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 crosscutting 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.

CONTENTS

List of Tables vii
List of Figures ix
Dedication x
Acknowledgements xi
Notes on Contributors xii
Foreword by Michael J. Kelly xix
Preface by Gift Masaiti xxix

Education in the First Republic: Rationale and Focus
  Peter Chomba Manchishi and Webster Hamweete 1

Education in the Second Republic: What Changed?
  Mwansa Mukalula-Kalumbi, Lydia Mukuka Mulenga-Hagane and
  Chimmy Siakanga 12

Development of Education in the Third Republic: Policies and their Implications
  Anolt L.H. Moonga, Moses Changala and Sibeso Lisulo 24

Education as Currently Provided in Zambia
  Gift Masaiti 36

Education and Learning Post-Third Republic: Opportunities and Challenges
  Gift Masaiti, Tommie Njobvu and Paul Kakupa 66

An Assessment of Major Educational Policies in Zambia from 1964 to 2015:
Lessons for the Future
  Peggy Mwanza 91

University Education in Zambia in the Face of Austerity: History, Trends
and Financing
  Gift Masaiti and Eunifridah Simuyaba 102

Female Education and Fertility in Zambia
  Christopher Mapoma, Million Phiri and Elizabeth Nyirenda 121

Gender Issues in Education in the Fifty Years of Zambia’s Independence
  Pandey Zekeza Syachaba 134

Special Education in Zambia at Fifty Years and Beyond: History, Current
Status and Future Prospects
  Daniel Ndhlouv, Kenneth Muzata and Thomas Mtonga 156
Civic Education in Zambia Before and Beyond the Golden Jubilee
Gistered Muleya

Environmental Education in Zambia: Why the Resurgence?
Liberty Mweemba

The Evolution of Adult Education in Zambia from Independence To-Date and Beyond
Musonda Luchembe

Library and Information Science Education in Zambia: Issues and Trends During Pre- and Post-Independence
Felesia Mulauzi and Benson Njobvu

Religious Education in Zambia at Fifty Years of Independence and Beyond: Achievements and Challenges
Melvin Simuchimba, Austin Mumba Cheyeka and Farrelli M. Hambulo

The Teaching Profession in Zambia from 1964 to 2014
Madalitso Banja, Mofu Mubanga, Janet Serenje and Oswell Chakulimba

Language in Education Policy in Zambia: Policy and Other Dynamics
Dennis Banda and John Simwinga

References

Index
NOTES ON CONTRIBUTORS

**Anolt L.H. Moonga** is a lecturer, Senior Research Fellow and Head, Department of Adult Education and Extension Studies at the University of Zambia in the School of Education. He taught English Language and Literature in English and Communication Skills at Secondary School and Teacher Education and Technical Colleges before joining the University of Zambia as a Resident Lecturer for North-western and Lusaka provinces. He holds a Master’s degree in Education and qualifications in Teacher Education and Adult Education. He is one of the authors of the Senior Secondary English books for Zambia Grades 11 and 12 textbooks. He has published journal articles and chapters in books on Education for Sustainable Development, CPD and Adult Education.

**Austin Mumba Cheyeka** is an Associate Professor at the University of Zambia in the Department of Religious Studies. He holds a Secondary Teacher’s Diploma and a Bachelor of Arts in Education from the University of Zambia, a Master of Arts in Religion and Western Culture from the University of Birmingham, and a PhD in Theology and Religious Studies from the University of Malawi. He has published journal articles and book chapters on Pentecostalism as well as religion and politics in Zambia. His specific research interests are in religion and politics, religion and education and Pentecostalism and his topical interests of research are religion (especially indigenous Bantu religions) and HIV and AIDS, religious conversion, and missionaries.

**Benson Njobvu** is currently a lecturer at the University of Zambia in the Department of Library and Information Science (LIS). He served as Head of Department from 2011 to 2015. He holds a Masters degree in Library and Information Science from the University of Strathclyde. Prior to joining UNZA, Mr Njobvu was National Library Manager for the British Council in Zambia. He also held the position of President of the then Zambia Library Association and now Library and Information Association of Zambia from 2004 to 2009. He is also IFLA and IP National Copyright expert. He has done a number of researches for external organisations which include the British Council, Environmental Council of Zambia, Ministry of Commerce Trade and Industry, Zambezi River Authority etc. He has published a number of articles and is the co-editor of a book entitled, ‘Libraries and Information Services towards the Attainment of the Millennium Development Goals’, published in 2008 by the International Federation of Library Associations and Institutions.

**Chimmy Siankanga** is a lecturer in the Department of Educational Administration and Policy Studies. He holds a Master’s degree in Education from Leeds University.

**Christopher Chabila Mapoma** is an academic member of staff at the University of Zambia in the Department of Population Studies. He holds a PhD in Population Studies, a Master of Laws in Demography and a Bachelor’s degree in Demography with Economics. He has several other vertical qualifications which include Monitoring and
Evaluation, Epidemiology, Statistics, Stata and SPSS. He has worked with government, Non-governmental organisations, private, Civil Society Organisations or institutions and the United Nations in different portfolios and capacities. He has several research interests in health and demography and other co-disciplines such as sociology, social work and education, with a focus on the interplay among these subjects.

**Daniel Ndhlovu** is a Senior lecturer in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia. He has held administrative positions in the University as Assistant Dean Postgraduate in the School of Education and is the current Assistant Director Postgraduate at the Institute of Distance Education (IDE) at the University of Zambia. He holds a doctoral degree in Special Education, Master’s degree in Education and Bachelor’s degree in Special Education from the University of Zambia. Daniel also holds a Secondary School Teachers’ Diploma and a Diploma in Guidance, Counselling and Placement from the University of Zambia. In addition, he has a Certificate in Accounts and Business Studies from the Evelyn Hone College of Applied Arts. He has published in journals locally and internationally on different themes in special education.

**Dennis Banda** is a lecturer at the University of Zambia in the Department of Language and Social Sciences Education (LSSE). He holds a PhD in Education in Literacy and Language. He has authored different articles and chapters on literacy and the role of indigenous knowledge systems in education. He has also presented papers at conferences in these areas. He is also actively involved in different collaborative research projects locally and internationally. His current research interests are in Literacy and Learning in Education, the Role of Indigenous African Knowledge Systems in Education, Curricula and Literacy, and Education for All (EFA) beyond 2015 and research using local approaches and practices.

**Elizabeth Tamara Nyirenda** is a Demographer and Lecturer at the University of Zambia in the School of Humanities and Social Sciences, Department of Population Studies. She holds a Master of Arts Degree in Population Studies, Bachelor of Arts in Demography and a Post Graduate Diploma in Monitoring and Evaluation Methods. She has expertise and extensive experience in Research and Evaluation and is proficient in quantitative and qualitative research methods. Elizabeth is a seasoned trainer and has extensive experience working on US Government and UN funded projects. Her areas of expertise and interest are HIV and AIDS, Maternal, Newborn and Child Health (MNCH), Adolescent Reproductive Health (ARH), women and girl child Education, and contemporary human development issues.

**Eunifridah H. Simuyaba** is an Educationist and a Social Science researcher currently working as a Lecturer in the Department of Educational Administration and Policy Studies (EAPS) at the University of Zambia. She holds a Master’s Degree in Education Administration and Economics. She has authored a number of articles and chapters in books in the field of education administration and management. Her main research
areas include, Educational Policy Analysis, Education Management, Cross-cutting Issues in Education; Teacher Education; Education for Sustainable Development; and Education and Democracy. Ms Simuyaba is currently working on a PhD research project entitled ‘The Role of School Governance in the Democratisation of Education in Zambia: A Study of Four Secondary Schools in the Southern Province’.

**Farrelli Hambulo** is a lecturer at the University of Zambia in the Department of Religious Studies. He holds a Master’s degree in Religious Studies and a PhD in Philosophy of Education. He has authored scholarly articles in Religious Studies, Philosophy of Education and General Education in local and international journals. He is also involved in collaborative research projects locally and internationally. His current research interests are in Catholic Education and Policy, General Educational Policy Studies, Equity and Inclusion in higher education and the Nature, Role and Place of ‘Religion’ in Zambia’s national education curriculum.

**Felesia Mulauzi** is a lecturer at the University of Zambia in the Department of Library and Information Studies. Prior to joining the Department of Library and Information Studies in 2009, Felesia served as Senior Archivist and Assistant Director at the National Archives of Zambia. She has thirteen years of professional practice in records management, archives administration and information technology, and has served as a consultant for both public and private sectors. She holds a Master of Science degree in Information Management from Sheffield University and a Bachelor of Arts degree with Library and Information Studies from the University of Zambia. Her broad research interests include Information Needs and Information-Seeking Behaviours of Individuals; Information and Communication Technologies (ICTs); Records and Archives Management; Knowledge Management and Information Literacy.

**Gift Masaiti** is a lecturer at the University of Zambia’s School of Education in the Department of Educational Administration and Policy Studies (EAPS). He holds a PhD in Economics and Management of Education. He has authored different articles and chapters in Economics of Education and Higher Education. He is also actively involved in different collaborative research projects locally and internationally. His current research interests are in Cost-Benefit Analysis in Education, Financing of Education (bias to Higher Education), Project Management and Evaluation, Educational Planning and Rurality in Higher Education among others.

**Gistered Muleya** lectures Civic Education at the University of Zambia in the Department of Language and Social Sciences Education. He holds a Doctorate of Education in Socio-Education and Civic Education. He has been teaching for the last twenty years. He first worked as a Secondary School teacher for twelve years before joining the University of Zambia. His research interests are in Civic and Citizenship Education; Peace and Conflict Studies; Human Rights Education; Development Education; Democracy and Democritisation; International Relations, Ubuntu Education; Curriculum Studies and Global Studies.
Janet Chipindi Serenje is a lecturer in the Sociology of Education at the University of Zambia. She holds an MEd in Sociology of Education from the University of Zambia. Janet’s research interests focus on teacher preparation, sociology of education and literacy in early childhood education.

John Simwinga is a lecturer at the University of Zambia’s School of Education in the Department of Literature and Languages. He holds a Doctor of Philosophy in Linguistic Science with specialisation in Language Policy. He has authored and co-authored a number of articles and chapters on Language and Linguistics as well as on Language in Education. He has served in the administrative positions of Assistant Dean (Postgraduate) in the School of Humanities and Social Sciences and Assistant Director (Research) for the Directorate of Research and Graduate Studies. His research interests lie in Sociolinguistics, Language Policy, Discourse Analysis, Stylistics, Applied Linguistics, Language in Education, Language in the Media and Language in Politics.

Kenneth Kapalu Muzata is a lecturer in the Department of Educational Psychology, Sociology and Special Education (EPSSE) at the University of Zambia. He holds a Master’s of Education Degree in Special Education and a Bachelor of Arts with Education Degree from the University of Zambia, a postgraduate Diploma in Curriculum Design and Development from the Open University of Tanzania, a Certificate in Environmental Education (WWF in conjunction with Rhodes University), a Certificate in Distance Education from the University of South Africa (UNISA) and a non-degree credit transcript in Qualitative Research Methods, Master’s Thesis and Nordic Education (OULU University-Finland). Currently, Kenneth is a PhD candidate at UNISA. He has authored and published a number of articles in different journals. His research interests are Special Education, Education Curriculum, Higher Education, Religious Studies, Education Policy, ICTs for Education and Distance Teacher Education.

Liberty Mweemba is an Environmental Scientist and Engineer and a Geographer with more than seventeen years of experience at both national and international levels. He holds a PhD. He is a Senior Lecturer at the University of Zambia where he has been lecturing since 2003. He has also taught at different higher learning institutions in Zambia and abroad. He has taught at both undergraduate and postgraduate levels and has supervised several Masters and Doctoral students. His main areas of expertise include Climate Change and Variability, Environmental Management and Planning, Environmental Education and Awareness, Assessment of Land Use and Land Cover Changes, Environmental Auditing and Management, Environmental Risk Assessment, Education and Ecological Design. He has also taught Quantitative and Qualitative Techniques in research. Lastly, Liberty Mweemba has published articles in many high level international scientific journals as well as books and has also spoken at numerous international conferences.
Lydia Mukuka Mulenga-Hagane is a special research fellow in the Department of Educational Administration and Policy Studies at the University of Zambia.

Madalitso Khulupilika Banja is a teacher-educator in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia where he teaches undergraduate and postgraduate courses. He holds a PhD in the Sociology of Education. He has authored different books including ‘Teachers as Agents of Pupil Indiscipline’ (2013). He has also authored articles such as ‘The Teaching Profession in Zambia; Myth or Reality?’ (2012), ‘Sink or Swim: Newly Qualified Secondary School teacher experiences in challenging contexts in Zambia and their implications for practice’ (with Kasonde-Ng’andu, S. and Akakandelwa, A. (2016) and book chapters such as ‘Mentorship as a tool for Quality Assurance in Teacher Education; the case of Zambia’ (2017). His research interests include: Mentorship of newly qualified teachers, Professionalism in Teaching, Pupil Discipline and School Climate among others.

Melvin Simuchimba is a senior lecturer at the University of Zambia in the Department of Religious Studies. He holds a doctorate degree in religion and education. He has published locally and internationally in the area of Education and Religion. He is currently the leading authority in Religious Education discourse in Zambia. He has also acted and held a number of senior portfolios within the University of Zambia. He is currently the acquisition editor for the Zambia Journal of Education.

Million Phiri is a lecturer at the University of Zambia in the Department of Population Studies, School of Humanities and Social Sciences. He holds a Master of Arts Degree in Population Studies and a Post-Graduate Diploma in Monitoring and Evaluation Methods from Stellenbosch University. He has participated in the execution of various research projects supported by both local and international collaborative partners. He has contributed to the development of monitoring and evaluation systems for public, private, NGOs, USAID and United Nations institutions in Zambia. He is a member of the Monitoring and Evaluation Association of Zambia. His current research interests include thematic areas: Health and Demography, Monitoring and Evaluation of Health, Education and Nutrition, and HIV and AIDS.

Moses Changala is a lecturer in the Department of Adult Education and Extension Studies. He holds a PhD in Adult Education (Educational Gerontology). He has authored articles on ageing, institutionalisation of the aged and education vis-à-vis ageing. He has also presented papers at local and international conferences. His current areas of research interest include social protection, life-long learning and gender issues.

Mubanga Mofu is a lecturer at the University of Zambia in the Department of Educational Psychology, Sociology and Special Education at the University of Zambia. She holds a Master’s degree in the Sociology of Education. Her undergraduate degree is in Special Education. She has received various training in child assessment and has been
involved in local and international collaborative research in early childhood education. Her research interests are in early childhood education, child assessment and disability as well as discipline in schools.

**Musonda Luchembe** is a lecturer at the University of Zambia in the Department of Adult Education and Extension Studies. He joined the University of Zambia in 1995 and is currently pursuing his PhD studies. He teaches Organisation Theory and Management, Non-formal Education and Extension Education among other courses. His main research interests are in Curriculum Studies, Adult and Informal Learning. He has published journal articles as well as book chapters. Finally, he has a great passion for editing academic work during his free time.

**Mwansa Mukalula-Kalumbi** is currently a lecturer and a Special Research Fellow in Educational Policy in the Department of Educational Administration and Policy Studies at the University of Zambia. She holds a Bachelor of Arts with Education degree and a Master of Educational Administration degree from the University of Zambia. She has authored articles on educational policy and HIV and AIDS, education and legal issues. Her research interests include: Policy Issues in Education, HIV and AIDS, Early Childhood Education and Legal Issues in Education

**Oswell Chakulimba** is a Senior Lecturer at the University of Zambia in the Department of Educational Psychology, Sociology and Special Education in the School of Education. He holds a PhD Degree in the Sociology of Education from Ontario Institute of Education, University of Toronto. His research interests are School and Community Relations, Status of Teachers and Teaching Profession, Theoretical Issues in Sociology of Education, Students’ Perceptions of Teachers, School as an Organisation and Education and Social Change. He has held various positions in the Department and the School. He is currently the immediate past Dean for the School of Education.

**Pandey Zekeza Syachaba** is Dean of Students at Mulungushi University in Zambia. He holds a PhD in Globalisation, Education and Gender. He has wide experience in Education Administration. He was Deputy Headteacher, Headteacher and now manages student affairs at the above mentioned University. He also manages student affairs at Kwame Nkrumah University. Though very busy with student affairs, he finds time to read widely in the field of education. His research interests lie in Global Policies and their impact on education in developing countries, Gender and Education, causes of student boycotts and riots.

**Paul Kakupa** is a lecturer in the Department of Educational Administration and Policy Studies at the University of Zambia. He holds a Master of Science in Educational Policy from the University of Pennsylvania, and a Master of Education in Educational Administration from the University of Zambia. He is currently a PhD candidate in Comparative Education at Northeast Normal University of China. His research interest focuses on how educational reforms and other targeted interventions impact on school systems, teachers work and student outcomes.
Peggy Mwanza is a lecturer in the Department of Educational Administration and Policy Studies at the University of Zambia. She possesses a PhD in Educational Policy and Management from the School of Education at the University of Edinburgh, United Kingdom. She has authored a number of journal articles in Educational Policy and Educational Management. Her research interests include: School Management, Education Policy Reform in Zambia and other Developing Countries, Gender Issues, Early Childhood Education, and Human Resource Development and Management.

Peter Chomba Manchishi, a senior lecturer at the University of Zambia in the Department of Language and Social Science Education in the School of Education. He holds a PhD in Applied Linguistic. He is a seasoned teacher trainer with more than twenty years of experience. He has worked as senior educationist in the Ministry of Education and as lecturer at Nkrumah College of Education. He has published a number of books, book chapters and refereed journal articles, both locally and internationally. His research interests are in language-teacher education, teacher mentorship and French education in third world countries.

Sibeso A. Lisulo is a lecturer at the University of Zambia in the Department of Educational Administration and Policy Studies. She holds an MEd (Educational Administration) and is currently pursuing a PhD degree in Philosophy of Education at the University of South Africa. Her research interests lie in the area of decentralisation in education, financing of education and policy. More recently, her research focus has shifted to African Philosophy, especially with special focus on academic freedom and ethics. She has published a number of journal articles both locally and internationally. Currently, she is involved in collaborative research projects.

Tammie Njobvu is a lecturer in the Department of Educational Administration and Policy Studies. He holds a PhD in Educational Economics and Management. His research interests focus on Educational Financing, Educational Policy Analysis and Reform, Educational Leadership and Governance.

Thomas Mtonga is a male blind lecturer at the University of Zambia in the School of Education in the Department of Educational Psychology, Sociology and Special Education. He is currently the head of section for Special Education. He holds two Master’s degrees: Master of Law in International Human Rights Law from the University of Leeds and Master in Special and Inclusive Education from the University of Zambia. He also did a bachelor’s degree in Special Education and Religious Studies. He holds two diplomas: a postgraduate diploma in Curriculum Design and Development and in secondary school teaching. He started out his work experiences as a classroom teacher for learners with disabilities and able-bodied learners before joining the University of Zambia in 2009. He has published on different themes in special education.
Webster Hamweete is a Lecturer at the University of Zambia. Currently, he is pursuing a PhD in Educational Administration and Policy Studies at the University of Zambia. He holds a Master of Education in Education Administration, a Bachelor of Education in Special Education, a Diploma of Education in Commercial Education, a Diploma in Religious Education, an Advanced Certificate in Accounting, a postgraduate certificate in Open and Distance Learning and a Certificate in Information Communication Technology. He has participated as a presenter at various local and international conferences. He has published in education and ICT.
The World Bank and Sustainable Development Goal (SDG) number 4 underlines that, education is critical in enhancing a country’s socio-economic development. Quality and equitable education builds people’s skills and the ability to receive and process information for livelihood choices. Education will play a crucial role in achieving Zambia’s short and long term developmental goals. This book analyses the Zambian education system in the past fifty years (since political independence) and some of the emerging issues linked to education. It also provides some introspection on progress in education from independence to-date and uses this perspective to look to the future. The book is the outcome of 30-months’ research effort by various authors to explore, analyse and comprehend the history and current status of different issues regarding education and other contemporary matters in Zambia.

This publication is a useful resource for education institutions (faculty and students) and other key stakeholders with an interest in the state of education in Zambia. It also offers insight into what needs to be done in the coming years to achieve Zambia’s vision 2030 in which the country aspires to achieve middle-income status and fulfill the SDGs. It is anticipated that during the final launch, policy briefs will be disseminated to different stakeholders, especially the Ministry of Education.

The book consists of Seventeen chapters written by different authors (mostly from the School of Education at the University of Zambia) that focus on a variety of themes related to education in Zambia and other contemporary issues. This publication knits together the existing literature while also making new inroads into key educational issues in the 21st century from a Zambian perspective.

There is a paucity of studies on how education has evolved in Zambia. Among the notable publications is John Mwanakatwe’s work in 1968 that documented the growth of education in Zambia since independence barely five years after the end of colonial rule. In a study sponsored by the World Bank, Michael Kelly (1991) documented the state of education during the difficult period of economic decline. In 1999, Kelly edited another book titled The Origins and Development of Education in Zambia in which different authors examined a variety of topical issues in Zambia’s education journey. Brendan Carmody’s book on the Evolution of Education in Zambia in 2004 knitted these issues together and provided an update. The current work on Education in Zambia at Fifty Years of Independence and Beyond showcases and contributes to Zambia’s education literature as the country celebrated its Golden Jubilee.

Gift Masaiti
Economics and Management of Education
Assistant Dean Research, School of Education, University of Zambia
EDUCATION IN THE FIRST REPUBLIC:
RATIONALE AND FOCUS

by

Peter Chomba Manchishi and Webster Hamweete

Abstract

This chapter discusses formal education from 1964 when Zambia became independent to 1973. It focuses on the 1963 United Nations Educational, Scientific and Cultural Organisation’s recommendations to the government on education, the educational policies adopted by the new government and the successes scored and challenges encountered at each level of education. Data was collected through desk review (documentary analysis). The chapter lays the foundation for the rest of the volume by examining achievements in the education sector since independence.

Key words: Access, Enrollment, Curriculum, National Development Plan

1CITING THIS CHAPTER

EDUCATION IN THE SECOND REPUBLIC: WHAT CHANGED?

by

Mwansa Mukalula-Kalumbi, Lydia Mukuka Mulenga-Hagane and Chimmy Siankanga

Abstract

Education in the Second Republic was marked by extensive changes. This was a period of political change from a multiparty to a one party state. The Zambian government aimed to align its education system with its socialist philosophy that all means of production should be controlled by the whole community. The Second Republic was characterised by major milestones in Zambia’s education system as well as complex economic problems. It was during this period that the country adopted its first ever policy on education. This chapter explores the impact of major economic challenges as well as the population boom on the education system. Increased external debt led to severely reduced financial flows to the education sector, leading to poor quality education. Population growth put further pressure on overstrained infrastructure. The chapter concludes by observing that, by the end of this period, administration of education was still in turmoil due to over-ambitious leadership coupled with a highly centralised system and lack of capacity.

Key words: Education, Second Republic

1CITING THIS CHAPTER

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.

Key words: Education, Third Republic, Policies, strategies, implications.

1CITING THIS CHAPTER

Abstract
This chapter discusses education as currently provided in Zambia with the focus on highlighting key stakeholders who have partnered with government in the provision of education. The chapter also examines the current policy context within which this provision is made. Quantitative issues and indicators relating to the number of institutions, enrolments and teachers are dealt with. Further, qualitative matters regarding education efficiency are also considered. In order to give the aggregate picture of the current provision, education financing is discussed in general terms so as to understand the current allocation. Finally, two issues to which attention is seldom paid are considered: the current status of community schools and demographic factors especially relating to population growth and its impact on the education system as a whole.

Key words: Education, Current Provision, Zambia

1CITING THIS CHAPTER

EDUCATION AND LEARNING IN THE POST THIRD REPUBLIC: OPPORTUNITIES AND CHALLENGES

by

Gift Masaiti, Tommie Njobvu and Paul Kakupa

Abstract

This chapter is premised on a close inspection of the current education trends in terms of content, context and policy. Planning for future education provision should be based on the current trends. This is not an easy undertaking as education trends are heavily subjected to both the political and socio-economic context of a country. Changes in GDP growth and general economic performance have implications on overall education commitments. Also, change of government can sometimes substantially change both the macro and micro education environment. This chapter endeavours to highlight some of the opportunities and challenges the education system will exploit and grapple with and find solutions. These include the following: opportunities in the form of ICT; globalisation; “internationalisation”; improvements in human development; partnerships; demand-driven programmes; neoliberal policies; sector-wide reforms; and equity demands. The challenges focus largely on questions of access, relevance, quality, equity and cost effectiveness at the various levels of educational provision.

Key words: Post-Third republic; Opportunities; Challenges; Education and learning

CITING THIS CHAPTER

AN ASSESSMENT OF MAJOR EDUCATIONAL POLICIES IN ZAMIBA FROM 1964 TO 2015: LESSONS FOR THE FUTURE

by

Peggy Mwanza

Abstract

This chapter provides an understanding and evaluation of major educational policies in Zambia from 1964, the date of political independence, to 2015. Policies are often formulated in response to a problem or set of problems. At independence, Zambia inherited a small and racially segregated educational system from the British. Therefore, there was an urgent need to expand education at all levels to eliminate racial segregation, combat inequities and create an educated workforce. There has been a wave of educational reforms in this sector over the years. While some are steps in the right direction, implementation remains a challenge. This chapter shows that most educational policies in the country are either insufficiently implemented or are not implemented at all. Action is urgently required on the part of the government and other stakeholders if these policies are to achieve their original intention.

Key words: Education Policy, Access, Equity, Dropout Rate, Re-entry Policy, Free Primary Education Policy

CITING THIS CHAPTER

UNIVERSITY EDUCATION IN ZAMBIA IN THE FACE OF AUSTERITY: HISTORY, TRENDS AND FINANCING

by

Gift Masaiti and Eunifridah Simuyaba

Abstract

University education is critical to the social and economic development of any country. In order to achieve both national and international development goals, Zambia needs a high quality and equitable education system that is accessible to all, especially at university level. Higher education is undergoing substantial change in Zambia in terms of massification and the growth of private universities in the midst of a plethora of challenges. This chapter traces the evolution of university education from pre-independence to 2017. Among other issues, it highlights the different phases of university education and the overall higher education environment in the country. Issues relating to enrolment, access and financing are also highlighted. Financial austerity is discussed in some detail in order to understand one of the biggest challenges confronting university education in Zambia.

Key words: University Education; History; Trends; Financing; Austerity; Zambia

1CITING THIS CHAPTER

Abstract

Education has a strong impact on the life of a woman, her family, community and nation. However, measuring such impact is not an easy task. The effect is seen in all areas of family life and in society and it reflects the multifaceted nature of the education experience. Using Demographic and Health Survey data for Zambia, this chapter presents evidence that shows that fertility reduces with an increase in education. Children Ever Born, total fertility and fertility preferences were used to explore the relationship between female education and fertility. The results show that fertility is lowest among women with the highest education attainments. This reflects the fact that educated women have knowledge of and access to family planning and have the impetus to make credible and reflective fertility decisions. Efforts to improve women’s enrolments, retention and participation in education in line with the policies outlined in Zambia’s national implementation framework for education are thus the surest way to reduce fertility, especially adolescent fertility which is very high and is a major cause of girls’ drop-out from school.

Key words: Female Education, Fertility, Zambia

CITING THIS CHAPTER

GENDER ISSUES IN EDUCATION IN THE FIFTY YEARS OF ZAMBIA’S INDEPENDENCE

by

Pandey Zeluzua Syachaba

Abstract

This chapter examines gender issues in education in the fifty years of Zambia’s independence. The importance of educating girls has been recognised by many nations and has become a priority in Zambia in recognition of the fact that girls’ education has lagged behind that of boys. The international community sought to address this issue at education conferences such as Jomtien in 1990 and Dakar in 2000. Since gaining independence in 1964, Zambia has addressed gender issues in education but the progress has been slow. One area in which noticeable progress has been made is primary school enrolment where boys and girls now have equal access. Indeed, in some urban areas, the number of girls in primary schools outnumbers boys. However, the situation is different at secondary school and tertiary levels where more men and boys are enrolled. This chapter identifies the many factors that appear to be responsible for slow progress in addressing gender issues in education, including the enduring nature of patriarchy and argues that efforts to resolve gender inequalities in education should take the impact of patriarchy on girls’ education into account.

Keywords: Gender, Education, Patriarchy

1CITING THIS CHAPTER

Abstract
This chapter examines the development of special education in Zambia as the country celebrated fifty years of independence. It traces its history through the philanthropic efforts of the missionaries that settled in the Eastern Province and analyses education policies since independence with a focus on special education. Using document study, the chapter analyses the achievements of the Ministry of Education, Science, Vocational Training and Early Childhood Education in the area of special education. It identifies categories of disabilities which have not received adequate attention in terms of special education and the negative consequences of standardised assessments. Finally, recommendations are made for safeguards to ensure that assessment is carried out in a fair and non-discriminatory manner and that the goal of universal access to education by 2030 is achieved.

Key words: Assessment, Disability, Learning Disabilities, Discrimination

1CITING THIS CHAPTER
CIVIC EDUCATION IN ZAMBIA BEFORE AND BEYOND THE GOLDEN JUBILEE

by

Gistered Muleya

Abstract

Civic Education, also known as citizenship education, facilitates the development of the knowledge, understanding, social skills, disposition, virtues and values that personally fulfil individuals and render them socially constructive citizens. Globally, it has been revived as part of national school curricula to inculcate social, political, economic, cultural and technological values that enable learners to be integrated within their community and contribute to its development. This chapter reviews trends in civic education at the international level and its evolution and development in Zambia. It underscores the significance of civic education in schools to enhance the country’s transformation.

Key words: Civic Education, Citizenship Education, Knowledge, Dispositions, Skills, Virtues, Values

CITING THIS CHAPTER

ENVIRONMENTAL EDUCATION IN ZAMBIA: WHY THE RESURGENCE?

by

Liberty Mweemba

Abstract

The visibility of environmental problems and the increasing awareness of associated consequences have made environmental issues salient in Zambia. At the beginning of the 21st century, issues relating to Environmental Education (EE), conservation and management emerged on the global policy stage. Most international declarations and conventions to combat global environmental problems call for heightened environmental awareness and environmental education as policies, but these will only be successful if they have the backing of society at large. Environmental Education is an important tool to combat environmental degradation and learn environmentally appropriate behaviour. The environmental challenges confronting the world today call for a shift in our thinking that will assist the earth to heal her wounds and so heal our own. Like other developing nations, Zambia needs to develop programmes and campaigns to educate the community about the environment. This chapter, therefore, discusses environmental problems in Zambia, the development and goals of environmental education, the principles of effective Environmental Education and the need for environmentally educated citizens.

Key words: Environment, Education, Principles, Citizenship, Resurgence

1CITING THIS CHAPTER

THE EVOLUTION OF ADULT EDUCATION IN ZAMBIA FROM INDEPENDENCE TO DATE AND BEYOND

by

Musonda Luchembe

Abstract

This chapter uses documentary evidence to describe the evolution of adult education in Zambia since independence. It defines the key terms, discusses the status of adult education in Zambia pre- and post-independence, and examines its role in the broader context of the University of Zambia’s contribution to national development and society as a whole. The main form of adult education in Zambia is adult literacy and the chapter thus focuses on trends and issues in this field. Finally, the chapter addresses the challenges and future prospects of adult education in Zambia.

Key words: Adult Education, Adult Literacy, Literacy Rate

1CITING THIS CHAPTER

LIBRARY AND INFORMATION SCIENCE EDUCATION IN ZAMBIA: ISSUES AND TRENDS PRE- AND POST-INDEPENDENCE

by

Felesia Mulauzi and Benson Njobvu

Abstract

Library and Information Science (LIS) education is central to sustainable development in any nation. It equips individuals with the knowledge and skills to effectively manage much-needed information and knowledge resources in organisations. This chapter presents a historical background on the evolution of LIS education in Zambia pre-and post-independence. It provides an overview of the current status and provision of LIS education as well as research programmes in the country, focusing on universities and colleges. The challenges confronting these institutions in providing such education are explored and solutions are suggested. This chapter will hopefully assist university and college management in furthering the development of LIS education in Zambia as well as enhance the academic knowledge of lecturers and students in this field.

Key words: Library and Information Science, Education, Issues, Trends, Zambia

CITING THIS CHAPTER

RELIGIOUS EDUCATION IN ZAMBIA AT FIFTY YEARS OF INDEPENDENCE AND BEYOND: ACHIEVEMENTS AND CHALLENGES

by

Melvin Simuchimba, Austin M. Cheyeka and Farrelli M. Hambulo

Abstract

Religious Education (RE) as a school subject in Zambia owes much of what it is today to the Christian missionaries who arrived in the 19th century. Their evangelical efforts were significant in shaping the educational enterprise as a whole and the nature of RE in particular. This chapter traces the historical evolution of Religious Education in Zambia in order to provide an understanding of its changing faces in the past fifty years of independence. In the process, RE was transformed from an evangelical tool to an educational subject. In recording this history, we also provide an understanding of the place of religion and its value in the Zambian education system.

Key words: Religious Education (RE), Ministry of Education, Educational Reforms, First Republic, Second Republic, Third Republic, Curriculum

CITING THIS CHAPTER

Abstract

This chapter presents an analytical discussion of the historical development of the teaching profession in Zambia from 1964 to 2014. The first part focuses on the development of teacher education during this period, including the expansion of existing institutions and the establishment of new teacher training institutions, qualification requirements for teachers, teacher enrollment and programmes aimed at preparing teachers at both primary and secondary teacher training institutions. The second part examines teaching in Zambia relative to the characteristics of a profession in order to identify the constraints confronting teaching in the country in attaining professional status. In view of the challenges, it is unlikely that teaching in Zambia will become a profession in the near future. The final part discusses current trends towards professionalisation of teaching in Zambia and concludes that professionalism rather than professionalisation should be the focus of any attempts to improve the status of teaching.

Key words: Profession, Professionalisation, Professionalism, Teaching, Teacher Training, Teacher Education

1CITING THIS CHAPTER

Abstract

This chapter discusses the legacy and dynamics of the language policy in Zambia from 1924 to the 2014 new education language policy. It examines some of the major factors which informed language-in-education policy formulation and implementation in the country in relation to three landmark phases. The chapter reveals the mismatches between language policies and the language for initial literacy and changes in policy. It concludes that, while English has remained the sole official language at the national level, there has been increasing recognition of the role of local languages as languages of classroom instruction. In order to consolidate the gains over the years, the chapter argues for a comprehensive operationalisation of the current language-in-education policy through the formulation of a language development plan and the production of sociolinguistic surveys at both national and community level to aid teachers in determining which language or languages to use as a medium of classroom instruction.

Key words: Policy, Reforms, Mismatch, Complementation, Competition, Official Language
REFERENCES


Advisory Unit of Colleges of Education (AUCE), Report 2015.


Central Statistical Office (CSO), Ministry of Health (MoH), Tropical Diseases Research Centre (TDRC), The University of Zambia and Macro International Inc. (2009). *Zambia Demographic and Health Survey 2007*. Calverton, Maryland, USA: CSO and Macro International Inc.


Chipatu, L. (2011). ‘Environmental Education to Address Negative Impacts of Copper Mining in Kankoyo Township of Zambia Copperbelt Region.’ MEd. UNZA.


Datta, A. (1979). ‘The Teachers’ Role in Contemporary Society.’ Lecture Material prepared for Correspondence Students in the Centre for Continuing Education, University of Zambia, Lusaka.


Education Sector Analysis (ESA) 2017), Ministry of General Education, (MoGE), Lusaka


Education Sector Bulletin (ESB) (2016), Ministry of General Education (MoGE), Lusaka.


EURYDICE. (2012). *Citizenship Education in Europe*.


Irish Aid Report (2002). Comprehensive


Muwanei, M. (2014, April 13). Defilement Case Referred to Police. Sunday Times of Zambia, p.4


Sililo, G.N. (2002). ‘Curriculum Development Centre Director’s Address to a Religious Education Curriculum and Syllabus Consultative Meeting’ (2 August), Lusaka.


www.cavendishza.org. ‘Cavendish University Home Page’ accessed on 28.06.2014.


MAKE AN ORDER FOR YOUR COPY NOW

HOT SALE

LIMITED COPIES AVAILABLE

FOR ORDERS PLEASE CONTACT:
+260976282507 OR EMAIL:
gift.masaiti@unza.zm

The Book is also Available in all Major Book Shops