

Education in Zambia at Fifty Years of Independence and Beyond with the focus on History, Current Status and Contemporary Issues is a comprehensive critical reference guide to education in Zambia. Drawing on in-depth, evidence-based empirical and theoretical research from seventeen chapters, this book makes an impressive contribution to three key areas of provision of education in Zambia: a historical account of different phases and issues in education, the detailed discussion on current educational provision and finally, the future prospects of provision of education. Apart from examining education provision in the last fifty years and beyond, the book also critically examines cross cutting issues in education related to female education and fertility rates, gender issues, special education, civic education, the teaching profession, environmental education, language policy education, library and information science education and Religious Education. This book will be an essential reference to students, researchers, scholars, international agencies and policy makers at all levels.



Gift Masaiti is Assistant Dean in charge of research in the school of Education at the University of Zambia. He is an educationist in 'economics and management of education' with massive experience and networked locally and globally. He has authored a number of Journal articles and chapters in various educational publications.



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DEVELOPMENT OF EDUCATION IN THE THIRD REPUBLIC: POLICIES AND IMPLICATIONS

by

Anolt L.H. Moonga, Moses Changala and Sibeso Lisulo

Abstract

The period from 1991 to date is referred to as the Third Republic in Zambia in recognition of three major political changes in the country. During the First and Second Republics, Zambia was run by the United National Independence Party (UNIP) which adopted a mixed economy ideology up to 1972 and the socialist path in a one-party state system thereafter. The Third Republic started in 1991 and covers a period of two political regimes; the Movement for Multiparty Democracy (MMD) and the Patriotic Front (PF). The MMD adopted several strategies to increase access, equity and the quality of education at all levels, focusing on primary education. This resulted in increased access at all levels as well as infrastructure development. When the Patriotic Front came to power in 2011, it made a number of policy changes in education. Its main emphasis was on early childhood education and opening more tertiary education institutions to ensure access, equity and quality education. A close examination of the two regimes in the Third Republic shows that they supported similar policies centred on access, equity and the quality of education using different strategies. This chapter examines the education policies adopted during the Third Republic from 1991 to 2016 and their implications.

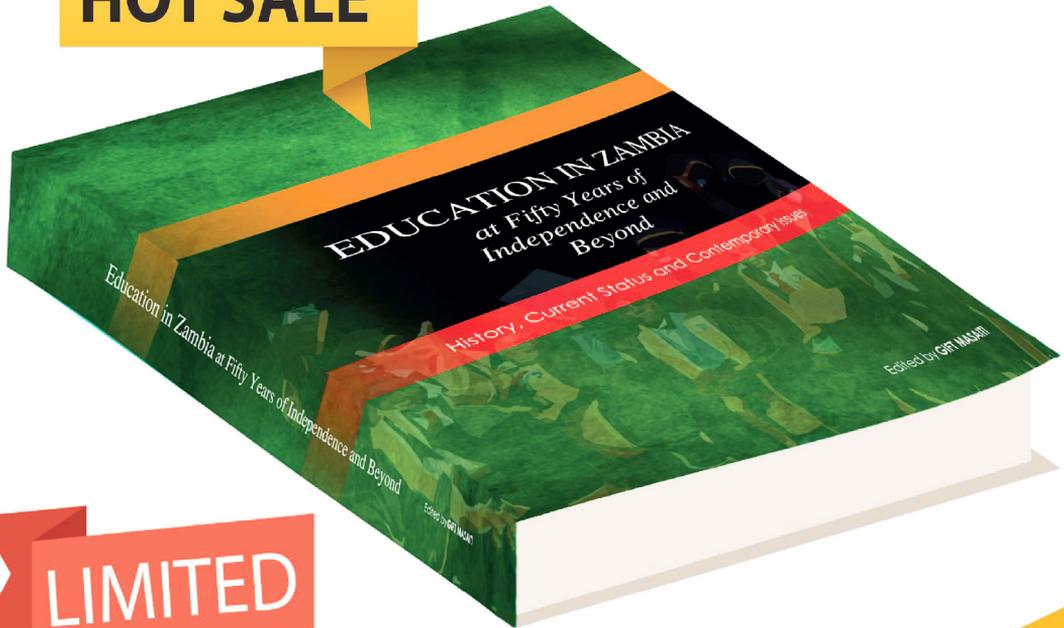
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