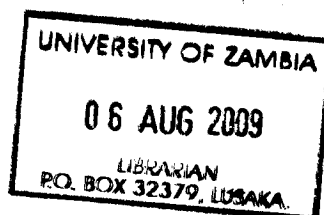


**FACTORS ASSOCIATED WITH GIRLS' INCREASED ACCESS,
PARTICIPATION AND COMPLETION RATES IN SELECTED HIGH SCHOOLS
IN KITWE DISTRICT**

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BY

LIFUKA EVANS

2009

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BY

LIFUKA EVANS

**A dissertation submitted to the University of Zambia in partial fulfilment of
the requirements for the award of degree of Master of Education
(Sociology of Education)**

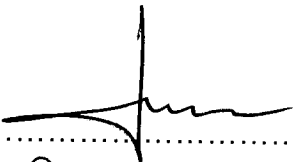
**The University of Zambia
Lusaka**

2009

**Factors Associated with Girls' Increased Access, Participation and
Completion Rates in Selected High schools in Kitwe District**

DECLARATION

I, **Lifuka Evans**, do declare that this dissertation is my own work and that it has never been submitted by anyone at this institution or at any another university.

Signature: 

Date: 24/07/09

DEDICATION

I dedicate this dissertation to my two late mothers Doris Chabala and Theresa Lifuka for the support and encouragement they gave me throughout my education.

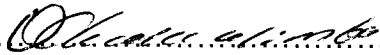
APPROVAL

This dissertation by Lifuka Evans is approved as a partial fulfilment of the requirements for the award of the degree of Master of Education in Sociology of Education of the University of Zambia.

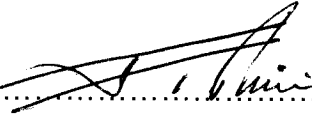
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Date: 24/07/09

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Date: 24/07/09

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Date: 24/07/09

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ACRONYMS

AAG	Affirmative Action for the Girl
AIDS	Acquired Immune Deficiency Syndrome
CAMFED	CAMFED Cambridge Female Education
CHANGES	Community Health, Nutrition, Gender and Education Support
CHEP	Copperbelt Health Education Project
DFA	Dakar Framework for Action
EFA	Education for All
FAWE	Forum for African Women Educationalists
GCO	Girl Child Organisation
GPI	Gender Parity Index
GPSE	Group for Population Studies and Education
GSES	Girls High school Programme
HIV	Human Immunodeficiency Virus
GRZ	Government of Republic of Zambia
MDG	Millennium Development Goal
MoE	Ministry of Education
MNEI	Ministry of National Education of Indonesia
NGOs	Non-Governmental Organisations
PAGE	Programme for the Advancement of Girls Education
PRSP	Poverty Reduction Strategy Paper
SEIA	High school in Africa
UNAM	University of Namibia
UNESCO	United Nations Education Scientific and Cultural Organisation
UNICEF	United Nations Children's Emergency Fund

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Abstract

The purpose of the study was to investigate factors associated with girls' increased access, participation and completion rates in high schools in Kitwe District of the Copperbelt Province.

A survey approach was used in conducting this research. Data was collected through interviews, questionnaires, and Focus Group Discussion to a sample of people selected to accurately represent the population under study.

The study used the functionalist theoretical perspective on education which states that education plays an important role in the school going children.

The study used mainly qualitative methods in the collection of data. This research was highly descriptive in nature. Quantitative method was also used for numerical data to a very minimal level.

The target population comprised all the head teachers, teachers and grade twelve pupils in all the high schools in Kitwe District.

The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from which frequencies, percentages and graphs were generated while qualitative data obtained through interviews and focus group discussions were coded and grouped by establishing the emerging themes.

The study found out that high completion rates of girls on the Copperbelt could be attributed to among other things, good environment in which some schools are located; the manner in which their teachers motivated them; contribution of the Programme for the Advancement of Girls Education (PAGE); and the help from NGOs such as CINDI, CHEP/CHANGES2 and HODI that have come on

board in helping the girls in need of school support. The study recommended that:

- Teachers' content knowledge, their instructional skills and strategies must be enhanced through proper continuous professional development.
- More programmes should be introduced in high schools to specifically encourage girls to develop positive attitudes towards school.
- Building of new high schools should be a continuous process.
- The Ministry of education should put in place a stimulating package which would encourage local people to form NGOs that would support girls in their communities to access secondary school education.
- More funding should be given to high schools that would record 90% completion rate at grade 12 level.

CHAPTER ONE

INTRODUCTION

1.1 Background

Before independence, Zambia inherited an educational system that was under developed and remarkably in favour of boys than girls. Ten years before independence the proportion of girls to boys in Standard VI was less than one seventh (MoE, 1964). Soon after the attainment of independence, Zambia embarked on the development of the educational system through a number of policy reforms. The first of its kind was the 1966 "Education Act". A major stride that the government made was the 1977 "Education Reforms" in which it sought to make education more Zambian – the education that would meet the needs and aspiration of Zambians and function as a powerful tool for the Zambian society's progress (MoE, 1977). However, these reforms did not have any specific issues on the plight of girls' education. During this same period the gap between boys and girls at high school continued to increase. Therefore, in 1992 the government put in place another education policy document called "Focus on Learning" which aimed at providing materials, teacher training, upgrading head teachers and inspectors as well as massive rehabilitation of schools (MoE, 1992). However, this policy document also did not have any specific reference to girls' education.

As the women's movement in Zambia grew in strength, one of the issues they decided to fight for was the justice for girls who were thrown out of schools after getting pregnant. In June, 1995, the Zambia Association for University Women organised a conference on the situation of the girl-child in the country. The conference, which was held in preparation for the Fourth World Conference on Women that was held in Beijing, proposed to government that girls who became pregnant be re-admitted into school once care was assured.

After the Beijing Conference in 1995, the Women's Movement drew up its own priorities and action. Under education for the girl-child was a call to re-admit girls

who dropped out of school due to pregnancy. When FAWEZA was established on 8th March, 1996, it added its voice to the call for policy change with regard to girls that were expelled due to pregnancy.

In 1996 the government had realised that for a long time there had been a wide gap in terms of girls' and boys' education – there were more boys than girls who were able to attain formal education. In view of this, the government, through MoE, yet introduced another policy document – “Educating Our Future” which was aimed at investing in human resources development through proper education at all levels. This policy has to a large extent tried to address the issues affecting the girls' education. The current national policy has placed emphasis on factors of educational provision as access, equity and quality maintenance at all service delivery points in the system (MoE, 1996). Through this policy the government started building girls' schools in order to allow more girls to enter and complete formal education. A lower cut off point for girls' selection to Grades 8 and 10 were also introduced. This has been referred to as positive discrimination and affirmative action by MoE. (MoE, 2005).

Education is the main key to the promotion and protection of the rights of women. It is extremely difficult for one to claim a right, unless it is known to him or her, therefore, education enables people to know their rights and obligations.

Educating girls is the single most important step governments can take to improve the well being of their citizens and their economies. Investment in the education of women and girls pays significant dividends in economic growth, improved health, productivity and quality of life for both women and men and the nation as a whole.

Government of the Republic of Zambia (2005) states that, prioritising the enrolment and retention of girls in schools is critical as the first step in promoting equal opportunities for women in Zambia. It has been proven that increased

education for girls has a dramatic impact on their subsequent achievements and on the status of their families socially and economically.

The MoE Statistical bulletin (2005) indicates that there were a total number of 48,327 pupils who had been enrolled in GRZ and Grant aided high schools in Grades 10-12 on the Copperbelt. From this total number 24,678 were boys, while the remaining 23,649 representing 48.9% were girls. The closest province in terms of enrolment for the girls at this level was Lusaka which had 12,299.

The MoE Statistical bulletin (2007) shows that, the Copperbelt Province had recorded a higher percentage in terms of the girls who completed high school in 2007. That is to say, it had 31 percent compared to Lusaka which recorded 22.31 percent as the closest in this respect.

From the above statistical information, the Copperbelt seems to be doing well in terms of access, participation and completion rates of girls at high school levels. Yet despite the more or less similar interventions being put in place across the board in all the 9 provinces by the Government, the situation of girls' education in other provinces do not match that of the Copperbelt as per the MoE Statistical bulletin (2005 and 2007).

It is also important to note that, education of girls and boys in Zambia, at all levels has been the main focus of the Ministry of Education with respect to their access and retention. Since 1994 the Ministry of Education has been paying special attention to the gender dimension in education and in particular to the problems faced by girls in getting into basic and high schools.

The national Education Policy document, 'Educating Our Future', (MoE 1996:59) stipulates that:

The Ministry of Education will expand provisions for high schools and in particular will establish additional facilities for girls.

Therefore, a girl's education is an essential investment in her future.

It is in this vain, that the government of the Republic of Zambia has also accepted the fact that high school education is crucial for economic growth through the provision of skills and knowledge needed for further education and training of professionals such as technicians, scientists and entrepreneurs (MoE, 1998). In addition, high school tends to yield considerable private returns, offering young people the chance to acquire attitudes and skills that are unlikely to be developed in the Primary grades.

MoE (1996) acknowledges that, the goal of high school education is to enable every pupil to become a well-educated person who is useful to society and who is adequately prepared for the furtherance of his or her education or for becoming a self-supporting worker.

Education in this case, is the heart of social and economic development. It has the power to stimulate economic growth, reduce poverty and inequality, and promote social cohesion and good governance. It is generally accepted that improving girl's education not only has an intrinsic value, but ultimately promotes improved family welfare and child health. Educated women make better choices for themselves and their families, particularly regarding health and nutrition. Several studies have shown that investment in girl's education is indeed an investment in the family, community and the nation (GRZ, 2005).

In Zambia, the education of girls has been the major concern of the Ministry of Education. This is with respect to their male counterparts (GRZ, 2005). Following the Jomtien Conference of 1990 in China where gender, equity and equality were prioritised as the fifth Education For All (EFA) goal, girl's education in Zambia has received significant attention from 1994 to 2000. The Ministry of Education endeavours to eliminate gender disparities and promote social equity through provision of basic and high school education to all, including females. A number of studies were conducted in the 1990s and early 2000s, and found that despite

the many years of educating girls in Zambia, they still lagged behind their male counterparts in terms of access, performance, participation, progression and completion rates, especially at high school level.

The Ministry of Education is fully aware about the problems girls are facing in terms of their education. For instance the Ministry of Education is concerned about the wastage, which results from girls dropping out of school when they get pregnant.

The foregoing concerns, among others, led the Government of Zambia and Civil Society Organisations to a number of interventions to address the situation on the education for the girls. Some of these include the following:

- The 1998, 50:50 percent policy, which stipulated that as much as possible the number of girls' who enter grade 1, 8 and 10 should be equal to the number of boys.
- The Ministry of Education, 'Programme for the Advancement of Girls' Education (PAGE), in 2004, was a package of interventions aimed at improving girls' participation at basic level.
- Orphans and Vulnerable Children (OVC) Bursary Programmes by MoE and several Non Governmental Organisations (NGOs) such as the Forum for African Women Educationalists of Zambia (FAWEZA) and Children in Need and Distress (CINDI) were designed to support children in need, especially girls.

The above mentioned policies and programmes have had a positive impact on the girls' access, participation and completion rate in both basic and high schools.

However, the available Ministry of Education data (2006) shows, that there were more boys than girls' reaching grade 12, and that the gender gap in the same period shows that from 2002 to 2006, the number of boys had been increasing with a very wide margin compared to that of the girls.

The completion rates for girls have also been significantly lower than that for boys at all examination stages of the education cycle from grade 7 to 12. MoE (1996:65) observed that:

Institutional, socio-cultural and personal factors combine to impede girls in realizing their potential through education. These include the distance of the schools from the girls' home, fees and levies to be paid at the school, and negative image of women and girls portrayed by many school-books.

Surprisingly enough, in spite of the above gloomy picture, the Copperbelt Province has been recorded as having increased access, participation and completion rates for both boys and girls at all levels, that is to say at grade 7, 9 and 12 (MoE, Statistical Bulletin, 2005).

1.2 Statement of the Problem

Evidence from the Ministry of Education (MoE) Statistical Bulletin data of 2005 - 2007 shows that girls in the Copperbelt Province high schools had higher access, participation and completion rates than their peers in the other eight provinces. The factors behind the higher rates are unknown. Therefore, this study was designed to investigate the factors associated with girls' higher rates.

1.3 Purpose of the Study

This study sought to investigate the factors which are attributed with girls' increased access, participation and completion rates in high schools in Kitwe District of the Copperbelt Province.

1.4 Research Objectives

The following were the objectives of the study:

- (i) To investigate the factors associated with girls' increased access, participation and completion rates at high school level as perceived by teachers and head teachers.
- (ii) To investigate factors associated with girls' increased access, participation and completion rates as perceived by pupils (both girls and boys).
- (iii) To establish the factors associated with girls' increased access, participation and completion rates at high school as perceived by Non-Governmental Organisations with interest in the education of girls.
- (iv) To ascertain the progression rate of girls' from grade 10 to 12 from school records in the period 2003 to 2007.

1.5 Research Questions

The study addressed the following questions:

- (i) What are the factors associated with girls' increased access, participation and completion rates at high school level as perceived by teachers and head teachers?
- (ii) What are the factors associated with girls increased access, participation and completion rates as perceived by the pupils themselves.
- (iii) What is the perception of the Non-Governmental Organisations with keen interest in the education of girls in terms of their increased access, participation and completion rates at high school level?

- (iv) What has been the progression rate of girls' from grade 10 to 12 School records from 2003 to 2007?

1.6 Theoretical Perspective

This study used the functionalist theoretical perspective on education as postulated by Emile Durkheim. The functionalist perspective states that:

Education plays an important role in the socialization of children. Most importantly, education, and particularly by learning history, children gain understanding of common values in society, uniting a multitude of separate individuals. These include religious and moral beliefs, and a sense of self discipline. Durkheim believes that education enables children to internalize the social rules that contribute to the functioning of society (Giddens, 2006).

The functionalist perspective also states that the functions performed by education work to maintain the stability and smooth operation of society. Among the most important of these functions are the transmission of culture, social integration, the creation of knowledge, and occupational placement.

Transmission of culture - for societies to survive over time, they must pass on the components of their culture to succeeding generations. After families, schools are perhaps the most important and obvious means through which children learn societal norms, values, and beliefs. Schools also teach students patriotism, loyalty, and socially accepted forms of behaviour. Pupils learn to be punctual, to obey rules, and to respect authority by encountering a series of rewards and punishments designed to encourage these behaviours.

Functionalist sociologists believe that education serves to produce a society of individuals who share common unity. Modern societies very often contain a number of different religious, ethnic and racial groups. This is particularly true in

Zambia. Schools are expected to provide a common set of cultural values and skills that will allow members of society to take advantage of occupational, economic and political opportunities (Laverne 1995).

In addition to its function as a transmitter of existing knowledge, education also serves to generate new knowledge and new technology. Societies must be able to adapt to changing conditions and education provides the means with which individuals may develop new approaches and solutions to problems. Schools stimulate intellectual inquiry and critical thinking skills necessary to serve the needs of the future.

The occupation selection function of education is particularly evident in Zambia. That is to say, Zambian pupils are admitted into universities only if they meet entrance requirements, regardless of their financial backgrounds (Parelius and Parelius, 1978).

Therefore, the primary function of education is to socialize new generations to overcome their egoism and to become productive members of society. Education contributes to the maintenance of the social system and conservation of the national character. The focal point of this research was to bring out the factors that have enhanced the education of girls at high school level in terms of their improved access, participation and completion rates and also to justify the importance of such a scenario in relation to the functionalist theoretical perspective on education as described above.

1.7 Significance of the Study

This study was one of its kind in that apart from Ministry of Education recording improved access, high participation and completion rates among girls on the Copperbelt, there is no study focusing on the factors behind such a situation. Hence, the findings derived from this study may not only be an eye opener but may lead to interested stakeholders formulating appropriate interventions in

other provinces and schools, in order to enhance girls' education. The stakeholders may comprise of Ministry of Education as policy makers, parents and teachers, and organisations that have taken interest in the education of girls.

1.8 Operational Definitions of Terms in the Study

Access rate :	:	The opportunities for eligible girls to enter into high schools at grade 10 level
Basic/primary school	:	A Government of the Republic of Zambia owned educational institution that provides education to pupils from grade 1 to 9 levels
Completion rate	:	This is the rate which shows an indication of girls who actually finish the High school cycle.
Education	:	An activity that embodies all those forms of behaviour that fit individuals for social living and that help transmit customs, laws, religions, languages, and social institutions from one generation to another.
Equality	:	A situation where girls and boys have the same opportunities and conditions for realizing their full human rights and potential in High schools to contribute and benefit from socio-economic, cultural and political development.

Equity	:	To give both girls and boys a just and fair treatment to access high school education irrespective of sex, age and place of residence or socio-economic status.
Gender	:	A psychological or cultural concept which refers to one's subjective feeling of femaleness or maleness.
Gender parity	:	This is the equal enrolment of girls compared to the enrolment boys in a particular high school.
High school	:	A Government of the Republic of Zambia owned education institution providing education to pupils from grade 10 to 12
Participation rate	:	The rate to which girls take part in all school activities including extra-curricular activities such as sports and clubs.
Progression rate	:	This is the proportional number of girls/pupils Who successfully completed a given grade in the previous school year and proceeded to the next grade the following year. It shows the relative size of the group of girls or boys that move to the next grade within the educational programme of the system.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter focuses on the literature based on the studies which were carried out by different researchers in different countries. The chapter further explores the importance of high school education; some of the measures and activities which various countries have undertaken to increase girls' access, participation and completion rates in high schools from a global point of view; African perspective; and the Zambian perspective.

2.2 Global Perspective

The World Bank (2008) observed that high school education is a gate way to the opportunities, benefits and social development. Demand for access to higher levels of education is growing dramatically as countries approach universal primary education. The global Education for All (EFA) effort provides added momentum for the growth in high education. Furthermore, globalization and the increasing demand for a more sophisticated labour force combined with the growth of knowledge based economies gives a sense of urgency to the heightened demand for high education. Furthermore, it observed that in today's world, high school education has a vital mission, one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general and vocational. Therefore, high school education is now being recognized as the cornerstone of educational system in the 21st century. Quality high school education is indispensable in creating a bright future for individuals and the nations alike.

Krein (1988) observed that many countries are moving in the right direction in terms of girls' education. There is no "one-size-fits-all" solution for narrowing the gender gap and promoting equality in education. Countries such as Bolivia have

managed to improve girls' access, participation and completion rates in high schools. Bolivia has succeeded in getting 30 percent more girls to advance to both the basic and high schools. There is almost an equal number of girls and boys in basic schools compared to 1990, where girls were 10 percent less likely than boys to attend school. This was made possible because Bolivia enacted an Education Reform Law in 1995 that has led to significant advances. There have also been improvements in the quality of education for girls due to the introduction of support in terms of school fees and other school requisites, introduction of new curricula, improved teacher training and better learning materials in the classrooms. The situation obtaining in Bolivia is a good one, but, nothing is mentioned on the response of other stakeholders such as the parents to the education of their children.

UNESCO (2000) conducted a study on the importance of high school education and its impact in the developing countries. It was revealed that the next decade will witness the emergence of stronger international efforts towards improving the provision of high school education, the demand for which has increased rapidly. Therefore, the focus of development should be extended beyond basic education for several reasons. As the Dakar Framework for Action (DFA) recognized that no country shall be expected to develop into a modern and open economy without a certain proportion of its work force having completed high school education. In most cases an expansion of high schooling will be required in many countries. The expansion of high school education is very important, however, UNESCO (2000) study did not bring out how such expansion could be done by different countries to improve access.

UNESCO (2005) observed that the global demand for high education had changed markedly since 1990. The number of pupils had increased in many countries, but in some cases the growth has not been sufficient to improve enrolment ratio due to the faster growth in the numbers of young people. For instance, in 1990, 907 million pupils were enrolled in basic and high schools, but

by the mid - 1990s this number exceeded one billion. In 2002, 1.16 billion children were enrolled in school (673 million at primary level and 492 million at high school level). Two-thirds of the global increase in pupil numbers since 1990 has occurred at the high school level. In 2002, there were 171 million more high school pupils than in 1990, compared to an increase of 86 million basic school pupils over the same period. This growth translates into an average annual increase of 3% for high school pupils, which is three times greater than the growth rate for the basic school pupils.

UNESCO (2004) states that the first time-bound Millennium Development Goal (MDG) require that girls and boys should have equal access to basic and high school education by 2015. Gender disparity is more widespread at high school level, where only 13% of the world's relevant population live in countries with equal access. In a number of countries, gender disparities in high school education enrolment favour girls. However, at the basic school level this is true for only 15% of the children. The disadvantages for girls are more common in Africa and in some parts of Asia. Of the 53 countries with Gender Parity Index (GPI) below 0.97, 31 are in Africa, 17 in Asia and only 5 in the rest of the world. UNESCO (2004) did not state the reasons that have contributed to more girls to be disadvantaged in terms of access to high school education.

The Government of Indonesia since its independence in 1945 has steadily expanded its education system and compulsory 9 years of basic education was declared a national policy in 1994. In Indonesia, data have shown significant gender gaps in school dropout rates, both at basic and high school levels. The dropout rate of girls is higher than that of boys. In basic schools, out of every 10 children who dropout, 6 are girls and 4 are boys. The gender gap slightly widens at the high school to 7 girls dropping out for every 3 boys (MoIE 2002). The gender gap in transition rates widen a little although still insignificant from basic school level to high school education levels (73% for boys compared to 69% for girls). The Government of Indonesia is implementing new policies and strategies

in basic and high schools. In terms of policies, the following are being implemented: improving access and expanding learning opportunities for all school-aged children in areas where access is most difficult; implementing efforts to increase access to both basic and high school education together with improvement of quality, since the completion of either basic or high level cannot be considered separately from the efforts to enhance quality. As regards strategies the following have been put in place: creating a national movement for completion of high school education, involving communities, especially parents and community leaders, NGOs, the private and industrial sectors; enhancing and strengthening existing essential programmes for increasing school enrolment, while re- assessing programme activities that are less essential; and mobilizing resources for maintaining and improving the basic and high school education programmes; and enhancing co-ordination, information, and education in the mainstreaming of gender-sensitive education.

Swedish Cabinet (2005) stated the wide range of policy initiatives and strategies that had been adopted in the countries around the world, resulting in significant progress in promoting girls education in terms of their access to high schools. Most of those initiatives were focused on legal reforms to make basic education compulsory, the establishment of special bodies to monitor compliance with policy directives, the establishment of special commissions and committees, grants and scholarships for girl pupils, and the creation of public awareness at all levels. This is what is obtaining in Sweden. Many countries such as Brazil had also experimented with new approaches to the eradication of female illiteracy and had established more flexible and diversified forms of education, such as building new basic and high schools for the girls and part-time basic schools. The consequences of such initiatives is that, gender gaps in education in several countries of the world had been reduced and very high access, participation and completion rates of girls had been achieved in a number of countries.

2.3 African Perspective

World Bank (2008) observed that in the case of Senegal, the focus of the country TRANSE Study within the Secondary Education in Africa (SEIA) has been on a broad range of policy measures and initiatives. This is both by the public authorities and NGOs with the aim of improving access, passage, and quality of education at the high school level. The range of initiatives includes; establishing of proximity colleges, building new classrooms to improve access, promoting girls' access through the creation of clubs for excellence and mainstreaming the inter disciplinary approach. This approach by TRANSE seemed to have helped in unveiling the opportunity for girls to high school education because a number of positive activities were put in place to encourage the girls.

FAWE-Senegal (2007) and the Group for population studies and Education (GPSE), played an important role. For example, efficiency and gender equity is the aim of the 'Education for Young Girls Project at the basic level contributing to an increasing number of girls in basic and in high schools. It must be mentioned also that the activities of NGOs in Senegal such as FAWE have had great impact in helping the girls to access high school education.

UNAM (2007) conducted a research on the challenges of Namibia in terms of economy and its education system compared to many other Sub-Saharan countries. Since independence from South Africa in 1990, Namibia recorded a rapid progress in economic growth and in access to education at high school level. A major problem, however, is the high level of inequality in social and economic terms. Namibia's income distribution is among the most unequal in the world. The government spends an average 23 percent of national budget on health and education. Further, the educational system has undergone numerous reforms addressing quality, equity, and access to both basic and high school education.

In order to improve the status of girls in Namibia two organizations have taken interest in the education of girls at high school level. The Affirmative Action for the Girl (AAG) child project was developed as a concept for the fourth world conference in Beijing in 1995, and was implemented in Namibia by the Girl Child Organisation (GCO). The aims of these two co-operating organizations are to:

- Project an alternative lifestyle to demonstrate to girls that teenage motherhood is not a viable option.
- Prepare girls for leadership positions in Namibian society.
- Involve girls in the solution of their own problems
- Unleash the full potential of the girl child enabling her to participate fully in the development of Namibia and help the girls complete their schooling and find scholarship for deserving cases. The affirmative action which was undertaken by (AAG) was a significant step in the right direction in trying to provide access of girls to high school education, and to be able to complete school.

Huggins and Randell (2007) described Rwanda as having made enormous strides forward in improving access of girls and to education at all levels and promoting gender equality within the education system. Addressing gender equality in the education system with a focus on improving girls' educational performance and outcomes, is crucial to meeting Rwanda's development goals, also improving girls access to education, with the goal of attaining gender equality, is a critical component of promoting development and meeting the Millennium Development Goals (MDGS) in Rwanda. Educating girls is also instrumental in the fight against HIV/AIDS.

Rwanda has made a firm commitment to gender empowerment in the political and social realms, a goal which is most clearly laid out in 2003 constitution and the vision 2020 development plan, which was adopted in 2000. Rwanda's Poverty Reduction Strategy Paper (PRSP1), approved in 2002, detailed specific activities to increase girls' completion rates and promote gender equality in

education. These activities included the following: increasing the number of female teachers and role models within the schools; sensitizing communities on the importance of educating girls; awarding scholarships to disadvantaged girl pupils; sensitizing teachers to gender disparities in education; making the physical learning environment more accommodating to female pupils, especially by improving toilet and dormitory facilities; and undertaking gender-specific research to collect qualitative and quantitative data on girls' education. This means that, Rwanda has moved from a position near the bottom of regional education performers, to become one of the regional leaders in achieving universal basic education and demonstrating continued improvement in high school enrolment rates, with an enabling policy environment in place. Rwanda has made strong progress in improving access to education at all levels, and improving gender parity at basic and high school levels, consistent with policy goals.

From the activities and programmes which the government of Rwanda has put in place in the education of girls at both basic and high school levels such as improving the infrastructure in schools, such steps clearly shows that the Rwandan government has a political will to enable the girls to access high school education.

Kadzamira (1996) studied the affirmative action policies for girls education which most of the countries in Southern Africa and Sub-Saharan have undertaken as strategies that works. This is so, because the social and economic benefits of educating girls have been widely acknowledged by both governments and international agencies. Commitments have been made at various levels. However, even in countries where a near or full gender parity has been achieved at basic and high school level. A variety of strategies, policies and programmes have been implemented in the region to address a number of constraints which are multiple. These include social, cultural and economic constraints.

According to UNESCO (2005), most studies conducted in the region have consistently identified economic factors as key determinants of girls' participation in school. In most of the countries in the region, the direct and indirect costs of schooling have been found to be a major deterrent on girls' enrolment and persistence in school as there is a strong parental preference to educate boys over girls especially amongst the poor households. In order to mitigate the effects of direct and indirect costs of schooling, governments have abolished fees at primary level, introduced school fee waivers targeting girls, bursary and scholarship schemes for girls especially at high school level. In Malawi, Lesotho and Tanzania for example, enrolments increased significantly after fees were abolished. However, evidence indicates that rapid increase in enrolments as a result of abolition of fees has had serious consequences on quality of education as has been the case in Malawi, which may have repercussions on the retention of girls in school. Research suggests that quality of education is important for girls. Parents are more likely to withdraw their girls from school if the quality of education is very poor and if they do not see the benefits of sending girls to school. With due respect to quality of education, abolishing of school fees at basic school level have a positive impact in increasing the number of girls at high school level. The most important thing is to make expansions at high school level.

Swainson (2000) observed that in Zimbabwe for instance, the Cambridge Female Education (CAMFED) Project offered financial support in the form of a stipend to meet all direct costs of education including school fees, stationery and school uniforms to girls in primary and high Schools from rural communities. Similarly, in Tanzania, girls were offered a bursary to attend high school under the Girls Secondary School Programme (GSES). The positive outcome of both programmes was that attendance rates were quite high while attrition rates were lower than the national average.

Swainson (2000) study reveals that CAMFED offered financial support to girls in Zimbabwe and Tanzania. This gesture was a good one, because most of the developing countries have had a lot of difficulties in funding the education sector and meeting all the demands of the girls who are in school with out external support, in doing so they were narrowing the gap left by their governments.

Odaga and Heneveld (1995) in a number of studies examined the Malawian scholarship scheme which was introduced for girls attending high school, and was initially targeting the needs of girls only. It was discovered later, that due to problems in identifying needy pupils, the scheme extended to all girls attending public high schools in the country. This move was retrogressive as the scholarship benefited girls from wealthier families while boys from poorer homes were not assisted and as a result the policy created resentment and backlash from parents and boys. The main objective of the scholarship programme was to improve retention and achievement of girls in basic schools, based on the general evidence in the literature that high school scholarship not only lead to increased enrolments but also create incentives for girls to complete basic school.

Kane (2004) has discussed the quota system or preferential selection as a strategy to increase access and persistence of girls at high school level. To improve girls' enrolment at this level, quota policies or positive discrimination favouring girls have been used in some of the countries in Sub-Saharan Africa. This usually involves reserving a certain percentage of school places for girls and selecting girls on lower aggregate scores than boys. However, where quota policies have been implemented they have had mixed and limited impact on improving access to girls' education, especially where they fall short of aiming for full gender parity. For example, quota policies for selection of pupils into high School were introduced in Malawi and reserved 30 percent of high school places for girls. Though enrolment of girls compared to that of boys increased, progress towards gender equity in enrolments was slow and never realized. Infact, the

policy ensured that girls remain a minority in high schools since the architectural design of schools reflected the quota policy with only a third of the boarding places made available for girls.

The study by Kane (2004) did not bring out distinctively how the quota policies were mixed, resulting into limited impact in improving access to girls education at high School level.

Tietjen (1991) acknowledged that, pregnancy is a major cause of dropout amongst adolescent girls in upper basic and high levels across the Sub-Saharan region. In the past, girls in the majority of countries faced permanent expulsion from school once found to be pregnant. Several of the countries have now introduced policies of readmission that allow teenage mothers to compete school. In Botswana for example, pregnancy policy has been reviewed to allow girls to go back to school after delivery. However, there is evidence that where this policy has been implemented, it has been more of a reactive than a preventive strategy.

Bailey (2000) states that, the issue of school dropout because of pregnancy in Kenya is as old as the school system itself but it is in the last two decades that the Ministry of Education has made significant progress in re-admitting girls who dropout because of pregnancy. Tietjen (1991) and Bailey (2000) have shown that a number of the African countries do realise that a number of girls could not complete high school education due pregnancies.

UNESCO (2005) adds that, in Kenya tremendous effort has been made to address the root cause of girls' dropout from school. The major events that have facilitated the discussion of the problem include the National Symposium on Education of Girls in March 1994, in which the Ministry addressed various issues including re-entry of the teenage mother into school. The Ministry saw the need to:

- Adopt a policy of re-entry to permit pregnant girls back into the school system after delivery.
- Set up special birthing centre for young mothers where they could continue with formal education or specialized training while breast feeding their babies.
- Create out of school opportunities for out of school girls and exploit informal sector apprenticeships for them. In addition, introduce flexible models of attendance so that institutions operate at full capacity during the day and evening, throughout the week, month and year to allow for full attendance and completion of courses.

CAMFED-Ghana (2006) states that it has been working to increase girls' education in Ghana since 2006. It provides locally managed safety net funds to support vulnerable girls to attend high school. To increase community support for girls' education, CAMFED programme staff work with parents to delay the marriage of their daughters until they have completed school. Parental support in marriage has proven necessary to keep girls in schools.

Kadzamira (1996) discusses the need for social marketing and sensitization strategies. In her view, these strategies are useful in trying to change the prevailing attitudes towards girls' education. Social mobilization campaigns using the person-to-person approach and group outreach programmes at community level using a combination of strategies such as ethnographic research, theatre for development and participatory group discussions with key stakeholders in the community has significant impact on girls' education. In Malawi, for instance, girls' enrolments increased, and for the first time, net enrolment ratios of girls surpassed that of boys and the issues raised during the campaign helped to put girls' issues on the national agenda.

2.4 Zambian Perspective

Snelson (1974) observed that since the introduction of western education by Christian missionaries in 1890's in Northern Rhodesia, the need for girls and women education became vital. This was to improve hygiene as well as child rearing skills among native African girls. As such, by 1908, a number of boarding schools for girls such as Mbereshi and Chipembi had already been established.

Mwansa (1995) noted that the period after independence saw a great change in the education system in Zambia. The main aim of education was to respond to man-power needs of the country. However, this situation favoured the boys than girls as it was assumed that the number of girls getting into basic school and later into high schools of learning were to remain the same.

Kelly (1991) indicates that high school education is important for economic growth and plays a crucial role in the socialization of the young people and in targeting the youth at risk, as well as yielding considerable private returns. It provides young people with the opportunity to acquire attitudes, skills and competencies that are needed in the labour market and which promote greater civil participation and support further self-development. This means that, to realize the benefits, boys and girls should share equally in opportunities to participate in high school education.

MoE (1996) clearly states that Government has paid special attention to the education of girls considering the fact that they have lagged behind for a very long time. In 1994, the MoE with the support from the United Nations Children's Emergency Fund (UNICEF), embarked on a campaign to promote the programme for the Advancement of Girls Education (PAGE). Because of this programme, a number of studies were conducted to establish factors that have affected education of girls in Zambia. A number of policy recommendations and interventions to address the girls' education have since been implemented. One such intervention was the introduction of the re-entry policy. Under this policy,

school girls who become pregnant could now continue with their education programme after giving birth. In the same year in 1994 under PAGE, some campaigns were done to promote the advancement of the girls in education at basic school level.

MoE (2007) indicates that the improvements in the high school sub-sector in terms of access and completion rates of girls have been achieved under the Sector Plan can be attributed to increase in funding through grants directly to schools. Renovations and construction of high school infrastructure were also done.

FAWEZA (2008) noted that Programme for the Advancement of Education sought to also improve girls access, retention, completion and achievement rates in basic schools through improved delivery of education, increased teacher and parental support to the education of girls and by efforts to build self –esteem and self –confidence of girls.

Kelly (1994) states that scholarships and bursaries are more successful in reducing the burden of costs of schooling faced by parents these are effective measures to improve girls' enrolment and be able to achieve gender parity at high school level.

Cecily Funds (2008) acknowledges having supported over 20 young orphaned and vulnerable people to train as primary and high school teachers. This is meant to support trainee teachers at two colleges in Kitwe namely, Kitwe College of Education (KCE) and Copperbelt Secondary Teachers College (COSETCO).The aim of this Organisation is to supplement Government with trained Human Resource and improve the teacher –pupil ratio.

Lewanika (2008) observed that there is need for Government to give women more access to education and social protection, that they should be protected

against all vices that cause them harm. He further stated that women have the potential to reach great heights if they are accorded access to education and social protection. That, there is also need for women to attain social stability. This can only be achieved by empowering them through access to high school education.

Camfed-Zambia (2007) is ensuring that girls from the poorest and disadvantaged families can benefit from the Government's investment in high school places by providing School fees, clothing, and stationery for girls in high schools. In a context where large numbers of vulnerable children are coping with family bereavement as a result of AIDS, Camfed trains female teachers' mentors to provide psycho-social support to improve girls' attendance and performance. Teacher mentors are important female role models in high schools where female teachers are the minority. Camfed is also working with local communities in selected parts of Lusaka Province to reduce the migration of girls as domestic workers through local and national awareness campaigns and direct action to support vulnerable girls.

GRZ (2000) has reaffirmed its position to improve the equity of access in education at all levels of schooling. In order to achieve this, the Government has committed itself to redress the gender imbalances and inadequacies in the provision of education which include the curriculum, production of education materials, change the teachers' attitudes towards school girls and also put in place the programmes and activities that will promote and encourage the girls in schools to be participating in school activities. This was indeed a good move by the government. However, the implementation of such programmes, so that they take root, has posed a great challenge.

MoE/UNICEF (1998) observed that girls' education is an essential investment in her future, but one would never know it by looking at the classroom world over.

The narrowing of girls' education opportunities becomes even more pronounced at tertiary level. There have been advocacy achievements at national level.

Though the emphasis on girls' education must continue so as to redress long standing disadvantages, this may bring about a lot of misunderstandings in that there, is a fear that the focus on girl pupils might disadvantage the boys in due course.

WILDAF (2002) on the other hand argues that the domestic situation of girls has changed. Although girls still carry out domestic chores that interfere with their schooling this has reduced. As a result the rate at which girls are dropping out of school from Grade 4 upwards has also reduced.

Kelly (1999) states that early pregnancies are now common among the young girls who are school going reducing their numbers in schools. He also brings out the fact that, despite this situation which is worrisome. A principal foundation on which the educational system in Zambia rests is that it should promote equality of access, participation and benefit for all. Kelly's situational analysis of girls' educational provision in Zambia's nine provinces amply bear out that it has not yet succeeded in doing so although, some programmes in raising the standards of girls education have been put in place by Government and other stakeholders. They have started gaining the momentum.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter presents the research methods which were employed in this study. It constitutes the following: research design, target population, sample size, sampling procedure, research instruments, data collection and data analysis.

3.2 Research Design

A survey approach was used in conducting this research. A survey usually involves collecting data by interviewing a sample of people selected to accurately represent the population under study (Sidhu, 2006). Survey questions concern people's behaviour, their attitudes, how and where they live, and information about their backgrounds. The study opted to use this method taking into account the complexity of the research at hand.

This study used mainly qualitative methods of data collection. The study was highly descriptive in nature. Quantitative methods of data collection were, however, also employed to yield empirical data to substantiate the qualitative data.

3.3 Target Population

The target population comprised all the Head teachers, grade twelve pupils and key stakeholders with interest in the education of girls in all the three High schools under study in Kitwe District.

3.4 Sample Size

The sample comprised three (3) Head teachers, 111 teachers, 30 pupils and 3 officials from Non-Governmental Organisations.

3.5 Sampling Procedure

There are 10 Districts on the Copperbelt province. Kitwe District was picked and 3 high schools were also chosen from a total number of 12 using Convenience sampling technique. The District was picked because it is among the top three that have performed well in terms of girls' access, participation and completion rates in high schools in the past three years.

From the 3 high schools, 3 Head teachers were chosen purposively because these schools were co-educational. It was easy for the researcher to conduct the research as the schools were in one District.

At each school, probability sampling technique was used to determine teachers who should participate in the study. White (2005:117), states that probability sampling technique ensures that every element in the sampling frame has an equal chance of being included in the sample. All the 111 teachers from the 3 high schools were available and showed willingness to take part in the study. Where possible, the researcher tried to balance the number of both the female and male teachers who participated in the study.

Chamboli was chosen purposively being the oldest among the three (3) schools that included Chimwemwe and Ndeke high schools. 48 grade 12 pupils were selected using simple random sampling. The researcher also ensured that there was an equal representation between boys and girls. This was made possible with the help of the class registers. Numbers were assigned to the entire grade 12s and put in two boxes one was for the girls and the other one for the boys. The researcher then, picked numbers for the boxes that indicated pupils to participate in the study.

3.6 Research Instruments

In collecting data for this research, the following instruments were used: structured questionnaires, semi-structured interview schedules and focus group discussion guides as indicated in appendix 1, 2, 3 and 4.

3.7 Pre-testing of Research Instruments

Before commencing the final data collection for the study, the researcher pre-tested the research instruments. This exercise was carried out at Mindolo high school. The Deputy Head teacher, 15 teachers and 10 pupils at high school level and 1 Catholic Church senior parisher at Garneton in Kitwe District of the Copperbelt Province were interviewed. This exercise was essential in that it helped the researcher to assess the validity of questions set for the study and whether the respondents did understood the questions in the instruments, hence the purpose of the study and finally as to whether the instruments would yield the intended results of the study. It also enabled the researcher to reconstruct or rephrase the questions so that they answered the objectives of the study.

3.8 Data Collection

The data were collected between the last two weeks of the second term of the school calendar for 2008.

Structured questionnaires were used to obtain information from the teachers and head teachers regarding girls' increased access, participation and completion rates.

Semi-structured interview schedules were used to gather information from the key informants such as NGOs in Kitwe District that had keen interest in girls' education.

Focus group discussions were conducted with grade 12 pupils to obtain in-depth information on their experiences in school.

The semi-structured interviews were conducted with key informants, that is to say, HODI/Cecily Funds, CINDI, and CHEP/CHANGES2 between 1st October and 6th October 2008.

In addition, in the second week of October within the third term of the school calendar of 2008, FGDs were carried out at Chamboli high school, Ndeke high school and Chimwemwe high school.

3.9 Data Analysis

The Statistical Package for Social Sciences (SPSS) was used to analyse quantitative data from the questionnaires while qualitative data which was obtained through interviews and Focus Group Discussions was analysed by coding and grouping the emerging themes. Computer generated tables of frequencies and percentages were used in describing distributions of the variables which were presented in the form of tables or pie charts.

3.10 Limitations of the Study

This study was limited to selected Kitwe District schools. The sample was rather small due to limited time and resources in relation to the entire population of schools in Kitwe District. Therefore, the findings of this study cannot be generalized to other districts in the province.

Another limitation was that questionnaires administered to some teachers were not collected within the planned or intended period of the research because most of the teachers were busy with the invigilation of the mock examinations and 9 questionnaires were not collected at all.

The other set back was that it was not easy to conduct interviews with all the three NGOs at the same time. The researcher had to make other arrangements by shifting the dates hence, making data collection period to be prolonged.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presents the findings of the study aimed at investigating the factors associated with increased access, participation and completion rates of girls at high school level on the Copperbelt, in particular Kitwe District. The findings are presented according to the emerging issues from the field starting with the findings from the teachers followed by those from the Head teachers, then those from the pupils and finally those from NGOs that support girls' education.

4.2 Findings from the Teachers

4.2.1 Teachers' gender and age

Table 1 below shows the gender and age of the respondents in the study. As can be seen from the table the majority, 55 (53.9%) were males while 47(46.1%) were females. In terms of age, most of the respondents fell in the age range of between 36-45 years old.

Table 1: Teachers' gender and age

Age	Sex		Total
	Male	Female	
20 – 30	17 (63.0%)	10 (37.0%)	27 (100.0%)
31 – 35	10 (41.7%)	14 (58.3%)	24 (100.0%)
36 – 45	20 (50.0%)	20 (50.0%)	40 (100.0%)
46 years and above	8 (72.7%)	3 (27.3%)	11 (100.0%)
Total	55 (53.9%)	47 (46.1%)	102 (100.0%)

4.2.2 Teachers’ highest professional qualification

Respondents were asked to indicate their highest professional qualification they had and the following emerged as shown in Table 2 below. The table shows that most of the respondents both males and females had a secondary teachers diploma. This was followed by those who indicated that they had a university degree as their highest professional qualification.

Table 2: Teachers’ highest professional qualification

Highest professional Qualification	Sex		Total
	Male	Female	
High school Teachers Diploma	48 (52.2%)	44 (47.8%)	92 (100.0%)
University Degree	6 (85.7%)	1 (14.3%)	7 (100.0%)
Basic School Teachers Certificate	1 (33.3%)	2 (67.7%)	3 (100.0%)
Total	55 (53.9%)	47 (46.1%)	102 (100.0%)

4.2.3 Teachers’ length in teaching girls at high school

Respondents were asked to indicate the number of years they have been teaching girls at high school level. Their responses are as shown in Table 3. As can be seen from the table, most of the respondents, both males and females indicated that they had been teaching girls for a period of between one year and five years. This was followed by those who said they had been teaching the girls for six to fifteen years.

Table 3: Teachers’ length in teaching girls at high school

Length (in years)	Sex		Total
	Male	Female	
1 – 5	21 (46.7%)	24 (53.3%)	45 (100.0%)
6 – 15	21 (55.3%)	17 (44.7%)	38 (100.0%)
16 – 25	11 (73.3%)	4 (26.7%)	15 (100.0%)
26 and above	1 (50.0%)	1 (50.0%)	2 (100.0%)
Total	54 (54.0%)	46 (46.0%)	100 (100.0%)

4.2.4 Teacher relationship with girl pupils in respect to academic Work

Teachers at the three schools under study were asked to indicate how they related with the girls in terms of academic work. The study revealed that out of a total of 101 respondents the majority of them, 54 (53.5%) said “satisfactory” while 34 (33.7%) said “very good”. Table 4 below shows the responses from the respondents.

Table 4: Teachers’ relationship with girl pupils in respect to their academic work

Response	Frequency	Percent
Satisfactory	54	53.5
Very good	34	33.7
Sometimes good	11	10.9
Very difficult to determine because some are not free to access male teachers	2	2.0
Total	101	100.0

4.2.5 Teachers’ perception of girls’ attitudes at senior level towards education

As regards the attitude of girls at senior level towards education, the majority of the respondents, 56 (54.9%) said “good” while 39 (38.2%) said “fair”. On the other hand, five respondents said “very good” while two respondents said “bad”.

4.2.6 Teachers’ views on the measures taken to motivate girls in enhancing academic participation in class

Teachers were asked to indicate the measures they took to motivate the girls in enhancing their academic participation in class. Table 5 below shows the measures taken in enhancing girls’ participation in class.

Table 5: Teachers’ views on the measures taken to enhance girls’ participation in class

Measures taken	Frequency	Percent
Counselling/giving them incentives	26	26.3
Involving them in class discussions and quiz	25	25.3
Encouraging them that they can do better just like boys	22	22.2
Inviting role models to have talks with them	10	10.1
Giving them extra lessons	8	8.1
Mixing them with excelling boys in class	6	6.1
None	2	2.
Total	99	100.0

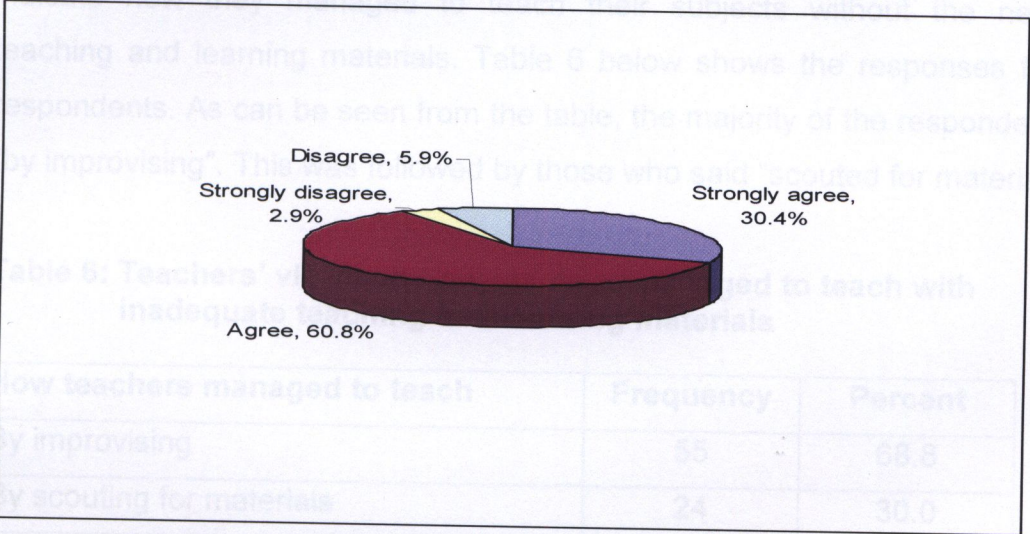
The findings of the study revealed that most of the respondents, 26 (26.3%) and 25 (25.3%) cited “counselling/giving them incentives” and “involving them in class discussions and quiz”, respectively. The other measure taken to motivate the

girls as reported by the teachers was “encouraging them that they can do better just like the boys did”

4.2.7 Teachers’ views on whether girls had the potential to compete with boys in academic work

The study showed that the majority of the respondents, 62 (60.0) “agreed” while 31(30.4%) respondents “strongly agreed”. Figure 1 below shows the responses of the respondents as regards the above issue.

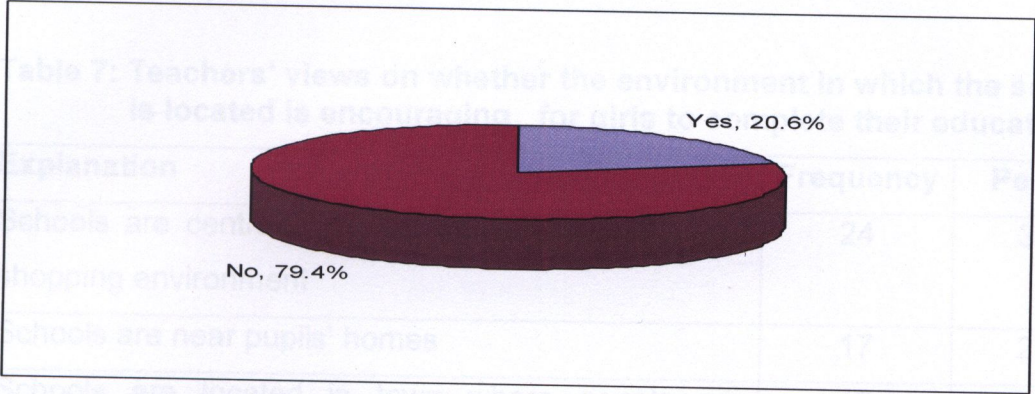
Figure 1: Teachers’ views on whether girls had the potential to compete with the boys in academic work



4.2.8 Teachers’ views on whether the school has enough teaching and learning materials

Respondents were asked to indicate whether the school had enough teaching and learning materials. Figure 2 below shows the responses from the respondents. As can be seen from the figure, the majority of the respondents, 81 (79.4%) said “no” while 21 (20.6%) respondents said “yes”

Figure 2: Teachers’ views on availability of teaching and learning materials



For the respondents who said “no”, a further question was asked to them to indicate how they managed to teach their subjects without the necessary teaching and learning materials. Table 6 below shows the responses from the respondents. As can be seen from the table, the majority of the respondents said “by improvising”. This was followed by those who said “scouted for materials”.

Table 6: Teachers’ views on how teachers managed to teach with inadequate teaching and learning materials

How teachers managed to teach	Frequency	Percent
By improvising	55	68.8
By scouting for materials	24	30.0
By buying own copies	1	1.3
Total	102	100.0

4.2.9 Teachers’ views on whether the environment in which the school is located is encouraging for girls to complete their education

The respondents were asked to indicate whether the environment in which the school was located encouraged girls to complete their education. Most of the respondents, 68 (68.0%) out of 100 who responded to the question said “yes” while 32 (32.0%) said “no”. Respondents were further asked to give explanations for their responses. Table 7 below shows their responses. As can be seen from

the table, most of the respondents said “schools are centrally located and away from noisy shopping environment.

Table 7: Teachers’ views on whether the environment in which the school is located is encouraging for girls to complete their education

Explanation	Frequency	Percent
Schools are centrally located and away from noisy shopping environment	24	39.3
Schools are near pupils’ homes	17	27.9
Schools are located in town where people are civilized	16	26.2
Schools are located on the outskirts of town where there are fewer disturbances	2	3.3
Girls can do better in boarding schools than in day schools	1	1.6
Most girls have ended up getting married	1	1.6
Total	61	100.0

4.2.10 Teachers’ views on whether girls’ performance on the Copperbelt is better than those in other provinces

As regards performance of girls, most of the respondents, 75 (73.4%) said “yes” While 26 (25.7%) respondents said “no”. For the respondents who said “yes” a further question was asked to them to give reasons for their responses. Table 8 below shows the responses of the respondents.

Table 8: Teachers' views on reasons for better performance on the Copperbelt Province

Reasons	Frequency	Percent
More places are availed to girls following the girl child programme	16	21.3
Most parents are in employment and can provide all the school needs	13	17.3
They have easy access to learning materials	13	17.3
Because of very good supervision by teachers	11	14.7
The province has more role models	9	12.0
High competition among the pupils	8	10.6
Exposure to new technology such as computers to carry out some research	5	6.7
Total	75	100.0

As can be seen from the table, most of the respondents indicated that more places are availed to girls following the girl child programme. Other reasons given were: most parents are in employment and can provide all the school needs; pupils have easy access to learning materials; and because of very good supervision by teachers.

4.3 Findings from Head Teachers

4.3.1 Head teachers' gender and age

All the three Head teachers in the study were males and their ages ranged from 46 to 51 years old and above.

4.3.2 Head teachers' length of service

The head teachers were asked to indicate how long they have been serving as head teachers in their respective schools. Two out of the three head teachers indicated that they have been in this position for between 5 – 10 years and 10 – 15 years.

4.3.3 Head teachers' views on the ratio of girls to boys in school

This varied from school to school. At Ndeke high school it was 50:50, while at Chimwemwe and Chamboli high schools it was 45:55 and 40:50, respectively.

4.3.4 How Head teachers motivated the girls in order for them to compete with the boys academically

The responses to this issue varied. At Ndeke high school the head teacher said, "By appointing female teachers in commanding positions such as that of head of department", while at Chimwemwe and Chamboli high schools the two head teachers said, "Introduction of prize award giving day for hard working pupils, particularly the girl child/scouting for scholarships for the girls" and "Granting bursaries to outstanding girls at grade 9 and senior level of education /provision of clean sanitation environment", respectively.

4.3.4 Head teachers' views on completion/progression rates of girls in the last three years (2005 – 2007)

The study also sought to find out the completion/progression rates of the girls in 2005, 2006 and 2007 in the schools under study. The responses and the data obtained from the schools from all the three head teachers in these schools were that it was "good" as can be seen in Table 9 below.

Table 9: Head teachers' views on completion/progression rates of girls – 2003 – 2007

Name of School	Entered 2003	Completed 2005	Entered 2004	Completed 2006	Entered 2005	Completed 2007
Ndeke	180	162	198	184	193	178
Chimwemwe	*	*	60	68	93	105
Chamboli	105	109	123	121	123	134

* Data not available as the school became High school in 2004

Variations in figures at Ndeke high school are attributed to the fact that in 2003 ten pupils were transferred while four were pregnant cases. Two girls were reported married yet another two girls were reported to have stopped school in Grade 11 and could not be traced. In 2004, eight pupils were transferred while five were pregnant cases. Only one girl was reported married. In the year 2005, seven girls were transferred while two were on maternity leave. Four girls stopped school and could not be traced while two girls passed on the same year.

At Chimwemwe high school, the Head teacher attributed changes in numbers of girls due to pregnancies and early marriages. He also pointed out that some girls left school because of lack of financial support.

The Head teacher at Chamboli high school cited the variations in numbers of girls completing school to the fact that some had been transferred while others got pregnant, and some passed on. On increase on the numbers of girls, the head teacher attributed this to the re-entry policy which allowed those who got pregnant to go back to school after delivery.

4.3.5 Head teachers' views on whether the schools were being helped by any NGOs

The Head teachers were further asked to indicate as to whether there were any Non-Governmental Organizations (NGOs) helping their schools and particularly the girls to enhance their education. Again all the three head teachers said, "yes". Details of the Organisations are presented in table 10.

4.3.6 Head teachers' responses on organizations that helped the schools and the girls and the type of Help rendered

The names of organizations and type of help they gave to the girls are as shown in Table 10 below.

Table 10: Head teachers' responses on organizations that helped the school and girls and type of assistance rendered by school

Name of High school	Name of NGO	Type of assistance rendered
Ndeke	- CHEP/CHANGES 2 - HODI - CINDI - Catholic Diocese - GRZ Bursary	- Comfort kit - School fees and examination fees - School fees and examination fees 50% of school fees and examination fees - Examination fees and school fees
Chimwemwe	- CHEP/CHANGES 2 - HODI - CINDI - GRZ Bursary	- Comfort kit - School fees and examination fees - School fees and examination fees - Examination fees and school fees
Chamboli	- HODI - SOS - CINDI - Community Development Office - GRZ Bursary	- School fees and examination fees - School fees and examination fees - Examination fees and school fees - School fees - Examination fees and school fees

Ndeke and Chimwemwe high schools said they received assistance from CHANGES 2 and the types of assistance were “comfort kits” and “payments for user fees.” Chamboli high school also mentioned the same.

4.3.7 Head teachers’ responses on whether schools had enough teaching and learning materials

The study revealed that except for Chimwemwe high school, the rest of the head teachers (Chamboli and Ndeke high schools) said, “no”.

4.3.8 Head teachers’ rating of school infrastructure

The study sought to find out about the school infrastructure. To this effect the three head teachers of the schools in the study were asked to rate the infrastructure with respect to their schools. Their responses varied with Ndeke high school head teacher saying “very good”; while Chamboli and Chimwemwe high school head teachers said “fair” and “good”, respectively.

4.3.9 Head teachers’ views on the situation of school infrastructure in 2004

The respondents were asked to show whether the current situation of the school infrastructure was the same compared to the year 2004. All the three head teachers said “no”. Meaning that, the infrastructure in these three schools was in a bad state in 2004 as compared to the current situation.

4.3.10 Head teachers’ response on other activities put in place to improve access, participation and high completion rates for girls

When asked on other activities aimed at improving access, participation and high completion rates for the girls, the head teachers’ responses were as shown in Table 11 below.

Table 11: Head teachers' response on other activities put in place to improve access, participation and completion rates

Name of school	Activity
Ndeke	• Educating the girls on government policy on re-entry • Guidance on choice of optional subjects
Chimwemwe	• Increasing enrolments for the girl child • Educating girls on the re-entry policy • Increasing sponsorship for the Orphans and Vulnerable Children (OVC)
Chamboli	• Rewarding hard working girls at senior level

As can be seen from the table, the common activity that the schools had put in place to improve access, participation and high completion rates for girls in the schools under study was education of girls on the re-entry policy that was introduced by the government in 1997. The policy stipulates that girls who get pregnant should be allowed back in school after delivery when they are ready to do so.

4.4 Findings from Focus Group Discussion with Pupils

The study also sought to find out what pupils perceived as factors for the increase in access, participation and completion rates by girls on the Copperbelt province and Kitwe District in particular. Only one (1) Focus Group Discussion was done at Chamboli high school, this was to avoid duplication and bulkiness of work from all the three high schools. From the Focus Group Discussion with 15 boys and 15 girls the following emerged:

4.4.1 Pupils' views on whether girls can compete with boys academically

Girls at Chamboli high school all agreed that they (girls) can compete favourably in academic work. One girl had this to say:

“As far as we are concerned, we as girls can compete favourably with boys. Even when it comes to subject combination there is no fear at all. We can take the same subjects just as those that the boys take such as Additional Mathematics and other science subjects. We can compete with the boys at any level”.

4.4.2 Pupils' views on girl to boy pupil ratio in classrooms

In the Focus Group Discussion with boys and girls, pupils were asked to indicate as to whether at their school there were more girls than boys in classes at senior level. A boy respondent, said;

“Yes, depending on subject combinations. In some classes there are more boys while in others there are more girls than boys. I say so because most girls shun difficult subjects. I mean they like easy ones and therefore go into classes that do not have much to do with sciences”.

4.4.3 Pupils' views on whether girls can compete favourably with the boys in all school activities

“We girls are good at netball while boys are good at football”, responded one female pupil. She went on to say, “there are some girls however who can play football too”.

A boy pupil on the other hand said:

“Not all activities, because there are some sporting activities that are predominantly for girls' only and

others for boys' only. For instance here at Chamboli high school, netball is for girls".

4.4.4 Pupils' views on whether girls should be given equal access to high school education like the boys

As regard to the above issue, one female pupil said:

"Yes, because when a girl child is educated she takes care of the ageing parents while boys spend most of their incomes on other things like girl friends at the expense of their parents who made sure that they get the much needed education".

Upon hearing this, one male pupil said:

"I am surprised I don't think so, we too do take care of our parents".

4.4.5 Pupils' opinion on lower cut off point for girls at grade nine examinations

Respondents were asked to indicate what they felt about giving a lower cut off point for girls at examinations. There was a bit of silence, and then one male pupil said the following:

"I think it is unfair. We are taught by the same teachers and learn the same things we even sit the same examination and fight for the same limited number of places at senior level; I personally find it difficult to understand why girls should be given a lower cut off point. Moreover from the onset of our discussion the girls did mention to you that they can

easily compete with us favourably. How favourable is this then?”

Immediately one girl pupil chipped in and said:

“We as girls have little time for study at home as we are normally engaged in too many house chores while our counterparts, the boys, have all the time in their hands to study as they do not normally have much house work to do at home after school”.

A boy pupil interrupted and said:

“It’s not true that we just sit at home, we also do some work, e.g. digging pits, gardening etc”.

“But they do not do these jobs everyday but after some time”, responded one girl pupil”.

4.4.6 Pupils’ views on whether girls do finish school in large numbers as boys

A girl pupil responded saying that boys finish in large numbers than girls, because most girls by the time they reach Grade 12 get pregnant and dropout.

4.4.7 Pupils’ views on prevalence of pregnancies at the school

When asked as to whether there was high prevalence of pregnancies at the school, one girl respondent said:

“About 5% of the girls get pregnant each year”. She went on to say; “pregnancies are not the only reason why girls dropout of school. lack of support in terms of

funds from the parents is also a factor, for example when parents have a boy and a girl child who are both going to school and have limited resources, they tend to consider a male child because they think that only male children should complete school. Because they think that male children are more intelligent”.

On the other hand, the other girls said: “No that was a long time ago, now it is equal chances (50 – 50)”, they responded.

4.4.8 Pupils’ views on where girls were getting the inspiration to finish school

The study also sought to find out where the girls were getting the inspiration to complete or finish school. The following emerged:

One girl said “we get the inspiration from those who completed school and are now working in various positions including senior ones. I admire Jacqueline Tembo, the journalist, at ZNBC, she inspires me most”. Yet another girl said: “I am inspired by my own mother who is a banker”.

4.4.9 Pupils’ views on whether there were some organisations that helped pupils in paying their school fees

Respondents were asked to say whether they had some organisations that helped them in paying their school fees and other school requirements. Some girl pupils who receive assistance indicated that they had NGOs like CINDI and HODI who were helping them in paying school fees and providing them with other school requisites.

4.4.10 Pupils’ views on general attitude of girls towards school

On the general attitude of girls towards school, one girl pupil said:

“some girls come here for a purpose while others just come to finish, in other words they want people to notice them as having reached a certain level of education and be praised by the community”.

4.4.11 Pupils’ views on whether it was possible for girls to achieve the same things after completing school as boys after school and become a responsible citizen in future

Most of the girls in the focus group discussion responded unanimously that they were able to achieve what the boys can in their lives. One girl went on and said:

“We can also become doctors, engineers, lawyers, only if we worked hard and are determined”.

Another girl concluded by saying:

“No sweet without sweat!”

4.5 Findings from Non-Governmental Organisations

From the interviews with the NGOs, the following emerged:

4.5.1 NGO characteristics of respondents

Three non-governmental organisations that offered support to girls were targeted. Table 12 shows the organisations visited and the gender of the respondents.

Table 12: NGO characteristics

Organisation	Gender		Total
	Male	Female	
HODI and Cecily's Fund	1	-	1
CINDI	1	-	1
CHEP/CHANGES 2	1	-	1
Total	3	-	3

In addition, positions of responsibilities were sought from the respondents. Their positions were: HODI and Cecily's fund – Programmes Manager; CINDI – Education Officer; and CHEP/CHANGES 2 – Technical Officer in charge of education scholarship.

4.5.2 NGOs' length of support to girls' education

When respondents were asked to indicate the number of years their respective organisations have been involved in helping girls' education, the following emerged as shown in Table 13 below.

Table 13: NGOs' number of years in supporting girls' education

Organisation	Period (in years)
CINDI	14
HODI and Cecily's Fund	10
CHEP/CHANGES 2	5

4.5.3 NGOs'views on the number of girls that had benefited from their support

As regards the number of girls that had benefited from NGO support in the period 2005 to 2007, the following emerged as shown below:

HODI and Cecily’s Fund – The programmes officer said” that in 2007 alone, 567 girls in grades 10 – 12 received support, while in the year 2008, the programme supported 623 girls”.

CINDI – The education officer reported that in 2005 the programme supported 250 grades 10 – 12 pupils, while in 2006 it supported 467 girls. In the year 2007 the programme gave support to 685 girls.

CHEP/CHANGES 2 – The technical Officer in charge of education scholarships at CHEP said:

“From the year 2005 to 2007, about 70% girls and 30% boys in high schools had benefited from their programme. To date over 3000 in grades 10 – 12 have so far been given support”.

4.5.4 Type of support given to the girls by NGOs

Respondents were asked to mention the type of support that their respective organisations gave to girls in order to enhance their education. Table 14 below shows the type of support availed to the girls. As can be seen from the table, the most common support provided to the girls are school fees, examination fees and uniforms.

Table 14: NGO support to the girls

Organisation	Type of support
HODI and Cecily's Fund	• Paying school fees and examination fees • Buying materials such as books, pens and pencils • Buying uniforms and shoes
CINDI	• Paying school fees and examination fees • Buying uniforms and shoes • Buying books and textbooks though not a regular feature • Providing psychological support • Providing career guidance
CHEP/CHANGES 2	• Paying school fees and examination fees • Giving them upkeep money to buy their daily needs • Buying uniforms on a yearly basis • Providing them with comfort kits, i.e. sanitary pads, soap, tooth paste and tooth brush

4.5.5 How NOGs identified girls in need of support

Respondents were further asked to indicate how they identified pupils that needed support.

The Programmes Manager at HODI and Cecily's fund in Kitwe District said:

“We identify these girls through the school based committees at each school. These committees are made up of the PTA. We interview the children and depending on their responses, we either tell the child to have qualified for sponsorship or not.”

Asked as to what criteria they use in the selections, the respondent said:

“Our selection is mostly based on the home background of the child in question. In short we rely mostly on information from the community they live in. We do receive so many applications – some of these applicants have lost both their parents while others have lost one of their parents. In our selection, after assessment, we mostly consider those with both parents’ dead and those with single parents still living, especially those living with mothers as surviving spouses”.

At CINDI the Education Officer said:

“We identify the needy children within their communities through the community boards put in place in every community. These boards make recommendations to us and we just make verifications.

The Technical Officer in charge of education scholarship at CHEP which is managed through CHANGES 2 said:

“We at CHEP identify these children through selection committees established within schools. These committees do not operate independently as they have to work in collaboration with other committees in the communities where the potential girls come from. We also involve the Social Welfare to help us identify

such children. After assessing the applicants then we give scholarship or support to deserving children”.

4.5.6 NGOs’ views on girls’ potential to compete with their boys counterparts in terms of academic performance

As regards the ability of girls to compete favourably with the boys in academic performance, the following emerged. The Programmes Manager, HODI and Cecily’s Funds said,

“Yes, girls have the potential to compete with the boys in academic areas. The only drawback that I have seen or noticed is that they dropout of school due to early pregnancies, especially when they are approaching the final grade which is grade 12. In any case this is not the only obstacle, there is one which is most prominent and this is “house chores” after school. The girls have little time for study compared to their boy counterparts. I mean when they knock off from school, the so called ‘house chores’ are actually waiting for them. This is worse in cases where the child is being kept by a step mother or other relatives in the family”.

4.5.7 NGOs’ response on monitoring the participation and progression rates

When asked as to whether the interested NGOs do monitor the participation and progression rates of the children they sponsor or give support to, the Programmes Manager, HODI and Cecily’s Funds said,

“We have put in place a robust monitoring system to make sure that the girls’ progression is on course and that the whole programme is working well. At the

same time we are constantly keeping in close touch with the contact teachers at each school”.

An interview with CINDI revealed the same views as those expressed by the Programmes Manager at HODI. The technical officer at CHEP/CHANGES2 too expressed the same views as those from the Programmes Manager at HODI and Cecily’s Fund. The Technical Officer in charge of education scholarships at CHEP however indicated that their organisation monitored the participation and progression of the pupils under their scholarship or support through monthly visits and quarterly review of the progression of the pupils under their scholarship or support.

4.5.8 NGOs’ views on comparison of access, participation and completion rates from 2005 to 2007

(a) NGOs’ views on access to education

With respect to access the Programmes Manager at HODI said:

“I am pleased to report to you, sir, that there is a tremendous improvement in terms of access to education by the girl children. I attribute this to a number of players coming on board to give support to the needy girls”.

The same sentiment was reaffirmed by the Education Officer at CINDI, while at CHEP/CHANGES 2, the Technical Officer in-charge of education scholarship said,

“In 2007, 80% of the targeted number of girls had access to High school education compared to 2004 when only 50% girls had access to High school

education. The reason behind this drop was as a result of a drop in the funds allocated to this programme, otherwise we wish to capture as much of such children as possible. Despite the limited financial resources available for this noble call, we give a lot of guidance and counselling to girl pupils in terms of them understanding that they should not be “treated” as children for household chores”.

(b) NGOs’ views on girls’ participation in other school activities

When asked about girls’ participation in other school activities the Programmes Manager at HODI and Cecily’s Fund said” they encouraged the girls to take part in extra curricula activities both at school and community levels. We encourage them to take part in clubs such as Anti-AIDS and the like”.

On the other hand, the Education Officer at CINDI said:

“We encourage all girls under our support to actively take part in extra-curricula activities. This enables them to become good peer educators when they complete school. The years 2005, 2006 and 2007 were years of success in respect of girls’ participation in school activities”.

At CHEP/CHANGES 2, the Technical Officer In-charge of education scholarships said,

“Our girls are under specific obligations to fully get involved in school activities, for example Anti-AIDS clubs and other core-curricula activities. Through such interventions in school clubs, 250 pupils have been reached by these activities through the children who are under our support, in terms of scholarship. More

than 7 High schools in Kitwe District have so far benefited”.

4.5.9 NGOs’ views on girls’ completion rates in 2005, 2006 and 2007

As regards completion rates, HODI and Cecily’s Fund representative said the following:

“There have been 100% completion rates among the girls that are under our scholarship. As for the pupils that stop school due to different reasons, among them pregnancies, our organisation has put up a follow-up mechanism for such pupils so that those who intend to go back to school after delivery are taken care of”.

At CINDI, the Education officer indicated that the completion rates have so far increased. He went on to say,” that beginning the year 2006, their organisation had sourced funds to specifically target the girls in high schools”.

At CHEP/CHANGES 2, the responsible officer said that in 2006, 723 girls under their support completed Grade 12 while in 2007, 972 girls completed the same grade. He said despite this success there were however a few cases of early pregnancies. These cases were followed up and the victims taken for counselling. This was done in order to avail chance to those who wanted to re-enter school after delivery.

4.5.10 NGOs’ views on the attitude of girls under scholarships towards school

The Programmes manager at HODI and Cecily’s Fund said,

“The general attitude is very good. The response has been overwhelming. The girls are really encouraged

to work hard and complete school if they are to become responsible citizens in future”.

At CINDI, the Education Officer said,

“The attitude has been very good. The response is overwhelming. The girls have shown that they would want to become responsible citizens when they complete school. Our support to the girls is motivating them thus, their successes”. We have some programmes underway to increase access of girls to high school”.

CHEP/CHANGES 2 on the other hand had this to say on attitude:

“The support we give to the girls made it possible for them to perform very well in academic circles. They are very committed to their education. We have seen positive changes in as far as performance is concerned. We see a lot of hope in our girls. Our girls have realised that education is the only foundation stone for their future life. Most of our girls under our support are also motivated by institutions such as the Copperbelt University and the Teacher Colleges so that when they finish they may pursue some studies of their own choices”.

CHAPTER FIVE

DISCUSSION OF FINDINGS

This chapter discusses the findings of the study which sought to investigate the factors associated with girls' increased access, participation and completion rates at high school level in selected high schools in Kitwe District on the Copperbelt Province. The following were the objectives of the study: to investigate the factors associated with girls' increased access, participation and completion rates at high school level as perceived by teachers; to investigate factors associated with girls' increased access, participation and completion rates as perceived by pupils (both girls and boys), to establish the factors associated with girls' increased access, participation and completion rates at high school as perceived by Non-Governmental Organisations with keen interest in the education of girls; and to ascertain the progression rate of girls' from grade 10 to 12 school records from 2003 to 2007.

The study revealed that the majority of the teachers in the study had a high school teacher's diploma and a university degree. Only a few teachers had school teacher's certificates. This is an indication that they are qualified enough and that their teaching methods were of high quality and hence the high completion rates of girls. The study also revealed that the relationship between the teachers and the girl pupils' in relation to academic work was either satisfactory or very good. The way the teacher associates with the girl child affects the pupils either positively or negatively. It is in this vain, that teachers should not be selective in assigning certain subjects as being for boys only because this might impart a negative sense into the girls, which would in turn deny the girls the zeal to compete with their male counterparts. Once the enthusiasm is lost in the girls they tend to perform badly. However this is not the case with the schools under study in Kitwe District of the Copperbelt Province. The study also showed that the majority of the teachers said the girl pupils'

attitude towards academic work was either good or fair. Very few teacher respondents on the contrary said it was bad. Attitude plays an important role in the education of an individual. The more effort the child puts in educating himself or herself the more likely that this child would progress in her academic endeavours.

An interesting issue to note here which the study revealed was that despite the teachers saying that the schools they taught at did not have enough teaching and learning materials, the girls' completion rates were still remarkably high. A further investigation showed that the high completion rates could be associated to among other things, the good environment in which the schools were located as reported by most of the teachers (68.0%) in the study. The schools were centrally located and away from noisy shopping environment though near homes and in town where people were believed to be civilised and knew the importance of education. The other factor for girls' high participation was the manner in which the teachers motivated the girls. The teachers counselled and gave incentives to high performers; involved the girls' in class discussions and quizzes and encouraged the girls by telling them (girls) that they could do better just like the boys. In addition, teachers invited role models to their respective schools to have talks with the girls. This is in line with Camfed-Zambia (2007) which supports the idea of role models for the girls in high schools such as teachers to encourage them in working hard.

The findings above could be other reasons for increased access, participation and completion rates by the girls on the Copperbelt Province. Moreover, 68.8% of the teachers in the study reported that where the teaching and learning materials were not readily available, they improvised. This shows the commitment that the teachers had in their teaching profession which could be another contributing factor to increased access, participation and completion rates among the girls on the Copperbelt. The Programme for the Advancement of the Girls' Education (PAGE) was also mentioned by the teachers (21.3%) as the

greatest driving force to girls' increased access to education. Also the introduction of the re-entry policy which allowed pregnant girls to go back to school after delivery was mentioned in the study as one of the factors that contributed to increase in access, participation and completion rates of high school education by the girls. These interventions by the MoE and interested parties in girls' education have resulted in a notable increase in access, participation and completion rates of high school by the girls and can, therefore, not be over emphasised.

The above findings are in line with those of the study carried out by the World Bank Senegal in 2008 on the focus of the country TRANSE Study within the high school in Africa (SEIA). For this study it was observed that the government was putting in place a broad range of policy measures and initiatives, both by the public authorities and NGO's with the aim of improving access, passage, and quality of education at the high school level. The study revealed that the range of initiatives taken by the interested parties included establishing of proximity colleges, building new classrooms to improve access, promoting girls' access through the creation of clubs for excellence and mainstreaming the interdisciplinary approach. For example, efficiency and gender equity had been the aim of the 'Education for Young Girls Project' at the basic level contributing to an increasing number of girls in basic and in high schools. Forum for African Women Educationalists (FAWE) has also been implementing a programme to support and maintain girls' success and excellence in schools. This programme offers scholarships to the best pupils and, provides mentoring to promote education for girls. Clubs of excellence are open for girls based on merit. The programme has been very successful in terms of passing certificates at high school level and keeping repetition rates low.

Furthermore the study showed that 17.3% of the teacher respondents said that children on the Copperbelt had easy access to learning materials and 6.7% had access to new technology like computers which availed them easy access to

other materials which are not found in schools through the internet. In addition to the new technology acquired through the internet. The findings of the study also showed that Copperbelt had a number of role models for the girls which could also have contributed to the increase in access, participation and completion rates as the girls would also want to live better lives in future. The competition was also reported to be very stiff among boys and girls on the Copperbelt.

The study revealed that the three head teachers in the high schools under study had enough experience in their positions, in all the three cases, this ranged from 5 to 10 years. It therefore, meant that the three head teacher had acquired the relevant skills to handle the issues of girls' education in terms of access, progression, participation and completion rates.

There were some variations in the ratio of girls to boys in these schools. Chamboli had 40:50, Chimwemwe had 45:50 and Ndeke had 50:50. From such records a lot more has to be done if the access of girls to high education is to be improved upon. Although the disparity is not much, more access should be provided to the girls to reduce the imbalance in terms of the girl to boy pupil ratios in schools. With regard to motivation the girls in schools, the findings showed a clear relationship between the incentives or motivation put in place in these schools and girls' increased access, participation and completion rates on the Copperbelt. The head teachers indicated that they had been offering scholarships to the girls who are hard working and disadvantaged; such steps would encourage the girls to remain in school and complete their education. These findings are consistent with Kelly's (1994) findings, where it was stated that scholarships and bursaries are more successful in reducing the burden of costs of schooling faced by parents and at the same time they are effective measures to improve girls' enrolment and help to achieve gender parity at high school level.

The study also revealed that the schools under study received some assistance through the support their girls were getting from NGOs. It was found that the support ranged from school fees and comfort kits for the pupils. This in itself helps the schools to plan well for their activities, because the NGOs such as CHEP/CHANGES and CINDI pay in lump sum and not on credit. In most cases schools find it extremely difficult to collect money from the pupils who sponsor themselves. These findings are in support of what is obtaining in Namibia, UNAM (2007) where some organisations have taken interest in the education of girls, such as the Girl Child Organisation (GCO). The aim was to exploit the full potential of the girl child enabling her to participate fully in the development of Namibia and complete school by giving scholarships. This means that if properly organised, NGOs are capable of reaching a number of girls who may have the potential to finish school but have no access to high school Education.

The head teachers also stated that the infrastructure in schools under study was reasonably good. This included the classrooms and the girls' toilets. In most cases, it is very discouraging for the girls to learn in the classrooms if there are no chairs and at the same time if the toilets are in bad shape. It seems therefore, that the 'good' infrastructure in schools has contributed to girls' increased access, participation and completion rates on the Copperbelt. These findings are consistent with those of MoE (2007) ,which stated that under the sector plan where funding went direct to high schools renovations and construction of infrastructure were done

On the success of the re-entry policy, the head teachers have successfully implemented this policy, which stipulates that a girl who falls pregnant should be allowed to get back to school after delivery. The finding from this study are in line with the Ministry of Education (MoE) and supported by Tietjen (1991), who stated that most of the countries in the Sub-Saharan region have now introduced policies of readmission that allow teenage mothers to complete school. Unlike in the past where girls faced permanent expulsion once found to be pregnant, such

girls are now given a second chance to complete their school. This is equally a contributing factor to girls' improved education on the Copperbelt.

As regards completion/progression rates of girls in the schools, the study revealed that completion/progression rates were good, except for a few negative factors that could be attributed to school transfers, dropouts due to pregnancies and other factors such as early marriages and a few cases where the schools recorded some deaths. This resulted in schools having some variation in figures, that is to say, the number of girls who entered grade 10 and those who progressed to grade 11 and 12 was still very much encouraging. The drop out rates were insignificant. For instance in 2004 Ndeke high school had recorded 198 girls who entered grade 10 and 184 girls completed school 2006; in 2004 Chamboli high school had 123 girls who entered grade 10 and 121 girls completed in 2006. This clearly indicates that indeed the completion/progression rates of girls on the Copperbelt has tremendously improved.

The study revealed that, pupils on the other hand attributed the increase in access, participation and completion rates of girls to, among other things, the high competition in academic sphere between boys and girls; the positive attitude that the girls have towards education; assistance that the girls received in form of bursaries from NGOs interested in the education of the girls; and the inspiration the girls got from their role models within the community.

The above findings are in agreement with those of Kadzamira (1999) who argues that because the social and economic benefits of educating girls have been widely acknowledged by both governments and international agencies, there was need to educate the girl child. In the same vain Lewanika (2008) observed that women should be accorded access to high school education.

For instance, in Rwanda, the finding of the research on Poverty Reduction Strategy approved in 2002, detailed specific activities to increase girls'

completion rates and promotes gender equality in education. These activities included increasing the number of female teachers and role models within the schools, sensitizing communities on the importance of educating girls, awarding scholarships to disadvantaged girl students, sensitizing teachers to gender disparities in education, making the physical learning environment more accommodating to female students, especially by improving toilet and dormitory facilities, and undertaking gender-specific research to collect qualitative and quantitative data on girls education

Non Governmental organisations associated the increase in access, participation and completion rates of girls to a number of factors. For example HODI and Cecily's Fund gave support to 567 Grades 10-12 girls in 2007 and 623 girls in 2008, while CINDI reported that in 2005 it gave support to 250 girls and 467 girls in 2006. The number of sponsored girls under CINDI increased in 2007 to 685 girls. CHEP/CHANGES 2 on the other sponsored 70% of the girls and 30% of the boys between 2005 and 2007. As noted earlier on in relation to the discussions with the pupils, NGOs too noted that despite the overwhelming numbers of girls under their sponsorship, a lot more has to be done in order to capture as many more girls as possible so that they can also access high school education.

This is not to put aside the views of NGOs that there was a steady increase of girls accessing high school. Girls are also seen to participate in various school activity programmes such as Anti-AIDS club which the NGOs said they were encouraging them to take part in.

The study also revealed that NGOs viewed the attitude of girls towards education as very encouraging. This could be one of the reasons for the increase in access, participation and completion rates among girls on the Copperbelt Province. Programmes such as the re-entry policy, which allows pregnant girls to go back to school and the Programme for the Advancement of Girls' Education (PAGE)

were seen as some of the major contributing factors to increased access to high school by the girls on the Copperbelt.

This study was based on the functionalist theoretical perspective on education. It states that education plays an important role in the socialisation and upbringing of the children. It also enables children to internalise the social rules that contribute to the functioning of society. Over and above, this education allows the transmission of culture, social integration and creation of knowledge and occupational placement. It is for these reasons that indeed girls should be accorded the opportunities to access high school education, so that they can take part in all the school activities and learn how to become responsible citizens who will be able to contribute to the well being of this country.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter concludes the study and also makes some recommendations based on the findings of the study

6.2 Conclusion

This study has demonstrated that the commitment of teachers to their duties is a vital element in encouraging the girls at high school level to participate in school activities and to be able to complete their high school education.

The programme for the Advancement of Girls' Education (PAGE) was a Ministry of Education initiative supported by UNICEF. This was one of the driving forces in uplifting the standards of girls' education at basic school level and in turn helped to increase enrolment of girls at high school level.

The 1998 50:50 Enrolment Policy in public schools was aimed at increasing the number of girls in high schools. This has continued to create more spaces for girls in basic and high schools. It meant that more places were created for the girls.

The 1997 Re-Entry Policy was another initiative by the Ministry of Education. Under this programme a strong advocacy and campaign was done to allow pregnant girls to be re-admitted after delivery, contributing to an increase in the number of girls completing high school education.

The study showed that the majority of girl pupils in Kitwe District have access to new technology such as computers to carry out their research. This in itself has

stimulated interest in the girls to remain in schools. In contributing to this fact, all the high schools in Kitwe District have well equipped computer rooms to which pupils have access to browse and do their work.

Kitwe District being a town which is growing at a very fast rate in terms of population, industries and businesses, has a lot of young and old people who are doing fine with very good jobs and promising businesses. The school going girls get a lot of inspiration from such people to realize the value of education.

It appears that most of the girls at high school level have developed a positive attitude towards education and have realised their potential and capability that they can compete with their male counterparts in all the school activities and academic spheres. This has enabled high schools to retain a good number of girls, hence improving the participation and completion rates.

The study also brought out the aspect of the fact that parents and guardians who are in formal employment and other productive sectors have the capacity to educate their children well, irrespective of sex. This is because they understand the importance of education to their girl children and have realised that marriage alone is not the best option.

The study showed that the various education institutions such as the Copperbelt University and other teachers' colleges both public and private institutions have acted as motivation to enable the girls to have access to high schools so that when they complete their education, they may pursue careers or further studies.

The school head teachers also have put up deliberate policies of helping girls who have proved to be hard working in academic work by giving such girls school bursaries up to the time they complete their school. This is a very good motivation on the part of the girls.

The study also generally showed that the number of NGOs that have come on board and have taken keen interest in the education of girls is encouraging and most of the young girls have taken advantage of receiving assistance in many different ways. These NGOs have tried to fill up the gap left by the Ministry of Education, in terms of enhancing access to high school education.

This study shows that the functionalist theoretical perspective on education is important in as far as education of girls is concerned. Education plays a vital role in the socialization of children and in realizing their potential to become responsible citizens. Most of the girls have come to appreciate education and ensure that they access high school education. Education is also a transmitter of knowledge and serves to generate new knowledge.

6.3 Recommendations

Based on the findings and the above conclusion, the study ends with a number of recommendations.

- MoE should upgrade female teachers with diplomas to get higher qualifications as a way to motivate and encourage girls to complete their education. This will also result in maintenance of the standard of education on the Copperbelt province.
- MoE should equip all schools with adequate teaching/learning materials which will stimulate interest in both the teachers and the pupils than is the case now where teachers have to improvise the teaching and learning materials.
- MoE should introduce more programmes in high schools to specifically encourage girls to develop positive attitudes towards school. Such programmes could be embraced in the counselling department of the schools.
- Building of new high schools by MoE should be a continuous process because this will allow more girls with the potential to have access to high

school education and be able to fulfil their dreams of what they would like to become after school.

- The MoE should put in place stimulating package which will encourage local people to form NGOs that will support girls in their communities to access high school education. This will help to narrow the gap left by the Ministry.
- MoE should give more funding to high schools that will record 90% completion rate at grade 12 level. This will enable them maintain their standards.

6.4 Areas for future research

A research involving two provinces, that is to say, one which has been doing well in terms of girls' access, participation and completion rates in the past 4 years and the other province which has not been doing well in this regard would be a good research to undertake to map out factors behind the situation vis-à-vis girls education. In other words, this would be an excellent research because it will comprise of a control and an experimental province to validate the findings.

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APPENDICES

APPENDIX 1

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY & SPECIAL
EDUCATION**

QUESTIONNAIRE FOR TEACHERS IN HIGH SCHOOLS

Dear Respondent,

I am a Post-graduate student at the University of Zambia pursuing a Master of Education degree in Sociology of Education. I am carrying out a research as partial fulfilment of my Masters programme. Therefore, you have been selected as one of the respondents. In this questionnaire, I realize that some of the questions ask for potentially sensitive information. This is a purely academic exercise and be assured that your responses will be treated as highly confidential.

Thanking you in anticipation.

LIFUKA EVANS (Student)

Section A

1. Name of the School:.....

2. Sex:.....

3. Age:
- (i) 20-30 years:
- (ii) 31-35 years:
- (iii) 36-45 years:
- (iv) 46 years and above:

4. For how long have you been involved in teaching of the girls at High school level?

- (i) 1-5 years
- (ii) 6-15 years
- (iii) 16-25 years
- (iv) 26 years and above

5. What is your highest professional qualification(s)?

- (i) Basic School Teachers Certificate
- (ii) High school Teachers Diploma
- (iii) University Degree
- (iv) Masters Degree

Section B

How has been your relationship with girl pupils at senior level in respect to their academic work? State in brief.

.....

.....

.....

5. How would you describe the attitude of the girls at senior level towards education?

- (i) Very Good
- (ii) Good
- (iii) Fair
- (iv) Bad

6. What measures have you taken as a teacher to motivate the girls in enhancing their academic participation in class?

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

7. Would you say that girls in your school have the potential to compete with the boys in academic work?

(i) Strongly agree

(ii) Agree

(iii) Strongly disagree

(iv) Disagree

8. Does your school have enough teaching and learning materials for your teaching?

Yes

No

9. If the answer to question 10 is “No”, how do you manage to teach?

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

10. Is the environment in which the school is located encouraging for the girls to complete their education?

Yes

No

11. If the answer to question 12 is “Yes”, please explain what you mean?

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

12. According to available records from MoE, the performance of girls on the Copperbelt is far much better than that of girls in other provinces. From your own point of view is this a true picture?

Yes

No

13. Give reasons for your answer to question 14

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

APPENDIX 2

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY & SPECIAL EDUCATION

QUESTIONNAIRE FOR HEADTEACHERS/DEPUTY HEADTEACHERS IN HIGH SCHOOLS

Dear Respondent,

I am a Post-graduate student at the University of Zambia pursuing a Master of Education degree in Sociology of Education. I am carrying out a research as partial fulfilment of my Master programme. Therefore, you have been selected as one of the respondents. In this questionnaire, I realize that some of the questions ask for potentially sensitive information. This is a purely academic exercise and be assured that your responses will be treated as highly confidential.

Thanking you in anticipation.

LIFUKA EVANS (Student)

Section A

1. Name of the School:.....
2. Sex:.....
3. Age: (i) 30-35 years: ☐
- (ii) 36-45 years: ☐
- (iii) 46-50 years: ☐
- (iv) 51 years and above: ☐
4. For how long have you been Head teacher/Deputy Head teacher?
- (i) 5-10 years: ☐
- (ii) 11-15 years: ☐
- (iii) 16-20 years: ☐
- (iv) 21 years and above ☐

Section B

5. What is the ratio of girls to boys at senior level in terms of numbers?
-
-
-
6. What incentives have your school put in place to motivate the girls in working hard and compete with boys?
-
-
-
7. How has been the completion rate of girls at this school in the last three years, i.e. 2005, 2006 and 2007, compared to the years before 2004?
- (i) Excellent ☐
- (ii) Good ☐
- (iii) Bad ☐
8. Are there some non-governmental organizations which have been helping you and the girls to enhance their education?
- Yes ☐ No ☐

9. If the answer to question 8 is “Yes”, mention these organization and the type of help they provide to the school and the girls.....
.....
.....

10. Are all the teachers sufficiently qualified to teach pupils at senior level

Yes ☐

No ☐

11. Does your school have enough teaching and learning materials which would attract the girls?

Yes ☐

No ☐

13. How would you rate the infrastructure in your school in attracting the girls?

Very Good ☐

Good ☐

Fair ☐

Bad ☐

14. Was the situation the same in terms of infrastructure before 2004?

Yes ☐

No ☐

15. What other activities have you put in place to improve the access, participation and high completion rates for girls?

.....

.....

.....

APPENDIX 3

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY
AND SPECIAL EDUCATION**

**FOCUS GROUP DISCUSSION GUIDELINES FOR THE PUPILS BOTH GIRLS
AND BOYS**

- 1. Name of school:
- 2. Sex:
- 3. Grade:.....
- 4. Age:
- 5. How do you rate the academic performance of girls to boys in this school at senior level?
- 6. Is it true that we have more girls in most of the classes at senior level than boys?
- 7. Can the girls compete favourably with boys in all the school activities?
- 8. Should girls be given equal access with boys to High school education?
- 9. What is your opinion that girls are given a lower cut-off point at grade 9 level?
- 10. In terms of completion, do girls finish school in good numbers compared to the boys?
- 11. Where are the girls getting the inspiration from to participate and complete school?
- 12. What support has the school been giving the girls to motivate them in working hard?
- 13. Are there some organizations helping the girls in any way to enable them access and complete school?
- 14. What is the general attitude of girls towards school?
- 15. Is it possible for a girl to achieve the same with the boys after school and become responsible citizens?

APPENDIX 4

UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

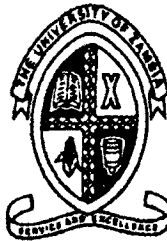
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, SOCIOLOGY
AND SPECIAL EDUCATION**

**INTERVIEW SCHEDULE FOR NON GOVERNMENTAL ORGANISATIONS
INVOLVED IN THE EDUCATION FOR GIRLS AT HIGH SCHOOL LEVEL IN
KITWE DISTRICT**

1. Name of your organization:
2. What is your position:
3. Sex:
4. For how long has your organization been involved in the education of girls in High schools here in Kitwe?
5. How many girls have benefited from your support in the last three years i.e. 2005, 2006 and 2007?
6. What kind of support do you give to the girls in High schools?
7. How do you identify girls who are in need of support in the High schools you operate from?
8. How do you look at the girls' potential to compete with their boys counterparts in terms of academic performance?
9. Have you been monitoring the participation and progression rates of the girls you are supporting in High schools?
10. How could you compare the access, participation and completion rates of the girls in the last three years i.e. 2005, 2006 and 2007, to years before 2004?
11. How has been the response of the girls that are still enjoying your support in terms of their attitude towards school?

APPENDIX 5

Letter from the Assistant Dean Postgraduate



UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION

Telephone: 291381
Fax: +260-1-292702

P O Box 32379
Lusaka, Zambia

30th January, 2008

TO WHOM IT MAY CONCERN

Dear Sir/Madam

RE: FIELD WORK FOR M.ED STUDENTS

The bearer of this letter Mr. ~~Ms~~ LIFUKA EVANS..... computer number 526003821..... is a duly registered student at the University of Zambia, School of Education.

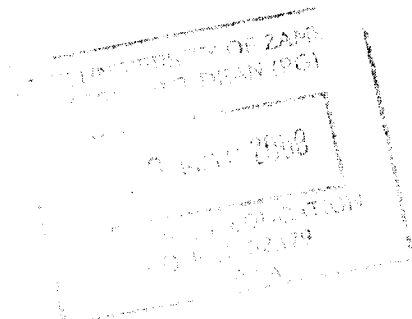
The student is taking a Masters Programme in Education. The Programme has a fieldwork component which he/she has to complete.

We shall greatly appreciate if the necessary assistance is rendered to him/her.

Yours Faithfully


P. C. Manchishi (Dr.)
ASSISTANT DEAN (PG), SCHOOL OF EDUCATION

cc. Dean, Education
Director, DRGS



APPENDIX 6

Letter from the Kitwe District Education Board Secretary

All correspondence should be addressed to the
District Education Board Secretary

Tel: 021-2-222368 / 222843
Fax: 021-2-228381



In reply please quote:

No.

REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION
KITWE DISTRICT EDUCATION BOARD

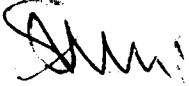
Office of the District Education Board Secretary
P.O. Box 20560
Kitwe
Zambia

13th June 2008,

The Head teacher
• **Kitwe District**

Ref: RESEARCH EXERCISE – MR E. LIFUKA

Please allow the bearer to undertake a research in your institution. Your co-operation will be highly appreciated.


S. Mwansa
District Education Board Secretary
KITWE DISTRICT

13 JUN 2008