Chapter one:
Introduction

1.1   Background

It is internationally recognised that education is a basic human right, implying that no child should be denied the opportunity to develop his or her full potential through education (UNICEF 1990). Zambia is no exception to this as she is a signatory to the Convention on the Rights of the Child (CRC). The 1990 Education for All (EFA) Conference in Jomtien provided an expanded vision of basic education and called for strengthening of partnerships with civil society organizations, local communities, and non-governmental organisations (NGOs) in providing education. While many references to community schools were made in discussions about equitable access to education, no one at that meeting spoke of developing a community school model within national educational systems (World Bank, 2000). Ten years later in 2000, the Dakar Framework for Action developed at the World Education Forum, reaffirmed the goals of reaching universal access to learning. It also reaffirmed the broadening of the means and scope of basic education and strengthening partnerships between schools and communities. Zambia was a member of the World Conference on Education for All (WCEFA) and she was also part of the 147 heads of state and 189 nations that adopted the millennium declaration on Millennium Development Goals (MDGs).

In response to the resolutions of the above named conventions, the Ministry of Education (MoE) signed a Memorandum of Understanding (MoU) with the Zambia Secretariat for Community Schools (ZCSS) in 2001, with the intention of providing universal quality basic education and increasing enrolment through the creation of community schools.

In the memorandum of understanding, a community school was a community based, owned and managed, learning institution that was to meet the basic or primary needs of pupils, who, for a number of reasons, could not enter government schools. The community school was to provide learning that compensated for the time lost by some groups without compromising set standards. A community school was initiated locally or externally, but management and organization of the school was placed in the hands of a committee comprising representatives of a local community. The committee was called Parents Community School Committee (PCSC). In view of this, the government, in partnership with some NGOs and local communities, set up community schools. By the time of the study about 2,457 community schools with a total enrolment of 426,976 pupils

had been set up through out the country, representing about 30 percent of the total number of schools (MoE: 2007).

Muskin (1997) points out that community schools are currently an important part of the educational landscape in sub-Saharan Africa and are held as successful educational interventions in developing countries that are trying to reach universal access to basic education and improve education quality. Though community schooling had long been a practice in many countries, the idea of alternative education as a development strategy was relatively new and was often seen as a response to failing public education systems. However, information on community schools in Africa was lacking. There is still a lot which has not yet been discovered about community schools in Africa particularly in Zambia, because research on these schools in Zambia has been done in a piecemeal manner.

The Kasempa community embraced the idea of community schools and opened the first one in 2001. By the time of this study, about 23 community schools had been set up against forty one regular basic schools. Out of the 23 community schools, 6 had already been up-graded to regular middle basic school status and were taken over by government. By that time Kasempa district had forty seven regular basic schools including the six that had been upgraded from community school status. There were 18 community schools, which accounted for 38 percent of the total number of schools offering basic education in the district. However, no one had ever tried to find out views of the stakeholders, i.e. pupils, teachers, civil society leaders, community members and the Ministry of Education officials on the performance and impact of the community schools or the attitude of stakeholders towards these schools in Kasempa, except for the few routine visits and old reports by education standards officers.

1.2   Statement of the problem

As a result of the political and economic shifts that occurred during Zambia's transition from a socialist economy in the early 1990s, many Zambians became concerned with the country's large number of uneducated children. Communities began forming their own schools, usually in the absence of a nearby public school and/or in response to the inability of families to meet the costs associated with government-provided schooling. The country's current education policy on community schools, *Operational Guidelines for Community Schools* (MoE, 2007: 8-11), recognises the critical role community schools play in contributing to the realising of Education for All (EFA) goals. In compliance with the government's initiative of increasing pupil enrolment by

setting up community schools, the people of Kasempa had by the time of this study set up 23 community schools. However, it was common knowledge that most community schools had various challenges such as poor infrastructure and lack of trained teachers. Despite all these factors, no study had been carried out in Kasempa district to investigate the perceptions and attitudes of stakeholders towards community schools. It was due to this information gap that this study was undertaken.

1.3 Purpose of the study

The main purpose of the study was to find out the perceptions, attitudes of stakeholders towards community schools in Kasempa district and the impact of the same so as to justify their significance.

1.4 Objectives

The specific objectives of the study were:

1. To find out the views of stakeholders towards community schools in Kasempa district.
2. To find out the attitudes of stakeholders towards community schools in Kasempa district.
3. To assess the impact of community schools on primary education in the communities of Kasempa district.

1.5 Research questions

In order to achieve the objectives above, the study endeavoured to address the following questions:

1. What are the perceptions of stakeholders on community schools in Kasempa district?
2. What attitudes do stakeholders have towards community schools in Kasempa district?
3. What impact do community schools have on the communities of Kasempa district?

1.6 Significance of the study

The findings of the study will help local, national civic and political leaders to be aware of the attitudes of the people towards community schools so that they can put in place appropriate interventions, if need be. The information will specifically help education officials at all levels to have a clear picture of what is obtaining in the community schools of Kasempa. This might enable Ministry of Education to put in place appropriate interventions.

1.7   Definition of terms

i.   **Stakeholders**: direct beneficiaries i.e. pupils, parents as well as other people who are directly involved in the affairs of community schools, namely: the DEBS, Ministry of Education officers, the community school teachers, the Zone Coordinators, the Ward Councilors and the community members.

ii.   **Attitudes:** the way the stakeholders think and react towards community schools.

iii. **Pedagogical advisors:** Personnel employed to give advice on teaching methods e.g. Standard officers, College or university lecturers etc.

Chapter two:
Literature review

This chapter reviews literature related to community schools. In doing so it discusses the origin of community schools in Africa and indeed in Zambia from the pre-colonial period to date. The existence of and the reasons for community schools in other African countries are also reviewed.

2.1   The origin of community schools

2.1.1.   *Pre-colonial and colonial periods*

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

As much as education is considered important today, it bore the same significance even in the tribal society. Mwanakatwe (1971) reveals that education of the children was important to the children as well as to the parents and their neighbours. In fact all reasonable persons of any age-group assumed some responsibility for training children in specific skills or in promoting their understanding of the laws and customs of the tribe. But in the community schools of today the responsibility of giving education is delegated to few individuals who are called teachers.

Learning was through imitation, play, oral literature, social ceremonies and participation in adult activities such as fishing, hunting, farming and housekeeping. There was provision for some formal skills training such as pottery, carving, weaving, herbalist knowledge and other skills and for organised learning during seclusion periods prior to initiation. All this education was entirely under the initiative and supervision of the community. Punishment and fear were widely used as motivators for learning and discipline.

According to Kelly (1999:10), there was no separation between education and the world of work because community education of those days was meaningful, unifying, effective, practical and relevant. It reached out and educated the whole person. It involved the whole community, it was community run. It developed very strong human bonds and was learner centred. Steyn, behr, Bisschoff and Vos (1985) also discussed traditional education. They pointed out that the family was the primary unit of traditional society. This family was embraced with an extended kinship which played an important role in the functioning of the society. In this arrangement a child had many fathers in the community who had an equal responsibility of offering education to him or her. In that arrangement, the issue of a child falling destitute as a result of being orphaned never existed. The entire education system was for every child in the community.

Nevertheless, this kind of education was conservative and not very open to change or innovation. Its worldview was restricted. Traditional education had difficulties to cope with the dynamic needs of the modern world because it was orally based and had no written records. It promoted conformity and adherence to past traditions rather than a spirit of inquiry, innovativeness and change. This was because Africa in the pre-colonial period included a large number of autonomous societies. Some of these attained a high degree of political organisation. In fact, detailed accounts of African peoples by anthropologists leave one in no doubt that African societies did posses a kind of customary education, a system which worked reasonably well (Datta, 1972).

The community school system highlighted above benefited the learners positively in line with the way of life that time. The education in community schools depended greatly on the level of stratification and the mode of political and economic organisation of the society where it was found. There was no need for infrastructure such as classrooms, desks, libraries, laboratories and dormitories. However, the current system of community schools which emerged in 1982 was more formalised and aimed at transforming society to promote a new way of life (Carmody, 2004). The

traditional education period was proceeded by the missionary period when European Missionaries entered Zambia. These were the people who introduced formal education in Zambia.

Mwanakatwe (1968) records that: the first known penetration of a European into the interior of Zambia was in 1796 by a Portuguese, Manoel Pereira. Many other Europeans such as Dr. de Lacerda in 1798 followed. However, widespread missionary activities in Zambia at the end of the nineteenth century came in the wake of the explorations of David Livingstone, a Scottish missionary doctor, who died at Chitambo mission in 1873. According to Mwanakatwe (1968), the writings of David Livingstone motivated and provoked many European missionary societies to come and establish mission stations in Zambia during the period of 1882 to 1905.

Early missionaries established mission stations in Zambia for the purpose of evangelisation of the indigenous people, converting them to the Christian faith and reclamation of their lives. The provision of schools and educational facilities by missionaries was fortuitous or merely complementary to their main objective of increasing the numbers of their Christian followers. Little was done by the early missionaries to stressing the importance of education.

Snelson (1974) points out that the problem of untrained teachers was more prevalent in village schools. Due to this problem the educational value of the average school in 1925 was very slight. Mainly they were catechetical centres where very elementary instruction in the 3Rs was given to those children who cared to stay behind after the religious instruction lesson had finished. A few societies, notably the Primitive Methodists, the Paris Missionary Society and the Church of Scotland, ran village schools worthy of the name and they served as useful feeders for their mission station schools where more advanced education was undertaken. In most of the village schools, however, the teacher was of such low educational attainment and had received such a sketchy training in his profession, that little of value could be expected.

The reports received from some community schools in this study indicated that most of the community schools in Kasempa were merely feeder schools to conventional schools like the bush schools of the missionary period. This was one of the reasons why most of the community schools could not grow.

Snelson (Ibid) discusses a pattern of village or community schools which is similar to the current community schools. Those schools were called village schools. The village schools were mostly

single teacher schools which drew their pupils from a small area, often from only one village. Classes rarely went beyond Sub-Standard B. at this stage the brightest pupils were selected and taken to the mission stations. This system meant that only a few children could hope to advance beyond an elementary level of literacy and that the village school could never develop into worthwhile educational units, especially as the *citemene* or shifting cultivation system of agriculture required the villagers to move to new sites at least once every five years.

The problem of shifting cultivating was found to be one of the major contributing factors for the formation of community schools in Kasempa district. The people of Kasempa have a shifting cultivation system which they call *kuviilukila kumajiimi,* by which a family has to move to a different place in search of trees and fertile land every five years. This is often at the expense of children's education. When the community grows in the new area people begin to feel the need for a school for their children, hence the influx of community schools, most of which are temporal.

2.2.   History of community schools in Zambia

According to UNICEF (2004), community schools first emerged in the colonial period of 1890-1926. These were organised by European missionaries who aimed at Christianising the communities through education. By 1926, at least 1,925 schools had sprung up, with a pupil population of 110,368. The Christian missionary societies or groups provided educational facilities for many years and operated these schools without much help from the colonial government. However, in a drastic turn of events following Zambia's independence, the government of Zambia introduced a policy by which it was to be the sole provider of education. Consequently, during this period, the missionary schools were completely absorbed by the Ministry of Education and the early community schools officially disappeared. In recent years, community schools have emerged again in the wake of the economic downturn and the inability of public education to meet the needs for low-cost or free education (Cashen *et al*, 2001).

According to UNICEF (2004: 9) education suffered rapid deterioration following the dramatic fall in copper prices in 1975 and the ensuing downturn of socio-economic conditions. This situation made the economy to be stagnant and overloaded with unemployment at the same time accompanied by an increase in HIV and AIDS infection rates. Many parents could not afford the school fees or uniforms and other costs of educating a child, such as books and other supplies.

Hence, community schools began to emerge to meet the rising need for low cost or free education (Cashen *et al,* 2001).

Due to the economic pressure, the government failed to adequately meet the demands of the-out-of school children whose number kept on growing. Most parents were unable to take their children to the then existing schools due to the fees and other school requirements demanded by the schools. Owing to a lot of challenges that the government faced, it embarked on public private partnership. Carmody (2004) writes that community schools first re-appeared in 1982 out of a need for additional school places and relevant education for out-of-school children and the youth. The needs of orphans, the girls and poor children formed the key reason for the re-establishment of community schools. Because many people had lost their jobs due to redundancies as a result of privatisation, community schools were intended to be free to the children between nine and sixteen years of age. Today, the local community is supposed to finance and run them.

The high prevalence rate of HIV and AIDS was a particularly large factor behind the continued expansion of community schools. Customarily, after the death of parents, their relatives took in the (AIDS) orphans. Many of these orphans could not remain in government schools as foster parents did not have the means to keep them there. Most of these orphans helped with domestic chores, work in the market, or were left to survive on whatever resources they could lay their hands. Moved by the plight of the growing number of school-age children out of school, community initiatives emerged to meet the needs of those children left out of the formal education system (UNICEF, 2004).

The Zambia Community Schools Secretariat (ZCSS) was established in 1997 as an umbrella organization for NGOs, local authorities, churches, and communities who provide community-based education to children who could not gain access to government learning institutions. The Secretariat's mission was to 'empower communities to establish, own, and participate in the running of community schools for vulnerable children, providing relevant quality education that would empower children and promote their rights'. ZCSS implemented its mission through forming policy, advocacy, coordinating initiatives and activities of member organisations, mobilising resources, and setting and monitoring educational standards.

In 1998, ZCSS signed a Memorandum of Understanding (MoU) with the Ministry of Education, outlining clear roles and responsibilities for each party. The Ministry recognized community

schools as a complementary system to the existing one in Zambia and pledged to assist them to access funds, learning materials, and teacher training programmes, seconded some of its personnel, and provided offices for ZCSS in the provinces. The Ministry appointed a community school focal point person in the nine provinces and appointed the Chief Education Standards Officer as the National Focal Point Person for Community Schools within the Ministry (ZCSS, 2005).

Zambia recognized three different types of community school based on the curriculum:
Those that used the Skills, Participation, Access, Relevant and Knowledge (SPARK), community schools curriculum, those that used the 7-grade public basic education curriculum and those that followed a combination of SPARK and other curricula.

SPARK was targeted at children of 9-16 years of age. The abridged curriculum had four levels that equal 7 years of basic education, and included academic subjects, pre-vocational skills, and life skills. The Ministry of Education put forward a three stage accreditation system for community schools. In the first and developmental stage, the schools were to be managed by a Parents Community School Committee (PCSC) appointed by a defined community. They were to register with the ZCSS to be recognized by the Ministry and to be eligible for services. The PCSC was expected to recruit local teachers with at least a ninth grade education and pay them some sort of allowance. Under stage 2 or intermediate accreditation, schools were to have teachers with a higher level of education with at least one of these being formally certified. They were also to have teachers in a training programme, apply to the Ministry to pay at least one certified teacher, and have a certain basic level of facilities and a number of textbooks per student. Stage 3 as full accreditation required that the school should own the land or have a 14-year lease, own a school building, have desks for all pupils, ensure that all teachers have taken part in in-service training, and have a strategy for sustainable funding of the school (MoE, 1996).

In 2000, the roles envisioned for the PCSC, the ZCSS, and the Ministry of Education were laid out as follows. The PCSC would hire and monitor teachers and a head teacher or supervisor, work with the focal point persons to obtain textbooks and materials, maintain school assets and property, support teachers monetarily and/or with in-kind contributions, enroll pupils, mobilise the community, and raise funds. The ZCSS was to continue to develop the SPARK curriculum and make it available to all community schools, facilitate teacher recruitment, conduct teacher orientation and in-service training (particularly in those areas specific to community schools or SPARK), develop standardised assessment tools for community schools, implement a community

school certificate endorsed by the Ministry of Education, formulate standardised policies for community schools, mobilise funding for community schools and their development, and accredit schools that met standards The Ministry of Education was to appoint focal point persons to work with community schools and to assist in paying teachers and supplying government teachers, supporting the training of teachers that the Ministry provides or paid for, monitor pupil performance and quality of teaching. Further more, the Ministry of Education was to develop quality standards and collaborate with the ZCSS on developing curriculum and designing assessment tools, provide some infrastructure, finance, teaching supplies, books and materials for schools, recognise schools accredited by the ZCSS, include community schools in planning and implementation processes, and ensure that they benefit equally from Ministry of Education investment programmes. The Ministry of Education was to pay an agreed number of trained teachers and second one teacher per school for those schools that were in operation for at least two years (MoE, 2001).

International NGOs and donors (including CARE and UNICEF) in Zambia had, in large part, shifted from supporting individual schools to supporting the ZCSS. The World Bank and other donors had also collaborated in supporting community schools through the Basic Education Sub-Sector Investment Programme (BESSIP) of the Ministry of Education to support community schools, beginning in 1999. Zambia Open Community Schools (ZOCS) was the most well-known and respected national NGO running community schools (Cashen *et al,* 2001).

Although not well supported, community schools have been very helpful, especially in the area of access to education. This can be proved by the annual statistics released by the Ministry of Education through Annual School Census forms which show that enrolment is growing (MoE, 2008).

In his study on community schools in Mukushi district, Mwansa (2007) also found that pupil enrolment and performance was improving. This is in line with this study which reveal pupil enrolment in community schools in Kasempa district.

2.3   Community schools in African countries

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

The coming of missionaries which aimed at Christianising the communities brought a more formalised version of community schools. Apart from the formalised curriculum and employment of community trained teachers, the characteristics of these schools were not different from those of the traditional schools.

In recent years most African countries have been overtaken by the economic and political downturn causing the inability of public education to meet the needs for low-cost or free education (Cashen *et al,* 2001). In Zambia this was attributed to the dramatic fall in copper prices in 1975 and the ensuing downturn of socio-economic conditions.

The problems of unemployment coupled with HIV and AIDS infection rates caused many parents to fail to pay school fees or buy uniforms and other costs of educating a child: hence the resurfacing of the earlier form of community schools to meet the rising need for low or free education.

This new type of community school was defined as "a community based, owned and managed learning institution that was to meet the basic or primary needs of pupils who for a number of reasons could not enter school". The community was to provide learning that compensated for the time lost by some groups without compromising set standards. A community school was initiated locally or the school was placed in the hands of a community comprising representatives of a local community. The schools had strengths and challenges or weaknesses as highlighted below:

2.3.1   Strengths of community schools

There are many strengths or successes of community schools discussed in literature. However, these depend on the needs of a particular community or country and might not necessarily apply to all communities or countries. The following are some of the strengths or successes:

i. *Increased demand for education where no schools existed before*

In Mali World Education reported having increased demand for education in general through its schools as did Save the Children in Kolondieba region where it first intervened (Tounkara *et al*, 2000; Muskin, 1997). A World Bank study (2000) also noted the growth of demand and particularly the demand for educating girls. Demand for quality education, and not just access, had also increased. The increase in enrolment and in the number of community schools here in Zambia attests to this fact (MOE, 2007).

ii. *Increased access and enrolment*

In his study Marchand (2000) showed that due to the introduction of community schools, access and overall enrolment rates increased tremendously and contributed significantly to national education. Community school enrollment was a significant percentage of total enrolments in many countries. For example, ten percent of enrolled children in Mali and Togo were in community schools. In general, the choice was not between a community school and a government school; rather it was between a community school and no school (Muskin, 1997). In Zambia, community school enrolment stands at 30% of the total basic school education enrolment (MOE, 2007).

World Education (2001) noted a 20% increase in the number of children in schools, and a steady increase in the number of schools offering upper-level primary grades in Mali. Save the Children USA (2001) had also seen definite increases in enrolment rates in Sikasso and Koutiala in Mali. In Ethiopia, World Learning (1999) had seen a higher overall enrolment rate in the region where its programme operates with the total enrolment increasing by 8.9% and girls' enrolment by 13.8% on average. The Community School Alliances Project (2000) had seen improving enrolment levels in Ghana. Both World Education and Save the Children in Guinea registered increased access to education through building new classrooms and recruiting new teachers.

Other studies of significance to this study were those by Muskin (1997), Hartwell *et al* (1999) and Miller, Grandvaux and Yoder (2002) on access and relevance aspects of community school education programme. These established that the need for increased access, especially for

neglected populations was the main reason for creating community schools. This was in response to the high number of children out of school for various reasons and lack of government resources to meet the goal of universal basic education for all. In his evaluation of Save the Children Community School Project in Kolodieba, Mali, Muskin (1997) established that community school enrolment was a significant percent of the total enrolment in the country.

iii. *Gender equity*

World Learning (1999) alluded to the fact that girls' participation in primary education had grown in a number of programmes and gender equity in enrolment in community schools had shown an improvement over government school rates. World Learning in Ethiopia reports that as a result of community schools, female attendance and success were high. The percentage of girls in classes went up from 33.3 to 38. In grade 4, community schools had 36 percent girls, compared to only 28 in government schools. CARE's SCORE Project in Ghana reported removing some social barriers to girls' participation in education, though not progressing much in removing economic barriers as well (Odonokor, 2000). World Education in Mali reduced negative attitudes of parents towards girls' schooling (Tounkara *et al*, 2000). Similarly, Save the Children in the same country reported that villagers often spoke about the importance of girls' education. Save the Children - USA/Mali did better than the public system in enrolling and keeping girls, and the number of girls passing the end-of-primary examination in these community schools was also increasing (Save the Children-USA, 2001a, 2001b). In Guinea, the Gross Enrolment Rate for girls had gone up from 31% to 37% in Mandiana where Save the Children was working (Rifkin and de Marcken, 2000). With CARE's work in South Sudan, community education committees sensitised parents and the community on the need to send children especially girls to school and girls' enrolment increased to 96% (Faiia, 2001). Girls made up 47% of the students in Action Aid's community schools in Uganda, and almost 50% of those transferring to public schools were girls (Wrightson, 2001).

iv. *Improved retention*

According to Odonokor (2000); World Learning (1990); Save the Children Federation (2001); Save the Children-USA (2001); and Hyde *et al,* (1997), community schools reported increased retention rates or lower dropout rates than those of government schools in Mali, Malawi and Uganda. USAID-Mali (2000) claimed that 49% of the children enrolled in Save the Children community schools were attaining the sixth grade. In addition, fewer children repeated grades. From 1997 to 1998, the community schools in Mali had a lower repetition rate than public schools

for grades 2 through to 6 (Cissé *et al*, 2000). Repetition in some primary grades in Ethiopia decreased slightly (World Learning, 1999). In Zambia, the fact that community schools allowed learners to repeat grades was seen as a great advantage over government schools, as slow learners were given more time to achieve (Cashen *et al,* 2001).

v. *Improved quality*

A discussion of community schools supported by World Education and Save the Children in Guinea pointed to improvement in the quality of education. In the region in which World Education worked, student-teacher ratios fell by 10% while gross enrolment increased. The number of pupils passing the secondary school entrance examination also increased significantly in the region from 36.08% in 1997 to 59.65% in 1999. For Save the Children in Guinea, by 1999, 60 classrooms existed in villages that previously had almost no access (though teachers were not found for all of the new classrooms). The quality of teaching in community schools as observed by reviewers was consistent with that in other public schools (Lederer, 2001; Rifkin and de Marcken, 2000).

vi. *Improved student performance*

According to a study by Save the Children, Miske and Dowd (1998), it was noticed that many new community schools reported better academic performances than public schools**,** which was directly related to the quality of teaching. Children in village-based schools in Malawi scored 30% higher than their government school counterparts in the examinations. Second graders in these schools learned more than those in government schools over the course of the year, and girls in these schools learned significantly more in every subject than girls in other schools. Action Aid in Tanzania had students in their ACCESS centres taking the same end-of year examinations as students in public primary schools. The Action Aid students performed better, taking the ten highest scores (Action Aid Tanzania. 2000). Community school students in Mali, Tanzania, Uganda, and other countries had also successfully made the transition into public schools (Cissé *et al.* 2000; Action Aid Tanzania, 2000 and Wrightson, 2001). From the statistics obtained in the study it has been revealed that Kasempa district had about 90% transition rate to government schools at grade 8, this was a tremendous achievement.

Cissé *et al.* (2000) and Ramin (2001 b) stated that the pass rates of community school students taking end-of-primary examinations in Mali was increasing each year. In 2000/01, World

Education students had a 67% pass rate, higher than the national public school pass rate of 55%. Similarly in CARE's SCORE programme in Ghana, pupil performance in mathematics and English increased significantly in all schools from one school year to the next (Price *et al,* 1998).

However, Tounkara *et al.* (2000) found out that not all of the above increases in performance could simply be ascribed to community management of schools. Many of the projects introduced other interventions as well, such as new curricula or teaching methods, which may have influenced results. Many community schools also had smaller class sizes than government schools. Several studies looked at the factors explaining the strong performances of community school students. While type of school (community vs. public) was significant, other factors explaining performance for World Education in Mali were gender, age, experience of school director, amount of tardiness, teachers' level of education and regular meetings of the director with parents and teachers. The reduced curriculum also helped learning (Hyde *et al,* 1997). Another report noted that when School Management Committees and PTA members were trained, pupil performance in schools tended to increase. For Africare in Mali, children performed better where teachers were integrated into the community and where the community provided lodging for teachers (Tounkara *et al,* 2001).

vii.   *Improved infrastructure*

It was revealed by World Learning (1999) that through community mobilisation and outside support, the infrastructure of some community schools had improved greatly and was even better than that in government schools in some places. In Ethiopia, the infrastructure and learning environment of existing schools was improved through repair, building more classrooms, securely fencing buildings, and building libraries. An evaluation of Africare Schools in Mali found them to be better equipped than public schools in most ways; they had latrines, running water, teacher housing, teacher chairs, student desks and chairs, blackboards, teacher guides, visual aids, etc. More community school teachers had a copy of the official curriculum than public school teachers (Tounkara *et al,* 2001). Because of their NGO support, many community schools were also more likely to have ample stocks of teaching and learning materials (Odonokor, 2000 and Hyde *et al*, 1997). This scenario was more prevalent in schools that were run by NGOs than in those schools that were totally community owned.

viii. *Increase in government and outside support*

Programmes that worked with existing public or community schools had seen an increase in government and outside support for the schools. World Learning in Ethiopia had involved local officials such as politicians, government workers and business persons in the running of community schools from the beginning and this strategy has had successful results. Officials had increased contact with the schools, gave authorisation to move ahead with improvement programmes, provided project agents with transport to the schools, and provided material support such as building materials (Rowley, 1999). The project had noted increased government-community relations and partnerships (Muskin, 2001). For the SCORE Project in Ghana, the organized villages and education committees had initiated a lot of broader-based community development initiatives, such as getting the district to supply boreholes, electricity, and pipe-borne water. Particular villages also received school furniture from the district assembly or new teachers assigned by the district. Other local government bodies supplied funds and other materials. One community sent a proposal to an outside source and received funding for classrooms, a library, an office, and a storeroom (Odonokor, 2000). With the Education Development Centre's work in Ghana, District education officials had begun to educate communities on how education was a shared responsibility (Community School Alliances Project, 2000).

ix. *Effective parents' associations (PTAs and school management committees)*

Welmond (2000) and Tietjen (1999) discovered that in comparison to government public schools, effective and active parents' associations were strength of community schools and were one reason given for community school students' achievement. Existing associations became more active in many cases reviewed. While improved parents' associations were a strategy for improving school quality and equity, it was also a desired outcome of many interventions. In Guinea, Parents Teachers Associations (PTAs) had increased their participation in managing schools, monitoring results and dropouts, and enforcing boy-girl equity (Fox *et al*, 1999). Save the Children in Mali found school management committees to be effective at some tasks.

A report by Laugharn *et al,* (2000) noted that the School Management Committees (SMCs) excelled at tasks that could be carried out within the village, but did not reach out to authorities or other external partners effectively. PTAs associated with CARE's SCORE Programme in Ghana had begun to do such things as collecting outstanding schools fees, repairing buildings, hiring a carpenter to build furniture, asking parents to buy textbooks for their children, and putting extra

classes in place. In addition, PTA and SMC meetings had attracted more parents, more active participation at meetings, attendance and participation of more women, and more frequent meetings of PTA executives (Odonokor, 2000; Price *et al*, 1998). The Community School Alliances Program in Ghana also reported more frequent or regular PTA meetings and better attendance at those meetings (Education Development Centre, 2001).

x.   *Community involvement in education*

According to Education Development Center (2001), Save the Children Federation-Uganda (2001), Save the Children-USA (2001), Hyde *et al* (1997), Action Aid Tanzania (2000), Tounkara *et al* (2001), von Hahmann (1998) and Rowley (1998), some communities were more involved in education often as a result of improved parents' associations. Community roles and activities included fundraising (often through agriculture or communal fields), providing accommodation for teachers, renovating or building classrooms and other school buildings, providing local building materials, giving teachers land to farm. Some communities provide a school vehicle, building or paying for school furniture, providing sports equipment, giving teachers foodstuffs, purchasing text books and teaching and learning materials and buying school supplies for students. They also recruit teachers, pay teacher salaries for additional tutoring after classes, monitor teachers and students for performance and attendance, and patrol villages for truancy or school grounds for security. Communities recruit students, school planning, institute by-laws against taking students out of school to do work, maintain a relationship with a local government school, organise and pay for pre-schools, form girls' committees to enrol and keep girls in schools, and get official recognition for schools from the government.

Childscope in Ghana noted that communities were taking more responsibility for teacher appointments and behaviour (Agarwal and Hartwell, 1998). The Community School Alliances Project also reported that teachers make a greater contribution to education; for example, in one town, a teacher gave extra classes for 1 to 2 hours a day after school (EDC, 2001).

xi.   *Increased parental participation*

Community School Alliances Project (2000), reported that parent involvement in schools and in their children's education had increased in the community schools in Ghana. With the Community School Alliances (CSA) project in Ghana, parents visited schools to discuss children's progress,

provided exercise books and pens for children, and were more prompt in paying school fees. More parents in Mangochi, Malawi, were meeting their children's teachers (Hyde *et al*, 1997). Childscope in Ghana reported that men spent less on drinking and more on children's needs and that parents and teachers had reduced child labour (Agarwal and Hartwell, 1998). Two projects in Ghana reported that parents had lightened or rescheduled children's work loads. Parents had reportedly shifted children's workload from before school to after and had shifted some of the girls' work load to their brothers or reduced their work loads altogether and had reduced children's selling in the evenings (Price *et al*, 1998; Odonokor, (2000); Community School Alliances Project (2000). Parents of Action Aid community school students in Uganda were attracted to the schools' flexible and child-friendly approach. They were also strongly involved in monitoring school activities, and consequently became involved and interested in their children's learning, which is unusual for rural parents (Wrightson, 2001).

xii.   *Increased relevance to local needs*

Save the Children-USA (2001) and Tounkara *et al* (2001) stated that community school students tend to stay in their villages, unlike other school leavers, and parents see them as rooted to tradition. Others see the community school model as valuing village competences and knowledge, and that the model impacts village life through other village infrastructures. Integrating local knowledge and practical skills into the primary school curriculum broadens and further strengthens community schools relevance to local needs.

xiii.   *Community school impact on national education systems*

According to World Bank (2000: 47), community schools have an impact on national education systems in a number of ways, bringing about educational innovations or reforms and assisting in the process of decentralisation, especially if the curriculum is a localised one. Community schools have helped to move monitoring, supervision, and training to a more local level and contributed to the decentralisation of basic education management.

Decentralising the cost of education (having communities pay for education) by establishing community schools is a major contribution to national education system. Cissé *et al.* (2000) pointed out that, decentralisation of the management of education helped to introduce national languages into teaching, formulate new curricula, and introduce community participation in

education. In Zambia today the Ministry of Education is encouraging schools to come up with localised curricular in accordance with the needs of a particular environment.

2.3.2   Challenges for community schools

Reviewing literature on community schools in Africa without highlighting the challenges they face would render the review insufficient. Challenges give us another face of every situation, including community schools. Most of the examples of challenges in this section are from community schools that are well managed and also from those that are poorly managed in order to provide a wholly embracing picture.

i.   *Poor student performance*

Cissé *et al,* (2000) and Ramin (2001) revealed that the community school pass rate in Mali was about 32% in 2000-01, while the rate for public schools in the Sikasso region was 45% percent. Moving into public secondary schools was not to be the only factor on which programme success was based because most primary school pupils in Mali and elsewhere did not continue. In addition, the Save the Children model in Mali was not originally designed to support the continuing education of learners (Muskin, 1997; 2001). This is very similar to the Zambian situation. Many community school programmes have not existed long enough or do not have a formal way to measure student achievement either over time or in comparison to government schools. In Zambia for example, the Zambia Community Schools Secretariat (ZCSS) is defunct, it is no longer in operation (MOE, 2007).

ii.   *Poor teacher qualifications*

Muskin (1997 and Save the Children (1999) alluded to the fact mentioned earlier that, the lack of teacher education and qualification was often seen as a weakness of community schools. In 1997, Save the Children in Mali found that learners did not have adequate training to continue school in French and that a programme weakness was the lack of teacher qualifications and local people who could teach in French.

A recent Save the Children evaluation noted that turning someone with a ninth grade education into a primary school teacher with 45 days of training was being over ambitious (Save the Children-USA, 2001). Teachers' lack of qualifications and training can have a direct negative

impact on the quality of education that children receive (Ramin, 2001). In Zambia, communities assess teachers by their dedication to teaching under-privileged children and to helping the community. These standards, rather than academic ones, were used because hiring qualified teachers posed financial constraints (Cashen *et al*, 2001). However, these criteria were not adequate because dedication to work alone without the right skills on the part of the teacher can not bring about quality education.

iii.   *Poor quality of education*

Tounkara *et al.* (2001) and Muskin (1997) discovered that there was heated debate over the quality of education offered in community schools. Did these schools offer a second-best education to the poor? They stated that community schools were often perceived as 'discount' schools because they recruit unqualified teachers, do not follow school construction norms, and lack certain inputs.

Rugh and Bossert (1998) found that despite the effort community school programmes expend, no significant difference in achievement levels of children or appreciable change in the methods of teaching and learning existed in comparison to government schools. They concluded that improving quality may require technical experts rather than communities. Quality concerns among community schools in Mali arose from the Ministry of Education's lack of capacity to supervise them effectively (Kante, 2001).

iv.   *Lack of support and supervision for teachers in community schools*

Tounkara *et al,* (2001) agrees that the lack of support and supervision for teachers is a challenge for many community schools. The corollary to this is that many public school teachers also suffered from a lack of supervisory visits by government inspectors and pedagogical advisors. though in Mali, the number of visits was much higher for public than for community schools. In Zambian community schools, lack of supervision and financial support are blamed on Government for inconsistent educational quality and a deficiency of teachers and other supplies (Cashen *et al,* 2001). The lack of official government support was noted as a weakness for USAID-funded schools in Mali and community schools in general (Ramin, 2001a; Save the Children, 1997; World Bank, 2000).

v. **Lack of teachers**

The evaluation of the Childscope Project that worked with existing schools in Ghana noted the shortage of teachers for community schools, and that those who were there were not trained (Agarwal and Hartwell, 1998). In Mali, the community school teaching force was unstable. Because of the lack of training and the low and often irregular salaries, teachers were not always motivated (Ramin, 2001and Save the Children, 1997).

Welmond (2001: 4) described parents at World Education schools in Mali as having the choice between 'poorly qualified teachers that they could barely afford and free qualified government teachers who may never show up' The problem for community schools in Guinea was that the government would only recognise schools staffed by government-certified teachers. Communities, therefore, could not recruit teachers locally and the government had difficulty staffing schools in remote areas (Rifkin and de Marcken, 2000). In Zambia, teacher turnover rates in community schools are high; the main cause being low morale due to lack of financial compensation and professional support (Cashen *et al,* 2001).

vi. **Lack of local resources**

The lack of resources within villages and among parents was a crucial challenge for community schools; it was one reason why some educators did not support community schools. Such educators did not agree with the notion that poor people should pay for their children's education. Having communities carry the full burden of teacher salaries was neither equitable nor sustainable (Rifkin and de Marcken, 2000). The involvement of donors or NGOs more often mitigated the weakness of the resource base.

Welmond (2001: 5) described the problem as having a multiplier effect in the sense that successful community mobilisation led to a ratcheting up of expectations and, as a consequence, a situation where the demand for more and better education outstripped the community's capacity, even with international NGO assistance. Muskin (1997) noticed that, parents often struggled to pay school fees, which means that teachers may not be paid in general. If teachers were to be paid by communities, it was usually at a very low and perhaps unsustainable rate; for example, Save the Children teachers at Kissa once went on strike. Many programmes, such as those in Mali, talked about community fatigue in paying for their schools (Ramin, 2001a). World Education in Mali believed that placing the entire financing burden on parents of students was a problem.

In Zambia, communities identified their needs but rarely possessed the technical and professional skills required to mobilise resources to meet these needs. Community schools and communities found that funding recurrent costs was the most problematic task. Community schools that pay their teachers usually charge school fees to raise this money; this leads to a dangerous situation as most children enrolled in these schools avoid the fees charged by government schools. (Cashen *et al*, 2001).

vii.   Gender equity

World Education-Mali (2000) discovered that: gender equity, while often better than in government schools, had not been reached in many cases. Community schools still reflected the general low girls' enrolment throughout the system. World Education-Mali schools reported that girls made up 40% of enrolment in their schools in 1999. In Zambia however, statistics showed that the number of girls enrolled in community schools was growing over the years, beating that of boys For example, there were 177,625 boys against 178,509 girls in community schools country wide (MoE, 2005: 27). However, retaining girls in these schools remains a challenge (Tounkara *et al,* 2000).

Datta (1992: 150) pointed out that in the mid 1970s in Zambia, although there were almost as many girls as boys in the first year of primary education, by the seventh year the girl boy ratio came down to 2:3. One quarter of the pupils enrolled in Grade 4 could not find places in grade 5, and all these pupils were found in the rural areas. According to this study the situation has changed as shown in the enrolment statistics.

viii.   Low enrolment, dropout, and repetition rates

Enrollment in general has been less than projected in certain geographical areas in many communities while dropout rates are significant, particularly in the higher grades. Between third and fifth grades, community schools in Mali lose a quarter of their enrolment (6 to 8 times the dropout rate in other forms of education). After the first year, community school promotion rates are lower than those for public and private schools (Cissé *et al,* 2000; Ramin, 2001).

ix.   Poor infrastructure and lack of textbooks and materials

In many cases, though not always true for schools supported by NGOs or other donors, community schools had poor facilities and infrastructure. A Save the Children evaluation in Mali found poor latrines and lack of cupboards to keep supplies. World Education in Mali also found that many

community schools had a fourth year, but only three classrooms to house them (World Education-Mali, 2000). Another report stated that the current challenge for the community schools was the lack of infrastructure and teaching materials (Tounkara *et al*, 2000). The quality of school construction was an issue for community schools, particularly in West Africa where community schools tend to be built of mud and local materials, which are cheaper, but need to be repaired annually and do not protect children or materials from rain. Community schools in Zambia vary in the quality of infrastructure, some are without roofs while others are better. (Cashen *et al*, 2001) noted that some children could not attend school during the rain season. More than half the community schools studied in Zambia did not receive materials or supplies from the District Education Offices.

x. Sustainability

In Malawi, an evaluation found that unless the government paid teachers' salaries, the community schools would not continue to operate because communities could not provide the minimum salary. Only 8% of parents said they would continue to support the school if Save the Children withdrew its support. However, only parents who served on the school committee felt they were involved with the school (Hyde *et al,* 1997). Evaluation of two projects which worked with existing schools in Ghana also expressed doubts about the sustainability of their community management efforts. In the Community School Alliances project, the Education Development Centre (EDC) measured the sustainability level of participating schools and communities and found that only 53% of the first two cohorts of communities indicated high or moderate sustainability (EDC, 2001). In evaluating the SCORE programme of CARE-Ghana, the existence of Participatory Rural Appraisal Teams (PRAT) indicated that communities would retain the planning skills learned but they might not be able to sustain inputs for maintaining and developing infrastructure). In Kasempa majority of the parents talked to exclaimed that they were tired of managing the community schools especially in the area of infrastructure. They have to rehabilitate the structures every year, especially the roofs. They were earnestly requesting Government to take over the community schools; otherwise the continuity of the community schools was questionable.

xi. Hostile attitudes and lack of information

Welmond (2000) found that there were conflicts between teachers who taught in community schools and those in conventional schools. Teacher hostility stems in part from the decline in status, the use of contract teachers and the slow growth of salaries. Teachers' union representatives said that community school teachers threatened their professional status. Cashen *et al,* (2001)

found out that in Zambia, a community school teacher was ridiculed by her government school counterparts for teaching at such a school, which is not considered as 'serious' as a government school. Save the Children-USA (2001) found that in Mali communes (local government officers) assist community schools only marginally and in rare cases.

According to Welmond (2001), elected officials said that they did not know much about community schools and how they fit into communal budgets. Confusion existed in Mali at higher levels over decentralisation—whether community schools were public schools or not when it came to their inclusion in communal-level funding. Communes prioritised government schools and not community schools.

According to the World Bank (2000: 47), the eight principal difficulties of community schools are described as being in large part ideological. These are political resistance to change, low level of motivation, resistance of teachers' unions, rapid decentralisation of education, insufficient resources, lack of technical competence at the management and the local levels, community disengagement, poverty and illiteracy.

The World Bank (2000) carried out a study of community schools in eight countries, six of them in Africa i.e. Chad, Guinea, Mali, Senegal, Tanzania, and Togo. It discussed their general weaknesses in addition to those noted above, and they included:

- the lack of legislation regarding community schools and specific laws for decentralisation;
- the lack of political engagement in community schools by government education actors;
- the lack of contact between public and community schools;
- the lack of certification for community school students;
- the lack of students transferring from community schools to public schools;
- the lack of competence at the local level to manage financial resources;
- the limited financial resources of the government.

Currently, community schools are not integrated into the national education system in most countries; communities and NGOs primarily support them. They do not receive financing from the government, they are not always accounted for in national statistics, there is not always official

means of transferring between the two systems, and the government does not help in activities like training. The limits of the current situation include:

- the financial and institutional capacity of communities;
- the financial capacities of NGOs;
- the payment of teacher salaries (and those of inspectors, heads and supervisors);
- the creation and distribution of textbooks;
- adequate teacher training;
- the lack of certification of community school graduates.

The World Bank (2000) further observed that if these limits are not overcome, countries run the risks of the poorest children in communities still not having access to schools, community schools providing a very poor quality of education over time, the disparities between rural and urban zones increasing, and communities losing interest in supporting schools.

The literature review above aimed at highlighting the findings of other studies within Africa and Zambia on perceptions in communities towards community schools. As observed in the literature above community schools in Zambia face similar challenges such as poor student performance due to poor teacher qualification, lack of support and supervision, lack of teachers, lack of local resources. In some cases, there is low enrolment and high drop out and repetition rates. Poor infrastructure and lack of textbooks and other materials is a common problem faced by the community schools in Kasempa. The challenges above make sustainability difficult.

Chapter three:
Methodology

3.1   Research design

A research design is defined as 'the planning of any scientific research from the first to the last step. It is the specification of the most adequate operations to be performed in order to test specific questions or address objectives under given conditions' (Bless and Achola, 1988: 54). This study was largely qualitative in design and descriptive in nature. It tried to explain the views of stakeholders and their attitudes towards community schools in Kasempa district. The descriptive approach was chosen because 'it gives an accurate account of the characteristics of a particular phenomenon, situation, community or person' (Ibid: 42). The quantitative approach was also used in collecting and presenting numerical data.

The study was a case study because it involved groups of person in one district. The case study method or approach allows for an intensive study which enables the researcher to know precisely the factors and causes of a particular phenomenon (White, 2005). Accordingly, the researcher aimed at giving an accurate account of the characteristics of the sites and the respondents' views in the communities.

3.2   Target population and Sample size

A target population is a collection of objects or individuals having some common characteristics that the researcher is interested in studying. It can be described as all possible elements that can be included in the research. Sampling size refers to making a selection from the sampling frame (a concrete listing of the elements in the population) in order to identify the people or issues to be included in the research. A sample is also described as a portion of the elements in a population. The key idea to be observed is the populations' representativeness.

The target population of the study included the total population of about 51,904 people in Kasempa district (CSO, 2001) and 18 community schools. The study sample comprised 145 people and 10 community schools. This included 100 community members drawn from PTA executive committees, 10 political leaders (Ward Councilors), 5 Ministry of Education officials, 20 teachers, and 10 Zone Coordinators. These categories of respondents were sampled using the purposive sampling technique. A total of 100 pupils were selected using simple random sampling to pick 10

pupils from each school. Only pupils in middle basic classes were sampled, except for schools which just ended at lower basic level. Simple random sampling was also used to select 10 community schools out of the existing 18.

3.3   Research instruments

The researcher used questionnaires with close-ended questions to elicit data from the officers at DEBS Office, Zone Coordinators and community schoolteachers. These three groups were also interviewed using one to one interview schedule. Focus Group interview schedules were used to get data from community members and the pupils. The researcher also took notes at every stage and was therefore a research instrument as well.

3.4   Data collection

In line with the qualitative research approach, data was collected through Focus Group Interview (FGIs), structured and semi-structured interviews. Individual interviews were used for Ward Councilors and Zone Coordinators because it was difficult to have them in a group at the same time. Members of staff from the DEBS Office were also interviewed individually because of their busy schedule. The researcher himself was the main instrument in the research process as he took notes. He made critical observations of the respondents' non verbal communication and recorded them down. The interviews with the community members, pupils and the councilors were tape recorded and notes were taken so that the data collected could be saved verbatim for easy analysis and interpretation. The researcher used questionnaires to collect quantitative data. The researcher read the contents of the consent form to some respondents in order to receive permission from them to have the interview tape recorded. All the respondents accepted that the interview could be tape recorded. The researcher carried out personal observation for the purpose of triangulation.

3.5   Data analysis

Much of the data collected in this study was qualitative and only a small fraction was quantitative. Nevertheless, the little quantitative data was analysed using Microsoft Excel package for diagrams, tables and graphs, while qualitative data was analysed thematically. The data recorded from focus group discussions and interviews were transcribed and analysed by coding them into themes that emerged. By indentifying a theme, we isolate something that firstly happens a number of times, secondly, it happens in a specific way (Borg *et al,* 1996; Bless and Achola, 1988). Ely (1984) in Ely, Anzul, Friendman, Garner and Stainmate (1995: 150) also defined a theme as a statement of meaning that runs through all or most of the pertinent data or one in the minority that carries heavy

emotional or factual impact. Data from focus group discussions were also typed and categorised according to themes.

3.6   Limitations

The study was very expensive due to the distances between community schools. This led to huge expenses on transport, food and lodging. Sometimes long distances were covered on foot to get to certain community schools. In order to efficiently carry out the task of covering the sampled community schools, the researcher had to procure a motor bike, radio cassette player, blank tapes and a lot of batteries. This made the exercise even more expensive.

Due to long distances, the data collection became so difficult that the researcher failed to meet all the Ward Councilors sampled. So, only seven out of ten councilors were interviewed. This negatively affected findings of the study in the sense that the missed information would have added value to the findings. While the findings are valid, they may not reflect the total picture for the entire country because of different geographical positions and means of production in various districts. The social and economic status of the people of Kesempa district which has an effect on their views and attitudes towards community schools may not be exactly the same as the social and economic status of the people in all the other districts in the country.

Chapter four:
Findings of the study

This chapter presents the findings of the study. The findings have been classified under three main themes, namely; Views for Establishment, Impact of community schools, and Attitudes of stakeholders. The main emerging themes have been sub divided into sub-themes as follows:

i. Views for Establishment

    (a) Distance

    (b) Likes and Dislikes

    (c) Expectations

    (d) Sustainability

ii.   Impact of community schools

    (a) Access

    (b) Quality

    (c) Relevance

iii.   Attitudes of stakeholders

    (a) Support

    (b) Administration

    (c) Preference

4.1   Views for Establishment

Under this theme the researcher states stakeholders' views for establishing community schools, what they liked and what they did not like about the community schools, the expectations and sustainability of community schools.

(a)   Distance

When community members were asked why they established community schools, the general reason they advanced was that they (parents) noticed that most of their children, especially the young ones, were finding it very difficult to go to school due to distance and other natural

obstacles. The following were some specific responses from some community members and Ward Councilors:

- We thought of the bridge to go to Kan'gombe, there was no bridge. During the rain season the river gets flooded and the community made bridge gets submerged in water. The children were only able to go to school in term two when the water in the river subsided. This problem compelled us to start the school.

- Our community is situated in between two regular schools that are very far. What used to happen was if a child attends school for two days the third day he or she would want to rest. The attendance of our children was very bad, so we thought of establishing a school nearby, with permission from the DEBS Office.

- We wanted our children to know how to read and write. We know that modern life requires some one to have some level of literacy and numeracy in order to cope with what goes on in life. We know that education brings about civilisation. We thought that if we send our children to school, we shall have development. When our children get educated we know that all the things that we lack will be provided.

- We found out that the government pays attention to places that have schools. Many developmental projects and government visits are usually concentrated in places that have schools. Therefore, we built the school so that development does not by pass our area.

In addition to the views given by various parents, one of the Ward Councilors said:

- Small children fear going to school especially during the months of January, February, March and April when there is tall grass and thickets. During such months there are rumours that there are people who come round to pluck peoples' hearts and private parts for rituals. Hence the need to establish community schools closer to the children.

From the foregoing it is clear that the main motives for establishing community schools in Kasempa district were: to provide school places, reduce distance between home and school, to protect the children from the fear of rumours that there are people who move round ambushing

children to pluck hearts for rituals and to avoid natural obstacles such as rivers which make it difficult for some children to access school.

(b) Likes and Dislikes

When asked what they generally liked about community schools the Zone Coordinators, some councilors, officers at DEBS Office and community school teachers said that they liked community schools because they (community schools) reduce the distance for the children and enabled them to go to school easily. They also said that they liked community schools because the schools have supplemented government effort in providing education to children who stay far away from regular schools. More specifically officers at DEBS Office had this to say:

- There are a lot of things that I like about community schools. One of them is that these schools are situated in places which are quite distant from these conventional schools, so they give chance to some of those children who would not have gone to school due to long distances between their homes and existing conventional schools.

- I like community schools because they accommodate anybody from grade 1 to 7 or from 7 to 15 years, some even 16 years. In short, they provide education to the under- privileged children in society and they do not demand for uniforms.

The Zone Coordinators, as Ministry of Education representatives in the supervision of community schools, responded:

- Parents are beginning to understand the value of education; they are showing a lot of support to the schools.

- Community schools are a stepping stone to the beginning of new conventional schools. We have seen about six schools in our district which started as community schools but have now graduated into conventional schools.

- What I like most about community schools is that they are an alternative for the children who are staying very far from conventional schools. Some children who were not in school have found themselves in school after the introduction of community schools.

- The community schools are very helpful especially here where we are because we are talking about long distances between schools. We have pupils who used to come from *Mukinda,* they used to arrive here around 8-9 hours when they were supposed to be in class at 7 hours.

- It used to be very difficult for small children in lower basic grades. The community school has helped to shorten the distance for them.

The community schoolteachers also said:
- I like community schools because they are giving education to every child who lives in the community where there is a long distance to a regular school. So you find that where there is no community school children are suffering because they do not have where to go for education.

- What I like is the fact that school has been brought nearer; when I went to school myself I was going very far, I suffered a lot, may be that is why I am not very educated.

- Community schools are also good because the teacher does not insist on uniforms. The child can go to school with the same clothes she is using at home or any type of clothing, but in the regular schools they are requested to pay some fees.

When the pupils were asked to state what they liked about community schools, their responses were as follows:

- I like community schools because they are closer to home.
- For me what I like at this school is learning. We are learning well. We do not buy books.
- Me I like this school because of ball games.

In short, community schools have solved the problem of distance; they have brought schools closer to the clients. The creation of community schools has helped in giving access to some children who would have been permanently cut off from acquiring education.

When asked to state what they did not like about community schools, the MoE officers at DEBS Office responded:

- What I don't like about them is that infrastructure is quite bad; even if they are community schools children should not be sitting on the floor. I don't like that; I wish something could be done about it.

- Another thing is that these teachers who are employed by the community are supposed to be paid by the community either in kind or in cash but most of the time they are not paid anything.

The Zone Coordinators said:
- I don't like community schools for the reason that teachers in the community schools are not looked after properly by the community members. The wages they get are not motivating and they are poorly accommodated. The other thing that I dislike sometimes is the reaction of some community members themselves. They don't want to help very much.

- What I don't like is actually the way the community themselves, the parents, look after the teachers. There is an element of them not trying to give what they are supposed to give to the teachers in terms of payments in kind or monetary. Sometimes the parents are actually hostile to the teachers.

The community schoolteachers gave the following detailed responses:
- What I don't like in community is that mostly we work like volunteers, so we are paid in kind. Sometimes they (parents) do not even give you anything you just work just for nothing. I think that, that is not good. In some communities also like this one in a rural place we find problems with water, we find problems with aaah…..as you can see the place itself it has grass and whatever, so you find that you may experience a lot of diseases.

- The thing is community schools are a bit trick because you find that the teacher is not paid and the amount of the money the teacher is being paid is very little compared to a regular school. We are called as teachers since we do the same work as regular teachers. We have to make lesson plans schemes of work and all things that are needed for some one to be called as a teacher.

- What I do not like about community schools is the remuneration aspect. When we receive a quarterly grant, parents stop giving us what we are supposed to be given they think that by the

school getting a grant then even the teachers are paid. They forget that what the teachers get from the grant is only 25% of the total allocation. For example, some times we receive K500, 000.00 per quarter. 25% of that amount is K125, 000.00; this is the money that should be shared among four teachers to be used in a period of three months.

- One thing that I do not like is the language of some parents they do not say good things about us despite the sacrifice. They like teasing us without realising that we are teaching their children for almost no pay, they do not appreciate.

- The government does not seem to care about whatever is happening in community schools. You will notice that children just sit on benches and bricks meanwhile those children in conventional schools sit on good desks but the kind of tuition we are offering is the same. This affects the performance of pupils negatively especially when writing.

- We are not receiving adequate assistance from both the government and the parents.

- There are times when you may find yourself lacking certain things such as food, soap and other essentials when you ask for these things from the employer in our case it's the parents you find that they tell you that they do not have or they give very little. This is unpleasant.

- I do not like what happens at the end of the year where our grade seven examination candidates are asked to go and sit for their examinations at a foreign centre just because we do not have a centre number. Our children are disadvantaged in this way although they still perform better. This is very unfair.

On their part, pupils had the following reasons for disliking community schools:
- I do not like the idea of learning together with the grade ones in the same class. Our school is very small, teachers are also very few.

- Our school and classes are poorly built.

- What I do not like myself is the wearing of assorted clothes; we do not have a particular uniform. We do not look like school children.

The stakeholders appreciated the fact that the establishment of community schools has moved schools closer to the learners. Nevertheless, stakeholders indicated that there were certain things about the community schools which they did not like, such as the state of infrastructure which they said was quite bad, inadequate teaching and learning materials and desks. The children were sitting on broken bricks, pieces of stone and some were literally sitting on the ground. They further said that they did not like community schools because of the conditions under which the teachers were serving; in most cases they (the teachers) were not paid anything at all.

(c)   Expectations

In answer to the questions related to what they hoped to achieve from the community schools, the community members had various expectations. Some of their responses were as follows:

- We saw that most of our children were learning bad habits by staying at home doing nothing. Some children were even reaching 15 years before they could accept to go to school due to distance. So our expectation was that if we can have a school nearby our children would be starting school at the right age of seven years or while they are still young before they acquire immoral habits from the community in the village.

- We would like our children to live better lives in future; we also want to live good lives when our children get educated.

- What we realised was that if a place has people who are not educated, that place will not develop. We wanted our children to be educated and contribute to the development of our area. Actually we have already begun to see some of the things we expected; for example, our children are able to read and write.

During the focused group discussions, with the pupils they were asked about their ambitions; to say what they would want to become after completing school. The pupils mentioned jobs, careers and professions like doctor, teacher, nurse, soldier, lawyer, driver and manager. None of the pupils mentioned that he/she would want to become a farmer

In order to elicit the expectations community teachers had from community schools, they were asked in a questionnaire to respond to the following statement: 'Sending children to community schools increases access to better life in future.'

The data shows that (11) 55% of the teachers sampled strongly agreed while (9) 45% of them agreed that sending children to community schools increases their access to better life in future. There was no contrary view to the statement.

Community members and community schoolteachers, like any other parents, expected their children to be literate, finish school, find employment in towns, especially in the mines and become self reliant. They thought that education would liberate their children from the cruel experiences of the village and prevent them from acquiring what they called uncivilised habits. The pupils were not satisfied with the kind of tuition they received due to lack of various teaching and learning materials. Most of the pupils indicated dislike for community schools for not giving them the kind of education they expected. Their schools did not have enough books for them to learn effectively and compete favourably with their counter parts in the regular schools. However, there were a few who said they were going to succeed even under the prevailing conditions since their teachers were teaching them very well. Generally, it seems that if the government does not take deliberate interest in trying to support the community schools then most pupils' ambitions will only remain dreams.

(d)   Sustainability

By sustainability here I mean the support rendered by community members or the government to community schools to enable them to continue operating for a long time, providing quality education. When community members were asked for their opinion on whether community schools would continue or not, they responded as follows:

• Most people nowadays are becoming skeptical about the continuity of community schools because the government is not coming in to assist us in improving the infrastructure.

• We are tired of cutting grass every year. We want permanent structures like those in regular basic schools so that we can have some time to rest.

When the Ward Councilors were asked about the future of community schools in their areas, some gave the following answers:

- The situation in the community schools will not improve if we do not have good infrastructure like in government schools because some teachers would not like to continue teaching in open and unroofed structures.

- If the government does not come in, the future of community schools is bleak. When it rains children have a problem, if it is very cold or hot there are all sorts of problems for the children.

Despite the challenges revealed above, the stakeholders were against the idea of government abolishing community schools, they instead appealed to the government for support. There was no community school in Kasempa that was being assisted on full time basis by any Non-Governmental Organisation (NGO). However, two schools received some funding from USAID for the construction of one classroom block in each school. At the time of the study, the classrooms were at ring beam level. Nevertheless, the stakeholders in those schools bemoaned the inadequacy of the funding. There were two other schools which received funding for the construction of pit latrines and the sinking of bore holes from a church organisation called Vine Yard. Apart from that support, the community members had to do everything else on their own. They said that the assistance they receive from government is not adequate and they needed government to do as much as it was doing in conventional schools in order to ensure sustainability.

As stated above, the stakeholders were against the idea of government abolishing community schools, hoping that things would change for the better in the near future. Their hope was that the government would take a more pro-active approach to the existence and operation of community schools.

In the questionnaires, officers at DEBS office were asked to give their views on the following statement: 'The government should abolish community schools'.

The data shows that (3) 60% of the officers at DEBS Office strongly disagreed with the idea that the government should abolish community schools. In addition, (2) 40% of the officers disagreed with the idea. This means that all the officers at DEBS were against the idea of abolishing the community schools despite the challenges.

On the other hand, (5) 50% of the Zone Coordinators strongly disagreed and (3) 30% disagreed with the statement that government should abolish community schools. Nevertheless, (1) 10% agreed while the other (1) 10% of the Zone Coordinators were undecided. So the Zone Coordinators were also against the idea of abolishing community schools.

The issue of sustainability was a big challenge that was not seriously considered by the stakeholders at the time of establishing the community schools. The stakeholders were doubtful about the sustainability of the community schools because the teachers were not well looked after in terms of remuneration and accommodation. The teachers were not motivated and the environment in which they worked was not stimulating. The infrastructure was in a deplorable state and most of the schools were in very remote, undeveloped areas. The community members explained that they were finding it very difficult to run the schools, especially when it came to the maintenance of infrastructure and the paying of teachers. The infrastructure was temporal, made of local materials such as mud bricks and pole with mud walls and grass roofs. The temporal structures needed regular maintenance, which was very burdensome to the community members.

4.2   Impact of community schools

Under this theme stakeholder's perceptions on the impact of community schools with reference to access, quality and relevance are presented. The impact of community schools was measured by finding out how they (community schools) had contributed to access to education among the vulnerable and other children in the community. The schools' impact was also measured by the quality, standard or effectiveness of the education or tuition the children were receiving in class. The impact of these schools was further assessed by the relevance or appropriateness of the curriculum or subject content to the needs of the learners in the community or district. In other words, increased access or high enrollment figures, effectiveness of learning and appropriateness or usefulness of what was being learnt were indicators of positive impact, while low enrollment figures, ineffectiveness of learning, and inappropriateness of what was being learnt were indicators of negative or lack of impact.

(a)   Access
Poor and inadequate infrastructure was one reason for poor enrolment in most community schools. Due to this problem the number of out of school children in some communities is still high. Access here refers to the provision of school places to accommodate the children who did no have an

opportunity, it is about increasing enrolment. Below is the table showing the enrolment in the sampled schools by grade and by gender.

Table 1: Enrolment in 2008

School	Enrolment															
	Grade 1		*Grade 2*		*Grade 3*		*Grade 4*		*Grade 5*		*Grade 6*		*Grade 7*		**Total**	
	B	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**	**B**	**G**
1	19	14	07	09	08	07	21	21	-	-	-	-	-	-	**55**	**51**
2	13	15	13	14	11	14	11	15	13	11	-	-	-	-	**61**	**69**
3	20	26	54	50	36	57	37	61	20	70	42	46	-	-	**209**	**310**
4	40	45	17	20	33	27	22	29	10	13	27	22	17	13	**294**	**111**
5	16	16	15	18	17	17	16	16	16	13	09	07	-	-	**89**	**87**
6	11	17	07	03	07	06	04	02	-	-	-	-	-	-	**29**	**28**
7	15	29	16	22	38	22	25	14	08	13	-	-	-	-	**102**	**100**
8	11	17	20	20	10	14	15	10	-	-	-	-	-	-	**56**	**61**
9	07	08	20	07	14	02	06	06	10	10	10	05	06	03	**69**	**38**
10	11	23	13	09	16	14	15	17	09	08	16	16	07	06	**87**	**64**
Totals	**163**	**210**	**182**	**172**	**190**	**180**	**172**	**191**	**86**	**138**	**104**	**96**	**163**	**210**	**1662**	**1654**

Key to schools and gender:

1.   Kamusongolwa,   2. Kimabokwe,   3. Kamalamba,   4. Kabikondo,   5. Mpembwe,

6.   Lwalaba,   7. Shikulukila,   8. Kamakunka.   9. Kijinjimene, 10. Jibombo

B – Boys   G – Girls

The table above shows the enrolment in the schools sampled by grade and by gender; the total enrollment was 3,316 pupils. The total enrolment in all the community schools including those that were not visited was 4, 986 pupils, accounting for 27% of the 18,466 primary school pupils in both government and community schools in Kasempa district.

On access to education by children, community members said there was a great improvement since the establishment of community schools. This is what they had to say:

- Our children are starting school at an early age without encountering the challenges of distance. We have seen that even those children who did not want school are now coming because the school is near.

- One of the changes we have seen is that in the past before we started this school many of our children shunned school but now almost all the children of school going age around go to school. The classes are always full.

- We have seen that our children are progressing well. Every year we are receiving new pupils.

From the foregoing tables and sentiments, it can be said that one impact of community schools in Kasempa district was that there had been increased pupil enrollment and attendance.

(b) Quality

Quality here refers to the provision of the kind of education that is able to bring about the expected changes in the lives of children. Quality requires that there is good infrastructure, other educational materials and qualified teachers. This study also emphasises pupil teacher ratios and teachers' qualifications.

Table 2: Number of teachers against the number of classes and pupils

School	# of teachers	# of classes	Teacher to Class ratio	# of pupils	Teacher to Pupil ratio
1	2	4	1:2	106	1:53
2	3	6	1:2	130	1:43
3	2	6	1:3	519	1:259
4	3	6	1:2	405	1:135
5	2	6	1:3	176	1:88
6	1	4	1:4	57	1:57
7	3	6	1:2	202	1:67
8	1	4	1:4	117	1:117
9	4	7	1:1¾	107	1:26
10	5	7	1:1½	151	1:30
Totals	26	56		3,316	
Average			1:2¼		1:128

Key to schools:

1. Kamusongolwa,   2. Kimabokwe,   3. Kamalamba,   4. Kabikondo,   5. Mpembwe,

6. Lwalaba,   7. Shikulukila,   8. Kamakunka,   9. Kijinjimene,   10. Jibombo

The table above indicates that the average class to teacher ratio was 1:2¼ and the average teacher to pupil ratio was 1:128. On average, the teacher to class ratio which shows that 1 teacher was

handling 3 classes single handedly is fair, but there are extreme cases such as Lwalaba and Kamakunka where one teacher handles 4 classes single handedly. Such a state of affairs compromises quality and effectiveness of education, especially when classes are given to an untrained teacher.

When asked about the challenges they faced, school teachers said:

- We face the challenge of over enrollment in some schools, which is compounded by repetition, failure of pupils proceeding to higher classes due to lack of teachers and classes.

- What happens is that when pupils are supposed to proceed to another grade there is either no room or teachers to handle the pupils in the next grade. As a result they (pupils) remain in the same grade since they can not go to other schools due to long distances. This is a general trend in many community schools, especially those in the remote areas.

The foregoing statistics in Table 2 about the teacher pupil ratio indicates that community schools are poorly staffed. Logically, such a scenario negatively affects quality of education. All the stakeholders in the study acknowledged this fact.

The aspect of quality of education was discussed with divergent views from different stakeholder groups in a multi-directional manner giving reference to factors such as lack of teachers, poor pupil performance, inadequate learning and teaching materials and infrastructure.

They also acknowledged the fact that the teachers are untrained. Below are the table and figures showing the gender and qualifications of teachers.

Table 3: Gender of the teachers

Gender	Number	Percentage
Male	14	70%
Female	6	30%

In the table above, (14) 70% of the sampled teachers were male, while (6) 30% of them were female.

Figure 1:   Teachers' level of qualification

Figure 1 above shows the qualifications of the teachers in schools visited. Only (1) 4% male teacher was trained. but awaiting deployment to regular government schools, no female teacher was trained. Out of the remaining (25) 96%, only (2) 8% female teachers were under-going training under a distance teacher training programme at Solwezi College of Eduation while (6) (24) of the male teachers were undergoing training giving a total of 8 (32) teachers. Out of the teachers with only grade 12 qualification (2) 8% were female while the remaining (10) 40% were male teachers. Only (1) 4% of the males was grade 9. The remaining (4) 16% teachers with grade 9 qualification were female. None of the teachers were grade 7.

The qualifications of most teachers were not good. The fraction of the teachers who were exposed to the modern Ministry of Education methods of teaching was small only (10) 39% against (16) 61% who were either grade 12 or grade 9 without formal training. This gives a negative effect on quality of education.

Despite the lack of adequate qualifications among the majority of the teachers, most community members (PTA executive committee members) said that they appreciated the type of education their children were receiving because a good number of the children were able to read and write. In response to the question; 'As a community, are you satisified with the quality and type of education your children are receiving?', the community members said:

- Yes, the teaching which is going on here is worthy appreciating. For example last year (2007) we had seven pupils in grade 7 and all of them qualified to grade 8, something that does not happen in regular schools. The scores that our pupils got were far much higher than those scored by pupils from regular schools. Besides, our children went to write their examinations at a neutral centre where our teachers were not allowed to invigilate.

- We attribute the good quality of education to the commitment of the community school teachers towards their work as compared to the regular school teachers who abscond from work so often either to go for salaries or to attend unending seminars and workshops.

- What we can say is that the teaching in community schools is different from that in convetional schools. The teachers in community schools are showing more commitment to their work than the teachers in conventional schools.

- Our teachers here do take care, they are more concerned. They want pupils to learn so that parents can appreciate them. The teachers in our community schools do not have a lot of things to distract them from doing their work. It means that when they come to school they devote all their time to teaching.

Table 4: *Opinions of Zone Coordinators and community school teachers on whether 'community schoolteachers are as good as the teachers in regular schools.'*

Category	SA		A		U		D		SD		TOTAL	
	F	*%*	**F**	*%*	**F**	*%*	**F**	*%*	**F**	*%*	**F**	*%*
Zone Coordinators	0	0%	0	0%	1	10%	5	50%	4	40%	10	100%
Community Teachers	9	45%	1	5%	1	5%	6	30%	3	15%	20	100%

Out of the (10) 100% Zone Coordinators sampled, (5) 50% of them disagreed and (4) 40% strongly disagreed that teachers in community schools were as good as those in conventional schools. Only (1) 10% were undecided and none of them either strongly agreed or agreed that teachers in community schools were as good as those in conventional schools. (9) 90% of the Zone Coordinators disputed the idea that community schoolteachers were as good as those in conventional schools.

Out of the 20 community teachers, (9) 45% of them strongly agreed and (1) 5% agreed that teachers in community schools were as good as the teachers in conventional schools. On the contrary, (3) 15% of the teachers strongly disagreed and (6) 30% of them disagreed with only (1) 5% undecided about the statement. The majority of community school teachers agreed that teachers in community schools were as good as the teachers in conventional schools.

The officers at DEBS Office, the Zone Coonurdinators, most Ward Councilors and a few community members criticised the quality of education in the community schools, basing their criticism on various deficiencies such as poor infrastructure, inadequate teaching and learning materials and poor staffing coupled with poor teacher qualifications. These views are reflected in their responses to the statement that pupils in community schools were achieving as much as those in conventional schools, as shown above in Table 4 below.

Table 5: **Opinions of Zone Coordinators and DEBS Office officers on whether 'academically, pupils in community schools are achieving just as those in conventional schools.'**

Category	SA		A		U		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
DEBS office officers	0	0%	2	40%	0	0%	3	60%	0	0%	5	100%
Zone coordinators	2	20%	4	40%	0	0%	3	30%	1	10%	10	100%

None of the officers strongly agreed while (2) 40% of them agreed that academically, the pupils in community schools were achieving as much as those in regular schools. Nevertheless, (3) 60% of the officers disagreed, although none of them strongly disagreed with the statement. None of the officers were undecided. The majority of the officers therefore did not agree that pupils in community schools were achieving just as much as those in regular schools.

As for the Zone Coordinators (2) 20% of them strongly agreed while (4) 40% agreed. However, (3) 30% of them disagreed, with only 10% strongly disagreeing and none of them was undecided. In general (6) 60% of the Zone Coordinators agreed that academically, the pupils in community schools were achieving just as much as those in conventional schools.

In summarising the sub theme, the sentiments passed by stakeholders regarding challenges in community schools arising from lack of proper infrastructure; untrained teachers; lack of learning

and teaching materials were outrageous. The statistics showing teacher to pupil ratios and poor teacher qualification levels leaves a lot to be desired and clearly proves that quality education in community schools is far from being attained.

(c)   Relevance

Community schools would only be considered to be an alternative solution to the problem of inadequate provision of education if they exhibit relevance to the communities. Relevance here refers to the education which is in agreement with what the government has set in form of curriculum. It is education that is valuable to the learners and society and is realised when it changes the learner to acceptable behaviour and equips them with intellectual skills such as reading and writing.

When asked whether what the children were learning in community schools was relevant to the needs of the communities, two important stakeholders; community members (parents) and community school teachers had this to say:

• There has been great change on the part of the children. Initially they did not know how to read and write but now they are able to read, write and speak English. They did not know how to keep themselves clean but now they look clean.

• The school is helping in the dissemination of information on HIV and AIDS. Our children are aware about the dangers of HIV and AIDS; we see this during camp fires how the children control themselves. In most cases girls come to report the boys who propose them, then us as teachers we counsel the boys.

• The pupils who come to school are showing respect to their parents as we teach them here at school and there is also a change because those pupils who do not come to school do not know how to wash their bodies. Those who come to school regularly are told to wash their hands, keep their hair clean, to brush their teeth and to do this and that. So we have seen there is a very big difference with those who doesn't come to school.

• The impact that I have noticed is that when these pupils came to this school they were illiterate. After staying at the school for some time the children begin to read and write this; confirms the transformation. The children who come to school we teach them that when

coming to school you should wear clean clothes and clean yourselves. This exhibits a difference; the children who come to school are clean unlike those who do not come to school.

- The relevant aspect I have noticed is that in the near past people in this place were not able to read but our pupils today they are reading. We used to go and call people from kabutwitwi to come and read for us but nowadays this is done by our own children here.

- The other relevant aspect that I have noticed is that the community members (adults) are coming to attend *shibukeeni* (evening classes).

- Since the time we opened the school we have never had any early marriage case. This practice was very rife in the past. Most of these girls you see here, had it not been for this school they would have been married off by now.

- It has given the community an advantage of receiving things from the government through the school. They receive things such as food for work; it is also acting as a center for receiving a lot of information. The children in the area are now able to read and write.

- That system of people going round looking for some one to read a letter for them has lessened. Almost in every family there is at least a child who is able to read. Therefore, the levels of illiteracy have gone down tremendously.

- The churches are now well up because many people are able to read the Bible. Most of our pupils are the secretaries in the churches. Christianity is becoming strong. The young men and women (Youth) around have also found a place for recreation they do come to play games with the pupils".

- The distance that some pupils were supposed to cover has been reduced.

- Our children nowadays are being compelled to look clean because when going to school they need to bath properly. So the children who are going to school are appearing cleaner than those who are not going to school. At school, they are learning many other games, when they come home sometimes; you hear them singing English songs.

- Even in terms of respect the pupils who are coming to school are more respectful; they rarely use abusive language because if they are heard at school the teachers punish them as a result they gradually refrain. If they insult in the village the friends threaten to go and report them. So children who go to school become less abusive compared to those who do not go to school.

- Our children are now able to compete in sports with their friends in other schools including regular schools.

- Before we built this school, the main occupation for our children was going in the bush to hunt small animals, nowadays they are spending their time productively by coming to school to prepare for their future. The ones who come to school even appear generally enlightened.

- The school has greatly helped to reduce the practice of parents sending their children into early marriages. Even those girls who have qualified to go to grade 8 if there was no school here they would have been with children by now.

- We thought that if we start a school and our children get educated in future we shall be ok. We have seen our friends who have educated children how they are being helped. Leaving our children in the villages to be digging mice; poverty will never finish.

Before the community schools were established the out of school population was high, but of late it has reduced due to the creation of places in the community schools. The illiteracy levels in the communities surrounding the community schools have come down. The children attending community schools are able to read and write, especially those who have gone beyond the third grade. The same schools have opened evening classes *(shibukeeni)* for the adults to learn how to read and write.

In summarising the sub theme above, sentiments and evidence given by community members and community schoolteachers revealed that the education offered by community schools was relevant in the sense that it reduced the number of out of school children; the levels of illiteracy reduced significantly; information about hygiene and prevention of diseases such as HIV and AIDS was widely disseminated impacting even the people who were not going to school.

4.2   Attitudes of stakeholders

Under this theme the researcher presents the responses and reactions of stakeholders towards community schools. This includes how the stakeholders support the community schools and how the schools are administered. The theme is sub divided into three sub-themes namely support, administration, and preferences.

(a)   Support

The community members were asked to comment on whether or not the government was helping them to improve the situation in the community schools. The members accepted that they received help from the government in form of quarterly financial grants, learning and teaching materials. Only members from one community school said that they had never received any help from the government.

So, all the community schools sampled except for one were receiving quarterly grants from the government. The grants were broken down as follows: 35% for teaching and learning materials, 25% for infrastructure, 25% for teachers' allowances, 10% for school health and nutrition (SHN), and 5% for special education needs (SEN).

The allocation of the grant was based on enrolment and the distance of the school from the DEBS office. The average allocation per school per quarter (three months) was about K1, 000,000.00 (One Million Kwacha). The picture shown here is that funding was inadequate. In schools where there were more than one teacher, the teachers had to share K250,000.00 (two hundred and fifty thousand kwacha), out of the total allocation for three months. One other common feature about the grants was that they were erratic; sometimes two or three quarters would elapse without any grant being received by the community schools.

Although the community members appreciated the meagre financial support from government, their ultimate view on this was that the government had a negative attitude towards community schools. They expected the government to increase its support in order to have a guaranteed future for the community schools.

When the community members were asked to say something on how they worked with the DEBS office, they gave very sharp sentiments as follows:

- We used to work well with the office of DEBS in the past. Nowadays we do not work well with them. They do not come round to find out what is happening. The only collaboration we still appreciate from the office of DEBS is the grant we get and a few exercise books for our children. Nowadays the teachers have told us that we are not allowed to be seen around the DEBS office. It is only the teachers who are allowed to go to the offices. This is a very sad development. As a result of this we are not working well with our teachers, there is a lot of suspicion on how the teachers are using the grants from government. You know the issues of money always bring problems of transparency and compromise.

- We are not working well with the mentioned offices because they always bypass this school; they concentrate on government schools. Here they are leaving everything in the hands of the community members, saying that the communities established the schools so they should support them. They promised that if we start the school they were going to assist us, now they are by passing us. We are being treated like foreigners in our own country.

The stakeholders (i.e. community school teachers and community members) were asked to give their views on what they would want the government to do in order to ensure improvement of the situation. The community schoolteachers said the following:

- I think I should propose that in every community school, the government should send a few trained teachers, the schools should have a head teacher and may be two to three other trained teachers and then, the rest could be untrained teachers. These untrained teachers should be supported fully. What causes even these teachers not to teach is because they are not supported. They get very little from the government.

- The problem of teachers is not the only challenge the community schools are facing. There is the issue of desks, benches and chalk boards. In short, I would simply say the government should come in to improve infrastructure.

- The government should provide decent accommodation to the teachers in community schools.

- I would like the government to consider improving the conditions of community school teachers.

- The government should also sponsor the teachers who meet basic qualifications for training so as to improve the quality of their performance.

Community members added the following:

- We have built our school with a grass roof; this is a temporal measure. Our children are sitting on improvised benches; teachers do not have tables and chairs. We hope that the government will help us in this area of infrastructure. The government is our mother we are looking forward to her for assistance.

- We wish our teachers to have tables, chairs and cupboards where they can keep their items so that the school can look nice. Then even the English the pupils are speaking will be appreciated and we shall all be encouraged.

- We hope that the government will give us permanent teachers. Apart from teaching, permanent teachers can be of great help to our community even in other areas of development.

- We want the government to see how we are suffering. As you can see, we are working with grass. This implies that most of our educational materials are not stored properly. During the rainy season many materials get soaked and eventually get damaged. The buildings do not last. We have been building these structures year in year out. We are hereby appealing to the government to assist us put up permanent structures. I must say here that we are tired and fed up of rehabilitating the buildings.

The support given by the government was not wholesomely appreciated because it did not meet the needs and demands of the community schools.

(b)   Administration

Community members were asked to state how they were taking part in the administration of their community schools. In response they said:

- We usually, have Parents community School Committee (PCSC) meetings in which we discuss how to proceed with the development of our school. We contribute food for our teachers. As you can see, the roof of our school is almost collapsing so we have decided to replace the roof so that our school can look better.

- We have decided to mould bricks so that we can request the office of DEBS to assist us with cement and iron sheets so that we can rest a bit from the perpetual rehabilitation. Using the local materials in maintaining our school is making us busy every time; we are not resting at all, in future if it continues like this we may fail. We expect the government to appreciate our efforts.

- We also give food to our teachers, we cultivate for them. We do not have the money so during the time of cultivation we cultivate for our teacher, at the time of harvesting, we contribute food.

- We mould bricks, cut grass and give help to our teachers in form of contributing tins of maize (3 per household). We also dig toilets; we are in the process of digging toilets and constructing another teacher's house. We literally do everything on our own.

- We have actually got a permanent programme that every week we have to work at the school for two days. We do increase on the number of days if there is a pressing problem. Like now, we want to increase the number of classrooms so we have started moulding bricks.

- We contribute some things for our teachers such as soap, maize and even money.

- We have built the school, the toilets and teachers' houses. We have also been cultivating for the teachers and contributing food for their up keep. We also visit our teachers every week to find out what they are lacking so that we can provide where possible before the communal contributions are gathered.

- We bring grass for roofing, we clear around the school, we dig toilets we also maintain the churches where our children learn from.

Nevertheless, communities appreciated the government's intervention of allowing the establishment of community schools. This was revealed from the responses given by the officers at DEBS Office and Zone Coordinators where (1) 20% of the officers (at DEBS Office) strongly agreed, another (1) 20% agreed, the other (1) 20% was undecided, but (2) 40% disagreed with none of them strongly disagreeing that the people of Kasempa had appreciated the government initiative of allowing community schools. The general perception of the officers about the communities' views in terms of appreciating the initiative of government of allowing the establishment of community schools was that it was evenly divided between those who were appreciative and those who were not so appreciative.

In addition, (4) 40% of the Zone Coordinators strongly agreed and (3) 30% agreed that the people in their zones had appreciated the government initiative of allowing community schools. Another (2) 20% disagreed and (1) 10% strongly disagreed that the people in their zones had appreciated the government initiative with none of them undecided. The majority of the coordinators were agreeable that the communities had appreciated the initiative of government for allowing the establishment of community schools.

In Kasempa all community schools were started and were being run entirely by community members. The major cause of most challenges the community schools faced was that before the schools were started the communities were promised that in due course the government would take over the running of the schools. Therefore, community members worked very hard to ensure that schools began with the conviction that relief would come from the government in the near future. The community members indicated that the expected assistance from government was not being seen, especially in the infrastructure sector and teacher remuneration. The community members indicated that they had reached a point of despair. As a result, their attitude towards community schools had began to take a negative direction so much that some started withdrawing their children from the community schools subjecting them again to the undesired child unfriendly distances to regular government schools.

(c)   Preference

One way of establishing the stakeholders' attitude towards community schools was to find out their preference or choice between community schools and conventional schools. So the Ministry of Education officers at DEBS Office, Zone Coordinators community school teachers and

community members were asked to make a choice. The Ministry of Education officers at the DEBs Office stated that:

- I would choose a Government school because they are staffed with qualified teachers. They have educational materials.

- I would take my child to a conventional school because they are already well established, everything is in place, teaching and learning material are there, teachers are trained and infrastructure is good. So why not take my child to a conventional school?

Community members' answers were as follows:

- I can choose a community school so that our community schools can grow. That is the only way we can improve even the enrolment. If we take our children to schools that are already established, that will mean that the community schools will die.

- What we can say is that the teaching in community schools is different from what is in conventional schools. The teachers in the community schools are showing more commitment to the teaching of children than the teachers in basic schools. We have seen that community schoolteachers are more caring than the teachers in conventional schools.

- One thing we have seen is that, here if only ten pupils attend school on a particular day the teacher will teach them, but in conventional schools if only ten pupils attend there is a tendency of combining the classes or sending the children away. That is a difference, our teachers here do take care they are more concerned. They want pupils to learn so that even the parents can appreciate them. Besides the teachers in our school do not have a lot of things that can distract them from doing their work. It means that when they come to school they devote all their time to teaching the children.

- Community school because the teachers who are there seem to be more committed they appreciate their work. Those teachers in the regular schools work so reluctantly like people who are disgruntled and frustrated all they want is money. I can only take my child to a regular school if he/she qualifies to go to grade 8, just because we do not have grade eight classes here.

The Zone Coordinators said:

- Looking at what is prevailing in the community schools I would definitely choose a conventional school. Conventional schools have trained teachers and they have materials.

- At the moment I would say I would take my child to a government basic school because when you look at children going to a government basic school and those going to a community school there is a difference. The pupils who go to a government basic school enjoy because the furniture is good the facilities they use like books are also good. The government is really supporting them. When you talk about exercise books, they are given in government schools while it is rare in community schools.

- I can choose a government basic school because basic schools have got good infrastructure, they have got good teachers who are trained who can even teach the children to understand these new programmes. I think my child can learn more because of being exposed to good environment than just sitting on the floor or on the stones in a community school.

On their part, the community school teachers answered:

- Well, I would prefer to take my own child to a regular school because at a regular school there is chance for learning. Let me say there are adequate books; books are there. There are enough books, enough chalk and trained teachers. So, I would take my children there unlike at community schools where there are few teachers and few books.

- The reason why I also would choose a government school is that there is effective learning there from grade one to grade seven.

- We can choose a government school. The reason is that the government itself will pay the teachers without us contributing anything. The government schools have many materials such as books. Here (in community schools) when you are given a grant and it gets finished there is no where else to get help from but in government schools the government continues to find other ways of helping.

- Our infrastructure here is pathetic as you can see; during the rain season our children just heap themselves in the corners, no learning can take place. Every time we have to change the roof. This gives us a lot of work. Meanwhile government schools have permanent structures.

- I can also send my child to the government school because the government always gives assistance to its schools, teachers are many and books are sufficient. In the community schools, teachers are fewer because as a community we cannot afford paying many teachers. We are suffering a lot to run these community schools. If we take our children to government schools, we shall find that everything needed by our children for their learning is already there.

- The reason why I can choose a government school is that in the community school I will be required to pay. I will also be asked to build a classroom or a teacher's house and cut grass for roofing every season. At a community school work will never finish.

- In the community schools, we have had teachers stopping work at any time and we have no control at all. There is no consistency; today you have this teacher, tomorrow that teacher the other day another teacher, this is a problem.

Similarly, community members stated their preferences as follows:
- I would choose to take my child to a conventional school because there are trained teachers there and materials are adequate for good learning.

- I would also choose a regular school because there is well structured leadership, unlike in community schools.

- Regular schools are inspected by government officers. Our school does not receive inspectors despite the fact that it is along the main road. We just see Ministry of Education vehicles passing by.

- There is free education in government schools, which is not the case in community schools. The government should remember that we are also Zambians. Sometimes we feel as if we are

second class citizens or refugees. We are being treated like non Zambians people who have been disowned.

In summary, most of the Ministry of Education officers at DEBS Office, Zone Coordinators, community school teachers and community members preferred conventional schools because they had good infrastructure, had adequate and trained teachers, had enough teaching and learning materials and were regularly visited by Standard Officers.

In order to further find out whether community school teachers had the self-esteem needed to work positively, they were asked to give their views on the statement, 'teachers in community schools are as good as the teachers in regular schools. Out of all the teachers asked (12) 60% of the teachers strongly agreed that they were as good as their counter parts in regular schools. Nevertheless, the other (8) 40% of the teachers disagreed with the statement.

The community school teachers were also asked to give their views on the statement, 'pupils in community schools take learning more seriously than their friends in the regular schools.' In response, (18) 90% of the community school teachers indicated that they agreed with the statement. There was no contrary view given except for the 10% who indicated that they were undecided over the matter.

When community school teachers were asked whether sending 'pupils to community schools means equitable and quality education for all' in a questionnaire, (7) 35% of the teachers strongly agreed while (9) 45% agreed that sending pupils to community schools means providing equitable and quality education for all. On the other hand, (1) 5% disagreed, (3) 15% strongly disagreed and none of the teachers were undecided.

They were also asked to state whether only OVCs should be enrolled in community schools. In response (7) 35% of the teachers strongly disagreed and (9) 45% disagreed that only OVCs should be enrolled in community schools. Meanwhile, (1) 5% of the teachers strongly disagreed, (2) 10% agreed that only OVCs should be enrolled in community schools, one teacher was undecided on the matter. Going by the views of the majority, community schools should be open for all. The percentage of orphans in the community schools had proved it.

These views by the community schoolteachers show that they had a feeling of low self esteem.

Community school teachers were further asked in a questionnaire to respond to the statement 'my self esteem as a teacher in a community school is low because of the state of affairs in the school.' (12) 60% of the teachers agreed and (4) 20% strongly agreed that the self esteem of the teacher in community schools was low because of the state of affairs in the schools. Conversely, (2) 10% disagreed and (2) 10% strongly disagreed. As stated above, community schoolteachers regarded themselves with low self esteem.

In the questionnaires officers from DEBS office, Zone Coordinators and community members were asked to give their views on the statement, 'The self esteem of pupils in community schools is low.' Their responses were as shown in Table 6 below:

Table 6: 'The self esteem of pupils in community schools is low.'

Category	SA		A		U		D		SD		TOTAL	
	F	%	F	%	F	%	F	%	F	%	F	%
DEBS office officers	0	0%	1	20%	1	20%	2	40%	1	20%	5	100%
Zone coordinators	1	10%	4	40%	1	10%	3	30%	1	10%	10	100%
Community teachers	3	15%	10	50%	0	0%	5	25%	2	10%	20	100%

As can be seen none of the officers from the DEBS Office strongly agreed, but (1) 20% of them agreed, another (1) 20% was undecided, (2) 40% disagreed while (1) 20% strongly disagreed that self esteem of pupils in community schools was low. The majority of the officers did not accept that the self esteem of pupils in community schools was low. However, at least (1) 10% of the Zone Coordinators strongly agreed and (4) 40% of them agreed that self-esteem for pupils in community schools was very low. However, (3) 30% disagreed and (1) 10% strongly disagreed that the self-esteem of pupils in community schools was very low. Additionally, (1) 10% of the coordinators were undecided. The majority in this case agreed that self-esteem for pupils in community schools was very low.

As for the community school teachers, (3) 15% of the teachers strongly agreed and (10) 50% agreed that self esteem of pupils in community schools was low. However, (5) 25% of the teachers disagreed with (2) 10% of them strongly disagreeing with the statement that the self esteem of pupils in community schools was low.

The low esteem was associated with the teasing and rejection that the community school pupils suffered from their friends in regular schools. The community members sighted the problem of uniforms as one the reasons for the children in community schools having low esteem. They looked at themselves as being inferior to their counterparts in conventional schools who always put on uniforms. This is how the community members presented their sentiments on the issue of uniforms for school children:

- On this issue of uniforms, we have been thinking that our children need uniforms because for a school to be a school, every child must be in uniform. The uniform shows that one is a school girl/boy. Children who are not in uniform actually look dirty and it is difficulty to identify them.

- At one time we discussed this issue in the PTA executive committee meeting and decide that we need to explain to the general public about the importance of uniforms. Our children need to be identified as school children; there must be a difference between those children who go to school and those who do not.

  In order to find out their attitude towards the community schools where they are learning, the pupils were also given chance to explain what their choices would be if they had to choose between a government school and a community school. This is what they had to say:

- I can choose a government school because it has everything you need for learning.

- In a government school teachers get their salaries from the government but the community schoolteachers do not.

- The classrooms and desks are good and classes are roofed with iron sheets.

- I can choose a government school because it is big.

- I can choose a government school because the government school is good. The classes are good, the desks are good, and there are a lot of books and balls, there is a good playing field.

- I can choose a government school because our friends there are not subjected to paying for many things like we do in community schools.

Despite the very good results noticed at grade seven level most stakeholders held community schools in low esteem because of the challenges they were facing. Stakeholders were asked to choose where they would want to take their children in the event that distances to government and community schools from their homes were equal. All the officers at DEBS office, Zone Coordinators and most Ward Councilors chose conventional schools but some community members and some teachers preferred community schools to government schools.

In summary, the view of the majority of both community school teachers and community school pupils on their self esteem was that they were not held in high esteem as compared to their counterparts in conventional schools.

Chapter five has shown the perceptions of the sampled stakeholders towards community schools in Kasempa district. The attitudes of the stakeholders were also investigated. Finally the impact of community schools on the community was assessed. Although the pass rate (transition rate from grade 7 to 8) was very good in community schools ranging from 85% to 100% the attitude of many stakeholders was negative due to the conditions in the schools. However, the community schools had remarkable positive impact especially on the pupils, in the sense that the pupils were able to read and write. Generally, community schools were helping in reducing the levels of illiteracy in the communities where there were no conventional schools. One other encouraging aspect was the creation of *shibukeeni* (evening classes) which catered for adults in terms of trying to give them basic literacy skills.

Chapter five:
Discussion of the findings

This chapter discusses the findings of the study. The data are discussed under the sub headings or main themes that emerged from data analysis and presentation in chapter 4. These are Views for Establishment, Impact of community schools, and Attitudes of stakeholders towards community schools.

5.1 Views for Establishment

(a)   Distance

It was evident from the findings that community schools were indeed a positive intervention in the provision of education in Kasempa district. This was the perception given by (4) 80% of the DEBS Office officers,(17) 85% of community schoolteachers, and 100% of Zone Coordinators. The demand for education in the district had continued to grow against meagre government resources, dynamic migrations, expansions and growth of the communities. These factors required that interventions like community schools be embraced. Tounkara *et al* (2000) and Muskin (1997) alluded to the fact that in Mali, World Education reported having increased demand for education in general through its schools. A World Bank study (2000) also noted the growth of demand and particularly the demand for educating girls, demand for quality education, and not just access. The increase in enrolment and in the number of community schools in Zambia attests to this fact (MOE, 2007). From the responses given by various groups of respondents, community schools have proved to be a necessary venture in Kasempa district.

The stakeholders gave the factor of distance as the major reason that compelled them to establish community schools. The problem of pupils failing to go to school due to long distances in Kasempa was not entirely as a result of government failure to establish schools, but was also as a result of the people's way of life. The Kaonde people of Kasempa district practice the shifting cultivation type of farming similar to the *chitemene* practiced by the Bemba of Northern Province. They call this type of cultivation as *Kuviiluka,* it involves shifting from one place to another in search of good fertile land with many trees. Consequently families moved far away from the already established government schools into areas which did not have any schools. This posed a problem for the children who were subjected to travelling long distances to go back to school, in the villages where their parents came from.

The other reason was that of communities trying to attract government attention to their areas. People realised that most of the time government activities and services like sinking of boreholes and construction of clinics were concentrated in place that had schools. So they established the schools to attract outside interest. The realisation by the people was valid because all the schools visited but one had boreholes sunk right at the schools.

(b)   Likes and Dislikes

All the stakeholders indicated that they liked community schools on the grounds that they had managed to cut down the long distances the pupils used to cover to go to conventional schools. It was noticed that a lot of children who had given up going to school due to long distances were encouraged to go back to school. Out of a population of 18, 557 pupils attending middle basic (primary grades 1-7) education, 4,986 were in community schools. Community schools had significantly contributed to the improvement of the enrolment rate in the district as 27% of the primary school population came from community schools (Annual School Census Forms, 2007). This was in line with what Marchand (2000) showed: that due to the introduction of community schools, access and overall enrolment rates increased tremendously and contributed significantly to national education.

However, the respondents also pointed out some of the things that they did not like (dislikes) about community schools. They said that they were not happy with some conditions under which the pupils in community school were learning. The problem of lack of teachers and infrastructure stood out very prominently. All the schools that were sampled were dilapidated, made of grass roofs and pole and mud walls. Out of the ten schools visited, five were using old church buildings. Even those independent structures called classrooms used by children were like traps as they were on the verge of collapsing.

The poor infrastructure situation in community schools in Kasempa was the exact opposite of what World Learning (1999) observed in Ethiopia where through community mobilisation and outside support, the infrastructure of some community schools had improved greatly and was even better than that in government schools in some places. Apparently, there was no community school in Kasempa which was being run by an NGO like in Ethiopia.

As shown in figure 2 on page 42 all the teachers in the community schools were untrained except for one who was awaiting deployment to a regular school. Some of the teachers interviewed were

not able to speak English and appeared to be poverty stricken, not cared for and had no houses. The findings were consistent with those of Muskin (1997) and Save the Children (1999) who alluded to the fact that, the lack of teacher education and qualifications was often seen as a weakness of community schools. An evaluation undertaken by Save the Children noted that turning someone with a ninth grade education into a primary school teacher was being over ambitious (Save the Children-USA, 2001). Teachers' lack of qualifications and training can have a direct impact on the quality of education that children receive (Ramin, 2001).

With regard to the teachers' welfare, community members admitted that they were not fulfilling their obligation in terms of support to the teachers. As a result some teachers were not motivated and were losing interest in their work. The community schoolteachers did not like the language of some parents against them. Parents did not seem to appreciate the sacrifice from the teachers. This idea was in conformity with what Ramin (2001) and Save the Children (1997) discovered in Mali, that due to lack of training and the low and often irregular salaries and the hostility from parents, community schoolteachers were losing morale and interest in their work.

The way the government was treating community schools was a big concern to the stakeholders. The government did not seem to care about whatever was happening in community schools as it did in regular schools. It was noticed that community school children were sitting on benches and bricks, while children in regular schools were using good desks. The lack of furniture negatively affected the performance of pupils especially when writing. In addition, community schools had inadequate teaching and learning materials.

The stakeholders were unhappy with the idea of making their children go and write final examinations at different centres from their schools. In their view, the scenario intimidated the children and caused them not to perform according to their ability. Although they managed to qualify, the children would perform even better if they had chance to write from their own schools.

The allegation of malpractice on the pupils made by officers at DEBS office and some Zone Coordinators was ruled out due to the fact that pupils met new teachers who did not know them. Since a composite examination was usually a yard stick used to measure effective teaching and learning, community members concluded that there is effective teaching and learning in community schools.

(c)   Expectations

Stakeholders expected the government to consider improving the conditions under which community school teachers served. They expected the government to provide decent accommodation for the teachers in community schools and to sponsor the teachers who met basic qualifications for training so as to improve their ability to teach. The stakeholders also wanted government to improve infrastructure by allocating some money to the community schools just as it was doing to regular schools. Community schools needed money for iron sheets, cement and furniture. Communities would provide the rest. The stakeholders' views were consistent with what World Bank (2000) found in a study carried out in eight countries, six of them in Africa, i.e. Chad, Guinea, Mali, Senegal, Tanzania, and Togo. It discussed the general weaknesses of community schools including the ones noted above. The study by World Bank further revealed that community schools were not integrated into the national education system in most countries. They were primarily supported by communities and NGOs. So the schools did not receive funding from the government, partly because they were not always accounted for in national statistics. There was always no official means of transferring between the two systems, and the government was not helping in activities like training.

The community members expected that education could redeem their children from perpetual illiteracy, ignorance and lack of civilisation. They hoped that when their children become educated they would bring about development in their areas and also live better lives by getting formal employment. About 95% of community schoolteachers also agreed with the idea that sending children to community schools increased their chances of having better life in future. Similarly, the pupils talked to had very fascinating expectations about their ambitions, all the pupils said that they would like to become teachers, doctors, nurses, soldiers, drivers, managers and lawyers. None of the pupils wished to remain in the village and become a farmer. Despite, the expectations from various stakeholder groups, government interventions were not matching the expectations. The government was not doing much to improve the conditions in the community schools for stakeholders and school pupils to realise their expectations. Non Governmental Organisations (NGOs) need to take an interest in the running of community schools in Kasempa.

(d)   Sustainability

The communities in Kasempa identified the needs for their children's education but did not posses the technical and professional skills required to mobilise resources to meet those needs. Community members found that funding community schools' recurrent costs was the most

problematic task. Those that paid their teachers usually charged school fees to raise the money but that led to a self defeating situation as most children enrolled in community schools avoided the fees charged by government schools. This was a negative attribute as far as sustainability of community schools was concerned. Parents complained that the declaration of free education by Government did not seem to apply in their community schools.

It was clear that the Ministry of Education and political leaders were not doing enough to improve the situation in community schools. The community members rightly criticised the Member of Parliament for not visiting the schools regularly. Ward Councilors also rarely visited the schools. The Ministry of Education officers by-passed the community schools on their mission of visiting government schools. The Ministry of Education even admitted that very little had been done for community schools in terms of maintaining standards (MoE, 2007). The community schoolteachers and community members felt neglected and rejected. The community members took this to be the cause for the poor conditions in the schools. According to the researcher's observation, the government had neglected community schools to the extent that sustainability was not assured. Pupils were attending community schools in Kasempa because they did not have another option. If this state of affairs continues sustainability of community schools will be unrealistic.

In evaluating the SCORE programme of CARE-Ghana, the existence of Participatory Rural Appraisal Teams (PRAT Price *et al,* 1998) indicated that communities would retain the planning skills learned but they could not be able to sustain inputs for maintaining and developing infrastructure. In Kasempa the majority of the parents talked to said that they were tired of maintaining community schools, especially in the area of infrastructure. They were rehabilitating the structures, especially the roofs every year. They earnestly requested the Government to take over the community schools otherwise their continued operation was doubted. Nonetheless, when asked if the government should abolish the community schools, all stakeholders especially officers at DEBS office and most Zone Coordinators were against the idea because they wanted children to learn and hoped things would improve in future.

5.2   Impact of community schools

(a)   Access

The major positive impact of the community schools was increased enrolment rates and the reduction of absenteeism due to the shortening of distances to regular schools. As we saw in the previous chapter, before the community schools were started in the areas where they are now, very few children used to go to regular schools because the government schools were far away. The attendance of those pupils who managed to attend regular schools was irregular until community schools were established. When the community schools just started they were enrolling pupils who were as old as 16 years in the first grade. The enrolment rate was not good because there was no assurance on the future of those schools. However, the situation changed for the better as the schools started enrolling pupils of the right age (seven and eight years). The curriculum has also changed from SPARK to Zambia Basic Education Curriculum (ZBEC). Gradually, the people in the communities developed interest in the community schools and enrolment started to increase. Nevertheless, the problems of poor and inadequate infrastructure, lack of qualified teachers and lack of teaching and learning materials still remain a big challenge negatively affecting access to education in community schools.

According to Annual School Census (2008) the community schools had provided places to about 5,000 pupils in Kasempa district alone. This finding was consistent with what was revealed by World Learning (1999), that pupil attendance and promptness had increased in a number of cases in Ethiopian community schools. Education Development Centre a Community School Alliances Project in Ghana also alluded to the same finding (CSAP, 2000), which was further supported by Education Development Centre (2001), and Agarwal and hartwell (1998). Community schools were usually constructed close to where the learners were found. This made it possible for both girls and boys to have equal access to education.

However, one factor that was negatively affecting access to education in community schools was the problem of repetition which was compounded by lack of teachers and poor infrastructure. What happened was that when pupils were supposed to proceed to another grade there was either no room or teachers to handle the pupils; as a result the pupils remained in the same grade since they could not go to other schools due to long distances. This was a general trend in many community schools especially those in the remote places. This problem created over-crowding in some classes

and caused frustration on the part of the pupils as well as the teachers. Some pupils ended up stopping school because they over stayed in one class without making progress due to lack of teachers and infrastructure.

(b)   Quality

Almost all the respondents unanimously submitted that most of the children in community schools were able to read and write illiteracy had reduced. The children were happy with the coming of the school nearby. When schools were far away there were a lot of absenteeism cases. Nowadays many children attend school regularly and the parents are happy because the children are able to read and write.

On the performance of the pupils, two schools out of the sampled schools already had pupils sitting for the composite grade seven final examinations, the results given by both schools showed that they had 100% pass in the 2006 examination This was evidenced by the report given by the Minister of Education when he gave a public announcement of the 2008 grade seven results. He reported that all the girls who sat for the Grade Seven Examinations in 2008 in North Western Province qualified to grade eight; this number included girls from 5 community schools in Kasempa (*Times of Zambia,* 31/12/2008). This was in agreement with what Action Aid Tanzania (2000) revealed, that pupils in their ACCESS centres (community schools) taking the same end-of-year examinations as pupils in community schools performed better than those in public schools. The community school pupils performed so well that they took the ten highest scores. Community school pupils in Mali, Tanzania, Uganda, and other countries had also successfully made the transition into public schools (Cissé *et al,* 2000; Action Aid Tanzania, 2000 and Wrightson, 2001).

Data revealed that Kasempa district had more than 85% transition rate from community schools to government schools at grade 8 level, which was a tremendous achievement. Cissé *et al* (2000) and Ramin (2001 b) also stated that the pass rates of community school pupils taking end-of-primary examinations in Mali was increasing each year. In 2000/01, World Education school students had a 67% pass rate, higher than the national public school pass rate of 55%. Similarly, in CARE's SCORE programme in Ghana, pupil performance in Mathematics and English increased significantly in all schools from one school year to the next (Price *et al,* 1998).

A lot of positive effects of education such as the reduction of early marriages among the girls, dissemination of information on HIV/AIDS and children's cleanliness had also been witnessed in Kasempa. The good performance of pupils at grade seven highlighted above show that the kind of education the children in community schools received was good enough to make them pass. This is associated with the commitment of the teachers as mentioned earlier on. Quality of education in community schools was affected by poor infrastructure, unqualified and fewer teachers, poor and frustrating conditions under which the teachers were serving and lack of teaching and learning materials.

Nevertheless, despite their very positive contribution the future of community schools is bleak if the government does not implement what is enshrined in the Operational Guidelines for Community Schools (MoE, 2007). The government should find ways and means to preserve the transition rate from grade seven to grade eight which is currently above 85% in the community schools.

(c)   Relevance

As explained earlier, relevance here refers to education which is in agreement with what the government has set in form of curriculum; it is education which is valuable to the learners in terms of changing the learner's behaviour to what is expected and acceptable. Relevant education equips learners with survival skills so that they fit in their environment. The views given by some stakeholders confirm that the education offered in community schools in the district was relevant. The pupils were able to read and utilise the knowledge they acquired to change their way of life.

The establishment of community schools in Kasempa brought about a lot of changes in the lives of the children as well as the entire community. The parents expected that when they start community schools in their areas the children would be able to acquire the skills of reading and writing. Data shows that this expectation was fairly achieved. Parents were happy with the way children were able to read within the first year of being at school. In addition, the children's way of life had changed. The pupils were more respectful to the elders. The general out look of the children who attended school had changed; they looked cleaner than those who did not go to school because they always learned about the importance of keeping themselves clean, they washed their bodies, washed their clothes, cleaned their teeth, cut their nails and combed their hair regularly. In addition, the parents pointed out that unlike other children the children who attend school rarely

went out in the bush aimlessly. Adults who did not have an opportunity to access school during their childhood were being assisted to acquire some levels of literacy through evening classes which were started in the community schools.

Apart from literacy, the communities expected that the creation of community schools would also bring about other forms of development. Accordingly, bore holes were sunk in all the community schools except for one. The bore holes did not only serve pupils and teachers but the entire community by providing clean and safe drinking water. Community school playing grounds provide recreation for the school children as well as the members of the community, especially the youth who patronised the schools for ball games and other extra curricular activities.

The community schools had reduced the problem of early marriages which were rampant in Kasempa area. The dissemination of information on the dangers of HIV/AIDS was also very significant. Before community schools were established children used to spend most of their time in the bush hunting small animals or fishing, which made them to appear very dirty and backward. The introduction of community schools therefore brought hope to both the children and community members.

5.3   Attitudes of stakeholders towards community schools

In order to bring out the attitudes of stakeholders, i.e. their views, reactions and behaviour towards community schools more clearly, this theme was subdivided into three sub-themes namely; Support, Administration, and Preferences.

(a)   Support

As we saw in the previous chapter, stakeholders were not satisfied with the level of support the community schools were receiving from the government. Although they appreciated the meagre financial support from government in form of quarterly grants, their ultimate view was that the government had a negative attitude towards community schools. They expected the government to increase its support in order for the community schools to have a guaranteed future. The support from the community was not adequate to run the schools effectively and to enable teachers live a normal life. Many stakeholders complained that the government, through the DEBS Office gave

unfair attention to community schools in comparison to conventional schools; they felt that the DEBS Office favoured conventional schools.

The view that the government especially in Kasempa had a negative attitude towards community schools was to some extent justified. The resource allocation formula being used did not show fairness as community schools were made to share only 30% while conventional schools got 70% (MoE, 2007:16). The other area where unfairness was shown was in the distribution of books and supervisory visits. Here the Ministry of Education workers concentrated on conventional schools neglecting community schools. It was amazing that some Education Standard Officers at DEBS office did not even know where some community schools were located. According to Community Schools Operational Guide lines (MoE, 2007: 12), it is the duty of government through the Ministry of Education, to support the community schools by providing learning and teaching materials, send trained teachers and assist in improving infrastructure. However, community members in Kasempa were running the community schools without any assistance from the government, especially in the initial stages. Although there were a lot of challenges, the community members through their PCSC/PTAs had seen the schools grow to a level where some are able to send pupils to grade 8 in regular basic schools.

Kasempa is one of the areas in Zambia which receive very insignificant assistance from NGOs in terms of support to cushion the efforts of community members in running community schools. Significant development of community schools was noticed in community schools that were supported by NGOs. According to the Directory of ZCSS Associate Members, there were about 60 NGOs running community schools on permanent basis throughout the country. For example, some community schools in Lusaka were being run by organisations like Zambia Open Community Schools (ZOCS), Zambia Civic Education Association (ZCEA), and Shepherd Staff Development Foundation (SSDF). Unfortunately, none of these organisations was found in Kasempa

Rowley (1999) alluded to the fact that community schools that received both government and outside support in Ethiopia increased in their operations. World Learning in Ethiopia had involved local officials such as politicians, government workers and businesspersons in the running of community schools from the beginning and this strategy has had successful results. In line with this, the attitude of political leaders in Kasempa can be said to have been negative and unsupportive. The MP only visited community schools during campaign times while the Ward Councilors did not seem to bother to find out what was going on in the community schools, despite staying in the same areas. Ministry of Education officers also had a tendency of by passing the

community schools on their routine visits to other schools. So, apart from lacking NGO support, there was also very little or no support by the local MoE officials, political leadership and business community. This made it difficulty for the community schools in the district to grow and increase in their operations.

On the contrally, the contributions that the community members made towards the sustainability of community schools was evidence that they had a positive attitude towards the schools. They did almost every thing at the schools. If the attitude of community members was negative, none of the community schools would have been in existence in Kasempa today.

(b)   Administration

The findings revealed that much of the administration of community schools in Kasempa is done by community members through PCSC/PTA through meetings. The members made decisions on how the schools were to run; they looked into the issues of infrastructure maintenance, teacher recruitment and payment; and they availed themselves for all types of manual work. Zone Coordinators from government schools were also helping in the administration process by giving pedagogical assistance to community school teachers. Further, DEBS Office helped by way of transmitting quarterly grants and other materials from government.

The active involvement of community members in the running of community schools was in line with what is in literature. In Guinea, Parents Teachers Associations (PTAs) had increased their participation in managing schools, monitoring results and dropouts, and enforcing boy-girl equity (Fox *et al,* 1999). Save the Children in Mali found school management committees to be effective at some tasks. PTAs associated with CARE's SCORE Program in Ghana had begun to do such things as collecting outstanding schools fees, repairing buildings, hiring a carpenter to build furniture, asking parents to buy textbooks for their children, and putting extra classes in place. In addition, PTA and SMC meetings had attracted more parents, more active participation at meetings, attendance and participation of more women, and more frequent meetings of PTA executives (Odonokor, 2000; Price *et al*, 1998). The Community School Alliances Program in Ghana also reported more frequent or regular PTA meetings and better attendance at those meetings (EDCI, 2001).

Despite their active participation in the running of community schools, it should be admitted that the complaints by the community members was also a reflection of the common dependence

syndrome on government. However, with some sensitisation, the Kasempa communities are capable of matching the efforts described in the literature above.

(c)   Preference

All stakeholders were asked to give their preferred school in the event that they were living between a community school and a regular school irrespective of the distance. As shown in the last chapter, a few community members, community school teachers and pupils chose conventional schools and their preferences were associated with the factors such as good infrastructure, qualified teachers, enough materials and good management found in the conventional schools. All DEBS office Officers, Zone Coordinators and most Councilors did not regard community schools as schools worth taking their children to because pupils in community schools experienced more challenges in acquiring the required academic skills than those in regular government schools. They felt that community school education was not equal to education in conventional schools in terms of quality due to poor facilities which were below the required standards.

Considering the poor conditions in community schools of Kasempa district such as poor quality of infrastructure, it is very difficult for one to prefer any of them to regular government schools. In most schools in the district children used to sit on dusty floors; classrooms were made of mud and pole and were thatched with grass. Most structures were dilapidated and at the verge of collapsing. There were no trained teachers and the schools lacked teaching and learning materials. This impedes skills acquisition on the part of pupils and generally negatively affected the quality of education. The stakeholders were right to make the choices they made.

Nevertheless, community schools were preferred by many community members, community school teachers and pupils because of good results at grade seven and the commitment of some community schoolteachers. In the area of pupil performance, community schools did better than regular schools. This was in line with the findings in the study done by Save the Children, Miske and Dowd (1998) who found that community schools reported better academic performance than public schools

Chapter six:

Conclusion and recommendations

6.1. conclusion

The chapter gives the conclusion and recommendations of this study. The study had three main objectives: to find out and the views of the stakeholders; to establish the attitudes of stakeholders towards community schools in Kasempa district; and to assess the impact of community schools on primary education in the communities of the district.

On the first and second objectives the community members were not satisfied with the level of support the community schools were receiving from the government. Although they appreciated the meager financial support from government in form of quarterly grants, their ultimate view was that the government had a negative and no-supportive attitude towards community schools. The community members, community schoolteachers, pupils and Ward Councilors were doubtful about the future of the community schools in Kasempa district because local political leaders, i.e. the Member of Parliament and Ward Councilors rarely visited the community schools. The officers at the DEBS Office were also in the habit of by passing the community schools on their routine visits to schools. They exhibit a negative attitude towards community schools which in turn negatively affected the attitude of community members and community schoolteachers towards the schools. Thus; some community members were even removing their children from community schools and sending them back to distant conventional schools. Some community members simply stopped taking part in any activity pertaining to community schools. This posed a great threat to the future of community schools. The vigour and interest the community members had towards community schools was fading away. Unless the attitude of the government and local political leaders change, community schools in Kasempa district are headed for disappearance.

With regard to the third objective, it is clear from data presented in the last chapter that community schools had a tremendous impact in the communities where they were established. Many children including the very vulnerable were able to access or attend school near their homes; many of the community school children were able to read and write; the children had improved in terms of personal hygiene or cleanliness; the problem of early marriages among the girls had reduced drastically; and HIV and AIDS prevention information was disseminated to the learners. In addition, boreholes to provide safe and clean drinking water and play grounds for ball games had

been sunk and constructed respectively, for the benefit of the communities. Therefore, the community schools have had a positive impact on access and relevance of primary education in the communities of Kasempa district; the schools have also had a positive impact on the communities' way of life in terms of water supply.

However, despite the good enrolment, retention rate and the high transition rate, or positive impact of the community schools, challenges encountered by the schools in the management of the schools were not only beyond their capacity to provide solutions, but threatening to their existence.

6.2   Recommendations

In view of this study's findings and the conclusion, the following recommendations were made:

i.   The Ministry of Education should implement the Operational Guidelines for Community schools.

ii.   The local political leaders, i.e. MPs and Ward Councillors should seriously get involved in the operations of the community schools.

iii.   The Education Standards Department at the district level should not neglect the community schools in their monitoring tours. The DEBS Office should plan to visit community schools at least once in a year.

iv.   For the community schools in Kasempa to offer reasonable education to children NGOs should get involved as is the case in urban areas. This calls for the MP, the Councilors, and the DEBS to lobby urban-based NGOs to come to Kasempa and support local communities in the running of community schools.

v.   The government should supply desks and other expensive materials to the community schools and then encourage the community members to do and provide the rest.

vi.   The government should sensitise the communities on the need for community schools to continue and improve.

vii.   The DEBS should post at least one trained teacher to the community schools that have reached Grade 7 to motivate the pupils, the community members and the untrained teachers.

viii.   The government initiative of training community school teachers should be expanded by taking more teachers per intake so as to quickly improve on the quality of education in these schools.

6.3   Future research

A thorough research on the academic performance of pupils and professional performance of teachers in community schools would greatly help in filling the gaps left by this study. Such research should include investigation of the performance of the pupils who qualify and transfer to regular basic schools in grade eight and nine. This would further help to confirm the impact and relevance of community schools.

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Appendices

Appendix A:

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGRY, SOCIOLOGY AND SPECIAL EDUCATION

QUESTIONNAIRE FOR OFFICERS AT DEBS OFFICE

I am Maxwell Mulenga, a Postgraduate Student at the University of Zambia, School of Education, Department of Educational Psychology, Sociology and Special Education. I am carrying out a research on the Perceptions of Stakeholders on Community Schools: A Case of Kasempa District. Your input as an active stakeholder in the running of community schools will be very valuable and I wish to humbly request you to complete this questionnaire. The information you provide will be entirely for academic purposes. Therefore, be assured of confidentiality. Please kindly be as truthful as possible.

1. What is your position at DEBS office? ……………………………..
2. When did you come to DEBS office? ………………………………
3. How many community schools are there in your district? ………….

The statements below have been prepared so that you can indicate how you feel about each of them. Please circle your choices representing how you feel about each of them. The key to the answers is as follows:-

SA= Strongly Agree

A= Agree

U= Undecided

D= Disagree

SD= Strongly Disagree

4. Community schools are a positive alternative to the provision of quality education.   SA   A   U   D   SD

5. The DEBS office gives equal attention to community schools just as to government schools.   SA   A   U   D   SD

6. The government should abolish community schools.   SA   A   U   D   SD

7. The people of Kasempa have appreciated the government initiative of allowing of community schools.   SA   A   U   D   SD

8. Academically, the pupils in community schools are achieving just as those in regular government schools.   SA   A   U   D   SD

9. Although the government does not pay the community schoolteachers, the parents are adequately meeting the needs of the teachers.   SA   A   U   D   SD

10. Community schools are discriminatory; they are for the poor.   SA   A   U   D   SD

11. Pupils in community schools are more like second-class citizens.   SA   A   U   D   SD

12. Self-esteem of pupils in community schools is low.   SA   A   U   D   SD

13. Infrastructure in community schools is adequate.   SA   A   U   D   SD

Thank you for your corporation.

Appendix B

THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGRY, SOCIOLOGY AND SPECIAL EDUCATION

QUESTIONNAIRE FOR ZONE COORDINATORS

I am Maxwell Mulenga, a Postgraduate Student at the University of Zambia, School of Education, Department of Educational Psychology, Sociology and Special Education. I am carrying out a research on the Perceptions of Stakeholders on Community Schools: A Case of Kasempa District. Your input as an active stakeholder in the running of community schools will be very valuable and I wish to humbly request you to complete this questionnaire. The information you will provide will be entirely for academic purposes. Therefore, be assured of confidentiality. Please kindly be as truthful as possible.

Socio- Economic Background

1. What is the name of your Zone? ………………………………….
2. When did you become a Zone coordinator? ………………………
3. How many community schools are there in your Zone? ……………………….

The statements below have been prepared so that you can indicate how you feel about each of them. Please circle your choices representing how you feel about each of them. The key for the answers is as follows:-

SA=   Strongly Agree
 A=   Agree
 U=   Undecided
 D=   Disagree

SD=   Strongly Disagree

4. Community schools are a positive alternative to the provision of quality education.   SA. A.   U.   D.   SD.

5. The DEBS office gives equal attention to community schools and government schools. SA   A   U   D   SD

6. The government should abolish community schools.   SA   A   U   D   SD

7. The people in my Zone have appreciated government initiative allowing of community schools.   SA   A   U   D   SD

8. Academically, the pupils in community schools are achieving just as those in regular government schools.   SA   A   U   D   SD

9. Although the government does not pay the community schoolteachers, the parents are adequately meeting the needs of the teachers.   SA   A   U   D   SD

10. Community schools are discriminatory they are for the poor.   SA   A   U   D   SD

11. Pupils in community schools are more like second-class citizens.   SA   A   U   D   SD

12. Self-esteem for pupils in community schools is very low. SA   A   U   D   SD

13. Educational resources and materials available are appropriate and adequate for all pupils.   SA   A   U   D   SD

14. Teachers in community schools are as good as the teachers in regular government schools. SA   A   U   D   SD

15. Children in community schools enjoy themselves in school as much as those in regular government schools. SA   A   U   D   SD

Thank you for your co-operation

Appendix C

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THE UNIVERSITY OF ZAMBIA

SCHOOL OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGRY, SOCIOLOGY AND SPECIAL EDUCATION

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QUESTIONNAIRE FOR COMMUNITY SCHOOL TEACHERS

I am Maxwell Mulenga, a Postgraduate Student at the University of Zambia, School of Education, Department of Educational Psychology, Sociology and Special Education. I am carrying out a research on the Perceptions of Stakeholders on Community Schools: A Case of Kasempa District. Your input as an active stakeholder in the running of community schools will be very valuable and I wish to humbly request you to complete this questionnaire. The information you provide will be entirely for academic purposes. Therefore, be assured of confidentiality. Please kindly be as truthful as possible.

<div align="center">

Socio- Economic Background

</div>

Circle the answer of your choice where there are options and write short answers to fill in the provided spaces

Key: OVC = Orphaned and Vulnerable Children.
      MDGs = Millennium Development Goals

1. Where is your school situated? (a). Rural (b). Peri-urban (c). Urban

2. What is your age range? (a) 15-20yrs (b) 21-25yrs (c) 26-30yrs (d) above 30yrs

3. What is your gender? (a) male (b) female

4. How many classes (grades 1 to 7) are at your school? …………………………

5. What is the total enrolment at your school by gender? ………………………

6. How many teachers in total are at your school? …………………….

7. How many classrooms are there at you school? ……………………

8. For how long have you been teaching? …………………………..

9. What grades do you teach? …………………………………

10. How many pupils are in each of the classes that you are teaching? ……………….

11. What is your highest academic qualification?　　(a) G 7　　(b) G9　　(c) G12　　(d) Other (specify) ……………………………………………………………….

12. Have you attended any form of training or workshop (s) related to teaching?   (a) yes
    (b) no

13. What category of pupils are the majority in your class(es)? (a). OVC (b). Non OVC

Views

The statements below have been prepared so that you can indicate how you feel about each of them. Please circle your choices representing how you feel about each of them. The key to the answers is as follows:-

SA=   Strongly Agree

 A=   Agree

 U=   Undecided

 D=   Disagree

SD=   Strongly Disagree

1. All pupils should receive the same education programmes and related
    services in both regular schools and community schools.   SA   A   U   D   SD

2. Sending children to community schools increases their access to better life in
    future.   SA   A   U   D   SD

3. Pupils in community schools experience more challenges in acquiring the
    required academic skills than those in regular government schools.   SA   A   U
    D   SD

4. Pupils in community schools are teased and rejected by other pupils from regular
    government schools. SA   A   U   D   SD

5. Self esteem of pupils in community schools is low. SA   A   U   D   SD

6. Sending pupils to community schools means equitable and quality education for
    all. SA   A   U   D   SD

7. Educational materials available are appropriate and adequate for all pupils. SA   A   U
    D   SD

8. Only OVC should be confined in community schools.   SA   A   U   D   SD

9. Having OVC in regular government schools will interfere with the quality of
    education offered to children who are well supported by parents. SA   A   U
    D   SD

10. Teachers in community schools are as good as the teachers in regular government schools.
    SA   A   U   D   SD

11. Children in community schools enjoy themselves in school as much as those in regular government schools.   SA   A   U   D   SD

12. OVC prefer to be with friends who have the same socio economic status as themselves.
SA   A   U   D   SD

13. There is discrimination between the children staying with parents and OVC.   SA   A   U   D   SD

14. My self-esteem as a teacher in a community school is low because of the state of affairs in the school.   SA   A   U   D   SD

15. I do not need any form of training to be a teacher in a community school. SA   A   U   D   SD

16. Community schools are a positive solution to the problem of access, quality education and to the achievement of the MDGs.   SA   A   U   D   SD

17. The infrastructure in the community school is very poor and it makes teaching/learning very difficulty.   SA   A   U   D   SD

18. Pupils in community schools take learning very seriously. SA   A   U   D   S

Thank you for your cooperation.

Appendix D

THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGRY, SOCIOLOGY AND SPECIAL EDUCATION

Focused Group Interview Guide for community members.

The researcher will discuss the following questions with 100 members from the targeted 10 community schools, 10 members from each school.

1. When was this school established?
2. Who started the school?
3. What reasons do you think compelled the people to establish the school?
4. What expectations did you have for establishing the school?
5. Have you as a community realized your expectations? If not, what could be the reasons?
6. What benefit do you think the pupils get from the community school?
7. Is the government involved in running the school? How?
8. What do you expect the government to do?
9. As a community are you satisfied with the quality of education being offered to the pupils in the school?
10. What changes have you observed in the children who have attended community school education in comparison to those who have just been at home?
11. How do you compare your school to the government basic schools? Do you think the children in your school are receiving the same kind of education as those in the government basic schools?
12. If you were given a choice to choose between taking your children to a government basic school and community school which one would you prefer? Why?
13. How have you worked with the officers from the DEBS and PEOs offices in trying to improve the conditions in the school?
14. Do you take part in decision making in your community schools?
15. What does the community contribute to the running of the school?
16. Apart from the government and the community members, are there any other organisations that help to finance the school?
17. What is your view on the issue of school uniforms in the community school?
18. Do you think community school pupils are as happy as those in government schools?
19. How have been the progression and completion rates from the time the school started?

The discussion will be conducted in Kiikaonde.

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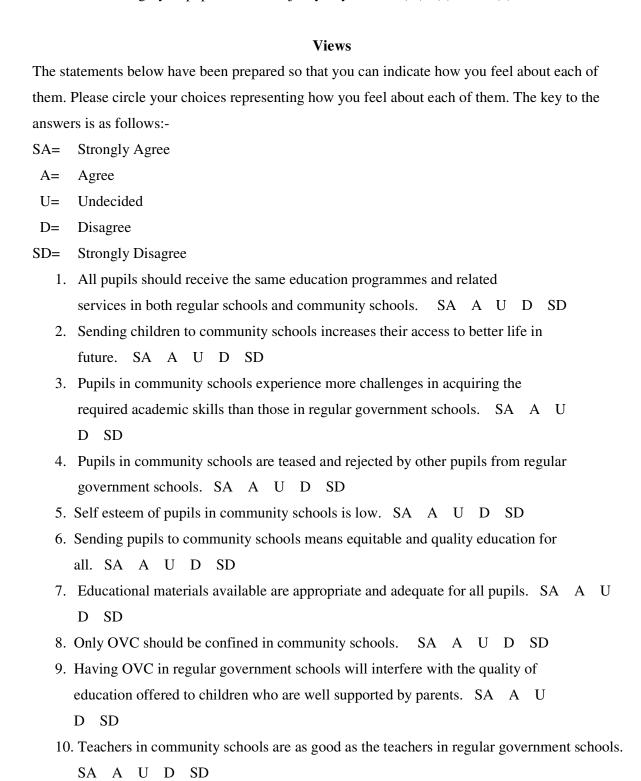
INTERVIEW GUIDE FOR WARD COUNCILORS

I am Maxwell Mulenga, a Postgraduate Student at the University of Zambia, School of Education, Department of Educational Psychology, Sociology and Special Education. I am carrying out a research on the Perceptions of Stakeholders on Community Schools: A Case of Kasempa District. Your input as an active stakeholder in the running of community schools will be very valuable and I wish to humbly request you to answer questions in this interview guide. The information you will provide will be entirely for academic purposes. Therefore, be assured of confidentiality. Please kindly be as truthful as possible.

1. What is the name of your ward? …………………………………………………..............
2. How many community schools are there in your ward? …………………………...............
3. Have you at any time been involved in the establishment of these community schools? If not, why? If yes, how and what role did you play?
   (a)……………………………………………………………………………………………
   …………………………………………………………………………………………………
   (b)……………………………………………………………………………………………
   ………………………………………………………………………………………………….
4. What do you think are the reasons for establishing community schools?
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5. If you were given a chance to choose between the regular government schools and community schools in your area where would you prefer to take your children?
   (a)……………………………………………………………………………………………
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   (b) What are the reasons for your choice?
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6. What can you say about the future of community schools in your area?
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7. According to your personal observation, are community schools helping to change the lives of the pupils?

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If yes, in what ways?

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8. Do you think the parents are concerned about what goes on in the community schools?

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9. What has been the impact of community schools in your area?

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10. According to your observations, are there any significant differences in terms of academic achievements between the pupils in regular government schools and those in community schools? Give a few examples.

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11. What do you think should be done to improve the situation in community schools?

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11. What is your comment on the welfare of the teachers in the community school(s)?

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Appendix F

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INTERVIEW GUIDE FOR ZONE CORDINATORS, OFFICERS AT DEBS OFFICE AND COMMUNITY SCHOOLTEACHERS

1. Generally, what do you like about community schools?
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2. What do you not like about community schools?
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3. If you were given an opportunity to advice government on community schools, what would you propose?
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4. If you were given a chance to choose between the regular government schools and community schools in your area where would you prefer to take your children.
    ……………………………………………………………………………………… What are the reasons for your choice?
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    ………………………………………………………………………………………………
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5. What has been the impact of community schools in your area?
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6. What connections do you have with the operations of community schools? (not to be answered by community school teachers).
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7. What do you understand about the government policy on community schools?
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FOCUSED GROUP DISCUSSION INTERVIEW GUIDE FOR PUPILS

The researcher will carry out the following interview with 10 pupils from each of the target community schools.

1. What grade are you doing?

2. Whom are you staying with?

3. Who brought you to this school?

4. What things do you like about your school?

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5. What things do you not like about your school?

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6. If you were given a chance to choose between the regular government school and community school in your area, which one would you prefer to go to?

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   Why?………………………………………………………………………………………

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7. What do you want to become when you finish your education?

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8. Do you think your school can help you to achieve your ambition?

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9. In your own view what can you say about wearing uniforms at school?

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