

**BASELINE SURVEY AND NEEDS ASSESSMENT FOR A MODEL  
COMMUNITY SCHOOL IN THE KABWATA COMMUNITY**

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**Submitted to UNICEF/Ministry of Education  
June, 2000**

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## **Acknowledgements**

Acknowledgements are due to all officials at UNICEF, Ms Nicole McHugh, and Mrs. Harriet Miyato for the guidance during the whole process of the study. Many thanks are due to officials of the Ministry of Education Headquarters, the Minister of Education, Brigadier General G Miyanda, the Chief Inspector of Schools, Mr. Christopher Zulu, and the Deputy Permanent Secretary, Mrs. Barbara Chilangwa for the indepth discussions I held with them prior to the fieldwork.

Gratitude is due to officials at the district Education Office for their guidance especially the District Education Officer, Mrs. Margaret Sata. I am very thankful to Ms Anamela of Zambia Community Schools Secretariat, Ms Hazel Zulu, Ms Munkombwe of Zambia Open Community Schools and Mr. J McComick of Zambia Education Capacity Building Programme for availing me time for the fruitful discussions held with them.

Lastly, but not least all the respondents who participated in this study.

I am grateful to the Research Assistants, Mr. Henry J Msango and Mr. Trecious W Simwanza who assisted in collecting data in the field, Mr. Simon Nkamba of School of Mines, UNZA for drawing the maps and Mrs. Enala Phiri for preparing the report.

## **Executive Summary**

The report presents findings of the Baseline Survey and Needs Assessment for establishing a Model Community School in Kabwata Constituency. The Survey focussed on four Wards of Kabwata Constituency by targeting all government schools, a sample of parents and children and the three Community Schools.

The objective of the Baseline Survey and Needs Assessment was to provide quantitative and qualitative information on the economic, social and education status of the population of Kabwata Constituency.

Primary and secondary data were collected through questionnaires using indepth interviews, with schoolheads, parents and children. Different instruments were developed for collecting information from the different groups of people. School data were collected from the District Office and ZCCS Secretariat. The following were the findings.

### **School Data**

1. There are 13 Basic schools in Kabwata Constituency with 4 schools offering Grade 8 and 9 classes. These are Mumuni, Kamwala, Lotus and Kamulanga.
2. Student teacher ratio is 1 to 40.
3. Nearly all teachers have been trained at a primary teacher training college.
4. The majority of teachers in schools are female except for Chisengalumbwe where males are 26 against 9 females.
5. Kamulanga Basic, which is the only school in Jack Ward, has the highest enrolment figures (2,672).
6. The attrition rate of teachers is low although teachers still leave for greener pastures.
7. In many schools, deaths attributed to HIV/AIDS had been reported although it is normally not talked about.

### **Community Schools**

There were 3 Community Schools in Kabwata Constituency which were all being run by ZOCS. In all the 3 Community Schools teachers were paid a salary. The teachers in these schools have been trained in the basic skills using SPARK Syllabus. The 3 Community Schools are housed in permanent structures.

### **Barriers to education**

The major barriers to education are:

- (a) poverty
- (b) access
- (c) parental attitudes

### **Other Findings**

Many households (46%) have a family of 6 people and above (35%). Nearly 30% of households indicated that they were looking after orphans. The majority of members of the households are self-employed, engaging in small business and trading. The major health problem in Kabwata Constituency was Malaria (80%) followed by TB (63%). Although HIV/AIDS had killed many people, the majority of residents felt that many people did not change their behaviour.

There are many Community Based Organizations operating in the Constituency such as : Kabwata Orphanage, EdSport, CINDI, YMCA, Care International, PUSH, Chilenje Orphanage, ZOCS, the Catholic Church, Women's Finance Trust and UNESCO.

## **Conclusions**

The report makes the following conclusions: poverty, access and parental attitudes are the major barriers to basic education, some schools are far away from households, hence the need to establish a Community School. Many members of the community have not changed their sexual behaviour despite the HIV/AIDS messages. Based Organizations are involved in home-based care and other activities especially Church organizations. The Model Community School should be constructed in an area where schools are far from the community but with the involvement of the community and that there is a high level of community participation as seen by the number of Community Based Organization operating in the constituency.

## **Recommendations**

From these conclusions, the following recommendations are being put forward to assist in the establishment of a model Community School in Kabwata Constituency. A Model Community School should be constructed between Jack and Libala Wards. Parent Community Committees should be strengthened in order to build capacity in the community to participate actively in the running of a Model Community School. It may be necessary to rehabilitate an existing Community School and turn it into a Model Community School since Community Schools are initiated by the community themselves, Community Schools should utilize the services of retired people who are residents of the community, provided they undergo an orientation training on the use of SPARK Syllabus. Teachers in Community Schools should be trained in multigrade teaching. Short orientation courses should be conducted for all teachers organized by ZCCS, Ministry of Education and the School of Education at the University of Zambia. There is need for close collaboration between ZCCS and the Ministry of Education in order to follow up on the recommendations from the Stakeholders Symposium. There is need for the construction of a Model Community School as the community stands ready to participate in such as activity.



# **1. BACKGROUND AND CONTEXT**

## **Introduction**

This report is on a Baseline Survey and Needs Assessment conducted in Kabwata community in order to determine the basic educational needs of the community so as to be able to set up a "Model Community School" in the area. The model school will be constructed under the Basic Education Sub-Sector Investment Programme (BESSIP). The focus of BESSIP is on the right of all children to high quality basic education with the overall objectives as:

- to increase enrolments;
- to reduce disparities between urban, peri-urban and rural areas;
- to achieve gender and socio-economic equity in access to, continuation and performance in education, and
- to enhance actual learning acquisition

Although there has been an expansion of education provision over the years in Zambia, not every school-age child is in school. In response to the growing number of children not in school, community schools were established in various communities in the country to provide learning opportunities for school-age children and over-age children who were not in school. A community school is a school which is established and is run by a community which indicated the need for a school to cater for the less privileged children of whom the majority are girls and orphans, who for social and economic reasons have never been to school or have dropped out from school at an early age.

Under the BESSIP programme, there will be increased enrolment and also construction of new schools where need exists. It is within this context that the Baseline Survey and Needs Assessment was conducted. This report presents the findings of the Baseline

Survey and Needs Assessment conducted in Kabwata community from 13<sup>th</sup> to 29<sup>th</sup> May, 2000.

### Background

Education is a basic human right for the advancement of people in the world. This has been recognized throughout the world. Zambia has participated actively in the global revolutionary movement whose focus is on the right of every child to quality basic education and in providing different learning opportunities for all categories of learners, children, the youth and the adults. This resulted in the World Conference on Education For All held in Jomtien in Thailand in 1990. Zambia participated at this World Conference and held a National Conference on Education For All in March 1991 at which Zambia re-affirmed its commitment to Education For All children in Zambia. The National Conference set out goals to be the target for achievement by the year 2000. The following were some of the targets:

- i) Universal access to and completion of primary education by the year 2000;
- ii) Reduction of adult illiteracy rate by half, with female illiteracy no higher than the male rate by the year 2000;
- iii) Expansion of early childhood care and development activities focusing on family and community intervention.

At this National Conference it was recognized that one of the major problems of achieving basic Education For All was the question of turning the tap of literacy by meeting the basic learning needs of mostly school-age children, out of school youths, in addition to the learning needs of adults. Some of the strategies for achieving basic Education For All included the following:

- i) reasserting the political commitment to basic education as a human right;
- ii) narrowing the gap between formal and nonformal education;
- iii) creating partnerships for basic education development;

- iv) meeting the basic learning needs and promoting the learning achievement of marginalized groups like girls, women, the poor and the rural communities.

The targets set in 1991 are far from being achieved, as the number of school-age children who are not in school is increasing. The Mid-term Review and the End of Decade Assessment revealed that Education For All initiatives that had been started in 1991 came to a stand still due to the political changes that took place in 1991. After the Jomtien Conference the International Consultative Forum on Education For All or Education For All Forum was set up to guide follow-up action and provide a forum for continuous consultation among governments and their cooperating partners. Its major goal was to expand and improve the provision of basic education in order to meet the basic learning needs of all children, youths and adults. The Education For All Forum held meetings in Paris in December, 1992 at which it focussed on the prospects of achieving Universal Primary education. At its second meeting in New Delhi in September, 1993, the Forum examined the prospects of providing quality education for all. The Forum meeting held in Amman in June, 1996 revealed that there was overall progress towards Education For All at mid-decade, and the Amman Affirmation outlined priorities for action during the remaining half of the decade.

In 1999 all participating countries conducted in-depth reviews of their activities since Jomtien called Education For All 2000 Assessment. The Education For All 2000 Assessment in Zambia indicated that some efforts had been made since 1990 to create opportunities for basic education for children, out-of-school youths and adults. Enrolment figures in basic education and adult literacy levels showed increase in the numbers of people with basic opportunities to access basic education.

From the report of the National Education For All Assessment, it can be asserted that Zambia made significant progress over the past decade as:

- more primary school-age children are enrolled in school;
- the gap between boys and girls in school enrolments has narrowed;
- the rural- urban gap in school enrolments has narrowed;

- school enrolments have risen in all regions of the country;
- disadvantaged children such as orphans are finding opportunities for basic education through alternative paths to learning like community schools;
- the adult literacy level in the population aged 15 years and above has increased above the 1990 level and also female literacy levels have risen.

After conducting the national reviews of the 175 participating countries, regional forums were held in each region which were followed by the World Forum on education For All held in Dakar 26 – 28 April, 2000 at which Zambia participated with the delegation led by the Minister of Education. The Dakar world Education forum focussed on re-affirming commitments to the Education For All vision as declared in Jomtien in 1990 given global evidence of low progress to achieve set goals and targets. The Forum was also about demonstrating practical innovations which work in extending education opportunities to identified groups, and about openness to each other among partners in the drive to provide Education For All. The Dakar Framework Action focuses on an international target of achieving Universal Primary Education by 2015 and increasing gender equity.

### **Provision of education in Zambia**

Although there was generally significant progress in terms of access to education in Zambia, the targets that were set out in 1991 were not all adequately achieved. Formal schooling has its limitations in offering basic education and learning opportunities to all children. Therefore, the paths to basic education are varied depending on the target groups and circumstances prevailing in the country. Some of the paths of achieving basic education include formal schools, community learning centres, distance learning programmes, and evening classes. Limitations of formal schooling have been increasing over the years. Many children are growing up without opportunities for learning. Even among those who enter primary education, a significant proportion drop out before completing the primary school cycle. Examples of this limitation can be seen in the following figures:

In 1991, 490,000 school-age children were not in school compared to 1,494,817 who were in school. In 1996 650,000 children were not in school compared to 1,506,650 who were in school. This means that in 1996 one third of the school-age children in Zambia were not attending school.

There is a high illiteracy rate among the youths. Available data show that the illiteracy rate among the youths has been rising. It is estimated that the illiteracy rate among the youth of 14 – 20 years is higher than those for older persons between 21 – 30 years and 31 – 45 years. If the majority of the youths aged 14 – 20 years were in school, the illiteracy rate would have been lower as it should be this group that should benefit from the basic education offered in the education system. According to a recent study, the proportion of school-age children in rural areas that do not attend school is 40% compared to 20% in urban areas (Lungwangwa, 1999). The end of decade review that was conducted in December, 1999 indicated a slight rise in the literacy figures.

The Government of Zambia has recognized the need for offering primary education to all children as a vehicle for acquiring attributes necessary to function in the modern society. Therefore, the government has introduced several measures aimed at making primary education meet the educational needs of all children. These include: rehabilitation of schools, construction of new schools, extension of classroom facilities to existing schools, provision of educational materials to schools, paying special attention to the education of girls through the Programme for the Advancement of Girls' Education (PAGE which seeks to improve girl's access, retention and completion and progression in school through improved delivery of education, increasing teacher and parental support to the education of girls and by building self-esteem and self-confidence in girls). The Government of the Republic of Zambia has also established the Basic Education Sub-Sector Investment Programme (BESSIP). In the education Policy document *Educating Our Future*, 2005 is the target for the achievement of universal basic education for all.

Universal achievement implies that all children entering a programme of basic education should be afforded an opportunity to achieve a minimum level of learning which is predetermined for that level. A great deal of emphasis is being laid throughout the world to learning achievement, not just provision of facilities, enrollment and retention. Related concepts are access and participation. Universal access presupposes that a school or nonformal education centre is available to all children within walking distance and that they are able to join in. Universal participation on the other hand recognizes that access alone does not ensure participation. Universal participation implies that not only are all children who start basic education continuing until the end of that stage or learning experience but also that their participation is active and regular.

As already discussed, formal schooling has its limitations in offering basic education and learning opportunities to all children. Therefore, the paths to basic education are varied depending on the target group and circumstances prevailing in each individual country (Lungwangwa, 1999).

According to the Central Statistical Office "*Living Conditions Monitoring Report*" (1996) one of the many reasons children drop out of school is poverty. Many families are unable to raise funds for the school fees such as PTA contributions, school fund and the provision of uniforms, which many school authorities insist on, especially in urban areas.

In the study by Lungwangwa et. Al. (1999), the following conclusions were made regarding enrolment/attendance:

- Enrolment rates in primary education are declining in the country.
- The Net Enrolment Rate stands at 69% meaning that about one third of the primary school-age children are not attending school.
- Almost 20% of the children in the rural areas live more than five kilometres away from school and in some cases distances from school can be as much as 16 kilometres or more.

- In general there are more over-age primary school children in rural areas than in urban areas.
- The lower the socio-economic background of the family the higher the likelihood of children not attending school.

According to Lungwangwa, (1999) there are many reasons for children not attending school some of which are:

- Poverty,
- Long distances,
- Early marriages,
- Negative parental attitude towards education,
- Low value attached to education,
- Pregnancies,
- Unaffordable user fees,
- Dilapidated school infrastructure.

### **The Concept of Community Schools**

There has been a strong move by many communities which have been under-served by the education system to provide for themselves through Community Schools. These are schools established, owned, financed and operated by communities for their own. Nearly all the schools are small and working according to their own curriculum and responding flexibly to the needs of poor, by-passed (“never-have-beens”) and disadvantaged children.

As at May, 2000 there were 373 registered community schools in the country, catering for more than 47,276 children. About 50% of these schools are found in their shanty compounds of cities and another 50% are found in rural areas, having been set up by grassroots organizations and villagers themselves. The schools are self-financing in the sense that although they receive encouragement, materials and professional support from the Ministry of Education, they are themselves responsible for paying their teachers.

Some communities can generate resources for this, but most depend on resources that NGOs can raise on their behalf (largely from philanthropical organizations abroad). The NGOs and other organizations involved in community school provision include:

- The Reach Out Development Foundation
- The Reformed Church in Zambia
- World Vision International
- Singlet International
- Partners in Education
- CARE International
- Christian Children's Fund (CCF)
- The Zambia Red Cross
- Fountain of Hope
- Zambia Open Community Schools (ZOCS)
- Fatima Barefoot Organization
- Livingstone Street Kids Association
- The Young Orphans Christian Association
- Development Organization for People's Empowerment, and
- Various groups of Catholic sisters and others

Community schools have been developed in some unplanned townships where the government did not have schools or had no immediate plans to construct schools. In some instances, Community Schools were established due to lack of Grade one places and so children who became over-age could not get admitted into the regular schools. At times Community Schools were organized due to long distances to the regular schools. In recent years, when user fees have been introduced in regular schools, many parents are unable to pay school fund and PTA contributions as the amounts are at the discretion of the schools due to liberalization.

'Community School' is currently being used as a term for initiatives in basic education outside the formal system. It can also be defined as community participation. There are



several varieties of community schools. Some community schools are housed in a structure while others are in the open. The main characteristic of a community school is that the community feels the need to establish such a school, they work for teachers who may be enumerated but, more often than not are not enumerated. Some of the characteristics of community schools are their diversity in the way they began the degree and type of community, Ministry or agency involvement. In urban areas, community schools can be seen as interventions by agencies whose constituencies are the poor, children of HIV/AIDS affected families, orphans and girls. They are normally run by volunteer teachers, usually chosen by the agency itself. In rural areas community schools are those begun by a community, which has either found its own building or began to construct a multipurpose building. The Ministry of Education provides teachers for such schools.

Government policy on education recognizes the role of NGOs in education and states that local communities would participate in the development, maintenance and repair of basic schools and that the Ministry of Education would negotiate with local authorities, church groups and other bodies for the resumption of some of the responsibilities they had in the past for the management of schools. The enrolment figures in many schools is small between 100 and 160, and large schools often found in urban areas can go up to 600 pupils.

Some issues related to community schools which may be considered as they develop are:

- difficulty of older children being taught alongside younger ones;
- the importance of peer support for enrolling or continuing in school for older pupils;
- how differences in aspirations of various stakeholders might be resolved;
- hunger of children affecting both children's attendance and learning in schools; (This situation is the same in regular primary schools)
- child labour – how far can it be sanctioned at school?
- community participation taking negative e.g. forms: parents wanting to be involved more than the teachers and implementing agencies would like

- volunteerism – how long can it be expected? (Durstun, 1996:8).

In a study conducted by Mwansa (1997), it was observed that effective management of community schools was evident in schools where there were other developmental activities and community commitment was strong and where supervisors had deliberately made an effort to involve the community in the decision making process. Commitment was weakest in those communities where the community had little or no hand in the establishment of the school. He further observed that the main professional weaknesses of community schools were that the staff were primarily untrained teachers, the teachers were not paid, desperate supply of learning materials and the poor quality of learning facilities.

Despite these concerns, the growth of community schools as an organized education enterprise in the late 1990s was a response to the learning needs of the many school-age children who were not in school and whose number was increasing year by year. Community schools offered much promise in the provision of basic education to the many underprivileged and neglected and poverty stricken parents.

In 1997 Zambia Community Schools Secretariat (ZCCS) was formed in order to strengthen and coordinate community schools. The mission of ZCCS was:

“Empowering communities to establish, own and participate in the running of community schools for vulnerable children, by the provision of relevant quality education that will empower children and promote their rights.”

ZCCS’s main objective is to “strengthen the capacity of community schools in Zambia through national and international networking and coordination.” The Ministry of Education is committed to support community schools and since 1998 four (4) Focal Point Persons have been appointed at provincial levels on the Copperbelt, Northern, Eastern and Southern provinces.

A recent study on Data Collection on Community Schools in Lusaka, Copperbelt, Eastern, Southern and Central Provinces conducted by Irabishohoje et. al (2000) concluded the following:

- Community schools were underfunded and lacked technical support, only those around Lusaka got more funds. This created a problem of sustainability;
- Lack of funds put the teachers in community schools in a vulnerable position as they had no conditions of service or clear agreements on salaries and allowances. This led to absenteeism and poor standards of delivery.
- Standards of education were compromised in many schools. This created an impression that underprivileged people were being given inferior education.
- There was no follow-up on children to determine how they used the skills gained.
- The appointment of Focal Points persons in provinces by the Ministry of Education created interest and brought assistance to community schools in some areas.
- Focal Points persons hardly visited community schools due to lack of transport.
- Most schools did not understand the *Skills, Participation, Access and Relevant Knowledge* (SPARK) syllabus. SPARK refers to a system of education which includes minimum guidelines, a syllabus, teacher training, supervision and inspection.

### **Effects of HIV/AIDS on Education**

HIV/AIDS is a national problem. Teachers have been affected by the HIV/AIDS pandemic. HIV/AIDS has increased the loss of teachers through natural wastage. According to the Ministry of Education records, many teachers die every year, although it is difficult to attribute it to HIV/AIDS only. In many schools, Schoolheads have reported loss of class time due to prolonged illness of teachers. Kelly (1998) wrote that:

- Teachers are reported as transmitting HIV/AIDS to pupils and to much of the surrounding community;
- Pupils deaths due to HIV/AIDS contracted from teachers have been recorded;

- Recent education reports from the Ministry of Education indicate that 680 teachers died during 1996, 624 during 1997, and more than 2000 between January and April, 1998.

HIV/AIDS affects the role of education because of:

- new counselling roles that teachers and the system must adopt
- and the need for a new image of the school as a centre for dissemination of message about HIV/AIDS to its own pupils and staff, the entire education community and to the community it serves (Kelly, 1999 pp 4-5).

This study was conducted in order to determine the suitability of establishing a Model Demonstration School, which would be supported through BESSIP. The community in Kabwata constituency should be ready to support it in future as its construction would be based on the concept of community participation.

## **2. METHODOLOGY**

### Overview

This Chapter discusses the procedures utilized in collecting data. The Baseline Survey and Needs Assessment exercise utilized several data collection procedures using both quantitative and qualitative methods. The Chapter outlines the objectives of the Baseline Survey, Terms of Reference, Instruments used in the study, data collection procedures and the area of study.

### Objectives

The objective of the Baseline Survey and Needs assessment was to provide quantitative and qualitative information on the economic, social and educational status of the population of Kabwata community.

### Terms of Reference

1. The Baseline Survey and Needs Assessment was mandated to collect data on some of the following indicators:
  - Deseggregated population data (male/female)
  - Household data;
    - Number of individuals per household
    - Number of children in school (between 7 and 13)
    - Number of children not in school (between 7 and 13)
    - Number of orphans cared for by one household
    - Distance of the household from the nearest school
    - Distance of the household from the nearest basic health service
    - Income per household
    - Main economic occupation

- Skills base in the community
- Perceived cost of educating one child
- Level of and accessibility to water and sanitation facilities.

School data:

- Number of schools within a 10km radius of the community
- Average pupil number per classroom
- Pupil/teacher ratio
- Number of teachers trained and untrained within a 10km radius
- Level of education of parents in households

2. The Baseline Survey and Needs Assessment also aimed at collecting qualitative information through indepth interviews with parents, community members, political leaders and educational administrators in schools and the District Education Office. This information was for the following purposes:

- To gauge the perceptions of a sample of parents, teachers and other community members on the needs of their community in terms of basic education provision.
- To ascertain the willingness or otherwise, and capacity of the community to contribute to the building and maintenance of a model community school.
- To document previous community experience in working on community initiatives, for example WASHE.
- To list the barriers to access to basic education for school-age children in the catchment area. What constraints did they face?
- To document current attitudes in the communities to girl-child education.
- To determine the number of teachers available in the catchment area and the level of training that they had received including detailed information on multi-grade teaching capacity and to make recommendations on teacher up-grading and training needs in line with the community school curriculum should be made.
- To assess what material and other learning resources were available in basic schools in the community.

- To make an initial analysis, through interviews, of the levels of stress experienced by teachers as a result of HIV/AIDS.
- To determine reasons for teacher attrition rates, whether low or high, in the area.
- To assess the availability and accessibility to basic health services in the four areas and to determine the level of health care received by children in the catchment area.

### Development of Instruments

Three sets of questionnaires were developed for the Baseline Survey and Needs Assessment focusing on the objectives of the study and the Terms of Reference. Questionnaires were designed by modifying those used by Project Concern International (Z) for their Participatory Learning and Action Study on Orphans which had two set of questionnaires: one for the household and the other for the children (orphans). The Baseline Survey and Needs Assessment also made modifications to the household questionnaire used by the Central Statistical Office on *Living Conditions and Monitoring Report* (1996).

#### **1. Parents' questionnaire**

Items on this questionnaire included some of the following:

- Educational background
- Demographic data
- Number of people living in a household
- Number of children in school between 7 and 13 years
- Number of children not in school
- Cost of sending a child to school
- Number of orphans being kept in the household
- Major economic activities in the community
- Monthly income

- Type of skills people have in the area
- Type of sanitation and water supply.

## **2. Administrators' questionnaire**

The questionnaire that was administered to administrators at the Ministry of Education, provincial, district and school levels and civic leaders focussed on some of the following issues:

- Number of schools within 10km radius in the community
- Number of pupils in class
- Pupil/teacher ratio
- Number of teachers available in schools within 10km radius
- Adequacy of the number of teachers in schools
- Number of trained teachers required
- Level of training of teachers
- Whether teachers were trained in multi-grade teaching
- Availability of teaching/learning materials in schools
- Whether school taught life skills which could be useful in future to pupils
- Participation in In-Service short courses
- Types of health problems existing in the community and school
- Stress experienced as a result of HIV/AIDS
- Number of orphans in schools
- Attrition rate of teachers in the school.

## **3. Children's Questionnaire**

The questionnaire which was administered to children included some of the following questions:

- Age
- Sex



- Whether in school or not
- Grade level
- For those not in school, reasons for leaving school
- Whether would like to go back to school
- Whether parents were alive
- Occupation of parents
- Number of meals or snacks
- Major health problems experienced
- Where they went when sick
- Whether they performed inhousehold chores.

### **Procedures for Data Collection**

Data for the Baseline Survey and Needs Assessment was collected between 13 and 23 May, 2000. The researchers went to all the four wards that constitute Kabwata constituency namely: Libala, Chilenje, Jack and Kabwata. The map below shows the wards and positions of government schools and community schools.



Interviews were held with the councillors of the four wards to discuss what they perceived as the needs of the community in terms of education, socio-economic situation and type of activities taking place to assist members within their communities.

Discussions were held with the Minister of Education, Deputy Permanent Secretary and the Chief Inspector of Schools on their views on the establishment of a community school in the constituency. At provincial level, interviews were held with the out-going Provincial Education Officer. At the District Office, interviews were held with the District Education Officer, the District Planning Officer and the Buildings Officer. The interviews focussed on the number of schools existing in the constituency: government, private and community schools as well as the number of teachers available in the government schools. Interviews were also conducted with School Heads or Deputies at government schools.

Interviews were conducted with the Administrator of Zambia Community Schools Secretariat (ZSCC), the Zambia Open Community Schools (ZOCS) to find out their views on some of the problems facing community schools and to ascertain their views of establishing a model community school in Kabwata constituency. The Project Manager at the Zambia Education Capacity Building Programme was interviewed.

**Figure 1.0: Map of Kabwata Constituency**

## **Area of the study**

The Baseline Survey and Needs Assessment was conducted in Kabwata constituency which has four wards: Jack, Libala, Kabwata and Chilenje. The area is basically a residential area with a few economic activities taking place such as trading at markets, welding and carpentry activities. It is situated in the oldest area that has been preserved for tourism i.e. Kabwata Cultural Village. The Cultural Village has maintained the old traditional grass-thatched huts where craftsmen and their families from all over the country converge to prepare crafts of different varieties for sell to tourists. The constituency also covers new settlements of Kamwala South, Chilenje South and Jack Compound which are relatively new compared to New Kabwata, Libala, Old Chilenje and Chilenje.

### **1. Kabwata Ward**

Kabwata Ward is situated in the older part of the city where the cultural village is situated. It is characterized with the old structures and new ones. The older part of the ward still has old traditional grass-thatched huts that form the Kabwata Cultural Village. The inhabitants of the Cultural Village are craftsmen from different parts of the country who made different varieties of crafts from various tribes of Zambia. In the middle of the cultural village is a circular space, like a theatre or amphitheater where traditional dances are performed during weekends. These dances sometimes coincide with the traditional ceremonies of a particular tribal grouping of Zambia. There are plans by German Technical Assistance to Zambia (GTZ) to re-model the village into a skills training centre and improve the structures and sanitation facilities without destroying original character of the village

Another older part of this ward is the old market which has now surrounded by new structures; the Police Station, the Prison, the Council Sub-office and the Women's Crafts Centre all of which were built before independence (1964). All

these buildings in the old part of the Ward are surrounded by relatively new residential buildings that were built soon after independence especially residential and schools like Kabwata Primary. The new structures are those comprising Highrise flats built by the National Housing Authority and new shopping centre, and the new residential houses in the Kabwata Site and Service. Kabwata Site and Service is really unplanned; without proper roads and drainage system such that during the rainy season the houses are surrounded by pools of water.

The population of Kabwata is estimated at 46,000. It is of mixed character:- civil servants, other working class people, retired, retrenched or are unemployed all live here. Several places of worship are available in the ward: United Church of Zambia, Catholic, Presbyterian, Anglican, Seventh Day Adventist, Baptist, and many other new churches.

## **2. Libala Ward**

The ward is relatively new as its residential houses were built around the period of independence by the Council. It has a market, shopping centres, one secondary school and two Basic schools. The ward is extending on its south and west boundaries with new residential areas. The YMCA offices are housed in Libala Ward. There have been several churches such Seventh Day Adventist, Baptist, Anglican and many new Churches.

## **3. Chilenje Ward**

Like Kabwata, Chilenje Ward is situated in the older parts of the City of Lusaka. Some of the oldest structures were demolished and new ones constructed. Chilenje Ward has several old buildings such as Chisengalumbwe Basic School, the Police station, the Council Sub-centre, the Clinic which has recently undergone rehabilitation and has a maternity ward and other admission wards. Chilenje market is one of oldest in Lusaka but it is surrounded by new shops and

structures. The Ward has several shopping centres including Shoprite. It has one community school near Regiment School. The Community School is run by the Zambia Open Community School.

The population of the Ward is approximately 80,000 people, working class, retired, retrenched and unemployed. The residential area is extending southwards as many people are constructing new houses. The Catholic Church is quite active in Chilenje. Other churches are Ebenezer Church which runs a private secondary school in Chilenje. The Reformed Church in Zambia is another active church which also conducts some home based care activities.

#### **4. Jack Ward**

Jack Ward is quite large but thinly populated and it borders with John Howard and Chawama. It appears that Jack Ward is the most impoverished among the four Wards. It has one government school and a community school which has recently been taken over by the Zambia Open Community School (ZOCS). Recently UNESCO piloted a Mobile Community School where more than 400 children registered to be enrolled, the majority who had never been to school. Only 20 children were required. Jack Ward is in dire need of a school. The community school which has been recently taken over by ZOCS can not absorb the needs of the children in area.

There is a total population of about 60,000 people with varied backgrounds, those still working, retired, and those that are unemployed. Jack is a relatively new settlement.

#### **Participation at the Stakeholders Symposium 17<sup>th</sup> May, 2000**

During the period of the field work an important stakeholders symposium was held to discuss some of the bottlenecks facing community schools and discuss the way forward

in terms of collaboration between community schools and the Ministry of Education. Members of the Research Team attended the one-day Community School Stakeholders Symposium which was held on 17<sup>th</sup> May, 2000 at the Bauleni Community School near the Cooperative College. The symposium focussed on the findings of a Special Task Force which was constituted in April, 2000 to determine the way forward to effective collaboration between community schools and the Ministry of Education as community schools were an ever-increasing source of basic education in Zambia. The symposium identified the major bottlenecks and made recommendations to the Ministry of Education.



### **3. FINDINGS AND DISCUSSION OF FINDINGS**

#### **Overview**

The section presents major findings of the Baseline Survey and Needs Assessment. The first part discusses the general findings using qualitative data. This is followed by a presentation and discussion of quantitative data collected through the three sets of questionnaires for parents, children and one directed to administrators.

#### **General Findings**

##### **1. General information about the area**

The area of study has a population of approximately 300,000 comprising four wards with a population of;

- (a) Kabwata 46,000
- (b) Libala 60,000
- (c) Chilenje 80,000
- (d) Jack 60,000
- (e)

##### **2. School Data and Situation**

The following schools are situated in Kabwata Constituency. These are presented by ward.

**Table 1.0 GRZ Schools and Community Schools in all Wards.**

<b>Ward</b>	<b>Government School</b>	<b>Community School</b>
Kabwata	Mumuni Basic Lotus Basic Burma Road Basic Kabwata Primary St Patricks Basic	St Lawrence Community School
Chilenje	Regiment Chilenje South Chilenje B Timothy Mwanakatwe	Chilenje Community School
Libala	Lusakasa Basic Mkandawire Basic Chisengalumbwe	
Jack	Kamulanga Basic	Jack Community School

There is a total of 13 government basic schools in Kabwata constituency and three community schools run by the Zambia Open Community Schools. St Lawrence School is an all girls school while Chilenje and Jack are mixed schools.

The following table shows the number of schools and enrolment in each school.

**Table 2.0: Number of schools and enrolment by gender**

Name of School	Enrolment 1 - 7		
	Male	Female	Total
1. Burma Road Basic	902	638	1,540
2. Mumuni Basic	767	587	1,354
3. Kabwata Primary	744	587	1,331
4. Kamwala Primary	1,035	871	1,906
5. Lusakasa Primary	470	472	942
6. Mkandawire Primary	465	418	883
7. Regiment Primary	819	807	1,626
8. Lotus Basic	1,067	1,053	1,626
9. Chisengalumbwe Pri.	447	444	891
10. Kamulanga	1,345	1,327	2,672
11. Chilenje South	259	268	527
12. Chilenje B	610	562	1,172
13. Timothy Mwanakatwe	583	678	1,261

**Source: District Education Office**

The table above shows the list of schools and total enrolment in each school.

The following basic schools offer Grade 8 and Grade 9 classes.

**Table 3.0: Number of schools enrolments Grade 8 and 9 by Gender**

Name of School	Grades 8 and 9		
	Male	Female	Total
Mumuni Basic	42	23	65
Kamwala Basic	82	80	162
Lotus Basic	110	90	200
Kamulanga	75	69	144

**Table 4.0: Number of Schools and Number of Teachers by Gender**

Name of School	Number of Teachers			
	Male	Female	Total number of teachers	Total number of enrolment
Burma Road Basic	12	32	44	1,540
Mumuni Basic	4	33	37	1,364
Kabwata Basic	6	31	37	1,331
Kamwala	17	36	53	1,906
Lusakasa Basic	12	25	37	940
Regiment Basic	12	31	43	1,626
Mkandawire Basic	6	18	24	883
Lotus Basic	18	35	53	2,120
Chisengalumbwe	26	9	35	891
Kamulanga Basic	24	36	60	2,672
Chilenje South	6	20	26	527
Chilenje B	8	30	38	1,172
Timothy Mwanakatwe	7	23	30	1,261

**Source: District Education Office**

From the figures, it is evident that there is a high proportion of female teachers in many basic schools except at Chisengalumbwe which is a relatively old school and may have kept its tradition. One other interesting feature is the number of teachers compared to the total enrolment in some schools such as Chisengalumbwe which has 35 teachers with an enrolment of 891 compared to Mkandawire which has 24 teachers with an enrolment of 883, almost the same as Chisengalumbwe which has 11 teachers more. The staffing levels may need balancing up so that teachers are distributed equitably among the schools. Kamulanga Basic is the only school in Jack Ward and has the highest enrolment figures. A community school has recently been established. This indicates a need for more schools in the area.

**a) Enrolment by Gender**

From the enrolment figures, it appears that there is still a lower number of girls in school. Since the enrolment figures are not broken up by grade it is difficult to tell whether the pattern is attributed to the initial enrolment at Grade 1 or the number decreases as the grades progress due to girls dropping out of school for various reasons. From interviews with children and parents the major reasons for drop out are:

- i) lack of funds
- ii) getting pregnant
- iii) not passing entrance examinations.

**b) The situation of teachers in schools**

**i) Training**

Interviews were held with the District Education Officer, District Inspector of Schools, District Planning Officer and 14 School Heads or Deputy Heads. From the interviews and from records it is evident that nearly all teachers have been trained with a Certificate from a Teacher Training college. Although the teachers are all trained, there was no evidence to show that any of them have been trained in multi grade teaching.

All School Heads (13 had participated in Education Management Training and other courses through the AEIMS Project conducted at Resource Centre. Many participate regularly in workshops as well as encourage their members of staff to do so. The teacher/pupil ration on average is 1 to 40.

## **ii) Attrition Rates**

In general, it was revealed that the movement of teachers had stabilized, although a few teachers still leave their school for various reasons:

- i) some teachers left in order to go for greener pastures in other countries; such as Namibia and Botswana.
- ii) Some left to join private schools.
- iii) Some left through voluntary separation and early retirement.
- iv) Some left their schools due to lack of accommodation to join other schools where accommodation was available.
- v) Others due to natural wastage.

In all schools, it was revealed that there were adequate members of staff. This may be explained by the fact that the majority of teachers in schools in this study were females, the majority of whom are married to husbands working in Lusaka. Hence the Ministry of Education normally provide teachers to schools even where at times they are already fully staffed in order to absorb all its personnel.

## **iii) School Health**

*Educating Our Future*, the National Policy on Education provides a general policy statement on HIV/AIDS. The policy aims are to;

“ensure close attention to this matter through the health education programme, the development of life-skills, the sexuality and personal relationships programmes, and the activities of the Anti-Aids Clubs (Ministry of Education 1996. P.77)

The Ministry of Education has constituted a working committee to spearhead HIV/AIDS programmes in the Ministry and to guide the implementation of the policy statement.

In almost all schools visited there was some indication that some cases of death among teachers had occurred although the cause of death cannot necessarily be attributed to HIV/AIDS. Headteachers expressed concern at the number of teachers who did not report for work due to chronic illness. The School Heads were stressed because they had to look for substitute teachers for classes whose teachers were reported ill. Although the nature of death was not reported, School Heads and other teachers inferred the cause of death to be HIV/AIDS because what was happening to teachers was equally happening in the community. Many of the children who found it hard to pay for school requirements were orphans who were living with non-biological parents but being kept by the extended families.

A broad-based HIV/AIDS education policy, as advocated by UNAIDS, extends beyond the mandate of the Ministry of Education. However, the Government encourages participation of parents, communities and other partners in the implementation of the national policy on education .

Kelly (1999) has clearly discussed the effects of HIV/AIDS on education and the changing role of teachers as counsellors and the role of schools as centres for dissemination of messages about HIV/AIDS to its own pupils and staff, to the education community and the communities they serve.

#### **iv) Teaching/Learning Materials**

In all schools there was evidence that there were adequate teaching/learning materials. These included textbooks and reference books for teachers. School Heads indicated that there was a general lack of learning materials and equipment

in practical subjects such as Home Economics, Woodwork and carpentry although the infrastructure was available at the schools.

### **3. Profiles of Community Schools in Kabwata Constituency**

There are 3 community schools in Kabwata constituency distributed as follows:

1 in Chilenje Ward

1 in Kabwata Ward

1 in Jack Ward.

The table shows the enrolment and number of pupils in each school.

**Table 5.0: Number of Community Schools, Enrolment and Teachers**

<b>Name of School</b>	<b>Total Enrolment</b>	<b>Number of Teachers</b>
1. St Lawrence (Kabwata)	302 (All girls)	8
2. Chilenje	170 (Mixed	4
3. Jack	Not available	

**Source: Zambia Open Community Schools. May 2000**

All the three schools in the constituency were being administered by the Zambia Open Community Schools (ZOCS). St Lawrence Community School which is an all girls school is the oldest school operating at St Patrick Catholic church (see Map)





Zambia Open Community Schools (ZOCS) pay all their teachers whether they are trained or not. It was revealed through interviews with Education Advisors at the ZOCS Secretariat that the community plays a large part in organizing the school and identifying teachers within the community. When that happens, a teacher so identified is sent for some orientation short course organized by ZOCS to equip the teacher with some of the following :

- (i) how to manage classroom stress especially among orphans and abused children;
- (ii) training for transformation to enable the teacher to work closely with the community;
- (iii) skills to work with the community in income generating activities.

The three schools are housed in permanent structures compared to some other community schools in Lusaka which are in the open. ZOCS officials indicated that in Jack, they have rented a house and have recently taken over the running of this school while the other two are using old structures near the regular schools and the Catholic Church.

ZOCS has embarked on a sensitization campaign to encourage the private sector to also contribute to the efforts being made by other organizations. The campaign is being supported by OXFAM. The objective of the sensitization and advocacy exercise is:

- i) to encourage the private sector to support community schools;
- ii) to lobby government in order to offer accreditation to their courses;
- iii) to encourage the community and government to take financial responsibility for the salaries of teachers working in community schools.
- iv) To strengthen parent-community committees in order to create capacity within the community to run the schools in future. ZOCS is supported by many organizations; NORAD, OXFAM, UNICEF and the Churches. ZOCS supports 200 community schools out of which 19 are in Lusaka and 3 are in Kabwata constituency.

**(a) Problems in Community Schools**

Community Schools face many problems. In discussing with officials at ZOCS and ZCSS Secretariat, a number of problems were identified. The following are some of the problems:

- i) There is a high turnover of teachers. Because teachers are not remunerated in many community schools, they often leave due to frustration. Eventually community schools end up having no trained teachers because of these movements.
- ii) Community Schools have to continue training the new teachers who join their schools.
- iii) Inadequate structures. There is a variety of types of community schools whereby some are in a structure while others are in the open under a tree. Such schools cannot continue operating during the rainy season and so are closed for that period of the year.
- iv) The training of teachers in community school in the SPARK syllabus is not accredited and so the qualifications of the teachers from these schools are not recognized by government or private schools.
- v) Learning materials and desks are lacking in some schools.
- vi) Some community schools, do not use the SPARK syllabus because the teachers have not been trained.

**(b) Community Schools Vs Regular Schools**

There are arguments in the literature on nonformal education in interfacing with formal education. In the early 1980 and late 1980s theorists were pre-occupied with definitions of nonformal education and distinctions between formal and nonformal education. In recent years , it has been realized that definitions per se do not matter, what really matters was that learners i.e adults, youths and children were offered learning opportunities that were scarce in many developing countries including Zambia. It was realized that many school-age children were not in school especially in some unplanned townships in Lusaka.

When communities started establishing community schools many parents saw them as welfare centres where children could spend their leisure time or recreational activities. Eventually many parents realized that community schools offered learning opportunities that led to writing Grade 7 examinations after four years (level 4). Because children use the same textbooks as in regular schools, parents have realized that learning does take place in community schools. There is equally a free movement of children from community levels especially after level 4. The fact that uniforms are not compulsory in community schools, parents, now under economic pressure, readily send their children to community schools. Of course, some parents feel that education offered at community schools is of inferior nature than in regular government schools and in private schools. But the outcomes of community schools over the years have given confidence to parents that children can get the same type of education as the children in government.

**(c) Parallel system against integrated system**

Community schools strive to teach the same curriculum as the regular schools through the use of similar textbooks and encouraging their pupils to sit for the regular Grade 7 examination. Apart from using the regular textbooks, pupils in community schools are encouraged to learn life skills and other skills that would help them later in life especially those run by ZOCS. The issue at hand therefore, is whether community schools should concentrate on skills training for older children or emphasize the skills such as those attained in regular schools. The SPARK syllabus is an integrated one but whether or not teachers follow an integrated approach to teach all skills is another matter.

Teachers strive to prepare their pupils for regular school curriculum so that they are able to sit for the Grade 7 examinations and move on to the regular school in Grade 8. Infact, there is a free movement of pupils from community schools to

the regular schools among those children who are unable to pay tuition fees and unable to buy school uniforms.

This leads to the question of what type of model school is required in the constituency. It appears that the model community school should emphasize an integrated approach where both academic skills are taught as well as practical skills. The model community school will require well trained teachers in multi-grade teaching as well as recruiting teachers trained in Industrial Arts – of course these can be tapped from within the community among retired personnel.

#### **4. Indepth Discussions with Councillors**

##### **(a) Councillor Blandina Kamuzyu**

In interviewing Mrs. Kamuzyu it became clear that the ward has many problems despite it being endowed with the largest number of schools in the constituency as well as the highest number of NGOs operating in the ward. Some of the problems she cited was poverty and that there was a large number of female - headed households and a large number of orphans.

Many community-based organizations are trying to address the problem of orphans such as the Kabwata Orphanage and Children in Distress (CINDI). She herself has started EdSports to encourage children to go to school and participate actively in sports. She organizes sponsors for children to participate in sports. She looks after orphans and registers them with the organization CINDI. She pays rent for some of the children. The major problems she cited in her area was poverty among some families such as the female headed households, widows and streets kids and orphans. In such households, food was perpetually a problem and paying fees for the children was a problem too.

Mrs Kamuzyu warmly welcomed the idea of a model community school to provide the standards required. She indicated that she would actively participate

in the maintenance of such a school as she was involved in the activities of the Catholic Church at St. Patricks where an all community school is situated which is being managed by ZOCS. Floods during the rainy season is a major problem in the Kabwata site and service due to lack of proper drainage system.

**(b) Councillor Ronald Lungu**

Councillor Lungu is a retired schoolteacher. Councillor Lungu was interviewed in his ward Jack where he was busy supervising a pilot project on Mobile Community School sponsored by UNESCO. Councillor Lungu indicated that there were many children who were not in school. He indicated that many children would have loved to participate in the pilot mobile school but they had been turned away as only a small number was required.

There is only one government school in Jack ward. Although there was a newly opened community school, it would not meet all the educational needs of the area. He cited the problem of over age children to learn together with younger children, as he felt that the older children needed different kinds of skills.

**(c) Councillor George Tembo**

Councillor Tembo is a retired banker. In the interview Councillor Tembo indicated that there were only two Basic schools in his ward and one which was under construction which indicated that there were still need for more school places. Although there were no community schools in his ward, he would welcome the construction of a model community school and he would mobilize the community and NGOs such as YMCA working in the ward to participate in the maintenance of such as school.

**(d) Councillor Phiri**

Councillor Phiri is a retired schoolteacher. Councillor Phiri revealed that there were a number of problems in the ward one of which is the lack of adequate educational provision in ward. The ward was densely populated since it is one of

the older settlements in the city. He indicated that some parents did not take school seriously as they did not check children's homework. At the same time many parent were unable to pay school fees.

## **5. Barriers to education**

### **(a) Poverty**

The majority of the parents felt was that they needed assistance in terms of money for sending their children to school. Many said they were unable to pay for school for all the children in their household, including orphans whom they kept. The majority of the parents indicated that they were unable to provide all the educational requirements for their children. About 50% of the schools were able to allow the children to come to school if they paid something. Poverty seemed to be a big problem which had become an obstacle for parents to send their children to school. The majority of the households had many children and also kept orphans who they had to support in terms of school requirements.

### **(b) Access**

In many instances, parents revealed that it was not easy to enrol children in Grade 1 as places were limited. By the time a chance arises, the child would be overage to be accepted in the regular government school.

### **(c) Parental attitudes toward education**

Discussions with teachers and Councillors revealed that some parents had a negative attitude toward the education of their children especially girls. Parents felt that girls would let them down as they would become pregnant and bring grandchildren to them.

## 6. Indepth Interviews with Parents

Parents were interviewed using the questionnaire designed for parents as a guide. A total of 160 interviews were conducted with parents. Households were selected randomly. The interviews were conducted in households near the school as well as away from the school. Every ward was covered. A section of the ward was selected in which parents were interviewed door to door.

**Table 6.0: Marital Status of Respondents**

<b>Marital Status</b>	<b>number</b>	<b>percent</b>
Never married	26	16
Married	102	64
Divorced	9	6
Widowed	17	11
<b>Total n =</b>	<b>160</b>	<b>100%</b>

Of the 160 parents interviewed 58% were females while 42% were male. The largest number of the respondents were married followed by the number of respondents who were widowed. There was, however, a very small proportion of the respondents who indicated that they had been divorced as many, when asked, do not easily reveal that they had divorced for fear of being considered a failure.

**Table 7.0: Educational Background**

<b>Educational Background</b>	<b>number</b>	<b>percentage</b>
Grade 7	56	35
Grade 9 and above	87	54
College	2	1
Never attended school	15	9
<b>Total n =</b>	<b>160</b>	<b>100%</b>



The majority of parents (54%) had an educational level of Grade 9 and above followed by a large number (35%) who had Grade 7 education levels.

In most of the house (46%) the number of people in the household was 6, followed by households with 9 – 10 people (35%) and those with 12 members. There were households in the sample who had 19 members per household. It can be seen that many households have more than 6 members in the home.

Asked as to how many children aged between 7 – 13 years were in school 50% said they had 1 to 2 children in school of that age group followed by those who had 3 children. Nearly 30% of households indicated that they were looking after orphans while 18% said they were looking after 2 orphans. The issue of orphans is a problem in this constituency especially that the number of orphans is predicted to increase in the next five years according to a study conducted by Siamwiza (1999).

**Table 8.0: Skills Acquired**

<b>Skills acquired</b>	<b>number</b>	<b>percentage</b>
Carpentry or Woodwork	28	18
Homecraft/Home Economics	26	16
Tailoring	11	7
Other	20	25
Undefined	75	47
<b>Total n = 160</b>		<b>100%</b>

The majority of respondents did not define the skills they had acquired. This may explain the figures in Table 8.0 in which the majority of respondents (61%) indicated that they were self-employed doing small business here and there.

**Table 9.0: Employment Status**

<b>Employment Status</b>	<b>Number</b>	<b>Percentage</b>
Self-employed	97	61
Civil Servant	7	5
Parastatal	3	2
Private	12	8
Employer	8	5
Unpaid family	19	12
Not working	13	8
Undefined	1	1
<b>Total</b>	<b>160</b>	<b>100</b>

From Table 9.0 the majority of respondents in the sample were self-employed. These were men and women who were trading in the market or own small stalls at the local market or elsewhere. The other large numbers were those that had retired and had not been paid their benefits followed by those who were not working. This may explain why poverty is quite a big issue in this constituency where parents were not always able to pay for their children's educational requirements.

**(a) Health problems**

The major health problem was malaria (80%) followed by TB (63%) and coughing. Although for some households, the clinics were nearby, some felt, Health Centres were too far away.

The majority of the residents indicated that although HIV/AIDS had killed many people and they had witnessed a lot of suffering around them, people did not change their behaviour. They also said that although messages about the dangers of HIV/AIDS were reaching the people, the majority did not seem to have changed their sexual behaviour. Some parents attributed the lack of behavioural

change among the young people to poverty especially among the young girls who used their bodies to earn some money. There was need therefore, to intensify the messages on the prevention of HIV/AIDS and the dangers of the disease as it affected families, communities and employers.

**Table 10.0: Health Problems Identified**

<b>Health problems</b>	<b>number</b>	<b>percentage</b>
Malaria	129	80
TB	101	63
Diarrhoea	65	41
Coughing	104	65
Vomiting	40	25
Skin rashes	85	53
HIV/AIDS	113	70
Other	1	6

**(b) Sanitation**

Although the old part of Kabwata constituencies had well planned houses, the Kabwata Site and Service, Libala Site and Service and some parts of Jack ward, were not planned and have not been serviced by the City Council in terms of water supply. Many houses did not have water supply inside their houses (19%) and so used pit latrines and communal taps (47%). Some households did not own their own pit latrines and had to use their neighbours' toilets. Therefore, sanitation in some parts of the constituency were lacking and the Council had also not provided a good drainage system. This situation leads to poor sanitation in the community and made the community vulnerable to waterborne diseases during the rainy season.

**Table 11.0: Source of Water for Household**

<b>Source</b>	<b>number</b>	<b>percentage</b>
Taps outside	55	34
Taps inside	30	19
Communal tap	75	47
Total n =	160	100%

**(c) Community Based Organizations in Kabwata**

It was established that several Community Based Organizations operated within the Kabwata community to offer support to households which were experiencing health problems and which could not look after the orphans. The Kabwata Orphanage is one good example of a Community Based Organization that looked after the orphans. Children of all ages were being taken care of at the Orphanage and were placed in schools within the vicinity of the Orphanage such as Mumuni Basic School. The Orphanage also took care of the children when they were ill by taking them to the clinic or the University Teaching Hospital.

Another example of a Community Based Organization is the Catholic Organization based at St Patrick's Catholic Church which organized its members to provide Home Based Care for those who were ill in the community especially those suffering from TB and HIV/AIDS related illnesses. They provided a bag of mealie meal, beans, sugar and Soya mixture. They also provided medicine and monitored progress of patients as to whether they are taking the medicines. These organizations which have been discussed were just examples as many others found in the Kabwata Community to take care of orphans and to ensure that their school requirements were taken care of. The community in Kabwata is already participating in community activities.

Other Community Based Organizations operating in the four Wards of Kabwata constituency are listed on the Table 12.0.

**Table 12.0: NGO, Community Based Organizations in each Ward**

<b>Ward</b>	<b>Population</b>	<b>Name of Organization</b>
Kabwata	46,000	Kabwata Orphanage EdSport Home Based Care Catholic Church Seventh Day Adventist Church/CINDI PTA, YWCA, Women's Finance Trust, Waddington Centre ZOCS
Libala	60,000	YMCA PTA CINDI Home Based Care
Jack	60,000	CINDI CARE PUSH World Food Programme EdSport UNESCO ZOCS
Chilenje	80,000	Catholic Church Oxfam CINDI Care International Chilenje Orphanage ZOCS

**(d) Girls' Education**

Parents were asked questions regarding choices whether to send a girl or boy to school. There was no general consensus on this issue as the majority of the parents who were enlightened or with some education indicated that they would not hesitate to send both children to school. They would fight hard to make sure that all both were sent to school. The majority of the parents with little or no education were of the view that sending girls to school was a waste of time as very often they became pregnant and brought grand children whom they had to

look after. It appeared that although parents understood the need for sending their daughters to school, the economic realities in the community made them disillusioned as girls did not make the best use of school because some dropped out early, others did not find jobs and ended up on the streets. It appeared that parents needed more sensitization on the importance of sending girls to school. Teachers on the other hand were aware of the Ministry of Education Programme for the Advancement of Girls' Education (PAGE).

### **Indepth Interviews with Children**

Children were interviewed (55) separately in households. The majority of children, 80% talked to were in school. Those that had not left school gave reasons of lack of funds, pregnancy and not being able to pass entrance examinations.

#### **Home situation**

On the question whether parents were still alive, 73% indicated that both parents were still alive while 18% had both parents dead. Among those who did not live with their parents 7% indicated that because they got pregnant, they could not live with their parents while 92% had different reasons.

#### **Child Labour**

Respondents who were girls indicated that they helped with household chores like cleaning the house, washing dishes and ironing with the assistance from adults in the household. Although there may be some aspects of child labour especially among those children who assist parents to sell vegetables around homes and at market places, this did not come out in the interviews. Observations, however, showed that there were many children, especially girls who were selling vegetables from house to house and these were many and were girls.

## **Discussion**

It may appear that there are many schools that can provide access to education to the population in the community there is a big proportion of children not in school. From the study, some of the reasons for children not being in school are varied:

### **1. Poverty**

In many cases, poverty ranks high as the major reason why some children were not in school. Even for those who got enrolled dropped out of school when they were unable to pay for all the school requirements. This was documented earlier through the Central Statistics Reports on *Living Conditions Monitoring* (1996) and Lungwangwa et. al. (1999) on *Factors Affecting School Attendance in Zambia*. Very often, parents felt too helpless to assist their children to go to school.

The table shows School Attendance of 7 – 13 year old children by poverty, Status and Socio-Economic Group of Household Head and Sex; 1996.

<b>Table 13.0 shows the School Attendance of 7 – 13 Year-Old Children by Poverty Status, Socio-Economic Group of Household Head and Sex: 1996</b>			
Poverty Status	Percentage of 7 – 13 Year Olds attending School		
	Total	Boys	Girls
Extremely poor	69	69	70
Moderately poor	76	78	75
Non-poor	84	84	84
<b>Socio-Economic Group of Household Head</b>			
Subsistence farmer	58	58	58
Unpaid family worker	54	57	51
Informal sector worker	58	44	69
Commercial farmer	68	63	72
Formal sector employee	74	75	74
	87	89	85

**Source: LCMS, 1996, Tables 7.3 & 7.**

The study by Lungwangwa et al (1999) revealed that:

- enrolment rates in primary school were declining.
- about one third of primary school age children throughout the country are not attending school.
- the lower the socio-economic background of the family, the higher the likelihood of children not attending school

## **2. Access**

One of the issues that emerged in conducting the Baseline Survey and Needs Assessment in the Kabwata constituency was the issue of access. Although many schools were available in the Kabwata ward not every child had access to these schools. In some wards such as Jack Ward, there was only one Basic school



(Kamulanga), the school was too far for the majority of the children. In line, with BESSIP objectives, accessibility needed to be improved in some parts of the constituency where schools were far from the communities. In Libala, there is a new school under construction. There were also new settlements which were developing in the area to which educational facilities would be needed or established.

### **3. Community Participation and Capacity Building**

In conducting the Baseline Survey and Needs Assessment, the researchers were impressed with the level of community participation among residents in Kabwata Constituency such as the number of Community Based Organizations in existence that aimed at helping members of the community in illnesses and assisting orphans and in response to other specific needs. Members of the community were willing to participate in any community activities that may be introduced in Kabwata including the model community school. They indicated that they would contribute in terms of their labour, materials and in any other form of contribution. There existed a number of retired teachers and civil servants who would be willing to volunteer their time in community activities. This especially would need to be developed further in order to improve their capacity and re-orient them to the concepts of a community school within the BESSIP Programme.

### **4. Skills Training**

A small number of young people and adults were involved in providing services such as welding, joinery, car painting at market places in Kabwata constituency and the majority of them had had no training at all. They just informally learnt the skills from friends, family members and from training within the trade. There was an urgent need to establish skills training within the existing basic and community schools.

## **5. The Future of Community Schools in Zambia**

In 1997, there were 120 community schools in Zambia with 19,050 pupils. The number has increased. As at May, 200 there were 373 registered community schools in the country catering for more than 47,276 children. Many of these schools are in cities and their shanty compound but 50% are found in rural areas, having been set up by grassroot organizations and villagers themselves. Community Schools are self-financing. Although they receive encouragement, materials and professional support from the Ministry of Education, Community Schools are responsible for paying their teachers but in some schools, teachers are voluntary.

Various donor organizations have recognized the role Community Schools are playing in complementing the formal schools in providing basic education. Community Schools are like a social movement. They are spreading like wild fire which, if unchecked may not always yield very fruitful results. One may ask a question as to why community schools exist. It appears that community schools exist and will continue to exist because:

- (a) parents are unable to pay user fees in the regular schools.
- (b) Lack of Grade 1 places, hence by the time the child is admitted in school the child is over-age. The Ministry of Education has a policy of admitting only children of age 7 in Grade 1.
- (c) Distances to regular schools are big.

Although community schools are increasing rapidly, there is no institutional framework and policy to guide this growth. The idea of Community Schools has not been properly conceptualized, as there is a wide range of varieties of Community Schools in the country – with some being good while others are pathetic. Community Schools in total provide 10% of schooling to children in the country(ZECAB, 2000). It appears that donors also like funding Community

Schools because, it is a just system and because they are small, and are easy to manage.

The work being done by the Zambia Education Capacity Building Programme (ZECAB) is a good example of support required by Community Schools. ZECAB has rehabilitated six schools so far. This programme aims at rehabilitating Community Schools that have been in existence at least for two years. It also provides bursaries for pupils attending community schools at least 10,000 bursaries a year are disbursed countrywide. It has recently established a database on Community Schools based on a survey conducted in 1999 in 5 provinces. Data is currently being collected in the remaining provinces.

The type of rehabilitation work done in Community Schools differs depending on the needs of a particular school i.e. sometimes it is a borehole, classroom block, ablution block. So far ZECAB has rehabilitated the following schools; Kanyama, Chipulukusu (Ndola) Chongwe, Chazanga, Mtendere and Intumezi. They are currently in the process of rehabilitating 25 Community Schools country wide. The work of ZECAB gives hope to Community Schools.

The future of Community Schools will depend on some of the following issues being dealt with:

- (a) Resolving the institutional problems which exist between the Ministry of Education and Community Schools. The Ministry of Education should appreciate more the work being done by Community Schools in providing basic education to children who would otherwise not been able to attend school.
- (b) The issue of teacher's salaries should be resolved because community schools will continue to lose their trained teachers in the SPARK syllabus as long as there is a high turnover of teachers due to lack of salaries.

- (c) The training of Community Schoolteachers should be accredited so that they can be recognized in any school.
- (d) There should be flexibility in the programmes being offered so that there is a free movement of children between regular schools and community schools.
- (e) There may be need to establish a standard structure for Community Schools to avoid closure of some Community Schools in the rainy season.
- (f) Communities should be mobilized and create capacity within communities to take charge of the Community Schools in their areas.

The Stakeholders Symposium on Community Schools which was held on 17<sup>th</sup> May, 2000 is a milestone in paving the way for the future of community schools in Zambia and the level and kind of cooperation between the Ministry of Education and the Zambia Community Schools Secretariat. Implementation of the major recommendations of the symposium will assist the operations of community schools and reduce some existing bottlenecks.

## **6. The Model Community School**

It seems that everyone has agreed on the construction of the model school. It seems the community should be the ones to take a leadership role in the design, the materials used and the size of the school.

What seems to make sense may be to use the Ward Councillors as local community leaders, the local Community Based Organizations and the Church Organizations which are already involved in paying for teachers salaries such as the Catholic and the Salvation Army. The ZCCS and ZOCS should be actively involved from the preliminary to the final stages. Of course the Ministry of Education should be there at all times to offer guidance in the type of school required.

## **4. CONCLUSIONS AND RECOMMENDATIONS**

### **Overview**

This section presents conclusions that can be made from the Baseline Survey and Needs Assessment and recommendations that will guide the establishment of a model community school in the Kabwata constituency.

### **Conclusions**

1. From interviews conducted with members of the community, teachers in Basic Schools in Kabwata constituencies one can conclude that poverty is one of the major obstacles to the provision of basic education in the community. Parents seem unable to pay the user fees charged by regular schools as the majority of them are retired, retrenched, unemployed or widowed. There is need to establish a community school where uniforms will not be a requirement. It can be concluded therefore that more children or parents will opt to send their children to a community school where cost sharing measures are flexible
2. Although in some areas schools are within easy reach there are still some households far from schools hence the need to establish education provision near the community.
3. Many members of the Kabwata constituency have not been sensitized on the need for girls' education as many complained that sending girls to school was a waste of time as they just became pregnant before they completed school. Therefore there is need to intensify sensitization and advocacy activities of PAGE in this community. This should be a continuous process as BESSIP aims at gender equity by 2005.
4. Although the community is aware of the dangers of HIV/AIDS not many members of the community have changed their sexual behaviour. Hence the need for more

sensitization of the community about the disease starting from centres of learning to market places.

5. The concept of Community Schools should be encouraged as not all school-age children are captured by the regular schools. Some are unable to go to school because of the cost-sharing policy that was put in place. Community Schools require a lot of participation from members of the community. The model community school should be constructed in an area where schools are far from the community with the participation of the community from the very start.
6. There already exists a high level of community participation in the constituency as can be seen by the number of Home Based Care Organizations operating in the community. Such a community would readily participate in a community programme when called upon

### **Recommendations**

1. A model Community School should be constructed in very close consultations with the community. It may be necessary to rehabilitate an already existing school into a model community school. This will ensure that the Model Community School is an initiative of the community rather than it being imposed from outside.
2. The Bursary Fund for children who are unable to pay for their education be introduced and be administered within communities where children reside and by community leaders including teachers. This should be done in line with BESSIP.
3. Advocacy and sensitization workshops should be conducted in the community to emphasize the importance of girls' education through the Programme for the Advancement of Girls' Education.

4. Parent Community Committees should be strengthened by capacity building workshops. Community schools should utilize the services of retired people who are residents of their community provided they undergo an orientation training on the use of SPARK Syllabus.
5. Teachers in Community schools should be trained in multi-grade teaching methodologies.
6. Short orientation courses should be conducted for all teachers of community schools organized by ZCSS, Ministry of Education and UNZA's School of Education which can provide some necessary skills to give teachers confidence as they execute their work. This should be done in collaboration with ZCSS.
7. **It is recommended to build capacities within communities so that they generate funds for community schools and pay teachers.**
8. The Baseline Survey and Needs Assessment results indicate that there is a need for the construction of a Model Community School as the community stands ready to participate in such an activity. It is strongly recommended that the model community school be established especially between Libala and Jack Wards.
9. There is a need for close collaboration between the Zambia Community Schools Secretariat (ZCSS) and the Ministry of Education in order to follow-up on the recommendations from the Stakeholders Symposium on Community Schools held on 17<sup>th</sup> May, 2000.

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## **Appendix I**

### **Terms of Reference**

The baseline survey will provide quantitative and qualitative information on the economic, social and educational status of population in two communities in Kabwata township. On the basis of the data gathered through the baseline survey, one community will be selected where the model community school pilot will take place.

The consultant will therefore undertake the following:

1. Collect disaggregated population data (male/female), household and school data.
2. Through interviews, gauge the perceptions of a sample of parents, teachers and other community members on the needs of their community in terms of basic education provision.
3. Ascertain the willingness or otherwise, and capacity of the community to contribute to the building and maintenance of a model community school.
4. Document previous community experience in working on community initiatives.
5. Determine the number of teachers available in the catchment area and the level of training including detailed information on multi-grade teaching capacity. Recommendations on teacher up-grading and training needs in line with the community school curriculum should be made.
6. Assess what material and other learning resources are currently available in basic schools in the district.
7. Make an initial analysis, through interviews, of the levels of stress experienced by teachers as a result of HIV/AIDS. Determine reasons for teacher attrition rates, whether low or high, in the area.
8. Assess the availability and accessibility to basic health services in the two areas and determine the levels of health care currently being received by children in the catchment area.
9. Prepare a report on the baseline and needs assessment of Kabwata township and submit to the Steering committee.

## Appendix II

### BASELINE SURVEY AND NEEDS ASSESSMENT OF KABWATA COMMUNITY

#### PARENTS QUESTIONNAIRE

1. Locality: -----
2. Name of Respondent: -----
3. Sex:

1. ☐ ☐ Male

2. ☐ ☐ Female

4. What is your marital status?

1. ☐ Never married

2. ☐ Married

3. ☐ Separated

4. ☐ Divorced

5. ☐ Widowed

6. ☐ Living together

5. What is your ethnic group? -----

☐ ☐

6. What is your predominant language of communication? -----

☐ ☐

#### Education Background

7. What level of education did you reach?

1. ☐ Grade 7

2. ☐ Grade 9 and above

3. ☐ College
4. ☐ Never attended school >> Skip to Question 9
8. Did you receive any skills training at school?
1. ☐ Yes
2. ☐ No >> Skip to Question 10
9. What type of Skill(s) training did you receive?
1. ☐ Carpentry or Woodwork
2. ☐ Metalwork
3. ☐ Home craft / Home economics
4. ☐ Tailoring
5. ☐ Other (Specify) -----

### **Demographic Data**

10. Have you ever had live births?
1. ☐ Yes
2. ☐ No >> Skip to Question 12
11. How many children do you have?
1.   Males
2.   Females
12. How many people live in your home (household)?
- 
13. How many children do you have in school between 7 – 13 years?
- 
14. How many children are not in school between 7 – 13 years?

15. How many orphans are you keeping in your household?

16. How far is the nearest school from your house?

Km

17. How far is the nearest clinic/ Hospital from your house?

Km

### INCOME GENERATING ACTIVITIES

18. What is your occupation?

-----

19. What is your employment status?

1. ☐

Self employed

2. ☐

Central government employee

3. ☐

Parastatal employee

4. ☐

Local government employee

5. ☐

Private sector employee

6. ☐

Employer

6. ☐

Unpaid family worker

7. ☐

Not working

8. ☐

Other (specify) -----

20. What is your monthly income?

Amount -----

21. What are the major economic Activities people in Kabwata involve in?

1. ☐ ☐ Formal employment
2. ☐ ☐ Informal sector
3. ☐ ☐ I don't know
4. ☐ ☐ None

22. What kind of skills do people in this area have?

1. ☐ ☐ professional
2. ☐ ☐ artisans
3. ☐ ☐ I don't know
4. ☐ ☐ Other (specify) -----

23. What is the cost of sending a child to school per year/term?

1. ☐ ☐ per term/ year government school (amount K -----)
2. ☐ ☐ per term/ year private school (amount K-----)
3. ☐ ☐ per term/ year mission/ religious school (amount K -----)
4. ☐ ☐ per term/ year industrial school (amount K-----)
5. ☐ ☐ per year/ year other (specify) ( K-----)

24. What type of toilet do you use?

1. ☐ ☐ water borne
2. ☐ ☐ pit latrine
3. ☐ ☐ Other (specify)-----

25. Where is the source of water in your house?

1. ☐ tap outside
2. ☐ taps inside

3. ☐ communal tap
26. What are the general health problems in the community?
1. Malaria
  2. TB
  3. Diarrhoea
  4. Coughing
  5. Vomiting
  6. Skin rashes
  7. HIV/AIDS
  8. Other (specify) -----
27. Do you have HIV/AIDS cases common around your community?
1. ☐ Yes
  2. ☐ No
  3. ☐ I don't know
28. Do you get any messages about HIV/AIDS?
1. ☐ Yes
  2. ☐ No
29. If yes, do you see any behavior change in people?
1. ☐ Yes
  2. ☐ No
  3. ☐ Both (Yes and No)

## Appendix III

### BASELINE SURVEY AND NEEDS ASSESSMENT OF KABWATA COMMUNITY

#### CHILDREN'S QUESTIONNAIRE

##### Respondents details

1. How old are you?

2. Sex:

☐ ☐ 1.   Male

☐ ☐ 2.   Female

3. Have you ever, attended school?

☐ ☐ 1.   Yes

☐ ☐ 2.   No >> skip to Question 8

4. What is the highest grade you reached?

☐ ☐

5. Are you currently in school?

☐ ☐   Yes >> skip to Question 9

☐ ☐ 2.   No

6. What was the main reason for leaving school?

1. Could not pay fees

2. Got pregnant

3. Got married

4. To care for my young siblings

5. Did not pass entrance examinations

6. Did not like school

7. Working

8. Other (specify)-----



7. Would you like to go back to school?

1. ☐ ☐ Yes >> skip to Question 9

2. ☐ ☐ No >> skip to Question 9

8. Why have you never been to school?

1. Too expensive

2. No school places

3. The school is too far

4. No need for school

5. Other (specify)-----

9. Are all your parents still alive?

☐ 1. ☐ Yes

☐ 2. ☐ No

10. Whom are you staying with?

☐ 1. ☐ Parents >> skip to Question 12

☐ 2. ☐ Sister/brother

☐ 3. ☐ Other relatives (specify) -----

11. Why don't you live with your parents?

1. Cannot buy food for us

2. Is ill

3. I got pregnant

4. I got married

5. other (specify) -----

12. What do your parents do to earn money?

1. Street vending

2. House servant

3. Labourer

4. Brews local beer

5. Marketeer

6. Owns grocery shop

7. Teacher

8. Driver
9. Clerical work
10. Other (specify) -----

13. How many meals and snacks do you have in a day?

1.  Breakfast
2.  Lunch
3.  Supper
3.  Breakfast, lunch and supper

14. Which health problems have you suffered from in the past 3 months?

1. Malaria
2. TB
3. Skin rashes
4. Wounds/injuries
5. Diarrhoea
6. Headache/fever
7. STD
8. Coughing
9. Vomiting
10. Other (specify) -----

15. Where do you usually take you for treatment when you are sick?

1. Government hospital/clinic
2. Mother
3. Traditional healer
4. Grand parent
5. Private hospital/clinic
6. Other (specify) -----

16. Who pays for your Medical Scheme?

1. -----
2. -----
3. -----

17. What type of household chores do you do?

1. -----

2. -----

3. -----

18. Who helps you to do household chores?

1. -----

2. -----

3. -----

## Appendix IV

### BASELINE SURVEY AND NEEDS ASSESSMENT OF KABWATA COMMUNITY

#### ADMINISTRATOR'S QUESTIONNAIRE

1. How many schools are available within a 10km radius of the community?

--	--

2. How many pupils are in a class?

--	--

3. What is the pupils/teacher ratio?

--	--

4. How many teachers are available in schools within 10km radius.

--	--

5. Do you have adequate teachers in the schools around?

1. 

--

 Yes

2. 

--

 No

6. How many trained teachers are required in the area?

--	--

7. What level of training do teachers have?

--	--

 Certificate

--	--

 Diploma

--	--

 Degree

--	--

Other (specify) -----

1. Are the teachers trained in multi-grade teaching?

☐ 1. Yes

2. ☐ No

9. How many teachers have been trained in multi - grade teaching in the area?

--	--

10. Do teachers receive a salary?

1. ☐ Yes

2. ☐ No

11. Who pays for the salary?


12. Do you have adequate teaching and learning materials in schools in the district?

1. 

--	--

 Yes

3. 

--	--

 No

14. What types of teaching/ learning materials are readily available in schools in the district?

List them for pupils/ teachers

1. -----

2. -----

3. -----

4. -----

15. Do you think pupils learn skills that help them in their future life?

1. ☐ Yes

2. ☐ No

16. If so, which skills

1. -----

2. -----

3. -----

4. -----

16. Do teachers in the district participate in In-service short courses?

1. ☐ ☐ Yes

2. ☐ ☐ No >> skip to Question 14

17. If they do, what type of courses and where are those conducted?

1. -----

2. -----

18. What are the major health problems in the area?

1. Malaria
2. TB
3. Diarrhoea
4. Coughing
5. Vomiting
6. Skin rashes
7. HIV/AIDS

19. I would like to find out whether teachers experience any kind of stress as a result of HIV/AIDS.

1. ☐ ☐ Yes

2. ☐ ☐ No

3. 

--	--

 I don't know
20. Do you have any cases of teachers suspected of dying with HIV/AIDS?
1. 

--	--

 Yes
2. 

--	--

 No
3. 

--	--

 I don't know
21. Is absenteeism prevalent among teachers due to chronic illness?
1. 

--	--

 Yes
2. 

--	--

 No
22. What is the attrition rate in this area?
1. 

--	--

 High
2. 

--	--

 Low
23. If high, where do the teachers go?
1. -----
2. -----
3. -----
24. Are there adequate clinics in the area?
1. 

--

 Yes
2. 

--

 No
25. Is there any health care given to children at the school?
1. 

--

 Yes
2. 

--

 No
26. If yes, what is the type of health care?
-

27. The teachers remunerated?

1. ☐ Yes

2. ☐ No

28. Who pays them?

---

---

---

---



## Appendix V

### BASELINE SURVEY AND NEEDS ASSESSMENT OF KABWATA COMMUNITY

#### INTERVIEW SCHEDULE FOR PARENTS

1. What Do you think the community needs in terms of education?

-----  
-----

2. Suppose a community school was built here would you be willing to assist in maintaining the building?

□

1. ☐ Yes

□

2. ☐ No >> skip to Question 4

3. In what way would you assist the school?

□ □

1. ☐ ☐ Providing my labour

□ □

2. ☐ ☐ Providing materials

□ □

3. ☐ ☐ Money

□ □

4. ☐ ☐ Other (specify)-----

4. Have you participated in any community activities in the past?

□ □

1. ☐ ☐ Yes

□ □

2. ☐ ☐ No skip to Question 7

5. What are those activities/projects?

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6. What you think are the major barriers for children to attend school?

□ □

1.   No places in school

□ □

2.   Distance to school is long

□ □

3.   Lack of funds for school requirements for all my children

□ □

4.   Other (specify)-----

7. What are the major problems you face in trying to send children to school?

1. -----

2. -----

3. -----

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8. If you have limited funds whom do you send to school ?

□ □

1.   Boy

□ □

2.   Girl

9. If boy, why?

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10. Do you think children learn life skills that will help them later in their lives?

1. ☐ Yes

2. ☐ No

3. ☐ I don't know

11. If they learn, what skills?

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12. What are the major health problems in the community?

1. Malaria
2. TB
3. Diarrhoea
4. Coughing
5. Vomiting
6. Skin rashes
7. HIV/AIDS
8. Other (specify) -----

13. Do you have HIV/AIDS cases common around your community?

1. ☐ Yes
2. ☐ No
3. ☐ I don't know

14. Do you get any messages about HIV/AIDS?

1. ☐ Yes
2. ☐ No

15. If yes, do you see any behavior change in people?

1. ☐ Yes
2. ☐ No
3. ☐ Both

## **Appendix V1**

### **List of individuals held discussions with**

1. Brigadier General G Miyanda, Minister of Education
2. Mr Christopher Zulu, Chief Inspector of Schools
3. Mrs Barbara Chilangwa, Deputy Permanent Secretary, Technical Cooperation (TC)
4. Mrs Bennadette Ndhlovu, Provincial Education Officer
5. Mr V Simpila, Deputy Provincial Education Officer
6. Mrs Margret F Sata, District Education officer
7. Mrs Chisala, Senior Inspector of Schools
8. Mr J Simbunu, District Planning Officer
9. Mr C Mulenga, Buildings & Statistics Office, District Education Office
10. Mr Z Banda, Buildings & Statistics Office, District Education Officer
11. Mrs Angela Miyanda, Kabwata Orphanage
12. Mr Ronald Lungu, Councillor, Jack Compound
13. Mr George Tembo, Councillor, Libala
14. Mrs Blandina Kamuzyu, Councillor, Kabwata
15. Mr Phiri, Councillor, Chilenje
16. Mr R P C Kangwa, Headteacher, Burma Road Basic School
17. Mrs T Sichula, Head, Mumuni Basic School
18. Mrs C M Kapapa, Head, Kabwata Basic School
19. Mr S Siamubotu, Head, Kamwala Basic School
20. Mr A Simuunza, Head, Lusakasa Basic School
21. Mr A Ngoma, Headteacher, Mkandawire Basic School
22. Mr G S Moonga, Headteacher, Regiment Basic School
23. Mrs C K Muleya, Headteacher, Lotus Basic School
24. Mrs H A Limbambala, Headteacher, Chisengalumbwe Basic School
25. Mr S S Chombenge, Headteacher, Kamulanga Basic School
26. Ms Anamela, Administrator, Zambia Community Schools Secretariat
27. Ms Hazel Zulu, Public Relations, ZOCS
28. Mrs Rachel Mukombwe, Education Advisor, ZOCS
29. Mr. J.G. McCormack, Project Manager, Zambia Education Capacity Building Programme.

## Appendix vii

## Schools and Enrolments by Gender

			Number of Teachers			Enrolment 1 - 7			Enrolment 8 – 9		
	NAME OF SCHOOLS	HEADTEACHER	M	F	Total	B	G	Total	B	G	Total
1	Burma Road Basic	Mr R P C Kangwa	12	32	44	902	638	1,540	-	-	-
2	Mumuni Basic	Mrs T Sichula	4	33	37	767	587	1,354	42	23	65
3	Kabwata Primary	Mrs C M Kapapa	6	31	37	744	587	1,331	-	-	-
4	Kamwala Primary	Mr S Siamubotu	17	36	53	1,035	871	1906	82	80	162
5	Lusakasa Primary	Mr A Simuunza	12	25	37	470	472	942	-	-	-
6	Mkandawire Primary	Mr A Ngoma	6	18	24	465	418	883	-	-	-
7	Regiment Primary	Mr G S Moonga	12	31	43	819	807	1,626	-	-	-
8	Lotus Basic	Mrs C K Muleya	18	35	53	1,067	1053	2,120	110	90	200
9	Chisengalumbwe Primary	Mrs H A Limbambala	26	9	35	447	444	891	-	-	-
10	Kamulanga	Mr S S Chombenge	24	36	60	1,345	1,327	2,672	75	69	144
11	Chilenje South	Mrs S N Sianjani	6	20	26	259	268	527	-	-	-
12	Chilenje B	Mrs M M Nyambose	8	30	38	610	562	1,172	-	-	-
13	Timothy Mwanakatwe	Mrs T C Mwaba	7	23	30	583	678	1,261	-	-	-