the term. It is at this meeting that the Head of the school gave a general view of the school's last performance; section reports are discussed; and information concerning major events for the new term was presented and discussed.

6. 2. 5 Problem-solving meetings

Members to attend these meetings depend upon the nature of the problem to be solved. It could be problems emanating from the school organisation, school performance and or external affairs. The student attended one of these meetings.

6. 2. 6 Professional meetings

During the attachment, the student attended three of these meetings. Two were school- based and one was held at zonal level. The school-based meetings were mainly concerned with school effectiveness. They were chaired by the Senior Teacher/Deputy Head and were a

response to a need identified earlier. The meetings touched on issues concerning expectations of the school community, i.e. the parents and pupils. Some suggestions on how to meet the expectations were provided by the participants.

The zonal meeting was for all headteachers in the zone. At this meeting, the school was represented by the Head, the Deputy head and one teacher. The student attended the meeting. The main topic of discussion was 'School Management.' The meeting was held at another school. This meeting was organised by the newly created Head Teachers Association. The objectives of the association were to provide a forum where Headteachers deputy Heads and Senior Teachers in the zone could meet to:

1. discuss and share their experiences;
2. advice one another in school management procedures;
3. assist one another to solve school challenges at institutional level;
4. educate one another on current issues in the Ministry of Education; and,
5. encourage one another to boost working morale.

This was the second meeting since the founding of the association. The first meeting was held at Kankumba. At the meeting, Kankumba Middle Basic was represented by the Head, Deputy Head/Senior Teacher and two other teachers, including the student. The second professional meeting was on policy. This was organised by the student upon request by the Deputy Head/Senior Teacher. Both meetings were half-day presentations from 14.00 hours and lasted three hours.

5. 2. 7 Observations

The meetings provided a forum through which school policies could be discussed, implemented and appraised. It was observed that the means of communication commonly used was oral communication. This is a one-to-one communication through daily conversation as well as consultations. Group communication was also used in the meetings and assemblies. While pupils are used to convey educational messages to their parents, churches are used to convey messages concerning project work to the community.

Due to financial constraints, visual communication through charts, posters, diagrammes, for example, is rarely used. It was observed that apart from serving educational goals, meetings play a vital social role in the school. Teachers meet to share their concerns and to relate to one another. Grievances are aired and sorted out. Staff are open and frank. The administration is accommodating and flexible. Upper basic pupils always referred to the notice board for information. While the student participated in most of the above meetings. Two of the members of school, claimed that PTA meetings were irregular.

6. 2. 8 Student's input

The student's input was in terms of comments and suggestions. Some of these were implemented immediately. While others were effected after the student had left, still others are long term and will take time to be implemented. Comments and suggestions were made on:

1. The need to inform the community on various issues concerning the school through regular PTA meetings.
2. The need for the school to have a poster and a national flag. To facilitate the acquisition of the school poster, the school was introduced to the National In-service Teachers College (NISTCOL).
3. In response to the expressed need for a library, the student procured library application forms for the school.
4. In response to the need for text books, the student suggested the possibility of visiting other secondary schools for donations. A few were received from Chalimbana Basic School.
5. In response to the request for information on in-service courses offered at NISTCOL, the student discussed with members of staff the objectives for in-service programmes at NISTCOL, the conditions for entry to the college and the costs of the offered programmes.
6. In response to the request for a discussion on policy, the student presented a paper on policy. The main points covered during the presentation were: The definition of the concept 'policy'; Levels of policy formulation; the role of policies; and policy formulation process. Examples and illustrations were given. The session took two hours. The

sequence of presentation was, introduction, group discussion, and group presentation which was followed by general discussion and summary. A prepared hand out was then distributed and discussed.

6. 2. 9 The schools response

It has been reported that the school had a PTA meeting in February 2000. The flag has been bought and the school poster is being made. Suggestions 3 and 4 will be sorted out in the near future, partly because, both need planning, implementation, and financial support which the school does not have at the moment. In response to input 5, half the number of staff have applied to go for in-service training by distant learning.

6. 3 **Teaching**

The student was involved in teaching a Grade IV Class. The 1999 Grade IV Class, had 46 pupils. Of these, 30 were boys, and 16 were girls. Lessons were from 06.30hrs to 10.30hrs with a break in between. The student shared the Class with the Head. The student taught English, Zambian languages, Science and Social studies. The rest of the subject were taught by the Head.

Observations

All pupils came to school wearing uniforms. The class had more boys than girls. While all pupils had a ball-point pen each, only a few had pencils and none had a ruler or an eraser. Many of the pupils use one book for two subjects. The student had to adjust in a number of ways. It was difficult for her to be ready for classes by 06.30hrs and it was difficult for her to stick strictly to the 30 minutes duration of each lesson. Lessons often extended to 35 or 40 minutes and break-time was often overlooked.

The student noted that there were about 56 pupils in the school in 1999 who were orphans. It was further noted that 186 pupils had not managed to pay for their school requirements by the end of the academic year. Pupils who could not pay for their school needs, failed to do so either because they were orphans or because their parents were not able to do so because of poverty. Another problem that was observed was that the distance to and from school, for some pupils, is very long and this journey has to be done on foot.

There are also a number of clubs in the school. These include the writers' club, the choir, the drama club, the home economics club and the mathematics club. These form the pupils' extra-curricular activities which are important for the development of children and adolescents.

6. 3. 2 Student's input

a) Pupils

The situation concerning the difficulty in paying school fees for orphans and children from poor families was discussed with the Head and the possibility of contacting the Social Welfare Department of the Ministry of Social Welfare and Community Development for assistance was raised. It was hoped that the Social Welfare Department would assist the orphans. To facilitate the promotion of good health, the student suggested that clubs for health, moral, and social services could be formed, to serve the needs of the local community, through information dissemination.

b) Markets

To assist the parents in securing a market for their produce, the student introduced the Head to the likely customers for the crops grown in the area (Appendix 4). This decision was arrived at after observing that most of the community's produce is not sold due to lack of a reliable market. It was also observed that there was lack of transport to enable the transportation of the produce from the interior rural area to the urban markets.

c) Boarding house

The idea of putting up a boarding house for pupils who have to walk a long distance to the school was supported by being actively involved in project activities. In addition, the establishment of counselling services to meet the needs of the school and, to supplement the efforts being made by the administration was raised.

6. 3. 3 The school's response

Chongwe District has been identified as a pilot area for the orphans project. The objective of the project is to cater for the educational needs of orphans. The DEO, Chongwe, has asked

Heads of schools in the area to submit a list of orphans in their schools. The Head, Kankumba Middle Basic, has submitted 56 names.

Concerning market and transport opportunities, the community, when the process is completed will have established a link between the community and their potential customers outside the catchment area, in readiness for the next market season.

Due to shortage of manpower in the school, the establishment of health and social clubs has been postponed until the staff situation in the school improves. However, the counselling service team has been formed. The team is made up of four women and a trained counsellor (Deputy Head/Senior Teacher). The objective of the team is to give guidance and counselling services to members of the community.

6.4 Project activities

During the attachment period, there was only one community project, that of building a clinic. Pupils from the school contribute to this project by providing free services. Parents contribute to the project by providing financial contributions (of up to 25%) and free labour. The school (through the Head) contributes through consultancy, by giving suggestions, advice and encouragement. In addition, the school provides the physical facilities for meetings and seminars. Furthermore, the school provides the secretarial services to the community.

Due to the demands projects make on the community, in terms of time, energy and finance, only one project can be embarked upon, at a time. While the clinic project is underway, other projects at community level are suspended. At institutional level, however, the school was engaged in the construction of a temporary boarding house for pupils, in readiness for the rain season. At the same time, the school was in the process of raising funds for the 25% contribution needed in future school projects.

6. 4. 1 Student's input

The student participated in the institutional projects. The main task was to supervise the following activities:

1. Drawing of water for building purposes;
2. Ferrying of bricks to the building site;
3. Digging and ferrying of sand to the school in order to raise the 25% contribution in readiness for other planned projects.

6. 4. 2 School's response.

As a joint venture, the project work bound the teachers and pupils together there by enhancing team spirit. Ideas on location of proposed structures, were shared and discussed. Pupils enthusiasm was impressive as they worked under the guidance of their own pupils' council. The pupils' council is made up of the head boy, the head girl, and the prefects. When pupils were asked to state their ambitions for the school, many of them said that they wanted their school to develop into a high school for the area. When asked about their feelings towards the cost-sharing policy, one of the pupils said "After this hard work we do not expect any of us to break windows or tables or leave them carelessly around". When the same question was put to the members of staff, some of them said "it is a big sacrifice on the part of parents, pupils and teachers." Others said "it demands hard work and a spirit of co-operation." All seemed to agree, however, that the cost sharing policy resulted in the development of a spirit of self-reliance and creativity. In addition one member of the staff said that cost-sharing policy develops in members a sense of belonging and an attitude of transparency. When the same question was put to the parents, many of them said "Its hard work but these are our children, nobody is expected to sacrifice for them apart from us." A few expressed disappointment in the government because they felt that the state was abdicating its responsibility to society. One of them said "It seems it is now our sole responsibility to educate children yet when these children grow up, their contribution will benefit the state more than us." This minority group felt that the state was not contributing enough in supplementing the efforts being made by parents. One of them said "any little money we generate, is taken up by the medical and school demands, leaving us with almost nothing for self-sustenance! it is worse with those parents who have more children to educate."

6. 5 **Celebration activities**

During the attachment period, there were two festivals, the Teachers' Day and the Independence Day. The Teachers' Day was celebrated on 5th October 1999. On this day,

there are national, regional, district, and institutional activities held to commemorate the services of teachers. Independence Day is celebrated every year on 24th October. This festival is held to remember the country's political independence from the British Government. In Kankumba, both festivals were celebrated.

6. 5. 1 Teacher's day

Preparations for the Teachers' day started on 29th September 1999. Teachers met and made decisions on how to spend the day. The decisions made were accepted by the Head. Preparations were carried out after classes. These included rehearsals in drama, music, netball and volley ball. All the teachers participated. Teachers' spouses helped with the preparation of 'munkoyo' and other foodstuffs. The celebrations were opened by the PTA chairman. The opening speech encouraged teachers to continue being dedicated in their work, despite the harsh conditions of service. Pupils were asked to work hard so that in future they can also contribute to the nation. Pupils sang and danced beautifully. The drama club prepared a number of sketches relevant to the day. The peak of the celebrations was reached when the PTA chairman presented presents to all the teachers on behalf of the pupils and parents. The student was also given a present because she was considered to be, and treated, as one of the teachers.

The student participated in volley ball practice, in readiness for the game between the teachers and the pupils. She also acted as umpire in a netball game between teachers and pupils. All those who attended the Teachers' day were very happy to see teachers play. Although teachers won both games, they were very tired at the end of the day.

Figure 12 : Celebrations



Figure 12: Pupils celebrate National Days

6. 5. 2 Independence day

Independence day was celebrated on 22nd October 1999 instead of the 24th October. This decision was arrived at by the school because the Grade VII and Grade IX examinations were to start on the 26th October 1999. Therefore, in order to give the school enough time to make preparations for the examinations, celebrations were held before the usual date. Entertainment for the day was prepared by the teachers and pupils, and it included sports matches, dances and developmental sketches by the drama club. Some of the themes for the sketches presented were:

1. Co-operation is vital for development – this was a sketch based on the need to co-operate in order to build;
2. Girl child education is very important – this sketch reflected the advantages and disadvantages of denying girls education;
3. Need for a packed lunch for school-going children – This sketch showed how pupils suffered when walking to and from school, how they fail to concentrate in class because of hunger and how this state affects examination results and eventually their adult life; and,

4. 'Dagga'(marijuana) smoking for the youth is bad – this sketch showed the disadvantages of 'dagga' smoking for school-going children.

There were many more sketches. Parents were touched by the messages the plays conveyed comments such as "*Mawee bana bakame*" (Oh my children), or "So children suffer a lot. I should have finished school by now, had I not dropped out", said one lady, obviously touched by the sketches. The student participated by helping the club patron in the choice of themes for sketches and during the rehearsals by giving suggestions on performance. These suggestions were accepted and adopted.

6.6 Counselling activities

The introduction of Grades VIII and IX has created a need for a counsellor to help counsel the pupils and parents. Often, parents and pupils come to the school for consultation and advice and assistance. Since they come from different villages and at different times, there is need for a standing committee to give counsel and guidance. This committee would leave the Head with more time for other pressing duties which cannot be delegated. Counselling services would provide a forum for pupils and parents to co-operatively deal with the challenges faced by adolescents.

6. 6. 1 Student's input

The student attended a number of counselling sessions which took place at school and during home visits. She noted that it took a considerable amount of the Head's time in order to provide guidance and counselling to those who needed it. The student suggested that there is need for a counsellor, a matron especially, when the weekly boarder programme starts. One of the staff members is a trained counsellor and could, therefore, take up this role in order to meet the needs of both the pupils and the parents.

6. 6. 2 School's response

The school identified four women and one member of staff (trained in counselling) to form a team that would provide guidance and counselling to both the school community and the general community. The guidance and counselling would be carried out at school as well as at people's homes by means of home visits.

6.7 General social activities

At weekends there were church activities. these included building projects, teaching catechism and church ceremonies. At times, home visits were made to those who were sick.

6.7.1 Observations

Many of the people in the area can read and write. They would appreciate the circulation of a newspaper that would keep them up-to-date. It was observed that there are many landmines in the area. The distance from the nearest clinic is too far for most of the people. Transport in the interior of the area is difficult.

6.7.2 Student's input

1. Discuss with the Head of the school and the AEO, the possibility of establishing a marketing co-operative;
2. Introduced the *Lusaka Star* newspaper to the local people;
3. In turn, the *Lusaka Star* publicised the presence of landmines in the area by featuring the story of the pupil who was killed by a landmine as a lead story; and,
4. Participated in the building project by providing labour, i.e. drawing water, ferrying bricks and sand.

6.7.3 School's response

Five copies of *Lusaka Star* given to the school were welcomed by the community. The publicity on the landmines situation was useful in prompting the authorities to clear the area of other landmines. By the end of January 2000, fourteen landmines had been cleared.

In summary, the main challenges observed by the student through her interaction with the community that is in the area, were financial problems, lack of transport, and farmers' lack of accessibility to markets. These problems were evident from the issues discussed in meetings that the student attended and in the home visits made to members of the community. From these observations, the student was able to make suggestions on how to solve some of these problems. Her ideas were well received and some were even adopted during the attachment period.

CHAPTER 7

Discussion of findings

7.0 Introduction

This chapter discusses the student's findings and experiences in the light of the development communication model as presented in Chapter 3. It attempts to explain the pattern of partnership taking place in the community and states the bottlenecks being experienced. The Chapter suggests one of the possible workable approaches that would, if implemented, facilitate and enhance the rate of community participation and of human development in the area.

7.1. 1 Human development

Human development was defined as a process of bringing about the overall well-being of the majority of the members of a community. It is a process of increasing and widening the spread of the well-being of the majority of the people as well as the cutting down of factors which bring about their deprivation. For a community to develop, there must be a common goal to strive for as well as a consensus on what is considered as a development need. Individuals and sections of the community must contribute towards the well being of the whole community. In addition, sections need to work together as equals thereby creating partnership which fosters goodwill, cooperation and harmonious co-existence. This ensures the maintenance of stability which is vital for human development.

7. 1. 2 Partnership in education development

In pre-independence Zambia (Northern Rhodesia), partnership in primary education provision involved the central and local government authorities, missionary societies and the private sector. At independence, partnership in primary education involved the central government, voluntary agencies and the local authorities (Table 12).

Table 13: Partnership in primary education provision 1964--1979

Year	Central government	Voluntary agencies	Local authority	Total Number of schools
1964	100 (5.5%)	1,000 (55.5)	700 (38.8%)	1,800 (100%)
1967	1,562 (63%)	914 (36.9%)	--	2,476 (100%)
1979	3,431(98%)	62 (1.77%)	--	3,493 (100%)

The above situation shows that from 1967 the central government assumed control in the provision of basic education in the country. The monopoly by the state of primary education provision, however, resulted in a number of negative consequences which included:

1. Restriction of parents' right to choose the type of education they wanted for their children;
2. Failure to utilise to the maximum the abundant human and financial resources that were available in the non-governmental sector;
3. Over dependency on the state which prevented the communities from solving their own problems;
4. Rigidity and ineffectiveness in responding to the needs of the local community; and,
5. Failure to provide quality and quantity education (GRZ 1996: 133-134).

To reverse the situation and aware of the widespread poverty, the current national education policy *Educating Our Future* (1996), has established new partnerships involving:

1. The Ministry of Education and other ministries;
2. Government and non-governmental organisations;
3. The private sector and religious groups; and,
4. Local communities and families.

The policy provides the guidelines and strategies of operations in order to facilitate the implementation of the education system.

7.2 Partnership in Kankumba School community

In Kankumba, community partnership in education provision involves the local community, the school, government departments, NGOs, and micro projects unit. Each of the above partners contributes to the rehabilitation and construction work (Table 6).

7.2.1 The local community

The contribution by the local community is in form of finances. For example, there is 25 percent contribution toward the implementation of each approved project. The community also contributes in form of free labour such as moulding bricks, collecting building sand and crushed stones. Sometimes it is in form of material such as maize, tools, and grass. The local community identifies and designs the project to be embarked upon. It manages the implementation of the designed project through committees and takes on the responsibility of maintaining the completed project.

7.2.2 The school

The school's central position and its accessibility to the local community makes it a forum for school project activities. Stakeholders meet to discuss, share ideas and experiences on project work. Meetings, training workshops and seminars for project work are held in the school. As a coordinating centre, stakeholders are able to monitor and evaluate the implementation of projects. Other government department and NGOs use the school as a venue for their services to the community. As a government institution, the school carries out secretarial functions for the community. This is done through the involvement of members of staff on various development project committees. In addition, the school through its administrative functions, provides to the local community leadership, direction and motivation. Through the pupils of the school, it provides free labour in rehabilitation and construction work as well as means of communication between the school and the community. Donor agents and NGOs use the school to transmit their messages.

7.2.3 Government departments

The government departments play a consultancy role. They provide needed information, and technical advice through their involvement in the community's projects. At times they

provide skills and material assistance e.g. the 20 bags of food for work maize which was used to purchase labour for thatching grass needed for pupils' boarding house.

While each government ministry is involved, the Ministry of Education provides teachers, teaching and learning resources through the District Office and it provides overall supervision.

7. 2. 4 Non governmental organisations

The Zambia Helpers Association provides mobile clinics to the community once a month by providing free medical services to the community. They also provide information and technical advice e.g. the information and procedures of securing Microprojects Unit assistance for the community was injected by the Parish priest of Chongwe parish in 1985. While the construction of the school was taking place, the church building was used as a classroom on weekdays. Churches in the community are an easy means of transmitting messages to the people. In the absence of modern communication technology, the churches ensure effective transmission of messages among members of the community.

7. 2. 5 Donor agency

The Microprojects Unit has been the funding agent of the school projects in the community. The unit facilitates the community's process of identifying, designing, implementation and maintenance of the development projects. It also provides technical skills as well as community training services in form of workshops and seminars. The unit, funds and monitors projects and ensures their successful completion.

From the above discussion, one could say that there is partnership in rehabilitation and construction work among the stakeholders of the school community. While each government ministry is involved according to specialisation, very little coordination exists among them. They consult one another and occasionally exchange technical and material assistance, apart from this form of contact, each seems to be working in isolation. One ministry department head stated that while the different local ministry departments assist one another in time of need, there is no deliberate move for them to coordinate their programmes and efforts in order to achieve maximum impact on the community. When asked how often departmental heads meet, he said "we consult one another whenever need arises, but we have not had a chance to

meet and discuss ways of maximising efforts in enhancing all-round development for the community.”

7.3 Project management

Development projects consist of a package of resources designed to bring about a set of economic and social objectives within a specified period of time. Development projects are usually conceived, initiated and designed in an area of need. It is then presented to donor agencies for funding. Project management is a process of being in charge of a project. This involves controlling and making decisions about the concerns of a project at every stage of its life cycle. In general, all projects go through six phases which include:

1. project identification,
2. project designing,
3. project appraisal,
4. project approval,
- 5 project implementation, and,
6. project evaluation.

However, different donor agencies may introduce various variations in their terminologies and stages, and tend to draw the line between designing and implementation at different points in the project cycle. This is usually dependent upon when they commit themselves to major funding.

7.3 1. The MPU project cycle

The project cycle of MPU, classifies the six phases into three which include community preparation, project selection, and implementation. As discussed in Chapter 5, the community preparation phase is a stage during which the client community carries out a needs assessment exercise to determine real needs, needs that affect the majority of the people in the community especially the less advantaged. It is during this phase that the population of the identified project is determined. Apart from needs assessment and project identification, the community is expected to raise a contribution of 25% of the total cost of the project, establish a maintenance committee and in general prove its commitment to the project. Finally the

community fills in application forms which serve as a project proposal. The second phase is project selection. This phase consists of three activities which include the desk appraisal carried out by the DDAC. This exercise is carried out in order to ensure that the proposed projects meet donor conditions. Through discussion of the information presented in the application forms, the DDAC committee accepts or rejects the proposed project. Desk appraisal is followed by field appraisal of the selected project to verify the information presented in the application forms. This exercise is carried out to:

1. undertake a technical appraisal,
2. develop a community action plan,
3. educate the community on MPU/GRZ conditions,
4. decide on whether the project requires contractors and consultants, and
5. to elect and confirm a project committee which should have at least 50% of its members women.

The field appraisal reports are submitted to MPU head office for review from which it is forwarded to the final decision-making body for approval. The third phase of the project cycle is the project implementation phase. During this phase, a project launch workshop is conducted to educate the client community on agreements, on project components, project activities, and on contributions. It is at this stage that:

1. a work programme is made and agreed upon,
2. financial procedures are discussed
3. obligations and roles of established committees are explained, and,
4. monitoring procedures are outlined.

Project monitoring is considered to be a part of the implementation phase.

7.4 Community involvement

As discussed earlier, the current trend in the provision of education services in Zambia, is that communities must be actively involved. Community involvement can be perceived as community mobilisation to carry out an economic and social development project. It could

also mean the transfer of resource and decision-making power from central government to local officials at district, zonal and institutional levels. The third view perceives community participation as a process of empowering vulnerable groups, women and children. Ghai (1988) says that the first perception implies a top-down approach whereby projects are conceived from above and implemented by the people mobilised from below. His view on the second perception is that decentralisation may not help the poor because usually it is the local elite in communities who are more involved in and determine the pattern and nature of decision-making and resource collection. He states that the situation could be improved to benefit the poor by linking decentralisation with increased local accountability and capacity building. He explains that this would improve efficiency, effectiveness of social services distribution and would help cut down central government costs. Ghai (1998), advocates the third view of community participation. He explains that the approach consists of the pooling of resources for the common good, the creation of democratic autonomous and self-reliant organisational committees among the vulnerable communities.

Marsden and Oakley (1990) and Oakley et al. (1991), while pointing out many obstacles to community participation, agree that community involvement can enhance the efficiency, effectiveness, self-reliance, and sustainability of a project. In Kankumba community project, the degree of community involvement can be seen in the three phases of their project cycle.

As discussed in Chapter 3, Servaes (1997) points out that the current view on human development is that it is determined by cooperative coexistence between and among players. He justifies this conviction by pointing out that no country is capable of achieving its development goals independently because no country is self sufficient in all the resources and skills needed for development work. In Kankumba, the community's successful completion of the projects was the result of the cooperative coexistence of the stakeholders. Based on the MPU project cycle, there was community involvement in each phase. The degree of involvement, however, differed from phase to phase. During the community preparation phase, the local community identified the projects to be carried out. They raised the needed 25% contribution and they elected their own projects executive committees which had to be approved by the MPU. During the second phase, the degree of community involvement was minimal because the process of selecting, reviewing and approval of the projects are the

responsibility of funders through their project management agents. The third phase had 90% community involvement and 10% donor agent involvement. The community carried out day to day operations of the projects' activities, while the donor project management agents trained, monitored and gave the community the needed technical advice. Shrimpton (1989) says that community involvement facilitates the sharing of power, scarce resources and efforts to control their destinies. Through the involvement of stake holders in the planning, implementation and management of the projects, attempts are made to share power and scarce resources in Kankumba community projects. This is in line with the advocacy of the multiplicity paradigm discussed in Chapter 3.

7. 4. 1 Community participation

As discussed in Chapter 3, participation is a process through which the community takes an active part in shaping decisions affecting their lives. Through participation, the local civil society comprising of parents, pupils, government departments, non government officials, is enabled to influence the decisions made. Participation facilitates and helps to arrive at efficiency, effectiveness and ensures the sustainability of development programmes. The multiplicity paradigm advocates that the community participatory approach to development would lead to an increase and widening of the spread of the all round well-being of the majority of the people. At the same time, it would lead to a cut down on the factors of deprivation in the community. Serveas (1997) says "genuine participation directly addresses the power and its distribution in society" (Serveas 1997:16). Power and its distribution deal with decision-making. The process of participation is social and does reveal how decisions are arrived at. It answers questions concerning who in the community makes decisions, for whom the decisions are made and how the benefits of the development ventures are distributed among the stakeholders. McKee (1992) agrees with this view when he says that genuine participation should be seen as cooperation and empowerment of the affected community through decision-making, sharing and in the way benefits from development efforts are distributed among the community.

The community participation approach, in the long run develops in the community a spirit of self-reliance which is vital in maintaining infrastructures, long after the donor agent has left.

Perhaps in this way, dependence on only donor funding would be minimised and the spirit of cooperation that is vital for survival would be revived among the local community.

7. 4. 2 Community participation in Kankumba projects

A). Participation in project identification

Due to the growing population, the Kankumba school community identified the following areas of need:

1. increase in school space to cater for the growing number of school age children,
2. medical facilities to meet the medical needs of the growing population,
3. the regular supply of farming inputs, and
4. a perennial source of water supply.

From the list of the identified needs, the community decided that an increase in school physical facilities was more urgent. With the assistance of information from non governmental organisations, the community was able to approach MPU for assistance. MPU gave the community guidelines on conditions governing the adoption of a project for funding. Having satisfied these demands, the proposed projects were approved for funding. The above process shows that the decision-making process started from what the community does, values and wants in their lives. Through meetings and informal discussions, all those with an interest in the projects' outcome, were involved in the planning process.

B). Participation in cost-sharing

One of the many reasons for the introduction of cost-sharing in the provision of education facilities was to re-establish self-reliance and sustainability as well as to reduce community dependence on central government funding. PTA funds or user fees are a common way communities contribute towards education. However, this at times affects equity and empowerment which are advocated by the "Education for All" call (Green, 1991; Taylor and Jolly, 1988) and challenged by those who believe that communities must pay for the services they receive (World Bank, 1987). While communities are usually willing to contribute towards self-reliant and development ventures, the degree of contribution may be affected by the nature of the economic and social environment of the locality. In peasant areas, for

example, where income-generating activities are scarce, higher user fees or PTA funds can reduce the access of vulnerable groups to social services because of their lower income shares. In the Kankumba peasant community, for example, of the 497 pupils in the year 1999, 186 (37%) of them were not able to pay PTA funds. Some of these tended to abscond from classes despite the assurance from the school administration that they could attend classes while they looked for payments either in cash or kind. This illustrates that inability to meet financial school demands could lead to less social service utilisation by the poor. In turn, this could cause a decline in overall human development. As Stanton and Clemens (1989) put it, society as a whole can remain under-developed if the already vulnerable groups receive inadequate education and health services.

The Zambia education document (GRZ 1996) advocates community participation by involving individuals and civic society in development through cost-sharing and participation with stakeholders. In Kankumba community projects, 75% of the total cost of the projects was funded by MPU while the remaining 25% was raised by the community. This amount was in form of cash and labour. The total amount of K750,000 was raised through different forms of contribution such as K3, 000 contribution per household. Contribution through labour included moulding of bricks. Each family contributed 500 bricks. Other forms of labour contribution were the collection of crushed stones and building sand. One could, therefore, conclude that there was cost-sharing in the implementation of Kankumba school projects.

C). Participation in project implementation

As pointed out in Chapter 6, the day-to-day activities of the project were carried out by the community under the guidance of the elected project committee executive. The community executive committee is supervised by the PTA executive committees which is answerable to the community. The PTA executive committee is assisted by the village headmen who ensure that each household participates actively. Monitoring on the progress of the project, on the-job-training and the needed technical assistance are provided by the MPU project management agents. One could say that in Kankumba community, project implementation was a co-operate venture by the stakeholders.

D). Participation in the distribution of projects benefits

The benefits from the projects are being enjoyed by the majority of the members of the community. The projects provide a learning process and as such, the community develops self-awareness about its state of life, through the needs identification exercise. The establishment of the executive committee and the maintenance committee, have developed among the people a sense of responsibility. The attempts made to find ways of reducing input requirements have helped the community to develop a degree of self sustainability. Lessons acquired from the completed projects, are being used to improve performance of the next projects. For example, the action plan for the year 2000 is that the school community expects to:

1. haul five tones of crushed stones,
2. haul five tones of building sand,
3. mould 40,000 bricks- that is 300 bricks per household,
4. pay K5,500 as PTA fund to raise 15% administrative cost of K900,000.

The expansion of the school physical outlayh as enabled the school to increase the number of school enrollment. This means that the majority of the local community can send their children to school. In addition, the school physical facilities provide a focal point for meetings, seminars and services. Departments are able to organise and communicate with the community through the school. Non-governmental organisations such as, the Zambia Helpers Association, use the school facilities to provide mobile clinics to the community. From the above explanation, one can state that children of the Kankumba school community are the direct beneficiaries while the adult community, is the indirect beneficiary of the benefits of the completed school projects. One could therefore say that the projects are for the welfare of the majority of the people in the community.

7. 5. Communication

Human communication is very important to the satisfactory completion of a development venture. It enhances togetherness, cooperation and unity of purpose. There are a variety of models on communication. These include the top-down model whose basis is that the top knows and understands the needs of those at the bottom. The top, therefore, is in a better

position to determine what is good for those at the bottom. Information always flows from the developers to those who are to be developed. Variations to this model include the two-step flow (which was extensively used by extension officers) and the multi-step model as advocated by Rogers in his diffusion theory (Rogers, 1962). The opposite of the top-down approach in communication is the bottom-up model which advocates empowerment of the community. This ensures decision making by the community. This model, however, can work effectively in self-sufficient communities. The third model is a discovery approach. The model states that for genuine development to take place, all the stakeholders of an undertaking should participate in the exchange of ideas, experiences and convictions concerning development. As discussed in Chapter 3, the top-down and the bottom-up approaches to communication for development have not achieved their intended objectives. For development to take place, there should be give and take among the stakeholders of a development project.

The current trend in communication for development, as stated in Chapter 3, is the multi-directional and pluralistic approach. This model is advocated because it believes that cooperative efforts in a modern economy have a great impact in development. This is so because views and suggestions from all the stakeholders, reflect the needs, skills, knowledge and good will of all the participants and this ensures commitment to agreed objectives. The approach tends to meet the aspirations of the participants. Nair's and White's (1987) proposed transactional model, is based on the same perception. As discussed in Chapter 3 Fig:10, it illustrates three levels of participation between the source and the receiver. The level of participation is either high, quasi or low. These levels have been further subdivided into nine role typologies as indicated in the nine cells of the participation matrix.

Of these cells (Fig 8), cell three illustrates the bottom-up approach while cell seven, illustrates the top-down approach. Cell one is the multi-directional model. It is said to be ideal because the source and the receiver are in continuous interaction sharing ideas, views, abilities, knowledge and arriving at making consensus decisions. Cell two and six are a variation of bottom-up since the receiver has a more active role than the communicator. Cells four and eight are a variation of the top-down approach. Cell five is a variation of cell one. While cell one is considered to be the ideal. In practice, cell one, is the most difficult to

achieve because human beings can not be scientifically analysed. Cell five illustrates an environment conducive to effective interaction between the source and the receiver. Melkote (1991), says that it is an achievable and a realistic model because there is a constant give and take between the source and the receiver.

7. 5. 1 Communication in Kankumba school community

Nature of communication for development in Kankumba community is that the need for the community to communicate with funders of the projects is vital. As discussed earlier, communication on co-equal basis between the community and funders reveals useful information and views of the local people. An easy flow of the information needed for effective implementation of the projects. This easy flow of knowledge and skills, provides a conducive learning and sharing process among the stakeholders. Through communication, the local community becomes one of the partners and feels empowered by the communication process. This empowerment and partnership, is a motivating factor at micro-level. Interaction enables the community to open up a developmental relationship within and between stakeholders as well as with other external communities. Fears and doubts are removed, and a spirit of cooperation, trust and confidence is developed. This ensures transparency and accountability.

Table 14: *Communication in Kankumba community*

Means of communication	Organised and prepared by	
	Community	MPU
1. Meetings with leaders.		+
2. Project executive meetings.	+	
3. Meetings with the community	+	+
4. Launching workshop		+
5. Reports on progress of project	+	+
6. Application forms		+
7. Project manuals		+

8. Work plans	+
9 Village headmen	+
10. Churches	+
11. Pupils	+

As can be observed, all stakeholders are involved in the transmission and receiving of information. Information flows from the MPU to the school and from the school to the members of the community through village headmen, churches, and pupils. Information from the community reaches MPU through the executive committees for the projects. However, new ways of communication could be encouraged to inter-mesh with the old. Communication considerations need to be viewed as essential and integral parts of development projects. The empowerment of the community in the identification, designing, management and maintenance of the projects, calls for a form of a local media communication infrastructure to give voice to the civil society.

7. 5. 2 Roles and relationships

The nature of communication, can be understood in the light of the relationships that exist between the community and the donor agent. This is illustrated in Table 14.

Table 15: Roles and relationships

Community	MPU Provincial & District staff	MPU Head office	NGOs
1. Identify the problem and initiate the project.	1. Provide information on which community bases its decisions.	1. Review project proposals	1. Facilitate preparatory planning and organisation
2. Formulate plans and organise	2. Facilitate project desk appraisal	2. Review project management operations	2. Provide needed information
3. Project implementation.	3. Recommend or reject projects	3. Approve projects for funding	3. Facilitate communication

implementation.	reject projects	for funding	communication
4. Project maintenance	4. Terminate projects	4. Budget for approved projects	
	5. Facilitate project field appraisal		
	6. Facilitate project launch workshop		
	7. Undertake regular project monitoring		
	8. Supervise project work		
	9) Report on MPU activities		
	10. Certify completed projects		

Rogers (1995) says "interpersonal channels are more effective in persuading an individual to accept a new idea, especially if the interpersonal channel links two or more individuals who are similar in socio economic status, education or other important ways" (Rogers 1995:18). As discussed in Chapter 1, settlement in the Kankumba area became pronounced in the 1960s. Some of the residents, are retired officers or their offspring. Most of these understand the value of education. These residents, are peasant farmers and have similar basic needs i . e health, education and good nutrition. It was, therefore, easy for them to reach a consensus on their priority problems. For example, it was easy for them to set up committees, organise and delegate duties to one another. The PTA chairperson was a retired police officer and the school project executive committee included two teachers, one ex-policeman, an ex-accountant and a tsetse control officer. Members of the projects executive committees, apart from being residents of the area, have similar interests, aspirations and convictions about basic needs of life. There was therefore empathy which bound them together. This situation

confirms the view which says "More effective communication occurs when two or more individuals are homophilous" (Rogers, 1995:19).

The source (the project executive committee) and the receiver (the community) are homophilous because they share common meanings, beliefs and there is mutual understanding between them. The community is therefore, able to carry out activities reflected in Table 14. While it is true that the beneficiaries of the development projects in the Kankumba school area are homophilous, the stakeholders in the process of project designing, implementation and monitoring processes are not. For example, MPU and NGOs are not considered homophilous to the school community. MPU has the money, approves and rejects project proposals and can terminate the implementation of a project at any time. In addition, MPU has the knowledge and the skills needed for successful implementation of the projects (project manuals). There is, therefore, a degree of difference between MPU and the community. The two groups are heterophilous. The MPU is more technically competent than the client community. Rogers (1995) says that this difference often leads to ineffective communication as participants do not talk the same language. At the same time, however, Rogers (1995) says "when two individuals are identical regarding their technical grasp of an innovation, no diffusion can occur as there is no new information to exchange" (Rogers, 1995:19). This implies that in Kankumba community, MPU and the community were heterophilous, where rehabilitation and construction work was concerned. According to Granovetter's theory of the strength of weak ties (Melkote, 1997), heterophilous interpersonal links are essential in disseminating information about innovations and development projects are about innovations. In Kankumba school community, the two groups have enabled the successful progress of the development projects in the area. This success is due to the fact that MPU, worked through its own change agents who, in turn worked with and through opinion leaders the PTA executive and projects committees. The roles played by MPU as indicated in the Table 14 are those of ensuring the provision of funds for construction and rehabilitation and those of information and skills dissemination to the community.

The transactional model of development communication, discussed in Chapter 3, states that the community participation approach provides a conducive atmosphere for knowledge-sharing on a co-equal basis between the source and the receiver and vice-versal. In

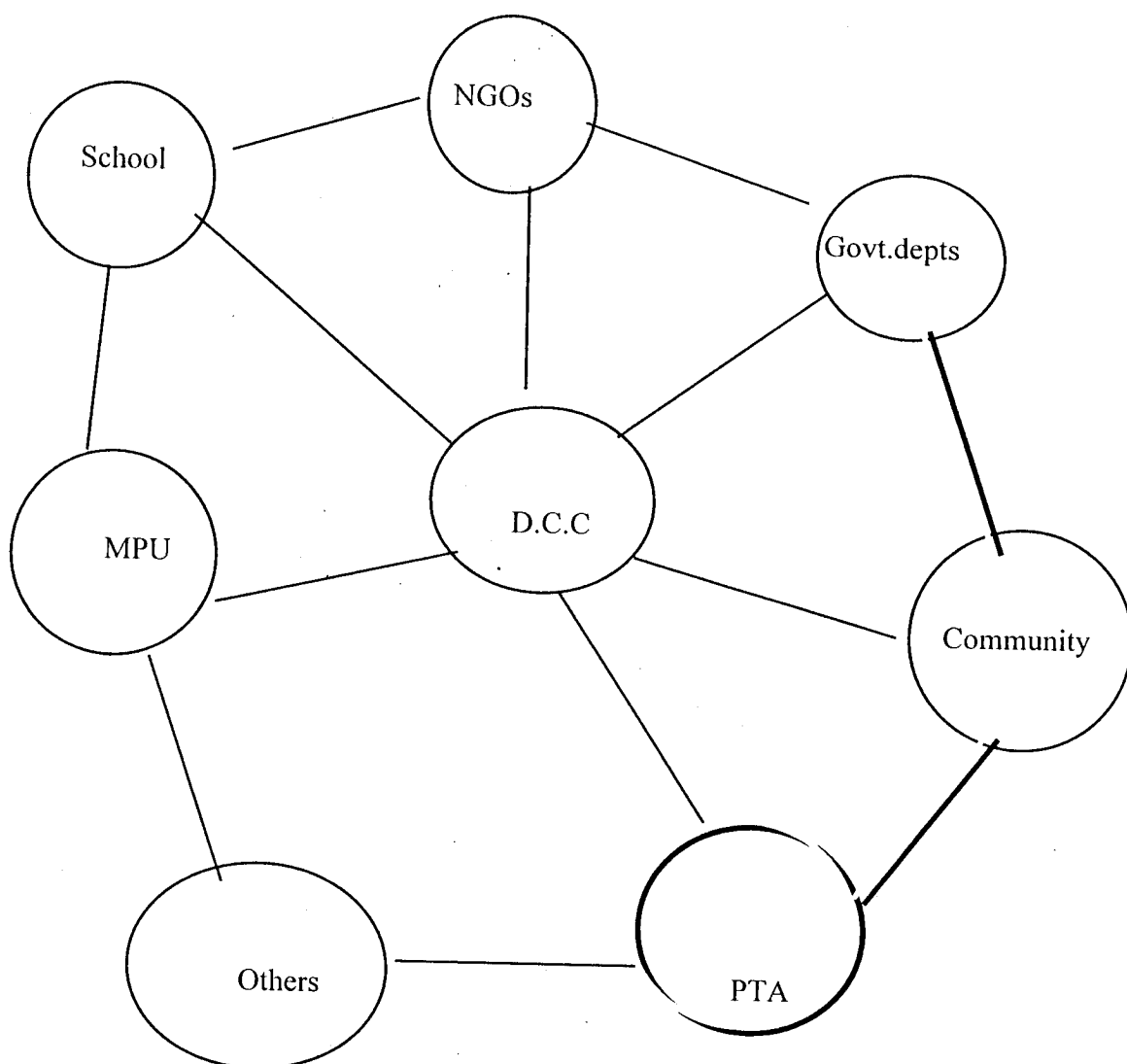
Kankumba school community, the receiver (the community) is more actively involved than the funders (the sender) whose role is that of being supportive and facilitative through the provision of funds and technical skills. The funder, MPU, is responsible to the taxpayers who fund it. Because of this, measures are taken to ensure that the funds given for development projects are put to maximum use. This is why MPU has a vetting role. Where a project is not being implemented according to stipulated conditions, it has the mandate to terminate the project. In such a situation, one would tend to conclude that because of dependency on donor funding, partnership and participation in development ventures, can not be said to be completely on a co-equal basis. To minimise this financial over-dependence, the community would have to reach a stage whereby it should be in a position to contribute 50% of the total cost of the projects.

The current situation, however, makes the realisation of the above difficult. This is because the state of the national economy, as pointed out in Chapter 1, is weak. Means of earning a living through regular wage employment are not enough to satisfy the needs for a steady income for the majority of the people. As a result it is increasingly becoming more difficult for some rural communities to meet their basic needs as individuals. Goodwill and cooperative efforts are needed to create self-sustaining ventures. Currently, many communities do not take advantage of various economic practices because they are not aware of the available opportunities. Perhaps a deliberate move to sensitise communities in the available possibilities would eventually enable them to know their own limits and possibilities. For example, Kankumba educational projects were initiated after the community had been given information on the operations and procedures of the MPU. From that information, they were able to realise that they could, to some extent, with some assistance meet their own challenges in life.

To enhance community sensitisation the author proposes that the Development Coordinating Committee (DCC) be established at local level. The committee would look at support services, security, cultural and environmental related issues. This view was arrived at as a result of three situations observed by the student. The first one being that while aware of the dangers of land mines, from the end of the liberation wars in Zimbabwe (1980), Namibia (1990) and of South Africa (1994) it was only in the year 2000 that an action was taken to

remove the mines. This happened because the presence of land mines was made public through exposure by *Lusaka Star* (a University teaching newspaper) in 1999 (Fig. 3). The second situation observed, was the difficulty the community had in having their produce sold. Those that were sold, were sold at an exploitative price. Businesspeople from urban areas bought maize and groundnuts very cheaply and sold them at double the cost price. It was after an external initiative to find a market and a reliable buyer that efforts to rectify the situation was started (Appendix). The third situation being the degree of deforestation taking place in the area due to charcoal business. Businesspeople from urban and peri-urban areas, order charcoal from the area for the urban kitchen industry. These observations facilitated the conception of the idea that if Kankumba Middle Basic School were made a satellite, it would be a centre of activities within the community area. This is because of its central position, and its accessibility. The school would provide a forum for seminars and meetings since it has adequate infrastructure. In addition, if the DCC were formed, it would be a change agent because it would include as its members representatives from donor agents, government departments, NGOs who are exposed to possibilities and opportunities. These would inject into the community knowledge, skills, and information that would enable the people to explore and discover alternative economic, social, and cultural possibilities. These possibilities, would if tried while minimising environmental and social diversitating activities, facilitate the general well-being of the majority of the people.

Fig. 13: Community participation



1. There would be need for a system of generating knowledge, collecting information, and skills on the community's social, cultural and economic environment. The knowledge and information about environment would be the base for the community's decision-making processes.

2. There would be need for a permanent system of communication for development. This would expose the community to external possibilities and opportunities which could be harnessed to bring about all round development in the area. This would facilitate the establishment of income generating activities that would enable the community to meet the costs of establishing an increased number of social services in the area.

3. A mechanism to enhance the good will that is already in existence among the people would have to be put in place. This goodwill would lead to the consolidation of a collective spirit of action. All the stakeholders would pool all their efforts together for the common good thereby the weak in the community would find sustenance and encouragement. Cooperative ventures would exhilarate developmental aspirations for the majority of the people.
4. Government departments would find it more supportive to function as a co-operative unit rather than working in isolation and their specialised knowledge would be tucked together for the benefit of all the members of the community.
5. Points one to four would motivate and enhance community participation in development ventures. For example, there would be an increase in the adoption of productivity-increasing innovations. There would be an increase in economic and social infrastructures which in the long run would facilitate the development of education, agriculture, and employment opportunities. More and more dialogue would tend to be on a co-equal basis among the stakeholders.
6. One way of realising the above situation would be to make the school a satellite and a centre of activities. This is because of its central position, and its accessibility. The school would provide a forum for seminars and meetings since it has adequate infrastructure. It can at the same time be used as a communication centre from which the community could be exposed to current social and economic knowledge, information, skills and opportunities. The proposal being advanced is that there should be a Development Co-ordinating Committee (DCC) which should be composed of representatives of the stakeholders. These should be representatives from the donor agency (MPU), government departments, the NGOs and the school who, because of their exposure to possibilities and opportunities, would inject into the community, current available opportunities. There should also be representatives from the community (Fig 15).

As a unit, the DCC would facilitate identification of common community problems and their possible solutions. They would also be involved in the dissemination of information and skills on the social, cultural, and economic situation in the community. This exercise would expose the community to the realities of their environment. Apart from being an information generating unit, the DCC would be an information centre. The community would use the available information to make decisions about development projects. This would facilitate the designing and organisation of development projects in the area. In addition, this would minimise the over stretching of the communities. The work programmes for the year would enable all the stakeholders to pool their efforts and goodwill together for the good of the majority. As Diaz-Bordeneve in Melkote (1997) points out that the interpersonal and group communication would contribute to effective communication. From the DCC, project proposals would be processed in the normal channel according to MPU conditions until such a time that the community is able to generate enough funds for development.

Chapter 8

Conclusions and Recommendations.

8. 0. Introduction

This chapter summarises the findings made during the practical attachment experiences and highlights the implications of partnership and cost-sharing policy. It points out challenges faced by the community in their attempt to participate in the construction and rehabilitation of their school infrastructures. It concludes by suggesting ways that would help solve some of the identified challenges.

The monopoly of the education system by the state as from 1967 (Table 12) and the establishment of the office of the District Education Office in 1972 were attempts to decentralise the management of primary schools. This was to ensure equality of educational opportunities for all citizens, to sustain national unity and to train the needed skilled manpower which was then an acute shortage for a developing nation. All matters concerning primary education were to be handled at district level. Partnership and cost-sharing with the private sector decreased while that with parents increased. Capital allocation to the primary sector rose. These funds together with community contributions enabled the establishment of more primary schools which, however, could not meet the school demands of a growing population. As the demand for education increased, costs of running the education system at both national and local levels trebled. It was clear that the state could no longer manage the provision and maintenance of quantity and quality education. The contribution of the Zambian government towards primary education began to decrease from 1982. By 1990s, the situation was further compounded by an increase in unemployment, falling of rural income, shortage of supplies in rural areas and a general increase in poverty for the majority of the people.

The declaration by government to ensure universal access to primary education for all children (1989), justified the need for re-involving the private sector in the management of the Zambian educational system. Thus the national education policy *Educating Our Future* (1996) re-established new partnerships involving the Ministry of Education and other ministries, government and non-governmental organisations, the private sector and religious groups and the local community.

Community participation facilitates and encourages the establishment of sustainable development programmes in the community. Through participation, the community is empowered to take part in planning, implementation and in the management of development projects. Local scarce resources are mobilised for the common good. In the long run, all-round development for the majority of the community becomes a possibility because the benefits from development efforts will be distributed among the people.

The attachment revealed that the policy of partnership and cost-sharing is being implemented in the community. There is partnership in construction and rehabilitation work among the shareholders of the school community. Attempts to share power and scarce resources in the implementation of community projects can be perceived. The degree of community control of development ventures, however, is affected by the fact that the community depends heavily on donor funding. Because of this over dependence on donor funding it is difficult to confirm that power and resources are shared on a co-equal basis. Through meetings and informal discussions, however, all those with an interest in the projects' outcome were involved in the planning and implementation process. Despite the fact that the degree of cost-sharing among stakeholders differs, one can still say that the cost-sharing policy is being implemented. The Microprojects Unit is currently paying the bulk of the projects cost (75%) and the community contributes (25%). It was further revealed that different donors have different views concerning community contribution. While some donors ask for 25% of the total cost, others ask for 15% and instead of financial contribution, other donors ask the community to contribute labour as in food for work projects where individuals are given food as payment for participating in community projects.

8. 1. Implications of partnership and cost-sharing

The partnership and cost-sharing policy has many advantages and challenges. Where it is well implemented, the policy builds a community spirit of goodwill and co-operation. It enhances community accountability and fosters a sense of belonging. It develops among the members of the community an awareness of its abilities and limitations. An attitude of self-reliance is encouraged and this attitude motivates the people to-wards hard work for the benefit of the community. On the other hand, the policy demands hard work and sacrifice from the community members. Hard work is needed to be able to carry out individual and community work simultaneously. A sacrifice is made each time individual and personal efforts and assignments have to be postponed in order to do communal project work.

In Kankumba school community, partnership and cost-sharing have facilitated the creation of more school places. Each year, more pupils are enrolled. The number of classes has increased from one in 1986, to 12 classes in the year 2000. Unlike in the past, parents are now assured that it is possible for their children to undergo nine years of basic education. This is in line with the 1989 government declaration of universal access to primary education by the year 2000. In addition, the school is able through its expanded school physical facilities to facilitate the efforts of other ministry departments and non-governmental organisations.

The increase in education opportunities for the majority of the people has not corresponded with an increase in the number of teachers in the school. There is a critical shortage of teachers not only in Kankumba Middle Basic but also throughout the district. This shortfall defeats the objectives for which partnership and cost-sharing were established.

The increase in the number of pupils has created a shortage of teaching and learning resources. The contribution made by parents towards education is not enough and can not cope with the multiple demands that education imposes on the community. One of the consequences of such a situation is that pupils who can not afford to pay for school requirements tend to drop out. In most cases it is the girl child who is the victim because

of the belief that girls end up married and since it is believed that the man is the head of the family and should bear the responsibility of providing for the home, it does not matter if the girl child misses school education.

The expanded school physical infrastructures resulting from partnership and cost-sharing ventures have enabled the school to facilitate the efforts of other government ministry departments and non-governmental organisations. The school has become a venue for meetings, seminars, health services (mobile clinic) and of communication with the community.

At national level, the fact that the smooth running of the education system is dependent on donor funding means that donors dictate the way the education system shall be run. The donors determine the length of the primary teachers training programme. The type of curriculum to be offered and the structure of the education system itself are determined by donors. In such a situation it becomes difficult for the country to control donor operations in the absence of a national donor co-ordinating mechanism.

The partnership and cost-sharing in school construction and rehabilitation work among stakeholders has enhanced the development of a sense of accountability and a feeling of belonging among members of the community. The community owns the school and through the elected maintenance committee, the constructed and rehabilitated infrastructures are not being vandalised.

The partnership and cost-sharing approach to development projects, has created a need for the establishment of communication networks. Project implementation is a cooperative venture by stakeholders. To maintain this good human relationship, there must be an effective means of communication. Information about the locality and local events as well as information about the state of the social, cultural and economic state of the area is vital. The collected information can be used to design and select common long term projects that need external funding and the short term urgent projects that can be accomplished by the community without the need of external funding.

Like in other African countries, partnership and cost-sharing have raised the cost of education in Zambia. Parents have to pay various types of registration fees. They are expected to provide uniforms, transport money to and from school and educational stationary. In addition, there are different payments in cash or in kind as well as in form of labour which they are expected to pay towards school construction and rehabilitation. At the same time, parents are expected to organise, implement and manage school development projects. In relative terms, it can be said that it is parents who have to bear the burden of school costs and provisions. As discussed in Chapter 2, the most affected sector of the education system is the primary sector. This is because most of what the government allocates towards primary education is spent on personal emoluments. Communities can contribute labour since not all can easily raise the administrative cash contribution. At district, regional, and national levels, the inability to contribute by some communities could result into unbalanced development. Some areas would be more developed than others.

The partnership and cost-sharing policy has created an opportunity that could if embarked upon, assist the community to develop many income-generating activities. This could be achieved by exposing the community to external and available economic and social opportunities and possibilities. This exposure would enable the community to know who to approach for assistance on various economic and social challenges. In the long run, this would facilitate the establishment of income-generating activities that would enable the people to meet the cost of establishing an increased number of social services in the area. Services like a clinic, post office and an agriculture co-operative society would open the area for more development ventures as well as meet the basic needs of the people.

The establishment of income-generating activities would need support services such as reliable means of transport to be used in transportation of produce, a depot where to store produce pending its sale and where the community can purchase inputs for its farming activities. The community would also need a stable market for their produce and in return the services would create jobs for the residents.

As a national policy, partnership and cost-sharing policy affects all government departments. There is cost-sharing in the provision of health, agriculture, security and educational services. While this is very good in enhancing a sense of responsibility and obligation to one's community, the situation has some negative consequences. In the case of Zambia, rural areas have scanty income-generating activities and people cannot raise funds easily. Because of the poor economic status, most rural people spend more time working in order to raise money for contribution towards various social services. In most cases, very little time is available for them to produce for their own personal basic needs. In the absence of stable market conditions the situation is compounded by the fact that the little that is produced is sold at a give-away price. This creates a situation by which the weak become weaker and the able-bodied become better off.

The 25% community contribution towards the total cost of a project is in the form of labour such as moulding bricks, collecting sand and crushed stones as well as in the form of cash as administrative costs. Community contribution enables the people to develop a sense of ownership and achievement. The completed projects help create self-awareness of the community's abilities to improve its standard of living. This awareness becomes a motivating factor for further demand for more projects. On the other hand, while all communities can contribute labour, not all can easily raise the administrative cash contribution. At district, regional and national levels, this could result into unbalanced development. Some areas would become more developed than others.

The partnership and cost-sharing policy has maximised dependency on external assistance. It has resulted in the state reducing its funding towards education. The burden of funding and maintenance of schools has shifted from the state to the parents. In rural areas the contribution is not sufficient to manage the education system. While the policy has developed self-awareness, a spirit of self-reliance, co-operation, community accountability, hard work and goodwill, it has created frustration among communities that are not able to meet the challenges. More and more pupils who should be in school have dropped out of school. Because of being under age, such pupils have turned to street begging. Those who drop out from high school are more frustrated because while they are mature enough to work, there are no job opportunities. They can not start self-employing income-generating

activities because they lack capital and technical skills. For such pupils, the alternative is to involve themselves in illicit activities such as drug-taking in order to numb themselves from the realities of life.

Instead of solving the problems of underdevelopment, the policy seems to benefit a few while at the same time increasing the underdevelopment of the majority of the rural population. This situation combined with a further decline of the national economy, increasing costs of living and unemployment, the country is becoming more dependant on donors. To a large extent especially in rural areas, the policy has a frustrating effect on parents pupils as well as teachers. Many parents are frustrated by the fact that the results of the system of education their children go through are discouraging as most pupils drop out early without completing their education. On the other hand, pupils are also burdened because the type of education they receive does not lead to a better life. There are no job opportunities and the curriculum offered in school neither prepares the majority of pupils for self-employment nor answers the needs of the local community. Because of an acute shortage of teachers, teaching and learning resources, most teachers are overloaded with teaching periods. The result is that teachers are also frustrated because they see their energy spent with very little hope of achieving the development of the majority of the people for whose well-being they joined the teaching profession. Instead of empowerment, it is dependence that is being perpetuated.

8. 2 Recommendations

To minimise the adverse impact and to maximise the positive aspects of partnership and cost-sharing policy the author suggests the following.

1. The establishment of the school as a satellite area where educational, health, agricultural, and postal services could be made available to the people. The school, because of its central position and accessibility would be a centre for development projects.

2. To enhance community participation, there is need to establish an information generating and disseminating system through the establishment of the local development co-ordinating committee (LDCC). This committee would ensure that the community is

exposed to internal development issues as well as external possibilities which could be used in decision-making about possible development ventures.

3. The LDCC should facilitate the construction of more community road networks leading to basic services. This would improve access to production and markets. In turn the road networks would increase public transport possibilities from the interior of the area to the tarmac road.
4. The LDCC with the assistance of MPU, to facilitate the establishment of community co-operative depots at strategic points to ensure that the community has easy access to sources of agricultural inputs and market for their produce. The established social services would create income generating activities for the community.
5. The local ministry departments should work together in order to sensitise the community on health and environmental issues. This would help decrease the rate of deforestation in the area. It would also increase awareness of diseases.
6. The local agriculture and community development extension officers, should expose the community to the available possibilities of self-employment ventures that could create income generating activities for the local community e.g mashroom growing. This would enable the community to earn the needed money for school costs. This ability of the community to meet school requirements, would enhance genuine community participation in development ventures.
7. The Ministry of Home Affairs should complete the exercise of clearing land mines from the area . The exercise would make the area more safe for increased economic activities.
8. The district Education Officer of Chongwe district should explore the possibilities of requesting for pre-service training assistance from the National In-service College in order to cut down on the shortage of teachers in Lusaka region.

9. With the assistance of MPU, the LDCC should establish a mass medium for communication preferably a rural newspaper on the lines advocated by Kasoma (1997). This would facilitate the sensitisation of the community about their environment. The information so gained would facilitate community decision-making. UN agencies and some NGOs would be willing to facilitate this.
10. Donor agents should review and agree on the form and degree of community contribution in order to take into account the less privileged of society.
11. Service ministries should increase their allocation of expenditure on rural reconstruction in their respective areas. This would enable local ministry departments to pool their efforts together for common community development projects.
12. The Ministry of Education should increase its allocation towards basic education in order to minimise parental monetary contribution towards education. The venerable groups of the community would be enabled to receive nine years of basic education
13. The Ministry of Education should introduce aspects of the MCD course in pre-and in-service colleges as one way of enhancing effective communication for development. Teachers from these colleges would facilitate the processes of economic and social change for the benefit of the majority of the people in the school communities. The Department of Mass Communication at the University of Zambia would be willing to assist in curriculum development.
14. The Ministry of Education should design a policy that would empower regions to include in the school curriculum aspects relevant to the social and economic state of their region. This would maximise the community's opportunities to participation in development activities.

8.3 Conclusion

The transactional approach of communication as illustrated in Chapter 3 (fig 8) is achievable as a dialogical problem-solving approach. This is because it promotes sharing

of experiences and ideas among stakeholders in an undertaking. This sharing establishes a spirit of give and take, trust and goodwill on which development ventures should be based. However, in a situation of economic and social inequality, a deliberate mechanism such as the LDCC, if introduced, would promote more dialogue among the stakeholders. This dialogue would facilitate and enhance a spirit of more reliance on self-help determination and efforts. The LDCC while facilitating the exposure of rural potentialities would at the same time help generate ideas of possible community development ventures. The LDCC would also help expose the community to external opportunities and possibilities which would be explored and utilised for the good of the majority of the people. The LDCC would, therefore, create a mechanism for negotiation and mutual learning thereby making partnership more genuine and lasting.

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Appendices

Appendix 1: Interview Guide

Microprojects Unit

How did you manage the projects at Kankumba Middle Basic ?

What in your opinion is the secret of success at the institution ?

What challenges do you face as a donor agent ?

The Head

What projects has the school community completed ?

How do you communicate with the community?

How do you motivate pupils and staff?

What challenges do you face?

The community representative

What has been your contribution to-wards School rehabilitation work?

Which projects has the school community completed so far?

How do you feel about the cost-sharing policy?

What demands does the policy make on you?

FOCUS GROUP QUESTION GUIDE

PTA project executive committee and members of staff

How do you feel about the cost-sharing policy?

How did you manage the projects and what problems did you face?

How did you raise the 25% community contribution?

How do you get parents involved and motivated?

What demands does the cost-sharing policy have on you and the community?

What are your ambitions for the school?

District and local representatives of government ministries

What is the relationship between you and Kankumba Middle Basic School?

What is your contribution to-wards construction and rehabilitation projects of the institution?

How often do you meet to discuss common development issues?

Pupils

What projects has the school community completed?

How do you feel about cost-sharing policy?

What contribution do you make to-wards projects work?

What would you say are your ambitions for the school?

Appendix 2: Names of PTA Project Executive Committee

NAME	DESIGNATION
Mr. M. Moonga	Chairperson
Mr. G. Sikombe	Vice chairperson
Ms. C. Nsangu	Secretary
Mr. S. Chingalika	Vice Secretary
Mr. D. Tembo	Treasurer
Ms. M. Lifeweka	Committee member
Ms. M. Mulenga	Committee member
Mr. M. Mumba	Committee member
Mr. D. Gondwe	Committee member
Mr. T. Chileshe	Committee member

THE PROJECT COMMITTEE

Mr. G Sikombe	Chair person
Mr. A. Phiri	Vice Chairperson
MS. C. S. Nsangu	Secretary
Mr. S. Chingalika	Vice Secretary
Mr. F. Phiri	Treasurer
Mr. T. Nyambe.	Committee member.

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Landmine scare!

By
Twange Kasoma

ABOUT 1000 people in Sinjela and surrounding areas, 115 km east of Lusaka, are living in fear due to an increase in explosions of landmines left in the area by former Zimbabwean freedom fighters who had settled there prior to Zimbabwe's independence.

Narrating an incident in which a grade two pupil of Kankumba Basic school in Sinjela died, the school's headmistress, Mrs Christine Sangu said government and concerned authorities should quickly move in and comb the area before more lives are lost.

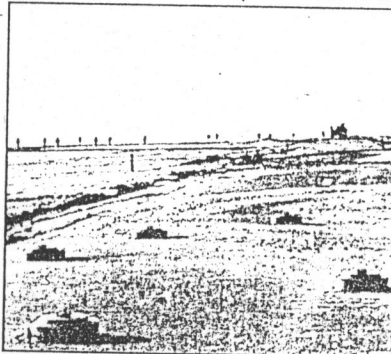
Mrs. Sangu said on the fateful day in August

1999, two grade two pupils (twins) Abel and Hemity Moonga aged nine years old, picked up an object on their way home thinking it was just a piece of iron metal, from which Abel would get some particles to make a wire car upon reaching home.

At home, in the company of his twin sister Hemity and an elder sister, Aba, a grade seven pupil also of Kankumba Basic, Abel hit the grenade hard and it exploded, killing him instantly and injuring the other two. Hemity sustained a broken finger while Aba sustained head injuries.

Mrs Sangu said Hemity and Aba who were rushed to the University Teaching Hospital (UTH) in Lusaka,

have since recovered, sleep on that side of the



Landmines, like these in Israel, have left millions dead and many others amputated (Picture courtesy of Crimes of War)

though one still complains of pain somewhere near the rib area and fails to

body.

She said the incident was reported to police at

Chinyunyu, which is the nearest police post in the radius of about 15 km from Sinjela. The police promised to inform higher authorities to go and comb the area.

At Abel's funeral, police also cautioned people in the area to report all suspicious looking objects to them immediately.

Months after Abel's fatal death at the hands of a landmine, the place has still not yet been combed.

Sinjela Village Headman, Jamu Malupande who also confirmed Abel's fateful story said his people were living in fear.

Mr. Malupande said only a couple of months ago, two other landmines were discovered.

He said one was discov-

ered by a couple who were cultivating their field and was immediately reported to the police, who though failed to diffuse it, managed to safeguard lives of people by ensuring that no one was nearby when it exploded.

Mr. Malupande said another grenade was picked by one of his subjects who was keeping it at home before informing the police since mobility to the police post in Chinyunyu was also a problem.

"Anyway, they're many of these things still lying around. What is government doing?" Mr. Malupande, who fears for the lives of his subjects, questioned.

Appendix 4: Correspondence

Makeri Women & Youth Multipurpose
Cooperative Society, (MWYMS)
P. O. Box 52762
Lusaka,

23-01-2000

Dearest Christine,

Greetings in the name of Jesus & Mary.
I wish to let you know that Miss Tambwe
has excited me about your performance.
please keep it up.

I am Monica Mulenga Chitalangoma chair-
person of the above coop society. One of our
activities is grain marketing. Buying &
selling grain in Lusaka. We are based
in heart of three compounds where
the demand is very high. John leigh,
cosk and Chawama.

Please let us know if you will be
willing to work hard in heart
with us. We have always wanted
to be linked with hard working
people like you.

After our meeting on Monday
24/1/2000 we shall decide to
arrange a visit to you. And
we hope to come and discuss
the pros & cons. Pray for the success.

Great all those who work for
the betterment of our people.

Yours in Jesus service,

