

Lusu Community Working Together To Improve Education Services In their Community



Pupils sitting on the floor at Kalabo Day Primary School

This Case Study illustrates the difficulties for education in Lusu East, Sesheke District, Western Province and how they were overcome. Its key message is that when the Social Accountability Committee of the school works with community members and the school administration, much can be achieved.

The situation prior to the V&A project: Lusu Combined school in Sesheke Province which is 60 kms from Sesheke Town beside the Zambezi River. The school has one dilapidated teachers house, and the community was reluctant to collaborate to build traditional mud and pole houses for teachers, saying that they were told by politicians during the 2021 general elections campaigns that when voted into office, community members would not engage in community support work as government would provide all the needed services in the community. Further, the community was of the view that since teachers have housing allowance, they would sort out their own accommodation. Instead, the teachers opted to rent houses in nearby villages and Sesheke town. On days when elephants that infest the area are roaming around, teachers would miss class due to fear of being attacked by the elephants. In the meanwhile, the teachers that live within the school regularly attended class.

What the project is trying to achieve: CSRP and the V&A project is trying to get the community to work together to overcome the problems of teachers houses and to access whatever help they can get from the government. It is also trying to get the PTC and SACs to meet regularly and take responsibility for the problems of the school. In general, CSRP wants to demonstrate that community action can yield positive results.

CSRP provincial and district staff worked with and through the SAC to get agreement in the community that the children's education would be best served if the community worked together to provide what facilities they could, and to request help from different government departments. Following a lot of community discussion, there has been evidence to date of community collaboration in cleaning the school, in building a second teachers traditional house buildings at the clinic, and toilets for teachers and learners.

The community also got together to apply to the Ministry of Education for a tank and piping for a garden project under the Production Unit Grant. This was received and the community worked together to make a school garden. The PTC then made a follow up to Sesheke Council for desks procured for all schools in Zambia under the Constituency Development Fund, following a presidential directive that "no Pupil should sit on the floor by 2023" and they were successful in getting 45 delivered. Collaboration between the school, the government and the community has greatly improved.

In general, the work of CSRP in Lusu East has been successful in persuading parents that they should take more responsibility for the school, its teachers, and its facilities, and in overcoming unhelpful political messages. So long as community action results in acquiring facilities and services and community members agree to work together, these results seem sustainable.

Case Study derived from interview with Kayombo Mbwangu, aged 60+, living in Lusu, Sesheke.



The water tank was procured under the special grant for production unit



Temporal Toilets built by the community for the pupils and the teachers

Community Empowerment For Improved Local Service Delivery In Zambia
Voice and Accountability Project Story of Change

