



Teacher Housing at Malala Community School

The School

Malala Community Primary School lies about 20 km from Kalomo town in the western part of Kalomo District, Southern Province, Zambia. There are currently 202 pupils (increase from 168) enrolled from preschool to grade 7, with 4 teachers, two paid by the government and two by the community.

The community's main source of income is subsistence farming. The families grow maize and keep goats, cattle, sheep and chicken.

African Revival started working with Malala in April 2017 constructing pupil latrines. Because the community showed such strong commitment we were happy to continue supporting the school.

Community ownership is vital to our programmes. The community provides local material, sand, stones, bricks, and labour. Together with the Parents Teachers Association we selected teachers' housing as a priority. One of the community teachers had been living in the office of the classroom block, another commutes, and the two government teachers lived in a mud house provided by the community.

Grade 1-4 pupils at the new latrine blocks



Funds from various trusts have supported the construction of two twin staff houses, each with a shower and toilet. Four new houses additional to the current two provides enough adequate housing for the four teachers and their families, and additional teachers to come. As a rural community school the parents at Malala cannot always pay the community teachers their full wage, so provision of adequate accommodation is vital to ensure the school can attract, and retain members of staff.



Community members thanking AR for support

Quality teachers' housing at rural schools also means the government are more likely to post trained teachers at the school. In this case the Education Board has now promised to send one extra teacher as soon as the housing is ready.

Project Progress

We started the project in June 2018 with a meeting with the community about the material required such as river sand, stones and a lot of burned bricks. By the end of August all required material was on site. We then ordered the other material (such as 370 50kg-bags of cement and 112

roofing sheets), signed a contract with a trusted builder and marked the site with the government planning officer.

The actual construction started in October. There are four phases in the construction - each took about a month to complete and to be inspected by the Buildings inspector from the government. In February 2019 finishing touch such as painting was done. The handover to the community and the government Education Board was done in April.

The school was lucky to get a new borehole from the government in 2018. African Revival also visited the school with its Girls and Sanitation project, training about 50 pupils in sanitation and menstrual health management.



Girls and Sanitation training in progress

Impact

Four teachers and their families will immediately benefit from the newly constructed housing, eliminating daily commute and living in an office.

Designated latrines built with the staff accommodation will provide a sense of privacy for both staff and students at the school.



New government teacher Mr John Mukosa with his wife reporting at the school on the handover day

On site accommodation is known to increase teacher's attendance, and also has positive impacts on education as teachers can run extracurricular lessons in preparation for final examinations. The government has kept the promise to send an extra teacher to Malala: he arrived on the day of the handover.

Educational outcome of this project is improved academic environment, affecting thousands of children in the coming years. This improvement will come from the improved quality of teaching due to increased time for teacher preparation, reduced teacher absenteeism and an extra trained and government paid teacher.

Providing good, quality accommodation and sanitation facilities for teachers will help Malala to secure quality teaching staff. The attraction, and retention of well trained staff is incredibly important in rural schools - research conducted in the US found that 'high value-added' teachers can generate significant additional earnings for their students during the course of adult lives.

Improved education has been shown to have a causal and direct impact on numerous social markers such as sanitation, health and mortality, nutrition, civic participation, and rural poverty.

Over time improved education in the Kalomo District will create notable returns both financially and with regard to health. These returns will contribute towards rural development, eventually lifting many children and families out of poverty.

Financial summary

This project was implemented at a cost of £26,783 (£2,364 under estimated budget). Savings were due to currency exchange rate, and on the estimated material transport, while a bit more was spent on progress visits and tools. See attached financial report for the details.

African Revival Trustees requested donor agreement from the trusts that the under-spend be put towards the rebuilding of a rain water harvesting tank at a neighbouring community school, Siamwaamvwa.



Malala community teacher Miyoba with her son at a new house.

Progress in pictures



Digging foundations, August 2018



Community assistance, October 2018



Second stage, November 2018



Third stage, December 2018



Final stage. January 2019



Final stage, February 2019



Completed house, March 2019



Pupils singing and dancing at handover ceremony, April 2019



Cutting the ribbon with District Education Board Secretary Michelo Kaliba and AR Dave Sangweni, April 2019



Community members inspecting the new houses, April 2019



Ceremony master Bridget Hadangalika (Kalundu head teacher), Country manager AR Inge Akerboom, Malala teacher Bernadette Ntambale and Peacecorp volunteer ChristinaLaw at handover ceremony, April 2019