

DECLARATION

I, **Roydah Kubombela Chileshe**, do declare that this dissertation is my own work and that it has never been submitted by anyone at this or at any other university.

Signature:

Date:

DEDICATION

I dedicate this dissertation to my family for the support and encouragement they gave me throughout my education and in memory of my late husband, Christopher Chileshe who laid a foundation for my professional upgrading.

APPROVAL

This dissertation by **Roydah Kubombela Chileshe** is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

Signed:	Date:
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TABLE OF CONTENTS

Declaration.....	i
Dedication.....	ii
Approval.....	iii
Acknowledgements.....	iv
List of Tables	x
List of Figures.....	xi
Acronyms	xii
Abstract	xiii
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Statement of the problem.....	2
1.3 Purpose of the study.....	2
1.4 Objectives of the study.....	2
1.5 Research questions.....	3
1.6 Significance of the study.....	3
1.7 Limitations of the study.....	3
1.8 Operational definitions of terms in the study.....	3
CHAPTER TWO: LITERATURE REVIEW.....	5
2.1 Introduction.....	5
2.2 Policies supporting partnership in educational provision.....	5
2.2.1 Communication.....	6
2.2.2 Parenting.....	6
2.2.3 Student learning.....	6
2.2.4 Volunteering.....	6
2.2.5 School decision-making.....	7
2.2.6 Community collaboration.....	7

2.3	Roles of the schools and communities in enhancing partnership.....	12
2.4	Organisation/stakeholders assisting in educational provision.....	17
2.5	Challenges faced by communities in enhancing partnership.....	19
2.6	Measures taken to mitigate partnership.....	22
CHAPTER THREE: METHODOLOGY.....		27
3.1	Introduction.....	27
3.2	Research design.....	27
3.3	Target population.....	27
3.4	Sample size.....	27
3.5	Sampling procedure.....	28
3.6	Research instruments.....	28
3.7	Data collection.....	28
3.8	Data analysis.....	28
3.9	Ethical issues.....	28
CHAPTER FOUR: PRESENTATION OF FINDINGS.....		29
4.1	Introduction.....	29
4.2	Policies supporting partnership in educational provision	29
4.2.1	Whether headteachers and teachers understood the policy on partnership.....	29
4.2.2	Whether parents and community members had ever heard of the policy on partnership in education.....	29
4.2.3	Whether the respondents were in favour of the policy.....	30
4.2.4	Whether the community had embraced the policy on partnership in education.....	30
4.2.5	Formulation of local policy by the schools to support partnership.....	30
4.3	Roles the communities and schools play in enhancing partnership.....	30
4.3.1	The roles of the school.....	30
4.3.1.1	Decision making.....	30
4.3.1.2	Maintenance of discipline.....	31
4.3.1.3	Information dissemination.....	31
4.3.1.4	Infrastructure development.....	32
4.3.1.5	Participation in community meetings.....	32

4.3.1.6 Provision of professional advice.....	33
4.3.1.7 Participation in the provision of education to the community.....	33
4.3.1.7 Participation in funerals.....	33
4.3.1.8 Provision of school facilities to the community.....	33
4.3.2 The roles of the community.....	34
4.3.2.1 Participation in decision making.....	34
4.3.2.2 Participation in financial matters.....	34
4.2.2.3 Provision of material and financial resources.....	35
4.2.2.4 Maintenance of discipline.....	35
4.2.2.5 Provision of professional advice and public talks.....	36
4.2.2.6 Participation in learning and teaching.....	36
4.2.2.7 Assisting pupils with homework.....	37
4.2.2.8 Participation in preventive maintenance.....	37
4.2.2.9 Participation in extra curricular activities.....	37
4.4 Other stakeholders assisting in educational provision.....	38
4.5 Challenges faced by communities and schools in implementing partnership policy.....	39
4.6 Suggested measures to mitigate the challenges faced.....	40
CHAPTER FIVE: DISCUSSION OF FINDINGS.....	43
5.1 Introduction.....	43
5.2 Policies supporting partnership in educational provision	43
5.3 Roles the communities and schools play in enhancing partnership.....	47
5.3.1 Roles of the schools.....	47
5.3.2 Roles of the community.....	49
5.4 Other stakeholders assisting in educational provision.....	56
5.5 Challenges faced by communities and schools in implementing partnership policy.....	58
5.6 Suggested measures to mitigate the challenges faced.....	63
CHAPTER SIX: SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	69
6.1 Introduction.....	69
6.2 Conclusion.....	69

6.3	Recommendations.....	71
	REFERENCES.....	72
	Appendix 1: Interview guide for head/deputy head teacher.....	77
	Appendix 2: Focus Group Discussion guide for teachers.....	79
	Appendix 3: Focus Group Discussion guide for parents.....	80
	Appendix 4: Interview guide for members of the community around who did not have a child/children learning at that school.....	81
	Appendix 5: Interview guide for the PTA member/executive member.....	82
	Appendix 6: interview guide for board members.....	83
	Appendix 7: Community participation in photos.....	84
	Appendix 8: Community participation theme.....	87
	Appendix 9: Letter of introduction.....	88

LIST OF TABLES

Table 1:	Provision of the school facilities to the community.....	34
Table 2:	Organizations and other stakeholders assisting in the running of schools.....	38

LIST OF FIGURES

Figure 1:	Open Systems Model.....	9
Figure 2:	Institution responsible for maintenance of discipline among pupils.....	31
Figure 3:	Levels of information dissemination between the school and parents.....	32

ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
CDC	Curriculum Development Centre
CDF	Constituency Development Fund
CEDAW	Convention on Elimination of Discrimination Against Women
CHAGES2	Community Health and Nutrition, Gender and Education Support 2
CHEP	Copperbelt Health Education
COPA	Chikola Old Pupils Association
CRC	Convention on the Rights of the Child
DC	District Commissioner
DEBS	District Education Board Secretary
EFA	Education For All
EPSSE	Educational Psychology, Sociology and Special Education
FAWEZA	Forum for African Women Educationalists of Zambia
FBE	Free Basic Education
FGD	Focus Group Discussion
FHT	Family Health Trust
HIV	Human Immune Virus
KCM	Konkola Copper Mines
MMD	Movement for Multi-party Democracy
MoE	Ministry of Education
MP	Member of Parliament
OVC	Orphans and Vulnerable Children
PTA	Parent Teachers Association
RDC	Resident Development Committee
RTSA	Road Traffic Safety Agency
SHN	School Health and Nutrition
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund
USAID	United States Agency for International Development
ZALAWI	Zambia Malawi

ABSTRACT

The purpose of the study was to assess the nature and extent of partnerships between schools, communities and other stakeholders in educational provision in Chingola District of Zambia.

The study employed a case study design. This design was found to be suitable because the study aimed at collecting information from the respondents on their attitudes and opinions as regards the policy on partnership.

The target population for the study was all basic and high schools run by the government. The sample size comprised 10 head teachers, 40 teachers, 30 parents, 10 PTA members, 3 board executive members, and 10 community members. The data were analysed qualitatively and descriptive approaches were employed. Complementary quantitative data were analysed manually.

The study revealed that nearly all the headteachers, teachers, PTA executive members and education board members acknowledged having an understanding of the policy on partnership in education. However, some parents and community members expressed ignorance of knowledge of the existence of the policy on partnership.

As regards formulation of a local policy on partnership in education, the findings of the study revealed that out of the ten schools under study, only 4 had devised a local policy on partnership.

The roles played by the school in enhancing partnership in education included: information dissemination, infrastructure development, participation in community meetings; provision of leadership skills, provision of professional advice, participation in the provision of education to the community, and provision of school facilities to the communities.

As regards maintenance of discipline, parents revealed that it was their responsibility to advise their children. They agreed that the disciplining of their children must start from home before they start school.

Erratic water supply in schools and communities contributed to poor performance of the pupils. Pupils and teachers spent hours drawing water which made them report to school late.

Negative attitude towards education by most parents was also reported as one of the biggest challenges that the schools faced. The study revealed that some parents had negative attitude towards education because from time immemorial, they had been surviving without education.

Homework policy was not enhanced by the communities. The communities felt that when pupils knocked off from school they must concentrate on helping them with household chores and their businesses.

Other stakeholders, who were responsible for assisting the schools in the provision of education in Chingola district, were Forum for African Women Educationalists of Zambia (FAWEZA) and Konkola Copper Mines (KCM) who were assisting 10 and 5 schools respectively.

The study made the following recommendations:

- Schools and the government should to re-sensitize the community on the policy on partnership in education as since community members in the study exhibited ignorance of the policy.
- Schools should increase communication with the community and be transparent and accountable especially in financial matters so as to reduce mistrust and win confidence from the community.
- Schools in partnership with communities should sink bore holes to supply clean water to schools to curb down loss of contact hours.
- The community and schools should build tuck shops so as to minimize loss of contact hours as pupils will be able to buy their requisites within the school premises.