

**THE IMPACT OF ADVOCACY AND SENSITIZATION ON GIRLS
EDUCATION IN LUSAKA 2002-2005: A CASE STUDY OF FOUR SCHOOLS IN
LUSAKA DISTRICT**

By
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requirements for the degree of Master of Arts in
Gender Studies.

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2007



DECLARATION

I JENNIPHER JONI MESSA hereby declare that this dissertation represents my own work, and that it has not previously been submitted for a degree at this or any other University. All published work or materials from source that have been incorporated *have been specifically acknowledged and adequate reference thereby given.*

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APPROVAL

This dissertation of JENNIPHER JONI MESSA has been approved as fulfilling part of the requirements for the award of MASTER OF ARTS IN GENDER STUDIES of the University of Zambia.

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ABSTRACT

Before 1990 girls education was not given enough attention in terms of access to school. However, in line with the international and national policy declarations, Zambia, through the Ministry of Education, has put in place a number of strategies to increase the girls' access to education. One such strategy is advocacy and sensitization. The study sought to find out whether advocacy and sensitization were done and in what form at the schools and among parents. The overall objective of the study was to find out the impact of this strategy on girls enrolment between the years 2002 and 2005, and on the attitudes of parents/guardians, pupils, teachers and education managers on the girls education. The study was undertaken between January and February 2006.

Two methods of collecting data were used namely Self Administered Structured Questionnaire and Focus Group Discussions. The study was conducted in four schools with different economic status. The study sites were Jacaranda, Olympia Park, Lilanda and Muchinga Basic Schools. The total population sample was 126, which included education managers, teachers, parents/guardians and pupils themselves. The selection of pupils, teachers, parents /guardians was done randomly with the help of the school managers. Self administered questionnaires with both open and closed ended questions were used and on the other hand, four focus group discussions with parents/guardians (one focus group discussion from each school under study) were used. Quantitative data was analyzed using descriptive statistics especially the frequency tables. The software package used to analyze data was the Statistical Package for Social Sciences (SPSS). Qualitative data was analyzed by content analysis method.

The findings of the study revealed that Advocacy and Sensitization (A&S) had been done in all the schools surveyed and to all educational and school managers and some teachers, some parent/guardians and some pupils. The form in which A&S was done ranged from meetings to seminars. Pupils were mostly sensitized at school at Assembly and also during classes besides discussion programmes on the electronic media. Meetings, workshops and seminars were the most common media by which parents/guardians, school managers and education managers were sensitized. Teachers were sensitized through workshops, staff meetings, poetry, drama, seminars, songs and public meetings. Although parents agreed that girls' education was important more household chores were still done by girls. The study findings have also shown that some parents still felt that traditional norms regarding the importance of the boy in society must be upheld at the expense of the girl.

From the study undertaken, the attitude towards girls' education of all the categories of the respondents was good in favor of the girls' education although some parents still attached more importance to the boys' education.

The strategy to increase the girls access to education through Advocacy and Sensitization as embarked on by the Ministry of Education has had a little impact as noted on the enrolment of girls in schools in this survey.

DEDICATION

In loving memory of my late son, Kweba Malama, taken to be with the Lord on 24th October 1993; I did not understand why he went at that tender age but God had a reason for taking him away.

This dissertation is also in loving memory of my late dad Messa Mutamfu and mum Lister Agatha Mutamfu taken to be with the Lord in 1993 who I wish should have been on earth to see me this far.

MAY THEIR SOULS REST IN PEACE!

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TABLE OF CONTENTS

Declaration	
Approval	
Abstract	(iv)
Dedication	(v)
Acknowledgement	(vi)
Table of Contents	(vii)
List of Appendices	(viii)
List of Figures	(ix)
List of Tables	(x)
Acronyms	(xii)
CHAPTER ONE: INTRODUCTION	
1.0 Introduction	1
1.1 Statement of the problem	3
1.2 Objectives of the study	4
1.3 Research questions	4
1.4 Significance of the study/justification	5
1.5 Limitation of the study	5
1.6 Delimitation of the study	6
1.7 Operational definitions	6
1.8 Structure of dissertation	6
CHAPTER TWO: REVIEW OF LITERATURE	
2.0 Introduction	8
2.1 Importance of girls education	8
2.2 Causes of gender inequality in education	10
2.3.1 Asia/Latin America/Europe	10
2.4.2 Africa	12
2.5.3 Zambia	13
2.6.1 Advocacy and sensitization	16
2.7.2 Africa	16
2.8.3 Zambia	16
CHAPTER THREE: METHODOLOGY	
3.0 Research design	20
3.1 Research setting	20
3.2 Study sample	21
3.3 Sample selection procedure	21
3.4 Data collection/tools	21
3.5 Data analysis	22
3.6 Ethical consideration	22
3.7 Data collection process	22

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0	Introduction	23
4.0	Advocacy and sensitisation for education managers	23
4.2.1	Advocacy and sanitization for teachers	26
4.3.1	Advocacy and sanitization for pupils	39
4.4.0	Advocacy and sensitization for parents/ guardians	64
4.5.1	Attitudes towards girl child education by education manager	71
4.6.0	Attitudes towards girl child education by teachers	73
4.7.0	Pupils attitudes towards girl child education	84
4.7.2	Parents/guardians attitudes towards girl child education	87

CHAPTER FIVE : CONCLUSIONS AND RECOMMENDATIONS

5.0	CONCLUSIONS	95
5.1	RECOMMENDATIONS	97
	BIBLIOGRAPHY	98

APPENDICES

APPENDICES A:	An interview guide for the respondents	101
APPENDICES B:	A questionnaire for educational managers	102
APPENDICES C:	A questionnaire for school managers	104
APPENDICES D:	A questionnaire for teachers	106
APPENDICES E:	A questionnaire for pupils	108
APPENDICES F:	A questionnaire for parents/guardians	110

LIST OF FIGURES

Figure 1 Level of education of education managers	24
Figure 2 Age of teachers	27
Figure 3 Level of education of teachers	28
Figure 4 Advocacy and sensitization for teachers	31
Figure 5 Factors influencing enrollment of girls in schools	91
Figure 6: Enrolment of pupils into grade 1	93

LIST OF TABLE

Table 1 Age of teacher	26
Table 2 Level of education for teacher	27
Table 3 Advocacy and sensitization in schools for teachers	29
Table 4 Advocacy and sensitization for teachers	30
Table 5 Form of advocacy and sensitization for teachers	32
Table 6 who sensitized you on girls' education for teachers	35
Table 7 Aspects of sensitization for teachers	37
Table 8 Age of pupils	40
Table 9 Advocacy and sensitization in schools for pupils	40
Table 10 Advocacy and sensitization for pupils	42
Table 11 who sensitized you on girls' education for pupils	44
Table 12 Form of advocacy and sensitization for pupils	46
Table 13 Aspects of sensitization for pupils	48
Table 14 Time pupils woke up to do house chores before going to school	51
Table 15 Household chores performed by pupils before going to school	51
Table 16 Household chores performed by pupils after school	52
Table 17 Work performed by pupils after school	58
Table 18 Problems faced by pupils while at school	61
Table 19 Age of parents/guardians	64
Table 20 Level of education for parents/guardians guardians	65
Table 21 Advocacy and sensitization on GCE for parents/guard.	66
Table 22 who sensitized you on GCE for pupils	67
Table 23 Do you think it is important to educate a girl child for parents /guard	74
Table 24 Reasons why a girl child should be educated for teachers	74
Table 25 Interventions put in place in school to improve girls access to Education	77
Table 26 Teachers views on the performance of pupils	81
Table 27 Performance of pupils in 2006 grade examination	83
Table 28 Do you think it is important to educate a girl child for pupils	84

Table 28 Do you think it is important to educate a girl child for pupils	84
Table 29 Reasons why a girl child should be educated for pupils	85
Table 30 Mean percentage enrolment of pupils into grade 1	92
Table 31 Enrolment in schools between 2002-2005	96

LIST OF ACRONYMS

A&S	Advocacy and Sensitization
BESSIP	Basic Education in Sub sector Investment Programme
CEDAW	Convention on the Elimination of Discrimination Against Women
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
EFA	Education For All
FAWE	Forum for African Women Educationalists
FAWEZA	Forum for African Women Educationalists in Zambia
GRZ	Government of the Republic of Zambia
ILO	International Labor Organization
MoE	Ministry of Education.
NGO	Non governmental Organization
PAGE	Programme for the Advancement of Girls Education
SPO	Senior Planning Officer
UNICEF	United Nations International Children's Fund
UNIFPA	United Nations International Food Program Agency
WCEA	World Conference on Education for All
ZIPS	Zonal inset Providers
ZESCO	Zambia Electricity Supply corporation

CHAPTER ONE: INTRODUCTION

1.0 Introduction

Although education is a human right for every individual, women and girls have continued to be the most vulnerable in terms of access to education. For a long time, the majority of women have continued to occupy inferior positions in strategic institutions compared to men. Their vulnerability makes them not to access land, housing, and loans, etc. The end result is that some of them turn into prostitution making them again more vulnerable to HIV and AIDS.

The lack of girls' access to education has worried the international community. It is for this reason that many international instruments such as the Convention on the Elimination of Discrimination against Women (CEDAW), 1979, The Vienna Declaration on Human Rights (1993), the Beijing Platform of Action (1995) and the Declaration on the Millennium Development Goals (2000), have emphasized on the need for gender parity in all spheres of human life, including education. Hence in order to try and address the gender disparities, a number of conferences have been held such as the World Conference on Education for All (WCEA) Jomtien, Thailand (1990) particularly on Basic Education. Behind these conferences lies the strong and organized power of the women's movement. These conferences have been shaped by the growing influences and passions of the women's movements in the United Nations. They have been calling for equality between men and women. It was as a result of the strong women's influence that the World Conference on Education for All made commitments to education for all through a framework of action. It also set targets for reaching the set goals. The participation of Zambia at this conference resulted into the holding of a national conference on education for all in March 1991. This was to prepare strategies and set goals for education for all for the next ten years. In order to universalize primary education and massively reduce illiteracy before the end of the decade, one of the focuses was on improving learning achievement and reducing the female-male literacy gap.

Despite the setting up of targets and goals, which were to be met by 2001, it was realized that there was still an increase in the number of school age children who were not in school and of whom the majority were girls. Zambia through the Ministry of Education and in collaboration with UNICEF conducted a study in 1994 in order to identify problems that hindered girls' access to education (Kelly, 1994, Chilangwa et al 1994). These studies were conducted in Chipata and Lusaka districts. The findings brought out many issues that hindered girls' access to education especially in primary schools. These included the following: inadequate and poor infrastructure, lack of water, poor and insufficient toilets, long distances, son preference, household chores and gender insensitive teaching and learning materials, lack of role models in schools, early marriages and poverty. (Kelly, 1994, Chilangwa et al 1994)

Background to Programme for the Advancement of Girls Education (PAGE)

PAGE commenced with the research studies quoted above. The objectives of PAGE were to promote and create public awareness of the importance of girls' education within the framework of Education For All Programme and Convention of the Rights of the Child. The findings of these studies were disseminated at a national symposium held in 1995. Based on the findings and recommendations of these studies, a full package of interventions was drawn up and pilot- tested by MoE with technical and logistical support from UNICEF from 1995 through 1997 in ten schools each in Chipata and Lusaka districts. In 1997 PAGE expanded to selected schools in the remaining seven provinces covering the whole country. By the end of the programme in 2003, PAGE had extended to over one thousand schools in seventy two districts (UNICEF 2004). Though the programme came to an end the interventions have continued to be carried out in schools. Below are some of the strategies under the programme:

- 1 Affirmative action; ensures that women are promoted to positions of decision making in schools and in the Ministry of Education.
- 2 Single sex classes create a conducive learning environment for girls as well as

self confidence and self esteem among the girls by reducing the threat of harassment from boys in school.

- 3 Girl Friendly School- Module 7; It provides teachers with specific activities to increase their sensitivity to the needs of girls and gender neutral teaching.
- 4 School clubs; give an opportunity to compete with boys on equal basis in order to build leadership qualities.
- 5 Gender Across the Curriculum; the teaching of these gender-oriented modules for the pre-service teachers helps create gender awareness in every aspect of their professional work
- 6 Advocacy and sensitization is a strategy used to create awareness on the Importance of girl child education

Furthermore, in 1996 Zambia formulated a policy document Educating Our Future to address some of the issues like gender and equality. As result, in 1998, the Sectoral Basic Education in Sub-Sector Investment Programme (BESSIP) was adopted in order to improve among other things equality and access.

Therefore, in order to create awareness in the society regarding the importance of the girls' education, one strategy that the MoE has widely used is Advocacy and Sensitization. The author of this study report decided to undertake a study on the impact of this strategy on girls' education vis-à-vis girls enrollment between 2002 and 2005 as well as on the attitude of parents/guardians, teachers, pupils and school managers to girls' education in four selected schools in Lusaka District.

1.1 Statement of the problem

There have been a lot of advocacy and sensitization programmes done at both provincial, district, and school and community levels in order to address the low enrolment levels of the girls as well as the attitudes of pupils, teachers, parents /guardians and education managers and traditional rulers towards the girls' education. MoE (2003, 2004) Annual School Census reports and Milimo et al (2004) have

indicated that there are more boys in school compared to the girl generally. It is because of such disparities in the enrolment levels in the midst of advocacy and sensitization programmes that the researcher decided to undertake a study in order to find out the impact of advocacy and sensitization on girls enrolment and the attitudes of parents /guardians, teachers, pupils and education managers towards the girls' education in four selected schools in Lusaka district between 2002 –2005.

1.2 Objectives of the study

The overall objective of the study is to find out the impact of advocacy and sensitization on girls enrolment from 2002-2005; and the attitudes of parents/guardians, teachers, pupils and educational managers on girls' education. My specific study objectives are as follows:

1. To find out whether advocacy and sensitization were done and in what form at the schools, and among parents/guardians.
2. To investigate parents/guardians, teachers, and education managers attitudes to the girls education.
3. To investigate the girls attitude to their education.
4. To investigate the boys' attitude to the girls education.
5. To find out the impact of advocacy and sensitization on the girls enrolment.

1.3 Research questions

- 1 What form of advocacy and sensitization has been done?
- 2 What attitudes do parents/guardians; teachers and education managers have to girl child education?
- 3 What is the impact of advocacy and sensitization on the girls' enrolment?
- 4 What are the attitudes of boys towards girl child education and attitudes of girls towards their education?

1.4 Significance of the study/justification

Advocacy and sensitization has been one of the strategies and a major campaign tool that the Ministry of Education and other co-operating partners such as the Forum for African Women Educationalists of Zambia (FAWEZA) has used to promote the girls education. However, there has been no study undertaken so far to investigate its impact. It is for this reason that this study was undertaken with the hope of filling up the gap and coming up with the new strategies that could help Zambia achieve gender parity by 2015.

Research helps to provide first hand information that is needed to formulate policies and undertake actions in support of girls' education and create a conducive environment for learning. Research also sensitizes or creates awareness on the community, parents, teachers, administrators, and pupils to change negative attitude towards girls' education.

1.5 Limitation of the study

The researcher is of the view that there were some limitations during the collection of data beyond the researcher's control. The most important included the following:

- 1 The head teacher at Woodlands Basic School was new and therefore not cooperative and hence the researcher found it difficult to collect sufficient data from the school. The school was therefore replaced with another one namely Jacaranda Basic which had the same socio-economic status.
- 2 It was difficult to collect information from the teachers especially from Jacaranda school as the study was considered to be of low economic value. The researcher took several trips to the same school in an effort to collect data and that drained off the researcher's resources because of bookings on transport.
- 3 The researcher also found it difficult to collect data from Jacaranda and Muchinga parents. Parents from Jacaranda seemed to be very busy.

In some cases linked questions in the questionnaires which are supposed to be answered as a consortium or left blank were answered in part. This was a source of error which led to figures not tallying

1.6 Delimitation of the study

The study covered four Basic schools out of more than fifty.

1.7 Operational definitions of terms

The following are the operational definitions of terms used in the report:

1. Advocacy - the act of pleading, arguing in favour of something or active support or lobbying.
2. Access- the right or opportunity to reach somewhere or opportunity to make use of a resource or something.
- 3 Attitude- beliefs, feelings and values that make one to act in a certain way.
- 4 Enrolment- the act of entering or registration.
- 5 Gender-it is an individual's self conception as being male or female. It is a social construct that denotes culturally /socially determined differences between men and women.
- 6 Impact- the felt effect of an action.
- 7 Sensitization- making someone aware of something.
- 8 Strategy- a technique used to execute approved plans as effectively as possible.
- 9 Re-entry policy-strategy used to allow girls who left school due to pregnancy to go back into a school system.

1.8 Structure of dissertation

The thesis is divided into five chapters. The chapter that follows discusses the literature available on girls' education with emphasis on the importance of girls' education and barriers to girls' access to education. It will also look at literature on advocacy and

sensitization. Chapter three discusses the research methodology used for the study. Chapter four is a situational analysis and discussion of the findings of the study. Finally Chapter five contains the conclusions and recommendations

CHAPTER TWO: REVIEW OF LITERATURE

2.0 Introduction

This chapter presents a review of literature on the importance of girls' education and the barriers to girls' access to education. The chapter will also discuss literature on advocacy and sensitisation on girl child education. The researcher will also present some reports on the forms of advocacy and sensitisation that have been used.

2.1 Importance of girls' education.

This section discusses the reasons why it is important to educate girls.

EFA (2000) report has shown that education empowers women to stand up for themselves without being dependant on their spouses. This means that women will be able to look after themselves and their families as well as bring benefits to the community especially when there was effective governance. Firmer (2000) cited in Herz et al (2004), in his studies across African countries has argued that women 's education generally has more impact on the family than men's education as they are focused first on internal issues.

Herz et al (1991) have also indicated that education for girls leads to increased income and productivity, for individuals and for nations as a whole. They further argued that although women often start from a weaker economic position than men, evidence has shown that educating girls generally produces greater gains in productivity and income than educating boys. Consequently, their economic contribution in the nation will have greater impact on national economic growth.

UNICEF (2004) indicated that education not only provides basic knowledge and skills to improve health and livelihood, but it empowers women to take their rightful place in society and the development process as well as the status and confidence to influence the household decisions.

UNFPA (2002) report revealed that women who have been to school tend to marry

later and have small families and that their children are also better nourished and more likely to do well at school. By contrast the children of women who have never received an education are 50 per cent more likely to suffer from malnutrition or to die before the age of five years. The report by UNICEF (2003) has shown that the education of women will ultimately benefit children. Behrman (1999) cited in Caren et al (2003) study findings in India have shown that children of educated women study two extra hours per day.

Caren et al (2003) study findings have confirmed that the education of women has led to significant reduction in infant mortality and declines in fertility rates, reducing women's burden associated with birth and child rearing. According to Kasen (1999) cited in Herz et al (2004) study findings by World Bank in 100 countries have also confirmed that when women gain education fertility per woman drops by roughly one birth and this helps to sustain families. Gage et al (1999) cited in Herz et al (2004) study findings from the multi country data have confirmed that educated mothers are about 50 percent more likely to immunize their children than uneducated mothers are. The report further argued that educating a girl child saves lives by giving women the confidence and power to make better choices for themselves and their children. For instance in Bangladesh women with at least fifth grade education are more likely to increase their food intake when they are pregnant not just because they know they should but because they are in a better position to influence household decisions. The same report further indicated that women without education not only eat their meals last but they also eat the least amount of food. The report argued that such a scenario had disastrous consequences especially on pregnancy, such as high maternal and infant mortality and low birth weight, which can cause various health complications throughout the rest of the life cycle.

Jeyeebhoy (1995) in his study findings showed that in 17 countries in Africa and Latin America, better educated girls tended to delay sex and were more likely to require their partners to use condoms. He argued that young women in Africa are up

to five times more vulnerable to HIV infection than men, denying them access to education may therefore cost their lives. UNIFPA(2002) confirmed that in sub-Saharan Africa, HIV and AIDS infection rates have been falling drastically among women with at least a secondary education and not because they have better knowledge of how to prevent transmission, but because they have the status and confidence to assert their rights. The report revealed that educating women is the key to breaking the cycle of poverty.

2.2 Causes of gender inequality in education

This section discusses problems or barriers that cause gender inequality in education. EFA (2000) report showed that there were 125 million children out of school world wide and that girls accounted for two thirds of the children out of school. UNICEF (2002) in its report regarding gender gap in education indicated that there was a very large inequality that still exists. UNICEF (2003) report revealed that more than 120 million children globally are out of school-65 million of them are girls and in some regions and countries the gender gap is considerably higher. In Zambia, the 2003 MoE school census showed that there were 252,608 females and 235,388 males not yet in school. The precise causes and consequences of gender inequality in basic education vary from country to country but there is a common set of constraints that have been identified by different researchers.

2.2.1 Asia/ Latin America

Many research findings on gender inequality have indicated the prevalence of gender segregation in the homes and schools. In Bangladesh and Nepal, the study findings by Watkins (2000) indicated that girls of the age of 10 work for 10 hours in a day inside the house and outside compared to the boy who worked for few hours. Report by ILO (2000) have confirmed similar findings and argued that this socialization process transmits values and attitudes that lead to a quiet caring and submissive disposition in girls as child bearers. On the other hand boys are exposed to lives of adventure and aggressiveness.

According to the studies conducted in India by Subramanian (2003) and Ramachandran (1998), research findings have revealed the existence of and persistency of gender segregation in the classroom where teachers routinely used biased language that reinforces class and gender distinction. The report further revealed that teachers more frequently pay more attention in class to boys than girls. This type of behavior tends to perpetuate the self image of many girls, who instead of feeling positive about themselves they begin to look at themselves negatively. They feel frustrated and feel inferior to the boys.

Rughia (1995) cited in Ramachandran (1998) reported that a study conducted in Pakistan revealed poverty as a factor that hindered girls access to education. Rugh (1995) cited in Ramachandran (1998) reported that in Pakistan, poor parents are fond of quoting a saying that it is pointless to put "gasoline into some one else's car." As a result girls as young as seven years of age are betrothed and sent to live with their in-laws. These girls either do not get to school at all, or have to stop their education in order to work in the home of their husband and his family. Rugh (2000) in a research conducted in Pakistan confirmed similar findings indicating that poverty was a factor which has resulted into many failures like failing to afford the cost associated with schooling and the poor health and nutritional status of the majority of children especially girls. In addition there is strong belief that boys would support parents in the old age whereas girls after they get married would become members of another family and as a result boys being sent to school.

According to Action Aid International (2004) study findings on violence against girls in schools have shown that in India, Afghanistan, Haiti, Pakistan and Vietnam there is the prevalence of violence against girls in schools. The studies have named sexual, psychological, emotional, and social as some of the forms of violence. These forms of violence occur on the way to and from school and within schools.

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The study found out that violence has an impact on girls' access to education. This includes emotional trauma, loss of interest in school work and consequently the girl child may decide to leave school.

2.2.2 Africa

Many researches that have been conducted in Africa revealed long distances to school hinder girls' access to education. According to the research findings in Malawi by Rugh (2000), school going children walk between 2.5 and 10 kilometers to school whilst in Egypt children walked up to more than 1.5 kilometers. The study further found that girls enrolment dropped off sharply when schools were located more than 1.5 kilometers from their homes. Girls have problems with these long journeys. Watkins (2000) study findings in Mali indicated that the journey to school was too long such that an average distance to school in rural areas as being more than 7 kilometers. Walking long distances to school by girls therefore affected school attendance in rural areas. Watkins and Rugh both argue that the girl is less able than boys to negotiate physical hazards like swollen rivers and dangerous escarpments which they encounter on their way to school. Most parents would weigh up the time the girl spends walking to school against the work load that she could do at home. Findings by Watkins (2000) in Mali have shown that by the time the girl arrives at school, she is too tired to concentrate on school work.

Research findings by Watkins (2000) in Ethiopia revealed that household chores and responsibilities that fall on the girls have a negative effect on girls' education. The study findings by Rugh (2000) in Egypt showed that girls do 85 percent of the household chores compared to 15 percent done by boys.

According to the study conducted in 12 African countries by Action AID International (2004) these findings have shown violence against girls as a significant factor forcing girls out of school. These findings have named teachers, school boys and older girls in schools as perpetrators.

According to the study conducted in Botswana by Rivers /UNICEF (2000) cited in Action AID International (2004) with a research sample of 800 students, findings have shown that 13 percent of girls reported that they had been touched in a sexual manner without their consent, 17 percent reported having had intercourse, 50 percent of which had been forced, 43 percent of students reported that they had sex for money and gifts of favors. Of those who are sexually active 48 percent reported never having used a condom. Studies conducted in Cameroon by Mbassa (2001) cited in Action Aid International (2004) have confirmed similar findings, in a study sample of 1,688 secondary school students at 10 schools. Findings showed that 16 percent of girls reported being abused sexually at school by teachers. These finding have further revealed that after an abusive encounter girls experience anger, depression and feelings of isolation, imbalance, anxiety, guilt and hopelessness.

The study findings by Rugh (1998) and Watkins (2000) in Ethiopia, Mali and Nigeria have cited poverty as another factor for girls' failure to access school. They have argued that most parents fail to afford the cost associated with schooling and thus it is considered as a justification for investing in the education of boys.

2.2.3 Zambia

Many studies conducted in Zambia on girls' education have shown similar trends that hinder girls' access to education. Study findings by Kelly et al (1994) showed poverty, household chores, shortage of school facilities, long distances to school especially in rural areas, negative and dangerous school environments, and cultural and social practice and early marriages as factors that hinder girls access to education. A report by UNICEF (2003) indicated that in Zambia, long distances to school especially in rural areas affect girls access to education. Schools especially in rural areas are as far as 25 kilometers apart. The need to travel long distances to school was a particular barrier to girls. The report further showed that most parents will fear to send their daughters to school for fear of their being sexually abused on the way. This according to the report has led to many rural girls not attending school.

Study findings in Southern Province by Siachitema et al (2002) revealed the existence of the insufficient and poor state of schools as a hindrance to girls' access to education. The report further revealed classrooms as having few or no desks and, with no teachers table or chalkboard, and no wall displays. These force a girl to learn either seated on the floor or in crowded desks. The report further showed shortages of toilets and water for both girls and boys although this affects both; the impact is felt more by the girls. Older girls will be faced with a problem of disposing of sanitary pads.

The report by MOE (2002 b) cited in Milimo et al (2004) showed an estimated number of 700 000 of children between the ages of 7-13 not being absorbed in school in 2000. According to MOE this was attributed to poor funding for the education sector resulting in failure to increase education facilities to acceptable levels. A study by Milimo et al (2004) confirmed the prevalence of insufficient classrooms, shortage of teachers and teaching and learning materials.

The study findings by Chilangwa et al (1994) cited by Milimo et al (2004) in Chipata and Lusaka districts on girls education revealed the existence of sex-role stereotyping in schools. This study found that teachers interacted more with boys than girls. This was more common in rural schools i.e. Chipata "where boys were invited to answer questions even when they did not raise their hands whilst at the same time, some girls who had their hands up were ignored." This can possibly give an impression to the girls that boys are more important than them.

Other studies have shown socio-cultural variables as having a greater impact on the participation and performance of girls than boys in school. These studies have found that the roles and duties that are given to the girls in the home tend to be a routine which most often overburden the girls in the home and at the same time they are time consuming. Much of the boys' time is spent roaming about or he just does one or two duties. Findings by Ngandu et al (undated) cited by Milimo et al (2004) indicated that because girls were overburdened with many household chores, they either arrived late

at school or were absent from school. These traditional roles at home according to Chilangwa et al (1995) often dominate in the class and in the interpretation of the curriculum. The findings further showed that girls spent more time sweeping the classroom, tending teachers' gardens and making tea for the teacher other than studying. Girls in the study findings were also seen to be sexually harassed, intimidated and bullied and raped, these abuses were often met with silence and no action from the local and national authorities.

Study findings by Ponga et al (2003) on the performance of girls and boys in technical schools in Zambia have shown that boys tend to harass girls by degrading them such as passing silly comments especially when they knew that they were having their monthly periods. They also found that older girls in higher grades were perpetrators of violence. Findings by Ngandu et al (2003) on the safety and abuse of girls in schools with weekly boarding facilities in Eastern, Luapula and Southern Provinces have indicated that boys and teachers forced girls to have sex with them. This has a negative impact on girls' access to education.

The 2002 and 2003 PAGE monitoring reports indicated that early marriages were hindering girls' access to education. Girls are often withdrawn from school. A report by Milimo et al (2004) confirmed that some parents prefer to send the boy child to school because girls education is thought to be a preparatory for marriage. Such attitudes are common among the rural parents and those with limited education including those homes in which parents tell their daughters to sell either at the market or on the streets. Such attitudes were mainly due to the fact that it was thought that investing in a son's education was more profitable than investing in girls' education. Study findings by MOE and other cooperating partners (2005) in Chavuma district in North –Western Province and Kanzungula district in Southern Province on the best and worst practices on the promotion of girl child education revealed the preference of sons to education. This practice was worse in Chavuma district. In Chavuma the report indicated that no single girl has ever reached and written grade seven examination at Nguvu School

since it was opened in 1970. According to the findings at the school when a girl completes grade six she is made to repeat the same grade by her parents to make her ready for marriage.

3.0 Advocacy and sensitization/ forms of sensitization

This section discusses advocacy and sensitization programmes that have been done in order to help girls access to education.

3.1 Africa

Study findings in Ghana by Sutherland (2002) on girls' education have revealed that advocacy and sensitization on girls' education was given prominence. This strategy had been used to bring change in the country on girls' education. The report goes on to say that the strategy has brought about the formation of girls clubs throughout the country of which some of them have brought about a transformative effect on girls making them therefore feel positive towards their education.

The 2002 UNICEF report on Gambia has revealed that advocacy and sensitization was widely used to bring about awareness in communities and families on the importance of girl child education. The report goes on to say that in order to make the community better advocates for girls' education Mothers Clubs were formed. These clubs according to the report have an advocacy function to deal with resistant community members towards girls' education.

3.2 Zambia

Many monitoring and evaluation reports on girls' education have shown that advocacy and sensitization has been done in all the nine provinces of Zambia in collaboration with the Forum for African Women Educationalist (FAWE)-Zambian chapter. FAWE News 1X, 2, 2001 has revealed that an advocacy and sensitization campaign had been mounted to raise awareness on the re-entry policy in an effort to improve girls' enrolment. The report further revealed that advocacy and sensitization took the form of

posters that encourage girls to be assertive and how to avoid pregnancies. The campaign also used radio discussions in four local languages. The same report indicates similar campaigns in Burundi.

The report by MoE (2002) of the Equity and Gender component indicated that advocacy and sensitization had taken place in all provinces regarding the plight of the girls' education. Of particular interest was the issue in Chongwe district where a small girl was withdrawn from marriage and taken back to school. This was after the community was sensitized on early marriages and the re-entry policy. The 2003 Kapekete school report (Chongwe) indicated that due to the advocacy and sensitization on the re-entry policy many boys and girls including couples had returned to school. The report indicated further that girls were performing better than their spouses.

The 2003 MoE Monitoring reports in all provinces indicate also that Advocacy and Sensitization had taken place. These reports have indicated that schools, head teachers, deputy head teachers, teachers, pupils, communities, civic leaders and church leaders were sensitized on hindrances to girls education, the importance of girls education and on PAGE strategies in order to make a girl access school. These sensitization activities were in the form of workshops, meetings and assemblies.

The 2004 FAWEZA Action News has shown that advocacy and sensitization had taken place in 2003 in Lusaka district. The out of school and school going boys and girls from Luapula, North-Western, Northern and Western Provinces were used as theatre. They sensitized on prostitution, early marriages and peer pressure, negative attitude by parents, ignorance, negligence and poverty. The theatre was in the form of dance, drama, story telling, miming and plays.

The 2004 MOE Equity and Gender Implementing committee in its report indicated that advocacy and sensitization had been done in all the provinces. The report acknowledged especially the overwhelming number of people that turned up at the

sensitization meetings in the chiefdoms of Nalubamba and Macha in Southern province. The report has further shown that elderly men were sexually abusing girls and that the chief Nalubamba in particular made a special request for more sensitizations in his area regarding the abuse of girls.

The 2005 MOE Equity and Gender component report has shown evidence of the nation wide campaign on girls' education. This campaign was popularly known as 'Go Girls Secure the Future to-Day'. The sensitization was a multi media one which involved television, radio and newspapers. It also used t-shirts, pamphlets and drama. This sensitization was done to raise awareness on the provision of free basic education, re-entry policy, bursary scheme guidelines in order to increase access to education by all eligible children and in particular girls in an attempt to meet the Millennium Development Goal of gender parity.

The 2004 FAWE and MOE 2003, 2004 2005 provincial standards monitoring reports have shown that many girls who had left school due to pregnancies and other reasons had come back to school. The FAWE (2002) report revealed that mission schools especially Catholic schools were refusing to readmit those girls who had given birth because the re-entry policy lacked legality and proper guidelines regarding maternity leave. However guidelines regarding maternity leave are now in place. The 2003 Pelekete school report showed that both girls and boys who had left school were back in school and were more comfortable in the academic production unit (APU) than in the morning. This shows a success story on the impact of advocacy and sensitization.

Literature review has shown reasons why it is important to educate girls and also problems that hinder girls' access to education. Literature has also shown that advocacy and sensitization have been done in order to allow girls access to education

However, it must be noted that the impact of advocacy and sensitization on girls education have never been studied against the attitude of society. It is therefore still

difficult to tell how much advocacy and sensitization is helping in improving enrolment of girls in school and also improving for instance the attitude of society and the girls towards education. Once it has been established that sensitization and advocacy have a positive impact then the methods of carrying out the exercise and the message content can be improved.

CHAPTER THREE: METHODOLOGY

This chapter discusses the methodology that the researcher used to collect data. Section 3.0 discusses the research design, Section 3.1 discusses the research setting, Section 3.2 discusses the study population, Section 3.3 discusses the sample selection procedure, Section 3.4 discusses the data collection tools, Section 3.5 discusses data analysis, Section 3.6 discusses the ethical consideration and Section 3.7 discusses the data collection process.

3.0 Research Design

In this study two methods of collecting data were used namely Self Administered Structured Questionnaire and Focus Group Discussions (FGDs). The study was conducted in four schools with different economic status. The different areas were picked in order to compare girls' enrolment levels and the attitude of parents /guardians, pupils, teachers and education managers on the girls' education. The study sites were Jacaranda, Olympia Park, Lilanda and Muchinga schools. The total population sample was 126, which included education managers, teachers, parents/guardians and pupils themselves.

The selection of pupils, teachers, parents /guardians was done randomly with the help of the school managers. Self administered questionnaires with both open and closed ended questions were used. Four focus group discussions with parents (one focus group discussion from each school under study) were used. Quantitative data was analyzed using descriptive statistics especially the frequency tables. The software package used to analyze data was the Statistical Package for Social Sciences (SPSS). Qualitative data was analyzed by content analysis.

3.1 Research setting

The schools selected were in areas with different socio-economic status. According to the central statistic office, Lilanda and Muchinga represent low socio-economic status while Jacaranda and Olympia represent high socio-economic status. This was to

compare the enrolment levels between the two areas and the attitude of parents/guardians, teachers, and pupils towards girls education

3.2 Study sample

The study sample consisted of 126 respondents of whom 40 were parents/guardians (20 males and 20 females), 10 from each school under study (5 males and 5 females), 40 teachers (20 males and 20 females), 10 from each school under study (5 males and 5 females), 40 pupils (20 girls and 20 boys), 10 from each school under study (5 males and 5 females), 04 school managers, District Education Officer (DESO) and Provincial Education Officer (PEO).

3.3 Sample selection procedure

For the selection of the sample, the four schools were randomly selected. Pupils, teachers and parents /guardians were also randomly selected with the help of the school manager who provided the information. Papers with 'Yes' and 'No' written on them were shuffled and then respondents picked them. Those that picked 'yes' were given questionnaires to answer. The DESO, PEO and the school teachers were selected purposively.

3.4 Data collection/tools

The following were the data collection tools that were used:

I. FGDs and Questionnaires

The technique used involved questioning and encouraging discussion among respondents i.e. parents orally in a Focus Group Discussion (FGD) as it is thought to be appropriate because it yields qualitative data necessary to describe the situation. The method allowed the respondents freedom to express themselves freely. Therefore the research did not exclude any respondent on the basis of illiteracy. The FGDs for parents were conducted at the schools under study. The key informants i.e. teachers, pupils and education managers

were given questionnaires that had both open and closed ended questions. The researcher verbally clarified questions in order to reduce ambiguity and ensure that questions were understood and appropriate information gathered.

- ii. Secondary data was collected through the review of literature on girls' education and the review of school records on enrolment and examination results.

3.5 Data analysis

The collected quantitative data was analyzed using the descriptive statistics mainly frequency tables and graphs. The software package that was used was Statistical Package for Social Sciences (SPSS). Qualitative data from the open-ended questions was analyzed by Content Analysis.

3.6 Ethical consideration

Written permission was sought to conduct research from the PEO, DESO, and school managers of schools. Verbal permission was also sought from the parents/guardians before conducting interviews. An explanation on the purpose of the interview was explained in order to receive good cooperation from them. An assurance on the confidentiality of data collected was also given.

3.7 Data collection process

The Principal Researcher and two Research Assistants who were trained collected data between January and February in 30 working days. For monitoring purposes, the Principal Researcher checked the data collected for accuracy and completeness. This was done as soon as data was collected on daily basis. The Principal Researcher conducted the FGDs at the schools under study.

CHAPTER FOUR: FINDINGS AND DISCUSSION

4.0 Introduction

This chapter discusses the findings of the study. Section 4.1 discusses advocacy and sensitization on girls' education in schools. This includes advocacy and sensitization of educational managers, school managers, teachers, pupils and parents/guardians. Section 4.2 discusses the attitudes of the educational managers, school managers, teachers, pupils and parents/guardians towards girls' education. Section 4.3 discusses the impact of advocacy and sensitization on enrolment of the girls in schools.

4.1 Advocacy and sensitisation for education managers

The 6 Educational Managers that were involved in this survey were the Lusaka Provincial Educational Officer (PEO), the Lusaka District Education Standards Officer (DESO) and the 4 school managers from Lilanda, Muchinga, Jacaranda and Olympia Basic Schools. Four of them were males while 2 were females.

4.1.1 Age of educational managers.

The educational managers were asked to indicate their level of education because the researcher wanted to know the range of ages in the sample.

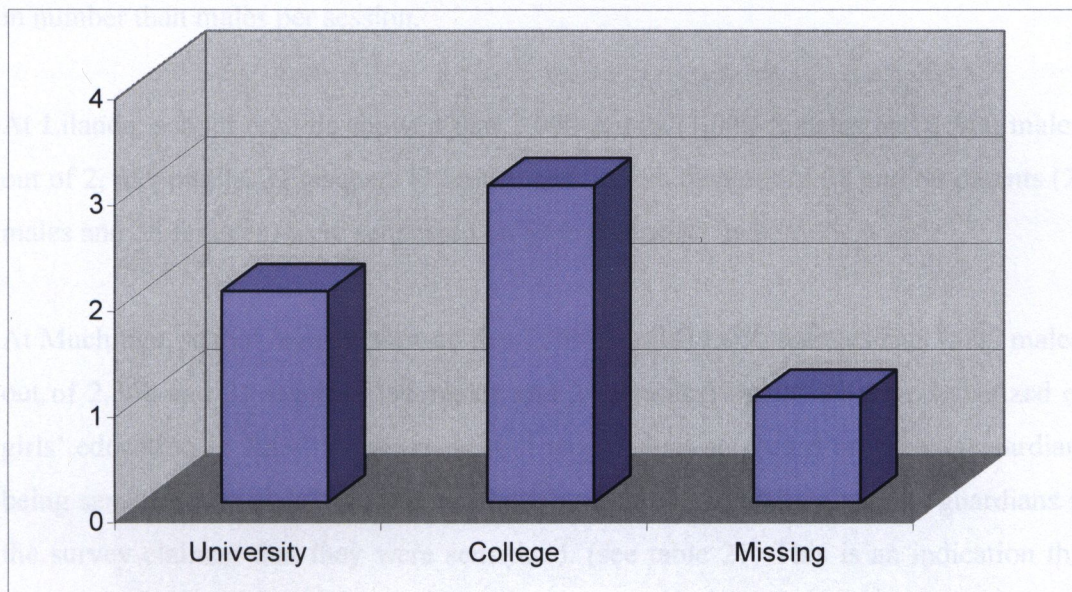
The age of the 6 educational managers ranged from 40-47 years.

4.1.2 Level of education for education managers

The educational managers were asked to indicate their level of education because the researcher wanted to know the level of education in the sample.

Out of the 6, only 1 male school manager from Lilanda did not indicate whether he had attended college or university education. Two had university qualifications and 3 had college diploma qualifications. Out of the 2 female educational managers, 1 had a university qualification and the other a college diploma qualification.

Figure 1: Level of Education of Education Managers



Source: Data from questionnaire 2006

4.1.3 Were you sensitized on girls' education.

All the 6 educational managers agreed that they have been sensitized on girls' education by different officers including PEO's SPO and MoE co-operating partners in the area of girls' education.

4.1.4 Aspects of sensitization for school managers

The aspects of girls' education that were covered ranged from the re-entry policy of the girls to HIV/AIDS. Other topics included importance of girls' education, bursary scheme guidelines for the girls in school and the dangers of early marriages. The study findings agree with MoE 2003 monitoring report that has indicated that school managers (Head teachers) were sensitized on the importance of girls' education. As expected, these sensitized managers in turn carried out advocacy and sensitization in the form of workshops, seminars, staff meetings for deputy head teachers and members of staff of various schools, school pupils, parents/guardians of pupils, ZIPS in zones and community members. The total number of people sensitized by educational managers was 6,067. The range of people sensitized by each school manager per

session ranged from slightly below 50 to 100. In most cases females were slightly more in number than males per session.

At Lilanda, school records showed that 2,000 pupils (1,000 females and 1,000 males) out of 2,459 pupils, 32 teachers (17 males and 15 females) out of 58 and 60 parents (25 males and 35 females) were sensitized on girls education in 2005.

At Muchinga, school records showed that 2,000 pupils (1,000 females and 1,000 males) out of 2,368 and 35 teachers (15 males and 20 females) out of 60 were sensitized on girls' education in 2004. However, school records had no record on parents/guardians being sensitized on girls' education although all the 10 Muchinga parents/guardians in the survey claimed that they were sensitized. (see table 21) This is an indication that either parents were not sensitized at the school or they were sensitized but they were not recorded or they could have been sensitized from other schools where they may have other children. My findings have however; shown 3 parents who claimed to have been sensitized by the school through teaching during the PTA meetings.

At Jacaranda, school records showed that 850 pupils and parents were sensitized in 2005. The data that was obtained did not indicate the number of pupils and parents. School records had no records on teachers being sensitized.

At Olympia, school records showed that 40 teachers (33 females and 7 males) out of 78 teachers were sensitized in 2004. School records had no records on pupils and parents.

My findings have shown that it was only Lilanda where the school manager claimed to have sensitized all the three categories of people (pupils, parents/guardians and teachers). The claim agrees with my findings where 8 teachers, all 10 pupils and 8 parents claimed to have been sensitized (see tables 4, 10, and 21). At Muchinga, the school manager claimed to have sensitized pupils and teachers only although all the ten parents claimed to have been sensitized (see table 21). The school manager at Jacaranda

claimed to have sensitized pupils and parents only although 7 teachers claimed to have been sensitized (see table 4). At Olympia, the school manager claimed to have sensitized only teachers although 8 parents and 7 pupils claimed to have been sensitized (see tables 10 and 21).

At the District Education Board Secretary (DEBS) level, data obtained from the DESO has shown that 250 people which included teachers were sensitized. The data that was obtained did not indicate gender.

At the provincial level, data obtained indicated that 800 people including school managers were sensitized by the PEO in 2005. The data obtained did not show gender.

4.2.1 Advocacy and sensitization for teachers

4.2.2 Age of teachers

In this study only those teachers that teach at the upper basic (grade 8-9) were sampled. Teachers were asked to indicate their age because the researcher wanted to know the range of ages in the sample. Their responses are shown in the table below:

Table 1: Age of teachers by school and gender

School	Lilanda		Muchinga		Jacaranda		Olympia		TOTAL		G/TOTAL
	M	F	M	F	M	F	M	F	M	F	
20-24 years	0	1	0	0	0	1	1	0	1	2	3
25-29 years	1	2	1	1	1	0	2	1	5	4	9
30-34 years	1	1	2	0	3	2	1	1	7	4	11
35-39 years	2	1	0	2	0	1	0	1	2	5	7
40 and above	1	0	2	2	1	1	1	2	5	5	10

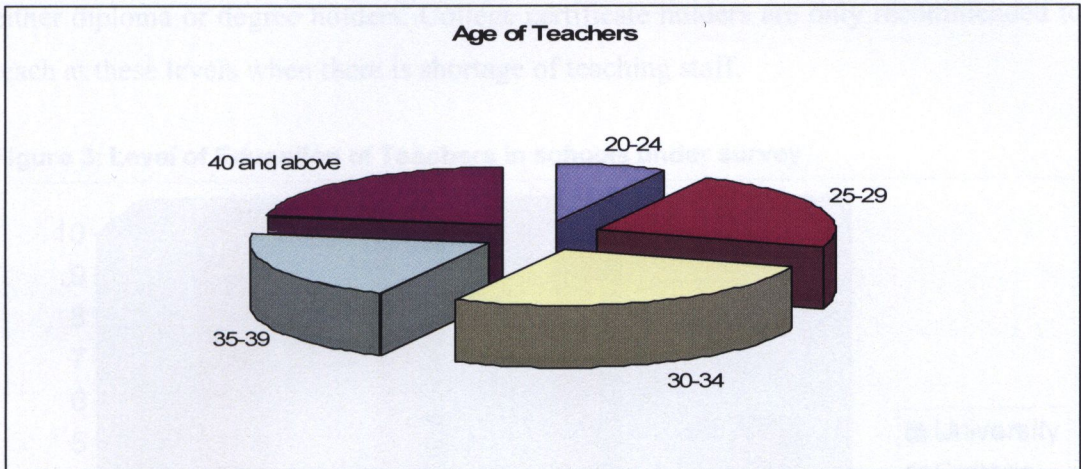
G- Stands for grand.

Source: Data from questionnaire 2006

The age of teachers in schools under survey ranged from 20 years to above 40 years as follows: 3 teachers (1male and 2 females) were between 20-24 years, 9 teachers (5

males and 4 females) were between 25-29 years, 11 teachers (7 males and 4 females) who were the majority, were between 30-34 years and the majority, were men. Of those above 40 years there were 10 with 5 males and 5 females.

Figure 2: Age of Teachers



Source: Data from questionnaire 2006

4.2.3 Level of education of teachers

Teachers were asked to indicate their level of education because the researcher wanted to know the level of education in the sample. Their responses are indicated in the table and figure below:

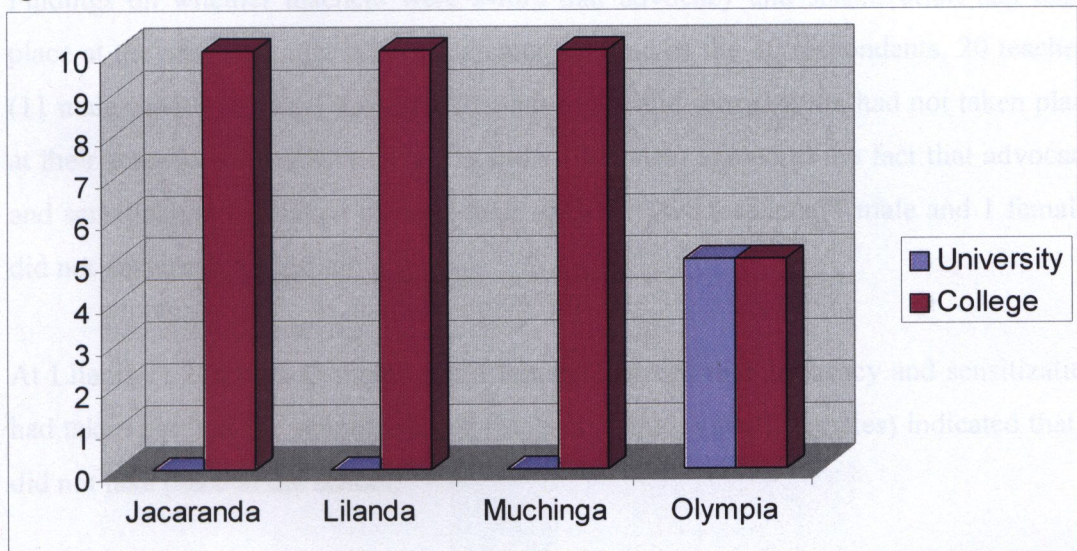
Table 2: Level of education for teachers.

Educational level	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
		M	F	M	F	M	F	M	F	M	F	
University degree		0	0	0	0	0	0	5	0	5	0	5
College diploma		5	5	5	5	5	5	0	5	15	20	35
College certificate		0	0	0	0	0	0	0	0	0	0	0
Total		5	5	5	5	5	5	5	5	20	20	40

Source: Data from questionnaire 2006

Olympia Basic School had all 5 male teachers with university education and all the 5 female teachers with college diploma qualification. The rest of the teachers in the schools under survey have college diploma. Findings have also shown that none of the teachers has a college certificate. This is because teachers that teach grades 8 and 9 are either diploma or degree holders. College certificate holders are only recommended to teach at these levels when there is shortage of teaching staff.

Figure 3: Level of Education of Teachers in schools under survey



Source: Data from questionnaire 2006

Comparatively, Jacaranda and Olympia were schools with higher socio-economic status than Lilanda and Muchinga. Thus it was expected that the former 2 schools would have a significantly more qualified academic work force. However, an interesting finding show that in all the 4 schools none of the female teachers had any university qualifications. Only 5 male teachers in the survey from Olympia Basic School had university qualification out of 40 teachers in the survey.

4.2.4 Advocacy and sensitization for teachers in schools under survey

Teachers were asked whether advocacy and sensitization had taken place in their school. Their responses are indicated in the table below:

Table 3: Advocacy and sensitization for teacher in schools under survey.

Did advocacy and sensitization take place in school	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
	NO	2	2	2	1	5	5	2	1	11	9	20
	YES	3	3	2	4	0	0	3	3	8	10	18
	No answer	0	0	1	0	0	0	0	1	1	1	2
	Total	5	5	5	5	5	5	5	0	20	20	40

Source: Data from questionnaire 2006

Findings on whether teachers were aware that advocacy and sensitization had taken place at the schools under survey indicated that out of the 40 respondents, 20 teachers (11 males and 9 females) indicated that advocacy and sensitization had not taken place at their schools. 18 teachers (8 males and 10 females) agreed to the fact that advocacy and sensitization had taken place at their schools. Two teachers (1 male and 1 female) did not answer this question.

At Lilanda, 6 teachers (3 males and 3 females) agreed that advocacy and sensitization had taken place at the school while 4 teachers (2 males and 2 females) indicated that it did not take place at the school.

At Muchinga, 6 teachers (2 males and 4 females) agreed that advocacy and sensitization had taken place at the school while 3 teachers (2 males and 1 female) indicated that it did not take place at the school and 1 female teacher did not answer the question.

At Jacaranda, all the 10 teachers indicated that advocacy and sensitization did not take place. This means that they were not sensitized at the school but from some where else. This tallies with page 25 which shows no data for teachers.

AT Olympia, 6 teachers (3 males and 3 females) agreed that advocacy and sensitization took place at the school while 3 teachers (2 males and 1 female) indicated that it did not take place at the school.

The general picture on whether advocacy and sensitization had taken place at the schools under survey has shown that 45% (18 out of 40) respondents thought that it did take place and the majority of these were female teachers. Fifty percent (20 out of 40) teachers did not agree that it took place while 5% (2 out of 40) respondents did not answer this particular question. The implication is that more than 50% of the respondents at the schools did not know that sensitization had taken place at the schools under study but they could have been sensitized elsewhere as shown in table 4 and figure 4 which have indicated that 72.5% (29 out of 40) teachers were sensitized.

4.2.5 Were you sensitized on girls' education

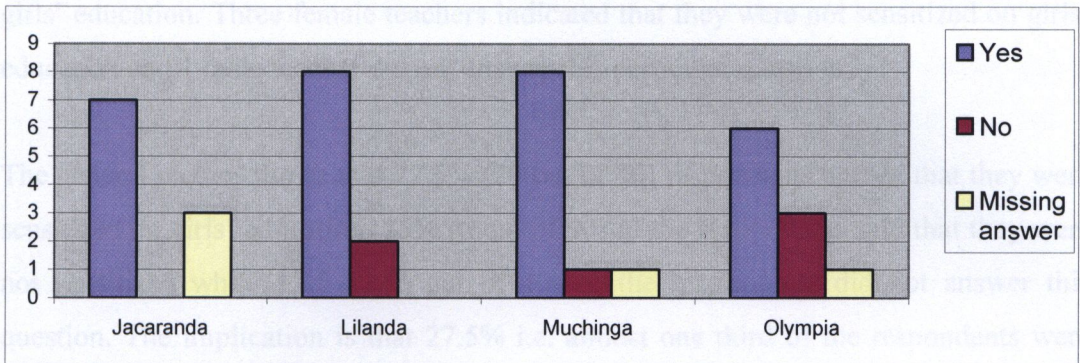
Teachers were asked on whether they had been sensitized on girls' education. The table below indicates their responses.

Table 4: Advocacy and sensitization for teachers in Schools under survey.

		Name of School										
		Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
		M	F	M	F	M	F	M	F	M	F	
Were you sensitized on the girl child education?	No answer	0	0	0	1	2	1	1	0	3	2	5
	No	1	1	0	1	0	0	0	3	1	5	6
	Yes	4	4	5	3	3	4	4	2	16	3	29
Total		5	5	5	5	5	5	5	5	20	2	40

Source: Data from questionnaire 2006

Figure 4: Advocacy and sensitization for teachers in schools under survey



Source: Data from questionnaire 2006

From these findings it was concluded that Olympia was the least sensitized with only 6 agreeing that they have been sensitized on girls' education. In all 29 teachers (16 males and 13 females) agreed that they were sensitized on girls' education. However, 6 teachers (1 male and 5 female) indicated that they were not sensitized on girls' education. Five teachers (3 males and 2 females) did not answer this particular question.

At Lilanda, 8 teachers (4 males and 4 females) indicated that they were sensitized on girls' education and 2 teachers (1 male and 1 female) indicated that they were not sensitized on girls' education.

At Muchinga, 8 teachers (5 males and 3 females) indicated that they were sensitized on girls' education. One female teacher indicated that she was not sensitized and 1 female teacher did not respond to this particular question.

At Jacaranda, 7 teachers (3 males and 4 females) indicated that they were sensitized on girls' education while 3 teachers (2 males and 1 female) did not answer this particular question.

At Olympia, 6 teachers (4 males and 2 females) indicated that they were sensitized on girls' education. Three female teachers indicated that they were not sensitized on girls' education and 1 male teacher did not answer this particular question.

The general picture shows that 72.5% (29 out of 40) respondents agreed that they were sensitized on girls' education. 15% (6 out of 40) of the respondents said that they were not sensitized while 12.5 % (5 out of 40) of the respondents did not answer this question. The implication is that 27.5% i.e. almost one third of the respondents were not sensitized on girls' education and the majority were women (1 male and 5 females)

4.2.6 Form in which advocacy and sensitization was done for teachers

Teachers were asked on the form of advocacy and sensitization that was done to them. Responses according to schools and gender are in the table below.

Table: 5 Form of advocacy and sensitization for teacher

In what form was advocacy and sensitization done	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Poems		1	3	0	0	0	0	0	0	1	3	4
Drama		1	3	0	0	0	0	0	0	1	3	4
Workshop		1	0	2	3	1	0	1	0	5	3	8
public meeting		0	0	0	0	1	0	0	0	1	0	1
Seminar		1	0	0	0	1	0	0	0	2	0	2
Staff Meeting		0	0	0	0	2	1	2	1	4	2	6
Songs		0	1	0	0	0	0	0	0	0	1	1
School Assembly		0	0	0	0	1	1	0	1	1	2	3
Missing		1	2	1	1	0	1	2	4	4	8	12
Not Applicable		1	0	2	1	3	3	2	0	8	4	12

Source: Data from questionnaire 2006

Teachers provided these responses. Teachers gave one or more answers. From the findings, the forms in which advocacy and sensitization were carried out were mostly through workshops, staff meetings, poetry, drama, school assembly, seminar, public meetings and songs. The most common form of sensitization was through workshops with 8 teachers (5 males and 3 females). The second most common form of sensitization was through staff meetings with 6 (4 males and 2 females). The third most common form of sensitization was through poetry (1 male and 3 females) and drama (1 male and 3 females). The fourth form of sensitization was through school assembly (1 male and 2 females). The least forms of sensitization were through seminar (2 males), public meetings (1 male) and songs (1 male). Twelve teachers (4 males and 8 females) did not answer the question and 12 teachers (8 males and 4 females) gave irrelevant answers.

At Lilanda, teachers indicated that they were sensitized through poetry (1 male and 3 females), drama (1 male and 3 females), workshop (1 male), seminar (1 male) and songs (1 female). 3 teachers (1 male and 2 females) did not answer the question and 1 male teacher gave an irrelevant answer.

At Muchinga, teachers indicated that they were sensitized through workshop (2 males and 3 females) and it was the school where most teachers were sensitized through workshops. Two teachers (1 male and 1 female) did not answer this question and 3 teachers (2 males and 1 male) gave irrelevant answers.

At Jacaranda, teachers indicated that they were sensitized through workshop (1 male), public meetings (1 male), seminar (1 male) staff meeting (2 males and 1 female) and school assembly (1 male and 1 female). One male teacher did not answer the question and 6 teachers (3 males and 3 females) gave irrelevant answers.

At Olympia, teachers indicated that they were sensitized through workshop (1 male), staff meetings (2 male and 1 female) and through school assembly (1 female). Six teachers (2 males and 4 females) did not answer the question and 2 male teachers gave irrelevant answers.

The general picture on these respondents shows that 40% (16 out of 40) teachers remembered that they were sensitized through drama, workshop, staff meetings, poetry, drama, public meetings, seminar, school assembly and songs. Thirty percent (12 out of 40) respondents did not indicate anything. Thirty percent (12 out of 40) teachers' answers were irrelevant. This is an indication that 60% of the respondents were unable to remember the form in which sensitization was presented to them although earlier findings have shown that 72.5 % (29 out of 40) teachers claimed that they were sensitized and only 6 teachers indicated that they were not sensitized (see table 4). However findings have also shown some contradictions on three teachers from Jacaranda who indicated that they were sensitized through staff meetings and yet in table 3, none of the teachers indicated that sensitization took place at the school. This is an indication that either not all teachers attended staff meetings or it could be that teachers attended but lacked attention and therefore forgot about it or did not attach any importance to it.

4.2. 7 Who sensitized you on girls' education by school and gender

Teachers were asked to indicate who sensitized them. The researcher asked this question in order to verify the 2003 MoE monitoring report which showed that teachers were sensitized on girls' education. The responses are indicated in the table below by school and gender.

Table 6: Who sensitized you on girls' education

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Who sensitized you on girl child education	Teachers – teaching in symposiums	2	0	0	2	1	0	1	1	4	3	7
	Community health workers	1	3	0	0	0	0	0	0	1	3	4
	DEBS Officials	0	0	1	0	0	0	1	1	2	1	3
	PAGE Officials- MoE	1	0	2	0	0	0	0	0	3	0	3
	FAWEZA Officials	1	0	0	1	0	0	0	0	1	1	2
	PAGE School coordinators	0	0	3	3	1	2	0	2	4	7	11
	PEO'S Officials	0	0	1	0	0	0	0	0	1	0	1
	School managers	0	0	2	0	2	0	0	2	4	2	6
	Missing	1	2	1	2	2	3	3	3	6	8	17
	Not Applicable	0	0	0	0	2	1	0	0	2	1	3

Source: Data from questionnaires 2006

Teachers gave one or more than one answer. Findings have shown that teachers were sensitized by the following: School Page coordinators, teachers teaching in symposiums, school managers, and community health workers, District Education Board Secretary's officials (DEBS)- the DESO, MoE PAGE officials, FAWEZA officials and PEO's officials.

Teachers were mostly sensitized by the school PAGE coordinators with 11 responses (4 males and 7 females). The second most common way was by the teachers teaching in symposiums with 7 responses (4 males and 3 females), Sensitization by school

managers came third with 6 respondents (4 males and 2 females), Sensitization by community health workers with 4 responses (1 male and 3 females) came fourth. This was followed by sensitization by the DEBS officials (2 males and 1 female) and by MoE PAGE officials (3 males and 1 female). Teachers were least sensitized by FAWEZA (1 male and 1 female) and by the PEO,s officials(1 male).Seventeen teachers (7 males and 10 females) did not answer the question and 3 teachers (2 males and 1 female) gave irrelevant answers.

At Lilanda, teachers indicated that they were sensitized by teachers, teaching in symposium (2 males), community health workers (1 male and 3 females), MoE PAGE officials(1 male) , FAWEZA officials(1 male).Three teachers (1 male and 2 females) did not answer the question.

At Muchinga, teachers indicated that they were sensitized by teachers teaching in symposiums (2 females) , DEBS officials (1 male), MoE PAGE officials(2 males), FAWEZA (1 female), school PAGE coordinators (3 males and 3 females), PEO's officials (1 male) and school managers(2 males).Three teachers (1 male and 2 female) did not answer the question.

At Jacaranda, teachers indicated that they were sensitized by teachers teaching in symposiums (1 male), school PAGE coordinators (1 male and 2 females), school managers (2 males). Five teachers (2 males and 3 females) did not answer the question and 3 teachers (2 males and 1 female) gave irrelevant answers. Findings have shown contradictions with earlier findings in table 3 that has indicated that sensitization had not taken place at the school and yet 2 male teachers have indicated that they were sensitized by school managers. This could be an indication that they either did not understand the question or were not interested in the study or in girls' education.

At Olympia, teachers indicated that they were sensitized by teachers teaching in symposiums (1 male and 1 female), DEBS officials (1 male and 1 female), school

PAGE coordinators (2 females), school managers (2 females) and 6 teachers (3 males and 3 females) did not answer the question.

Findings have therefore shown that only 50% (20 out of 40) teachers were able to remember who sensitized them although 72.5 % (29 out of 40) teachers agreed that they were sensitized(see table 4). On the other hand 42.5% (17 out of 40) teachers could not remember who sensitized them and yet only 15% (6 out of 40) teachers indicated that they were not sensitized (see table 4). 7.5% teachers (3 out of 40) gave irrelevant answers.

4.2.8 Aspects of sensitisation done for teachers

The researcher went further to investigate what aspects the teachers were sensitized on. The findings to this probing question revealed the following in the table below

Table 7: Aspects of sensitization for teachers by school and gender

What aspects were you sensitized on?	School	Lilanda		Muchinga		Jacaranda		Olympia		TOTAL		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Bursary scheme		1	1	1	1	2	0	2	1	6	3	9
HIV and AIDS		1	2	1	2	2	3	3	2	7	9	16
Right to Education		2	1	2	3	2	3	3	1	9	8	17
Importance of education		1	2	3	3	2	3	2	1	8	9	17
House hold chores		1	2	3	2	3	2	1	2	8	8	16
Reproductive health		3	4	3	4	3	4	2	1	11	13	24
Re-entry policy		2	3	1	3	2	3	2	3	7	12	19
Missing		1	1	0	2	2	1	1	3	4	7	11

Source: Data from questionnaire 2006

Essentially, this table indicates what each teacher, according to gender answered on what issues they were sensitised on. Teachers gave one or more than one answer. Most teachers who confirmed undergoing the process of sensitization on girls education indicated having been sensitized on the following: reproductive health, re-entry policy,

importance of girls' education, right to education, household chores and HIV and AIDS and bursary scheme. From the findings, the most common sensitized aspect was reproductive health with 24 teachers (11 males and 13 females). Olympia had the lowest number of respondents on this answer. The second most common sensitized aspect was the re-entry policy, with 19 teachers (7males and 12 females). Right to education (9 males and 8 females) and Importance of girls' education (8 males and 9 females) came third. HIV and AIDS (7 males and 9 females) and household chores (8 males and 8 females) came fourth. The least sensitized aspect was bursary scheme (6 males and 3 females). Eleven teachers (4 males and 7 females) did not answer the question.

At Lilanda, teachers indicated that they were sensitized on the following: bursary scheme (1 male and 1 female), HIV and AIDS (1 male and 2 females), the right to education (2 males and 1 female), the importance of the girls education (1 male and 2 females), household chores (1 male and 2 females), reproductive health (3 males and 4 females), and the re-entry policy (2 males and 3 females). Two teachers (1 male and 1 female) did not answer the question.

At Muchinga, teachers indicated that they were sensitized on the following: bursary scheme (1 male and 1 female), HIV and AIDS (1 male and 2 females), the right to education (2 males and 3 females), the importance of girls education (3 males and 3 females), household chores (3 males and 2 females), reproductive health (3 males and 4 females) and the re-entry policy (1 male and 3 females). Two teachers (2 females) did not answer the question.

At Jacaranda, teachers indicated that they were sensitized on the following: bursary scheme (2males), HIV and AIIDS (2 males and 3 females), the right to education (2 males and 3 females), the importance of girls' education (2 males and 3 females), household chores (3 females and 2 females), reproductive health (3 males and 4 females) and the re-entry policy (2 males and 3 females).Three teachers (2 males and 1

female) did not answer the question.

At Olympia, teachers indicated that they were sensitized on the following: bursary scheme (2 males and 1 female), HIV and AIDS (3males and 2 females), the right to education (3 males and 1 female), the importance of girls education (2 males and 1 female), household chores (1male and 2 females), reproductive health (2 males and 1 female) and the re- entry policy (2 males and 3 female). Four teachers (1 male and 3 females) did not answer the question.

The findings have therefore shown that 72.5% (29 out of 40) teachers were able to remember quite clearly what they were sensitized on. This is an indication that they were sensitized and agrees with earlier findings which showed that 72.5% teachers were sensitized (see table 4). For those that did not answer, that is 27.5% (11 out of 40) teachers, the implication is that they were not sensitized and this confirms with earlier findings where 11 teachers were not sensitized although only 6 claimed not to be sensitized(see table 4).

These findings agree with MoE (2003) which showed that advocacy and sensitization programmes for teachers and community were done to raise awareness on aspects like re-entry policy and importance of girls' education. However, my findings have shown that 27.5% teachers were not sensitized on the girls' education.

4.3.1 Advocacy and sensitisation for pupils

4.3.2 Age of pupils

In this study the researcher used grade 8 and 9 pupils. Pupils were asked to indicate their age because the researcher wanted to know the range of ages in the sample. The responses are indicated in the table 8 below by school and gender.

Table 8: Age of pupils

How old are you	School	Lilanda		Muchinga		Jacaranda		Olympia		TOTAL		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
	10-14 years	0	0	0	0	4	4	0	2	4	6	10
	15-19 years	5	5	5	5	0	1	4	3	14	14	28
	20-24 years	0	0	0	0	0	0	0	0	0	0	0
	Above 25 years	0	0	0	0	0	0	0	0	0	0	0
	No answer	0	0	0	0	1	0	1	0	2	0	2

Source: Data from questionnaire 2006

Findings have shown that of the 40 grade 8 and 9 pupils (20 males and 20 females) that participated in this survey, 28 pupils (14 males and 14 females) were between 15-19 years old and 10 pupils (3 males and 7 females) were between 10-14 years old. Two male pupils did not indicate their age. At Jacaranda 8 pupils (4 males and 4 females) indicated that they were between 10 -14 years. This is possibly due to the fact that kids of the middle class parents start school earlier.

4.3.2 Advocacy and sensitization for pupils

Pupils were asked to indicate whether advocacy and sensitization had taken place at their school. Pupils' responses are indicated in the table 9 below by school and gender.

Table 9: Advocacy and sensitization for pupils.

Did A&S take place in school	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
	NO	1	1	0	2	1	2	1	2	3	7	10
YES	4	4	4	3	4	3	3	3	15	13	28	
Missing	0	0	1	0	0	0	1	0	2	0	2	

Source: Data from questionnaire 2006

Findings on whether advocacy and sensitization had taken place in schools have shown that 28 out of 40 pupils (15 males and 13 females) agreed that advocacy and sensitization had taken place in the schools. 10 pupils (3 males and 7 females) indicated that advocacy and sensitization had not taken place. Two male pupils did not answer the question.

At Lilanda, 8 pupils (4 males and 4 female) agreed that it did take place while 2 pupils (1 male and 1 female) indicated that advocacy and sensitization had not taken place. Lilanda had the highest number of pupils who indicated that advocacy and sensitization had taken place.

At Muchinga, 7 pupils (4 males and 3 female) agreed that it did take place. On the other hand 2 female pupils indicated that it did not take place. One male pupil did not answer the question.

At Jacaranda, 7 pupils (4 males and 3 females) indicated that advocacy and sensitization had taken place while 3 pupils (1 male and 2 females) indicated that it did not take place.

At Olympia, 6 pupils (3 males and 3 female) agreed that it did take place while 3 pupils (1 male and 2 female) indicated that it not take place. 1 male pupil did not answer the question.

The general picture shows that 70 % (28 out of 40) pupils agreed that sensitization took place at school and 25% (10 out of 40) pupils indicated that it did not take place while 5% (2 out of 40) did not indicate any thing. The implication is that 30% of pupils were not aware that sensitization had taken place at their schools but they might have been sensitized from other places. This is discussed below where there are four more pupils who have indicated that they were sensitized on girls' education.

4.3.3 Were you sensitized on girls' education

Pupils were asked whether they were sensitized on girls' education. The responses are indicated in the table below by school and gender.

Table 10: Advocacy and sensitization for pupils at school.

Were you sensitized on girl child education	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
	NO	0	0	0	2	1	1	0	2	1	5	6
YES	5	5	4	3	4	4	4	3	17	15	32	
Missing	0	0	1	0	0	0	1	0	2	0	2	

Source: Data from questionnaire 2006

The general picture on advocacy and sensitization showed that 32 out of 40 pupils that participated in the survey agreed that they were sensitized on girls' education. However, 6 pupils (1 male and 5 female) indicated that they were not sensitized on girls' education.

A comparative examination of the pattern of sensitization shows that all the ten pupils (5 males and 5 females) at Lilanda Basic School answered in the affirmative that they were sensitized on girls' education. This agrees with the data obtained from the school manager at Lilanda who indicated that 2,000 (1,000 males and 1,000 females) pupils were sensitized on girls education although 8 pupils in the survey were not aware that sensitization took place at the school. (see table 9).

At Muchinga, 7 pupils (4 males and 3 females) indicated that they were sensitized on girls' education and 2 female pupils indicated that they were not sensitized. One male pupil did not answer this question.

At Jacaranda, 8 pupils (4 males and 4 females) agreed that they were sensitized on girls' education while 2 pupils (1 male and 1 female) indicated that they were not sensitized.

At Olympia, 7 pupils (4 males and 3 females) indicated that they were sensitized on girls' education and 2 female pupils indicated that they were not sensitized. One male pupil did not answer the question.

In terms of response to the question as to whether they have been sensitized, the pupils were more responsive than their teachers as evidenced from the value of no answers in both cases: being 5 for teachers and 2 for pupils. This could probably be attributed to willingness to participate in the survey and maybe the form in which advocacy and sensitization was presented.

The general picture of the findings have shown that 80 % (32 out of 40) respondents agreed that they were sensitized on girls education. While 15 % (6 out of 40) pupils indicated that they were not sensitized and five percent (2 out of 40) respondents did not answer. Therefore findings have shown that 20% pupils were not sensitized although only 6 pupils answered that they were not sensitized. A good number of pupils were therefore sensitized on girls' education. Findings have also shown that more female pupils (5 females against 1 male) indicated that they were not sensitized. This could be attributed to the fact that maybe the time that sensitization took place was not conducive for them.

4.3.4 Who sensitized you on girls' education by school and gender.

A probing question was asked to pupils in order to find out who sensitized them. This was to verify the claims by the 2003 MoE Monitoring report and the 2005 MoE Equity and Gender component report which showed that there was nation wide multi media campaign on girls education. The responses in the table below showed who sensitized them.

Table 11: Who sensitized you on girls' education.

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Who sensitized you on girl child education	Teachers	1	1	1	3	1	0	1	3	5	7	12
	Church	0	1	0	0	0	0	0	0	0	1	1
	Parents	1	1	0	2	0	2	1	3	2	8	10
	PAGE officials	0	0	0	0	0	0	1	0	1	0	1
	MoE officials	1	0	0	0	0	0	0	0	1	0	1
	Peer educators – same age group or same status	1	2	0	0	0	0	0	0	1	2	3
	FAWEZA officials	0	0	0	0	0	0	0	1	0	1	1
	School manager	0	0	0	1	0	0	0	0	0	1	1
	Television	0	0	0	1	0	0	2	2	2	3	5
	Missing	1	0	2	0	4	2	2	0	8	2	11
	Not applicable	0	2	2	0	0	0	0	0	2	2	4

Source: Data from questionnaire 2006

Pupils provided one or more than one answer. Pupils were free to write as many answers as they could remember.

The study findings have revealed that pupils were mostly sensitized by teachers through teaching in class, parents, television, peer educators, MoE, FAWEZA (safe clubs), church, school manager and PAGE officials. Findings have shown that sensitization by the teachers scored the highest with 12 pupils (5 males and 7 females). Sensitization by parents (2 males and 8 females) was the second most common medium. Sensitization by television (2 males and 3 females) came third. The fourth one was sensitization by peer educators (1 male and 2 females). From the findings pupils were least sensitized by the church (1 female) by PAGE (1 male), by MoE (1 male), FAWEZA (1 female) and school manager (1 female). An interesting finding is where pupils were sensitized by the parents. Girls indicated that they were sensitized by their mothers. An implication could be that more attention is rendered to the girl as compared to the boy as far as sensitization is concerned. Moreover girls spend more time at home than boys do.

At Lilanda, pupils indicated that they were sensitized by: teachers (1 male and 1 female), the church (1 female), parents (1 male and 1 female) , peer educators(1 male and 2 females), MoE (1male). One male pupil did not answer the question and 2 female pupils gave irrelevant answers.

At Muchinga, pupils indicated that they were sensitized by: teachers (1 male and 3 females), by parents (2 females), school manager (1 female) and by television (1 female). Two male pupils did not answer the question and 2 pupils (2 males) gave irrelevant answers.

At Jacaranda, pupils indicated that they were sensitized by: teachers (1male), parents (2 females). Six pupils (4 males and 2 females) did not answer the question.

At Olympia, pupils indicated that they were sensitized by: teachers (1 male and 3 female), parents (1 male and 3 females) by PAGE (1 male), by FAWEZA (1 female), by television (2 males and 2 females). Two male pupils did not answer the question.

Findings have therefore shown that 62.5% (25 out of 40) pupils could remember who sensitized them. 27.5% (11 out of 40) did not answer the question. Ten Percent (4 out of 40) gave irrelevant answers. Therefore, 37.5% pupils were un able to remember who sensitized them even though only 6 said they were not sensitized.

4.3.5 Form of advocacy and sensitization for pupils

Pupils were also asked to indicate the forms in which advocacy and sensitization were presented to them. Pupils' responses are indicated in the table below.

Table 12: Form of advocacy and sensitization for pupils.

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Teaching in class		2	0	1	1	0	0	1	2	4	3	7
Sketches		1	0	0	0	0	0	0	0	1	0	1
Talk by parents		1	2	0	2	0	1	1	3	2	8	10
Television		0	0	0	0	0	0	1	1	1	1	2
School assembly		0	0	0	0	0	0	1	1	1	1	2
Public meetings by peer educators		1	0	0	0	0	0	1	0	2	0	2
Workshop		0	1	0	0	0	0	0	0	0	1	1
Drama		0	0	0	2	1	0	0	0	1	2	3
FAWEZA-Meetings		0	0	0	0	0	0	0	1	0	1	1
Missing		0	0	2	1	4	3	2	0	8	4	12
Not applicable		0	2	2	0	0	1	0	0	2	3	5

Source: Data from questionnaire 2006

Pupils provided one or more answers depending on how much they remembered.

As evidenced from the table above, the form of sensitization consisted of talk by parents (mostly females), teaching in class by teachers, drama, public meetings, television, school assembly, FAWEZA meetings, workshop and sketches.

From the findings, the most common form of sensitization was talk or discussion by parents with 10 (2 males and 8 females). The second most common form of sensitization was teaching in class by teachers with 7 (4 males and 3 females). Sensitization through drama (1 male and 2 females) came fourth. Sensitization through television (1 male and 1 female), school assembly (1 male and 1 female) and public meetings (2 males) came fifth. The least form of sensitization was through sketches (1 male), FAWEZA (1 female) and workshop (1 female). Twelve pupils (8 males and 4

female) did not answer the question and 5 pupils (2 males and 3 females) gave irrelevant answers.

At Lilanda , pupils indicated that sensitization was through: teaching In class(2 males) through sketches(1male) and talk or discussion by parents (1 male and 2 females), through public meetings (1 male) and through workshops(1 female). Two female pupils gave irrelevant answers,

At Muchinga, pupils indicated that they were sensitized through : teaching (1 male and 1 female), through talk or discussion with parents (2 females), drama (2 females) and 3 pupils (2 male and 1 female) did not answer the answer and 2 male pupils gave irrelevant answers.

At Jacaranda, pupils indicated that they sensitized through: talk or discussion by parents (1 female), drama (1 male). Seven pupils (4 males and 3 females) did not answer the question and 1 female pupil gave irrelevant answers.

At Olympia, pupils indicated that they were sensitized through : teaching (1 male and 2 females), talk or discussion by parents (1 male and 3 females), watching television (1 male and 1 female), talk during assembly (1 male and 1 female), through public meetings (1 male) and then FAWEZA(1 female). 2 male pupils did not answer the question.

From the findings, 57.5% (23 out of 40) pupils remembered the form in which sensitization was presented to them. This is an indication that more than half of the pupils were sensitized. Thirty percent (12 out of 40) pupils did not answer the question and 12.5% (5 out of 40) pupils gave irrelevant answers. Therefore, 42.5% pupils were unable to remember the form in which sensitization was presented to them. There is however a contradiction with the earlier findings (see tables 10 and 11). Table 10 shows that 80 %(32 out of 40) pupils were sensitized and 20% pupils were not sensitized even though only 6 indicated that they were not sensitized. Table 11 shows

that 37.5% (15 out of 40) were unable to remember who sensitized them. This is an indication that they were not sensitized or they just forgot who sensitized them and the form in which sensitization was presented to them.

4.3.6 Aspects of sensitization for pupils

A probing question was also asked to pupils to find out what aspects they were sensitized on if at all they had been sensitized.

Table 13: Aspects of advocacy and sensitization

School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	M	F	M	F	M	F	M	F	M	F	
Gender											
Obedience as key to success	1	0	1	0	0	1	1	0	3	1	4
Girl child education	0	3	5	3	1	1	2	2	8	9	17
Abstinence from sex	1	1	0	2	1	1	0	1	2	5	7
Hard work as key to success	2	0	1	0	0	1	0	0	3	1	4
Girls rights	1	0	1	1	0	1	2	0	4	2	6
Equality with boys	1	0	0	1	0	0	1	1	2	2	4
Right to education	2	1	0	0	0	0	1	0	3	1	4
HIV and AIDS	0	0	0	1	0	0	0	0	0	1	1
How to overcome pressure	0	0	0	1	0	0	0	0	0	1	1
Importance of girls in society	0	0	0	1	0	0	0	1	0	2	2
Missing	0	0	2	1	4	3	2	0	8	4	12

Source: Data from questionnaire 2006

From the foregoing table respondents provided answers and gave one or more than one answer.

As indicated in the table above, the responses consisted of the following: education of the girl, the rights of the girl, abstinence from sex, the right to education, hard work as the key to success, obedience as key to success, importance of girls in society, equality

between boys and girls and sensitization on equality between girls and boys. Other issues they were sensitized on were how to overcome peer pressure and HIV and AIDS. From the findings, the most common aspect that pupils were sensitized on was on the girl child education with 17 (8 males and 9 females). Pupils did not explain what this education was all about, The second most common sensitized aspect was on abstinence from sex (2 males and 5 females) and girls rights (4 males and 2 girls). Sensitization on hard work as key to success (3 males and 1 female), right to education (3 males and 1 female), obedience (3 males and 1 females) and equality between girls and boys (2 males and 2 females) came third. The least sensitized aspects included the following: importance of girls in society (2 females), how to handle pressure (1 female), HIV and AIDS (1 female). Twelve pupils (8 males and 4 females) did not answer the question. What came out clearly from pupils as regards the aspects they were sensitized on was that hard work was associated with successful life. This is an indication that they understood this aspect well and were therefore aware that the only way to success was through hard work.

At Lilanda, pupils indicated that they were sensitized on the following issues: obedience (1 male), girls education (3 females), abstinence from sex (1 male and 1 female), hard work (2 males), girls rights (1 male), equality between girls and boys (1 male) and right to education (2 males and 1 female).

At Muchinga, pupils indicated that they were sensitized on the following issues: obedience(1 male), girls education (5 males and 3 females), abstinence from sex(2 female), hard work (1 male), girls rights(1male and 1 female), equality between girls and boys(1 female), HIV and AIDS(1female), how to overcome peer pressure (1 female) and importance of girls' education (1 female). Three pupils (2 males and 1 female) did not answer the question. Lilanda pupils were more highly sensitized on girls' education than any other school in this study.

At Jacaranda, pupils indicated that they were sensitized on the following issues: obedience (1 female), girls' education (1 male and 1 female), abstinence from sex (1 male and 1 female), and hard work (1 female) and girls' rights (1 female), Seven pupils (4 males and 3 females) did not answer the question.

Pupils at Olympia indicated that they were sensitized on the following issues: obedience as key to success (1 female) girls' education (2 male and 2 females), abstinence from sex (1 female), the rights of the girl (2 males), equality between girls and boys (1 male and 1 female), the right to education (1 male) and the importance of girls in society (1 female). Two male pupils did not answer the question.

From the findings, 70 % of all pupils (28 out of 40) pupils were able to remember what they were sensitized on although earlier findings have shown that 80 % (32 out of 40) claimed that they were sensitized (see table 10). This means that even though 4 pupils claimed that they were sensitized they had no knowledge on what they were sensitized on. A total of 30% (12 out of 40) pupils did not indicate what they were sensitized on. This is an indication that they were not sensitized on girls' education (see table 10).

4.3.7 Time pupils woke up, household chores performed and time spent to perform those chores.

Household chores and time spent by girls to do these chores were some of the hindrances to girls' access to education as shown in the literature review. The researcher wanted therefore to find out if there was change following advocacy and sensitization on girls education. The researcher investigated on what time pupils woke up to do house chores. They were asked to indicate the chores they performed before going to school and after school and time they spent in performing those chores. Their responses are indicated in the tables below:

Table: 14 Time pupils woke up to do house chores before going to school.

When do you wake up in order to do house chores before going to school	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
		M	F	M	F	M	F	M	F	M	F	
	Before 04:00		0	0	0	0	0	0	0	0	0	0
04:00-04:59		1	0	1	1	0	1	0	1	2	3	5
05:00-05:59		2	5	2	4	4	4	4	3	13	16	28
06:00 - 06:59		2	0	2	0	1	0	1	1	6	1	7

Source: Data from questionnaire 2006

Table 15: household chores performed before going to school

What work do you do before going to school?	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total
	Gender	Time spent		M	F	M	F	M	F	M	F	
	Sweeping	1 hour	1	4	0	3	0	2	3	0	5	9
Cooking breakfast	½ hour	0	0	1	0	0	0	0	2	1	2	3
Feeding chickens	½ hour	0	0	0	0	3	0	0	0	3	0	3
wash plates	½ hour	0	1	0	1	1	3	1	1	2	6	8
Prepare/bathe young ones	½ hour	0	0	0	1	0	0	0	1	0	2	2
Iron uniforms	½ hour	0	0	1	0	0	0	0	1	1	1	2
Fetch water	1 hour	1	3	3	1	0	0	0	0	4	4	8
Make bed	¼ hour	3	0	0	0	1	0	1	0	5	0	5
Take goods to market	½ hr	0	0	0	0	0	0	1	0	1	0	1
Total hrs by gender		2 3/4	7 ½	4	5	2 1/4	3 1/2	4 1/4	2 1/2	14 1/4	18 1/2	

Source: Data from questionnaire 2006

Table 16: House hold chores performed by pupils after school by school and gender

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/Total	
	Gender	Time	M	F	M	F	M	F	M	F	M	F	
What work do you do after school?	Sweeping	1hr	0	0	2	2	0	1	0	0	2	3	5
	Wash plates	½ hr	0	0	0	2	3	3	0	1	3	6	9
	Fetch water	1hr	1	0	1	0	0	0	0	0	2	0	2
	Bath siblings ones	½ hr	0	0	0	0	0	1	0	0	0	1	1
	Pick up young from school	1hr	0	0	0	0	1	0	0	0	1	0	1
	Take goods to the market	1 ¼ hrs	0	2	0	0	0	0	0	0	0	2	2
	Wash Clothes	1 ¾	0	0	0	0	1	0	0	0	1	0	1
	Cooking food	½ hr	0	0	0	2	0	1	0	0	0	3	3
	Ironing clothes	½ hr	0	0	0	0	2	0	0	0	2	0	2
	Gardening	½ hr	0	0	0	0	1	0	0	0	1	0	1
	Feeding chickens	½ hr	0	0	0	0	1	0	0	0	1	0	1
	Missing		4	3	2	0	0	0	5	4	11	7	18
	Total hours by gender		1hr	2hrs	3hrs	6 ½ hrs	6 ¼ hrs	4 ¾ hrs	0	½ hr	10 ¼ hr	13 ¾ hr	

Source: Data from questionnaire 2006

Time pupils woke up.

Pupils provided these answers. From table 14 above, the majority of pupils woke up between 05:00 to 05:59 (13 girls and 16 boys). Those that woke up after this period were only 7 and the majority was boys (6 boys and 1 girl). The findings have also shown that 5 pupils (2 males and 3 females) woke up between 04:00 and 04:04:59 in all the schools under study. The findings have shown slightly more girls than boys (3 girls and 2 boys) wake up early and do household chores around this time before going to school.

Findings have shown slightly more girls than boys (13 males and 16 females) woke up around 04-04:59 and between 05:00-05: 59. The small difference in the number of boys who woke early shows that boys are also involved in household chores and hence the need to wake early enough in order to do those chores before going to school.

The general interpretation on these findings reflects on the social and traditional inclination that girls in society are expected to wake up early and do house chores. Parents and girls felt that they should wake up early. This is an indication that sensitization had little impact in this area.

4.3.8 Household chores performed by pupils before going to school.

Table 15 shows household chores performed by pupils before going to school. Pupils provided one or more answers. Findings have shown that the household chores performed by pupils before going to school were as follows: sweeping the house, cooking breakfast, feeding chickens, washing plates, preparing and or bath younger siblings for school, iron uniforms, fetching water, and making their beds. However, the kind and amount of work varied from school to school and according to gender.

From the findings the most common household chore performed by pupils was sweeping the house with 14 (5 males and 9 females). The second most common household chore performed by pupils was washing plates with 8 (2 males and 6

females), fetching water with 8 (4 boys and 4 girls) and making of beds (5 males) came third. Cooking breakfast with 3 (1 male and 2 females) and feeding chickens (3 males) came fourth. The least type of chores performed by pupils was: preparing and bathing younger siblings (2 females) and ironing uniforms (1 male and 1 female).

At Lilanda, pupils performed the following chores: 5 pupils (1 male and 4 females) indicated that they swept homes before going to school. One female pupil indicated that she washed plates, 4 pupils (1 male and 3 female) indicated that they fetched water before going to school.

At Muchinga, pupils indicated that they performed the following chores before going to school: 3 female pupils indicated that they swept the homes, 1 male pupil indicated that he cooked breakfast, 1 female pupil indicated that she washed plates, 1 female pupil indicated that she prepared/bathed or washed younger siblings, 1 male pupil indicated that he ironed uniforms and 4 pupils (3 males and 1 female) indicated that they fetched water .

At Jacaranda, pupils indicated that they performed the following chores before going to school: 2 female pupils indicated that they swept the house, 3 male pupils indicated that they fed chickens. 4 pupils (1 male and 3 females) indicated that they washed plates and 1 male pupil indicated that he made his bed.

At Olympia, pupils indicated that they performed the following chores: 3 male pupils indicated that they swept the homes, 2 female pupils indicated that they cooked breakfast, 2 pupils (1 male and 1 female) indicated that they washed plates, 1 female pupil indicated that she prepared/ bath younger siblings. 1 female pupil indicated that she ironed uniforms, 1 male pupil indicated that he made his bed and 1 male pupil indicated that he took goods to the market.

In general girls did more work than boys. Pupils in low socio-economic classes of Lilanda and Muchinga did more work compared to those of higher socio-economical classes of Jacaranda and Olympia. The most pronounced amount of work done are sweeping, washing plates and fetching water. Pupils in high socio-economic status did more washing plates and sweeping. Apparently no female pupil indicated the making of beds as a household chore perhaps girls thought that it was a normal routine that every one must do before doing anything. Surprisingly boys took it as a chore and that's why they mentioned it.

As can be seen from the study, the kind of work done by girls are those of stereotyped female work i.e. sweeping, cooking, washing plates, bathing the younger siblings ones. More girls perform these chores than the boys.

It is again clear from the findings that girls spend 30% more hours than boys on household chores before going to school. For schools in areas of low socio-economic status i.e. Lilanda and Muchinga, girls spent more time on household chores than boys mainly, sweeping and washing plates. These chores have got a negative impact on the children's education. By the time they reach school, they are already tired and the end result is less concentration at school. This is a greater problem for the girls who work longer hours than the boys. For schools in areas of high socio-economic status i.e. Jacaranda and Olympia girls and boys more or less spend equal time on household chores, confirming that sensitization had some impact in these areas. This pattern reflects on the socio-economic status of the families of pupils in these schools. Those in Muchinga and Lilanda have to work for longer periods of time as compared to those in Jacaranda and Olympia probably because their socio-economic status could not allow their parents to hire house servants.

4.3.9 Household chores performed after school.

Findings on household chores performed after school is shown in table 16. Findings have shown that the most common house chores performed by pupils after school was

washing of plates with 9 pupils (6 females and 3 males). The second most common household chore was sweeping the house with 5 pupils (2males and 3 females). Cooking food (3 females) came third. Fetching of water (2 males), taking goods to the market (2 (females) and ironing clothes (2 males) came fourth. The least household chores performed by pupils were bath young ones (1 female), pick younger siblings from school (1 male), gardening (1 male) and feeding chickens (1 male)

From the foregoing table, the commonest house chores performed by pupils after school was washing plates which was performed more by girls and this was followed by sweeping or cleaning the house. As expected this chore is performed more by girls than boys. Eighteen pupils (11 males and 7 females) did not answer the question. This is an indication that they did not do any work after school and the majority of these were boys.

At Lilanda household chores performed by pupils are as follows: 1 male pupil indicated that he fetched water, 2 female pupils indicated that they took goods to the market and 7 pupils (4 males and 3 females) did not answer the question.

At Muchinga, pupils indicated that they performed the following chores: 4 pupils (2 males and 2 females) indicated that they swept the house, 2 female pupils indicated that they washed plates, 1 male pupil indicated that he fetched water and 2 female pupils indicated that they cooked food. Two male pupils did not answer the question.

At Jacaranda, pupils performed the following chores : 1 female pupil indicated that she swept the house, 6 pupils (3 males and 3 females) indicated that they washed plates, 1 male pupil indicated that he picked up the younger siblings from school, 1 female pupil indicated that she bathed the younger siblings, 1 male pupil indicated that he washed clothes, 1 female pupil indicated that she cooked food, 2 male pupils indicated that they ironed clothes, 1 male pupil indicated that he worked in the garden and 1 male pupil indicated that he fed chickens.

At Olympia, only 1 female pupil indicated that she washed plates and none of the boys did any work after school. Nine pupils (5 males and 4 females) did not answer the question. This is an indication that they did not do any work.

Study findings have also shown that not much work is performed by pupils after school except at Jacaranda. However, as expected parents usually leave food for their children at lunch. Therefore one would expect few pupils cooking at lunch during school days. However, another notable finding as can be seen from this table is that no boy said they participated in bathing young ones. This is not strange nor is it unexpected. Normally Zambian society in a home where there is a woman and children, very few, if any, school going boys would be expected to bath younger siblings as opposed to girls.

From the foregoing discussion, it is clear that girls perform more household chores than boys after school. This is also evidenced by the time that they spent doing those chores. For schools in low socio- economic areas i.e. Lilanda and Muchinga, girls spend twice as much time on household chores as boys. For schools in high socio- economic areas i.e. Jacaranda and Olympia, girls still spent more time than boys. For Olympia boys indicated completely doing no work at all. However, it can be said that the longer time that girls spent at home doing household chores increased interaction time with parents/guardians and the end result is that girls begin to feel that it is their responsibility to perform all the household chores. This also makes them feel that their role is in the kitchen. This has a negative impact on their performance in class as they have got little time to study.

To summarize, household chores performed by pupils before and after school were not very different. Findings have shown that girls performed more household chores in relation to boys before going to school and after school. One notable 'odd chore' was the taking of goods to the market to be sold by the girls. Again as expected, women are the ones who normally sell at the market and it is assumed in our society that they would be accompanied on their way to the market by their daughters. As observed from the results, 2 girls against 1 boy mentioned the taking of goods to the market as one of

the chores they perform.

The implications of these household chores on girls are that they socialize them to lives of being care givers in the homes and to submissive positions. These chores that girls perform in these homes overburden them. They are time consuming as evidenced by the time that girls spend in doing these chores. However, an important observation to take note from the findings is that some boys also are doing the same household chores as girls which were previously dominated by girls. It can therefore be said that boys are also affected by doing household chores, and are too tired to pay attention at school. This is an indication that sensitization has had a slight impact although these chores are still performed most by girls.

4.3.10 Work performed by pupil while at school

Pupils were asked to state the type of job they performed while at school. This was to find out if girls still did female stereotyped work at school or not. The findings are indicated in the table below:

Table 17: Work performed by pupils while at school by school and gender

What work do you do at school?	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/total
	Gender	M	F	M	F	M	F	M	F	M	F	
	Sweeping	2	3	2	1	2	1	1	2	7	7	
Weeding in flowers beds	2	1	4	2	2	4	1	1	9	8	17	
Cleaning windows	1	0	2	1	1	1	0	1	4	3	7	
Slashing lawns	3	1	2	0	2	1	1	1	8	3	11	
Weeding paths	1	2	1	1	2	2	3	1	7	6	13	
Get/take books to storeroom	1	2	1	1	0	1	1	3	3	7	10	
Gardening	4	4	4	2	3	2	2	3	13	11	24	

Source: Data from questionnaire 2006

Pupils provided these answers themselves. Pupils gave more than one answer.

From the table above, the type of work performed by pupils consisted of gardening, weeding flower beds, sweeping, weeding paths, slashing lawns, getting and taking books from store rooms and cleaning windows.

The findings showed gardening as the most common job performed by both girls and boys although it was performed more by male pupils (13 males and 11 females). Weeding flower bed came second and was performed most by male pupils (9 males and 8 females). Sweeping came third and was performed equally by both male and female pupils (7males and 7 females). Weeding paths came fourth and was performed more by male pupils (7 males and 6 females). Other chores were: slashing lawns (8 males and 3 females) and this was performed most by male pupils. Getting and taking books to the storeroom was performed most by girls (7girls and 3 boys) and the cleaning of widows (4 males and 3 females).

At Lilanda, chores performed by pupils included the following: 5 pupils (2 males and 3 females) indicated sweeping, 3 pupils (2 males and 1 female) indicated weeding in flower beds, 1 male pupil indicated cleaning widows, 4 pupils(3 males and 1 female) indicated slashing, 3 pupils (1 male and 2 females) indicated weeding paths, 3 pupils(1 male and 2 females) indicated getting and taking books to store rooms and 8 pupils (4 males and 4 females) did gardening.

At Muchinga, chores performed by pupils included the following: 3 pupils(2 males and 1 female) indicated sweeping , 6 pupils (4 males and 2 females) cleaned windows, 2 male pupils slashed the lawns, 2 pupils (1 male and 1 female) did the weeding of paths, 2 pupils (1 male and 1 female) got and took books to the store rooms and 6 pupils (4 males and 2 females) did gardening. Findings have shown that male pupils did most work than girls.

At Jacaranda, pupils did the following chores: 3 pupils (2 males and 1 female)

indicated sweeping, 6 pupils (2 males and 4 females) indicated weeding flower beds, 2 pupils (1male and 1 female) cleaned windows, 3 pupils (2 male and 1 female) did the slashing, 4 pupils (2 males and 2 females) did the weeding of paths, 1 female pupil got and took books to the store rooms and 5 pupils (3 males and 2 females) did gardening.

At Olympia, 3 pupils (1 male and 2 females) indicated sweeping, 2 pupils (1 male and 1 female) did weeding of flower beds, 1 female pupil indicated cleaning windows, 2 pupils (1 male and 1 female) did slashing, 4 pupils (3 males and 1 female) did weeding of paths, 4 pupils (1 male and 3 females) got and took books to the store room, 5 pupils (2 males and 3 females) did gardening.

Although these chores are performed in the four schools under study, the picture is that more of these jobs are performed by pupils in low social economic areas of Lilanda and Muchinga. The weeding of paths was performed most by those pupils from the schools of high social economic status. However, though these jobs are performed by boys and girls, the general picture is that there are certain jobs that are performed most by a certain sex. For instance, in this survey boys were mostly involved in gardening and slashing lawns. Girls dominated most in getting and taking of books to the store room. Although it is clear that boys and girls dominate in certain chores as indicated, what is clear in this study is that all of them performed these jobs. These chores are given to pupils by the class captains. Pupils rotate in doing these chores. This is an indication that boys and girls were sensitized on equality as shown in the table. From the foregoing discussion, sweeping is the most common job that is performed by boys and girls at home before going to school and is performed most by girls. It is also the second common job after weeding that is performed in schools and it is performed most by girls at Lilanda and most boys at Muchinga which are in low socio-economic class. Pupils are usually instructed especially by their grade teachers to keep their classrooms and surroundings clean before lessons begin and after lessons. My findings have therefore shown an improvement in the performance of these chores where boys are

also seen dominating in performing chores like sweeping at schools in comparison with the findings by Chilangwa et al (1994) cited by Milimo et al (2004) in Chipata where it is showed that girls spent time sweeping and cleaning classrooms and tending teachers gardens and making tea for teachers.

4.3.11 Problems faced by pupils while at school

Pupils were asked also to state problems that they faced while at school in order to find out whether strategies encouraged under sensitization of school managers that improved girls access to education were put in place or not. Their responses were indicated as in the table below.

Table: 18 Problems faced by pupils while at school.

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ Total
		M	F	M	F	M	F	M	F	M	F	
State all problems you face at school	Gender											
	Shortage of classrooms	1	1	2	3	1	3	0	3	4	10	14
	Mathematics, science, geography	1	3	0	3	2	0	0	1	3	7	10
	Punishment by teachers and pupils	2	1	1	3	2	1	3	2	8	7	15
	Being laughed at by teachers	2	1	1	0	2	1	2	3	7	5	12
	Manual work	2	1	2	3	2	1	0	3	6	8	14
	Teachers absenteeism	2	2	1	2	3	0	2	4	8	8	16
	Shortage of water	0	2	0	2	0	0	0	0	0	4	4
	Constant power cut by ZESCO	2	0	1	0	0	0	0	0	3	0	3
	Noisy classes	0	0	0	1	1	1	0	1	1	3	4

Source: Data from questionnaire 2006

Pupils provided these responses; they gave one or more than one answer Findings have shown that pupils faced the following problems: shortage of classrooms created by the afternoon production unit classes (APU), mathematics, science and geography

considered to be difficult subjects, undue punishments by prefects and teachers, being laughed at and teased by teachers and pupils, manual work, no teaching due to teachers absenteeism, shortage of water resulting in dirty and smelly toilets, constant power cut by ZESCO and noisy classes. Findings have therefore shown that teachers absenteeism was the most common problem faced by pupils with 16 (8 males and 8 females) and was faced slightly more by pupils in high socio-economic areas at Jacaranda and Olympia. The second most common problem was undue punishments by teachers and prefects with 15 (8 males and 7 females). The third most common problem was shortage of classroom with 14 (4 males and 10 females) and manual work with 14 (6 males and 8 females). Manual work was faced more by pupils in low socio-economic areas at Lilanda and Muchinga. Others included problems like being laughed at by teachers and pupils with 12 (7 males and 5 females) and was faced slightly more by male pupils; difficult subjects like mathematics, science and geography with 10 (3 males and 7 females) was faced more by female pupils; shortage of water (4 females), noisy classrooms (1 male and 3 females) and constant power cut by ZESCO (3 males) and was faced most by male pupils from low socio-economic areas at Lilanda and Muchinga.

At Lilanda, pupils faced the following problems: shortage of classrooms (1 male and 1 female), difficult subjects like mathematics ,science and geography (1 male and 3 females), undue punishment by teachers and prefects (2 males and 1female), being laughed at by teachers and pupils (2 males and 1 female), manual work (2 males and 1 female), teachers absenteeism(2 males and 2 females), shortage of water (2 females) and constant power cut by ZESCO(2 males).

At Muchinga , pupils faced the following problems: shortage of classrooms (2 males and 3 females), mathematics , science and geography considered difficult (3 females), undue punishment by teachers and prefects (1 male and 3 females), being laughed at by teachers and pupils (1 male), manual work (2 males and 3 females), teachers absenteeism (1 male and 2 females), shortage of water (2 females), constant power cut

by ZESCO (1 male) and noisy classes (1 female).

At Jacaranda, pupils faced the following problems: shortage of classrooms (1 male and 3 females), mathematics, science and geography considered to be difficult subjects (2 males), undue punishment by teachers and prefects (2 males and 1 female), being laughed at by teachers and pupils (2 males and 1 female), manual work (2 male and 1 female), teachers absenteeism (3 females) and noisy classes (1 male and 1 female).

At Olympia, pupils faced the following problems: shortage of classrooms (3 females), mathematics, science and geography considered to be difficult subjects (1 female), undue punishment by teachers and prefects (3 males and 2 females), being laughed at by teachers and pupils (2 males and 3 females), teachers absenteeism (2 males and 4 females), manual work (3 females) and noisy classes (1 female).

Although these problems were common in the schools under study, some problems were peculiar to certain individuals and areas. For instance shortage of classrooms, manual work, teachers absenteeism, Geography, Mathematics and science being difficult, were common to both girls and boys, were mostly faced by the girls. Undue punishment though it was faced by both boys and girls is faced more by boys. Findings have also shown problems that were peculiar to only girls and boys. Problems such as shortage of water resulting in dirty and smelly toilets were peculiar to girls only whereas constant power cut by ZESCO was peculiar to boys. This probably affected their reading in the evening. The issues of shortage of water and dirty toilets and constant power cut were faced by pupils in low socio-economic status areas of Lilanda and Muchinga.

From the foregoing discussions these problems indicated above can have negative impact on the girl. Shortage of water in the schools mentioned is an indication that school managers are not implementing the intervention under sensitization that is supposed to be put in place such as putting drums of water in the toilet. The fact that it

is mentioned by the girls only is an indication that it is a problem that irritates them.

4.4.0 Advocacy and sensitization for parents /guardians

All the 40 parents /guardians of pupils at the schools surveyed participated in the study.

4.4.1 Age of parents/guardians.

Parents were asked to indicate their age because the researcher wanted to know the range of ages in the sample.

The age range was from 20 to above 50 years as shown in the table below:

Most parents were between 35 and 39 years old and the largest category of these were men (8 males and 4 females). Some of these parents between 20-30 years could be guardians and not biological parents.

Table 19: Age of parents/guardians

	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G /Total
	Gender	M	F	M	F	M	F	M	F	M	F	
How old are you	20-24 Years	0	1	2	2	0	1	0	0	2	4	6
	25- 29 Years	0	2	0	0	0	0	0	0	0	1	2
	30-34 Years	0	0	2	2	0	0	0	0	2	2	4
	35-39 Years	1	1	3	0	3	1	1	2	8	4	12
	40-44 Years	0	0	0	0	1	1	1	2	2	3	5
	45-49 Years		1	2	0	0	0	0	3	1	4	3
	Above 50 Years	1	0	1	1	0	1	0	0	2	2	4

Source: Data from questionnaires 2006

4.4.2 Level of education for parents/guardians

Parents were asked to indicate their level of education because the researcher wanted to know the level of education in the sample. The table below shows their responses.

Table 20: Level of education for parents/guardians in schools

Level of education	School	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Lower primary 1-4		0	0	0	0	0	0	0	1	0	1	1
Upper primary 5-7		0	2	0	1	2	1	2	0	4	4	8
Junior secondary 8-9		1	1	3	1	1	1	0	0	5	3	8
Senior secondary 10-12		2	0	0	3	2	0	1	0	5	3	8
College		2	2	2	0	0	3	1	3	5	8	13
University		0	0	0	0	0	0	1	1	1	1	2
Not been to school		0	0	0	0	0	0	0	0	0	0	0

Source: Data from questionnaire 2006

Study findings have shown that all the 40 respondents have been to school .The highest level of education was university with 2 parents (1 male and 1 female) both from Olympia and lowest educational level was lower primary with 1 female parent from Olympia.

In terms of comparisons for schools, only Olympia pupils had parents/guardians who had attained university education. On the other hand women are better educated than men as evidenced in table 20. For instance there are 9 women with college and university education compared to 6 men with college and university education.

4.4.3 Were you sensitized on girls' education

Parents were asked to indicate whether they were sensitized on girls' education. The responses are indicated in the table below:

Table 21: Advocacy and sensitization for parents at school.

	School Gender	Lilanda		Muchinga		Jacaranda		Olympia		Total		G/ Total
		M	F	M	F	M	F	M	F	M	F	
Were you sensitized on girl child education	NO	1	1	0	0	2	2	1	1	4	4	8
	YES	4	4	5	5	3	1	4	4	16	14	30
	Missing	0	0	0	0	0	2	0	0	2	0	2

Source: Data from questionnaire 2006

Study findings on whether parents/guardians were sensitized revealed that 30 parents (16 males and 14 females) were sensitized on girls’ education. Muchinga recorded comparatively the highest number of parents/guardians with 10 (5 males and 5 females) being sensitized on girls education followed by Lilanda and Olympia and then Jacaranda was the least sensitized. 8 parents (4 males and 4 females) indicated that they were not sensitized on girls’ education. Jacaranda was the least sensitized with 4 parents (2 males and 2 females) indicating that they were not sensitized. Findings have therefore shown that 75% (30 out of 40) parents were sensitized on girls’ education. The study has also shown that 20% (8 out 40) parents were not sensitized on girls’ education. Five percent (2 out of 40) parents did not indicate anything an indication that they were not sensitized. Therefore it can be concluded that 25% parents were not sensitized on girls’ education.

4.4.4 Who sensitized you on girls’ education.

The researcher went further to ask a question on who had sensitized them. The following were the responses by gender and school.

Table 22: Who sensitized you on girls' education.

Who sensitized you on girl child education	School	Lilanda		Muchinga		Jacaranda		Olympia		TOTAL		G /Total
	Gender	M	F	M	F	M	F	M	F	M	F	
Radio		0	2	0	1	0	0	0	0	0	3	3
FAWEZA Officials		0	0	1	1	0	0	0	0	1	1	2
Teachers – PTA (Discussion)		0	0	2	1	2	1	2	1	6	3	9
PAGE Officials		2	0	0	1	0	0	1	1	3	2	5
MoE Officials		1	0	0	0	0	0	0	0	0	1	1
Community Health Workers		1	0	0	0	0	0	0	0	1	0	1
Television		0	0	2	1	0	0	0	0	2	1	3
Missing		1	3	0	0	3	4	2	3	6	10	16

Source: Data from questionnaire 2006

Parents gave one or more than one response.

Findings on who sensitized parents/guardians showed that they were sensitized by the following: sensitization by the teachers during the Parent Teachers Association's (PTA), watching television, listening to the radio, FAWEZA officials, PAGE officials, MoE officials and community health workers. From the findings, parents were mostly sensitized by teachers with 9 (6 males and 3 females). This was done during PTA meetings. Sensitization by PAGE officials (3 males and 2 females) came second. Listening to the radio (3 females) and television (2 males and 1 female) came third. Others included FAWEZA officials (1 male and 1 female), MoE officials (1 female) and community health workers (1 female). Sixteen parents (6 males and 10 females) did not indicate the answer.

At Lilanda, parents were sensitized by the following: radio (2 females), PAGE officials (2 males), MoE officials (1 male) and community health workers (1 male). Four parents (1 male and 3 females) did not indicate the answer.

At Muchinga, parents were sensitized by the following: radio (1 female), FAWEZA officials (1 male and 1 female), teachers teaching in PTA meetings (2 males and 1

female), PAGE officials (1 female) and by television (2 males and 1 female).

At Jacaranda, parents were sensitized by the following: teachers teaching during PTA meetings (2 males and 1 female). Seven parents (3 males and 4 females) did not indicate anything.

At Olympia, parents were sensitized by the following: the teachers during PTA meetings (2males and 1 female), PAGE officials (1 male and 1 female). Five parents (2 males and 3 females) did not indicate anything.

From the foregoing discussion, parents/guardians were mostly sensitized by the teachers during the PTA meetings. The general picture is that 65 %(24 out of 40) respondents were able to remember who sensitized them. Forty percent (16 out 40) respondents did not indicate anything. There is however a contradiction with findings in table 21 where findings have shown that 25% parents was not sensitized. This is an indication that some parents who said they were sensitized might have just forgotten who sensitized them.

4.4.5 Aspects of sensitization for parents /guardians

Further to the information that was forwarded by parents/guardians in the questionnaires, the researcher also conducted 4 FGDs, one at each school under study. This was to find out the aspects that parents were sensitized on and also get their opinions on the same. Various views and sentiments that were aired during these discussions as outlined below:

4. 4.5.1 The sharing of household chores

The sharing of household chores equally between boys and girls was mentioned by both female and male parents at all schools. They emphasized that they were told that girls should not be overburdened with a lot of chores as performance of girls at school would be bad. Parents agreed on equal sharing of chores between girls and boys

although earlier findings have shown that girls were still performing more household chores at home than boys (see tables 15 and 16)

4.4.5.2 Re-entry policy.

The issue of the re-entry policy was mentioned at three schools under study namely Lilanda, Muchinga and Olympia. None of the parents from Jacaranda talked about re – entry policy. The re-entry policy allowed those girls who gave birth to return to school so that they can finish their schooling.

Of particular interest were views from parents /guardians of pupils at Muchinga and Lilanda Basic schools during the FGDs. They said that most of these issues raised during these discussions challenged their old beliefs. Some of the old norms were that once a girl got pregnant while at school it meant wastage of their investment. They said that in the past once a girl got pregnant, she had no chance of getting back into school or college. They therefore gave preference to a boy who they said even if he made a girl pregnant, he was not expelled from school. It was also said that girls after all even if they were not educated they would still be married and be looked after by their husbands. The fact that parents could say that it was no longer a waste of investment when a girl got pregnant, is an indication that were in support of the re-entry policy.

One woman said in Bemba “*Nomba ifintu naficinja .Ukusakamana ukulipo bulwele bwa AIDS*” (Now things have changed , the worry we have is AIDS).The implication of this saying is that while it was good for girls who got pregnant to get back into school, they were however worried that they might have been infected with HIV.

4.4.5.3 Importance of girls’ education.

At all schools, parents mentioned the importance of the girls’ education. They said that long time ago girls were given very little attention in terms of sending them to school. They indicated that girls were only valued when it came to marriage. Many parents therefore looked forward to see their daughters getting married and that is why even