
IRI Learners Tracer Case Study:

An investigation into the retention and movement of IRI learners in Community schools in 2008



QUESTT M&E

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EXECUTIVE SUMMARY

The study was done in all the provinces except Luapula. During the months of October and December 2008, Provincial Outreach Coordinators submitted 2 case study forms that described how these learners are learning and / or coping in the schools where they are. They also provided information on formal and informal barriers and challenges that learners often face when transferring from an IRI centre/ school to a GRZ basic school. The study also describes how those learners that have completely dropped out of the school system are coping with their 'non-school environment' and their reasons for dropping out.

The study was undertaken in 13 districts, where 22 IRI Community schools /centres were sampled, in eight provinces of Zambia. A total of 21 GRZ schools were also visited where teachers were interviewed about their new learners who had joined the schools from various IRI Schools. The distances of the sampled Community School to the nearest GRZ School varied from half a kilometre to 18 kilometres, giving an average distance of 4.7km of every IRI school to every nearest GRZ school

The number of respondents that were traced to various GRZ schools was 27. There were 17 male and 10 female traced learners whose ages ranged from 8 years to 18 years.

Results show that a lot of learners still are retained at both Community schools, including IRI centres, and GRZ schools.

In 2005, there was 92.3% retention for IRI learners in both GRZ and Community schools. The retention hit the lowest the following year when about 89% of the learners who were enrolled in these community schools were retained either in the Community or GRZ schools. The highest retention for IRI learners in GRZ and Community schools was recorded in 2007 at 94%.

Further examinations of retention among grades and years, show that learners' population tend to reduce as the grades go upward. For example, the Grade 1 learners in 2005 who progressed to Grade 2 in the following year reduced by 8.3% and further by 10.3% as they went to Grade 3 in 2007. This seems to be the general trend for all the grades.

Most learners who moved were forced to relocate or transfer to a new school because their parents or immediate guardians had died. Some relatives who lived near these schools invited them to come and stay with them. Two thirds of the teacher spoke well of their

new learners from community schools/centres in terms of how easily they adapted to the new environment and learning practices.

Three quarters of the learners that were sampled recorded very good performance at their new schools. Their teachers attested to this fact and attributed this to the hard working spirit and discipline the learners have occasionally exhibited during home work or other school assignments.

23 drop outs were also interviewed comprising 9 male (39%) and 14 female (61%) respondents. Their ages ranged from 8 to 19 years. More than one quarter (26%) of the drop outs were 16 years old and 83% of these were female followed by those by 14 and 17 years old at 17% each. The drop outs in the 14 year demographic had equal numbers of male and female respondents while 75% of those in the 17 years category were female.

Most (26%) of these drop outs left school in the upper level of the middle basic education system suggesting that a lot of interventions needed to be put in place to avoid institutional and social wastage. It indicates that these drops left at a time when investment in their education was becoming significant and thus collaborates with the reasons that were given which were mostly based on socio-economic factors.

1.0. BACKGROUND

The aim of this study was to trace what happens to learners who have started their education in an IRI school.

A similar study was conducted in 2004 to trace the 2003 Grade 5 learners and is described in the final report of the first phase of the project. This study found that between 75% and 95% of the learners traced in five provinces were still continuing their education in either GRZ schools or community schools. In 2004, there were no Grade 6 or 7 broadcast lessons, so the learners were unable to use IRI to continue their education.

The results of this study were positive but we also needed to understand what is happening to learners in the lower grade levels in the IRI schools. For example, there were 28,905 Grade 1 learners in 2005 but in 2006 there were only 18,814. What happened to the other 10,091 learners? Of the 35,633 learners in Grade 1 in 2006, 14,545 do not appear in the Grade 2 statistics for 2007.

The figures for 2000 to 2004 are not complete because learners were encouraged to complete two grades in each year. The major decrease in numbers occurred between Grade 1 and Grade 2. No reports had been received of learners dropping out of school after completing Grade 1 and it was assumed that many children managed to obtain a place in a GRZ school after completing Grade 1 in an IRI school, or that the under-age children repeated Grade 1.

The following table shows the number of learners by grade for each year since IRI program started.

Table 1: IRI learners by grade

	Grade						
2000	1 254	X	X	X	X	X	X
2001	7 787	X	X	X	X	X	X
2002							

2003	12 671		7 176		2 916	X	X
2004	24 600		9 199		4 705	X	X
2005	28 905	11 532	10 109	3561	5 257	X	X
2006	35 633	18 814	12 036	7 760	4 834	2 870	X
2007	38 343	21 088	15 014	11 308	7 375	5 179	3 268

The table indicates some strange progression rates for some of the higher grades. For instance, 11,532 Grade 2 learners in 2005 increased to 12,036 Grade 3 learners in 2006 and reverted to 11,308 Grade 4 learners in 2007.

¹ No Grade 4 programmes were broadcast in 2005

2.0. INTRODUCTION

The study was done in all the provinces except Luapula. During the months of October and December 2008, Provincial Outreach Coordinators submitted 2 case study forms that described how these learners are learning and / or coping in the schools where they are. They also provided information on formal and informal barriers and challenges that learners often face when transferring from an IRI centre/ school to a GRZ basic school. The study also describes how those learners that have completely dropped out of the school system are coping with their 'non-school environment' and their reasons for dropping out. In order to systematically conduct this, four salient questions were asked;

1. What has happened to these learners that tend to 'disappear' from the learners' statistics in subsequent years?
2. What are the reasons for the dropping out or migration to other schools?
3. In cases where these learners migrate to other schools, in particular GRZ, how have these learners been accepted in these schools?
4. How is their academic performance?

2.1. The Case Study Process and Methodology

This case study format collected information about the learners who are either currently learning at GRZ schools, or they have dropped out completely out of the school system in order to understand how they have managed to cope with their new situations either in the schools system or otherwise.

The respondents for this interview guide are the learners, teachers and, where possible, former learners. To support the study, in case of the learners migrating to another school, the researcher collected statistics on class position on any continuous assessments/ tests/ exams performance by the learner in the school. Furthermore, it was also important to trace those learners who might have completely dropped as this may attempt to give an insight of the challenges learners faced while in the school system and/ or outside.

2.1.1. Identifying learners

The following guidelines were used;

- (a) POCs were to use their knowledge from visiting IRI centres/schools and collect the data of learners enrolled from the schools from 2005 to 2007.
- (b) It was to be noted that some or most learners were to be in subsequent grades in the same school or another school.
- (c) Thirdly, the researcher was to develop a list of centres/schools alphabetically and then use this list to randomly sample and pick 5 learners that have 'disappeared' from the school records and have either migrated to other schools or completely dropped out.
- (d) They were also reminded to write down how they did the sampling and also attach the list of schools or learners that were sampled.

3.0. FINDINGS AND DISCUSSION

The study was undertaken in 13 districts, where 22 Community schools/centres were sampled, in eight provinces of Zambia. A total of 21 GRZ schools were also visited where teachers were interviewed about their new learners who had joined the schools from various IRI Schools. The distances of the sampled Community School to the nearest GRZ School varied from half a kilometre to 18 kilometres, giving an average distance of 4.7 kilometres of every IRI school to every nearest GRZ school.

3.1. Traced learners

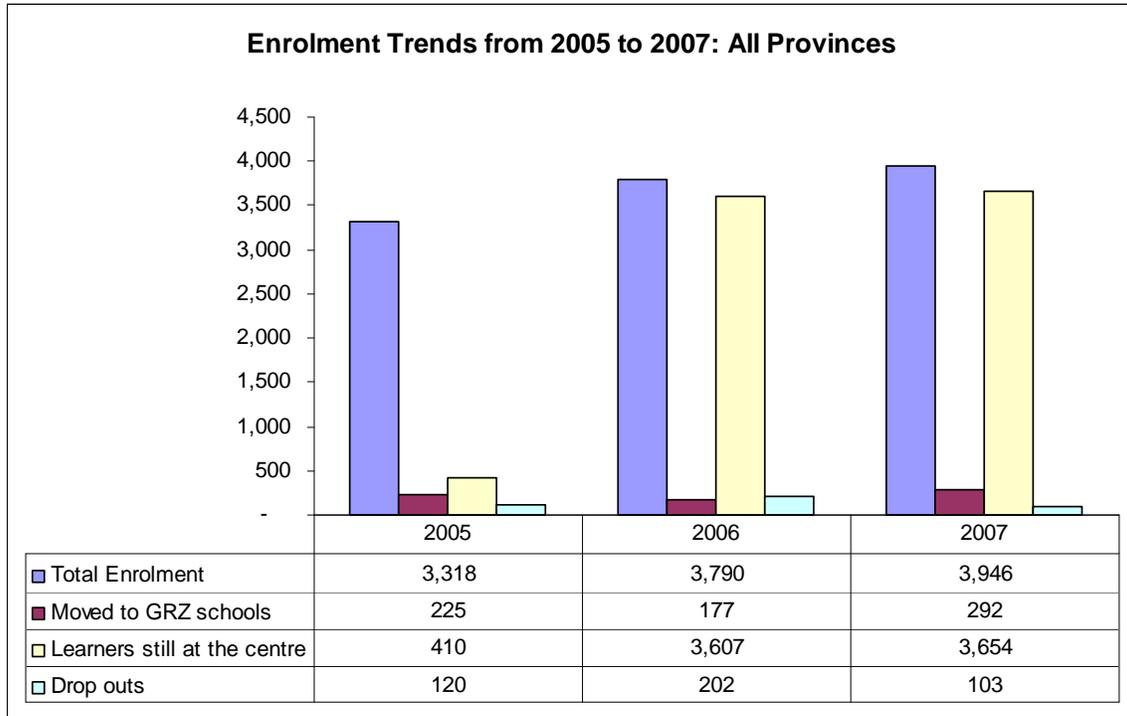
3.1.1. Descriptive statistics

The number of respondents that were traced to various GRZ schools was 27. There were 17 male and 10 female traced learners whose ages ranged from 8 years to 18 years.

Enrolment in the schools progressed steadily from 3,318 in 2005, in all the schools that were sampled and visited, to 3,946. There were an equal number of male and female learners that had enrolled in the community in 2005. 7% of the total learners moved to the GRZ schools while the rest remained at the Community schools. From the retained learners, 120 learners (8%) later dropped out of the school system. 60% of the drop outs were female. Similarly, there were more female learners who both moved to GRZ schools and remained at their 'original' schools.

In 2006, 5% of the learners moved to GRZ schools while 11% dropped out of the schools. 51% of the enrolled learners were male. There were as many male learners who moved to GRZ schools as those who remained at the community schools. More male drop outs (55%) were recorded during the year.

In 2007, 7% of the learners moved to GRZ schools and the rest remained at the community schools. There were still more male learners (51%) who were enrolled at the community schools. 6% later dropped out of school system and 53% of these were male. The following figure gives general trends of enrolment in the sampled schools across the country.



Results show that a lot of learners still are retained at both Community schools, including IRI centres, and GRZ schools.

In 2005, there was 92.3% retention for IRI learners in both GRZ and Community schools. The retention hit the lowest the following year when about 89% of the learners who were enrolled in these community schools were retained either in the Community or GRZ schools.

The highest retention for IRI learners in GRZ and Community schools was recorded in 2007 at 94%.

Further examinations of retention among grades and years, show that learners' population tend to reduce as the grades go upward. For example, the Grade 1 learners in 2005 who progressed to Grade 2 in the following year reduced by 8.3% and further by 10.3% as they went to Grade 3 in 2007. This seems to be the general trend for all the grades.

3.1.2. Reasons for movement to the new school

The learners that were traced to another school had varied reasons to explain how and why they moved those schools. Some of the major reasons have been outlined as follows;

Orphan status: Most learners who moved were forced to relocate or transfer to a new school because their parents or immediate

guardians had died. Some relatives who lived near these schools invited them to come and stay with them. A pupil at Luyaba Basic School in Kalomo district says,

'...My father passed away and my mother moved to my grand mother's place which is near this school...'

Another one at a GRZ school in Livingstone narrates,

'... My uncle requested that I get transferred, following the death of my parents....' and; *'... Since I am an orphan, my uncle decided to have me with him here in Chamboli, hence my enrolment at Bupe Basic School.'*

Long Distances: The distances which some learners have to cover are very long for the younger children to cope with. One pupil in Mongu district narrates that; *'... I was withdrawn by my mother from Kashembe Community School to Mutwiwambwa School because of the long distance...'*

'... Left the IRI centre (at) Msamaria Wa Bwino to come to Chiswa Basic School because of walking long distances from the present home daily. Chiswa is near my home and can reach the school within 30 minutes...' so says one learner in Chipata district.

Individual Preferences: Other learners just decided to go to a GRZ school for no serious reason at all. One pupil in Kabwe district says, *' my parents just decided to take me to David Ramushu Basic School for no reason. I don't really why I found myself here...'*

3.1.3. Reasons for current performance

While 66% of the respondents did not give the reasons for their good and bad performances at their new schools, one third of the respondents gave their thoughts. Some submitted that they has just spent a few months at their respective schools and hence could not catch up with other learners on what was previously learnt. *'... Came to this school late last year and so did not catch up in terms of taking notes which I didn't have at the previous school....'*

Others cited a difference in lesson delivery from their various IRI community schools.

'... high competition and I have not adapted in the new environment....'

3.1.4. Learner adaption in the new school

Two thirds of the teacher spoke well of their new learners from community schools in terms of how easily they adapted to the new environment and learning practices. Some of the remarks from the teachers were;

'... Jesford is doing better than his colleagues in the classes. He is getting on well with the other learners...'

'... The learner has quickly responded well with many other friends. She is quite active in class and sports...'

'... She is adapting herself very well considering the fact that she has just been at the school for only one term...'

On attendance, the same number of teachers responded that most of the learners had excellent attendance records comparable to their 'seasoned' GRZ learners.

3.1.5. Learner performance at their new school

Three quarters of the learners that were sampled recorded very good performance at their new schools. Their teachers attested to this fact and attributed this to the hard working spirit and discipline the learners have occasionally exhibited during home work or other school assignments.

'... He is naturally a hard working boy...' and

'... She was first enrolled in Grade 1 and then promoted to Grade 4 after seeing her performance...'

'... The reason for his performance is that he attends lessons regularly...'

The teachers said that about 25% of the learners in these schools still had difficulties to catch up.

'... I think it is problem of language barrier...'

'... The position attained is largely due to unsatisfactory living conditions...'

'... She requires more attention and remedial work in reading and Maths in order to catch up with the other learners...'

Some of the challenges stemmed from their homes and were as such beyond their scope. Some of the learners did not have enough exercise to cater for all the subjects. Others could still come

from long distances because their guardians were still living far away from these schools and this resulted in their often disrupted attendance.

3.2. Drop outs

3.2.1. Descriptive statistics

23 drop outs were also interviewed comprising 9 male (39%) and 14 female (61%) respondents. Their ages ranged from 8 to 19 years. More than one quarter (26%) of the drop outs were 16 years old and 83% of these were female followed by those who were 14 and 17 years old at 17% each. The drop outs in the 14 year demographic had equal numbers of male and female respondents while 75% of those in the 17 years category were female.

Most (26%) of these drop outs left school in the upper level of the middle basic education system suggesting that a lot of interventions needed to be put in place to avoid institutional and social wastage. It indicates that these drops left at a time when investment in their education was becoming significant and thus collaborates with the reasons that were given which were mostly based on socio-economic factors.

Table 2. Grade when learner left the centre/school

Grade	Frequency	Percent
1	2	8.7%
2	3	13.0%
3	3	13.0%
4	4	17.4%
5	1	4.3%
6	6	26.1%
7	4	17.4%
Total	23	100.0%

3.2.2. Reasons for leaving school

Economic factors: The condition of failing to provide necessary basic requisites for learners to continue learning made a few learners to stop school. Some learners could not afford to pay support fees for mentors (the minimum was K2, 000 and the maximum was K5, 000) that were levied by various Centre Support Committees.

'... My parents were unable to raise payment in kind or money amounting to only K5, 000 per year which the CSC had

demanded....' says a former grade 4 learner of Kalungwizi IRI in Chipata district.

'... I am a double orphan kept by my aunt. However, the class discontinued due to limited number of learners. [My] Mentors found me a place at Katongo Basic School and support from an NGO. Unfortunately, my aunt withdrew me because she could ill afford to support me further...' says a former Grade 6 learner of Kashembe Community school in Mongu district.

The failure to provide such basic needs also influenced other learners to engage in some income generating activities to sustain their lives although this did not motivate them to come back to school. Female drop outs that faced such situations were pressured into early marriages.

One former learner has this say, *' I got married because of the influence and pressure from family members....'*

Orphan status: The most prevalent reason behind these learners dropping out was their orphan status. Most of them could not cope with the loss of their parents and subsequent treatment they received from the people that adopted them. Sometimes, the capacity to make these orphans continue was not there since guardians were beyond their productive years (grand parents).

'... I stopped because I am a double orphan, my guardians were not supportive. They failed to provide me with the necessary learning materials like books and pens...' complains a 14 year old former Grade 4 learner of Katondo in Kabwe district.

'... Support became difficult since the death of my parents since I started to live with my grand mother...' reveals a former Grade 3 learner who is now 17 years old and lives in Chipata district.

'... both [of my] parents died, so life became difficult for me...' says one former male learner who is now 18 years old and lives in Livingstone district.

'... I could not manage to attend classes after the death of my father...' says a 16 year old female drop out in Livingstone district.

Pregnancy: Most of the teenage female drop outs left school because they fell pregnant and refused to go back;

'... I got pregnant and although the school administration encouraged me to continue coming to school, I couldn't because I

felt shy... narrated one former learner of Oasis Community School in Kitwe district.

'... I left school because of early pregnancy...' says a 17 year old former Grade 7 learner of Nakatindi in Livingstone district.

3.2.3. Current status of Drop outs

Activities involved in: Most of the former learners indicated that they were not engaged in any meaningful employable activity. Since a large number of them lived with their grand parents, they ended up helping their old guardians in doing household chores and attending to family crop fields. Some have gone to do some casual work in some shops at markets while others have become house maids. A snap shot at their responses reveals much;

'... Am employed as a shop keeper at Kamanda market....' and *'... I currently load and off load merchandise for Chamo Enterprise in town...'*

'... Currently doing some piece works here and there...selling chips sometimes for my aunt for livelihood...'

'... Currently, [I am] working as house maid at Mulambwa Compound in Mongu. I looked for this job after being withdrawn from Katongo Basic School...'

'... Nothing apart from helping my parents with chores...'

3.2.4. Reflections of a drop out

Willingness to start school again: 78% of the respondents indicated their willingness to go back to school if another chance was given to them. They still feel that these circumstances, that were unfortunate and unavoidable, robbed them of that chance to finish school. Only 22% gave various reasons as to why they could not give education a second chance.

'... No, my husband can not allow me to...'

'... No, because I am never broke. I always make money...'

'... No, because I am now raising money [for my upkeep], maybe in future when my living stabilizes...'

'... Not at all, because I will face the same problems of having nobody to provide material and financial support...'

Motivation to start school: Some of the former learners who were asked about what motivated them to go back to school indicated they get a lot of encouragement from their peers who are still going to school. Others said what gave them the idea of re starting their education was that they saw a lot of people who are educated become prosperous citizens and such education was only the answer to their poverty situations they found themselves in.

Dislikes and likes about the IRI School (centre): 73% of the former learners revealed that they liked what was happening at the IRI School / centre. Responses ranged from liking the methodology to an atmosphere that was friendly and interactive.

Others said that inadequate or lack of furniture and teaching and learning materials did not motivate them enough to like the learning centres. They also expressed their misgivings about the length of the radio lessons.

'... I found learning at the centre very interesting. I liked Maths although instructions were given by the radio teacher. The song about counting was equally good...'

'... Liked listening to the radio lessons, particularly singing together with the teacher and fellow learners...'

'... I liked the short distance to school, Taonga Market methodology, the small number of learners making one knows others fast. I disliked poor infrastructure, inadequate teaching and learning materials...'

'... I did not like the length of the lessons. They were very short...'

4.0. TRACING LEARNERS BY PROVINCE

4.1. Central Province

In Central province, Bwafwano Community School and Katondo BOCCS were selected in Kabwe. Learners from the two schools were randomly picked. These were traced to the various schools and places that they had migrated to.

4.1.1. School Profiles

Bwafwano Community School is in Makululu compound, south of Kabwe district. It is located 1 kilometre away from the GRZ School. According to the results of the study, the school expanded over the three-year period to offer all grades at middle basic level i.e. Grades 1 to 7.

In 2005, the school had a total enrolment of 438 learners and more than half of these were female learners. 22 learners (5%) later moved to a GRZ school and the rest were retained at the same school. There were equal numbers of both sexes who migrated to a GRZ school. 51% of the learners who were retained at the school were female. However, 26 (i.e. 6% of the retained learners at the community school) later drop out of school and female learners accounted for 57% of these. The grades offered were from one to five.

In 2006, the introduction of a higher grade saw the enrolment figures go up by 14% to a total of 510 learners. During this year, only 2% went to a GRZ school and the rest of the learners remained at the community school. 11% of the learners later dropped out and 53% of these were male. Additionally, there were more male learners (55%) who had remained at the school.

In 2007, the school started offering grade 7 classes and the total learners went up to 602. 57% of the registered learners were male. 28 learners (5%) went to a GRZ school and there was equal representation of both sexes in the 'migrants'. 11 learners (2%) later dropped out of school. 55% of these were male learners.

Katondo BOCCS is 1 kilometre away from the nearest GRZ School. The school is found in Katondo compound in Kabwe district.

Results show that the school started with offering Grades 1 to 5 classes and then reduced to only grades 1 to 4 in the subsequent years under study.

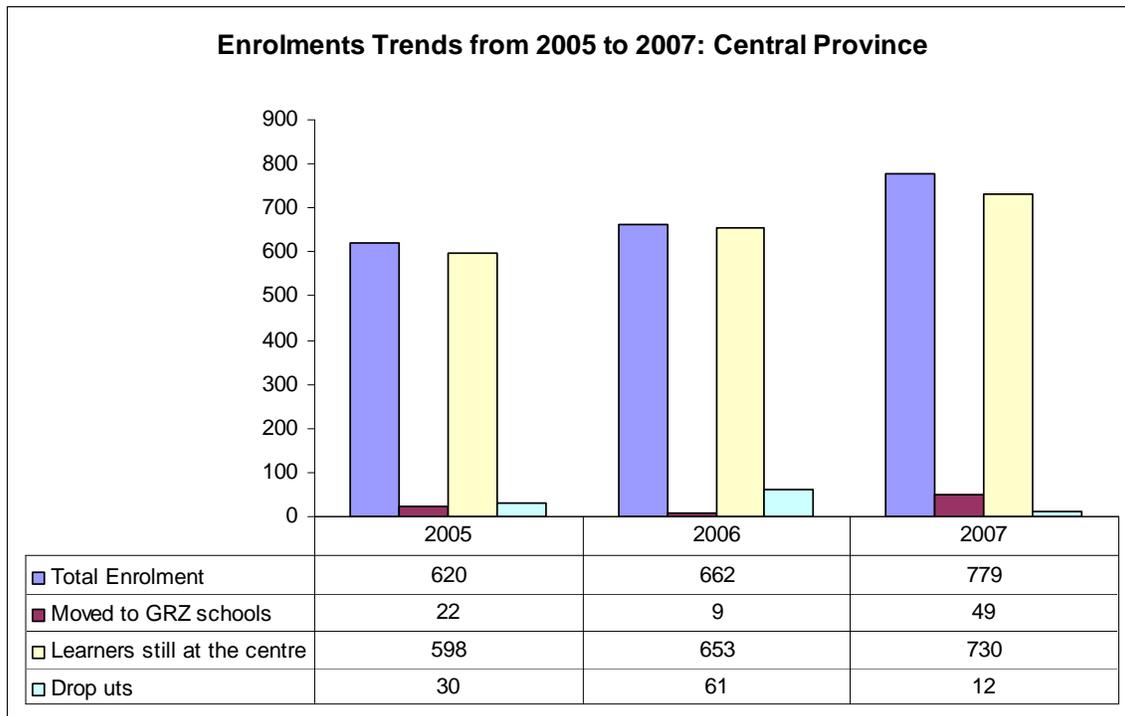
In 2005, enrolment stood at 182 learners with female learners accounting for 60%. No learner migrated to a GRZ school but 4 learners (2%) later dropped out of school.

In 2006, the school started to offer grades 1 to 4, thereby reducing enrolment figures by 20%. Female learners continued to have a dominant proportion of the registered accounting for 56% of the 152 learners. 4 learners (4%) later dropped out of the school and no learner was recorded to have moved to a GRZ school.

In 2007, there was a huge drop of the learner population by 42%. 52% of the 117 learners were female. 12% of the learners migrated to a GRZ school and 12 learners (57%) were female. Only 1 learner dropped out of the school system.

The summary for the two schools in Central province show that female learners accounted for 54% of the total learners in 2005. 4% of the learners went to a GRZ school. There was equal representation between sexes of the number of learners who went to a GRZ school. 5% of the learners dropped out of school and 63% represented the female learners.

In 2006, there were more than half male learners out of the total enrolment figures. 1% moved to a GRZ school and 56% of these were female learners. 9% later dropped out of the school where 53% were male.



In 2007, 55% of the learners that enrolled at the school were male learners. 6% of the learners moved to a GRZ school and 53% of these were male learners. 2% of the retained learners dropped out of school. 58% of the drop outs were male.

4.1.2. Learner Profiles

Below are the profiles of the three learners that were sampled and traced to various schools and places.

Learner: Simfukwe George

George is 11 years old and is currently doing Grade 2 at David Ramushu Basic School. He left Bwafwano when he was Grade 1 in 2007. He found himself at the GRZ school because *'...my parents just decided to take me to David Ramushu for no reason...I just found myself here...'*

His performance at the previous school was better than now; *'...I used to pass number 1 or 2 but now... like in the last tests I passed number 5...'* He says he does not perform the way he used to because he is just playful.

Teacher's comments:

Mrs. Mwandu Siwale is George's teacher at the basic school. She says that the boy has adapted well in the new environment and has lots of friends. His attendance is very good and the teacher still speaks highly of his performance, *'...very fine performance and he was number 5 in the third term tests...'* He faces challenges in reading, however.

Drop out: Mbalazi Joyce

Joyce is 10 years old and just lives in the compound with nothing to do. She left school in Grade 2 because she was not given a report form for the second term. The reason was that her parents did not come to the school Open day to collect it. She says that she enjoyed songs and the actual learning at the centre.

Drop out: Simfukwe Kayemba

Kayemba is a 14 year old boy who left Bwafwano in Grade 3 in 2006. *'...I was told to bring K2, 000 for school fees but I didn't have so I decided to stop...'*

He is currently employed as a shop keeper by someone at Kamanda Market in Makululu compound. He is willing to go back to school

after seeing that his friends are still continuing with education.

At Katondo BOCCS, five learners were sampled with two learners being traced to a GRZ school while the other three were found to have dropped out of school. Below are the profiles of respondents.

Learner: Dube Mervis

Mervis is a 13 year old girl who left the community school to go and live in Ndola² where she enrolled at Mupapa SDA Mission School.

'.. After the death of my mother, my grand mother offered to stay with me in Ndola rural. Since we are devoted Adventists, my grand mother decided to take me to the named school... I am now able (to) enjoy more spiritual moral education lessons. I was mostly below average because in Kabwe, I wasn't encouraged to study as I used to stay with my aunt (my late mother's younger sister) who always involved me in her daily chores-especially housekeeping and trading.'

She says that all the subjects she found hard at the community school are now easy to understand because she devoted all her mind to studies.

However, her teacher could not be contacted for any comments.

Learner: Mbewe Sandra

Sandra is 10 years old. She left Katondo Community School and moved to Katondo Basic School in 2006.

'.. My parents decided to transfer me to this school after our volunteer teacher at my former school left for his ZATEC studies. This affected my performance because the new untrained teacher couldn't march the former teacher in terms of delivery in teaching.'

Teacher's comments:

² The learner was contacted and interviewed on the phone

Ms. Honoria M'kamanga is Sandra's teacher at the basic school. She observes;

'.. The learner found it easy to adapt well because most learners in class are coming from where Sandra resides. This has greatly helped her to easily harmonise her relationship with other learners. Her attendance is as good as her performance. However, she has to do a lot of practice in reading.'

Drop out: Mambwe Mackford

11 year old Mackford dropped out of school when he was doing Grade 3 in 2006.

'.. My step father was not caring. I was being mistreated by not giving me food after school. He strongly refused to support or provide me with the necessary school requisites.'

He is currently working as a shop assistant by loading merchandise at a local shop in town. He says that he can not go back because he is making some money to enable him look after himself well.

While at the community school, he liked games, songs and Maths very much.

Drop out: Kapaso Catherine

Catherine is 16 years old and about to get married to a farmer. She left the Katondo BOCCS while doing Grade 4 in 2007.

'.. I was discouraged because of my poor performance especially in Maths, Science and English... I am now engaged. I will get married to a farmer soon and my parents are happy.'

Drop out: Musonda Lewis

Lewis is a 14 year old boy who left the community in 2007. He was doing Grade 4. He says;

'.. I stopped because I am a double orphan. My guardians were not supportive. They failed to provide me with necessary learning materials e.g. books and pens.'

On what he is currently doing, he remarks;

'.. Sometimes, I wash vehicles in town when capital(money for starting a business) is enough, I sell sweets, biscuits etc on the passenger train.'

He further said that he was not willing to go back to school because he was able to raise money for himself.

4.2. Copperbelt Province

Three schools were selected from two districts; two in Kitwe and one in Mufulira.

4.2.1. School Profiles

Oasis Community schools is situated in Malembeka Compound in Kitwe district. It is a half a kilometre from the nearest GRZ school. The school has Grades 1 to 3 classes only.

At Oasis, there were 98 learners where 44 (45%) were male learners and 54 female learners (55%) in 2005. The number of learners who migrated to a GRZ school was 10 (10.2%) while 89.8% remained at the school. There were no drop outs recorded in 2005. In 2006, there were 113 learners of which almost half were male learners but in 2007 the overall enrolment slightly dropped to 111 learners with 53 (48%) male learners and 58 (52%) female learners. In 2006, only 4.4% went to a GRZ school while 95.6% remained at the school and percentage for drop outs was 6%. Of this percentage, the larger proportion (71.4%) of these drop outs was male learners.

98.2% remained were retained at the school and there was only 1 learner who dropped out while the remaining 2 learners (1.8%) went to GRZ school. The learners who went to a GRZ school were both male while the drop out was female in 2007.

Another school in Kitwe which was sampled was Kenani Community School located in Kwacha East Compound and is 4 kilometres from the nearest GRZ School. The school had grades 1 to 3 in 2005 and 2006 and then added another grade level in 2007.

In 2005, 53% of the learners were male and 47% were female to add to a total of 156 learners. 11% of these learners went to a GRZ school and 59% of these were female. More than half of the learners who remained in the school were male learners. There were no recorded drop outs in this year. The total enrolment for the following year remained constant and there was equal representation of both sexes. 12% of the learners went to a GRZ school and more than half of the 'migrants' were female learners. Only 1 male learner was recorded to have dropped out. With an addition of another grade, there was an increase in the number of learners with 52% of these being female. The total number of learners was 201. Similarly, in 2006, more than of the learners

who moved to a nearby GRZ school were female. The 'migrants' accounted for 12% of the total learners registered earlier in the year. 88% still remained at the community school.

Kawama East (or Gasto) Community is found in Kawama East compound in Mufulira. It is located 3km from a GRZ school. The school offered grades 1 to 5 in 2005 and 2006 and went on to register learners for the grade 6 class the following year.

There was equal overall representation for both sexes at the school in 2005. 12% of the 208 learners moved to a GRZ school with female learners accounting for 68%. More than half (53%) of the learners who remained at the community school were male. However, 5% of the retained learners dropped out and there were an equal number of male and female learners who stopped school due to one reason or another.

In 2006, there was a slight increase in the number of learners to 210. Overall distribution of learner by sex was almost equal with 50.5% for male and 49.5% for female learners. There were more male learners who decided to move to a GRZ school than their female counterparts from a total percentage of 11%. 89% of the learners remained at the school with 4% dropping out and more than half (71%) of these were female learners.

220 learners were enrolled in 2007 after an additional class was added to the existing school population. More than half of the learners were male. An equal number of both sexes constituted the 4% of the learners that went moved to a GRZ school. Only 1% (3 learners) dropped out from the 96% that remained at the school.

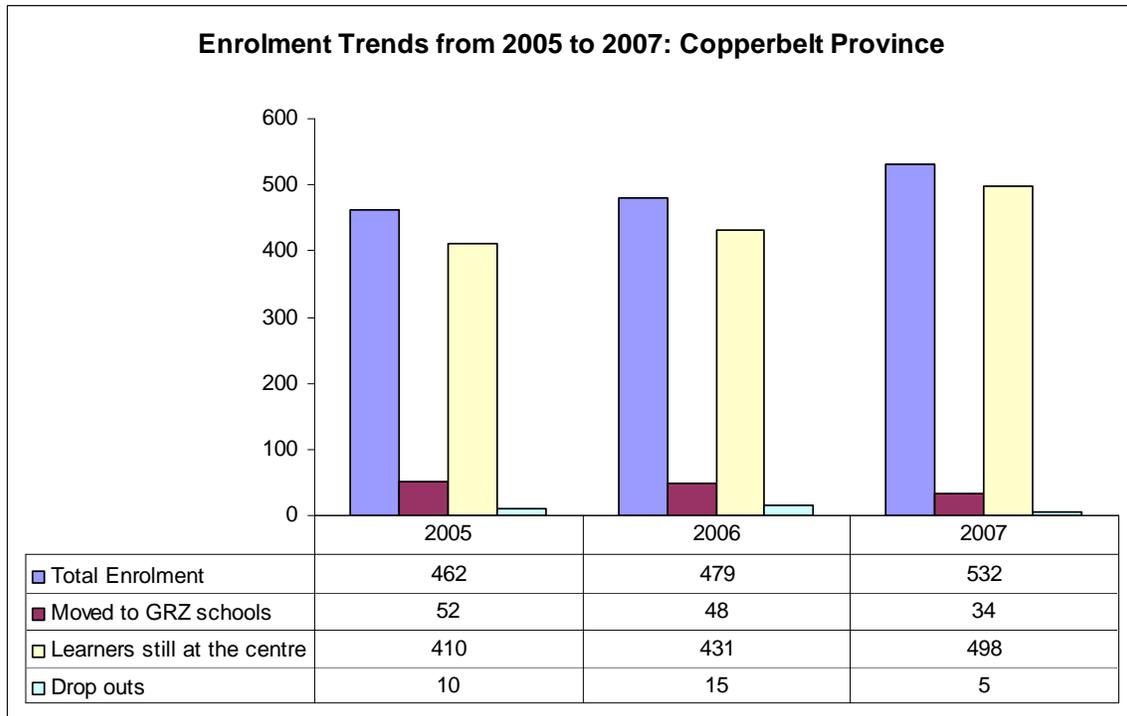
In 2005, 2% of the retained learners dropped out of the school system. 89% of the learners remained in the community schools and 11% migrated to a GRZ school. An equal representation of both sexes was registered while two thirds of the learners who went to a GRZ school were female. Slightly more than half of the learners (52%) who remained in the school were male and an equal number of male and female learners (5 each) dropped out from the school system constituting only 2% of those retained at the community school.

In 2006, 90% of the learners remained at the community school while 10% went to a GRZ school. 3% of the retained community school learners dropped out later. The male learners accounted for more than half of those who moved to a GRZ school during the year while the female learners made up a larger proportion of

those that were retained at the school. More than half of the learners who dropped out were male.

In 2007, the total number of learners from the three schools was 532. 52% of these were male and 48% were female learners. 6% went to a GRZ school and the rest (94%) remained at the community school. An equal number of male and female learners migrated to a nearby GRZ school while more male than female learners were retained at the school. 5 learners (1%) dropped out. 60% of these drop outs were male learners.

The following figure gives an overall trend for the province.



4.2.2. Learner profiles

At Oasis, two learners were sampled with one learner being traced to a GRZ school, Bupe Basic School. The former learner (drop out) was also traced to a home within the compound. Below are the profiles of the two respondents and the comments from the teacher at a basic school

Learner: Mwanza Rabson

Rabson is 12 years old and he is currently doing Grade 4 at Bupe Basic School. He left Oasis Community School in the third term of 2007 and he is one year old at his new school. He found himself at the GRZ School because he is an orphan.

'...My uncle decided to have me with him here in Chamboli, hence my enrolment at Bupe Basic school', he says.

He finds the size of school and overall population of learners overwhelming. However, on the general teaching and learning situation, Rabson has this to say,

'.... Teachers do not teach us as much as at the IRI centre and most of the learners in my class do not know how to read words/ story books....'

On class performance, he says that he finds most subjects easy apart from Maths.

Teacher's Comments: Mary Mulilo

Mr. Kampango is Rabson's teacher at the basic school. He says that the boy has adapted well and is generally very friendly to others. His attendance record is very good and the performance is well above average. However, he still has to do more work in Maths and Science.

Drop out: Zulu Elina

Elina is 17 years old and she left school when she was in grade 7.

'....I got pregnant and although the school administration encouraged me to continue coming to school, I couldn't because I felt shy...'

Elina is now a single mother who intends to come back to school to sit for her Grade 7 examinations. She believes that if one is not educated in these times life becomes very hard for them and as such she has no option apart from considering the prospect of completing her education.

At Kenani Community School, two learners were sampled with one learner being traced to a GRZ school, Ishuko Basic School. The other respondent is a former learner from the school. Below are the profiles of the two respondents and the comments from the teacher at the basic school.

Learner: Mwamba Mathews

Mathews is 17 years old and doing Grade 8 at Ishuko Basic school. He left the community school to the GRZ School in 2007 and she is 11 months old in the new school. When he was at the community

school, his performance was very good (average position-4th). However, the situation at the new school is quite competitive as he ranks among the first twenty learners. He finds subjects such as Home economics and Maths very hard while English and Science are found to be easy.

Teacher's Comments

Mrs. Mpambi is Mathews' class teacher. This is what she had to say about him:

'..He has adapted perfectly well and the interaction with the other pupils is very impressive. His attendance is excellent and the boy is always punctual for the lessons. Mathews joined Ishuko Basic School this year (2008) in Grade 8. His performance is very good. He is able to read and write and he is among the top twenty pupils who are good and hard working...'

Drop out: Nkandu Loveness

Loveness is a 14 year old girl who is a double orphan. She dropped out of school when she was in Grade 5 in 2007.

'...I left school because my grand mother who was taking care of me died...'

She is currently doing nothing and is very willing to start school if another chance came her way.

At Kawama East Community School, one learner was sampled and traced to a GRZ school called Eastlea Basic School. Below is the profile of the respondent and the comments from the teacher.

Learner: Mumba Agness

Agness is 12 years old and doing Grade 4 at Eastlea Basic school. She left the community school and went to the GRZ School in 2006 and is 2 years old in the new school. She finds that there are fewer teachers at the community school than at the GRZ school although she misses the Taonga lessons. Her recent performance has not changed much from the time she was at the community school.

Teacher's Comments

Mrs. Phiri is Agness' teacher at Eastlea. The following is her observation.

'..She has adapted perfectly well and the relationship with the others is good. Her attendance is good and she is usually punctual for the lessons. She joined Eastlea Basic School in 2006 in Grade 2. Her performance is very good. She is able to read and write with less difficulty. She can do better if ample time is devoted to revisions and assistance at home...'

4.3. Eastern Province

The Provincial Outreach Coordinator in Eastern confirmed that the learners had enrolled at the sampled IRI centre and that some of the drop outs were actually living in the surrounding villages. Three centres, namely Chang'uta, Kalungwizi and Msamaria Wa Bwino, were sampled for the study. Five learners who have dropped out from the IRI Community schools were interviewed in the villages of their residence in the presence of their parents or guardians.

Three teachers were also interviewed from three Basic schools namely, Chiswa, Kapoko and Makungwa. Interestingly all the three teachers provided good information on the performance of the learners in the new schools.

4.3.1. School Profiles

Chang'uta Community school is found in Mkiso village of Chief Mzamane in Chipata district. The school is 4 kilometres away from the nearby GRZ School and offers grades 1 to 4. All the learners that were enrolled in 2007 were retained at the school and no drop outs were recorded.

In 2005, 14% of the learners moved to a GRZ school and 3% of the retained learners dropped out. 60% of the enrolled children were female and they constituted a larger group that went to a GRZ school.

In 2006, all the learners were retained at the community school but 17% of these dropped out.

In 2007, there was also 100% retention and no drop outs were recorded.

Kalungwizi IRI is located 10 kilometres away from the nearest government school. This school is found in Mchacha village in Madzimawe's chiefdom in Chipata. In 2005, the school was running grades 1 to 3, up to grade 4 in 2006 and then grades 1 to 5 in 2007.

In 2005, the total enrolment stood at 98 learners and 65% of these were female. All the learners were retained at the community school although 11% later dropped out of school.

There was an average of 4% of the learners who dropped out of school in the following two years. However, the proportion of the learners who later moved to a GRZ in these two years still remained small. There was an average of 98% retention rate at the community school in 2006 and 2007.

In 2005 and 2006, there were more female learners who dropped out while an equal number of drop outs between sexes were recorded in 2007.

Msamaria Wa Bwino is 2 kilometres from the nearest GRZ school and is found in Kholowondo village in Mzamane's chiefdom in Chipata. The community has all the grades from 1 to 7 being taught.

In 2005, there were 455 learners out of which 53% were female. 3% of the learners went to a GRZ school and 53% were male. 5% of the retained learners dropped out and 63% of these were female.

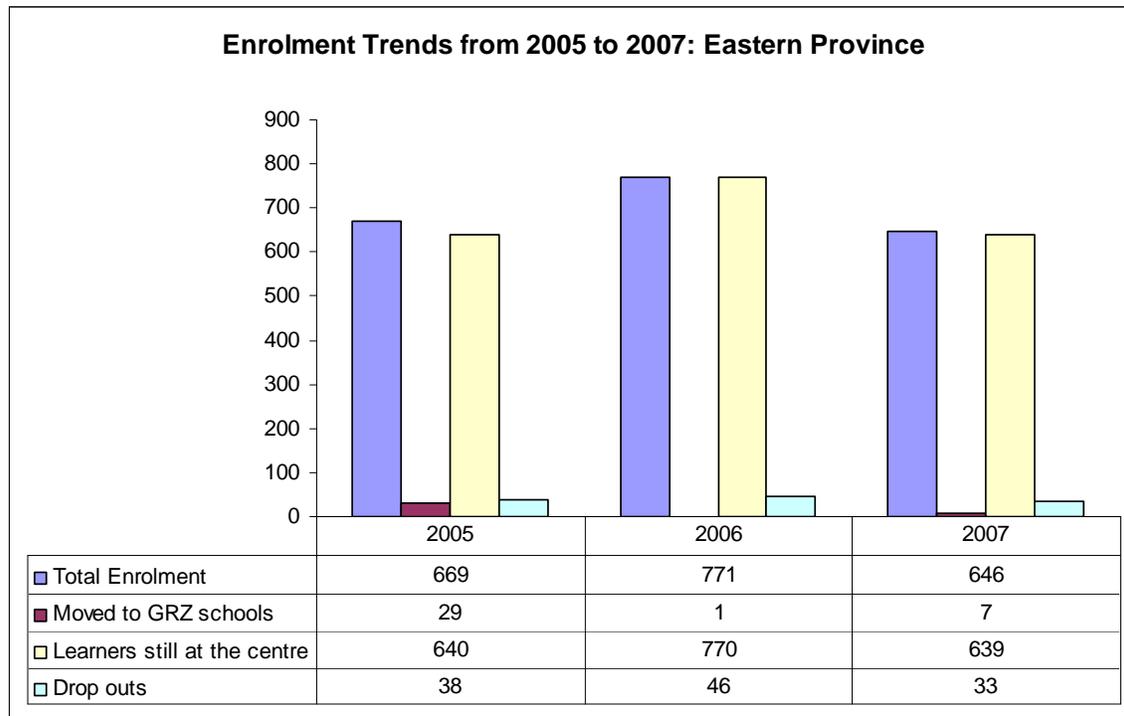
In 2006, there was no learner who went to a GRZ school but 3% later dropped out. Enrolment had increased by 9% from the previous year to 500 learners and 51% were male learners. 60% of the drop outs were male.

In 2007, enrolment dropped to 348 learners out of which 51% were female learners. Almost all the learners were retained at the school with 0.6% of the learners migrating to a GRZ school. 7% dropped and the male learners accounted for a bigger percentage of these drop outs.

Msamaria Wa Bwino (now adopted as a GRZ school) had the privilege of receiving foodstuff from the World Food Programme (WFP). This acted as an incentive for learners to enroll in the school thereby increasing the enrolment in the first two years under study but does not explain why enrolment plummeted later in 2007.

The learners who have moved into GRZ schools from IRI Community schools confirm that there is no difference between the teaching going on in GRZ schools and IRI Community school except that teachers in the former are permanent than the ones in the latter. The reason is that the Community support for mentors is negligible.

Generally, learners who started schooling in IRI centres and later moved into GRZ schools have continued performing very well in most subjects.



4.3.2. Learner Profiles

At Chang'uta, three learners were selected and two were traced to a GRZ school while the third was drop out.

Learner: Nyau Samson

Samson is 16 years old and currently doing Grade 4 at Kapoko Basic School. He left Chang'uta in 2005 because he *'...just decided to transfer to Kapoko Basic school because there were few teachers at Chang'uta IRI centre and these teachers were not constantly teaching at the centre...'*

He outlines the major differences as follows; *'...firstly, teaching of English and Literacy at the centre is poor; secondly, at the centre, we used to sit on the floor and lastly, we used to receive some food from the World Food programme at the centre which we don't do here...'*

At the centre, he used to be number 12 or 15 but at the new school, his last position was 1st out of 69 learners.

Learner: Mwanza Mwazanji

Mwanzanji is a 12 year old girl who is currently doing Grade 4 at Kapoko. She left the community school in the same year as Samson. What made her leave? She says, ' *after discussing with my parents, I decided to move to Kapoko Basic school after the mentor had temporarily stopped teaching at the centre because parents were not giving some support*'. At the centre, Mwanzanji knew little because the school has no reading materials, unlike at Kapoko Basic School. There seems to be a lot of competition at the school, as her passing position has changed from an average of 7th to number 10 out of 69 learners.

Teacher's comments:

Miss. Agness Mulenga is the teacher for two learners at Kapoko Basic School. She has this to say about the two learners;

'.. Samson has adapted himself well to the new environment, yet Mwanzanji has not fully done that. She is often alone and does not mix with others. The attendance of both learners is very good. They are also keen to learn.

Samson's performance is impressive. He is usually number 1 since having been enrolled in this school. Mwanzanji's performance is average since having been enrolled into this school and the position in the class is usually number 12 or 15..'

The two learners face some challenges in their education like the long distances they are made to walk when coming to school and going home. Both learners have very little support from their parents '*who are themselves very vulnerable*'.

At Kalungwizi IRI, five learners were sampled; three learners were traced to a basic school, Makungwa. Two learners were found to have dropped out of the school system.

Learner: Zimba Davison

Davison is a 15 year old boy who moved away from the community school and is now doing Grade 4 at Makungwa Basic School.

'... My father told me to get a transfer and move to Makungwa', he explains about his movement.

He further says, '*At Kalungwizi IRI, my position in the class used to be position 3rd or 7th. At the current school, my positions in class are 1st, 2nd or 3rd.*

Learner: Zulu Koniel

The learner is a 15 year old boy who is also doing Grade 4 at the basic school. He moved to the new school because the teachers at the IRI centre had stopped teaching for sometime. He says that he has maintained his class position of being number 4 both at the IRI School and GRZ School. He finds Social Development Studies and Literacy to be hard subjects while English, Maths and Science are found to be easier.

Learner: Mwanza Julia

Julia is a female learner aged 12 and currently doing Grade 4 at the basic school. On why she moved to the new school, she explains;

..' I joined the new school after the death of my father and when my mother remarried and got away from Mchacha village to a new home. Now, I am being kept by my grand mother near Makungwa which makes it easy for me to walk to school...'

Julia finds a lot of competition as her fluctuating class position can tell that while at the IRI School she was among the top four learners, she is now finding herself among the top twenty.

Teacher's comments:

Mrs. Susan Soko Banda is a teacher for the three learners and she has this to say;

'... the three learners namely Davison, Koniel and Julia currently enrolled at Makungwa have adapted themselves well at the new school. Their relationship with fellow learners is good. In addition, the three learners have leadership qualities that have enabled them to lead others. Their attendance records are very good'.

The two male learners seem to be consistent in class performance, unlike their female colleague.

Drop out: Makukula Loveness

Loveness is a lovely young girl aged 14 and living in the village after dropping out of school. She left the IRI School when she was doing her Grade 4 because *'... my parents were unable to raise payment in kind or money amounting to only K5, 000 per year which the CSC had demanded....'*

She is currently doing nothing except to help her mother with the daily chores. She is willing to come back and her parents, who were present during the interview, expressed their willingness to motivate the learner to start school soon.

Drop out: Phiri Emmanuel

8 year old Emmanuel left school in Grade 1 in 2007. He brags, '*... just left school on my accord though my parents were not happy and still are not happy... I just sit at home playing.*' Young Emmanuel's parents still insists that he must start going to school like his sibilings.

At Msamaria Wa Bwino, two learners were selected and were traced to a GRZ school. Below are their profiles.

Learner: Khwawe Amon

Amon is 17 years old and is currently doing Grade 6 at Chiswa Basic School. He requested his parents to allow him to transfer to a basic school and they agreed. There are 60 learners in the class and he is usually passing number 18 or there about every time since he went to the basic school. At the former school, he was among the top four learners.

Learner: Banda Azedi

Azedi is 15 years old and currently in Grade 6 at Chiswa. She left the former school because she used to walk long distances when coming to school. Chiswa is near her home and she can reach home and school within thirty minutes. She used to pass number 8 out of 45 learners at the former school but now finds herself closer to the 30th rank out of 60 learners. The class is very competitive.

Teacher's comments:

Mr. Lackson Zulu is a class teacher for both learners. He says that both are very cooperative and mix well with others. Their attendance records are very good.

He also confirms that their performance rating has not been very impressive although is optimistic that they will improve.

'Azedi requires more attention and remedial work in reading and Maths in order to catch up. Amon is generally intelligent but needs to work harder'.

4.4. Lusaka Province

4.4.1. School Profiles

The first study was done in Lusaka district in Chipata compound at Chipata Open Community School. The school is 6 kilometres away from the nearest GRZ School, Emmasdale basic school.

Enrolment at the community school in 2005 stood at a total of 150 learners from grades 1 to 5 and more than half of these learners were female. 3% of the registered learners went to GRZ School and there were no drop outs.

In 2006, a higher grade was introduced and the total enrolment increased to 180. 53% of these were female learners while 47% were male. About 3% of the learners later went to a GRZ school and only 1 learner dropped out (1%).

There were no drop outs in 2007. 10% of the learners later went to a GRZ school and the rest were retained at the school. 90% of the learners that migrated to a GRZ school were female while 54% of the retained learners were male.

The second study was done in Kafue district in Nkomeshya's chiefdom in Chanyanya village at an IRI centre known as Chikupi, which is 8 kilometres away from the nearest GRZ basic school, Chanyanya.

At Chikupi, 51% of the learners, whose total was 137, were male learners in 2005. 10% migrated to a government school and 90% of them remained at the school. 7% later dropped out of the school system. There were equal numbers of male and female learners that dropped out.

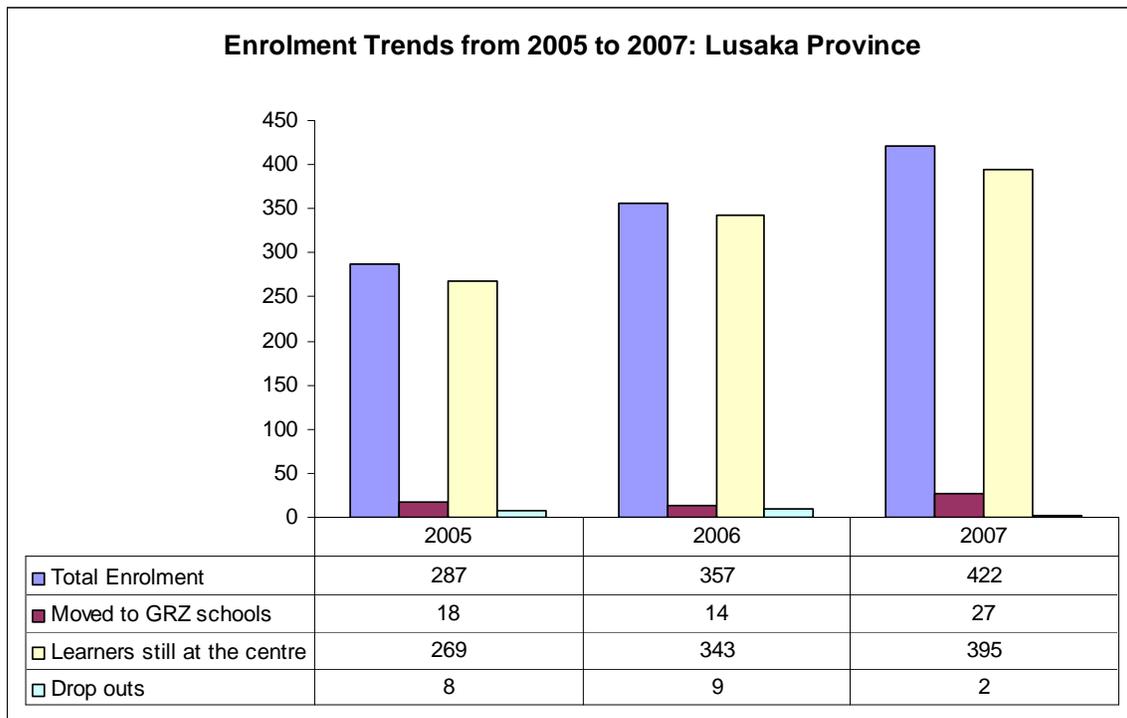
In 2006, the total enrolment was 177 with 52% of the learners being male. 4% went to a GRZ school and 96% were retained. 5% later dropped out from the school system. Three quarters of the drop outs were male learners. There were equal numbers of male and female learners that were initially retained at the school.

The following year saw a reduction in the number of drop outs. Only 1% of the learners dropped out from the learners that were retained at the community school. The total number of learners was 217 and 52% of these were male. 3% went to a GRZ school and 57% of these migrants were male learners. Furthermore, there were slightly more male learners that were retained at the community school than the female learners.

Trends for the province do indicate that in 2005, 3% of the learners that were retained drop out from the school system. There were more female learners that were initially enrolled in the schools. 6% of the learners later moved to a GRZ school and three quarters of these were male. More than half of the learners that remained at the schools were female.

In 2006, the same percentage of drop outs was recorded for the two schools and two thirds were male learners while 4% of the learners went to a GRZ school. 96% of the learners were retained at the schools and more than half of these were female learners.

In 2007, there was a decrease of 2% in the percentage of drop outs compared to the preceding two years. More than three quarters of the learners that went to a GRZ school were female. More than half of learners retained at the community schools were male. 6% of the learners went to GRZ schools and the rest remained at the community schools. The following graph gives the overall statistics for the province.



4.4.2. Learner Profiles

At Chipata Open Community School, two learners were traced. One is at a nearby basic school, Emmasdale and the other one dropped out of school. Below is the profile of each learner.

Learner: Chipango Gideon

This learner is 16 years old and he is currently in grade 6 at Emmasdale basic school. He left Chipata Open Community School in 2008 and he is only 6 months old at his new school. He found himself at the GRZ School with the help of a teacher there who is his father's friend.

'...My father's friend is a teacher at Emmasdale basic school. Whenever he was visiting us, he would ask if I had been to school and would check my books as well as my end of term and year results. He was satisfied that I was doing just fine and got me a place at the basic school...'

Gideon says at his new school they put on uniforms, they have many teachers, desks and enough text books unlike at the community school. While at the community school his last class position was 8th but at the new school he was number 21 out of 40 learners. He has only been at the basic school for 6 months so he was still adjusting and was a bit behind in class work as compared to the rest. Maths and science have been hard for him.

Teacher's comments:

Mrs. Mary Mulilo is Gideon's new teacher at the basic school. She is still assessing him since he is new although she says he has a lot of friends since the learners come from the same community. Gideon has a very good attendance record and his last score for the end of year tests was 21 out of 39 learners. She admitted that he seemed to be behind with class work. Some of the challenges noticed in the learner were that he does not have enough exercise books and no personal readers. He also comes with home clothes instead of a school uniform.

Drop out: Banda Naomi

The former learner is 16 years old and she left school when she was in Grade 6. Her guardian pulled her out of the community school so that she can assist the family to sell charcoal at the market everyday although she is willing to go back to school.

'... I was made to be helping my sister-in-law to sell charcoal at Mandevu market everyday,' she laments.

She says that friends of her age go to school while she is always at the market every day in the company of old women. She claimed to have a passion for school but had no control over it since her guardian decides for her.

At Chikupi IRI, two learners were sampled with one learner being traced to a GRZ school, Chanyanya. However, the former learner (drop out) was not available at time of visit. Below is the profile of the learner at a basic school.

Learner: Kanengo Mildred

Mildred is now 17 years old and she is in grade 7 at Chanyanya basic school. She left the community school for the GRZ School in 2007 and she is 2 years in her new school. The learner left Chikupi to go and live with her mother in Chanyanya which is 8 kilometres away from the centre. Mildred says Chanyanya is a much bigger school than Chikupi where they used meet in a small church building. They also have books and wear uniforms at Chanyanya. She said she never used to do very well at the Community school since she was always at the bottom position in terms of results but at the new school she was number 15 in a class of 35. She complained that all subjects are difficult for her especially Maths and she can not write much in English.

Teacher's comments:

Mrs. Maureen Mwalungali is Mildred's subject teacher. She said the learner has adapted very well in her new school and has a lot of friends in the school. Her attendance rating is excellent although she is a slow learner but is improving due to remedial work. Some of the challenges are that the learner rarely participates in classroom activities as she is mostly quiet. Chances of her doing well at grade 7 are slim unless she changes her attitude towards school.

4.5. North Western Province

Two schools were selected in Mufumbwe district. The first study was conducted at Chalimbana Community School while Shukwe West was the second to be selected.

4.5.1. School Profiles

Shukwe West is found in Mumba village in Chief Chizela's area. It is 8 kilometres away from the nearest government school.

In 2005, the school only offered lessons to Grade 1 learners and the total enrolment was 105. Of these almost two in three learners were male and 36% were female. All the learners were

retained at the community school and there were no drop outs recorded.

The year 2006 saw a decrease in the learner population despite the school offering grades 1 and 2. 6% of the learners later went to a GRZ school while only 1 learner dropped out and the rest remained at the school. Two thirds of the learners who went to a GRZ school were female and slightly more than half of the learners that remained at the school were female.

Low enrolment levels continued to be recorded at the school while the grades being offered at the school increased. In 2007, the school enrolment stood at 91 with 58% of these as female. 4% of the learners went to a GRZ school and equal number of both sexes went to these schools. 96% remained at the school with more than half of the learners being female. There were no drop outs recorded, however.

Chalimbana Community School is located 18 kilometres away from the nearest GRZ School. The school is in Chalimbana village in Munyambala's chiefdom.

Like Shukwe West, Chalimbana started with offering grade 1 lessons in 2005 and then progressed to offer lessons up to grade 3 level in 2007. For Chalimbana, enrolment progressed well as she introduced higher grades in subsequent years, unlike the trend that was experienced at Shukwe West.

In 2005, there were only 39 learners in Grade 1 and two male learners later went to a GRZ school. One male learner dropped out from the 37 learners (95%) that were retained at the community school.

In 2006, there was a 36% increase in the number of learners with the introduction of another grade level. All the learners were retained at the school and no drop outs were recorded.

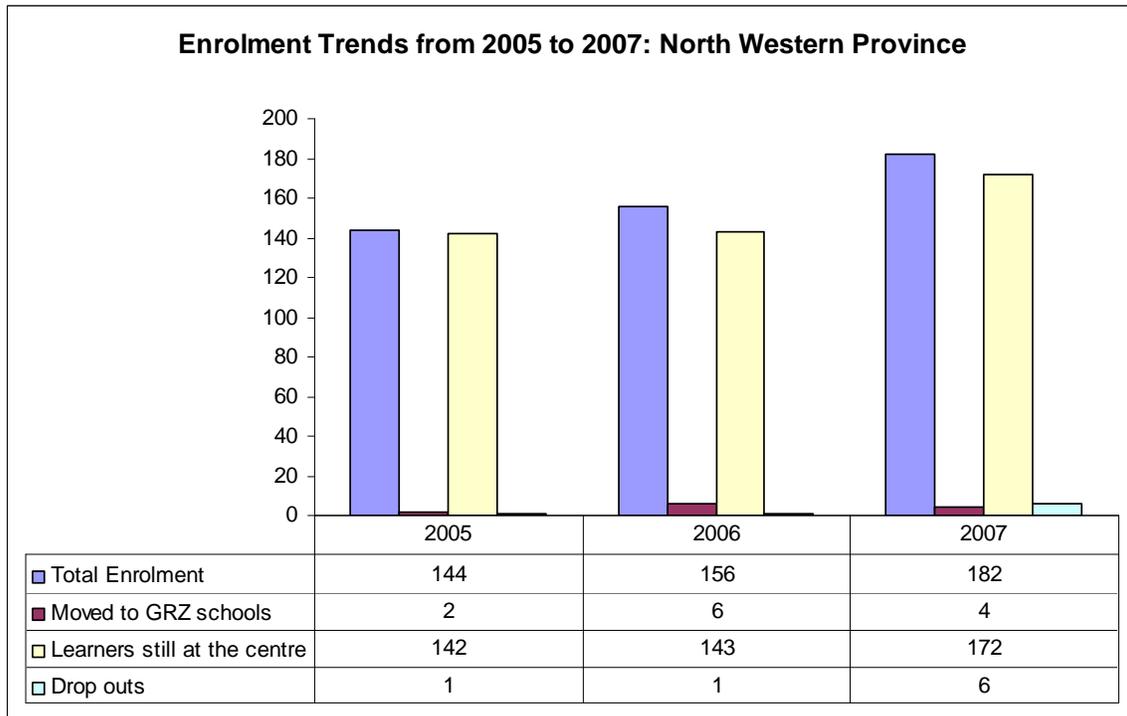
In 2007, 7% of the learners dropped out from the retained learners at the community school. There was no learner who went to a government school. Hence there was 100% retention of learners at the school.

Overall enrolment figures for the two schools indicate that 60% of the learners were male learners in 2005. 98% of the learners were retained at the community schools and only 1% of these retained learners dropped out. Additionally, only 1% of the

initially enrolled learners at the schools later moved to a GRZ school.

In 2006, there was a 2% increase in the number of learners that migrated to a GRZ school. However, most learners were retained at their schools where only 1 % dropped out.

In 2007, an increase of 2% was recorded in the number of drop outs compared to the previous years. The number of 'migrants' to GRZ schools dropped by 1% and there was 98% retention of learners, as seen in the following figure.



4.5.2. Learner Profiles

At Shukwe West, one learner was traced to a nearby government school called Shukwe Basic School. The following are the findings from the interviews with the learner and the comments from the teacher.

Learner: Chiyuka Jesford

This learner is 9 years and in Grade 3 at Shukwe Basic School. He left the community school in 2007 and he is one year old at the government school. He found himself at the GRZ School because the mother thought that the community school would close due to the exodus of mentors from the school. His performance is good as his

last recorded position is 2nd although he still finds Maths difficult while other subjects are easier.

Teacher's comments:

Mrs. Getrude Kampinda is Jesford's teacher at the basic school. The following is what she has to say on his relationship with others and attendance;

' .. Jesford is doing better than his colleagues in the class. He is getting on well with the other learners. He has got a lot of friends in the classes and attends class regularly....'

On performance she reveals that *'...He has been doing very well. He is always in the first position in class. He is naturally a hard working boy.'* However, she notes that he still has some problems in reading Kikaonde and English.

At Chalimbana Community School, one drop out was traced to a village a few kilometers from the school. Below are the feelings he shared with the interviewer.

Drop out learner: Makina Timothy

Timothy is 16 years old and he left the community school when he was in Grade 2 in the second term of 2006. The community school teacher told him to leave because he was an over aged pupil who continued to bully smaller learners in the class. When he was asked about what he was doing, he responds that *'... I am just helping my parents digging the field, also helping them to harvest the crops...'* he is very willing to start school as he still has the zeal to continue school.

4.6. Northern Province

The case study was done at two IRI Community schools namely, Paul Kalemba in Kasama district and Kabisha in Mungwi district.

4.6.1. School Profiles

Paul Kalemba is a Community school found at Paul Kalemba village in Nkole Mfumu's chiefdom in Kasama. The school is located 11 kilometres away from the nearest GRZ School.

At Paul Kalemba, there were 80 learners where 42 (52%) were male and 38 female (48%) in 2005. These were figures for Grades 1 to 3 and 5. (There were no records for Grade 4). In 2006, the school had Grades 1 to 4 and the figures dropped to 69 learners with 40 (58%) male learners and 29 (42%) female learners. There was an

increase in the following year where 99 learners were recorded to have enrolled in the school with grades now running from Grade 1 to 5. Male learners accounted for 55% and 45% were female learners. However, the number of learners migrating to GRZ increased or decreased in proportion to the number of learners enrolled each year at the school.

In 2005, 33% of the learners went to a GRZ school while 67% still remained at the school. 58% of the learners that went to GRZ schools were male and 42% represented the female learners while an equal number of male and female learners remained at the school. Out of the retained learners, 5 learners later dropped out and 4 of these were female. It is worth noting, however, that none of the Grade 3 learners during this year went to a GRZ school and none dropped out from the school. On the other hand, all Grade 5 learners later migrated to a GRZ school.

In 2006, 94% still remained at the centre but 23% of these dropped out and 93% of these drop outs were male learners. Only 6% went to GRZ schools and (80%) of these were female. In 2007, there was marked improvement in learner retention in that no learner dropped out of the centre although 25% of the learner found their way to a GRZ school nearby. There was no learner in Grades 1 to 3 who moved to a GRZ school. However, Grade 5 learners were all moved to a GRZ school.

Kabisha Community is found in Kasonka village in Senior Chief Makasa's area and is 10kilometres away from the nearby GRZ School.

At Kabisha Community School, IRI enrolments were at 232 with 130 (56%) learners as male learners while 102 (44%) learners were female. Only 10% of the registered learners went to a GRZ school during this year and that 79% were female learners. 54% of the retained learners at the school were male and only 1 female Grade 2 learner dropped out.

In 2006, enrolment increased by 4% from the previous year and only 7% of the enrolled children later went to a GRZ school. The male learners accounted for 57% of the learners who were enrolled in the school and they also represented a larger proportion of learners who later migrated to a GRZ school at 83%. 9% of the retained learners dropped out and the female learners claimed a larger percentage of these (52%).

In 2007, there was a decrease of 29% in overall enrolment figures. This can be attributed to the discontinuation of the

Grades 5 and 6 classes. However, there was a 12% drop out rate for the four grades at the school of which 56% of the learners were female learners.

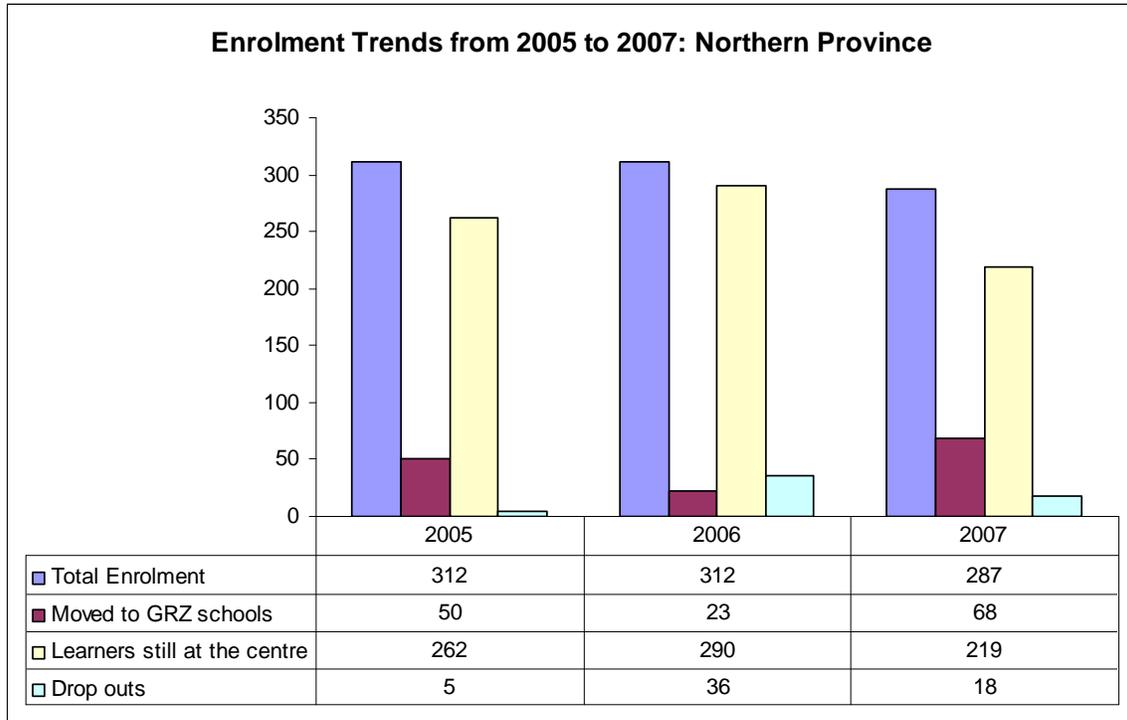
The general trend in the representation between sexes remains the same with male learner accounting for an average of 55% and the female representing 45% of the total enrolment for the two schools (1.1 to 0.9).

In 2005, 55% of the learners were male and 45% were female. 16% of the learners went to the GRZ schools from the two schools and more than half (60%) of these were female learners. 84% still remained at the schools and the male learners were a dominant group while only 2% of the retained learners dropped out of the school and 80% of the drop outs were female.

In 2006, 57% of the learners were male and 43% were female. 7% of the learners went to a GRZ school and 70% of these were male learners. 93% still remained at the schools and the male learners were a dominant group and out of these, 12% dropped out of the school. 67% of the drop outs were male. At Grade level, there were more learners who dropped at Grade 3 representing 56% of the drop outs and the male learners accounting for a staggering 80%.

There were 53% male learners and 47% female learners enrolled at the two schools in the following year. 24% of these moved to GRZ schools where 66% were male learners and the rest were female. In 2007, there were more female learners (51%) who remained at the school than their male counterparts (49%). Of the 8% drop outs, more than half of these were female learners (56%).

The overall trend details for the province are given in the following figure.



4.6.2 Learner profiles

At Paul Kalemba, two learners were sampled with one learner being traced to a GRZ school, Musa. The former learner (drop out) was also traced to a home within the village at time of visit. Below are the profiles of the two and the comments from the teacher at a basic school.

Learner: Kasonde Lucky

Lucky is a 13 year old male learner who is in Grade 7 at Musa Basic School. He left Paul Kalemba Community school in 2005 and at the time of the interview, was three years old at his new school. He found himself at the school when his entire family moved to Musa. He says the differences he has noticed at the new school as compared to his old one are that the new school has desks where to sit on and the surrounding is clean. The last performance records for him show that he was number 11 out of 18 learners and the last position at the community school was 10th in 2005 before moving to the new school. Currently, his position has not changed as he is either at the 10th or 11th out of 45 learners. Given the level of competition and the learner population, one would deduce that his consistently better. He finds Bemba and Social Studies to be hard learning subjects.

Teacher's Comments:

Mr. Evans Mukuka is Lucky's teacher at the GRZ School. He says that Lucky finds it hard to fit in school. Given the time he has spent in the school, it is apparently difficult to ascertain the real cause for this timid behaviour although the teacher is able to speculate that since there are no learners in his class that came from the Community school, he may find it hard to relate to others very well. His attendance is fair although he still has a lot to catch up on. The teacher says '*...new environment has affected him negatively as there is teasing from those already found in the school....*'

However, the teacher is very optimistic that the learner will be able to write and pass the Grade 7 examinations.

Drop out: Mubanga Baldwin

Baldwin is 15 years old. He left Paul Kalemba Community School when he was in Grade 5 in 2006. The reason he stopped was that the LTM radio broadcasts were only up to Grade 4 at their school and so he could not find any nearby centre to continue with his education. He is currently doing nothing and mostly at home. When asked if he would be willing to go back if another chance came his way, Baldwin affirms with so much enthusiasm ...'*I would want to learn since I am still young..*'

At Kabisha IRI, two learners were sampled with one learner being traced to a GRZ school, Changala. The former learner (drop out) was also found and interviewed.

Learner: Chilonge Felix

15 years old Felix is in Grade 8 at Changala Basic School. He left the community school for the GRZ school in 2005 and he is three years in his new school. The learner left Kabisha because the classes end at Grade 4 which made him move to Changala to continue with his education. Since the school has an Open class, it has been easy to continue with his Grade 8 studies there. '*There are many teachers at the basic school than at the IRI centre*', he observes. He got the the 2nd position and attributed this to the hard work teachers put in the school. He finds English, Maths, Science and Religious studies easy, while he dislikes History and Civics.

Teacher's Comments:

Mr. Musonda is Felix's class teacher. He says that the learners from Kabisha Community School are generally good. He goes on to

talk about the conduct and discipline of two of Felix's peers and friends from the same community school. He says the attendance record for Felix is very good.

However, he laments that the challenges faced by the learner are immense in that he has to walk a long distance to come to school. Although the school tries to offer weekly boarding facilities to him and others affected by long distances and other circumstances, these are of poor standards.

Drop out: Mukuka Charles

Charles is 15 years old. He left Kabisha IRI Community School when he was in Grade 6 in 2006. The reason he stopped was that his parents could not pay fees meant to support the centre and mentor. He claims that he is currently doing fish farming although he expresses willingness to come back to school.

4.7. Southern Province

Three schools and centres were selected for the study. The names of the sites were Matondo, Sikalele and Zambezi Saw mills.

4.7.1. School Profiles

Matondo Community School is located in Matondo village in Sipatunyawa Chiefdom in Kalomo district. The school is 17 kilometres away from the nearest GRZ School. The Community school offers all the seven grades.

Matondo had a total of 290 learners in 2005 and there were almost equal numbers of male and female learners. 9% of these later went to a GRZ school while the rest remained at the school. More than half of the learners who went to a GRZ school were male. There were almost equal numbers of both sexes that were retained in the community school. 3% of the retained learners dropped out of which 86% were male.

In 2006, there was a marginal increase of 1.3% in enrolment numbers which gave a total of 294. The male learners still dominated in the proportion of sex representation at 52%. 14% of the learners went to a GRZ school and 64% of these were female learners.

5% of the retained learners at the community school dropped out and the female learners accounted for 58%. 55% of the learners that were initially retained at the school were male learners.

In 2007, the learner population reduced by 6%, giving a total of 267 learners. There were more female learners, at 55%, than the male learners. 10% of these went to a GRZ school while the drop outs from the retained learners at the community school accounted for only 2% where two thirds were male drop outs.

Sikalele Community School is in Sikalele village in Simwatachela's chiefdom in Kalomo. The nearest government is 10 kilometres away and Sikalele offered grade 1 to 5 in 2005 and later expanded to offer grade 1 to 7 classes.

In 2005, the total enrolment stood at 155 learners where 54% were male. There were no movements to any school that were recorded and no drop outs. The school had 100% retention of her learners.

In 2006, 3% of the learners went to a GRZ school and only 1% of the retained learners dropped out. There were equal numbers of male and female learners who both went to a GRZ school and dropped out. The total number of learners was at 220 where more than half of the learners were female.

In 2007, the percentage of drop outs increased to 3%. With enrolment standing at 241, recording an increase of 9% from the previous year, 7% of the learners went to a GRZ school and 64% of these were female. 52% of the registered learners were male. There were more than half male learners who remained at the school. Almost two thirds of the learners who went to a GRZ school were female.

Zambezi Sawmills Community School is in Dambwa Central compound in Livingstone district. Located 800 metres away from the nearest government school, Zambezi offers grades 1 to 7.

In 2005, the total enrolment stood at 241 learners where 54% were male and the rest were female. 10% of the learners were reported to have moved to a GRZ school and more than half of these learners were male. The school had an 8% drop out rate where 68% were female learners.

In 2006, there were 274 learners and more than half of these were female. 6% later moved to a GRZ school and 60% were male learners. 56% of the learners that were retained at the school were female.

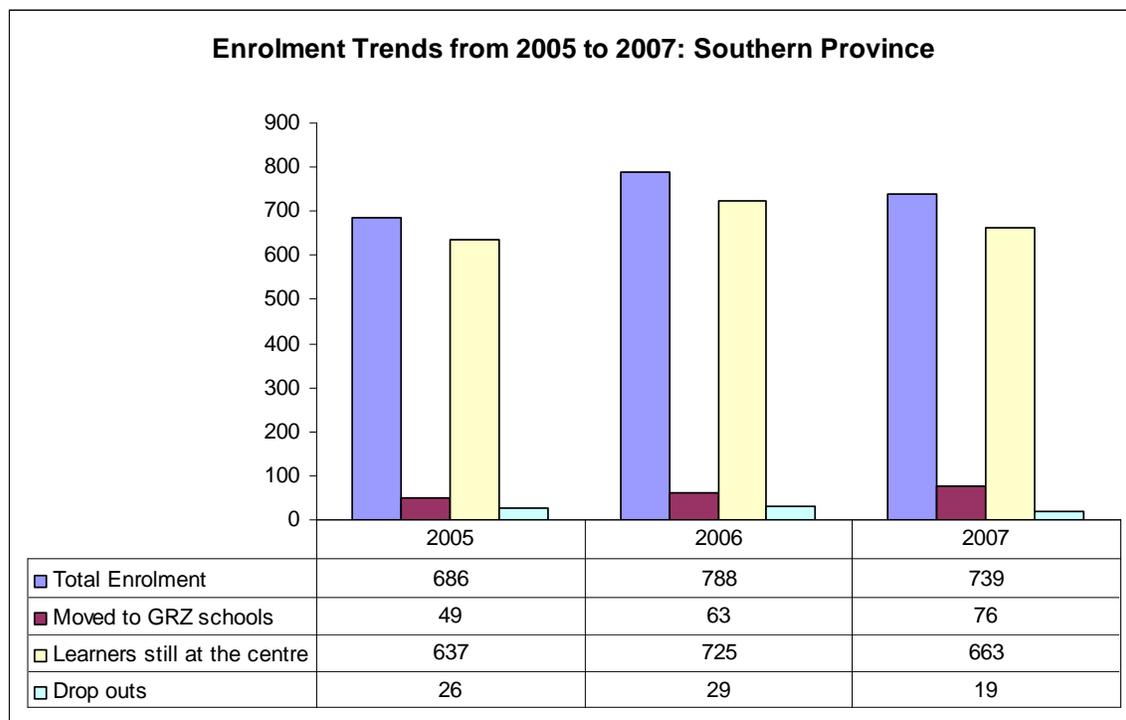
Enrolment dropped by 19% in 2007 resulting in a total of 231 learners and more than half of these were still female learners. 14% shifted to a GRZ school where two thirds were female

learners. 4% dropped out from the retained learners at the school where female learners accounted for 57%.

The schools in Southern province recorded that 4% of the retained learners later dropped out of the school in 2005. The same percentage of drop outs was recorded in the following year. In 2007, 3% of the retained learners later dropped out.

In 2005, 7% of the learners went to a GRZ school and 55% were male. Furthermore, more than half of the learners that either migrated to a GRZ school or were retained at the schools were male. More female learners dropped out of school.

In 2006, there were 8% of the learners who moved to GRZ schools. The number of female learners who were initially enrolled at the schools was greater than that of the male learners. This dominant proportion continued in the number of learners who moved to GRZ schools, retained at the school and dropped out of the system.



In 2007, there was a percentage increase of 2% in the number of learners who moved to GRZ schools and more than of these were female. More female learners remained at the community schools while there were more male learners who moved to GRZ schools. Male drop outs accounted for 53% of the total.

4.7.2. Learner Profiles

At Matondo Community School, two respondents were randomly selected where one was a learner who had migrated to a GRZ school and other one was a school drop out.

Learner: Siamulaba Jill

Jill is 15 years old and doing Grade 8 at Kalomo Central Basic school. She left the community school in 2007 after qualifying to go to Grade 8. On how she interacts at the new school, she says, '*the relationship with the teachers is not close as it was at the IRI centre.*' She finds Home Economics and Environmental Science not easy because she did not do them at the previous school through IRI lessons.

Teacher's comments:

Mr. Raymond Sialubanje is Jill's new teacher at the basic school. Her teacher says, '*... she interacts well with others and the attendance is average given the long distance she is made to cover on a daily basis when coming to school. She can do better except that she still seems to have a problem of communicating very well in class...*'

Drop out: Siamulambo Joan

Joan is 16 years old and she left school when she was in grade 7. She narrates that she left school because of the long distance between the school and her home.

'... Could not manage the distance from home to school especially when I started going in the morning when I reached Grade 7... .'

She is currently doing nothing except helping her parents with daily household chores. She says that she is willing to go to school as long as the distance to the school is shorter. When she was at an IRI centre she liked songs and dancing very much.

At Sikalele, one learner was sampled and traced to a GRZ school, Luyaba. Below is the profile of the learner at a basic school.

Learner: Siabumpindu Gregory

Gregory is now 12 years old and he is in Grade 2 at Luyaba Basic School. He left the community school in 2007 and is 16 months old in his new school. The learner left Sikalele because *'my father passed away and my mother shifted to her parents' place which is near this GRZ School.'*

When asked on what he finds to be different from the previous schools, he comments,

'.. The contact time at the IRI centre is short while at this school we spend most of the time at the school. I used to enjoy IRI lessons at my previous school..'

He says that English gave him some problems when he joined the school but he is working around that problem by doing a lot of reading and writing. Maths is one of the subjects he enjoys.

Teacher's comments:

Mr. Muyoba is Gregory's class teacher at the new school. He said the learner has adapted very well and has a lot of friends in the school. His attendance is good while his performance attracted these comments from the teacher;

'..At first, the performance was bad but currently he is trying to catch up with friends. The performance now is average. The reason for his improvement is that he attends class regularly..'

4.8. Western Province

The studies were conducted in Mongu and Sesheke districts. One school was selected in Sesheke and two schools were from Mongu.

The choice of the schools was based on the following reasons; easy access to the schools because of their location, schools such as Kashembe is situated in a community known for traditional ceremonies such as initiation and Mukanda ceremonies which are recipes for truancy and learners dropping out of school and Kakulwani in Sesheke was chosen because it enjoys community support. Mentors are highly motivated and children are learning.

4.8.1. School Profiles

Kakulwani is a Community school found Kakulwani village in Kakulwani's chiefdom. This school is located 5 kilometres away from the nearest GRZ School. In 2005, there was only one class of Grade 1 learners. The school expanded to offer to grades 1 and 2 in 2006 and then grades 1 to 3 in 2007.

In 2005, the total enrolment was 50. 52% of the learners were male. No learner went to a GRZ school as all the learners were retained at the community school.

Similarly, there were no drop outs in 2006 and all the learners were retained at the community school. There were equal numbers of male and female learners who enrolled at the school. Enrolment had increased, by 45%, to 86 learners and there were no drop outs recorded during the year.

In 2007, 3 learners moved to a GRZ school and the rest remained at the community school. The total enrolment stood at 115 and more than half of the learners were male. No drop outs were recorded during this year.

Kashembe Community School is 8 kilometres from the nearby GRZ School. It is found in Kashembe compound in Mongu district. The school offers grades 1 to 6. In 2005 there were four grades and later another grade was added in the following year.

In 2005, 4% of the learners migrated to a GRZ school out of a total enrolment of 67 learners. Two thirds of those who moved to a GRZ school were male learners. More female learners remained at the school. 2 learners dropped out of school and 1 learner was female.

In 2006, the total learners were 126. There were more female learners (53%) in the school than the male learners. 4% of the learners later moved to a GRZ school and more male learners (60%) constituted this group. There were more female learners (53%) who were retained at the school. 3% later dropped out.

In 2007, with the enrolment of 169 learners, 7% were recorded to have migrated to a GRZ school. While the female learners were dominant in the overall population, the male learners were the largest group from those who went to a GRZ school. Therefore, the female learners still remained the largest sex in the community school. 8 learners (8%) dropped out and 4 learners from each sex constituted this group.

Coillard is a Community school situated in Nalusheke Compound in Mongu district. In 2005, the school only offered grade 1 lessons to one class. Later, the following year saw an expansion to cater for the grade 2 learners and then the grade 3 learners in 2007.

In 2005, there were only 21 learners and none of these migrated to any school. No drop outs were recorded too. More female children enrolled in the school than their male siblings.

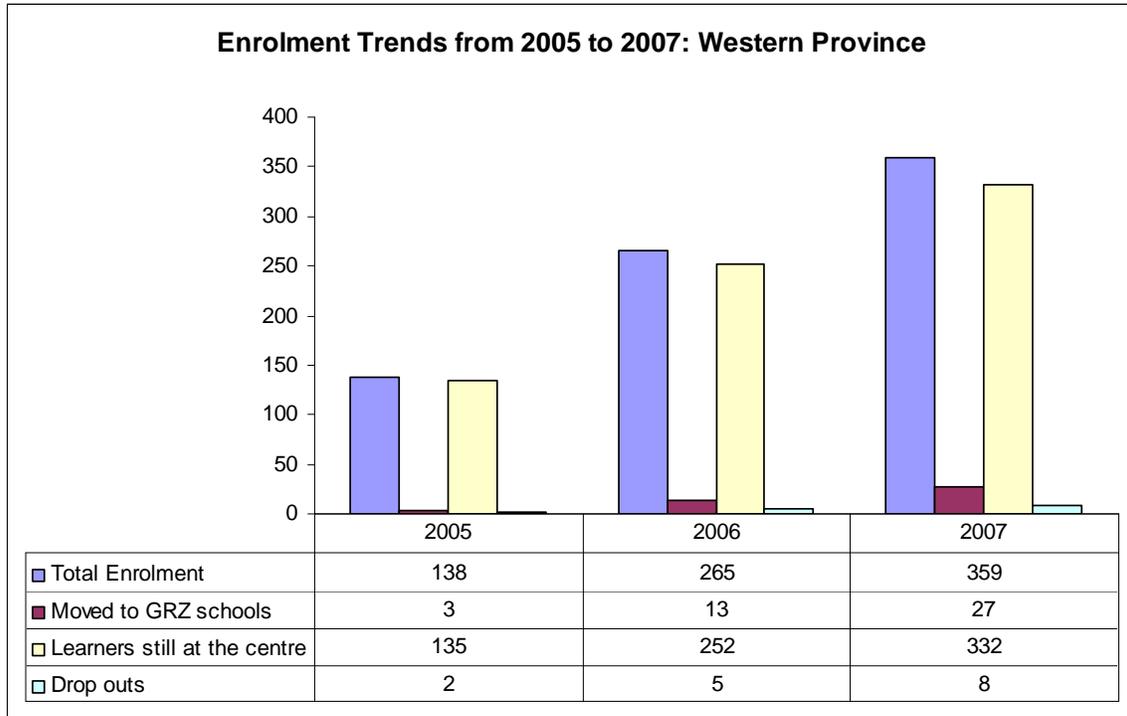
In 2006, enrolment rose by 60% to reach 53. 51% of these were female learners. 8 learners (15%) went to a GRZ school and 2 learners (4%) dropped out of school and 1 one was male.

There was an increase of 31% in the total enrolment, which stood at 75 in 2007. Although 17% of the learners went to a GRZ school and the rest retained at the school, there were no drop outs.

The enrolment figures for the province are low considering that three schools were chosen for the study. However, the retention rates of these schools seem to be very impressive as there were very few learners who dropped out of the system.

In 2005, only 1% of the learners dropped out of school and 2% went to the GRZ schools. There were equal numbers of both sexes in the enrolment for the year while two thirds of the migrants to GRZ schools were male learners. There were more female learners who were retained at the community schools.

In 2006, 2% of the learners dropped out of the school. Female learners had slight dominance over their male counterparts in the enrolment figures for the schools. 5% of the learners later moved to the GRZ schools and 62% of these were male learners.



As can be seen from the above figure, 8% of the learners went to GRZ schools in 2007. 2% dropped out of the school system.

52% of the learners were male and continued to dominate even in the groups that went to GRZ schools as well as those that remained in the community schools.

4.8.2. Learner Profiles

At Kakulwani Community School, one learner was traced to a GRZ school.

Learner: Mutelo Abigail

Abigail is 10 years old and is currently doing Grade 3 at Mwandi Basic School. She is only three months old at the new school. She left the community school because the guardian who was keeping her left for studies in Mongu. The girl is a double orphan. She finds that at a new school, there are lots of learners and the infrastructure is good. The teaching methodology is different from the one at the former school and learners are divided into ability groups.

The competition at the new school is stiffer and this has made Abigail's performance to go down in terms of achievement ranking since she came here.

Teacher's comments:

Mr. Namasiku Kashweka is Abigail's new teacher at the basic school. The following are her comments about Abigail;

'.. She is adapting herself very well considering that she has been at the school for one term only. She socializes with the rest of the pupils. Her attendance record is good. She rarely misses class unless she is ill... her performance is average. Perhaps, she is still adapting herself to the new situation/environment..'

Her home environment is also contributing to her poor performance. She is staying with an 86 year old grand mother who is also looking after two more grand children who are double orphans too. The grand mother has no means of sustaining the three siblings as they depend on charity and goodwill..'

The teacher further reveals that she is having problems in English language and literacy probably because she did not do NBTL in Grade 1.

At Kashembe Community School, three learners were sampled; one learner is at a GRZ school and the other two are drop outs.

Learner: Kaumba Chinyundu

Chinyundu is a 10 year old boy who is in Grade 4 at Mutwiwambwa Basic School. He left the community school in 2007 and is 11 months old at the new school.

The boy was withdrawn by the mother from Kashembe Community school to the new basic school because of the long distance he used walk. His performance has not significantly changed since he came to the school because the records showed that he maintained passing number 1 or 2 just like he used to at the former school.

Teacher's comments:

Mr. Kayombo is Chinyundu's new teacher at the basic school. he remarks that;

'.. Yes... He mixes and socializes with others. His attendance record is good. He never missed classes even during 'Mukanda' circumcison rituals. The learner has performed very well. He has been passing either number 1 or 2 during the end of term tests....'

Reading and Maths are areas where the learner has problems... he receives no help from parents in terms of assistance with homework/ assignments because they are illiterate....'

Drop out: Chimbinde Bunonga

Bunonga is 16 years old and a double orphan kept by an aunt. She was doing Grade 6 at Kashembe when the class was continued due to a limited number of learners in 2008. Mentors at Kashembe found a place for her at Katongo Basic school. They also organised some initial support for her from an NGO, Henwood. Unfortunately, her aunt withdrew her from Katongo because she was not going to afford.

Bunonga is currently working as a housemaid at Mulambwa compound in Mongu. She looked for this job after being withdrawn from Katongo. She still expresses willingness to go back if another chance came her way.

Drop out: Shinde Mwila

Mwila is a 15 year old girl who left school in Grade 5 in 2007. She left school after a traditional initiation ceremony. She felt embarrassed and feared to be ridiculed by her fellow pupils. There was very little encouragement from home. She is a double orphan and is being looked after by a grand father who is a witch doctor.

She does household chores and crop field work and any other job she is asked to do. She is willing to go back to school if she is financially and materially supported. She will need school requisites such as books and pens etc.

At Coillard, two learners were sampled with one learner being traced to a GRZ school, Mutwi. The other one is a former learner who was traced to her parent's home. Below is the profile of the learner at a basic school.

Learner: Musiwa Silukena

Silukena is 9 years old and she is in grade 1 at Mutwi Basic School. He left the community school for the GRZ School in 2008 because he was influenced by his friends, and in particular, his grand mother who was not able to make contributions towards Mentor support. Silukena is a double orphan. However, his performance is not as impressive as it was at the community school where he once passed number 2. At the new school his latest class position was number 15.

Teacher's comments:

Ms. Chimfupeni Lishandu is Silukena's teacher. She said the learner has adapted very well in her new school and has a lot of friends in the school. Her attendance is poor; he misses class a lot. Absenteeism has affected his performance.

Drop out: Likumbi Carol

8 year old Carol is a single orphan who is being kept by her father. She left school in 2007 while doing Grade 2 because of ill treatment from her step mother as she was forced to do too many household chores. She is willing to go back to school if her step mother agrees.

5.0. CONCLUSION

In order to understand the retention, movement and whereabouts of IRI learners we need to know and understand their background. Some of the reasons why learners were retained in their community schools were;

Affordability-Very little requirements are needed to start and continue school at community schools,

Short distances- Most of these schools are within reach because they are established on the basis of providing education to near to the learners 'door steps'; and to some extent,

School feeding programme- This is very critical in view of the hunger situation and high poverty levels of our people. Most learners are attracted to these centres because of the sponsored-SFP that is being undertaken in some community schools.

The reasons for migrating to other schools include;

Transfers and migration of parents and guardians- Quite often parents and/or guardians migrate from one area to another for various reasons that include farming, fishing and trading etc, carrying with them all the members of their families regardless of whether they are in school or not. Additionally, most learners who moved were forced to relocate or transfer to a new school because their parents or immediate guardians had died. Some relatives who lived near these 'new' schools invited them to come and stay with them.

Long Distances- GRZ schools tend to cater for larger populations of children in one geographically-defined area and hence their locations tend to be not within the easy reach of a sizable number of school aged children. As a result, they tend to enroll in a nearby community school, a learning structure whose establishment is a local demand -driven initiative. Unfortunately, in some cases, as has been highlighted in this study, even these community schools tend to be located a bit far for the younger learners who have to walk from one village to another.

Closure of LTM schools- Some LTM schools / centres close down for lack of community support for mentors and centres. In such cases, mentors usually abandon learners in search of greener pastures. When the school/centre is closed, learners eventually migrate to other schools, preferably GRZ schools.

Introduction of LTM in GRZ schools- The introduction of LTM in GRZ schools has seen mass movements of learners, particularly in Grades 1 and 2, from 'these traditional centres of LTM' to GRZ schools. This is a much more prevalent occurrence in the Western province of Zambia.

Some of the notable reasons for learners dropping out completely of schools include;

Orphan status: The most prevalent reason behind these learners dropping out was their orphan status. Most of them could not cope with the loss of their parents and subsequent treatment they received from the people that adopted them. Sometimes, the capacity to make these orphans continue was not there since guardians were beyond their productive years (grand parents).

Pregnancy: Most of the teenage female drop outs left school because they fell pregnant and refused to go back. This is an indication of an interplay between traditional and cultural on one hand and modern schools of thought on the rights of the children as they relate to access to education on the other. This picture suggests a rather hostile environment that does not tolerate any policy interventions that are deemed permissive.