THE UNIVERSITY OF ZAMBIA IN COLLABORATION WITH ZIMBABWE OPEN UNIVERSITY

SCHOOL-COMMUNITY LINKAGE IN THE IMPLEMENTATION OF A LOCALISED CURRICULUM

A DISERTATION REPORT

BY

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A research report submitted to the University of Zambia and Zimbabwe Open University in partial fulfillment of the requirements for the award of the degree of Master of Education in Educational Management

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COPY RIGHT DECLARATION

AUTHORS DECLARATION

I, Mulenga Edwina, do hereby solemnly declare that this dissertation represents my own work and that it has never been previously submitted for any degree at this or any other university.

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APPROVAL

The University of Zambia/Zimbabwe open university approve this dissertation of Mulenga Edwina as fulfilling part of the requirements of the award of the degree of Master of Education in Educational Management.

Examiners signatures

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DEDICATION

This dissertation is dedicated to the following: my late parents, Mr. and Mrs. Mulenga. To these two I say, thank you very much for the care and support rendered to me, seeing me through up to this level. My special dedication also goes to my late first born daughter, Chiti who passed on during my last semester of the two years' program with UNZA/ZOU. To my remaining children, Chilufya, Chanda and Chisanga remain cheerful and focused as I have set the pace for you. Not forgetting my brothers and sisters for their continued encouragement and my two grandchildren Chewe and Serah. Lastly but really not the least, my dedication also goes to my husband Paul for allowing me to pursue this program and his support throughout the journey.

ABSTRACT

The study explored school - community linkages in the implementation of a localised curriculum in six selected schools in Nakonde District of Muchinga Province. The objectives of the study were to: find out the role of the community in the implementation of the localised curriculum, identify barriers to effective school - community engagement in implementing a local curriculum and explore ways that would enhance school - community collaboration in the implementation of a localised curriculum. Both qualitative and quantitative research designs were employed. The research instruments that were used to collect data were questionnaires which were administered to head teachers and teachers and focus group discussion which were used to pupils and parents. The total sample was 110 comprising 6 head teachers (six), 44 (forty-four) teachers, 36 (thirty-six) pupils, 24 (twenty-four) PTA executive members and school board members). Using purposive sampling, head teachers, teachers HOD, guidance teachers, grade 7 teachers and parents were selected while systematic random sampling was used to select pupils.

It was revealed that both the community and the school acknowledged the importance of meaningful participation in the implementation of the localized curriculum in order to enhance school - community linkage. It was also revealed that embracing community participation in the implementation of the localized curriculum was considered as a way of promoting and sustaining the needs of the community such as traditional and cultural heritage (Umutomolo ceremony).

Further, the study revealed that most teachers and parents knew very little about reforms on localization of the curriculum. Head teachers failed to effectively coordinate the program which the researcher attributed to the head teachers inability to utilize managerial roles like planning, coordinating and directing. Community members' participation in the implementation of the localised curriculum was very minimal. The school boards and PTA executives at some schools never played their roles and this was one of the barriers to effective implementation of the localised curriculum as a link between the school and the community. The study reviewed poor relationships between teachers and community members as another barrier and lack of sensitization among others. An evaluation on localised curriculum implementation has not been done to date so as to identify gaps to fill in for effective application.

Due to some gaps which were identified during the study, the researcher recommended that, standard officers from the district education board must be monitoring schools and ensure that meaningful engagements between the community and the school exist with regard to the implementation of the localised curriculum. Education authorities (DEBS, standard officers) should sensitize both community and teachers on the importance of localised curriculum from time to time. The government to review the policy on localizing the curriculum and allocate funding for its implementation. The ministry of education should conduct an evaluation exercise so as to assess the implementation of the localised curriculum. Additionally, the researcher recommended the following for future research; teachers motivation and the role it plays in localised curriculum implementation, explore school community linkages in the implementation of localised curriculum in rural primary schools, the relevance of community involvement in enhancing meaningful education delivery and exploring strategies in the effective implementation of a localised curriculum.

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LIST OF ABBREVIATIONS

PTA – Parents Teachers Association

GRZ – Government Republic of Zambia

MOE – Ministry of Education

CDC – Curriculum Development Center

NGO – Non Governmental Organisation

CFD – Curriculum Framework Document

NQF – Namibia Qualification Framework

LCS – Local Curriculum Subjects

CTS – Creative Technology Studies

DEBS – District Education Board Secretary

TGMs – Teacher Group Meetings

UNESCO - United Nations Educational Scientific and Cultural Organisation

CHAPTER ONE

INTRODUCTION

Introduction

This chapter explains the back ground to the study, the statement of the problem, the purpose and the objective of the study. It further outlines research questions and the significance of the study ending by giving some operational definitions.

1.1 Background to the study

Education is multidimensional. The dimensions' boarder on which decisions must be made especially on whom to consult, when and how to consult during teaching and learning processes (Barnhardt, 2006). Mostly, looking at the teacher from a holier-than-thou position of view, and as the sole gatekeeper of knowledge and approaches makes him or her superior being among other stakeholders in the community. More especially with the notion that learning occurs within the walls of an educational premise is to demean and steal the value communities and other stakeholders are capable of adding to the complex and fluid curriculum implementation (Burkill and Eaton, 2011). This therefore implies that community participation is quite minimal. For instance, in Zambia, community participation usually means monetary contribution, the support of school construction and other projects which are generally done by Parent Teachers association (PTA). This view has been supported by Rose, (2003:3) who contended that the establishment and support of schools by communities has always been evident in many African countries.

However, the Zambian Ministry of Education (GRZ, 2001) advocates for localization of the curriculum stating that parents and the local communities have numerous interests in formal education because they finance education through various school fees and other necessary payments. For instance, communities being beneficiaries of the end product of education have an interests in the development of knowledge and competencies that are useful in families' day to

day activities. This suggests that parents have an interest not only in the infrastructure but also in the curriculum content in the sense that teaching must be relevant and useful to the individual, family and community.

The Ministry of Education has also stated that in order to establish strong links between school and community, it is important that teachers as well as parents understand their respective roles through the PTA (GRZ, 2001). It is therefore important to understand that teachers and schools are there to serve the local community, interests of pupils and parents. Serpell (1993:283), put it clear that,

> *The reasons for attaining so few of the ideals of the curriculum are attained by most of those who enter school must be sought at the point of interaction among constellation of interested participants: the young person herself, the teachers and the young person's family. The significance of schooling in the life of this person will emerge from a shared interpretation which these three parties must negotiate.*

For instance, schools depend to an extent on the local community for financing, building and maintenance as explained but such support is more likely to come forth, when local community is confident that education provided is of good quality and relevant to the individual and to the community (GRZ, 2001). This is one reason why it is important for the school to welcome parents' participation and viewpoints on curriculum and administration issues. Such participation also promotes the sense of ownership and partnership.

It is a common misunderstanding that curriculum experts are professionals who are experts in one or several subjects taught in formal education. However, it has been the role of the Ministry of Education to support and provide an alternative approach to curriculum development. The other type of professionals and community members representing a wide range of society complete the knowledge of subjects (GRZ, 2005, 2007). This implies that, the purpose of introducing a local curriculum component as a complement to the core national curriculum, is to enhance the relevance of the curriculum. Actually, a reform aims at improving the co-operation between the school and the local community.

Previously, in traditional type of teaching, teachers reinforced an authoritarian type of teaching to fulfill the objectives of their superiors such as developing literacy skills for the purpose of reading and interpreting the bible, while on the other hand, arithmetic was to be used for counting tons of copper exported overseas. Learners were to obey learning instructions without questioning the merits and demerits of the source of knowledge (Ragsdale, 1986). Friele (1993), contended that this type of pedagogy oppressed teachers' competencies of being proactive because it could not allow innovations from them. Furthermore, the content was irrelevant because it had no connection to real life experiences and learners were not engaged in their lessons and parents were rarely consulted as a result very few benefits were derived from such education (Ragsdale, ibid). Therefore, the pedagogy was in conflict with the aspirations of the local people since there was no link between school knowledge and the desires of communities, as a result, competences and skills taught were alien to the learners (Friele,1993). For example, the curriculum did not take into consideration the cultural perspectives of local communities and teachers had no opportunities of facilitating ideas into socially organized activities. Furthermore, there has been limited in depth of studies on quality and relevance of education resulting from developing the capabilities of learners, teachers and community members with wisdom and knowledge of the local communities has not been studied in depth (Serpell, 2008).

Moreover, teachers were supposed to work with communities in order to help their learners make connections between their learning and the daily happenings within their environment (Barnhardt, 2006). According to this writer, this could be the knowledge base of children, adults and elderly persons. Such findings could benefit school practitioners, educational administrators or university teacher educators interested in localizing the curriculum (Friele, 1993).

The introduction to *Guidelines for the Development of the Localized Curriculum in Zambia* (GRZ, 2005) states that the purpose of the reform, *Educating Our Future* (GRZ, 1996) was 'to use the ministry's and local resources more efficiently in order to improve access to education. This would fulfill the ministry's vision to provide quality and relevant basic education to all Zambian children' (GRZ, 2005:15). However, since the issuing of this statement, researchers have conducted few studies in Zambia to determine exactly the way in which local human and

other resources existing in a community may play a role to contextualize and localize a curriculum.

Nevertheless, the National Policy on Education, *Educating Our Future* (GRZ, 1996) articulates the desire to link the schools and communities. This is in order to strengthen the bonds and pursue the decentralization of education with strong emphasis on active community participation. The aim is to enhance accountability of local education institutions to the community which in turn enhances quality education delivery (GRZ/MOE, 2005). In this regard, guidelines developed are to realize the link between localizing the curriculum as a way of expressing the intention that teaching in schools should be relevant to learners and therefore strengthen links between school and communities.

Considering the preceding statements, there is no doubt that localizing the curriculum is one way of enhancing quality education in schools and ensuring that there are stronger links between schools and communities (GRZ, 1996). If what happens in school is really meaningful to stakeholders involved in the localization process, it results in the development of a healthy, competent, and confident learner and this in the end strengthens the bond between schools and communities.

Governments all over the world, especially the local level, are experimenting with different ways to ensure citizens participation in decision making as postulated by Lowndes and Pratchett (2006). Although the nature and purpose of these initiatives varies, governments globally aspire to deepen the ways in which ordinary people can effectively participate and influence policies which directly affect them such as localizing the curriculum. For instance, researchers elsewhere postulate that willing participation and engagement, as well as hard questioning and learning, from all involved are also required for the progress of any community (EENET, 2003). Achieving real change of the localized curriculum will be a long, slow and never ending process but the result will be far better than one sided and centrally controlled curriculum we have had in the past from our colonial masters.

Tilbury and Wortman (2004), postulated that challenges of providing quality education for community development, social issues and special needs which confront us can be addressed by

encouraging all stakeholders to develop a sense of ownership. For instance, when parents, community members, teachers, and students work together, they can really come to care about an education process which they feel to be their own (Mumba, 2000). Among other things, this must involve much stronger school community links than have existed in the past such as consulting parents and pupils as in other successful schools.

It is also important to cultivate a culture of learning for all which requires all stakeholders need to be involved. Teachers have a role to play on how to engage with parents and students, and on how to establish a flexible, relevant and caring approach to learning for all students (Serpell and Chansa, 2010). This refers to their back ground or circumstances and promoting positive, caring, whole person development goals and processes in the general curriculum. For instance, in relation to the notion of health promotion our education cannot afford to be only about intellectual and scholastic achievements so, all aspects of healthy developments must be included in the localized curriculum. The inclusion of society's needs like values, culture and norms is a health consideration.

Most recently, there has been an introduction of a new learning area, *community studies,* has been introduced for the purpose of strengthening the implementation of the localized curriculum and enhancing the links between school and communities by including components such as; Socio - cultural, Economic, Aesthetic, Health and Environmental related issues making education to be more relevant (GRZ, 2007).

The development of the localised curriculum is to realize the link between the school and community in order to improve partnerships. To this effect teachers' curriculum manual has given the following guidelines for improving cooperation between schools and local communities (GRZ,2001:19),

> *Schools and local community need to work in harmony by supporting the development of a strong and active PTA, where parents feel that their views are respected and where teachers demonstrate their commitment to school and local community.*
>
> *Schools are expected to organize meetings for PTA or Education Board to discuss what should be included in the local curriculum such as creating an atmosphere where parents*

are not afraid of speaking up so that such ideas collected and elaborated in the school context.

Other suggestions included the need for schools to identify some traditional skills and competences among parents and the local community. These skills and competencies may include handcraft and tools, building, fishing techniques, tending cattle, growing various, remedies against cattle and crop diseases, local herbs and medicines, local recipes, baking bread, making bricks and others that can be useful in real life and not only when they complete school (GRZ, ibid).

It is due to the above concern that this study sought to explore school - community linkages in the implementation of a localised curriculum in six selected schools of Nakonde District in Muchinga Province.

1.2 Statement of the problem

The intention of the Ministry of General Education (MOGE) with regards to localized curriculum is that education offered should always aim at addressing the needs and interests of the community it is serving (GRZ, 2001). However, not much is known on the form and nature of school-community linkages in the implementation of localized curriculum. There is no doubt, therefore, that despite the implementation of the localized curriculum, the school-community linkages are still low. Therefore, it becomes important to explore school- community linkages in implementation of localized curriculum in some selected school. This would assist in enhancing the link between the school and the community. It is against this background that this study investigated the form and nature of school – community linkages in the implementation of localized curriculum in Nakonde District of the Namwanga speaking people in order to help come up with strategies to address identified gaps.

1.3 Purpose of the study

Every country desires to offer education opportunities to its citizens that are relevant by way of meeting their local needs. This to some extent is achievable through community involvement in the education delivery. Therefore, the purpose of the study was to investigate the form and nature

of school community engagements that played a major role in the implementation of a localised curriculum and to look at some of the barriers encountered in the implementation of the localized curriculum.

1.4 Specific Research Objectives
   a) To find out the roles of the community in the implementation of a localised curriculum
   b) To identify barriers encountered by the school and the community in the implementation of the localised curriculum.
   c) To explore ways that would enhance school - community collaboration in the implementation of a localised curriculum.

1.5 Specific Research Questions

   a) What is the role of the community in implementation of a localised curriculum?
   b) What are the barriers encountered by the school and the community in the implementation of the localised curriculum.
   c) What are the ways of enhancing school - community collaboration in the implementation of a localized curriculum?

1.6 Significance of the study

The importance of investigating school - community linkages in the implementation of a localised curriculum is that it is assumed or believed that parents, pupils and teachers participation play a vital role in education of learners. It is therefore important that community members be engaged in the implementation of the localised curriculum in order to meet their needs and interests. The significance of schooling in the life of learners will emerge from a shared interpretation which these three parties must negotiate. The findings of this study were likely to help head teachers, teachers, parents, Ministry of Education and Policy makers identify gaps in the process of localizing the curriculum so as to make decisions in developing strategies towards improvement of cooperation. The findings may help the teachers find ways of ensuring proper links of their learners to their communities to enable them realise or acquire survival

skills to live in their societies. Finally, these results are likely to provide rich data for policy utilization in the area of curriculum localisation as well as expose gaps which may be required to be filled. The gaps realized would form action points for further academic research.

1.7 Limitation of the study

Limitation has been defined as a condition that has an effect on the researcher's conclusion and application to other situations (Kombo and Tromp, 2014). Dealing with human beings always poses some challenges. However, the beauty of it all is that they are manageable. The study was constrained by the following aspects,

I.   The researcher did not collect data from all the schools in the district due to time factor, instead, only six (6) sample schools in the district provided data.

II.   Respecting appointment times was a challenge, especially when some of the appointments were cancelled upon the researcher's arrival, hence stretching the expected time for data-collection.

1.8 Delimitation
The study confined itself to primary and secondary schools in Nakonde District.

1.9 Operational Definitions

1.9.1: Linkage - a factor or relationship that connects or ties one thing to another

1.9.2: Implementation - the process of putting a decision or plan into effect such as execution government plan or act.

1.9.3: Explore - travel in or through (an unfamiliar c area) in order to learn about or familiarize oneself with it. In other words, to examine or evaluate (an option or possibility) inquire into or discuss (a subject or issue) in detail.

1.9.4: Community – in this study refers to social groups of any size whose members reside in a specific locality and often have a common cultural and historical heritage. In other words, a community is a self-organised network of people with a common agenda, cause or interest, who collaborate by sharing ideas, information and resources.

1.9.5. School: A school is an institution designed to provide learning spaces and learning environment   for the teaching of students (or "pupils") under the direction of teachers.

1.9.6 Community participation: Is a term often used synonymously with *community engagement* and *community involvement*. *Community participation* is a concept referring to attempts to bring different stakeholders together for problem-solving and decision-making (Aref, 2010). In this study it refers to people's engagement in activities within the educational system. It is also one of the mechanisms to empower people to take part in localization of the curriculum.

1.9.7 Localized curriculum – This is the freedom given to schools in line with the ministry of education policy of decentralization (GRZ, 2000), to add, develop a localized component, to be designed by the school head and teaching staff, in consultation with the local education authority such as the education board and the district education board secretary. In actual effect, it enhances the co-operation between the school and the community.

1.9.8 School - Community linkages – This explains that the community and the school are two important social institutions and both have organic linkage as the school cannot be seen as an independent institution isolated from the society in which it is located. This simply explains the relationships that exist between the school and the recipient community.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presents literature reviewed as studies done by various scholars. The content includes other related literature on the topic of study which the researcher consulted for easy understanding and investigation of the research problem under the following sub headings, the agenda of schooling, the global trends regarding localization of curriculum in six different countries (Indonesia, Finland, Israel, Australia, Argentina and Namibia) and the Zambian context. It also brings out the theoretical and conceptual frameworks guiding the study and ends with a summary.

2.1 Agenda of schooling

In order to understand the importance of localizing the curriculum in schools, it is imperative to recognize reasons for setting up schools. According to Serpell, (1993:1),

> *the process of education, institutionalized in schools of various sorts around the world, has come to be regarded as essential part for each of the following areas of human endeavor: The promotion of economic progress, the transmission of culture from one generation to the next, and the cultivation of children's intellectual and moral development.*

In theory, education might aspire to address all three agendas together in a harmoniously coordinated manner (Urebvu, 1995). This would assist children to grow intellectually and morally by expanding their knowledge and understanding of their cultural heritage. In addition, this personal growth through expansion would empower the younger generation to build upon that heritage, improved ways of managing the environment and generating greater wealth for their society.

Fung and Wright (2003) however, have stated that in practice, educational programs have consistently fallen short of such an ideal synthesis. They further went on to claim that in contemporary African societies, as in many other parts of the third world, and also in disadvantaged minority communities within the rich, industrialized countries, the economic and cultural agendas of schooling come into conflict. However, Serpell, (ibid), stated that the pedagogical agenda of schooling, cultivation of children's intellectual and moral development, presupposes a certain degree of social consensus on what constitute appropriate ways of preparing children for responsibilities of later life.

In support of the agenda of schooling elaborated by Serpell's work, Lawton (1975) also proposed that certain aspects of the culture of a society and way of life, certain kinds of knowledge, certain attitudes and values are regarded as so important that their transmission to the next generation should not be by chance in society. However, they are in the confines of specially-trained professionals (teachers) in elaborate and expensive institutions (schools). This means that teachers must associate with communities for them to learn what culture aspects must be transmitted to the next generation. Lawton (ibid) further adds that not everything in culture is regarded as of such importance, and in any case, time is limited, therefore choices have to be made resulting in schools making different kinds of selection from the culture. On the aspects of teachers, Canwell and Carson (2008), contended that teachers may have different kinds of priorities, but all teachers and all schools make selection of some kind from the culture. To this effect intervention on curriculum to cover such selections from the culture made by the schools through localization of the curriculum, were proposed hence making learning relevant.

From the preceding discussion, the message drawn is that cultural lessons are through chance and not many teachers if any would like to include issues into their day to day teachings. This is because cultural issues conflicts the academic aspect especially that it does not attract any examination for certification. No wonder Serpell (1993:76), contended that, "teachers either teach only which is devoid of moral content or risk being seen as unprofessional when tackling with their students the deeper issues of life". Therefore, schools would prefer the academic content that is examined to the local content which is not tested and so the localized curriculum is left to chance resulting into weakening the link between the schools and communities.

2.2 Global trends in localization of curriculum.

In Indonesia, the primary change in the 1994 curriculum reform was the inclusion of the local curriculum subject (LCS) as an independent subject that took more than 20 % of the curriculum. However, LCS implementation was problematic and tended to alienate learners' experiences, because local is not singular, rural is plural, and district has different beliefs, perceptions, values, norms, and skills (UNESCO, 2010). Thus, it was difficult to decide the LCS as the most "local" for all. Their new curriculum applied "unity in policy and diversity in practice". The minimum standard of competency was centralized (unity in policy) and the curriculum content, methods and assessment procedure were decentralized (diversity in practice). The new curriculum attempted to deal with the overcrowded curriculum through integration, reduction of instructional time and decentralization of content, methods, and assessment procedures. One would say that in their new curriculum except the competency and exit performance standard, everything might attract localization at school or district levels (Kopong, 1996).

This could be the same in Zambia as teachers already claim that the local curriculum in most rural areas may be different from a local curriculum in a city such as copper belt towns (Katongo, 2002). In fact, according to teachers the introduction of the local curriculum has found the overcrowded curriculum already competing in instructional time that teachers claim to cope (EENET, 2003). Besides, when learners move from a rural town to a city they will be alienated due to different local curriculums and may not easily fit living there as modern technology is on the rise in such places (EENET, ibid).

In Finland in the 1990's the educational policy shifted to decentralization and the granting of more local control to municipalities and schools, with the intention of encouraging more active, locally relevant learning. Within national guidelines, each school would receive substantial latitude for local curriculum design, even if it had to be under confirmation at the municipality level. One important aspect of the curriculum reform had been to enable the shift from a didactic teacher-centered philosophy of the previous central curriculum to a more learner-centered approach to teaching. It could be said that the development and implementation of the curriculum influenced teacher's views of knowledge, learning, and education in a more progressive direction, but this change was not always reflected in the same way in actual teaching practices at each school, revealing the influence of curriculum leadership, teacher

commitment to the curriculum and the evaluation of the curriculum in the development of the school-based curriculum (Sahlberg, 2010).

This is similar to the current situation in most parts of the country if not all. The child centered methods of teaching has had a negative acceptance by most teachers. It was evident during an evaluation of child to child programme in Zambia (Gibbs, 1995). The programme was child centered where pupils received education as partners for health in a practical way by ensuring that they carried community surveys of their own communities on their own, discussing their own solutions and way forward. Teachers could not accommodate that in their timetable and felt it was a waste of time as compared to teacher centered and traditional way of teaching (Halinen, 2006).

In Israel, the Ministry of Education encouraged school autonomy in order to improve the quality of education provided by the school. The basic assumption was that the school staff was capable of developing and formalizing an educational approach, and could then formulate a school-based curriculum by adapting teaching and learning methods to local conditions. Greater school autonomy had a positive impact on teachers' motivation and sense of commitment and on schools' achievement orientation, but school-based management explained only 4% of the variance in the effectiveness between autonomous and less autonomous schools. The pupils themselves had a great deal of initiative and involvement in planning their studies, while maintaining dialogue with their peers, teachers, parents and experts (UNESCO,2010).

The school schedule largely depended on allocating units of flexible time, where different pupils occupied with different subjects or fields. The school was free to structure such units in accordance with the various characteristics of pupils. The only constraint on the school's autonomy in organizing class schedule was that for each pupil, the time during six school years was allocated on the basis of disciplines, where each one had a relative proportion. The proportion could be expressed by teaching each discipline separately and/or by interdisciplinary teaching, which combined the methods of different approaches in Israel (Jan, 2014).

Allocating units of flexible time, where different pupils had an opportunity to access different subjects or fields was a good initiative taken by schools in Israel. However, teachers in Zambia complain of overcrowded classes especially in town schools which could accommodate over

sixty to a hundred pupils (EENET, 2003). Such schools can find it difficult to divide in disciplines and help them individually over a period of six years. In rural areas, the challenge is on staffing. While pupils may be as fewer as ten per class, teachers are very scarce. There are schools in Zambia which have one teacher teaching more than three or four grades making it difficult to teach them individually (EENET, ibid).

In Australia, a wave of school-based curriculum development started in English-speaking states during the 1970s and encountered problems because of insufficient teacher preparation, unchanging school structures, and conservative community expectations. In parallel with school based curriculum, and with a similar rationale, school based assessment was introduced into the education systems in parallel with, or integrated into, public examination systems as the numbers of students accessing and remaining in secondary education grew. Since the 1990s most Australian States had resorted to provide state curriculums with "essential learning" formulations to help reduce variability in the students' achievement. It was assumed that because of equity and quality considerations, school based curriculum could not deliver the whole curriculum (ACARA, 2013).

However, in this country teachers have not been prepared well even though they had been from teacher training colleges (Caldwell, 2014). Teachers can also learn from each other's experiences as they worked in their schools through in service sharing's in meetings as evidenced in Mpika schools in Zambia (EENET,2003). Teachers sharing's of successes and challenges can be a source of motivation as very few colleges prepare their students in such a way as to overcome all their challenges.

In Argentina, the changes in the secondary curriculum around 1998 allowed each province to produce its own curriculum designs (The Argentinean education system, 2015). There was further provision in the timetables to allow each school to allocate some 10% of the available teaching hours to an "Institutional Option" subject defined at school level. The experience had not increased largely to relate to the relevance of the content taught to students. Partially, because of the small proportion of time allocated for the institutional option and also because schools had tried to make use of the already existing teachers, as there was no freedom to hire teachers at the school level (Robert and Andreas, 2009).

Equally, in most schools' time allocated to option subjects is less as compared to other academic subjects. This is the more reason why teachers in this study carried out in Nakonde complained of having no time for the localized curriculum and other extra-curricular activities (Personal communication). Such content deserve the same consideration of time as other content in the curriculum because teachers perceive such curriculum content to be less important because of the allocated periods per week or day.

In Namibia, the greatest challenge to the process of localizing vocational education and training curricula was a preference by practitioners and educators for a more scientific, academic, general and standardized vocational education and training (Namibia Ministry of Basic Education, 2004). The traditional paradigm of education and training was characterized by an overemphasis of high general academic secondary school requirements for access to training and qualifications and instructor based delivery and assessment methods and techniques, as against a focus on work-related competences that were essentially contextual and relevant to the local socio-economic and geographical and physical setting (Mark et al, 2007).

The nature of local industry with basis on the utilization and processing of locally available resources and the Namibia Qualification Framework (NQF) pursues the development of a diverse range of standards and qualifications, as long as they meet all the guidelines and requirements of the NQF and the different NQF level descriptors. However, the difficulty of determining local skills needs and distinguishing between local and national needs and the complexities involved in the implementation of a more flexible NQF resulted in curriculum centralization and a "one for all" approach. (UNESCO, 2010,).

This type of approach can hinder localization of the curriculum because there are so many people in our communities with vocational skills without having attended vocational colleges but have learnt through apprenticeship from others. Such people are quite numerous in our communities and can be identified for engagement in schools. The Zambian Ministry of Education (GRZ,2001), acknowledges expertise of laymen in communities who by their experiences have acquired skills from others without attending a college or university institution to be used as resource personnel in schools. Over emphasis on standard qualifications is likely to hinder localization and widen the gap between the schools' nonprofessionals in our communities.

2.3 The Zambian context.

In line with the Ministry of Education policy of decentralization, each school has been encouraged and is expected to add, to develop a localized component, to be designed by the school head and teaching staff, in consultation with the local educational authority such as the education board and the District Education Board Secretary (DEBS). The local curriculum provides freedom to add content of particular relevance to the school curriculum and to use teaching approaches and materials which are linked to local conditions (GRZ, 2000). The local curriculum takes into consideration the inclusion of the cultural and economic agendas which are usually left out in schools in preference to the intellectual and moral development agenda. The school has been given freedom to plan projects which combine subjects, working with cross-curricular themes.

The school and the local community have the liberty to decide what language to use for initial literacy in grade one. In this regard, the Curriculum Development Centre has issued guidelines to schools to help them develop their local curriculum. The curriculum put an emphasis that only the centrally defined core curriculum has to be included in the national examinations while localized curriculum has to be included in the school based system of continuous assessments (MOE, 1996).

While, the content, manner of teaching and focuses of the localized curricular might differ from school to school, such curricular might not deviate from the guiding principles and learning objectives stated in the national policy "Educating Our Future" (GRZ, 1996) and the Curriculum Framework Document (GRZ, 2000). In other words, the desired outcomes remain centralized defined and are to be pursued in all schools but the means by which the schools reach this outcome might differ. The intended effect of the policy is to achieve increased relevance of teaching and learning inherent in the adaptation of the local environment.

One of the purposes of the Curriculum Framework Document (CFD) and the teachers' curriculum manual, is to help teachers draft their own local curriculum (GRZ, 2001). By clarifying the general objectives, the desired competences, key policy issues and pedagogical principles, the framework is meant to guide the schools in the choice of priorities and methods. However, the point of departure that every school faces in the world is that time, school

resources and pupils' capacities are always limited just like echoed by other writers on the same subject. While the school cannot cater for all pupils' educational needs at all times, it is essential to focus on the most essential skills, competences and attitudes seen in a life-long perspective (GRZ, ibid).

Nevertheless, in communities and schools where there is an active Parents Teachers Association (PTA) for primary section or Education Boards for secondary section, the school allows the community to contribute ideas and suggestions to the local curriculum (GRZ,2001). So, the implementation of localized curriculum as a way of linking schools to communities depends on the school managers or administrators and not necessarily on financial resources. Further guidance on the local curriculum is elaborated in the Teacher's Curriculum Manual Document (GRZ, 2001) which is availed to each and every teacher in the country. However, despite all this freedom accorded to schools and communities to be involved in planning and designing the local curriculum, these schools and communities have experienced a number of challenges as outlined in the next section.

2.4. Community engagement in the implementation of a localised curriculum by the school.

Taylor (2005:3) defined localization as "...freedom for schools or local education authorities to adapt this curriculum to local conditions," and "...relating the content of the curriculum and the processes of teaching and learning to the local environment." This flexibility in adapting the program of education for students to local conditions, often away from the capital city and urban population centers is a direct response to traditional curriculum design, which Taylor (Ibid) further described as "...too full, rigid, inflexible and irrelevant to lives of learners." This idea of relevance is critical to the understanding of localization and the policy planners who have been active promoters.

Taking into account the cultural and socio-economic realities of local populations when designing educational content is critical in engaging these learners in the learning process (UNESCO, 2002). A crucial failing of educational systems, worldwide has been their lack of relevance to the lives of learners. This lack of relevance weakens the mentioned connection and

bond between communities, learners, and schools; and thus damages educational outcomes through decreased learner, community, and teacher engagement in the learning process.

Miller (1995:2) noted that,

> *It is a common belief that by making learning in schools relevant and meaningful to the children's everyday lives and needs, the interaction between child and school will become a more active and enriching experience, rather than a passive, tiring, or alienating experience for the child.*

In support of the preceding statement with regard to making school relevant and meaningful, Taylor and Mulhall (1997:11) argued that,

> "*contextualization of teaching and learning can strengthen the links between the learning environments of school, home and community. The achievement of this link is through building on pupils experiences from outside the school and providing additional experience within the school program. This process is enhanced through the use of metaphors and analogies, which allow children to integrate their own learning experiences*".

The preceding citations disclose that the bond of cooperation between the school and community comes about through meaningful experiences provided by the school's contextualization of teaching and learning. This is due to interactions of learners experiences from both outside and within learning institution. These interactions are actualized by incorporating both formal and informal teaching and learning in the life of the child.

2.5. Rationale for curriculum localization

The process of decentralization demands increasing, or strengthening, the link between local communities and school curricula as this can predict reasonable improvement of schooling outcomes. Enhancing the quality of educational delivery is the ultimate goal and rationale behind

curriculum localization and the localization of schooling materials. UNESCO (2002), observes that a crucial dimension of quality education is that of relevance of curricula content; the diversity of local (sub national), cultural, and socio-economic realities.

This entails that a key factor driving the localization of school curricula and the localization of schooling content is the ethnic and linguistic diversity of many nations (UNESCO, 2002). Consideration of this diversity when designing school lessons, both in terms of local relevance and in terms of linguistic delivery, to create the vital links previously mentioned between learner and materials is of vital importance. This local delivery must be associated with the natural environment, social environment, as well as the cultural and environmental needs of the region (Thesia, 2012).

This desire for developing nations to preserve their cultures, while modernizing and integrating with the global economy, is seen as a common factor behind the localization of segments of national school curricula. There has been, *"...a preoccupation with developing curricula fostering respect for, and preservation of, cultural traditions and indigenous values and ways of life..."* (Byron, 2016; 2). Byron (ibid), further goes on to contend that the ultimate goal of localization has been for teachers to become owners of the curricula and more enthusiastic about its implementation.

2.6 The approaches and perceptions concerning implementation of localised curriculum by communities in schools

There are a number of constraints in the devolution of responsibility for curricula to local levels, including lack of local technical expertise, material resources, fear of the unknown and resistance to change among teachers and local educators (Thesia, 2012). Others are lack of trust amongst teaching staff, lack of effective communications, failure to involve the public and also communities' unwillingness to actively participate in the whole process of localization and running a closed door system (Preedy, 1993). Other issues worthy reviewing include attitudes, time factor and a feeling of inadequacy.

The success of any attempt to involve the communities in curriculum implementation heavily depends on the attitudes and perceptions of both the teachers and the community members (Swift-Morgan, 2006). The diversity of situational and professional conditions prevailing between the teachers and the communities has created high levels of suspicion and a lack of respect for each other. This leads to dysfunction and a failure to pursue avenues of interest by both parties (Barnhardt, 2006). To engage communities in productive educational interaction, teachers think, is to 'sell their profession' to 'non-believers'. They would rather survive alone in the classroom 'wilderness' (Hargreaves 1996:7).

Community involvement in the 'sacred area' of curriculum implementation, a minefield contested heavily is evident in Swift-Morgan's (2006:354) research in Ethiopia indicated:

> *There is no viable role for communities in the classroom, said one teacher. Because parents are not educated, voiced another group of teachers, they have nothing to contribute to the teaching and learning process. Community involvement in the classroom would provide no advantage.*

Given these feelings and attitudes by the teachers regarding the community's role in the classroom, a mindset changes to embrace classroom support systems from the community might be a pipe-dream. Communities, on the other hand, see the classroom as a teacher professional area preferring to evaluate teachers' performance through examination results (Swift-Morgan, 2006).

There are many factors shaping teacher-community attitudes and perceptions towards engagement practices. These include the teachers' beliefs about their profession, guarding their territories, fear of being 'exposed', their classroom experiences, their expectations about success and failure (MacLean 2003:40). According to Hargreaves (1996), the quality, range and flexibility of teachers to accommodate others in their classroom work, depends on their beliefs and values about the teaching profession with the questions:

Can the classroom be opened to all?' 'Do the teachers believe that all members of the community should be held to the same standards?' and 'Are communities willing and able partners?' (Swift-Morgan 2006:347).

Many teachers, however, feel threatened by the involvement of communities in educational matters (Humphreys, 1993). They fear that engaging community members in local curriculum implementation, teachers may experience a loss of boundaries and influence with little distinction between themselves and the community members (Hargreaves, 1996). This has created attitudes and perceptions that engaging the communities can eradicate real academic classroom discourse and reflection (Hargreaves, ibid). In this regard teachers continue to find ways to protect their classroom territories.

Teachers believe that engaging the community members in localized curriculum implementation, who may use any language in the classroom which is not English, may create what Rose (2000:52) calls 'instructional dead time'. This is where there is little or no learning. With this belief the teachers 'close' their classrooms (Preedy, 1993:211). Yet, communities are fully aware of their potential. Knowing how the information they possess is relevant to teaching and learning is the challenge they face (Training and Research Support Centre (TARSC), 2006). Usually, communities face omission from local curriculum implementation. This is because the un educated cannot assist and evaluate the educated (Holcomb, 2009). They do not have the technical capacity, yet there are very few classroom problems that can be solved without the involvement of communities. This history of mistrust makes it difficult to generate authentic participation in education in general and in local curriculum implementation in particular from most communities (Swift-Morgan's (2006). Research shows that the teachers' attitudes have a significant influence on the communities' perception of whether participation is possible or worthwhile.

Community members do experience feelings of inadequacy. Participating in activities one has doubt in, can be stressful and can destroy one's dignity, belief and self-esteem. It is necessary to hold academic with very high esteem, full of care and order. Community members often feel they do not know much about the school's culture and think that they do not have reserves of

knowledge (DeCastro-Ambrosetti and Cho, 2005). They feel intimidated by the school and classroom procedures and expectations (Howley and Maynard 2003). Members of most rural communities often have a low level of education and socio-economic status creating a fragile situation (Marsh 2009). They think that if invited to contribute to teaching and learning, they may not be able to teach pupils anything meaningful.

Humphreys (1993), postulated that community members are not experts in classroom matters and do not see themselves as sources of help and support. Community members view teachers as 'experts'. They consequently tend to disengage themselves from the educational experiences of their children (Gorinski and Fraser 2006). This feeling of inadequacy among community members may arise from the members own unsuccessful or negative school experiences. This, then, creates a barrier to their involvement. Often community members doubt their own expertise and competence regarding classroom work. They often see it as a preserve of those who were trained to do so (teachers). Swift-Morgan's (2006:355) research attests to that, where one parent said:

We should not be involved in the technical part of teaching. That's not our job.

Therefore, feelings of inadequacy and the teachers' attitudes have kept communities and classroom teaching apart (Ornstein et al. 2011). With this kind of feeling, communities have not seen themselves as relevant in local curriculum implementation matters.

On the other hand, some teachers feel discomforted in involving the communities. They have been accustomed to functioning without communities being central to their work (Preedy, 1993). They often view communities as incapable or incompetent in relation to knowledgeable participation (Gorinski and Fraser, 2006). Teachers have denied communities access to essential core classroom activities, skills and practices. Teachers negate building good partnership between themselves and communities in the classroom. These teachers feel threatened and exposed for their inadequacies in terms of their expertise and abilities. They erect an 'interference wall' by regarding communities in local curriculum implementation as counterproductive to children's learning. Zimmerman, (2006) in his works indicated that some

teachers possess professional uncertainty, lacking knowledge and skills in some content areas. They, thus, have 'closed' their classrooms. They declared teacher autonomy in order to protect 'threats to their power' (Zimmerman 2006:240).

Time factor on the other hand has inhibited teachers from accommodating community members. The packaging of daily school program is from start to finish. The primary and secondary school curriculum has largely remained academic (Mufanechiya and Mufanechiya, 2011). Much emphasis is placed on implementing the academic subjects, thereby making schooling a labour-intensive industry (Preedy, 1993). In their research, Burgess et al. (2010) found that time was an issue for teachers in the classroom. It was a consistent concern across all educational settings. Attempting to find time to slot in community members and 'disrupting teachers' well established routine' has never been easy (Zimmerman 2006:240). Preedy (1993) observes that with this pressure for time in a content-heavy curriculum, community engagement receives a low priority. Preedy (1993), further adds that teachers' hours of work did not include educational partnerships with the communities. The teachers often reflect this stance as given by their employers.

Unless teachers understand and appreciate the need to create time to involve communities in their classrooms, their interest in maintaining the status quo will undoubtedly take precedence over their willingness to accept a new dispensation (Zimmerman, 2006). Teachers may have a well-intended desire to alter many practices in the classroom by engaging community members, but the lack of time remains an ongoing challenge. The pressure for time has been necessitated by what Singh (2010) said is the desire on the part of the teacher for good results in externally and internally set examinations, combined with the pressure of covering the syllabus on time. This results in what Burgess et al. (2010:53) term 'superficial curriculum implementation'. Mufanechiya (2012), laments this situation when she said that, *it is now common practice in schools that the examinations dictate the curriculum instead of following it*. The quality education is the greatest casualty here.

The pressure on time as a result of the professional workload of the school teacher has seen teachers dipping into the curriculum bucket and picking the content to meet their expertise and knowledge (Burgess et al. 2010). As a result, teachers do not consult community members on

curriculum issues. The knowledge and meaningful value-addition of community members to the development of the whole child, lost given time constraints, remain 'a stone that we often leave unturned' (Lambert 2003:11).

To this effect, a number of scholars have tried to devise strategies or measures to address such such challenges. Byron (2016), in his works pointed out that some of these constraints can be managed by ensuring compliance with these standards in local and school developed curriculum by maintaining a clear and open communication that must exist between central and localized authorities. Despite encountering challenges, the literature shows that localized curriculum is quite relevant and applicable as a link between the school and the community.

2.7 Barriers encountered by the community as they participate in the implementation of the localized curriculum.

There are numerous learning returns to be derived from engaging the communities in curriculum implementation, despite the challenges faced by participants in implementing these classroom reforms. As long as there is determination, no problems are overwhelming to solve. For the teachers to be successful in combating their classroom problems, they have to take advantage of their links with the community (Howley and Maynard, 2003). Soliciting community participation involves moving everyday life into the classroom and moving the classroom out into everyday life (Barnhardt, 2006). This requires careful and considered planning by the teacher. Outdoing the narrow boundaries of the protected school and classroom into the realm of environmental diversity requires the building of capacities of both the teacher and the communities (Manitoba Community Engagement Framework 2008). This constructive partnership goes beyond unproductive blaming (Howley and Maynard, 2003) and is underpinned by joint exploration of the real-life opportunities available in the surrounding natural, physical and social environment (Barnhardt, 2006). The success of any meaningful partnership between the teachers and the communities in curriculum implementation depends on the kind of orientation given to the persons involved (Barnhardt 2006).

Sustainable community commitment in curriculum implementation is achievable by means of a number of community-friendly ways. For example, Gboku and Lekoko, (2007) and the Manitoba

Community Engagement Framework, (2008) indicate that information-sharing between communities and teachers is essentially the most basic element. It helps the communities to understand what goes on in the classroom, putting them on the right path for involvement. Furthermore, the Manitoba Community Engagement Framework (2008) indicates that the information - sharing should be accurate, timely, relevant and within the community's realm of understanding. Wilcox (1999), gives a ladder of participation, where information is deemed top priority, showing the kind of partnership that can be developed between the schools and the communities.

TARSC (2006:27) adds that *a community that is well-informed about existing classroom activities stands a better chance of raising its voice, debating and demanding inclusion and participation because information is power.* Before the engagement process can begin, the teacher has to do what TARSC (2006:20) calls a 'transect walk'. This is a systematic walk across the community, allowing the teacher to see a range of features and possibilities, resources (human and material) and conditions in the community. This is achievable through interviewing, observing and discussing with the community members. This designed stakeholder mapping (TARSC 2006) is there to interface with the local environment, tapping into knowledge, skills and resources in the community available to the teacher (Manitoba Community Engagement Framework, 2008).

The stakeholder mapping allows for the development of a logical and productive engagement framework between the teacher and the community members. Community members often have an idea of what happens in the schools and the classroom. They chat with their children at different informal platforms, through national education information systems and other unorthodox surveillance systems. This is an indication of their interest in curriculum implementation, despite their limitations on technical teaching strategies (Swift-Morgan, 2006:358). Members in their communities can provide answers to contemporary educational problems in the classrooms (CAG Consultants, 2009). The teachers should find it easy to open up to and welcome community members to participate. They should value the contributions of different community members in curriculum implementation.

In trying to narrow the gap between the communities and the teachers in curriculum implementation, The Manitoba Community Engagement Framework (2008), has viewed a number of avenues. They include but are not limited to the following, namely: stakeholder meetings; assigning special tasks to community members or groups; seminars or workshops with community members; creating advisory committees and/or taskforces; strategic alliances or formal agreements; and informal discussions.

Gorinski and Fraser (2006) said that the teacher-community engagement practices listed below are worth employing. These include providing a schedule of all classroom activities and programmes, syllabuses, time tables, sports diaries, and many more. to the communities; teachers thinking about communities when planning these classroom activities; incorporating communities in the planning and management of classroom activities, and also accepting and listening to community voices whenever and wherever possible; and teachers can advocate for a curriculum that reflects the culture, interest, experiences and concerns of the communities.

Gboku and Lekoko (2007), suggest two important features of community engagement which include incorporating community members' ideas in the planning process and acting together. According to Gorinski and Fraser (2006), this will make both the teachers and the communities accountable. This therefore discloses or emphases the need for the two parties (school and community) to always work together as parties as partners in education delivery at local level.

While it is impossible to work with everyone in the community when implementing the curriculum, there are ways of continuously keeping community members alert about what is going on in the classroom. Provision of feedback on the impact of their contrition on the learning of children and the needed resources is necessary. To keep communities informed about curriculum implementation issues, TARSC (2006), advocate for teacher-communities meetings and announcements, especially during communal gatherings, the teacher's research trip to have an awareness of whom to involve, what to include in the curriculum plan and when to consult communities. By means of this stakeholder analysis, assessment, roles and influences, the teacher can put some aspects of education into the hands of communities thus opening up opportunities for meaningful learning to the learners (Barnhardt, 2006).

In conclusion, the literature review looked at localization as freedom for schools or local education authorities to adapt the curriculum to local conditions, and relating the content of the curriculum and the processes of teaching and learning to the local environment. This flexibility in adapting the program of education for students to local conditions has been observed to be a direct response to traditional curriculum design. The literature has indicated that this idea of relevance is critical to the understanding of localization and the policy planners who have been active promoters.

Many studies have acknowledged that in giving schools additional autonomy and subsequent responsibility that localization demands, and increasing, or strengthening, the link between local communities and school curricula, a prediction can be made and that higher chances are that schooling outcomes would be reasonably improved (Adeyemi and Adeyinka, 2002).

2.8 Theoretical framework

2.8.1: Learning as a connection theory (Lotz- Sistika, 2008).

This study applied the theory known as *Learning as a Connection* by (Lotz- Sistika, 2008). The researcher preferred this theory because according to Lotz- Sistika, (ibid), learning as a connection involves processes where learners make connections between what is being said and what is meaningful to them; it expresses the relationship between meaning making, context and concept. The theory gives attention to how socio-cultural discourses of educational quality lead to improved learner achievement in relation to and in combination with efficiency discourses. The hypothesis recognizes that culturally located concepts and experiences can assist with enabling learners to 'come to know' more complex concepts presented in abstract languages because they are more familiar to the learner.

2.8.2: Learning as a connection theory for improving education quality through localised curriculum

In Zambia, like in other developing countries, education systems are still suffering from colonial 'hangovers' such as structured and outdated syllabi and forms of pedagogy offered in foreign

languages, or content that is decontextualized and disembodied from local history, experience, culture and aspiration. This alienation of education has been due to the views of educational quality that circulate in education, and how these are translated into teaching and teacher education practice. In an extensive literature review on educational quality, undertaken through an international research elsewhere, Barrett et. al. (2006) identified two prominent conceptions of quality in education systems around the world. The two conceptions of educational quality identified in this extensive review include the following: (a) an efficiency and mastery discourse of educational quality. Such type of educational quality sought out mastery, efficiency and learner achievement and performance against set standards and expectations as its measure of quality (Reddy, 2006) and (b) an inclusivity and participatory discourse of educational quality that sought out inclusion in the education system as its measure of quality (Van Staden, 2006).

However, *learning as a connection* is a discourse of quality that emphasises 'socio-cultural' processes of meaning making that occur at the interface between context and concept. Of interest, in the analyses of quality and its implications for teaching and teacher education is an observation that the first discourse of educational quality was brought in to African education by colonial educational discourses that follow 'mastery of the subject' strategies for pedagogy and teaching. Today this discourse is also valued by those with economic interests in education, as it is seen to be 'efficient' to master the most important content of education as quickly as possible.

Further analysis of the second conception of quality, the one focussing on inclusion, shows that it has roots in democracy and human rights movements and associated institutions tasked with ensuring greater equity of access and participation in society, such as global development organisations (Unterhalter, 2007). Again the root of this quality discourse was not found in an African society, but rather in global influences on the local. However, research so far (lotz-Sisitka, 2008), has found early signs that giving attention to the third discourse on educational quality (i.e. socio-cultural discourses) further deepens notions of inclusivity, or inclusivity concepts of quality. This entails to be inclusive of culture, issues of local context and practices that have meaning in local societies such as environment and sustainability practices, health education practices, life skills and citizenship practices. This is the third discourse now called

'Learning as Connection' (lotz-Sisitka, 2008), to express the relationship between meaning making, context and concept.

During the researcher's interaction with both the school and the wider community, the researcher observed that weak connections and social relations existed between the two sections. There was little consensus and agreement between them on how teachers and community members could work together in curriculum implementation. Because of this weak link, schools have failed to effectively tap and mobilise the human resources in the community to the advantage of local curriculum implementation.

The researcher also observed that the schools were not stand-alone institutions. They had strong relationships with the communities around them from whom they could derive great benefits. The literature also supports this observation. Smith (2000), argued that schools and their classrooms become more effective centres of learning when parents and local communities are closely and actively involved. The schools seem to have found it difficult to fit the communities into their teaching and learning programmes. Hence, the motivation to use *learning as a connection* upon realising how the schools have remained isolated from the community's human and material resources that could edify and energise classroom practice, resulting in promoting and strengthening the link between the school and the community in the implementation of localised curriculum.

2.9 Conceptual framework
Miles and Huberman (1994), defined conceptual framework as a visual or written product, one that explains, either graphically or in a narrative form, the main factors, concepts, ideas, issues, assumptions, variables, and a presumed relationship among them, through which a particular research would be understood. In other words, it is the researchers own position on the problem that explains how the study will flow from the beginning up to its conclusion.

The illustration of the conceptual framework below explains how the research unfolded. The diagram illustrates the implementation of an effective localized curriculum through strategic involvement of relevant stakeholders who in this case happens to be community members, school administrators, teachers and pupils. When the stakeholders are carefully and actively

engaged in implementing the localized curriculum, there would be an all-round development of a child because everybody had something to offer towards the education of the learners.

In this study the community members have a capacity to offer a variety of skills such as carpentry, bricklaying to mention a few once they come on board. The school administrators would be at a point of identifying different people with various skills from the members of the community such as inviting parents and other local representatives with skills to the school to give presentations and demonstrations on relevant topics. The head teachers are able to organize meetings for teachers where concerns regarding school and community engagement receives a thorough discussion such as methods to promote co-operation among stakeholders.

The teachers may use their skills in teaching methodology which is needed to enhance the teaching of their pupils. They can also improve local methods of molding bricks and building, fishing, growing food to mention but a few once parents are involved. This is because localization of the curriculum provides an opportunity for children to be more aware of what exists in their environment and to improve upon the skills existing in their community.

Finally, pupils would contribute to the local curriculum in their areas of interest according to their needs and that of their community. Learners can contribute by producing teaching and learning aids using locally based materials. Then the school-community relationships may be enhanced as everyone is engaged in the development of an all-round child as illustrated in the following page.

Figure 2.1: Conceptual Framework

<div align="center">CONCEPTUAL   FRAMEWORK</div>
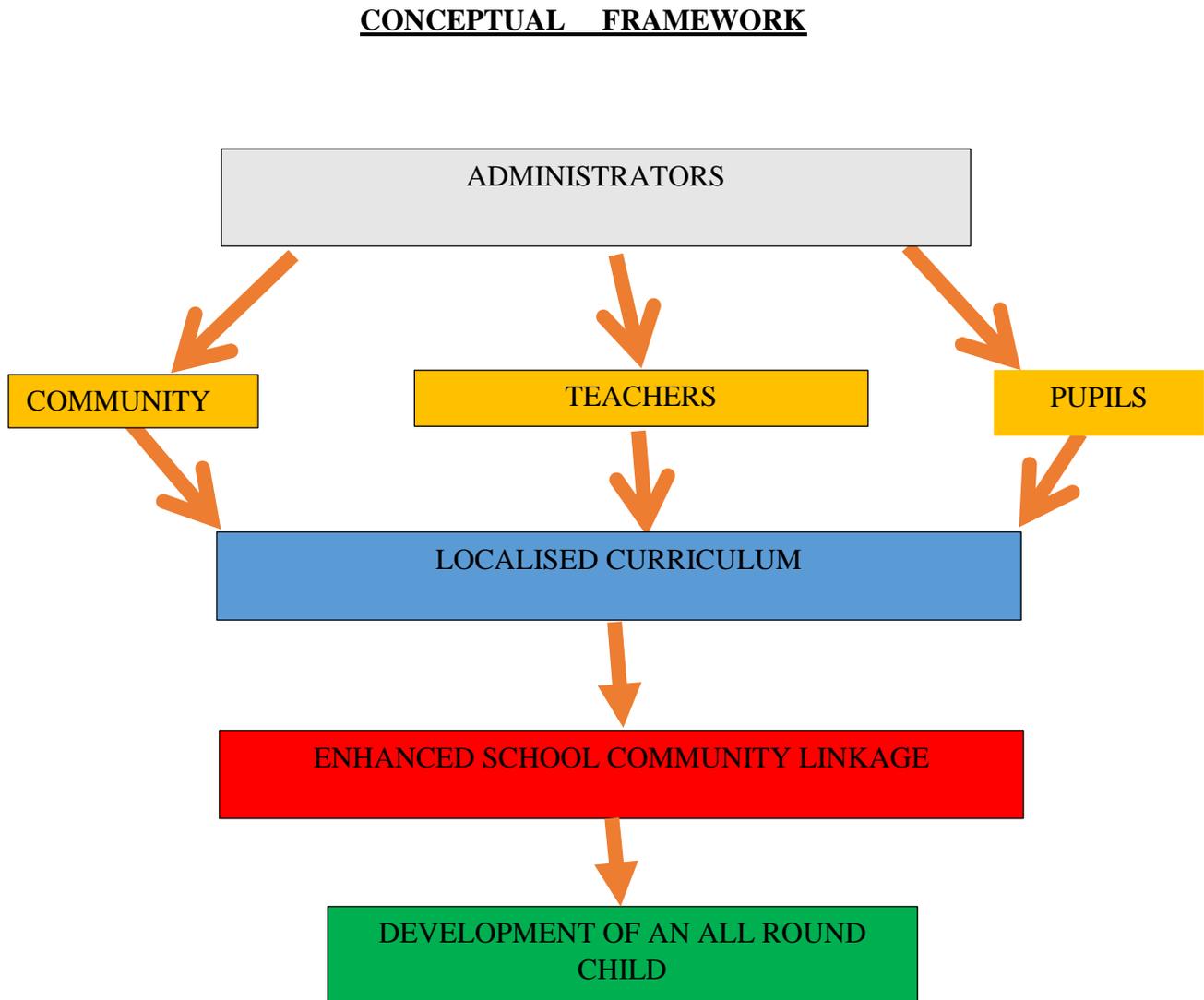
CHAPER THREE

METHODOLOGY

3.0 Introduction

The previous chapter covered the literature reviewed to guide the study. This chapter describes how the research was conducted. It began with research design, which embraced study site, target population, sample size population, sampling procedure, research instruments, validation of the instruments and data – collection procedure, data analysis and ethical considerations.

3.1 Research Design

Tromp and Kombo, (2014) describe research design as the structure of the research project which is meant to work together so as to address the problem. The study was both qualitative and quantitative in nature (mixed method). The data collection instruments employed were, questionnaires and focus group discussions. During FGD, the researcher used a tape record to record some discussions. To remain focused, an interview guide guided the discussion.

3.2 Study Site

Nakonde District, which is one of the six districts in Muchinga Province in the Republic of Zambia, was a target area for the study. It is a rural district where trading and agriculture are predominant and is located along the Great North Road and borders with Tunduma in Tanzania. The local language spoken is Namwanga. The six schools sampled are within the district.

3.3 Study Target Population

Target population refers to a complete set of individuals, cases or objects with common observable characteristics (Mugenda and Mugenda, 2003). The target population for this study comprised of six (6) head teachers that included one heard teacher from each selected secondary and primary school. Additionally, four (4) PTA executive members from each selected primary school and four (4) board members from each secondary school under study, six (6) pupils

comprising of three boys and three girls from target schools and 44 teachers from the identified six schools drawn from Nakonde District of Muchinga province.

3.4 Sample size and sample distribution

In research, sample has been defined by Tromp and Kombo, (2014) as a smaller group or sub-group obtained from the accessible population. In other words, it is an element of a population. However, this small group must be carefully and meaningfully selected in order to be representative of the whole population with some commonality characteristic (McMillan and Schumacher, 2006). Researchers normally refer to members of the sample as subjects, respondents or interviewees. The sample size was drawn from six schools and comprised 110 respondents, these included head teachers, teachers, pupils, PTA members from three primary schools and board members from three secondary schools assisted in arriving at variable. The table below shows the sample distribution;

Table 3.1: Sample size distribution

Participants	Male	Female	Totals
Head teachers	5	1	6
Teachers	22	22	44
Grade 7 pupils	12	6	18
Grades 12 pupils	7	11	18
PTA Executives	6	6	12
School board members	6	6	12
Total sample size			110

To arrive at the sample size presented above, the researcher made an analysis of the population to have the needed data considering the nature of the study at hand and also the accessibility of the target population. The researcher perceived that Head teachers or deputy head teachers, teachers, pupils, PTA executive and school boards members form part of the target population as these were considered to be key players in this study.

3.5 Sampling Techniques/design

In order to select respondents, the study used *purposive sampling* on head teachers, PTA executives and school board members as explained in 3.5.1. Further, the study also employed *systematic random sampling* on pupils to arrive at the actual required number as explained in 3.5.2. while *simple random sampling* was used on teachers from the selected schools as explained in 3.5.3.

3.5.1 Purposive sampling

The researcher chose particular participants from the sampled six schools. These were 6 head teachers, 12 PTA executives and 12 school board members. These were believed to be reliable and having similar characteristics needed for the study (Tromp and Kombo, 2014).

3.5.2 Systematic random sampling

Under this design, pupils were selected using systematic random sampling so as to minimize biasness and giving equal chances of inclusion to every member. Pupils were arranged alphabetically to which 36 pupils from each grade (7 and 12) were picked. Then, the counting process for the 36 followed resulting to picking 18 respondents from each grade.

3.5.3 Simple random sampling

Teachers were selected using raffle method to minimize biasness and to ensure that each teacher had a chance to be selected. At each sampled school, the raffle exercise was conducted. Small pieces of paper were cut where *YES* and *NO* were written, folded and put in a box. Every teacher who picked a *YES* became a respondent and at the end of the raffle exercise 44 respondents were picked (7 teachers from each of the 4 smaller schools and 8 from the 2 biggest schools) respectively.

3.6 Data collection instruments

In an effort to systematically collect data from respondents, the researcher used questionnaires and focus group discussions. The researcher used questionnaires on head teachers and teachers since they were literate and answered questions with less difficulty. Focus group discussions applied to PTA, School Board members and pupils. An interview guide was used to guide the

discussion in order to help the flow of ideas and remain focused. A tape recorder was also used to record the interview. This helped in recording or capturing responses from respondents as it was not easy or possible for the researcher to write down proceedings of the discussion. The researcher transcribed the data from interviews with PTA executive, board members and pupils before arriving at analysis stage.

3.7 Rationale for the data collection instruments

3.7.1. Questionnaire

Tromp and Kombo, (2014) describe questionnaires as research instruments that gather data over a large sample. In this study, questionnaires were administered to head teachers and teachers. Questionnaires included closed and open ended questions. The respondents answered at their convenience and freely expressed themselves through writing and gave their views without any effect on relationships. The use of questionnaires made the collection of data easier from head teachers and teachers on exploring school- community linkages in the implementation of the localized curriculum. The questionnaires are shown in Appendix A and Appendix B.

3.7.2. Focus group discussion

A variation of the typical interview is the focus group interview, which is used to obtain a better understanding of a problem or an assessment of a problem, concern, new product, program, or idea. One of the main advantages of this technique is that participant interaction helps weed out false or extreme views, thus providing a quality control mechanism. Kothari (2011) explains that the method provides for the possibility to pursue issues that come up in individual interviews. Focus group discussions enable learning about different perspectives on issues. This instrument was used because it produces a lot of information quickly and is good for identifying and exploring beliefs, ideas or opinions in a community (Kombo and Tromp, 2014). The approach elicited depth, detailed, vivid, nuance, and rich information from teachers and pupils by stimulating each other with their own perceptions and ideas. The instruments were administered to PTA executive members and school board members (Appendix D). The other participants who were subjected to this type of instrument were pupils (Appendix C) these were administered to the two groups separately as each group had its own similar characteristics. In this case the

interview guide was even interpreted into their own local language (Namwanga) for easier clarification and understanding. This enhanced the active participation.

3.8 Validity of instruments

Tromp and Kombo, (2014) define validity as the accuracy and meaningfulness of inference which are based on research results. It is the degree to which results obtained from one analysis of data actually represent the phenomena under study. This entails the degree to which results gotten from analysis represent the truth, credibility and the right phenomena. This study ensured that the instruments used (interview guide and questionnaire) were in line with the stated objectives investigated in the study. A pilot test was conducted at Ikawa Primary and Secondary Schools to test the data collection tools for clarity before the actual study was conducted. Appropriate changes were made to ensure clarity, concise and consistence of the study instruments.

3.9 Ethical Considerations

Ethical issues in the field of research are critical for they carry out the notion of professionalism. The need to respect the participants' rights cannot be overemphasized (O'Leary, 2010). During the process of the study, the researcher valued informed consent based on mutual trust, acceptance, cooperation and respect in order to avert any adverse effects on the participants involved (De Vos et al, 2012). The researcher also respected institutional approval, the right to anonymity and confidentiality as well as the right to privacy. The researcher advised respondents not to use their names in presentations, descriptions and interpretations of data for the purpose of protecting their identity. The rights of the respondents were well respected by the researcher so as to avoid getting into personal and unrelated issues. Therefore, only data related to study objectives of the research were collected and considered.

3.10 Data collection Procedures

The process of obtaining data from the schools and participants for research involved five stages. The first stage involved obtaining a letter of permission from the University of Zambia to the District Education Board Secretary's Office to seek permission to do research in the district. In the second stage, the researcher visited selected schools and presented a letter from the District

Education Board Secretary's Office to the school administration together with the schedule of activities. Thereafter, the researcher administered questionnaires to selected head teachers and teachers. The third stage, three schools were visited and focus group discussions were conducted to pupils first in a separate room later parents were met and discussions were conducted using interview guides which were prior prepared as reflected in appendix C and D. Then, some discussions were recorded using a tape recorder which were later transcribed and used during the analysis. The fourth stage, three remaining schools were visited and focus group discussions were conducted with selected participants. In the fifth and final stage, questionnaires were collected from respondents.

3.11 Data Analysis
Data analysis is the computation of certain, measures along with searching for patterns of relationships that exists among data groups (Kothari, 2011). Additionally, data analysis is said to be a systematic process of shifting and arranging all information obtained from respondents to increase understanding of the data and enable the presentation of what has been discovered (Tromp and Kombo, 2014). In other words, it is making sense out of the collected data. This was done according to groups of respondent involved. Quantitative data with 'yes' or 'no' responses was counted and percentages were calculated using total number of respondents and shown using pie charts and graphs as shown in the next chapter. Qualitative responses were analyzed thematically basing on purpose of the study using common patterns of responses and then figures were shown and explained for descriptions and explanation of patterns.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.0 Introduction

This study sought to explore school community linkages in the implementation of a localised curriculum in six selected schools in Nakonde District of Muchinga Province. The findings were presented as obtained from questionnaires and focus group discussion. The following were research questions that the study sought to answer:

1. What is the role of the community in the implementation of a localised curriculum?

2. What barriers are encountered in the implementation of the localized curriculum by the school and the community.

3. What are the ways of enhancing school - community collaboration in the implementation of a localized curriculum?

The responses to the above questions were given by all respondents who participated in the study who included head teachers, teachers, PTA executives, school board members and pupils (figure 4.1). Each of the six school heads and teachers responded to a questionnaire. The researcher carried out focus group discussions with pupils and parents at each school. After data was collected from the respondents, the researcher transcribed, analysed and summarized recordings from the tape recorder and notes written during the discussions. These were then grouped according to similarities on the findings to which three broad themes and sub-themes emerged. Table 4.1 shows the themes and sub-themes emanating from the data collected from the respondents of selected schools.

4.1 The Demographic Population Sample

The demographic information of sample population was one hundred and ten (110). This comprised of fifty teachers (3 secondary school head teachers, 3 primary school head teachers,

22 primary school teachers and 22 secondary school teachers), twenty-four parents (12 PTA executives' members, 12 school board members) and thirty-six pupils (18 grade seven primary school pupils and 18 grade twelve secondary school pupils)

Figure 4.1: Demographic Population Sample
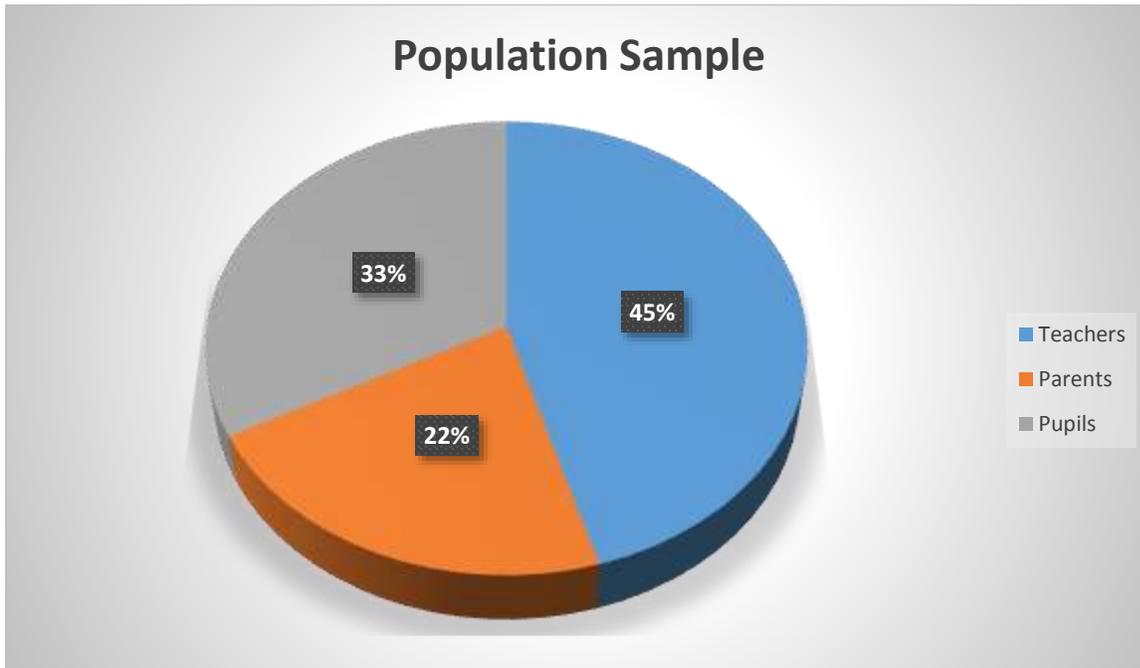
The selection of the participants was regardless of gender and what was important was not who provides information but how that data contributed to the understanding of school-community linkage in the implementation of the localised curriculum.

Table 4.1   Emerging themes and sub-themes.

THEMES	SUB THEMES
Theme 1. Community engagement	• Co ordination • Commitment • Consolidation • Sensitization
Theme 2. Barriers to effective community engagement	• Community perception • Pupils perception • School timetable • Funding • Consultation
Theme 3. Ways of enhancing school community collaboration.	• School time table • Sensitization • Life skills examination • participation • Consultation • Coordination

With respect to the first specific objective and the first research question, the table below was aimed at finding out the role of the community and teachers in the implementation of localised curriculum.

4.2 The role of teachers and the community in localised curriculum implementation

To the question 'Have you ever participated in the implementation of the localised curriculum of your school? (Appendix A, question 4).

Table 4.2: Participation of teachers

Responses	Respondents	
Yes	32	64%
No	18	36%
Total	50	100%

The teacher responses revealed that, 32(64%) of the teachers were participating while 18 (36%) were not participating. The general observations were that most teachers were participating even though there was no proper coordination in the implementation of the localised curriculum.

The next question was, 'Do the PTA or school board members participate in the implementation of the localised curriculum of the school?' (Appendix A, question 5).

Table 4.3 Participation of Parents

Responses	Respondents	
Yes	31	62%
No	19	38%
Total	50	100%

The findings showed that 31 (62%) of the parents were participating while 19 (38%) were not participating. Teachers were generally of the opinion that parents participated because they provided resources such as relish for cookery in home economics.

The next question targeted to teachers' respondents was, 'Are pupils willing to participate in the implementation of the local curriculum of the school?' (Appendix A, Question 6). This question was asked because pupils were important stakeholders in the localisation of the curriculum. Table 4.4 shows the responses from the respondents.

Table 4.4: Participation of pupils

Responses	Respondents	
Yes	20	40%
No	30	60%
Total	50	100%

The responses revealed that 30 (60%) of the pupils were not participating while 20 (40%) were participating according to teacher respondents. However, there was a contrast from the teachers' responses in relation to parents and pupils when interviewed separately.

4.2.1. Parents

During parents' (PTA and school board members) focus group discussions which was meant to find out if they were participating in the implementation of local curriculum (Appendix D, question 1), the following picture based on frequencies emerged, 12 (50%) parents indicated that they were not involved. 1 (4%) PTA member pointed out that there was no consultation when it comes to issues pertaining to teaching and learning. Therefore, they were not involved. Another (4%) parent from another school said that he was not even aware they could contribute to the learning of their children but indicated that they only report for meetings to discuss financial issues and projects. However, 10 (42%) others reported that they attended *Family PACS* which were organized by teachers in their classes for the purpose of exposing them to the work given by teachers to their children. These were supported by the following views,

> *There are no negotiations with teachers*
> *We wait to receive requests because we are not aware that there is such a thing*
> *We are not allowed and besides there is no guidance.*

However, some PTA chairpersons disclosed that when parents where invited for some lesson demonstration they shunned the responsibility.

Figure 3. Parent level of participation
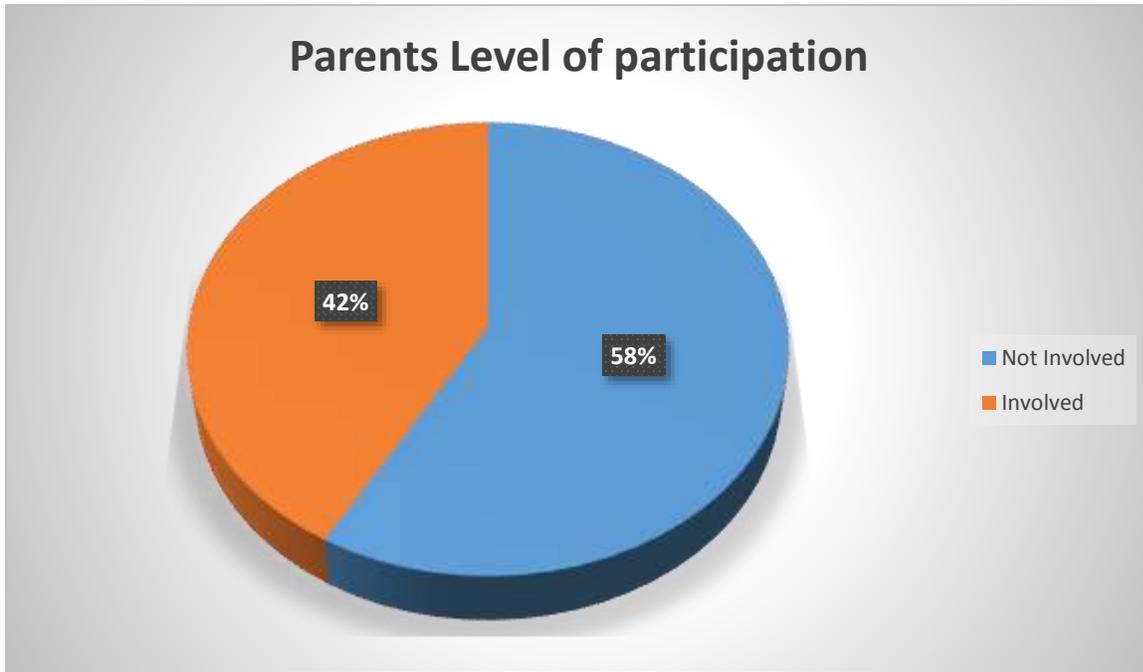
In addition to not being involved, parents identify some gaps regarding the curriculum content being offered as evidenced in the following observations,

children are supposed to learn values that include respect, good character and behavior such as kneeling down (ukufukama) when talking to adults. Pupils should not paint nails.

We do not contribute but what must be included must be an emphasis in gardening, cookery such as ifisashi and learning to cook chikanda (traditional meals)

We need to take pupils to welders, carpenters and they need to know ukubasa imipini (making handles for hoes and axes) for practical teaching.

One parent was quick to point out that,

When I spoke about the dress code (painting of nails, hair styles, short and tight skates) some teachers rose against me inclusive of the head teacher who was not supportive.

However, some parents claimed that contributing to the local curriculum was a new idea while others indicated that they were not specialized and had fear of the teachers.

4.2.2. Pupils

Pupils disclosed that their being left out from participating was related to them being considered to be immature. Some pupils on the other hand pointed out that the suggestions they made concerning pupils' participation during their school council's meetings were not considered even if they presented them to school management. The following views supported such observations;

May be we are not of age because we suggest things at school council meetings but our teachers do not implement them.

However, learners were only involved in compulsory activities that prepared them for competitions like cultural dances, artistic activities to mention a few that needed participation in inter zones, inter districts and finally provincial.

The second specific objective and the second research question aimed at identifying barriers encountered to effective school-community engagement in implementing a localised curriculum.

4.3 Barriers to effective school community engagement in implementing a localised curriculum.

The following thematic areas were brought out; community perception, teachers perception, school time table, funding and consultation. These were identified to be the ones answering the research question. Some negative perceptions were expressed by some respondents as reported in the following sections.

4.3.1: Community perception of involvement

Responses from parents were that they could not easily interact with teachers because of their educational levels. They further indicated that teachers did not consider them as part of the education system. One parent had this to say,

> '*we have no skills regarding methodology so we do not know how to handle pupils because we are not professionals in that field*'.

It was observed that the system consider parents as illiterate and not capable of contributing to issues of academics. Some parents demanded a pay after offering their services as evidenced by the PTA chairperson who pointed out that,

> *Community members when consulted to offer a service at school such as teaching how to play traditional drums to pupils totally refused wanting a pay for their time in school.*

This indicated apathy on the part of community members to localize the curriculum. Some community members found it difficult to go into the school premises because of poor relationships with teachers which already existed since they were coming from the same communities.

4.3.2: Pupils perception towards parents' contributions in school

Some pupils for instance indicated that they were not ready to learn from parents who never went to college. They indicated that they needed modern technology and not traditional skills from uneducated local people. In addition, one of the learners from a grade 12 class said that,

> *local curriculum is not examinable. Why should we learn what will not be examined?*

This implies that the academic aspect of the curriculum receives more respect from pupils rather than the moral aspect dealing with traditions of the local people. However, there were still a few pupils who wanted the localized curriculum to receive meaningful implementation in school. They disclosed that,

> *We want to know how to cook traditional foods such as ukusashila, making reed mats and learn some traditional dances.*

This indicates that local curriculum was accepted by some pupils.

4.3.3: Teachers perception towards localised curriculum implementation

The views of 18 respondents (teachers) that did not participate in local curriculum indicated the following picture based on frequencies (appendix A, question 4 b). 14% of them stated that the localised curriculum was not competitive enough to match with the competitive global demand. Others (30%) indicated that it was difficult to implement localised curriculum because they had no skills. On the other hand, some (16%) pointed out that as a country they had not yet reached the level where they could localize their curriculum. Hence, it was not time tabled. Most of them (40%) indicated that issues to do with curriculum are dealt with by CDC at national level and not at school level. According to teachers, such localised curriculum never existed at their school.

Teachers perceptions towards localised curriculum implementation are as shown in figure 4.3.

Figure 4.3 : Teachers perceptions towards implementation of localized curriculum.

Teachers perceptions towards implementation of localised curriculum

- Not Competitive
- Difficult to implement
- Not attained the level
- Curriculum is for CDC

14%
30%
16%
40%
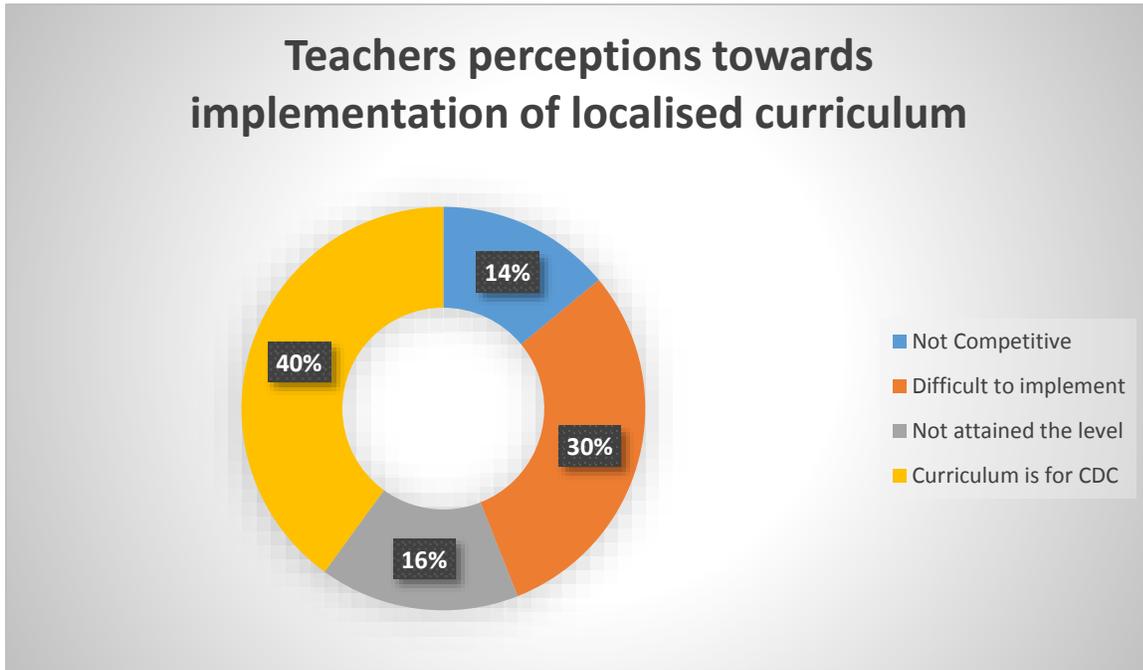
4.3.4 School time table

The issue of school time table came out as one of the barriers to effective school community engagement in the implementation of the localised curriculum. Some parents lamented that schools do not have time tables where parents can go and teach. Others pointed out that the school time tables in schools only offer English, mathematics and science and have no provision for skills from the community. Teachers argued that school time tables are not flexible and only have room for subjects in the syllabus plan. On the other hand, one teacher pointed out that,

> *Why should parents receive room to do their presentations in school for something where our pupils do not undergo examination. It is a share waste of pupils learning time.*

Pupils on the other hand mentioned that,

> *even if their parents were to be involved, the starting point would be difficult for them. Because the subjects learnt where all time tabled and time allocated to each subject and period.*

4.3.5 Funding

On the aspect of funding, teachers claimed that lack of funding was a barrier to the implementation of localised curriculum. In their own words one of the teachers said that,

> *Parents want a pay from the school if they were engaged to offer their skills to the learners, for instance we asked some of them to teach the pupils how to play drums for traditional songs but they refused.*

Teachers further added that community members did not wish to participate for free due to harsh economic conditions experienced in the country. On the same issue of funding, one parent further added that,

> *There is so much skilled labor in the community but they would rather use their services where they expect a pay.*

One PTA executive member remarked that,

> *The aspect of funding is critical in the primary sector where education is free and we do not receive grants from the government.*

4.3.6 Consultation

The school rarely consulted parents on the implementation of the localised curriculum and this created a feeling of inadequacy on the part of the parents. Some parents commented that they had nothing to offer and considered to be nonentities, hence not consulted at any level. One of the pupils added that they do not inform their parents when the school calls them to attend school consultative meetings citing that,

> *Each time I tell my father about school meetings he says that I cannot come to your school which only ask about money without telling me the agenda of the meeting.*

The third research objectives and question required respondents to give or suggest ways that could help enhance link between the school and the community.

4.4: Ways of enhancing the link between the school and community

Outcomes from focus group discussion suggested ways of enhancing the link between the school and the community. Basing on the responses from respondents, the following sub themes emerged for enhancing the link between the school and the community; school time table, sensitization, life skill examination, participation, consultation and coordination.

4.4.1: School time table

With regard to the school time table, all parents said that there was need to adjust the time table so that there can be a provision to accommodate them for some lesson demonstrations. Pupils suggested that there was need for the school to include a slot for localised curriculum.

4.4.2: Sensitization

The general response from parents and teachers on sensitization indicated that in order for the implementation of the localized curriculum to be effective and be able to enhance school - community linkage, there was need to conduct sensitization to both the community and school staff so that the two parties would see each other as partners in education provision to the pupils who were said to belong to the two environments which are home and school. The parents said that,

> *Sensitization will help us know how to operate as PTA in the school apart from concentrating on improving infrastructures*
> *Meetings with school teachers can help us how to identify skills among fellow parents. One parent added that frequent meetings of latest updates about education can help me to contribute effectively on the importance of the local curriculum*

Most PTA executive members in primary schools indicated that they were not even aware of the roles they had to play in contributing to the local school.

4.4.3: Funding

Both respondents (head teachers and parents) strongly indicated that the initiative of localizing the curriculum was good but could work out effectively if government could be allocating funds specifically for the implementation of the localised curriculum in schools. They further added

that such funding should be closely monitored, controlled and evaluated to avoid misappropriation.

4.4.4: Community consultation and participation

Most parents and some teachers indicated that there was need for school administration in consultation with the PTA and board members to identify areas which could be included in the localised curriculum for the benefit of the learner and the community as a whole. one parent stated that,

> *Parental consultation boosts our desire to participate in such programs because through such movements we realize consideration as partners and we feel owning the school.*

There are certain elements identified by parents which the felt should be included in teaching as evidenced by comments such as,

> *Teachers should inspect finger nails, hair if combed and teeth like our old schools did!*

Parents further indicated that consulting and involving local authorities such as counselors and village headmen is helpful tool.

4.4.5. Life skill examination

Teachers and pupils suggested the need to have examinations on life skills just like academic subjects. They said this would force them to comply and be able to implement the localised curriculum effectively. Pupils pointed out that they could only be attentive when they were aware that an examination for certification would be in effect.

There was therefore need for MOGE to see to it that school time tables have the provision of life skills and examination be set for them.

4.4.6. Coordination

Coordination was another sub theme that emerged. One teacher pointed out that,

> *School administrators had contributed to existing gaps in the implementation of the localised curriculum due to their inability to effectively plan and coordinate the program.*

Another teacher said that,

> *Without coordination we can end up doing the same things instead of developing from each other's ideas.*

From the respondents voices the researcher noted that administrators underutilized the managerial skills with respect to coordination and planning.

In summary, the researcher noted that most of the respondents were of the view of having the localised curriculum implemented in their schools with the community being actively involved. They strongly registered the relevance of the localised curriculum in equipping pupils with relevant skills, knowledge and values for their future adult life and sustainability as well as community contribution. Localised curriculum can stimulate harmony between school and community because it is able to meet and promote the needs and interest of the community, thereby, fostering communities' desire to be active partners in the education of their children.

CHAPTER 5

DISCUSSION OF THE FINDINGS

5.0 Introduction

The previous chapter focused on the presentation of findings on exploring school-community linkages in the implementation of localised curriculum in six selected schools in Nakonde District of Muchinga Province. This chapter is a discussion of findings. The discussion of findings is in relation to literature which the study reviewed in chapter two (2) and the theoretical framework. Added to the above, the research objectives provide a guide to the discussion of findings. By way of reminder, the research objectives were to:

- Find out the role of the community in the implementation of localised curriculum
- identify barriers to effective school community engagement in implementing localised curriculum
- Find ways of enhancing the school community collaboration in the implementation of localized curriculum.

Data were collected using questionnaires and focus group discussions. From the study, the main findings were that school and community members have not meaningfully engaged each other in implementing the localised curriculum at school level. It also reviewed that there was minimal participation from the community in the implementation of the localised curriculum which was partly attributed to ineffective coordination by school management, and the community's feeling of inadequacy with issues to do with education. Furthermore, other contributing factors that hindered this valuable partnership were identified as pointed out earlier.

5.1 Discussion

5.1.1 The role of the community in the implementation of localised curriculum.

The engagement and active participation of the local community in the implementation of the localized curriculum is critical. Some of the ways through which local community could be actively involved were; educating both teachers and pupils on the meaning of some traditional dances exhibited on some occasions such as Nsimba traditional dance which is performed when

for instance a girl becomes of age and Amangwangwa traditional dance which is usually performed by community members when they come together to celebrate the end of the year or beginning of the year.

Explaining how they (namwanga's) found themselves in nakonde district, sensitise the school on how namwanga marriages are organized and celebrated and also explaining the history behind the namwanga traditional ceremony called Mutomolo which is an annual event. This involvement and participation is supported by taylor and mulhall (1997) who contended that actualization of teaching can strengthen the links between learning environment of schools, home and community. They further added this process is enhanced with metaphors and analogues, which allow children integrate their own learning experiences. Therefore, for this to be actualized, the need for local community active engagement and participation cannot be over emphasized.

The findings indicated that coordination was an important factor in engaging school and community members in the implementation of a localised curriculum. The researcher noted that administrators underutilized the managerial skills with respect to coordination and planning. This factor to some extent hindered the effective implementation of a localised curriculum as a link between the school and the community. However, this is not in line with the Ministry of Education policy of decentralization which emphasizes the need for coordination within a school in the development of a localized component which is supposed to be designed by the school head and teaching staff, in consultation with the local educational authority such as the education board and DEBS office (GRZ, 2000). This entails that one's involvement in localised curriculum depended on the way the administrators coordinated the implementation of the reform. In this case, the school head teacher and members of the teaching staff need to prioritize as a team what action to take regarding implementation of the localised curriculum.

Lack of sensitisation was another critical issue that came out from the study. The researcher noted with concern that lack of sensitisation hindered the effective school community engagement in the implementation of localised curriculum. Knowledge is power and the acquisition of this knowledge occurs when someone experiences exposure to the sensitization on the issue at hand. The Christian circle supports this where the bible scriptures state that *my people perish for lack of knowledge*. Nevertheless, the ministry of education as a way of

encouraging sensitisation expects schools to organize meetings for PTA or Education Board to discuss what should be included in the local curriculum and creating an atmosphere where parents are not afraid of speaking up so that the school context collect and elaborate such ideas (GRZ, 2001). Barnhardt, (2006) also supports this notion by contending that the success of any meaningful partnership between the teachers and the communities in curriculum implementation depends on the kind of orientation given to the persons involved. Sensitization therefore is regarded as a catalyst in meaningful engagement between the school and the community in the local curriculum implementation.

The research also revealed that most community members expressed willingness and commitment to be partners in the implementation of localised curriculum. However, parents avoided schools premises due to poor school community relationships that existed between teachers and them. Moreover, community members also viewed visiting schools uninvited as disturbing to the teaching staff. This is supported by MacLean (2003) who elaborated that teachers' beliefs about their profession involves guarding their territories for fear of being 'exposed' regarding their classroom experiences and their expectations about success and failure. Humphreys, (1993) adds that many teachers, however, feel threatened by the involvement of communities in educational matters and that they fear that engaging community members in local curriculum implementation results in loss of boundaries and influence with little distinction between themselves and the community members. The researcher discovered that commitment by both the school and community in the implementation of the localized curriculum can strengthen the links between the school, home and the community.

With regard to community participation, the researcher observed that there was minimal community participation in the implementation of the localised curriculum as a link between the school and community. The researcher attributed this to apathy on the part of skilled community members who wanted to be paid each time they rendered a service to the school. This contradicts governments plan or purpose in the introduction of the localized curriculum which indicated the need to use locally available resources (human and material) as a way of making education meaningful.

5.1.2 Barriers to school – community linkages in implementation of the localized curriculum.

The findings of the study disclosed that community members regarded the implementation of local curriculum as belonging to experts claiming that they had no skills regarding methodology. It was this feeling that drove these community members away from the classrooms, thus making the classrooms the private territory of the teachers. Swift-Morgan (2006) concurs with the finding when he adds that most often community members doubt their own expertise, competence and literacy. As such, regard the work in the classroom as the preserve of those who received training to do so. However, the MOGE counsels that even the illiterates can contribute to its implementation. For instance, when teaching a local language, one can make use of local expertise such as parents, grandparents for vocabulary and colloquial expressions (GRZ,2001). This implies that irrespective of educational background, parents have somethings to offer in the process of identifying and accomplishing the achievement of life skills in learners.

Further findings from the study were that some schools had not yet developed a localized curriculum in their schools with a view that it was work of CDC. However, this too is not in line with the ministry of education who stated that PTA for primary section and Education Boards for secondary section have to be very active such that schools allow their surrounding communities to contribute ideas and suggestions to the local curriculum, (GRZ,2001).

The research findings also pointed to problems related to school time tables. This was one of the aspects attributed to teachers and pupils' inclination to preparing for examinations at the end of each year. Besides, nothing that militated against such a mission mattered. Singh (2010) indicated that community participation in curriculum implementation is hindered by the teachers' desire for good results in examinations and the pressure to cover the syllabus on time. Preedy (1993), also confirmed the observation when he said that with pressure for time in a content-heavy curriculum, community engagement received a low priority. However, the researcher observed that although allocating time for slotting in community members had never been easy, it was upon each school to negotiate time on the already existing time table for local curricular implementation. This is premised on making teaching relevant and meaningful to the communities needs as elaborated by Lotz Sistika (2008), in his theory on *learning as a connection*.

The study also indicated that with regards to community participation, the school heads and the teachers were also obstacles to community participation in curriculum implementation. The teachers looked down upon the community members in terms of their meaningful contribution to the process of curriculum implementation. It appeared that the school heads and the teachers saw the community members as unprofessional and ignorant. The perception on their contribution was mostly to be irrelevant and restricted to anything outside the classroom. Hargreaves (1996) and Barnhardt (2006) attested to this attitude when they postulated that for teachers to engage the communities in productive educational experience and interaction, would be selling their profession to non-believers. Teachers would rather survive alone in the classroom wilderness. It is because of the attitude that the teachers remained skeptical and reluctant to engage the community members into their plan of teaching.

Teachers at the same time feared that including the community members in curriculum implementation would dilute their professional power and control over the process of curriculum implementation. However, there are numerous learning returns to be derived from engaging the communities in curriculum implementation (Howley and Maynard, 2003). Nevertheless, teachers need to realise that their success in combating their classroom problems, largely depends on capability to capitalise on their links with the community. Community members (parents) are said to be teachers in their own rights and are believed to be the first to come in contact with these children from their tender age before they start school. Thus, community engagement and participation in the implementation of the localised curriculum as a link between the school and the community cannot be over emphasized.

The other important finding from the study was that learners failed to see the value of knowledge coming from other sources other than their teachers. One possible explanation was that the teachers and the learners looked at the person's status in society and the historical background in order to take their information seriously. Generally, pupils especially those in grade 12 viewed community members to be conversant with mother tongue when making presentations diluting their education standards. The onus of their participation tended to lie with teachers who valued English as a medium of instruction than mother tongue. The pupils seemed to have guidance

from the assertion that the use of any other language which is not English creates instructional dead time where there is little or no learning taking place (Rose, 2003). It appeared the problem is on teachers' shoulders because the government has given instructions and guidelines on the importance of using mother tongue as a medium of instructions (GRZ, 2000,2001 and 2005). Therefore, schools are failing to reinforce the reforms with regard to mother tongue.

The findings also indicated that the issue of remuneration was another barrier to community participation in curriculum implementation. The members of the communities expected the schools to pay them if they were to offer their services during the teaching and learning process. However, schools found it difficult to pay for community services because existing policies, which guide the daily activities of schools in Zambia do not carter for such services. The researcher noted with concern that the desire by the community to receive remuneration and the school to have funding for the implementation of the curriculum is a misinterpretation of the whole concept because governments' vision was for the school and communities to effectively use locally available human and material resources. It is unfortunate that the reforms meant to empower learners and raise standard of living in their communities through localizing of the curriculum is demanding remuneration by communities who are the end beneficiaries of the same.

5.1.3 Ways of enhancing the link between the school and the community

The research results showed that the school heads, teachers and community members were quite forthcoming and prepared to overcome the barriers that had hindered community participation in localised curriculum implementation. Both parties (schools and communities) indicated the need to open up dialogue and to level the educational and political field as the viable way of overcoming the barriers. There was also emphasis on the need for communication between the schools and communities. It was also a way of making the community members aware of what will be taking place in schools, and discussing how the two parties can meaningfully work together in issues to do with curriculum implementation.

The study findings with regards to ways of enhancing the link between the school and the community were the importance of teachers and community to work together to identify

successful men and women from the community who should be able to encourage local skills which are incorporated in the localized curriculum. For example, In Israel, the Ministry of Education encouraged school autonomy, in order to improve the quality of education provided by the school. The basic assumption was that the school staff was capable of developing and formalizing an educational approach, and could then formulate a school-based curriculum by adapting teaching and learning methods to local conditions (UNESCO,2010).

From the study, the researcher discovered that there was need for a localized curriculum to have a slot on the timetable although the school time table was not flexible but rigid in nature (Zimmerman, 2006). However, teachers need help where understanding of the importance of community engagement for effective implementation of localised curriculum as part of teaching and learning is concerned. MOGE requires that schools offer meaningful education to communities instead of rushing to cover syllabus by following a rigid academic timetable. The achievement of this is through constant consultations amongst themselves as teachers and weekly review which may in turn arouse interest to appreciate and create time as observed in other schools (EENET, 2003).

However, the missing link was how these community members could participate by contributing significantly to decision-making in the classroom in order to achieve what Burkill and Eaton (2011), call 'unlocking the richness of community potential, expanding the pupils' horizon and using the best of both worlds'. Adams (2012:184) emphasises that, "participation is not just getting people to take part and voice their opinions, it is about taking those views forward to action".

From the research conducted, the researcher found out that the implementation of localised curriculum as a link between the school and community needed the strengthening of the PTA and Education Boards with regard to their roles and responsibilities which in the end would result in strengthening the weak link which was observed during the period of this research. The MOE has strongly recommended for meetings to be held between the school and PTA in order to update the parents with latest direction on policy regarding localization of the curriculum (GRZ (2001). This implies that the school administration should seize opportunities of sensitizing the community about the government's direction towards their participation in the localised curriculum.

The implementation of the localised curriculum as a link between the school and community had not yet received the attention it deserved. The researcher attributed this to localised curriculum being non-examinable. Singh, (2010) contended that community participation in localised curriculum implementation is hindered by the teachers' desire for good results in examinations and the pressure to cover the syllabus in time. Therefore, if localised curriculum has to receive acceptance by pupils, teachers and community members, it has to receive examination consideration for certification like other courses in the curriculum.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.0 Introduction

This chapter discusses the conclusion of the whole research study. The chapter also brings out a number of recommendations proposed and areas for future research that need further consideration.

6.1 Conclusion

The current study sought to explore school - community linkages in the implementation of a localised curriculum in six selected schools in Nakonde District of Muchinga Province. The researcher was prompted to conduct this study because there is little known knowledge about the role played by the community in the implementation of the localised curriculum in schools. The objectives of the study were to; find out the role of the community in the implementation of the localised curriculum, identify barriers to effective school - community engagement in implementing a local curriculum and explore ways that would enhance school - community collaboration in the implementation of a localised curriculum. The study employed qualitative research designs and some aspect of quantitative research design. The study used questionnaires to collect data from head teachers and teachers. Data from parents and pupils were collected using focus group discussions. The total sample was 110 comprising six (6) head teachers, forty-four (44) teachers, thirty-six (36) pupils, twenty-four (24) PTA executive members and school board members. Purposive sampling was used to select head teachers and parents while, systematic random sampling was used to select pupil respondents. Lastly simple random sampling was employed to select teacher respondents.

As indicated in the previous paragraph, the first objective was to find out the role of the community in the implementation of the localised curriculum. In order to achieve this objective, the study focused on the following themes; coordination, commitment, consolidation and

sensitization of stake holders. On coordination of stakeholders, respondents stated that they were not involved and that they were not members of the academic committee. Teachers were not receiving an opportunity to participate and it was difficult for participation if orientation or sensitization did not take place. Some teachers also expressed little knowledge on localization of the curriculum. On commitment, most of the parents' expressed willingness and commitment to be partners in the implementation of localised curriculum as they were interested in ensuring that skills were passed on to the future generations. On sensitization, parents disclosed that they were unable to participate in school programs because they were not aware that they were partners in the education delivery. They further pointed out that they were not sensitized.

The second objective was to identify barriers to effective school - community engagement in implementing a local curriculum. In order to achieve this objective, the study focused on the following themes; community perception, teachers' perception, pupils' perception, school timetable, funding and consultation of the stake holders. On community, teachers and learners' perceptions, respondents said that the country was not yet prepared for each school to formulate its own local curriculum even with the guidance due to examination oriented learning. The staff found it difficult to identify skilled manpower in their communities. Learners failed to see the value of knowledge coming from other sources than their teachers. One possible explanation was that the teachers and the learners looked at the person's status in society and the historical background in order to take their information seriously. On funding, some of the head teachers said it was difficult to implement without financial assistance from the state coffers because parents wanted to be remunerated for services offered to the school. On school timetables, teachers were not ready to exchange examination academic time to local curriculum as their performances were measured through examination results by the same communities.

The third objective was to explore ways that would enhance school - community collaboration in the implementation of a localised curriculum. In order to achieve this objective, the study focused on the following themes; school time table, sensitization, funding and consultations of the stakeholders. On consultations, (schools and communities) indicated the need to open up dialogue as the viable way of overcoming the barriers. There was emphasis on the need for communication between schools and communities because it offered a better platform of skills

identification in parents by schools. On coordination, one head teacher said that improving coordination would promote sensitization of localised curriculum among stakeholders.

- Nevertheless, the general conclusion was that the governments' vision of engaging communities in education delivery through the implementation of a localised curriculum has not been achieved due to gaps which were identified by the study as elaborated above. From research conducted, the researcher observed that there has never been any evaluation of the localised curriculum implementation by the ministry of general education so far. It was on the basis of these gaps and the research findings that the researcher suggested the following recommendations.

6.1 Major outcomes

- Both the community and the school acknowledged the importance of meaningful participation in the implementation of localised curriculum in order to enhance school-community linkage.

- Embracing local community participation in the implementation of the localised curriculum as a way of promoting and sustaining the needs of the community such as traditional and cultural heritage (Umutomolo ceremony).

- Schools and local communities to appreciate the use of local materials (human and material resources) as they teach how to make decorations, patterns and designs so that natural beauty is preserved. Parents need to be aware of the kind of teaching and learning that take place in schools in relation to the needs of the community in order for the to participate and contribute effectively.

- The teaching of the localised curriculum to be more practical alongside theory.

6.3 Recommendations.
The researcher recommends the following based on research findings:

- Standard officers to be monitoring schools and ensure that meaningful engagements

between the community and the school exist with regard to the implementation of the localised curriculum.

- Education authorities (DEBS, standard officers) should sensitize both community and teachers on the importance of localised curriculum from time to time.
- School management to coordinate the existence of PTAs' and school boards in their schools in order to strengthen them.
- The ministry of general education to conduct an evaluation on the implementation of localised curriculum.
- The government to review the policy on localized curriculum and allocate funding for its implementation.

6.4 Recommendations for future research

The researcher suggests the following areas for further research:

- Need for further studies on the exploration of school - community linkages in the implementation of a localised curriculum. This should be done to cover rural primary schools in order to have a comparative data in this area of study.
- Need to carry out research on teachers' motivation and the role it plays in localised curriculum implementation or attainments can also be carried out.
- Need for further studies on the relevance of community involvement in enhancing meaningful education delivery.
- Need for further studies on exploring strategies in the effective implementation of a localised curriculum.

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THE ZIMBABWE OPEN UNIVERSIRTY

IN COLLABORATION WITH

THE UNIVERSITY OF ZAMBIA

Teachers' Questionnaire

Dear Sir/Madam,

*I am a post graduate student of Educational Management conducting a study on **Exploring school – community linkages in the implementation of a localised curriculum.** I kindly request you to answer all questions in the questionnaire.*

Be frank and honest as all the information you provide is strictest confidentiality. Tick in the spaces against the answer you have chosen or write a few lines as required. There are no wrong or right answers.

1. School name………………………………………………………

2. Sex

• Male [ ]

• Female [ ]

3. Duration of service as a teacher

• Less than 5 years [ ]

• Between 5 and 10 years [ ]

• Between 10 and 15 years [ ]

- Over 20 years   [ ]

4. (a) Have you ever participated in the implementation of the localised curriculum?

-        Yes   [ ]

-        No   [ ]

   (b) Give a reason for your response above:

5.(a) Do the PTA or school board members participate in implementation of the localised curriculum of the school?

- Yes   [ ]
- No   [ ]

   (b) Give a reason for your answer above:

……
……………………………………..

6 (a) are pupils willing to participate in the implementation of the localised curriculum of the school?

-        Yes   [ ]

-        No   [ ]

7. What are some of the barriers of school – community linkages in implementing the localised curriculum?

8. What are some of the ways of enhancing the link between the school and the community

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……………………………………………………………….

Thank You!

APPENDIX B

THE ZIMBABWE OPEN UNIVERSIRTY

IN COLLABORATION WITH

THE UNIVERSITY OF ZAMBIA

Head teachers' Questionnaire

Dear Sir/Madam,

*I am a post graduate student of Educational Management conducting a study on **exploring school – community linkages in the implementation of a localized curriculum**. I kindly request you to answer all questions in the questionnaire.*

Be frank and honest as all the information you will provide is with strictest confidentiality. Tick in the spaces against the answer you have chosen or write a few lines as required. There are no wrong or right answers.

1. School name……………………………………………………

2. Sex

•   Male   [ ]

•   Female [ ]

3. Duration of service as a teacher

•   Less than 5 years   [ ]

•   Between 5 and 10 years   [ ]

•   Between 10 and 15 years [ ]

•   Over 20 years   [ ]

4. (a) Have you ever participated in the implementation of the localised curriculum in your school?

-            Yes [ ]

-            No   [ ]

   (b) Give a reason for your response above:

5.(a) Do the PTA or school board members participate in the implementation of the localised curriculum of the school?

-            Yes [ ]

-            No   [ ]

   (b) Give a reason for your answer above:

………………………………………………………………………………………………………
………………………………………..

6 (a) are pupils willing to participate in the implementation of the local curriculum of the school?

-            Yes [ ]

-            No   [ ]

7. What are some of the barriers of school – community linkages in implementing the localised curriculum?

8. What are some of the ways of enhancing the link between the school and the community

………………………………………………………………………………………………………
………………………………………………………………….

Thank You!

Focus group discussion guide for possible areas of exploration

Pupils Focus Group Discussion

1. Find out if teachers take pupils views about learning.
2. Find out if they have been taught by community members apart from their teachers.
3. Find out if they are able to accept the local curriculum and give reasons.
4. Ask them to suggest ways of ensuring a link between the school and the community is developed with regard to their education.

APPENDIX D

Focus group discussion guide for possible areas of exploration

P.T.A. Executives and School Board Members

Focus Group Discussion

1. Find out if they are aware of their roles in the implementation of the localised curriculum.
2. Find out whether they are able to contribute to the implementation of a local curriculum of the school as partners in terms of teaching.
3. Find out challenges or buriers experienced in their contribution to the implementation of the local curriculum in schools.
4. Ask for suggestions that would enhance the school community linkages in the implementation of the localised curriculum.