CHAPTER ONE

INTRODUCTION

1.0 BACKGROUND

Community schools have been founded, owned and operated at the community level. They begun in the mid 1990s as a response to the unmet education demand situation in Zambia, as more and more children failed to access places in conventional schools. With no clear guidelines or procedures on establishment, registration, grading and change of status, the number of community schools has grown substantially over the last ten years without a clear indication on education standards in these schools (MOE, 2007).

Community schools have developed from the bottom up, as community interventions to provide education for children who are unable to access conventional schools. As a result there was confusion as who is ultimately responsible for coordinating and guiding these schools. In 1996, the Ministry of Education (MOE) supported the formation of the umbrella body, which is the Zambia Community Schools Secretariat (ZCSS) to cater for the administrative needs of community schools at the national level. It was clear that formal structures within civil society and the MOE were necessary to ensure that financial assistance and resource support reached these schools.

According to the Zambia Community Schools secretariat (1997), the first "Open Community School" was established in Mtendere, Lusaka in 1982 by the Dominican Sisters. Most community schools, however, started operating in the early 1990s.

Prominent among these early initiatives was the Zambia Open Community School (ZOCS) project which was established in 1993 and registered as an NGO in 1996, responsibility for 25 schools.

Carmody (2004) affirms that community schools first appeared in 1982 out of a need for additional school places and relevant education for out-of-school children and youths. The needs of orphans, the poor and girl children formed a key reason for the establishment of community schools. They were intended to be free to the children between nine (9) and sixteen (16) years of age. Today, the local community is supposed to run and finance them. However, in some instances, community participation is minimal; while in most cases children are expected to make some financial contributions. Community Schools are community institutions that play a major role in the lives of the local community than government schools. Each school has a few classes, each of which has a volunteer, and ideally a maximum of thirty five (35) pupils. In practice, most of the classes are much larger, sometimes reaching eighty (80) pupils. Their motto is summarised under the acronym 'SPARK' which stands for Skills, Participation, Access, and Relevant Knowledge. Children learn English, Mathematics, Social Science and Zambian Language.

The content covers the following areas:

(i) Literacy; thus reading and writing skills in both English and a vernacular,

(ii) Numeric; thus calculating and simple mathematics,

(iii) Languages; mother tongue and English,

(iv) Prevocational skills; thus preparing children to absorb skills training faster and more actively and life skills include: physical social skills such as self esteem,

decision making and creativity and cognitive skills such as stress management, critical thinking, timing and planning. This entails that in all community schools both urban and rural; the above mentioned skills should be there and must be practiced.

1.1 STATEMENT OF THE PROBLEM

Despite so much emphasis on the improvement of community schools, the declaration of the Fifth National Development Goals as well as the idea of sending qualified teachers to rural community schools, nothing has been done to curb the problems faced in rural community schools. The rural community schools seem to have a lot of challenges.

1.2 PURPOSE OF THE STUDY

The purpose of the study was to find out the factors that affect rural community schools.

1.3 OBJECTIVES

The objectives of the study were to:

1.3.1. determine the availability of both reading and teaching materials

1.3.2. determine the teachers' qualification levels

1.3.3. find out the sources of support

1.3.4. determine levels of remuneration of teachers

1.3.5. determine the availability of furniture and infrastructure

Research sought to answer the following questions

(a) Do you have enough reading and teaching materials at this school?

(b) What is the qualification of teachers?

(c) Where does your school get support?

(d) How much are the teachers paid?

(e) Do you have enough furniture and classrooms?

1.4 SIGNIFICANCE OF THE STUDY

The results of the study may help the sponsors of rural community schools to identify weak areas in the running of community schools, and come up with appropriate decisions to reduce the challenges that affect community schools. The study may also help the policy makers and sponsors of community schools in the country to come up with new strategies on how they should run the schools efficiently and effectively.

1.5 ASSUMPTIONS

The assumptions of the study were that:-

(a) The rural community schools were faced with a number of challenges such as lack of reading materials as well as teaching materials.

(b) The community schools were faced with the challenges of having the nits of untrained teachers, poor infrastructure such as poor classrooms, desks, chairs,

(c) poor water and sanitation, toilets as well as poor housing for teachers.

(d) Poor remuneration of teachers

(e) Pupils attended community schools due to lack of funds to be able to attend regular schools and also high poverty levels as well as due to HIV/AIDS

pandemic which has claimed a lot of bread winners in most families leaving their children with nothing behind.

1.6 LIMITATIONS OF THE STUDY

The researcher faced a number of challenges such as absenteeism of pupils on the first day when a research at Malilasuntwe community school was carried out. Only eight (8) out of the expected 20 pupils were present on that particular day. This included both Grades fives and six; which forced him to go to the same school the next day for the pupils that were absent the previous day. The other challenge was that the researcher just managed to interview only two female teachers in that some, of them was on maternity leave, others had gone to get their salaries in Monze town. While some schools like Shambabala had no female teachers all were males. Limited resources was the other challenge which made the researcher to limit himself just to three rural community schools, resources such as money, time and so forth. Time in that he carried out his project during his examination period. He also failed to interview the parents of the pupils in the sense that he misplaced the interview guide which was designed specifically for them. The other challenge was that some pupils were not able to write in English. The researcher was also faced with the challenge of long distances from where he was temporarily staying to the schools that were under study. He had to borrow a bicycle and at times it was difficult to ride on it due to the hills and tributaries of Lake Kariba, this forced him to start lifting it where he was unable to ride as well as when crossing the lakes.

1.7. DEFINITION OF TERMS

The concept '**community**' can be defined as a group of people who share common problems, same interests or needs, and they may share the same geographical location, beliefs, or culture, bond of fellowship, may have a set standard of behaviour and they may be one organisational set up (Samuel, 1938).

School: It usually has a physical structure, for example, buildings for the purpose of attaining educational goals or objectives but in some cases, there are no physical structures (Samuel, 1938).

Community School: is a central meeting place (sometimes with physical structures) where members of a community meet, organise and execute their educational programmes and activities (Samuel, 1938).

Adult Education: It is a process whereby persons who no longer attend school on a regular and full-time basis undertake sequential and organised activities with the conscious intention of bringing about changes in information, knowledge, understanding or skill, appreciation and attitude or for the purpose of identity and solving personal community problems (Lowe, 1970).

Education: Is the action exercised by the adult generations on those who are not yet ready for social life (UNESCO, 1991). While Castle (1991) define the concept education as what happens to us from the day we are born to the day we die.

CHAPTER TWO

2.0 LITERATURE REVIEW

The word 'community' is one which has the power to inspire a reverential suspension of critical judgement in the minds of adult educators, social workers and those within the caring and health professions. It is as if involving this term adult educators thereby imbue their practices with a humanistic concern and an almost self-righteous compassion which pre-empts any considered analyses of its central features. The term functions, therefore, as a premature ultimate; that is, as a word processing such emotional potency that its invocation immediately precludes further debate. In this respect 'community' occupies a status in the adult education vocabulary similar to that of 'need'. Wiltshire (1973: 26) points that one is meeting the needs of adult learners, or of one's community and the effect of acting as a logical stop to analysis and critical scrutiny.

The term community is popular because through it people can express the yearning for a communion with each other. It is a yearning for social wholeness, a mutuality and interrelatedness, as opposed to the alienated fragmented antagonistic social world of daily. Linked with this desire for warm relationship is desire for stability (Kirkwood, 1978:48-49).

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

Community school

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

The community school is supposed to be an initiative of the community itself as a reflection of the people's felt needs. As a central point, a community school should be used as a communal facility; as any community asset. Various organisations in the community should see the school as a focal point for input and therefore seek coordination in various educational programmes, activities for the community. The community school should also emphasise efficiency – all members of the community should be able to use the facilities within the school to provide education for the young; children, adolescents, youths and children for elderly community development oriented areas. The school could similarly use anyone with a school certificate to teach, for example, businessmen and not necessarily trained teachers. The community school must collaborate with other agencies to provide education for the communities. All agencies in the community have an educative potential and therefore could

facilitate learning activities through the community schools. The community school should not be separated from the family; both the old and the young.

The community school's influence should be comprehensive and must extend beyond the classroom and should not be confined to the classroom. The school should also try to deal with other needs of the community. The school and the community should not be seen as two different institutions, but one; they should be related. The community should use the school to shape the community and the community should similarly shape the community school (Samuel, 1938). The above arguments about the community school(s) are in line with what the researcher is expecting the community school to be, it is true that community schools should embrace all the relevant elements that may help it to enhance quality education. In this case it has to be of relevance to both the learners and the community as a whole.

According to Carmody (2004), community schools also have what is called a SPARK class in fifth year which attempts to provide skills for self employment and some community schools also try to prepare children to sit the Grade 7 examinations. Schools are often supported by school committees and an NGO or church. Among others, the Dutch government has been highly cooperative in this development. The MOE occasionally provides readers and grants of between $2,500 and $5,000 annually and assists with the training of teachers, 86% of who had no teaching credentials in 2003.

In 1997, the Zambia Community Schools Secretariat (ZCSS) was set up which deals with, though may not include all, community schools throughout the country. Among

them is the Zambia Open Community Schools (ZOCS) which were started as a result of the initiative of Sr. O'Keefe HRS and the support of Dr. Janice Stevens and Sir Bernadette McKenna. Carmody, (2004) further stated that, in 2003, it was estimated that the overall number of community schools had increased to 1,340 with an enrolment of 169,000. However, the numbers in need of such schools are constantly rising due to the spread of HIV and AIDS and the generally depressed condition of the economy. Basic income levels for the population are extremely low. The HIV and AIDS pandemics has reduced the economic earning potential of households, which in rural areas have also declined because of rising costs of agricultural inputs, unfavourable market opportunities and adverse weather conditions. He also argues that the policy of privatisation has to massive loss of jobs and there has been no significant increase in formal and informal sector employment. The loss of income and delays in paying out pensions and retirement packages has further affected the ability of parents to participate in the financing of education under the cost sharing policy of government fees disproportionately impact on the poor. In a 2000 study on the effects of cost-sharing in Mufulira and Lundazi, it was found that most basic and community schools under-enrolled for the reasons; firstly, most parents could not afford to meet the obligatory educational costs of sending their children to school due to high levels of unemployment. Secondly, most industries in Mufulira depended on a buoyant mining industry, which has collapsed. Thirdly, poor agriculture policies have adversely affected household incomes, especially those in Lundazi; where 90% of the population depends on agriculture. The massive transfer of pupils to community schools illustrates the impact of levies on enrolment. Both community schools and the free education policy do seem to be steps towards the attainment of long-cherished idea of education for all. Almost certainly, community schools are providing basic

education for many children who come hungry to school, survive on one meal a day, and who have to sell merchandise on the streets when they are out of school to enable them to survive.

Houghton and Tregear (1969) argue that there is more to a 'community school' than a set of subject syllabuses which take account of local conditions. A "community school" is, in the fullest possible sense, the school of the community, not just the school in which stands in the community. It is a school in which children are taught, and well taught, during what are normally regarded as "school hours," and also the institution which offers to adolescents and adults, the education, training and even recreation for which they are asking or for which they can often be so easily stimulated to ask. Such a concept of a school, in village or town, should have particular appeal to UNESCO to embark on projects of 'functional' literacy for adults.

A "community school," attended by, and above all understood by the entire community, juvenile and adult alike, all affording the opportunity of a better life in a setting which is natural for all (and will be permanent for many), offers at least one means of bringing about the educational revolution which is imperatively needed unless we are content to watch the gap between the 'developed' and the 'developing' countries grow wider rather than narrowing, to ignore the growing gap between generations in the 'developing' countries and regard as a marriage the 'development,' in the fullest sense of the term, to which we fondly believed education could lead. The developing countries are not defeated yet, but they soon will be, unless something can be done pretty quickly to harness education to its urgent task. The "community school" offers one line of attack.

Kelly (1999) states that community schools developed out of a need for additional school places and relevant education for out-of-school children and youth. According to the CSO (1990), only 56% of those aged 7 to 13 were actually in school. This left about 700,000 children of school going age who were not in public or private schools. Other aspects were the distances children sometimes need to walk to school and the security of the children on their way to school. Community school are within or close to the community they target, including the "illegal" compounds where very few public facilities exist.

Kelly (1999) further stated that another element contributing to the emergency and growth of community schools is the quality of education provided in the formal school system. Quality education is not always assured in the public school system, because of lack of incentives for teachers to perform better. Neither is the curriculum adapted to suit a great number of children who do not continue into secondary school but who drop-out at an early stage. This factor is particularly important in rural areas.

A further important consideration is economical. As one of the adverse effects of structural adjustment, more and more people in Zambia live below the poverty line and can not afford to pay school fees and uniform costs. Many of the out-of-school children are girls. The number of street children, estimated at 70,000 in 1995 is increasing, as well as the number of orphans. Zambia, currently has about 140,000 orphans, mainly due to the spread of HIV and AIDS, but this number is expected to grow to about 600,000 in the coming few years. Families and communities can no longer cope with the increased care that these children require. A consequence of all this is a great need for accessible basic education at minimal cost.

Finally, there is the outspoken concern for gender in community schools. In Zambia, 33% of the adults are illiterate and 66% of these are women. The situation is not likely to improve because such a large proportion of out-of-school children are girls. Primary school completion rates have declined to the extent that 75% of girls and 92% of boys do not complete Grade 7, while less than 30% proceed to secondary school. Girls drop out because of social and financial reasons and because of early pregnancies and marriages. The majority of children in community schools are girls. These arguments answer some of the concerns or areas of the study which looks at the factors that affect community schools in rural areas.

According to Kelly (1999), the philosophy and characteristics of Community schools are summarised by the acronym SPARK. SPARKS stands for Skill, Participation, Access and Relevant Knowledge. All these are key words for community schools which include minimum guidelines, a syllabus, teacher training, supervision and inspection. Community schools offer basic education at no cost to children. The school consist of a few classes, grouped together according to levels (level 1 – 4). Each level has a teacher who is a volunteer from within the community. The advised class is a maximum of 35 pupils.

 Participation is a cardinal characteristic of community schools; most community schools are set up as community initiatives in collaboration with some technical or sponsoring institution (Kelly, 1999).

Access is another characteristic of community schools; Community schools try to respond to the need for affordable education for out-of-school children and youths.

The schools are therefore free of charge. Children who wish to contribute and who can afford it pay only a minimal school fee. There is no need for uniform, shoes or any other payments. This was found to be true for some schools had their pupils attend classes without putting on uniforms particularly at Malilasuntwe community school.

Community schools as earlier on said offers basic education for out-of-school children who could not start or continue basic education because their parents or guardians could not afford to pay the fees. Many orphans are in this position. Therefore, community schools give priority to orphans. When a child has reached the age of nine (9) years, he or she is too old to be enrolled in the formal school system; hence community schools admit children in the 9 – 16 years age group.

In these difficult economic times, they help to increase the household income by selling merchandise on the streets or by working in the fields. This often means that they can not attend school at regular school times. Community schools meet this need by having a flexible time schedule. They can divert from the formal school's time schedule in order to suit the children's needs. In this regard; it is these difficulties that the researcher wanted to identify as these arguments are in line with the intentions of this study.

Relevant knowledge, according to Kelly (1999), is the other characteristic of community schools; the SPARK curriculum contains four subjects. These are English, Mathematics, Social Sciences and Zambian language and Culture. The SPARK manual or syllabus is developed with the formal education syllabus as a basis, while

improvements have been made and new subjects matter, such as prevocational skills and life skills, have been added.

Zambia has a long record of the form of community participation, manifested most remarkably in recent years in the upgrading of primary schools to include provision for Grades 8 – 9. A more recent development has been the establishment of more fully-fledged "community schools," that is, schools provided, run and financed by communities to meet their own needs. The MOE will strongly support developments along these lines and will facilitate the access of such schools to educational resources, finance, and donor resources.

School improvement involves objectives. The most important ones to which community participation should be directed are raising the learning achievements of pupils; increasing the levels of access, participation, retention and completion among girls and other disadvantaged children; improving school infrastructure; and enhancing school credibility among parents and other members of the wider community.

The MOE, (1996), alludes to the fact that the primary objective for school – community linkages should be to narrow the gap between the school and its community. The school is a community institution. From this, it follows that the school should play a greater role in the life of the community, the community should also play a greater role in the life of the school and the school should prepare its pupils to live a rewarding and satisfying life in the community.

The MOE (1996) further argues that the issue of community participation assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and after that with the wide community in which the family lives. This concept which underpins the attention that the United Nations Declaration on Human Rights gives to the protection of the parents' rights to choose the type of education their children will receive means that parents and the community have a basic right to participate in education. The state's duty is to support and encourage them in the exercise of this right. Ways in which communities are participating in Zambia today – cost sharing, Parents Teachers Association, business companies, churches as well as the NGOs. This financial involvement of parents, the community, and wider NGOs sector is central to the improvement and expansion of education, within the frameworks of liberalisation and constrained government resources for the sector.

Community participation has the objectives of educational provision, school improvement and strengthening school-community linkages. Educational provision involves increasing resources. Communities can participate in educational system through construction of school buildings, management of schools, maintenance of classrooms and provision of school furniture like desks and chairs (MOE 1996). It is important to note that all the above objectives can not be achieved without the intervention of all the stakeholders as mentioned above.

According to guidelines previously put forth by the now defunct Zambia Community Schools Secretariat (ZCSS), when a school was established through a consultative process by community members and a governing board, the Parents Community

School Committee (PCSC) elected representatives were supposed to inform the DEBS office of the school's existence and initiate a formal registration process, including a small fee and inspection by education standards officers. The ZCSS guidelines were not uniformly followed or interpreted. Often times, community schools run for years without the knowledge or assistance of the MOE. This has presented a situation where the quality of education in community schools has varied tremendously across localities and running agencies there have been no minimum standards that a school must meet for establishment.

Compounding this situation was a lack of coordination and information sharing between ZCSS and the MOE in the registration, establishment and grading of community schools.

The MOE (2007) came up with two methods for categorising and grading schools. The first covers community schools in the form of stages based on the level of development a school reaches was implemented by the civil society organisations. The second is a generic method for grading schools based on school size.

Stages of Acceleration

Stage 1 (Grade 1 – 4 with 1 – 20 classes).

The communities must be supporting their volunteer teachers with at minimum in-kind contributions. Community schools will endeavour to align their operations to the policy of free basic education. However, depending on individual school needs the PCSC will determine the level and nature support parents may contribute to the running and management of community schools. Stage 1 community school may follow a flexible curriculum (ZBEC and SPARK) and time-table, according to the

local economic activities and age. Community schools must have sanitary and water facilities. It has also been argued that the community schools may also employ untrained teachers; however in such cases the teachers should have, as a minimum grade 9 School Certificate. Some of the above statements were found to be in contradiction with what is happening in rural community schools, the community is not willing to pay their volunteer teachers and also some schools do not have water points, schools like Malilasuntwe.

Stage 2 (Grade 1 – 7 with 1 – 20 classes)

The Ministry of Education states that community schools shall in addition to meeting stage 1 requirements have teachers with at least Grade 12 Certificate. The community shall provide the teachers a monthly allowance which can be in-kind; the amount of this shall be determined by the PCSC. Stage two, community schools must have basic teaching and learning materials, safe basic infrastructure, sitting surfaces, access to clean and safe water, and sanitation. The third stage concerns (Grade 111 Middle Basic with 1 – 20 classes). The school must have all necessary educational requirement; classroom, desks, chairs, textbooks, all teachers will have completed Grade 12 or better. The community school shall demonstrate sustainable funding sources.

The Ministry of Education recognises schools as a legal entity. Community schools will be reflected in the forth coming Education Act in accordance with the provisions of educating our future (1996:6), which encourages community partnerships and participation in both the provision and management of education.

MOE (2007) argued that most community school teachers have been volunteers receiving small payments from the community in cash, in-kind or nothing at all. The majority do not have teaching qualifications and may not have completed Grade 12. In some schools, Grade 7 school leavers are teaching. There has been high attrition among community school teachers because of low, infrequent or non-existent remuneration, firing of teachers by the PCSC, study or work opportunities elsewhere and frustration with teaching conditions. As a result of poor qualifications many community school teachers have not been able to apply basic teaching skills in their classrooms. Most community schools do not have the school syllabus or teaching or learning materials. This was found to be true in that almost all of the researched community schools have few teaching materials.

Despite this situation, some community school teachers have been participating in in-service teacher education programmes. The provision of these services has been fragmented and uncoordinated due to lack of policy guidelines for the MOE. Participation of community school teachers in in-service training has been dependent upon teachers' initiatives taken locally by District Resource Centre Coordinators (DRCC) and the teachers themselves. To do all this, the MOE will provide a comprehensive framework for professional development of all teachers in community schools in partnership with other stakeholders. The strategy they will employ is that by 2015 community school teachers shall be required to have a basic school teacher qualification.

The MOE (2007) further states that the majority of community schools are owned and operated directly by the community, they received little or no support from outside

organisations including the MOE. This has meant that communities themselves have financed and built their own school structures. Often times they operate out of church buildings or rented structures, making the status of the school insecure. Classrooms have been typically constructed using local, temporal materials. The structures put up have been mostly open air, making learning difficult during the rain and cold seasons. Community schools often lack furniture of any kind. In many cases, children learn while seated on the floor, blocks or little mounds of earth. These infrastructures have impacted the quality of learning environment as it is hard for children to concentrate when uncomfortable.

The MOE (2007) further alluded that community schools lack expertise and have sometimes erected unsound structures that do not meet minimum standards. When a building collapses, classes have often been suspended or held out in the open, making it difficult for greater concentration and susceptibility to the elements. Most community schools have made no provision for teachers' houses. In the case where teachers have been provided with houses, the standards are very poor. The issue of teacher housing has a bearing on the quality of education, as trained teachers are typically unwilling to be deployed or relocated to a school with inadequate facilities. The great majority of community schools those that receive no outside financial support, have lacked acceptable water points and sanitation facilities. This issue has particular importance for the education of girls and the goal of promoting gender equity.

The MOE (2007) has put up these policy measures, the Ministry shall develop and provide suitable low cost designs for school infrastructure. These designs shall be

gender and disability responsive communities shall obtain guidelines on land ownership including title deeds; size and sitting of infrastructure. A community school shall not be established where there is no water point. Community schools shall obtain drawings and specifications for sanitation facilities from the DEBS office. The Ministry argues that development of new community schools be done in consultation with DEBS office in regards to sustainability of location and the distance to nearby schools. All new community schools shall obtain and use standard designs for infrastructure from the DEBS office. Community schools built on church land shall be subjected to the same treatment as grant aided schools. It is interesting to learn on the above measures and strategies given by the MOE, but the question is; are all the community schools have good schools, water points and so forth?

The Zambia Community Schools Secretariat (1997), states the challenges rural community schools face as follows:

(a) Increasing the capacity to cater better for the large number of children not attending school

(b) Improving the supply of instructional materials

(c) Providing training, refresher and upgrading courses for their teachers some of whom have not gone beyond the Grade 9 level

(d) Raising resources for allowances for an increasing number of teachers

(e) Providing desks and low cost of simple infrastructure

(f) Ensuring some uniformity in standards across schools, and dealing with the severe malnutrition, health and social problems that a large proportion of their pupils experience. These are the very challenges that the researcher wants to

go and find out whether they really exist or not and if it is so to go and find the way forward to such challenges.

Finally, Beady in his book 'The Quality of Education in Developing Countries' remains true as he argued; "A teacher with 50 – 80 children in a small, bare room, with no equipment but a black board, a piece of chalk and a few miserable, dog-eared texts, with no enough paper and pencils to go round, ….. can scarcely be expected to encourage the unfolding of personalities and the emergency of creative minds."

There is the belief that the "Community school" could be one of the most effective instruments for producing the coherence and cooperation which are today the vowed objectives of almost every government in the developing countries of the world.

CHAPTER THREE

3.0 METHODOLOGY

3.1 RESEARCH DESIGN

Research design is defined as a plan used to study a problem or questions (Hines and Valiant, 2000). Orodho (2003) further defines a research design as the scheme, outline or plan that is used to generate answers to research problems. In order to fulfil the aim of this study, the researcher used the descriptive research design. The major purpose of descriptive research is description of state of affairs as it exists. Kerlinger (1969) points out that the descriptive research is not only restricted to fact findings, but may often result in the formulation of important principles of knowledge and solutions to significant problem.

3.2 SAMPLE POPULATION

Chipepo is found in Gwembe district and it comprises more than seven community schools. The subjects of the study were drawn from three community schools .The respondents included pupils, teachers of the pupils. The sample population targeted were 80 people in total thus teachers, pupils and parents of course both males and females, but only 68 of the expected people were researched on due to the fact that the researcher misplaced the interview guide for parents and also most of the teachers were hardly found in their respected schools.

3.3 SAMPLING PROCEDURE

The simple random sampling was used to select classes that constituted the study site to afford equal chance of being included in the sample. Simple random sampling

required the use of either written cards or stones to come up with a good sample; but at some schools like Malilasuntwe, it was difficult to sample because few pupils were found; in short, there was no need to sample all the pupils were selected to enter into the sample thus Grades fives and six.

3.4 DATA COLLECTION

The researcher used primary data thus direct from the respondents. The researcher developed two questionnaires for data collection from the respondents, one for the pupils, the other one for the teachers and an interview guide for parents of the children attending rural community schools. The questionnaires developed were semi structured ones; thus open and closed ended questions to accommodate specific categories of responses from respondents, while the open ended questions enabled respondents to express their feelings and views. Interview guide was supposed to be used in data collection so as to allow respondents to be actively involved in the research unfortunately it was not used due to the fact that the researcher misplaced it, but children were interviewed on some questions that seemed to be hard for them to explain by writing .

3.5 DATA ANALYSIS

In this study, the data was analysed both qualitatively and quantitatively. Tables of frequencies and percentages were used. Non-structured questions were analysed and coding of themes that responded to the objectives of the study. Finally, the data was interpreted using tables of frequencies and percentages.

CHAPTER 4

4.0. INTRODUCTION

This data was analysed by using frequencies and percentages. Tables were made and discussed to show the outcome of the data. The data was divided into two (2) parts, the first one was the pupils' responses attending rural community schools and the second part the responses from the teachers. The tabulation was worked for each item

4.1. Pupils' responses

Table 4.1: Sex of pupils

SEX	FREQUENCY	PERCENTAGE
Male	30	50
Female	30	50
Total	**60**	**100**

Table 4.1. Indicates that 50% of the respondents were males and the other 50% of the respondents were females.

Table 4.2: Age distribution of the pupils

AGE	FREQUENCY	PERCENTAGE
7-15	58	97
15-23	2	3
23-31	-	-
31-39	-	-
39 and above	-	-
Total	**60**	**100**

In table 4.2, 97% 0f the respondents belonged to the ages of between 7-15 years, while 3% of the respondents belonged to the ages of between 15-23 years.

Table 4.3: Availability of both reading and teaching materials

RESPONSE	FREQUENCY	PERCENTAGE
Yes	60	100
No	-	-
Total	**60**	**100**

According to table 4.3, 100% of all the respondents indicated that they had enough reading and teaching materials.

Figure 4.4: Sufficient of time given for each subject

The respondents stated that the time given for each subject was enough, while other of

respondents indicated that the time given for each subject was not enough.

Table 4.5: Availability of infrastructure and furniture

4.5: Where classes were held from

Response	Frequency	Percentage
Classroom	42	70
Church	-	-
Community Hall	-	-
Under a tree	-	-
Others	18	30
Total	**60**	**100**

According to table 4.5, 70% 0f the respondents indicate that their classes were being

held from a classroom whereas 30% of them indicated that their lessons were held

from a temporal tent when they were told to specify.

Table 4.6: Whether classrooms were good for learning

RESPONSE	FREQUENCY	PERCENTAGE
Yes	54	90
No	6	10
Total	**60**	**100**

90% of the respondents showed that classes were conducive and good for learning purposes, while 10% of the respondents stated that the classrooms were not conducive and good for learning.

4.7: Whether classes had enough desks and chairs

RESPONSE	FREQUENCY	PERCENTAGE
Yes	56	93
No	4	7
Total	**60**	**100**

93% of the respondents stated that they had enough desks where they sit on; while 7% of the respondents stated that they had few desks where they sit on such that some even use benches for nursery children.

4.8: Types of toilets found at each school

TYPES	FREQUENCY	PERCENTAGE
Pit latrine	57	95
Water borne	-	-
None	3	5
Total	**60**	**100**

According to table 4.8, 95% of the respondents stated that they use pit latrines as their type of toilets, while 5% of the respondents indicated that there were no toilets instead they go into the bush whenever they felt like answering the call of nature.

Table 4.9: The source of water

SOURCE	FREQUENCY	PERCENTAGE
Borehole	40	67
Well	-	-
Tap	-	-
None	20	33
Total	**60**	**100**

In table 4.9, 67% of the respondents stated that they source use boreholes as their source of water, whereas 33% of the respondents argued that they had no source of water at their school, instead they stated that they source water from nearby homes.

4.10: Why pupils are not in regular schools

Most of the pupils stated that they were not in regular schools because they were expensive. Community Schools were very cheap and they were not paying school fees. The two community schools were Shambabala and Malilasuntwe while those that were at Chipepo Harbour paid school fees though it is also cheap. The other reason children attended community schools rather than regular schools was that community schools were nearer to their homes than regular schools.

TEACHERS' RESPONSES

Only eight (8) teachers were interviewed who comprised of six (6) male teachers and two (2) female teachers out of the expected 10 teachers.

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Table 4.11: Sex distribution of teachers

SEX	FREQUENCY	PERCENTAGE
Male	6	75
Female	2	25
Total	**8**	**100**

Table 4.11, reviewed that 75% of the respondents were male teachers while 25% were female teachers.

Table 4.12: Age group of teachers

AGE	FREQUENCY	PERCENTAGE
15-20	-	-
20-25	1	12
25-30	4	50
30-35	-	-
35 and above	3	38
Total	**8**	**100**

According to table 4.12, 12% of the respondents belonged to the age group of between 20-25 years, 50% of the respondents belonged to the age group of between 25-30 and 38% belonged to the age group of 35 years and above.

Table 4.13: Teachers' qualification levels

RESPONSE	FREQUENCY	PERCENTAGE
G. 9 certificate	-	-
G. 12 certificate	1	12
College certificate	4	50
Diploma	3	38
Degree	-	-
Total	**8**	**100**

Table 4.13 revealed that 12% of the respondents had Grade 12 certificates, 50% indicated that they had college certificates and 38% of the respondents stated that they had diplomas.

Table 4.14: Availability of teaching materials

RESPONSE	FREQUENCY	PERCENTAGE
Yes	2	25
No	6	75
Total	**8**	**100**

According to tale 4.14, 25% of the respondents stated that they had enough reading and teaching materials while 75% of the respondents stated that they had few reading and teaching materials.

Availability of furniture and infrastructure including accommodation for teachers

Table 4.15: Where lessons were held from

RESPONSE	FREQUENCY	PERCENTAGE
Classroom	7	88
Church	-	-
Community Hall	-	-
Under a tree	-	-
Others	1	12
Total	**8**	**100**

88% of the respondents stated that lessons were conducted in classrooms while 12% of the respondents stated that lessons were conducted in a temporal tent.

Table 4.16, whether the learning environments were conducive for conducted teaching purposes

RESPONSE	FREQUENCY	PERCENTAGE
Yes	5	62
No	3	38
Total	**8**	**100**

In table 4.16, 62% of the respondents stated that the learning environments were conducive for teaching purposes while 38% of the respondents stated that the learning environments were not conducive for teaching and learning purpose in that classrooms were inadequate.

Table 4.17: Whether the schools had desks to cater for all the pupils in each class

RESPONSE	FREQUENCY	PERCENTAGE
Yes	4	50
No	4	50
Total	**8**	**100**

Table 4.17 revealed that 50% of the respondents stated that these schools had enough desks; while the other 50% of the respondents indicated that there were few desks such that some pupils sit four on one desk, while others sit on old and torn desks and also others sit on stones and benches.

Table 4.18: Whether teachers were accommodated

RESPONSE	FREQUENCY	PERCENTAGE
Yes	5	62
No	3	38
Total	**8**	**100**

According to table 4.18, 62% of the respondents were accommodated; while 38% of the respondents revealed that they were not accommodated.

Table 4.19: Teachers' conditions of their houses

CONDITION	FREQUENCY	PERCENTAGE
Good	1	12
Poor	3	38
Others temporal	2	25
Total	**6**	**75**

In table 4.19, 38% of the teachers described that their houses were in poor conditions, 25% stated that their houses were just temporal; the other 12% revealed that theirs were in good conditions and 25% did not respond.

Table 4.20: Whether teachers were volunteers or employed:

RESPONSE	FREQUENCY	PERCENTAGE
Volunteer	3	38
Employee	4	50
Others	-	-
Total	**7**	**88**

According to table 4.18, 38% of the respondents stated that they were volunteer teachers, while 50% of the respondents stated that they were employed by the government, 12% of the respondents did not respond.

Table 4.21: Remuneration of teachers

The one paying for teachers' salaries

RESPONSE	FREQUENCY	PERCENTAGE
Community	2	25
Government	5	63
Others	-	-
Total	**7**	**88**

Table 4.21: Shows that 25% of the respondents were being paid by the community though they did not state the mode of remuneration 63% of the respondents said that they were being paid by the government but 12% did respond.

 4.22. The sponsors of these three rural community schools

All the three rural community schools were being sponsored by the Government, the Save the Children Norway, and the community.

CHAPTER FIVE

5.0. DISCUSSION, CNCLUSION AND RECOMMENDATIONS

5.1. Discussion of the findings

The findings were interpreted with the help of the objectives of the study in relation to both the literature review and the tables. The first objective of the study was to determine the availability of both reading and teaching materials. Going by both the teachers and pupils' responses, table 4.3 revealed that 100% of the respondents stated that they had enough books; while table 4.14 contrary to table 4.3, revealed that 75% of the respondents from the teachers indicated that the schools had very few reading and teaching materials. In this case, the best answers could only be given by the teachers because they were the ones who knew whether there was enough reading and teaching materials or not.

These findings are contrary to MOE policy which state that the school must have all the necessary educational requirement, classroom, desks, chairs text books (MOE, 2007). The research revealed that schools had few reading and teaching materials.

The second objective of the study was to determine the teachers' qualification levels. Going by the teachers' response, table 4.13 shows that 50% of the teachers had college certificates, 38% were diploma holders. This gives 70% 0f the trained teachers and 12% 0f the untrained teachers. This information correlates with what Samuel (1938) alluded to, he alluded that the community school should similarly use anyone with a school certificate to teach. For example, businessmen and not necessarily trained teachers. In the same vain, MOE (2007) argues that the community schools may also employ untrained teachers. However, in such cases, the teachers should have

minimum of Grade 9 school certificate. The other qualification required is Grade 12 certificates. At all the researched rural community schools, there were at least 3 to 4 trained teachers as well as untrained and volunteer teachers. In this respect, the government through the MOE seems to be committed to sending trained teachers to rural community schools. The challenge was send female teachers to rural community schools as evidenced by the lack of female teachers at Shambabala community school where all the six teachers were males.

The third objective of the study was to determine the schools' source of support. According to the information given by the teachers, the three researched community schools were sponsored by the government, the Save the Children Norway and the community. These findings were in line with what Samuel (1938) stated that the school must collaborate with other agencies to provide education for the communities. He further argued that all the agencies in the community had an educative potential and therefore could facilitate learning activities through the community schools.

The community should not be separated from the family; both old and the young. Carmody (2004) and Samuel (1938) stated that schools were often supported by school communities and an NGO or church. In this respect, these schools were being supported by both the government, the community and an NGO called Save the children Norway.

MOE (1996) argues that the issue of community participation assumes special significance in the light of the fact that the first responsibility for the education of children lies with parents and the wide community in which the family lives. However, the community seemed not to be committed to supporting rural community

schools despite the fact the schools were established for their benefits, as it shall be indicated in the fourth objective of the study below.

The fourth objective of the study was to determine the levels of remuneration of the teachers. Going by the responses given in table 4.21, 63% of the teachers were being paid by the government while 25% were being paid by the community and 12% did not respond. The findings were in line with government policy of the community supporting volunteer teachers with in-kind contributions (MOE, 2007). The MOE (2007) further argued that the community schools would endeavour to align their operations to the policy of free basic education. However, depending on individual school needs, the PCSC would determine the level and nature support parents may contribute to the running and management of community schools. The community would also provide the teachers a monthly allowance which could be in-kind. The amount would be determined by the PCSC. MOE (2007) further stated that most community school teachers had been volunteers receiving small payments from the community in cash-kind or nothing at all. Despite the fact that the community was mandated to pay volunteer teachers; it was found that communities did not take keen interest in paying teachers which led the volunteer teachers to lose interest in their work. In this case, parents are advised to stick to their promises of paying volunteer teachers so that they are motivated and enjoy their work.

The fifth objective of the study was to determine the availability of furniture and infrastructure which included teachers' accommodation. 93% of the respondents stated that the schools had enough furniture. The research revealed that the schools did not have enough facilities as it is represented by 50% of the responses from the

teachers. As it has been stated earlier on, the accurate information could only be obtained from the teachers because they knew when there were enough facilities. The other aspect is that all the schools had few classrooms. For example, Malilasuntwe had a one by two classroom block and one temporal tent. Shambabala community school had one by two classroom block and one grass thatched classroom, which appeared like a traditional kitchen and it was not good for pupils during cold and rain seasons. Shambabala also had a one by two classroom block which was under construction. Chipepo Harbour community school had four classrooms.

All the three community schools go up to Grade seven (7). One might wonder how pupils learn at a school where there are only two classrooms, and if pupils could concentrate on learning in temporal tent which at times it made noise when it was windy. Children could not concentrate during lessons due to disturbances from passing animals such as cattle and goats as well as passers- by. The structures can be termed as unsound structures. This confirmed MOE (2007) viewed that community schools lacked expertise and sometimes erected unsound structures that did not meet minimum standards. When a building collapsed, classes were suspended or held out in the open.

Often times, community schools operate out of church building buildings or rented structures, making learning insecure, classrooms have been typically constructed using local temporal materials. The structures put up have been mostly open air making learning difficult during the rain and cold season. Community schools lack furniture of any kind that can be used. Children have to seat on floors and cement blocks of little moulds of earth. These infrastructures have impacted the quality of

learning environment as it is hard for children to concentrate when uncomfortable and this is what is happening in these schools. Some Community schools had made no provision for teachers' houses. In the case where teachers had been provided with houses, the standards were very poor. The issue of teacher housing had a bearing on the quality of education as trained teachers were unwilling to be deployed or relocated to a school with inadequate facilities. The problem of accommodation was serious at Chipepo Harbour community school where none of the teachers was accommodated. At Malilasuntwe, all the five teachers were accommodated though two houses for the female teachers were not in good condition, whereas Shambabala School, only two teachers were accommodated. This showed that accommodation was a major problem at all the three research rural community schools. The communities have financed the construction of houses.

Other challenges faced by Community Schools.

Absenteeism was another vital challenge that affected community skills. It was found that there was high level of absconding at the schools. The reasons attached to this included, among others, pupils go fishing instead of going to school. This was evident on the first day the researcher went to carry out the project at Mallilasuntwe, only eight (8) pupils were found that is both Grades five and six. This forced the researcher the day that following for the pupils that were absent on the first day. The other challenge was that parents of the children attending community schools did not put effort in sending their children to school. They would rather send them for fishing. This led to low reading levels due to absenteeism especially among boys.

Early marriages was the other challenge that had impacted rural community schools, this issue was found to be another major factor that teachers face more especially at Shambabala community school. Pupils were forced to get married by their parents instead of sending them to school. This is due to the fact that some parents did not regard girls' education as being important of having no female. The other aspect was the lack of role models for girls such that they were not motivated to attend school because they felt that school is only for boys and they are for marriage purposes. The other factor was that the untrained teachers did not perform to people's expectations. It was also found that the community shunned away from paying untrained teachers who came from the village.

Lastly, Malilasuntwe rural community school had problem of water. There was no water, which forced pupils go to the nearby homes to ask for water to drink.

This argument is in line with MOE (2007), which states that the great majority of community schools that received no outside financial support had lacked acceptable water points and sanitation facilities. This is in contradiction with what MOE (2007) affirms, it affirms that a community school shall not be established where there is no water point; this is supported by table 4.9 where 33% of the respondents revealed that they had no water point and these are from Malilasuntwe.

5.2. Conclusion

According to the findings, it can therefore be concluded that the rural community schools in Gwembe district particularly in Chipepo area were affected by a number of factors. Factors such as lack of accommodation for teachers were one of the major challenges, few female teachers to act as role models for girls and lack of infrastructures and furniture. Schools also lacked reading and teaching materials. The schools also faced the challenge of high absenteeism levels among pupils who seemed

to have no interest in attending school due to lack of knowledge about the importance of education. There was a need to sensitize parents and children on the importance of education. The other challenge was poor remuneration of volunteer teachers by the community. The research revealed that the community schools were located within the easy reach of the children.

5.3. Reccommandations

The following are the researcher's recommendations;

- There is a need to sensitize the communities on the importance of education.

- The government through the MOE should increase the number of teachers in rural community schools.

- MOE should consider sending female teachers in rural community schools to act as role models for girls.

- The government and the major stakeholders to embark on projects of building houses for teachers and classroom blocks at each community school to avoid problems of having children to learn in temporal structures.

- The government should increase funding to the rural community schools so as to enhance quality education.

- The MOE through the DEBS' office to make sure that inspections are seriously undertaken at each and every rural community school in order to find out whether the schools were well equipped with all the necessary facilities.

- The other sensitive challenge to be taken note of by both the government and the civil societies is the issue of early marriages for girls because it is a drawback to development for these children if given chance to pursue their education can contribute meaningful to national development.

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The University of Zambia

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Department of Adult Education and Extension Studies

Questionnaire for Pupils

Dear respondents, you are one of the respondents who have been randomly selected to help in answering this research study. The exercise is purely for academic purposes. You are therefore kindly being requested to freely answer all the questions in this questionnaire for your responses will be treated highly confidential.

Instructions:

1. Do not write your name

2. Answer all the questions in this questionnaire by ticking ☑ or

3. Explaining in the spaces provided

PERSONAL DETAILS

1. What is your sex?

    (a) Male ☐

    (b) Female ☐

2. What is your age group?

      (a) 7 – 15

      (b) 15 – 23

      (c) 23 – 31

      (d) 31 and above

Academic details

3. Do you have enough reading materials?

      (a) Yes

      (b) No

4. If your answer in question 3 was b; where do you find the reading materials?

   Please explain. ....

....

5. Is the time given for each subject enough?

      (a) Yes

      (b) No

6. Where are your lessons held?

      (a) Classrooms

      (b) Church

      (c) Community Hal

      (d) Under a tree

      (e) Others, explain---

                ----

7. Are your classrooms good for learning?

    (a) Yes   ☐

    (b) No   ☐

8. If your answer in Q. 7 was (b), why are they not good for learning? Please explain -

----

----

9. Do you have enough chairs and desks in your classroom?

    (a) Yes   ☐

    (b) No   ☐

10. If no, where do you sit while in class? Explain---

----

11. What type of toilets do you have?

    (a) Pit latrine   ☐

    (b) Water Borne   ☐

    (c) None   ☐

12. If the answer in Q 10 is (c), then where do you go whenever you feel like helping

    yourself?---

----

13. What is the source of water at this school?

    (a) borehole

    (b) well

    (c) tap

14. Why are you not in a regular school? Please explain-----------------------------------

----

15. What problem do you face at school? ---

THE END

Thank you for your cooperation,

May the good Lord Bless you!!!

APPENDIX (ii)

The University of Zambia

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Questionnaire for Teachers

Dear respondents, you have been randomly selected to help in answering in this research study. The exercise is purely for academic purposes. You are therefore requested to freely answer all the questions in this paper for your responses will be treated highly confidential.

Instructions:

1. Do not write your name on this questionnaire

2. You are free to answer all the questions by ticking ☐√ or

3. Explain in the spaces provided

PERSONAL DETAILS

1 A. What is your sex?

(a) Male ☐

(b) Female ☐

B. Which age group do you belong to?

(a) 15 – 20

☐

(b) 20 – 25

☐

(c) 25 – 30

☐

(d) 30 -35

☐

☐

(e) 35 and above

ACADEMIC DETAILS

2. What is your educational qualification level?

(a) Grade 7 certificate

☐

(b) Grade 9 certificate

☐

(c) Grade 12 certificate

☐

3. What is your professional qualification?

(a) College certificate

(b) Diploma

☐

(c) Degree

☐

4. A. Do you have enough teaching materials?

(a) Yes

☐

(b) No

☐

B. If your answer in Q. 3.A was (a), where do you get these teaching materials?

Please specify --

5. Where are the lessons held from?

(a) Classrooms

(b) Church

(c) Community Hall

(d) Under a tree

(e) Others, explain---

6. Is the learning environment conducive for teaching and learning purposes?

(a) Yes ☐

(b) No ☐

7. If your answer in Q. 6 is no, please explain the problem. ------------------------------

----

8. How would you describe the pupils' performance? ---------------------------------------

----

9. Do you have enough desks to cater for all the pupils in class?

(a) Yes ☐

(b) No ☐

10. If the answer in Q. 9 is no, where do pupils sit? Explain; ---------------------------------

----

11. How would you describe the condition of this school? -------------------------------------

----

12. Are you a volunteer facilitator or you were employed?

(a) Volunteer ☐

(b) Employed ☐

(c) Others, specify --

----

13. Who pays for your salaries?

(a) Community ☐

(b) Government ☐

(c) Others, specify --

14. If your answer in Q. 11 was the community, what is the mode of payment like?----

----

----

15. Are you accommodated?

    (a) Yes

    (b) No

16. What is the condition of your house? ---

----

17. Who sponsors this school? --

----

18. What challenges do you face at this school?   ---

----

19. Do you have any suggestions towards the improvement of this school?--------------

----

THE END

Thank you for your cooperation

May the good Lord Bless you!!!

The University of Zambia

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Department of Adult Education and Extension Studies

INTERVIEW GUIDE FOR PARENTS

1. What is your sex?---

2. What is your marital status?--

3.What is your age?--

4. What is your educational level?---

5. Why do you take your children to community schools insteady of taking them to the regular schools ?---

6. Do you think your children learn well in community schools?-------------------------

7. How would you describe the performance of your children?--------------------------

----

8. If the performance of your children is not all that good, what do you think is the cause of the poor performance?--

9. Do you pay for your children's school fees?---

10. What difficulties do face in paying school fees for your children?--------------------

----

11. Who pays for your teachers' salaries ; if it is you as a community, what is the mode of payments like?---

12. What problems do you think the teachers at this school are going through?----------

----

13. What do you think can be done to reduce such challenges?----------------------------

----

14. Do you have any suggestions towards the improvement of this community

school?---

THE END

Thank you for your cooperation

May the good Lord Bless you !!!

APPENDIX (iv)

TIME FRAME WORK

ACTIVITY	JULY TO AUG	AUG TO SEPT	SEP TO OCT	OCT TO NOV	NOV TO DEC	JAN TO MAR	APR TO MAY
IDENTIFICATION OF TOPIC	XXX						
LITERATURE REVIEW		XXX					
WRITING OF PROPOSAL		XXX	XXX				
SUBMISSION OF PROPOSAL				XXX			
DATA COLLECTION					XXX		
DATA ANALYSIS						XXX	
WRITING OF FINAL REPORT						XXX	

			56				
POOF READING AND CORRECTION OF RESEARCH REPORT							XXX
BINDING OF RESEARCH REPORT							XXX
SUBMISSION OF REPORT							XXX

APPENDIX (v)

BUDGET

(A)   STATIONARY

- 5 pens at K500 each   -   K5000

- Two reams of plain paper   -   K50,000

- Two highlighters at K5000   -   K10,000

- One collection fluid   -   K6,000

- One note book   -   K5,000

(B)   TYPING AND PRINTING

- Typing and printing   -   K205,000

- Binding proposal   -   K5,000

- Photocopying   -   K 50,000

(C)   TRANSPORT

Lusaka – Monze   -   K 60,000

Monze –Gwembe   -   K 30,000

Gwembe – Monze   -   K 30,000

Monze – Lusaka   -   K 60,000

(D)   FOOD   -   K100, 000

(E)   TOTAL   -   **K661, 000**