

**AN ASSESSMENT OF FACTORS LEADING TO THE ESTABLISHMENT AND  
DEVELOPMENT OF COMMUNITY SCHOOLS IN LUANO DISTRICT,**

**ZAMBIA**

**BY**

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**A dissertation submitted to the University of Zambia in partial fulfillment of the  
requirements for the award of the Degree of Master of Education in Adult Education.**

**UNIVERSITY OF ZAMBIA**

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**DECLARATION**

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**APPROVAL**

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## ABSTRACT

The study was an assessment of factors leading to the establishment and development of community schools in Luano District of Central Province in Zambia. The study followed a qualitative approach using descriptive research design under the diffusion theory of innovation. The objectives were to: identify the factors leading to the establishment and development of community schools in Luano District; determine the involvement of stakeholders in the establishment and development of community schools, establish the challenges did face in the establishment and development of community schools.

The target population of the study comprised all the managers, parents and teachers of community schools. The sample consisted of the District Education Board Secretary (DEBS), 3 Head Teachers, 15 parents and 11 teachers of community schools making a total sample of 30 participants. A purposive sampling procedure was used. Furthermore, primary data was collected using semi-structured interviews and Focus Group Discussions (FGD) and secondary data was collected from books, journals and dissertations. It was analysed thematically, organized and presented in common themes or narrations.

The findings of the study revealed that there were two categories of factors responsible for the establishment and development of community schools in Luano district. One category was made of push factors while the other was that of pull factors. Push factors included, long distances to the schools, constant absence of teachers from work in GRZ schools, high expenses, high levels of illiteracy and limited access to other schools. Pull factors included feeding or nutritional programmes done at nearby schools, admiration of children graduating from other community schools who became role models of success in school, commitment of community school teachers, high pass rate and affordable and flexible terms of payments. Community schools developed in terms of enrollment increased, retention, gender equity, effective parent's associations and increased parental participation. Findings also revealed that the parents and children were among the stakeholders who were involved in erecting and maintaining infrastructures at the school. The findings also revealed that community schools were hampered by: financial challenges, insufficient and untrained teachers, poor and inadequate infrastructure and lack of proper sanitation.

The study concluded that community schools in Luano district were a creation of both push and pull factors which affected parents and pupils respectively. The push factors were more from the parents and pull factors from the adult learners. It is therefore, recommended that government should speed up taking over of community schools to enable trained teachers and infrastructure to be employed and upgraded respectively. This will help address their felt needs. Findings may help policy makers to have a good understanding of community schools and contribute to policy changes on community schools in Luano district in particular and Zambia at large.

**Key words:** Factors, community, schools, establishment and development.

## **DEDICATION**

I dedicate this dissertation to my family especially my children Twaambo, Nchimunya and Miyoba my mother Mondy Makondo and my late father Just Makondo. Above all, I dedicate this work to my Lord and Saviour Jesus Christ.

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## ACRONYMS

<b>DEBS</b>	District Education Board Secretary
<b>EFA</b>	Education for All
<b>GRZ</b>	Government Republic of Zambia
<b>MDGS</b>	Millennium Development Goals
<b>MOE</b>	Ministry of Education
<b>PCSC</b>	Parents Community School Committee
<b>PTA</b>	Parent Teacher Association
<b>SEP</b>	School Feeding Programme
<b>SPARK</b>	Skills Participation Access Relevant Knowledge
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organisation
<b>UNICEF</b>	United Nations Children Emergency Fund
<b>UPE</b>	Universal Primary Education
<b>WCEFA</b>	World Conference on Education for all
<b>ZCSS</b>	Zambia community school's secretariat

## **OPERATIONAL DEFINITION OF TERMS**

- A community:** This is a group of people who established and developed community schools in Luano district.
- Adult Education:** These are persons who missed school and decided to undertake an activity in order to bring change and solve their personal problems in the community.
- Community school:** Institutions owned managed and established, developed by communities in which they are situated. The main aim of their existence is to offer basic education to the out of school children especially the orphans and vulnerable learners.
- Education:** It is a process where one acquires knowledge skills, right attitudes and norms in the community.
- GRZ schools:** Public learning institutions managed by government to offer basic education to school age children.
- School:** Is where people meet for the purpose of attaining educational goals or objectives in the community.
- Self-Actualisation:** Is striving to have a balance in life due to the felt needs or need satisfaction in community schools.
- Pull factor:** refers to a reason, incentive or situations that attract or pull parents to have community schools
- Push factor:** refers to a reason or situation which leaves parents with no choice but to establish community schools

## CHAPTER ONE: INTRODUCTION

### 1.1 Overview

This chapter explores the background of the study, statement of the problem, purpose of the study, research objectives and research questions. The study further presents the significance of the study, delimitations of the study, theoretical framework and operational definition of terms meant to foster understanding of the research topic.

Adult Education aims at empowering people in society for them to be productive. It is meant to emancipate adults from psychological problems. It was discovered that, adult education was offered to adults and not fit for children for a number of reasons such as economically, socially and politically as adults. It has allowed individuals to achieve their dreams to be innovative and contribute to the development and security of any nation (Lindeman, 1926). This can only happen where there are schools which are strong enough to produce enough human resource with rightful skills and knowledge.

Adult learners are ready to learn those things they need because of the developmental phases they are approaching in their roles as workers, spouses, parents, organizational members and leaders plus leisure time users (Knowels,1973). This can only happen where there are schools which are strong enough to produce human resource with skills and knowledge. Today, however, Zambia's young citizens and adults in particular are simultaneously confronted with growing economic, inequalities and increasing global and competitive world where government institutions are failing to provide the promised opportunity, hence, community schools are the answer to attain education for the adults (Mbozi,2011). Schools are failing to teach the pupils the academic skills and knowledge they need to compete and succeed. This failure and its consequences are not theoretical but real and are already having a noticeable impact on individual graduates particularly the needy students for whom education is the only intervention capable of putting them on track to a better life.

At the time of independence, government considered Adult Education as a tool to address the great challenges of human resources that it needed in its quest to Zambianise the public sector. In view of this, government undertook several activities to advance the provision of adult education through the Ministry of Education (Mwanakatwe,2013). While many references to community schools were made in discussions about equitable access to education, no one at that meeting spoke of developing a community school model within national educational systems (World Bank, 2000). The only major problem was human resource development. The demand thereafter was high due to (EFA) this led to the establishment and development of community schools to places where there were no schools. Therefore, with this standpoint education is a basic human right and a significant factor in the development of children in communities. This resulted in the construction of schools including community schools. Opening classroom doors to all children, especially girls, will help break the intergenerational chains of poverty because education is intrinsically linked to all development goals such as reducing poverty levels (MOE, 2007).

## **1.2 Background**

Adult Education in Zambia was initially meant to improve the quality of Human Resource at the time of Independence. It was also seen as an instrument of personal growth in society. It is internationally recognized that; adult education was provided by community schools. This implies that, no person should be denied access or opportunity to develop his or her full potential through education (UNICEF, 1990). Zambia is no exception to this as she is a signatory to the Convention on the Rights of the Child (CRC). In the field of adult education, it is way of conscientising the people and creates awareness for development. In terms of globally it means that, education was included as goal 2 in the MDGs and goal 4 of the Sustainable Development Goals (SDGs) with a net enrolment rate in primary school education increase from 8% to 20% (Anangisye, 2011). The 1990 Education for All Conference in Jomtien-Thailand provided an expanded vision of basic education. Since this was an important milestone in the history of education, Community schools were not an exception in many, if not all African countries. Zambia was among the African countries that acknowledged the CSE inclusion in the main education system. It called for the strengthening of partnerships with civil society organizations, local communities, and non-governmental organizations (NGOs) in providing education for all. The Education for all movement is a global commitment to provide quality basic education for

all children, youth and adults. While many references to community schools were made in discussions about equitable access to education, no one at that meeting spoke of developing a community school model within national educational systems (World Bank, 2000). Therefore, ten years later, in 2000, the Dakar Framework for Action developed at the World Education Forum, reaffirmed the goals of reaching universal access to learning. It also reaffirmed the broadening of the means and scope of basic education and strengthening partnerships between schools and communities.

In response to the resolutions of the above named conventions, the Ministry of Education (MOE) signed a Memorandum of Understanding (MOU) with the Zambia Secretariat for Community Schools (ZCSS) in 2001, with the intention of providing universal quality basic education and increasing enrolment through the creation of community schools. In the memorandum of understanding, a community school was a community based, owned and managed; learning institution that was to meet the basic or primary needs of pupils. Community schools offer a personalized curriculum that emphasizes real-world learning and community problem solving. Schools become centers of the community and are open to everyone, all day, every day, evenings and weekends (Coalition for community school website, 2015).

It is against this background that community schools were founded in Zambia on the concept of adult education as it had no age limit. They began in the mid 1990 during the conference where Zambia became also a signatory to this effect (CCS, 2015). However, the genesis of community schools in Luano district is still investigated. With no clear guidelines or procedures on the establishment, registration, grading and change of status the number of community schools has grown substantially over the last ten years without a clear indication on education standards in these schools (MOE, 2007).

Community schools have developed from the bottom-up by stakeholders as community interventions in Zambia. As a result, there has been confusion as to who is ultimately responsible for coordinating and guiding these schools. In 1996 the Ministry of Education in Zambia (MOE) then supported the formation of the umbrella body which is the Zambia Community Schools Secretariat (ZCSS) to carter for the administrative needs of the community schools at the national level. Zambia signed a memorandum of understanding with the Zambia community

school's secretariat (ZCSS) the intention of providing universal quality basic education and increasing enrolment rates through the creation of community schools (Zambia Community Schools Secretariat,2002). In order to boost these schools, it was clear to note those formal structures of civil society and the Ministry of Education (MOE) was necessary to ensure that financial assistance and resource support reached these schools.

Furthermore, a community school was to be initiated locally or externally, but management and organization of the school was placed in the hands of a committee comprising representatives of a local community. The intention was to open different classes such as pre-school and adult learning. The committee was called Parents Community School Committee (PCSC). In view of this, the government, in partnership with some NGOs and local communities, had to set up community schools. This partnership brought about critical resources into schools in order to meet learner's academic, health, family or emotional needs and to help free teacher to teach. Community schools engage parents and community members as essential partners in children's education. At the time of the study about 2,457 community schools with a total enrolment of 426,976 pupils had been set up throughout the country, representing about 30 percent of the total number of schools (MOE, 2007).

The above statistical information clearly shows that community schools were providing opportunities to many vulnerable children whose future was almost thrown into oblivion. Surprisingly, a lot had been written on the achievement of education for all (EFA) goals of ensuring pupils accessed school but little had been written on keeping them there.

Carmody (2004) affirms that, the community schools first appeared in 1982 out of a need for additional school places and relevant education for out-of-school children, youths and adults. The needs of orphans, the poor and girl children formed a key reason for the establishment of community schools in the country. Today, the local community is supposed to run and finance them. However, in some instances, community participation is minimal while in most cases children are expected to make some financial contributions. Community Schools are community institutions that play a major role in the lives of the local community than government schools. Each school has some classes, each of which has a volunteer, and ideally a maximum of thirty-five (35) pupils. In practice, most of the classes are much larger, sometimes reaching eighty (80)

learners. Their motto is summarized under the acronym “SPARK” which stands for Skills, Participation, Access, and Relevant Knowledge (Zambia community school secretariat, 2002)

Furthermore, Muskin (1997) points out that, community schools are an important part of the educational landscape in Sub-Saharan Africa. These community schools are held as successful educational interventions in developing countries that are trying to provide universal access to basic education and improve education quality in Zambia. Though community schooling had long been a practice in many countries, the idea of alternative education as a development strategy was relatively new and was often seen as a response to failing public education systems.

Community schools in Zambia play an important role in providing education especially to the vulnerable. This provision has been done through cost-sharing where the government does a minimal part and the community itself of providing the teaching and learning materials. In Zambia today about 75% of children and adults are sent to community schools as a form of non-formal education which caters even for the drop-out (Zambia community schools’ secretariat, 2002).

### **1.3 Statement of the problem**

According to MOE (2007), research has shown that the establishment and development of community schools operating is now becoming a global issue. This is paramount in society to meet some learning needs of adults. Furthermore, in Zambia the establishment and development of community schools has been embraced through the Zambia community schools’ secretariat in 2002 to provide education for the adults. There is a rapid increase of community schools in Luano district that are operating to increase access to education. This is according to the study conducted by Zambia community school secretariat (2003). However, it is not known what prompted the establishment and development of community schools in Luano district. The study sought to assess the factors leading to the establishment and development of community schools in Luano district.

#### **1.4 Purpose of the study**

Kombo (2013) refers to the purpose of the study as a general statement which reflects the intention of one's research. It is a general statement of what the researcher hopes to accomplish by the end of the study. He further states that, the purpose of the study reflects the aspirations and expectations of the researcher. Therefore, the purpose of this study was to assess the factors leading to the establishment of community schools in Luano district.

#### **1.5 Objectives**

The objectives of the study were to:

- i. Identify the factors leading to the establishment and development of community schools in Luano district.
- ii. Determine the involvement of stakeholders in the establishment and development of community schools in Luano district.
- iii. Establish the challenges faced by stakeholders in the establishment and development of community schools in Luano district.

#### **1.6 Research Questions**

The study was guided by the following research questions:

- i. What factors led to the establishment and development of community schools in Luano district?
- ii. To what extent were the involvements of stakeholders in the establishment of community schools in Luano district?
- iii. What challenges did stakeholders face in the establishment and development of community schools in Luano district?

#### **1.7 Significance of the study**

The results or findings may help the local people, policy makers, civic and political leaders have a better understanding of factors in the establishment and development of community schools

and formulate or contribute to policy changes that would help improve the quality of education in community schools in the Zambian society and Luano district in particular. The information will specifically help educational officials at all levels to have a clear understanding of these factors leading to the establishment of community schools in Luano district. This would help the Ministry of General Education (MOE) through the department of Open and Distance Learning (ODL) to put in place certain interventions with regard to establishment of community schools in Zambia. The study would also help the sponsors of community schools in the country to come up with new strategies on how to run such schools efficiently and effectively.

It was further hoped that, the study would contribute to the body of knowledge concerning the establishment and development of community Schools. This was in line with the conclusion made by Shaughnessy, Zechmeister and Zechmeister (2006) that society and individuals benefit from research because new knowledge is gained. Shaughnessy et al (2006) emphasised that, there were potential expenses when research is not conducted because the opportunity to gain knowledge is missed and consequently, the opportunity to improve the way of life of humans is lost.

### **1.8 Delimitation of the study**

Delimitations are used to address how the study is narrowed in scope (Cresswell, 1994). This study was limited to Luano district. Luano was chosen because it has a number of community schools as compared to other districts in the province. This was according to the research conducted by the Zambia community school secretariat (2002). On the western side of Luano there is Kapiri-Mposhi, in the north Mkushi, in the south is Kabwe and on the eastern part is Luangwa. It has a population of 13773 which is sparsely distributed due to farming activities in the area and presence of minerals



**Figure 1: Research Site-Map of Central Province showing Luano district**

Source: (<http://www.go2africa.com/Central Province/Districts/Zambia>)

### 1.9 Limitations

Most of the participants expected to receive something like money in exchange for the information to be given or released. The situation was normalized by telling them that it was not a funded programme since the researcher was a student

### 1.10 Theoretical Framework

As perceived by Imenda (2014:189), “a theoretical framework is the application of a theory or set of concepts drawn from and the same theory, to offer an explanation of an event, or shed some light on a particular phenomenon or research problem”. Therefore, this study was underpinned or guided by one of the theories of change, the diffusion of innovation theory which was propounded by (Evertt Rogers ,2003). The theory seeks to explain how, why and at what rate new ideas and technology spread in society.

Rogers in his research argues that diffusion is the process by which an innovation is communicated over time among the participants in a social system (Rogers, 2003). He further added that adoption is a decision of full use of an innovation as the best course of action

available. In his study, rejection was viewed as a decision by stakeholders not to adopt an innovation. In this regard, diffusion was treated as an innovation communicated through certain channels to the members of a social system or in a population. One of the qualities of diffusion of innovations states that instead of focusing on persuading individuals to change, it radically sees change as being primarily about the evolution or reinvention of products and behaviour. So people become better fits for the needs of individuals and groups. In this case, it is not the people who change but the innovations themselves (Seemann, 2003). The theory of Rodgers proposes that four key components or elements influence the spread of a new idea of the innovation itself, communication channels, time and social system.

- a) **Innovation:** is an idea, practice or project that is perceived as new by an individual in the community. It may be invented a long time ago, but if individuals perceive it as new then it may still be an innovation for them. He argued that the consequences among the members in the community create uncertainty. These consequences are the changes that occur in an individual or a social system as a result of adoption or rejection.
- b) **Communication channels:** Rodgers argued that it is a process where participants create and share information with one another in order to reach a mutual understanding. It occurs through channels between sources. For example, interpersonal communication between individuals in the community.
- c) **Time:** According to Rodgers (2003) the time aspect is ignored in most behavioral research. He argues that including the time dimension in diffusion research illustrates one of its strength. The innovation diffusion process and the rate of adoption all include time dimension.
- d) **Social system:** He argued that in the social system there are interrelated units engaged in joint problem solving to accomplish a common goal. Since diffusion of innovations takes place in the social system, it is influenced by the social structure of the social system. He further claimed that the nature of the social system affects individuals' innovativeness which to some extent the main criterion for categorizing adopters

Rodgers argues that there are stages in the diffusion of innovation. He begins with the knowledge stage. In this step an individual learns about the existence of innovation and seeks information about the innovation. Critical questions to be asked are why, how and why. This type of

knowledge motivates the individuals to learn more about the innovation and eventually to adopt it. It may encourage also an individual to learn about the other type of knowledge. To this extent, the individual may have all the necessary knowledge, but this does mean that the individual will adopt the innovation because the attitudes also shape the adoption or rejection of the motivation (sherry, 1997).

Persuasion stage reveals that, individuals may have a negative or positive attitude toward the innovation, but the information of a favorable attitude toward an innovation does not always lead directly or indirectly to an adoption or rejection. Rogers further reveals that the persuasion stage is involved more in sensitively with the innovation (Sherry, 1997).

At the decision stage in the innovation-decision process the individual chooses to adopt or reject the innovation. In this regard, adoption is described as full use of an innovation as the best course of action available. Rejection described as not to adopt an innovation (Rodgers, 2003). It was further arguing that if an innovation has a partial trial basis, it is usually adopted more quickly since most individuals first want to try the innovation in their own situation or homes. Thereafter, come to the adoption decision.

Rodgers also proposed the implementation stage of the diffusion of innovation. The innovation is put in practice. But innovation in this stage can still be a problem, in the sense that the implementers may need assistance be it financial or technical.

### **1.11 Organization of the study**

Chapter one presents the background to the study, statement of the problem, purpose of the study, research objectives, research questions, significance of the study, delimitations of the study, limitations of the study and operational definitions of terms used in the dissertation. Chapter Two focuses on the review of literature. This chapter provides a review of relevant literature to the problem under study that is factors leading to the establishment and development of community schools.

Chapter Three provides an in-depth look into the research methodology employed in the collection and analysis of data. The chapter deals with the research design, study population, sample size, sampling techniques, data collection procedure, data collection instruments and data analysis.

Chapter Four presents the research findings. All the research questions have been addressed in this chapter. Chapter Five is a discussion of the findings of the study. In this chapter, the findings are discussed under the themes and headings drawn from the research objectives. Chapter Six provides the concluding remarks of the study and also makes recommendations based on major findings of the study.

### **1.12 Summary of the Chapter**

This chapter provided the introduction of the study, background and the statement of the problem. In the introduction and background, it was found that community schools were established by the local people based on the felt and learning needs. They were developed using the bottom-up approach. The chapter also highlighted the objectives of the study, research questions, significance of the study, delimitations of the study, and limitations of the study and explanation of operational definitions of the terms used in the dissertation. It further discussed the theoretical framework. The next chapter presents the literature review used for this study.

## CHAPTER TWO: LITERATURE REVIEW

### 2.1 Introduction

This chapter presents a review of literature related to the establishment and development of community schools. Literature review is not an end in itself, but a means to an end. That end is to evaluate, synthesise, analyse and represent how your research emerged from previous studies (O'Neil, 2010). The chapter is divided into the following sub-headings: meaning of community school, formation of community schools, community school model, and origin of community schools globally, financing of community schools and Zambia, community schools in Zambia and Africa. Participation of stakeholders, challenges encountered, Registration of community schools, types of community schools, management of community schools, its curriculum, expansion of community schools, and lastly, the summary of the chapter is given. The sources of the literature were journals and educational text books.

### 2.2 Meaning of community school

In the context of adult education studies, Wiltshire (1973:26) says that community schools should be there because:

*"...One is meeting the needs of adult learners, or of one's community and the effect of acting as a logical stop to analysis."*

The concept community can be defined as, a group of people who share common (same) problems, same interests or needs, and they may share the same geographical location, beliefs or culture, bond of fellowship, may have set standard of behavior and they may be one organizational set up (Wilshire,1973).

DeStafano (2004) defined a community school as, a village school which belonged to the local community and is organized, funded, run and supported by the community. It is something about which the community is exceedingly proud. This is because it is formed out of their desire. Sometimes a house can be turned into a community school once there is need.

It was also defined as a school established, run and largely supported by local communities out of felt needs, whether they were geographic communities (villages or urban townships), religious

or non-profit educational trusts (Hoppers, 2006). The definitions complement each other but should be expanded and qualified. While local communities maybe involved in planning, teacher recruitment and income generating activities. The stakeholders outside of the physical community often play significant roles in guiding management, governance and finance. For example, international religious organizations were able to fund and support community schools.

A school usually has a physical structure, for example a building for the purpose of attaining educational goals or objectives. But in some cases, there are no physical structures, for instance, a bank of Kafue River where fishermen learn various fishing techniques, salesmanship, marketing and so forth. A school is not necessarily an excluded building or structure in the community used for education purposes but is a central meeting place. Sometimes with physical structures where members of a community meet, organize and execute their educational programmes and activities. These programmes should emerge from people in the community, reflecting communities felt needs. A community school which has programmes irrelevant to the people is not a community school.

In the Zambian context, a community school is a community based learning institution that meets the basic, primary education needs of pupils, who for a number of reasons cannot enter government schools (Chondoka, 2006). Mumba (2000) defined a community school as a school which is established and run by the community. The school indicated the need for the school to cater for the less privileged children of whom the majorities are girls and orphans. These who for a number of reasons such as social and economic never been to school or dropped out from school at an early age). Committees of community representatives manage and organize these schools, which can be locally or externally initiated. Community schools target orphans, underprivileged children, and girls.

Adults are the target populations and have the defining characteristics of CARE's community schools world-wide. While CARE's framework gives a number of elements that distinguish community schools, it notes that not all community schools have these elements. Community schools provide educational opportunities for underserved groups (rural poor, ethnic minorities, girls) at a sustainable cost. They are located within communities that don't have easy access to public schools. Management of the schools involves a partnership among private organizations, communities, and government. Teachers are recruited, trained, and supported from the local area.

Schools use a locally-relevant, child-centered curriculum and pedagogy while covering the basic knowledge and skills required by the formal education system, so that successful pupils can continue in government schools. Community schools often provide education where families have no alternative (Hartwell and Pittman 1999).

In addition to, with all of the demands for schools to meet certain academic metrics, intensified attention has been paid to the experiences students have before they come to kindergarten. Community schools understand that a high-quality early educational experience can have a positive impact on a child's life. All children should have access to a high quality education. Community schools provide supports with early childhood programs, at the most important time in a student's development. Children are coming to school ready to learn (Community school coalition website, 2015). Community schools are providing models for success preparing students who come to kindergarten ready to learn and to grow into a successful student.

In the early 2010s, three factors combined to further support the community school agenda. First, the current ruling party, Patriotic Front, pledged in 2011 to upgrade community schools to fully-fledged primary and secondary schools (Patriotic Front, 2011). This was in order to providing political support focused on community schools. Without appropriate care, community school advocates are concerned that community schools' aim and vision to provide education to poor and vulnerable children, and their community-driven nature will be lost.

Community participation is a defining characteristic of community schools, this fact sets them apart from other types of Zambian schools, regardless of source of funding or who initiated the community school (e.g., local community, NGO, or faith-based organization). Each community school is managed and organized by the PCSC, composed of parents, community school head teacher and teachers, and prominent community members (MOGE, 2016).

### **2.3 Formation of community schools**

The community school is of the community, not just the school which stands in the community. It is a school in which children are taught, and well taught, during what are normally regarded as school hours (MOGE, 2016). Further, community schools are also the institution which offers to

adolescents and adults, the education, training and even recreation for which they are asking or for which they can often be so easily stimulated to ask.

Kelly (1999) states that community schools developed out of a need for additional school in the country. In fact, most primary school which we have in this country stated as community schools. This is when they were fully developed that was when they were converted to government schools. Other aspects were the distances children sometimes need to walk to school and the security of the children on their way to school is not granted. Hence, Community schools are within or close to the community which has no government school. In rural areas community school is set up even in the illegal compounds where very few public facilities exist. A further important consideration is economical. As one of the adverse effects of structural adjustment, more and more people in Zambia live below the poverty line and cannot afford to pay school fees and uniform costs needed in regular schools.

Community schools were being founded or formed without clear education standards, guidelines on operation, and defined procedures on establishment, registration, or upgrading to a government school (MOGE 2016). Support and coordination of community schools was left largely to donors, local and international NGOs, and proactive provincial and district education offices.

The MOGE acknowledged that many community schools were operating without their knowledge or assistance, resulting in a situation where the quality of education in community schools has varied tremendously across localities and running agencies because there have been no minimum standards that a school must meet for establishment” (Ministry of Education ,2008). To fill this policy vacuum, MOGE, in collaboration with stakeholders, devised the Operational Guidelines for Community Schools (OGCS) in 2007. The goal of the OGCS was to: (1) guide MOGE officials and all stakeholders on their roles and responsibilities for management and coordination of community (MOE, 2008).

## **2.4 Community school model**

The community-based management or model is managed by an international non-profit making Organisation and had connection to the public education sector (MOGE, 2016).

The current community school model developed in the 1980s as a response to the scarcity of government-funded schools and high school fees, which placed primary education beyond the reach of many vulnerable children. Today, community schools represent an over 20 percent of primary school enrollment (MOGE, 2016).

The community school reform model was equated to a smart phone with lots of applications or apps. In this analogy, the apps represented the different supports or services a community school may offer. Similar to the smart phone with many applications, community school model offers a multi-faceted array of services to meet the needs of its students and community. The site provides an in-depth look at why districts across the nation should adopt the community schools model.

Kelly (1999) alludes to the characteristics and process of this type of education by stating that this type of education was more for the benefit of the community as it socialized or prepared the individual for useful adult life in household, village and tribal settings. Much of the learning was by doing. There was a general absence of specialization, meaning that there were no trained teachers. The curriculum of this type of education was the sum total of experiences of the family, the community and indeed the tribe. It was conducted within the pervasive and unifying religious context. It involved the detailed knowledge of the physical environment and skills for exploiting it. It emphasized on how to live and work with others in the community and establishing individual roles in networks of kinship, relationships rights and obligations such as laws, customs, moral principles and obligations to ancestral spirits. This type of education did not have a well-defined curriculum except in the case of certain special ceremonies (rites of passage) such as chisungu. Indeed, in many traditional societies of Africa, formal education mostly manifested itself in the initiation ceremonies which were community based (Datta, 1972).

Adult learning skills were found through imitation, play, oral literature, social ceremonies and participation in adult activities such as fishing, hunting, farming and housekeeping. There was provision for some formal skills training such as pottery, carving, weaving, and herbalist

knowledge and other skills and for organized learning during seclusion periods prior to initiation (Kelly, 1999). All this education is entirely under the initiative and supervision of the community. Punishment and fear were widely used as motivators for learning and discipline.

Carmody (2004) asserts that there was no separation between education and the world of work because traditional or indigenous education of those days was meaningful, unifying, effective, practical and relevant. It reached out and educated the whole person. It involved the whole community, it was community run. It developed very strong human bonds and was learner and many people supported it. They pointed out that the family was the primary unit of traditional society. This family was embraced with an extended kinship which played an important role in the functioning of the society. In this arrangement a child had many fathers in the community who had an equal responsibility of offering education to him or her. In that arrangement, the issue of a child falling destitute as a result of being orphaned never existed. The entire education system was for every child in the community.

## **2.5 The origin of community schools**

Globally the concept of community school dates back to the early 20th century, when one of the most prolific educational leaders of the time John Dewey formulated the idea of the community school as the central hub of the community (Coalition for Community Schools Website, 2015). He called these schools as Beacons schools. Beacon schools a name given to community schools in the United States.

Beacons are school-based community centers serving children, youth and adults that operate in the afternoons and evenings, on weekends, school holidays and vacations and during the summer. Today, Beacon Community Schools serve over 150,000 children, youth and adults around the United States and have over 500 community schools in their network. John Dewey involved stakeholders such as the parents, children and NGOs. Parents became educational drivers since it was community based structures. But during the establishment and development of these beacon schools the community members, suffered from financial consequences to erect structures. Due to this financial consequences, John Dewey 's early educational philosophy relied heavily on the work of the establishment of Chicago's Hull House by Jane to conduct his lessons.

A study conducted by Addams on beacons schools (Benson, Harkavy, Johanek and Puckett, 2009). The study found that there were more adults than children in beacons schools. Addams ideas of having a community school was sought to address the plight of an increasing immigrant population living in poverty in Chicago (USA). The challenge was that the cost of education was too high to them. The children participated by helping the parents in terms of ferrying materials such as poles. This was in the nineteenth century. This provided an array of services including a visiting medical staff, college extension classes, ethnic festivals and legal help.

In 1902, Dewey a pragmatist adapted the social change philosophy of Jane Addams settlement houses to community schools (Benson et al., 2009). This is because they had a challenge of infrastructure development for the learners and teachers. Thereafter, a community school movement developed in pockets throughout the United States over the years. But a recent resurgence in the idea has created a stir among educational leaders once again. Even before the pilgrims from England arrived in the 1600's, in what is now the United States. The Native Americans were instilling in their children the importance of family and community. Addams (1910:4) affirmed:

*“...The immediate family was most important, but members of extended family and the entire tribe also played significant roles in perpetuating traditions and directing the footsteps of youth along the proper path. Education was not something special or separate from life; it was integral to life itself. Both boys and girls attended school as well as learned skills beyond academics such as weaving, farming and cooking.”*

The above quotation is an illustration of how education began with families, youth, community members with their tradition. Documented evidence was written regarding the establishment and development of community schools or any other sort of social educational movement. This was until toward the end of the nineteenth (19<sup>th</sup>) century with the creation of Toynbee Hall in 1884 by Samuel Barnett, a Church of England employee, and his wife Henrietta. This was in response to their fear that societal reform was not happening through the current measures that were in place. Barnett's intent was to create a school involving all stakeholders such as parents and place for potential leaders to live and work as volunteers in London's East End. His intention was bringing them face to face with poverty. The intention was giving them the opportunity to develop practical solutions that they could take with them as they became future leaders (Dewey, 1897).

Dryfoos, Quinn, Barkin and Community Schools in Action (2005) in the United States of America revealed that generation of community schools seems to have gained momentum in the late 1980s and early 1990s. This was with the development of several national models (Beacons, Bridges to Success, CAS community schools and university-assisted community schools) all of which appear to have been created in direct response to research about the educational struggles of children living in poverty, exposure to alcohol, drug crimes and concerted calls to action by advocacy and Philanthropic organizations. The parents participated in moulding of bricks as stakeholders. Hence, these typical parents lacked funding as a result they built community school structures that were not of standard. As famed psychologist Abraham Maslow noted in Maslow's Hierarchy of Needs, it is nearly impossible for any person to achieve the level of self-actualization which includes creativity and problem solving without satisfying the lower levels of the pyramid which are labeled the deficiency needs. The deficiency needs are basic needs such as breathing, food, shelter, and safety. It was in this larger context later CAS launched its community Schools efforts in New York City.

Bundy (2005) conducted a research in Bangladesh on the existence of community schools. The findings revealed that the creation of community schools was as a response to government incapacity to provide free public education to all similar institutions. The Bangladesh Rural Advancement Committee (BRAC) was created to help resettle traumatized and economically devastated Indian refugees after the liberation war. The parents were unable to take their children to government institutions due to the high cost of education after the liberation war. Local people were picked as teachers since the refugees had no money to pay trained experts. Bangladesh is a developing country in Asia with a population of 158.7 million according to recently statistics. BRAC schools are usually one room mud or bamboo buildings with tin roofs constructed or rented by the community for a small fee. Class sizes are limited to 33 pupils. Curriculum in BRAC schools is interactive and meant to be interesting and fun for children. School schedules are flexible to make school an option for all children and the curriculum has been adjusted to meet the needs of children from rural and slum lifestyles.

A case study was conducted in Netherlands by Harris and Goodall (2008) on community schools. The study revealed that, there have been a number of similar initiatives in the Netherlands. There's a local variety in names of community schools (brede scholen), to express

the local content and initiatives: ‘Window Schools’, ‘Open District’ or ‘Neighborhood Schools’ and ‘Integrated Schools’. Despite their different names, they are all based on a common concept: to combine current and available good designs, practices and projects in education, youth work and related areas. These community schools are located both in urban and rural areas. The community school remains a viable opportunity to reduce disadvantages and increase the social competence of underprivileged or high-risk youth.

## **2.6 Origin of Community Schools in Zambia**

According to UNICEF (1990), community schools first emerged in the colonial period of 1890-1926. These were organized by European missionaries who aimed at Christianizing the communities through education. By 1926, at least 1,925 schools had sprung up, with a learner population of 110,368.

Adult Education in Zambia began as early as 1890 which was during the pre- colonial and colonial days with missionaries as major providers as they supposed it as a good way of dissemination of the Gospel. The missionaries taught adults how to read and write so that people could read the Bible on their own and be able to share the word with others (Snelson, 1974). Therefore, the parents had no finances to support this programme hence, the Christian missionary societies or groups provided educational facilities for many years and operated these schools without much help from the colonial government. The emergence of formal employment motivated many people to seek formal education which was the prerequisite to white collar jobs. The concept of the current Community Schools in Zambia was started in 1992 by Dr Janice Stevens an American woman, in association with the Charity Sisters. She started a school in an open field in Misisi Compound of Lusaka. The school was known as Misisi Open Community School for additional school places. More such schools were opened in Lusaka within a short period of time. By 1995, these schools came under one registered Organisation known as Zambia Open Community Schools (ZOCS) which became the first Non-governmental Organisation to run community schools in Zambia (Chondoka & Subulwa, 2004). This marked the beginning of the community school movement in Zambia as a reaction to the overwhelming numbers of orphans and vulnerable children who could not afford even the minimal government school fees.

A study conducted in 2006 showed that the main factor determining the location of rural community schools was the distance from the nearest government school (Chondoka, 2006).

Adult education in the form of community schools then spread throughout the country. According to the dissolved Zambia Community Schools Secretariat (2003), community schools increased from 123 in 1997 to more than 1,300 in 2003 countrywide. In 2006, statistics showed that there were 2,700 community schools with an enrolment of 470,000 learners (Kemp 2008). The numbers of community schools increased during the time of Free Basic Education (FBE). It still seems unclear why they were established. The current state of community schools in Zambia is high.

However, following Zambia's independence, the government of Zambia introduced a policy by which it was to be the sole provider of education including adult education. Consequently, during this period, the missionary schools were completely absorbed by the Ministry of Education (MOE) and the early community schools officially disappeared. In recent years, community schools have emerged again in the wake of the economic downturn and the inability of public education to meet the needs for low-cost or free education (Cashen, Elacqua, Gometz, Karume, Nadirova, Naito and Schmeil, 2001).

Furthermore, UNICEF (1990: 9) states, "Non formal education as a form of adult education suffered rapid deterioration following the dramatic fall in copper prices in 1975 and the ensuing downturn of socio-economic conditions." The parents failed to take their children to conventional schools. The parents organized materials through fundraising ventures. This situation made stagnant the economy and overloaded with unemployment at the same time accompanied by an increase in HIV and AIDS infection rates. Many parents could not afford the school fees or uniforms and other costs of educating a child, such as books and other supplies.

Hence, community schools began to emerge to meet the rising need for low cost or free education (Cashen et al, 2001). Due to the economic pressure, the government failed to adequately meet the demands of the out of school children even adults whose number kept on growing. Most parents were unable to take their children to the then existing schools due to the fees and other school requirements demanded by the schools. Owing to a lot of challenges that the government faced, it embarked on public private partnership. This means that the other

players came in to assist the government. Carmody (2004) writes that, community schools first re-appeared in 1982 out of a felt need for additional school places and relevant education for out-of-school children and the youth. The needs of orphans, the girls and poor children even evening classes formed the key reason for the re-establishment of community schools. Many people had lost their jobs due to redundancies as a result of privatization, community schools were intended to be free to the children between nine and sixteen years of age even adults. Today, the local community is supposed to finance and run themselves, but they are unable to do so.

According to the Ministry of Education (2007, three key factors were identified as reasons for the establishment of Community Schools. These were non-availability of government schools in a particular area; inability of parents and/or guardians to pay the Parents Teachers Association (P.T.A.) fees, uniforms and user charges; and the age restrictions in Government Schools. According to FAWEZA (2010) many of the out-of-school children are girls, the number of street children, estimated at 70,000 was increasing, as well as the number of orphans. In view of these findings, it seems clear that community schools are a significant alternative in the provision of formal education to school age children.

A study conducted by Kemp (2008) identified some factors that determined the location of a community school. Kemp explained that the location of most rural community schools was determined by the distance to the nearest government school while in urban areas, these schools were set up in places with large population of school age children who were unable to find access to a government school because of cost (Chondoka, 2006). The reintroduction of free basic education policy from grade one to seven was expected to eliminate the issue of school costs as the reason for not accessing a government school. The surprising thing is that the numbers of community schools have continued to grow as demand for education is also high (Kemp, 2008; Ministry of Education, 2007 and Zambia Community Schools Secretariat, 2002).

Chilobe (2011) carried a study on the effects of rural community schools in Gwembe district of Zambia. The results revealed that rural community schools in Gwembe district particularly in Chipepo area were affected by a number of factors such as lack of accommodation for teachers. Furthermore, Siakalima (2011) conducted a study on the factors that motivated parents to take their children to community schools. The results indicated that parents were motivated by the approach of community schools such as having warm teachers and committed ones.

## **2.7 Financing of community schools**

In Adult Education, questions of financing are central to the development of the community school movement in Zambia and elsewhere. Under this dimension, the team examined such aspects as what resources were required to run the community schools, what were things that communities needed most, what sources of funds and materials were available, and how they were channeled to the community schools. For example, locating sources of funding for hiring teachers, and to provide an adequate learning environment is a major concern of the community schools. Although the government has been a more visible actor in recent years, its role with the financing these schools is still in its infancy (Okitsu,2012). Donors and multilateral organizations have been playing a larger role, but visions for the future financing of community schools are still varied. This section will discuss funding for community schools, and the major needs of community schools. This dimension examines the financial and budgetary support that allows an institution to carry out particular tasks.

### **i) Communities and Parent Community School Committees (PCSCs)**

The PCSCs must mobilize community resources for the community school. It can collect fees or in-kind payments such as maize and groundnuts from parents and guardians, undertake fundraising activities, or muster community support. Through partnerships, community schools align and integrate strategies to support students, strengthen schools, engage families and help build entire communities where learning happens.). Many volunteer teachers are willing to work with a small salary because they feel invested in their community and in supporting children (Kalemba, 2013). Furthermore, Maambo and Chama (2014) added that teachers are Consistent, even if small, allowances from the community or donors have been shown to significantly improve teacher morale Community participation can manifest itself in various forms, such as in offering labor, materials, and skills to construct or maintain buildings (MOE, 2013).

### **ii) Ministry of Education (MOE)**

The Ministry of Education committed itself to assist community schools with some funding particularly regarding teacher salaries and to provide textbooks and learning materials through Zambia Community School Secretariat (ZCSS). To date, however, this support has been limited. For example, certain community schools like Mundanamuko still face a number of challenges

like human resource. If a community school is adjacent to a government school, the government might second a public school instructor to teach at the community school, thus giving community school teachers and opportunity to learn from their colleague at they work side by side. The Ministry assists communities and voluntary organisations that wish to develop their own schools by providing them with technical assistance and guidance. It well supports their efforts to mobilise funds and resources, supplying the schools with educational materials and providing them with an agreed number of state funded teacher (MOE, 2013)

### iii) **International NGOs/Bilateral Donors**

Donors and international NGOs as stakeholders played a large role in supporting the community school movement in terms of both finances and resources. With the recent overhaul of ZCSS, the donor community is more willing to work with the umbrella organization, and they are providing financial and technical assistance to ZCSS. International NGOs, in the past, generally tended to have their own programs directly with the community schools. Now, there is greater consensus among them that they can best assist community schools by working through and with ZCSS, as it allows greater coordination of efforts (ZOCS, 2002).

One major channel for MOE and donor funding to community schools was through the Basic Education Sub-Sector Investment Program (BESSIP) and adults themselves, a World Bank initiative established in 1999. Therefore, BESSIP operates within the Ministry of Education (MOE), and a portion of the funds is funneled to assist rural education programs and development of infrastructure. Community schools are categorized under the component of Equity and Gender within the project and a specified amount of funds are set aside to help support the community school movement through the MOE and ZCSS (MOE, 2013).

### iv) **Zambian Open Community Schools (ZOCS)**

Although by no means the only NGO in Zambia running community schools, ZOCS is by far the most well-known and respected among national level actors. ZOCS was incorporated in 1994/1995 as a national NGO. It has a reputation of integrity and is known for piloting new activities in the education sector. Its main objectives are to establish and run community schools, as well as to improve the quality of education in ZOCS schools through a number of different

educational initiatives. ZOCS schools target adults who have not been accepted by government schools due to age. About 61% of their students are girls and 40% are orphans (ZOCS, 2002). Several donors fund ZOCS, which also benefits from school links in the U.K. and from individual donors who sponsor classes in their schools. ZOCS currently has 17 schools in its program. The organization provides salaries for its 107 teachers. It also takes on affiliate schools, and provides them with technical support.

### **2.7.1 Registration of Community Schools**

The Zambian government recognises the existence of community schools as an important supplement to the formal school system. Literature shows that the Ministry of Education set up regulations and quality control procedures to make sure that the community schools were formally registered and quality upheld in order to receive government support. DeSfano (2006) asserts that community schools could be formally registered and recognized if they enrolled children who:

- i. Had never been to school, yet older than basic school age entry;
- ii. Had no alternative formal education in the community;
- iii. Were orphans and vulnerable children; and
- iv. Had no access to formal school system.

It seems unclear whether all community schools were established and developed following the conditions of registration before setting up a school. The Zambia Community School Secretariat (2002) listed specific criteria for registration of community schools, that is, through stages of accreditation: developmental, intermediate, and full. The criteria related to infrastructure, enrollment, teachers, curriculum, and materials and were specified for each stage. The community schools sponsored by Non-Governmental Organisations could receive the following kinds of assistance towards meeting the laid down criteria; Training for teachers and Parents Community School Committee (PCSC) members; Scholarships for teachers to attend teacher training colleges and obtain teaching certificates; Investments in school infrastructure, including the provision of school furniture; Provision of teaching and learning materials, including textbooks and Development of sanitation and water facilities (Kemp, 2008).

Following the dissolution of the Zambia Community Schools Secretariat in 2006, the registration of community schools is done direct with the Ministry of Education through the District Education Board Secretary's office. However, it is recorded that most schools are still started without the prior knowledge of the District Education Board Secretary (M. O.E, 2007).

### **2.7.2 Types of Community Schools**

There are variations among community schools compared to government and private schools. The variations are mainly as a result of the source of support they receive towards meeting the administrative costs of a school. Kemp describes three types of community schools as follows:

- i. The schools that are set up and managed by the community and almost depend entirely on the support of the community. These are community schools that are severely under resourced to even pay teachers.
- ii. The community schools that are founded and sponsored by the Church or Non-Governmental Organizations (NGOs) with the intention of turning over the ownership and operations to the Parent Community School Committee (PCSC). In such schools it is common to find the Church or NGO representatives remaining in charge of management of the school; and
- iii. The community schools sponsored by individuals. Such schools are run like private schools with little or no involvement of the parents or community in which the school is located (Kemp, 2008).

The study is focused on the type of community school that depends and managed entirely by the community which is under resourced. Parents therefore, were motivated to establish these community schools. It is interesting to note that the challenges encountered by the community schools (then village schools) almost a century ago, still exist today (Zambia Community School Secretariat, 2003). While the response from the parents in the 1920s was to withhold their ideas in the establishment of community schools, today these schools are many in the area.

### **2.7.3 Management of Community Schools**

Community schools are normally managed by the Parents Community School Committee (PCSC) of adult education. It is the PCSC that is tasked with the responsibility to register a community school with the Ministry of Education, to recruit teachers, and mobilise resources among other duties. A PCSC comprises the representatives of parents, teachers and prominent members of the community. Apart from the District Education Standards Officer, a community school is accountable to the PCSC (DeSfano, 2006).

The Zambia Community School Secretariat (ZCSS) was established in 1996 to monitor and coordinate the affairs of the community schools in the country. The body (ZCSS) signed the Memorandum of Agreement with the Ministry of Education (MOE) in 2001 (Zambia Community School Secretariat, 2002). The agreement recognized the ZCSS as the sole umbrella body for community schools in Zambia. The terms of memorandum of agreement between government and the Zambia community school secretariat granted the communities, NGOs and Churches, the freedom to open a community school and then formalize it for government support. The available literature (Ministry of Education, 2007) indicates that the ZCSS actively managed the affairs of the community schools in the country up to the year 2006 when it was dissolved due to gross financial mismanagement (Kemp, 2008). The DEBS offices in each district took the role of managing the affairs of the community schools after the dissolution of the national umbrella body for community schools, that is, the Zambia Community School Secretariat (DeSfano, 2006).

Ministry of Education (2007) states that registered Community Schools received support from the Ministry of Education in form of grants, text books, and professional guidance and in some instances GRZ teachers were seconded to the Community Schools. In 2005, the Ministry of Education directed the districts to allocate thirty percent (30%) of the sector pool funds to community schools. The Community Schools which had a working PCSC and had been in existence for at least two years, were eligible for grants to pay teachers' allowances

## 2.7.4 Curriculum

Community schools are flexible in their enrollment and structure. No age limits are imposed on prospective students, and schools initially tended to enroll older students. This is an aspect of adult education. The Community Schools mainly used the multigrade system due to their limited size. Initially these schools used the Skills, Participation, and Access to Relevant Knowledge (SPARK) Curriculum as opposed to Zambia Basic Education Course (ZBEC) Curriculum used by government schools. The SPARK curriculum completed seven-year primary education in four years. As more learners of Community Schools enroll at the age of seven, the SPARK curriculum become less relevant, since it was aimed at reducing the years of primary education for older children who entered school between nine and sixteen years old (Chondoka, 2006). The majority of the community schools currently follow the ZBEC curriculum (Chondoka & Subulwa, 2004).

*Table 1: SPARK Levels and their equivalent ZBEC Grades*

Level (SPARK)	Grade (ZBEC)
I	1 and 2
II	3 and 4
III	5 and 6
IV	7

However, some community schools use both SPARK and ZBEC curricula

## 2. 8 The Expansion of community schools

A study was conducted in Mali on the creation of community schools (Datta, 1972). The findings revealed that there was high prevalence rate of HIV/AIDS which became a particularly large factor behind the continued expansion of community schools. Although AIDS orphans are customarily taken in by their relatives, many of these orphans cannot remain in government schools, as foster parents do not have the means to keep them there. Most of these orphans help with household chores, work in the market, or are left to survive on whatever resources they can lay their hands on. Moved by the plight of the growing number of adults out of school,

community initiatives emerged to meet the needs of those children left out of the formal education system. The spread of community schools was now high due to demand from both sectors.

According to Muskin (1997) to some extent, revealed that there was increased access, particularly for adult learners from neglected populations (rural areas, ethnic minorities and girls), is the main reason for creating community schools. The issue of access is linked to the lack of government resources. One strategy to achieve Universal Basic Education (UBE) is expecting local participation to be an integral part of basic education. While it remains the responsibility of national governments to guarantee education, the current reality of most African countries (Mali, Senegal, Togo and Nigeria) is such that the only hope for achieving UBE is for communities to contribute to the cost and management of schools.

Similarly, the expansion of local communities in Chad, lacked of government-provided primary education during that country's civil war, created, financed and managed schools completely independently to meet educational demand. Today, CARE generally creates community schools to increase access to education for children who would otherwise have no access (Hartwell and Pittman, 1999).

Furthermore, Rugh & Bossert (1998) conducted a research on the existence of community schools and found out that its expansion was due to relevance to local needs and high levels of poverty at which the community schools operated. This was purely adult education needed to solve their problems. They were unable to take their children to schools. Though community schools differ from country to country, they are usually based on the same principle: more relevant to the wants and needs of the community than government schools, better integrated into the environment (mostly rural), and teaching practical subjects as well as theory. In the case studies, most community school models attempted to make programs more attractive to children by relating learning to daily life, drawing on local examples and skill resources, using interactive and student-centered teaching methods, and developing opportunities for parents to become more involved in the school.

Uemura (1999) elaborated that the expansion of community schools and his finding was that of cost-effectiveness, education stakeholders wanted to use limited resources effectively and efficiently. This was to solve problems and provide quality education for all children. Community schools are thought to have three advantages over conventional schools: have potential for expanding access to more students and neglected populations; are more responsive to the local demand for education (decide structure, language, which teachers are and curriculum plus give better learning outcomes) and are cost-effective with comparable or better instructional services for less money.

Studies have also shown that, community schools are expanded in order to curb distances from conventional schools (MOE, 2007). Some places are far from such amenities and hence, people decide to establish and develop community schools.

## **2.9 Identified gaps and justification**

A substantial amount of works done by other scholars has been discussed, reviewed and consequently, it was found that the following were the gaps in Luano district:

- a) The three objectives and the problem of this study were not earlier on addressed by the previous studies in this area. This is due to the fact that most of these studies reported findings from foreign countries which could not be generalised to the Zambian scenario. Additionally, the three (2) local studies reviewed had different objectives from what the current study wanted to achieve. One of them concentrated on the effects of community school in Gwembe (Chilobe, 2011). However, the current study took a different route as it intended to investigate the establishment and development of community schools in Luano district. The second study by Siakalima (2011) tried to determine the factors that motivated parents to enroll children in community schools in Lusaka urban. However, the current study is not on enrollment but establishment and development community schools in Luano district.
- b) The studies were not carried out in Luano as revealed earlier but within and outside Zambia hence their findings could not be generalised to the Zambian setting and Luano in particular. The current study focuses on the factors leading to the establishment and development of community schools in Luano district, Zambia

- c) The studies reviewed different routes of community schools to the exclusion of the establishment and development of community schools. Therefore, there was still a gap to be filled in terms of information pertaining to districts situated in rural areas.

## **2.10 Education during the British colonial rule in Zambia**

The British Colonial Government assumed administration of Northern Rhodesia from the BSAC in 1924. The colonial government seemed to be more concerned with the education of indigenous Africans than the previous BSAC government. The new government immediately established a Department of Native Education in 1925 to look into the affairs of education for the indigenous Africans. Following the establishment of this department and the recommendations of the Phelps Stokes Commission, the colonial government began to participate actively in the educational sector by funding the opening up of more schools in Northern Rhodesia (present day Zambia). As a result of these changes, it is indicated that the enrollment in the village schools increased in 1925 to about one hundred thousand (100, 000) learners in two thousand (2,000) schools countrywide (Kelly, 1999).

Further, significant growth in the education sector was recorded in the period of 1937 to 1951. Literature indicates that during this period a number of primary schools, secondary schools, vocational training colleges, and teachers' training colleges were established in different parts of the country (Kelly, 1999). It is important however to state here that most of these schools and colleges were developed, organized and run by different missionary groups (Mwanakatwe, 1968). The Village schools were beset with numerous hardships which included poor learning environment due to non-availability of infrastructure, lack of qualified teachers, poor conditions of service for the teachers, lack of teaching and learning materials, and shortage of many other school requirements. Mwanakatwe outlined the challenges encountered by these schools.

The school environment was neither inspiring nor sufficiently organized to provide truly worthwhile and interesting occupations for the pupils. Before 1928 there were few, if any, properly qualified indigenous teachers because opportunities for obtaining a reasonably satisfactory academic education to a level of standard IV and V had been severely limited hitherto. Also teachers' pay was poor and conditions of service unsatisfactory (Mwanakatwe,

1968). School equipment in the form of chalk, desks and other educational requirements was either in short supply or unavailable.

It is interesting to note that the challenges encountered by the community schools (then village schools) almost a century ago, still exist today (ZCSS, 2003). While the response from the parents in the 1920s was to withhold their children from attending school resulting into poor enrollment, due to innovation today these schools are experiencing increased enrollment.

It may be argued that the situation was different during the colonial government reign since adults had no alternative to village schools where they could enroll (Mwanakatwe, 1968). The parents of modern Zambia have alternative schools to community schools, that is, the government basic schools which offer free quality basic education for the same grades parents look for in community schools (Zambia Community Schools Secretariat, 2002; Ministry of Education, 2007). The reasons for this do not seem to be fully established.

### **2.11 Education in present day Zambia**

The Zambian government continues to pursue the Millennium Development Goals (MDGs) and the Education for All (EFA) goals. One of the targets set was to achieve Universal Primary Education (UPE) and education for the adults by the year 2015 (UNESCO, 2007). In an effort to achieve EFA goals by 2015 the Zambian government undertook the following measures:

- a) Introduced the Basic Education Sub Sector Investment Programme (BESSIP) from 1999 to 2002 in order to increase enrolment levels as well as improving the quality of education;
- b) Declared free education from grade 1 to 7 in 2002, so as to increase access and retention to quality primary education;
- c) Abolished compulsory wearing of uniforms in schools for grades 1 to 7; and
- d) Introduced the School Feeding Programme (SFP) in some schools, (UNESCO, 2007). Community school feeding programs in Zambia have attracted learners, encouraged family participation, and increased learner performance and completion rates (Kalemba 2013, Mwalimu 2011 and Chikopela 2012). These types of visible benefits place community schools and education in a positive light in their communities.

These measures were aimed at reducing the barriers to access quality education especially for the orphans and vulnerable learners. The measures seem to have yielded positive results because the country recorded high enrollment rates in basic education. For instance, the net enrolment ratio rose from 85% in 2004 to 95% in 2005 (UNESCO, 2007). In view of these efforts and positive results that the Zambian government through the Ministry of Education was scoring in government schools, it remains unclear why the number of community schools continued to increase. There was a new challenge in government schools due to some fees among others hence many resorted to establish community schools. The Ministry of Education held a joint review meeting in February 2007 under the theme “Three Rs” which translated into reading, writing and arithmetic the provision of quality education in Zambia. It was revealed at this meeting that the Ministry of Education faced the challenge of attaining the EFA goals as well as those of the Millennium Development (UNESCO, 2007). The Zambian government is expected to provide quality formal education to all the citizens.

Unfortunately, due to lack of resources or probably misplaced priorities, the government has been unable to provide this service. Hundreds of thousands of school-age adults are out of school due to a number of reasons. Many Zambians attribute their failure to pursue formal education to lack of resources and school places (Kelly, 1999)

Following the reintroduction of free basic education by the Zambian government in the year 2002, it was expected that the lack of resources as the reason for failure to enter school would be eliminated to allow even the adults with no age limit. The government directed that learners from grades one to seven would not pay school fees and would equally not be forced to wear a uniform. The reason for this was to afford all school age children an opportunity to enter and remain in school until they completed at least primary education (Ministry of education, 2007; DeSfano, 2006; Zambia Community Schools Secretariat, 2002).

## **2.12 Participation of stakeholders**

In the context of Adult Education, community members could come to the school or be more involved at home. In the context of adult education, when learners get older, the parent engagement or involvement shifts from school to home. Parent involvement differs in

importance given the circumstances. The shift from more important to increase performance is what expected from them (Harris & Goodall, 2008).

A study was carried out by Carmody (2004) in Mali on the participation of stakeholders. The findings were that some communities were more involved in education often as a result of improved parents' associations where there were some adult educators involved. The results showed that, community roles and activities included fundraising (often through agriculture or communal fields), providing accommodation for teachers, renovating or building classrooms and other school buildings, providing local building materials, giving teachers land to farm. Some communities provide building or paying for school furniture, providing sports equipment, giving teachers foodstuffs, purchasing text books and teaching and learning materials and buying school supplies for students. They also recruit and pay teachers' salaries for additional tutoring after classes. Furthermore, they monitor teachers and students for performance, attendance and patrol villages for truancy or school grounds for security (World Bank, 2000).

A case study was conducted by Tietjen (1999) on the role of parents as stakeholders. The results revealed that, community members recruited learners, school planning, institute by-laws against and taking students out of school to do work. They maintain a relationship with a local government school, organize and pay for pre-schools, form girls' committees to enroll and keep girls in schools, and get official recognition for schools from the government.

Additionally, the results further revealed that the community schools had involved adults in their operations. In this context, they consider the aspects such as: how parents are involved, outcomes of parental school-involvement, zooming in on student achievement, different groups of parent and potential problems of parental involvement. If community schools want to have an impact beyond the school, parents have to be involved in the first step. There are different ways to involve parents in community schools. In community schools, parents connect the school to the community. It might seem contradictory that on the one hand the main objective of the community school was to unburden parents by offering day care and on the other hand, community schools attempt to more actively include parents. However, including parents in the educational process does not have to take place constantly and does not necessarily require physical presence in the school. It is more about the quality of their involvement than about the total time spent (Epstein & Dauber, 1991).

Furthermore, community participation in Ethiopia has the objectives of educational provision, school improvement and strengthening school-community linkages. Educational provision involves increasing resources (Save the children, 1997). Communities can participate in educational system through construction of school buildings, management of schools, maintenance of classrooms and provision of school furniture like desks and chairs (Kelly, 1999). Children also participated in making of desks as a motivation from their parents.

A case study was conducted in Malawi on the role of community members as stakeholders in the creation of community schools, the findings revealed that in its operations community schools aimed at helping disadvantaged parents in supporting their children. This seems to be a good idea given that supporting low-income parents in rearing, interacting with their children in learning at home, and learning from each other has been found to make low income parents children perform as well as middle-class children (Cochran & Henderson, 1986).

Additionally, in Malawi community support to education entails that communities provide labour to construct and maintain or renovate school buildings. While most communities in the Malawi sample did support schools through building construction and maintenance, the study points out that the majority of communities also monitored pupil absence, learning and monitored teacher attendance ((Toukara, Langham, (2002), Hahmann, Cheick & World learning, 2001).

Basically, the guidelines previously put forth by the now defunct Zambia Community Schools Secretariat (ZCSS, 2002). When a school was established through a consultative process by community members and a governing board, the Parents Community School Committee (PCSC) elected representatives who were supposed to inform the DEBS office of the school's existence and initiate a formal registration process. They did all manual work and including a small fee and inspection by education standards officers. The ZCSS guidelines were not uniformly followed or interpreted. Often times, community schools run for years without the knowledge or assistance of the Ministry of Education. This has presented a situation where the quality of education in community schools has varied tremendously across localities and running agencies. There have been no minimum standards that a school must meet for its establishment.

### **2.13 Challenges encountered in the creation of community schools in Africa**

Muskin (1997) took a critical look at the challenges faced by community schools in Mali. The study found that there was a problem of teacher qualification. The teachers in community schools had no qualification. This in turn showed concerns over the lower pass rates for Save the Children community school pupils in the end-of-primary exams as compared to public school pupils though this had improved markedly. The community school pass rate was about 32 percent in 2000, while the rate for public schools in the Sikasso region was 45 percent. Moving into public secondary schools should not be the only factor on which programme success is based because most primary pupils in Mali, and elsewhere, do not continue. In addition, the Save Children model in Mali was not originally designed to support the continuing education of pupils. Many community school programmes have not existed long enough or do not have a formal way to measure pupil's achievement either over time or in comparison to government schools.

Save the children (1997) conducted a study on the challenges faced by community schools. The results revealed that in their operations they faced a poor teacher qualification in the community schools. As mentioned earlier, the lack of teacher education and qualification was often seen as a conduit or weakness of community schools. Now that many community schools are focused on their pupils passing end-of-elementary exams to enter public schools, teachers must be able to teach in French or English, as well as national languages. In 1997, Save the Children in Mali found that students did not have adequate training to continue school in French and that the programme weakness was the lack of teacher professionalism and local people who could teach in French. A recent Save the Children evaluation noted that turning someone with a ninth grade education into a primary school teacher with 45 days of training is ambitious. This lack of initial education and training means that teachers require more follow-up and support, which require input into different parts of the teaching process. Therefore, teachers' lack of qualifications and training can have a direct impact on the quality of education that children receive. Communities assess instructors by their dedication to teaching underprivileged children and to helping the community. These standards, rather than academic ones, are used because hiring qualified teachers posed a financial constraint (Cashen et al, 2001).

A study carried out by Wrightson (2001) in Uganda revealed that amongst community schools as it was called in other countries there was lack of recognition for unofficial teacher training. Action Aid in Uganda trained instructors to teach in their community schools. The teachers are given training in child-centered, participatory teaching methodology and the subjects they are to teach. Through continued project monitoring and support, many of these teachers gave good instruction. As this training programme has no official recognition, and not all instructors have an 'O' Level degree, this very able teaching force of over 400 may disappear from the Ugandan education system at the end of the Action Aid intervention.

Further, studies in Ghana revealed that, in an effort to expand the community schools, there was as well lack of trained teachers. The evaluation of the Child scope project (that worked with existing schools) in Ghana noted the shortage of teachers for schools, and that those who were there were not trained (Agarwal & Hartwell, 1998). Part of the teacher deficit arose because untrained teachers were dismissed when the government appointed trained teachers to the adult scope schools. The information in the country assumed that they could recruit secondary school leavers from the communities to teach, however, the majority of potential teachers are illiterate or poorly-trained primary leavers. But less than eight percent of these teachers have either a secondary school or a teaching certificate. Training such teachers for effective teaching the adults is a challenge and retaining the few teachers with official qualifications is not easy as they look for jobs in the public schools (Action Aid Tanzania, 2000).

In Zambia, a study conducted by the Zambia Community Secretariat (ZCS) on the challenges faced by community schools in Lusaka revealed that teacher turnover rates in community schools are high; the main cause is low morale this is due to lack of financial compensation and professional support (Cashen et al. 2001). The pupil teacher ratio is 80:1 and makes it difficult for the teachers to handle the learners. This makes it difficult for contact sessions. Results also indicated that the community school teaching force is unstable. This is attributed to lack of training, low and often irregular salaries, teachers are not always motivated.

Another study conducted by Tounkara et al, (2001) in Tanzania, on problems encountered by community schools. The findings revealed that there was lack of community financing in community schools. It further revealed that community resources are being stretched, often at the same time that community schools are adding more upper-level primary grades. The School

resource needs are rising, particularly as students aim to succeed in public exams and enter public schools. A community as a whole need to see the school as its responsibility to have finances itself, rather than have schools financed only by the parents. They also revealed only 25 percent of community schools noted that APEs raised funds. The community school becomes a nonprofit, private school if only parents who can afford it pay for it. If the school fees are paid per pupil, then those who educate more children pay more. It is also inequitable to force underserved areas to bear a higher burden in paying for education than the more affluent areas that the government has targeted (Tietjen, 1999).

A case study by Mulenga (2008) in Kasempa district of Zambia on problems faced by community schools revealed that, there is lack of government support especially in terms of infrastructure development. The demand for government support is rising, and as education systems decentralize, work needs to be done to ensure that community schools are part of the budget and school-support system, at the communal or district level. The lack of official support is noted as a weakness for USAID-funded schools in Zambia and community schools in general. But no study on the establishment and development of community schools in Luano district has been conducted.

According to World Education, (2000) carried a research on the constraints of community schools in Mali. The results revealed that, there was lack of textbooks and other materials. In many cases, though not always true for schools supported by NGOs or other donors, community schools have poor facilities or infrastructure. A Save the Children evaluation in Mali found poor latrines and lack of cupboards to keep supplies and learning was conducted under the tree making it difficult for the learners. World Education (2000) in Mali found that many community schools had a fourth year of existence, but only three classrooms to house them were there.

Another study was conducted to why community schools failed to expand and was found to be the lack of infrastructure and teaching materials (Mulenga, 2008). Some community schools are only partially completed structures; for example, walls without corrugated iron sheets or asbestos for roofs, or shelters constructed of local, temporary materials such as grass thatch or woven mats (MOGE ,2016, Chikopela ,2012) The quality of school construction is an issue for community schools, particularly in West Africa where community schools tend to be built of mud and local materials, which are cheaper, but need to be repaired annually and do not protect

children or materials from rain. Cement or permanent buildings are much preferable, though they cost more. Community schools in Zambia vary in the quality of infrastructure but some without roofs noted that learners could not attend school in the rain (Zambia Community School Secretariat, 2002).

The Zambia Community Schools Secretariat (2002) revealed the challenges encountered by community schools as poor infrastructure, unqualified teaching staff, overcrowded classrooms and poor sanitation. The findings reported by Berger (1983) were in line with Robert's theory of diffusion of innovation, that is, the safety needs. For instance, the dislike of schools which are overcrowded symbolises the sense of safety parents has for their learners (Child, 2007).

Community schools in Africa started during the pre-colonial period and the British colony. The early form of education offered during that time was domesticated in the form of African Indigenous Education commonly called informal. This type of education lacked trained teachers and was void of a standardized curriculum; no specific infrastructure was provided. The curriculum of this type of education was the sum total of experiences of the family, the community and indeed the tribe. However, some aspects of this type of education bore a natively defined curriculum especially in the case of certain ceremonies (rites of passage) such as initiation ceremonies relevant to the needs of society (Datta, 1972).

A study conducted by Carmody (2004) in Uganda on the establishment and development of community schools revealed that the coming of missionaries brought education for the adults. This was for them to read and write. The missionaries aimed at teaching about Christianity which was the bible to the communities brought a more formalized version of community schools. Apart from the formalized curriculum and employment of community trained teachers, the characteristics of these schools were not different from those of the traditional schools.

Similarly, Onsomu (2004) in Kenya carried out a study on the non-formal center's in Kenya and Harambee schools. He further said, in the recent past, non - formal Centre's have involved and take various forms including community schools. According to Onsomu (2004) in his study of selected schools in Kenya they found out that there was a problem in the provision of quality education in community schools. It further found that the problems of unemployment coupled with HIV and AIDS infection rates caused many parents to fail to pay school fees or buy

uniforms and other costs of educating a child. Hence, the resurfacing of the earlier form of community schools to meet the rising need for low or free education. This new type of community school was defined as “a community based, owned and managed learning institution that was to meet the basic or primary needs of adults who for a number of reasons could not enter school”. The community was to provide learning that compensated for the time lost by some groups without compromising standards. A community school was initiated locally or the school was placed in the hands of a community comprising representatives of a local community.

## **2.14 Chapter Summary**

A number of issues aroused from the literature review. In this study, community school is said to be a village school which belonged to the local community and was organized, funded, run and supported by the community. In the context of adult education, the concept indicated that one is meeting the needs of the learners in the community. Furthermore, this chapter has shown that the concept of community schools has its origins in the pre-colonial days when these schools were known as village or bush schools (Chondoka & Subulwa, 2004).

The establishment and development of community schools in other countries like Beacon schools in the United States provided education for the underprivileged and the orphan. While the demand for formal education was low during the colonial days, it rapidly rose after Zambia gained her independence in 1964. The desires for Zambians to find a well-paying job seem to have accelerated the demand for formal education to the levels that the Zambian government was unable to copy with. There were a large number of dropouts, inability to meet school costs to enter government schools, motivated Zambian communities to establish and develop community schools.

The study identified challenges of community schools in a number of countries which are a barrier for adult learning. Challenges included lack of infrastructure development, lack of teachers and many others. The literature reviewed shown how government tried to meet the MDGs by abolishing school fees among other measures. The current study was conceived to find out what factors led to the establishment of community schools. The next chapter discusses the methodology that was used in this study.

## **CHAPTER THREE: METHODOLOGY**

### **3.1 Introduction**

The chapter presents the methodology that was used in the study. It begins with the description of the research design for the study. Furthermore, it presents the target population, sample size, sampling procedures, research instruments, and data collection procedure and data analysis. Lastly, it describes the ethical considerations that were taken into during data collection and analysis.

### **3.2 Research Design**

A research design is a plan of study (Oppenheim, 1996). The research design employed in this study was a descriptive design. This research design used a qualitative approach so as to develop explanations of the social world. Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social human problem. Likewise, Patton (1990) stated that qualitative research aims at describing life-worlds. This is the view of people who participate. Therefore, the purpose of this descriptive research design was to describe what existed as accurately and clearly as possible. The descriptive design brings out conditions, relationships that existed, practices that prevailed beliefs, attitudes that are held. Therefore, the processes that were going on here as a result of possessing this kind of educational intervention (Kombo & Tromp, 2013).

Descriptive design enabled the researcher to understand how the situations were regarding the establishment and development of community schools. This is because it gave an in depth information out of the deep feelings of stakeholders. On the other hand, the study was evaluative in nature in that it sought to determine the factors leading to the establishment and development of community schools in Luano district. Brynard & Henekom (1997) states that qualitative methodology allows the researcher to know people personally and to see them as they are as well as to experience their daily struggles when confronted with real-life phenomenon. In this case the phenomenon is the establishment and development of community schools.

Qualitative research involves studying people 's experiences as they occur in their natural settings, the meanings that they attach to the experiences and the multiple context within which these experiences occur (Chilisa & Preece, 2005).

### **3.3 Research sites**

The study was conducted in Luano district. The site was chosen because it has the highest number of community schools in the province. Therefore, three community schools were covered for this study. This was evident from a study conducted in 2002 and 2003 in central province by the Zambia community schools' secretariat (ZCSS) in community schools over the numbers. The findings revealed that there were many community schools in the area but little is known what prompted the establishment and development. Results further revealed that there were factors leading to the establishment and development of community schools in this area. The site though deep in the rural areas could also be easily reached by the researcher.

### **3.4 Target Population**

Borg and Gall (1979) view population as all the numbers of a hypothetical set of people, event or object to which we wish to generalize the results of our research. In this study, the target population refers to the people that conformed to the eligibility criteria and were accessible to the researcher (Rosenberg, 2013). The criteria used was accessibility of the areas because Luano is typical rural. The purposive sampling used was homogenous because it defines the characteristics or has the knowledge of community schools. The target population for the study included the District Education Board Secretary (DEBS), Head Teachers (managers), teachers and parents. These are the participants who homogeneously had the information about community schools.

### **3.5 Sample and sampling procedure**

It is practically impossible to involve the entire target population in the research, for this reason the researcher selects only a part of it. In this regard, the term sample means the number of participants selected from the universe population to constitute the required aggregate. Sampling is the process or procedure of selecting a subset or sample from the entire population so that

generalizations of the results can be made to the population from which the elements are chosen (Kasonde-Ngandu, 2013). According to Singh (2006:81), sampling is:

*“... an indispensable technique of behavior research, the research work cannot be undertaken without sampling producer. The study of the total population is not possible and it is also impracticable. The practical limitation, cost, time and other factors which are usually operative in the situation stand in the way of studying the total population. The concept of sampling has been introduced with a view to making the research findings economical and accurate.”*

A total of 30 participants were purposively selected in three community schools. (Chimoka, Mundanamuko and Twikatane community schools). This was according to their accessibility of their areas. Therefore, these were the segments of the participants, the District Education Board Secretary (DEBS), 3 Head Teachers, 15 parents and 11 Teachers. The sample as indicated was 30, there is only one District Education Board Secretary managing a district and 3 Head teachers from three schools 15 parents 5 from each nearby school and 11 teachers from three community schools. The scenario in terms of teachers is different there are few teachers in community schools. These are the schools that were easily or accessibly reached by the researcher.

Sampling procedure is the way a researcher uses to gather people, places or things to study (Kombo and Tromp, 2013). In this research one sampling technique was used in order to come up with elements for the study. The study used purposive sampling. Kombo and Tromp (2013: 23) defined purposive sampling as, “a sample method, where the researcher purposively targets a group of people believed to be reliable for the study.” In this purposive sampling the researcher’s judgment, therefore, is used to choose some appropriate characteristics required for the sample members. Patton (1990), in addition to Kombo’s statement, says that the logic and power of purposive sampling lies in selecting information rich cases for study in-depth to be included in the sample on the basis of their judgment. Information rich cases are those from which one can learn a great deal about issues of central importance to the purpose of the research. Thus the purpose of purposive sampling is to select information-rich cases under study. For all the participants their consent was sought before conducting research.

### **3.6 Data Collection procedure**

In dealing with any real life problem, it is often found that data at hand are inadequate, and hence it becomes necessary to collect data that are appropriate. Research data is that data which is collected, observed, or created, for the purposes of analysis to produce original research results. Weimer (1995) observes that data collection is the process of gathering and measuring information on variables of interest in an established systematic fashion that enables one to answer stated research questions and evaluate outcomes

Kothari (2004) defines a research instrument as a tool or device chosen by the researcher to collect the required information. In order to collect qualitative data from the District Education Board Secretary and parents interview schedules and focus group discussion were used or administered to collect data.

#### **3.6.1 Interview schedule**

Chilisa and Preece (2005) define interview as a conversation or interaction between the researcher and research participants. A semi-structured interview is a data collection method that is characterised by a flexibility of approach to questioning. Semi-structured interviews were selected because in some instances there may be need to stimulate response from the respondents which can be done through conversation. Semi-structured interviews were also chosen because through talking even other issues may arise that can be of great importance to the research. They have these advantages which have both open and closed-ended question. They can bring out in-depth information gathered by closed ended questions. By using both the open and closed-ended approach, the researcher gets a complete and detailed understanding of the issue under research (Kombo and Tromp, 2013).

Furthermore, semi-structured interview schedule allowed the researcher to remain focused and responsive during the interview maintaining a focus on the research topic through the careful use of the probing questions. For example, “Can you explain what that felt like to you?” And, “Do you have any specific examples of ...?” The research participants expressed divergent thoughts and experiences. The researcher came in and advised. The interview schedule assisted the researcher in managing and organising the data collected and the researcher can get a complete

and detailed understanding of the issue under research (White, 2005). It was therefore, used to collect the data from the participants which included the District Education Board Secretary (DEBS), 3HeadTeachers, 11 Teachers and 15 Parents from the purposive selected community schools.

### **3.6.2 Focus Group Discussions**

According to Kasonde-Ngandu (2013: 43) a focus group discussion is a “tool for collecting data that involves a special focused group in terms of its purpose, size, composition and procedures.” A focus group usually comprises six to eight individuals who share certain characteristics, which are relevant for the study. The researcher grouped those teachers that were found. Focus group discussions were chosen because it can produce a lot of information quickly and are useful for identifying and exploring issues so as to obtain in-depth information on concepts, perceptions and ideas of the group. It enhances interaction between interactions.

In each school there was only one Focus Group Discussion (FGD) this is because the scenario in community schools is different from other schools. There are few teachers as compared to other institutions like GRZ. The parents were only those that were near the community schools were accessed since Luano is in dispersed area. Those teachers or instructors were put in groups for the discussion. To capture the proceedings of all the focus group discussions the researcher was to recorded them using cassette recorder. However, the researcher had less control over the flow of the discussion as he acted as a facilitator. Focus group discussions help to assess needs, develop intervention, test new ideas or programmes or improve existing programmes (White, 2005). During the focus group discussion, the facilitator who specifically tried to avoid one participant dominating a discussion endeavoured to involve all participants (English was a medium of communication). This was achieved through moderating the discussion in such a way that all respondents were accorded an opportunity to air their views regarding factors leading to the establishment and development of community schools in the area, involvement of the stakeholders and challenges faced by the stakeholders in the establishment and development of community schools in Luano district. Letters were sought from the District Education Board Secretary and from the head teachers.

### **3.7 Data Analysis**

Qualitative data analysis is the examination of what has been collected from an experiment or survey and making deductions and inferences (Kombo and Tromp, 2013). According to White (2005), data analysis is the climax of the research which involves selecting, categorising, comparing, synthesising and interpreting the information gathered to provide explanation of the single phenomenon of interest. In this regard, since the study took a qualitative approach, data were analysed by use of an iterative process which implored use of coding techniques (open and axial coding). In open coding, data were reviewed holistically by reading line by line each individual's response, comparing and cross-checking the responses of respondents to the same questions, labeling concepts, and breaking data down into categories that best fitted the prepared research questions. During the axial coding, data from open coding were explored for connections between categories and sub-categories. Some quotations were used from the data to illustrate each important theme identified. In summary, qualitative data was recorded manually and taken down analysed thematically.

### **3.8 Ethical considerations**

Ethics refers to a set of principles or standards that guide the researcher on how to interact with research participants regarding the research problem. Erlandson (1993) is of the view that ethical issues include; privacy, confidentiality, harm, deception and informed consent. During the research the researcher treated all the respondents with respect and their consent was sought before any research was conducted. The participants were all assured that the information that was collected was purely for academic purpose. Therefore, no names or any identities were required. The researcher made participants to understand what was going on. He had time to verify the findings with them.

The researcher collected an introductory letter from the Directorate of research and Graduate Studies (DRGS) at the University of Zambia and head of the Department of Adult Education and Extension Studies. Further, permission was sought from the institution to be involved in the study in this case the District Board Secretary. Since the research was conducted in community schools' permission from the District Education Board Secretary (DEBS) and Head Teachers managing community schools was obtained. This was done upon collecting the letter of

introduction from the University of Zambia, Directorate of Research and Graduate Studies (DRGS) which was presented to the relevant authorities.

### **3.9 Pilot study**

A pilot study is a small version of a full scale study which is conducted to assist in determining accuracy, clarity and suitability of research instruments (Borg and Gall 1979). This study is usually conducted on the sample of subjects similar to the groups with which the main study is conducted. It provides an opportunity to establish internal consistency of the questions and to rephrase questions which are found inappropriate in providing the required data (Wilson and McLean, 1994). A pilot study also provides advance warnings of possible failure of the main project, indicate where research protocols might not be followed or whether proposed methods and instruments are inappropriate or too complicated (Patton, 1990).

In this research, a pilot study was used to test whether the instruments were yielding the information that was expected. Piloting of the semi-interview and focus group for this research was conducted at Twikatane and Chimoka community schools in Luano district central province.

A total number of 7 teachers, 2 females and 5 males were purposefully chosen to be involved in the pilot study. These teachers were part of the target population of the study but they were not involved in the main study. The piloting process was completed within a week and the findings were analysed thereafter. Some questions which seemed biased and ambiguous were revised accordingly.

### **3.10 Credibility and trustworthiness**

In this study, knowledge credibility helped the researcher by ensuring triangulation in data collection and transcribing the recorded data accurately as meaningful findings (Bless and Achola, 1997). The quality of this data was checked or used member checking to ensure that it was trustworthy. This was done by evaluating the processes used in collecting the information. Therefore, research questions were fully addressed and the conclusions were drawn in respect to the objectives of the study.

### **3.11 Chapter Summary**

This chapter presented the methodology that was used in the study. The study followed a qualitative approach using a descriptive research design. Thirty (30) participants were purposefully sampled to participate in the study. The sample consisted of nine (9) females and twenty-one (21) male participants of Luano district in three (3) different community schools. The three (3) community schools which were sampled were (Chimoka, Mundanamuko and Twikatane). Instruments for data collection were semi-structured interview and focus group discussion. Qualitative data was analysed thematically and in themes. Finally, ethical issues were as well taken into considerations

## **CHAPTER FOUR: PRESENTATION OF THE FINDINGS**

### **4.1 Introduction**

This chapter presents findings of the research from the District Education Board Secretary (Debs), Teachers, Head teachers and parents on the assessment of factors leading to the establishment and development of community schools in Luano district. The presentations of findings are done under the headings drawn from the research questions. The following were the research questions of the study:

- a) Identify the factors leading to the establishment and development of community schools in Luano district
- b) Determine the involvement of stakeholders in the establishment and development of community schools in Luano district
- c) Establish the challenges did face by stakeholders in the establishment and development of community schools in Luano district.

### **4.2 Factors leading to the establishment and development of community schools in Luano District.**

This chapter presents the findings of this research on the factors leading to the establishment and development of community schools. The findings are from four participating groups namely, the District Education Board Secretary (Debs), parents or guardian who had children and/ or dependants in community schools and learners in these schools. The other participants were teachers and managers (Head teachers) of community schools in Luano district.

The central aim of this study was to assess the factors leading to the establishment and development of community schools. This study revealed numerous factors to this effect. These factors were grouped into two major themes of ‘push’ and ‘pull’ factors (2007). As earlier stated, the discussion triangulates views from all sets of participants. The discussion of push factors is done before the pull factors.

### 4.3 Push factors

As defined, the push factors refer to the factors which leave parents and guardians with no choice but to establish and develop community schools. The push factors that made parents to establish and develop community schools revealed in this study include: long distances to the schools, constant absence of GRZ school teachers, failure to meet the cost of education in GRZ schools (economic factors), and high levels of illiteracy.

Table 2: Push factors in the establishment and development of community schools.

Push factors	Frequency (n=30)
Long distance to the schools	19
Constant absence of teachers from work in GRZ schools	3
Expensive or high cost of education in GRZ	2
High levels of illiteracy in the community	4
Limited access to GRZ schools	2

(Source: Field data, 2018)

The table 2 above showing the push factors that majority of participants (19) revealed distance as the main push factor for the establishment and development of community schools in Luano district while others minority cited various reasons revealed table 2 above.

#### 4.3.1 Responses from the parents

With regards to the same research question number one objective (1): “*what were the push factors*”? The parents were asked this question and gave different views as tabulated below. The following were the major themes that emerged during the semi-structured interviewed.

##### a) Long distances to the Schools

The researcher wanted to find out what prompted the establishment and development of community school from the parents and the answers were given. The participants indicated that children used to cover long distances to find a school. The researcher wanted to find out the

extent to which distance influenced the parents to establish and develop their own community school. We had seen distance as the most hindrance to the learning of our children. During the semi-structured interview, one parent sounding rather emotional narrated:

*“What are you saying? That child you see there is just six years old and she is in Grade one, from here they used to cover 8 km to... (named school) from morning and come back around 17: 00hrs. The child couldn't eat food but very tired just to go and sleep, is that fair sir or ba teacher? During the rainy season they cross that stream there and when it is full then it is a problem because so far that is the nearest school from here imagine. Girls sometimes can be defiled by passing through the bush or being harmed by wild animals because the park is not very far from here.”*

Another parent said:

*“Abana balebwelela mushila kuya kusikulu neifula ilikuloka” (Swaka). (This means that, when children are sent to school they could end up turning before reaching school with these rains).*

But one parent had a different idea:

*“During our time we used to cover long distance in the Kaunda government what can hinder these children to walk they are energetic can walk. The problem nowadays is children want all these to be near them.”*

One parent had put:

*“When I was in Chalata my children used to go to a government school and were good in sports but here I have not seen a football pitch yet I think it is needed to make our children also involved in the co- curricular activities”.*

This study also found that parents gave distance as the reason for the establishment and development of community schools. Almost every parent response expressed sadness that they feared for their children to cover long distance to the nearest government school. They explained that it was unsafe to let children walk long distances given the prominent incidences of children

who were reported missing from home as well as news of children being run over by cars. The parents' worries on the safety of their children forced them (parents) to establish some community schools close to their homes.

On the other hand, community schools had developed due to an increased retention of learners which were the adults because of the distance which was resolved. The number has increased of those who had stopped school due to distance to our community schools.

One parent had this to say:

*“We now have a big number and classes are full of those that had stopped school due to one or two issues.”*

#### **b) Constant absence of teachers from work in GRZ schools**

A number of parents and guardians who participated in this study during the semi-structured interviews explained that they took an initiative to establish and develop their own schools because teachers in government schools were frequently absent from work. Parents and `guardians complained that their children were usually sent back from school because their teacher was not at the station.

One parent had this to say during an interview:

*“Every day my son used to come back early from school saying there was no teacher. ... I don't know where these teachers go, all we hear are unending excuses ... the teacher has a funeral, the next day the teacher is sick, next the teacher has gone for salary, the teacher is out for sports, teachers are having a meeting.... It was excuses every day; what kind of school is that? Now I realized that my child was not learning anything, so I thought of having our own school where payments do not require them to go to town... he has never come back home to say there is no teacher today. At community school if the teacher is not there, they always find someone to teach the children, I want my child to learn, so am happy with the way they work at community school”.*

Such sentiments were echoed by many other parents, that is, half the total sample. Parents and guardians expressed sadness that their children were frequently sent back from government schools because teachers were mostly reported out of school or station. Many teachers were found in taverns or bars drinking beer as early as 07:00hrs instead of being in class.

Another parent said:

*“Am a retired teacher and during our time we never used to take children to community school because they lack skills of teaching (pedagogical) if I had children I was going to take them to government schools”.*

The enrollment rate is high as at now due to the fact that the developments of community schools supervised by parents are seriously than those of the GRZ schools.

One participant said:

*“We have a lot of classes for Grade 1, 2, 3,4,5,6 and 7. This has brought a great development to the community as a whole. Our children have known how to read and write.”*

### **c) Expenses or high cost of education in GRZ schools**

A question was asked and the parents had to give their views with regard to community schools. Despite the purported abolishment of school fees by government in 2002, the participants in this study cited the fees as a reason for accessing or establishing and developing community schools. Parents explained that if we are to compare cost of education in government schools was too high for them to afford. They said they decided to establish community schools because they could not meet the demands in GRZ schools where they pay high fees. Parents also complained that GRZ schools always asked learners to buy certain items for the school such as floor polish, candles, hoes, slashers cement, and many more.

The participants stated that they thought of establishing and developing their own community schools because they were affordable and the payments were more flexible since were run by them than in government schools. This view was held by a lot of the participants who took part in this research.

One parent put it as follows:

*“You know what; I took my children to that community school we constructed when I could not afford to pay for them at a government school... the payments I make at community school are minimal and affordable... for example, at ... (a named community) school we pay twenty kwachas only per term per child .... This is better because that is the only payment we make, no buying of uniform, cobra, lashers, realm of paper cement and other items like the case in GRZ Schools ... had it not been for the community school my children would have been at home doing nothing end of stealing.”*

Another parent said:

*“It depends to the teacher some abscond from lessons and some are always with the children from morning to evening”.*

The participants continued to refer to school fees as a reason for the establishment and development of community schools in Luano district. There was now development because the adult learners improved in performance as compared to GRZ schools. One parent commented:

*“We have seen development our children are doing well as compared to GRZ schools. Our school has brought buyatashi (development) to our area. They are able to read nicely”.*

#### **4.3.2 Responses from the Debs**

##### **d) High levels of illiteracy in the communities**

The participant pointed out to say children who were in the village were illiterate. Most of them had not gone to school so it was the initiative of the parents to come together and thought of coming up with a community school. Of course with the help of us (DEBS). This became an excitement idea to some parents and guardian especially to the widows since they could not afford to pay in government and private schools as alluded. Besides that, some could start working from the nearby farms but were unable to read and write; therefore, they ended up as

casual workers. With the coming of community schools their dreams are to have educated people who will carry a white-collar job.

The debs had this to say:

*“The children were just in the village doing nothing some became just shepherds of animals; some ended up stealing just in this house my son the girls could get married earlier than before and could know nothing concerning reading and writing. I used to find problems in this home because money used to get missing every day. During our monitoring in government schools we used to find them playing.”*

#### **e) Limited access to GRZ Schools**

When the Debs was asked he lamented that there is a certain number of learners given in each class and with conditions such as age limit and others. The debs revealed that a good number of the parents in this category claimed that they failed to find a place for their children in government schools. It was mentioned that they had been trying to take children to GRZ schools but were returned each time they attempted to do so, because there were no places available. Some learners were registered but could not go to school due to places. In a named school they discovered that in one class they were over 120 pupils just imagine.

It is important to note that some parents and guardians acknowledged that the government schools were overcrowded. Thus it was not only difficult to find a place for their children but also unsafe for their children to lean in an overcrowded classroom. Such parents looked to community school for the formal education services for their children. The access to GRZ schools has also been difficult for children who move on transfer from one district or province to another. A number of parents complained that they could not find a place for their children who came on transfer. The debs further stated:

*“I met one parent during my tour of monitoring recently and he narrated, I brought my cousin from the village in Serenje so that he could live with us to enable us help him complete school. Now, we tried all the schools around they told us there were no places for grade five (5) all classes were full... that is how I thought of a community school, because it would not be fair to keep the child at home for a long time.”*

Another view from the debs:

*“In government schools we consider age limit, uniforms and school’s fees.”*

Development came about in community schools because there was access to school places, no age limit was demanded and no uniforms. One participant said:

*“This school is for all, my child had stopped in grade 2 ten years ago and she has come back to start in grade 3. this brought about development because even those that had stopped school came back boys and girls in other ways there was gender equity.”*

#### **4.4 Pull factors**

This section presents a discussion of the second broad category of factors that motivated parents to establish and develop community schools, the “pull factor” category. The pull factors were the incentives which attracted or enticed parents to establish and development community schools. It should be noted that unlike the push factors where parents had no alternative but to establish community schools, the pull factors came as a result of preference, where parents preferred community schools to government schools.

Table 3: Pull factors in the establishment and development of community schools

<b>PULL FACTORS</b>	<b>FREQUENCY (n=30)</b>
Commitment of community school teachers	2
Affordable and flexible terms of payments	3
High pass rate	1
Admiration of children graduating from other communities became role models of success	18
School Feeding or nutritional Programme done at nearby school	6

(Source: Field data, 2018)

Table 3 above shows that majority or (18) participants representing all the participants during semi-interview and focus group discussion were pulled or attracted in the establishment of community schools because they were admired what was happening in other places.

#### **4.4.1 Responses from the teachers**

##### **a) Admiration of children graduating from other communities became role models of success.**

During Focus Group Discussion all the participants or teachers responded to say as they moved to other districts or places they saw community schools which were established and developed by the same parents and wished to have or implement also their own. Once a child is educated in the area she/he can help the parents and the country as a whole. One teacher lamented:

*“From here there is a Farm block that side as we were passing through the farm we found children who were learning then we asked the man (a white man) who pays the teachers? I do pay them at the end of the month. We were attracted when we saw that and as we went back we started our own community school therefore; we told each parent contribute something in order to build our own”. We still had not undergone any training.”*

Another teacher answered:

*“If children learn they will take care of the parents in their old age as it has been seen in the communities.”*

The government also motivated the community to establish and develop community schools by seeing the government teachers getting paid from the bank using bank services. Then even us we resorted to be paying our teachers through the bank.

One teacher said:

*“We had written some letters to some whites in those farm blocks and they said we should wait for the establishment and development of community schools”.*

##### **b) High pass rate**

A question was asked during the Focus Group Discussion (FGD) some participants or say teachers answered that the pass rate in community schools is high. This was due to the

commitment of teachers so most parents would want to have as many community schools as they wish. One Teacher came out vividly:

*“Here learners pass, almost the entire class is usually selected for grade 8 in basic schools... this is not the case in government schools where you find only about 20% of the learners pass... so it is an encouragement to have establish and develop more community schools.”*

Another teacher submitted:

*“The children here at Mundanamuko knock off at 16:00 hours, so they learn for a long time compared to those in GRZ schools where they have groups. There is always remedial work here thus why they knock off at 16:00hrs.”*

One teacher had put it:

*“In 2016 the composite Grade 7 final examination pass rate percentage was 70%, 2017 86% this means that teacher is always serious with their work they mean business when going to class.”*

#### **4.4.2 Responses from Head teacher**

When Head teachers were asked about the establishment and development of community schools they were able to give answers like the one below.

##### **c) Affordable and flexible terms of payments.**

The Head teachers were asked what prompted the establishment and development of community schools. The responses were that they were attracted to establish community schools because of lower costs which these schools charged. In addition, pupils do not ask to wear uniforms as in the case in GRZ schools. In the case of its establishment it was also simple and cheap as compared to GRZ schools. The head teachers said that there was usually a mutual understanding between the school and parents before arriving at a fee which every learner contribute in cash or in kind.

One Head teacher from Mundanamuko said as follows:

*“We don’t ask learners to pay anything without consulting and reaching an agreement with parents.... Even when we arrive at an amount each learner has to pay, we usually agree with them (parents) of an alternative mode of payment in case someone was unable to meet the agreed amount of money.... we are not like our friends in GRZ schools where it is a must to pay from the bank every time.”*

Another head teacher from Chimoka added:

*“...at a named community school they pay k50 per year or a bag of maize as an exchange which can’t be the case in GRZ schools, so we are safe to establish as many community schools as we can because the education children get is just the same.”*

#### **d) Commitment of community school teachers**

During interviews the Head teachers said that parents and guardians established and developed community schools because they believed that teachers in community schools were very committed to teaching. The parents with such views amounted to a quite number of the total sample. The commitment of community school teachers to duty was one of the main reasons parents and guardians thought of establishing community schools in Luano district. The teachers had passion even if they were not monthly salary paid sometimes a month without pay. One Head teacher from Twikatane proudly said:

*“My teachers are really committed for work. The issue is they are volunteers and they are not forced to work, they have the zeal to do work on their own with minimum supervision ...they are very serious with work compared to GRZ school teachers who do nothing but chatting with fellow teachers.... In community schools’ teachers teach throughout the school periods, they don’t go on strike like we see in government schools. These teachers do a lot of work for our children, they really work, and they have high sense of duty.... The teachers in GRZ schools just want money; it is strikes every year ... they don’t teach” .*

We saw this at... (a named community school) within this district immediately its 07:00hrs these teachers are already in classrooms teaching and therefore, we were attracted. These teachers are volunteers and just love the job.

Another participant emphasised during an interview:

*“To tell you the truth those children we found at... (a named community school) can read nicely. This is because they are getting a lot of assistance from the committed teachers at the community school where they are. I have no doubt that they will pass the grade 7 examinations next year.”*

#### **e) School Feeding or Nutritional Programme done at nearby school**

One school manager or say head teacher pointed at the School Feeding Programme (SFP) as their source of motivation to establish and develop their own community schools. This feeding programme encourages learners to attend lessons regularly because many children come from vulnerable families where it is difficult to afford a decent meal due to high poverty levels. One of the head teachers from Mundanamuko interviewed courageously stated:

*“Those two are founder members they brought the idea of feeding the learners because they saw it in ... (named community school) and some NGOs organization could help that so I took my two boys to a community school because at least they help us feeding the children... at break they give them some porridge which helps the children to concentrate in class than when they learn on empty stomach... I cannot afford to provide breakfast for all the children I keep so the school at least assists me. ...gave 86 bags of breakfast for our child which is encouraging.”*

Some participants saw a community school as a source of aid in taking care of the children besides teaching them at a minimal fee. The parents thus enroll their children because these schools offer huge relief to the lives of orphans and vulnerable children in the community

The school is now active or developed because there is very effective parents' associations (PTA) and school management committees. This is where participation of parent is high in the school for decision making. *One head teacher from Chimoka said: before making a decision*

*with regard to school infrastructure I do consult from the committees in school which makes my job easier unlike in the past before these committees were made this for me used to be bad”.*

#### **4.5 Involvement of stakeholders in the establishment of community school in Luano district**

This study identified a number of stakeholders who had a take and participated in various ways in the establishment and development of community schools in Luano district. To justify the engagement of such partnerships at local community level, the MOE through the department of open and distance learning (ODL) acknowledges that community schools have developed a bottom up approach as communities have intervened to provide education to children who are not able to access conventional or government schools (MOE, 2007). In this study, the main stakeholders identified were from local community members or parents and children as pupils since all were community oriented schools.

##### **5.5.1 Responses from the parents**

All the participants were asked on the involvement of stakeholders in the establishment and development of community schools in Luano district and they were able to cite as the parents and youth as the main stakeholders.

##### **a) Parents or members of community**

Interviews from community school managers or school head teachers and results from the local community’s participation in community schools were mainly through labor provision. For instance, the participants recalled how they participated by digging the foundation for their school at the inception of the school project. The Communities could only raise a small amount of money by imposing levies on themselves in the construction of projects in community schools.

One of the parents emphatically said that:

*“We were actively involved in building the first structure starting from digging of the foundation for this school. You see, at the start of the project, we also had a school field and we, I mean people of Chimoka we would organize ourselves into groups*

*and we used to take turns to work in the school field just to raise money for the building project and operational costs of this school.”*

Another parent said:

*“Yoose inchito ilikufwaika nifwebo tulikubomba bafyaashi pano pasukulu” (lamba). (This means that, all manual work needed for the school it’s us parents to do it. So the school is in our hands).*

Another parent submitted:

*“Parents in the establishment and development of community schools are school management and are Administrators. This is called PTA where they do manual work at school; we help the school in the upfront material.”*

One parent who recognized him as a headman put it:

*“When this school was established in 2013 my role was to recruit teachers as a chairperson.”*

Additionally, some parents revealed that, we participated in the construction of desks for the children since the institution is purely under the community initiative. This is the way we are involved in the establishment and development of community schools here. The school is purely for community initiative and the parents do all the work that demands them. This is the reason to why it is less standard as compared to government schools.

The school is purely for community initiative and the parents do all the work that demands them. This is the reason to why it is less standard as compared to government schools. As parents we have brought development like the government has given us one teacher.

### **5.5.2 Responses from Debs**

The Debs said:

*“Our role in the establishment and development of community schools was to sensitize the community on the importance of children’s education.”*

In the establishment and development of community schools' parents as adults played an important role it is in this case that in Luano district the parents were involved in a lot of projects in erecting some structures such as toilets and classrooms. All the parents met together in order to establish and develop a community school so that their children could excel in life.

### **5.5.3 Responses from head teachers**

The head teachers were asked the initiators or stakeholders of community schools and all answered that parents played an important role in the establishment and development of community schools in Luano district.

One head teacher openly said:

*“I was the one spearheading as being a parent the moulding of bricks for this establishment and of community school because children could learn from the church as Sunday school, by then I was attached to church programmes.”*

Another head teacher answered:

*“That boy you are seeing there is a double orphan just used to ask money from those bus drivers at that station in order to have a living, it's me who dragged him to go back to school where there is feeding programme.”*

### **5.5.4 Responses from the teachers or instructors**

The teachers were in groups and were able to give answers with regard to what prompted the establishment and development of community schools in Luano district.

One teacher during the Focus Group Discussion answered:

*“The parents develop and connect the school to the community this is because the parents are the major players in the system they initiated the plan of having a school.”*

The participants all agreed that parents or community school members are drivers of educational process for their children in community schools this is because they are the founders. Parents

were sitting in the board as directors. The school executive that runs the school does a lot of work for the betterment of their children. This school executive (PTA) provides checks and balance in the provision of education for their children in community schools.

Some participants answered that we are in charge of paying the teachers for their allowances in their operations. This is because the school is purely being run by the community.

One teacher said:

*“Am a farmer on the other hand I personally paid my fellow teachers allowances last month because some parents had a problem with contributions of money.”*

It is apparently said by parents that; this school does not belong to government it's the parent who pays their remuneration through the help of the PTA executive.

Some participants said that the parents had to participate in the establishment and development of community schools by taking into account the disadvantaged children taking them back to school. Since community schools are community oriented such orphans, disadvantaged and adults have benefited because they have started going back to school as a personal development.

## **b) Adults**

The clientele of adult education are adults and were targets in community schools for evening classes. They wanted to specialize in adult literacy of reading and writing. The adults in youth stage were also involved in the establishment and development of community schools in Luano district. These were especially the orphans, vulnerable and girls. These adults played a role of drawing water for moulding the bricks. Married adults are now being admitted back in community schools.

One teacher had this to say:

*“We could start from morning drawing water up to 17:00hrs in order to build a school in our area. Others could go in the bush to cut poles for the erection of classrooms and toilets”*

The teachers revealed that during the establishment and development of community schools' children were given the role of cutting poles in the bush. This also indicated that children could not sit at home they also played or participated in the establishment of community schools. One teacher revealed this;

*“I was nine years old when this school was constructed and we used to carry poles from that bush bringing them here for this school it was not easy at all.”*

It is clear from above that the adults as youth also took part in the establishment and development of community schools in Luano district. The community schools in the area provided an alternative education to all especially the disadvantaged.

Furthermore, some parents revealed that, the learners had a responsibility of assisting their parents in the establishment and development of community schools.

One teacher or instructor used to be a parent made the following observation:

*“The youth used to meet at that ground playing football and used to tell their friends about coming up with a school to avoid other vices like beer drinking, hunting and smoking. The school will bring development such as clinic been given.”*

#### **4.6 Challenges faced by stakeholders in the establishment and development of community schools in Luano district**

All the participants revealed that they had quite a number of challenges in the establishment and development of community schools for them to work effectively in their schools. Most of them revealed that they encountered a lot of financial challenges towards purchasing enough learning and teaching materials for both the learners and teachers or instructors. The responses came from the four participants.

**a) Responses from the head teachers**

**i) Financial challenges**

The head teachers were asked over the challenges faced and revealed that the establishment and development of community schools suffered financial challenges for them to develop

One Head teacher noted that:

*“The lack of money for purchasing teaching and learning is a problem. We don’t have pieces of chalk and textbooks here look this is what we use ‘charcoal’ to write on the blackboard.”*

One head teacher from Mundanamuko had this to say:

*“The school has 1766 pupils against two classrooms and children have no desks imagine and we have the councilor and the area member of parliament for me I will not vote in the next tripartite election because we were promised to be given all what I have said by ...a named politician.”*

**b) Responses from instructors or teachers**

**ii) Insufficient number of instructors**

During the focus group discussion in three different community schools the teachers also had their own views with regard to the challenges faced in the establishment and development of community schools.

Apart from that, teachers cited shortage of teachers or insufficient number of teachers or facilitators in their community schools. This in return affects learner performance of their vulnerability.

One teacher shared this:

*“I do teach all these classes from Grade 1-4 it is too much for me teaching all subjects is that fair sir? Moreover, am not trained so the methodology am using may not be appropriate I need to be helped.”*

Another teacher submitted:

*“There is only one trained teacher here the rest are just from the community as volunteers. This problem has persisted since last year when this school was established”*

### **c) Responses from parents**

#### **iii) Inadequate infrastructure**

Some parents also cited that the infrastructure or inadequate classroom accommodation and teacher ‘s houses is also a challenge. The learners do sit on the ground and the classrooms are grass thatched structured. So the infrastructure is not conducive for human beings to use our friends have very nice structures. This makes flexible in terms of teaching and learning in adult education as a non-formal structure.

Another teacher cited:

*“I stay 5km away from (school) here so I do walk every day.”*



**Figure 2: Non-formal structure in community schools**

**Source: (Field data, 2018).**

Additionally, some participants described teacher's allowance as a hindrance to community 's operations. Sometimes months do pass by without a teacher receiving his or her remuneration has worked for. One teacher lamented:

*“Sometimes we just give them a bag of maize, groundnuts and chicken as allowance now where can they get money to buy washing paste, clothes shoes and help our relatives when they come to visit.”*

#### **d) Responses from the Debs**

##### **iv) Teacher's allowances**

During the semi-structured interviews, the Debs revealed that in the establishment and development of community schools there was a challenge in paying teacher's allowances.

The debs had this to say:

*“The problem with these parents just depends on farming this is why they have these difficulties in paying the teachers.”*

Another problem which the participants pointed out was poor sanitation especially in the rainy season. There is no SHN programme in the school and this makes it difficult for our learners to be up to date in terms of health issues.

The debs came out in open:

*“The Ministry of Health just comes for the under-five clinic programme once in a month. So they don't talk about sanitation like drinking of clean water.”*

#### **4.7 Chapter Summary**

This chapter presented the findings of the study based on the research questions. The first research theme was to identify the reasons leading to the establishment and development of community schools in Luano district. The findings revealed that there were two categories of factors responsible for the creation and development of community schools in Luano district. One category was made of push factors while the other was that of pull factors.

The second research theme was to determine the involvement of stakeholders in the establishment and development of community schools Luano district. The study found that parents and children were involved in a lot of projects regarded as the founders of community schools. Parents revealed that they were the providers of upfront materials for the schools both money and human resources. Children or youth assisted the parents also in manpower.

The third theme found out numerous challenges community schools encountered in the establishment and their development. The research found that community schools had the following challenges of infrastructure: inadequate resources, inadequate learning and teaching materials, dilapidated infrastructure, having untrained teachers, poor sanitation and shortage of teachers.

## CHAPTER FIVE: DISCUSSION OF RESEARCH FINDINGS

### 5.1 Introduction

This chapter discusses the findings of the study in line with the objectives of the study which were: to identify the factors leading to the establishment and development of community schools; determine the involvement of stakeholders in the establishment and development of community schools; establish the challenges faced in the establishment and development of community schools.

Furthermore, the findings were presented according to the category of participants, this discussion attempts to discuss the findings in general by triangulating the ideas from Debs, Head teachers, teachers and parents. The findings from these four (4) sets of participants seems to bring out two (2) broad themes, namely, “push factors” and “pull factors” in which, factors that led to the establishment and development of community schools are discussed. The first theme is composed of factors that left parents with no alternative or choice but to have community schools be established. These factors are discussed under the “push factors;” while a separate section consisting factors that attracted parents to community schools be established are discussed under the “pull factors.”

Passer and Smith (2007:350) explain the idea of push factors by giving an example that “Drives such as ... lack of food and water... push an organism into action.” This means when an organism is hungry and thirsty, it remains with no choice but to swing into action in search of food and water to satisfy its hunger and thirst. Equally, this study indicated that parents and guardians were in need of formal education for their children and dependants. In the quest to satisfy this hunger, they found themselves in situations where they were pushed to establish community schools for the education of their children. Child, (2007, 243) adds that “... incentives [refers to] ... objects external to ourselves that act as a pull ... [while] internal drive states ... [refers to] the push from within which is self-generated.” The parents were also found in circumstances where they had a choice between a community school and a government school but they chose to establish a community school because of “an incentive” which they wanted their children to enjoy in a community school which they would otherwise not enjoy in a government school. Once satisfied they will be able to be innovative according to Rodgers.

## **5.2. Identify the factors leading to the establishment and development of community schools**

### **5.2.1. Push factors**

As defined above, the push factors refer to the factors which left parents and guardians with no choice but to establish and develop community schools for their children. The push factors that forced parents to establish and develop community schools revealed in this study include; long distances to the schools, constant absence of teachers from work in GRZ schools, high expenses or failure to meet cost of education in GRZ schools, high levels of illiteracy in the communities and limited access or shortage of school places in GRZ schools.

### **5.2.2 Long distances to the Schools**

The study found that parents or participants gave distance and non-availability of schools in the area as the reason for the establishment and development of community schools. Almost all the participant's responses expressed sadness that they feared for their children to cover long distance to the nearest government school or conventional school. They explained, as stated in chapter four, that it was unsafe to let children walk long distances given the prominent incidences of children who were reported missing from home as well as news of children being run over by vehicles and crossing some streams during rainy season. On the side of the girls they feared that they could be defiled on the expense of going to school. This is in line with Kemp (2008) & Chilobe (2011) who pointed that distance is a hindrance to most rural community schools. Parents normally find it difficult sending their children due to long distance. The parents' worry on the safety and security of their children forced them (parents) to send their children to community schools which were close to their homes. This is because the children were also demanding for formal education which was to be near their door step. When there is no water and food the diffusion of innovation demands that the organism must swing to search for those needs as innovation.

The safety and security concerns of parents were in agreement with the diffusion of innovation and safety needs in the social system. Child (2007) posits that, the safety needs involves the desire for people or organisms to be protected from frightening situations, objects, illnesses and other things that threaten humans with pain.

Feldman (2008) also observes that, in order for people to function effectively; they require an environment that is safe and secure so as to communicate well. Equally, learners would enjoy covering a distance that is not life threatening, where they are able to move to and from school freely. As pointed by Evertt Rodgers it is nearly impossible for any person to achieve the level of self-actualization which includes creativity and problem solving without satisfying the lower levels of the pyramid which are labeled the deficiency needs in society. The theory of diffusion of innovation helps to harmonize these needs to suit the environment in order to generate new ideas.

However, with the introduction of community schools the trend had changed or things were now made easier than before. This is because they were able to take their children to the nearby school. This is what the theory of change of innovation (1958) demands that when a problem is identified it has to be dealt. The study also agrees with the (ZOCS,2013) said that due to long distances to school, yet attendance to these opportunities is often hindered by distance, travel costs, and exclusion by some zones or districts that do not perceive community schools as part of the school system.

Mbozi (2011) stated that historically, Adult Education crystalized as a response to particular needs of society. It had a symbiotic relationship with the environment in which it occurred and tends to respond to social change and further social change. Mbozi insisted that Adult Education can and should play an integral role in improving not only individuals' lives but also improving society and promote change as well as respond to it. Generally, the field of Adult Education is concerned with imparting knowledge and skills to adults for their survival in society.

### **5.2.3 Constant absence of teachers from work in GRZ Schools**

A critical look was revealed that the participants stated that they desired to establish community schools because teachers in GRZ schools were frequently absent from work. They explained that their children were usually sent back because teachers were sick, out for a salary, out for sports or any other excuse in the course of a week. Such sentiments from parents show that they (parents and guardians) wanted that their learners to learn every day. It was also revealed that parents lost trust and hope in GRZ teachers' attitude and commitment to work and thus resorted to establish their own community schools. Other researches Ministry of Education (2015a) and Zambia Community School

Secretariat (2002) revealed a similar situation that, teachers in government schools were usually out of station most of the time and gave a lot of excuses. This is not the situation in community schools as they all really work without excuses.

A similar circumstance was reported by the Ministry of Education (2015a) who found complaints about teacher absenteeism that, "... teachers are often found in town during school hours, either to collect their salaries or attending to their personal business. Some were always in taverns or bars drinking beer instead of being in class attending to learners.

#### **5.2.4 Expenses or failure to meet cost of education in GRZ schools**

Adult education as a programme involves different kinds of activities and facilitates change in society, liberating and conscientising adults in communities. The participants were forced to establish and develop community schools because they could not afford to pay for their children in government schools as there were a lot of expenses. As indicated in the findings of this research participant's responses cited fees as reason for not accessing GRZ schools. Many expenses hindered education for the underprivileged (Carmody, 2004). The various fees which Parents Teachers Associations (PTA) agree to contribute resulted into high number of the total sample of participants believing that there was no free education in GRZ schools. Hence, this inner forced the members of community to establish and develop community schools. This is contrary to what the MOE (2008) said that the government of the republic of Zambia declared free education from one to university.

These responses of parents show that parents especially those in Luano district felt that they had not benefitted from the Free primary education or from the education for all (EFA) policy introduced in 2000 (Ministry of Education, 2008). This is consistent with the survey carried out in what Carmody (2004) termed the poorer sections will not afford to pay. The theory of diffusion of innovation helps to spread the information through the component of technology.

Carmody concluded that despite the abolishment of school fees, there were additional costs such as transport, food, books, contributions towards school projects like purchase of cement, realm of paper building wall fences and other expenses which stood as hindrances for many parents to access education for their children in GRZ schools. So parents thought well and established

community schools. Equally, DeSfano (2006) noted that, FPE policies increased the cost of education in some cases because government schools often charge fees which were often higher than the previously negotiated fees despite the free primary education policies.

The failure to pay school fees seems to imply that parents were willing to establish and develop community schools than GRZ. It is understood that parents would give the cost of education as the reason for not accessing GRZ schools because according to Maslow's hierarchy of needs Child (2007) a person would not aspire for higher needs before satisfying the lower ones and be innovative with the changing world. The parents being of lower income status in this case it could be speculated that they were unable to pay the school fees at the expense of buying their food. The little earnings they realized could have been spent on food. This seems true or tandem with Maslow's view because the food factor is a physiological need, which if not satisfied, a person may not aspire for higher needs like the need to send or educate their children.

#### **5.2.5 High levels of illiteracy in the communities**

Illiteracy was found to be high in the rural areas of Luano district. This is in tandem with Ministry of Education (2007) & UNESCO (2007) they held a joint review meeting in February, 2007 under the theme "Three Rs" which translated reading, writing and arithmetic in the provision of quality education. The participants alluded that all children were just in the village boys and girls did not know how to read and write. This is contrary to FAWEZA (2010) said that most of the affected ones were girls who were orphans. This was an observation of a number of aged children who were unable to read and write. The children had nothing to do in the village. With the establishment and development of community school's things have become easier for the pupils. The theory of change for the diffusion of innovation helps to have an impact on the pupils' change that is reading, writing and arithmetic.

At the same meeting it was revealed that the Ministry of Education faced the challenge of Education for All (EFA) goals as well as those of the Millennium Development. Most of them had not gone to school, did not know how to read and write so it was the initiative of the parents to come together and thought of coming up with a community school in the area so that they provide education to the people. The parents said that once these children are educated they will keep us in old age. This became an excitement idea to some parents and guardian especially to

the widows, the disadvantaged or orphans since they could not afford to pay in government and private schools as alluded. Besides that, some could start working from the nearby farms but were unable to read and write. Therefore, they ended up as casual workers. With the coming of community schools their dreams is to have educated people who will carry a white-collar job in the area.

The SPARK curriculum focuses on helping the illiterate or semi-literate child acquire practical skills so he/she may become a productive citizen in the local community. The curriculum was not designed to be examinable and, thus, those passing out of the SPARK program were not expected to continue schooling. After completing the four-year curriculum, students are expected to proceed to a skills class focused on practical training (e.g., woodworking, metalworking, tailoring).

#### **5.2.6. Limited access or shortage of school places in GRZ schools**

The other factor which pushed parents and guardians to establish and develop community schools was the shortage of school places in government schools. This research revealed in its findings that most of the parents claimed they failed to find places for their children in government schools, thus had no choice but to establish and develop their own community schools. From the findings it is indicated that one class had 120 pupils which was above normal. This represented the pupil teacher ratio of 1:120. This agrees or in line with the findings which revealed Ministry of Education (2007), Zambia Community Schools Secretariat (2002), Kemp (2008) & Kelly (1999) that, there were shortages of school places in government schools, therefore, many communities established community schools to provide an opportunity for the out of school children to go back to school. In this regard for example retention of pupils was done to satisfy their needs. They also indicated that after independence there was a problem of school places because people realized to take their children to school. The human resource was not enough in some areas of the government and only a hundred graduates were pronounced at independence.

Chondoka (2006) disagrees and states that places in government schools were given on first come basis since the large population of people concentrated much on government schools after pronouncement of free education.

The participants also explained that some government schools were so overcrowded that they felt unsafe to have their learners in GRZ School. Kemp (2008) reported that most government schools had high teacher to learner ratio. This seems to compromise the delivery of quality education because it became difficult for the teacher to attend to individual learner problems. Individualised attention is important in the education of learners because it makes them feel cared for. Learners who feel that their teachers care for their interests were more likely to be motivated to engage themselves in school tasks.

### **5.3 Pull factors**

This section presents a discussion of the second broad category of factors that motivated (stakeholders) parents or community members to establish and develop their own community schools, the “pull factor” category. The pull factors were the incentives which attracted or enticed parents to establish and develop community schools. It should be noted that unlike the push factors where parents had no alternative but to establish and develop community schools, the pull factors came as a result of preference, where parents preferred community schools to government schools or other schools in all aspects of life. The admiration of children graduating from other communities became role models of success, commitment of community school teachers towards work, high pass rate of learners from community schools, school feeding or nutritional programmes done at nearby school, affordable and flexible terms of payments, are some of the factors that enticed parents and guardians to establish and develop community schools.

#### **5.3.1 Admiration of children graduating from other community schools became role models of success**

Adult Education is meant to give people knowledge and skills to help them survive in any given situation and environment where there are community schools. During semi-structured interview the parents had moved to other communities or places which were remoteness they saw community schools which were established and developed by the parents and wished to have or

implement their own. Members of society or community who passed through community schools had gained both basic and elementary skills. This is in agreement with Kelly (1999) in the pre-colonial period learning of skills and other related issues were through admiration and imitation of role models in society. This was purely an aspect of innovation, satisfying a need, attraction and then imitation from other places. In the establishment and development of community schools there was persuasion, adoption and innovation behind the community members. Once a child is educated in the area she/he can help the parents and the country as a whole.

The parents as stakeholders had moved to the nearby farm blocks where they found learners learning and a Whiteman being the owner of the school told them that he paid the teacher's allowances. They also said that there was also possible for the parents to have their own community schools and pay the teachers from their own earnings.

### **5.3.2 Affordable and flexible terms of payments**

Since community schools deals with adults the payment schedule is flexible and affordable. Malcom Knowles indicated that adults are flexible because they are goal oriented. The participants pointed to the fees charged in community schools that they were low and affordable. This is in agreement with the explanations Ministry of Education (2007) & DeSfano (2006) that the movement of learners from government to community schools was as a result of educational expenses. This was so because the cost of education in community schools was almost always less than government school fees. The pronouncement of free education was just on paper in government schools. The children are asked to pay a certain user fee for example realm of paper, cement, uniform and other expenses. Therefore, the low cost of education in community schools attracted parents to establish and develop their own schools. There was high number of pupils now in community schools as compared in the GRZ schools this is development to such schools.

The participants in all categories explained that in community schools the cost of uniform and school shoes were nonexistent since the children were free to wear anything they could afford. This is what the diffusion theory of innovation of Evertt Rodgers (2003) described or advocated as achieving self-actualisation. Thus; the non-compulsory wearing of uniforms assisted in bringing down the cost of education in community schools and subsequently enticed parents to

establish more schools in the area. This proved the concept of adult education as it does not demand learners to wear uniform.

Furthermore, the responses from the participants in this study emphasized that they found the cost of education in community schools cheaper than in GRZ schools. This statement entails that parents were aware that in education they needed to make contributions in one way or the other and that it was not completely free.

### **5.3.3 Commitment of community school teachers**

The results revealed that commitment, positive work attitude and high sense of duty in community school teachers were mentioned by all the participants (instructors) and Head teachers to be a source of attraction to establish more community schools in Luano district. The aspect of teacher commitment could also be explained in terms of intrinsic, extrinsic motivation and social change. This research showed that most teachers in community schools of Luano district, which were described by all categories of respondents as committed and hardworking, were volunteers without a monthly salary but be given a bag of maize or chickens. The differences in commitment towards work, between teachers in Community and GRZ schools, could be the differences in what motivated them to work. In this regard, it is in tandem with Rodgers (2003) who explained that through persuasion individuals had positive attitudes towards the innovation. It can therefore, be said that most of the GRZ teachers were extrinsically motivated, they work for the sake of a salary and when the salary become too little for their liking they reject and go on strike.

The study above is contrary to the MOE (2015a) grade 1-7 teachers must possess a teacher's certificate in the Zambia Primary Course (ZPC), Zambia Basic Education Course (ZATEC), a diploma or degree in primary school education and so forth. This will be in line with the salary each one will be paid. Community school teachers can be said to be intrinsically innovated to teach because they do not go on strike like their counterpart. Child (2007) explains that diffusion of innovation involves the internal interest to do something for its own sake. Being volunteers, most teachers in community schools teach for the sake of learners, passion and enjoyment for the job hence the high commitment and this is not the case in GRZ schools.

#### **5.3.4 High pass rate in community schools**

Adults come to class with vast experiences, self-directedness and goal oriented this is what Malcom Knowles described. The participants (Debs) revealed that some parents decided to establish community schools because of high pass rate of learners to grade eight (8) that they saw from other community schools in some districts of the country. The learners in community schools performed well due to the commitment of teachers as in certain subjects as alluded and in most instances better than those in government schools. This seems to be in agreement with the findings Examination Council of Zambia (2012) & Ministry of Education (2007) observed that community school learners outperformed those in government schools especially at Grade 7 composite examination. This proves that community schools addresses the needs of learners because of the radically commitment of community school teachers.

This is also in line with the Zambia Community Schools Secretariat (2002) revealed that pupils from community schools or village schools outperformed those in government in certain subjects like English. The example that was given those of community schools in Malawi. This learned more than those in government schools over the course of the year, and girls in these schools learned significantly more in every subject than girls in other schools. it also seems clear that teachers perceived their learners in community schools to be academically bright. Hence, the need to establish and develop many community schools in the country as compensation in education. This is because the teachers are more serious than their counterparts in government. Furthermore, most community schools are volunteer efforts, run by committees of parents and other community members from the surrounding area. Despite their numerous challenges, there is growing evidence to suggest that many community schools produce better outcomes (Examinations Council of Zambia, 2012;

#### **5.3.5 School Feeding or nutritional Programmes done at a nearby school**

This study revealed that the school feeding programme was one of the factors that attracted parents to establish and develop community schools in order to enrol adults. This factor was mentioned by the parents who participated in this study. Some community partnerships and individuals helped these schools to satisfy their need and social benefits as the theory of change advocates. This is in line with the report World Food Programme (2008) that, the School Feeding Programme (SFP) made vital

contribution of essential nourishments for the needy learners. It is also in tandem with the human philosophy of Abraham Maslow who revealed that human beings depend on physiological needs like food to have a living. All these are found in the social system of innovation where the learners and other stakeholders operate from. DeSfano (2006:8) explains that, “Among the poor, there is often not enough food at home .... School meals are a good way to channel vital nourishment to poor children.” This is as in the case of parents in Luano district where the situation is alarming. This is also in line with the motto in other community schools which says “Give them food they will come in Adult education.”

This is in agreement with the observation made by then Minister of Education by, Dora Siliya, who explained that the School Health Nutrition (SHN) had led to greater learning outcome, through improved pupil retention and attendance (Times of Zambia, 2 July 2009). We can, therefore, deduce that the feeding programme had an impact on pupil attendance. Community school feeding programs in Zambia have attracted learners, encouraged family participation, and increased learner performance and completion rates (Kalemba 2013; Mwalimu 2011, Chikopela 2012). These types of visible benefits place community schools and education in a positive light in their communities. Further, the theory of diffusion of innovation alludes that the stakeholders are helped in terms of planning process and decision making to have a long-term impact (Sherry, 1997).

Furthermore, DeSfano (2006) and World Food Programme (2008) the School Feeding Programme (SFP) was beneficial because it contributed to the improvement in the performance of learners since it was more likely that learners would concentrate during lessons when their stomachs were full than when they were empty. Thus the SFP improves attendance, performance, and retention of learners in school.

The provision of food to learners, as pinpointed by the respondents in this study, seems to be a direct response to Maslow’s physiological needs which is at the base of his model of hierarchy of needs. Maslow (1954) postulating that, the needs at the bottom of the hierarchy of needs must be satisfied before one can aspire for higher ones. The physiological needs which Maslow’s model shows include: food, water, air, regulation of temperature and rest among others. Giving food to learners was one way through which the schools assisted to satisfying the physiological needs of learners in Luano

district of central province, thereby increasing their chances of concentrating during lessons. The learners are fed with soya porridge which I feel leaves children with less worries of hunger this gives high chances that they would concentrate during lessons. This will help the learners to achieve their full potential.

This assertion is also closely related to the reasoning given by two scholars Layrock and Murno, (1972: 32) who were commenting on Maslow's model of hierarchy of needs and the diffusion innovation theory that "... academic learning is not likely to occur unless pupils' physiological needs are reasonably satisfied ... the hungry, thirsty, tired, or sleepy child ... is not likely to be an efficient learner ...." Thus the school feeding programme has serious psychological inclination and shows the usefulness of psychological concepts in the teaching learning processes of the children in the country Zambia especially the human motivation theories like the one modeled by Maslow. Therefore, respondents confirmed that they had seen a steady increase of pupils' attendance.

Community school feeding programs in Zambia have attracted pupils, encouraged family or citizen participation, and increased learner performance and completion rates (Kalemba 2013; Mwalimu 2011 & Chikopela 2012). These types of visible benefits place community schools and education in a positive light in their communities. On the other hand, the theory of change focuses on identifying solutions to effectively address the causes of problems that hinder progress. The food given to the pupils helped solving the problem of hunger in community schools.

#### **5.4 Determine the involvement of stakeholders in the establishment and development of community schools**

##### **a) Community Members**

Stakeholders in this regard can be politician, adult educators, farmer a nurse and a businessman. They were involved in a lot of projects in erecting some structures such as toilets teachers' houses and classrooms. All the community members met together in order to establish a community school so that their children could excel in life. This confirms what Kelly (1999) meant by saying that communities can participate in educational system through construction of

school buildings, management of schools, maintenance of classrooms and provision of school furniture like desks and chairs. Besides that, it is also a direct response to Rodgers theory of diffusion innovation 's way of security in life once one acquired education in life. The theory revealed that there are innate forces that propel people to seek need satisfaction in society. This helps in the smooth running of community schools across the country. It is because some of the pupils in community schools are a disadvantaged group.

The research findings revealed that community members' involvement and contribution towards school and the education of their children was very crucial in ensuring Adults remained in school and be educated. The community members could take a roll-call of their learners wanting them in school. What was so prominent from all the participants' contributions regardless of the position they participated, community members were drivers of education process for their children in community schools this was because they were the founders or the project initiators. The school executive that ran the school did a lot of work for the betterment of their children. This school executive (PTA) formed provided checks and balance in the provision of education for their children in community schools. This is in tandem with Epstein and Dauber (1991) state that, there are different ways to involve parents in community schools. Community members connect the school to the community. It might seem contradictory that on the one hand a main objective of the community school is to unburden parents by offering day care and on the other hand, community schools attempt to more actively include parents. In this way community members play a role of administering education in community schools.

Furthermore, these community members with the concept of adult education revealed that they were in charge of paying the teachers for their allowances in their operations and helping disadvantaged parents in supporting their children. This seemed to be a good idea given that supporting low-income parents. This was because the school was purely being run by the community. Therefore, these findings tie with Cochran and Henderson (1986) state that learning from each other has been found to make low income parents' children perform as well as middle-class children well. It is because parents are involved in educational support of their children. This is also in line with Rodger 's assertion that once education is provided to all learners of different classes they will strive to be innovative.

According to Action Aid Tanzania (2000) revealed that, some communities provide a school vehicle, institute by-laws against taking students out of school to do work, in their participation in community schools. This disagrees with my findings in the field. This simply means such parents are supported by either a Non-Governmental Organisation or an individual hence, to have such facilities.

The findings revealed that community members in the establishment and development of community schools were school management and Administrators. This was described as or called (Parent Teachers Association) PTA where they did manual work at school such as helping the school in the upfront material. This is in line with the *Zambian Community school secretariat* (2002) when a school was established through a consultative process by community members and a governing board, the Parents Community School Committee (PCSC) elected representatives were supposed to inform the DEBS office of the school's existence and initiate a formal registration process, doing all manual work and including a small fee and inspection by education standards officers. Once children are educated they will be able to keep the parents in old age as Maslow had put it as a security for the parents in old age.

## **b) Adults**

Adult education specifically aims to train individuals for a more fruitful participation in those smaller collective units which do so much to mold significant experience (Lindeman, 1926). It is meant to emancipate adults from mental slavery and enable them to function effectively and productively in their world bearing in mind past experiences. Mwanakatwe (2013) argues that there is need to increase the number of adult literates in our communities for them to read newspaper reports on their own and learn about government machinery. Through Adult Education, citizens may be made aware of their rights and responsibilities and this is one way of giving true meaning to democracy.

The adults in the establishment and development of community school made a contribution towards it. They helped in the moulding of bricks and cutting of poles. This is what the *Zambian community school secretariat* (2002) described as Community schools having developed from the bottom up as community interventions and covering the gap to provide education for children

who are unable to access conventional schools or government schools. These children were described as the underprivileged or marginalised as adult learners.

### **5.5. Establish the challenges faced in the establishment and development of community schools in Luano district**

It is therefore revealed from the findings that, teachers and Head teachers pointed out quite a number of challenges in their operations for them to work effectively in their schools. Most of them indicated that they encountered a lot of financial challenges towards purchasing enough instructional or learning and teaching materials for both the learners and teachers. It is in conformity with Cashen et al (2001) states that, due to lack of financial resources there is low morale among teachers in community schools. Not only for their benefits teachers don't have money to purchase pieces of chalk and textbooks here look this is what we use 'charcoal' to write on the blackboard." On the other hand, in the follow-up performance evaluation, teachers consistently complained that an insufficient variety and quantity of teaching and learning materials hindered their ability to teach literacy (Frischkorn et al, 2016).

This is consistent with Tounkara et al (2001) found that raising money from parents who are of low status is a problem to most areas. Only 25% out of 100% financed by parents hence, there is inadequate finances to buy materials such as textbooks and pieces of chalk. This has made life difficult for the community schools to develop as it caters for all age groups.

Furthermore, the findings from the participants cited shortage of teachers /facilitators or insufficient number of teachers in their schools. This in return affected learner performance to be compromised. Despite having few teachers they lacked training or methodologies in their teaching. These teachers acted as volunteers because of passion and love for their community and their children in particular. This is in agreement with Abraham Maslow (1954) who revealed in his model that love is cardinal in the people 's interaction. Save the children (1997) pointed that, teachers' lack of qualifications and training can have a direct impact or weakness on the educational quality that children receive. This lack of initial education and training means that teachers require more follow-up and support which requires inputs into a different part of the teaching process. It is therefore, imperative to recruit some trained teachers so as they teach

effectively and efficiently for example learners need to know English. Therefore, facing an inadequate supply of teachers, some schools have resorted to multi-grade classes, where one teacher teaches learners of different ages, grades, and abilities (MOGE, 2015a).

Some participants as revealed above in chapter four also cited that the infrastructure or inadequate classroom accommodation and teacher 's houses was also a big challenge to community schools. This is consistent with Mulenga (2008) & World Education (2000) postulate that, the quality of school construction is an issue for community schools, particularly in West Africa. Where community schools tend to be built of mud and local materials, which are cheaper, but need to be repaired annually and do not protect children or materials from rain. In this regard, cement or permanent buildings are much preferable to be used and make it permanent though they cost more. This is because normally future generation is always affected if the structure is not permanent at all. The learners do sit on the ground and the classrooms are grass thatched structured. So the infrastructure is not conducive for human beings to use our friends have very nice structures. These structures must be enough to accommodate many pupils that are in terms of sanitation. The study also agrees with MOGE 2016 & Chikopela 2012) that some community schools are only partially completed structures; for example, walls without corrugated iron sheets or asbestos for roofs, or shelters constructed of local, temporary materials such as grass thatch or woven mats (MOGE ,2016 & Chikopela,2012). it was also discovered that in most community schools there was poor latrines and lack of cupboards to keep supplies and learning conducted under the tree. Therefore, it was found that many community schools had a fourth year, but only three classrooms to house them.

Additionally, the instructors or teacher's allowance described was a hindrance to community 's operations. Sometimes months could pass by without a teacher receive his or her remuneration worked for. This tie with Kemp (2008) observed that the schools that were sent up and managed by the community and almost depend entirely on the support of the community. These are community schools that are severely under resourced to pay workers. Therefore, the resource is minimal which is towards meeting the administrative costs of a school.

The information obtained from the research findings indicated that, some respondents pointed out poor sanitation especially in the rainy season. There was no SHN programme in the school and this made it difficult for the learners to be up to date in terms of health issues. The Ministry

of Health seemed had no upper hand or did not visit community schools as we saw in GRZ schools. The only time the Ministry of Health seen is during the under-five clinic. This is contrary with Mwanakatwe (1968) states that the school environment and sanitation was inspiring sufficiently organized to provide truly worthwhile and interesting occupations for the pupils. This is because he studied a Non-Governmental Organisation based community. The school has no bore-hole and water is not chlorinated. This was also in line with the Millennium Development Goals (MDGS) now called the sustainable development goals (SDGS) which advocated fighting for proper sanitation in schools (UNESCO, 2007).

## **5.6 Chapter Summary**

This chapter presented the discussion of the findings of the study in line with the study questions. The discussion of findings noted that there were push and pull factors in the establishment and development of community schools. This was evident from mismatches between the responses from study questions and the results obtained from respondents. From study questions, all participants agreed that there were push and pull factors leading to the establishment and development of community schools. Stakeholders were identified and participated in the creation of community school. Parents and youth stage who were involved in the establishment and development of community schools. However, the results from the participants' discussion revealed that they faced some challenges in the establishment and development of community schools.

## **CHAPTER SIX: CONCLUSION AND RECOMMENDATIONS**

### **6.1 Introduction**

This chapter presents the conclusion and recommendations of the study. It is based on the findings and discussions on factors leading to the establishment and development of community schools in Luano district of Zambia.

### **6.2 Conclusion**

Findings on factors leading to the establishment and development of community schools were done using two instruments namely the semi-structured interview guide and the Focus Group Discussion (FGD). The respondents from the semi-interview guide and focus group discussion from the study questions indicated that the factors were in two categories (Push and Pull factors) responsible for the establishment and development of community schools in Luano district. One category was made of push while the other was that of pull factors. Push factors included; long distances to the schools, high levels of illiteracy, expenses and high cost of education in GRZ schools, limited access or shortage of school places in GRZ schools and constant absence of teachers in GRZ schools. Pull factors included; admiration of children graduating from other community schools became role models of success, feeding or nutritional programme done at nearby school, high pass rate and commitment of community school teachers. Therefore, there is development in these schools with a high number of enrolments, increase in terms of the classes, passing rate was also high, and the government has now started sending government teachers these factors are leading to the establishment and development of community schools in Luano district. The research revealed that there were many factors leading to the establishment and development of community schools in Luano district.

The second objective revealed that there were two main stakeholders. The parents and the children were involved in the establishment and development of community schools in Luano district. They were involved in a lot of activities such as paying of teacher's allowances, erecting of structures such as teachers' houses, classrooms toilets, participating in education towards the establishment and development of community schools or say they were involved in creating and maintaining infrastructures at the school. The children were more of marginalised such as orphans and vulnerable

in the establishment and development of community schools. They could help the parents in sensitizing the importance of education especially to their fellow underprivileged during their gathering.

The third objective gave the challenges community schools faced in the establishment and development of community schools in Luano district. Findings revealed that the community schools were hampered by inadequate and untrained teachers, dilapidated infrastructure, learning and teaching materials.

Eventually, community schools in Luano district developed on the bottom up approach and is a community based type; hence study yielded essential results needed by various community development providers on the factors leading to the establishment and development of community schools these were push and pull factors as discussed above. In respect to this, the study will serve as a baseline resource whose findings on community development methods can be used in Luano district and beyond.

### **6.3 Recommendations**

According to the research findings, the researcher makes recommendations as outlined below:

- i. The government should be responsible for all affairs and standards of education in community schools or employ trained teachers and upgrade the type of infrastructure development.
- ii Ministry of education to deploy untrained teachers in community schools who should be paid salaries by the Ministry of education in the lower salary scale than a primary school teacher.
- iii Ministry of education to speed up construction of permanent structure in Community schools.
- iv There is urgent need to improve sanitation in these schools to accommodate the increased population of pupils
- v District education board secretary office to always consider community schools, whenever they receive books to distribute into schools.

- Vii        The establishment and development of community schools should be based on the needs of the stakeholders.

#### **6.4 Suggestions for Further Research**

The current study seems to have opened doors for more studies. It was confined to a sample of 30 participants in Luano district of central province. To this effect, there is need in the future to broaden the scope of study to involve many participants from other districts in the province to get more views on the establishment and development of community schools.

The study should also involve learners, use questionnaires and use a mixed approach (both Qualitative and quantitative) so that results obtained can be more accurate.

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## **APPENDICES**

### **APPENDIX I. INTERVIEW GUIDE FOR THE DISTRICT EDUCATION BOARD SECRETARY (DEBS).**

**THE UNIVERSITY OF ZAMBIA**

**SCHOOL OF EDUCATION**

**DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the factors leading to the establishment and development of community schools here in Luano district. You have been purposively selected to participate in answering this interview. To this extent, I should be most thankful if you will spare some time to respond to this interview.

This study is purely for academic purposes only; therefore, all responses will be treated as confidential. Please answer the questions as honestly as possible. You are free to quit whenever you feel threatened.

1. How best can you describe a community school?
2. How can you rate the level of community school in the area? Say out of four
3. Explain why you have rated it like that.
4. Which reasons contribute to the establishment and development of these community schools?
5. In your view, what kinds of people take children to these schools?
6. How are the payments of community schools in your district?
7. Don't you have government schools around this place?
8. How far is the nearest community school from your house?
9. What roles did parents play in the establishment and development of community schools?

10 How is the relationship between teachers and parents in these community schools?

11. What do you think are the challenges faced by these schools in their operations?

12. What are some possible solutions or suggestions of overcoming these challenges?

***WE HAVE COME TO THE END OF THE INTERVIEW.THANK YOU VERY MUCH.***

## **APPENDIX II. INTERVIEW GUIDE FOR HEADTEACHERS**

**THE UNIVERSITY OF ZAMBIA  
SCHOOL OF EDUCATION  
DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the factors leading to the establishment and development of community schools here in Luano district. You have been purposively selected to participate in answering this interview. To this extent, I should be most thankful if you will spare some time to respond to this interview.

This study is purely for academic purposes only; therefore, all responses will be treated as confidential. Please answer the questions as honestly as possible. You are free to quit whenever you feel threatened.

1. How best can you describe a community school?
2. How can you rate the level of community school in the area? Say out of four
3. Explain why you have rated it like that.
4. Which reasons contributes to the establishment and development of these community schools?
5. In your view, what kind of people takes children to these schools?
6. How are the payments in these schools?
7. Don't you have government schools around this place?
8. How far is the nearest community school from your house?
9. What roles do parents play in these community schools?
- 10 How is the relationship between teachers and parents in these schools?
11. What do you think are the challenges faced by these schools in their operations?
12. What are some possible solutions or suggestions of overcoming these challenges?

***WE HAVE COME TO THE END OF THE INTERVIEW.THANK YOU VERY MUCH.***

## **APPENDIX III. INTERVIEW GUIDE FOR PARENTS**

### **THE UNIVERSITY OF ZAMBIA**

#### **SCHOOL OF EDUCATION**

#### **DEPARTMENT OF ADULT EDUCATION AND EXTENSION STUDIES**

Dear Respondent,

I am a postgraduate student at the above institution conducting a research on the factors leading to the establishment and development of community schools here in Luano district. You have been purposively selected to participate in answering this interview. To this extent, I should be most thankful if you will spare some time to respond to this interview.

This study is purely for academic purposes only; therefore, all responses will be treated as confidential. Please answer the questions as honestly as possible. You are free to quit whenever you feel threatened.

1. How best can you describe a community school?
2. How can you rate the level of community school in the area? Say out of four
3. Explain why you have rated it like that.
4. Which reasons contributes to the establishment and development of these community schools?
5. In your view, what kind of people takes children to these schools?
6. How are the payments in these schools?
7. Don't you have government schools around this place?
8. How far is the nearest community school from your house?
9. What roles do parents play in these community schools?
10. How is the relationship between teachers and parents in these schools?
11. What do you think are the challenges faced by these schools in their operations?
12. What are some possible solutions or suggestions of overcoming these challenges?

***WE HAVE COME TO THE END OF THE INTERVIEW.THANK YOU VERY MUCH***

## **APPENDIX IV: FOCUS GROUP DISCUSSION FOR TEACHERS**

### **FOCUS GROUP DISCUSSION GUIDE ON THE FACTORS LEADING TO THE ESTABLISHMENT AND DEVELOPMENT OF COMMUNITY SCHOOLS IN LUANO DISTRICT**

Dear respondent,

1. Are you happy to have community schools here?
2. What reasons are leading to the birth and development of community schools in Luano district?
3. Who built these community schools in this area? What role did you play yourself in the establishment and development of these community schools?
4. What are some of the challenges they have in their operations?
5. Do you have anything to add concerning what we have discussed?

***WE HAVE COME TO THE END THANK YOU VERY MUCH.***