

**An assessment of the communication strategies used in stakeholder
mobilisation for infrastructure development and maintenance of classrooms
in schools, the Case of Chinsali District.**

**By
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**A Report Submitted to the University of Zambia in Partial Fulfillment of the
requirements of the Master in Communication for Development Degree**

**The University of Zambia
2016**

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APPROVAL

This dissertation of Nalomba Mwitwa Twiza is approved as fulfilling the partial requirements for the award of the Master of Communication for Development (MCD) degree by the University of Zambia.

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ABSTRACT

This study aimed at assessing the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in schools of Chinsali District of Zambia. Areas of interest included: the key messages used and in what form they are presented, the sources (speakers) of the messages, accessibility of key stakeholders to key messages and the channels of communication used. Two approaches were used in data collection: qualitative and quantitative approach. Qualitative methods included observation, focus group discussions for pupils and parents/guardians and in-depth interviews with school managers, village headmen, Parents Teachers Association (PTA) members, District Education Board (DEB) staff, a contractor and a supplier. Quantitative data was collected using semi-structured questionnaires designed to capture knowledge, attitudes and practices from pupils and parents/guardians. Content analysis was used to analyse qualitative data gathered from the in-depth interviews and focus group discussions while for quantitative data, the Statistical Package for Social Sciences 20.0 was used to code, enter, categorise and analyse the information collected while data interpretation was done by the use of frequency tables, pie and bar charts.

In the course of the study it was revealed that people were more concerned about poorly managed or unfunded infrastructure development and maintenance projects in schools as opposed to fulfilling their roles as stakeholders in such projects for assured success. Moreover, most of the stakeholders were aware of the need for their participation in infrastructure development and maintenance of school infrastructure. The study revealed that there was a prevailing culture of dependence on Government for infrastructure development and maintenance of classrooms in schools. The mentality that infrastructure development and maintenance of classrooms is the sole responsibility of Government is one of the greatest challenges proving to be an obstacle in integrating the community in infrastructure development and maintenance in schools.

It is concluded that although the various stakeholders were aware of their need to take a pivotal role in the development and maintenance of infrastructure in schools, the concept of the

community playing a role is hindered by the prevailing attitude that the responsibility of managing schools to which infrastructure is part rests in the hands of Government.

Keywords: Communication strategies, Stakeholders mobilisation, Infrastructure Development and Maintenance, Classrooms, Attitudes, Practices, Chinsali, Zambia.

DEDICATION

This piece of work is dedicated to my Husband and friend Christian, for his “all whether support,” for whom I am grateful.

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To all my friends, family members and all that made this work a success in every way possible I am indebted to you.

"When we have done our best, we also have to learn that we still need to rely on God. Our best no matter how good is incomplete if we leave God out of the picture (Dr. Ben Carson)."

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CHAPTER ONE

1.0 INTRODUCTION

The provision of appropriate and sufficient infrastructure facilities and services, including rehabilitation and maintenance, is important if the quality of education service delivery to all Zambian citizens is to be safeguarded. Secondly, it is a way of not only getting rid of social barriers (making sure everyone has access to a classroom), but also improving and giving more people access to education through ways that reach the poor and build integrated and viable communities. The Government of the Republic of Zambia has through the District Education Board Offices, engaged communities in the identification of the specific areas of infrastructure interventions. In Chinsali, like for most other districts, the “community mode of construction” where communities within catchment areas are expected to contribute twenty-five (25%) of the total cost of the project in-kind through up-front materials (molding of bricks, sand, stones and water) or labour facilitated by the District Education Board Secretary (DEBS) through the Project Management Committee (PMC), to which some community members, teachers and the Buildings Officer from DEBS office are members have been utilised. Suppliers of materials and contractors are other stakeholders that are vital in infrastructure development and maintenance of classrooms of schools in Zambia of which Chinsali District is no exception.

Unfortunately, some projects despite being fully or partly funded have either not commenced, are incomplete or have been abandoned for some time way beyond the end of the project life. The prevailing situation is despite the availability of participatory communication strategies’ used by the Government of the Republic of Zambia in Infrastructure Development and maintenance for the education sector based on the premise that there should be an effective and holistic participation by the affected communities to complement governments’ efforts as well as instill a sense of ownership in the community members. The current situation gives rise to the need for a lasting solution to the predicament.

This report therefore discusses the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in Schools of Chinsali District. Additionally, the report discusses the background to the communication strategies used by the Government of the Republic of Zambia in

stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in schools. Subsection 1.1 gives the background of stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in Schools as envisaged by The Government of the Republic of Zambia in collaboration with its co-operating partners through the implementation of the National Implementation Frameworks (NIF) II and III and their objectives. The statement of the problem is discussed in subsection 1.2, while subsection 1.3 looks at the rationale of the study. Subsection 1.4 highlights the objectives of the study. The general objective is stated in subsection 1.4.1 while specific objectives are outlined in subsection 1.4.2 with the theoretical framework discussed in 1.5.

1.1 BACKGROUND

Schools are small communities in nature as education is not an activity in isolation but rather an activity in collaboration. Without community participation, education cannot achieve its goals and without education society cannot think of development (Dash, 2004:1). Through community involvement in the education process, the quality of educational activities in schools can be improved and enhanced (Saeed, 2001:24). Studies show that participation of various stakeholders from government to educational professionals and local community members such as parents, students, and other local community organisations exercises a deeper effect on the performance of educational institutions in terms of improved access, retention of students and classroom attendance (Stern, 2003:78). According to an educational report, parents and community are the key factors which determine school effectiveness. Effective schools have better access and increased enrolment of students. This directly and positively affects the quality of education (Education World, 1998:1).

The Government of the Republic of Zambia has striven to achieve the Education for All (EFA) and Millenium Development Goals (MDGs) targets through the provision of additional educational facilities and the expansion of existing ones. To achieve this priority, the Government of the Republic of Zambia through the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) developed the Infrastructure Development Programme that facilitates, in an equitable manner, the construction, rehabilitation and maintenance of physical assets which include classrooms that had been under implementation since 2008. This has been strengthened further by Zambia's ruling party, the Patriotic Front's

Educational Policy Reforms enshrined in its party manifesto where infrastructure is one of the factors in the provision of access to quality education for learners at all levels of the education system. Broadly, infrastructure encompasses the construction; renovation of classrooms and other educational facilities, teachers' houses, provision of school furniture, equipment, and preventive measures. It is acknowledged that the provision of these infrastructure services has not marched the fast growing school enrolment at all levels (UNESCO: 2012).

Surprisingly, even with the use of participatory communication strategies, not only do infrastructure development and maintenance efforts on classrooms in Zambia appear insignificant but also the attainment of the Millenium Development Goal of providing "Universal Education For All by 2015" is seemingly a nightmare as some projects though being fully or partly funded continue to either stall or get abandoned for periods way beyond their project life. Affecting problems of access and the use made of school provision are a number of issues related to school infrastructure. The over-use of school buildings, through multiple sessions and large classes, coupled with the near-absence of public funds for school maintenance and repairs, has left most schools in an unacceptably poor physical condition.

In rural areas a large proportion of the classrooms — possibly as many as 20% of the total number — are temporary mud and grass structures. Almost half the rural schools do not have their own source of safe drinking water, while urban schools have grown well beyond their planned size. These factors affect the public perception of schools and what they have to offer. They also affect the ability of the schools to provide education of reasonable quality. There is also the question of the community's sense of ownership for its school. In some places this is well developed, but many communities still feel little or no responsibility towards the schools their children attend. Education is regarded as the Government's responsibility and the schools as government property. Communities still see the provision of education to be the responsibility of the government and the schools as government property (Mukunta, 2012:67).

One of the challenges facing educational provision today, particularly in impoverished rural areas, is to re-awaken an awareness that the first responsibility for the education of children rests with families and with the wider community in which families live. Aspects of this challenge are a deepening of the community's sense of ownership for the local school and a fostering of interest in the maintenance of its fabric (MOE 1996: 20). This situation may be attributed to

ineffective communication strategies being used by the Government of the Republic of Zambia in stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in schools of Chinsali District. It may also imply that the messages being disseminated are not effective enough, that they could be targeted at the wrong people or inappropriate channels of communication may be in use. The above concerns prompted the researcher to try and find out what could have led to the prevailing situation of none or inadequate participation of stakeholders in Infrastructure Development and Maintenance of classrooms in Schools of Chinsali District.

1.2 STATEMENT OF THE PROBLEM

According to the AWPB (2011), the Zambian Government acknowledges the acute shortage of classrooms in primary schools noting a deficit of 27,000 classrooms as of 2006. The 2010 average pupil: classroom ratio (PCR) was 34.4: 1 for Grades 1-4 and 33.8:1 for Grades 5-7, but there were many rural schools with more than 100 pupils learning in a classroom when the ideal is 35 – 40 pupils per class. This has created a situation where most children of school going age have to walk long distances to the nearest school, and learn under trees or in grass thatched shelters due to inadequate classroom space.

Zambian children face a tremendous lack of classrooms, which results in double and even triple shift systems and high pupil-teacher ratios (57 pupils per teacher on average), well beyond the Fast Track Initiative (FTI) target of 40 and the Sub Saharan African average of 45 (UNCSA-16 2008:37). Furthermore, some children of school going age have either never been to school or have dropped out of school due to discouraging small number of classrooms available in the schools which entails getting soaked in the rainy season, scorched by the sun in the hot season and subjected to the cold in winter. To reduce the high pupil classroom ratio (PCR) government planned to construct 10,000 classrooms using community mode each year. In addition, recognising that almost 50% of school infrastructure requires rehabilitation, rehabilitation of classrooms and teachers houses would be priorities (NIF II 2010: 62).

Community members are naturally expected to be key stakeholders in infrastructure development and maintenance of classrooms in schools of Chinsali District by virtue of them being part of the school community. However, it is saddening to note that instead of working hard to increase access to education for all visa avis ensuring infrastructure development and

maintenance of classrooms in schools in the District, community members are not keen to participate and even when they do, their participation is not impressive. This entails that infrastructure development and maintenance of classrooms in schools are rather at the mercy of the Government of the Republic of Zambia for their success. Moreover, most communities in Chinsali have the following characteristics: (a) a lack of appreciation of the overall objectives of education; (b) a mismatch between what parents expect of education and what the school is seen as providing; (c) the belief that education is essentially the task of the State; (d) the length of time required to realize the benefits of better schooling; and (e) ignorance of the structure, functions, and constraints of the school. Stakeholder participation is low despite awareness of communities being done (Mukunta, 2012:67).

The trends in stakeholder participation practices suggest a gap in the communication strategies used in stakeholder mobilisation for construction of classrooms in schools hence the reason the study was conducted. It was imperative that the researcher finds out why the state of affairs is as described above. Furthermore, it was surprising to the researcher that some projects despite being funded fully or partly have not commenced, are incomplete or had been abandoned for several years. Secondly, it appeared unreasonable and absurd that various stakeholders should perceive infrastructure development and maintenance of classrooms in schools as Government responsibility and themselves as mere beneficiaries. The reasons behind the prevailing state of affairs could only be discovered through research of such magnitude.

1.3 RATIONALE

It should be acknowledged that involving communities in education delivery in a bid to ensure access to education for all is inevitable and very important. To ensure that access to education for all is actualised, the Government of the Republic of Zambia is signatory to numerous international instruments such as Education For All (EFA) goals and the Millenium Development Goals (MDGs). However, it was saddening to note that instead of working hard to increase access to education for all visa avis ensuring infrastructure development and maintenance of classrooms in schools of Chinsali District most communities in Chinsali had the following characteristics: (a) a lack of appreciation of the overall objectives of education; (b) a mismatch between what parents expect of education and what the school is seen as providing; (c) the belief that education is essentially the task of the State; (d) the length of time required to

realize the benefits of better schooling; and (e) ignorance of the structure, functions, and constraints of the school.

The prevailing situation was amidst the availability of participatory communication strategies' used by the Government of the Republic of Zambia in stakeholder mobilisation for Infrastructure Development and maintenance for the education sector whose main dependency was on the premise that there should be an effective and holistic participation by the affected communities to complement governments' efforts as well as instill a sense of ownership in the community members. This may be attributed to ineffective communication strategies being used by the Government of the Republic of Zambia in stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in schools of Chinsali District. It may also imply that the messages being disseminated are not effective enough, that they could be targeted at the wrong people or inappropriate channels of communication may be in use.

1.5 RESEARCH OBJECTIVES

1.5.1 GENERAL OBJECTIVES

To assess the communication strategies used in stake holder mobilisation for infrastructure development and maintenance of schools in Chinsali District.

1.5.2 SPECIFIC OBJECTIVES

1. To ascertain what messages are used in stake holder mobilisation for infrastructure development and maintenance of classrooms of schools in Chinsali District.
2. To investigate the source of the messages used in stake holder mobilisation for infrastructure development and maintenance of classrooms of schools in Chinsali District.
3. To determine what knowledge stake holders have on infrastructure development and maintenance of classrooms of schools in Chinsali District.
4. To find out which channels of communication are used in stakeholder mobilisation for infrastructure development and maintenance of classrooms of schools in Chinsali District
5. To determine how the messages for the various target audiences in stake holder mobilisation for infrastructure development and maintenance of classrooms of schools in Chinsali District are designed.

1.5. THEORETICAL FRAMEWORK

Five theories namely; the Theories of Participation, Community Behaviour Change, Multi-Step-Flow, the Agenda Setting and the Group Think Theory were thoroughly examined by the researcher and found to be relevant to this study. These are discussed in greater details below.

1.5.1 THEORIES OF PARTICIPATION

One of the most recent theories of communication in organisations is the participation of all stakeholders from the start of the process to the end. Discussions, debates, consultations and consensus from the decision making in the interest of the group are much more important than individual interests. Theories of Participation were vital in the study and included Participatory Learning and Action (PLA) Theory, Participatory Development Communication (1986) and Participatory development communication as a dialogical process. The Participatory development communication as a dialogical process model of development puts emphasis, among other things, on the fact that the development system comprises a multitude of groups and communities differentiated by various economic, social and cultural factors coexisting with each other. Moreover, different levels of development activities exist such national-local, macro-micro, public - private, technical-ideological, informational emotional. Corresponding to these are different kinds of ‘languages’ and ‘messages’ of communication involving different participants. For example, a person in a rural area may use a vocabulary different from the one used by a town dweller even when these two people have the same kind of problems and use the same language. This situation may cause a misunderstanding between the two.

Another observation made by this development model is that information and involvement leads to both centralizing and decentralising tendencies. White (1994:129) writes, “As the individual and groups become more informed and involved in development, their consciousness about their distinctive roles and rights, and the stakes of change sharpens. They become more active in resisting the centralization of ideas and values imposed from above and act against their

interests.” The danger with this tendency is that individuals or groups might reject even those ideas and values that are useful solely on the basis that these ideas and values have been imposed on them. Of the various duties that Government has as regards the education sector is the

dissemination of information to various stakeholders on the need to be involved in infrastructure development and maintenance of classrooms in schools.

Participatory development communication refers to the use of mass media and traditional, interpersonal means of communication that empowers communities to visualise aspirations and discover solutions to their development problems and issues. "Participatory communication is a term that denotes the theory and practices of communication used to involve people in decision-making of the development process. It intends to return to the roots of its meaning, which, similarly to the term community, originate from the Latin word 'communis', i.e. common (Mody 1991). Therefore, the purpose of communication should be to make something common, or to share meanings, perceptions, worldviews or knowledge which is why communication should almost be naturally associated with a balanced, two-way flow of information."

The researcher found the theory useful as it appeared to be the basis for the current education system's policy on stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools especially with the introduction of decentralization; taking decision making to the lower organs. The point of delivery or lower organ such as a school has been empowered to be the focal point of planning and delivery of public services while central or higher level helps to facilitate support-systems and offer technical support (GRZ, 2002). The strength of this approach lies in the participation of the people at the lower organs as points of service delivery.

Therefore, education infrastructure development and maintenance managers and change agents have endeavoured to harness the power of these complexities in society and put it to work for the common good. This has been done partly by using participatory development communication which revolves around dialogue and allows for interaction between senders and receivers of messages to arrive at shared meanings. The decisions made through the approach ensure collective responsibility, sense of ownership and sustenance of programmes. The fact that the communication process begins with everybody at the start of the process, gives a higher chance of success for programmes.

The Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) identified the lack of radio and television sets in most of the households of Chinsali as the major setback to stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools. Unfortunately, even where radio sets are available, radio signals are not available especially in the absence of a community radio station. This negatively impacts on the dissemination of information to stakeholders on infrastructure development and maintenance of classrooms in schools and consequently their level of participation.

It was saddening to note that instead of working hard to increase access to education for all vis-a-vis ensuring infrastructure development and maintenance of classrooms in schools in the District, community members were not keen to participate and even when they did, their participation was not impressive. This entailed that infrastructure development and maintenance of classrooms in schools were rather at the mercy of the Government of the Republic of Zambia for their success. Moreover, most communities in Chinsali have the following characteristics: (a) a lack of appreciation of the overall objectives of education; (b) a mismatch between what parents expected of education and what the schools were seen to be providing; (c) the belief that education was essentially the task of the State.

1.5.2 COMMUNICATION-BEHAVIOUR CHANGE MODEL

The communication-behaviour change model was developed by McGuire to design and guide public education campaigns. It was included in the study because the model is based on communication inputs and outputs which are designed to influence attitudes and behaviour (McGuire, 1969). The five communication inputs described by McGuire are:

1. Source: the person, group or organisation from whom a message is perceived to have come. The source can influence the credibility, clarity and relevance of a message. For example, the same message delivered from hospitals, celebrities, non-government organisation will have different credibility and relevance to different target audiences.

2. Message: what is said and how it is said. The content and form of a message can influence audience response. For example, the use of fear or humour to communicate the same message may provoke different responses from different target audiences. Considerations such as length of message, language and tone of voice need consideration.

3. Channel: the medium through which a message is delivered. Traditionally the media include television, radio, print media (e.g. newspapers, pamphlets, posters). Techniques such as direct mail are issues to be considered in selecting a channel for communication include the potential reach of different media.

4. Receiver: the intended target audience. Recognizing differences in audience segments and their media preferences are important in matching the right message to the right channel from the right source

5. Destination: the desired outcome to the communication. This may include change in attitudes or beliefs, or more likely, changes in behaviour. The communication-behaviour change model also provides a twelve step sequence of events, representing outputs from communication, which link initial exposure to communication to long-term change in behaviour. These are: exposure, attention, interest, understanding, skill acquisition, attitude change, memorization, recall, decision making, behaviour change, reinforcement and maintenance.

These steps described above illustrate that in order for a communication strategy of stakeholder mobilisation to be effective, the message has to be carefully designed and delivered through an appropriate channel to reach the target audience who in this study are the various community members from all walks of life. The stake holders have to be exposed to the message, pay attention to it and understand it in order to change behaviour. Once understood by stake holders, the message must create an inclination of change that will be reflected in attitude of change that will be stored, maintained and make the stake holders act on that attitude of change that will be reflected in their knowledge about infrastructure development and maintenance of classrooms in schools when asked to take part in related development projects.

The researcher used this theory to make an analysis of how effective the messages disseminated to various stakeholders were, how effective the channels of communication were, if at all they were clear enough for all stakeholders' understanding and created an inclination of change in the audience.

1.5.3 MULTI STEP FLOW THEORY

The multi-step flow theory assumes that ideas flow from mass media to opinion leaders before being disseminated to a wider population. This theory was first introduced by sociologist Lazarfield et al. in 1944 and elaborated by Elihu Katz and Lazarfield in 1955. The multi-step flow theory also states that opinion leaders are affected more by “elite media” than run-of-the-mill mass media. This is evident by political opinion leaders receiving their information from unconventional sources such as the Watch Dog, instead of ZNBC News or Muvi Television. According to the multi-step flow theory, opinion leaders intervene between the “media’s direct message and the audience’s reaction to that message.” Opinion leaders tend to have the great effect on those with whom they share similar interests based on personality, interests, demographics, or socio-economic factors. These leaders tend to influence others to change their attitudes and behaviours more quickly than conventional media because the audience is able to better identify or relate to an opinion leader than an article in a newspaper or a news program.

This media influence theory, shows that information dissemination is a social occurrence, which may explain why certain media campaigns do not alter audiences’ attitudes. An important factor of the multi-step flow theory is how the social influence is modified. Information is affected by the social norms of each new community group that it enters and is shaped by conflicting views surrounding it.

In as much as the Government of the Republic of Zambia may disseminate information through the media, it is believed that some members of Chinsali community receive the information directly through the media while others may access it through other sources. Information on social issues such as stakeholder involvement in infrastructure development and maintenance of classrooms in schools is passed on to the community through a myriad of steps that include the opinion leaders, public meetings, distribution of literature, sensitisation campaigns and others. Sometimes, information passed through these channels ends up too simplified to the point of distortion thereby misinforming the audience. The researcher was greatly influenced by this theory in the analysis of the kind of advice given by traditional leaders as well as civic leaders,

who in a way, may be termed as opinion leaders in matters that fall within their jurisdiction and those that seek their opinion. Civic leaders in Chinsali have in some instances been quoted to be frustrating development programmes by telling the various education stakeholders that infrastructure development and maintenance of classrooms in schools is governments' responsibility.

1.5.4 AGENDA SETTING THEORY

McQuail (1994) quoting Lazarfield refers agenda setting to “structure issues” that entail the process through which the mass media determines what we think and talk about. The media can set the agendas or terms of references of any discussion, be it political, social or economical. The process by which the media controls our access to news, information and entertainment is called “gate keeping.” According to Robinson (1972), agenda setting assumes a direct, though not necessarily an immediate impact of the media on their audiences. It also specifies that the impact is not on peoples' attitudes but on their recognitions and it attributes these cognitive changes to be the result of the media performing a gate keeper or channel role in democracies like Zambia.

The agenda setting hypothesis does not say that the media is trying to persuade – it does not charge them with adopting a prescriptive, or advocacy role in society. No media effects on people are seen as day-to-day work of the press in informing its audiences of the opportunities and warning them of the dangers real or imagined, in their environment and in the rest of the world. The media, by describing and detailing what is out there, present people with a list of what to think about and talk about. Agenda setting recognizes the importance of interpersonal contacts in determining the ultimate impact of media content on people. It uses interpersonal factors to help explain the conditions under which agenda setting effects are more pronounced.

It has also been argued that organisations can also form their own agenda and then pass it to the media to communicate to the public. In this way, organisations play an important role in setting the agenda through media campaigns and advertisements on important social issues depending on how the media communicates the information to the public. The relevance of Agenda Setting as a theory to the researcher is that the media plays a critical role in the dissemination of

information to the general public on important social issues such as education to the extent that what has been reported in the media becomes the subject of discussion and attention. For instance, infrastructure development programmes in the education sector which have been reported on Radio and Television (such as Zambia National Information Services - ZANIS news) have helped to awaken the public's interest in this matter. This is because information carried on in the media has great impact on the people. They are likely to discuss what they read from newspapers, see on television or hear on radio for a very long time. This consequently changes some of their perceptions on important social issues. Unfortunately, Chinsali does not have an operational community radio station and ZNBC radio 1 and 2 signals are hard to come by thus the impact the media has on people's perceptions may not be defined especially for those who have no access to television signals.

1.5.5 GROUP THINK THEORY

The groupthink theory was first coined by Irving Janis. Janis in the *International Journal of Management, Business, and Administration* (2010: Vol.13, number 1) described it as a situation that happens when in a group, pressures lead to deterioration in mental efficiency, or tasting of reality and lax moral judgement. Janis further elaborates that it tends to occur in highly cohesive groups in which the group member's desire for consensus becomes more than evaluating problems and solutions realistically. Group think can also be attributed to a psychological phenomenon that can occur in groups of people. Group members form quick opinions without critically evaluating information to match group consensus. Therefore, it can be concluded that groupthink is a pattern of thought characterised by self-deception, forced acknowledgement of consent and conformity to group values and ethics.

Janis's groupthink theory is an appealing explanation of how group process can get in the way of optimal decision making. Unfortunately, Janis was selective and not always consistent in his application of research in group dynamics. The study traces groupthink to its theoretical roots in order to suggest how a broader and more consistent use of research in group dynamics can advance understanding of decision-making problems. In particular, the study explores and reinterprets the groupthink prediction that poor decision making is most likely when group

cohesion is based on the personal attractiveness of group members. For example, some community members may uphold the feeling that the development and maintenance of infrastructure such as classrooms in schools is a responsibility of government and other members may further feel that even if they vandalise existing infrastructure government will make replacements.

CHAPTER TWO

2.0 LITERATURE REVIEW

2.1 INTRODUCTION

In this chapter, the researcher endeavored to look at previous researches, studies and findings by other scholars in the field of stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools worldwide, in Africa and indeed in Zambia in the hope that reasons for the continued lack or inadequate participation by stakeholders be clearly understood. For expediency sake, the chapter has been divided into six (6) subsections. Subsection 2.2 deals with the global situation on stakeholder involvement in infrastructure development and maintenance of classrooms in schools. Subsection 2.3 discusses the African situation on stakeholder involvement in infrastructure development and maintenance of classrooms in schools while sub section 2.4 talks about the Zambian scenario. Sub section 2.5 elaborates the existing Zambian framework on stakeholder involvement in infrastructure development and maintenance of classrooms in schools 2.6 delves into the benefits of stakeholder involvement in infrastructure development and maintenance of classrooms in schools while the last sub section 2.7 dwells on the perceived causes attributed to the lack of or inadequate stakeholder involvement in infrastructure development and maintenance of classrooms in schools.

2.2 GLOBAL SITUATION OF STAKEHOLDER MOBILISATION FOR INFRASTRUCTURE DEVELOPMENT AND MANTAINANCE OF CLASSROOMS IN SCHOOLS

Kelly (1999: 221) states that Governments around the world assume the responsibility for providing and financing education, especially basic education. However, this responsibility is a large and complex one for any government to meet adequately, which is why it is important for governments to explore diverse ways of financing and providing educational services. Given market failures and equity concerns, the public sector remains an important player in providing education services, but making high-quality education accessible for all in developing countries requires innovative programs and initiatives in addition to public resources and leadership. There are ways in which various stakeholders can join together to complement each other's strengths in providing education services and helping developing countries to meet the Millennium Development Goals for education and to improve learning outcomes.

Kelly (1999: 219) further reveals that one of the most important recommendations of the Jomtien Declaration was that "new and revitalized partnerships at all levels" should be built in order to achieve *Education For All*. The call for more involvement of parents, communities, NGO's, and teachers in the implementation of educational programmes was at the heart of the expanded vision of basic education and constituted a great challenge for educational planners and administrators. As a Thai study puts it, "the major determinant of effective school performance reflect collaborative, participatory relationships within schools and between schools and their communities" (Wheeler et al 1991:2). Studies show that the participation of various stakeholders from government to educational professionals and local community members such as parents, students, and other local community organisations exercises a deeper effect on the performance of educational institutions in terms of improved access, retention of students and classroom attendance (Stern, 2003).

Panah, 2003 observes that it also helps in successful implementation of the educational initiatives. Participatory activities help achieve the goals of education where the government education initiatives had proved less sufficient in remote communities and marginalized groups. Sheaffer (1992:121) has highlighted that through community participation in education many benefits can be achieved such as improved quality, easy access and sustainability. For this purpose, closely working with the local communities and assisting them in maximising their available resources and the educational efforts are important to achieve these objectives. Condy (1998) has noted that the experience of participation is also helpful in creating awareness among the communities to collect and contribute resources in cash material or labour to school construction, giving teacher salaries and meeting other needs of the schools. Parents and other community members can contribute through fees and voluntary services.

Burde (2004) concludes that the process of participation empowers the people and organisations equally and increases their capacities and abilities. For example, in the Secondary Schools Community Extension Project (SSCEP) in Papua New Guinea, for example, "the more successful SSCEP schools had extensive parent and community information meetings prior to the initial stages of implementation....those S S C E P schools which invested more energy than

others in gaining parental and community support for the project were more successful" (Wicks, 1991:6).

Researchers have identified different ways of participation in the process of education such as; through the formation of the parents teachers association (PTA) which is basically a body consisting of parents, teachers or guardians who have children in the schools. Secondly, the school management committee, that aims at fostering effective community participation and mobilization for efficient education provision and delivery (Davies, 1996). This joint body represents the entire school community of a particular school. Thirdly, the village education committee, which usually consists of the parents of the children and some other members of the community, has a stake in the process of education. Writers have concluded that schools, families and the communities can productively collaborate and work among themselves to achieve the goals of education (Coppola, Luczak, & Stephenson, 2003). Research shows that twenty first century parents and communities are becoming more aware of the shared responsibility for the education of their children (Morgan, 2006).

Studies have even termed community participation in education a predictor for better educational development of their children and improvement in the quality, access and sustainability of the educational initiatives (Katz, 2000). According to Shakeel (2004), this realization is taking place in many parts of the world. For example, in Pakistan, the government encourages parental and community participation in education, but the pace of participation is slow and the mechanisms for effective implementation are poor.

❖ *The studies highlighted above have a gap as they do not cover the reasons why despite the various stakeholders' awareness on shared responsibility for the education of their children, their participation has remained low.*

2.3 AFRICAN SITUATION ON STAKEHOLDER MOBILISATION FOR INFRASTRUCTURE DEVELOPMENT AND MANTAINANCE OF CLASSROOMS IN SCHOOLS

The construction of government schools has always been supported by community contributions in many Sub Saharan African countries. In Malawi, for example, from the commencement of formal education, self-help was recognised as important by both the Missions and the colonial administration, predominantly with the aim of supplementing the insufficient resources available for education, as well as of making people more involved in their children's education.

Shaeffer (1992:10) argues that community participation has been continuously promoted and formalised through both international and national policy, with even greater attention paid to it in recent years. It is not coincidental that a more explicit emphasis on community participation has corresponded with the economic crises which have adversely affected education systems in sub-Saharan African countries since the 1980s, together with rapid expansion of school systems in the context of the drive for achieving universal primary education and associated abolition of fees to stimulate demand, necessitating the search for alternative sources of resources. In practice, community participation in international and national policy is often at best a form of pseudo-participation, linked with an attempt to mobilise, and make more efficient use of, resources. The World Bank (1995) proposes, for example, that, while user fees at the primary level are no longer supported, cost-sharing with communities is desirable particularly where public resources are insufficient. This is evident in Malawi where, following the abolition of primary school fees in 1994, alternative sources of resources for education were required. The 2000 Policy Investment Framework states, for example that: 'although local communities and parents are increasingly playing a role in educational finance especially with regard to sharing in the cost of buildings and their maintenance, transport to schools, food, uniforms, learning materials and extra-curricular activities, their contribution remains unquantified. Community participation is particularly significant at the primary level. More than 75% of Malawi's primary schools have been built with the support of local communities. Primary school maintenance has largely been a responsibility of communities.' The formation of school committees is an important way in which community involvement is being promoted in many countries including Zambia, often with stipulation of quotas for females on the committee.

Research has underscored many benefits of community participation in education. For example, in the recent past, Rose (2003) found that community participation improves access to schooling. In this regard, he further explains that participatory initiatives in education in different under-developing countries such as Mali, Ghana, South Sudan, Ethiopia and Uganda have proved that access to schooling has greatly increased as a result of community participation in education. In Ethiopia alone, an overall school enrolment has increased up to 8.9 percent whereas, girls' enrolment has gone up to 13.8 percent. One important reason for increased enrolment in community schools is through awareness raising initiatives within the communities. Studies have further enumerated that retention and attendance in education can also be enhanced by proper monitoring and follow up on absence. For this purpose some efforts have been useful such as child-to-child strategies as well as home visits by the school teachers, head teachers, and other community members.

The studies have a gap in that although communities in some countries like Malawi seem to be doing well, stakeholders' participation is low and the mechanisms for effective implementation are poor for communities of other countries.

2.4 THE ZAMBIAN SCENARIO ON STAKEHOLDER MOBILISATION ON INFRASTRUCTURE DEVELOPMENT AND MANTAINANCE OF CLASSROOMS IN SCHOOLS

An overall objective of national policy in education was to establish new and revitalized partnership, involving all providers of education and all levels .i.e. partnership between the ministry the ministry and other government ministries, government and Non Governmental Organisations, the private sector, local communities, religious groups and families. Effective partnership involves giving attention to the role that co-operating partners can play, formulating policies, to guide partnership and establishing strategies that facilitate it. Society has a responsibility of overseeing the duties and rights of parents and communities and assisting to provide these educational resources which are beyond resources of family thus cannot be left to government alone. It follows then that community involvement should be a role and not an exception. Kelly (1999:230) therefore argues that communities should develop a sense of

ownership of education facilities that would make them feel accountable for preservation and maintenance of buildings, furnishing, school equipment and materials.

The studies show that stakeholder participation is slow despite awareness of communities being done.

2.5 EXISTING POLICY FRAMEWORK ON STAKEHOLDER MOBILISATION FOR INFRASTRUCTURE DEVELOPMENT AND MANTAINANCE OF CLASSROOMS IN ZAMBIAN SCHOOLS

According to the AWPB (2011), the Zambian Government acknowledges the acute shortage of classrooms in basic schools noting a deficit of 27,000 classrooms as of 2006. The 2010 average pupil: classroom ratio (PCR) was 34.4: 1 for Grades 1-4 and 33.8:1 for Grades 5-7, but there were a lot of rural schools with more than 100 pupils learning in a classroom. To reduce the high PCR government planned to construct 10,000 classrooms using community mode each year. In addition, recognising that almost 50% of school infrastructure requires rehabilitation, rehabilitation of classrooms and teachers houses would be priorities in the coming years (NIF 2010). With at least 500,000 out of school children and around 34% of its youth and adult population illiterate the projections are that Zambia, which lies 164th on the Human Development Index(HDI), is unlikely going to achieve the EFA goals and MDGs by 2015.(PAF report 2009:77). During the implementation of the National Implementation Framework (NIF) 2008-2010, Government through the Ministry of Education embarked on the infrastructure development plans to chart the systematic way of construction of infrastructure facilities.

In the period 2005 – 2009 the Ministry managed to construct over 4,000 classrooms at basic school level, 50 high schools and expanded colleges of education and public universities in the construction of lecture theatres, classrooms and hostels. According to the MOESVTEE National Implementation Framework III for the period 2011 – 2015, one of the strategic objectives was to increase the number of learning places at all levels. The strategies to be used to ensure the above objective is achieved were laid down as follows:

- i. Encourage cost sharing mechanisms infrastructure development through Public Private Partnership

- ii. Improve the capacity of province and district building offices to ensure regular monitoring of school infrastructure
- iii. Explore other cost effective innovations in infrastructure development without compromising quality
- iv. Explore other environmentally friendly designs that are in line with modern technological trends
- v. Construction, rehabilitation and maintenance of school infrastructure

The MOESVTEE has through the District Education Board (DEB) Offices, engaged communities in the identification of the specific areas of infrastructure interventions. In all districts of the Republic of Zambia, the “community mode of construction” where communities within catchment areas are expected to contribute in-kind through up-front materials (moulding of bricks, sand, stones and water) or labour facilitated by the District Education Board Secretary (DEBS) through the Project Management Committee (PMC) to which some community members, teachers and the Buildings Officer from DEBS office are members has been utilised.

According to Chinsali District Education Office’s Annual Progress Report (2013), both the introduction of community mode approach by the Government and the continued sensitization of the communities on upfront preparation are yielding results. Although there is a shortfall of infrastructure in Schools and some require rehabilitation and maintenance, the District has been receiving funds from Government and other stake holders for construction of classrooms, staff houses and toilets, including funds for rehabilitation works from the Constituency Development Fund (CDF). The works mentioned above are taking place in institutions of learning below:-

- ❖ Primary schools
- ❖ Community schools
- ❖ Secondary schools
- ❖ Universities

The studies show that stakeholder participation is slow despite the creation of awareness of communities being done.

2.6 BENEFITS OF STAKEHOLDER PARTICIPATION IN INFRASTRUCTURE DEVELOPMENT AND MANTAINANCE OF CLASSROOMS IN SCHOOLS

The roles communities play in the provision and management of education cannot be over emphasized. More often than not, communities intervene in the learning processes of the entire educational system in terms of financial contributions designed to support schools, teachers and students/pupils. Communities however, establish and fund schools for the general good, an aspect which increasingly strengthens the communities' capacity, sense of identity and purpose. The efficacy of community participation in education is potential in bringing members from all specifications and diversities together for the attainment of a common objective. With widespread quality education in the community, enhanced social capital amongst members of the community will be guaranteed. This therefore provides sustainable and greater opportunities and hope for all now and in the future. In addition, this enhances desirable change, greater participation with no group left out. Self sufficiency in education and other services enhance political stability with unconditional and active participation.

Community participation cannot be effective and efficient without mass mobilization. In addition, clear objectives of the nature and scope of mass mobilization must be outlined and understood by participating communities. However, there must be guaranteed stability, safety and security safeguards to protect and assure the mobilized communities of the dividend of participation. Resource mobilisation by communities may be in a variety of forms (financial, expertise, labour etc.). Poor communities may not be able to contribute substantial finance or expertise, but their abundant labour may be effectively and readily available to be mobilized. These community resources have great impacts on community sustainability, motivation, learning processes and the entire educational system. The mobilization of the community may be effectively undertaken by different groups, especially Parent Teachers Associations (PTAs).

As an instrument of great inspiration to the community and political effectiveness, community participation provides insight into local activity and reality, which bureaucrats and politicians do not possess. Not only has participation become a politically designed approach but at the same time an economically attractive proposition. For example, funding and benchmarking must be

designed to bring into focus the popular participation of the community in education through investment in the provision of infrastructure, during either economic recession or buoyancy.

Communities closely link the long-term sustainability of education projects to the active and informed participation it partakes with the government. The collapse of the UPE in Nigeria could be explained by the fact that there was no community participation in the programme. The Universal Basic Education (UBE) programme is equally heading for collapse because of these non-participatory approaches with community inherent in it. Community participation is no doubt an extraordinarily powerful political and economic policy based tool that has come of age but not effectively utilized to move education out of its present quagmire. Community participation is no longer a threat to politicians and bureaucrats, provided it is transitive, institutionalized, orderly, morally and freely organized. Therefore, sincere, open and democratic governments, interested in effective community progress, with a desire to achieve more with less, adopt the participatory approach to accomplish the purpose of government. This is in consonance with the desire to strengthen the local communities and modernize national aspirations and needs.

All participatory approaches and strategies are therefore designed to, among others; provide basic infrastructure requirements of education as well as the social and cultural needs of the communities who willingly partake/participate in such designed activities. These empower the communities and make governments legitimately relevant and purposeful everywhere. Again, sound and people-oriented education policies tend to create popular and spontaneous support with induced and addictive need to have a strong public or community participation right from policy-making and implementation as well as how decisions are reached to secure mass community support for government and its programmes.

As community participation keeps the economy alive and the polity responsive to the community, it should be emphasized that government collaborating with communities automatically guarantees government good image or reputation, because such participatory activities or programmes involve less bureaucratized approaches and zero-free corrupt practices. This device will invariably bring about the meeting of the needs of the community with greater

efficiency, satisfaction and at less cost. Thus, governments should seek to demonstrate keen ability and trust to work together in a participatory fashion with a view to meeting people's aspirations or needs.

2.7 CAUSES OF INADEQUATE OR LACK OF PARTICIPATION BY STAKEHOLDERS IN INFRASTRUCTURE DEVELOPMENT AND MAINTAINANCE OF CLASSROOMS IN SCHOOLS AND THE IMPLICATIONS

Understanding barriers of participation is important when a community is getting organized for involvement in educational development planning as it can help community and organisations more effectively impact the educational policy-making process. Further, it is important for government to understand that educational system also face barriers that can hinder its progress in responding and recognizing the priorities of local communities. Overcoming the barriers to education will serve to facilitate the policy making process.

Encouraging participatory approaches to development is difficult to do for several reasons. Sheaffer (1992:25) argues that first of all, many communities - perhaps especially those most disadvantaged - are not at all homogeneous in nature. Social stratification, divisions along caste, religious, and ethnic lines, personal rivalries and social factionalism and the incompatibility of interests are all factors which make it difficult to talk of community mobilisation through participation. A community seen as 'natural' in some ways (such as a caste) may not necessarily be the community most appropriate to mobilize towards a particular outcome (such as better sanitation), and a community defined by geography, perhaps most appropriate for improving a particular social service (such as sanitation), may be characterized by social discord to permit mobilisation. In such a context, participation may bring unresolved and irresolvable conflicts out into the open, exacerbating rivalries of class, caste, and ethnicity by making potential differences in goals and tactics explicit, rather than keeping them constrained and hidden through the operation of traditional roles and responsibilities.

Secondly, Sheaffer (1992:26) goes on to say that even where community members may want to work together, a major obstacle may be the sheer lack of experience and skill in participatory and collaborative activities. Participation by the community in development and the collaboration of

the community with other partners imply certain knowledge and skills: setting goals and priorities, running meetings, planning budgets, accounting for resources. Thirdly, potential participants, especially those economically and socially weakest, may lack a sense of self-confidence and political efficacy - the feeling that "individual political action does have, and can have, an impact upon the policy process" (Chimwenje, 1992:25). They may also feel, or may have been encouraged to feel, that, given the overriding authority of the government, they have little political power, few obligations beyond receiving government services, and little ability to affect government policy.

Fourthly, according to Sheaffer (1992:27) sceptics argue that marginal communities (and many governments) cannot bear the added expense of participatory processes – especially in terms of financial resources and of the time and energy required of participating community organisations, government agencies, and individuals. Overworked village leaders and community members struggling for survival, particularly if affected by the inherent passivity and illiteracy of many communities, do not find it easy to participate in labour-intensive, collaborative activities, and participation in the management of meager resources is often seen as not worth the effort. And because sometimes "there are so many development agencies each dealing with problems in each sector, people can get only more and more confused because they do not have the training necessary to understand how all those activities which are being proposed willy-nilly to them tie into one another. The tendency is to set up village groups, associations, and committees each time a new operation commences. This has the double inconvenience of multiplying, at times needlessly, people's organisations and of marginalising existing forms of organisation with the result, in some cases, of creating social tension"(Kouassivi, 1991:25).

Sheaffer (1992:27) argues that fifth is the fact that participatory processes do not just happen by themselves but rather require new and complex managerial and supervisory skills, attitudes, and behaviours. Principals able to share authority within and across schools, teachers (especially those from another region, ethnic group, or language group) able to carry out surveys of community needs, district officers able to work with programme staff of non-government organisations, central planners willing to issue the regulations mandating community

involvement in curriculum development - all of these are not easy to develop in traditional bureaucracies and, once developed, to sustain. Sixth, participation is often in conflict with a political culture where initiatives toward reform may require clear sanction from above and where, for example, both parental participation in designing (let alone questioning) school policies and flexible, non-standardized responses to a variety of development contexts are difficult to imagine (Sheaffer 1992: 27).

Seventh, and similarly, many institutions and individuals have a profound inability or resistance to change. The inertia of inflexible systems, bureaucratic delays, the lack of teamwork and coordinating mechanisms, the absence of clear rules as to who should do what and when, poor technical support from those meant to provide it, and the fear of losing control to other agencies, to lower levels of the system, or to outsiders - all make it difficult, at least early in various reforms, to encourage new initiatives (Sheaffer 1992:27). Thus, for example, reforms involving the participation of the community and of other sectors in education require flexible, multi-sectoral approaches and are often seen as interfering with the academic, examination-oriented aspects of the curriculum or as being intrusive, unprofessional, and working against the accepted wisdom that quality necessarily (and solely) depends on higher teacher salaries, better facilities, and the competence of a better teaching staff.

Eighth, and finally, such problems are compounded by more concrete administrative obstacles. Logistical problems and staff turnover are notable in this regard; when staff trained in a more participatory approach and method are transferred or resign, much time and effort are wasted. Administrative procedures may also discourage collaboration. In some countries, for example, ministry regulations forbid parent associations from involvement in 'academic' matters, and in a number of countries more than one ministry may have responsibility for primary education. This can make any innovation, let alone that based on greater popular participation, difficult to implement.

CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 INTRODUCTION

This Chapter highlights the Research Methodology used during the study: Quantitative Survey, Focus Group Discussions, In-depth Interviews, Sampling procedures;- Purposive Sampling, Convenience Sampling and Data Collection. Discussed also are Data Analysis and Limitations of the study. In order to effectively gather information and ensure validity, reliability as well as a relatively in-depth understanding of the subject under scrutiny, the researcher used triangulation, which entails a combination of quantitative and qualitative methods.

The researcher used questionnaires, In-depth interviews and Focus Group Discussions to gather information from respondents at Choshi and Munwe Primary Schools and Chinsali Day Secondary and Kenneth Kaunda Secondary Schools. The researcher also used interview guides for in-depth interviews to gather data from school managers, traditional leaders and Parents Teachers Association members in the four selected schools. Other stakeholders interviewed who are key stakeholders in infrastructure development and maintenance of classrooms in schools in Chinsali are the District Education Board Secretary (DEBS), the District Planning Officer (DPO), the Assistant Buildings Officer (ABO), a Contractor and a Supplier. Furthermore, secondary data was gathered from the existing body of knowledge on the subject such as annual progress reports, assessment reports, past related research documents, articles, Policy documents, books and periodicals from both the Government of the Republic of Zambia and other relevant institutions.

3.2. RESEARCH DESIGN

The study design was a Case Study with focus on a particular District. The research design comprised both qualitative and quantitative research methodologies which entailed taking advantage of either method's strengths to compensate the weaknesses of the other. For example, in case the researcher felt that the results were biased though relying on the qualitative information collected from key informants, the quantifiable results (quantitative) could be used

to validate the research results. Questionnaires were used to get numerical and statistical data from the respondents in Choshi and Munwe Primary and Chinsali Day and Kenneth Kaunda Secondary Schools who included pupils and parents. Qualitative research involved the use of Focus Group Discussions and In-depth interviews to collect data from Choshi and Munwe Primary and Chinsali Day and Kenneth Kaunda Secondary Schools who included the School Managers, Village Headmen, Parents Teachers' Association members, Parents and pupils, a Supplier, a Contractor and Chinsali District Education Board Staff. These methods helped to bring out detailed information and analysis of the communication strategies used by Government in stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in schools of Chinsali District, how effective the strategies are, what other factors affect communication and how all these factors affect the implementation of Infrastructure Programmes in the District which might not have been captured through questionnaires.

3.2.1. QUANTITATIVE SURVEY

The researcher used questionnaires to collect information from respondents who comprised of pupils and parents from Choshi and Munwe Primary and Chinsali Day and Kenneth Kaunda Secondary Schools. The use of questionnaires helped in obtaining numerical and statistical data about the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools of Chinsali District. This data was useful in measuring the respondents' attitudes, beliefs, opinions and behaviours towards infrastructure and maintenance of classrooms in schools in Chinsali. For this purpose, both open ended and closed questions were administered. A total of two hundred (200) questionnaires were administered to the respondents of which twenty-five (25) were for pupils while twenty-five (25) were for parents of pupils in each of the four (04) schools.

3.2.2 FOCUS GROUP DISCUSSION

Focus Group Discussions (FDGs) are a qualitative method of data collection used to explore meanings of survey findings that cannot be explained statistically. FDGs also help in the provision of an insight into different opinions among different parties involved in the change

process so as to manage it smoothly. The researcher conducted eight focus group discussions, one for pupils and the other for parents in each of the four schools where the respondent's views, attitudes and feelings on the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools of Chinsali District were fully examined.

3.2.3 IN - DEPTH INTERVIEWS

In-depth interviews are a qualitative method of data collection which usually entails a confidential and secure conversation between an interviewer and a respondent in which questions are less structured to allow the respondent to have more freedom to express their views. In-depth interviews were carried out with key personnel of Chinsali District Education Board staff who included the District Education Board Secretary, the District Planning Officer and the Assistant Buildings Officer. Other interviews conducted were with the School Managers for the four selected schools, one Village Headman for each of the four schools, one Parents Teachers Association (PTA) member for each of the four schools, one Supplier and one Contractor. The researcher felt that the selected persons were key stakeholders in infrastructure development and maintenance of classrooms in schools of Chinsali District and would therefore help to inform the study.

3.2.4. SAMPLING PROCEDURE

The researcher used two sampling procedures namely purposive sampling and convenience sampling to collect the required information from the respondents in Choshi and Munwe Primary, Chinsali Day and Kenneth Kaunda Secondary Schools, a Supplier, a Contractor and the District Education Board (DEB) staff. Purposive sampling was used to select the DEB staff, the contractor, the supplier, the school managers, the Village Headmen and the PTA members because they were purported to have knowledge relevant to the study (Bowling, 2002). With purposive sampling, the sample is 'handpicked' for the research (Denscombe, 2004). Therefore, the specific people chosen were seen as likely to produce good information that would be representative of the sample population.

Convenience sampling on the other hand was used to collect data from parents and pupils in the four selected schools who were likely to give information that was useful to the study. The other factor considered in using this procedure was the availability and willingness on the part of

respondents to answer questionnaires as most people were quite hesitant to spare their time seeing that the study was conducted in the rainy season which was a busy time parked with farming activities for most prospective respondents.

3.2.4.1 PURPOSIVE SAMPLING

The researcher used purposive sampling method to select Chinsali District as it was one of the Districts in Muchinga Province that had projects which had stalled or were completed beyond the project life although funding had been provided in full. Because the researcher sought to have representation from both urban and rural setting one primary and one secondary school were selected from the rural area while one primary and one secondary school were selected from the urban setting. All the four schools selected which included: Choshi Primary and Chinsali Day Secondary Schools from the urban setting and Munwe Primary and Kenneth Kaunda Secondary from the rural setting either had an infrastructure project running or completed in the recent past. It was assumed that the key stakeholders in infrastructure development and maintenance of classrooms in the four selected schools would provide useful information to the study given the fact that they either had an infrastructure project running or completed in the recent past. Respondents for the In-depth Interviews who included school managers, Village Headmen, PTA members, and DEB staff were selected based on this sampling method. Respondents for one focus group discussion for pupils and one for parents for each of the four schools were also selected purposively.

3.2.4.2 CONVENIENCE SAMPLING

Convenience sampling which is also known as grab, opportunity, accidental or haphazard sampling is used to collect data from subjects that are easy to reach. As the name describes, the researcher uses subjects because of convenience and subjects are chosen in a random manner and some members of the population have no chance of being included. (www.wisegeek.com). The researcher used this method to obtain the required sample of parents and pupils from each of the four schools selected. Out of a total enrolment of each school, the researcher only picked 25 pupils with the assistance of school administrators to obtain the sample size using convenience sampling giving a total sample size of one hundred (100) pupils. A similar process resulted in the selection of 25 parents for each of the four schools giving a total sample size of one hundred

(100) parents. The one hundred pupils as well as the one hundred parents were the respondents for the quantitative survey.

3.2.5 DATA COLLECTION

This study used both quantitative and qualitative instruments of data collection. Semi-structured questionnaires were used for quantitative data collection while interviews and focus group discussions were used for collecting qualitative data. Observations were used as a means to collect qualitative data through the use of observation checklists and field notes. The notes were to be used for data analysis after field research. The interviews and focus group discussions were recorded through note taking for purposes of data analysis with the express permission of participants. Both in-depth interviews and focus group discussions were done using interview guides. However, respondents were given the freedom to amplify their submissions and give examples of scenarios which further explained their submissions. In other words, in depth interviews were also employed where need arose, in order to get maximum value from the respondents' discussions.

3.2.6 DATA ANALYSIS

For qualitative data, Content Analysis was used as an appropriate process to analyse the information gathered which recorded written information from the in-depth interviews and focus group discussions with the participants in the study. Research objectives and research questions guided the analysis of data during the study. Through the objectives, findings have been categorically discussed and recommendations for interventions made. For quantitative data, Statistical Package for Social Sciences version 20.0 was used to code, enter, categorise and analyse the information collected while data interpretation was done by the use of frequency tables, pie and bar charts.

3.2.7 LIMITATIONS

The restriction in the number of respondents and participants has limited the extent to which the findings can be generalised. The target schools and communities were deliberately chosen firstly, because of their location and secondly because of their communities' level of understanding of policies and expectations in government programs such as educational partnerships. It was not possible to study all communities of the district but it is hoped that the sampled schools were representative enough to show what obtains in Chinsali District. Due to the limitation of time and

finances, the research instruments and methods were designed to suit the selected sample size and target population.

Chapter Four

4.0 Presentation of Findings

4.1 Introduction

This chapter presents the findings of the study for both the qualitative and quantitative designs. The presentation of the findings is in two parts. The first part is a presentation of the quantitative survey findings from the one hundred (100) respondents. This part is further divided into six subsections. The first subsection looks at the socio - demographic factors of the respondents. The second discusses access to the messages employed by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools while the third looks at the messages disseminated to stakeholders. The fourth subsection reveals the sources of the messages disseminated to stakeholders while the fifth presents the channels of communication used in the dissemination of the key messages and the seventh considers the respondent's feelings and perceptions about the issue of stakeholder mobilisation for infrastructure development and maintenance of classrooms, the sixth reveals design of the messages disseminated to stakeholders. The second part discusses the findings from the in-depth interviews conducted by the researcher with the school managers, the Parents Teachers Association (PTA) members, the traditional leaders, the civic leaders, the District Education Board Secretary (DEBS), the District Planning Officer (DPO), the Assistant Buildings Officer (ABO), a Supplier and a contractor. The third part reveals the findings as per the eight Focus Group Discussions (FDGs) conducted with the pupils and the parents in the four selected schools.

1.3 Findings

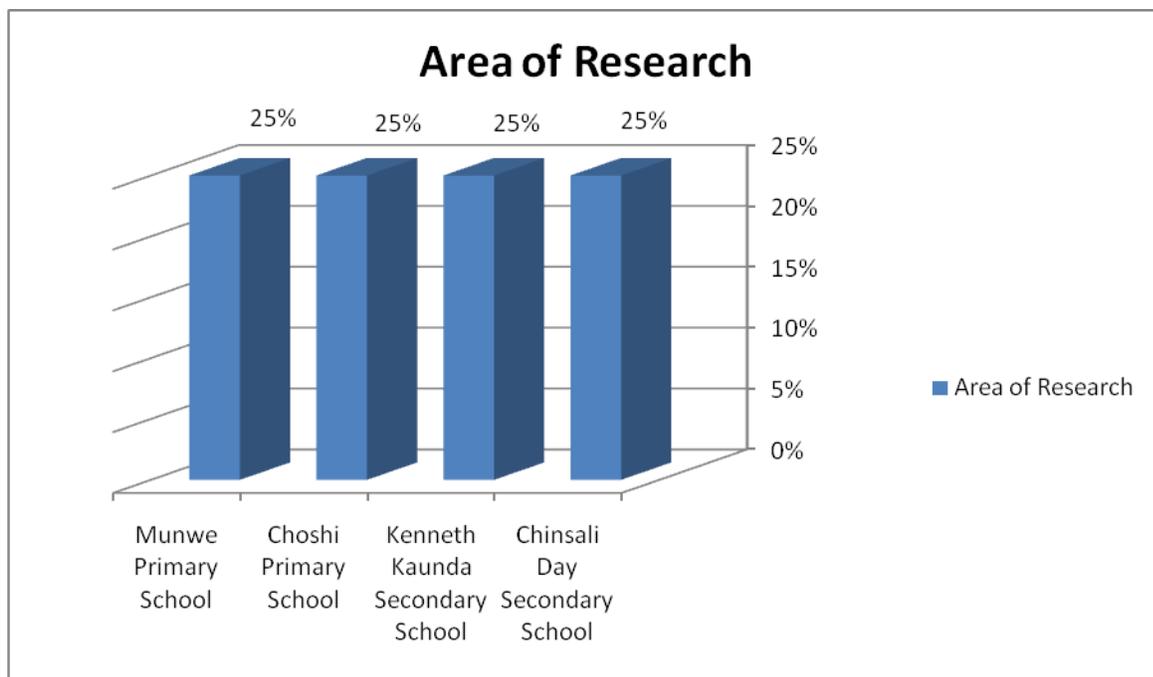
4.2.1 Background Characteristics of Respondents

Table 1.1 below shows the distribution of the area of research; n=25 (25%) of the respondents were from Munwe Primary School, n=25 (25%) of the respondents were from Choshi Primary School, n=25 (25%) of the respondents were from Kenneth Kaunda Secondary School and n=25 (25%) of the respondents were from Chinsali Day Secondary School.

Table 1.1 Area of Research

Area of Research		Frequency	Percentage
1	Munwe Primary School	25	25
2	Choshi Primary School	25	25
3	Kenneth Kaunda Secondary School	25	25
4	Chinsali Day Secondary School	25	25

Figure 1.1: Area of Research



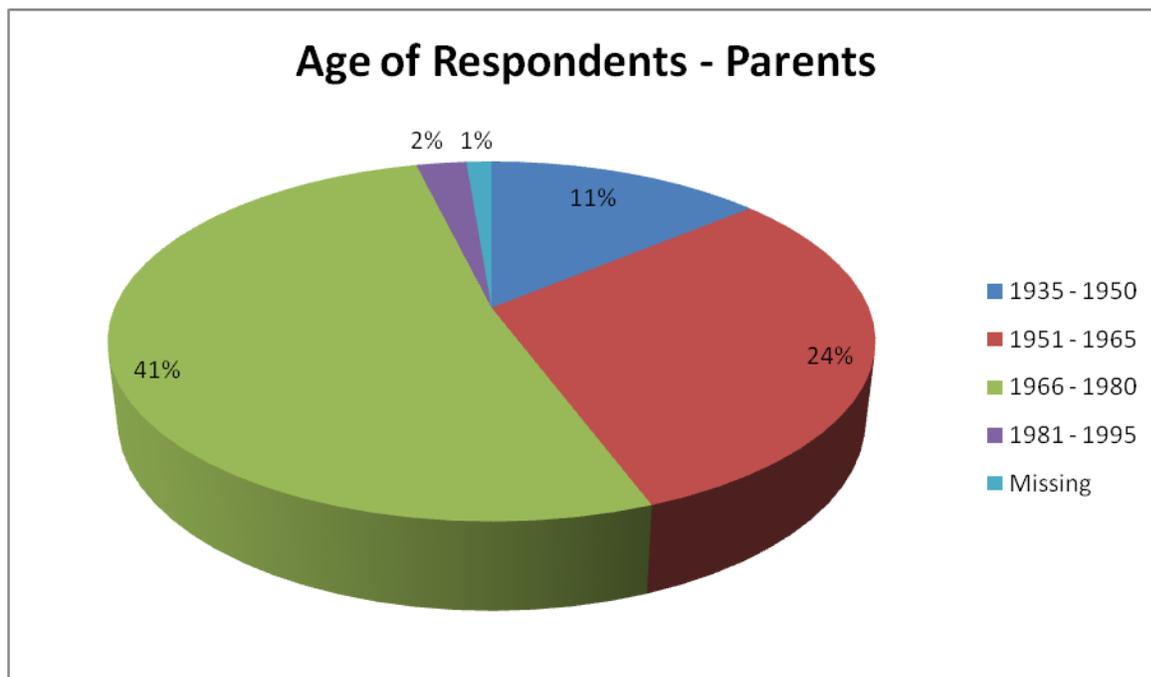
Source:Field Data(2015)

Table 1.2 and Figure 1.2 below show the age group of the respondents for the parents' questionnaire. Of the respondents; n=11 (11%) said they were born between 1935 and 1950, n=24 (24%) said they were born between 1951 and 1965, n=41 (41%) said they were born between 1966 and 1980, n=21 (21%) said they were born between 1981 and 1995 and n=2 (2%) said they were born between 1996 and 2010.

Table 1.2: Distribution by age group - Parents

What is your date of birth?		Frequency	Percentage
1	1935 - 1950	11	11
2	1951 - 1965	24	24
3	1966 - 1980	41	41
4	1981 - 1995	2	2
5	Missing	1	1
Total		100	100

Figure 1.2: Age of Respondents -



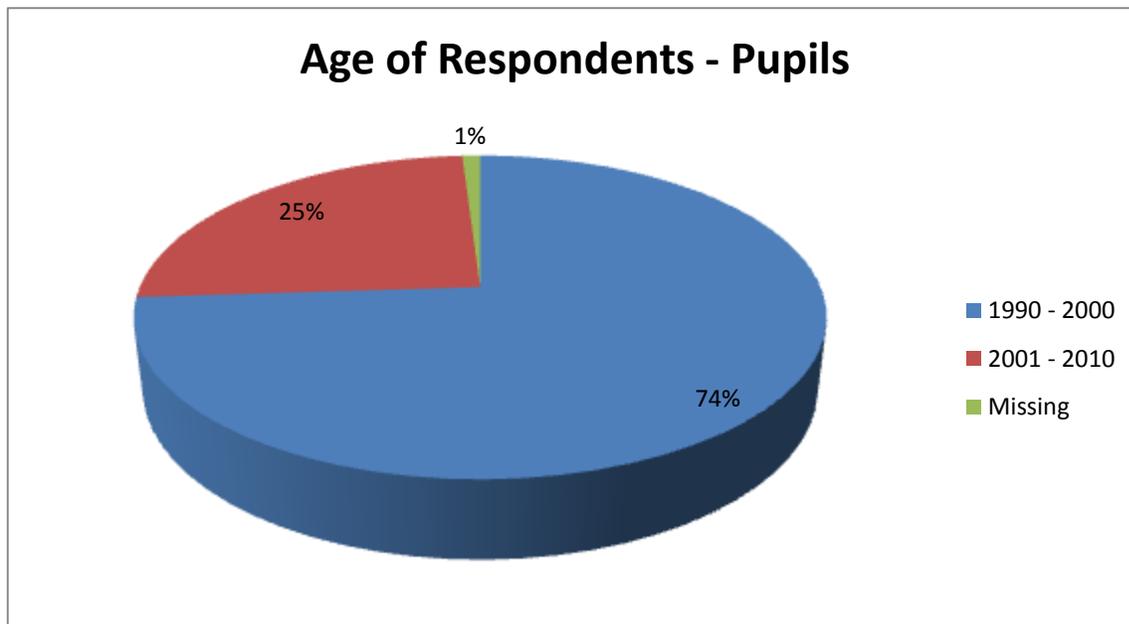
Source: Field Data(2015)

Table 1.3 and Figure 1.3 below show the age group of the respondents for the pupils' questionnaire. Of the respondents; n=74 (74%) said they were born between 1990 and 2000, n=25 (25%) said they were born between 2001 and 2010, and n=1 (1%) had the response missing.

Table 1.3: Distribution by age group - Pupils

What is your date of birth?	Frequency	Percentage
1	1990 - 2000	74
2	2001 - 2010	25
3	Missing	1
	Total	100

Figure 1.3: Age of Respondents - Pupils



Source: Field Data(2015)

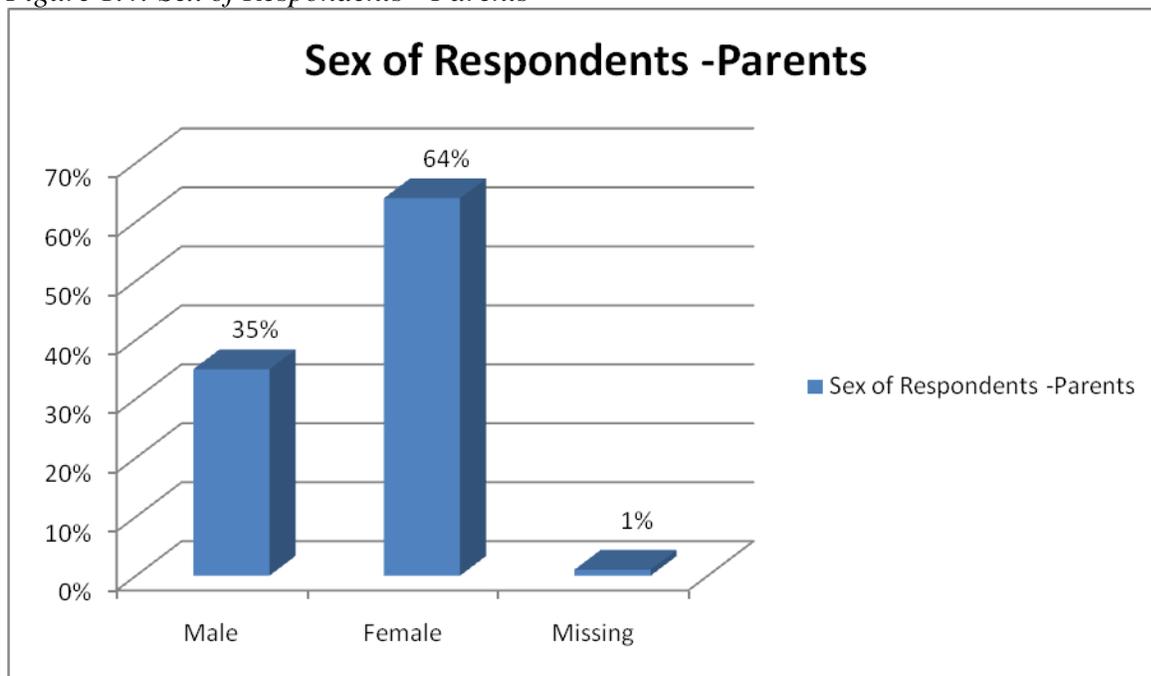
Sex of the Respondents

Table 1.4 below shows the sex of the respondents to the parents' questionnaire presented as follows; n=35 (35%) said they were male, n=64 (64%) said they were female while n=1 (1%) was missing.

Table 1.4: Sex of Respondents - Parents

What is your sex?	Frequency	Percentage
1	Male	35
2	Female	64
3	Missing	1
	Total	100

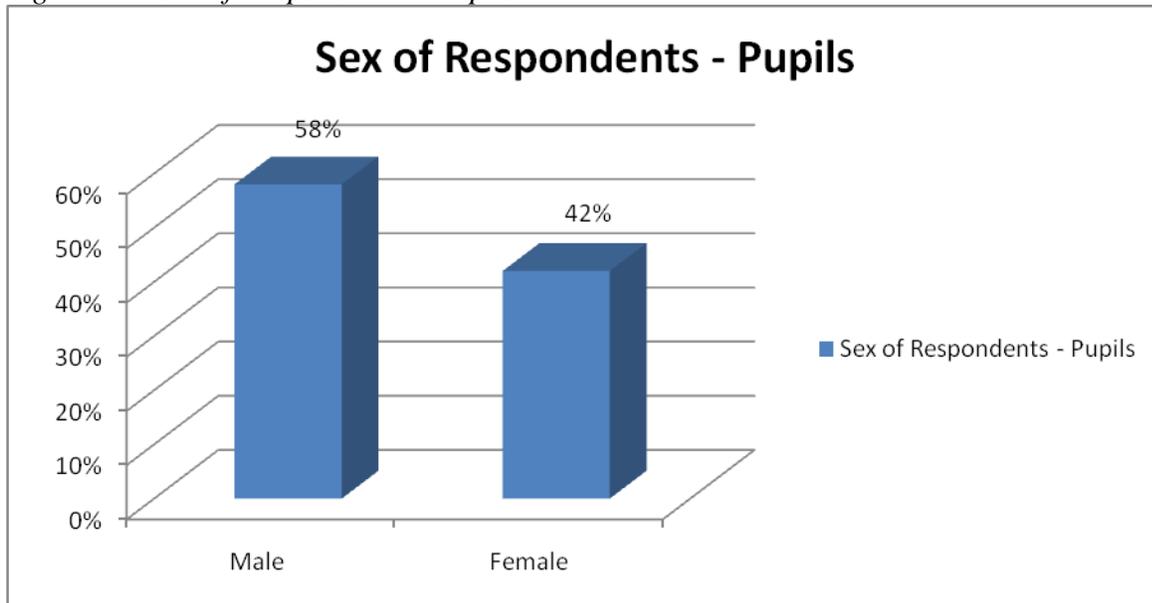
Figure 1.4: Sex of Respondents - Parents



Source: Field Data (2015)

Figure 1.5 below shows the sex of the respondents for the pupils' questionnaire where; n=57.6 (57.6%) said they were male while n=42.4 (42.4%) said they were female.

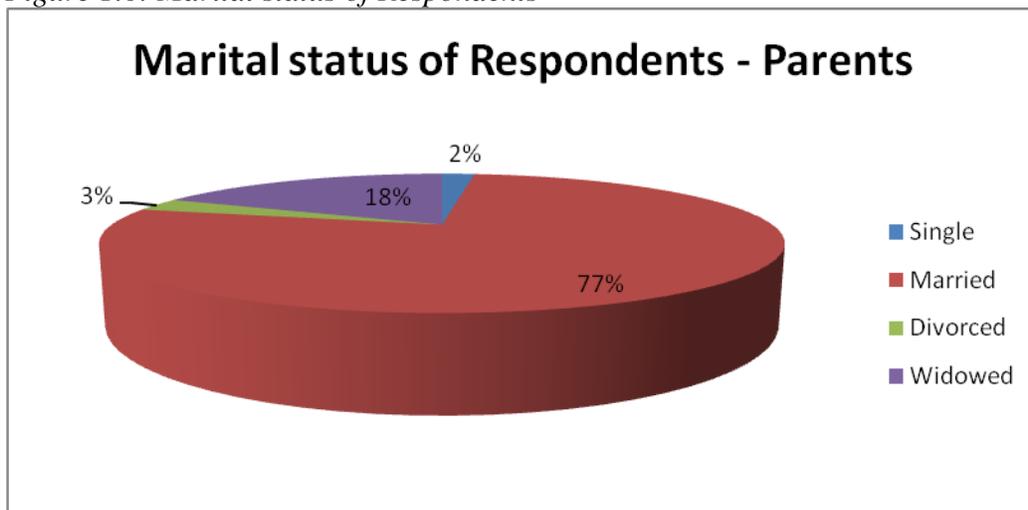
Figure 1.5: Sex of Respondents – Pupils



Source: Field Data(2015)

Figure 1.6 below shows the marital status of the respondents for the parents' questionnaire; n=2 (2%) said they are single, n=77 (77%) are married, n=3 (3%) are Divorced and n=18(18%) are widowed.

Figure 1.6: Marital status of Respondents



Source: Field Data(2015)

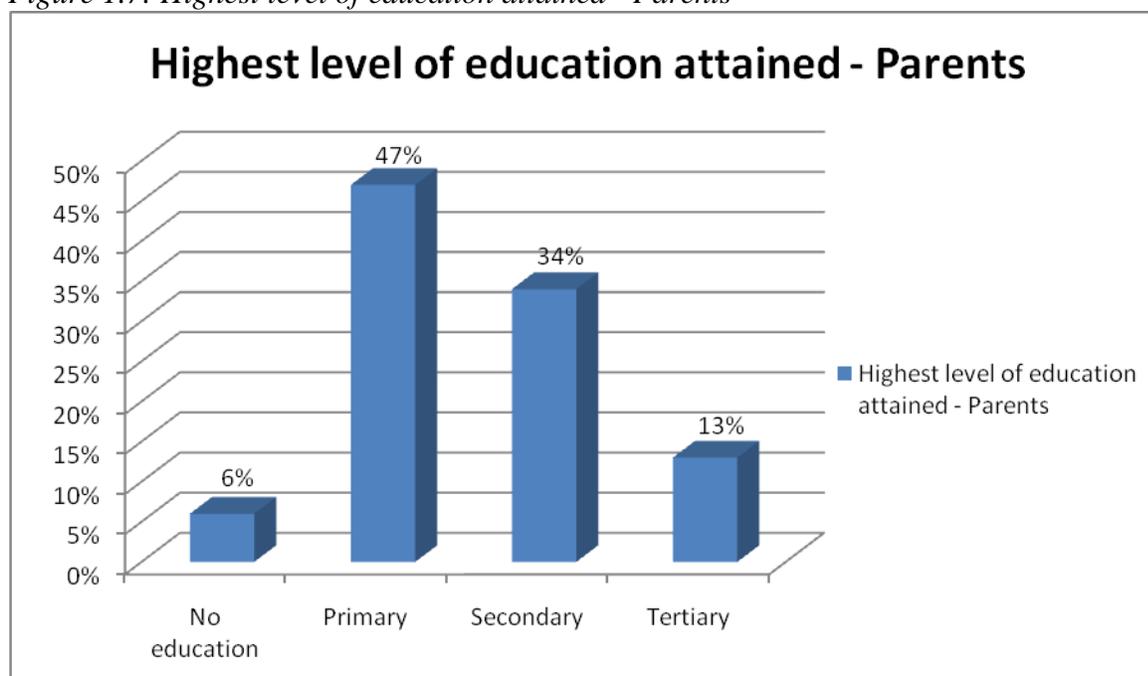
Table 1.5 below shows the highest level of education attained by the respondents to the parents' questionnaire; n=6 (6%) said they have never been to school, n=47 (47%) have only gone up to

primary school, n=34 (34%) have gone up to secondary school and n=13 (13%) have attained tertiary education.

Table 1.5: Distribution by highest level of education attained - Parents

	What is your highest level of education attained?	Frequency	Percentage
1	No Education	6	6
2	Primary	47	47
3	Secondary	34	34
4	Tertiary	13	13
	Total	100	100

Figure 1.7: Highest level of education attained - Parents



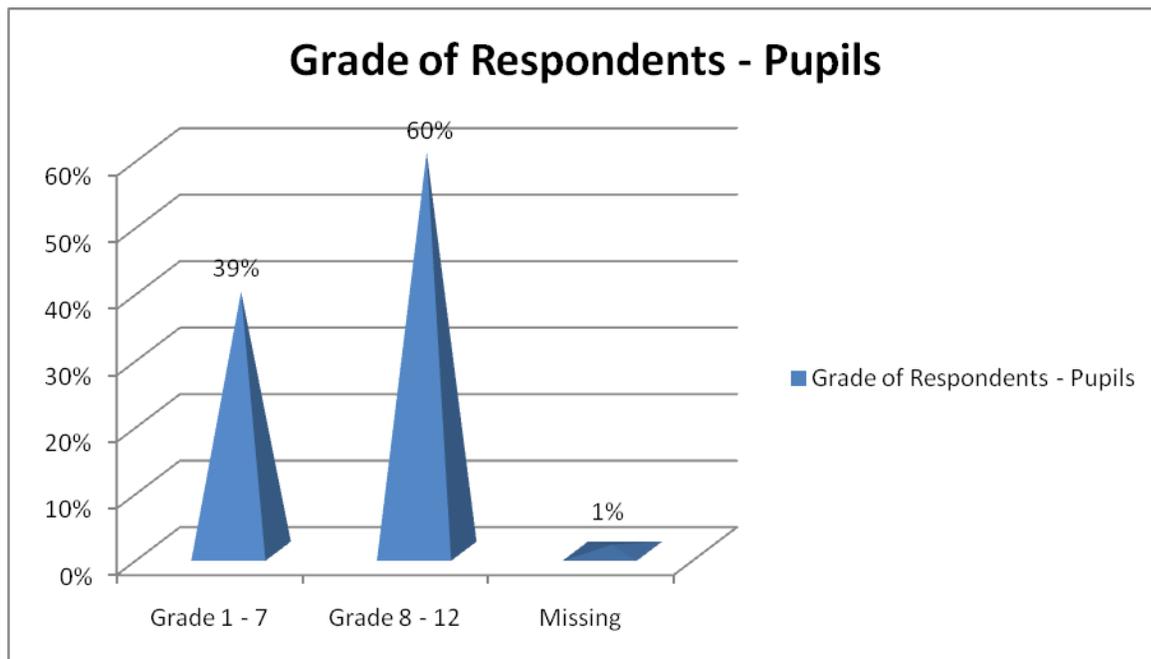
Source: Field Data(2015)

Table 1.6 below shows the grades of the respondents to the pupils' questionnaire; n=37.4 (37.4%) said they were in the range between grades 1 and 7 and 60.6 (60.6%) said they were in the range between grades 8 and 12.

Table 1.6: Distribution of the highest levels of education attained - Pupils

	What is your highest level of education attained?	Frequency	Percentage
1	Grade 1 - 7	37	37.4
2	Grade 8 - 12	60	60.6
3	Missing	2	2.0
	Total	99	100

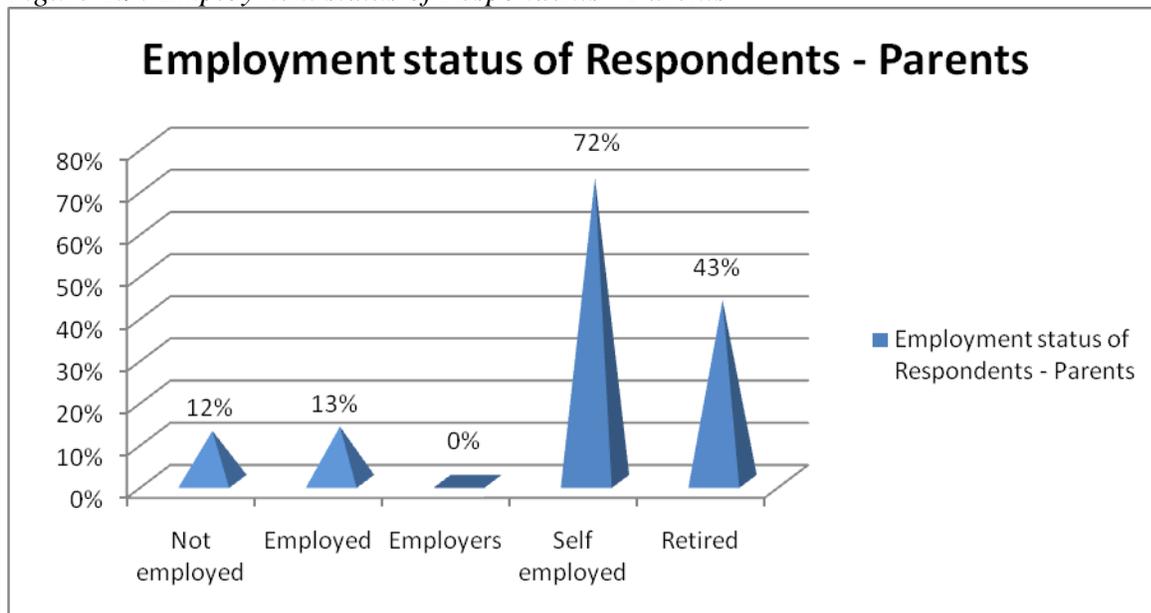
Figure 1.8: Grade of Respondents - Pupils



Source: Field Data(2015)

Figure 1.9 below shows the employment status of the respondents to the parents' questionnaire; n=12 (12%) said they were not employed, n=13 (13%) were employed, n=0 (0%) were employers, n=72 (72%) were self employed, n=3 (3%) were retired and n=0 (0%) belonged to a category not listed under employment status.

Figure 1.9: Employment status of Respondents - Parents



Source: Field Data(2015)

Table 1.7 below shows the statistical characteristics of the background characteristics of the parents /guardian respondents.

Statistical characteristics of the background characteristics of the respondents - Parents

		Age group of respondent	Sex	Marital Status	Highest level of education attained	Employment status
1	N(Valid)	99	99	100	100	100
2	N(Missing)	1	1	0	0	0
3	Mean	2.79	1.65		2.54	3.41
4	Median	3.00	2.00		2.00	4.00
5	Mode	3	2		2	4
6	Std. Deviation	.972	.480		.797	1.138
7	Sum	276	163		254	341

Table 1.8 below shows the statistical characteristics of the background characteristics of the pupil respondents

Table 1.8 Statistical characteristics of the background characteristics of the respondents - Pupils

		Date of Birth	Sex	Grade
1	N(Valid)	99	99	97
2	N(Missing)	0	0	2
3	Mean	1.25		1.62
4	Median	1.00		2.00
5	Mode	1		2.00
6	Std. Deviation	.437		.488
7	Sum	124		157

4.2.2 Access to Key Messages on Infrastructure Development and Maintenance of Classrooms in Schools by Stakeholders

When asked whether they had access to information on infrastructure development and maintenance of classrooms in schools, the respondents had this to say; n=81 (81%) said yes, n=17 (17%) said no and two responses were missing.

Table 1.9: Access to key messages by stakeholders

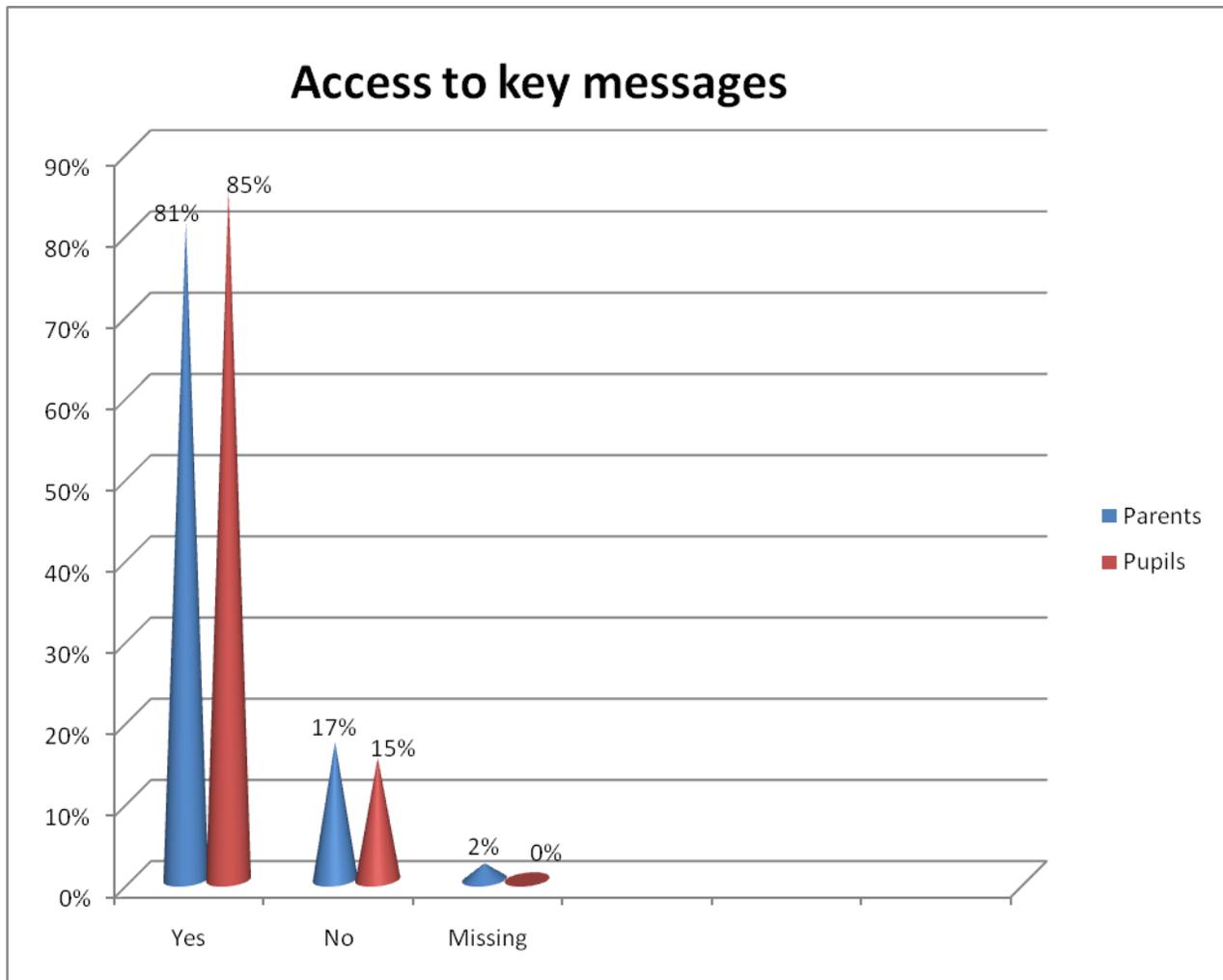
Do you have access to information on infrastructure Development and maintenance of classrooms? - Parents		Frequency	Percent
1	Yes	81	81
2	No	17	17
3	Missing	2	2
Total		100	100

When asked whether the respondents to the pupils questionnaire have access to information on infrastructure development and maintenance of classrooms in schools; n=85 (85%) said yes and n=15 (15%) said no. Responses were as shown in table.

Table 1.10: Access to key messages – Pupils

Do you have access to information on infrastructure development and maintenance of classrooms?		Frequency	Percent
1	Yes	85	85
2	No	15	15
Total		Total	100

Figure 1.10: Access to key messages



Source: Field Data (2015)

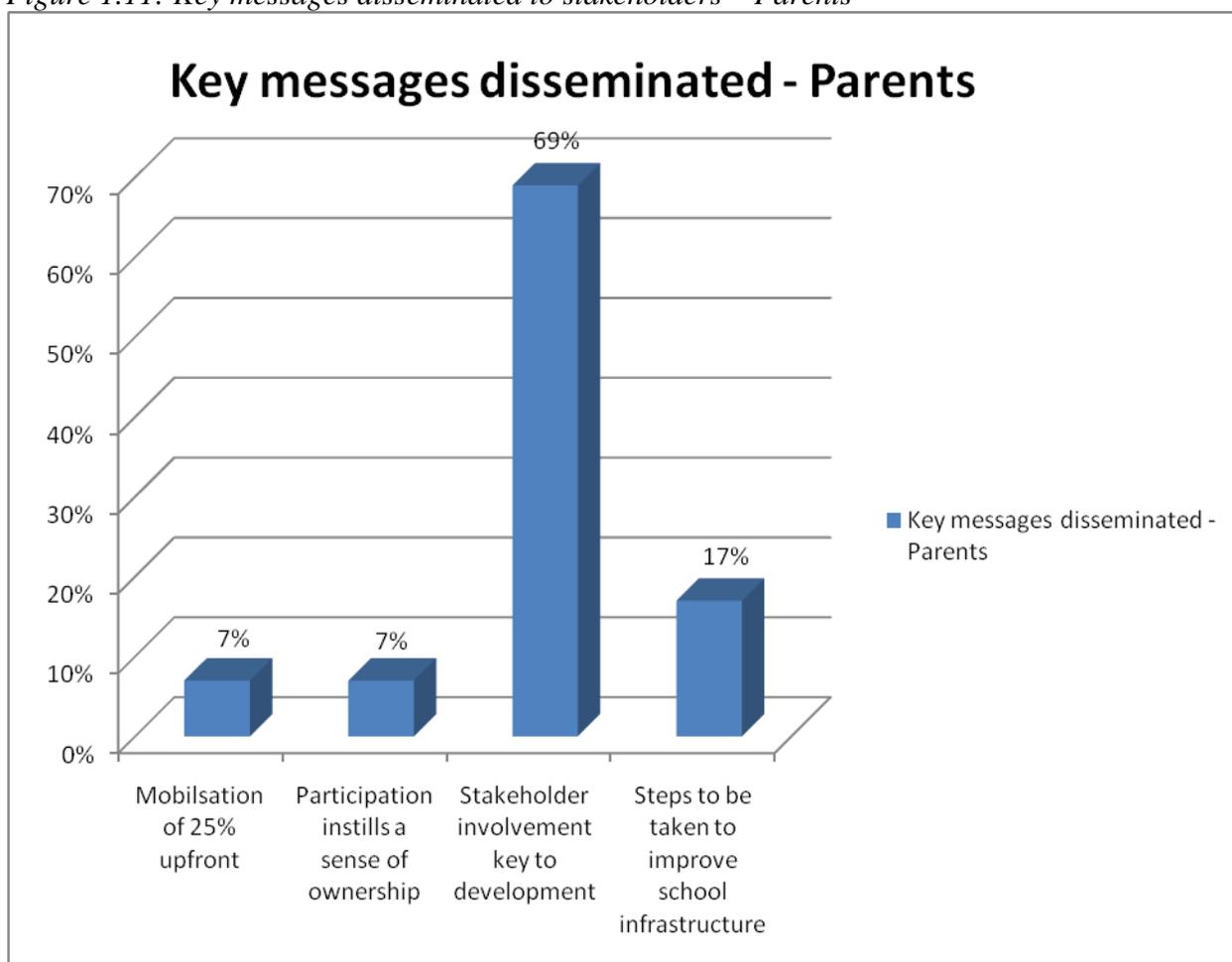
4.2.6 Messages Used In Stakeholder Mobilisation For Infrastructure Development And Maintenance Of Classrooms In Schools Of Chinsali District

The respondents identified the following as the key messages used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools; n=7 (7%) claimed that it was the mobilisation of 25% upfront, n=7 (7%) claimed that it was a fact that participation instilled a sense of ownership, n=4 (4%) claimed that stakeholder involvement was key to the development of the school, n=69 (69%) , n=17 (17%) claimed that the key message was on the steps to be taken to improve on infrastructure.

Table 1.11: Distribution of key messages communicated to stakeholders on infrastructure development and maintenance of classrooms in schools - Parents

What key messages are communicated to stakeholders?		Frequency	Percentage
1	Mobilisation of 25% upfront	7	7.0
2	Participation instilled a sense of ownership	7	7.0
3	Stakeholders involvement key to development of the school	69	69.0
4	Steps to be taken to improve on infrastructure	17	17.0
Total		100	100

Figure 1.11: Key messages disseminated to stakeholders – Parents



Source: Field Data (2015)

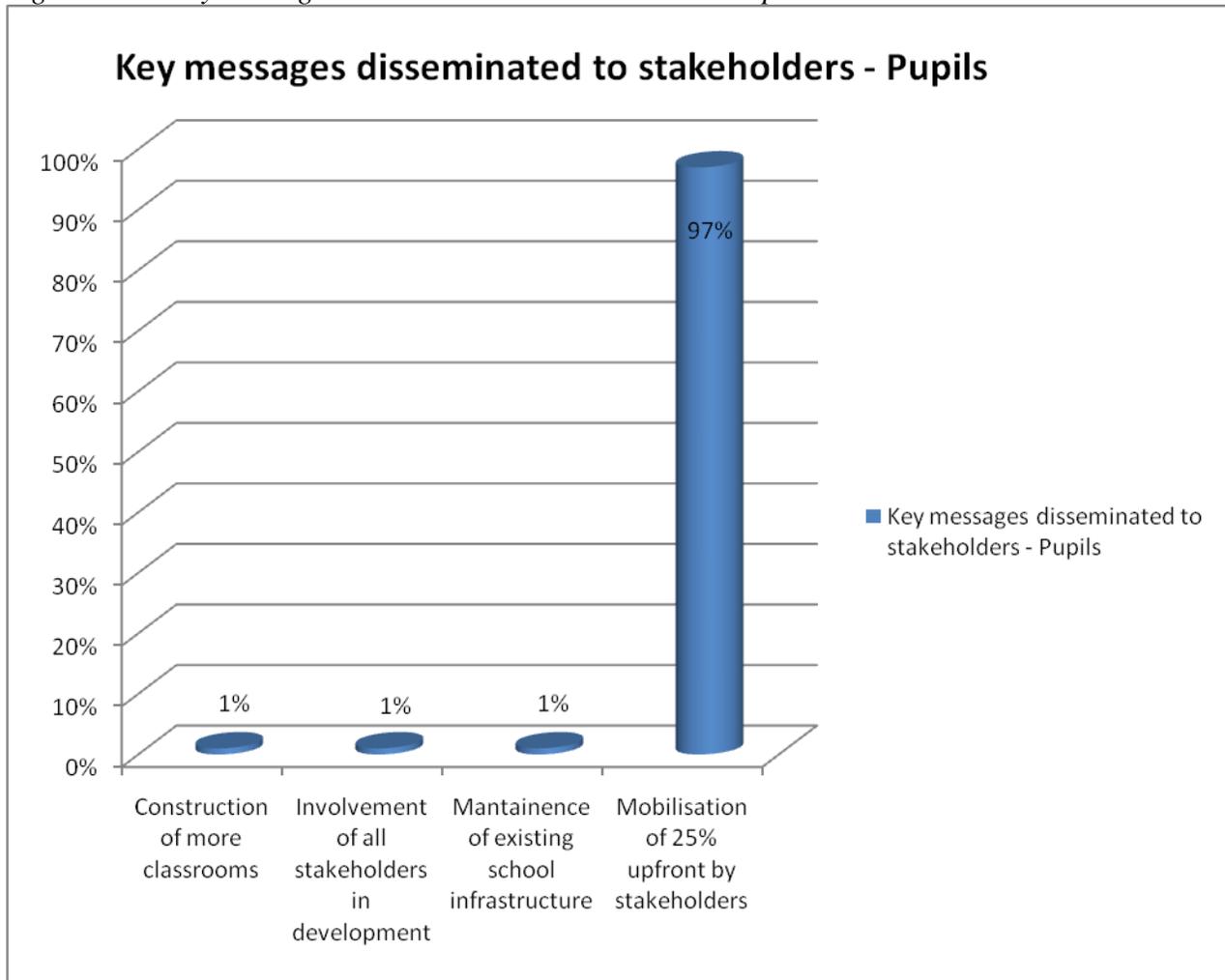
The respondents to the pupils’ questionnaire identified the following as the key messages used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools; n=1 (1%) claim that it is the construction of more classroom blocks, n=1 (1%) claim that it is the involvement of all key

stakeholders key to development, n=1 (1%) claim that it the maintenance of existing school infrastructure and n=97 (97%) claim that it is the need for stakeholders to mobilise upfront for infrastructure development Programmes in schools

Table 1.12: Key messages communicated to stakeholders on infrastructure development and maintenance of classrooms in schools – Pupils

What key messages are communicated to stakeholders?		Frequency	Percentage
1	Construction of more classrooms	1	1.0
2	Involvement of all key stakeholders in Development	1	1.0
3	Maintenance of existing school infrastructure	1	1.0
4	Need for stakeholders to mobilize upfront for infrastructure programmes in schools	97	97.0
Total		100	100

Figure 1.12: Key messages disseminated to stakeholders - Pupils



Source: Field Data(2015)

When asked how the respondents rated the dissemination of the key messages by the Government of the Republic of Zambia to stakeholders on infrastructure development and maintenance of classrooms in schools; n=2 (2%) said it was very effective, n=64 (64%) said claimed it was effective, n=31 (31%) claimed it was not effective and n=3 (3%) responses are missing as shown in table 1.13 below.

Table 1.13: Distribution of the rating for the dissemination of key messages on infrastructure development and maintenance of classrooms in schools - Parents

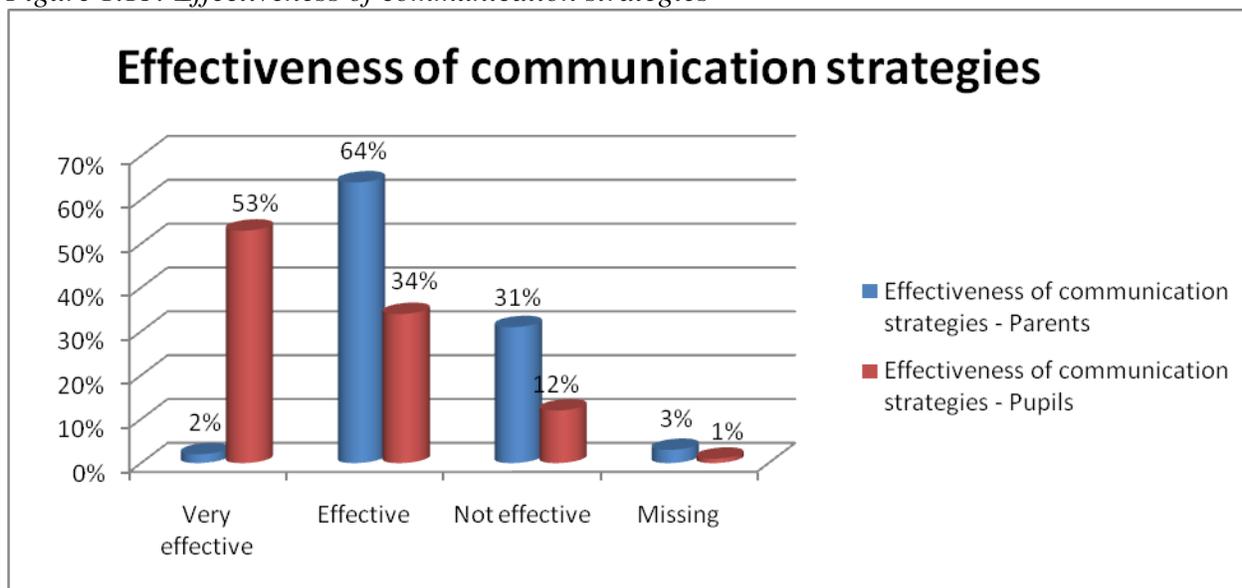
How do you rate the dissemination of key messages to stakeholders?		Frequency	Percentage
1	Very effective	2	2.0
2	Effective	64	64.0
3	Not effective	31	31.0
4	Missing	3	3.0
Total		100	100

When asked how the respondents rated the dissemination of the key messages by the Government of the Republic of Zambia to stakeholders on infrastructure development and maintenance of classrooms in schools; n=52.5 (52.5%) said it was very effective, n=34.3 (34.3%) said claimed it was effective, n=12.1 (12.1%) claimed it was not effective and n=1 (1%) responses are missing as shown in table 1.14 below.

Table 1.14: Distribution for the rating of key messages by Government to stakeholders on infrastructure development and maintenance of classrooms in schools - Pupils

How do you rate the dissemination of key messages to stakeholders?		Frequency	Percentage
1	Very effective	52.5	52.5
2	Effective	34.3	34.3
3	Not effective	12.1	12.1
4	Missing	1.0	1.0
Total		100	100

Figure 1.13: Effectiveness of communication strategies



Source: Field Data(2015)

Table 1.15 below shows how the respondents rated the key messages communicated by the Government of the Republic of Zambia to the stakeholders; n=21 (21%) said the messages were inadequate, n=66 (66%) rated the messages as being adequate, n=2 (2%) rated the messages very adequate and n=11(11%) responses were missing.

Table 1.15: Distribution of the adequacy of the messages communicated by the Government of the Republic of Zambia to stakeholders on infrastructure development and maintenance - Parents

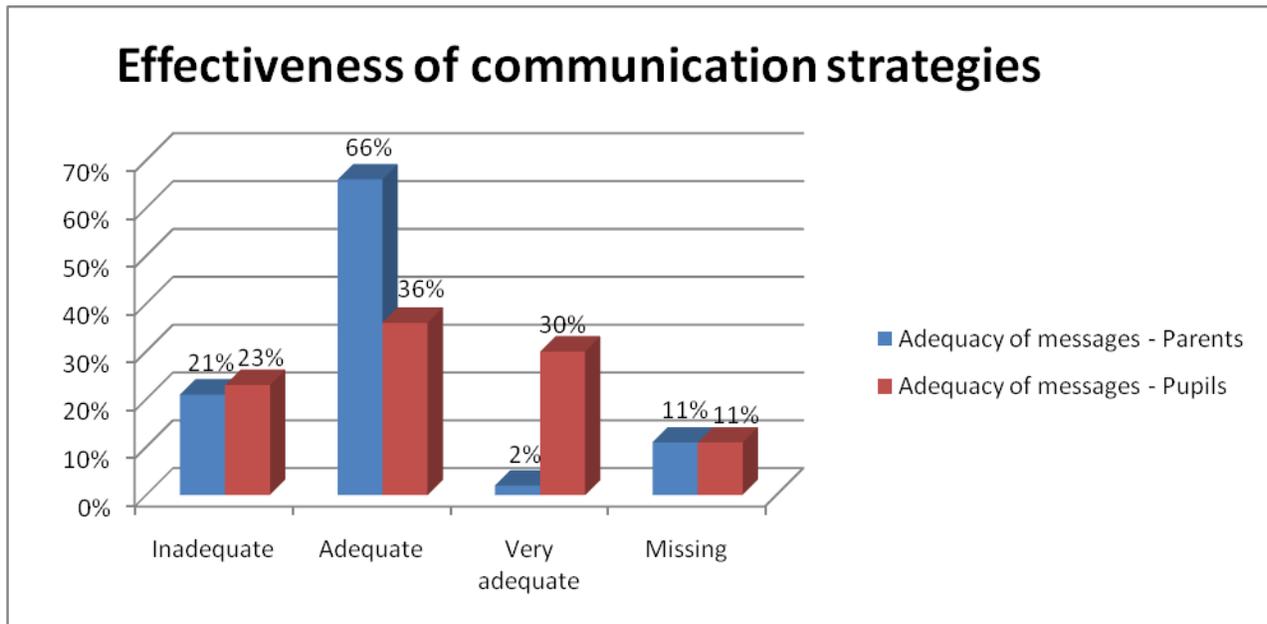
How do you rate the adequacy of the messages disseminated to stakeholders?		Frequency	Percentage
1	Inadequate	21	21.0
2	Adequate	66	66.0
3	Very adequate	2	2.0
4	Missing	11	11.0
Total		100	100

Table 1.16 below shows the respondents' responses on the adequacy of key messages disseminated by Government of the Republic of Zambia to stakeholders; n=23 (23%) said the messages were inadequate, n=36 (36%) were adequate, n=30 (30%) said the messages were very adequate and n=11(11%) were missing.

Table 1.16: Distribution of the adequacy of the messages disseminated to stakeholders - Pupils

How do you rate the adequacy of the key messages disseminated by Government of the Republic of Zambia to stakeholders?		Frequency	Percent
1	Inadequate	23	23
2	Adequate	36	36
3	Very adequate	30	30
4	Missing	11	11
Total		100	100

Figure 1.14: Effectiveness of communication strategies



Source: Field Data (2015)

4.2.7 Source of the Messages disseminated to Stakeholders

When the respondents were asked if they know some source of the key messages disseminated by the Government of the Republic of Zambia to stakeholders on infrastructure development and

maintenance of classrooms in schools; n=80 (80%) said they know and n=20 (20%) said they do not know. Table 1.17 below shows the details.

Table 1.17: Distribution of the knowledge of the sources of the key messages - Parents

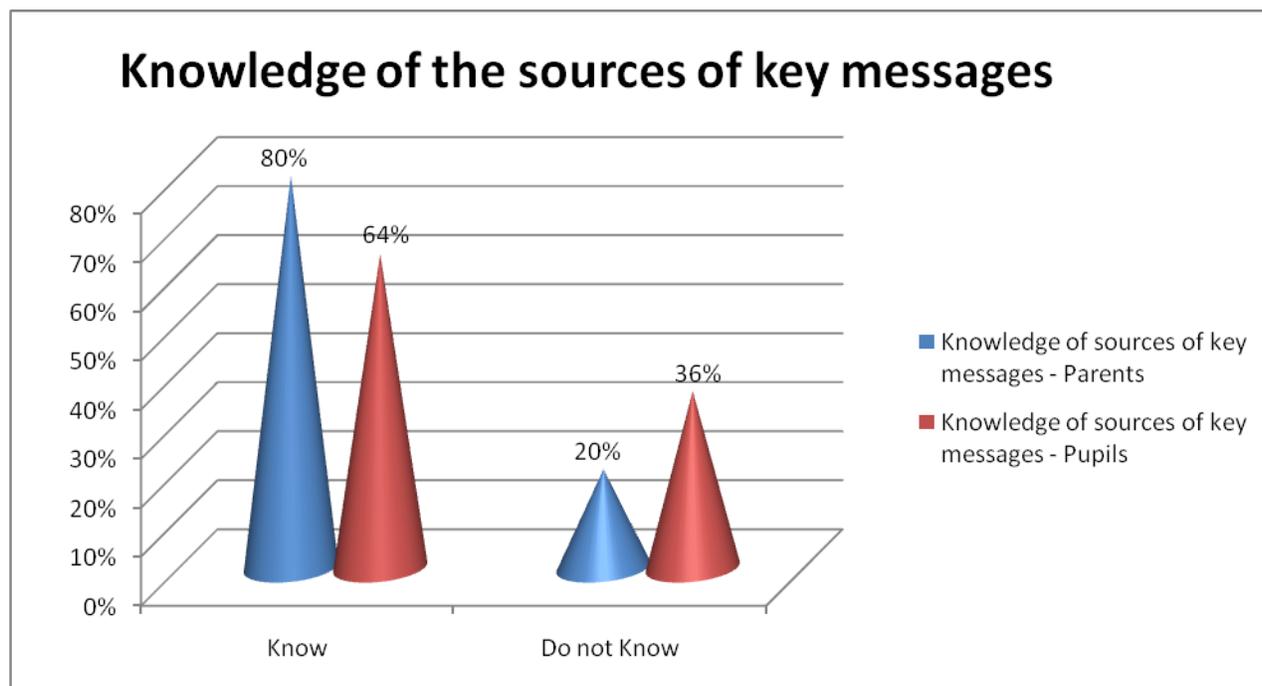
Knowledge of the source of key messages disseminated by the Government of the Republic of Zambia to stakeholders?		Frequency	Percent
1	Know	80	80
2	Do not know	20	20
	Total	100	100

When the respondents were asked if they know some source of the key messages disseminated by the Government of the Republic of Zambia to stakeholders on infrastructure development and maintenance of classrooms in schools; n=64.6 (64.6%) said they know and n=35.4 (35.4%) said they do not know. Table 1.18 below shows the details.

Table 1.18: Distribution of the knowledge of the sources of the key messages - Pupils

	Knowledge of some sources of the key messages	Frequency	Percent
1	Know	64.6	64.6
2	Do not know	35.4	35.4
	Total	100	100

Figure 1.15: Knowledge of the sources of key messages



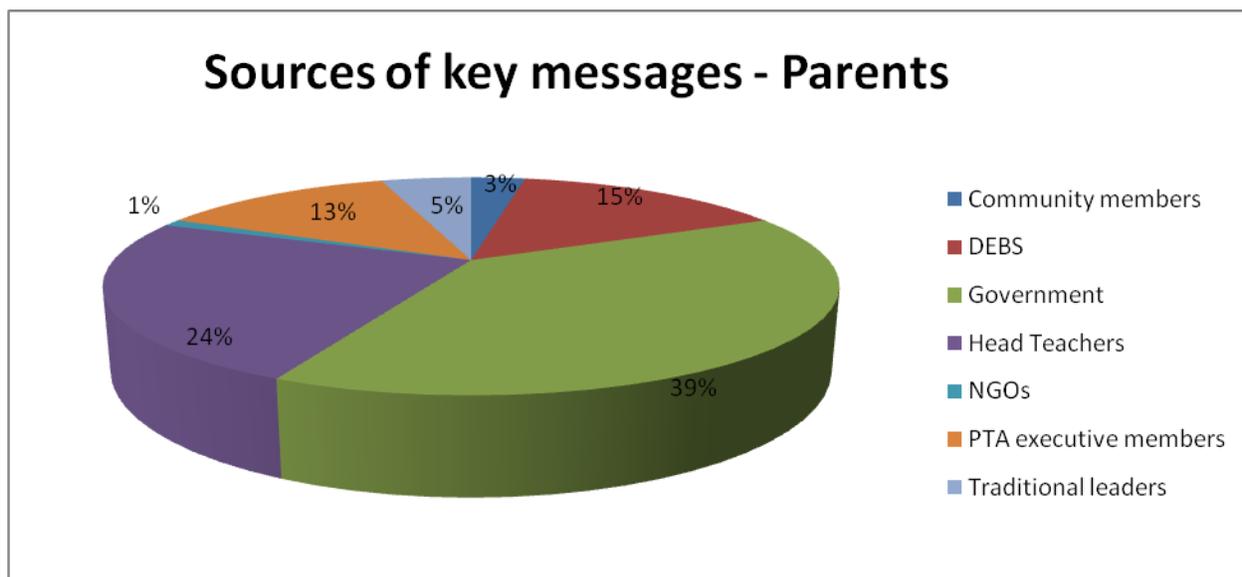
Source: Field Data (2015)

When the respondents who said they had knowledge about the source of the messages disseminated on infrastructure development and maintenance of classrooms in schools were asked to state the sources they knew, table 1.18 below shows their responses; n= 3 (3%) community members, n=15 (15%) District Education Board Secretary (DEBS), n=39 (39%) Government, n=24 (24%) Head teacher, n=1 (1%) Non Governmental Organisations (NGOs), n=13 (13%) PTA executive members and n=5 (5%) traditional leaders.

Table 1.19: Distribution of the sources of the key messages - Parents

	Sources of the key messages	Frequency	Percent
1	Community members	3	3
2	District Education Board Secretary	15	15
3	Government	39	39
4	Head teacher	24	24
5	Non Governmental Organisations (NGOs)	1	1
6	Parents Teachers Association executive members	13	13
7	Traditional leaders	5	5
	Total	100	100

Figure 1.16: Sources of key messages – Parents



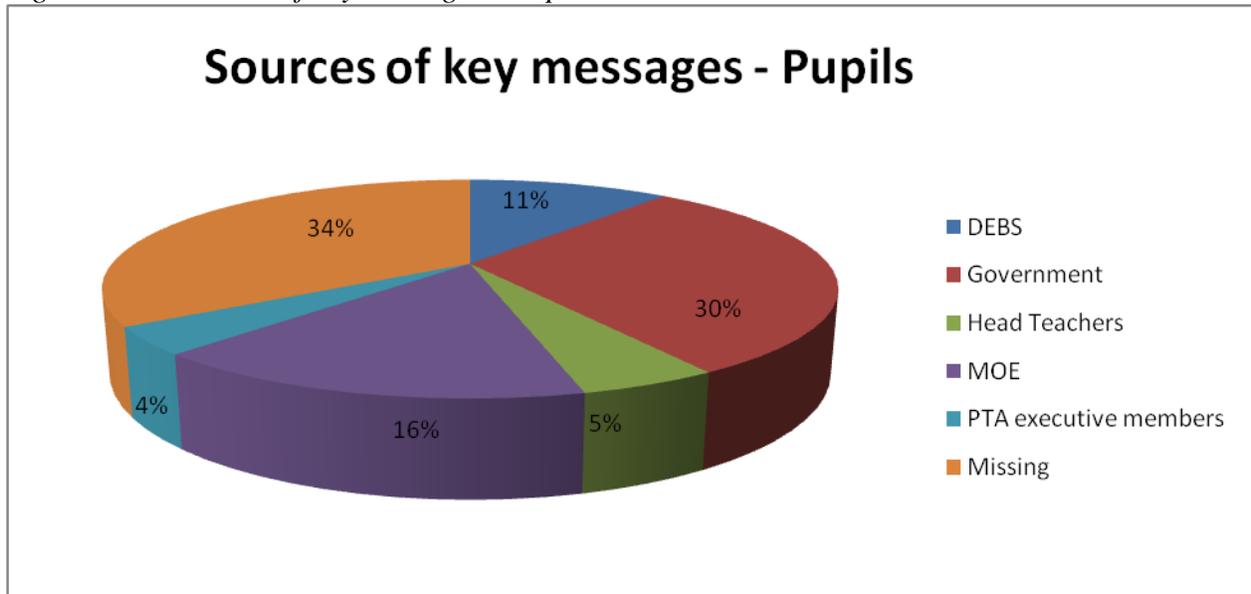
Source: Field Data(2015)

When the respondents who said they had knowledge about the source of the messages disseminated on infrastructure development and maintenance of classrooms in schools were asked to state the sources they knew, figure 7 below shows their responses; n= 10.1 (10.1%) said District Education Board Secretary (DEBS) , n=30.3 (30.3%) Government, n=5.1 (5.1%) Head teacher, n=16.2 (16.2%) Ministry of Education, n=4 (4%) said it was the P.T.A and n=34.3 (34.3%) were missing because they said they did not know the sources.

Table 1.20: Distribution of the sources of the key messages - Pupils

	Sources of the key messages	Frequency	Percent
1	District Education Board Secretary	11	11
2	Government	30	30
3	Head teacher	5	5
4	Ministry of Education	16	16
5	Parents Teachers Association (PTA)	4	4
6	Missing	34	34
	Total	100	100

Figure 1.17: Sources of key messages - Pupils



Source: Field Data(2015)

4.2.8 Channels of Communication

Table 1.21 below shows the modes of communication which the respondents said helps them access information on infrastructure development and maintenance of classrooms in schools; n=7 (7%) said ZNBC Radio 1, n=2 (2%) said ZNBC Radio 2, n=4 (4%) said community radio stations, n=4 (4%) said ZNBC TV, n=46 (46%) said community sensitization meetings, n=1 (1%) said posters and n=36 (36%) said Parents Teachers Association meetings.

Table 1. 21: Channels of communication – Parents

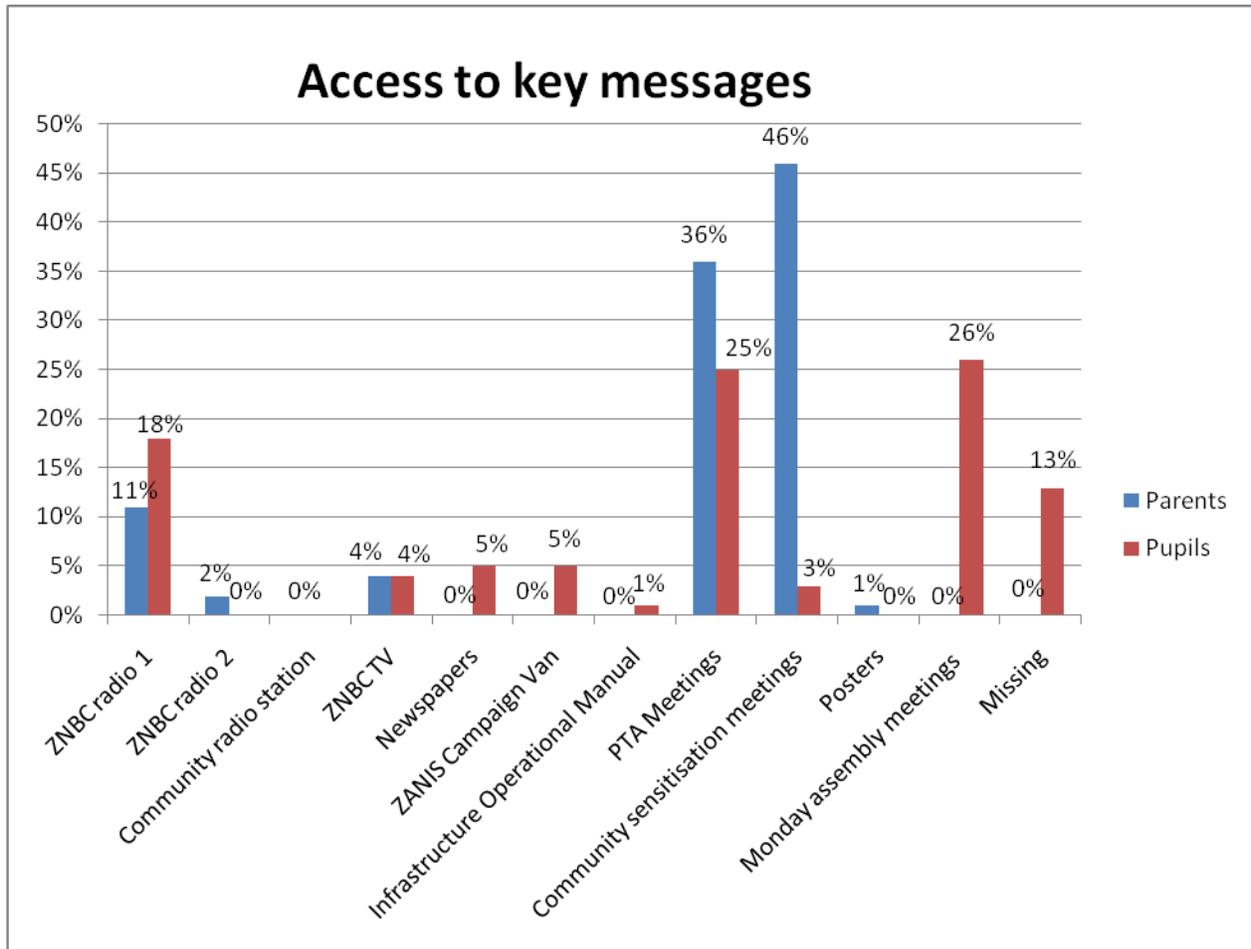
Which mode of communication helps you access information on development and maintenance in schools?		Frequency	Percent (%)
1	ZNBC Radio 1	7	7
2	ZNBC Radio 2	2	2
3	Community radio stations	4	4
4	ZNBC TV	4	4
5	Community sensitisation meetings	46	46
6	Posters	1	1
7	Parents Teachers Association meetings	36	36
	Total	100	100

Table 1.22 below shows the modes of communication which the respondents said helps them access information on infrastructure development and maintenance of classrooms in schools; n=18 (18%) said ZNBC Radio 1, n=5 (5%) said Newspapers, n=4 (4%) said ZNBC Television, n=5 (5%) said ZANIS Campaign Van, n=1 (1%) said Infrastructure Operational Manual, n=25 (25%) said Parents Teachers Association meetings and n=3 (3%) said community sensitisation meetings, n=26 (26%) Monday assembly meetings and n=13 (13%) were missing.

Table 1. 22 Channels of communication – Pupils

Which mode of communication helps you access information on development and maintenance in schools?		Frequency	Percent (%)
1	ZNBC Radio 1	18	18
2	News papers	5	5
3	ZNBC Television	4	4
4	ZANIS Campaign Van	5	5
5	Infrastructure Operational Manual	1	1
6	Parents Teachers Association meetings	25	25
7	Community sensitisation meetings	3	3
8	Monday Assembly meetings	26	26
9	Missing	13	13
	Total	100	100

Figure 1.18: Access to key messages



Source: Field Data(2015)

4.2.6 Design of Messages disseminated to Stakeholders

Table 1.23 below shows the parents' questionnaires respondents feelings on whether or not the information on infrastructure development and maintenance of classrooms in schools designed by Government for dissemination to stakeholders are fit for the target audience; n=72 (72%) felt that the messages were fit and n=28 (28%) said the messages were not fit.

Table 1.23: Fitness of key messages to target audience -Parents

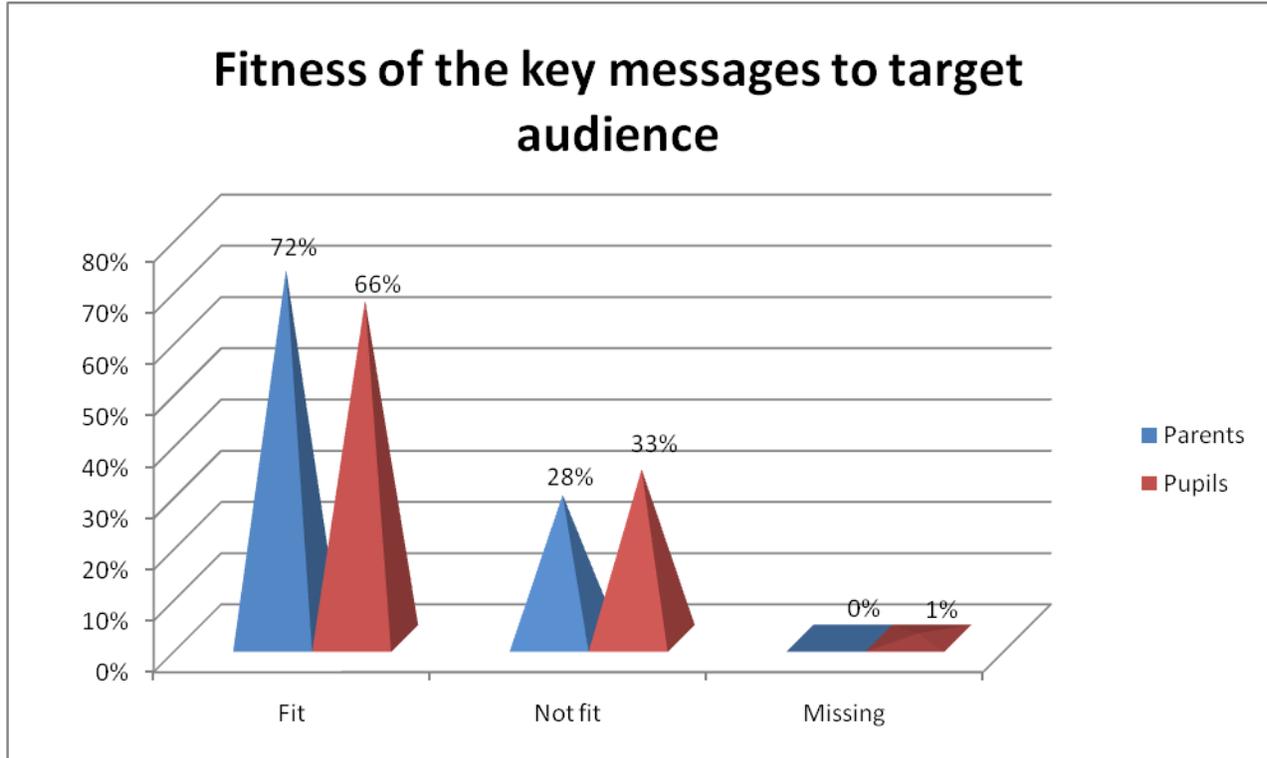
	Are the messages disseminated to stakeholders fit for the target audience?	Frequency	Percent
1	Fit	72	72
2	Not fit	28	28
	Total	100	100

Table 1.24 below shows the pupils' questionnaires respondents feelings on whether the information on infrastructure development and maintenance of classrooms in schools designed by Government for dissemination to stakeholders were fit for the target audience or not; n=65.7 (65.7%) felt that the messages were fit, n=33.3 (33.3%) said the messages were not fit whilst n=1 (1%) was missing.

Table 1.24: Fitness of key messages to target audience - Pupils

	Are the messages disseminated to stakeholders fit for the target audience?	Frequency	Percent
1	Fit	65.7	65.7
2	Not fit	33.3	33.3
3	Missing	1	1
	Total	100	100

Figure 1.19: Fitness of key messages to target audience



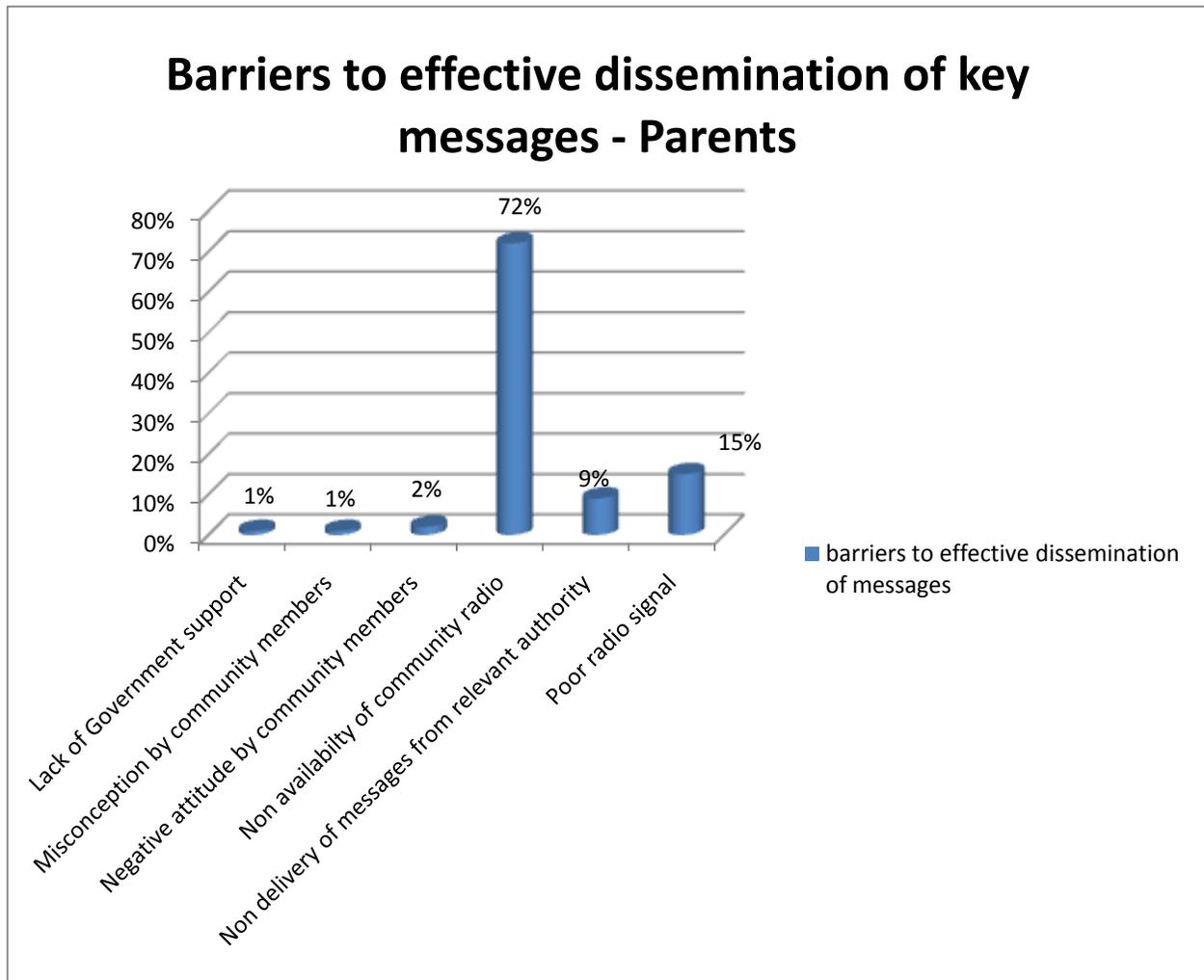
Source: Field Data(2015)

The researcher wanted to know what factors impede the dissemination of information by the Government of the Republic of Zambia to stakeholders and the respondents gave the following responses; ; n=1 (1%) sited lack of Government support, n=1 (1%) said misconception by the community members, n=2 (2%) said negative attitude by some community members, n=72 (72%) said it was due to the non availability of a community radio station, n=9 (9%) said non-delivery of messages from relevant authority, n=15 (15%) sited poor radio signal.

Table 1.25: Barriers to dissemination of key messages - Parents

What factors impede effective dissemination of information by MOESVTEE to stakeholder in Chinsali on infrastructure development?		Frequency	Percent
1	Lack of Government support	1	1
2	Misconception of community members	1	1
3	Negative attitude by community members	2	2
4	Non availability of a community radio station	72	72
5	Non delivery of messages from relevant authority	9	9
6	Poor radio signal	15	15
	Total	100	100

Figure 1.20: Barriers to effective dissemination of key messages – Parents

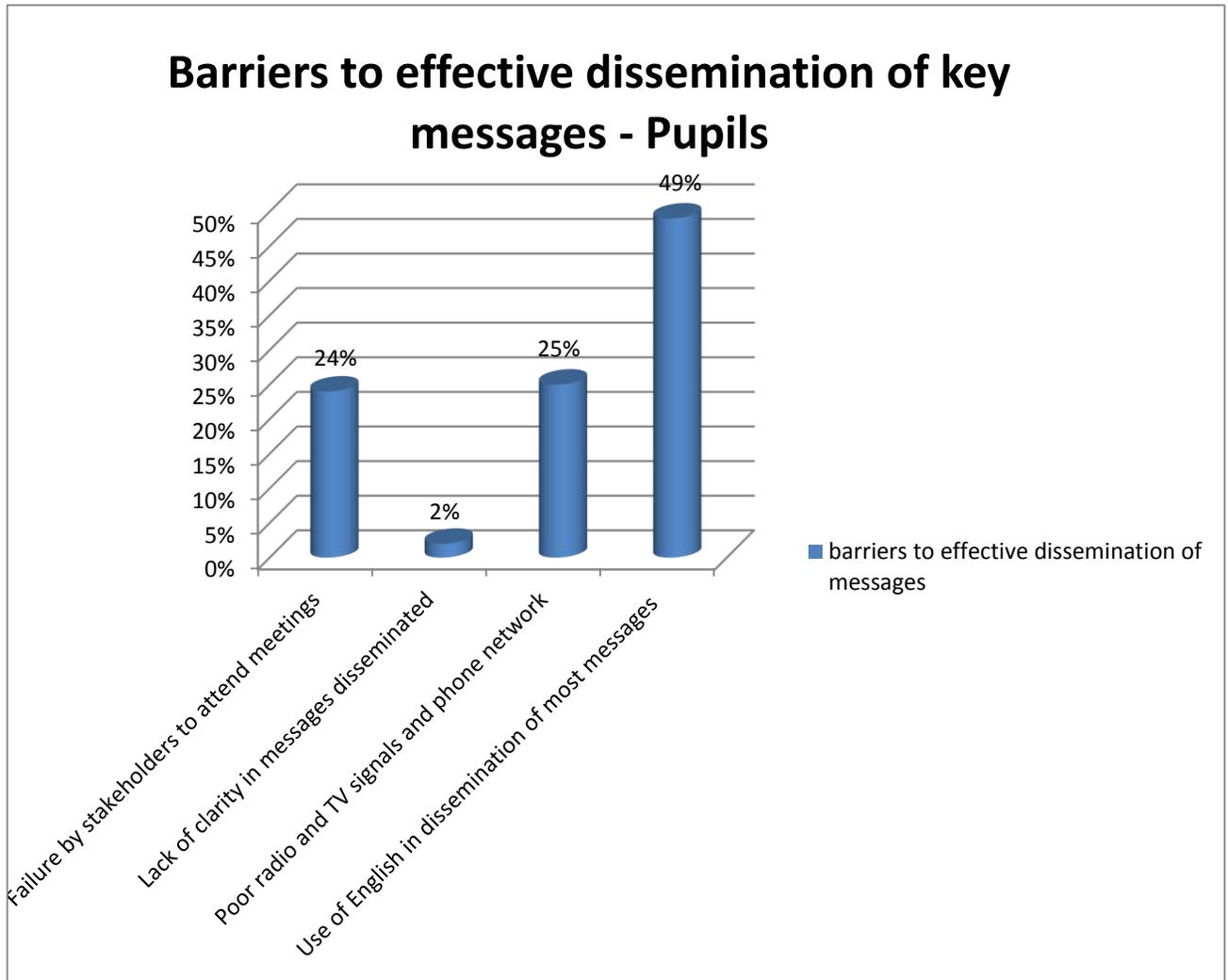


Source: Field Data(2015)

Table 1.26: Barriers to dissemination of key messages – Pupils

What factors delay or prevent effective communication by the MOESVTEE to stakeholders in Chinsali on infrastructure development and maintenance of schools?		Frequency	Percent
1	Failure by some stakeholders to attend public meetings where most of the key messages are disseminated	24	24.2
2	Lack of clarity in messages	2	2.0
3	Poor Radio, Television and phone signals	25	25.3
4	Use of inappropriate channels of communication such as language barriers (use of English)	48	48.5
Total		99	100

Figure 1.21: Barriers to effective dissemination of key messages – Pupils



Source: Field Data(2015)

4.3 FINDINGS FROM THE INDEPTH INTERVIEWS

In the school managers' in-depth interviews, the study revealed that stakeholder mobilisation is critical for development although some stakeholders especially parents had a negative attitude towards participating in developmental projects. Stakeholder mobilisation was done at the beginning of the year as a way of planning where various stakeholders worked towards the mobilisation of upfront materials such as sand, crushed stones, bricks and water. The various stakeholders included: PTA, PMC, village headmen, village committees, the clergy, civil servants, retirees (for wisdom), civic leaders, parents and pupils.

The respondents further stated that some projects were funded by government while others were PTA in nature. Various stakeholders were made aware of infrastructure development projects in schools through PTA and community sensitization meetings. Penalties were available for stakeholders who failed to fulfill their roles and ranged from being summoned to the village committee to being fined.

The study further revealed that pupils were a tool for communication to parents on invitations and deliberations of meetings on infrastructure development and maintenance of classrooms in schools. The teachers participated in the work physically and sometimes donated food for community members mobilizing 25% upfront materials for infrastructure projects. It was stated that communication on infrastructure development and maintenance of classrooms in schools was done through the school administration. The key message was that stakeholder involvement in development of an area was not only for the benefit of the stakeholders but also instilled a sense of ownership in all stakeholders. The key messages were said to be adequate and reached various stakeholders through community sensitization meetings, village crier, phone calls and messages, and letters from schools to parents through pupils. The DEBS office and the Local authority were the key sources of the messages.

The study revealed that all the schools had preventive maintenance policies which guided them on the maintenance of school infrastructure among other aspects. Vandalism was said to be evident especially during riots by pupils. Local school policies in place dictated that the erring pupils financed the replacement of the vandalized items if the act was unintentional, if the act

was intentional; a forced transfer was given, if a community member was involved, the matter was reported to the police for the law to take its course.

The barriers to communication of key messages included: distortions of information by pupils who were charged with the responsibility of passing on the information to parents, difficulties in urgently reaching all stakeholders, unreliability of ZNBC radio 1 and 2 whose signal was bad for four or more hours every day coupled with the non availability of radios amongst stakeholder households, unreliable cell phone network, apathy by stakeholders to attend community sensitisation meetings which was the major medium for dissemination of information, ineffective communication since school bulletins were written in English and not all parents/guardians could read the queens language.

The study revealed through the PTA participants that stakeholder participation is cardinal because it instilled a sense of ownership. It was stated that in as much as the messages disseminated were adequate, some community members felt used by Government by being asked to contribute 25% upfront materials. It was further stated that some stakeholders who did not have children in their communities displayed a negative attitude towards infrastructure development and maintenance of classrooms in schools, some community members always sought for a token of appreciation for any work they did, some stakeholders did not want to be part of decision making so that even when they defaulted ,they would be considered to be unaware, some stakeholders wanted to be beneficiaries as helpers and were discouraged by contractors who came with helpers from Chinsali and other places other than employ workers from the communities surrounding the schools and some stakeholders did not participate because they spent most of the time of the year in distant farming places (*kumitanda*). Vandalism was said to be evident with defaulters being thugs especially for the primary schools that do not have security guards. It was felt that the key messages disseminated were not adequate as they did not reach all the members of the target audience.

The traditional leaders stated that stakeholder participation was critical in infrastructure development and maintenance of classrooms in schools because it fostered development and instilled a sense of ownership. It was further revealed that the stakeholders who did not want to

participate in development would be punished. The key message disseminated sited was the emphasis on the need for stakeholders to participate in their own development. The messages were said to be adequate although some stakeholders with a bad attitude did not participate. Those guilty of vandalism were said to be befitting imprisonment.

The study showed that the suppliers were critical stakeholders in infrastructure projects. It further revealed that suppliers applied for consideration through the tender process where if a tender for supply of materials was awarded, guarantee was given through the retention of six months within which if an item was destroyed, the supplier would make a replacement. The key messages disseminated were said to be inadequate. It was further revealed that sometimes the materials supplied were of poor quality because the funds available for the project were way below the standard amount of funds required.

According to a contractor participant, stakeholder participation in infrastructure development was critical for development. It was stated that contractors applied for consideration through the tender process where if a tender for construction works is awarded, guarantee is given through the retention of six months within which if the building or part of it was destroyed, the contractor had to re-do the works. It was revealed that the key messages disseminated were adequate with community sensitisation meetings and the village crier being the channels of communication. It was evident that some stakeholders did not participate because they left their villages to take up other economic activities such as farming, fishing and caterpillar collection.

The District Planning Officer said that stakeholder involvement was critical and instills a sense of ownership. Moreover, it was revealed that since the funding for the construction of classrooms in existing schools had been reduced following the shift in priority to the construction of secondary schools and institutions of higher learning, schools had been encouraged to use PTA and Constituency Development Funds in such projects. Vandalism of school infrastructure was said to be evident in schools with the vandals being asked to pay for the fixing of the damaged items. The DEBS office would continue to engage the community in infrastructure development and maintenance of classrooms in schools as it had helped in the deterrence of the vice in schools. The key messages were said to be adequate and effective except that sometimes the

politicians upset the tables and twisted the messages around in their favour by telling stakeholders that it was the duty of Government to source for the 25% upfront materials and not theirs as purported by DEBS office.

The study through the Assistant Building Officer revealed that stakeholder participation was very critical in infrastructure development and maintenance of classrooms in schools. It was stated that a District Bye Law was in place which ensured that all the stakeholders who failed to contribute 25% upfront materials were taken to the chiefs or local courts for punishment. Although the key messages were 75% adequate, much information dissemination was only done at the beginning and not during the course of the project to completion. According to the study, the dissemination of information was hampered by the non availability of cell phone network and radio signals. Moreover, the non availability of a community radio station had made information dissemination to stakeholders a challenge. It was stated that vandalism was evident in the schools given the reports that were received from various schools. The Local Vandalism Policy stated that vandals would replace broken items or be taken to the courts of law where they would be sentenced to five years imprisonment. The study further revealed that Chinsali being a termite infested area was prone to roofs being blown off, whose repair had mostly been through PTA funds and sometimes Disaster Management and Mitigation Unit support.

Evident from the study through an interview with the DEBS was the fact that the infrastructure development and maintenance of classrooms was planned and budgeted for either by Government through the Annual Work Plans and Budgets or through the school community partnerships by sourcing for Constituency Development Funds (CDF) or PTA funds to finance such projects. The key messages were adequate and disseminated by the Government through various offices such as the District Commissioners' Office, Ministry of Community Development, Mother and Child Health, Ministry of Chiefs Affairs and the Ministry of General Education. Unfortunately, the various stakeholders were meant to believe that that the mobilisation of 25% upfront materials was the responsibility of Government by politicians.

4.4 FINDINGS FROM THE FOCUS GROUP DISCUSSIONS

During Focus Group Discussions, 75% of pupil respondents stated that they were aware of the need for stakeholder mobilisation in Infrastructure Development and maintenance of classrooms in schools. Moreover, they were aware of the above instills a sense of ownership, guarantees development, enhances team work and eventually the attainment of set goals. Key stakeholders who are seen to be vital include: government, parents, teachers, traditional leaders, DEB staff, the clergy, civic leaders, contractors and suppliers. Key messages were disseminated through letters to parents/guardians, announcements during church services, community meetings, school bulletins, telephones, radio and Television.

75% of the participants said vandalism was said to be evident especially by pupils and community members. Fortunately, to curb this vice, local policies were in place and included: forced transfer, payment for the replacement of damaged item, reporting of perpetrator to the Police in order for the law to take its course.

The study revealed that stakeholder involvement is evident in the following ways: attending community sensitization meetings, payment of project fees especially for secondary schools, moulding bricks, ferrying sand, stones and water. Unfortunately, information dissemination was described to be hampered by the following factors: non delivery of information by the people instructed to do so; none involvement of some traditional leaders, language barriers with school bulletins available in English language and not in the seven local languages and the non availability of appropriate communication channels such as a community radio station.

The adequacy of the dissemination of information was valued at 70% because some stakeholders are not reached. The study highlighted some recommendations so as to enhance improved communication and include: the use of community radio station for announcements thus the need for the establishment of a community radio station, improvement of telephone signal, use of ZANIS Campaign Van – improve road network, print media to use not only English but also local languages and the school bulletins to be printed not only in English but also in local languages. It was also said that the pupils' role as stakeholders were to maintain school

infrastructure, disseminate information to parents as per the received instructions and to take up any tasks given to them.

The parents Focus Group Discussions revealed that the participants were aware of the need for stakeholder involvement in infrastructure development and maintenance of classrooms in schools. The awareness available pointed to the fact that stakeholder participation fosters development and instills a sense of ownership. Mobilisation of the various stakeholders was done by the village headmen, the Parents Teachers Associations (PTAs), The Project Management Committees and the school head teachers and it was made clear that the various stakeholders apart from Government had the role of mobilising 25% upfront which include water, bricks, and sand and crushed stones. People from all walks of life such as traditional leaders, civic leaders, the clergy, PTA, PMC, parents, pupils, contractors, suppliers and Government were expected to be part of the stakeholders in school infrastructure projects.

The study further revealed that not all stakeholders participated in the infrastructure projects but only those with a positive attitude towards development. 80% of the participants stated that vandalism of classrooms was visible in the schools with the culprits being mainly pupils and sometimes other community members. The local school policies available revealed that the defaulters were either given a forced transfer, made to finance the replacement of the vandalised item or reported to the police so that the law could take its course. The key messages were said to be adequate and clear for all key stakeholders though not accessible by all stakeholders with the major source being Government and disseminated through community sensitization meetings, PTA meetings, notes written to parents and sent through the pupils, school bulletins, announcements in the communities through the village crier. Barriers to effective dissemination of information include: non delivery of information by pupils to parents and the lack of interest by some traditional leaders in developmental issues thus not all the subjects are compelled to be involved.

Chapter Five

5.0 Discussion of Findings

5.1 Introduction

This chapter interprets the findings of the study which assessed the effectiveness of the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools of Chinsali District. Furthermore, conclusions are drawn based on the interpretations made.

This study sought answers to the following research questions.

1. What messages were used by the Government of the Republic of Zambia in the dissemination of information concerning infrastructure development and maintenance of classrooms in schools in Chinsali District?
2. What was the source of the messages used by the Government of the Republic of Zambia in the dissemination of information concerning infrastructure development and maintenance of classrooms of schools in Chinsali District?
3. What information did stakeholders have concerning infrastructure development and maintenance of classrooms of schools in Chinsali District?
4. Which channels of communication were used by the Government of the Republic of Zambia to inform stakeholders on infrastructure development and maintenance of classrooms of schools in Chinsali?
5. How did the Government of the Republic of Zambia design messages for the various types of stakeholders on infrastructure development and maintenance of classrooms of schools in Chinsali?

This chapter presents the discussion of the findings of the study for both the quantitative and qualitative designs. The presentation of the findings is in two parts. The first part is a discussion of the quantitative survey findings from the one hundred (100) respondents. This part is further divided into six subsections. The first subsection looks at the socio - demographic factors of the

respondents. The second discusses access to the messages employed by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools while the third looks at the messages disseminated to stakeholders. The fourth subsection discusses the sources of the messages disseminated to stakeholders while the fifth discusses the channels of communication used in the dissemination of the key messages and the seventh considers the respondent's feelings and perceptions about the issue of stakeholder mobilisation for infrastructure development and maintenance of classrooms, the sixth reveals design of the messages disseminated to stakeholders. The second part discusses the findings from the in-depth interviews with the school managers, the Parents Teachers Association (PTA) members, the traditional leaders, the civic leaders, the District Education Board Secretary (DEBS), the District Planning Officer (DPO), the Assistant Buildings Officer (ABO), a Supplier and a contractor. The third part give reveals the findings as per the eight Focus Group Discussions (FDGs) conducted with the pupils and the parents in the four selected schools.

5.2 Discussion of the responses to the research questions

5.2.1 Research Question One

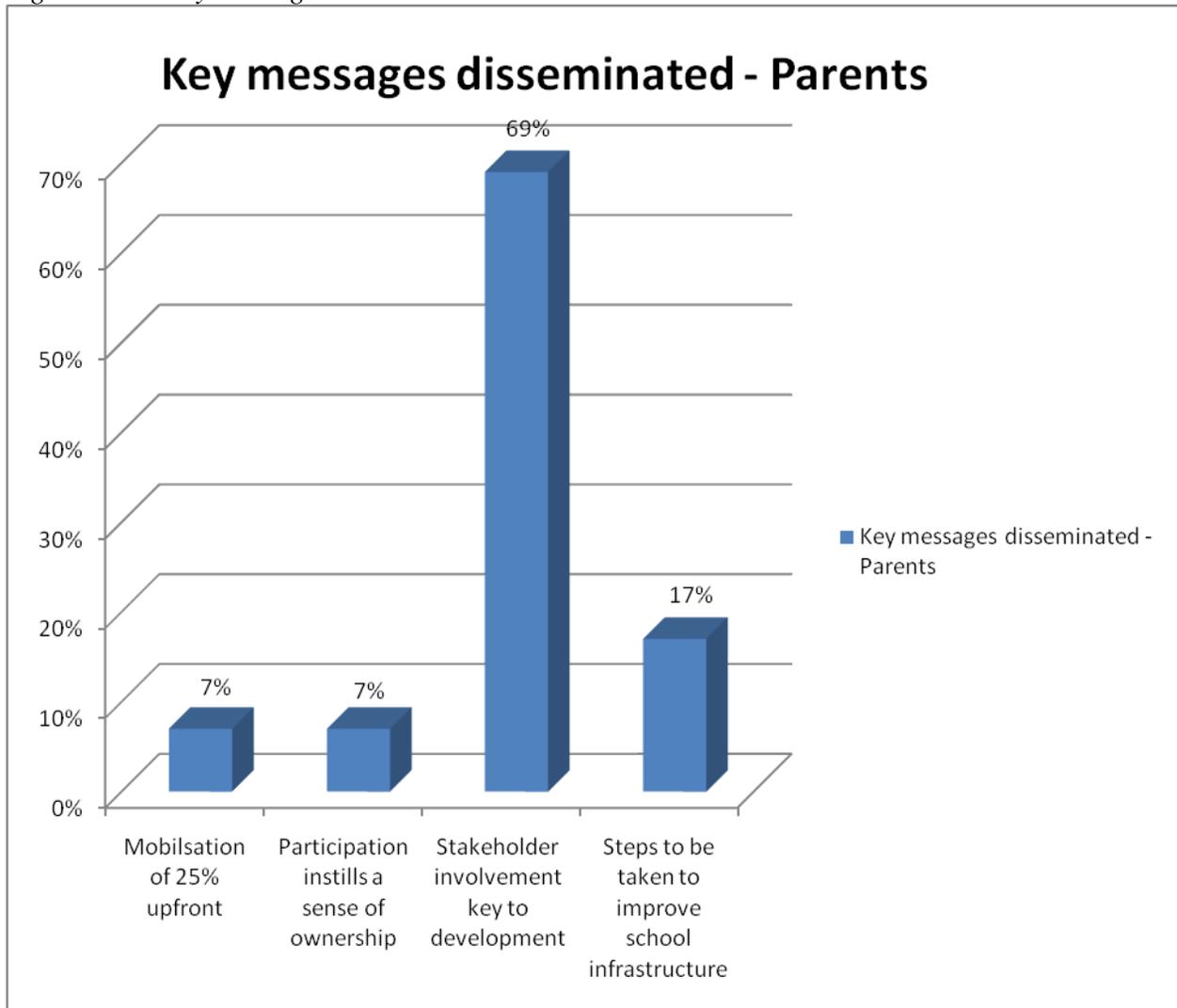
What messages were used by the Government of the Republic of Zambia in the dissemination of information concerning infrastructure development and maintenance of classrooms in schools in Chinsali District?

The respondents identified the following as the key messages used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools; n=7 (7%) claimed that it was the mobilisation of 25% upfront, n=7 (7%) claimed that it was a fact that participation instilled a sense of ownership, n=69 (69%) claimed that stakeholder involvement was key to the development of the school and n=17 (17%) claimed that the key message was on the steps to be taken to improve on infrastructure.

Table 1.27 Distribution of key messages communicated to stakeholders on infrastructure development and maintenance of classrooms in schools – Parents

What key messages are communicated to stakeholders?		Frequency	Percentage
1	Mobilisation of 25% upfront	7	7.0
2	Participation instilled a sense of ownership	7	7.0
3	Stakeholders involvement key to development of the school	69	69.0
4	Steps to be taken to improve on infrastructure	17	17.0
	Total	100	100

Figure 1.22: Key messages disseminated to stakeholders – Parents



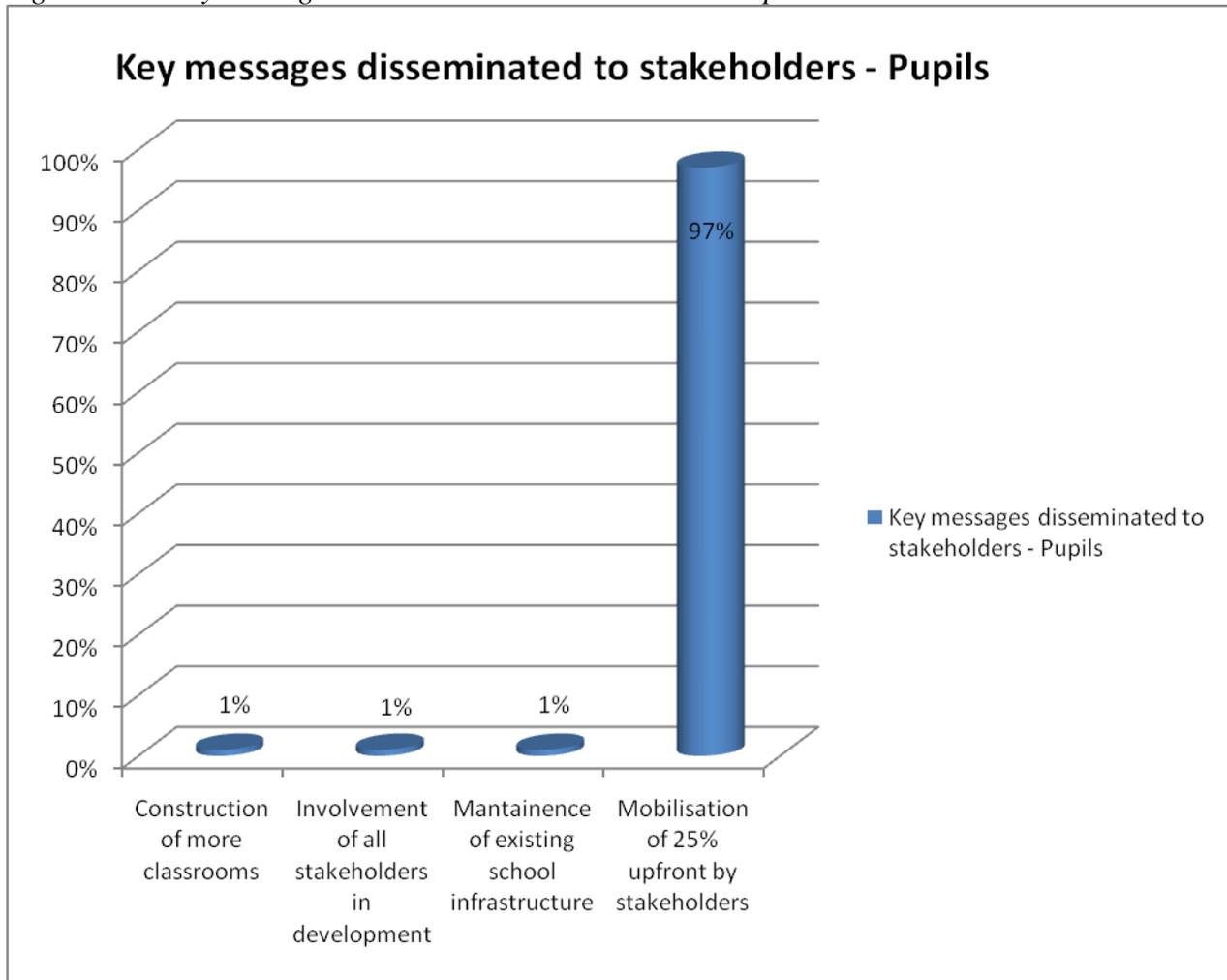
Source: Field Data(2015)

The respondents to the pupils’ questionnaire identified the following as the key messages used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools; n=1 (1%) claim that it is the construction of more classroom blocks, n=1 (1%) claim that it is the involvement of all key stakeholders is key to development, n=1 (1%) claim that it the maintenance of existing school infrastructure and n=97 (97%) claim that it is the need for stakeholders to mobilise 25% upfront for infrastructure development Programmes in schools

Table 1.28: Key messages communicated to stakeholders on infrastructure development and maintenance of classrooms in schools – Pupils

What key messages are communicated to stakeholders?		Frequency	Percentage
1	Construction of more classrooms	1	1.0
2	Involvement of all key stakeholders in Development	1	1.0
3	Maintenance of existing school infrastructure	1	1.0
4	Need for stakeholders to mobilize upfront for infrastructure programmes in schools	97	97.0
	Total	100	100

Figure 1.23: Key messages disseminated to stakeholders - Pupils



Source: Field Data(2015)

Kelly (1999) reveals that one of the most important recommendations of the Jomtien Declaration was that "new and revitalized partnerships at all levels" should be built in order to achieve *Education for All*. The call for more involvement of parents, communities, NGO's, and teachers in the implementation of educational programmes was at the heart of the expanded vision of basic education and constituted a great challenge for educational planners and administrators. It is hoped that through community involvement in the education process, quality of educational activities in schools can be improved and enhanced (Saeed, 2001). Studies show that the participation of various stakeholders from government to educational professionals and local community members such as parents, students, and other local community organisations exercises a deeper effect on the performance of educational institutions in terms of improved

access, retention of students and classroom attendance (Stern, 2003). According to an educational report, parents and the community are the key factors which determine school effectiveness. Effective schools have better access and increased enrolment of students (Education World, 1998).

Research findings show that community involvement in policy formulation is very helpful in creating a sense of ownership in the community and also in developing a consensus among all the stakeholders, which in turn can lead to better satisfaction of the educational needs of the community. Panah, 2003 observes that it also helps in successful implementation of the educational initiatives. Participatory activities help achieve the goals of education where the government education initiatives had proved less sufficient in remote communities and marginalized groups.

The key messages revealed by the study boarder on the recommendations of the Jomtien Declaration of 1990 in the achievement of the EFA goals which is a call for all stakeholders such as Government, PTA, PMC, village headmen, village committees, the clergy, civil servants, retirees (for wisdom), civic leaders, parents and pupils, parents, teachers, contractors and suppliers to take part in the implementation of education programmes with emphasis on each stakeholder to take care of their roles. The findings of the study are therefore similar to findings of other studies such as that of Panah (2003) which view participatory activities as a tool that can help achieve the goals of education where the government education initiatives had proved less sufficient especially in remote communities and marginalized groups.

5.2.2 Research Question Two

What was the source of the messages used by the Government of the Republic of Zambia in the dissemination of information concerning infrastructure development and maintenance of classrooms of schools in Chinsali District?

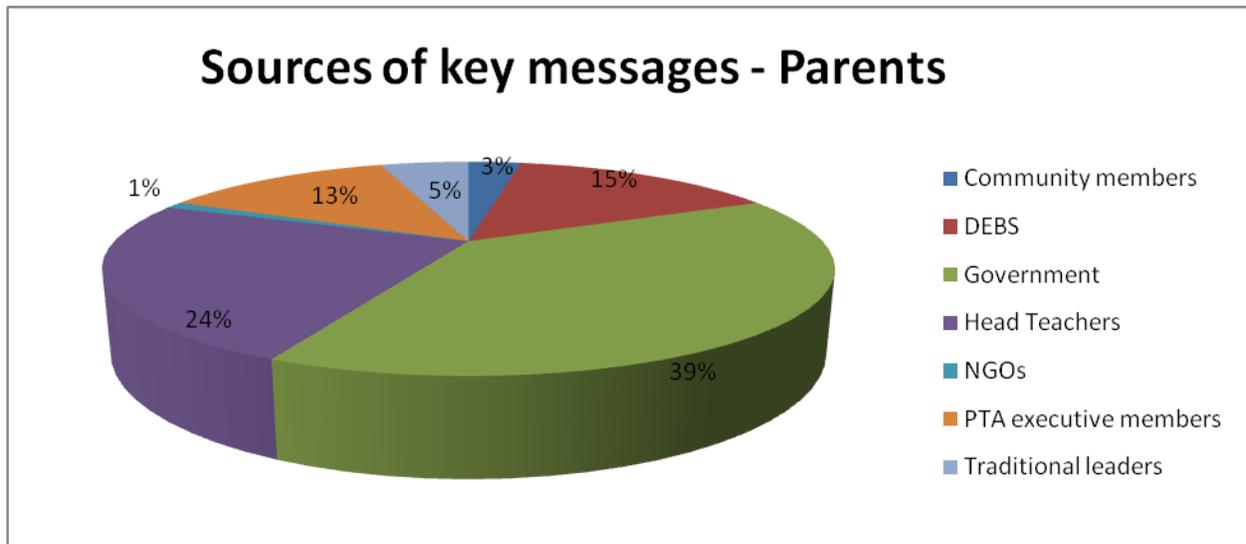
When the respondents who said they had knowledge about the source of the messages disseminated on infrastructure development and maintenance of classrooms in schools were asked to state the sources they knew, table 1.18 below shows their responses; n= 3 (3%)

community members, n=15 (15%) District Education Board Secretary (DEBS), n=39 (39%) Government, n=24 (24%) Head teacher, n=1 (1%) Non Governmental Organisations (NGOs), n=13 (13%) PTA executive members and n=5 (5%) traditional leaders.

Table 1.29: Distribution of the sources of the key messages - Parents

	Sources of the key messages	Frequency	Percentage
1	Community members	3	3
2	District Education Board Secretary	15	15
3	Government	39	39
4	Head teacher	24	24
5	Non Governmental Organisations (NGOs)	1	1
6	Parents Teachers Association executive members	13	13
7	Traditional leaders	5	5
	Total	100	100

Figure 1.24: Sources of key messages – Parents



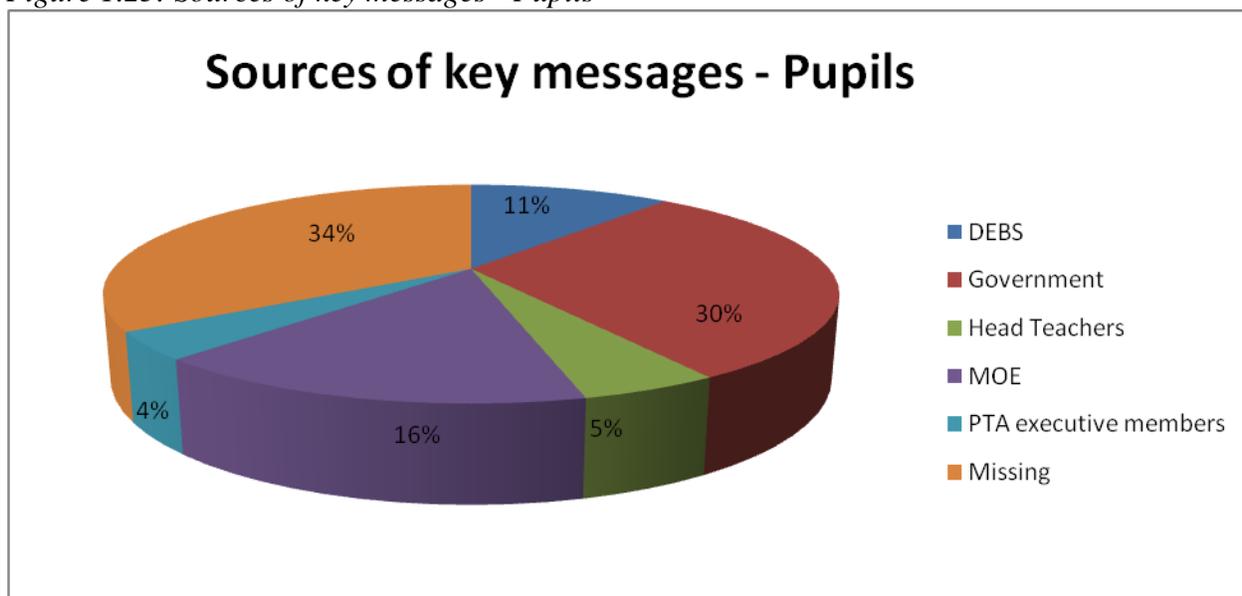
Source: Field Data(2015)

When the respondents who said they had knowledge about the source of the messages disseminated on infrastructure development and maintenance of classrooms in schools were asked to state the sources they knew, figure 7 below shows their responses; n= 10.1 (10.1%) said District Education Board Secretary (DEBS) , n=30.3 (30.3%) Government, n=5.1 (5.1%) Head teacher, n=16.2 (16.2%) Ministry of Education, n=4 (4%) said it was the P.T.A and n=34.3 (34.3%) were missing because they said they did not know the sources.

Table 1.30: Distribution of the sources of the key messages - Pupils

	Sources of the key messages	Frequency	Percentage
1	District Education Board Secretary	11	11
2	Government	30	30
3	Head teacher	5	5
4	Ministry of Education	16	16
5	Parents Teachers Association (PTA)	4	4
6	Missing	34	34
	Total	100	100

Figure 1.25: Sources of key messages - Pupils



Source: Field Data(2015)

According to Chinsali District Education Office's Annual Progress Report (2013), both the introduction of community mode approach by the Government and the continued sensitisation of the communities on 25% upfront preparation are yielding results. Although there is a shortfall of infrastructure in schools and some require rehabilitation and maintenance, the District has been receiving funds from Government and other stake holders for construction of classrooms, staff houses and toilets, including funds for rehabilitation works from the Constituency Development Fund (CDF).

The mobilization of the community may be effectively undertaken by different groups, especially Parent Teachers Associations (PTAs). Researchers have identified different ways of participation in the process of education such as; through the formation of the Parents Teachers Association (PTA) which is basically a body consisting of parents, teachers or guardians who

have children in the schools. Secondly, the school management committee, that aims at fostering effective community participation and mobilization for efficient education provision and delivery (Davies, 1996). This joint body represents the entire school community of a particular school. Thirdly, the village education committee, which usually consists of the parents of the children and some other members of the community, has a stake in the process of education. Writers have concluded that schools, families and the communities can productively collaborate and work among themselves to achieve the goals of education (Coppola, Luczak, & Stephenson, 2003).

Findings of the study are in tandem with findings in Ethiopia, Malawi, Uganda and Pakistan (Morgan 2006) were the main source of the key messages is Government through the Ministry in-charge of Education. Other sources include: the PTA, Head teachers, DEB staff, traditional leaders, NGOs and community members.

5.2.3 Research Question Three

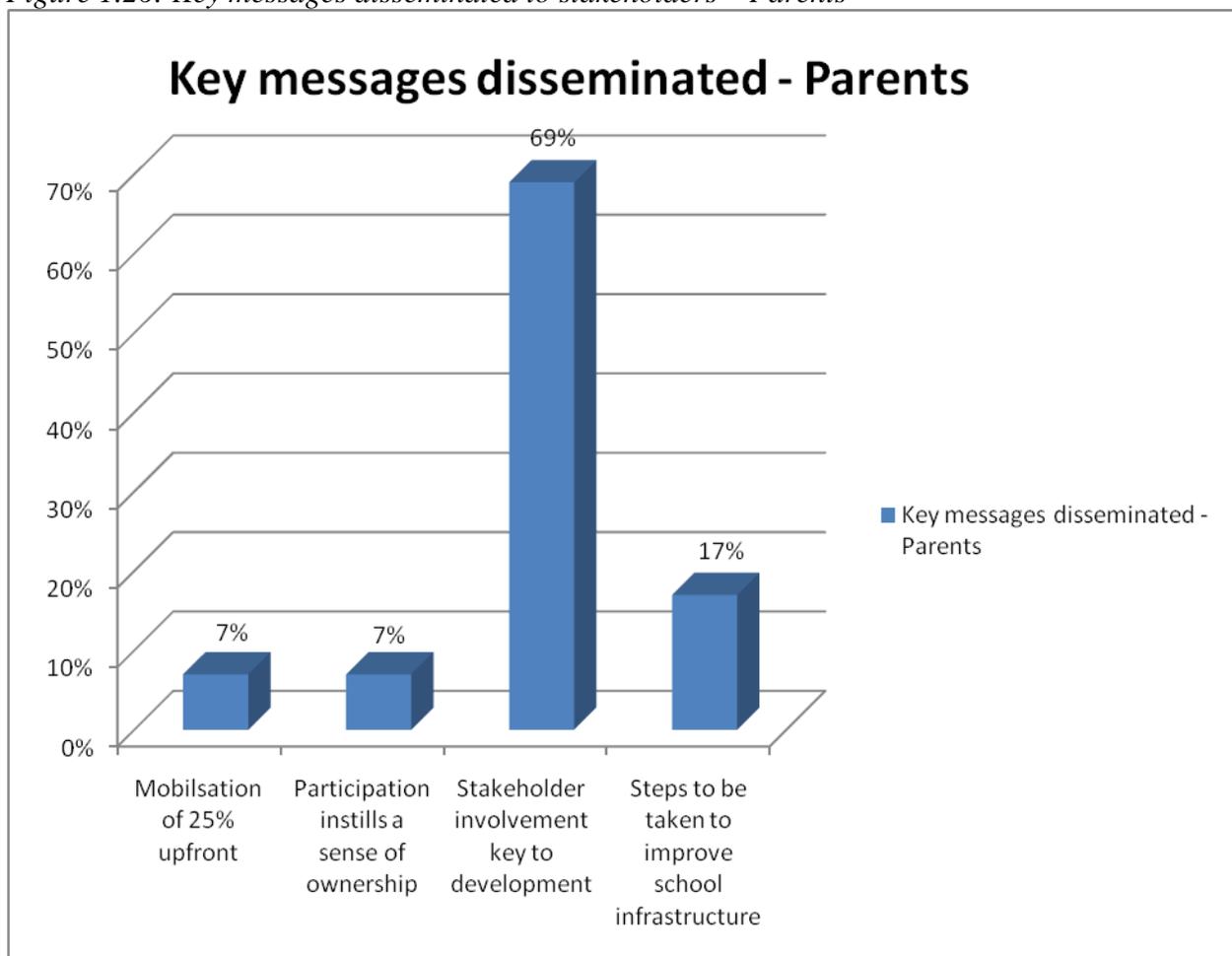
What information did stakeholders have concerning infrastructure development and maintenance of classrooms of schools in Chinsali District?

The respondents identified the following as the key messages used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools; n=7 (7%) claimed that it was the mobilisation of 25% upfront, n=7 (7%) claimed that it was a fact that participation instilled a sense of ownership, n=4 (4%) claimed that stakeholder involvement was key to the development of the school, n=69 (69%) , n=17 (17%) claimed that the key message was on the steps to be taken to improve on infrastructure.

Table 1.31 Distribution of key messages communicated to stakeholders on infrastructure development and maintenance of classrooms in schools - Parents

What key messages are communicated to stakeholders?		Frequency	Percentage
1	Mobilisation of 25% upfront	7	7.0
2	Participation instilled a sense of ownership	7	7.0
3	Stakeholders involvement key to development of the school	69	69.0
4	Steps to be taken to improve on infrastructure	17	17.0
Total		100	100

Figure 1.26: Key messages disseminated to stakeholders – Parents



Source: Field Data (2015)

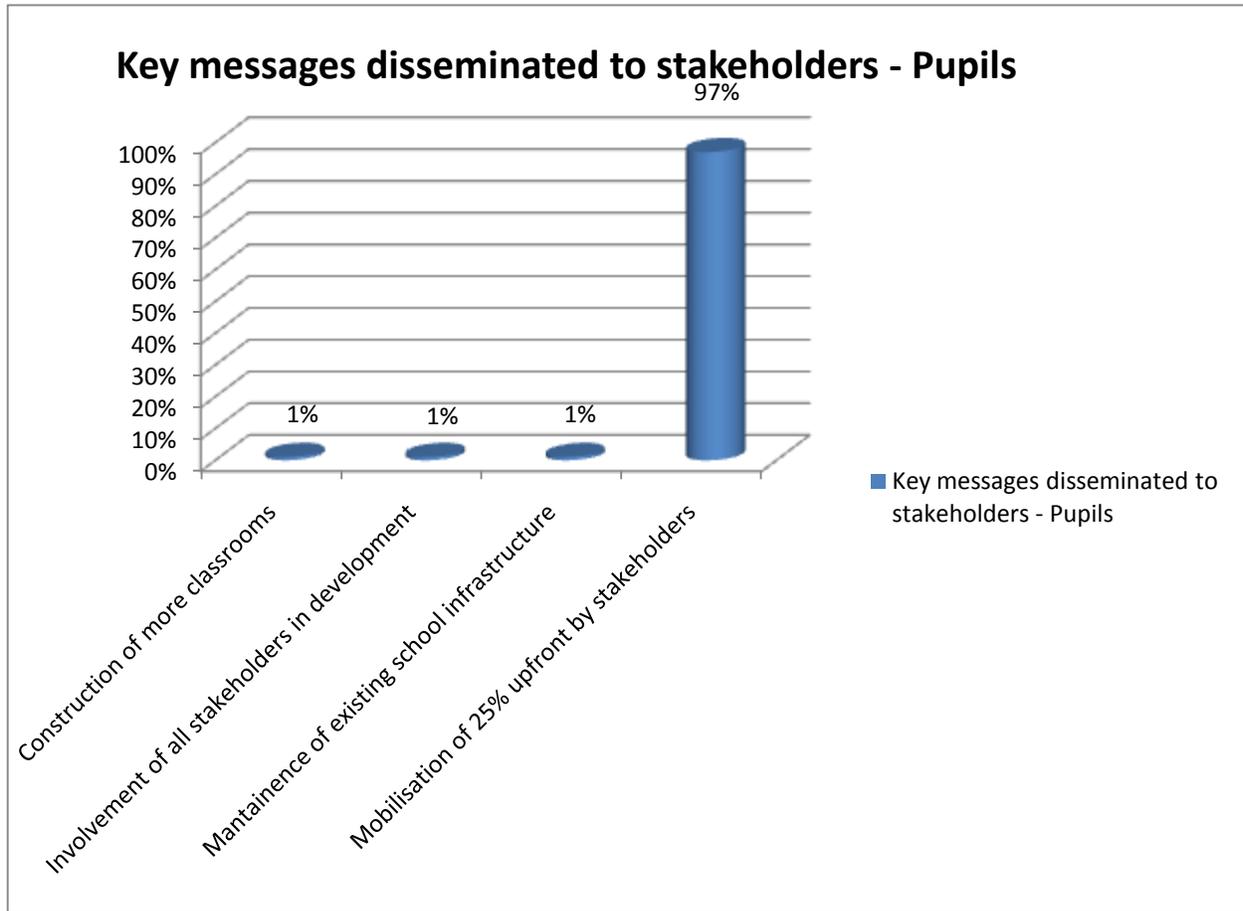
The respondents to the pupils’ questionnaire identified the following as the key messages used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools; n=1 (1%) claim that it is the construction of more classroom blocks, n=1 (1%) claim that it is the involvement of all key

stakeholders key to development, n=1 (1%) claim that it the maintenance of existing school infrastructure and n=97 (97%) claim that it is the need for stakeholders to mobilise upfront for infrastructure development programmes in schools.

Table 1.32: Key messages communicated to stakeholders on infrastructure development and maintenance of classrooms in schools – Pupils

What key messages are communicated to stakeholders?		Frequency	Percentage
1	Construction of more classrooms	1	1.0
2	Involvement of all key stakeholders in Development	1	1.0
3	Maintenance of existing school infrastructure	1	1.0
4	Need for stakeholders to mobilise 25% upfront for infrastructure programmes in schools	97	97.0
Total		100	100

Figure 1.27: Key messages disseminated to stakeholders – Pupils



Source: Field Data(2015)

The key message disseminated was the need by stakeholders to mobilize 25% upfront materials. Other messages include: the need to construct more classrooms, the involvement of all stakeholder in development and the maintenance of existing school infrastructure.

Findings of the study are similar to studies conducted in Papua New Guinea (Wicks: 1991), Pakistan (Shakeel:2004), Thailand (Wheeler et al: 1991) and Malawi (World Bank: 1995) whose findings state that the involvement of parental and the community in education infrastructure development projects have yielded success and proved to be a workable approach.

5.2.4 Research Question Four

Which channels of communication were used by the Government of the Republic of Zambia to inform stakeholders on infrastructure development and maintenance of classrooms of schools in Chinsali?

Table 1.32 below shows the channels of communication which the respondents said helped them access information on infrastructure development and maintenance of classrooms in schools; n=7 (7%) said ZNBC Radio 1, n=2 (2%) said ZNBC Radio 2, n=4 (4%) said community radio stations, n=4 (4%) said ZNBC TV, n=46 (46%) said community sensitization meetings, n=1 (1%) said posters and n=36 (36%) said Parents Teachers Association meetings.

Table 1. 33: Channels of communication – Parents

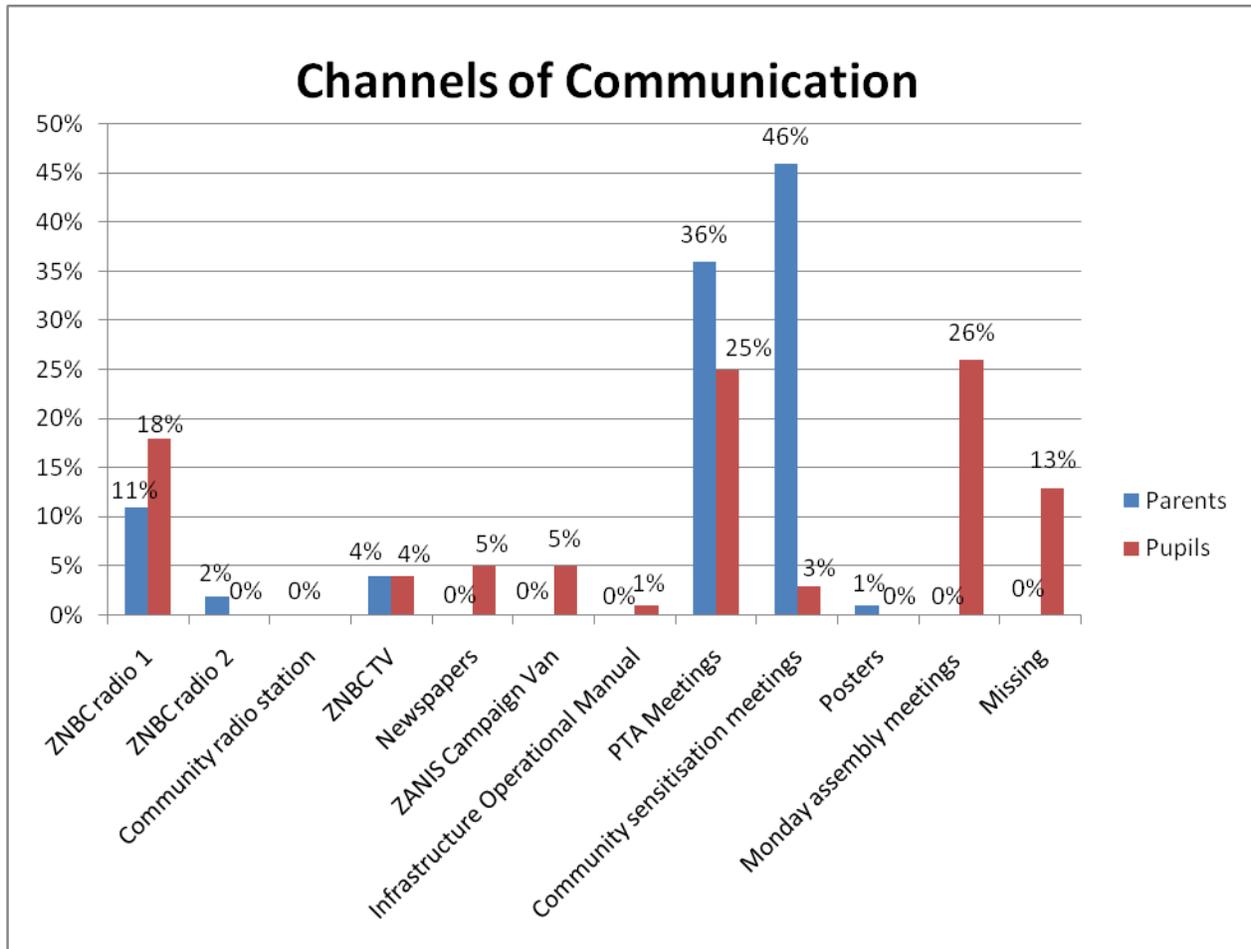
Which channel of communication helps you access information on development and maintenance in schools?		Frequency	Percentage
1	ZNBC Radio 1	7	7
2	ZNBC Radio 2	2	2
3	Community radio stations	4	4
4	ZNBC TV	4	4
5	Community sensitisation meetings	46	46
6	Posters	1	1
7	Parents Teachers Association meetings	36	36
	Total	100	100

Table 1.34 below shows the channels of communication which the respondents said helped them access information on infrastructure development and maintenance of classrooms in schools; n=18 (18%) said ZNBC Radio 1, n=5 (5%) said Newspapers, n=4 (4%) said ZNBC Television, n=5 (5%) said ZANIS Campaign Van, n=1 (1%) said Infrastructure Operational Manual, n=25 (25%) said Parents Teachers Association meetings and n=3 (3%) said community sensitisation meetings, n=26 (26%) Monday assembly meetings and n=13 (13%) were missing.

Table 1. 34 Channels of communication – Pupils

Which channel of communication helps you access information on development and maintenance in schools?		Frequency	Percentage
1	ZNBC Radio 1	18	18
2	News papers	5	5
3	ZNBC Television	4	4
4	ZANIS Campaign Van	5	5
5	Infrastructure Operational Manual	1	1
6	Parents Teachers Association meetings	25	25
7	Community sensitisation meetings	3	3
8	Monday Assembly meetings	26	26
9	Missing	13	13
	Total	100	100

Figure 1.28: Channels of Communication



Source: Field Data(2015)

The key messages were said to be adequate and clear for all key stakeholders though not accessible by all stakeholders with the major source being Government and disseminated through community sensitization meetings, PTA meetings, notes written to parents and sent through the pupils, school bulletins, announcements in the communities through the village crier, ZNBC Radio and Television, ZANIS Campaign Van, posters, Newspapers, Monday school assemblies, PTA meetings, community sensitisation meetings and Infrastructure Operational Manuals.

The study revealed that interpersonal and group channels of communication used English and the most appropriate channel as per the target audience; a community radio station was

non - existent. Similar to findings in Pakistan, the study revealed that although interpersonal and group channels of communication were utilized, gaps in channels of communication were evident such as the use of English and the most appropriate channel as per the target audience; a community radio station being non - existent. Therefore, although the key messages were disseminated with a view of reaching the target audience, access to the messages was hampered by the use of inappropriate channels of communication. Findings of the study are similar to that of Shakeel (2004) in Pakistan, where although the government encourages parental and community participation in education, the pace of participation is slow and the mechanisms for implementation seem poor and include gaps in channels of communication. If channels such as a community radio station were utilised, more members of the target audience would be reached and access to key messages would influence their attitudes towards infrastructure development and maintenance programmes positively resulting in increased participation by stakeholders. Everett Rogers suggests combination of mass media and other channels for more complex innovations.

5.2.5 Research Question Five

How did the Government of the Republic of Zambia design messages for the various types of stakeholders on infrastructure development and maintenance of classrooms of schools in Chinsali?

Table 1.35 below shows the parents' questionnaires respondents feelings on whether or not the information on infrastructure development and maintenance of classrooms in schools designed by Government for dissemination to stakeholders are fit for the target audience; n=72 (72%) felt that the messages were fit and n=28 (28%) said the messages were not fit.

Table 1.35: Fitness of key messages to target audience -Parents

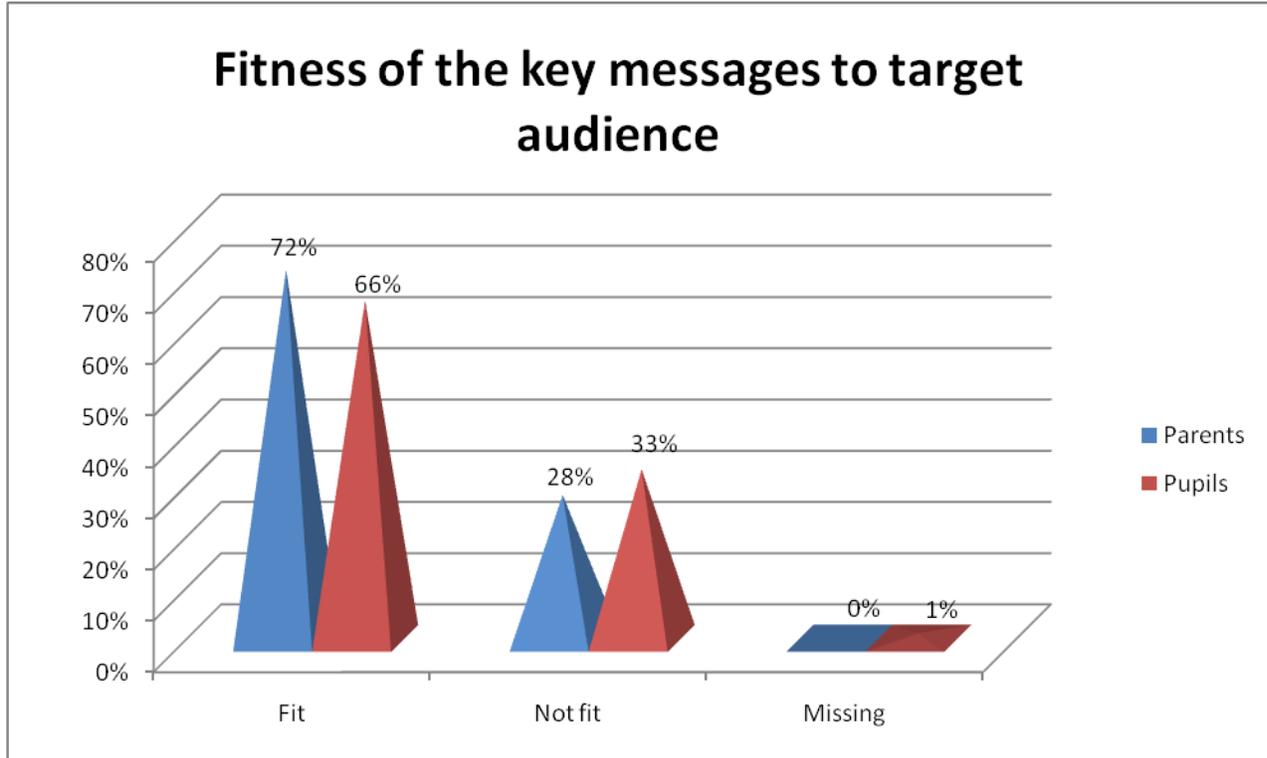
	Are the messages disseminated to stakeholders fit for the target audience?	Frequency	Percentage
1	Fit	72	72
2	Not fit	28	28
	Total	100	100

Table 1.36 below shows the pupils' questionnaires respondents feelings on whether the information on infrastructure development and maintenance of classrooms in schools designed by Government for dissemination to stakeholders were fit for the target audience or not; n=66 (66%) felt that the messages were fit, n=33 (33%) said the messages were not fit whilst n=1 (1%) was missing.

Table 1.36: Fitness of key messages to target audience - Pupils

	Are the messages disseminated to stakeholders fit for the target audience?	Frequency	Percentage
1	Fit	66	66
2	Not fit	33	33
3	Missing	1	1
	Total	100	100

Figure 1.29: Fitness of key messages to target audience



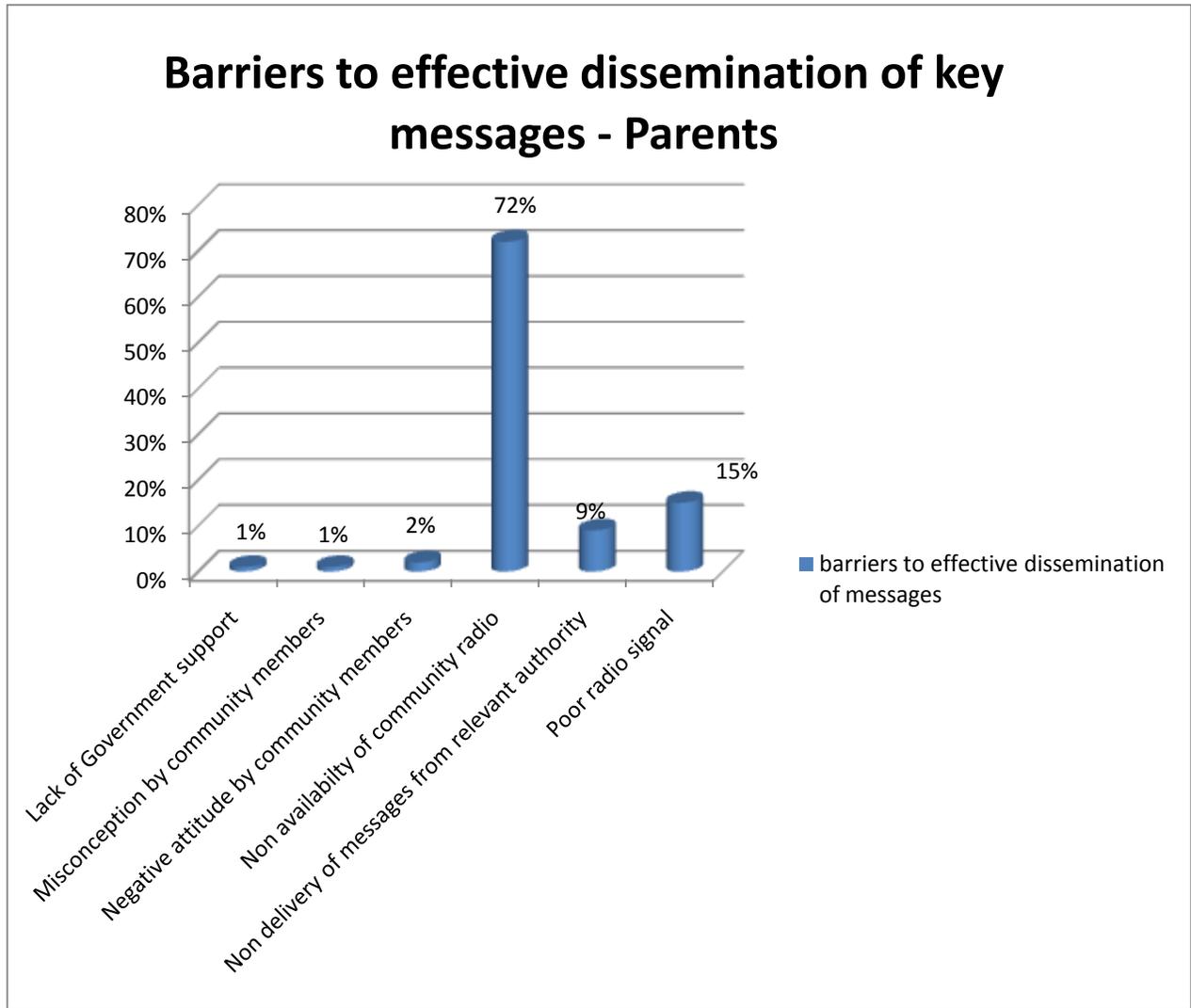
Source: Field Data(2015)

The researcher wanted to know what factors impede the dissemination of information by the Government of the Republic of Zambia to stakeholders and the respondents gave the following responses; ; n=1 (1%) sited lack of Government support, n=1 (1%) said misconception by the community members, n=2 (2%) said negative attitude by some community members, n=72 (72%) said it was due to the non availability of a community radio station, n=9 (9%) said non-delivery of messages from relevant authority, n=15 (15%) sited poor radio signal.

Table 1.37: Barriers to dissemination of key messages – Parents

What factors impede effective dissemination of information by MOESVTEE to stakeholder in Chinsali on infrastructure development?		Frequency	Percentage
1	Lack of Government support	1	1
2	Misconception of community members	1	1
3	Negative attitude by community members	2	2
4	Non availability of a community radio station	72	72
5	Non delivery of messages from relevant authority	9	9
6	Poor radio signal	15	15
Total		100	100

Figure 1.30: Barriers to effective dissemination of key messages – Parents

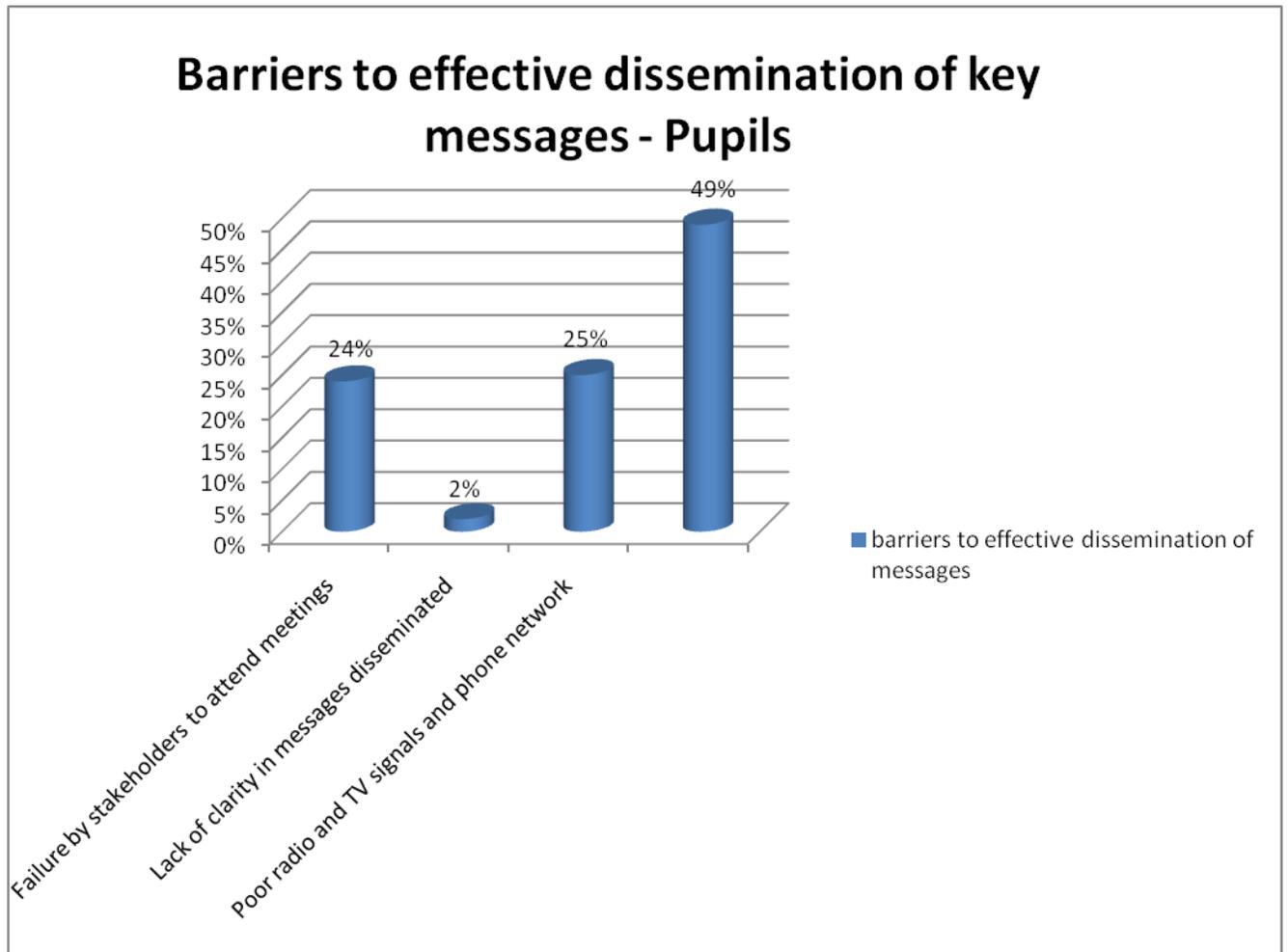


Source: Field Data(2015)

Table 1.38: Barriers to dissemination of key messages - Pupils

What factors delay or prevent effective communication by the MOESVTEE to stakeholders in Chinsali on infrastructure development and maintenance of schools?		Frequency	Percentage
1	Failure by some stakeholders to attend public meetings where most of the key messages are disseminated	24	24.2
2	Lack of clarity in messages	2	2.0
4	Poor Radio, Television and phone signals	25	25.3
5	Use of inappropriate channels of communication such as language barriers (use of English)	48	48.5
Total		99	100

Figure 1.31: Barriers to effective dissemination of key messages – Pupils



Source: Field Data (2015)

Findings of the research show that like for many countries, despite the fact that the key messages are fit for the target audience, there are a number of barriers that impede the effective dissemination of these messages to the stakeholders. The barriers include: misconception by some community members who have been made to believe that infrastructure development and maintenance programmes are a sole responsibility of Government, negative attitude by some stakeholders, non availability of a community radio station, non delivery of messages from relevant authority due to the unreliability of some channels of communication used such as the notes to parents through the pupils, poor ZNBC radio and Television signals, failure by some stakeholders to attend meetings which the most commonly used medium of information

dissemination, lack of clarity in some of the messages disseminated, poor cell phone network and the use of English in most of the messages disseminated. This entails that even if the messages designed by Government are fit for the target audience, the existence of the numerous barriers to the effective dissemination of the key messages does not warranty the needed participation as some stakeholders are not aware of their roles as stakeholders and much more the need for them to participate in such development programmes. This means that more appropriate channels of communication must be devised as a solution to the said barriers as it is only with effective communication of various stakeholders' roles that meaningful participation is expected to eventually culminate into effective public private partnership driven infrastructure development and maintenance of classrooms in the education sector.

The findings of the study are in similar to findings of a study in Pakistan (Shakeel: 2004) where despite government encouragement of parental and community participation in education, the pace of participation is slow and the mechanisms for effective implementation are poor.

5.3 DISCUSSION OF FINDINGS FROM THE INDEPTH INTERVIEWS

In the school managers' in-depth interviews, the study revealed that stakeholder mobilisation is critical for development although some stakeholders especially parents had a negative attitude towards participating in developmental projects. Stakeholder mobilisation was done at the beginning of the year as a way of planning where various stakeholders worked towards the mobilisation of upfront materials such as sand, crushed stones, bricks and water. The various stakeholders included: PTA, PMC, village headmen, village committees, the clergy, civil servants, retirees (for wisdom), civic leaders, parents and pupils. The respondents further stated that some projects were funded by government while others were PTA in nature. Various stakeholders were made aware of infrastructure development projects in schools through PTA and community sensitization meetings. Penalties were available for stakeholders who failed to fulfill their roles and ranged from being summoned to the village committee to being fined. This implied that the key messages were disseminated to the various stakeholders but their level of participation bordered on their attitudes and practices.

The study further revealed that pupils were a tool for communication to parents on invitations and deliberations of meetings on infrastructure development and maintenance of classrooms in schools. The teachers participated in the work physically and sometimes donated food for community members mobilizing 25% upfront materials for infrastructure projects. It was stated that communication on infrastructure development and maintenance of classrooms in schools was done through the school administration. The key message was that stakeholder involvement in development of an area was not only for the benefit of the stakeholders but also instilled a sense of ownership in all stakeholders. The key messages were said to be adequate and reached various stakeholders through community sensitization meetings, village criers, phone calls and messages, and letters from schools to parents through pupils. The DEBS office and the Local authority were the key sources of the messages.

The study brought to light the fact that all the schools had preventive maintenance policies which guided them on the maintenance of school infrastructure among other aspects. Vandalism was said to be evident especially during riots by pupils. Local school policies in place dictated that the erring pupils financed the replacement of the vandalized items if the act was unintentional, if the act was intentional; a forced transfer was given, if a community member was involved, the matter was reported to the police for the law to take its course. The barriers to communication of key messages included: distortions of information by pupils who were charged with the responsibility of passing on the information to parents, difficulties in urgently reaching all stakeholders, unreliability of ZNBC radio 1 and 2 whose signal was bad for four or more hours every day coupled with the non availability of radios amongst stakeholder households, unreliable cell phone network, apathy by stakeholders to attend community sensitisation meetings which was the major medium for dissemination of information, ineffective communication since school bulletins were written in English and not all parents/guardians could read the queens language. The findings of the study made it clear that although the communication strategies were available with key messages disseminated, some of the channels of communication used were inappropriate thus some members of the target audience were not reached thus their negative attitude towards infrastructure development and maintenance of classrooms in schools.

The study revealed through the PTA participants that stakeholder participation was cardinal because it instilled a sense of ownership. It was stated that in as much as the messages disseminated were adequate, some community members felt used by Government by being asked to contribute 25% upfront materials. It was further stated that some stakeholders who did not have children in their communities displayed a negative attitude towards infrastructure development and maintenance of classrooms in schools, some community members always sought for a token of appreciation for any work they did, some stakeholders did not want to be part of decision making so that even when they defaulted ,they would be considered to be unaware, some stakeholders wanted to be beneficiaries as helpers and were discouraged by contractors who came with helpers from Chinsali and other places other than employ workers from the communities surrounding the schools and some stakeholders did not participate because they spent most of the time of the year in distant farming places (*kumitanda*). Vandalism was said to be evident with defaulters being thugs especially for the primary schools that do not have security guards. It was felt that the key messages disseminated were not adequate as they did not reach all the members of the target audience. This entailed that some stakeholders did not participate out of ignorance of the need for them to do so.

The traditional leaders stated that stakeholder participation was critical in infrastructure development and maintenance of classrooms in schools because it fostered development and instilled a sense of ownership. It was further revealed that the stakeholders who did not want to participate in development would be punished. The key message disseminated sited was the emphasis on the need for stakeholders to participate in their own development. The messages were said to be adequate although some stakeholders with a bad attitude did not participate. Those guilty of vandalism were said to be befitting imprisonment.

The study showed that the suppliers were critical stakeholders in infrastructure projects. It further revealed that suppliers applied for consideration through the tender process where if a tender for supply of materials was awarded, guarantee was given through the retention of six months within which if an item was destroyed, the supplier would make a replacement. The key messages disseminated were said to be inadequate. It was further revealed that sometimes the materials

supplied were of poor quality because the funds available for the project were way below the standard amount of funds required.

According to a contractor respondent, stakeholder participation in infrastructure development was critical for development. It was stated that contractors applied for consideration through the tender process where if a tender for construction works is awarded, guarantee is given through the retention of six months within which if the building or part of it was destroyed, the contractor had to re-do the works. It was revealed that the key messages disseminated were adequate with community sensitisation meetings and the village crier being the channels of communication. It was evident that some stakeholders did not participate because they left their villages to take up other economic activities such as farming, fishing and caterpillar collection.

The District Planning Officer said that stakeholder involvement was critical and instills a sense of ownership. Moreover, it was revealed that since the funding for the construction of classrooms in existing schools had been reduced following the shift in priority to the construction of secondary schools and institutions of higher learning, schools had been encouraged to use PTA and Constituency Development Funds in such projects. Vandalism of school infrastructure was said to be evident in schools with the vandals being asked to pay for the fixing of the damaged items. The DEBS office would continue to engage the community in infrastructure development and maintenance of classrooms in schools as it had helped in the deterrence of the vice in schools. The key messages were said to be adequate and effective except that sometimes the politicians upset the tables and twisted the messages around in their favour by telling stakeholders that it was the duty of Government to source for the 25% upfront materials and not theirs as purported by DEBS office.

The study through the Assistant Building Officer revealed that stakeholder participation was very critical in infrastructure development and maintenance of classrooms in schools. It was stated that a District Bye Law was in place which ensured that all the stakeholders who failed to contribute 25% upfront materials were taken to the chiefs or local courts for punishment. Although the key messages were 75% adequate, much information dissemination was only done

at the beginning and not during the course of the project to completion. According to the study, the dissemination of information was hampered by the non availability of cell phone network and radio signals. Moreover, the non availability of a community radio station had made information dissemination to stakeholders a challenge. It was stated that vandalism was evident in the schools given the reports that were received from various schools. The Local Vandalism Policy stated that vandals would replace broken items or be taken to the courts of law where they would be sentenced to five years imprisonment. The study further revealed that Chinsali being a termite infested area was prone to roofs being blown off, whose repair had mostly been through PTA funds and sometimes Disaster Management and Mitigation Unit support.

Evident from the study through an interview with the DEBS was the fact that the infrastructure development and maintenance of classrooms was planned and budgeted for either by Government through the Annual Work Plans and Budgets or through the school community partnerships by sourcing for Constituency Development Funds (CDF) or PTA funds to finance such projects. The key messages were adequate and disseminated by the Government through various offices such as the District Commissioners' Office, Ministry of Community Development, Mother and Child Health, Ministry of Chiefs Affairs and the Ministry of General Education. Unfortunately, the various stakeholders were made to believe that that the mobilisation of 25% upfront materials was the responsibility of Government by politicians. This made the various stakeholders to wait upon Government for the construction and maintenance of classrooms and thus defeated the purpose of stakeholder participation in development.

5.4 DISCUSSION OF FINDINGS FROM THE FOCUS GROUP DISCUSSIONS (FGDs)

During Focus Group Discussions, 75% of pupil respondents stated that they were aware of the need for stakeholder mobilisation in Infrastructure Development and maintenance of classrooms in schools. Moreover, they were aware of the above instills a sense of ownership, guarantees development, enhances team work and eventually the attainment of set goals. Key stakeholders who are seen to be vital include: government, parents, teachers, traditional leaders, DEB staff, the clergy, civic leaders, contractors and suppliers. Key messages were disseminated through letters to parents/guardians, announcements during church services, community meetings, school bulletins, telephones, radio and Television. 75% of the participants said vandalism was said to be

evident especially by pupils and community members. Fortunately, to curb this vice, local policies were in place and included: forced transfer, payment for the replacement of damaged item, reporting of perpetrator to the Police in order for the law to take its course.

The study revealed that stakeholder involvement was evident in the following ways: attending community sensitization meetings, payment of project fees especially for secondary schools, moulding bricks, ferrying sand, stones and water. Unfortunately, information dissemination was described to be hampered by the following factors: non delivery of information by the people instructed to do so; none involvement of some traditional leaders, language barriers with school bulletins available in English language and not in the seven local languages and the non availability of appropriate communication channels such as a community radio station.

The adequacy of the dissemination of information was valued at 70% because some stakeholders were not reached. The study highlighted some recommendations so as to enhance improved communication and include: the use of community radio station for announcements thus the need for the establishment of a community radio station, improvement of telephone signal, use of ZANIS Campaign Van – improvement of road network, print media to use not only English but also local languages and the school bulletins to be printed not only in English but also in local languages. It was also said that the pupils' role as stakeholders were to maintain school infrastructure, disseminate information to parents as per the received instructions and to take up any tasks given to them. The involvement of the pupils as stakeholders was a key aspect in the infrastructure development and maintenance of classrooms as they were the end users thus their attitudes and practices to some extent determined whether or not the infrastructure will be properly maintained.

The parents Focus Group Discussions revealed that the participants were aware of the need for stakeholder involvement in infrastructure development and maintenance of classrooms in schools. The awareness available pointed to the fact that stakeholder participation fosters development and instills a sense of ownership. Mobilisation of the various stakeholders was done by the village headmen, the Parents Teachers Associations (PTAs), the Project Management Committees and the school head teachers and it was made clear that the various

\stakeholders apart from Government had the role of mobilising 25% upfront which include water, bricks, sand and crushed stones. People from all walks of life such as traditional leaders, civic leaders, the clergy, PTA, PMC, parents, pupils, contractors, suppliers and Government were expected to be part of the stakeholders in school infrastructure projects.

The study further revealed that not all stakeholders participated in the infrastructure projects but only those with a positive attitude towards development. 80% of the participants stated that vandalism of classrooms was visible in the schools with the culprits being mainly pupils and sometimes other community members. The local school policies available revealed that the defaulters were either given a forced transfer, made to finance the replacement of the vandalised item or reported to the police so that the law could take its course. The key messages were said to be adequate and clear for all key stakeholders though not accessible by all stakeholders with the major source being Government and disseminated through community sensitization meetings, PTA meetings, notes written to parents and sent through the pupils, school bulletins, announcements in the communities through the village crier. Barriers to effective dissemination of information include: non delivery of information by pupils to parents and the lack of interest by some traditional leaders in developmental issues thus not all the subjects were compelled to be involved. This implies that since the stakeholders were aware that the traditional leaders lacked interest in developmental projects and their lack of participation would go without condemnation, they downed tools.

The conclusion of the study and recommendations made to enhance the effectiveness of the communication strategies used in stakeholder mobilisation and maintenance of classrooms in schools of Chinsali District will be discussed in the next Chapter (Chapter Six).

CHAPTER SIX

6.0 CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter presents the conclusion and recommendations derived from the findings of the study.

6.2 Conclusion

The study aimed at assessing the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for Infrastructure Development and Maintenance of classrooms in schools of Chinsali District, Muchinga Province of Zambia. The conclusions drawn from the findings of the study are as follows:

The key messages disseminated to the various stakeholders are:

- ✓ the need for stakeholders to mobilise upfront for infrastructure development and maintenance programmes in schools
- ✓ Stakeholder involvement is key to the development of the schools

Participatory activities have therefore been seen to be a tool for the achievement of the goals of education where Government has proved less sufficient especially in remote communities. Regrettably, some stakeholders did not participate because they left their villages to take up other economic activities such as farming (*ku mitanda*), fishing and caterpillar collection. Moreover, other stakeholders are out for such activities for most of the time of the year.

The research findings further revealed that the participation of the contractors and suppliers is sometimes questionable or unsatisfactory because the materials supplied were of poor quality or that the funds available for the project were way below the standard amount of funds required.

The sources of the key messages disseminated to the stakeholders are numerous and include: the Traditional leaders, School authorities, Civic leaders, village Crier, ZNBC TV, ZNBC Radio 1 and 2, notes from school authorities to parents through pupils, school bulletins in English, Cell phones, Monday school assemblies, Community sensitization meetings, PTA meetings and Government with the latter cited as the key source. This is evidence that the 21st Century parents and community are becoming more aware of the shared responsibility for the education of their

children. On a retrogressive note, although civic leaders were one of the sources of the key messages, research findings from the qualitative data show that sometimes stakeholders were made to believe that infrastructure development and maintenance of classrooms were a sole responsibility of Government.

Knowledge on stakeholder involvement being cardinal to the development of schools is available amongst stakeholders. Nevertheless, the mechanisms for the implementation of infrastructure development and maintenance of classrooms in schools to enhance stakeholder participation seem poor and include gaps in the channels of communication as evidenced by the research findings.

Some of the most effective channels of communication used such as the school bulletins are in English and communication with illiterate parents is ineffective. Moreover, the most appropriate channel of communication; a community radio station is non – existent. This coupled with poor radio 1 and 2 signals escalates the gravity of the challenges faced as regards the selection of the channels of communication to be employed for effective communication to take place.

Although a national policy (Educating Our Future) is in place to guide stakeholder mobilisation in Zambia’s education sector, several barriers impede their effective participation and include:

- ✓ Misconception by some community members that infrastructure development and maintenance were a sole responsibility of Government
- ✓ Negative attitude by some stakeholders
- ✓ Non-availability of community a radio station
- ✓ Non delivery of key messages from relevant authority due to unreliability of the channels of communication used such as notes from school authorities to parents through pupils
- ✓ Poor ZNBC TV and Radio signals
- ✓ Failure by some stakeholders to attend sensitization meetings which is are the most commonly used channel of communication
- ✓ Lack of clarity in some messages disseminated
- ✓ Poor cell phone network

- ✓ Use of English in some messages disseminated
- ✓ Failure by some traditional leaders to participate

From the barriers stated above, it can be deduced that although the key messages disseminated to stakeholders may be deemed fit, it may not warrant desirable participation. Moreover, the level of participation of the stakeholders bordered on their knowledge, attitude and practices as regards infrastructure development and maintenance of classrooms in schools.

The research findings revealed that there are local school policies in place which govern the maintenance of classrooms in schools. These include the replacement of any vandalized items by the vandal, issuance a forced transfer to a vandal (if a pupil), reporting the vandal to the nearest police station if not a pupil so that the law takes its course.

The trends in stakeholder participation if not addressed has the potential to diminish the Public Private Partnership successes recorded and hence the need to ensure a comprehensive approach to stakeholder mobilisation if stakeholder participation in infrastructure development and maintenance of classrooms in schools is to be attained. It is hoped that with the recommendations stated below, the communication strategies used by the Government of the Republic of Zambia in stakeholder mobilisation for infrastructure development and maintenance of classrooms in schools can be made more effective.

6.3 Recommendations

1. Government should heed to its promises and increase funding for infrastructure Development and maintenance of classrooms in schools which also acts as an encouragement to the community members who are key stakeholders in development.
2. There was need to intensify on community sensitization meetings on the need by various stakeholders to take part in development projects so as to foster the instillation of a sense of ownership and responsibility. This was especially important given the fact that some stakeholders felt that they deserved payment for mobilising upfront as a token of appreciation.

3. Government to intensify on group communication strategies/awareness campaigns such as community sensitisation meetings, PTA meetings, Monday assembly meetings which the study revealed as the most effective communication strategy.
4. For projects with little funds available, the scope of work must not go beyond what can be afforded to avoid compromising the quality of the goods supplied or the quality of infrastructure constructed. Nevertheless, for well funded projects, it was recommended that companies that performed below par be blacklisted to avoid compromise in terms of infrastructure being put up in schools.
5. There was dire need for the orientation of all high profiled politicians such as District Commissioners on Government policy as regards the 25% upfront mobilisation by stakeholders. Moreover, it was evident that there was need for politicians to play their role as key stakeholders in infrastructure development and help disseminate government policy of 25% upfront mobilisation by all stakeholders towards infrastructure projects.
6. Schools where radio sets were available such as Munwe suggested that they would need smaller ones with longer aerials to improve the radio signals and for ZNBC to put up more transmitters in the district to help improve radio and Television signals.
7. To improve coverage in the dissemination of information to stakeholders, the radio and the ZANIS Campaign Van should be used. This should be intensified by the inception of a community radio station.
8. Dissemination of the key messages to stakeholders should be in appropriate languages to avoid the creation of barriers thereby making communication ineffective. The local language should also be used even when in use of channels of communication such as school bulletins.

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5. Highest level of education attained

- (1) No education
- (2) Primary
- (3) Secondary
- (4) Tertiary

8. Employment status

- (1) Not employed
- (2) Employee
- (3) Employer
- (4) Self employed
- (4) Others please specify

9. What is your ethnicity (tribe)?

SECTION B: COMMUNICATION MESSAGES

(Circle your answer)

11. Do you have access to information on infrastructure development and maintenance of schools?

- (1) Yes
- (2) No

12. If yes to question 11, what key messages are communicated to stakeholders on infrastructure Development and maintenance of Schools?

List at least four (04)

-
- (1)
- (2)
- (3)

13. How would you rate the messages communicated by the MOESVTEE on infrastructure development and maintenance of School?

- (1) Inadequate
- (2) Adequate
- (3) Very adequate

14. How would you rate the dissemination of information by the Government of the Republic of Zambia to stakeholders in Chinsali on infrastructure development and maintenance of Schools?

- (1) Very Effective
- (2) Effective
- (3) Not Effective

15. What factors delay or impede effective dissemination of information by the MOESVTEE to Stake holders in Chinsali on infrastructure development and maintenance of schools?

(List at least 4)

- (1)
- (2)
- (3)
- (4)

16. What should be done by the MOESVTEE to ensure effective dissemination of information to stakeholders on infrastructure development and maintenance of schools?

.....

.....

SECTION C: SOURCES OF INFORMATION

17. Do you know the sources for the messages disseminated by the MOESVTEE to the stakeholders on infrastructure development and maintenance in schools?

- (1) Yes
- (2) No

18. What are some of the sources and speakers of the messages disseminated by the MOESVTEE to the stakeholders on infrastructure development and maintenance in schools?

- (1)
- (2)
- (3)

SECTION D: INFORMATION ON STAKEHOLDER MOBILISATION

(Circle your answer)

19. Are you aware of the need for stakeholder involvement in infrastructure development and maintenance in schools?

- (1) Yes
- (2) No

20. If your answer to Q 19 is YES, what do you know about stakeholder involvement in the infrastructure development and maintenance of schools?

.....

.....

.....
.....
21. Which stakeholders do you know who play a role in infrastructure development and maintenance of schools in Chinsali?

- (1)
- (2)
- (3)
- (4)
- (5)
- (6)

22. Which stakeholders in your opinion are cardinal to infrastructure development but have not been involved?

- (1)
- (2)
- (3)
- (4)

23. What is your role in infrastructure development and maintenance of schools?

.....
.....
.....

24. Have you ever witnessed vandalism of school infrastructure taking place in the school?

- (1) Yes (2) No

25. Who is in the habit of doing it?

.....
.....

26. How did you feel when you saw it happening?

- (1) Good (2) Bad

27. What did you do about it?

- (1) Nothing (2) Reported to school authority (3) reported to Parents Teachers Association members

28. What is the school policy on vandalism?

.....
29. What should be done to stop vandalism of school infrastructure?
.....
.....
.....

SECTION E: COMMUNICATION CHANNELS

(Circle your answer)

30. Which mode of communication helps you access the information on infrastructure development and maintenance in schools?

- (1) ZNBC Radio 1
- (2) ZNBC Radio 2
- (3) Community radio station
- (4) ZNBC TV
- (5) Muvi TV
- (6) Community sensitisation meetings
- (7) Posters
- (8) School policies stuck on notice boards
- (9) ZANIS campaign van
- (10) Infrastructure Operational Manual
- (11) Parents Teachers Association (PTA) Meeting
- (12) Others (specify).....

SECTION F: DESIGN FOR MOBILISATION MESSAGES

(Circle your answer)

31. Is information on infrastructure development and maintenance of schools designed by the MOESVTEE fit for the target audience?

- (1) Yes
- (2) No

THE END

Thank you for your co-operation.

APPENDIX: 2. QUESTIONNAIRE FOR PUPILS

SERIAL NO:

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

- 1. Please answer all the questions.
- 2. Answer the questions as objectively as possible.
- 3. Answer by putting a circle round the answer or answers of your choice or writing in the space provided.

SECTION A: PERSONAL DETAILS OF THE RESPONDENT

- 1. When were you born?
- 2. Sex:
 - (1) Male
 - (2) Female
- 3. What grade are you doing?
- 4. Denomination
 - (1) Catholic
 - (2) Protestant
 - (4) Others (specify).....
- 6. What is your ethnicity (tribe)?

SECTION B: COMMUNICATION MESSAGES

(Circle your answer)

7. Is it important for various stakeholders to participate in infrastructure development and maintenance of schools in Chinsali?

- (1) Yes (2) No

8. If your answer to Q7 is YES, why do you think it is important?

.....
.....

9. How would you rate the dissemination of information by the Ministry of Education to the stakeholders in Chinsali on infrastructure development and maintenance of schools?

- (1) Very Effective (2) Effective (3) Not Effective

10. What key messages are communicated to stakeholders on infrastructure development and maintenance in schools? List at least four (04)

- (1).....
(2).....
(3).....
(4).....

11. How would you rate the messages communicated by the Government of the Republic of Zambia on infrastructure development and maintenance?

- (1) Inadequate (2) Adequate (3) Very adequate

12. What factors impede effective communication by the Government of the Republic of Zambia to stake holders in Chinsali on infrastructure development and maintenance of schools?

(List at least four)

- (1).....
(2).....
(3).....
(4).....

SECTION C: SOURCES FOR MESSAGES

(Circle your answer)

13. Do you know the sources for the messages disseminated by the MOESVTEE to the stakeholders on infrastructure development and maintenance in schools?

19. What is your role in infrastructure development and maintenance of schools?

20. Are there any programmes or school policies meant to ensure infrastructure development and maintenance in your school?
 (1) Yes (2) No
21. If answer to question 20 is yes, mention at least three of such programmes/policies.
 (1)
 (2)
 (3)
22. Have you ever witnessed vandalism of school infrastructure taking place in your school?
 (1) Yes (2) No
23. Who is in the habit of doing it?

24. How did you feel when you saw it happening?
 (1) Good (2) Bad
25. What did you do about it?
 (1) Nothing (2) Reported to school authority (3) reported to elderly people in society
26. What is your school policy on vandalism?

27. What should be done to stop vandalism of school infrastructure?

SECTION E: COMMUNICATION CHANNELS

(Circle your answer)

28. Do you have access to information on infrastructure development and maintenance in schools?
 (1) Yes (2) No

29. If the answer to question 28 is YES, which mode of communication helps you access the information on infrastructure development and maintenance in schools?
- (1) ZNBC Radio 1
 - (2) Newspaper
 - (3) Television
 - (4) ZANIS campaign van
 - (5) Infrastructure Operational Manual
 - (6) Parents Teachers Association (PTA) Meeting
 - (7) Community Sensitisation Meeting
 - (8) Monday assembly meetings
 - (9) Policies displayed on school notice boards
 - (10) School clubs
 - (11) School Council
 - (12) Others please specify
-

SECTION F: DESIGN FOR MOBILISATION MESSAGES

(Circle your answer)

30. Is information on infrastructure development and maintenance of schools designed by the Ministry of Education readily available?
- (1) Yes (2) No
31. If the answer to question 30 is yes, in what forms is the information presented?
- (1) ZNBC Radio 1
 - (2) ZNBC Radio 2
 - (3) Community radio station
 - (2) ZNBC TV
 - (3) Muvi TV
 - (3) Community sensitisation meetings
 - (4) Posters
 - (9) School policies stuck on notice boards
 - (10) Others please specify
-

32. Are the forms in which the information is presented enough to effectively disseminate information on infrastructure development and maintenance of schools to all the various types of key stakeholders which include pupils like you?

(1) Adequate

(2) Inadequate

33. What should be done by the Ministry of Education to ensure effective dissemination of information to stakeholders on infrastructure development and maintenance of schools in Chinsali?

.....

.....

.....

.....

.....

THE END

Thank you for your co-operation

APPENDIX: 3. INTERVIEW GUIDE: FOCUS GROUP DISCUSSION – PARENTS/GUARDIANS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

Dear Respondents,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*The Effectiveness of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.

2. Answer the questions as objectively as possible.

1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
2. What is government’s policy on stake holder mobilisation on infrastructure development and maintenance of schools in Zambia?
3. Are there any localised school policies?
4. Narrate how it is done in schools in your community.
5. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali?
6. What is your role as parents/guardians in infrastructure development and maintenance?
7. How would you rate the execution of your role?

8. What key messages are communicated by the Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
9. Have you ever witnessed vandalism of school infrastructure taking place in schools?
10. Who is in the habit of doing it?
11. How did you feel when you saw it happening?
12. What did you do about it?
13. 26. What is the school policy on vandalism?
14. 27. What should be done to stop vandalism of school infrastructure?
15. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
16. What are the sources of the messages disseminated?
17. What forms of communication are used to disseminate the messages?
18. How are the messages on infrastructure development and maintenance disseminated to the stakeholders?
19. Who is the target audience?
20. Do the available messages cater for all the various types of stakeholders who are key in infrastructure development and maintenance of schools in Chinsali?
21. What hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
22. What should be done to ensure effective dissemination of the messages?

THE END

Thank you for your co-operation.

APPENDIX: 4. INTERVIEW GUIDE: FOCUS GROUP DISCUSSION – PUPILS

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

Dear Respondents,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*The Effectiveness of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.

2. Answer the questions as objectively as possible.

1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
2. What is government’s policy on stake holder mobilisation on infrastructure development and maintenance of schools in Zambia?
3. Are there any localised school policies?
4. Narrate how it is done in schools in your community.
5. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali?
6. What is your role as parents/guardians in infrastructure development and maintenance?
7. How would you rate the execution of your role?

8. What key messages are communicated by the Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
9. Have you ever witnessed vandalism of school infrastructure taking place in schools?
10. Who is in the habit of doing it?
11. How did you feel when you saw it happening?
12. What did you do about it?
13. 26. What is the school policy on vandalism?
14. 27. What should be done to stop vandalism of school infrastructure?
15. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
16. What are the sources of the messages disseminated?
17. What forms of communication are used to disseminate the messages?
18. How are the messages on infrastructure development and maintenance disseminated to the stakeholders?
19. Who is the target audience?
20. Do the available messages cater for all the various types of stakeholders who are key in infrastructure development and maintenance of schools in Chinsali?
21. What hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
22. What should be done to ensure effective dissemination of the messages?

THE END

Thank you for your co-operation.

APPENDIX: 5. INTERVIEW GUIDE - THE DISTRICT EDUCATION BOARD

SECRETARY

THE UNIVERSITY OF ZAMBIA

SCHOOL OF HUMANITIES AND SOCIAL SCIENCES

DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.

2. Answer the questions as objectively as possible.

1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
2. Is stake holder mobilisation included in the District plans and budgets?
3. Are planned activities for stakeholder mobilisation on infrastructure development and maintenance of schools in Chinsali funded by the Ministry of Education?
4. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Zambia? Are there any localised District policies?
5. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali? What is your role? How would you rate the execution of your role?

6. What key messages are communicated by Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
7. Have you ever witnessed vandalism of school infrastructure taking place in schools?
8. Who is in the habit of doing it?
9. How did you feel when you saw it happening?
10. What did you do about it?
11. 26. What is the ministry's policy on vandalism?
12. 27. What should be done to stop vandalism of school infrastructure?
13. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
14. What are the sources of the messages disseminated? What forms of communication are used to disseminate the messages?
15. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders? Who is the target audience? Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
16. What impedes or hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders? What should be done to ensure effective dissemination of the messages?

THE END

Thank you for your co-operation

APPENDIX: 6. INTERVIEW GUIDE – DISTRICT PLANNING OFFICER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
2. Answer the questions as objectively as possible.
 1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
 2. Is stake holder mobilisation included in the District plans and budgets?
 3. Are planned activities for stakeholder mobilisation on infrastructure development and maintenance of schools in Chinsali funded by the Ministry of Education?
 4. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Zambia?
 5. Are there any localised District policies?

6. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali?
7. What is your role?
8. How would you rate the execution of your role?
9. What key messages are communicated by Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
10. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
11. Have you ever witnessed vandalism of school infrastructure taking place in schools?
12. Who is in the habit of doing it?
13. How did you feel when you saw it happening?
14. What did you do about it?
15. 26. What is the district policy on vandalism?
16. 27. What should be done to stop vandalism of school infrastructure?
17. What are the sources of the messages disseminated? What forms of communication are used to disseminate the messages?
18. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders?
19. Who is the target audience?
20. Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
21. What impedes or hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
22. What should be done to ensure effective dissemination of the messages?

THE END

Thank you for your co-operation.

APPENDIX: 7. INTERVIEW GUIDE – ASSISTANT BUILDINGS OFFICER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
2. Answer the questions as objectively as possible.
 1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
 2. Is stake holder mobilisation included in the District plans and budgets?
 3. Are planned activities for stakeholder mobilisation on infrastructure development and maintenance of schools in Chinsali funded by the Ministry of Education?
 4. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Zambia?
 5. Are there any localised District policies?

6. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali? What is your role?
7. How would you rate the execution of your role?
8. What key messages are communicated by Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
9. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
10. Have you ever witnessed vandalism of school infrastructure taking place in schools?
11. Who is in the habit of doing it?
12. How did you feel when you saw it happening?
13. What did you do about it?
14. What is the district policy on vandalism?
15. What should be done to stop vandalism of school infrastructure?
16. What are the sources of the messages disseminated? What forms of communication are used to disseminate the messages?
17. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders? Who is the target audience?
18. Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
19. What hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
20. What should be done to ensure effective dissemination of the messages?
21. Name the biggest maintenance problems in schools in the district.
22. How do you deal with them?

THE END

Thank you for your co-operation.

APPENDIX: 8. INTERVIEW GUIDE – VILLAGE HEADMAN

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
2. Answer the questions as objectively as possible.
 1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
 2. How do you include the aspect of stakeholder mobilisation on infrastructure development and maintenance of schools in the programmes of your village?
 3. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Chinsali District?
 4. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali? What is your role?
 5. How would you rate the execution of your role?

6. What key messages are communicated by Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
7. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
8. Have you ever witnessed vandalism of school infrastructure taking place in schools?
9. Who is in the habit of doing it?
10. How did you feel when you saw it happening?
11. What did you do about it?
12. How do you handle cases of vandalism?
13. What should be done to stop vandalism of school infrastructure?
14. What are the sources of the messages disseminated?
15. What forms of communication are used to disseminate the messages?
16. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders?
17. Who is the target audience?
18. Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
19. Narrate how this is made possible for the stake holders of your village.
20. What impedes or hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
21. Localise the situation to your village.
22. How do you relate with the Parents Teachers Association?

THE END

Thank you for your co-operation.

APPENDIX: 9. INTERVIEW GUIDE – PARENTS TEACHERS ASSOCIATION MEMBER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
2. Answer the questions as objectively as possible.

1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
2. How do you include the aspect of stakeholder mobilisation on infrastructure development and maintenance of the school in the programmes of your association?
3. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Chinsali District?
4. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali? What is your role? How would you rate the execution of your role?

5. What key messages are communicated by Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
6. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
7. Have you ever witnessed vandalism of school infrastructure taking place in schools?
8. Who is in the habit of doing it?
9. How did you feel when you saw it happening?
10. What did you do about it?
11. How do you handle cases of vandalism?
12. What is the school policy on vandalism?
13. What should be done to stop vandalism of school infrastructure?
14. What are the sources of the messages disseminated?
15. What forms of communication are used to disseminate the messages?
16. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders?
17. Who is the target audience?
18. Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
19. Narrate how this is made possible for the stake holders of the school you administer.
20. What hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
21. Localise the situation to that of the school which you administer.
22. Are you involved in the infrastructure projects in the school?

THE END

Thank you for your co-operation.

APPENDIX: 10. INTERVIEW GUIDE – SCHOOL MANAGER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
2. Answer the questions as objectively as possible.
 1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
 2. Is stake holder mobilisation included in the School plans and budgets?
 3. Are planned activities for stakeholder mobilisation on infrastructure development and maintenance of schools in your funded by the Ministry of Education?
 4. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Chinsali District?
 5. Are there any localised School policies?

6. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali?
7. What is your role?
8. How would you rate the execution of you role?
9. What is the role of the pupils?
10. What is the role teachers
11. What is the role of the community?
12. What key messages are communicated by MOESVTEE to stakeholders on infrastructure development and maintenance in schools?
13. Have you ever witnessed vandalism of school infrastructure taking place in schools?
14. Who is in the habit of doing it?
15. How did you feel when you saw it happening?
16. What did you do about it?
17. How do you handle cases of vandalism?
18. What is the school policy on vandalism?
19. What should be done to stop vandalism of school infrastructure?
20. How would you rate the messages communicated by the Ministry of Eduaction on infrastructure development and maintenance?
21. What are the sources of the messages disseminated?
22. What forms of communication are used to disseminate the messages?
23. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders?
24. Who is the target audience?
25. Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
26. Narrate how this is made possible for the stake holders of your school.
27. What hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
28. Localise the situation to that of the school which you manage.

THE END

Thank you for your co-operation.

APPENDIX: 11. INTERVIEW GUIDE – CONTRACTOR

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
 2. Answer the questions as objectively as possible.
-
1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
 2. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Chinsali District?
 3. Have you as contractors been involved in infrastructure development and maintenance of schools in Chinsali district?
 4. Explain how you have been involved?
 5. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali? What is your role?

6. How would you rate the execution of your role?
7. What key messages are communicated by Ministry of Education to stakeholders on infrastructure development and maintenance in schools?
8. How would you rate the messages communicated by the Ministry of Education on infrastructure development and maintenance?
9. Have you ever witnessed vandalism of school infrastructure taking place in schools?
10. Who is in the habit of doing it?
11. How did you feel when you saw it happening?
12. What did you do about it?
13. What should be done to stop vandalism of school infrastructure?
14. What are the sources of the messages disseminated?
15. What forms of communication are used to disseminate the messages?
16. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders?
17. Who is the target audience?
18. Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali?
19. Narrate how this is made possible for the contractors in Chinsali.
20. What hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders?
21. Localise the situation to that of contractors in Chinsali.
22. Describe the contract bidding process for works on infrastructure development and maintenance in schools Chinsali.
23. How would you describe the contractors' playing field?

THE END

Thank you for your co-operation

APPENDIX: 12. INTERVIEW GUIDE – SUPPLIER

THE UNIVERSITY OF ZAMBIA
SCHOOL OF HUMANITIES AND SOCIAL SCIENCES
DEPARTMENT OF MASS COMMUNICATION

Dear Respondent,

I am a University of Zambia Post Graduate student pursuing a Master of Communication for Development (MCD) programme, seeking information purely for academic purposes on “*An assessment of the communication strategies used by the Ministry of Education, Science, Vocational Training and Early Education in stake holder mobilisation in infrastructure development and maintenance of schools: The case of Chinsali District.*”

You are one of the respondents randomly selected for this research and all information you give will be treated with confidentiality. Please do not withhold any views that you have on the questions you will come across.

INSTRUCTIONS

1. Please answer all the questions.
 2. Answer the questions as objectively as possible.
-
1. How critical is stakeholder mobilisation for the Ministry of Education, Science, Vocational Training and Early Education (MOESVTEE) in the implementation of infrastructure development and maintenance of schools in Chinsali?
 - Who mobilises?
 - When does mobilisation take place?
 - Why does it take place?
 2. What is government’s policy on stake holder mobilisation in infrastructure development and maintenance of schools in Chinsali District?
 3. Have you as suppliers been involved in infrastructure development and maintenance of schools in Chinsali district?
 4. Explain how you have been involved?
 5. Who are the key stake holders in infrastructure development and maintenance of schools in Chinsali? What is your role?

6. How would you rate the execution of your role?
7. What key messages are communicated by MOESVTEE to stakeholders on infrastructure development and maintenance in schools?
8. Have you ever witnessed vandalism of school infrastructure taking place in schools?
9. Who is in the habit of doing it?
10. How did you feel when you saw it happening?
11. What did you do about it?
12. What should be done to stop vandalism of school infrastructure?
13. How would you rate the messages communicated by the MOESVTEE on infrastructure development and maintenance?
14. What are the sources of the messages disseminated? What forms of communication are used to disseminate the messages?
15. How are the messages on infrastructure development and maintenance of schools in Chinsali disseminated to the stakeholders? Who is the target audience? Do the available messages cater for all the various types of stakeholders who are key to infrastructure development and maintenance of schools in Chinsali? Narrate how this is made possible for the suppliers in Chinsali.
16. What impedes or hinders the effective dissemination of messages on infrastructure development and maintenance of schools in Chinsali to stakeholders? Localise the situation to that of suppliers in Chinsali.
17. What determines the quality of materials you supply to infrastructure development and maintenance projects in schools in Chinsali?
18. Do you offer guarantee for their materials you supply for infrastructure development and maintenance in school?
19. If not, why?
20. Describe the contract bidding process for works on infrastructure development and maintenance in schools Chinsali.
21. How would you describe the suppliers' playing field?

THE END

Thank you for your co-operation.