

DECLARATION

I, Meleki Mandra, do hereby declare that the work contained in this dissertation is my own work and that it has not been submitted for a degree at this or any other University, and that it does not include any published work or material from another dissertation except where due reference has been made.

Signed: _____

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APPROVAL

This dissertation of Meleki Mandra has been approved as partial fulfillment of the requirements for the award of the degree of Master of Education in Education and Development by the University of Zambia.

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ABSTRACT

This study was undertaken to investigate the Impact of Community Studies in Primary Schools on Sustainable Human Development in Mwinilunga District of Zambia. The researcher employed both qualitative and quantitative research strategies to collect data from 160 respondents through Questionnaires, interviews (Focus Group Discussions and one-on one) and observation research methods. The sample comprised 8 school administrators, 80 teachers, 24 parents and 48 grade seven pupils drawn from the eight government primary schools of Mwinilunga District. The head teachers and teachers responded to both the questionnaires and a one-on-one interview guide. The pupils responded to Focus Group Discussion questions while the parents were interviewed using semi-structured interview schedules. The observation schedule was used to record Sustainable Human Development activities that took place in schools.

The main findings of the study were that through community studies, the learners were imparted with economic and productive skills. However, these skills lacked quality and sustainability due to the fact that many primary school teachers were not adequately qualified in apprenticeship skills. Furthermore, the pupils did not take community study lessons seriously since these lessons were not examined by the Examinations Council of Zambia.

The findings also showed that lack of quality primary education provision had negative impacts on Sustainable Human Development. The impacts included: pupils' inability to find a well paying job after completion of primary education, pupils responsible for breaking down the windows and desks in the school, the pupils burnt the litter within the school surroundings during class time, and the pupils destroyed the mango and orange trees in the school.

Based on these findings, the study made some recommendations. The prominent ones were that there was need to increase funding, make community study lessons examinable, include HIV and AIDS, Gender and Environmental issues in the curriculum and provide enough teaching and learning materials for the localization of the curriculum. Furthermore, the study recommended that there was need to train teachers in economic and productive skills so that they could teach effectively.

DEDICATION

I dedicate this work to my dearest wife, Sarah, my parents, Mr. and Mrs. Daniel Meleki, and my children: Luyando and Lubono Meleki.

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LIST OF ABBREVIATIONS AND ACRONYMS

CBU	-	The Copperbelt University
CSO	-	Central Statistical Office
CTS	-	Creative and Technology Studies
DC	-	District Commissioner
DEBS	-	District Education Board Secretary
ECZ	-	Examinations Council of Zambia
EFA	-	Education for All
FAWEZA	-	Forum for African Women Educationists in Zambia
GRZ	-	The Government of the Republic of Zambia
HIV/AIDS	-	Human Immunodeficiency Virus /Acquired Immune Deficiency Syndrome
JCTR	-	Jesuit Centre for Theological Reflection
JICA	-	Japanese International Cooperation Agency
MDGs	-	Millennium Development Goals
MoE	-	The Ministry of Education
NBTL	-	New Break Through to Literacy
NGOs	-	Non-Governmental Organisations
NIPA	-	National Institute for Public Administration
NRDC	-	Natural Resources Development College
PAF	-	People's Action Forum
ROC	-	Read on Course
SDS	-	Social Development Studies
SITE	-	Step in to English

UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organisation
UNICEF	-	United Nations International Children’s Emergency Fund
UNZA	-	The University of Zambia

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