

Effects of Free Primary Education on Pupils' Academic Achievement in Primary Schools: Case of selected Primary Schools in Chisamba District.

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Abstract

The purpose of the study was to investigate and establish the effect of free primary education in Zambia in Chisamba district, established factors that would lead to successful implementation of free primary education in Chisamba district, determined effects of free primary education policy on the performance of pupils and identified challenges of free primary education policy in Chisamba district. The research used both quantitative and qualitative approaches to describe the existing situation. There is as well the research design, scope of the study, study population, instruments of the data collection and data analysis. The data has been presented and analysed then presented as well as discussed. The situation where children were not taken to school could lead to an increase in the number of criminals, prostitutes, street vendors, street kids, early marriages, poverty levels and underdevelopment and dependence syndrome on the natural resources in the country, (Phiri Given 2014). Free primary education can be a very good solution to all the problems mentioned above and helps bring equality, self-dependency and responsibility in development and education in the nation. The problem of street kids is easily sorted out as children have easy access to education. Poverty and diseases, crime and early marriages are also prevented as children will be busy with school work and use their basic knowledge to do a lot of developmental activities like entrepreneurship that has been introduced and also just becoming responsible children who are well informed about their rights not to involve themselves in early marriages and crime, (Actionaid-Zambia (2004). The children learn a lot at primary level to make them self-dependent when they grow up and help develop the nation. in addition, free primary education policy has the following advantages: reduced illiterate rate, reduced prostitution, healthy relationships, improved communication, community development, improved standard of education and brought economic development in the country just to mention but a few. (Rooyed, 2005). The researcher recommended that the government should do the following activities; build many schools to cope with this increase in enrolments, should employ many teachers to cope with this increase in enrolments, and should increase the funding to primary schools to meet the needs of the primary schools, increase the grants given to schools so that school managers can manage schools effectively.

Dedication

This research paper is dedicated to my only three kids and my wife for their moral and financial support during my research process.

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Abbreviations

EXAM:	Examinations
FAWEZA:	Forum for African women educationist
MOE:	Ministry of education
SIDA:	Swedish international development agency
UNICEF:	united Nations international children's emergency fund
GCE:	General certificate education
FREE PRIMARY EDUCATION (FPE):	Free Primary Education

CHAPTER ONE- INTRODUCTION

Overview

This chapter discussed the free primary education, the statement of the problem, the purpose of the study, objectives, and research questions, significance of the study, research variable, conceptual framework frame work, theoretical framework and operational definitions,

1.1 Background to the Study

Education is the process of facilitating learning, knowledge, skills, values, beliefs, and habits of a group of people are transferred to other people, through storytelling, discussion, teaching, training, or research. Education frequently takes place under the guidance of educators, but learners may also educate themselves in a process called autodidactic learning. Any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational.

The common stages of education are preschool, primary school, secondary school and then college, university or apprenticeship. The methodology of teaching is called pedagogy. The universal declaration of human rights 1948 10th December, emphasized on the human rights which included the right to education. At the global level, article 13 of the united nations' 1966 international covenant on economic, social and cultural rights recognizes the right of everyone to an education. Although education is important compulsory in some places the challenge has been on parents financing their children to school. however, the parents, who are well to do have always decided on where to take their children for school whether in a public school or a private owned institution.

Free education refers to learning experiences that is funded through taxation or charitable organizations rather than tuition fees. in many countries, for example, all education is mostly free.

However, serious challenges have affected the implementation of the Free Primary Education (FPE) policy, (UNICEF & World Bank, 2009). They include congested classrooms, limited physical facilities and shortage of qualified teachers, which negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other Okwach & George, (1997). This paper therefore reviews the Free Primary Education (FPE) policy highlighting its achievements and challenges. The paper also assesses the progress of the free primary education and identifies the advantages and disadvantages.

1.2. Statement of the problem.

It is wearying to find out that with all the government's efforts to eradicate poverty in the country amongst citizens by introducing free primary education, the number of children that are not in school is still very high; poverty rates have continued increasing (Phiri Given, 2014).

This has been attributed to poor pupil teacher ratio in schools and lack of learning infrastructures. It was sad to note that there was a big number of primary school dropout, increased early marriages, crime, and increased number of street kids in the nation. It was for this reason that this research was designed to find out the extent to which free primary education had been supported and the results that it had brought on the economic and social welfare of the nation and also give advantages and disadvantages, challenges and opportunities of free primary education in Chisamba district, central province of Zambia.

1.3. Research objectives

Main objectives

This study was designed to investigate and establish the effects of Free Primary Education on Pupils academic achievements in Chisamba District.

The specific objectives of this study are:

1. To establish factors that would lead to successful implementation of free primary education in Chisamba district.
2. To determine effects of free primary education policy on the performance of pupils.
3. To identify challenges of free primary education policy in Chisamba district.

1.4. Research questions

1. What factors leads to successful implementation of free primary education in Chisamba district?
2. What are the effects of free primary education policy on the performance of pupils?
3. What are the challenges faced in the implementation of free primary education in Chisamba district?

1.5 Research variables

Dependent variables	Independent variable
School drop out	Free primary education
Literacy levels	Free primary education
Pregnancy rate	Free primary education
Early marriages	Free primary education
Enrolment levels	Free primary education

1.6. Significance of Study

The study would assist the government to assess the effectiveness of free primary education policy in Zambia. This may then help the ministry of education to properly decide on how best to implement the policy so that the challenges that may be identified could be resolved and the strength be maintained.

It was hoped that after the study, different stake holders that are involved in ensuring that all the children acquire primary education without serious challenges would know the extent to which free primary education has been supported and the effects that it has brought towards the pupils' achievements either positive or negative.

1.7 conceptual Framework

In this work, the concepts that are being looked at and discussed in details are free education, primary education, and education itself.

we look at free education as a situation where learners learn without paying for education and to an extent they are provided with books, rulers, etc. primary education is the education that learners do from as low as grade one up to grade seven. Education is looked at, as the empowering of learners with knowledge and skills to help them have survival skills and be able to in their society and be responsible citizen.

1.9 Theoretical Framework

The study was based on the expectancy theory and the socialization theory. Looking at the attitude of the pupils who are poor, their behaviour is always focused on academic performance wish to increase their academic and social integration within their academic community. For instance, the pupils wish to maintain their societal status quo.

according to Oliver (2014), victor vroom' expectancy value model states that individuals make choices based on estimates of how well the expected results of a given behaviour are going to lead to desired results and calls this as valence $v(r)$.

In other words, the theory explains that individuals become part of an ongoing reciprocal process of response and change between themselves and their surrounding contexts as they move through time (Lawrence et al, 2012).

Therefore, they can be well motivated if they get convinced that their efforts are related to the expected results, where the outcome of the performance will result in a desirable reward making the effort worthwhile (ibid). the expectancy theory explains why individuals decides to behave this way and not that way.

Consequently, individuals are created uniquely to think and do things logically. the task, however, remains up to the society where individuals live to shape them to the desired way of having either consciously or unconsciously, directly or indirectly into either irrational or rational and moral persons. Meaning every individual person is a product of the particular society that is uniquely different from the other society. (Nweke, 2014).

Meaning what determines an individual's personality is the school where he/ she go to and the kind of education that they get. Meaningful education is the one that shapes character, builds communication skills and develop survival skills that may make them fend for themselves and be responsible citizens. This therefore, explains how essential is the education system of any given nation and justifies why free primary education must be encouraged by every nation so as to educate its nationals

1.9. Operational definitions

Free education- the type of education where learners are allowed to learn without making any payments towards their education, to an extent even learning materials such as books, pencils, and pens are provided.

Primary school- a school comprising grade one to grade seven classes.

Free primary education- learning without paying school fees from grade one to seven.

Population- is the number of people living in a given area.

Sample - a group drawn from total population that the researcher uses for the purpose of study, which must represent the total population.

FREE PRIMARY EDUCATION (FPE)- free primary education

CHAPTER TWO-LITERATURE REVIEW

2.0 Overview

This chapter presents the literature related to the study focusing on the global perspective, Zambian perspective, comparative studies and the personal critique and the summary.

2.1 International Studies on Free Education

UNESCO international standard classification of education as quoted in Thompson (1994) defines education as comprising sustained communication designed to bring about learning. Communication in the sense implied here requires a relationship between two people involving the transfer of information. Organized means planned in a sequence with established aims and curricula, and sustained means that the learning experience has duration and continuity.

learning is taken to mean any change in behaviour, knowledge, understanding, skills or capabilities which the learner retains and which cannot be ascribed simply to a physical growth or to the development of inherited behaviour patterns. (Thompson, 1994).

The school systems of Africa have much been criticized in recent years for their failure to achieve many of the goals which have been set for the harmful nature of much of their impact upon their societies. their curricula are said to be bookish oriented towards higher levels of education which are beyond the reach of majority of the pupils, divorced from the life and culture of the local people and consequently unsuited for preparing the child for life in his/her own community. the method of teaching in use are said to be examination centered, authoritarian, restrictive of the growing child, failing to produce original thinking or problem-solving ability on the one hand and genuine commitment to the other, (Thompson, 1994).

Indeed, it would well be argued that the most pronounced trend is for existing patterns of schooling to be expanded without significant modification of their basic structures and functions. it cannot be assumed that even the country has embarked upon a well-publicized process reform it has necessarily been able to move quickly. After 10 years of applying a new education policy the government of Mali ruefully concluded that the education system itself prohibits any fundamental amelioration. (UNESCO, 1978 reform in basic education in Mali, p. 20).

The statement above should be fully understood in the light of our context as a country Zambia where there are many powerful inertial forces at work in school and society alike. And again, we note that many innovations have been in existence for a sufficient length of time for worthwhile evaluation to have taken place.

Etymologically, the word education is derived from educare (latin) "bring up", which is related to educere "bring out", "bring forth what is within", "bring out potential" and ducere, "to lead". Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. in its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another.

Webster (1999) defines education as the process of educating or teaching (now that's really useful, isn't it?) educate is further defined as "to develop the knowledge, skill, or character of..." thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

According to the ministry of education policy document '**educating our future**' of 1996, the quality, and effectiveness of education system depends heavily on the quality of its teachers. Teachers are the key persons in determining access in meeting the system goals. the educational well-being of children in schools lingers crucially on the competency, commitment and resourcefulness of a teacher. in view of this, the calibre of teachers and teaching profession is of paramount importance.

Therefore, the ministry of education has an important task to sustain the quality of pupils' education and of their well-being to learn effectively. The document further explains that the ministry of education will accomplish this by attracting many pupils to go back to school, equipping them with initial education and providing them with food especially the lower classes up to grade five.

The government is doing everything to help bring back those pupils who drop out due to financial difficulties. However, culture is working against the good policies of the government to provide education to all to meet the needs of the nation. Many parents prefer to have their boy child look after cattle and girl to get married.

The needs of low literate people could be due to environmental forces that may well affect perceived needs among population. It is the frequency with which a task is encountered. It seems illiterate adults have little choice, but to develop alternative strategies. For instance, they may rely on friends or relatives. When this need is not met, they become educational needs. The need to learn represents a combination of demand and skill efficiency. Once learners define their own functional literacy needs these can promote an attitude among both learners and teachers that concerns and experiences are a control of importance in instruction, leading to greater mutual respect, enhanced learner self-esteem, increased motivation and ultimately improved literacy education.

Havighust, (1972:47) says: “motivation hence is impinged upon experiences, situations, life cycles as well as biological, psychological and social influences. The government policies have forced the demand for education to increase greatly. Many children are forced to go back to school so that they get jobs and have their status changed. Others are going back to school to maintain their jobs, while others desire to be promoted after getting a good grade in their academic studies”.

On this issue Subiya and Rooyed (2005:481-84) says, “vocational and economic expectations, children’s education, family relations, health, social motives and gender issues as well is simply the hope for a better future motivates learners to go back to school.”

Beder and valentine (1990:78-94) also say, “tabulated reasons for motivation as self-improvement, family responsibilities, diversions, literacy development, community and church involvement, job advancement, launching, economic needs, educational advancement and urging by others”.

Workers education association (1960:67) says: “education should equip the individual to meet the varied challenges the adult faces in his or her everyday life and help him or her solve problems which different facts of life present”.

Examinations become the pre-qualification for entry to formal jobs rather than as a primary vehicle for human resource development. This makes learners to choose to pass the examinations even if they do not learn because what is needed is a certificate and not the knowledge.

The structure adjustment programme that took place in 2003 in Zambia and the effects of globalization made the desire to upgrade to grow.

Walter and Walters (2000:59) says, “There is a strong correlation between stimulation in work places, levels of literacy used, and levels of position and workers learning attributes”.

2.2 Global perspectives

The Free Primary Education (FPE) review that was conducted and what was found out is that there are clearly a lot of similarities across the five different countries’ that introduced and effected free primary education. What is clearly common in all the countries investigated is that free primary education overcomes some of the factors that hinder pupils to attending school, as can be seen in the high enrolment numbers after the introduction of the free primary education policy in Zambia.

However, as the case study summaries show, a series of problems (some created or exacerbated by the FREE PRIMARY EDUCATION (FPE) policies) remain. Added to these are the effects that HIV/AIDS have had on the education sectors of all these countries.

The first country to implement free primary education policy was Malawi. its policy was similar to that of Zimbabwe the country that immediately after acquiring independence they overnight worked hard to transform their education system from what their colonial masters had put in place to suit their biased ambitions. what Zimbabwe fought for in 1980s in terms of education is giving fruits now as they have produced a lot of literate citizens form an illiterate population that the country northern Rhodesia had when under the colonial masters. Access to education is the aims of every country which can be achieved by various combinations of education policies such as building more schools to reduce distances that are covered by the learners form their homes to schools, reduced or non-payments of school fees, supplying teaching and learning materials, and many more. However, what is more important is quality education which should be offered from the beginning as early as preschool through to secondary and universities.

Actionaid-Zambia (2004), “strategic plans can lay out, using key indicators, what is meant by ‘quality’, for example the provision of teaching and learning materials, the five countries have all realized the importance of educational quality; the challenge has been to create sufficiently quickly the increases in human availability of classrooms, enrolment levels teacher pupil ratio, pupil book ratio and many more.

With respect to what is agreed upon and prevailing in the provision of quality education, the five countries have adopted different policies toward teacher deployment. Malawi

appointed untrained teachers, orientated them briefly, and only subsequently created the policy to provide the professional development they lacked. Zambia used (UTS) untrained teachers who helped cushion the staffing levels in schools. The ministry later decided not to deploy untrained teachers at the start of FREE PRIMARY EDUCATION (FPE). Zambia developed a new teacher education programme which was called, ZATEC, and FREE PRIMARY EDUCATION (FPE) were announced by the then minister of education, and Zambia decided to map its teacher requirements before deploying new teachers. Tanzania saw that there were fewer teachers in the ministry of education hence recruited 9 - 10,000 teachers per year and then encouraged them to upgrade their qualifications.

Since 2002, Tanzania has seen an ambitious set of policy reforms in primary and more recently in secondary education. These have dramatically improved the state of education in the country, particularly in terms of classroom infrastructure and enrolment.

Since 2001, Tanzania has taken major strides to revamp its primary and secondary education sectors. The primary education development plan (PEDP, 2002-2006) and the secondary education development plan (SEDP) implemented starting in 2004 have led to significant improvements in provision of basic education in the country.

The most impressive achievement has been expanded enrolments. Enrolment in primary education increased from 4,839,361 in 2001 to 7,959,884 in 2006. The net enrolment ratio (NER) in primary schools increased from 65.5% in 2001 to 96.1% in 2006. This means that nearly all the children of primary school age are now enrolled in primary schools.

Increased primary enrolments create increased pressure further up the pipeline at the secondary level. Expansion of secondary enrolment has been equally impressive, though far from reaching the levels attained in primary education. Enrolment in form 1, the first year of secondary education, increased from 99,744 in 2003 to 243,359 in 2006. Later has increased from 10.2% in 2003 to 20.2% in 2006. Secondary NER is reported to have doubled from 6.3% in 2003 to 13.4% in 2006.

Increases in enrolments are matched by improvements in school infrastructure. New classrooms have been built and new schools constructed. Primary schools across the country are characterized by new classrooms. more than a thousand new government secondary schools were built between 2003 and 2006; and the number of secondary schools has increased from 1,083 in 2003 to 2,289 in 2006, largely through the establishment of

new government secondary schools (whereas prior to this research much of the increase in recent years was led by private secondary schools). Toilets (pit latrines) and teachers' houses have also been constructed in large numbers too, though at a slower pace as compared to new classrooms.

In recent years the provision of books to the school level has increased dramatically, primarily through the 'capitation grant'. The pupil: book ratios have improved, though are yet to reach adequate levels, possibly because the full capitation grant has not reached the school level on time. The supply of teachers has also gone up, with over 32,000 new teachers recruited in the first three years of PEDP alone. However, the increase in pupils has outstripped the recruitment of teachers. Albeit belatedly, greater attention and resources are given to recruiting teachers for secondary, who need to be better equipped than primary school teachers. In August 2006 president Kikwete announced that all university BA students in education will get a full scholarship in a move to spur the supply of competent teachers.

In summary, Tanzania has experienced tremendous progress in education in the last five years. After decades of neglect, these efforts were sorely needed. The government's political commitment has been exemplary – from president Mkapa's second term in office to the steadfast resolve in the current government exhibited by president Magufuli, prime minister and minister. The rhetoric has also been backed up by resources, as the budget for basic education has increased significantly in each year of this period. There is a clear sense that things are moving, and a feeling of excitement and optimism. For all of this, the government and its partners (including the government of Norway and the World Bank) deserve commendation.

But this does not mean that the future is going to be any less challenging. As the numbers in primary education swell and the momentum to expand secondary education gathers steam, even greater strategic policy clarity will be needed to guide prioritization, resource allocation and implementation. We suggest the following five challenges are the most critical today.

Uganda, like Tanzania, paid much attention on deployment of teachers before working on the professional teacher development. We know that teachers require not only training, but also supervision and support from both the ministry and the community that they are serving. In the five

countries on discussion there is an understanding that people opt to do teaching because they have no other things to think about apart from getting deployed by the government. (pfaffe, p.23)

The serious issue here goes even beyond teacher training as we have to as well look at how the teachers trained are deployed evenly and the support that they are receiving from both the ministry and the community they are working in.

The challenge in providing free primary education or any other form of education in all the countries that are attempting to implement it is that there are no enough teaching and learning materials in schools, lack of infrastructure, over enrolment in classes and many more.

What has been challenging in all the five countries studied is that governments have had to weave their policies between the Scylla and Charybdis of satisfying development agency predilections whilst teasing out indigenous educational visions.

They have had to do this in the context of developing their own expertise than has been prevalent (or retained) in most ministries of education for some time. if we consider the situations surrounding the decision to come up with Free Primary Education (FPE) policy in each of the five countries under study, there are many similarities. First, in four of the five cases, Free Primary Education (FPE) was announced following the election of a new government. This simply means that every change of governance comes with changes in the national policies which may positively or negatively affect the economy of that particular country. Uganda, the exception, was already in the process of seeing through major economic development following its civil war. The political kudos for announcing Free Primary Education (FPE), of course, is tremendous, irrespective of any larger design.

Secondly, in all five cases, primary education was already a significant marker on development agencies' road maps for helping to contribute to poverty eradication, so introducing free primary education would likely attract the necessary external finance. Thirdly, the education sectors of all five countries had suffered similar declines due to a variety of factors, not least their indebtedness and poor economic prospects. Thus, the introduction of Free Primary Education (FPE) would seem to have been of great importance in all five cases.

It is, indeed, the huge benefits of Free Primary Education (FPE) which are the focus of donor and recipient countries alike, however, it is the micro challenges which loom large and require

differential treatment. these micro challenges cover all aspects of educational development, from the vision of the educational system as a whole, to the relevance of the curriculum, the appropriateness of the examination system for recognizing achievement and enabling selection for post-primary education, to teacher education, textbook production and distribution, school health and nutrition, to reaching the marginalized and most disadvantaged, to language policy, monitoring and evaluation, community participation, financial management, supervision, etc. whilst the macro policies have been put in place, the micro challenges have not been addressed sufficiently.

As could be seen in the summary of Uganda given above, quality considerations have been eclipsed by the quantitative push toward UPE, and the situation is not dissimilar across the other countries. (Phiri 2016).

In understanding the importance of the policy of education in every given country concerning development, one usually thinks of policy associated indicators, such as budget towards education, the prioritization of girls' education, construction of girls' friendly schools and many more. In actual sense, however, working towards the adoption of such policies is dependent on the number of development agencies that are willing to sponsor the proposed policy requirements. It is a language of economic and financial management rather than the language of an older, more traditional educational management that can influence the donors to move towards sponsoring one particular country. Thus, it is about indicators and performance, and value for money, and explaining expenditure patterns rather than patterns of learning and language and pedagogy. It is about analyzing whether targets are achievable and not about the appropriateness of the targets in directing educational development. it is a language that only a few have learned, to their advantage and in their use of the language, to the advantage of the country's treasury, where effectiveness brings additional finance.

To point this out is not to be overly critical, for major benefits have clearly occurred. it is necessary, however, to highlight the considerable behavioural changes that are required at all levels to achieve long-lasting and 'embedded' results, as individuals not only learn the language of external finance, but also its management. Reviewing the key documentation on each country's experience with Free Primary Education (FPE) has to lead to the observation that one is witnessing earlier concerns about educational development resounding through the much louder discussions of targets, especially qualitative ones, not being met. Kendall has put her finger on this in commenting in the case of Malawi that, "'civil society' in Malawi is too underdeveloped, too beholden to donors for support,

and too politically vulnerable to really discuss forging a vision of education different than the donor vision.” she goes on to detail a litany of characteristics, some positive, but many negative, that describe the current situation in Malawi, nine years after the introduction of Free Primary Education (FPE): loss of national vision , corrosion of pupil, teacher, and parent relations, corruption (education for mp’s poverty alleviation) ,politicization of the school and its staff ,decline in “respect for authority”, increase in educational access, decline in educational quality for the poor (increase in private schooling for the rich) ,breakdown in school/state communication, decline in teacher professionalism, decline in the value of “being educated”, few jobs; educated people are “just sitting”, more business opportunities for youth since democratization

Many of these characteristics could also be used to describe the experience of other countries under review and the changes resulting in part from their externally-financed educational development. Planning the backward and forward linkages of Free Primary Education (FPE) clearly must involve economic, political and social considerations that would seem often not to be well orchestrated down at the village/school level.

Serious lessons that people can learn from these different studies need to be highlighted. first of all, it is clear that whilst implementing free primary education it is seen as a sound macro policy, it needs to be integrated within a poverty reduction (and economic growth) strategy that anticipates and provides for the forward and back ward linkages of the expanded system as well as of those children afforded education.

This has implications for teaching and learning materials production and distribution, such as text books, manila papers and flip charts school construction and maintenance, quality teachers’ conditions of service, the relevance of the curriculum, the role that examinations play, the provision of early childhood education as an important route into primary education, the transition rates to post-primary education, etc. thus, a focus solely on primary education is but a starting point and not sufficient in itself. secondly, community participation should not be abused and used merely as a legitimating of policies from on high, nor as a ‘quick fix’ for school construction nor as a less than transparent and “least-cost” form of cost-sharing. Village-level concerns do need to be heard, participation needs to be engendered, two-way communication needs to be developed, and the language of educational development should not be alienating. Satisfying the external financiers of free primary education should not have to mean that in effect, the system is fashioned to their designs rather than national ones, even though all parties’ intentions may be otherwise.

development agencies, therefore, should not be blinded by the political agreements that enable them to invest heavily in free primary education unless the efforts to involve those thousands of teachers and students and their families in the regeneration of their national education systems are deeply rooted in the achievement not merely of “free education” but a form of education which maximizes the human resource capacity of the country and the individuals who are educated like a vulnerable child was seen as someone who has little or no access to basic needs or rights. They may have both parents, but the child might be compromised in other ways. The definition of vulnerability was felt to reflect certain aspects of the context of the child.

As for the term orphan, the researchers found the following: an orphan is a child who has lost either one or both parents. The remainder of the definition needs to centre around three core areas. the relative importance of each will be defined by context: material problems, including access to money, food, clothing, shelter, health care and education; emotional problems, including experience of caring, love, support, space to grieve and containment of emotions; social problems, including lack of a supportive peer group, of role models to follow, stigma or of guidance in difficult situations, and risks in the immediate environment; vulnerability may be defined according to what is immediately seen in a situation and what is more easily measurable.

Given the multiple factors within the social context where children become orphaned or vulnerable, definitions require flexibility so that they can be both context dependent and context specific. The broad categories of material, emotional, and social challenges added on to a child’s social status as an orphan improve the understanding of the vulnerability of this group of children and can refine the targeting process within efforts to provide assistance.

according to Kendall (2008), how children are identified as vulnerable, and the terms used to define them as such, are connected to a wider web of meanings and relationships that may, in some situations, increase rather than alleviate vulnerability:

Evidence and analysis presented in this paper and elsewhere suggest that current discourses and frameworks may at times operate in practice to make the lives of children targeted by development interventions harder and less secure.

This extends to the ‘universalist’ framing of children’s realities within the context of a borderless conception of children’s rights: the child’s experiences are therefore viewed through the lens of this particular rights framework, making visible those aspects of their experiences that relate to these rights, but obscuring those that do not. Because of the framing of children as rights holders and

adults as duty-bearers, if a child's current life situation does not guarantee their rights, then it is the duty of adults, not the right of the child, to change the child's life situation.

Such framing has the tendency to place children in a passive position as needing sustenance and support from service providers or adults. At worst, it can 'de-centre' the lived experiences of children from the perspective of the child itself. Kendall (2008) nevertheless identifies positive trends in naming and framing the approach to children and vulnerability:

There is a growing call to shift from a model of individual vulnerability to one of communal or geographic vulnerability in which all members of a heavily aids-affected community are targeted for programming. Such models view children as members of multi-generational communities.

As a result of this shift, a broader analysis and understanding of the vulnerability of children is emerging. Consensus is growing that orphan hood on its own is not necessarily a marker of vulnerability. Variables such as poverty, sero-status, physical ability, household composition and gender have greater predictive value for identifying and assessing degrees of childhood vulnerability and their consequent needs for assistance. In a sense, then, a vulnerable child could be defined as one that is disadvantaged in distinct and tangible ways on two or more dimensions of children's vulnerability – orphaned and destitute, for example, or destitute and disabled.

In support of Kendall's (2008) clear evidence is coming out about which type of children's vulnerability interfere with their access to education and successful attainment of educational goals. In a study on the impact of the introduction of free primary education in Lesotho, a World Bank (2005) research team discovered that the economic or wealth status of the child, for example, affected participation in education regardless of social status as orphan or non-orphan. The study found that, in 2002, 10 percent of between 6 to 14-years-old children had never been in school. For boys the proportion was 13 percent; for girls it was 7 percent. However, between wealth quintiles, a 10 percent difference emerged for overall non-attendance in this age group. Moreover, it appeared that orphan hood itself did not prevent children from going to school as 10.6 percent of orphans and 10.4 percent of other children had never been in school.

The same study found that other factors had a greater influence on children's participation in education. The educational attainment of the head of the household either father or mother predicted school attendance of the child in that the lower the attainment, the less likely children were to be in school. Children from poor households were less likely to attend school than those from rich household. The distance from home to the nearest school was also found to have a significant

influence on school attendance. Furthermore, while orphans and non-orphans had similar rates of participation in education, orphans were more likely to drop out compared to those children who had their parents alive. Examination of the ongoing barriers to participation in education in Lesotho found that more than five years after the introduction of free primary education.

Nyabanyaba (2009) showed that there were continued high repetition rates, high drop-out rates, and a significant portion of school-aged children who did not attend school. The impact of HIV was one of the causes of this but it was really the on-going effect of poverty and deprivation that was the more proximal cause.

In a study carried out in ten Sub-Saharan countries, using data from demographic and health surveys, Case et al. (2004) made similar findings that, "...gaps between orphans and non-orphans are dwarfed by gaps in enrolment between poor and rich children."

In another study done by Filmer and Pritchett (1999) demonstrated that enormous differences come out as a result of wealth status and school enrolment. Despite a considerable variation across 35 countries the duo included in their analysis, they constantly found that poor children either begin school and drop out in unceremonious manner, or never enrol into school at all.

Within the family, differences in school participation can arise between orphans and non-orphans. Case et al. (2004) found that orphans were most likely not to attend school than non-orphans within the same family because of differences of investment in children's education. The larger the relationship gap between the head of the family and the orphan, the more the orphan was not likely to enrol in school. As a general pattern, the probability of school enrolment is inversely proportional to the degree of relatedness of the child to the family head whether the child is an orphan or not.

Kurzinger (2008), using data on 20,000 children in 7,000 households in Tanzania and Burkina Faso, found that variables such as age, religion, family of origin, the relationship between the child and the head of household, and the dependence ratio of the household better explained differences in educational participation more than orphan status alone. Overall, no significant difference was observed in Tanzania between orphans and non-orphans regarding school enrolment or school delay. Similarly, in Burkina Faso, orphans were no less likely than other children to be enrolled in school.

Similar findings arose for Mishra et al. (2007) in Kenya, but their study also demonstrated that children living with single mothers were likely to be more disadvantaged than other children on all indicators. Within South Africa, Operario et al. (2008) found that there was a reduced likelihood of

school attendance and completion, particularly for females, in households experiencing the death of either parent.

Oleke (2007), found that, in Uganda, the more elderly the heads of households, the more likely that all children would be in school compared to younger household heads. Moreover, households headed by widowed or single females were more likely to have all children in school than married females. In focus group discussions with caregivers, who were 50 years or older and caring for school-aged children, Kakooza and Kimumna (2005) found that maintaining support for children's participation in school was paramount for this group.

In earlier research in eastern Zimbabwe, Nyamukapa, foster and Gregson (2003) documented the catastrophic impact of the death of the mother on children's access to education in comparison to the death of the father or of both parents within a household. these observations were subsequently affirmed in additional research (Nyamukapa and Gregson 2005) where it was observed that maternal orphans, rather than paternal or double orphans, continued to have lower school enrolment rates. the authors concluded that low primary school completion among maternal orphans must result from the lack of support from fathers and stepmothers, as well as other less prominent factors related to household composition, and social or economic status. Bhargava (2005), in an assessment of 1,000 children in Ethiopia whose households had experienced maternal death, found that in these settings, "variables such as income, good feeding and clothing conditions were significant predictors of school participation." conversely, the presence (or absence) of the father, household income, feeding and clothing conditions, and attitude of the fostering family were found to be significant inhibitors to school participation for dependent children. Similar findings were made by Kobiane, calve and Marcoux (2005) using data from Burkina Faso, and Evans and Miguel (2007) in Kenya.

The Convention on the Rights of Persons with Disabilities affirms the recognition that disabled children are entitled to enjoy human rights such as primary education, including compulsory and FREE PRIMARY EDUCATION (FPE), on an equal basis with others. The standards, as provided for in article 24 of the Disability Convention, emphasized the right of disabled children to attain compulsory and FREE PRIMARY EDUCATION (FPE) in mainstream schools together with all other children (UNESCO, 2008). Everyone has the right to education according to Article 26 of the Universal Declaration of Human Rights of 1948.

The UNESCO Convention against Discrimination in Education (1960), which has been recognized as a key pillar in the E F A process, is the first legally binding international instrument which lays

down core elements of the right to education. This Convention prohibits any discrimination in the field of education and expresses the principle of equality of educational opportunities. The Convention reflects the constitutional mandate of UNESCO to ensure "full and equal opportunities for E F A", particularly for marginalized and vulnerable groups, including people with disabilities. Furthermore, Article four (4) legally binds States Parties to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education.

These provisions account for the expansion of the right to E F A at a national level, by engaging States Parties to make their respective education systems more inclusive, in particular, by providing access to education at all levels without discrimination especially for the most vulnerable groups.

Among the United Nations human rights treaties, Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966) draws extensively on UNESCO's Convention against Discrimination in Education, and like the Convention, covers the right to education

comprehensively. The United Nations Convention on the Rights of the Child (1989) enshrines the right to education as a right of the child (Articles 28-30) and specifically addresses education of children with disabilities (Article 23). Article 23 (3) specified that States Parties shall encourage and ensure extended assistance that shall be designed to ensure that the disabled child has effective access to and receives education and training, amongst others. Several other international standard-setting instruments cover specific dimensions of the right to education (UNICEF, 2006).

In a systematic review conducted by Richter et al. (2008), the researchers found that in a significant proportion of the published literature, methodological gaps and challenges significantly discounted the strength and scope of what the studies claimed to have found in terms of understanding children's vulnerability factors and their influence on access and completion of educational programme. Of the 15 studies included in the review with acceptable methodologies, most identified negative impacts on some aspect of education, whether it was enrolment, attendance, performance or completion, due to children's status as orphans. Gender, poverty, and age had confounding effects meaning that when combined with a child's status as an orphan, the negative impact on education increased.

Finally, as this evidence has emerged of the multi-factorial nature of the vulnerability, there is growing consensus to move away from a too narrow targeting of OVC interventions, both because not all orphans are vulnerable and because targeting orphans specifically risks identifying and consequently stigmatizing children with this social status. as more and more experience has been

gained with social and child protection schemes, using extreme poverty with one or two other factors, such as food security or kinship relations, appears to identify more clearly those children in need without the problem of linking children so explicitly to HIV and aids in their social environment. The evidence is legion that identifying children as orphans and either infected or affected by HIV and aids brings upon them stigma and discrimination in both the educational and community settings.

With regard to efforts to address, mitigate and resolve children's vulnerability and the barriers to participating in education that arise from this, a large range of interventions have been documented (Subararo and Koury 2004, O'Grady et al. 2008, UNICEF 2009). Richter et al. (2008) have systematically reviewed this literature and pointed out that in many instances a lack of evidence underpinning the development and implementation of interventions compromised any assessment of their effectiveness: "overall, there is very weak evidence to support programming, with only a small minority of studies having sufficient methodological rigor to support the conclusions drawn." Schenk (2007). However, a significant number and type of interventions have been published in the literature to provide at least some guidance on what have emerged as more effective approaches than others.

A study by Oxfam in 2001 revealed that statistics, globally, indicated that the costs of schooling inhibit school enrolment. For instance, in 2001, parents and teachers in Tanzania said that payment of fees was the prime reason why children did not attend school (Oxfam, 2001).

The above finding is consistent with the findings of Saroso (2005) and Yardley (2005) who revealed that parents in Indonesia, China, The Solomon Island and many African countries cited user fees as a major obstacle to enrolling their children in school. Therefore, in order to provide education to all the children worldwide, a study conducted by Mehrotra and Jolly (1997) showed that handful of countries between 1960s and the early 1990s, embarked on the provision of free education. For instance, Barbados, Botswana, Costa Rica, the Republic of Korea, Malaysia, Mauritius, Sri Lanka and Zimbabwe were able to provide primary education without charging Households for a cost of tuition (Mehrotra and Jolly, 1997).

This finding was consistent with the findings by Norwegian Ministry of Education Research that found that a number of European countries such as Norway, France and Sweden and Finland which recognized education as a fundamental human right, provided Free Education (Norwegian Ministry of Education Research, 2005).

Furthermore, a study by UNESCO in Finland in 2009 discovered that the country's main

Education objectives policy was to provide education opportunities to access free education irrespective of age, economic situation, gender or disability. It is also important to note that studies carried out by World Education Services in the United States of America (USA) and India in 2004 found that, elementary schooling was free to all children (World Education Services, 2004).

However, the study conducted by the United Nations Project "Task Force on Education and Gender equality" worldwide, revealed that the support by government to ensure quality basic education was not adequate (Kaulule, 2006). The study further acknowledged that there were more than 100 million children out of school at that time.

Therefore, the study made recommendations of alleviating the problem, which included interventions and actions such as removing school fees. In support of this move, the School Fee Abolition Initiative was launched by UNICEF and the World Bank in 2005 and has grown into partnership between government representatives, agency partners, and research and academic institutions. This was to re-emphasize the Jomtien 1990, Dakar 2000 and other educational conferences which insisted on E F A by 2015.

To reinforce EFA, Nielsen (2009), stated that in 2002, the World Bank and UNICEF, together with development partners launched the E F A Fast Track Initiative to help low-income countries in their efforts to meet the education related MDGS and the E F A goal that all children complete a full cycle of basic education by 2015. By 2005, 32 countries joined the School Fee Abolition Movement. These include 19 from Africa, 5 from Europe/Central Asia, 4 from Asia, 3 from Latin America and 1 from Middle East/North America (Nielsen, 2009).

Some of the countries mentioned are Central African Republic, Haiti, Nepal, Saotome, Norway, France, Sweden, Denmark, Brazil, Finland, Belgium and Austria (Kaulule, 2006). Others that moved earlier on to eliminate school fees include Ethiopia, Ghana, Honduras, Kenya, Malawi, Mozambique and Uganda (Kattan, 2006).

However, globally, there is an overall recognition that elimination of basic school fees must be carefully planned and widely negotiated if it is to make a positive and sustainable impact on access to schooling and improve student teaching (Das et al, 2004). Therefore, the school fee abolition is a complex undertaking that needs to be done well with careful planning and policy adjustments on multiple fronts (Chukwumelum, 2007).

2.3. **Zambian perspective**

Zambia, like any other country implementing the Free Education Policy, recognizes the call by the world organization that had been insisting on EFA. One of the principles for the development of education system in Zambia is for the government to enhance equity by eliminating sources of educational disadvantages such as gender, physical, social or economic factors (MoE, 1996).

The studies by UNESCO (2009) indicated that the introduction of FREE PRIMARY EDUCATION (FPE) in Zambia in 2002 during the Basic Educational Sub Sector investment programme (BESSIP) significantly improved access to primary education, especially after declining enrolments in the 1990s. Furthermore, Mambwe articulated that the Zambian Government decision to introduce FREE PRIMARY EDUCATION (FPE) arose from the three main principles of the ministry of education, which are protecting the rights of individuals; to promote the social economic wellbeing of all citizens and to achieve a good quality of life for all citizens and he quoted these principles from MoE (1996) policy document.

In the similar vein, the study conducted by Chengo and Musonda (2005) indicated that in 2000 over 570,000 or 30% of school aged population were not in regular schools due to school fees.

However, with the introduction of FREE PRIMARY EDUCATION (FPE) policy, the number reduced to 340,000 or 16.6% of school age children. Additionally, they disclosed that "pupil school enrolment increased to 3.6 million in 2009 as compared to 2.9 million in 2005 for Basic Education". This means that the net enrolment ratio increased from 93% in 2005 to 97% in 2009. Relatively, data between 2000 and 2014, the overall indication is that Zambia's education sector has experienced noticeable improvements.

In spite of general improvements in equity following the abolition of fees, disparities persist in Zambia, Chengo and Musonda's study discovered that, for many schools, the grants were still not sufficient enough to meet the overwhelming needs and several schools reacted by raising PTA fees at the upper basic school level (Grades Sand 9). The pupil teacher ratio increased from 49:1 between 2002 and 2003 to 57:1 in 2005 (IOB, 2008). In some cases, there was congestion in classrooms with an average number of 77 pupils per class. The pupil book ratio rose to 18:1 and six pupils could share a desk and in extreme cases eleven children could use one desk (Chengo and Musonda, 2005). Additionally, grants could not meet costs for utility services like water, electricity and security. The pupil performance in numeracy and literacy was poor with only 33% pass rate due to overcrowding.

Moreover, the study conducted by World Bank in Zambia (2006) discovered that the delayed disbursement of funds, inadequate teaching and learning materials and desks contributed to the poor performance and absenteeism at basic level. Additionally, inadequate funding for bursary support to meet the ever-increasing demand due to increase in the number of orphans and vulnerable children and continued existence of classroom congestion due to limited infrastructure, compromised the quality of education, leading to poor quality being seen as a major challenge facing Zambia in education (World Bank, 2006).

In a similar vein, recently, JCTR conducted a research in Livingstone, Monze, Mongu, Kabwe, Ndola and Kasama with the view of finding out if free education policy had increased access to education in primary schools or not. The research was followed up with dialogue meetings with officers from the ministry of education, PTA executives from selected schools and community members. The results revealed that many poor people have continued to feel the pinch of user fees and as a result many children ended up withdrawing from school because of failure to pay user fees which had changed its name to PTA. The majority of parents JCTR interacted with during the research and dialogue meetings attributed the absence of their children from school to a lack of school fees. Contrary to guidelines from the Ministry of Education to administer modest PTA/Project fees of K10 to K30 per year, some PTA in some schools asked up to K600 per year on average (Jesuit Centre for Theological Reflection, 2012).

Further, the study conducted by Oxfam-Zambia and Jesuit Centre for Theological Reflection, in 2007 disclosed that 78 percent of households in Lundazi and 82 percent of households in Mufulira noted that children who failed to pay the PTA fees were sent home from school. If the parent could not pay the fee, a payment plan was usually created with the school administrators as schools could not afford to dismiss the large number of students who could not pay fees from the school. In a few cases, parents reported that they were too ashamed to meet with the school officials and thus withdrew their children from the school whenever they failed to pay school fees. The vast majority of parents argued that they could not afford the cost of education (Oxfam- Zambia & Jesuit Centre for Theological Reflection, 2007).

Furthermore, a study conducted by Kizito in Zambia adds that a significant gender gap especially in rural areas continued to exist. This was largely due to unofficial fees that were charged in Zambia. Households bear significant expenses related to education, even after the formal abolition of fees. Despite the FREE PRIMARY EDUCATION (FPE) mandate to eliminate obligatory uniforms, almost all the schools still require students to wear uniforms. Further, schools in Zambia still charge 'school fees' which school administrators have deliberately changed its name to PTA funds due to

inadequate government funding. Furthermore, the materials supplied were not only inadequate but they were also irregularly supplied in schools of Zambia. This contributed to the problems of inequities and disparities to continue because those pupils who were not able, they dropped out of school (Kizito, 2015).

This conveys with, the study entitled "Zambia: effective delivery of public services" by A M A P disclosed that the level of funding for the Zambian education sector significantly explains poor sector performance in terms of access and service delivery in quality. This study found that, the government after eliminating user fees attempted to fund the free education though very low for instance in 2001 about 20 percent of the total budget was allocated to education (MOE, 2003). In the 2011 budget, the estimated allocation to education slightly went up to about 6 percent but even then, this was low as compared to the overwhelming needs of these schools. This indicates difficulties in the operations of the schools to date.

FREE PRIMARY EDUCATION (FPE) was announced and immediately introduced in Zambia in 2002. This meant that education would be free for all pupils from grade 1 to 7. All user fees were abolished and uniforms were no longer compulsory. The introduction of FREE PRIMARY EDUCATION (FPE) was supported by Zambia's 2002 Poverty Reduction Strategy Paper which outlined the elimination of user fees for basic education as a way to reduce poverty (GRZ, 2011). The 2003 to 2007 strategy plans for education also called for the abolishment of user fees (MoE, 2003).

Within a short period of time, the Ministry of Education had to revise a grants scheme to compensate all schools. In 2002, the schools received a grant of (US \$4909) 27 billion kwacha divided over 5,081 schools and 597 Community Schools. Initially schools received equal amounts each of (US \$1418) 7.8 million kwacha divided over three equal instalments of (US \$473) 2.6 million kwacha (Mwansa et al, 2004). This policy favoured the smaller schools and many of these were in rural areas (IOB, 2008).

Before the introduction of FREE PRIMARY EDUCATION (FPE), the rate of school dropouts kept on increasing because the majority could not pay user fees (Chengo and Musonda, 2005). National estimates indicate that in 2000, over 570, 000 or 30% of school-age population were not in regular schools.

However, by 2003, this number decreased to 480, 000 or 23.4 percent due to the implementation of the FPE policy. With the coming of community schools, the number reduced further to 340, 000 or 16.6% of the school age children (MoE, 2004). Additionally, as years progressed, the Government

of the Republic of Zambia (2011:94) states that, "Pupil school enrolment increased to 3.6 million in 2009 as compared to 2.9 million in 2005 for basic education."

However, due to this rise in enrolment, the grants could not purchase critical resources needed for effective teaching and learning. Moreover, the grants were often not released on time and were inadequate (Duncan, Macmillan and Simutanyi, 2003).

It is from this background that in 2003, the Ministry of Education developed a new allocation scheme which took school size into account. "The largest schools (Grades 1 and 2) received 3 million (US \$600), whereas smaller schools (Grades 3, 4 and 5) and Community Schools received 2.6 million kwacha (US \$520) per quarter" (Mwansa et al, 2004:38).

Despite this step, for many schools, the grants were still not sufficient enough to meet the overwhelming needs and several schools reacted by raising P TA fees at the upper basic school level (Grades 8 and 9). The pupil teacher ratio increased from 49:1 between 2002 and 2003 to 57:1 in 2005 (IOB, 2008:68). In some cases, there was congestion in classrooms with an average number of 77 pupils per class. The pupil book ratio rose to 18:1 and six pupils could share a desk and in extreme cases eleven children could use one desk (Chengo and Musonda, 2005).

Additionally, grants could not meet costs for utility services like water, electricity and security. The pupil performance in numeracy and literacy was poor with only 33% pass rate due to overcrowding.

The contributing factors to the poor performance and absenteeism at basic level were, delayed disbursement of funds, inadequate teaching and learning materials and desks, reduced pupil teacher contact time, inadequate funding for bursary support to meet ever increasing demand due to increase in the number of orphans and vulnerable children and continued existence of classroom congestion due to limited infrastructure compromised the quality of education, leading to poor quality being seen as a major challenge facing Zambia in education to date (World Bank, 2015).

Despite all the highlighted challenges affecting children due to implementation of FREE PRIMARY EDUCATION (FPE) policy, the gap still exists because there is no study that has been conducted to specifically find out the impact of this policy on children with disabilities in Zambia. It is therefore very important to undertake the study in order to find out the impact of F PE policy on children with disabilities.

Zambia's free primary education policy (FREE PRIMARY EDUCATION (FPE)) was declared and immediately introduced in the year 2002. the introduction of FREE PRIMARY EDUCATION (FPE) policy was warmly supported by the Zambia's 2002 poverty reduction strategy paper (PRSP)

that talked about the cancellation of user fees for basic education as a way to reduce poverty (government of the republic of Zambia, 2002). Thereafter, came in the 2003-2007 strategy plans for education which also called for the abolition of school fees in all basic schools (MOE, 2003).

studies that were done by Mulenga Mambwe (2010) indicated that, the introduction of free basic education (FBE) in Zambia in 2002 during the basic educational sub-sector investment programme (BESSIP), importantly brought about access to primary education by all, especially after reduced school enrolments in the early 1990s. furthermore, Mulenga Mambwe (2010) said that, the Zambian government's decision to introduce free primary education arose from the ministry of education, three main principles quoting MOE (1996) were as follows: to promote the social economic well-being of all citizens, to achieve a good quality of life for every citizen and protecting the right of individuals. The FREE PRIMARY EDUCATION (FPE) has however, been received with mixed feelings by members of society across the communities.

“While some have expressed feelings of discontentment, failure, betrayal among others, many low-income members of the population view it as a god sent opportunity” (Onyango, 2003).

www.state house gov.zm 28th march, 2009 indicated that, “the government introduced free primary education (Free Primary Education (FPE)) in order to increase poor members of various communities to access basic education.”

2.4 Personal critique summary

a lot of studies have been carried out by different scholars on free primary education (Free Primary Education (FPE)) in many countries which include Uganda, Zimbabwe Zambia, Kenya and Tanzania to mention but a few, and a lot of factors that cause poor implementation of free primary education policy that have been highlighted include poor funding, lack of managers education, lack of trusted managers, lack of school infrastructure just to mention but a few. A common situation was that the Free Primary Education (FPE) policy had negative impact not only on the academic performance of the learners but also on the standard and quality of education being offered. In view of the aforementioned, studies that have been conducted in Zambia revealed that the problem of Free Primary Education (FPE) policy has failed. For example, the studies carried out by Simwayi (2014) and Hang'andu (2005) revealed that enough guidelines were in place especially on the implementation of Free Primary Education (FPE) policy but did not come up with the factors that caused it to fail. In addition, they did not also research on the effectiveness of Free Primary

Education (FPE) policy on teachers and pupil's performance. The continuous of the problem hence demanded for some more studies like this one so that probably lasting solutions could be found. from what has so far been highlighted above, it is clear that there is less research done on the effectiveness of free primary education in any part of Zambia such as one by g. Phiri (2016), conducted in eastern province of Zambia to help the government to review it. This motivated the researcher to get into the field to do a thorough study on this topic and give the findings, conclusion and recommendation to the government.

2.4 Summaries

It was evident from the reviewed literature that following the introduction of F PE policy in most of the countries both globally and locally, there was a rapid increase in enrolments. As a result, children from poor families and girls had an opportunity to progress. Governments had increased the funding to the public schools so as to allow everyone to be in school.

CHAPTER THREE- METHODOLOGY

3.0 Overview

This chapter describes the methodology that was used in collecting data and how the data was analyzed; the chapter shows the research design, the target population, the sample size, sampling procedures as well as the data collection procedure and analysis and the instruments that were used.

3.1 Research design

In order to provide accurate account of the situation of the impact of free education and find a way of improving it, the study used a descriptive design. The research used both quantitative and qualitative approaches to describe the existing situation.

It was participatory study because it involved the respondents in the process of research. To collect data it used interviews, observations, questionnaires and group discussions. To obtain information, the researcher established good relationships with respondents by working in non-directive manner aimed at making respondents feel free to contribute to the discussion.

3.2 Choice of study area

The choice of Chisamba district did not however make other district less important, but it was just appropriate because of the following factors: easy transport, availability of communication network facilities, lack of enough funds to go to other towns and accommodation.

3.3 Scope of study

This research paper assessed the impact of free primary education in Zambia and identified the advantages, disadvantages, challenges; opportunities etc in central province of Zambia, Chisamba and give conclusion and recommendations.

3.4 population of study

CSO 2010 shows that there about 1267803 people in central province but Chisamba and Chibombo as they were one district had about people 293,756. the population of study was Made up of teachers, members of the community, provincial education officer, district board secretary, pupils, and head teachers.

3.5 Sample population

The sample consisted of fifteen (15) teachers, and 35 pupils, as follows; six (6) pupils and two (2) teachers from Nkonje School, five (5) pupils and two (2) teachers from Mutaba school, six (6) pupils and three (3) teachers from Kalimina school, six (6) and three (3) teachers from Momboshi school, six (6) pupils and three (3) teachers from Kalweelwe, and six (6) pupils and two (2) teachers from Miswa. A total of fifty (50) questionnaires were distributed.

3.6 Instruments for collecting data

The principal instruments for data collection were self-administered questionnaires using open ended and closed questions, group interviews and group discussion.

3.7 Observations

These were done by observing teachers conducting their lessons and see how many pupils in each class. Teachers and learners were told in advance that an observer was to come to observe the lesson. At the end a review was done by looking at the way the lessons were conducted and how preparations were done. Any challenges observed was told to the teacher involved and suggestions on how to solve the problem was discussed.

3.7 Group discussion

Group discussions were held with learners to find out from them how they felt about free primary education. Their responses enriched the data base used to write a good dissertation.

3.8 Data analysis

The researcher analyzed the collected data manually using tables and narrations.

3.9 Triangulation

Triangulation is a method of checking data collected for correctness. It is a technique that is common in qualitative research, in which the researcher relies on multiple sources of data (Cresswell, 1998).

This technique has gained a wide acceptance among qualitative researchers as a means to strengthen the research rigor through the combination of multiple methods, measures, researchers, theories and perspectives (Denzin, 1979).

In this research the researcher used the first type of triangulation in which the researcher used a variety of sources to collect data. The researcher used many methods in collecting relevant data through the distribution of questionnaires to respondents. Researcher also used another type of triangulation by carrying out interviews, group discussions and observations. The researcher also reviewed literature on free education policy implementation. All this was done to make sure that collected data is correct and verifiable.

CHAPTER FOUR- PRESENTATION OF FINDINGS

4.0 Overview

The previous chapter presented the methodology that was used in the study. This chapter presents the background characteristics of the respondents and further presents the findings of the study and the purpose of study which was to investigate and establish the impact of free primary education in central province of Zambia, Chisamba.

Table: 1. shows respondents' distribution by schools/locations.

School	No. of pupils	Education officials	Total
Miswa	6	2	8
Kalweelwe	6	3	9
Momboshi	6	3	9
Nkonje	6	2	8
Mutaba	5	2	7
Kalimina	6	3	9
Total	35	15	50

Source: Author field work 2017

The table above shows that the researcher had 8 respondents at Miswa, 9 respondents at Kalweelwe, 9 respondents at momboshi, 8 respondents at Nkonje, 07 respondents at Mutaba and 9 respondents at Kalimina.

Table: 2 respondents' distribution by gender

Gender	Number	Percentage
Male	26	52%
Female	24	48%
Total	50	100%

Source: Author field work 2017.

The table above shows that the number of females in this research was twenty-four (24) and males were twenty-six (26) giving a percentage of 48% to 52% respectively. There were many males than

females because population distribution in the area is made up of many male's teachers being a rural community. This is similar to what is happening all over the nation, in the ministry of education where males are sent into typical rural schools while female are mostly sent into urban and schools along the main roads.

The tables below identified the numbers and percentages of respondents on challenges faced by Free Primary Education (FPE) policy implementation. the challenges highlighted were, less inconsistent grants or funding by the government, over enrolment, shortage of teachers, lack of teaching and learning material, use of outdated books as schools did not receive books on time, lack of grade 7 examination centre in some primary schools, lack of trained teachers, very few teachers handling high numbers of pupils in some schools, pupils are made to pay user fees that are very high in some schools, lack of desks, lack of teachers houses, lack of classrooms in some schools, and lack of managerial skills by managers.

Table 3. shows characteristics of respondents on lack of teaching and learning materials

Responses	Number of respondents	Percentage %
Agreed	20	40
Disagreed	30	60
Total	50	100

Source: Author field work 2017.

The table above shows that 40 % (20) of the respondents agreed to the assertion that lack of teaching and learning materials affected the implementation of free primary education policy and 60% (30) of respondents disagreed that lack of teaching and learning materials affected the implementation of free primary education policy.

Table: 4. below shows the number of respondents and percentages on those with views that inconsistence of funding affected implementation of Free Primary Education (FPE).

Responses	Number of respondents	Percentages %
Inconsistent	40	80
Not inconsistent	10	20
Total	50	100

Source: Author field work 2017.

The table above shows that 40 (80%) of the respondents are agreeing that what affects free primary education implementation is inconsistency in funding by the government, while 10 (20% of the respondents disagree to the assertion that inconsistency in funding had a negative effect on the free primary education implementation.

Table: 4. shows characteristics of respondents on assertion that pupils' over enrolment affects Free Primary Education (FPE).

Responses	Number of respondents	Percentage %
Agree	32	64
Disagreed	18	36
Total	50	100

Source: Author field work 2017.

The table above indicated that 64 % (32) of the respondents agreed that there was over enrolment in the class rooms which affected the implementation of Free Primary Education (FPE). 36% (18) of the respondents disagreed that there was over enrolments in the class rooms affecting the implementation of Free Primary Education (FPE).

Table: 5. shows characteristics of respondents on shortage of teachers.

Responses	Number of respondents.	Percentage %.
Shortage of teachers	35	70
Sufficient teachers	15	30
Total	50	100

Table: 6 show characteristics of respondents on examination centres.

Responses	Number of respondents	Percentage %
Agreed	29	58
Disagreed	21	42
Total	50	100

Source: Author field work 2017.

Table: 7. shows characteristics of respondents on lack of trained teachers.

Responses	Number Responses	Percentage %
Not enough	21	42
Enough	29	58
Total	50	100

Source: Author field work 2017.

This table above indicated that 21 out of 50 (42%) respondents agreed to the assertion that lack of trained teachers in schools which affected the implementation of Free Primary Education (FPE) and 29 out of 50 (58%) did not agree to this assertion.

Table: 8. below show the number of respondents on the assertion of number of teachers has affected Free Primary Education (FPE) implementation.

Responses	Number of respondents	Percentage %
Agree	19	38
Disagree	31	62
Total	50	100

Source: Author field work 2017.

The table above and the chart below shows the number of respondents that agreed and disagreed to the assertion that lack of teachers affects the implementation of Free Primary Education (FPE) in Chisamba district.

Table: 9 below shows responses on high user fees.

Responses	Number of respondents	Percentage %
Agreed	35	70
Disagreed	15	30
Total	50	100

Source: Author field work 2017.

The table above shows that 35 (70%) of the respondents agreed and 15 (30%) disagreed to the assertion that high user fees affected Free Primary Education (FPE).

Table: 10 below shows responses on lack of desks

Responses	Number of respondents	Percentage. %
Insufficient desks	30	60
Sufficient desks	20	40
Total	50	100

Source: Author field work 2017.

The table above shows that 30 (60% respondents agreed that lack and 20 (40%) disagreed that lack of desks was affecting Free Primary Education (FPE) implementation.

Table: 11 below show responses on the lack of teachers' houses.

Responses	Number of respondents	Percentage %
Not enough	28	56
Enough	22	44
Total	50	100

Source: Author field work 2017.

The table above shows the number of respondents on the lack of teachers houses as follows; 28 (56%) agreeing and 22 (50%) disagreeing that the teachers houses has an impact on implementation of Free Primary Education (FPE).

Table: 12 below present responses on the lack of classrooms

Responses	Number of respondents	Percentage %
Not enough	24	48
Enough	26	52
Not enough	50	100

Source: Author field work 2017.

The table above shows that of the 50 respondents 24 (48%) agreed that the classrooms were not sufficient and 26 (52%) that the classrooms were sufficient for the learning activities.

Table: 13 below show the responses on the assertion that managers had no managerial skills

Responses	Number of respondents	Percentages %
Agreed	12	24
Disagreed	38	76
Total	50	100

Source: Author field work 2017.

The table above shows that 12 (24%) agreed to the assertion that managers had no skills in the running of schools, while 38 (76%) disagreed to the assertion that managers skills had an impact on Free Primary Education (FPE).

Factors that affected implementation of Free Primary Education (FPE) in Chisamba district schools

Table: 14 below shows respondents by numbers factors that negatively affected free education policy

Reason for the failure of Free Primary Education (FPE)	Number of respondents	Percentage
Inconsistent funding	40	80%
Inconsistent funding	32	64%
Shortage of teachers	35	70%
Lack of exam centres	29	50%
High user fees	35	70%
shortage of desks	30	60%
Learning facilities	30	60%

Source: Author fieldwork 2017.

The table above shows that 4 out of 50 agreed that delay in funding by the government affected Free Primary Education (FPE) implementation, 32 out of 50 said that over enrolment affected the Free Primary Education (FPE) implementation, 35 out 50 said that shortage of teachers affected the

impact of Free Primary Education (FPE) policy implementation, 29 out of 50 said that lack of examination centre for grade 7 and 9 affected the Free Primary Education (FPE) implementation, 35 out of 50 said that high user fees what others called PTA in public schools affected the implementation of Free Primary Education (FPE) policy, and 30 out of 50 said that shortage teachers houses in schools affected the implementation of Free Primary Education (FPE) policy

Table: 15 show the impact of Free Primary Education (FPE) policy on pupils, teachers and the community

Impact	Number of respondents	Percentage
Improved enrolment	32	64%
Illiterate rate	40	80%
Early marriages	39	78%
Relationships	28	56%
Community development	25	50%
Absenteeism	42	84%

Source: Author field work 2017.

From the table above it was discovered that 64% of the respondent said that Free Primary Education (FPE) policy improved enrolment rates as parents knew that their children would not pay school fees and books would be provide by the school. unlike what happened previously when youth were not in school due to lack of school fees and were causing a lot of trouble into the community.80% of the respondent said that most of the youth were able to read bibles in the church and even helping parents interpreting some messages on products and most of them were able to communicate in the official language English. 78% of the respondents said that early marriages had really reduced, citing that before the Free Primary Education (FPE) policy children were sent into early marriages due to parents' failure to find money to pay for their children's school fees especially orphans. This has helped the orphans, poor, underprivileged people to access education and thus improving education standards in the country.

56% of the respondents also said that relationship between individuals and between the community and the government officials such as agriculture, teachers, clinical officers and many more. English is a barrier in communication if you communicate to illiterate people and this also cause divisions

but with this Free Primary Education (FPE) policy all these barriers are eradicated completely making people in communities relate very well at all levels.

84% of the respondents said that it was interesting and encouraging to find out that absenteeism had tremendously reduced in schools as compared to the time when parents had to look money to pay for their pupil's school fees, buy uniforms, buy learning materials like books, pens etc. and were not chased away from school due to non-payment of school fees.

50% of the respondents said that there was community development taking place in the country because of Free Primary Education (FPE) citing that before the introduction of the policy community members did not fully respond to any work called for at school. After the introduction of the policy community members are were responding.

Summarised positive findings on free primary education

64% of the interviewee said free primary education has increased enrolment.

80% of the interviewees said that free primary education has improved the literacy levels in the communities.

78% of the interviewees said that free primary education has helped reduce early marriages.

56% of the interviewees said that free primary education has helped improve relationships amongst people and communicate well.

84% of the interviewees said that free primary education has improved the pupils' class attendance by reducing absenteeism levels.

50% of the interviewees said that free primary education has helped to increase community development.

5.0 CHAPTER FIVE- DISCUSSION OF FINDINGS

The previous chapter presented the findings that were discovered by the researcher on the challenges and factors involved in the implementation of Free Primary Education (FPE) in Chisamba district. This chapter presented the discussion of the challenges and factors faced by free primary education in central province of Zambia, Chisamba. In addition, it also presented the merits of free primary education in Chisamba district.

5.1 Challenges

The introduction of free primary education in 2003 was received with different feelings and reactions across the country, UNESCO, (2005). the government's task force reported that the implementation of the programme was faced with a number of challenges that required to be addressed. The following are some challenges that Free Primary Education (FPE) is facing here in Chisamba district:

5.2 Inconsistent School grants.

80% of the teachers interviewed complained that grants were not given to schools as they were planned to be given per term. This was making the schools to find it very difficult to implement the Free Primary Education (FPE) policy effectively in schools. One head teacher who confirmed with his accounting officer said that he had not received funding since June 2016 February. In the same school another teacher said that the school was not well funded by the government and that the policy was not easily implemented due to that.

In most schools, there is a widespread failure with respect to teachers and the teaching profession.

Okwach & George, (1997). "The government controls the remuneration and may often see no urgency in encouraging seamless implementation of a progressive reward system."

The failure on the part of the public to recognize the fact that teaching requires settled mind and a lot of resources. inconsistent funding of schools by government to support free primary school education have frustrated many teachers, put pressure and on pupils and parents who were to an extent asked to assist the schools financially.

5.3 teacher shortage

Teacher: pupil ratio, for instance, was discovered that in some schools the ratio was 1:80 which was too high as compared to the recommended maximum rate of 1:40. Such a high ratio has got its own challenges also, Okwach & George, (1997). For instance, teachers find it impossible to pay

attention to all learners, especially the slow ones who needs remedial work. Also, teachers were not able to give adequate assignments to the pupils, as they could not cope with the marking and teaching workload (UNESCO, 2005). this was supported by the words of the debs at Chisamba district education board secretary office who said teachers ware very few in some schools making very difficult for them to manage the schools properly, adding that she was going to transfer some teachers form some schools to stabilize those that had critical teacher shortages.

Furthermore, 50% of the persons interviewed said that several schools had no examination centre numbers which was discouraging to some pupils and parents who did not support the idea of moving to some nearby schools when it was time for them to sit for their examinations. Teachers were not enough to teach effectively that is why we can see a situation where 3 teachers could manage the classes from grade one to seven. This is what was reviewed at a named school whose head teacher declined to be named. He said

“I don’t have teachers at my school so I would appreciate to receive at least 10 teachers for the five classes that I have here, even that is not enough but it could help”.

5.4 lack of desks.

Uncomfortable person cannot be compared to a comfortable one in terms of performance. What does this mean? As the learners come to school, they are expected to have high writing abilities with very good handwriting which is very difficult to achieve if the learners are not sitting comfortably on the desks. one interviewee took the researcher to the classroom where there were only eight desks against 45 pupils and most of them were sitting on logs that were put on the brick. These learners were writing in using laps.

The interviewed teacher said, “pupils do not write well and they keep asking for permissions to out in order for them to relax”

The head teacher at Nkonje primary school said that “it was becoming almost impossible for the school to acquire teaching and learning materials in the school due to free education and late small grant and sometimes not even given to the school. He also said that the quality of education in public schools is very low as compared to private schools”.

The positive impacts are that it has reduced illiterate levels, reduced crime levels, improve relationships, brought development in communities, reduce child pregnancies rates, etc. this was both in rural areas and urban areas.

5.5 high user fees

There was also an issue associated with tuition fees in the name of user fees or PTA fund, as one of the challenges facing the system in trying to implement free primary education, Okwach & George, (1997), under the FREE PRIMARY EDUCATION (FPE) programme, every pupil is entitled to free writing materials e.g. pencils, pens and exercise books. It emerged that exercise books, pencils and pens were not given to the pupils at the time they need.

One Head Teacher who did not want his name to be mentioned said it was difficult to convince parents that there was free primary education since the school had not received free exercise books, pens/pencils and rules since 2015. He added that textbooks were being shared in the ratio of one textbook to six pupils. Sharing of textbooks affected their accessibility to the books while at home and many have to do their homework early in the morning the next day when in school. This says something about the amount money the school needed in order to effectively operate.

The heard teacher at Nkonje basic school said that:

“the school has very high population such that pupils are subjected to sharing text books about 10 of them per book which forced the school to ask for minimal contributions by parents in order for the school to buy some books.”

Another teacher complained,

“My head teacher is not transparent in the way he is handling government grants because every year he does not buy any training material to help teach effectively”.

They allege that several internal audit reports as well as complaints by parents and teachers to the ministry against certain school heads and PTA have been swept under the carpet. Many officials say the payment of incentives to teachers had resulted in an upsurge of fraud by school heads that are now exposed to huge amounts of money which they were not used to handling.

In addition, the researcher discovered that free primary education (FREE PRIMARY EDUCATION (FPE)) policy has both negative and positive impacts. The negative ones are those of lack of teachers, lack of managers to implement the FREE PRIMARY EDUCATION (FPE) policy, lack of consistent grants, over enrolments, lack of teachers' houses, inadequate desks and classrooms which made the implementation of free primary education difficult.

5.8 positive effects of free primary education in Chisamba district

5.8.1 Enrolment

The respondent said that free primary education has increased enrolment in schools and reduced idle children in the community. This has cleared the community of many children who have nothing to do but lazing around and doing petty stealing and doing other unacceptable things in the community.

One respondent on this topic said, “Pupils have increased from 56 in each class to 75, but the problem now is lack of teachers to match this increase in enrolment being experienced”.

The DESO also said “enrolments have increased by 75% since the inception of free primary education”.

The senior head woman Masaka disclosed that her subjects are poor and FREE PRIMARY EDUCATION (FPE) policy has helped them to easily send their children to school.

she said, “a lot of pupils are now attending schools but only the schools are very small with few teachers,” citing the school named after her village, (Masaka primary) which had only (2) two teachers teaching from grade one to seven (1 – 7).

5.8.2 Early marriages.

The respondent said that free primary education had reduced early pregnancy and early marriages in schools and reduced idle children in the community. This had cleared the community of many children who had nothing to do but lazing around and doing petty prostitution and doing other unacceptable things in the community.

the head at a named school said: “I am happy to note that this year the girl child has behaved very well such that the number of girls dropping out of school due to pregnancies and getting into marriages has reduced from 12 in 2016 to 5 in 2017.

The head teacher at Miswa basic school said “the free primary education has helped reduce the rate of early marriages from school as children are educated on the dangers of early marriages encounters which read to death during birth due to immature muscles. He also said that the rate of prostitution among young girls has reduced tremendously”.

5.8.3 Education standards

The respondent said that free primary education had helped greatly in improving education standards in the province and the district in particular where literate levels have improved. People in

villages and towns were easily communicating to each other in official language and they respond accordingly as people who are educated. This has helped the community to improve sharing messages on important events such as voter education.

5.9 conclusions

Serious problems affecting FREE PRIMARY EDUCATION (FPE) implementation have been reviewed, which include overcrowded classrooms, shortage of qualified teachers, which negatively impacted on the quality of teaching and learning on one hand and contributed to indiscipline in schools on the other, lack of teachers' houses, lack of examination centres, lack of desks and inconsistent funding by the government. It has also been reviewed that in some schools the user fees were very high.

However, the positive part of FREE PRIMARY EDUCATION (FPE) is that it has brought a reduction in, early marriages, illiteracy, prostitution rates, HIV transmission rate, easy access to education, increase in developmental activities, good relations in communities, absenteeism just to mention a few from those mentioned above.

5.9.1 Recommendations

For free primary education to be easily implemented the following should be taken into consideration:

- The government should build many schools to cope with this increase in enrolments.
- The government should employ many teachers to cope with this increase in teachers working on Parents and Teachers Association (PTA) support.
- The government should increase consistently fund the primary schools to meet the needs and demands of the primary schools
- The government should give examination centres to those schools that have been in operation for years.
- The government to take desks to schools for the pupils to feel comfortable in lessons.
- The school managers and PTA to consider reducing the user fees.
- The government should sensitize the chiefs and village headmen and women on the dangers of early marriages and the importance of education to the subjects.

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Appendix A

Appendix b

Work plan and time frame of the research

Preparation of the questionnaires	Two weeks
Distribution of questionnaires	Two weeks
Meeting participants	Two weeks
Unstructured interviews	Two weeks
Collection of questionnaires from participants	Two weeks
Compiling of the report	Two weeks
Typing and printing of the report	Two weeks

Budget for the project	
ITEM	COST
Transport to Kalweelwe,	k60
Transport to Nkonje,	k60
Transport to Mutaba,	k60
Transport to Kalimina,	k60
Transport to Miswa	k60
Transport to Momboshi	k50
Total transport expenses	K350
Two reams of paper k40 x 2	K120
Pens 10 x k 2	k20
Stapler 2 x k40	K100
Total stationery expenses	K240
Printing	K1000
Grand Total	K1590

Appendix c: questionnaire for teachers from the information and communication university school of education on the impact of free primary education in Zambia (advantages, disadvantages, challenges, opportunities etc.)

Questionnaire Id: [Ministry of Education Officers]

Attention:

Dear respondent, I am **Hambulo Friday** a 2nd year student pursuing Master's in education at the information & communications university.

You have been picked randomly via the use of probability techniques to participate in this research project. Therefore, your full participation will be highly appreciated.

It is my sincere assurance that the findings generated from this study will be handled with the highest level of confidentiality and for this academic exercise only.

General information

1. Name of school: _____
2. Marital status _____
3. Age: _____
4. Sex: _____
5. District: _____
6. Position: _____

(Please tick where applicable).

A. accessibility of education (schools)

1. very accessible []
2. accessible []
3. hardly accessible []
4. not accessible []

Do you have sufficient number of schools in your area?

1. yes []
2. no []

C. Approximate the distance from home to school?

1. very far []
2. far []
3. quite far []

4. not far []

How many classes do you teach?

1. 1 to 3 []

2. 3 to 5 []

3. 5 above []

How much have been the school fees this year per term?

1. free []

2. below zk50- 100[]

3. zk100-300[]

4. zk300-500[]

5. zk500-1000[]

Do their parents/guardians manage to pay for your school fees every term?

1. yes []

2. no []

How do you evaluate the free education policy?

1. excellent []

2. good []

3. fair []

4. poor []

Do you have enough teachers at your school?

1. yes []

2. no []

Free education policy can improve enrolment in primary schools.

1. strongly agree []

2. agree []

3. disagree []

4. strongly disagree []

Has the illiterate rate reduced in your area?

1. yes []

2. no []

Quality of education being offered to pupils

1. excellent []

2. good []

3. fair []

4. poor []

L. To what extent does the current school number of teachers affect the performance of learners?

1. very high []
2. high []
3. low []
4. very low []

Are the school over enrolled?

1. yes []
2. no []

Do you have enough school accommodation?

1. yes []
2. no []

do you think literate levels have increased?

1. yes []
2. no []

How about crime rate. has it reduced?

1. yes []
2. no []

Q. What about early marriages, have they reduced?

1. yes []
2. no []

R. Is the government managing free primary education successfully?

1. yes []
2. no []

S. What are some of the challenges the government is facing in implementing free primary education?

1. lack of management skills []
2. corruption []
3. Mismanagement of funds []
4. delay in funds disbursement []
5. few teachers []

What needs to be done in order to improve performance of pupils at your school?.....

.....

Thank you for your cooperation

Appendix D: questionnaire for pupils the information and communication university
school of educationthe impact of free primary education in Zambia (challenges, opportunities etc.)

Questionnaire Id: [Pupils]

Attention:

Dear respondent, I am **Hambulo Friday** a 2nd year student pursuing master's in education at the information & communications university.

You have been picked randomly via the use of probability techniques to participate in this research project. Therefore, your full participation will be highly appreciated.

it is my sincere assurance that the findings generated from this study will be handled with the highest level of confidentiality and for this academic exercise only.

q.1 tick against your sex?

1. male 2. female

q.2 how old are you.....

1. between 13-23[]
2. between 23-25[]
3. above 25[]

q.3 how many are you in class

1. 45[]
2. 65[]
3. 70[]

q.4how many schools are in your area?

1. 2[]
2. 3[]
3. 1[]

q5. how many girls dropped out in school because of pregnancy and early marriage?

1. 0[]
2. 2[]
3. 3[]
4. more than 3[]

q. 6 do you know how to read and write

1. yes [] 2. know []

q7. accessibility of education (schools)

1. very accessible []

2. accessible []

3. hardly accessible []

4. not accessible []

q8. do you have sufficient number of schools in your area?

1. yes[] 2. no[]

q9. how far is it to school? (distance)

1. very far[]

2. far[]

3. quite far[]

4. not far[]

q10. how often do you attend school?

1. very often[]

2. often []

3. sometimes []

q11. how much did your pupils pay for their school fees this term?

1. free []

2. below zk100[]

3. zk100-300[]

4. zk300-500[]

5. zk500-1000[]

q12. do their parents/guardians manage to pay for your school fees every term?

1. yes [] 2. no[]

q13. how do you evaluate the free education policy?

1. excellent []

2. good []

3. fair []

4. poor []

q14. do you have enough teachers at your school?

1. yes [] 2. no[]

q15. free education policy can improve enrolment in primary schools.

1. strongly agree []

2. agree []

3. disagree []

4. strongly disagree []

q16. has the illiterate rate reduced in your area because of free education?

1. yes [] 2. no []

q17. how do you rate the quality of education being offered to pupils?

1. excellent [] 2. good [] 3. fair [] 4. poor []

q18. to what extent does the current school number of teachers affect the performance of learners?

1. high []

2. low []

3. very low []

q19. are the school over enrolled because of free primary education policy?

1. yes [] 2. no []

q20. do you have enough school accommodation?

1. yes [] 2. no []

q21. do you think literate levels have increased because of free primary education policy?

1. yes [] 2. no []

q22. how about crime rate. has it reduced because of free primary education policy?

1. yes [] 2. no []

q23. what about early marriages, have they reduced because of free primary education policy?

1. yes [] 2. no []

q24. is the government managing free primary education successfully?

1. yes [] 2. no []

q25. what are some of the challenges the government is facing in implementing free primary education?

1. lack of management skills []

2. corruption []

3. mismanagement of funds []

4. delay in funds disbursement []

5. few teachers []

q26. what needs to be done in order to improve your performance at your school?.....

.....

Thank you for your cooperation