

**Participatory Development Communication in the CCF
Education Programme: The Case of Ng'ombe Child
and Family Helper, and Tiyanjane Development
Projects.**

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Thokozile V. N. Mavuso

258730

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DEDICATION

This report is dedicated with love, to Daniel who stood by me at all times and inspired me through out the MCD programme. It is also a special dedication to the memory of my late beloved mother who I wish could see me now and share with me this achievement.

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T.V.N. MAVUSO.

ABBREVIATIONS AND DEFINITION OF TERMS

- AIDS:** Acquired Immuno Deficiency Syndrome.
- AIMES:** Annual Impact Monitoring and Evaluation System.
- CCF:** Christian Children's Fund.
- CCT:** Child Correspondence and Tracking.
- CPR:** Child Progress Report.
- E.C.C.D:** Early Childhood Care and Development.
- E.C.D:** Early Childhood Development.
- F.G.D:** Focus Group Discussion.
- G.R.Z:** Government of the Republic of Zambia.
- G.N.P:** Gross National Product.
- IR:** Intended Receiver.
- K:** Kwacha (Zambian currency).
- MCD:** Master of Communication for Development.
- National Office:** Christian Children's Fund, Zambia National Office.
- NGO:** Non Governmental Organisation.
- NPA:** National Programme of Action.
- OAU:** Organisation of African Unity.
- PAB:** Project Advisory Board.
- PDC:** Participatory Development Communication.
- PDM:** Project Development Manager.
- PDO:** Project Development Officer.
- PFE:** Parent Family Educator.
- PMT:** Project Management Tool.
- PTA:** Parents, Teachers Association.
- SITE:** Standard Indicator Tool for Evaluation.
- SSIMS:** Sponsor Services Indicator Measurement System.

TEN-EX (10X): Sponsor queries (also known as CCT: Child Correspondence and Tracking).

UN: United Nations.

UNDP: United Nations Development Programme.

UNICEF: United Nations International Children's Emergency Fund.

UNZA: University of Zambia.

US: United States of America.

ZamCom: Zambia Institute of Mass Communication.

ZDHS: Zambia Demography and Health Survey.

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Chapter 1

Background

1.0 Introduction

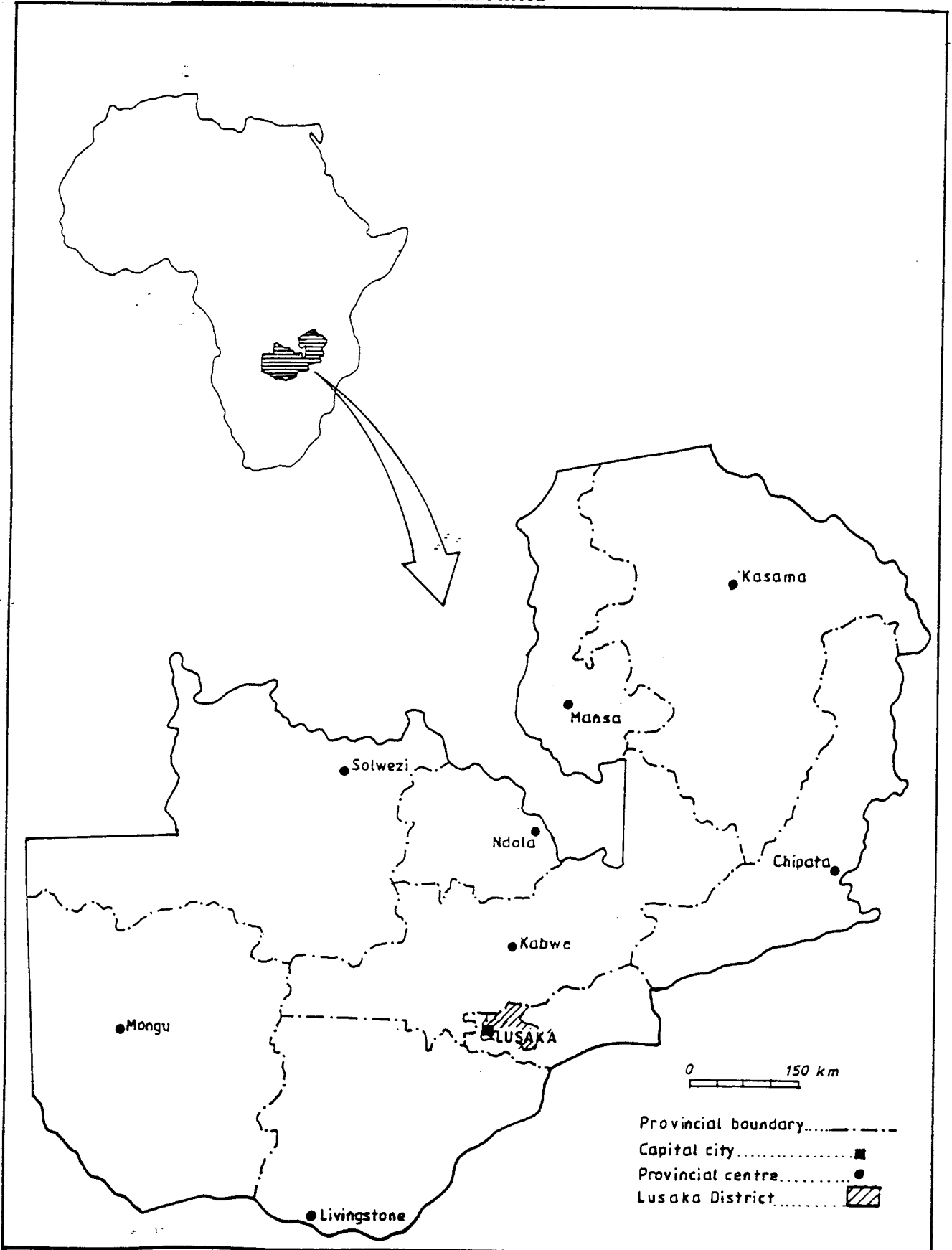
This chapter is about the operations of Christian Children's Fund Zambia, with a bias to their educational programme. It starts with a profile of Zambia and the background of CCF follows closely thereafter.

1.1 Zambia: Profile of the country

Zambia is located in central Africa (Figure 1). It is on the central African plateau between 1,000 and 1,600 metres above sea level. It covers a total area of 752, 614 square kilometres (GRZ & UN Systems, 1996). It is mostly high plateau consisting of bush and Savannah. In addition, it is landlocked and is surrounded by eight countries. These are Angola, Botswana, Democratic Republic of Congo (DRC), Malawi, Mozambique, Namibia, Tanzania, and Zimbabwe.

The country has considerable natural resources, which include vast arable land. It also has good climate. However, only one fifth of the cultivable land is actually farmed (GRZ & UN Systems, 1996). Furthermore, Zambia has four big rivers namely the Zambezi, Luangwa, Kafue and Luapula. The other three rivers are tributaries of the Zambezi which forms Zambia's southern border with Zimbabwe and Mozambique before pouring into the Indian ocean. There are four major lakes namely: Mweru, Bangweulu, Tanganyika, and Kariba, which developed from an hydro-electric dam.

Figure 1: Map of Zambia and its location in Africa



1.1.1 History

Zambia is a former British colony. It was called Northern Rhodesia during the colonial era. It derives its present name from the Zambezi River. The country attained independence on October 24, 1964. Since then, it has undergone several changes in the government system from the First Republic to the Third Republic.

1.1.2 Demography

Zambia's population has more than doubled in size over the past three decades. In 1963 the population was 3.41 million and according to the 1990 census, Zambia's population was 7,759,162. The projection of the total population for 1995 was 9.1 million rising to about 9.7 million in 1997 and to 10.3 million by the year 2000. Almost half of Zambia's population consists of youths aged below fifteen years old who constitute 49.1% of the population.

In addition, the number of males has increased from 96 for every 100 females in 1969 to 98.1 males to 100 females in 1990. This is based on projections of a higher growth rate of 2.7 per cent per annum for women (UNDP, 1997: 7 - 8). Furthermore, the population density of persons per square kilometre rose from 4.5 in 1963 to 7.5 in 1980 and 10.6 in 1993 (GRZ & UN Systems, 1996). This has also contributed to overcrowding in urban areas.

1.1.3 Communication Network

The country has a road network that runs from all its nine provinces to Lusaka, the capital city. However, these roads are in very bad condition and some of them are currently undergoing renovation. There are also two major railway lines within the country: one runs from Livingstone to Chililabombwe and the other from Kapiri Mposhi to Nakonde.

There are also roads linking Zambia to its neighbouring countries such as Botswana, Democratic Republic of Congo (DRC), Malawi, Tanzania, and Zimbabwe. In addition, railway transit routes i.e. one from Kapiri-Mposhi to Dar-es-Salaam in Tanzania; and one from Livingstone to Durban in South Africa, provide access to Dar es Salaam and the South African ports respectively.

1.2 Economy

Zambia has had a mixed economy for a long time. This consisted of a modern and urban-oriented sector confined to the line of rail. This also contributed to overpopulation along the line of rail as people migrated to this area in search of jobs. Agriculture, which was confined to the rural areas, also contributed to the economy. However, Zambia is currently not doing so well in the field of agriculture.

Copper is the country's main export. According to ZDHS (1992), copper accounted for 95 per cent of export earnings and contributed 45 per cent of Government revenue during the decade following the attainment of political independence (i.e. 1965-1975). However, this situation was sharply changed by the drastic decline in world copper prices in late 1974 and 1975. According to GRZ and UN Systems quoting UNICEF (1995):

At independence Zambia was considered one of the most prosperous countries in sub-Saharan Africa, having inherited generous foreign reserves. Today, the situation has been reversed. With a GNP per capita of only \$290 in 1992, Zambia is now one of the poorest countries in the world. (GRZ and UN Systems, 1996: 23)

The fall in copper prices, rising oil prices and the slow pace of industrialisation with a heavy dependence on imports have driven the economy to a very difficult situation (ZDHS, 1992). This has brought about a lot of problems such as the falling value of the

Kwacha which in turn has led to high inflation rates and high prices of essential commodities. Thus, the provision of social services such as health and education, are also affected.

1.3 Basic Statistics

The statistics given in the following tables are adapted from the tables in *Women and Men in Zambia* (1991), by the Central Statistical Office.

Table 1. Population Trend 1921 -1990 (in Thousands)

Year	Women	Men	Total
1921	..	..	980
1931	..	..	1, 340
1946	..	..	1, 680
1956	..	..	2, 850
1963	1, 720	1, 690	3, 410
1969	2, 070	1, 990	4, 060
1980	2, 890	2, 770	5, 660
1990	3, 980	3, 840	7, 820

Source: Census of Africans 1963, 1969, 1980 and 1990 Census.

Table 2. Age Distribution 1969, 1980 and 1990 (per cent)

Age	1969		1980		1990	
	Women	Men	Women	Men	Women	Men
0 - 14	45	47	49	50	48	50
15 - 64	52	50	49	47	50	48
65 +	3	3	2	3	2	2
Total: %	100	100	100	100	100	100
No. '000'	2,070	1,990	2,890	2,770	3,980	3,840

Source: 1969 and 1980 Census and Population Projections, 1990

Table 3. Population 12 Years and over Currently not Economically Active

REASON AND AREA	RURAL		URBAN	
	Women	Men	Women	Men
Student	23	52	27	59
Housewife/Homemaker	56	23	66	30
Unable to work	16	16	5	5
Retired	0	1	0	2
Others	5	8	2	4
Total: Percentage	100	100	100	100
Number '00'	3,149	1,904	3,697	2,047

Table 4. Enrolment in Institution of Learning 1988

INSTITUTION	NUMBER		% WITHIN	
	Girls	Boys	Girls	Boys
Primary	678, 500	748, 200	48	52
Secondary	60, 100	101, 200	37	63
Vocational	1, 000	3, 400	22	78
Teacher Training	2, 100	2, 600	45	55

Source: Ministry of Education

1.4 **The attachment**

The attachment began on February 24, 2000 and ended on June 24, 2000. The rationale for the attachment was to find out how CCF runs its educational programme through its affiliated projects and what problems they face. Hence, the report is based on the student's personal experiences and observations during the practical attachment with CCF Zambia and its affiliated projects.

1.4.1 Background of CCF

CCF was founded in 1938, in response to the plight of the children in the Sino-Japanese war. It was founded by a Presbyterian minister Dr. J. Calvitt Clarke, who had witnessed first hand the devastation of the events leading to the Second World War. Therefore, CCF was first known as the Chinese Children's Fund. Since its modest beginnings, CCF has grown in size and scope and is today known as the Christian Children's Fund, Incorporated.

It is an international, non-profit, non-sectarian, and non-governmental organisation working for the survival, protection and development of children in 37 countries world-

wide, including 10 states in the US. It is the world's oldest child sponsorship organisation, promoting child-centred community development as well as global awareness and personal relationships on a large scale across social and national boundaries.

CCF's initial aim has been to ensure the survival of children in the poorest areas by providing adequate food, basic health care, clothing and shelter. However, when the needs of the child and family have become less critical, schools and community-based projects have been undertaken.

1.4.2 CCF Zambia

CCF started operating in Zambia in January, 1983. The programme provides assistance to disadvantaged children through one-to-one sponsorship programmes in their own natural family environment. It also assists the children's families to improve their quality of life and enable them to be self-reliant.

CCF Zambia began with less than 300 enrolled children in 1983. However, the programme has grown to serve more than 14,000 children in 23 affiliated projects. These are community-based organisations through which CCF's assistance is rendered to children and families.

1.4.3 Ng'ombe Child and Family Helper Project

The project is located about two kilometres away from the CCF national office in Lusaka. It is at the centre of an upgraded shanty town, adjacent to private farmland. The project catchment area is about 2.5 square kilometres of stony undulated landscape (Figure 2), with an average population of 30,000.

The majority of people live in self-made mud-mould block houses with low iron roofs. Most of these houses are single roomed and yet accommodate families of not less than four members. The residents depend on 16 communal taps and a few wells for their water. Sanitation is poor, with all families in the compound depending on shallow pit latrines. Moreover, the area has only one clinic which became operational in December, 1998.

There is a high rate of unemployment in this compound. The commonest job among the few who are employed is that of domestic servant or security guard in the neighbouring low-density areas (Kalundu and Roma). The younger ones engage in selling sweets, cigarettes, and groundnuts. The women mostly engage in the selling of vegetables, cooking oil (repackaged), and other home-made foods such as fritters.

The project started as a school project in 1983. However, in 1997, the school was handed over to the Parents Teachers Association (PTA). Thus, the Ng'ombe Child and Family Helper Project is now only concerned with community development programmes that are child centred. The main objectives of this project are:

- To provide and improve on the education and health of enrolled children and their families through integrated health and education programmes.
- To attain public health care, knowledge and practice in all enrolled families.
- To promote literacy levels of the Ng'ombe community.
- To promote the development of children through early childhood activities.
- To improve the nutrition status of children through growth monitoring programmes and supplementary feeding.
- To improve household incomes in order to attain family income sufficiency and sustainability (Newsletter, 1999).

1.4.4 Tiyanjane Development Project

Tiyanjane was born in 1998 from a merger of the Makeni Social Services Project and the Refugee School Project. Both had been running as CCF affiliated projects and had similar goals. Hence, they came together so as to work together, as the name “Tiyanjane” suggests, for the achievement of their common goals.

Tiyanjane is situated about 10 kilometres from the Lusaka city centre. It is located on the western end of John Howard compound one of the unplanned sub-standard settlements scattered around the periphery of the city. Behind the project premises is York Farm. The project runs a primary school within its premises. The school caters for children within John Howard compound and the surrounding areas.

The project has a vast catchment area which covers ten communities namely: John Howard, Misisi, Chawama, Kuku, Chibolya, Kanyama, Jack, Linda, John Laing and Makeni PWD. These are multi-lingual communities with Nyanja, Lozi, Tonga, Bemba and English being the common languages spoken.

The lifestyle of the people is similar. It is characterised by poverty, disease, hunger, unemployment and illiteracy. The compounds are heavily populated with children and teenagers accounting for 65 per cent of the population, while women in the child-bearing age make up 43 per cent. The rest of the population comprises men and old people, accounting for about 35 per cent, and 25 per cent respectively. Kanyama and Chawama have the largest population with over 89, 000 people in Chawama, and 120, 000 in Kanyama.

The housing conditions are very poor. The houses are built from cement blocks with iron or asbestos roofing sheets. They are very poorly constructed and very close together posing a great health hazard to the inhabitants. The drainage system is poor and the

situation worsens during the rainy season when epidemics such as cholera, dysentery and malaria spread very easily. Actually, this year (2000) Kanyama was badly affected by the heavy rains due to its poor drainage. The compound experienced floods and some structures had to be demolished by the Lusaka City Council to provide drainage.

The majority of the compounds in the catchment area have no access to water and the residents have to walk long distances to get water. However, Kanyama and Chawama are upgraded compounds and have piped water. They are serviced by communal taps. These taps are shared by as many as 150 families per tap. Furthermore, most of these houses only have pit latrines.

Most of the people in these compounds are unemployed and have resorted to selling items such as sugar, cooking oil, kapenta (Sardines), vegetables etc. They buy most of these items from retail shops and then repackage them in smaller packages for resell. Those still in employment, mostly as general workers and domestic servants, receive salaries which can not meet their basic needs. Hence, most families can not afford a balanced diet. Their meals usually contain a lot of carbohydrates with very little protein and other essential vitamins. As a result, many children below the age of five suffer from malnutrition.

In addition, the introduction of medical fees and school fees has brought a lot of problems. The proportion of school children enrolled in primary grades has declined because many parents can not afford to pay the required school fees. Moreover, child development is one area which is not given serious consideration. There are no recreational facilities such as play parks for children in the area. Hence, the children improvise. The boys engage in football using home made balls while the girls engage in home simulation activities and play with home made toys.

Illiteracy is prevalent among the over-15 age group, especially women. Juvenile delinquency, alcohol and drug abuse, and prostitution (even with the AIDS scourge) are common vices in the compounds. Crime is also rampant due to the poor security in the area.

Due to the dire situation of the people in the catchment area, the project has tried to provide various services in health and education. It assists children and their families with medical fees. The project also keeps a first aid box stocked with non prescription drugs to assist children and their families with minor ailments.

A vigorous immunisation campaign is also carried out against childhood diseases such as polio, whooping cough, tetanus and others to ensure that children grow into healthy adults. Since the centre has no medical personnel, some of the health activities are carried out with assistance from government institutions or hired practitioners. In addition, nutrition activities are undertaken by the project to reduce the rate of malnutrition among enrolled children. Thus, the project educates the families on how to prepare tasty nutritious meals from inexpensive and readily available local foodstuffs such as cornmeal, beans, Soya beans, kapenta and groundnuts.

The project also recognises the importance of education. Hence, it assists children who can not afford school fees and other educational requirements such as uniforms.

Families are also assisted with the construction of pit latrines to reduce the spread of water borne diseases such as cholera and dysentery. The parents of enrolled children are also encouraged to establish income-generating ventures to supplement CCF assistance and to ensure continued survival, protection and development of the children in the community.

1.5 Conclusion

Given such a background, one can see that CCF has a lot of work to do for the large number of poor people in Zambia. What makes matters worse is the population increase especially in the urban areas and the high unemployment rates. Therefore, CCF has to ensure that children brought up under such conditions are given the chance to gain basic education. Thus, the necessity for good health, care and education for children will be addressed in the next chapter in the literature review.

Chapter 2

Attachment Context

2.0 Introduction

The plight of street kids is the major issue which led the student to look into organisations which are addressing the issue. After carrying out a survey, the student found that there are a lot of NGOs which are rehabilitating street kids by putting them in boarding facilities or registering them with drop-in centres. However, there are two NGOs that use preventive measures. These are PLAN International and CCF. They help children from poor families attain at least basic education.

2.1 Terms of Reference

Having identified these organisations and analysed their work, the student settled for CCF whose national office is close to UNZA, in Lusaka, Zambia. Then she conducted an in-depth interview with the Director, Dr. Joseph Conteh, before being attached to the organisation. The attachment ran from February 24 to June 24, 2000.

The student was interested in finding out how CCF identified children from poor families and sponsored them for education. Hence, she wanted to find out the criteria used in identifying poor children, and how these children were enrolled in school, how their school fees were paid, how CCF monitored their progress in school and ensured that they did not drop out of school. She was also interested in finding out how CCF sourced funds and sponsors for the children. In addition, she wanted to find out how these funds were distributed to the children and whether or not this money was meeting the children's requirements. Thus, the main aim was to find out how CCF communicated with the children about their needs and catered for these needs.

Furthermore, the student was interested in finding out the views of the children and their parents concerning their education. Do the children appreciate the fact that they are being

sponsored? Are they interested in learning? Do they know the importance of education? What are their ambitions? How are they performing in school? Do their parents encourage them to work hard? Are the children as well as the parents satisfied with the assistance that they are getting from CCF? If not, what are their grievances?

2.2 Statement of the Problem

As one walks along the streets of Zambia's main towns, particularly Lusaka, he/she cannot help noticing the large number of homeless kids. They are found on the streets even during the time that children of their age are in school. In addition, according to a study carried out by Lungwangwa and Macwan'gi (1996), the number of street kids has doubled between 1991 and 1996 - 75,000 children were on the street in 1996, compared to an estimated 35,000 in 1991 (Sampa et. al., 1999: 36). The report went on to recommend that activities or programmes for street children be based on four principles, namely, support, identification, care and advocacy. Many organisations have declared their interest in these kids and have set up various centres for them. Some, such as CCF, have decided to tackle the problem from the source by providing assistance to the children within their families. The main question, therefore, is what help are these kids getting? If at all they are getting some help, is it the right help or not? Some organisations emphasise the need for the kids to be self reliant, how do they bring this about? Are the children being taught functional literacy or are they just being taught practical skills? Above all, are these children being involved in all the activities that are aimed at improving their situation? Therefore, the student will seek to find answers to these questions.

2.3 Methodology

Since the organisation is already running an education programme, the student was engaged in a process of discovery and took active participation in the activities of the organisation. Thus, she had first hand experience of the operations of CCF and she was

able to gather information through focus group discussions, in-depth interviews and by participant observation.

2.3.1 In-Depth Interviews

The student conducted in-depth interviews with the people in management both at the national office and in the affiliated projects. The first in-depth interview was conducted with the director of CCF at the national office. This interview was aimed at obtaining an overview of CCF Zambia. It opened up the student's mind to the operations of the organisation and encouraged her to settle for the organisation. This was followed by in-depth interviews of the programme manager, Mr. Victor Koyi and the co-ordinator of programmes for education, Mr. Godfrey Mwelwa.

These two interviews were carried out during the student's orientation of the organisation. They gave deeper meaning to the organisation's operations. In addition, Mr. Mwelwa focused specifically on education. This narrowed down the area of focus and set the student on her path.

Furthermore, the student conducted in-depth interviews with the Project Development Manager (PDM), Mr. Abraham Banda, and the Project Development Officer (PDO), Mr. Payani Phiri, of N'gombe project. She also interviewed Mrs Joyce Chabala (PDM), Mr. Mabvuto Ngoma (PDO-SSIMS), Mr. Jean-Pierre Nthauneza (PDO-AIMES) and the Headteacher, Mr. Bakana Bangabantu at Tiyanjane project. At Chainda project she interviewed the PDM, Mr. Green Makamo and the project chairperson, Mr. Ernest Chipungu. At Mtengo project it was only the PDO, Mr. Nebor Matongo who was interviewed. These interviews were aimed at obtaining information about the operations of the specific projects. While the PDMs gave an overview of the project's activities, the PDOs focused on the education programme.

2.3.2 Focus Group Discussions

The student conducted focus group discussions only at project level. At the Ng'ombe project, she conducted focus group discussions with members of the adult literacy class, some of the sponsored children, and PFEs. At Tiyanjane, she conducted focus group discussions with teachers at the community school.

2.3.3 Participant Observation

While working with CCF, the student was able to gather some information from the staff meetings and make conclusions from the unsolicited comments of the employees. She was also able to make some assumptions from observations of activities and work patterns of the organisation.

The participant observation was also enhanced through workshops organised by the projects. At one of these workshops the student was a resource person. Hence, she was able to impart some of her knowledge while also learning from the hosts.

2.4 **Justification**

The attachment was very important since it helped the student to find out whether or not CCF is addressing its educational programme correctly. In addition, the student was able to make first hand observations and find answers to her questions. The attachment was also a learning process for the student and she was able to learn a lot about the operations of CCF. Thus, the student was able to find out the ways by which CCF communicates to its target adopters.

The attachment was very important at societal level, considering that most of the programmes being run by CCF are community based. Thus, there is direct involvement of the community. The attachment also revealed how members of the society try to work with NGOs to solve their own problems. Hence, members of the communities being

covered by such organisations learn to be co-operative and in some cases self reliant. This is because their experiences with such organisations teach them the importance of societal involvement in problems affecting society at large.

The attachment is also important to the country at large since the problem being addressed is affecting the whole country. Therefore, the observations and recommendations that will be put forward in the report can be made use of by people who make decisions for the country. In addition, the government will get the chance to know what CCF is doing if they did not have that information. Thus, they can encourage more of such organisations to be formed in order to help the country in solving most of its problems.

2.5 Limitations

The attachment period was short. CCF has a total of 23 affiliated projects and it was not possible for the student to visit all of them. In addition, the student was unable to talk to most of the sponsored children because not all of them go to school in their residential areas. Some of them, such as those in secondary schools are in boarding schools. Furthermore, the only time that the student could meet the children was during the weekend.

2.6 Literature Review

There is a vast reservoir of literature on children in general. However, there is very little written about disadvantaged children and CCF in particular. Most of the literature on CCF is actually in its annual report entitled "State of CCF's Children" which has been published annually since 1996. Nevertheless, there are other publications such as "Child World" and newsletters from CCF and its affiliated projects that provide information about the operations and achievements of CCF. Hence, we shall now review some of this

literature and some publications which deal with children in general, and those by organisations that work on the same lines as CCF.

The State of CCF's Children (1998) opens with the remarks of Margaret McLulough (then CCF President):

CCF's history of commitment to children is textured by change: we have moved from short term emergency relief to the goal of meaningful and long term impact on a child's overall well-being. The work of child development is slow. It is not as visible as emergency relief. Development is a slow creeping process towards betterment. It is not always accomplished. It is not necessarily fast. It is because we are committed to long term and meaningful change that we at CCF say we are a child development agency. (CCF, 1998: ii)

The above quotation clearly shows that with changing times people's goals and objectives change. As mentioned in the introduction, CCF began as a response to the Sino-Japanese conflict in order to help the children who suffered terrible effects of the war. Later, the goal changed and, as mentioned in the quotation above, CCF is now concerned with the child's overall well being. This is because many people have realised that for children to grow into healthy adults and realise their potential, they need to be well-looked after during their growth. The same sentiments are expressed by UNICEF:

One of the best ways to ensure that children develop to their fullest potential *after* they enter school is to pay attention to their care *before* they enter. Education plays a central role in UNICEF's support of early childhood care for survival, growth and development. (UNICEF, 1999: 10)

Thus, care for children does not only entail providing food and shelter for the children as they grow. It also involves creating a positive environment which allows the child to grow in parental love and provides the child with the opportunity to play and explore his/her world. This will enhance positive development of the child's social and intellectual faculties. CCF puts this in better words when it states that : "early childhood care is viewed as critical not only for the survival but also for the healthy growth of children and for their social, psychological, emotional and intellectual development" (CCF, 1999: 46). This shows how vital early childhood interventions are. It is also an indicator that if children are not cared for at a tender age they will not develop to their fullest potential. Thus, we should bear in mind that since we are all born with the potential to develop fully, we should give the children the chance to develop. Otherwise, if this is not taken into consideration, it can have adverse effects not only on the children but also on society as a whole.

PLAN International, an organisation whose vision is of a world in which all children realise their full potential in societies which respect people's rights and dignity also concurs with CCF and UNICEF. In its annual report PLAN states that:

Learning is more than just going to school. The basic skills of reading and writing are essential for the development of each child's potential. Equally important, though is the understanding of what each child needs and is entitled to within her or his family and community. Changes in attitudes about children's rights among adults and children alike are required to ensure that improvements are made. With learning and understanding the future of a whole country can be changed for the better. (PLAN, 1999: 13)

This shows that PLAN also attaches importance to the environment in which the child is raised because it plays a vital role in moulding a child's character and has great impact on his/her future. Hence, a child who is raised in an impoverished environment will be denied many basics of life. In addition, an impoverished environment is usually riddled with violence and crime thus impacting negatively on the child. It is because of this that CCF pledges to deal fairly, equitably, openly and honestly with:

1. Children - by giving them the highest priority in all decisions to the well being of the individual child in a constructive family and community context; by fostering his or her growth as a contributing member of his society, by promoting the child's self-respect and human rights; and by promoting internationally, social and economic development consistent with these goals.
2. Parents of children - by ensuring that they fully understand their right and obligation to assume responsibility for project activities so that they and their children can realise their full potential as the primary force in determining their own destiny.

(CCF Manual, 1989: 10)

This is a policy statement which guides the operations of CCF and clearly shows its concern for the environment in which a child is raised. Another element that is brought out in the above statement is that of the child's self-respect. Indeed, depending on how and where a child is raised, he or she might lack self-respect. UNICEF also reiterates the view that children are important members of society and as such should be treated with the tenderness that they deserve. It goes on to state in its mission statement that: "UNICEF insists that the survival, protection and development of children are universal development imperatives that are integral to human progress" (UNICEF, 1999: 1).

The above views and sentiments are held all over the African continent and globally as seen in the declaration by the African heads of state in 1989. The African heads of state declared the 1990s the “African Decade for Child Survival, Protection and Development.” This is actually an adaptation of the UNICEF mission statement, which clearly demonstrates the global concern for children and how people want to treat the children. In fact, according to UNICEF (1990), after making the above declaration, the African heads of state at the OAU summit of July 1990 adopted the African Charter on the Rights and Welfare of the African Child, as well as resolutions on the World Summit for Children, the African Decade for Child Survival Protection and Development, on specific child related issues. In the same publication, Moussa Traore (President of Mali), makes the following statement which not only echoes the global view but also spells out what the children deserve:

What do the children want? First of all, they want love as well as peace and security, without which nothing can be done. Then they want their rights to be preserved ... Lastly, they want justice, equity and a healthy environment in which they can fully develop.

(UNICEF, 1990: 9)

This spells out what the children should be accorded as they grow up. Therefore, it is imperative for adults to ensure that this is done. That is why organisations such as CCF were formed. Even though its goals have changed over the years, the same factors vital to the child’s development are covered.

In addition, according to UNICEF and OAU (1992), the international community, including virtually all the governments of the world, have undertaken a commitment at the World Conference on Education for All at Jomtien, Thailand, to increase significantly

educational opportunity for over 100 million children and nearly 1 billion adults, two-thirds of them girls and women, who at present have no access to basic education and literacy. It goes on to state that in the fulfilment of that commitment, specific measures must be adopted for:

- a) The expansion of early childhood development activities;
- b) Universal access to basic education, including completion of primary education or equivalent learning achievement by at least 80% of the school-age children with emphasis on reducing the current discrepancies between boys and girls;
- c) The reduction of adult illiteracy by half, with emphasis on female literacy;
- d) Vocational training and preparation for employment; and,
- e) Increase acquisition of knowledge, skills and values through all educational channels, including modern and traditional communication media to improve the quality of life of children and families (UNICEF & OAU, 1992: 22).

UNICEF and OAU (1992), elaborate on the above points by stating that besides its intrinsic value for human development and improving the quality of life, progress in education and literacy can contribute significantly to improvement in maternal and child health, in the protection of the environment and in sustainable development. As such, investment in basic education must be accorded a high priority in national action as well as international co-operation. The above goals and views were also echoed by the OAU in relation to assistance to African children at an international conference held in Dakar from 25 - 27 November, 1992. The meeting decided to achieve in its programmes the following major goals for child survival, development and protection by the year 2000:

- a) Reduction of the infant and under-five mortality rates by one third of the 1990 levels, or to 50 and 70 per 1000 live births respectively, whichever is lower;
- b) Reduction of the 1990 maternal mortality rates by half;
- c) Reduction of severe and moderate malnutrition among under-five children to half of the 1990 levels;
- d) Universal access to safe drinking water and to sanitary means of excreta disposal;
- e) Universal access to basic education and completion of primary education by at least 80 per cent of the primary school age children;
- f) Reduction of the adult illiteracy rate to no more than half its 1990 level... with emphasis on female literacy;
- g) Improved protection of the children especially in difficult circumstances. (UNICEF & OAU, 1992: vii)

The above goals have been adapted by many African countries. They are actually a challenge to most of these countries especially in sub-Saharan Africa where poverty and disease are ravaging the masses. This is the finding of the World Bank (1992) which estimates that in “sub-Saharan Africa, some 216 million people, equal to 48 per cent of the population, lived below the poverty line.” Thus, many families still find it hard to feed and educate their children. The problem is really a serious one and is also pointed out by UNICEF and OAU (1992):

The context for Africa’s children has become more and more difficult making the attainment of the goals that much more challenging. African families have struggled persistently to care for, feed and educate their children, and have made advances in reducing infant

they face, they have allowed NGOs to operate in some areas where they are proving to be really helpful. In the case of CCF, its main goals are similar to those outlined by the OAU at its Conference on Assistance to African Children. Thus, CCF and its affiliated projects in Zambia work in the following programme sectors:

- Child development;
- Primary health care;
- Education;
- Environmental protection;
- Food security;
- Income generation; and,
- Skills training.

Furthermore, while working with a community of parents to create a positive environment for children, CCF programmes are not implemented in isolation. They are part of a broader conceptual effort that addresses the needs of children from birth through to adolescence.

The situation of the Zambian child has necessitated the call for concerted efforts especially in the area of education. Zambia being a developing country is still lagging behind in terms of educational infrastructure and materials. This is what has led to a decline in the standard of education. However, being a signatory to a number of conventions, Zambia is trying to put in place some measures aimed at alleviating some of these problems. The National Programme of Action (NPA) for Children in Zambia is one such example. According to GRZ (no date), the NPA is a commitment by the government and the people of Zambia to the country's children. It is a statement of a set of goals, which will be undertaken up to the year 2000. In addition, it represents a minimum level of development required for the most precious resource, the children.

Furthermore, the document was prepared as a plan of action to meet the commitment the government entered into at the 1990 World Summit for Children. This summit, as mentioned earlier, was held at Jomtien, Thailand, and countries from all over the world attended and committed themselves. According to UNICEF & OAU (1992):

In recognition of the urgency of the needs of Africa's children, the continent's leaders called for the convening of an international Conference on Assistance to African Children in November 1992, to promote dialogue with the international community on ways to achieve the goals. Having been a strong impetus behind the 1990 World Summit, they have adapted the goals to their own economic, social and cultural conditions in NPAs for children, which have been completed by a score of countries and are in the process of preparation in many others. (UNICEF and OAU, 1992: 2)

Zambia, as mentioned above, is one of the countries which have formulated an NPA. In its NPA, nine goals have been identified which are aimed at improving the welfare of children by the year 2000. The nine goals are:

- a) To reduce the infant mortality rate from 108 per 1000 live births to 65 per 1000 by the year 2000, and under-five mortality rate from 192 per 1000 to 100 per 1000 by the year 2000;
- b) To reduce the maternal mortality rate by 50% by the year 2000, from the current level of 202 per 100, 000 live births;
- c) To reduce the total fertility rate from 6.5 to 5.4 by the year 2000;
- d) To provide universal access to the complete primary education cycle by the year 2000;

- e) To reduce the adult illiteracy rate from 25% in 1990 to 12% by the year 2000, with female illiteracy no higher than that among males;
- f) To expand early childhood care, education and development activities for children of 0 - 5 years, with emphasis on community-based interventions;
- g) To reduce moderate and severe malnutrition among children by 25% by the year 2000;
- h) To provide access to clean water and to sanitary means of excreta disposal for 50% of rural and 100% of urban households by the year 2000;
- i) To improve family welfare, enabling the poorest and most vulnerable families to raise their living conditions; to reduce the proportion of children on the street; to provide support to orphaned and disabled children; to reduce the incidence of child abuse; and to improve the welfare and status of women.

(GRZ, no date: 3)

From the above, we can see that there is concern for the children's education and other factors which contribute towards a good education. This is because the government recognises that there are several factors, which need to be taken into consideration. Some of these are a hindrance and need to be dealt with, while those that enhance education need to be encouraged. The NPA identifies two major causes for problems in basic education. These include a decline in the quality of the education provided to the children; and the loss of political commitment to the sector in the eighties. Furthermore, the NPA notes that the rate of population growth has been a major constraint on the quantity and quality of basic education services. The constraint on the quality of education is attributed to the non-availability of both teaching and learning materials.

Therefore, some children go through the education system without ever getting the chance to handle a textbook or reader. Sometimes, lessons are dictated to the children because their teachers have no chalk to write with on the board.

In terms of infrastructure, a lot of schools are a sorry sight. The existing structures are so dilapidated that the pupils would be better off learning under trees. In some schools there is an acute shortage of desks such that the children have resorted to sitting on concrete blocks throughout their lessons. This has an adverse effect on the children's learning ability and performance in school.

In addition to nonavailability of teaching and learning materials, there is an acute shortage of school places due to the limited number of schools. Therefore, there are a lot of children who are denied the opportunity for basic education. This problem can be attributed to the fact that very few schools have been built in the past few years despite the rapid population growth. This is reiterated by GRZ and outlines the current situation as follows:

- a) More than 33, 500 seven year old children are denied admission to primary school each year because of lack of places;
- b) More than 250, 000 children between the ages of seven and fourteen are not attending school;
- c) More than 1, 000, 000 adults, 2/3 being women are illiterate;
- d) More than 10, 000 girls fail to complete the primary school programme each year;
- e) Because a number of rural regions still have schools with grade 4 as the terminal point, more than 15, 000 eleven to twelve-year-old children can not continue in school each year because there are no places for them in the higher grades; and,

- f) The situation as of 1990 was that more than 250, 000 children of school age were likely to remain illiterate simply because there were no places for them in primary school. The number of children growing without opportunities for education is on the increase. (GRZ, no date: 23)

The above situation is very pathetic. Given such a situation one wonders what will happen to all these children. Where will they go and what kind of future awaits them? In addition, one wonders if there are measures being put in place to arrest the situation. This is because if such a situation is allowed to prevail, the number of street kids would continue going up. This would also lead to a situation in future where the adult population would consist of an illiterate majority. It would also contribute to the continued decline of the economy since most of these adults would not be productive.

However, in order to improve the current state of affairs and avoid chaos in future, some measures are being put in place to ensure that more opportunities are provided for the children to gain basic education. These measures include the building of community schools by some NGOs, churches and communities. The same organisations also try to empower drop-outs by giving them some skills training in centres set up in the communities. These centres also in some cases offer adult literacy classes. Some organisations have even gone into the rehabilitation of street kids while others sponsor children from poor families to accord them the opportunity to gain basic education.

Kelly (1998), also reveals the precarious state of formal education especially in the primary school sector. In his report, he identifies the major factors which are contributing to the low levels of school enrolment as “inadequate provision (particularly in densely populated peri-urban and sparsely populated rural areas), the costs of education, distance to school, and increasing parental disillusion with school education” (Kelly, 1998: 52).

This clearly shows that there are some sectors which are more affected than others. Regarding parental disillusion, it would be interesting to find out why some parents have developed such an attitude. Could it be because they themselves are illiterate or is it due to other factors such as the economy? The report, however, notes that “the most underprivileged are frequently unable to exercise their right to education. Moreover, their vulnerability is frequently multi-faceted, many being in jeopardy on several counts - they are rural, poor, orphaned, female, have special educational needs” (Kelly, 1998: 52).

2.7 Conclusion

Looking at the current economic situation and poverty levels in most developing countries, the factors pointed out above are indeed major contributors to the declining standards of education. Therefore, not only are the poor denied the chance to get educated, but the few that manage to get into the system are denied quality education. Hence, the problem would continue plaguing the developing nations because it has a domino effect (chain reaction). Thus, the impact of poverty on school participation and performance, the financing of the education system, the way the benefits of education carry over from one generation to the next, and equity in education as considered by Kelly (1998), are of vital importance. The next chapter will, therefore, analyse some concepts related to development.

Chapter 3

Conceptual Framework

3.0 Introduction

This chapter is a discussion of the theories and models of participatory development communication. As we shall see later in this chapter, participatory development communication entails the involvement of the target adopters in all the processes of the development effort.

3.1 Justification of Theory

The student has chosen participatory development communication theory because it ties in well with this report in that the operations of CCF are oriented towards community-based development. CCF programmes are designed in such a way that the organisation has to work hand in hand with the community. All the CCF affiliated projects are set up and run by the community because the organisation's policy is to enhance development through community participation. This is why all the projects affiliated to CCF operate as independent projects and are only affiliated to CCF because it acts as a link between them and the sponsors. The student is, therefore, proposing that CCF does apply the participatory development communication theory to a very large extent.

Therefore, she will propound the theories and models of participatory development communication and later, in Chapter Seven, discuss whether or not CCF is working according to these theories. However, before she delves into that she will define the major components of participatory development communication. These are development, communication, participation, and communication for development. This will provide a better understanding of what is meant by participatory development communication and how each of its above mentioned components are applied in CCF.

3.2 Development

Since the 1960s several scholars have come up with various definitions of development, ranging from its relation to economic growth to the current human control of the environment. The variations depended on where the scholars were and on the era. For instance, according to Moemeka (1994: 10), even at a time when the world was still basing all hopes of development on industrialisation and economic growth, Inayatullah (1967) drew attention to what development meant in reality to developing countries. We shall, therefore, look at some definitions of development as presented by various scholars over time, and what the current trend is.

3.2.1 Development Defined

Schramm (1967) defined development as a “movement from a traditional to a modernised pattern of society” (Schramm, 1967: 425). He associated these changes with division of labour, growth of industry, urbanisation and incomes. In addition, he proposed that growth takes place in terms of money economies such as gross national product. He represents the modernisation school in which human development is restricted to economic and social aspects. Though this definition was made several decades ago, we still see that in most developmental efforts there is a tendency of moving from the old to the new which in many cases means moving from traditional to modern trends. However, the understanding of traditional may differ from place to place as some traditions included such things as division of labour which is considered modern in the modernisation school. The division of labour has always been practised in the traditional African setting. So for such a society development might not include division of labour.

Interestingly enough though, it was during the same era that Inayatullah (1967) came up with a similar definition. He defined development as “change towards patterns of society that allows better realisation of human values, that allows a society greater control over its environments, and over its own political destiny, and that enables its individuals to

gain increased control over themselves” (1967: 101). Even though he tried to avoid using the same words as Schramm, Inayatullah was driving at the same point, being in the same era which saw development as economic growth. The only slight difference is that, Inayatullah adds the dimension of human control over the environment. This definition is similar to that presented by Ascroft and Masilela (1994) which states that:

In purely cybernetic terms, development may be defined as the process of increasing environment organisation through the accumulation of control over the variables essential to human welfare. Each degree of control gained over any essential variable represents a corresponding degree gained in level of development. (Ascroft and Masilela, 1994: 285)

As mentioned above, the definition given by Inayatullah is similar to the one by Ascroft and Masilela in that they both refer to development as essentially the power to control the environment. This means that for an individual to develop, he/she must have the power and know-how of controlling the variables. Thus, he/she must know what these variables are in order to know how to organise them. It calls for awareness on the part of the individual. This clearly shows that development is not a simple process that takes place by a mere accumulation of new ideas or incomes. In addition, it shows that while some scholars were still basing their definitions of development on economic growth others had already developed a deeper understanding of development and linked it to specific roles. In fact most of the earlier definitions were unilinear in nature. They saw development as a smooth process from one point to another.

Another scholar, Rodney (1976) argued that development is a vicious circle. He split the development concept into personal and societal. At the personal level, he saw development as a ‘many-sided-process.’ It implies increased skill and capacity, greater

freedom, creativity, self discipline, responsibility and material well-being. At the societal level, he saw development as economic. It implies shared wealth since members of the society increase jointly their capacity for dealing with the environment. In Rodney's definition we see an improvement of the modernisation school point of view in the sense that while he refers to economic growth, he also points out the roles of development. Thus, we see that there is an acknowledgement of the multi-faceted nature of development. In addition, we see a scholar who realises that development is not a simple process when he refers to development as a 'many-sided-process.' For him, development involves a lot of factors, consequently, one cannot claim to be developed by simply acquiring a skill. What he does with that skill is also important. Hence, other factors such as discipline, responsibility etc. have to be considered. This leads to the fact that development at individual level also has an impact on society. Rodney's definition alludes to this when he says that at societal level development implies shared wealth as its members gain more control over the environment. It also lays emphasis on development as the ability for humans to control the environment.

In the same year, Rogers (1976 b) redefined development as "a widely participatory process of social change and material advancement (including greater equality, freedom and other valued qualities) for the majority of the people through their gaining greater control over their environment" (Rogers, 1976 b: 345). This definition, like the three above, lays emphasis on human control over the environment as a major factor in development. So far this seems to be the main criterion for gauging development. It is also noteworthy that this has been the running theme in the definitions related to development for the past four decades from 1967 to 1994. It goes to show that though different scholars differ on the other factors that constitute development, they all seem to agree that development has to do with the people gaining control over their environment. This would mean that if one has no control over his/her environment, he/she cannot claim to be developed. However, considering that there are other factors such as material

advancement, perhaps an individual or society can be said to have attained a certain level of development when they attain these even without assuming control over the environment.

The above views are also reflected in Kasoma's (1994) definition which states that development is the "improvement of the human life condition at individual and societal levels which is achieved through desirable but fluctuating changes or adjustments in the environment." He goes on to explain that environment is the "sum total of all that which goes into making the human life situation. It includes physical as well as psychological vicissitudes of the human condition" (Kasoma, 1994: 403).

All in all, despite the differences in terminology the above definitions have the same characteristics. Kasoma (1994: 402-403) points out that these definitions are trying to define development as:

- a) Centred on the human being as an attempt to improve the human life condition;
- b) Progressive rather than retrogressive;
- c) A concept of material and economic improvement;
- d) Qualitative rather than quantitative phenomenon which can not be precisely measured; and,
- e) Intended to answer or satisfy human needs or wants.

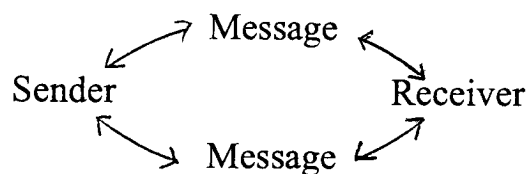
This student defines development as humanity's progression (taking into account occasional setbacks) in achieving control of its environment. Thus, it entails the enlightenment and conscientisation of humankind in the improvement of the human life condition. The student refers to progression as the advancement from one level to another. This should be positive and entail an uplifting of the individual or society to a level that will show a marked difference in terms of abilities and material well-being.

However, this may not always be a smooth process. Occasional setbacks such as lack of the necessary resources for a forward move, are expected to occur along the way. These resources include money which is an essential element in this era for any push forward. For instance, it is not easy for one to acquire certain skills without money to undergo the necessary training or buy the necessary materials to use those skills. It is, therefore, imperative that people are made aware of what is needed for them to develop and what benefits will be derived from development. Each developmental initiative should take into consideration awareness, for without knowledge, people cannot develop.

3.3 Communication

As with development, various scholars have come up with their own definitions of communication. The basic definition is that communication is the exchange of information between two parties i.e. the source and the receiver. Hence, a communicator (source) encodes or packages a message for the communicatee (receiver) who decodes the message. However, scholars have differed more on the process of communication than on its functions. Earlier theorists proposed a unilinear process, while others advocated a cyclic process. Thus, communication in the cyclic sense is “the sharing of human experience or environment between persons” (Lecture notes, May 14, 1998). This means that it is an interactive process that works in a circular, dynamic and ongoing way. Therefore, the people engaged in a communication process should be able to change their roles. The source/sender can become the receiver during the process. (see Figure 3)

Figure 3. The process of Communication.



The figure shows that not only does the receiver become a sender by responding to the sender's message, he/she can also initiate a message. Hence, the arrows pointing both ways show the flow of information in both directions. Also implicit in the above illustration are all the other elements of communication such as channel, noise and feedback. However, this model is more applicable to interpersonal communication than any other type because of the receiver's ability to reverse roles with the sender.

3.3.1 Basic Components and Concepts of Communication

There are seven major components of communication. However, as will be seen below, two of these components are interchangeable depending on the situation. Thus, the basic components are:

- a) Source: The originator of a message; sometimes the source is referred to as the sender; however, the sender may not always be the originator;
- b) Message: A stimulus which the source or sender transmits to the receiver. This stimulus may be verbal, non-verbal or both;
- c) Channel: The means/medium by which a message is conveyed from the source to the receiver; channels may be airwaves, laser beams, X-rays or microwaves;
- d) Receiver: The receiver is the destination of a given stimulus; he/she decodes and interprets the message which is sent;
- e) Noise: This refers to any stimulus which inhibits the receiver's accurate reception of a given message; and,
- f) Feedback: This may be verbal, non-verbal or both; it can be positive or negative; complete lack of response could also be interpreted as negative feedback, since the source would have no cues by which to gauge the effects of the message produced.

3.3.2 Fundamentals of Communication

It is common knowledge that human behaviour is mostly a response to the environment.

In the same way, communication:

- a) Is a social and not individual process; even when it is intrapersonal, the thoughts are derived from society;
- b) Is intentional; people are always communicating for a purpose;
- d) Is planned behaviour not something done by chance;
- e) Is transactional i.e. evoking response from the other side; and,
- f) Should be contextual i.e. it should be understood within its context.

3.3.3 Types of communication

There are different types of communication based on the purpose and environment. The six major types are:

- a) Intra-Personal communication: This entails sharing of the human experience/environment within oneself; it includes thinking and dreaming; this type of communication affects all the other types; for instance, if one's mental faculty or level of thinking is high, then he/she will interact with others at a higher level;
- b) Inter-personal communication: This is the sharing of the human experience/environment between two or more persons; some scholars have identified the major motives for engaging in interpersonal communication; Infante, Rancer and Womack (1997) cite six motives for engaging in interpersonal communication as pointed out by Rubin, Perse and Barbato, 1988; these are:
 - i) Affection - interpersonal communication used to express concern, caring, and appreciation for others;
 - ii) Control - interpersonal communication used to gain compliance from others, to get others to do what you want them to do;
 - iii) Escape - interpersonal communication used to avoid engaging in other activities and to "fill the time";

- iv) Inclusion - interpersonal communication used to share feelings, avoid loneliness, to be with others (i.e., companionship);
- v) Pleasure - interpersonal communication used for social benefits, for fun, stimulation, and entertainment; and,
- vi) Relaxation - interpersonal communication used to help relax and unwind.

The above motives clearly show that indeed the sharing of the environment or experiences is stimulated by many factors. In addition, it is the motives that influence the choice of experience we want to share. It also shows that the motives depend on the people we are interacting with. Therefore, when we are interacting with family members the motives may not be the same as when we are interacting with friends.

- c) Mass-communication: This is the sharing of the human experience/environment between a mass medium organisation and a scattered and an undefined audience. Mass communication is carried out through the mass media. There are several types of mass media. They include radio, television, and newspapers. Not all people have access to all the types of mass media. In Africa, for instance, some types of mass media are more common in some places such as in the urban areas than in the rural areas. The mass media and mass communication have many roles to play. The roles include entertainment, education, and information. According to the Agenda-Setting Theory, the media have the ability to tell us what issues are important.
- d) Organisational communication: This is the sharing of the human experience/environment within an organisation such as the labour movement or NGO. According to Infante et. al. (1997:349), information in organisations flows in patterns called networks. These consist of members and links (communication ties) between members. In addition, they refer to the network in which messages are transmitted

between groups in an organisation as the macronetwork. This is also said to be the organisation's overall communication structure.

Furthermore, Infante et. al. (1997: 349) state that links (communication ties) have five characteristics: symmetry, strength, reciprocity, content, and mode or channel. They refer to symmetry as the degree to which the link is initiated or used equally by both members. If both give and take equally i.e. seek and provide information, then there is symmetry. However, if one person usually sends and the other receives, the link is asymmetrical. Strength refers to the use of a link. According to Infante et. al. (1997), "a *strong link* is one that is frequently used, while a *weak link* is used only occasionally". Similarly, reciprocity refers to the frequency by which both members report using the link. If one person reports frequently using the link and the other says that no communication took place, the link is considered unreciprocated. This shows that one sided communication is not considered as communication. As was pointed out above, communication entails the sharing of ideas between persons. Therefore, when only one person is sharing ideas the communication process may be complete but it is not balanced. Infante et. al. (1997) go on to explain that content of communication passing along the network might be work-related or social. They also refer to mode or channel as the means by which communication takes place i.e. by telephone, in person, through group meetings, by e-mail, or in writing. The mode depends on a number of factors such as distance, availability of communication resources, etc. It may also depend on the urgency and situation for the communication process.

- e) Group communication: The sharing of the human experience/environment within a group such as youths, men, women, lawyers etc. According to Infante et. al. (1997), there are four major types of groups in group communication determined by their purpose of communication. These are task-oriented, therapy, consciousness-raising, and learning groups.

Task-oriented groups, as the name suggests, are described as those that have a job to do. They are common in crisis and planning situations. These groups can be further divided into three, namely problem-solving, decision-making, and idea-generating groups. Infante et. al. (1997:293) say that the problem-solving group attempts to discover a solution to a problem by analysing it thoroughly. This is usually done through group discussions such as focus group discussions. Decision-making groups are also said to be concerned with solving problems but have an added function of deciding which solution to implement. They are also responsible for the monitoring and evaluation of the programme involving the solution. The third group, idea-generation group which is also known as the “brainstorming” group, is responsible for the discovery of a variety of solutions, approaches, perspectives, consequences, etc. for a topic.

The therapy group helps the individual to solve personal problems. Therefore, this group mainly comprises professionals such as clinical psychologists and counsellors. Consciousness-raising groups, on the other hand, are responsible for raising awareness among members about issues of shared interests or concerns. Consciousness-raising groups could also be change agents. The fourth, the learning group, as the name suggests, is education-oriented. Thus, the purpose is for individuals and the group to acquire more information and understanding of a topic.

- f) Inter-cultural communication: The sharing of the human experience/environment between people belonging to different cultures. These people can communicate through dances, songs, drama and other artistic performances and exhibitions. For instance, when a Japanese cultural group visits Zambia, they can share their experiences by performing dances or singing songs that give information about their style of life.

3.3.4 Functions of Communication

Just as there are different types of communication, there are also many functions.

Communication:

- a) Creates co-operation i.e. working/coming together;
- b) Helps us acquire information;
- c) Helps us form a self-concept i.e. who are we?
- d) Entertains; and,
- e) Maintains democracy.

In support of the above functions of communication, Infante et. al. (1997), state that “communication is very important in enabling people to co-ordinate their efforts and to produce a variety of goods and services which would be impossible if people worked independently” (Infante et.al., 1997: 24). In other words, communication can be a motivating factor in a work environment. Thus, when there is someone to share ideas with, one feels more at ease and performs better. This is also in agreement with the saying that “two heads are better than one,” which means that even in problem situations it is easier to arrive at solutions when the problem is shared.

3.4 **Participation**

Participation has been defined in several ways by different scholars. While some simply spell out what is meant by participation, others go to the trouble of pointing out what it is not. There are also others who even go as far as identifying the different levels of participation. The student will start by looking at what it is not before looking at what it is.

3.4.1 Participation Defined

White (1994: 16) acknowledges that there are numerous definitions of participation. She also states that participation is a complex and dynamic phenomenon, seen from the ‘eye

of the beholder,' and shaped by the 'hand of the powerholder.' This implies that its meaning depends on the people in the seat of power. Therefore, in different places and contexts, participation is defined differently. Some scholars such as Arnst (1997), find it necessary to point out what participation is not. In trying to define participation, Arnst (1997) starts by stating that:

Participation is not simply communicating. Neither is participation mere 'doing.' It is not the behavioural response to a persuasive, at times coercive, stimulus. Participation is not simply bodily presence at community meetings, nor can it be construed as a chance to tick a ballot every few years. Participation is not simply access to mass media controlled by the urban elite and bureaucratic vested interests.

(Arnst, 1997 : 110)

Arnst deliberately picked out these elements because in most cases these are some of the things that are misinterpreted as participation. What he is trying to say is that some things that are done because they are constitutional are not necessarily participatory. For instance voting is not participatory simply because the constitution allows citizens of a certain age to do so. In the same way, mere attendance of meetings without making any contribution to the deliberations does not constitute participation. It would seem, therefore, that Arnst considers willingness and not coercion as a major element of participation. In addition, making active contributions in a communication process as opposed to mere bodily presence is for him another element of participation. Thus, one must contribute ideas and react to other people's ideas. Furthermore, Arnst shows that he does not believe in top-down communication when he refers to access of the media controlled by the urban elite and bureaucrats. For him, this is nonparticipatory. He is an advocate of equal opportunities in as far as communication is concerned for it to be called participatory. These views are also reflected in White's statement:

People's participation in development in which the control of the project and decision-making power rests with planners, administrators, and the communities' elite is *pseudo-participation*. Here, the level of participation of the people is that of being present to listen to what is being planned for them and what would be done unto them - this is definitely *nonparticipatory*! (White, 1994: 17)

3.4.2 Participation as Empowerment

Having pointed out what participation is not, White (1994) goes on to say what it entails. According to her, "when the development bureaucracy, the local elite and the people are working cooperatively throughout the decision-making process and when the people are empowered to control the action to be taken, only then can there be *genuine participation*" (White, 1994: 17). This is what Arnst was alluding to when he stated what participation is not. The basic point being made by the two scholars is that participation is the empowerment of the people to control the action and operate at the same level as the planners in the development process. This actually seems to be the consensus of many scholars propounding the theory of participation. Thomas (1994) also concurs with the above scholars when he states that:

Participation primarily signifies sharing in an activity or process that was traditionally organised and implemented in hierarchical or exclusive ways. Often it happens through a political choice and is therefore largely a political activity. Its logic stems from changed epistemological, political, and theoretical positions that emphasise a community dialogue, reciprocity, and understanding based on mutual respect. (Thomas, 1994: 49)

In the above definition, we see reference to reciprocity which is mentioned as one of the characteristics of communication. This entails that both sides should make an equal contribution and should be accorded the same opportunities for the process to be considered participatory. Just as one-sided communication is considered unreciprocal, imposed participation is unparticipatory. Therefore, Thomas is for the idea that participation involves equal opportunity and acknowledgement of individual abilities for all concerned parties.

The above views are also in line with Freire's (1970) belief that all individuals have the capacity for reflection, abstract thinking, for conceptualising, taking decisions, choosing alternatives, and planning social change. Therefore, both the planners and the people for whom the development is being planned are capable of operating on an equal basis.

According to Thomas (1994) Freire's orientation towards participation stems from his critique of the existing pedagogy of extension education which was both paternalistic in its philosophy and nonparticipatory in its modus operandi. It was nonparticipatory in that the learners were considered as empty buckets that needed to be filled up with the teacher's knowledge. This is also linked to the top-down theory in which people at the top 'know-it-all' and those at the bottom do not.

3.4.3 Participation as Emancipation

In support of this line of thought Arnst states that "authentic participation defines itself within each unique structural, social and cultural context as it unfolds. It is an approach indeed, an ideology which mandates equality, in act as well as in attitude" (Arnst, 1997: 11). This means that structural, social and cultural factors should be taken into consideration in any development process. These factors have a major role to play in the enhancement or hindrance of people's participation. They also provide insight to a would-be developer on the prevailing trends of participation or non-participation of the

people in a given area. White and Patel (1994) express the same view when they state that:

There is also evidence in the literature suggesting that grass-roots level participation with input of indigenous knowledge leads to increased adoption of new ideas, and to development which is more equitable. The spirit of willingness to experiment with new ideas, and build on indigenous knowledge leads to increased feelings of satisfaction of the people enhancing people's freedom and promoting self-help/reliance. (White and Patel, 1994: 345)

This is also in agreement with Freire's view that authentic participation leads to emancipation/liberation. White and Patel (1994), further explain that authentic or genuine participation can result in a sense of power which increases one's control over the environment and shapes one's own destiny. The capacity of people to benefit from meaningful involvement is an important consideration. There is no doubt that the concept of participation is people-centred rather than solely an economic-centred perspective of development. This theme will recur in the other concepts and forms the cornerstone of participatory development communication.

3.5 Development Communication/Communication for Development

Moemeka (1994) states that "development communication is a universal need - a development imperative without which concrete economic and social developments would be difficult to achieve" (Moemeka, 1994: 3-4). This means that development and communication have a symbiotic relationship. Hence, there can be no development without communication because one can not speak of improving unless he/she knows at what level he/she is.

This view is also expressed by Middleton and Wedemeyer (1985) when they say that “communication has its effects through the actions of the people. So whatever communication can do for development comes through what people do - or do not do - because they participate in a communication process” (Middleton and Wedemeyer, 1985: 33). Thus, people decide to develop depending on the communication process. If they do not get any information about the need for development or how to go about it, they will definitely not develop. In addition, improvement and changes can only be noticed through communicating to oneself or to others. This is because improvement is a process of comparison between the past and the present.

3.5.1. Definitions

In communication for development, communication is the focus for the developmental initiative. Development communication, on the other hand, is the general term referring to the sharing of ideas that pertain to the improvement of the human life situation (Lecture notes, June 11, 1998). In addition, according to Moemeka (1994), Development communication:

Is the application of the processes of communication to the development process. In other words, development communication is the use of principles and practices of the exchange of ideas to achieve development objectives. It is, or should be, therefore, an element of the management process in the overall planning and implementation of development programmes. (Moemeka, 1994: 12)

As the name shows, development communication incorporates the two concepts of development and communication. In addition, as Moemeka rightly states, development communication has to make use of the basic components of communication to achieve development goals. It is the use of communication skills and different types of

communication such as interpersonal, mass, organisational etc. depending on the objectives of the development process. Therefore, one has to plan the development programme in such a way that he/she uses the right channels as well as the right types of communication. Quoting his 1987 study, Moemeka (1994) states that:

Development communication plays two broad roles. The first is the transformation role through which it seeks social change or development in the direction of higher quality of life and social justice. The second is the socialisation role through which it strives to maintain some of the established values of society that are consonant with development and social change. In playing these roles, development communication tries to create an enhancing atmosphere for exchange of ideas that produces a happy balance in social and economic advancement between physical output and human interrelationships. (Moemeka, 1994: 13)

In this earlier definition, Moemeka considers development communication as mainly serving the purpose of conscientising the masses about development. He sees it as a means by which change agents can preach about social change or development. Thus, he focuses more on its communication component rather than on the development part. However, the current trend is to focus on the symbiotic nature of development and communication.

3.5.2 Mass Media and Communication for Development

In planning for development, communication should be seen as a vital element. As mentioned in the section above, communication and development have a symbiotic relation. There can be no development without communication just as there can be no communication without development. For instance, when a project manager for an NGO

goes to a rural area and sinks boreholes in the villages without telling the people there anything, they would not make use of them. This is because in the first place the villagers might not even know the purpose of a borehole. Secondly, no one among the villagers might have seen anything wrong with their water. So there is indeed need for communication to bring about development. According to Middleton et. al. (1985):

The mass media have the potential to achieve all types of goals. One result of this wide functional capability is a great deal of interest on the part of other kinds of communication planners in using mass media as well as in government intervention in mass-media policy and planning. This overlap of interest is most strong in control-image societies but is manifest in various ways everywhere.

(Middleton et. al., 1985: 28)

The above statement lays emphasis on the need for communication policies and planning in development. It also reiterates the old paradigm which believed in communication's power to help cause development. According to Moemeka (1994) in the old paradigm "emphasis was on what communication can do and/ or the effect it can have on literacy, aspiration, empathy, attitudes, agricultural production, health, and so on. Very little or no attention was given to the cultural and socioeconomic realities of the communities studied" (Moemeka, 1994: 5).

Fortunately however, the trend has changed. People have realised the importance of communication in development to mean the sharing of developmental ideas. They also acknowledge how important it is to gather and impart information about development taking into consideration the various needs of the target adopters. The current school of thought is based on the theory that "development for each country has to be seen in terms of that country's own needs, which in turn must be related to its unique

circumstances of climatic, historical, cultural and social conditions as well as human and physical resources” (Moemeka, 1994: 6). Consequently, the change in the understanding of development manifested itself in various ways. These include sensitivity to the structural and cultural constraints on the impact of communication in addition to conscious awareness that the mass media were just a part of the total communication infrastructure. Moemeka (1994: 7), further explains that it became evident that successful and effective use of communication in any community requires adequate knowledge of the availability, accessibility, and utilisation of communication infrastructure and software in that community. Therefore, awareness is seen as a vital element in bringing about development. This implies that it is not enough to preach development without making the people aware about what it entails. When the masses or target adopters are not informed about the resources needed nor where they can obtain them, they will be stuck. They need to know how to access these resources and use them.

In addition, Ouchi and Campbell (1983) echo some of the principles of communication and participation in trying to explain the importance of development communication.

They point out that:

The objective of development communication is to motivate, involve and make the rural people participate in development programmes - a process which is two-way, dynamic, and interactive. Seeking participation of the rural population in identification of problems, setting priorities and mapping out alternative solutions, increases the probability of successful development. (Ouchi and Campbell, 1983)

The above citation also brings out the importance of mutual understanding and interaction at an equal level for development to be achieved. It calls for the involvement of the rural population as target adopters in all the processes of the development exercise starting

from the level of problem identification through to that of implementation. Only then can there be successful development. Hence, planners or development communicators ought to take this into consideration.

Kasoma (1992) illustrates the above views with reference to how politics are an important factor in determining communication policy. According to him, the prevailing political situation in a given country has a bearing on what the communication policies of a country are. He also calls for the consultation of the vast majority to come up with ideas that can be logically defended. Kasoma uses the Figure 4 to illustrate the aspects of the mass media influenced by politics.

Figure 4: Aspects of the Media influenced by Politics

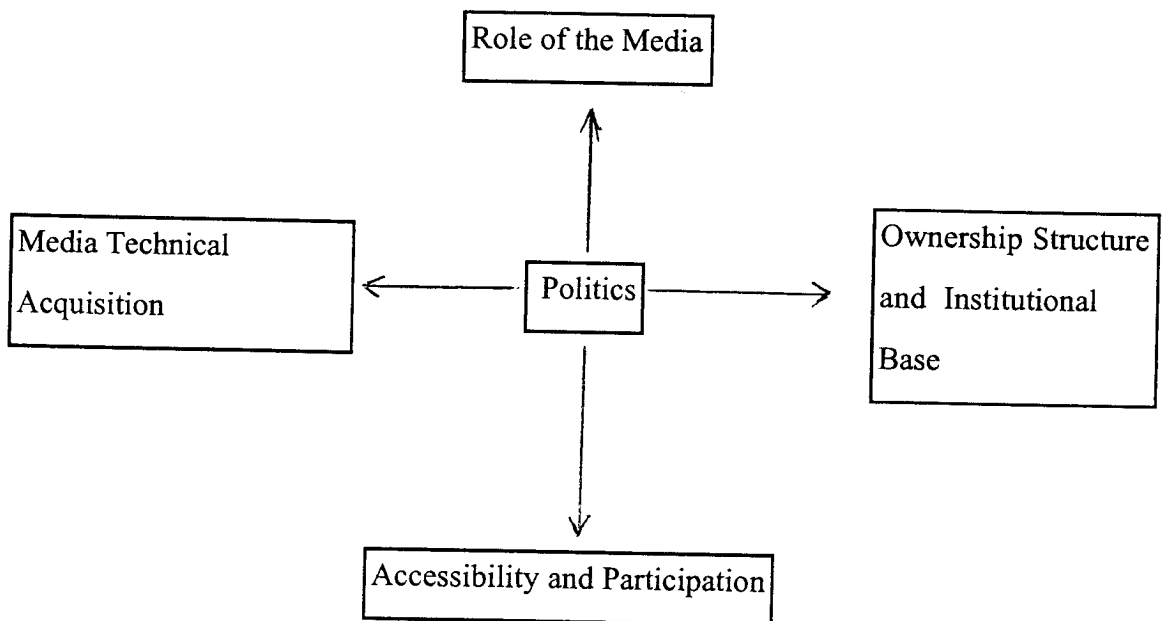


Figure 4 shows that politics has a big role to play in the formulation of communication policies. This is because there is no section of the society that is untouched by politics in terms of communication. As a result, the role the media play in disseminating information will be determined by the political agenda. If the people in power decide to use the media for propaganda rather than education or entertainment, then even the media will be mostly government controlled. It will also mean that the government will be responsible for the acquisition of the communication resources. This in turn will affect accessibility and participation in that some people with opposing views to those in power may not have access to the media thereby derailing the developmental process. This argument can be better understood when we look at what Kasoma (1992) says about the various aspects of the media shown in Figure 4:

- a) The role of the media includes education, information, entertainment, editorialising, advertising, promoting development, promoting culture;
- b) Media technical acquisition includes creation, allocation, and use of communication resources; thus, there should be a balance in all sectors of society;
- c) Accessibility and participation (i.e. accessibility of media), is also affected by other factors such as language; and,
- d) Ownership structure and institutional base: refers to public/government as opposed to private; depending on the political situation, media can be largely government or private or both.

3.5.3 Change Agents in Communication for Development

Change agents try to influence the attitudes of people into being engaged in developmental initiatives. The change agents have to do a lot of communication through the following ways:

- a) **Intrapersonal Communication:** the change agents figure out on their own how they are going to persuade the target adopters; thus, they conceive strategies in their minds about how they are going to change the people's attitudes;
- b) **Interpersonal Communication:** this also involves a deliberate policy and planning towards development; the change agents, however, should listen to the people's views and only fill in what they do not know; they should explain things to the people, for instance, the importance of the people's participation in a developmental process; this can be done through focus group discussions, brainstorming etc; and,
- c) **Mass communication level:** the change agents can use mass media such as radio and television to try and persuade the people to adopt developmental initiatives.

Thus, the change agents act as mediators in trying to help the target adopters learn and understand developmental issues. This way, it is more likely that the people would participate fully in the developmental effort. It is common knowledge that when people are informed, they are easier to persuade than when they are not. This follows the idea that participatory development hinges on communication.

3.6 Participatory Development Communication

Participatory development communication brings together all the above concepts. This concept also has a number of definitions proposed by different scholars. The student will, therefore, look at some of the definitions before looking at the approaches and models proposed for this concept.

3.6.1 Definitions

According to Nair and White (1987), "participatory development communication is a two way dynamic interaction, between 'grassroots' receivers and the 'information' source, mediated by development communicators, which facilitates participation of the 'target

group' in the process of development" (Nair and White, 1987: 37). This definition clearly lays emphasis on the sharing process which entails equality. Thus, both the receiver and the communicator exchange ideas on a more or less equal basis. In such a situation, the receiver feels much more a part of the development initiative and is more likely to see to it that it succeeds. This approach also rules out the idea of leaders or communicators imposing their ideas on the people. In addition, it reiterates what is mentioned about the concept of participation. It is also an observation that was made by Berringan (1981):

Wherever carefully developed programmes have failed, this approach which consists in helping people to formulate their problems or to acquire awareness of new options, instead of imposing on them a plan that was formulated elsewhere makes it possible to intervene more effectively in the real space of the individual or group.

(Berringan, 1981: 120)

Just as proponents of the participatory theory do not approve of coercion, Berringan does not believe in people at the top imposing their ideas on those at the bottom. For him, when such a thing occurs, the desired results are not achieved. What he proposes is a situation in which the target adopters are helped to identify their problems and made aware of new options in an environment where they are treated as equal partners.

The above observation is also supported by Robert White (1994), when he states that "participatory communication in the development process cannot be 'planned' and 'executed' by communication researchers and policy experts sitting at desks in government bureaus (sic)" (Robert White, 1994: 95). Therefore, focus must be on the target adopters. If these people are asked to identify their needs by the development communicators, they will do so and will also be willing to share with the development communicators how they hope to solve their problems. Thus, when these people are made to realise their capabilities, they will work even harder. In addition, when they are

involved in the planning, they will be able to implement the plans effectively as these will be their own ideas. What matters, however, according to Serveas (1995: 135), is not the involvement of everyone in the practical implementation, but, that participation is made possible in the decision-making regarding the selection procedures. This is because even in participatory development communication the people involved are assigned roles i.e. specialists, planners, and institutional leaders depending on each one's capacity and capability. It is common knowledge that people have different capacities. Therefore, when each one is allowed to use their capacity, they will work accordingly and wholeheartedly. Nair and White (1994), concur with the above view by stating that:

A participatory model, requires that the development communicator add new dimensions to traditional roles i.e., that of catalyst, initiator, facilitator, negotiator, or mediator. The development communicator would seek to blend the knowledge inputs of both the message source and receiver, adding direct contact and interaction with the intended receiver (IR) as well as the source. The participatory processes would be inherently transactional.

(Nair and White, 1994: 347)

What they are driving at in the above statement is that the development communicator should not assume that the target adopters are blank slates. He/she should accord them the chance to share their knowledge. Only then can he/she propose or initiate discussion of his/her development initiative. Thus, he/she should be a catalyst, initiator, facilitator, negotiator, or mediator. By so doing, he/she will not seem to impose on the target adopters.

The issue of participation as empowerment and self-reliance on the part of the target adopters in the development process is brought out very strongly here as it was in the

concept of participation. White and Patel (1994), also point out this factor by stating that: "Participation in development is seen by many as a process of enabling or empowering rural people to manage their own development and ultimately increase self-reliance, independence and gain a sense of power" (White and Patel, 1994: 361). They go on to explain that participation in its most developed form is 'self-management.' Furthermore, a participatory approach in development communication focuses on grass roots problems and needs. They also concur with the view that people affected by development programmes need to have a say in the design and implementation of these programmes. In addition, White and Patel (1994), state that there will be a greater response to development programmes when people have been involved at all the steps of the process - identification of the problem, planning, finding possible solutions and drawing up programmes which are intended to solve specific problems.

3.6.2 Participatory Development Communication Models

Nair and White (1994), propose a transactional model of communication. According to them, 'Transactional communication' is not a 'one-way' persuasion process. It is a dialogue, wherein sender and receiver of messages interact over a period of time to arrive at shared meanings. They further state that it is more likely for an individual to adopt a new idea or practice if he/she is involved in a dialogue about his/her own needs, alternative courses of action and acquisition of resources to accomplish development goals. In addition, the model entails that the environment for participatory development communication is expected to be supportive, creative, consensual and facilitative leading to sharing of ideas through dialogue. This model is illustrated in the typology of participation (Figure 5) as proposed by Nair and White.

Figure 5: Typology of Participation from the Receiver Perspective

		Development Communicator		
		High	Quasi	Low
High	IDEAL	ACTIVE	BOTTOM-UP	
	(1)	(2)	(3)	
Quasi	PASSIVE	TRANSACTIONAL	ELECTIVE	
	(4)	(5)	(6)	
Low	TOP-DOWN	SELECTIVE	HAPHAZARD	
	(7)	(8)	(9)	

Intended Receiver

Reproduced from Nair and White's Typology of Participation from the receiver perspective.

Figure 5 shows nine situations of participation. Ideal participation is impossible but we must aim at it. According to Nair and White, active participation works because the intended receiver will be slightly more dominant than the development communicator. The third stage, bottom-up is chaotic because the people do not know what they want to do with the message. At the fourth stage, the intended receiver will not act upon the message while the development communicator will be dominant. White and Nair refer to the fifth stage as the best since both the intended receiver and the development communicator have an optimum dialogue or 'joint decision making and participation in all communication processes. Above all, there is mutual respect, consensual agreement and shared responsibilities. These are some of the elements mentioned as essential to participatory development communication. White et. al. (1994) further state that this corresponds to the ideal stage but has a lower level of expectation. Therefore, it is easier to achieve and as mentioned above, has lasting results. The sixth stage is dominated by the intended receiver. Therefore, the development communicator will provide guidance upon request. The receivers would for the most part choose their own participatory modes, make high input of indigenous knowledge and select issues they feel critical to

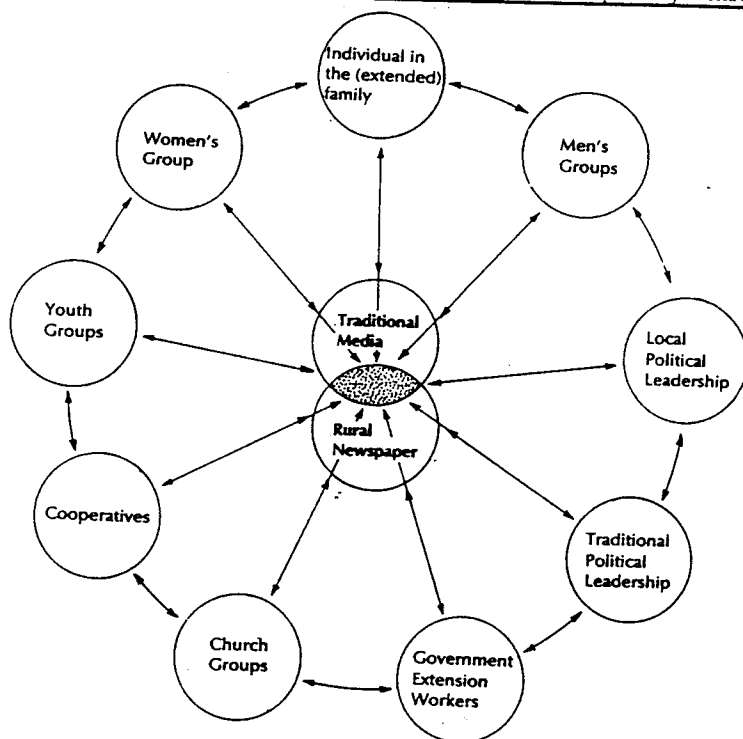
their progress. The top-down stage entails low participation from the intended receiver while the development communicator is dominant. This situation should not be encouraged. The selective stage entails dominance by the development communicator who will control the participation of the intended receiver, initiate the dialogue and select the issues to be discussed by the intended receiver. This is what some scholars consider unparticipatory. We also see that it shows low reciprocity. The last stage entails low participation from both the development communicator and the intended receiver. This kind of situation should be discouraged at all costs. It is nonparticipatory and unreciprocal. Hence, it would be a big hindrance to any developmental process.

3.6.3 The Reciprocal Agenda-Setting Model

This model was proposed by Kasoma (1994). It represents a model for how rural areas in Africa and their newspapers might interact to set a joint agenda for development. According to Kasoma (1994), “the link between the agenda-setting role of the media and development derives from the fact that development is people centred. The populace must determine what kind of development they want and how it should be achieved. If development is to be effective it cannot be imposed on people by outsiders” (Kasoma, 1994: 400). Therefore, one of the roles of the mass media is setting the agenda among the people through highlighting of certain information to direct the attention of people to those issues. He is proposing that the people together with the media should set the agenda considering that the current set up is nonparticipatory, especially in rural newspapers as the people do not take part in the input. Thus, he presents the reciprocal agenda-setting model in a diagram (Figure 6) based on the principle that all sectors of the rural community should contribute information for publication to the newspaper. “In the model, people contribute information to the newspaper about issues that each sector wants the newspaper to highlight.” Thus the ‘Rural Newspaper’ entails a publication *by* and *for* people living in the countryside while ‘Traditional Media’ includes story telling, ceremonies and rites. Hence, if you let the traditional media feed into the rural

newspaper, you are much more likely to get people's views through active participation. The newspaper is, therefore, used as a forum for the people to share their ideas and inform each other about issues in their area.

Figure 6: The Reciprocal Agenda-Setting Model for a Participatory Rural Newspaper



Reproduced from Kasoma's Reciprocal Agenda-Setting Model.

Kasoma (1994), further elaborates that in Figure 6, "each of the nine sectors of the rural community feed their agenda directly into the rural newspaper. They can also make their inputs in the newspaper indirectly through other sectors. This is why the sectors are interlinked to each other to form a chain of circles representing the rural community" (Kasoma, 1994: 407). Since the rural community will be actively involved in the operations of the newspaper, i.e. input and output, they will attach more importance to the agenda set by the rural newspaper than they would normally do when given a choice between mass and interpersonal communication. This also reiterates what is mentioned

earlier that people feel more motivated when they are involved in all the stages of a developmental process as equal partners.

3.7 Relevance of Participatory Development Communication to Attachment

As can be seen above, the participatory development communication theory lays emphasis on the active involvement of the target adopters in all the stages of a development process. It encourages equal participation of the target adopters in the planning, implementation, and evaluation of the development process. It also proposes that the target adopters should be involved even in the problem identification process. Therefore, since CCF is an organisation that operates at community level and purports to be interested in working with the people, the above theory will be examined in the light of the operations of CCF. This will be discussed in detail in Chapter Seven.

3.8 Conclusion

It can be clearly seen from the above that development entails participation. Even though the earlier scholars did not quite put it that way, we see that for any developmental process to succeed there should be active participation on the part of the target adopters. Where there is no active participation development will not take place or will only last for a short time.

Chapter 4

Personal Experience

4.0 Introduction

This chapter is a discussion of the student's experiences during her attachment to CCF. It will therefore bring out the reactions and attitudes of all the people she encountered at the CCF national office and its affiliated projects. In addition, it will also highlight some of the occasions and privileges the student was accorded and how these facilitated her attachment. Thus, it will show how the student was received on the first day and whether or not the attitudes were maintained through out the attachment period or eventually changed. It will also point out whether or not the reactions and attitudes were uniform among all the employees at a particular project or at CCF in general.

4.1 Reactions/Attitudes

The reactions and attitudes of the various people the student encountered during the attachment at the national office, Ng'ombe project, Tiyanjane and the other projects were varied. While in some places the reactions were guarded, in other places they were openly exhibited from the first encounter. However, eventually there was a general attitude change especially where people had seemed to be on their guard.

4.1.1 National Office

At the national office, the student was received with mixed feelings. This was evident on the first day she reported for work and was being taken round to meet all the members of staff. The programmes manager, Mr. Koyi, who took the student on the orientation exercise, was quite welcoming and seemed to have a clear understanding of the student's mission. This could be attributed to the fact that he is one of the people who read the student's proposal and had a discussion with the director before the student started her attachment. The programme co-ordinator for education, Mr. Mwelwa, also proved to be very co-operative as he was assigned to work with the student. He was always available

to assist her whenever need arose. In addition, he is the one who took her to all the affiliated projects when she was reporting for the first time.

However, the rest of the members of staff seemed to drop their guard and change their attitudes as they got to know more about the student's attachment. In addition, the fact that she was accommodated in the sponsor relations department, which seems to be the centre of activity, also contributed to the warming up of relationships. It seems no single day passes without members of staff from other departments passing through the sponsor relations department. Even the ancillary staff find it obligatory to pass through this department for a chat, a cup of tea, or a computer game. Furthermore, sponsor relations officers from the cluster centres also pass through this department every Friday to collect materials for the projects in their clusters. Therefore, the student also got the opportunity to meet these officers and gather information about how they operate.

4.1.2 Ng'ombe Project

At the Ng'ombe project things were a bit different. The members of staff were very welcoming and easily opened up from the very first day the student arrived at the project. The student attributes this to the fact that the national office had written them a letter well in advance, informing them about the student's visit to the project. In addition to that, the student conducted an in-depth interview with Mr. Abraham Banda, the PDM, a week before she started work at the project.

To welcome the student to the project, she was taken to Manda Hill for lunch by Mr. Banda and the project secretary, Mrs Beatrice Kaumba, at Hungry Lion, one of the leading restaurants in Lusaka. Mr. Banda was very helpful and always ready to answer the student's questions and provide guidance wherever possible. He is the one who even assigned the student the responsibility of resource person at the workshop organised by the project. Mr. Banda even took the trouble to go with the student to the Ng'ombe

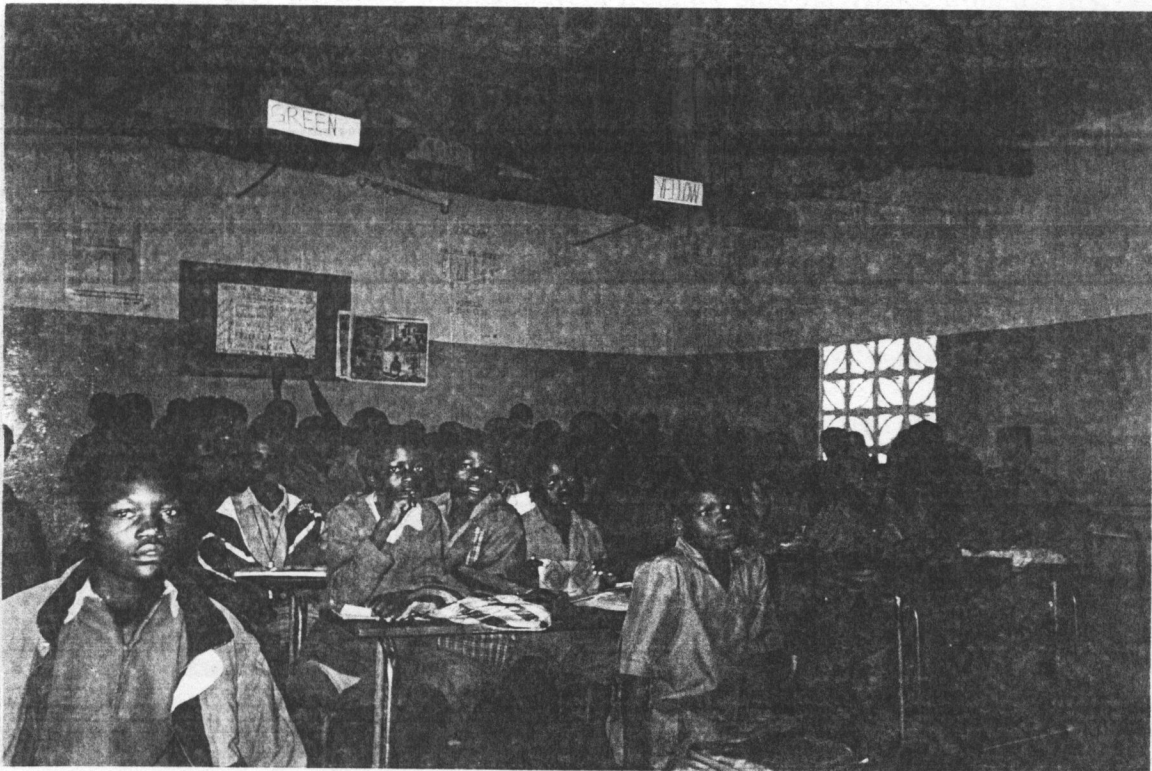
School Project where she was introduced to the Headteacher, Mr. Sikaputa Mainza and his deputy, Mr. Jimmy Chisenga. Thereafter, she was able to visit the school by herself and was given a good reception by Mr. Mainza and his deputy. Mr. Mainza was busy and referred the student to Mr. Chisenga who agreed to be interviewed. He later took the student around the school and introduced her to all the teachers and the pupils. She was also allowed to take photographs of the school and the pupils. (Ref. Figure 7)

Furthermore, it was Mr. Banda and the project chairman, Mr. Ishmail Mukonde, who made all the arrangements for the parents and the children to come for focus group discussions with the student. The focus group discussion with the children was held on a Saturday, which is not a working day. However, Mr. Banda was present at the project. As for the focus group discussion with the parents, it took place on a working day.

The student was also taken along on a home visitation conducted by Mr. Banda, Mr. Phiri (PDO), and a social worker, Gilbert Simwapenga, to visit the homes of the families enrolled in the project. Thus, she was given the chance to see where and how the families live. However, not all families were found at home despite being informed in advance about the visit. This was a clear sign of apathy towards project activities on the part of the absentee families. However, some of those that were found at home claimed to have been caught unawares during the visit since they had not been informed about the visit. Hence, there was also an element of inefficient communication. Nevertheless, the home visitation, which is part of the project's activities, was aimed at enabling the student gain first hand experience about the functions of the project. It was also a way of expressing the management's positive attitude and co-operation.

The social workers and the secretary were also another source of inspiration. The student interacted a lot with the social workers since she was operating from their office, which is the centre of activity at this project. Hence, she was able to observe the day-to-day

Figure 7: Ng'ombe School Project



operations of the social workers and the community health worker. She was able to see the way they handled the children and the parents who came to see them on various issues. Some of the children especially those who came to write letters to their sponsors were even referred to the student for guidance.

The social workers were quite friendly and engaged in a lot of informal interpersonal communication in the form of conversations. These were usually about general and sometimes personal issues. The student even got to find out from these conversations that the community health worker was actually a former sponsored child under the same project he is now working for. However, apart from the friendly conversations, they also expressed their positive attitudes and willingness to learn from the student by asking her to edit their minutes and letters. Sometimes, she even helped the secretary to type minutes and letters. This shows that not only were they ready to impart their knowledge, they were also willing to learn from the student. Hence from the first day, the student felt at home at the Ng'ombe project.

4.1.3 Tiyanjane Project

In the case of Tiyanjane, despite the fact that the project had been forewarned about the student's coming, the PDM, Mrs Joyce Chabala was absent at the time of the student's arrival. Fortunately, however, Mr. Mabvuto Ngoma (PDO-SSIMS), who had just reported for work that day after an illness, welcomed the student and introduced her to the members of staff. This is because, the PDO (AIMES), Mr. Jean-Pierre Nthauneza who was assigned to work with the student, was reported to be unwell.

Nevertheless, the rest of the student's stay at Tiyanjane was quite pleasant. Mr. Ngoma and Mr. Nthauneza, as well as the social workers were especially helpful in the provision of some vital information and guidance during the attachment. In addition, the student was made to feel part of the family on occasions such as when she was invited to attend

PAB meetings at which only the senior members of staff (PDM and PDO) were present. Furthermore, it was Mrs Chabala who invited her to attend the workshop at ZamCom which was just for the PDMs, PDOs and project accountants in the Lusaka cluster. All these were gestures of goodwill and willingness to accord the student the chance to learn as much as possible about CCF and its affiliated projects.

The teaching staff, who form another section of the Tiyanjane project, also showed a positive attitude towards the student. They were very co-operative whenever the student called upon them. The school Headteacher, Mr. Bakana Bangabantu, was particularly very helpful in mobilising the teachers for a focus group discussion and also made himself available for an in-depth interview. In addition, the student was taken to the two classrooms which make up the school and was introduced to the pupils. Furthermore, Mr. Bangabantu also showed her the pupils' school reports and provided her with information about the school and its problems.

4.1.4 Other Projects

The other projects such as Chainda and Mtengo, where the student paid a one-day visit, also elicited warm welcomes. The people at these projects were very co-operative and easily opened up to the student. For instance, at Mtengo though the PDM was away on sick leave and the acting PDM had gone to the cluster centre, Mr. Nebor Matongo (PDO-AIMES) willingly accepted to be interviewed. Thereafter, he even took the student on a guided tour of the project. He showed her the early childhood development (ECD) centre, though the children were on holiday at that time. He also showed her the clinic and introduced her to the members of staff.

As for the Chainda project, the first visit the student paid there was a flop. There was absolutely nobody at the premises. However, one social worker arrived just as the student and the driver were about to go back to the national office. The social worker

explained that, Mr. Green Makamo (PDM), and the project accountant had gone to the national office in pursuit of salaries. Fortunately, the student found Mr. Makamo at national office and arrangements were made for the visit to take place the following week. Unfortunately, however, during the following week, there was a case of suspected cholera at the clinic which is run by the project. Therefore, the student was advised not to visit the project as earlier arranged. Nevertheless, when she finally visited the project she was given a hearty welcome.

Mr. Makamo (PDM) and the project chairman, Mr. Ernest Chipungu, and all the other members of staff were present. Hence, the student conducted interviews with Mr. Makamo, the chairman and two social workers. In addition to that, she was taken around the project premises, including the clinic. She was also taken to the school which most of the enrolled children in the project attend. She was taken around the classrooms and was also given the chance to talk to the teachers. Back at the project she was treated to a delicious meal consisting of a village chicken, rape and nshima.

4.2 Transport

The student used to walk from the University to the CCF national office and back through out her attachment. This is because the national office is located within a walking distance from the University. However, on all her trips from the national office to the affiliated projects, free transport was provided by the national office. The vehicle would take her to the projects and pick her from there back to the national office or even straight to the University, depending on the time. The national office has only got two utility vehicles which it uses to ferry the employees between work and home. The same vehicles are also used during office hours to transport employees on their official errands.

4.3 Workshops

During the attachment, the student was privileged to attend two workshops. The first one was held from March 23, 2000 to March 25, 2000 at the Vineyard Lodge in Olympia Park in Lusaka. This workshop was organised by the Ng'ombe project for all the members of staff and the PFEs. The student was also privileged to be a resource person at this workshop at which she presented two papers. The first paper was on Early Childhood Development, while the second was on Career Guidance and Counselling. She drew her knowledge on these topics from her teaching experience and was able to incorporate communication skills from her MCD programme.

The objectives of this workshop were to:

- a) Strengthen PMT understanding for the participants;
- b) Assess whether the project is making progress in PMT implementation;
- c) Strengthen networking skills for the participants;
- d) Enhance participants' understanding of family planning;
- e) Develop a workable plan on malaria prevention in Ng'ombe;
- f) Develop workable strategies on ECD in Ng'ombe; and,
- g) Develop workable strategies on safer motherhood.

The workshop was quite a good learning experience for the student and provided an opportunity for her to interact more with the parents and hear their views on certain issues. In addition, it gave her more insight into the operations of the Ng'ombe project. However, the student was let down in the way she was treated concerning the remuneration package for the workshop. She was told by Mr. Banda that the project had no fixed rate for resource persons and therefore, he asked the student to suggest her rate. This was done and a compromised package of K200, 000 as honorarium for the three days of the workshop was agreed upon, which he said would be paid in two instalments of K100, 000. However, after paying the first instalment, Mr. Banda went back on his

word and said the project could only afford what had already been paid. This was rather unprofessional as far as the student was concerned. Unfortunately, she did not pursue this matter further as by that time she was operating from another project. She would have loved to find out how the other two resource persons from the health centre were treated concerning their honoraria.

The second workshop took place while the student was operating from Tiyanjane Development Project. It was held from April 14, 2000 to April 18, 2000 at Zambia Institute of Mass Communication (ZamCom). This workshop drew participants from all the projects in the Lusaka cluster. However, these only included PDMs, PDOs, and project accountants (bookkeepers). Nevertheless, the student was invited since she was working with the PDO (AIMES). It was also a way of affording her the chance to learn about the functions of the people in the above-mentioned portfolios.

4.4 Meals

Except for the national office, all the projects the student visited cook lunch for the employees. They have devised a system where employees make monthly contributions, which vary from project to project, to purchase food for their lunch. All those who contribute to this venture have their lunch at the project everyday. The food is cooked by the janitors and in some cases by some members of staff. The student also took part in cooking some of the meals at Ng'ombe project. She was fortunate enough to be invited to these meals despite not making any financial contribution. Thus, to show appreciation for this kind gesture, she at one time contributed a whole dressed chicken to Ng'ombe project for lunch.

The national office, however, does provide an occasion for its employees to eat and socialise together. This happens almost every month. It takes place in the form of a braai on a Friday afternoon (they normally do not work on Friday afternoons) to

celebrate an employee's birthday or birth of a baby in an employee's family. The student had the opportunity to attend such a function on February 25, 2000, which happened to be a celebration of Martha Chambanenge's (accountant) and Leah Masunu's (programmes secretary) birthday. It was also a celebration of the birth of Daniel's (accountant) baby. These celebrations are not done on the exact date of one's birthday (except by coincidence), rather they consider all those which fall within that month. Several such functions are held through out the year, and the employees present gifts to the celebrants. However, the student missed the other functions because she was working in other projects.

4.5 Communication

The student engaged in a lot of interpersonal communication during her attachment. Apart from in-depth interviews and focus group discussions, conversations about the projects and general issues were the major means of communication. The social workers seem to spend most of their time in conversations even when they are working. It was therefore, quite easy for the student to establish rapport and gather information at the same time.

Communicating with the parents and children in the projects was also quite easy since the student is very conversant with the local languages. In addition, some of the parents understand and speak English. Therefore, the student was able to code-switch depending on the situation such as at the workshop organised by the Ng'ombe project. During the student's presentation of her papers she spoke in English and simultaneously translated what she said to Nyanja, a language commonly spoken in Lusaka. This was the case even during focus group discussions conducted with the parents. The student also found that the parents in the projects were already used to the idea of group communication. Therefore, they were able to communicate effectively during the FGDs except for a few cases, especially women. This was more so in groups dominated by men.

In the case of the children, however, the primary school children needed more prompting than their colleagues in secondary school. The student assumed that this could be due to the fact that these children have never been called to the project to discuss their interests and problems as a group. Hence, they were uncomfortable and a little inhibited.

Nevertheless, there were some genuine cases of shyness since the student was a stranger to some of them.

In terms of electronic communication, all the projects the student visited are equipped with telephones except Chainda project. They use the telephone to communicate with the national office and with other projects as well as the outside world. Hence, it was easy to communicate with the national office for instance when transport was late.

Furthermore, during the course of the attachment the drivers acquired cellphones which made communication with them much easier.

4.6 Conclusion

All in all, communication with the people the student encountered during her attachment was quite easy. Those who were curious about the student's attachment got information about what it entailed from her. However, some people seemed to be aware of such an arrangement as CCF seems to be constantly receiving students on research and attachment. Nevertheless, they seemed to be impressed with the student's focus on education and said few people venture into that area in their research or attachment to the organisation. Most of these views were aired during the Vineyard workshop and at focus group discussions where some parents confessed that they need to be more involved in their children's education. They also agreed that communication with their children in as far as education is concerned is very vital.

Chapter 5

Problems of CCF and its Affiliated Projects

5.0 Introduction

CCF and its affiliated projects have several problems. However, some of these problems are peculiar to a particular project, while others are linked to the national office.

Therefore, this chapter will discuss the problems according to the individual projects. It will also outline the measures which have been or are being put in place to try and solve them.

5.1 Problems at National Office

The CCF national office does not seem to have many problems. The only apparent ones seem to be in relation to the operations of some of its affiliated projects. However, at national office itself the problems identified fall in the programmes department particularly that dealing with education.

5.1.1 Analysis of Educational Reports

According to the programme coordinator for education, the major problem in the department is the lack of a computer programme to analyse educational reports on the status of enrolled and sponsored children and their siblings. Thus, it is not easy to determine how much is spent on the individual sponsored children as opposed to their siblings. This is because sponsored children receive funding directly from their sponsors and have specific areas of support from the projects. Siblings, on the other hand, only rely on project support. Therefore, it is difficult to tell how much the sponsored children are benefitting.

Furthermore, there does not seem to be any significant improvement in education in general and the drop out rate of CCF enrolled children keeps going up. As mentioned

earlier in Chapter 1, the main objective of CCF is to accord disadvantaged children basic education. Therefore, when most of these children do not perform well or drop out of school, it is considered a problem. This, however, is also difficult to measure due to lack of a proper tool. Therefore, the rate is determined by looking at the statistics of enrolled children in the quarterly and annual reports.

5.1.2 Late Submissions from Projects

Some projects do not hand in their SITES, reports and other material on time to allow national office to work on them. This disturbs the operations of the national office since it has to postpone some of its actions and sometimes go ahead without these materials. Furthermore, the delays also have an adverse effect on the concerned projects because their problems cannot be tackled early.

Another contributing factor to this problem is that some of the employees in the projects did not understand the use and functions of the evaluation tool (AIMES), which was introduced in Zambia in 1997. They thought this was a national office tool. Hence, up to now there are some people who find it difficult to compile their SITES.

5.2 **National Office Attempts to Solve Problems**

Some of the measures being put in place in an effort to solve the problems at the national office are reflected in the CCF plans for the fiscal year 1999 - 2000. These goals are in relation to the problem of education include:

- a) Establishing ECD centres for the 0 -3 year-old children in the three projects (Kafue Central, Mtengo and Katuba) by June 2000;
- b) Increasing primary school enrollment from 72.8% to 80% by June 2000;

- c) Ensuring that at least 50% of Grades 7, 9, and 12 enrolled children pass the relevant exams;
- d) Ensuring that at least 20% of the Grade 9 and 12 graduates are placed in relevant skills training programmes; and,
- e) Creating awareness on the need for psycho-social programmes in CCF.

However, the rest of the document does not state exactly how these goals would be achieved. There is no follow-up on the performance of the enrolled children in the Grade 7, 9, and 12 exams. Furthermore, it is the project personnel, especially the PDO and PDM, who assist in the placement of the Grade 9 and 12 graduates in skills training centres.

The problem of lack of understanding of the evaluation tool was worked on in conjunction with CCF-Kenya. The national office for CCF-Zambia invited the Kenyan team, which was more conversant with the tool, to train the Zambian personnel. Thus, the evaluation tool was re-implemented in 1998 and there are only a few problems of delays in submitting the results (SITEs). In the case of project managers delaying to submit materials, the problem is handled through sending reminders urging the concerned people to meet deadlines. In addition, the national office is in the process of developing a performance rating system which will be used to record the date each submission is made. Some of the things this system will look at are timeliness, and accuracy of the materials submitted and a score will be accorded for each. At the end of a quarter or a year, the project with the highest score will be rewarded. It is hoped that this will encourage competition and hard work in the projects.

As for the computer programme, the programme coordinator said he was trying to work out something. However, by the time the student was finishing her attachment he was

still waiting to go for training to acquire the skills needed to develop a programme that can be used to analyse education reports.

5.3 Problems at Ng'ombe Project

Ng'ombe project has numerous problems especially in relation to its dealings with the community. This is due to the fact that the project has direct contact with the people in the community. These problems were mostly revealed by the parents in the focus group discussion and relate to attitudes and behaviours of the community members.

5.3.1 Misunderstanding

The major problem in the project, according to the PFEs, is that most parents do not understand CCF policies. There are some parents, for instance, who do not understand why the project should only pay 70% of their children's school fees and ask the parents to contribute the remaining 30%. These parents feel that the project should pay the full 100%, and its failure to do so means that the parents are being cheated. Such parents are the ones who do not pay their 30% contribution for their children even when the project has paid the 70%.

Another sector of parents that is causing misunderstanding consists of those who were enrolled in the project right from its inception. These parents had the privilege of getting free handouts such as cooking oil, mealie-meal, rice and other foodstuffs. In addition, the project paid 100% for their children's school fees. Furthermore, it built pit latrines and provided them with free building materials such as roofing sheets and cement. Hence, they do not understand why they are not accorded these privileges any more. Therefore, they are always pointing accusing fingers at the PFEs whenever they call on them.

This misunderstanding has led to a lot of apathy among the enrolled families. Some of them do not even attend sectional or zonal meetings because they feel it is a waste of

time. In addition, they claim the project does not listen or attend to their problems. Furthermore, some parents think that immediately they are enrolled in the project they should get assistance. Thus, they keep pestering the PFEs and the PDM for assistance.

5.3.2 Parental Apathy Towards Children's Education

Another major problem in this project is that some parents have no interest in their children's education. This is manifested in the high drop-out rate of children from school. Some of these children drop out because their parents ask them to help in their fundraising ventures such as selling at the market. Others drop out because their parents fail to meet their 30% obligation towards school fees as mentioned above. They feel the whole responsibility of education lies in the hands of the project. Thus, in the first quarter of the year 2000, it was observed that 13 children had dropped out of school. Out of these, 6 had no reason, which is a clear sign of a negative and 'I don't care' attitude on the part of the parents towards their children's education, 1 had failed Grade 9, and 6 were pregnant.

5.3.3 Lack of ECD centres

The project manager, as well as the parents identified the lack of ECD centres as another area of concern. At the time of the student's attachment, there was only one pre-school in the catchment area being run by the Ng'ombe School Project. One or two others were privately owned and did not seem to cater for the less privileged. In addition, the existing pre-schools had no facilities for those below the age of 3. They are more interested in those between the ages of 5 and 6 to prepare them for Grade 1.

5.3.4 Lack of Career Guidance and Counselling for Enrolled children

According to the PDM and the PDO, the non-existence of career guidance and counselling service for enrolled children is a big problem for the project. Most of the children who are enrolled in the project go through school without knowing what they would like to do in

future. This has also contributed to the cases of drop-outs since the children do not get counselled about the importance of education. In addition, it has an adverse effect on the project because some of the children who drop out even have sponsors. Thus, it is quite awkward for the project when it receives queries (10xs) from the sponsors concerning these children. Furthermore, some of the children enrolled in the project do not know how to read and write even when they have reached the age to do so. As a result, their letters to their sponsors are written for them by their parents, neighbours, PFEs, and in some cases social workers.

5.3.5 Poor Communication between the Project and the Community

There is a communication problem between the project personnel and the community. According to the PFEs, some parents in the project do not follow the normal communication channel as laid down by the project. For instance, when a parent has a problem instead of informing the PFE in his/her section, he/she goes straight to the project offices. This usually brings confusion in the community because some people get referred back to the PFEs. In addition, PFEs complained that sometimes information from the project office about meetings and other issues is relayed late to them. This causes them to miss some of the meetings. This is also attributed to communication break down between the PAB and section representatives. Hence, most often zonal and sectional meetings do not take place. This chain reaction is caused by the fact that the project has a laid down channel of communication as shown in Figure 8.

Figure 8: Project Channel of Communication

PAB ↔ ZONAL BOARD ↔ SECTION

The same channel is followed in reverse when giving feedback, hence the double arrows. Therefore, problems or issues raised at section level can be solved at that level. However, when this fails it moves up the ladder to the next level following the laid down channel. Nevertheless, problems arise when people decide to disobey the given channel of communication, which is often the case.

5.4 Attempts to Solve Problems at Ng'ombe

The above mentioned problems were also brought up during the workshop and several suggestions were made on how best to solve them. The problem of misunderstanding was said to be mainly caused by ignorance. Hence, it was a general consensus that PFEs should engage in educational campaigns in their sections to educate the parents on the policies and operations of CCF and its affiliated projects. The same strategy was suggested as a solution to the problem of lack of commitment of parents to their children's education. It was agreed that parents need to be educated about the importance of education and the need for them to contribute towards their children's education.

The lack of ECD centres, according to resolutions made at the workshop, was a problem that would be solved with the active participation of the community. Thus, the project was going to set up centres in each section. It was, therefore, the task of the PFEs to find suitable premises and mobilise parents to enroll their children.

In the case of career guidance and counselling, the project and the PFEs agreed to set up a club at the project where the children could get these services. It was also agreed that this club would among other things help the children to improve on their reading and writing skills. Thus, reading materials will also be made available. It would also require personnel to assist the children with whatever services they required.

The problem of poor communication between the project and the community did not get any concrete solutions or attempts to solve it. The only suggestion made was that section meetings should be encouraged and PFEs should take the initiative to get information from the project to hold meetings instead of waiting for project personnel. Furthermore, emphasis was laid on following the normal channel of communication and the PFEs were urged to spearhead this campaign.

5.5 Problems at Tiyanjane Development Project

The problems at Tiyanjane are mainly concerned with the school. This was revealed in all the interviews and focus group discussions held at the project. However, the main problem of the project according to the PDM is that of lack of finances. Most of the money the project gets goes into the payment of salaries for the large number of staff it has, including the teachers.

5.5.1 Lack of Teaching and Learning Materials

The school faces a major shortage of textbooks and teachers' handbooks. According to the Headteacher of the school, the French books they have were a donation from the French Embassy. Some of the teaching methodology books were donated by the American International School in Lusaka. Thus, apart from these few books, the rest of the subjects have no textbooks. Therefore, the teachers have to improvise. This problem was also observed by the PDM who attributed it to lack of funds to purchase the necessary books.

The teachers also added the lack of sports equipment to the lack of teaching and learning materials. In addition, the school has no extra-curricular activities. All these factors put together, according to the teachers, contribute to the poor performance of the pupils in school. This has also led some parents in the area to shun the school. They would rather take their children to schools which are far away and in some cases even more expensive.

5.5.2. Inadequate Classroom Accommodation

Another serious problem the project is facing in the running of the school in its premises is that of inadequate classrooms. The school consists of only two classrooms in one block to cater for six classes. This problem is also attributed to lack of funds to extend the school despite the vast land available.

5.5.3 Parental Apathy towards Children's Education

According to the teachers at Tiyanjane, the parents whose children enrolled at this school do not seem to be interested in their children's education. This is demonstrated by their reluctance to collect their children's report books at the end of each year. The school policy requires that at the end of each year parents collect their children's report books, which reflect the children's performance throughout the year. However, most of these report books still lie uncollected in the Headteacher's office.

In addition, some of the children in this school are over-age. For instance, in the Grade 5 class there are two boys who are above the age of fifteen (they were born in 1983). When asked why they started school late, they said their parents delayed in enrolling them. This shows lack of concern on the part of the parents.

5.5.4 Impending Disaffiliation of the School

At the time of the student's attachment at Tiyanjane, the teachers and the Headteacher constantly expressed fear that the school was going to be disaffiliated from the project. According to them, there were rumours that CCF was deliberately not providing funds for the school because it intended to disaffiliate it. As a result, the teachers did not feel secure since that would mean the end of the school since it was not ready to stand on its own. They also lamented how CCF could think of such a thing when it spends a lot of money in making extensions to other schools such as Bayuni in the same catchment area which is not even affiliated to CCF. Therefore, the morale of the teachers was very low.

5.6 Attempts to Solve Problems at Tiyanjane

In order to solve the problem of inadequate classrooms at the school, a three-session system has been devised. Thus, classes start at 7:00 for Grades 3 and 4, and end at 9:50. The second session starts at 9:50 and ends at 12:50 for the pre-school class and Grade 1. The last session, which runs from 12:50 to 16:30, is for the Grade 2 and Grade 5 classes. This set up ensures that all the classes are accommodated in the two classrooms available. The teaching time, however, is short. Thus, while trying to solve one problem, another one has been created.

The problem of insufficient teaching and learning materials is in the process of being solved. The school has been making appeals for assistance in terms of materials and that is how it was given books by the French Embassy and the American International School in Lusaka. Actually, while the student was in Tiyanjane, she had the opportunity of witnessing the arrival of some new books from the community schools' resource centre. However, these were only for the Grade 3 and Grade 5 classes. In addition, the teachers feel that if the project manager listened to their problems and channelled them to CCF, all the problems at the school would be solved. Furthermore, they were appealing to the Director (CCF) to ensure that the school is expanded and able to stand on its own before disaffiliating it.

The problem of parents not being interested in their children's education was not addressed. The Headteacher said it was difficult to talk to the parents about this problem because they rarely attend P.T.A. meetings. Moreover, they are supposed to have these meetings on the day they are given their children's report books. The two objectives are, however, rarely fulfilled and are still areas of concern for the school.

Mrs Chabala (PDM), showed the student a plan of the way the school will look when it is expanded. She said the plans to extend the school were being delayed by the lack of

funding from the national office. The project was still sourcing for funds to ensure the completion of the school.

5.7 Chainda and Mtengo Projects

Some of the problems identified by Chainda and Mtengo projects are similar to those mentioned in Ng'ombe and Tiyanjane projects. For instance, the lack of interest by parents in their children's education, parents expecting 100% sponsorship from the project, and lack of transport, are also cited as some of the problems in these two projects.

In addition, Mtengo project also complained about poor staffing at its ECD centre (the only one in the catchment area). This project has only one permanent teacher who handles 130 children in three sessions i.e. 8:00 to 10:00, 10:00 to 13:00 and 14:00 to 17:00. Therefore, by the end of the day the teacher is extremely tired. To alleviate this problem, the project contracted a part-time teacher to help the permanent one.

Another problem unique to Mtengo is that of long distance from the children's homes to the school. This is because the catchment area covers a radius of five kilometers from Garden Hotel to Nkazi near Sunrise Farms and extends to Green Belt and Malone. To make matters worse, the area gets flooded during the rainy season, making it even more difficult for the children to come to school. The project has not yet found a solution to this problem since the school is new and the problem has just been experienced with its introduction.

5.8 Conclusion

Most of the problems in CCF and its projects, as can be seen above are related to communication. The cases of misunderstanding and parental apathy towards children's education are clear examples of poor communication. Other problems such as lack of

teaching and learning materials, and inadequate classroom accommodation are due to poor funding. Later, we shall see what recommendations are made to remedy the situation.

Chapter 6

Inputs of the Student

6.0 Introduction

This chapter is a narration of how the student tried to help CCF and its affiliated projects solve some of their problems. It will also give accounts of how these projects reacted to the suggestions made by the student. In addition, it will state whether the ones tried out were successful or not, in as far as the student was able to assess before she left CCF.

Most of the student's input was in the form of suggestions made during focus group discussions and in-depth interviews. The student also had the opportunity to put across her suggestions and ideas during workshops. Apart from that, the day to day activities at the projects also provided a chance for the student to suggest and try out possible solutions to problems.

6.1 As a Resource Person

While working at Ng'ombe project, the major input of the student was when she was a resource person at the three-day workshop organised by the project. During this period, the student presented two papers on two major problems faced by the project. The first paper was on Early Childhood Development (ECD), and the second was on Career Guidance and Counselling.

The student carried out some literature research and combined this with her prior knowledge from her teaching experience to come up with the two papers. The papers discussed the importance of the given subjects and presented tentative solutions to the problems which are presented later in the chapter. This aroused serious discussion about how the parents and the project can handle the problems. The student also acted as a moderator in these discussions and was available to answer questions from project

personnel and parents even after the workshop. This also gave her the chance to make suggestions to the project personnel individually and collectively. Furthermore, it gave her the chance to observe their reactions. In addition, she shared some of the literature with Mr. Banda (PDM). Thus, not only was she a resource person during the workshop but also before and after.

6.1.1 Presentation of Paper on ECD

The student presented a paper entitled "Early Childhood Care and Development" to the Ng'ombe project workshop held from March 23 to March 25, 2000 (See Figure 9). This paper focused on the importance of ECD and made suggestions of how to enhance it. She suggested the formation of ECD centres in the project, education of parents on the importance of ECD, and the incorporation of health nutrition in the ECD centres. This was followed by a group discussion. The participants were asked to suggest ways by which they could encourage ECD in Ng'ombe. They were also asked to formulate objectives and strategies for whatever ways they thought of to enhance ECD.

A lot of ideas about ways of enhancing ECD were brought up. They reiterated some of the student's suggestions with some minor additions. These included:

- a) The need to set up an ECD centre in each section where the nutrition clubs, under 5 and growth monitoring will be taking place;
- b) The need for the project to provide materials to support ECD centres; and,
- c) The need for the project to train ECD staff to carry out educational campaigns on the importance of ECD.

There were also a number of objectives suggested by the participants. These included:

- a) Educating parents on the importance of ECD;

- b) Teaching parents how to prepare a balanced diet using available resources;
- c) Encourage parents to take children to ECD centres;
- d) Educating parents on the importance of immunisation, medical check-ups and formation of ECD centres; and,
- e) Putting all the children below the age of 7, who are not in school, in ECD centres.

In addition, the participants formulated the following strategies for the enhancement of ECD:

- a) Form sectional nutrition clubs and teach the women to use readily available foods such as beans, Kapenta, caterpillars etc;
- b) Clubs to incorporate both men and women;
- c) Invite professionals to give lessons on nutrition;
- d) Conduct growth monitoring in every zone;
- e) Hold meetings on ECD and incorporate it in existing clubs; and,
- f) Hold monthly under 5 clinics at zonal level.

6.1.2 Follow-up on ECD

However, when the student made a follow up of this issue during the write-up of the report, she found that all the suggestions have not been implemented. For instance, no ECD centres have been set up in the sections as suggested during the workshop.

According to Mr. Banda, the Lusaka city council must first approve of the structures to be used for such purposes. Thus, the environment must be conducive for the children, and the sanitary conditions must be up to the required standards. Apparently, no structure meeting these requirements could be found in the sections. Hence, the setting up of ECD centres in each section remains on paper despite the enthusiasm by both parents and project personnel to venture into this activity.

Figure 9: Student Presenting ECD Paper at the Vineyard Workshop



Nevertheless, the project has been advised to write a proposal to CCF to the effect that it wants to build an ECD centre. When the proposal is approved they will have to apply for a plot of land on which to build. Therefore, this exercise still has a long way to go.

6.1.3 Presentation of Paper on Career Guidance and Counselling

The paper presentation on career guidance and counselling was done on the last day of the workshop which fell on a Saturday. This was a deliberate move to enable some of the enrolled children to attend the workshop since the topic also concerned them. The paper highlighted the importance of choosing a career in good time and getting guidance and counselling on the options. It also explained the meanings of the key words 'career,' 'guidance' and 'counselling,' before elaborating on the process involved. The student, in the presentation proposed the formation of a career guidance club. The participants were agreeable to this proposal and suggested that it be set up at the project premises. This was then followed by group discussion and the following are the tasks which participants were given:

- a) Come up with objectives of a career guidance club;
- b) List the strategies for the implementation of the career guidance club;
- c) Suggest how the parents can help the children;
- d) Suggest what role the project should play; and,
- e) Suggest what role the children should play.

The following objectives for the formation of a career guidance club were suggested with the student acting as moderator in some of the groups:

- a) To advise and guide children in their career choices;
- b) To expose the children to professionals in various careers;
- c) To enlighten the parents on the importance of career guidance; and,

- d) To educate the children on the importance of education in relation to careers.

In addition, the participants came up with the following strategies:

- a) Organise educational tours for the children;
- b) Invite professionals or people already in employment to talk to the children;
- c) Monitor the performance of the children in school;
- d) Involve parents and staff in the club; and,
- e) Form a career guidance club.

Furthermore, the participants suggested ways by which parents can help. These are outlined below:

- a) Observe the children and identify their interests;
- b) Encourage the children to go to school; and,
- c) Encourage the children to make their own choices according to their abilities.

The participants also made suggestions about what the role of the project in career guidance and counselling should be. They suggested that the project should:

- a) Open a centre for career guidance;
- b) Offer advice to the children;
- c) Arrange tours for the children; and,
- d) Provide materials for career guidance.

The participants also strongly agreed that the children should also play a major role.

They suggested the following as the role the children should play:

- a) Open up and share with each other their ideas and ask for guidance;
- b) Be willing to take advice;
- c) Participate in club activities; and,
- d) Work hard at school.

6.1.4 Follow-up on Career Guidance

In spite of the general consensus and apparent enthusiasm, nothing has been done in this area. The student learnt about this situation when she made a follow-up during the writing of this report. According to the Mr. Banda, some clubs such as football, scrabble, and Chongololo have been introduced as a stepping stone. When he is impressed with the children's participation in these clubs, he will introduce career guidance. He also said that the guidance will start on an informal note as the children attend the existing clubs.

6.2 **Focus Group Discussions and Interviews**

Another way in which the student contributed to the solution of problems was through FGDs and interviews of project personnel, parents and children. Since some of the problems were brought up during these discussions, the student took the opportunity to help the people find solutions. This was done by prompting them to suggest solutions to their problems or make recommendations. The student would then make her own suggestions to their problems as explained below, or prompt them for further or alternative solutions.

6.2.1 Encouraging Parental Interest in Children's Education

One of the problems which came up in almost all projects visited was that of lack of parents' interest in their children's education. This problem was revealed by both the parents and project personnel during FGDs and interviews. The student asked these people for their perceived solution to this problem.

At Ng'ombe, one of the suggestions made by Mr. Banda (PDM), and Mr. Mukonde, the project chairman, was that parents should be encouraged to check their children's books on a daily basis to see their children's performance. The student also made this suggestion to Mr. Makamo (PDM) and Mr. Chipungu (project chairman), at Chainda project.

During the interview they said it was not easy to encourage parents to develop an interest in their children's education when they themselves were illiterate. Hence, the student suggested that the PFEs should inform other parents that even though they are illiterate, the mere task of checking the children's books would encourage their children. It is common knowledge that a tick means a correct answer and a cross means a wrong answer. Therefore, a parent can tell from the number of ticks or crosses whether or not a child is performing well in school.

Apart from that, the student suggested that parents should be told to ask their children how they spent the day at school. This would show the children that their parents are interested in their education even though they might be illiterate. These suggestions excited Mr. Chipungu who said he had a grandson who always took delight in showing him his books. This boy, according to Mr. Makamo, is brilliant. Therefore, it also shows that parental interest in the children's education is very vital. Parents should be taught ways by which they can show this.

6.2.2 Adult Literacy Classes

Another suggestion the student made to encourage the parents to develop an interest in their children's education was to encourage them to join adult literacy clubs. The student was surprised (during the FGD with the adult literacy class in Ng'ombe) to learn that only two members of the adult literacy class were enrolled in the project. Ironically, this class was initiated by the project and the lessons used to take place at the project premises. Because they are illiterate and either dropped out or never went to school, some parents do not see the importance of education. They believe that even their children can survive without it. The suggestion to join the literacy class was welcomed. However, the student observed that this class consists of only women. When asked why this is so, the men claimed that they dropped out of school at different stages and can not, therefore, learn with beginners. The student then suggested that the class be divided according to their

abilities. Unfortunately, however, the class still remains the same as at the time of writing this report. Thus, only women, a majority of whom are not even enrolled in the project, make up the class.

6.3 Editorial/Secretarial Duties

The student used her computer literacy gained from the MCD programme to help in the performance of secretarial duties whenever the need arose. This was often the case at Ng'ombe project which has a computer at its disposal. The student was able to help in the typing of minutes and some urgent letters whenever the secretary was attending to some other duties or needed a break. This helped the people concerned make early submissions of their letters or work. At the same project, the social workers quite often asked for the student's help in editing and proof-reading of their reports, minutes and children's letters.

In addition, she was able to conduct research for her workshop materials using the Internet which the Ng'ombe project has access to. She even provided Mr. Banda with some interesting web sites such as the UNICEF web site which has a vast reservoir of information about children. Mr. Banda was even able to get some interesting screen savers from this web site. However, the student did not do any secretarial work at Tiyanjane since they only have a typewriter which she was not able to use.

6.4 Conclusion

As can be seen above, most of the student's input was communication oriented. Apart from being her professional orientation, the situation at these projects necessitated this kind of input. In addition, the people concerned were very willing and co-operative in as far as the student's input was concerned. Thus, the student was given a chance not only to learn, but also to impart her knowledge.

Chapter 7

Discussion of Findings and Experiences

7.0 Introduction

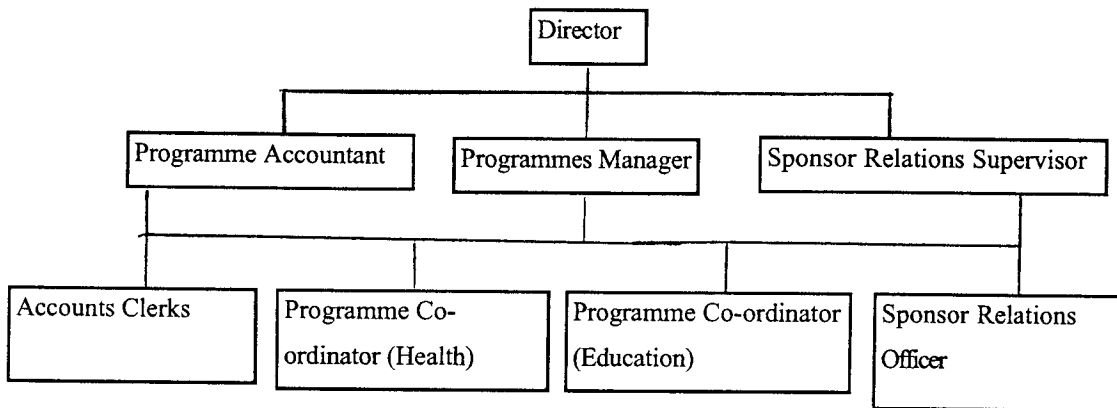
This chapter is a discussion of the student's findings and experiences during her attachment to CCF. It will address these findings in the light of participatory development communication as discussed in Chapter 3. The organisational and communication structure of CCF and its affiliated projects will be examined to see whether or not they are in conformity with the tenets of participatory development communication (PDC). We shall also look at the communication link between CCF and the enrolled children, and its education programme.

7.1 Organisational Structure of National Office

The national office management structure comprises three major departments: accounts, programmes, and sponsor relations (S.R.). The overall head of this organisation is the director who is responsible for the operations of the national office and all its affiliated projects. He is assisted by the programmes manager (who acts in the director's absence), and the S.R. supervisor. The programmes department has two major sections; the health programme and the education programme. These two sections are each run by a programme co-ordinator. The accounts department is headed by the programme accountant. Under him, there are accounts clerks. The above set-up is illustrated in Figure 10 below.

Thus, the director is the final authority on any issue concerning the organisation though he gets most of the information through the programmes manager. However, the programme co-ordinators and the S.R. supervisor have a lot of contact with the project personnel and relay information to the programmes manager. The programme accountant on the other hand is responsible for the cash flow from the organisation to the child and within the organisation.

Figure 10: National Office Structure



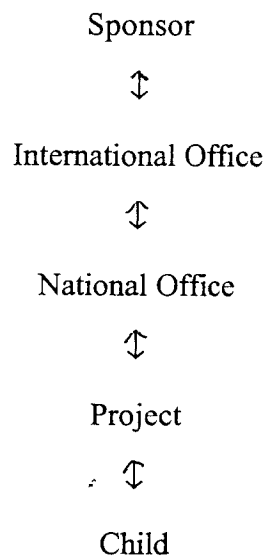
In terms of reciprocity as propounded by Infante et. al. (1997), there is low reciprocity between the director and the other personnel. In addition, the link between the director and the personnel is to a very large extent asymmetrical since he is always on the receiving end. However, there is high reciprocity between the programmes manager and the other personnel. In spite of this, there is no equal sharing of information between the programme co-ordinators and the programme manager or the S.R. supervisor. This is because the manager is mostly on the receiving end in as far as information about the projects and the children is concerned. This can be attributed to the fact that the manager and the director mainly play an administrative role. Hence, when it comes to vital information about the children and the projects, the programme co-ordinator and the S.R. officers are better equipped.

7.1.1 National Office Communication Structure

The national office is mainly involved in organisational communication. This is due to its complex structure and nature of work. Being in charge of about 28 projects in Lusaka Province and serving about 14,000 children, the national office operates according to the rules laid down by the international office. It has to channel all communication between

the sponsor and the child through the international office. The projects channel their information through the national office and receive information and materials through the same channel. This communication structure is illustrated in Figure 11.

Figure 11: CCF Communication Structure



The structure given in Figure 11 shows that there is no direct contact between the child and the sponsor, nor between the project and the sponsor. This kind of structure is related to what Infante et. al. (1997), refer to as a network. According to them, information in organisations flows in patterns called networks. These consist of members and links (communication ties) between members. Therefore, in the case of CCF, the international office (I.O.), national office (N.O.), the projects, the children and the sponsors are networks. Furthermore, according to Infante et. al. (1997), as stated in Chapter 3, links have five important characteristics. We shall therefore, look at these characteristics in relation to the communication structure of the national office and its projects.

7.1.2 National Office Communication Links

The student observed that the links in the communication structure of CCF are to a very large extent symmetrical. This is because each network i.e. I.O., N.O., the sponsors, the children and the projects have something to give and take. As explained in Chapter 3, symmetry refers to the degree to which the link is used equally by both members. In the case of CCF, the national office relies on the affiliated projects for information about the children right from enrolment, and sends this information to the international office. In addition, the international office provides the national office with information from the sponsors for the projects to relay to the children. Therefore, each network has some information to receive from one network to relay to the other.

7.1.3 The Strength of CCF Communication Links

The second characteristic as propounded by Infante et. al.(1997), is the strength of the link. They refer to a frequently used link as a strong link while a less frequently used one is referred to as a weak link. The link in CCF seems to be strong. This is due to the fact that the whole organisation is based on these links. Any breakdown or weakening of the links would, therefore, result in the demise of the organisation. CCF, as mentioned in Chapter 1, is a non-profit organisation which assists children through funds provided by sponsors. Therefore, it is imperative for CCF to be in constant touch with the sponsors and the sponsored children. Hence, there is always a constant flow of information from one end of the channel to the other.

7.1.4 Reciprocity in CCF

The student also observed that the third characteristic referred to by Infante et. al. (1997), as reciprocity is evident in CCF. This is easy to observe especially in the S.R. department. This department is responsible for communication within the CCF network i.e. from the child to the sponsor and vice versa through the above illustrated structure. While the national office has an S.R. department to co-ordinate all correspondence

between the international office and the national office and the projects, the projects have a special system (SSIMS) which is used to report the link. Hence, the projects are in constant touch with the S.R. department of the national office. However, the project personnel still do not go to the national office to collect or deliver materials. They go through their cluster centres. Thus, it is the S.R. officers from these centres who collect materials from the national office to the centres. The social workers and sometimes project managers then collect these materials from there. Therefore the delivery of materials such as letters from the children or other material in response to international office queries is done the same way. This shows that all members of the link report frequently using the link. The S.R. department of CCF is actually the core of the link since it ensures that the networks report using the link, thus ensuring reciprocity.

7.1.5 CCF Communication Content

Another observation made by the student is that most of the communication at CCF is work related. Social communication is mostly at interpersonal level and usually among the employees during breaks and social events as mentioned in Chapter 4. Thus most of the content of the communication within the CCF network is about the sponsors and the sponsored children. This could be in the form of sponsors asking for information about the children they are interested in, or it could be child progress reports (CPRs) being sent to the sponsors etc. Other communication within the network which is also work-related is usually in the form of memoranda from the national office to the projects. These are usually informing the projects about upcoming meetings or the director's absence.

7.1.6 CCF Channel of Communication

Therefore, as can be seen above, the channel of communication in CCF is mainly in writing. According to Infante et. al. (1997), channel, which refers to how the communication takes place, can be the telephone, in person, through group meetings, by e-mail or in writing. CCF also makes use of these channels such as e-mail, especially

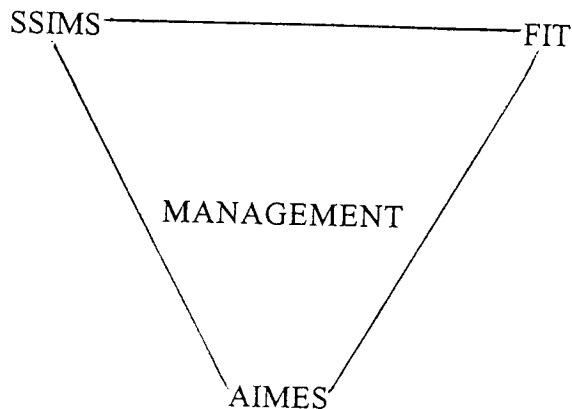
between the international office and the national office. However, between the national office and the projects, communication is mainly by telephone and writing. Sometimes it is also in person, and through group meetings especially with project development managers (PDMs). Every Friday, S.R. officers from the cluster centres visit the national office to collect materials and correspondence for the projects in their clusters. These are usually letters for the projects or the sponsored children, and sometimes gifts for the children from the sponsors.

7.2 Organisational Structure of the Projects

The projects affiliated to CCF have laid-down a system of management and operational guidelines to follow. Therefore, all the projects the student visited have a similar management system with slight variations depending on the size of the project. Thus, even the communication system is similar. Figure 12 is an illustration of the basic project structure which is referred to as the Project Management Tool (PMT).

In each project, management comprises three major departments: the first one is in charge of sponsor relations and keeping records using the Sponsor Services Indicator Measurement System (SSIMS); the second is the accounts department, which uses the Finance Indicator Tool (FIT), to record and control the cash flow; and the third is the AIMES department, which is responsible for the collection and recording of vital information about the enrolled families. At the head of each project is a project development manager (PDM). Then, directly below the PDM is a project development officer (PDO) and a project accountant/bookkeeper. These are the people who are responsible for the operations of the project. However, there are variations in terms of the number of PDOs and other personnel such as the social workers and the janitors. For instance some projects such as Mtengo and Tiyanjane have two PDOs, one responsible for SSIMS and the other for AIMES, whereas Ng'ombe has only one.

Figure 12: PMT System Components

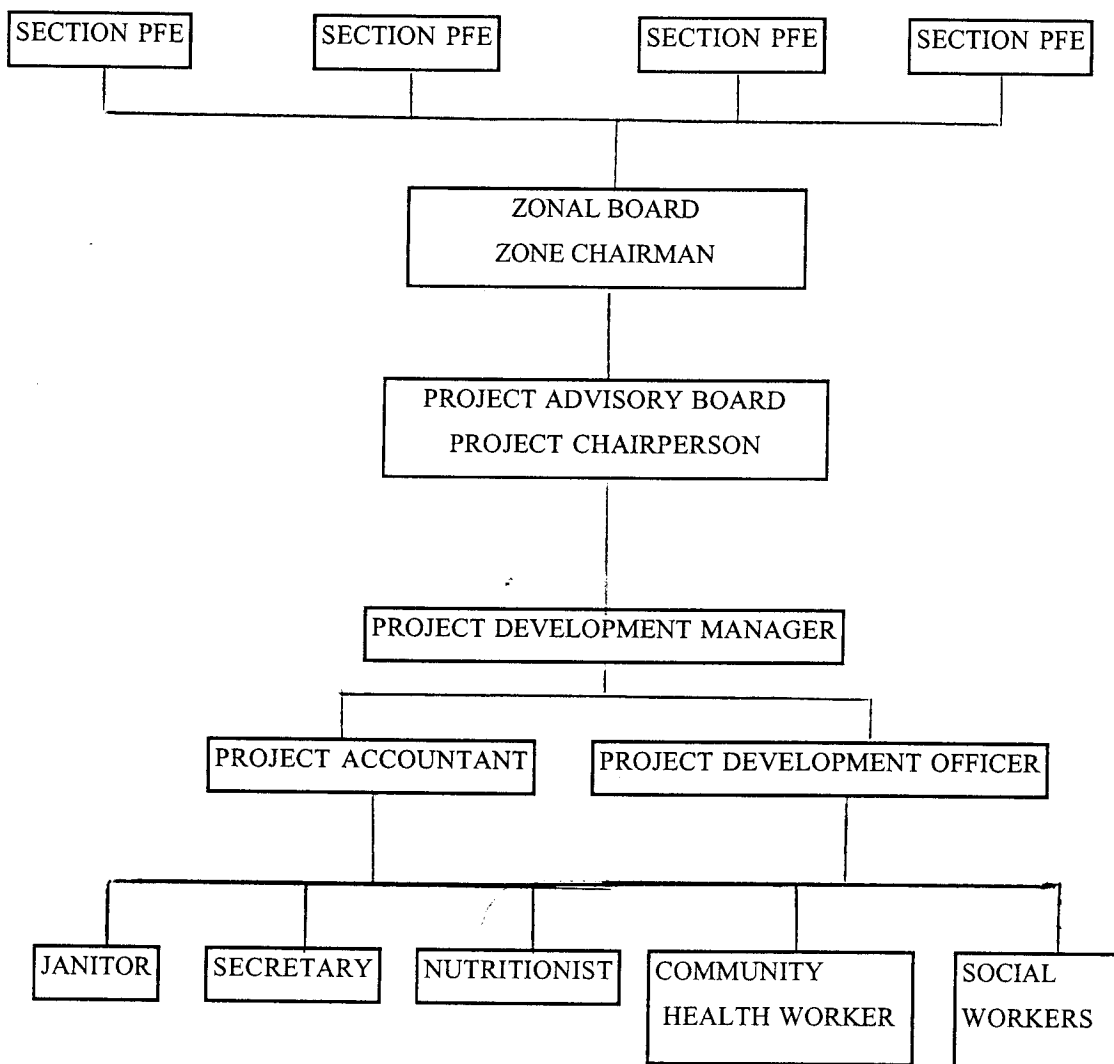


Nevertheless, the projects have the same hierarchy through which information is relayed from one network to another within the project. Thus, the social workers in each project have direct contact with the enrolled and sponsored children and their parents. Whatever information they gather is transmitted to the PDO (SSIMS) or PDO (AIMES) depending on its nature. They usually record this information in the appropriate books.

7.2.1 Project Communication Structure

Just as the management structure and operational system are the same, the communication set up is the same for all the affiliated projects. The only difference is in the number of sections and zones. Figure 13 illustrates the basic structure.

Figure 13: Project Management Structure



Adapted from the chart on the wall at Ng'ombe project

Figure 13 illustrates the links that exist in the project in terms of its operations and communication with the community. Each project has a specific catchment area which is divided into sections depending on its size. These are then grouped into zones. Thus,

each section has two parent family educators (PFEs) who form the zonal board which also includes social workers. The social workers act as zonal secretaries for each zone. A PFE is elected from each zone to form the project advisory board (PAB). According to the PDO at Ng'ombe project, the choice of all the above leaders is left to the communities. The project personnel have no hand in the choice of the leaders. Even the PAB is chosen by the people to represent them. This shows an element of empowerment as discussed in Chapter 3 in which it was stated that developers must focus on target adopters in problem identification, planning, and implementation. When they are made to realise their capabilities they will work even harder. Empowerment is an important component of participation and participatory development communication as a whole. Therefore, allowing the people to choose their own leaders gives them a sense of empowerment. This can be seen even in the functions of the PAB. The next section will focus on how the PAB members work in relation to participatory development communication.

7.2.2 Role of PAB

The PAB's role is to supervise the PDM through the chairperson. Hence, there are some decisions that the PDM can not make without the approval of the PAB and its chairperson who is also the project chairperson. Therefore, the PDM is constantly liaising with the chairperson and the PAB. They are mostly engaged in interpersonal and group communication in the form of meetings. Usually, the PDM meets the PAB to discuss the budget for each month since he/she can not present a budget to the national office without its approval.

In addition, the PDM sits with the PAB on any issue concerning the project such as the hiring or firing of personnel, child enrolment or departure. Thus, the PDM can not perform any of the above functions without consulting the PAB. Besides, it is the PFEs who are responsible for identifying the eligible children in their sections and forwarding the names to the PAB.

Therefore, in terms of reciprocity, there is low reciprocity between the PDM and the PAB considering that the PAB consists of the grassroots who are better informed about their problems. Thus, the PDM is mostly a receiver of information. As explained by Infante et. al. (1997), if one member of the link reports more frequently than the other, then there is no reciprocity. In addition, we can say that there is low reciprocity considering that the PDM simply sends the information received from the PAB to the national office. He/she does not have a lot of input as far as the information relayed is concerned.

This communication set up between the PDM and the PAB also corresponds to the elective stage in Nair and White's typology of participation (ref. Chapter 3). The I.R., in this case the PAB, are more dominant than the PDM since they give more input in the decision-making process.

7.2.3 PFEs as Change Agents

PFEs are responsible for co-ordinating activities in the sections. They are the role models in their communities and also play the role of change agents. They also help in letter writing when sponsored children and their families are not able to read and/write. In addition, they deliver these letters to the children from the project and vice versa. Thus, PFEs also act as a link between the children and the project. However, when it comes to parcels and presents for the children, the child and his/her family are invited to view the parcel in the PDOs office. Thereafter, the child is made to write a letter of acknowledgement. Only then can the parcel be released.

Furthermore, the PFEs work closely with social workers as most of the information PFEs gather about the children must first be brought to the attention of the social workers. These in turn relay this information to the PDO or PDM after recording it, if necessary.

As mentioned above, PFEs are responsible for identifying eligible children and therefore, take an active part in the enrolment exercise in conjunction with the social workers.

In addition, PFEs, as their name suggests, are involved in educating and sensitising enrolled families about the policies and functions of the project. They usually do this through door-to-door campaigns and group discussions at the sectional and zonal meetings. It is through the same channels that they also learn about the problems being faced by the members of the community.

PFEs also monitor the activities of enrolled families especially the children who are in school. According to PFEs in a focus group discussion at Ng'ombe, they also find out which children are not in school and why. It is also their duty to monitor expectant mothers and spot malnourished children. All this information is then passed on to the social workers who record it appropriately and pass it on to the PDO and PDM.

The PFEs are therefore, mainly engaged in interpersonal communication with both the social workers and the families in their sections. Therefore, there is low reciprocity between the PFEs and the social workers as the latter are mostly receiving information. Furthermore, the link between the PFEs and the social workers is to some extent asymmetrical. This observation was made by the student in the FGDs with the PFEs when they complained that they did most of the work that is supposed to be done by the social workers. They also complained that the social workers rarely visited their sections and did not attend sectional meetings. Hence, the PFEs are the ones who frequently report using the link. This also shows a weakness in the link and has led to some of the problems mentioned in Chapter 5. For instance, the PFEs complained that some parents do not follow the laid-down channel of communication in airing their grievances. This is also manifested in the misunderstanding prevailing in some projects among parents. In addition it shows that the project does not adhere to what Nair and White (1994), suggest

about a participatory model. As mentioned in Chapter 3, the model suggests that the development communicator acts as a catalyst, initiator, facilitator, negotiator, and mediator. However, the PFEs seem to be doing all this instead of the project personnel. Therefore, the participatory process is not transactional since the PFEs are more active.

7.3 CCF's Children

CCF provides assistance to children enrolled in its affiliated projects in two categories. The first is that of sponsored children who receive direct assistance through CCF from their sponsors mostly in developed countries. The second category consists of sponsored children's siblings. These receive assistance from the projects by virtue of being a brother or sister of a sponsored child. The assistance is usually in the form of paying school fees and buying uniforms for those in school. It also includes provision of foodstuff such as cooking oil, rice, beans and Kapenta. However, the assistance also varies from project to project.

7.3.1 Eligibility Criteria for Child Enrolment

According to the eligibility criteria for child enrolment drawn up by the Ng'ombe project, all affiliated projects are supposed to develop eligibility criteria based on the agency criteria given by the international office and the national office. Thus, parents with children in the project and other families ought to know the eligibility criteria for children since it sets out necessary conditions for children to be enrolled. The main criterion is that a child to be enrolled is one from a family whose average monthly income is very low. Usually the amount varies from project to project. At Ng'ombe project for instance, the amount is one hundred and fifty thousand Kwacha (K150, 000) and below. The figure may also be varied depending on the prevailing circumstances.

Another criterion that is considered is that only children within the project's catchment area are eligible for enrolment. Therefore, if a child moves out of this area another child

who is eligible substitutes him/her. Furthermore, all children in the project who qualify or meet the laid down conditions are eligible for enrolment without any regard to their health condition, religion, political affiliation, race or caste. Therefore, among the enrolled children one can find some malnourished ones who are eventually helped by the project to overcome the condition.

7.3.2 Non-Eligible Children

Some children in a given catchment area may not be enrolled in a project for various reasons. Children whose parents are supported by other international or local organisations are not eligible for enrolment except for orphans and children in very difficult circumstances. Furthermore, new enrolment is restricted to children between the ages of 0-6 years old with the exception of those who have a certain form of disability.

7.3.3 Parental Consent for Child Enrolment

All parents/guardians of enrolled children are required to give written/thumb print consent to their child's participation in the project's activities. Failure to do so would lead to the expulsion of the child from the project. Thus, parents are expected to understand fully the whole concept of child enrolment and sponsorship before consenting. Furthermore, parents/guardians of enrolled children are required to serve on the Parents Advisory Board (PAB) of the project which is the project's governing body. However, if the community feels the parent will not function well in the board, he/she will be excused from rendering his/her services. In terms of participatory theory, this is a better way of enhancing development since the leaders are not imposed on the grassroots. It also allows the people to have a sense of empowerment since they are given the chance to work with people at the top on a more or less equal basis.

In addition, all parents/guardians are required to accept and abide by the rules and regulations set by the project. They are also required to take a keen interest in the

development of their children and that of the project as a whole. This also echoes the principle of participatory development communication which entails active participation of all stake holders in a developmental venture. As mentioned in Chapter 3, participatory development communication proponents believe that when people are allowed to get involved in all the aspects of a development process, they will work even harder since they have a sense of belonging.

7.4 Communication between CCF and its Children

The communication between CCF and the enrolled children follows the channel illustrated above (ref. Figure 7). Thus, the children have no direct contact with CCF nor their sponsors. They communicate through the projects in which they are enrolled. Therefore, when they need or receive assistance from their sponsors, they get it through their respective projects. This, according to Infante et. al. (1997), as explained earlier, is an example of a weak link. This is because a strong link entails frequent use by both parties whereas a weak link is used only occasionally. Thus, the children only use the link when they have something to receive or request. The student also noticed that in some cases the children themselves do not even go to the projects to make the requests or receive anything. It is their parents/guardians who do so on their behalf.

7.4.1 Child correspondence

Most of the communication between the children and CCF is in the form of delivering letters from the children to the sponsors and vice versa. The Letters from the children to their sponsors are referred to as child correspondence and a record of their postage is kept in a record book known as Child Correspondence Tracking (CCT). Even when the children receive a present or money from their sponsors they are asked to acknowledge it by writing a letter. Unfortunately, however, not all the children know how to write. Hence, their parents/guardians or other people such as the PFEs write their letters for them.

In terms of participatory development communication, the above set up clearly shows that the children have no say in their welfare. They are merely passive intended receivers. When it comes to problem identification and planning or implementation, they are not involved. The only people involved who are closer to the children and have a direct influence on the children are the parents, some of whom are even in the PAB. This is against what the proponents of participatory theory propose. As mentioned in Chapter 3, participatory development communication is a two-way dynamic interaction between grassroots receivers and the information source mediated by the development communicators, which facilitates participation of the target group in the process of development. However, in the case of CCF, their parents who are more involved in the development process overshadow the children.

7.5 CCF Education Programme

CCF's policy on education is to enable all its enrolled children attain at least basic education. This is done through the provision of school fees and other requirements such as uniforms, school shoes, and books. However, the assistance varies from project to project. In addition, it depends on whether or not the child is sponsored. Hence, while some children will get 100% educational support, others will only get a certain percentage and their parents/guardians are required to provide the rest.

The education programme supports children at all levels of education ranging from pre-school to university. CCF's support for children in pre-school is mostly through the ECD centres that have been and are still being set up in most of its affiliated projects. However, in the case of primary schools when CCF sets up a school it surrenders it to the Government. This usually happens when the school has been completed and can operate smoothly. However, one such school, the Ng'ombe School Project was handed over to the PTA instead of the Government.

7.5.1 Pre-School/ECD Centres

According to a survey conducted by CCF in December 1997, CCF affiliated projects are running 66 pre-schools and a total number of 3, 875 children are enrolled in these pre-schools. However, since then more projects have set up ECD centres and the number of children enrolled in these places has increased. Some projects, such as Ng'ombe project, are still in the process of setting up their own ECD centres.

In addition, the above mentioned report also noted that a lot more still needs to be done in the area of ECD. This is because the children enrolled in the pre-schools at that time and presently, are mostly those between the ages of three and six years. Thus, those below this age group are not catered for. This is what led to the call for the setting up of ECD centres which can even cater for those between the ages of 0-3 years old since these children are too young to be put in the pre-school class. Their programmes will include nutrition, immunisation, medical check up etc. These programmes are actually run by all projects under the health programme. However, some projects are in the process of combining these programmes with Pre-School in the ECD centres.

7.5.2 Primary/Secondary School

"CCF's pledge is that every enrolled child must have access to basic education. This is in line with the resolution adapted by the world summit on education for all by the year 2000 to which the Zambian Government subscribed" (Survey Report, 1997: 4). The above quotation shows CCFs commitment. This commitment is manifested in the various activities CCF engages in as far as providing basic education is concerned. It constructs schools and teachers' houses in areas where the facilities are either inadequate or non-existent. This is usually done with the co-operation of the community, and as mentioned in Chapter 3, the involvement of target adopters ensures positive development. However, as mentioned above, when these structures are completed, they are surrendered to the Government. Currently a few schools built by CCF affiliated

projects, such as Tiyanjane Community School, Kabile, and Shimbizhi Primary School are still being run by the projects.

In addition, through its affiliated projects, CCF constructs additional classrooms in existing schools. Since 1988, it has built seven primary schools in the following projects: Kalundu, Luumuno, Mwembeshi, Tiyanjane, Shimbizhi, Kabile, and Muchenje. It has also built two teachers' houses in Kabile, and additional classrooms in Chilo, Chitemalesa and Ng'ombe. Furthermore, it also provides some schools with teaching and learning materials. All this is to ensure that the children are provided with a good learning environment.

At the individual level, CCF provides school fees, uniforms and other school requisites to sponsored children and in some cases to their siblings. However, the whole exercise is conducted without much involvement of the children themselves. It is usually the parents who go to the projects to make requests and collect requisites on behalf of their children. According to the participatory theory, this is non-participatory because the children who are the intended receivers are not involved. It also means that they will not be fully committed since they are not actively involved in the problem identification or planning process. This could be the reason why there are so many drop-outs among the CCF enrolled children despite the assistance they get.

7.5.3 Vocational Training

CCF also supports children in vocational training. The children are mostly those who drop out from school. They are thus offered an opportunity to undergo skills training which would enable them to earn a living. However, CCF does not run vocational training centres. Hence, these children are sponsored to train in skills such as tailoring, carpentry, driving, mechanics etc., in existing centres of their own choice. What happens is that when these children drop out of school and the project manager gets informed, they are

called to the project to discuss the way forward. It is, therefore, the duty of the children to say what they would like to do. Those who choose to undergo skills training are then told to enrol in the relevant centres and the project pays for them. Some of those with sponsors even continue getting assistance from their sponsors. Therefore, there is no imposition of ideas from the top to the bottom which is condemned by both participatory and PDC proponents. Since, the children make their own choices in this area, they are expected to do well.

7.5.4 Tertiary Education

CCF policy states that when a child reaches the age of 18, he/she should be delinked from the project. The exceptions are, children who excel and qualify to go to the university or college, who continue getting assistance from the project. The student had the opportunity of meeting one such child who is in his third year at the University of Zambia. He is studying chemistry. This young man is still enrolled under Ng'ombe project and continues to receive assistance. Actually, on that particular day he had gone to the project to write a letter to his sponsor. However, such children are usually put on local support (project) unless they have a sponsor who insists on continuing with them.

7.5.6 Monitoring Child Progress in School

CCF has a monitoring tool known as Child Progress Report (CPR) to keep track of all enrolled children's progress in school. The CPR consists of a picture of the child, medical results and school report at the end of the year. The CPRs are sent to sponsors each year to make them aware of the child's progress.

However, apart from CPRs there is no other form of monitoring the child's progress. Thus it takes a full year before the project gets to know how the children are performing. As a result, even the children who drop out are usually discovered at the end of the year. Furthermore, since the children are not constantly monitored, they may not improve their

performance in good time. They may also not realise the importance of education since they are not even talked to about their performance. Thus, in terms of communication with the children on their performance, it is not reciprocal and does not conform to the transactional model as proposed by White et. al. (1994). In addition, it is a weak link because it is used only occasionally.

7.5.6 Condition of the Schools

Most of the schools the student visited, in which some of CCF's children are learning, are in poor condition. The most outstanding one is the community school run by Tiyanjane Development Project. The school only consists of two classrooms catering for six grades. The desks are inadequate and some pupils sit on the floor. In addition, the Headteacher and the teachers complained about the lack of teaching and learning materials.

Other schools, such as Ng'ombe School Project and Chainda Basic School, have adequate classroom accommodation but inadequate desks. In some classrooms, the children sit on concrete blocks or on the floor. Furthermore, some classrooms at the Ng'ombe school have poor lighting. The Deputy Headteacher also complained that the school does not have enough books. He attributed these problems to poor funding. However, the school has been painted recently with the help of Madison Insurance, while the wall fence was erected by Trinity Church. This is a sign of concern from organisations that are interested in the welfare of the children.

7.6 Conclusion

From the above discussion we can see that some sectors of CCF are well organised and have strong communication links. It was also observed that in some sectors there is clear evidence of participatory development communication which is lacking in some sectors such as the education programme. In the next chapter we shall, therefore, draw conclusions and make recommendations to remedy the situation.

Chapter 8

Conclusions and Recommendations

8.0 Introduction

This chapter is a discussion of the conclusions drawn by the student on the CCF education programme. The student will point out the areas that are lacking and those that need strengthening in terms of participatory development communication. Thereafter, the student will make recommendations for the improvement of the programme.

8.1 CCF Education Programme is Non-Participatory

The major conclusion the student would like to make about the CCF education programme is that it does not follow the principles of participatory development communication. This is because there is poor communication between CCF and the target adopters who are the children. As mentioned in the previous chapter, there is more contact between the parents and the organisation through the projects than there is between the organisation and the children. Therefore, most of the decisions are imposed on the children since they are not involved in the development process. They are not participants in the problem identification nor in the planning process. Even when it comes to the implementation stage, they are only considered as the recipients of the finished products.

8.2 Poor Education Monitoring Mechanism

The monitoring mechanism to assess child progress in school that is used by CCF and its affiliated projects is poor. This is because it is based on child progress reports (CPRs) which are only produced annually. In addition, the CPRs do not say anything about the child. They only consist of a child's picture, medical report and end of year school results. There is nothing included about what occurred during the course of the year. Furthermore, the CPRs are only filed for children with sponsors. Therefore, other children who receive assistance from CCF are not monitored. This means that it is even

difficult to assess whether or not the organisation is achieving its objective of helping disadvantaged children gain basic education. Since there is no mechanism to monitor children's progress in school in the course of the year, it is difficult to spot drop outs immediately they stop school. Therefore, it is also difficult to find out why they have stopped and whether they can be put back in school or not.

8.3 Poor Co-ordination of Education Programme

The education programme in CCF is poorly co-ordinated due to the fact that there is no education specialist at the project level to deal solely with the education of the children. Thus, there is a communication breakdown between the child and national office in terms of education. This is because at project level education falls under AIMES which covers a lot of other things such as health and sanitation. This means that there is no special attention given to the development of the child in as far as education is concerned.

8.4 Poorly Trained Teachers

Most of the teachers in schools run by CCF's projects are not trained. This is the case especially in the ECD centres and primary schools. Therefore, the teachers lack creativity and a sense of direction in the handling of the children. Thus, the quality of education the children are receiving in these schools is questionable. Most of the children are led to believe that school is a pastime and a playground since they spend most of their time playing around the school. Going back to what was mentioned in Chapter 2, about the importance of a good start to ensure future positive development in a child, a lot more needs to be done.

8.5 Lack of Co-ordination between CCF and Ministry of Education

Because of the poor running of the education programme at CCF there is no co-ordination between CCF and the Ministry of Education. As a result, most of the schools currently under CCF lack basic teaching and learning materials which are usually provided by the

Ministry of Education. In addition, some of the schools such as Tiyanjane Community School are not even recognised by the Ministry of Education. Therefore, they do not even have access to the free materials provided by the Ministry of Education.

8.6 Poor Funding of the Schools

Most of the problems being experienced by CCF schools are due to poor funding. This is clearly evident at Tiyanjane where both the Headteacher and the PDM confessed that they do not receive adequate financial support for the school from the national office. This has led to problems such as lack of learning and teaching materials. In addition, the teachers in the schools run by CCF are poorly paid compared to other employees in CCF. This is a major contributing factor to their low input in the classroom.

8.7 Poor School Infrastructure Due to Poor Funding and Negligence

Most of the schools under CCF are in poor condition due to poor funding and to a certain extent negligence. The lack of funds as mentioned above, leads to numerous problems in the school including the poor state of the buildings. Some of the classrooms have no adequate lighting because they have not been fitted with the right type of lights. In the case of Tiyanjane power has not even been connected to the school and yet the project premises are fully electrified. This is also a clear case of negligence.

8.8 Parental Apathy Due to Illiteracy

The parental apathy to children's education cited as one of the problems in Chapter 4 and 5, is due to illiteracy on the part of most of the parents. The student draws this conclusion from the focus group discussions (FGDs) she conducted with the parents and interviews with project personnel. Most of the parents do not seem to care about whether or not their children get educated. Thus, they do not even make an effort to find out what the child does at school. Worse still, some parents even use their children in their income generation ventures when the children are supposed to be in school. All

these attitudes are mainly due to the fact that most of these parents are uneducated and do not realise the value of education.

8.9 Recommendations

The main recommendation is that the organisation should follow the principles of participatory development communication. As explained in Chapter 3, developmental processes which involve the full participation of the grassroots from inception to implementation have more lasting results. It is therefore imperative that CCF looks beyond the parents to the children. As the name suggests, CCF is a child focused organisation. Therefore, it should focus on the needs of the children, not as it sees fit, but as the children themselves deem fit. Thus, the following recommendations should be adopted.

8.9.1 Involve the Children in the Whole Developmental Process

CCF should involve the children in the whole developmental process right from the problem identification stage to the implementation stage. Many scholars have argued that long lasting results are achieved when the target adopters are actively involved in planning their own development. Therefore, a deliberate policy should be developed which will allow the children to voice out their ideas in planning their own development. This should cover all the areas in which they receive assistance from CCF, not only in the education programme.

8.9.2 Improve Education Monitoring Mechanism

CCF should improve its monitoring mechanism to a more inclusive and comprehensive one. The CPRs should reflect a child's progress throughout the year. In addition, all children enrolled under CCF should have a record of their CPRs in their respective projects. Furthermore, CCF national office should quickly devise a mechanism to assess progress in terms of comparison between sponsored children and their siblings to find out

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how each category is faring. This is one way the organisation can find out if it is meeting its obligations.

8.9.3 Redesign the Education Programme

CCF should redesign its education programme to make it more participatory. The education programme should be in such a way that it accommodates the children's input in the development process. In addition, it should allow for the position of education specialist at the project level to deal solely with the children's education. A well designed education programme will also encourage sponsors and donors to fund the programme. Therefore, most of the problems being experienced in this area such as poor funding of the schools will be alleviated.

8.9.4 Engage in Inspection of Schools

CCF should engage in the inspection of schools in which all its enrolled children are registered. This will help the organisation to assess the quality of education the children are receiving. If the schools are in poor condition, the organisation will be able to identify the areas in which it can assist. The children will also be encouraged to realise that their benefactors care about the environment in which they learn.

8.9.5 Set Standard /Criteria for CCF Schools

CCF should set a standard for the building and operations of all its schools including the ECD centres. This will be a guideline for all projects. For instance, no school shall be allowed to operate as a primary school with less than five classrooms, no school shall be allowed to operate without proper sanitary facilities etc. The number and qualifications of teachers can also be included. This way, the schools will easily gain recognition, not only from the Ministry of Education but from other organisations as well that are education oriented.

8.10 Conclusion

Despite its pledge and good objectives, CCF does not fully adhere to the tenets of participatory development communication in its education programme. Though it may appear to do so in some areas, as mentioned above, the participants are not the target adopters. The real target adopters in CCF are the children. However, the children are left out in the essential areas of the development process. This could be the main contributing factor to some of the problems being faced by the organisation and its affiliated projects. Therefore, the student would like to appeal to CCF to emulate PLAN International in their commitment to children as active participants in their own developmental process. Thus, this report ends with a quotation from the PLAN annual report in which the chairman and the International Executive Director reaffirm child participation:

PLAN is committed to working for and with children to improve their lives and those of their families and their communities. For these improvements to be sustainable, PLAN believes that the children themselves must be actively involved in the planning and execution of the programs. (PLAN, 1999: 4)

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APPENDIX A

LIST OF PEOPLE INTERVIEWED

1. Dr. J. Conteh Director, CCF-Zambia.
2. Mr. V. Koyi Programmes Manager, CCF-Zambia.
3. Mr. G. Mwelwa Programme Co-ordinator (Education), CCF-Zambia.
4. Mr. A. Banda Project Development Manager, Ng'ombe Project.
5. Mr. I. Mukonde Project Chairman, Ng'ombe Project.
6. Mr. P. Phiri Project Development Officer, Ng'ombe Project.
7. Mrs J. Chabala Project Development Manager, Tiyanjane Project.
8. Mr. M. Ngoma Project Development Officer (SSIMS), Tiyanjane Project.
9. Mr. J. P. Nthauneza Project Development Officer (AIMES), Tiyanjane Project.
10. Mr. G. Makamo Project Development Manager, Chainda Project.
11. Mr. E. Chipungu Project Chairman, Chainda Project.
12. Mr. N. Hachiboloma Social Worker, Chainda Project.
13. Mr. A. Kaposamweo Social Worker, Chainda Project.
14. Mr. N. Matongo Project Development Officer, Mtengo Project.
15. Mr. J. Chisenga Deputy Headteacher, Ng'ombe School Project.
16. Mr. B. Bangabantu Headteacher, Tiyanjane Project.
17. Mr. E. Mutale Teacher, Tiyanjane Project.
18. Mr. P. Luboya Teacher, Tiyanjane Project.
19. Mr. A. Nizingiyamana Teacher, Tiyanjane Project.
20. Mr. Mwanza PFE, Ng'ombe.
21. Mr. Mweene PFE, Ng'ombe.
22. Mr. C.Chinyemba PFE, Ng'ombe.
23. Mrs J. Mwila PFE, Ng'ombe.
24. Mrs R. Banda PFE, Ng'ombe.
25. Mr. P. Nyati PFE, Ng'ombe.

26. Mr. R. Banda	PFE, Ng'ombe.
27. Mrs I. Phiri	PFE, Ng'ombe.
28. Mrs M. Tembo	PFE, Ng'ombe.
29. Mrs Sakala	PFE, Ng'ombe.
30. Mrs F. Mulenga	PFE, Ng'ombe.
31. Mr. R. Mwale	PFE, Ng'ombe.
32. Mr. R. Gondwe	PFE, Ng'ombe.
33. Mr. Nyirenda	PFE, Ng'ombe.
34. Mrs K. Chilongo	PFE, Ng'ombe.
35. Mr. G. Daka	PFE, Ng'ombe.
36. Mr. A. Matanga	PFE, Ng'ombe.
37. Mr. I. Sitali	PFE, Ng'ombe.
38. Mr. H. Muhango	PFE, Ng'ombe.
39. Mr. D. Sakala	PFE, Ng'ombe.
40. Grace Mumba	Adult Literacy Class
41. Christine Chitambala	Adult Literacy Class
42. Gracia Tembo	Adult Literacy Class
43. Cecilia Sessa	Adult Literacy Class
44. Tomaida Phiri	Adult Literacy Class
45. Alice Kachenga	Adult Literacy Class
46. Belita Banda	Adult Literacy Class
47. Edith Tembo	Adult Literacy Class
48. Exildah Kanyanta	Adult Literacy Class
49. Rhoda Mwanza	Adult Literacy Class
50. Susan Mwandila	Adult Literacy Class
51. Langiwe Tembo	Adult Literacy Class
52. Patricia Mvula	Adult Literacy Class
53. Dorica Chamuka	Adult Literacy Class

54. Jessy Chanda	Adult Literacy Class
55. Gift Sikazwe	Adult Literacy Class
56. Annie Nkalamu	Adult Literacy Class
57. Agness Phiri	Adult Literacy Class
58. Emely Mwale	Adult Literacy Class
59. Martin Zulu	Enrolled Child (Grade 12), Ng'ombe Project.
60. Remmy Kalunga	Enrolled Child (School Leaver), Ng'ombe Project.
61. Chikoko Luwiza	Enrolled Child (Grade 8), Ng'ombe Project.
62. Catherine Nambeya	Enrolled Child (Grade 9), Ng'ombe Project.
63. Judy Chinyemba	Enrolled Child (Grade 8), Ng'ombe Project.
64. Samuel Sinyinza	Enrolled Child (Grade 9), Ng'ombe Project.
65. Paul Kanyanga	Enrolled Child (Grade 9), Ng'ombe Project.
66. Lazarous Jere	Enrolled Child (Grade 9), Ng'ombe Project.
67. Chibanga Mumba	Enrolled Child (Grade 9), Ng'ombe Project.
68. Maxwell Chikoko	Enrolled Child (Grade 11), Ng'ombe Project.
69. Elita Mumba	Enrolled Child (Grade 10), Ng'ombe Project.
70. Farai Mukonde	Enrolled Child (Grade 11), Ng'ombe Project.
71. Lydia Zulu	Enrolled Child (Grade 8), Ng'ombe Project.
72. Margaret Mwanza	Enrolled Child (Grade 11), Ng'ombe Project.
73. Anna Mwanza	Enrolled Child (Grade 12), Ng'ombe Project.
74. Brenda Kalikeka	Enrolled Child (Grade 9), Ng'ombe Project.
75. Hankwekwe Mweene	Enrolled Child (Grade -), Ng'ombe Project.
76. Cynthia Chipulu	Enrolled Child (Grade -), Ng'ombe Project.
78. Vilanti Mumba	Enrolled Child (Grade 1), Ng'ombe Project.
79. Regina Barazamwa	Enrolled Child (Grade -), Ng'ombe Project.
80. Alfred Chinete	Enrolled Child (Grade -), Ng'ombe Project.
81. Mukala Njovu	Enrolled Child (Grade -), Ng'ombe Project.
82. Webster Mwanamushili	Enrolled Child (Grade -), Ng'ombe Project.

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| 83. Max Zulu | Enrolled Child (Grade 2), Ng'ombe Project. |
| 84. Cecilia Phiri | Enrolled Child (Grade 5), Ng'ombe Project. |
| 85. Bridget Mwanamushili | Enrolled Child (Grade 3), Ng'ombe Project. |
| 86. Maureen Kayombo | Enrolled Child (Grade 3), Ng'ombe Project. |
| 87. Victoria Chilenje | Enrolled Child (Grade 1), Ng'ombe Project. |
| 88. Richard Phiri | Enrolled Child (Grade 3), Ng'ombe Project. |
| 89. Mulolwa Chisenga | Enrolled Child (Grade 4), Ng'ombe Project. |
| 90. Selina Phiri | Enrolled Child (Grade 5), Ng'ombe Project. |
| 91. Anna Cheelo | Enrolled Child (Grade 5), Ng'ombe Project. |
| 92. Elita Mumba | Enrolled Child (Grade 6), Ng'ombe Project. |
| 93. Esther Siporo | Enrolled Child (Grade 5), Ng'ombe Project. |
| 94. Matadia Maonde | Enrolled Child (Grade 6), Ng'ombe Project. |
| 95. Munsha Chisenga | Enrolled Child (Grade 6), Ng'ombe Project. |
| 96. Paul Mwanza | Enrolled Child (Grade 6), Ng'ombe Project. |
| 97. Joseph Kalima | Enrolled Child (Grade 6), Ng'ombe Project. |
| 98. Tendai Tembo | Enrolled Child (Grade 6), Ng'ombe Project. |
| 99. Robby Maonde | Enrolled Child (Grade 6), Ng'ombe Project. |
| 100. Malon Mwansa | Enrolled Child (Grade 5), Ng'ombe Project. |
| 101. Arzon Tembo | Enrolled Child (Grade 6), Ng'ombe Project. |
| 102. Limpo Litongo | Enrolled Child (Grade 6), Ng'ombe Project. |
| 103. Manoa Mwansa | Enrolled Child (Grade 7), Ng'ombe Project. |
| 104. Isaac Zulu | Enrolled Child (Grade 7), Ng'ombe Project. |
| 105. Mathews Singini | Enrolled Child (Grade 7), Ng'ombe Project. |
| 106. Rodrick Nyendwa | Enrolled Child (Grade 7), Ng'ombe Project. |
| 107. Zamiwe Lungu | Enrolled Child (Grade 4), Ng'ombe Project. |

