



## *Final Report*

# *A Shadow Research on the Effects of the Reduction of School Fees on Service Delivery*

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## *Acronyms*

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FGD	Focus Group Discussion
CSO	Central Statistical Office
CWD	Children with Disabilities
DPO	Disabled People’s Organization
KII	Key Informant interviews
NGO	Non-Government Organisation
PWDs	Persons with Disabilities
SDG	Sustainable Development Goals
UNRC	UN Convention on the Rights the Child
UNCRPD	UN Convention on the Rights of Persons with Disabilities
ToR	Terms of Reference
ZANEC	Zambia National Education Coalition

## *Executive Summary*

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### **Overview**

**I**n this study we explored the emergent effects of reduction of school fees by government on the operations of public schools. Anecdotal evidence suggested that the introduced reduction of school fees without concomitant Government financial support had potential of reversing the positive gains and negatively impacting the quality of education by and large. Thus, it was critical that such a study was conducted to fully appreciate the resultant effects of government's reduction of school fees on the operations of public schools in Zambia.

### **Background**

Low educational attainment in the developing world has been attributed partly to the costs associated with sending children to public schools (Bentaouet-Kattan and Burnett 2004). Costs include lost work opportunities for children who attend school as well as direct costs in the form of school fees. Direct school user fees paid by households are common in developing countries, Zambia inclusive. The percentage of direct school user fees range from 8 percent in Indonesia to 80 percent in Cambodia (Bentaouet-Kattan and Burnett 2004). Direct costs include fees for books and uniforms, community and PTA (Parent-Teacher Association) contributions as well as exam and tuition fees. These categories of direct costs represent a large percentage of total household spending and are particularly burdensome for many families that face tough choices about which children to send to school and for how long (World Bank 2009a). School fees abolition policies advocated for by many countries have been spurred worldwide by initiatives such as Education for All, the Millennium Development Goals, and the School Fee Abolition Initiative. However, promises to abolish school fees are often politically motivated and featured in election campaigns (Kremer et al. 2003, Maikish 2010).

### **Methodology**

In view of the school fees reduction policy implementation directed at all public schools, the Zambia National Education Coalition (ZANEC) commissioned a study funded by the GIZ German BACKUP Initiative. In particular, this study was aimed at establishing the effects of

reduced school fees on the access, quality and general operations of public schools. The five objectives that guided the study were as follows:

- i. Describe the levels of income before and after the policy pronouncement on reduction of the school fees;
- ii. Analyse changes in levels of access and participation including the frequency of administering tests/assessment and actual pass rates.
- iii. Explore coping mechanisms schools have adopted and their impact on the overall teaching and learning processes;
- iv. Explore the education inputs in schools by government and the corresponding impact on service delivery after reducing school fees;
- v. Explore potential alternative sources of income for schools that can help in supplementing the reduced school fees.

The applied methodology was Mixed Research Methodology with an explorative design. With COVID-19 imposed restrictions, data generation was conducted using a tailor-made Google Form whose generated link was extracted and extended across various WhatsApp platforms in the 10 provinces. 102 participants successfully volunteered and shared their experiences drawn from 44 districts linked to all the 10 provinces of Zambia to evaluate the emergent effects of reduction of school fees on service delivery.

## **Findings**

Emergent findings showed that all the participating public schools had experienced a boom in enrollments as most parents were now able to afford school fees charged to learners. This was one of the positive effects of the reduction of school fees policy on access to schooling as more parents were now able to afford to pay school fees for their children.

By implication, schools needed to have more financial resources to support the operational and maintenance costs associated with huge numbers of pupils in schools. On the contrary, nearly all schools were operating with deficit budgets. Deficit means in general that the sum or balance of positive and negative amounts is negative, or that the total of negatives is larger than the total of positives. Schools were running on credit or shoe-string budgets without enough funds to support teaching and learning related cost centers such as laboratory experiment consumables, boarding related costs and school maintenance funds among others. Concomitantly, huge numbers of pupils in schools as a result of reduction in school fees and reduced financial support by GRZ and parents was noted to have had an adverse effect on the quality of education in general. This is consistent with other studies conducted worldwide



(World Bank 2009; Bentaouet-Kattan and Burnett 2004; Kremer et al. 2003; Maikish 2010 & Grogan 2006).

In view of the budget deficit experienced by schools, several Income Generation Activities (IGA) exist in schools as documented from the 102 schools interviewed across the 10 provinces. The common IGA included tuck-shops, maize farming, gardening and poultry farming as survival strategies to mitigate the impact of reduction in school income . Other novel projects implemented included: rice cultivation, car-park renting, avocado fruit farming, winter maize and fish ponds among others. It should be noted here that, the net effect of most IGAs were insignificant as their contribution to schools' annual budget ranged from 1 to 5 percent by and large.

### **Conclusion**

In conclusion, while the reduction of fees has led to increased numbers of pupils accessing formal education, there is a notable harm created as schools cannot afford to purchase teaching and learning requisites to support their core business, hence affecting the quality of education. There is need to strike a balance between increased access to education and improved quality of education by ensuring that schools are well financed through GRZ grants, parental school fees contribution and Income Generation Activities. As things stand, schools are operating below their capacity as their expenditure budgets outweigh the available income across nearly all schools consulted in the 10 provinces. The time to reverse the dwindling fortunes is now if Zambia is to attain Sustainable Development Goal number 4 on inclusive quality education for all by 2030.

### **Recommendations**

- i. Ministry of General Education should increase the threshold of grants remitted to schools so as to avoid teachers majoring in extra curricula activities at the expense of the core business of teaching.
- ii. Ministry of General Education should expedite the remittance of funds to schools to avoid unnecessary stress on the part of school administrators.
- iii. Given the negative impact of the policy outweighs the benefits, the Ministry of General Education should apply adjustments on the current policy in terms of specifying the

grants due to schools and ensuring that cost-reflective grants are remitted on time to schools.

- iv. Given challenges schools face to compel parents pay their school fee contributions, there is need for Ministry of General Education should introduce an alternative policy measure for compelling parents to meet their obligations relating to the payment of school fees following the policy decision to stop schools from chasing learners who are owing school fees.
- v. In view of the negative challenges facing schools, Government should consider policy implementing using a phasing-in approach by region or grade and/or age level, or through targeted exemptions aimed at vulnerable groups.
- vi. Given the dwindling income due to Micro and Macro factors, schools should intensify Production Unit projects as a way of raising income for schools. Schools should embark on income generating activities like farming (vegetable gardening), chicken rearing (poultry) and fish farming (aquaculture) among others.
- vii. There is need for Schools to build entrepreneurship knowledge, skills and values among teachers and pupils as a catalyst for creating vibrant Production Unit activities in schools and local communities.

## Chapter 1

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### Introduction, Context Analysis

#### 1.1 Overview

**T**his Report explores the emergent effects of reduction of school fees by government on the operations of public schools. The report is for Zambia National Education Coalition. Anecdotal evidence suggested that the financing to public schools could negatively impact the quality of service delivery, including learner outcomes in literacy and numeracy. Thus, it was critical that such a study was conducted to fully appreciate the resultant effects of government's reduction of school fees on the operations of public school.

#### 1.2 Background

The Zambia National Education Coalition (ZANEC) is a network of Civil Society Organisations working in the education and skills sector. The organization's mandate is to coordinate civil society advocacy for quality, equitable and inclusive education for all Zambians. ZANEC focuses on advocacy for the domestication of international education frameworks in national policies, plans and budgets. Currently, the Coalition is involved in providing oversight on the domestication of SDG 4 in the Education and Skills Sector Plan (ESSP). This research, which is funded by the GIZ German BACKUP Initiative – Education in Africa, is aimed at establishing the effects of reduced school fees on the access, quality and general operations of public schools.

Zambia's education system has been experiencing low financing resulting from the limited national resource envelope and increasing debt burden which have in turn affected learner outcomes. The share of the national budget allocated to education has continued reducing over the years from 20.2% in 2015 to 12.4% in the 2020 budget. Furthermore, disbursements to schools are very low and erratic. This means most schools rely on the contributions from parents to raise funds to run their schools. In essence, parents have been the major financiers of the education sector at school level, in spite of having a Free Education Policy at primary school level. With little funding from government, primary schools mainly depend on user fees paid by learners in grades 8 and 9 for their school operations. However, in March 2019,

the Ministry of General Education announced a reduction in school fees in all public schools. This has raised debate by stakeholders who feel that the policy pronouncement has taken away the only source of income for our schools.

### **1.3 Study Aim**

To explore the effects that the reduction of school fees by government has had in the operations of public schools in Zambia.

### **1.4 Specific Objectives**

Overall, the study was guided by the following specific objectives:

- i. Describe the levels of income before and after the policy pronouncement on reduction of the school fees;
- ii. Analyse changes in levels of access and participation including the frequency of administering tests/assessment and actual pass rates.
- iii. Explore coping mechanisms schools have adopted and their impact on the overall teaching and learning processes;
- iv. Explore the input into schools by government and the corresponding impact on service delivery after reducing school fees;
- v. Explore potential alternative sources of income for schools that can help in supplementing the reduced school fees.

## Chapter 2

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### Literature Review

#### 2.1 Overview

This section explores the various literature available on education financing particularly related to associated effects of education policies linked to reduction of school fees by governments on the operations of public schools worldwide. Knowledge gaps in the current literature are noted and further explored within the contexts of the present study.

#### 2.2 Education Financing - Worldwide

According to EQUIP2 (2010), while substantial evidence indicates that school fees are a barrier to education, little attention has been paid towards the effects of Free Primary Education (FPE) policies, and even less attention has been given to FPE's effect on parents' responses, perceptions, and attitudes regarding their child's education. In many countries, parents spend a significant portion of their income to educate their children, a burden that is often greatest for the poorest families. There is ample evidence that these costs are a barrier that prevent some parents from enrolling or keeping their children in school. According to the 2002 DHS EdData survey in Zambia, prior to the abolition of school fees, 51 percent of parents of children who had never enrolled in school reported that monetary costs were a factor for non-enrollment (NSO & ORC Macro, 2003). For those parents whose children had dropped out, 59 percent cited monetary costs as one of the reasons their child did not continue in schooling. The influence of the cost of education on enrollment and persistence is understandable: the annual per-pupil household expenditure on public primary education in Zambia was US\$29 in 2002, when the per capita GDP was only US\$340 (EPDC, 2010).

According to İscan, Rosenblum and Tinker (2015), whom in their study, they examined the relationship between primary school fees and education quality and access over a period of forty years in seven sub-Saharan African countries. They noted that school fees were introduced as a means for revenue-constrained governments to fund the improvement and expansion of primary education. Later, there was a move towards their abolition. They found

out that the introduction of fees decreased primary school enrolment, without achieving significant quality improvements.

Grogan (2009) attempted to evaluate the impact of the implementation of free UPE. She employed a difference-in-difference technique to estimate the impact of eliminating primary school fees in Uganda on the age at which children enter schooling – an important factor in subsequent attainment. Grogan projected that school entry at ages above 8 is very strongly associated with early school drop-out in Uganda, and that free UPE had a positive effect of 3 percent on the probability of entering school before age 9. For girls who benefited from the elimination of school tuition fees before their ninth birthday, the probability of entering school before age 9 is 5 percent higher. In addition, the effects appeared to be concentrated in rural areas, possibly because school enrolment in urban areas was much higher than in rural areas prior to free UPE. Whilst demonstrating the positive effects of school tuition fees elimination on the timely enrolment of children in rural areas in Uganda, Grogan also points out that the sudden increase in enrolment in Uganda led to overcrowding and shortages of teachers and textbooks, highlighting the need for studies on the quality of learning outcomes under free UPE and the impact it has on the availability of resources at school level.

Baird et al.'s (2009) evaluation of a conditional cash transfer (CCT) programme to boost secondary schooling amongst girls in Malawi. This programme experimented with different cash transfer amounts, recipients and delivery models, including a treatment group that received full payment of school fees directly to the schools, in addition to a small household cash transfer and a transfer directly to the girl, conditional upon school attendance. The two-year intervention was targeted to secondary school girls in a particularly poor district in Malawi, and sought to examine the effect of conditionality, as well as the size and recipient of the transfer, on school enrolment. After one year, Baird and colleagues found strong enrolment impacts for the entire sample, and that the results were unresponsive to the size or conditionality of the transfer. The only variation was that impacts on enrolment were stronger when the transfer was made directly to the girl, but this was only significant when the transfer was conditional upon school attendance. Thus, Baird et al. conclude that the marginal increase in schooling rates achieved by doubling the total transfer to the household is not cost-effective and that the cost effectiveness of monitoring conditionality is also in question.

According to Duflo et al. (2006) a uniform costs about US\$6 in Kenya, which was a substantial expense for parents in a country where the GDP per capita is \$360. Although primary school fees were abolished at the national level in Kenya in 2003, local school committees still accessed some school fees and set other attendance requirements that cost parents money, such as uniforms. It was further noted that the interventions increased school attendance and persistence. Other outcomes reported included decreased teen pregnancy and improved test scores.

Duflo et al. (2006) argue that since school tuition fees were abolished in Kenya in 2003, school uniforms represented the main financial barrier to primary school participation. Measured after two years, the provision of uniforms resulted in a 15 percent decrease in drop-out and a 10 percent decrease in teen childbearing. There was also a reduction in the likelihood of being married by 12 percent for girls and 40 percent for boys. Duflo et. al. (2006) concluded that reducing the cost of education represents an incentive for teenagers to stay in school and delay marriage and childbearing, and estimate that the uniform intervention cost at least US\$300 per pregnancy averted.

Pivotal to the issue of education quality is the question of how to best finance school fees elimination policies, particularly so that they are sustainable. Many of the interventions examined, including national free UPE policies, were supported wholly or in part by external donors. Schmidt (2006) advances the question of whether the benefit of a small increase in enrolment is worth the cost of increased aid dependency, particularly if the increase is achieved at the cost of education quality. Maikish 2010 observes that in most contexts, centralized free UPE policies do not appropriately or adequately allocate funds for various school-level expenses, necessitating local fundraising and the continued collection of fees from families (e.g. Al-Samarrai 2003, Kenya 2008, OWN and Associates 2004). Thus, curtailing the informal collection of fees may not be feasible, and determining how much a community can afford to contribute to schools, and charging fees to households on a sliding scale based on ability to pay, have been raised as possible alternatives (Schmidt 2006).

The World Bank in collaboration with the United Nations Children's Fund (UNICEF) (2009) generated a manual on how to effectively abolish school fees and identify six steps that must be followed namely: (i) Ensuring Leadership and Participation; (ii) Assessing the Situation; (iii) Establishing Priorities; (iv) Estimating Costs and Identifying; (v) Planning for Quality;

and Strengthening School Governance and Accountability. The six steps once diligently implemented could contribute to accelerated progress toward achieving universal access to primary education.

## **2.3 Case Studies – Sub-Saharan Africa**

We now turn your attention to six case studies within the Sub-Saharan Africa on Education financing particularly on the notion of abolition or reduction of school fees policies on the operations of public schools.

### **2.3.1 Ethiopia**

Although government-funded basic education was introduced in Ethiopia in the early 1900s, private schools emerged in the 1950s (World Bank, 2009). During the final years of the Selassie era, the government attempted to fund schooling through a tax on arable land, but this led to resentment in rural communities, as education was perceived as primarily benefiting those in urban areas (Roschanski, 2007). Following the coup of 1974, the military council ‘Derg’ placed education largely in the hands of the communities, and fees became universal—although there was still a nominal distinction between ‘government’ and ‘private’ schools, and fees for the former tended to be lower (World Bank, 2009). These fees did not appear to deter enrolment, which began to climb gradually during the late 1970s and early 1980s. During this period, average class sizes also grew significantly—perhaps related to falling government spending on education. The growth in school attendance was soon reversed, however, interrupted first by the severe famine in 1984, and then falling in tandem with declining per capita income throughout the late-1980s.

Fee abolition came with the election of a new government in 1994, although its implementation took place somewhat gradually (as did the process of establishing replacement funding for the lost fee revenues). The majority of students stopped paying fees only by 1996; this delay was largely because of Ethiopia’s new constitution, which had decentralized power, making it difficult to introduce and enforce country-wide policies (World Bank, 2009). Although fee abolition apparently benefited children from all strata in Ethiopia, a World Bank (2009) report finds that rural students benefited more than urban



students, girls more than boys and traditionally disadvantaged areas more than wealthier ones. The report concludes that fee abolition is ‘definitely a policy favoring the disadvantaged’ (World Bank, 2009:56).

### 2.3.2 Ghana

Ghana had originally introduced Free Primary Education in the 1960s, but the system did not flourish in boosting enrolment. Akyeampong et al. (2007:33) suggest that this was partly a supply side problem: the country suffered from general economic decline in the late 1970s and early 1980s, accompanied by high inflation and rising debt, and many teachers left for neighbouring oil-rich Nigeria, where they could earn higher salaries. Ghana introduced austerity and decentralisation measures in 1983, which included the formal introduction of school fees. By 1987, awareness of quality and equity issues stimulated a first round of educational reforms, reflected in a small increase in government funding observable in the mid- to late-1980s. Enrolment continued to stagnate and this prompted the country’s leaders to renew their focus on achieving Universal Primary Education with the launch of the Free, Compulsory and Universal Basic Education initiative in 1996. Its stated aim was to implement Free Primary Education by 2005 (World Bank, 2009). The lengthy period of planning for fee abolition, combined with an effective system of capitation grants to replace funding formerly provided by fees, may have helped ensure that pupil–teacher ratios remained relatively low and primary completion rates began to increase during the late 1990s and early 2000s, even after gross enrolment rates increased significantly following full abolition (Akyeampong et al., 2007).

### 2.3.3 Kenya

Primary school fees were a legacy of the colonial period in independent Kenya until the early 1970s. Free education for grades 1–4 was introduced in 1974, and this likely helped bring about a spike in enrolment—although fluctuations in enrolment also tended to follow rises and falls in GDP per capita quite closely during this period. School fees were reintroduced in the mid-1980s when changes in the national curriculum placed more of the cost burden for school infrastructure and learning materials on households (Voset al., 2004). Enrolment rates began to fall steadily around this time, despite rising GDP per capita. Funds were typically collected through the traditional Kenyan practice known as Harambee (literally ‘pulling

together')—a community fundraising drive. In principle, household contributions were meant to be voluntary, but in practice, children whose parents did not pay were often suspended (Bold et al., 2010). Cost sharing was formalised in 1988, which meant that schools were now responsible for everything other than teachers' salaries, and collected fees directly, rather than rely solely on contributions from Harambees (Vos et al., 2004). Falling enrolment in the ensuing years (likely exacerbated by the spread of HIV/AIDS) made fee abolition a popular issue in the 2002 election, and the Kibaki government followed through on its promise to introduce Free Primary Education in 2003. This resulted in an immediate increase in enrolment. However, Bold et al. (2010) write that fee abolition, and the resulting overcrowding of the system, also prompted significant flight of middle and upper class families from the public to the private school system. They note that this led to inequalities, as examination scores have gone up in private schools and dropped in public schools.

#### 2.3.4 Malawi

In the early period of independence, the education system in Malawi tended to prioritise funding higher levels of education, and primary school fees were in place. These fees were increased even further in 1982. By the end of the 1980s, however, there was an increasing shift among policy makers in favour of pursuing Universal Primary Education (Al-Samarrai, 2003). Primary fee abolition was a central goal in a new education plan published mid-decade, and the process began in 1991. The intention was initially to remove fees one grade at a time, starting with the lowest levels and working upwards. However, the new government elected in 1994 abolished all remaining fees upon coming to power, following through on a campaign pledge (Kadzamira and Rose, 2003). This led to a dramatic spike in enrolment. The response was so unexpected that the government immediately hired 18,000 new teachers to cope with the new demand. As Kadzamira and Rose (2003) point out, however, these teachers were largely unqualified, and only made a small dent in pupil–teacher ratios. Meanwhile, after initial spikes following fee abolition, primary enrolment and primary completion rates have fallen off dramatically.

#### 2.3.5 Tanzania

Primary education was a high priority for Tanzania in the early years of the Republic, and very high rates of enrolment were achieved by the early 1980s. These rates did not last long,

however, a fact which Wedgwood (2005) attributes to the significant deterioration in quality that accompanied this initial campaign for universal education. In fact, she writes, 'Universal Primary Education, has become a colloquial term associated with low quality education rather than with universalisation' (Wedgwood, 2005, p. 4). Funding, rather than access, became the focus of the government in the mid-1980s, and with that shift, school fees were introduced in 1985.

Tanzania abolished primary school fees in 2001, and there was a subsequent jump in the pupil–teacher ratio. Wedgwood (2005, p. 6) notes that the government was committed to providing in-service training for teachers, eventually reducing the pupil–teacher ratio, and replacing the funding formerly provided through fees. However, Vavrus and Moshi (2009) caution that although fees were officially eliminated, in practice, household contributions were often expected from parents to pay for materials and infrastructure in the absence of sufficient government funding. This may help explain an initial decline in the primary completion rate following abolition, although this trend has reversed in more recent years.

#### 2.3.6 Zambia

Partly because of the socialist ideology that shaped its politics, Zambia was one of the last to introduce school fees in 1996. Unofficially, however, fees had been gradually seeping into the education system for years—as early as the 1970s (Kaluba, 1986)—due to the rise of an informal, community-run private school sector. In fact, Kaonga (2001) estimates that household contributions represented 44% of total education spending by 1993—higher than Kattan and Burnett's (2004) estimated African average of 30%. The fees charged by Zambia's 'community schools' were low, but the quality of education they provided was also low due to a lack of materials and trained teachers; they became popularly known as 'second chance schools' (Kaluba, 1986). Nevertheless, their presence appears to have achieved the goal of helping to meet much of the demand for primary schooling at an affordable price, judging by the high enrolment levels the country was able to maintain until the 1990s.

With the formal introduction of fees in 1996, community schools became a cheap alternative to government schools for those who had access to both, and consequently there was a significant shift in attendance from government to community schools during the brief period in which fees were officially legislated (Kaonga, 2001). As before, the community schools

represented an affordable option even for the lower-income brackets, and this may explain the fact that the introduction of fees did not result in a significant decline in gross enrolment rates, with the majority of low-income families simply switching over to more affordable alternatives. At the same time, there was a significant jump in pupil–teacher ratios following the introduction of school fees—a response not seen in any of the other case-study countries. This may be in part explained by the fact that, following the introduction of fees, government spending on education in Zambia had the most dramatic decline relative to other sectors, possibly leading to a declining number of teachers overall.

With the abolition of fees in 2001 (and policy implementation starting in 2002), enrolment rates and primary completion rates rose sharply. A further increase in pupil–teacher ratios during this period suggest that those who shifted to community schools in the late 1990s may have returned to public schools, along with those who had left the system altogether. Funding education remains Zambia’s biggest challenge.

## **2.4 Overall trends**

Our review of the educational policies in our sample countries suggests several common elements and basic trends. To begin with, there is a similar policy sequence among the six countries concerning fees at the primary level, and this sequence allows us to describe three distinct phases during our study period. Several of the countries had school fees during their colonial history, and during the early post-colonial period. Several of these countries made attempts to introduce free primary education later. Subsequently, the early 1980s up to the early 1990s, is synonymous with the introduction of or increase in primary school fees.

### Methodology

#### 3.1 Study Design

The design and approach was guided by the objectives and Mixed Methodology suggested in the Terms of Reference. A Mixed Research Methodology with an exploratory research design was applied for this study owing to the nature of the research problem at hand, i.e. exploring the emergent impact that the reduction of school fees by government has had in the operations of public schools. Thus, both qualitative and quantitative methods were applied to expand the scope and breadth of the study to offset the weaknesses of either approach alone. Qualitative methods of enquiry helped gather data to establish the current status of the population. On the other hand, quantitative methods helped by bringing up actual statistics linked to how schools experienced school income reduction as represented through tables and graphs.

#### 3.3 Sample Size

A purposive sampling with maximum variation technique was deployed targeting in all the 10 provinces from which two districts were selected on purpose. In addition, 5 School Head teachers and 10 teachers in selected Government Secondary schools were engaged for in-depth individual consultations with a purposive selection of key informants stratified within selected provinces, districts, secondary and primary schools.

#### 3.2 Data Generation Procedure

In view of the COVID-19 imposed movement restrictions, the data generation process had to be conducted using virtual platforms particularly the Google Forms with generated links attached to various social media across the 10 provinces. WhatsApp was heavily used to access key informants. The data generation instruments included Questionnaires and Interview guides. Interview Guides were used to generate evidence from School Head teachers, Deputy Head teachers and teachers. The Interview Guides were embedded on social media platforms for the duration of 5 days until all the target participants across the 10 provinces were reached.

### **3.3 Data Analysis, Preliminary report & validation process, final report**

During this phase, the consultant analyzed, mapped and triangulated the data collected. Both qualitative and quantitative data analysis techniques were used. For Qualitative data, both the secondary data and primary data were analyzed through content and thematic analysis and triangulation of this data was done using content and thematic analysis. Quantitative data was analyzed through the use of Google Forms and MS Excel.

A preliminary report was shared with all the participants via personalized Social media as well as ZANEC secretariat for validation. Further, a dissemination meeting with the various stakeholders who formed part of the respondents was held to enable them validate the findings. Comments, corrections and observations provided by ZANEC were incorporated before a final report was submitted.

### **3.4 Research Ethics and Quality Assurance**

As determined in the contract for this work, all research team members were careful to comply with critical laws and expectations that respect the rights of children and vulnerable adults. We were particularly aware of issues related to child labour and child safeguarding..

The orientation of the evaluation team included research ethics and consent, and the importance of checking and addressing potential biases in the methodology. The team was committed to high quality delivery of work and respect for ethics. The importance of participants' rights, anonymity and confidentiality were emphasised throughout the study. Base on a verbal consent process, the nature and purpose of the survey; issues of anonymity and confidentiality; voluntary participation and liberty to terminate the interview at any stage; as well as, absence of any known risk or benefit for participating in the study were explained before participation.

To preserve anonymity, all survey data and quotations were presented in the report without ascribing names or identifiable personal description. To ensure quality, all questionnaires were reviewed by the team at the end of each day, ensuring that they were accurately completed.



## Chapter 4

### Findings & Discussion

#### 4.1 Overview

The Study was guided by the following specific objectives:

- i. Describe the levels of income before and after the policy pronouncement on reduction of the school fees;
- ii. Analyse changes in levels of access and participation including the frequency of administering tests/assessment and actual pass rates.
- iii. Explore coping mechanisms schools have adopted and their impact on the overall teaching and learning processes;
- iv. Explore the input into schools by government and the corresponding impact on service delivery after reducing school fees;
- v. Explore potential alternative sources of income for schools that can help in supplementing the reduced school fees.

#### 4.2 Profile of Participants

##### 4.1.1 Primary and Secondary Schools Profile

Figure 1 represents level of participating schools namely Primary and Secondary as each layer of schooling system had their unique experiences to share on the subject matter.

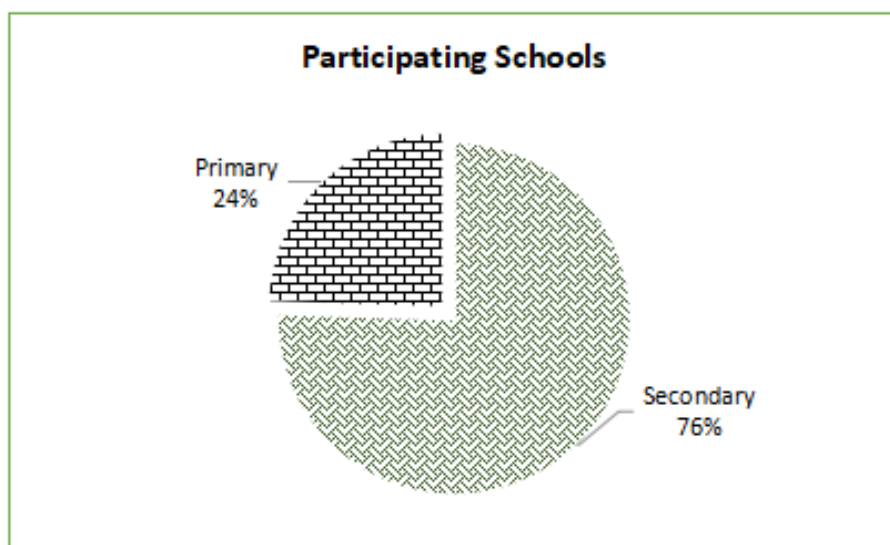


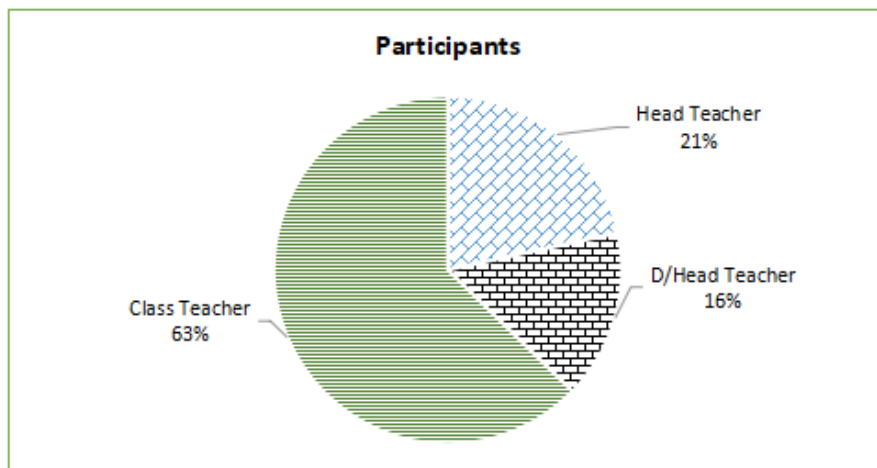
Figure 1: Primary and Secondary Schools Profile



Out of the 102 participants drawn across the 10 provinces of Zambia, 24 percent represented Primary Schools while 76 percent represented Secondary Schools.

#### 4.1.2 Participants' designations

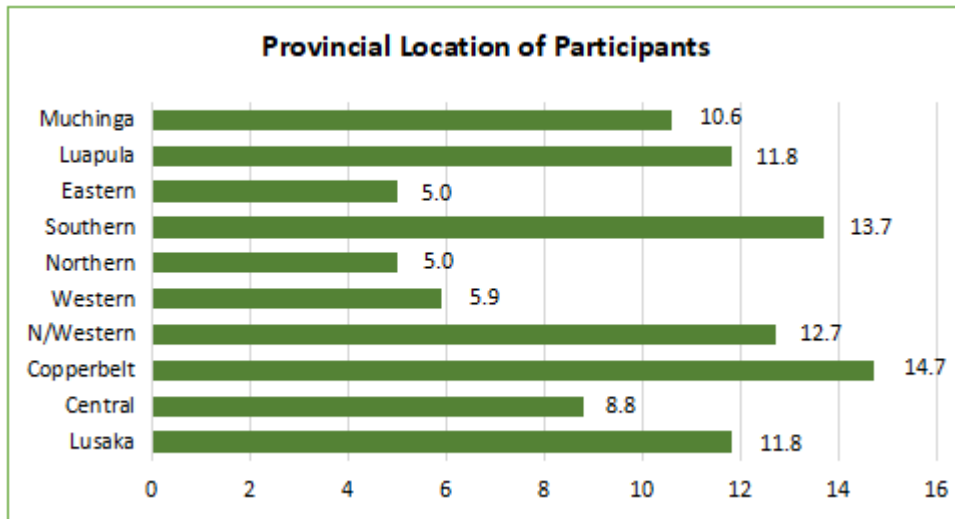
Figure 2 below shows the appropriacy of the participants drawn to provide evidence on the subject matter under study. The participants consisted of 21 percent as Head teachers, 16 percent as Deputy Head teachers and finally 63 percent as Class Teachers.



**Figure 2: Participants' designations**

#### 4.1.3 Provincial Location of Participants

Figure 3 below shows contributions of each of the 10 provinces across Zambia from which 102 participants were drawn with Copperbelt providing the largest percent at 14.7%, followed by Southern Province at 13.7 percent, Northwestern 12.7 percent, Luapula and Lusaka at 11.8 percent each, Muchinga at 10.6 percent and Central at 8.8 percent. At the tail end were Western province 5.9 percent, Eastern and Northern at 5.0 percent each.



**Figure 3: Provincial Location of Participants**

#### 4.1.3 District Location of Participants

In figure 4 below, 44 districts are represented from which 102 participants were drawn from 44 districts across the 10 provinces with Zambezi, Lusaka, Ndola, Solwezi, Monze and Mpika having the largest numbers of contributors as seen by their raised font size below.

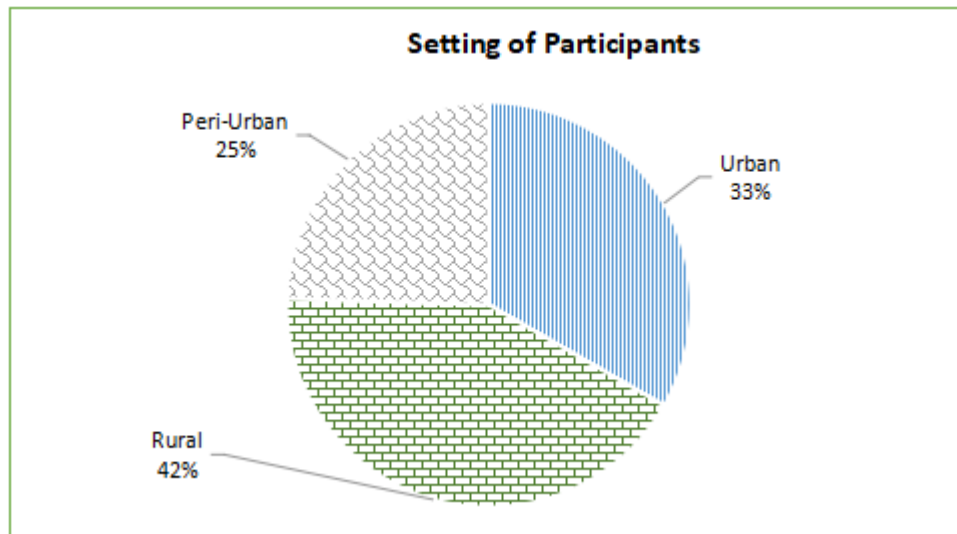


**Figure 4: District Location of Participants**

#### 4.1.3 Setting of Participants

Figure 5 indicates the setting from which participants were drawn with rural areas contributing the largest share of 42 percent, followed by 33 percent from Urban and 25 percent from Peri-Urban

areas. The figure below reveals a balanced representation of the participants' setting, notwithstanding that the rural and urban divide often times has a tendency of having polarized experiences.



**Figure 5: Setting of Participants**

#### **4.2 Levels of income before and after the policy on reduction of school fees**

The buzz word from nearly all sampled schools from School head teachers and class teachers re-echoed across the 10 provinces is that of frustration and induced stress brought about by the policy pronouncement on reduction of school fees. One Head teacher from School MK in Mansa observed that,

before the pronouncement on reduction of school fees, the school was receiving adequate funding from both parents and the government which enabled the smooth running of the school. But from the time the pronouncement was made, running of the school has been difficult due to inadequate funds. Always struggling to meet the school requirements, (Head teacher, School MK, Mansa, 2021).

##### **4.2.1 Annual Range of Income Received through GRZ and Parents by Schools**

The range of GRZ funds received varied from school to school. For instance, school PW Head teacher on the Copperbelt noted that

the levels of income before the pronouncement was 750,000 but after the pronouncement it was reduced to 45,000 (Head teacher, School PW, Copperbelt, 2021).

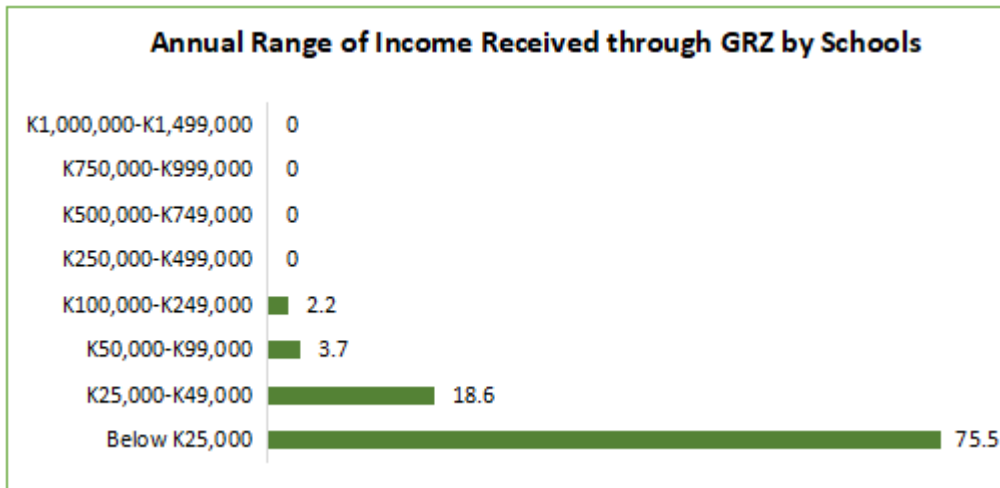
On the other hand, school TM in Muchinga reported that,

before the revision of school fees, the school could collect over K400, 000 in school fees. However, after the revision, school fee collection has reduced to about K150 000 annually (Head teacher, School TM, Muchinga, 2021).

Similarly, a deputy Head teacher in one of the day secondary schools in Lusaka recounted that,

The school fee reduction policy had slashed our day secondary school fees from K1,500.00 to K600 per year. Sadly, our general workers went without pay for some months as our school is home to learners with special education needs who themselves are exempted from paying school fees. Thus, in the absence of steady remittance of grants, we have a financial crisis to attend to operation costs (Deputy Head teacher, School HP, Lusaka, 2021).

Generally, the GRZ income had drastically dropped rendering schools financially unstable. The income was low, slashed by more than half on average as compared to the previous fees before the revised school fee policy. The situation had been compounded by the low income as a result of parental apathy towards paying of school fees. It is clear that, before the policy pronouncement, schools could have at least a good amount of money that was gotten in form of school fees and used to run schools with minimum difficulties. However, after the pronouncement, income in terms of school fees reduced which made schools struggle in meeting their daily obligations.



**Figure 6: Annual Range of Income Received through GRZ by Schools**

In one of the primary schools in central province, one Head teacher observed that,

before the policy pronouncement on reduction of the school fees, the school used to have an income of above K400, 000 per term. However, the policy had resulted in the reduction of school fees to K99, 000 and below per term (Head teacher, School CY, Kabwe, 2021).

Perhaps the drastic reduction of fees from GRZ and parents could be attributed to the hard-hit economy, which is making it challenging to have enough funds remitted to schools as noted by one deputy Head teacher at school PS in Lusaka. She noted that,

the level of income before this policy was very high because this school used to receive reasonable funds from GRZ as well as from parents, not to forget that by then the economy of this country was not as bad as today, meaning that learning/teaching materials were cheaper to procure. Nowadays, the economy is extremely bad, GRZ grants and school fees have reduced, leaving the school bankrupt and failing to conduct school programs (Deputy Head teacher, School PS, Lusaka, 2021).

#### 4.2.2 Annual Range of Income Received through Parents

A Teacher from School KH in Kasama attributed the poor income level in her school to the unconvincing nature of the policy to parents. She retorted that,

the income is low because many parents are not compelled to pay school fees based on government's pronouncement of not sending away learners who fail to pay the school fee obligation (Class teacher, School KH, Kasama, 2021).

The situation was similar in Kalumbila where a class teacher from School MG observed that,

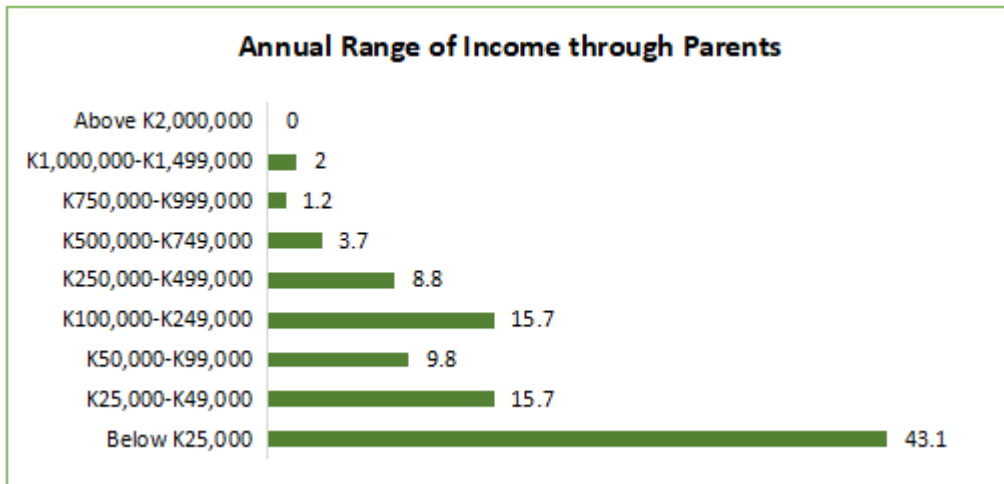
before, the school income was approximately K200, 000.. With the policy pronouncement on reducing school fees, parents have resorted not to pay, saying Government is settling their fees. This is despite government allowing parents to pay in kind (Class teacher, School MG, Kalumbila, 2021).

However, while it was noted that parents have challenges in settling their children's school fees, a deputy teacher from School KI in Solwezi argued that,

parents never used to manage paying but now they are able to at least manage. On the other hand, the income before the policy pronouncement was above K200, 000, now it's less than k100, 000, (deputy head teacher School KI, Solwezi, 2021).

Consequently, schools are struggling to run their schools effectively and efficiently due to reduced financial support both from government and parents. For instance, deputy teacher from School JX in Livingstone noted that,

before the school managed to procure school requisites such as books and other things but now it's a bit difficult to run the school, moreover not all pupils pay at the same time and others go without clearing the balances, which makes it hard for the school to operate (Deputy Head teacher, School JX, Livingstone, 2021).

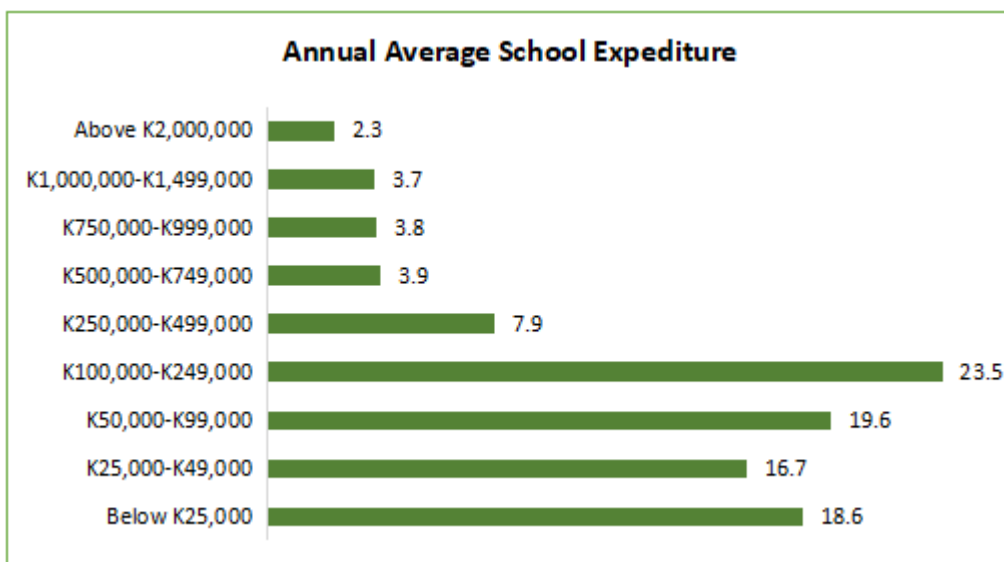


**Figure 7: Annual Range of Income Received through Parents by Schools**

Similarly, on the Copperbelt, a head teacher at school BM in Ndola recounted that,

before the reduction of school fees, the school annual income used to be above K2 000 000. After the reduction the annual income has dropped to below K1 000 000 (Head teacher, School BM, Ndola, 2021).

#### 4.2.3 Annual Average School Expenditure



**Figure 8: Annual Average School Expenditure**

This situation contributed to instability in the running of schools as observed by head teacher UH in Chipata who recounted that,

before they pronounced the policy, school had at least a good and stable income. As a result, the school was able to carry out a number of activities in a term. Currently, the struggle is real. The school is running through **credits** and that has negativity affected the teaching and learning process of the learners (Head teacher, School UH, Chipata, 2021).

The situation was not different in Luapula province as one class teacher at School LT observed that,

the reduction of school fees affected the school as it created an instant financial crisis. Being a boarding school, the prices of foods and other materials needed for boarding facilities have had the prices hiked more than three times due to the depreciation of the Kwacha. Meanwhile the fees have been reduced creating a gap between the source of income and the high prices of foods for pupils (Class teacher, School LT, Luapula, 2021).

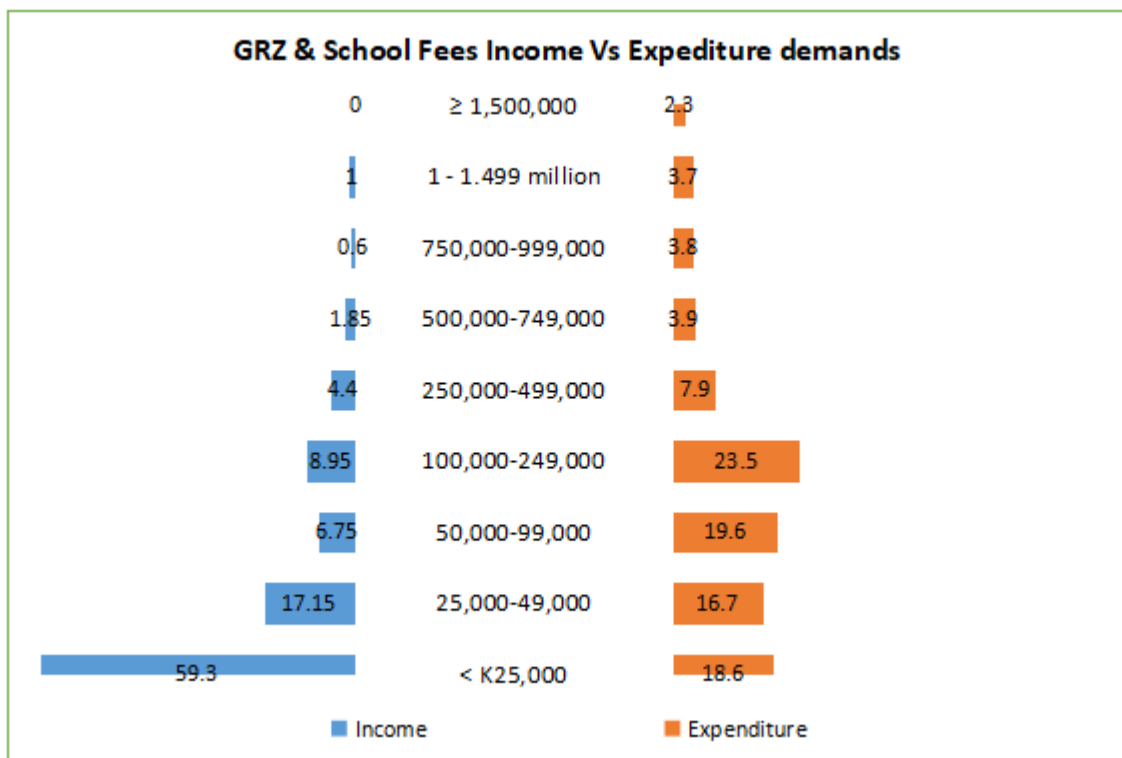


Figure 9: GRZ & School Fees Income Vs Expenditure

The figure 9 above shows a huge disparity between income and expenditure across the 102 schools consulted in the 10 provinces. Whereas the income received from GRZ and parents



was less, the expenditure was far higher disproportionately as can be further deduced from Table 1 below.

Table 1: School Income and Expenditure Analysis

Range	Income			Expenditure	Variance	Projected Budget
	GRZ (%)	Parents (%)	Average (%)	%		Surplus/Deficit
< K25,000	75.5	43.1	59.3	18.6	40.7	1,017,500.00
25,000-49,000	18.6	15.7	17.15	16.7	0.45	22,050.00
50,000-99,000	3.7	9.8	6.75	19.6	-12.85	-1,272,150.00
100,000-249,000	2.2	15.7	8.95	23.5	-14.55	-3,622,950.00
250,000-499,000	0	8.8	4.4	7.9	-3.5	-1,746,500.00
500,000-749,000	0	3.7	1.85	3.9	-2.05	-1,535,450.00
750,000-999,000	0	1.2	0.6	3.8	-3.2	-3,196,800.00
1,000,000-1,499,000	0	2	1	3.7	-2.7	-4,047,300.00
≥ 1,500,000	0	0	0	2.3	-2.3	-3,450,000.00
	100	100	100	100		

Table 1 represents the annual Income received from GRZ and parents' contributions through school fees across various ranges namely less than K25,000; K25,000 to 49,000; 50,000 to 99,000; 100,000 to 249,000; 250,000 to 499,000; 500,000 to 749,000; 750,000 to 999,000; 1,000,000 to 1,499,000 and equal to or above K1,500,000. Surplus or Deficit is calculated as variance (income - expenditure) X upper limit of given range.

Figure 9 below demonstrates the projected negative effects of reduction of Income on expenditure at school level.

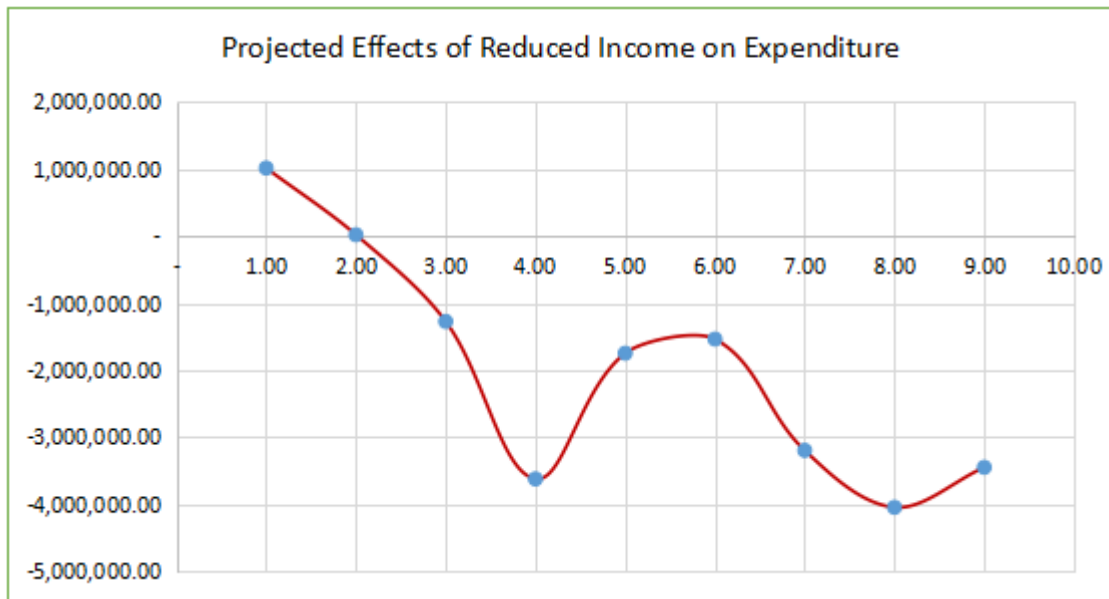


Figure 10: Projected Effects of Reduced Income on Expenditure

Generally, schools are in negative figures which could be interpreted as deficit budgets. Deficit means in general that the sum or balance of positive and negative amounts is negative, or that the total of negatives is larger than the total of positives. Schools are running on credit or shoe-string budgets without enough funds to support teaching-learning related cost centers such as laboratory experiment consumables, boarding related costs, and school maintenance funds among others.

#### 4.3 Effects of the School Fees Reduction Policy on Access and quality of Education

There were positive effects of the reduction of school fees policy on access to schooling as more parents were now able to afford to pay school fees for their children. For example, a teacher from DD School in Mumbwa observed that,

It is difficult to effectively administer tests as expected as teachers do not have enough time to mark all the pupils' books. Some classes have over 65 pupils (Class teacher, School DD, Central, 2021).

Nevertheless, the huge number of pupils able to access education had ripple effects especially when the expected income could not meet the planned expenditure for the various schools as noted by one teacher in Muchinga province,

before the pronouncement (on reduced school fees) each learner was paying about k1000 for boarding and k450 PTA and k600 as user fee. However, the boarding fees were not enough for the term and hence the school started accumulating a lot of credit just to feed the pupils. Now the diet is worse than it was before. Further, teachers rarely go for workshops and seminars that are meant to enhance service delivery (Class teacher, School DK, Muchinga, 2021).

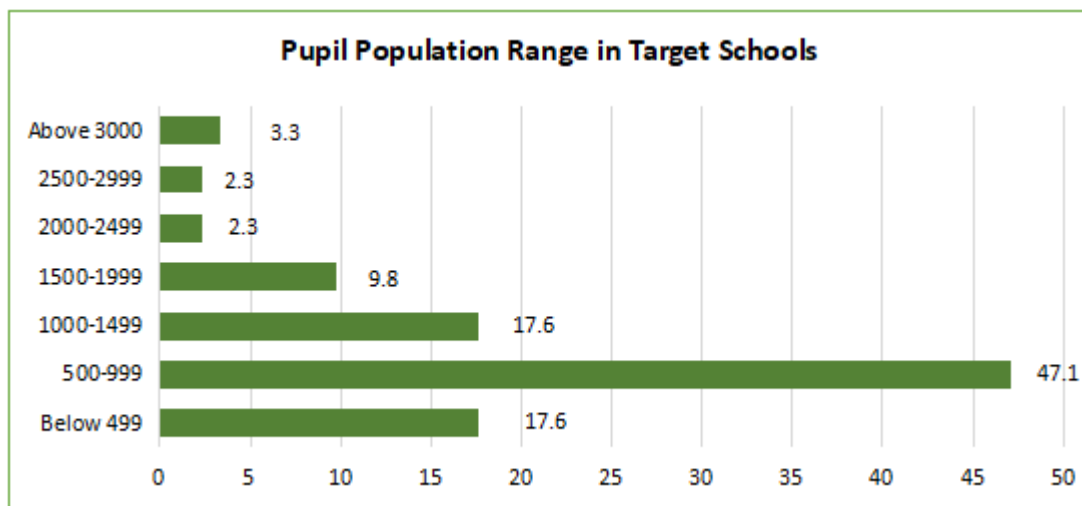


Figure 11: Pupil Population Rang in Target Schools

When asked to comment on the quality of teaching after the school fees reduction policy, teachers indicated that the quality had gone down as schools were struggling to meet their daily school budget demands using meagre resources as can be attested in figure 12 below.

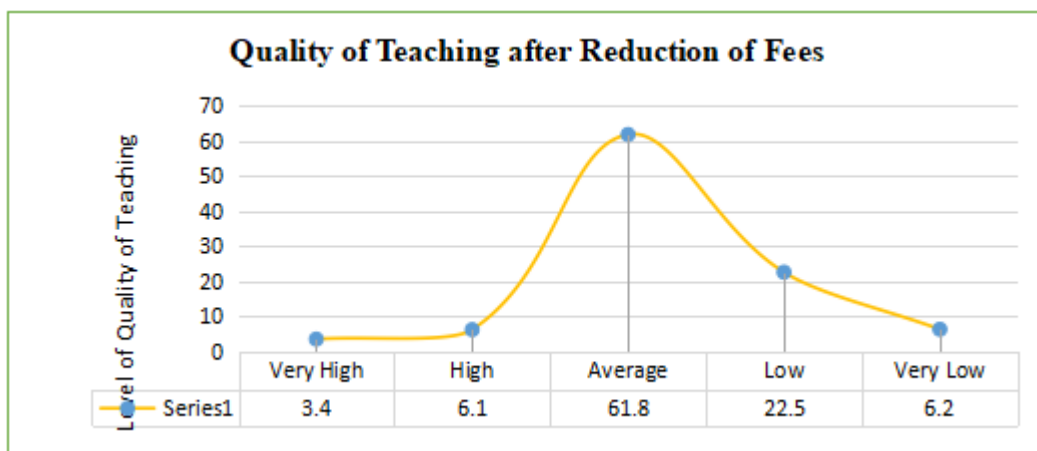


Figure 12: Quality of Teaching after Reduction of School Fees



Figure 13: Alternative Income Generation Activities by schools

The figure 13 above shows that most schools are using Tuck-shop, Maize farming, Gardening and Poultry farming as survival strategies to mitigate the impact of reduction in school income. Other novel projects being implemented include: Rice cultivation, Car-park renting, Avocado fruit farming, Winter Maize and Fish Ponds among others. The alternative Income Generation activities by schools clustered in figure 13 marginally contributed to the school income as indicated in figure 14 below.

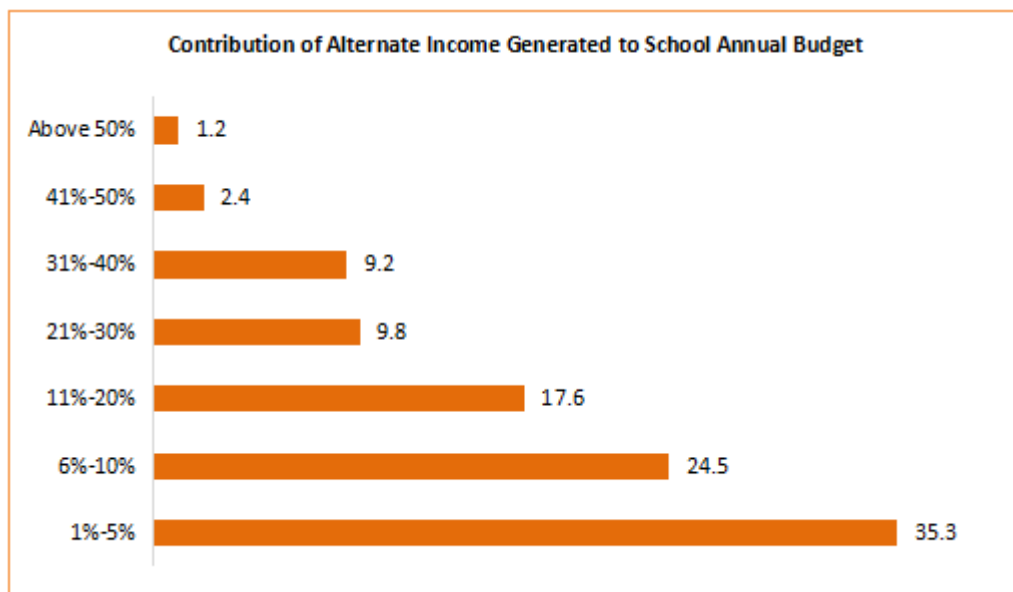


Figure 14: Contribution of Alternate Income Generated to School Annual Budget

Figure 14 above indicated that 77.4 percent of the participants reported that alternative Income Generation activities only contributed between 1 to 20 percent of the annual school budget. Considering that schools were already operating deficit budgets, alternative Income Generation activities had negligible net effect on the financial status of schools.

#### 4.5 Measures for improved implementation of financing policy

Overall, the school fee reduction policy is a welcome move as most children stopped school due to non availability of school fees which were very high and most parents are out of employment and only survive on what one can term as hand to mouth type of work. However, given the lamentations shared by School Head teachers, Deputy Head Teachers and class teachers, there is need to re-look the policy implementation so that it does not

contribute to drastic erosion of quality education. Critical measures were suggested by policy implementers on the ground as noted by one Head teacher,

The policy favours the marginalised in society which is fine. However, the policy makers were supposedly aware of the challenges schools were going to encounter. As such, they needed to put things in place sustainable measures before so that the schools continue to give quality of education (Head teacher School PB, Samfya, 2021).

In general, school fee reduction policies have been associated with high pupil access to primary education at the expense of quality education in Africa and developing countries worldwide as was the case in Malawi, Tanzania, Kenya, Ghana and Zambia among others (Wedgwood, 2005; Vavrus and Moshi, 2009; Duflo et al., 2006 and World Bank, 2009). While policy pronouncement on reduction of school fee was welcome to most parents, school managers were averse to such policies as they were the ones who had direct negative impact in the absence of parental and government financial support to run the school operations. A teacher in Kanchibiya district GJ noted that,

The schools should not be left to fend for themselves completely, they're still government schools thus reducing school fees alone is not enough. GRZ should continue subsidizing the schools (Class teacher School GJ, Kanchibiya , 2021).

The experience of teacher GJ in Kanchibiya was similar to the deputy Head teacher in Mafinga who retorted that,

The reduction of school fees without a corresponding increase in funding from government means that the schools will not have enough money to procure the much needed teaching and learning materials there by affecting the learning outcomes (Deputy Head teacher ML, Mafinga, 2021).

Given the challenges Schools were faced with to run their operations, a number of suggestions were shared including the need to revisit the user fees by school as noted by KP Deputy Head teacher in Mungwi.

Most schools are really struggling with the reduction of school fees. I suggest that there is need revisit the amounts provided for by the government as user fees if standards are to be maintained. The current user fees are a mockery to the smooth operations of the education system. Politics must not be a part of the education system. Let schools set their own standards for quality to be assured (Deputy Head teacher KP, Mungwi, 2021).

Schools' reduced financial status was compounded by the unpredictable remittances of grants by Government as schools could not plan since they were not assured consistent and timely grant remittances. MZ, a Head teacher in Petauke suggested that,

My suggestion is that government should be giving schools grants termly to help run schools because schools are completely failing to run smoothly. Depending on payments from the parents is not enough as many have shown resistance as so many pronouncements were made on payments of school fees. I would urge the ministry to have a functional system and should work with various stakeholders before making any pronouncements to do with running of schools. The ministry should engage Headteachers and teachers who are on the ground and managing schools in order for the ministry to make sound decisions minus misleading the general public (Head teacher MZ, Petauke, 2021).

Other suggestions from school managers included the need to, revert to old school fees with minimal government control given that Zambia was a free market. Equally, government needed to empower schools with funding to support the start-up of production unit before implementing the reduction on fees. Over and above, while the school fee reduction policy was a welcome move, there was need for stakeholder consultation and involvement throughout the policy development and implementation process, as noted by FK in Lukulu.

The policy needed a wide consultations with key stakeholders, it was a welcome idea but it would have been done in phases, schools with capital projects could be loaned resources to complete and pay back, like a revolving fund for schools. GRZ Schools can't go to the lending institutions

to get a loan, but if the revolving fund is created, schools can get the said funds as loans to complete the capital projects. All the Production unit projects need capital and schools can access these funds. Currently resources in school are not enough to use in teaching and learning and fund raising projects (Head teacher FK , Lukulu, 2021).

Going by the submissions from 102 participants (Head teachers, Deputy Head teacher and Class teachers), drawn across the 10 provinces of Zambia, it is clear that while the school fee reduction policy has led to a sudden rise in the numbers of pupils in schools, it is clear that it has come at a cost, as quality education is sacrificed in the process. Schools are clearly operating under crisis as they have to fend for themselves in the absence of school grants whose remittance is sporadic and not concomitant to the economic reality on the ground. The alternative Income Generation projects are not reliable enough to sustain the operations of schools as not all schools have access to the means of production (Land, Labour, Capital and entrepreneurship skills among others). Thus, alternative Income Generation cannot and should not be taken as the panacea to the economic hardships facing schools, while the reduced school policy rules.



### *Conclusions & Specific Actionable Recommendations*

**I**n conclusion, the emergent lesson from the prevailing experiences across Schools engaged showed that the reduction of school fees policy was not supposed to be implemented through a ‘big bang’ approach but through a phasing-in approach by region or grade and/or age level, or through targeted exemptions aimed at vulnerable groups. Although surges in enrolment following the reduction in school fees are a common phenomenon in many developing countries, this comes at a cost on the quality of education especially, when government and Parents do not fully own-up their pledges in the running of schools. Thus, while the reduction of fees has led to increased numbers of pupils accessing formal education, there is a notable harm created as schools cannot afford to purchase any laboratory material for learners to have hands-on scientific skills. There is need to strike a balance between increased access to education and improved quality of education by ensuring that schools are well financed through GRZ grants, parental school fees contribution and Income Generation Activities. As things stand, schools are operating below their capacity as their expenditure budgets outweigh the available income across nearly all schools consulted in the 10 provinces. The time to reverse the dwindling fortunes is now or Zambia risks failing to attain the targets set under Sustainable Development Goal number 4 on inclusive quality education for all by 2030.

#### **Recommendations**

- i. Ministry of General Education should increase the threshold of grants remitted to schools so as to avoid teachers majoring in extra curricula activities at the expense of the core business of teaching.
- ii. Ministry of General Education should expedite the remittance of funds to schools to avoid unnecessary stress on the part of school administrators.
- iii. Given the negative impact of the policy outweighs the benefits, the Ministry of General Education should apply adjustments on the current policy in terms of specifying the

grants due to schools and ensuring that cost-reflective grants are remitted on time to schools.

- iv. Given challenges schools face to compel parents pay their school fee contributions, there is need for Ministry of General Education should introduce an alternative policy measure for compelling parents to meet their obligations relating to the payment of school fees following the policy decision to stop schools from chasing learners who are owing school fees.
- v. In view of the negative challenges facing schools, Government should consider policy implementing using a phasing-in approach by region or grade and/or age level, or through targeted exemptions aimed at vulnerable groups.
- vi. Given the dwindling income due to Micro and Macro factors, schools should intensify Production Unit projects as a way of raising income for schools. Schools should embark on income generating activities like farming (vegetable gardening), chicken rearing (poultry) and fish farming (aquaculture) among others.
- vii. There is need for Schools to build entrepreneurship knowledge, skills and values among teachers and pupils as a catalyst for creating vibrant Production Unit activities in schools and local communities.

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## Key Informant Guides for ZANEC Study, 2021

### Identification

1.1. Interviewer	1.2. Date...../...../..... Date / Month / Year	1.3. Time. Start .....		
1.5. Province	1.6. District	1.4. Finish Time .....		
1.7. School				
1.8. Setting				
i. Rural <input type="checkbox"/>				
ii. Peri-Urban <input type="checkbox"/>				
iii. Urban <input type="checkbox"/>				
<b>1.9. Number of Participants</b>				
<b>Participant Group</b>	<b>Male</b>	<b>Female</b>	<b>Male</b>	<b>Total</b>
i. Head Teacher				
ii. Deputy Teacher				
iii. Class Teacher				
<b>Total</b>				

Please ensure that all the participants would fill in the attached participants' list form.

## KII Guide: Head / Deputy Teacher /Class Teacher

### Introductions

This study is being undertaken through the Zambia National Education Coalition (ZANEC). ZANEC is a network of Civil Society Organisations working in the education and skills sector. The organization's mandate is to coordinate civil society advocacy for quality, equitable and inclusive education for all Zambians.

In March 2019, the Ministry of General Education announced a reduction in school fees in all public schools. Thus, this research is meant to generate evidence on the impact of the reduction in fees policy on schools. This is in order to generate relevant data, priorities and specific needs as they relate to the public schools. Your views will help inform education financing policy in Zambia. Be assured that your identity (i.e School Name and Personal details) will remain anonymous for confidentiality purposes. Kindly tick below to indicate Consent of participation.

1. I am willing to participate in this study.

Yes

No Access and participation, frequency of administering tests/assessment and actual pass rates

2. How many children are in this school, disaggregated by year and gender for the past 5 years?

	Boys	Girls
2021		
2020		
2019		
2018		
2017		

3. Please comment on the enrolment, attendance, retention and drop-outs of pupils in your school. Why?
4. What is the Teacher-Pupil ratio on average in this secondary school?
5. What are your comments on the frequency of administering tests/assessment in this school?
6. What are the specific barriers that deny OVCs and children with disabilities from equitably accessing education?
7. What are the main measures in place to support OVCs and children with disabilities access equitable access to education?
8. Levels of income before and after the policy pronouncement on reduction of the school fees
9. What is the Range of income received through GRZ annually?
  - i. Below K25,000
  - ii. K25,000 – K49,000

- iii. K50,000 – K99,000
- iv. K100,000 – K249,000
- v. K250,000 – K499,000
- vi. K500,000 – K749,000
- vii. K750,000 – K999,000,000
- viii. K1,000,000 – K1,499,000
- ix. K1,500,000 – K1,999,000
- x. Above K2,000,000

10. What is the range of income received through Parents/Guardian as School fees annually?

- i. Below K25,000
- ii. K25,000 – K49,000
- iii. K50,000 – K99,000
- iv. K100,000 – K249,000
- v. K250,000 – K499,000
- vi. K500,000 – K749,000
- vii. K750,000 – K999,000,000
- viii. K1,000,000 – K1,499,000
- ix. K1,500,000 – K1,999,000
- x. Above K2,000,000

11. Please explain the levels of income before and after the policy pronouncement on reduction of the school fees (GRZ and Parents/Guardian)?

12. What is your average school expenditure annually?

- i. Below K25,000
- ii. K25,000 – K49,000
- iii. K50,000 – K99,000
- iv. K100,000 – K249,000
- v. K250,000 – K499,000
- vi. K500,000 – K749,000
- vii. K750,000 – K999,000,000
- viii. K1,000,000 – K1,499,000
- ix. K1,500,000 – K1,999,000
- x. Above K2,000,000

13. Please explain the levels of expenditure before and after the policy pronouncement on reduction of the school fees?

14. Coping mechanisms schools have adopted and their impact on the overall teaching and learning

15. What are the projects your school is running to generate resources for your operational activities?

16. If you were to quantify the resources generated within the school through School Income Generation Projects, what would be the percentage on the overall school annual budget?

- 1% – 5%
- 6% – 10%
- 11% – 20%
- 21% – 30%
- 31% – 40%
- 41% – 50%
- Above 50%

17. What are the impact of the policy pronouncement of reduction of the school fees on the overall teaching and learning processes in your school? Input into schools by Govt & the corresponding impact on service delivery after reducing school fees

18. What has been the corresponding impact on service delivery after reducing school fees? Explain.

19. On a range of 1(very low) – 5 (very high), please rate the quality of teaching after the policy pronouncements on reduction of school fees? (Tick)

1 [Very Low]	2 [Low]	3 [Average]	4 [High]	5 [Very High]

20. Alternative sources of income for schools that can help in supplement the reduced school fees

21. What are the potential alternative sources of income for schools that can help in supplementing the reduced school fees? Recommendations

22. Any other suggestions/ comments on the reduced school fees policy?