

**COMMUNITY AND ACADEMIC PERCEPTIONS OF THE UNIVERSITY OF ZAMBIA
POSTGRADUATE EDUCATION AS A LEARNING SYSTEM FOR LOCAL
COMMUNITY SUSTAINABLE DEVELOPMENT IN ZAMBIA**

**BY
SAMSON KANTINI**

**Dissertation submitted to the University of Zambia in partial fulfilment of the
requirements for the award of the Degree of Master of Education in Education and
Development**

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DECLARATION

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Name

Signed Date

CERTIFICATE OF APPROVAL

This dissertation by Samson Kantini is approved as fulfilling partial requirements for the award of the Degree of Master of Education in Education and Development by the University of Zambia.

Signed.....Date.....

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Further credit goes to each one of the individuals and organisations whose names I have not mentioned. Their names have not been itemised not because I forgot them. It is the best way of avoiding performing the common ritual of leaving out some names due to limitations of space. For their ethical, spiritual, material and intellectual support they rendered to me in various forms and functions which made this study possible, may the God(s) each one of them believe in richly bless them and enlarge their territory.

DEDICATION

This work is dedicated to my Kith and Kens, living and the living dead, as defenders and sources of the inspired expression that made this work complete.

ABSTRACT

This study established whether or not the current postgraduate education as a learning system at the University of Zambia (UNZA) was seen by Zambian academics and local community members to be serving sustainable development needs of local communities in Zambia. This was achieved by firstly identifying sustainable development needs of local communities in Zambia. Secondly, the study established linkages between the then UNZA postgraduate education system and local community sustainable development needs. Thirdly, the study looked at how local knowledge and global knowledge was being interfaced in the UNZA postgraduate education system. In the context of the study, local knowledge was looked at as contextual and indigenous knowledge as well as understanding of oneself and the environment found in communities that are native to a particular geographical area. Global knowledge was viewed as expert knowledge attained through formalised study and exposure to knowledge systems beyond boundaries of a given community.

Using both qualitative and quantitative research methods, data were collected using interview guides, observation checklist, Focus Group Discussions and document analysis. The target population was Zambian academics and community members at UNZA and Lusaka Province respectively. The sample size was sixty participants divided into groups of twenty across three categories: community members, lecturers and administrators, and students at postgraduate level across disciplines in different schools and departments of UNZA. In the analysis, these participants were categorised into three: community members, students and lecturers.

The findings of the study revealed that postgraduate education as a learning system at the time of the study in the years 2011 to 2012 had linkages with local community development in Zambia. There were interfaces between local knowledge and global knowledge within the system. An in-depth analysis showed that while this was the case, these linkages were at that time very weak and the interfaces were malfunctioning. The malfunctioning of the interface between contextual and expert knowledge was a result of lacking a deliberate independent system that dealt with local and international networks. Such a system was necessary for ensuring that goals of local communities, the corporate world, governments and fellow learning institutions were taken care of by UNZA in the formulation and implementation of its curriculum. It was clear therefore that

the absence of this kind of a system was posing serious challenges for UNZA postgraduate education as a learning system to meet sustainable development needs of local communities. Furthermore, a need for an innovation learning centre dubbed as Learnovation Center was identified and recommended. The Centre could help to strengthen the interface between local knowledge and global knowledge in the UNZA postgraduate learning system. This would be possible because UNZA would engage local communities and industries through this centre to develop, promote and patent indigenous knowledge systems to create products and systems that are locally relevant and have a global appeal.

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LIST OF ACRONYMS

CBU	-	Copperbelt University
DGRS	-	Directorate of Research and Graduate Studies
HIV/AIDS	-	Human Immune Virus/Acquired Immune-deficiency Syndrome
ICT	-	Information Communication and Technology
MDP	-	Microbicides Development Programme
MOE	-	Ministry of Education
MoU	-	Memorandum of Understanding
NGOs	-	Non-governmental Organisations
PhD	-	Doctor of Philosophy
SARUA	-	Southern African Regional Universities Association
UNDP	-	United Nations Development Programme
UNESCO	-	United Nations Educational, Scientific and Cultural Organization
UNILUS	-	University of Lusaka
UNZA	-	The University of Zambia
USAID	-	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter introduces the nature of this study by discussing the background of the study, statement of the problem, objectives and research questions, rationale, conceptual framework, and layout of the dissertation. It ends with a brief summary of the chapter.

1.2 Background

The education system of Zambia is a three-tier, 9-3-4 design. It has nine years of basic education, three years of high school, and four years of university to first degree level (MOE, 1996). In this formal structure, postgraduate education – which generally takes eighteen to twenty-four months for a master’s degree and four years for doctorate studies – is placed outside the three-tier design. This kind of design in a way creates a dead end after undergraduate level because pursuing any studies beyond undergraduate is not fully supported like other levels of education. This dead end situation can be attributed to the country’s historical reluctance towards postgraduate education. Teferra and Altbach (2003) notes that such reluctance, evident in the challenges characterising the system, continues to make postgraduate education in Zambia partly an artefact of colonial policies shaped according to European antiquated models. Some of the challenges facing postgraduate education in Zambia include those outlined next.

1.2.1 Inadequate Access and Low Enrolments

The British colonial authorities were not of the idea of a widespread access to education in Zambia. Accordingly, they did not establish any university. In few schools that they opened, they were only interested in training a limited number of locals to assist in administering the colony. At independence with all its rich copper resource, Zambia had only about 100 university graduates at undergraduate level attained outside the country. The learners had to travel under turbulent circumstances to Makerere University in Uganda to receive such undergraduate education (Dei, 2004; Teferra & Altbach, 2003).

In the years 2011 to 2012, although openings were there, opportunities for pursuing postgraduate education remained limited in Zambia. The country had significant challenges in providing access to postgraduate education. These challenges varied considerably in addressing the needs of local communities. For instance, there was failure to satisfy the demand of the population that was eager for opportunities to study having achieved a level of undergraduate education that qualified them for postgraduate study. There was an inability to satisfy the needs of both public and private sectors for highly qualified and competitive human resource (Lulat, 2003).

1.2.2 Dejection of Local Culture

Colonial authorities had less regard for local cultures. This is partly evidenced in the language policy where the language of instruction in less than 200 secondary schools that had been established by 1964 was English. Besides, communities were completely removed from any government policy making boards on education and practice (Omolewa, 2005; Teferra & Altbach, 2003).

Over forty years after independence, the local Zambian culture still found very little space in postgraduate education except in times when it was used as a guinea pig for some research (Hountondji, 1997; Luyckx, 1999). It is noteworthy that culture is dynamic and passed on from one generation to another. The mechanism by and through which culture is preserved, developed, communicated and transmitted is culture itself in general and language in particular. Yet, with its seven major local languages and more than 55 minor ones, Zambia had no indigenous language which was in use in postgraduate education. This was not only bound by the national language policy which recognises English as the only official language. There were tribal divisions being perpetrated by pervasive political influences.

Accordingly, Zambia was a consumer of knowledge that is conceived, developed, and organised elsewhere and based on foreign tongues. Postgraduate system had no capacity to generate enough knowledge of its own using indigenously rooted language and culture (Teferra & Altbach, 2003; Dei, 2004). Besides, there was no infrastructure and strong will to process and translate existing knowledge to indigenous languages apart from the Bible that is almost translated in over 20 local languages.

This situation continued to exclude the local culture from higher education and made the applicability of the received knowledge difficult in local contexts (Dei, 2004; Platteau, 2004). For instance, while many countries in the world are translating technological software and computer programmes into indigenous languages to make them user friendly to their populations, no concerted efforts were known in larger parts of Zambia where illiteracy levels of English language remains high. The majority of the people thus remained alien to technology even if they could access it because they had to first learn the technicalities of foreign languages before understanding the content.

1.2.3 Limited Finance and Academic Freedom

During the colonial regime, Snelson (1974) and Kelly (1991) note that education for the African Zambian was poorly funded and the academic freedom and autonomy of learning institutions was limited. Following Zambia's political independence and several democratic power-changes that have been made since 1964, the academic freedom is still in short supply. Institutional autonomy exists in special circumstances and postgraduate education faces severe financial crises. For example, total public expenditure in as far as disbursements to education sub-sector by sub-sector are concerned as at 2003 (and as a % of GDP), was only 0.4% which went to University and almost less than a quarter of it was spent on postgraduate education (Lulat, 2003; MOE, 2004).

There was accordingly a tendency often times to seek funding from external sources. Usually, such funding was secured from donors. This had its own implications on the quality of the research done in terms of its nature and impact on Zambian postgraduate education and society as a whole. This is because donors who financed research had their own interests, assumptions and expectations often times contrary to those of local communities (Lulat, 2003; Teferra & Altbach, 2003).

The absence of enough financial resources also partly caused serious problems in terms of the overall learning environment. These include shortage of published materials such as books and journals, lack of basic resources for learning, the absence of laboratory equipment and supplies

to do research and teaching, and delays of salary payments for the staff (Kelly, 1991; Lulat, 2003).

1.2.4 School Curriculum and Community Development

In the colonial era, the linkage between formal school system and community development was very poor (Snelson, 1974). The curriculum in the learning institutions was never devised to meet local community needs. It was restricted to disciplines that developed indigenous assistants to the colonial administration. The colonial authorities supported such subjects which were not costly to implement both materially and politically. They financed subjects and syllabi that served well in the perpetration of colonial legacy and hegemony. For instance, as Snelson (1974) and Teferra and Altbach (2003) noted, natural scientific and cultural development related subjects were hardly offered.

Teferra and Altbach (2003) and Bloom et al. (2006) have observed that higher education in Zambia today has not made significant strides to change the circumstances. It is not organised within the context of local community development. These scholars further observed that the higher education system in Zambia like in many other African countries, does not adequately educate their learners to become more innovative, ingenious and improve their intrinsic creativity to transform the society. Like in colonial days, it is learners with mild curiosity to question the system that find support and accommodation in the ranks of higher education systems. This is because such learners are sure customers to continue existing legacies that are not meeting development needs of the country but benefit individuals.

Community development finds its place within the postgraduate system in Zambia under the concept of community service. The concept of Community Service as was practiced by the University of Zambia in 2011 and 2012 rarely incorporated community learning and cultural knowledge assets. The University placed itself as the solution to local problems. Thus, it seldomly sent its experts to communities with an assumption that their expertise would improve the quality of life of the community. Yet community development cannot be without having communities themselves taking a leading role in deciding what is essential for their sustainability (Lulat, 2003).

With this concept – Community Service – local communities were treated as consumers and recipients of the expertise that is foreign to their everyday way of living. With the exception of traditional avenues such as running the teaching hospital and allowing public access to the university library facilities, Lulat (2003) notes that universities in Zambia followed the path taken by many other universities across the region, that is, to build intellectual giants that are far removed from the problems of society at large hence practical dwarfs and irrelevant to the progress of their people.

Nonetheless, it is shown that there is a growing involvement in community service than in the past. The nature of such involvement is not only experimental but driven by severe financial constraints of the universities. Accordingly, the aim is not to remove local communities at the periphery of knowledge creation that they are currently occupying in development but use them as leverage in diversifying traditional source of funding support for the concerned institutions (Dei, 2004).

1.2.5 Higher Education Authority and Emerging Trends in Postgraduate Education

Amid the turbulent circumstances noted above, namely, inadequate access and enrolments, dejection of local culture, limited finance and academic freedom, gap between school curriculum and community progress, a proliferation of new universities in 2011 and 2012 was visible in Zambia. Yet, there was still no higher education authority to pro-actively ensure quality control and accreditation of higher education institutions to make certain that the country did not invest in poor education. Accordingly, diversity in quality, provision and management of postgraduate education could be seen among public and private institutions offering graduate programmes. Public institutions remained preoccupied with the traditional advanced study in respective disciplines. Their programs were characterised by scarce yet ordered and structured information by fragmented, classified patterns, subjects and schedules with a view to the pursuit of an academic career. Among private institutions, two new trends were seen to be emerging in postgraduate education in Zambia.

Firstly, there was a market led growing demand for advanced degrees related to a specific field of professional activity especially business studies and administration (Teferra & Altbach, 2003).

This trend was coming through what are largely considered undergraduate universities which in an endeavour to effectively penetrate the market demanding postgraduate qualifications were starting to offer selective market driven graduate programs. Their quality remained questionable because largely they were launching such programs without enough resource bases.

Secondly, there was an emerging trend influenced by recent economic, development and learning theories. This trend focused on advanced degree programmes which link local community learning, collective adaptability and development processes with global and local knowledge based socioeconomic systems. There was a gap in literature on this new trend particularly on how theory and practice were being linked in collaborated environments for local and global professionals, communities and students. However, it was not clear with regard to how social networks through which this new trend operates could be relevant to solving the current problems of education and development in Zambia.

1.3 Statement of the Problem

It remained unknown whether or not the University of Zambia postgraduate education in the years 2011 and 2012 was serving sustainable development needs of Zambian local communities. This lack of knowledge constituted a problem that this study set out to tackle. The lack of knowledge on whether or not the University of Zambia postgraduate education measured up to a learning system that met sustainable development needs of Zambian local communities resulted into the following.

Firstly, postgraduate education was written on in isolation from the socioeconomic progress and community wellbeing of the country. It simply featured as a negligible subsection of sections in literature dealing with higher education in general and particularly undergraduate education. Thus no known studies focused on postgraduate education as a learning system for sustainable community development. And specifically looking at its role in tackling globally linked and locally manifested social, economical and political issues in the country (SARUA, 2009; Bloom et al., 2006; Teferra & Altbach, 2003; Banda, 2003; Kelly, 1999; MOE 1996, 1999; Mwanakatwe, 1968; Busia, 1968).

Secondly, literature on development, such as Moyo (2009), Pritchett and Woolcock (2004), Platteau (2004), Esteva (1992) and Bauer (1984), hardly connected lack of socioeconomic progress and political malaise in Zambia to linkages and interfaces fostered by postgraduate education between local and global knowledge systems.

Thirdly, where postgraduate studies in Zambia looked at local and global issues, they did so separately from each other and no deliberate measure was done to fuse them or relate them one to the other.

Fourthly, the engagement of local communities by postgraduate education in the learning process as shown in the reviewed literature remained limited (Bloom at al., 2006; Teferra and Altbach, 2003; Busia, 1968).

Therefore, this study aimed at addressing the stated problem involving lack of knowledge about postgraduate education and sustainable development in Zambia.

1.4 Aim of the Study

This dissertation set out to establish whether or not Zambian academics and community members perceived the current postgraduate education at the University of Zambia as a learning system serving sustainable development needs of local communities in Zambia.

1.4.1 Specific Objectives

The dissertation sought to achieve the following specific objectives:

1. To identify what was viewed by Zambian academics and community members as sustainable development needs of local communities in Zambia.
2. To establish linkages that Zambian academics and community members saw between the current postgraduate education at the University of Zambia and community development, if any.
3. To determine ways in which Zambian academics thought local and global knowledge were being interfaced in the postgraduate education as a learning system for sustainable development at the University of Zambia.

1.5 General Research Question

How did Zambian academics and community members consider the current postgraduate education at the University of Zambia as a learning system which met sustainable development needs of local communities in Zambia?

1.5.1 Specific Research Questions

The dissertation sought answers to the following specific questions:

1. What do Zambian academics and community members view to be sustainable development needs of local communities in Zambia?
2. What linkages did Zambian academics and community members say existed between postgraduate education at the University of Zambia and local communities to foster sustainable development?
3. How did Zambian academics think local knowledge and global expertise were being interfaced in the postgraduate education at the University of Zambia as a learning system for community sustainable development?

1.6 Scope and Rationale of the Study

The area in which this study was conducted and validated was presented below. This included the justification or fundamental reasons behind it.

1.6.1 Scope

The scope of this study was confined to the relationship of postgraduate education as a learning system to the sustainable development needs of local communities in Zambia using the University of Zambia as the case study. The study established how the Zambian Academics and community members saw postgraduate education at the University of Zambia in fostering the progress of the country. It did not look at the entire education system neither did it look at all the nine provinces of Zambia but specific communities. Therefore, it should be interpreted according to the period it was conducted – 2011 to 2012 – and within the context of the University of Zambia's postgraduate education as a learning system in Zambia and its linkages with local community development within a globalising knowledge society.

1.6.2 Rationale

There is currently a gap in literature on postgraduate education and community sustainable development in Zambia. The accounts by Busia (1968), Bloom et al. (2006), and SARUA (2009) have impressively located the status and role of higher education in national development. Nonetheless, they focus on higher education in general terms. This study focused on postgraduate education as a learning system that fosters local community development is meant to fill this gap in literature. Filling such a gap does not only expand the frontiers of human knowledge in this area. It is important because it may help administrators and policy makers in learning institutions, government departments and development agencies to re-examine how postgraduate education in Zambia as an engine of research as well as creation and dissemination of new knowledge is helping to address the needs of local communities in sustainable development.

This study has possibly set in motion a direct dialogue between postgraduate education and local communities particularly local learning systems and cultural knowledge bases in development of the country. This is because it was context specific and informed by local informants who were practitioners and learners on how they perceive their context – current postgraduate education – in light of the development of their communities – Zambia. Such a dialogue is essential in the current global and knowledge based economy that is impacting the country in various ways. In Zambia, like in almost all developing countries, there is a continuing widening gap between the educated and the uneducated, rich and poor respectively. The educated are considered elites more connected to the global economy than their own society. This research has helped us answer intriguing questions of whether it is the education that make these elites appear irresponsible and uprooted from their local contexts in the eyes of some or it is the local contexts failing the elites. In whichever case, the research has helped us establish that this class issue and continuing underdevelopment is partly founded in how postgraduate education is addressing sustainable development needs of local communities in Zambia.

1.7 Operational Definitions of Concepts

The following were concepts that constituted the conceptual framework of this study. The concepts were defined and understood in the context of this study.

1.7.1 Zambian Academics

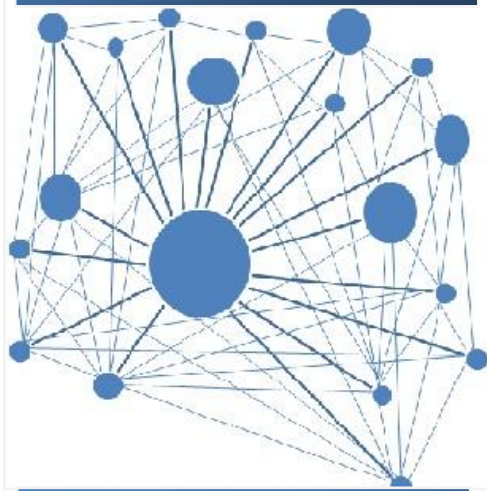
In this study, the term ‘Zambian academics’ referred to a community of students and scholars actively engaged in higher education and research having attained or pursuing advanced degrees and are known for such engagement and academic achievement. This community also included academic administrators such as Chancellors or Deans who hold advanced degrees and pursue scholarly research and writing while also doing their administrative chores. Although higher education include high schools, colleges and undergraduate level, Zambian Academics in this dissertation only referred to the University of Zambia and particularly students and scholars who were involved in postgraduate education at the time of the study. Three factors explained this selection. Firstly, the focus of this dissertation was postgraduate education at the University of Zambia and at the time of the study. Accordingly, the interest was to get views from individuals who were directly involved in postgraduate education at UNZA in 2011 and 2012. Secondly, there was hardly a sizeable number of people engaged in substantial scholarly research focusing on postgraduate education and who were known for such research in Zambian high schools, colleges and undergraduate levels. Thirdly, the University of Zambia was the leading institution in Zambia offering postgraduate programmes at an extended scale that was going to give this dissertation well-rounded views on what was obtaining in postgraduate education in Zambia.

1.7.2 Learning System

A learning system in this study was looked at as a locally and globally networked environment in continuous transformation optimal for contextual and expert knowledge building, acquisition, appropriation, application and free exchange of innovative ideas to foster sustainable progress in society.

There were members to a learning system. These members came from formal, non-formal and informal sectors with diverse expertise and experience. The membership was both individual and collective and formed a complex web or network of belonging as shown in figure 1 below.

Figure 1: Learning System Web



Source: Field Data, 2012

Every member of the web formed the hub or core group and also belonged to the groups at the periphery. This made a learning system a system of systems. With support by technological architectures such as the internet, it grew into a ubiquitous collaborated environment. A learning system therefore was seen to make its members transcend organisational, disciplinary, technological, cultural and geographical boundaries. Members participated in the system by bringing in knowledge and taking out knowledge through local and global institutional and non-institutional linkages. New

knowledge was created while that which is already known was tracked down, evaluated and transformed to meet needs of the continuously altered spaces by both local and global forces.

There are striking features of a Learning System that the study presented. Such features were fully appreciated and incorporated as they were imperatives that animated a knowledge and global society. These imperatives were outlined in Table 1 below.

Table 1: Features of a Learning System

Feature	Description
Lifelong Learning Opportunities	The capability to continuously learn and learn fast is an unmatched competitive advantage that individuals, communities and organisations can ever have. A Learning System should provide equal opportunities for lifelong learning to all its members.
Collective Action	A Learning System should have and foster creation of collective approaches that continuously change to be optimally effective and efficient to solve problems. Efficiency of individuals, communities and organisations depends on how well individual and collective learning is interlinked to build approaches for collective action in addressing issues of mutual concern. Dialogue among diverse ideas and awareness of surroundings, sensations and perceptions, is a source of energy and transformation for a system.
Local and Global Linkages	Contextual and expert knowledge and experiences should be linked and publicly available rather than protected and property of select individuals or groups. Sustainable and effective strength of a system to meet the needs of people in their own context demands that knowledge and experiences of local people and knowledge and experiences of global groups be interfaced and integrated in the process of knowledge building and making inclusive problem solving strategies.
Information Access	There should be a wide range and high accessibility of information. Information should be less structured or ordered by fragmented, classified patterns, subjects and schedules. Optimal processes for devising sustainable solutions to complex issues depend on availability and accessibility of information. Complex problems call for individuals and institutions that have a transdisciplinary understanding of issues. For example, the problem of HIV/AIDS epidemic does not require medical attention alone, it calls for social, cultural, economic and political considerations.
Technology Utility	Technologically supported, rather than dependent, environment is essential for a system to transcend geographical, cultural, disciplinary and organisational boundaries that are often times perpetrated by limitations of physical locations.

Source: Field Data, 2012

The imperatives explained in *figure 2* were explained as factors that help members of a Learning System including communities and organisations, faculty and students accrue benefits for both their personal and collective development. Potential benefits for members were shown against each membership category in Table 2 below:

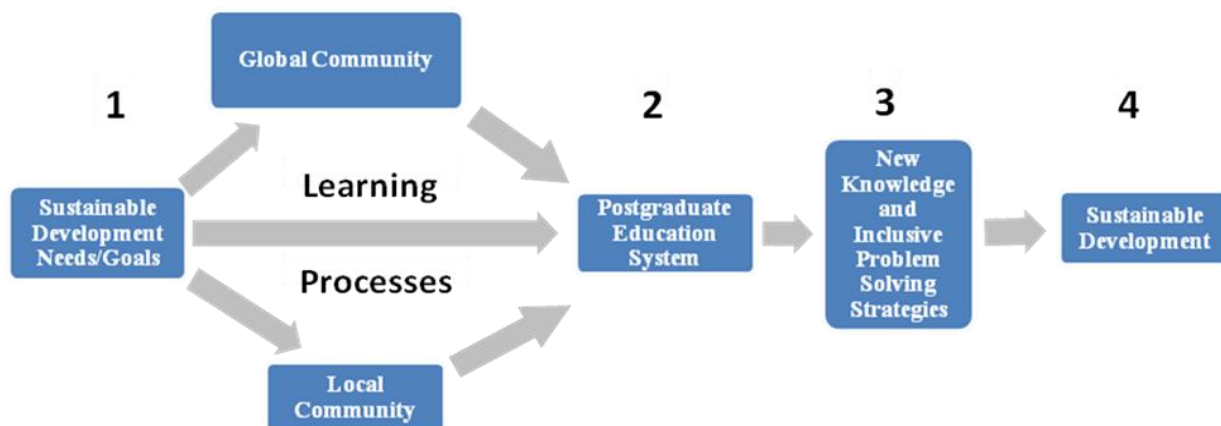
Table 2: Potential Benefits from a Learning System

Membership Category	Potential Benefits
Communities and Organisations	<ul style="list-style-type: none"> • Build capacity and capacity building • Sustainable linkages to local and global resources • Ownership of social progress • Creation of locally effective knowledge building networks that further local and global connectedness
Faculty and Professionals	<ul style="list-style-type: none"> • Continuous professional development • Local and global professional linkages for research, publication, socialisation, teaching and learning • Opportunities for idea experimentation
Students	<ul style="list-style-type: none"> • Collaborated learning involving hands-on-experience in organisations and communities; • Exposure to local and global professional, learning and social networks; • Trans-and-multidisciplinary information access; • Extensive technology utilisation.

Source: Field Data, 2012

The integration of different members, local and global organisations, faculty and students (items covered in 1.7.2, 1.7.3, 1.7.4, 1.7.5 and 1.7.6), into a learning system to bring about sustainable development was illustrated in Figure 2 below.

Figure 2: Learning System for Sustainable Development



Source: Field Data, 2012

The stages in figure 4 above of a learning system for sustainable development were explained as in Table 3 below.

Table 3: Definitions of stages of a Learning System for Sustainable Development as used in this study		
Stage 1	Investigating Interplays of Terrain	the needs of both local and global stakeholders of a given learning system are established at this stage. Such needs or requirements for their sustainable development continue to change with time. Thus, instead of taking them to be bedrock for the learning system, they are only used as a starting point but integrated into the learning processes of the system for continuous assessment. This is achieved through various educational activities, data mining and exchange programmes.
Stage 2	Interpreting and Analysing the Terrain	postgraduate education was explained as an actor that processes the requirements of all the stakeholders. The different educational activities, data mining and exchange programmes that would be going on in stage one are evaluated and analysed. Accordingly, this stage brings together local and global aspirations to form an implementable plan. In this way, postgraduate education creates log frames that interpret the needs into practical and measurable goals. Such goals form new knowledge and inclusive problem solving strategies which are applied in stage three. The designing of projects for implementation and further research was said to be done here.
Stage 3	Knowledge Application	with new knowledge created and collective problem solving strategies developed in stage two, postgraduate education facilitates the directing of combined efforts of local and global forces to engage communities in addressing their needs. Project implementations and community outreach programmes are carried out here.
Stage 4	Goal Attainment	the realised future and established present of all stakeholders with respect to their view of what sustainable development is. This stage, instead of ending the process figure four illustrated, starts it again. Thus, while these stages were distinguished that way, it is clear that they do not occur in isolation. They are spirally integrated.

This model of a Learning System shared key elements with what Wesley and Virginia (2001) called *Models of Collaborative Inquiry*. Models of Collaborative Inquiry have been known by different names. These include Communities of Practice, Learning Organisation, Learning Communities in Higher Education, Professional Development Schools, Professional Communities and Participatory Action Research. However, the Learning System in this study was distinct from these models in a very significant way. This is because Models of Collaborative Inquiry are primarily responses to a shared interest or concern. A Learning System in this study was not just a response. It was the environment and network in, by, and for, which such responses are made. It was made the responses possible. Table 4 below summarised this.

Table 4: Distinguishing Elements between Learning System for Sustainable Development and Models of Collaborative Inquiry

Model	Goal	Participants	Method	Outcome
Learning System for Sustainable Development	To provide a socially, politically, economically, culturally and institutionally networked environment optimal for new knowledge building, appropriation, exploitation and free exchange of contextual and expert knowledge through integrated learning (personal and collective) to foster sustainable development	Members from formal, non-formal and informal sectors with diverse expertise and experience who transcend organisational, disciplinary, technological, cultural and geographical boundaries.	Interlinked individual and group reflection on expert and contextual practice, identifies a set of core locally manifested and globally linked issues or concerns, and employs those concerns, including empirical research and ongoing inclusive problem solving strategies through local and global linkages.	Sustainable Development built around learning Communities with locally effective knowledge building networks that further a one global society.
Communities of Practice <i>Lave & Wenger, 1991; Palinesar et al 1998; Stamps, 1997</i>	To engage in systematic collaborative discourse, reflection, and inquiry for the purpose of improving professional development and practice and contribution to the field at large.	Members with diverse expertise and experience who transcend organisational, disciplinary, and geographical boundaries include families and consumers.	Group reflects professional practice, identifies a set of core issues or concerns, and employs those concerns, including empirical research and ongoing reflection.	Construction of the professional knowledge base by researchers, practitioners and consumers.
Professional Communities	To engage in systematic collaborative discourse, reflection, and inquiry for the purpose of continuous professional development and improving practice and contribution to the targeted profession.	Limited to members of a particular discipline or profession	Group reflects professional practice, identifies a set of core issues or concerns, and employs those concerns, including empirical research and ongoing reflection.	Provides new knowledge and continuous professional development.
Learning Organisation <i>(Senge, 1990; Starkey, 1996)</i>	To promote organisational change improvement through collective individual learning	Limited to members of a specific organisation	Individual and group reflection organised within five disciplines, personal, mastery, mental models, shared vision, team learning and systematic thinking.	Transforms organisations into communities in which it is acceptable to engage in generative conversations and experimentation with new ideas.
Learning Communities in Higher Education <i>(Wesley & Virginia, 2001)</i>	To link existing courses or restructure curricular material in higher education so that learners have a deeper understanding and integration of the material.	University students and faculty.	Courses linked by common theme, historical period, issue or problem; linkages can be within a major or interdisciplinary.	Students connect academic work with active and increased intellectual interaction with each other and with faculty.
Professional Development Schools <i>(Book, 1996; Darling-Hammond, 1994; Kochan & Kunkel</i>	To connect what student teachers learn in the classroom with practices in the school setting.	Primarily limited to school personnel, university staff, student teachers.	A variety of strategies build partnerships between the participating schools and university, promote learning from one another and improve education at all levels.	Joint activities lead to better preparation of students for the real world of professional practice; school improvements; continuing education for professionals.
Participatory Action Research <i>(Calhoum, 1994; Cochran-Smith & Lytle, 1993; Patterson et al, 1993; Saaor, 1992)</i>	To engage in systematic disciplined inquiry for the purpose of improving teaching, learning and schooling.	Primarily limited to school personnel, university staff.	Standard qualitative and quantitative research methods applied to specific area of focus.	Provides new knowledge and improves school practice in the area of focus.

Source: Adapted from Wesley & Virginia (2001), *Models of Collaborative Inquiry*.

1.7.3 Community

In this study, the concept of community was a particular area both physical and virtual where people lived and all the inhabitants that occupied such a space. The community could have both identifiable geographical boundaries or blink ones. The boundaries could be blink because of strong interconnectedness with surrounding environments which would either be dispersed or close or shared the same geographical terrain and the character of indwellers. The people and the area they occupied, as a community, made up a system. It was a socio-cultural system that had a life of its own. Life of the system went beyond the sum total of all the lives of all its inhabitants who shared a common intent, belief, resources, preferences, needs, risks, and a number of other conditions affecting their identity and their degree of cohesiveness. The system had systems within it composed of things that were learned, transmitted, and stored, by symbols.

1.7.4 Local Knowledge

This was viewed as contextual knowledge and understanding of oneself and the environment. It comprised of indigenous knowledge systems and practical experience in communities that were native to a particular geographical area. Local knowledge informed the livelihood of the inhabitants or citizens of communities concerned. Such livelihood included politics and socioeconomic activities like science, technologies, medicines and health care, natural resource management, agriculture, gastronomy, trade, literacy and learning.

1.7.5 Global Knowledge

This referred to expert knowledge attained through formalised study and exposure to knowledge systems beyond boundaries of a given community. Such knowledge was considered to be usually segmented and sanctioned as academic and professional qualifications in form of certificates, diplomas and degrees to operate in specific areas of human endeavours.

1.7.6 Sustainable Development

In this study, sustainable development was understood as durable social progress with individuals concerned having a high sense of ownership, and collective engagement and learning, for continuous transformation of their environment without endangering the quality of life for future generations. In this definition, sustainability and development were underlined by

the following terms of principles of sustainable development, transformation, durability, ownership, collective engagement, collective learning and environment. Table 5 shows how the principles of sustainable development were used for purposes of this study.

Table 5: Definitions used in this study using principles of Sustainable Development

Transformation	should be both a quantitative and qualitative change in the wellbeing of the individuals severally and collectively and alcohol
Durability	should be a continuous and long lasting progressive process where foregoing generations see their development activities as a foundation on which succeeding generations can erect their own healthy and productive civilisation in harmony with nature.
Ownership	inspiration to do something should always be sought from both internal and external ideas, the process should not be borrowed or imposed from outside. People should mobilise themselves to act upon their circumstances if sustainability is to be secured. Social progress should be incited from within and the parties involved should be empowered, have personal fulfilment and take possession of the process.
Collective Engagement	development efforts should to be concerted from local to global levels. National and international interests have to be harmonised or balanced to ensure that tension in terms of interpretation and implementation of sustainable development is reduced
Collective Learning	should be continuous individual and collective evaluation of present human activities and quality of life for future generations. The evaluation should produce a collective intelligence that discards old habits unhealthy to nature and peace and progress of humankind
Environment	implies that human development should have environmental practices that value and sustain biodiversity and life-supporting ecological processes

1.8 Structure of the Dissertation

This dissertation was made up of six chapters in total with several sections and subsections. The first chapter introduces the study by providing background information to the study, stating the specific problem under investigation, the aims and specific objectives and specific research questions that were addressed. The chapter also presented a conceptual framework within which the study was to be undertaken by defining the major concepts that related to the study.

The second chapter gives a review of existing literature related to the study. This was in order to place the research in context of similar studies. Thus, it started by reviewing literature that linked education to development in theory and practice. It explored the new shift from emphasising primary education to postgraduate education. Zambia, like all nations impacted by globalisation, was experiencing this shift under a swift and irrevocable change of a knowledge society that places cognitive resources at the centre of human activity and social dynamics. This was followed by a look at local learning systems and cultural knowledge bases. The interest was their role in postgraduate education and development in Africa then narrowed down to Zambia. The chapter ended by exploring literature that had so far attempted to explore postgraduate education in Zambia in light of sustainable development of the country.

The third chapter deals with methodology. It presented the research design used in the study, population, sample size and the data collection and analysis strategies. Amongst the data collection techniques, methods and tools used included document analysis, interviews, focus group discussions and the questionnaire. The population and the sample, which was drawn from the University of Zambia (UNZA) and Lusaka Province's local communities was presented in this chapter.

The fourth chapter presents the findings of the study. The subsequent interpretation, analysis and discussion of the findings made up the fifth chapter. Chapter Five presented what had been learnt regarding postgraduate education in Zambia and local community development.

The sixth chapter presents conclusions of the study in form of short summaries in line with research questions and objectives. The chapter also gave recommendations to provide feedback to different stakeholders in postgraduate education at the University of Zambia, the government and local communities.

1.9 Summary

This chapter started by giving a background of postgraduate education in the country. It is within this background that it examined the current state of postgraduate education and development in Zambia. It was clear that postgraduate education was now taking the centre stage of development

in a knowledge society. Particular attention was however not being given to this in Zambia. Also, it was made clear how understanding the linkages between postgraduate education in Zambia and the local communities could help us find answers to the social, economic and political challenges the country was facing. However, it was observed that scholars had not given particular attention to postgraduate education in Zambia and the development of local communities specifically looking at linkages of learning systems and cultural knowledge bases that are both local and global. Besides, emerging trends in postgraduate education were going undetected and an unevaluated. These points gave fertile grounds from which the problem statement of the study arose. This was followed by the research questions. Then, the aim and the specific objectives of the study were presented. The scope of the research and its rationale were specified before outlining the conceptual framework of the study. The conceptual framework introduced and explained the major concepts which were of direct relevance to the study. The chapter ended with an outlined structure of the dissertation.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter reviews literature on higher education and development in Zambia. The review focuses on three topics within the existing literature. The first topic is the shift of emphasis from primary education to postgraduate education in development. The second topic looks at the shift of focus from external knowledge to local knowledge assets in education and development. The third topic is the performance of postgraduate education in Zambia amid these shifts making up topics one and two.

The first topic reviews the emerging prominence of postgraduate education in development. This prominence is rooted in a shift from old economic theories that influenced education and development to new theories that are moving the focus from ‘what is known’ - basic education – to ‘what can be learned’ – postgraduate education. Also changing the notion that the world grows primarily by consuming resources – natural resources and labour – to a notion that the world primarily grows by creating resources – new ideas. This demonstrates how the old concept that education best results in ‘human capital’ owned by individuals is changing. It is changing to the notion that education best results in ‘ideas’ that are often created by people working together, across interfaced borders and often with fluid rules of ownership. This evidently shows how postgraduate education is reducing the emphasis on primary education and its role in a global and knowledge society. The first topic also reviews how this shift in question is a result of the failure of the basic education and literacy concept to change the socioeconomic landscape of developing countries like Zambia.

In light of the movement from mere information to knowledge societies, the second topic reviews literature on how global education and development agendas are shifting their focus of emphasis from foreign expertise to endogenous and indigenous knowledge assets. This is rooted in new research findings which shows that the negation of local cultures in education systems and development models help explain the failure of such systems and models to solve local problems – hence the questioning of their relevance. This topic explores literature that challenges

the old notion that local communities lacked learning systems and knowledge creation processes. Traditional perspectives in development held that if communities had such learning systems, they were not worthy any attention or even mentioning because they were incapable of creating new knowledge to solve education and development problems of the countries concerned. This topical review brings us in context of how postgraduate education as an engine of research, creation of new ideas and knowledge, is charged with the role of exerting its relevance to local development by interfacing the living presence of indigenous knowledge bases and learning processes to global resources and networks.

The third topic informed by the clear central role postgraduate education play in the development of local communities explored by the first two topics, reviews literature that has attempted to specifically tackle the issue of higher education and development in Zambia. This topic further justifies our study by showing how existing literature has left clear gaps on issues of postgraduate education and development in Zambia. Specifically, the question that had remained unanswered was how the UNZA postgraduate education as a learning system is relevant to socioeconomic and political progress in Zambia.

2.2 Primary Education Vs Postgraduate Education in Development

There was a shift from emphasizing primary education to postgraduate education in the social, economic and political development of countries. This was opposed to the emphasis on primary education that emerged after the Second World War. Romer (1986) and Mundy (2000) showed that at the end of the *Second World War*, an economic theory emerged which linked development and education. The theory was called *Human Capital Theory*. The theory stressed that investing in human beings was the right path to economic recovery, social harmony and political stability. It inspired Theodore Schultz who in 1960 ushered “the human capital revolution” in economic thought through an address to the American Economic Association. With his contemporaries like Dennison, Schultz established a place in modern neo-classical economic thought for the role of education. Education became an integral part of the Cobb-Douglas production function of economic production and growth (Romer, 1986; Mundy, 2000).

The Cobb-Douglas production function was a widely used functional form in economics to represent the relationship of an output to inputs. Though largely abandoned after 1960s, Pritchett and Woolcock (2004) showed that the Cobb-Douglas helped the human capital theory in shaping the classical thought about education and development. Education became presented as a means of increasing the productivity of individuals, communities and nations (Romer, 1986).

Bloom et al. (2006) and Hoppers (2008) argued that in linking education and development using the human capital theory, a hypothesis was made claiming that not all education was obligatory for this purpose especially in developing countries which desperately needed, and still do, economic growth. The notion that became established out of this hypothesis was that primary and currently secondary education was the necessary precondition for development. But higher education was a recipe for ‘social chaos and political instability’ because no evidence showed that higher education yielded ‘social benefits’ over and above the benefits that accrue to individual students themselves (Bloom et al., 2006; Hoppers, 2008).

Till the 1990s, only primary education was advocated for as a prerequisite for social welfare and poverty eradication. For example, during the 1990 Jomtien Conference and the 2000 Dakar Summit on “Education for All,” the overshadowing theme was universal primary education. Both the international development community and governments adopted declarations on universal primary education and directed development aid on, and government funding to, education largely towards basic education. Higher education was paid almost no attention. For instance, the world-wide spending on education by the World Bank reduced from 17 percent between 1985 and 1989 to 7 per cent starting from 1995 to 1999 (Bloom et al., 2006).

The tide changed in the mid of the first decade of the 2000s and higher education started to take the central role.

Firstly, this was because two decades after the “Education for All” agenda was consolidated, no productivity or economic growth in developing countries increased. The Education for all agenda did not deliver. Literacy was not achieved. Equity goals were not being realized. In fact, education for all collapsed into “schooling for all” with the blind leading the blind for most of

the decade since 1990. Very little fundamental redesigning of Africa's education systems ever occurred with the exception of South Africa, still emerging from the depths of Apartheid. Institutional structures remained fossilized and unresponsive, the realities in and values of local communities were still not taken seriously. The link between education and the wider developmental efforts remained unclear (Hountodji, 1997; Bloom et al., 2006; Hoppers, 2008).

Bloom et al. (2006) further argued that this lack of progress showed that a systematic dialogue on models of education and economics was not fostered well. This situation challenged the hypothesis that primary and secondary schooling rather than higher education are the primary drivers of socio-economic development.

Secondly, the shift from primary to higher education was ushered by the globalizing world economy changing the nature of production and the emerging economic theories emphasising knowledge as the engine of much of industry and key linkage between education and economics. The technological changes that created the means to easily communicate across barriers of space in place, culture and time were also having tremendous influence on this growing emphasis on higher education (Bloom et al., 2006). Teferra and Altbach (2003) and Bloom et al., (2006) argued that in a knowledge and technologically linked society, higher education is the ultimate education other than primary because through research and learning it reveals, creates, and greatly contributes to the dissemination of new knowledge and ideas.

2.3 Foreign Knowledge Vs Local Knowledge in Education and Development

There was an established consensus that local communities have knowledge assets and learning systems necessary to solve their own education and development problems. This consensus was being consolidated by the following facts. Firstly, education and development models designed using foreign knowledge continued to collapse (Dei, 2004). Secondly, the application of foreign earned knowledge and ideas in local contexts had proved difficult and unsustainable (Bloom et al., 2006). With more historical evidence that African ancient civilizations that shaped world civilization were indigenously rooted (Bernal, 2002), it was indisputable that this failure of foreign ideas in local contexts was due to the disruption and negation of local systems.

2.3.1 Failure of Foreign Education and Development Models in Developing Countries: The Case of Africa

After World War II, developed countries evolved the concept of modern development aid. Though launched in the post-World War II context particularly in 1948 by the *United States European Recovery Program or Marshall Plan*, this concept could be traced back in earlier times before World War II period (Bauer, 1984). Aid was directed to poor countries with a view to foster economic growth, sound social systems and just political structures. Developed countries embarked on this ambitious journey by pouring huge sums of money both in cash and kind as grants and loans into developing countries like those in Africa. The understanding was that poor countries were impoverished. They lacked capital investment and local knowledge to inform their own development. The reason they lacked capital investment and knowledge was because they were poor and illiterate. Thus, developing countries needed a wealthy and literate outsider—a foreign aid provider—to break them out of the vicious cycle of poverty that kept them impoverished and illiterate (Bauer, 1984; Bloom et al., 2006).

Bauer (1972) argued that all parties concerned did not ask themselves how wealthy countries, which were once as poor as developing nations, became rich if capital investment and foreign literacy was an essential precondition of escaping poverty and if only wealthy countries had the means for this investment and knowledge.

The failure to ask the above fundamental question caused deep rooted problems in Africa's education and development. The connection between theory and practice – literacy and development – proved difficult to capture. The models for education and development programs did not take into account local culture knowledge bases. The African governments in implementing their education and development plans mainly aimed at attaining quantitative results that funders expected. The African governments and Learning Institutions completely neglected, and still do, their role to act as crucial links in recontextualising global processes and creating globally oriented, indigenously rooted futures (Teferra & Altbach, 2003).

Much as education's link to development was debated along the record of success of education development projects for years (Hubbard & Duggan, 2009; Moyo, 2009), education was still viewed as unrelated entity to other sectors.

Hountondji (1997) contended that this started with, for example, the failure to look at literacy as a continuum in different modes of communication, from the oral to the written. Being ignorant of the western alphabet was equated with total ignorance, thoughtlessness and primitivity. Education and literacy did not serve as an organic function to enable local societies to engage in the critical but active reappropriation and authentication of their cultures and knowledge. There was an absolute conviction that education and learning the alphabet itself was not a cultural matter (Hountondji, 1997; Dei, 2004). Besides, it was a common view that African societies did not have progressive learning systems and a cultural knowledge base that would drive their own education and development. Dei (2004) argued that the assumption had been that, if African communities had communicable and dynamic learning systems that create knowledge, they would not have been impoverished as the case was. Instead, they would have led their communities towards advancements like that of Europe or America.

Hountondji further argued that instead of putting literacy as the service of a complex range of African knowledges – in botany, crops, animal husbandry, climatology, medicine, philosophy, pedagogy, architecture, and other knowledges that were completely subjugated under the forces of colonialism and modernity – literacy as the larger education system was arraigned as the new supreme force. It was considered as the answer to all problems. Thus, the only way to better living was to go through the formal education system. Yet, the system could not reconnect the classroom materials with their real life images having been curved out by people who only understood fragments at the periphery of local cultures.

Esteva (1992) complimented this view very well when she said that Africa deeply desired, and rightly so, to eradicate illiteracy and achieve universal basic education. But having equated illiteracy with illness, Africa abandoned her own culture. Africa became determined to vaccinate its people clean of this illiteracy illness in a bid to rapidly attain modernization and to get just the 'right quantitative numbers on billboards in order to secure places at various banquet tables'

(Esteve, 1992). Luyckx (1999) called this a failure to hear the distinct echoes of social Darwinism in the impatient voices. This meant that African Governments and learning institutions forgot that it was the same social Darwinism, embedded deep in the processes of development practice that had in the first place belittled their own people. They forgot that it was part of their responsibility and obligation to their people to resolutely urge the West to dispose of its condescending complex and its 'intolerant and exclusive' assumptions about the gross ignorance and backwardness of all others (Luyckx, 1999).

However, some scholars like Woodson (2005) and Woodson (2000) defended but subtly blamed the West when they argued that in fact, African Governments and their people did this by their own accord having been programmed by the colonial legacy from the beginning through mind control systems. This is because when you control a man's thinking you do not have to be concerned about his actions. You do not have to order him to go into any direction. He or she finds his proper destiny and pursue it. You do not need to suppress him; he suppresses himself. His education makes this possible (Woodson, 2000).

Such arguments clearly showed us where the problem is, education and the consequent mind frame and attitude it produces. This explained why when finally the focus shifted to link literacy or education and societal development, a crisis continued to manifest. This is because there were no conceptions of learning that did not stigmatize and that grew from local systems. A big gap was created between the oral and the literate and development itself (Luyckx, 1999).

Mazrui (2003b) and Platteau (2004) argued that when communities are given leadership of the projects, they continued to fail to move forward. Their collective understanding and ability to handle increasingly complex situations the projects demand remained limited. This was because from the beginning, communities were simply recipients not only of the 'development' but the leadership of such development process. In fact, when they implemented such development programmes, it was not in light of their own social goals and objectives but an outside expert-determined goal who at times only wished to do some experiment of his models that never even worked anywhere else (Prichett & Woolcock, 2004).

Development agencies like the *United States Agency for International Development* (USAID) still quoted the early 1960s' words of United States' 35th president, John F. Kennedy, to explain the status core of education and development aid in Africa. These words were that although aid programs helped to avoid economic collapse and socio-political chaos, it was a fact that many of the nations that had been helped were not much nearer sustained economic growth, social harmony, and political stability, than they were when aid operation began. Money spent to meet crisis situations or short-term political objectives while helping to maintain national integrity and independence had not moved the recipient nations toward greater economic and social sustainable development (www.usaid.gov).

2.3.2 Postgraduate Education and Indigenous Learning Systems in Development

Busia (1968) and Omolowa (2000) noted that the systematic failure in the context of education and development projects was a result of the absence of an interface between local and global knowledge bases in the designing, implementation, monitoring and evaluation of all nation-building programmes. Teferra & Altbach (2003) and Dei (2004) pointed out that the central role that knowledge and technological advancements were then playing in the changing nature of the global economy served only to emphasise this point.

The interface Busia (1968) and Omolewa (2000) noted had been lacking because for many decades, not only had there been a historical notion that the principal sources of knowledge are the formal school setups. Postgraduate education remained at the periphery of development debates and projects in local communities. It was felt that developed countries had far reaching better ideas on how Africa should move forward. It became clear that this colonial assumption was misleading. It deliberately neglected the broader dimensions of knowledge and decided to restrict it by limits of a culture (Hountondji, 1997; Dei, 2004).

New research and realities proved that local communities in Africa had a grounded and contextualised learning system shared with individuals, families and community groups both immediate and afar (Busia, 1968; Omolowa, 2000; Dei, 2004). This learning was not static and random as it was thought and recorded by scholars like Snelson (1974), Mwanakatwe (1968) and Kelly (1991; 1999) in the case of Zambia. It was actually a learning that had a systematic but

flexible form of local knowing which was dynamic and responsively connected to the everyday changing environment, the people and the ancestry. The individual living subject could be punished for not looking out for the interests of the larger group or community and for going against the ancestral understanding of outside worlds. This is an important learning system that was informed by the spiritual, physical and metaphysical as a way of life and a source of knowledge. In this learning system, there was an appreciation that the material rewards of competition were far lower than the benefits of cooperation or collaboration (Busia, 1968; Omolowa, 2000; Dei, 2004). This partly explained why there had been many disadvantages for local African communities within the European schooling systems.

Busia (1968) and Omolowa (2000) argued that the separation of education from local communities set in motion a destructive system to local learning systems. The new 'formal system' de-spiritualised learning, made it competitive and privileged schooling over education. Dei (2004) gave two persistent problems to validate this. Firstly, apart from issues of costs, the parents could not afford to send children to boarding or distant schools because they needed their children to do home or community work. This was a clear indication that schooling was separated from local community ways of sustenance. Secondly, those children who went to school were uprooted from their families, cultures and communities to which they belonged as they were defranchised from opportunities for true learning that was collaborative and reflected their everyday reality (Omolowa, 2000; Dei, 2004).

Further, the presence of African local learning system and knowledge bases was being proved by historians such as Bernal (2002) of ancient civilisations. Overwhelming evidence was being brought out that African civilisation was actually the foundation of European civilisation. This was because Roman civilisation is Greek civilisation as well as Roman, and both Greek and the Roman civilisations from which European civilisation owes its successful evolution, are Egyptian. This is because the entire Mediterranean was civilised by Egypt; and Egypt in turn borrowed from other parts of Africa, especially Sudan and Ethiopia (Bernal, 2002). The presence of *Dzimba dze ma Mabwe* (stone houses) in Zimbabwe and the pyramids in Egypt which evoked contrasting scholarly views for long period of time on who actually built them, proved the deeper

living systems that hold the fabric of African societies which are yet to be appreciated thoroughly.

The lack of sustainability and the visible ineffectiveness of development and education systems in third world countries was thus explained by this absence of an interface between local knowledge on one hand and education and development on the other which is largely possible through higher education.

To this score, scholars like Teferra and Altbach (2003) and Platteau (2004) argued that in today's societies, higher education can only be considered well developed as a functioning system if its inextricable linkages with social, economic and cultural advancement of local communities are well established. In fact, Omolewa (2005) argued that socio-economic and political development, living standards and life styles depend upon a broad basis of discovery, invention and application of scientific and social knowledge that higher education explores

By pointing out *social knowledge* in addition to scientific know how, these scholars, Teferra & Altbach (2003), Platteau (2004) and Omolewa (2005), appreciated the local learning systems. They appreciated them as systems that through varying human experiences and diverse history of events and ideas shaped and continue to shape social growth and development. Higher education of good quality, focused on the growth and development of the economy and the society and widely available, prioritises tapping into such social knowledge.

Bloom at al. (2006) and Dei (2004) lamented that unfortunately, the educational policies and practices of governments in Sub-Saharan Africa, for the most part were not appropriately contextualised in local learning systems, human conditions and social realities.

It has been noted that on a fortunate side there is a surge in some communities and scholars are increasingly becoming interested in promoting education with new analytical systems based on indigenous concepts and their interrelationships. This surge was for cultural renewal and a revitalisation of African cultural resource knowledge base that had the potential to address social

and educational development problems (Teferra & Altbach, 2003; Platteau, 2004; Omolewa, 2005).

The above arguments however were peddled with a general view of higher education in Africa. They did not give specific attention to postgraduate education which produces highly qualified human resource to run the larger sectors of higher education particularly in curriculum designing and implementation.

2.4 State of Postgraduate Education and Development in Zambia

Bloom at al. (2006) noted that the linkage between education on one hand and the social, economic and political development of societies on the other had been well established. But the development of the postgraduate education system in African countries was still being treated to a large extent as a homogenous good – independent of national socioeconomic and political progress. Further, Teferra and Altbach (2003) showed that the African governments and development agencies for several decades had neglected tertiary education as a means to socioeconomic growth and poverty alleviation. They had been placing emphasis on primary and secondary education. Mundy (2000) and Dei (2004) contended that African local societies had remained placed at the periphery of the formal education system and social progress.

Therefore, like in almost all developing countries, Mundy (2000), Teferra (2002), Platteau (2004) and Bloom at al. (2006) noted that higher education in Zambia was not working. Even amid loud calls for better higher education, there was a ‘stubborn’ lack of comprehensive progress in higher education systems. That these scholars used the term higher education, it was going to be misleading to conclude that postgraduate education was part of this failure without carrying out a specific and evidence based study. Especially that they argued to say there was still a seemingly losing struggle to maintain even low enrolment levels for postgraduate studies, and the academic research output was too weak and was among the world’s lowest. In 1995 for example, the whole Sub-Saharan Africa was responsible for only 5,839 published academic papers compared to South Asia that produced 15,995 published papers, and Latin America and the Caribbean, 14,426 (Bloom at al., 2006). Two questions arose here. One, was the entire postgraduate education as a learning system was failing in Zambia? Two, was the short supply of

high skilled manpower and poor research and publication able to help us explain the high poverty and illiteracy levels that characterised the country? These questions were not answered in the studies by Teferra (2002), Platteau (2004) or Bloom at al., (2006) as far as postgraduate education and community sustainable development in Zambia was concerned.

2.4.1 Postgraduate Education Provision and Development Demands

There were few universities that offered postgraduate degrees in Zambia in 2011 and 2012. The country had eleven universities at the time of the study. These were the University of Zambia (UNZA), Copperbelt University (CBU), University of Lusaka (UNILUS), Mulungushi University, Zambia Open, Zambia Adventist, Zambia Catholic, Northrise, Saint Eugene, Copperstone and Cavendish Universities. Many of these were undergraduate universities. UNZA remained the leading institution offering postgraduate degree programmes in various academic disciplines of its nine schools. Its sister public university, CBU, had postgraduate studies making up only a small proportion of its academic activity. The School of Graduate Studies at CBU was in fact only established in 2008. It was running only three graduate programmes, namely, Master of Science in Project Management, Master of Arts in Human Resource Management and Master of Business Administration with a variety of finance to barely make them four. In fact, even post graduate degrees among its staff were limited largely to master's level. Statistics showed that only 12 percent of CBU staff had doctoral degrees while 66 percent were masters (SARUA, 2009).

Nonetheless, some of these undergraduate universities like Cavendish University were starting to take interest in offering graduate studies. But such studies were mainly at postgraduate diploma and certificate levels. Besides, the studies were in a way leaned towards the new trend in offering graduate programs related to a specific field of professional activity particularly in business studies and administration (Teferra & Altbach, 2003).

2.4.2 Private Universities

There were private universities interested in postgraduate studies emerging in Zambia. They were coming up only in major cities and were largely concentrating on undergraduate programmes. Their existence had a negative bearing on postgraduate education in Zambia

because some were taking interest in providing postgraduate studies without enough independent institutional resources (Teferra & Altbach, 2003).

Firstly, their postgraduate courses were generally narrow in their program coverage. Teferra and Altbach (2003) noted that the common courses were computer science and technology (with poor internet connectivity and inadequate computer laboratories), accounting and management, banking, finance, marketing, and secretarial science. The courses were targeted toward the needs of the local market but run short of sight in appreciating the global system within which such a market operated.

Secondly, many operated without appropriate infrastructure and good facilities. The quality of service was accordingly low and social responsibility was almost absent as they emerged largely as a personal and more or less profit making business ventures (Lulat, 2003; Teferra & Altbach, 2003).

Thirdly, they were exerting pressure on the two public institutions, UNZA and CBU, already faced with low academic staff. At UNZA and CBU, the lecturers who taught at undergraduate level were the same ones who were teaching at postgraduate level. Given that the majority of postgraduate programmes offered were taught degrees, lecturers had found themselves strained with time and energy. Within this stubborn strain, in most cases lured by highly lucrative salaries and benefits, faculty members at UNZA and CBU had been observed to join private institutions either as part-time or full time lecturers. As part-time, they still held full time positions in public institutions. The private institutions they engaged served as an important source for extra money. Coupled with brain-drain, this was seriously constraining many departments and the overall quality of postgraduate training in the country (Mundy, 2000; SURUA, 2009).

2.4.3 Research and Publication

Teferra and Altbach (2003) noted that research and publishing activities which are a central priority for postgraduate education, were in a critical condition in Zambia. The general state of research was poor and the research infrastructure was inadequate. The postgraduate system in the country also faced the challenge of undertaking research that is relevant to the Zambian context

while at the same time conforming to the norms of world science and academics (Teferra & Altbach 2003).

Teferra (2000) and Bloom et al. (2006) argued that the major causes of this included scarcity of laboratory equipment; few high level experts and researchers with support to sustain publications; poor and dilapidated libraries; small salaries of faculty and research staff; rapid expansion of undergraduate education; poor oversight of research applicability; restrictive environment that inhibits freedom of speech; lack of commitment to and appreciation of journal production by university administrators; and declining, non-existent and unreliable sources of research funds.

Jacobsson (2000); Teferra and Altbach (2003) further pointed out that postgraduates and the academic staff itself remained unable to track frontiers of knowledge which is crucial for undertaking meaningful research. Such frontiers are things like international journals, periodicals, and world databases. The ever-increasing prices of journals and alarmingly declining library and university funds had worsened this problem. Many libraries in the country had either dropped or cancelled their subscriptions.

It was interesting, Teferra (2001) noted, that despite this poor state of research and publication, publishing was still a measure for academic promotion at Universities in Zambia. It was a situational irony that Zambian academics were expected to publish their work in an academic context that did not even provide access to world databases and other authentic publications that inform new dynamic trends in world scientific and scholarly developments (Mundy, 2000; Teferra, 2001).

This remained a general view of higher education in Zambia. More specific studies focusing on the University of Zambia examining in deep detail each of these issues raised was recommended.

2.4.4 Culture and Language

Hountondji (1997); and Luyckx (1999) have argued that the negation of culture and arts education had completely made local cultures in Zambia to find very little space in higher

education. Local culture was being treated as an artefact and not something of everyday use in higher education. There were no departments of cultural studies and anthropology in the universities just like there were no independent ministry at national level charged with the task of developing local cultures and arts traditions. Arts and culture were sections of departments in ministries dealing with issues. Local cultures, arts and traditions had not earned scholarly and expert attention to integrate them into education and development programmes. Thus, they were not appreciated as constitutive of human development that is a key factor of empowerment and identity building within the creative diversity of the country. There was a complete failure to capture the central role culture plays in the country's socioeconomic, spiritual and political well-being. UNESCO (1998) attributed this failure to the low levels of resources and status in the ministries and civil servants who oversee it.

Busia (1968), Mundy (2000), Teferra (2002) and Platteau (2004) concluded that such a scenario entailed that a country in this situation like Zambia, was a knowledge consumer of ideas that are foreign to its manhood which makes its systems impotent to deliver for local citizens but alienate them from their own reality. Actually, Romer (1986), hypothesised that countries whose higher education systems were in such a state like Zambia, their citizens remained severely disadvantaged to drive their own development and suffered irreparable damage in the current global and knowledge based society.

2.4.5 Postgraduate Curriculum and Community Development

Busia (1968) and Platteau (2004) pointed out that the social and economic progress of communities and nations in a globalising world was increasingly depending upon the ability of their learning systems to meet the needs and aspirations of its members for advanced and continuing education and sustainable development in local contexts. Teferra and Altbach (2003) and Bloom et al. (2006) observed that the quality and overall relevance of higher education in countries like Zambia was not rooted within the context of local community development because policies, practices, norms and curriculum were decided using knowledge produced from elsewhere. In their conclusion they said that thus education was failing to play its important roles. The important roles referred to were as follows. Firstly, it was not helping learners to fit and work better within their communities. Secondly, the preparation of learners for work outside

their agriculture community was alienating rather than empowering and expanding their ability to interface with a larger outside world that was impacting their communities (Teferra and Altbach 2003).

2.5 Gap in the Literature

It is important to note that the above arguments that higher education in Africa generally and Zambia in particular was not working remained on the academic platforms. But the question of whether or not Zambian academics and local communities viewed not just higher education in general but postgraduate education in particular at the University of Zambia to be failing local cultures and languages remained unanswered. This was because the conclusions above that higher education in Zambia was not working were found in general literature on higher education in Africa. Literature that focused on Zambia concentrated more on undergraduate education. Postgraduate education was mentioned almost in passing.

CHAPTER THREE

METHODOLOGY

3.1 Introduction

This chapter discusses the methodology used by the study. It starts by reiterating the research focus and details what each research question sought to investigate. Then, it discusses the research design, target population, sample size and sampling techniques, research instruments, data collection procedures and data analysis.

3.2 Research Purpose

The purpose of this study was to establish how the Zambian academia and local community members see the current postgraduate education as a learning system that fosters sustainable progress of the country in local communities. It looked at postgraduate education as a hub of knowledge production that is not limited to only bring about equilibrium between local and global knowledge sets. It perceived postgraduate education as a locally and globally networked environment that interlinks contextual and expert knowledge to build inclusive problem solving strategies. Such problems were often locally manifested and globally linked.

3.3 Research Focus

This study dealt with the question: “Do Zambian academics and local community members consider the current postgraduate education at the University of Zambia as a knowledge industry that measure up to a learning system which meets sustainable development needs of local communities?” This was the focus of the study. It looked at how postgraduate education as a learning system at the University of Zambia engaged local communities in producing contextually relevant knowledge to cultivate, grow, harvest and own their development. To achieve this, three specific questions were addressed.

The first specific question set out to identify sustainable development needs of local communities in Zambia in the current global and knowledge based economy. The needs once established were used as a yard stick for two things during data analysis. Firstly, to see if existing linkages between the current UNZA postgraduate education and local community sustainable

development were addressing these needs. Secondly, to establish if interfaces between local and global knowledge in the UNZA postgraduate education were taking into account these sustainable development needs.

The second specific question made an inquiry into linkages between postgraduate education as a learning system in Zambia and local communities. The linkages were important because they are in-between-linkages that form a networked environment that is socioeconomically, culturally and institutionally optimal for the free exchange of contextual and expert knowledge to foster sustainable development. Such linkages operate in a two way mechanism. Firstly, they enable local communities to be well aware and engaged in the postgraduate learning system. This makes local communities have a direct input into postgraduate education. Through such engagement, capacity to solve their own problems and a sense of ownership of their learning and progress is also built and developed in local communities. Secondly, the linkages integrate postgraduate education into the local communities and vice versa. The integration makes postgraduate education reflect aspirations of, hence relevant to, the communities it serves. The students and the faculty are made to know more about, get incorporated in, and work closely with, local communities in building inclusive problem solving strategies. Accordingly, where the linkages were found to exist in Zambia, example local communities that had sustainably addressed their development challenges through such linkages were sought for to help the study establish both agreement and disagreement between contention and practical evidence.

The third specific question looked at the process of knowledge building. Its interest was how understandings of diverse groups are linked to bring about a carefully balanced mixture of expert knowledge and contextual knowledge. In a country like Zambia with development challenges that needed an approach which involved understanding their particular context, it was knowledge built from linked ideas and balanced mixture of expert and contextual understanding that was needed. It was noteworthy that context provides a basis for knowing when and how these diverse knowledge sets can be combined. In this case, postgraduate education was looked at as an environment that facilitated the linking and mixing process of diverse knowledge sets. Such an environment shielded different groups from social, economic, political and cultural factors that otherwise limited their involvement in knowledge building. Thus, the question investigated how

postgraduate education in Zambia interlinked local and global community knowledge in its learning system in a quest to bring about meaningful and sustainable social progress in local communities.

3.4 Research Design

The research design of this study was a ‘Case Study Design.’ White (2003) defined a case study design as a detailed investigation of individuals, groups, institutions or other social units. A case study may focus on only one subject or more. It can be of particular geographical area in a community or the entire country or continent. Also, it can focus only on a section of a given institution or the entire system of the institution. This study focused on the University of Zambia postgraduate education system and local communities in Lusaka, Chongwe and Kafue districts of Lusaka Province.

3.5 Target Population

The study involved past and current postgraduate students at and from UNZA, lecturers and community members in Lusaka Province from various walks of life.

3.5.1 Respondents involved in Postgraduate Education at the University of Zambia

In the data analysis stage, the respondents sampled as Zambian academics were categorized using different variables. The variables used were nationality, gender and academic status in terms of their association with the University of Zambia. The nationality variable required that the participants indicate their country of origin if it was Zambia or any other country. Under gender, the participants indicated whether they were male or female. The academic status variable classified the respondents into two categories: students and lecturers. Details of the participants according to the variables used are shown in Table 6 below.

Table 6: Data on participants Involved in Postgraduate Education at the University of Zambia

Sex	Status		Nationality	
	Lecturer	Student	Zambian	Non-Zambian
Male	16	11	27	0
Female	4	9	13	0
Total	20	20	40	0

Source: Field Data, 2012

In terms of the academic status of the participants involved, the study divided the lecturers into teachers and administrators while students into master's and doctoral students. Further, the students were divided into Natural Sciences on one hand and Social Sciences including Humanities and the Arts on the other.

For lecturers, the findings revealed that the majority of the lecturers involved in postgraduate education were also administrators within the University ranks especially at undergraduate level. On students, the findings showed that there were more masters students than doctoral students. Also, there were more students doing postgraduate studies in Social Sciences and Humanities than Natural Sciences.

With respect to nationality, the findings showed that there was almost no foreign faculty at postgraduate level. Similarly, there was hardly any international student studying at the University of Zambia at postgraduate level. While none of the respondents had a foreign nationality, at least some respondents in responding to question two (2) in Section 2 of the Interview Guide (see appendix 3) knew of the presence of international postgraduate students in certain programmes. The respondents who said so indicated that the majority of the international students they knew of were refugees from Rwanda and were not more than 10 in total.

3.5.2 Respondents in Lusaka Province Communities

Community members involved people from the civil society organisations, political parties, public service, business and agriculture sector. They were categorised using the following

variables in the data analysis stage: nationality, occupation (farmer, civic leader, business person, politician and civil servant) and area of resident (urban and rural). Details of the participants according to these variables are shown in Table 7 below.

Table 7: Details of Respondents in Local Communities of Lusaka Province.

Occupation	Area of Residence		Nationality	
	Urban	Rural	Zambian	Non-Zambian
Civil Servant	2	2	4	0
Business Person	3	1	3	1
Politician	2	2	4	0
Farmer	1	3	3	1
Civic Leader	2	3	4	0
Total	10	10	18	2

Source: Field Data, 2012.

3.6 Sample Size and Sampling Techniques

The sample size involving 60 respondents was picked and divided into three – community members, graduate students and lecturers or professors – as shown in Table 8 below:

Table 8: Sample Size and Division

Institution	Catchment Area	Category and Number of Respondents		
		Lecturers	Students	Community members
The University of Zambia	Lusaka Province	20	20	20

Source: Field Data, 2012

This sample was randomly selected across selected communities in Lusaka Province and disciplines and departments in the University of Zambia at postgraduate level. This selection helped us show if there were differences in opinion between community members and Zambian academics in as far as the postgraduate education at UNZA and community sustainable development was concerned. Community members included people from the public and private sector. In the public sector, there were persons from the public service and private sector.

Sampling community members this way was important because it helped capture voices from people operating at different levels in society and having varying exposure and understanding of education and development. The Zambian academics as sampled from UNZA were divided into lecturers and students. The stratification of lecturers and students was of particular importance here. It gave us insights into whether or not the level of study – being student or lecturer – affects the understanding and perception of Zambian academics about postgraduate education and community sustainable development.

Random sampling was used to ensure an equal chance of every member in the target population (White, 2003). In this study, random sampling was used to come up with postgraduate students at UNZA and local community members in Lusaka province. For postgraduate students, registers of confirmed postgraduates were collected from different schools at UNZA. A ruffle draw was then conducted to come up with 20 students. The same procedure was done for local communities where a list of districts in Lusaka province was requested from the Lusaka City Council.

Based on the researchers judgement of which of the persons within the target population had best information to address the purpose of the research, purposive sampling was also used (White, 2003). It was used to come up with lecturers and administrators in the Directorate of Research and Graduate Studies (DGRS) at UNZA and officials from Ministries of Education and Community Development and Social Services.

3.7 Research Instruments

The research used interview guides and documents such as journals, newspapers and websites with relevant information to the study. The interview guides were used to gather views from Zambian academics and community members on the current postgraduate education at UNZA as a learning system for local community sustainable development. The interview guides had both open ended and close-ended questions. This combination was necessary for two reasons. One, it helped to collect all-rounded thoughts and make reflections on the same thoughts in line with the subject at hand. Two, it helped in having the respondents pinpoint specific issues without being superfluous.

The observation method was used to observe some lessons being delivered to postgraduate students. This was meant to see how concepts of local community sustainable development were incorporated and applied in the curricula at UNZA. Also, observations were made to see any kind of research projects in communities that UNZA was partnering with local communities. Field notes were also made during this process to ensure that the researcher gets first hand information in its authentic form and context.

Focus Group Discussions were conducted with two groups. The first group involved lecturers and students. The second group only included administrators in the UNZA DGRS.

3.8 Data Collection Procedure

Over a period of ten weeks, six persons were interviewed every week. Digital recorder and notes were used to document the data. The data were not linked to actual names of the interviewees and they were stored and analysed according to the stratification above – community members, students and lecturers. A computer database and folders created specifically for this purpose were used to store the data.

The interviewee was given a questionnaire to complete at the end of each interview. Completing the questionnaire took less than 7 minutes during which the researcher waited nearby to collect the completed script. Accordingly, the researcher informed the respondent in advance on how the interview was to proceed to ensure that enough space in place and time was secured.

3.9 Analysis

The analysis of the data involved six stages. The first stage was compilation of the data into three categories stated above, community members, students and lecturers, and in order of the research subquestions.

When the compilation was done, the second stage focused on the compiled data to notice interesting patterns and mark them in each category according to the research questions. This process also involved putting similar patterns and themes together. This facilitated the discovery and further investigation of the data in the subsequent stages.

The third step involved looking for emerging patterns that may not have been captured by the research analytic questions but were evident in the data and could significantly enrich the research.

At the fourth stage, a hypothetical picture with respect to the research question and objectives was formed. After the picture was formed, the fifth stage developed a more descriptive marking scheme for patterns and other observable categories. Each category was detailed to see which ones became more and more a central focus – axial categories and core patterns.

The sixth stage linked the patterns into the picture to see if they fitted. Each moment the patterns did not fit, the picture was revised and exceptions to the picture were noted. Based on such exceptions, the picture was revised to fit all patterns established. This eventually led to an overall picture that accounted for all observed patterns and themes.

CHAPTER FOUR

PRESENTATION OF FINDINGS

4.1 Introduction

This chapter presented the findings of the research as gleaned from the field at the catchment area. It presented these findings thematically in relation to the main ideas, themes and patterns identified from the field data. The data was presented under the following themes according to the research questions:

- (i) Overall data about respondents
- (ii) Sustainable needs of local communities in Zambia.
 - a) Quality Education
 - b) Knowledge Management and Innovation
 - c) Network Building
 - d) Digital Literacy, Infrastructure and Research
 - e) Technical Assistance
- (iii) Linkage(s) between the University of Zambia Postgraduate Education and Community Sustainable Development.
 - Community Engagement and Empowerment
 - Community Service Schemes
 - Consultancy Services
 - Research and Project Partnerships
 - Capacity Building and Building Capacity
 - Community Tours and Field Trips
- (iv) Interfaces between local knowledge and global knowledge in the University of Zambia Postgraduate Education System
 - a) University Networks
 - Exchange of Academic and Administrative Staff and Students

- Cooperation in Research and Presentation of its Results
- Exchange of Academic Materials, Publications and Other Scientific Information Sandwich programmes, Guest Lectures, Visiting Lectures, Associate Lectures
- Collaboration and Exchange of Resources and Staff in the Area of Library and other Auxiliary Services

b) Corporate Networks

- Sponsored programmes
- Scholarships
- Internships and industrial attachments

(v) Varying Views over the Findings on Needs, Linkages and Interfaces

4.2 Overall Data on Respondents

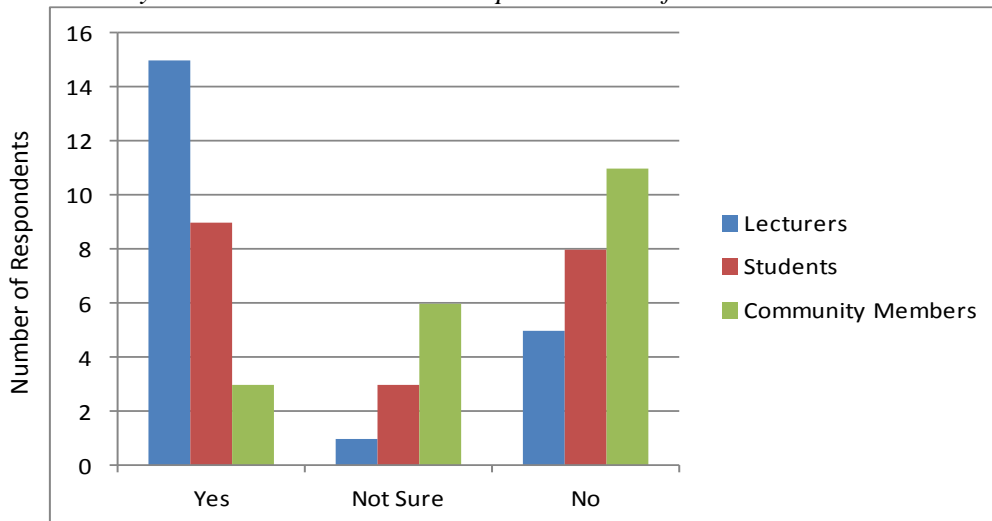
During field work, respondents were found at the catchment area using the sampling techniques described in Chapter One of this study. The respondents were divided into Zambian academics and community members. Zambian academics were sampled from the University of Zambia. Community members were sampled from different community sectors in Lusaka Province.

The study found three overall views on whether or not the UNZA postgraduate education measured up to a learning system that served sustainable development needs of local communities. The first view was in the affirmative, that is, the system was meeting the needs of local communities in sustainable development. The second view was opposite to the first one. It considered the UNZA postgraduate education as a failure in as far as meeting the sustainable development needs of communities were concerned. The third view was midway between the two opposing views. This means that the respondents were not sure.

While fifteen of the twenty interviewed lecturers belonged to the first viewpoint, only three of the twenty community members were in agreement, eleven community members disagreed and

six were not sure. Eight students held the first view while nine held the second view and three were not sure. Suffice to say that five of the lecturers felt that the system was not working and only one was not sure. Thus there were more community members who felt that the postgraduate system at UNZA was not working followed by students and then lecturers. This is shown in Figure 3 below.

Figure 3: Response to question of whether or not UNZA Postgraduate Education is locally linked to Sustainable Development needs of Local Communities



Source: Field Date, 2012

4.3 Findings on Sustainable Development Needs of Local Communities in Lusaka Province

There were five sustainable development needs that the study found in local communities in Lusaka Province. These were quality education, knowledge management and innovation, network building, digital literacy, research and infrastructure, and technical assistance.

4.3.1 Quality Education

The study found that quality education was an urgent need that most respondents across all the three categories identified. Quality education in this case meant that, as one civic leader noted,

‘education that reflects our [community] identity, address our needs and changes with time according to the challenges we face.’

Another respondent, an academician, said

‘if the object of the colonial education we still have was to turn the natives into European and perpetual dependents, undoubtedly we need education that can redo Europeanised natives to go back into their natural self, to nativise them again and grow from there to become self reliant as global citizens. We need shared goals in the education system and they should constantly change. The world is now moving fast. Just see how fast our children are maturing.’

4.3.2 Knowledge Management and Innovation

One community member said

‘before refrigerators, we had our way of preserving foods and cooling water. Before birth control pills, we had our cultural and natural birth control skills. We need skills not pills. Alas, we are at the blink of losing all our knowledge systems and originality to make things.’

Another community member, a civic leader, said that

‘we have so much raw talent and curiosity to try out things especially among our young people that remain unexploited. We have ideas on how to solve many things in our communities, people come and get them. We never hear from them again. The next thing you see is that they have created an organisation with our ideas.’

4.3.3 Network Building

The study found that social cohesion was another important need. Social cohesion was not viewed as mere social harmony. It was looked at as the interconnectedness among community people for collective learning and knowledge sharing to build strategies to solve problems and share the benefits. One business person said that

‘the more educated people settled around this area, the less interaction especially we the adults started to have in our neighbourhood. Yet business in all areas is now deeply dependent on the next person who you know and what they know.’

Another respondent, a farmer, said

‘for information, we now have to rely on far away news agencies who hardly know and understand our immediate reality. But sometimes you find that the neighbouring community or person know that information already. We are losing that communal spirit.’

Further, one business person said that:

‘...you know that our Indian communities are among the world’s most connected. We grow and succeed through our connections. I didn’t come to Zambia a rich man. Now I’ve money. Many locals here need to learn to go beyond giving each other exciting company over a beer to buying each others’ beer, connecting their businesses to other like minded business people’.

4.3.4 Digital Literacy, Infrastructure and Research

Almost half of the forty respondents among academicians and community members indicated the need for information and communication technologies (ICTs) arguing that any form of progress local communities are making now require a well organised and functionally integrated information sharing system through the application of ICTs. The lack of detail in the understanding of ICTs among most of the respondents showed that digital literacy is an urgent need to ensure optimal utilisation of the technologies already available such as cell phones. However, more research to determine what kind of technical infrastructure would work for these communities is needed. One academician who is also a farmer said that:

‘simple radios and TVs are no longer a marvel but still few have access to such and very few get information through this medium. Cell phones are currently better

information conveyer devices for many rural people. Phones have a human exchange feeling’.

Another farmer noted that “when rains fall, I can instantly ask my son in town to buy seed and fertiliser through the cellular phone. As soon as he buys and put it on the bus, he informs me to wait by the station. Sometimes, he even knows as soon as I receive it because the bus driver tells him. In the past we used to lose things sometimes when sent by bus. But now with the phone, it is very difficult to lose anything.”

The study also found that other community members and Zambian academics felt that ICTs had a negative impact on human development in the communities. One civic leader said “technology is good. But it’s killing our pupils and students. They do not read anymore but reproduce internet stuff. In class you find them busy on facebook and messaging each other. Every day you have to punish some pupils because of phones.” Another respondent, a business person, said that “it’s not easy to control our children now. While with you, they can be talking to their boyfriends and girlfriends. They’ll finish ‘everything’ in your presence.”

4.3.5 Technical Know-How and Assistance

Five of the respondents in rural Lusaka who belonged to a local agriculture cooperative showed that local communities lack technical knowhow in a number of issues such as documentation of their activities and ideas, designing their plans in a way that makes technical sense to bureaucratic offices of the government or any institution for possible funding and cooperation. One farmer said that

‘we heard about the Citizen Economic Empowerment funds that we could be given to start any business we want. We were told there is a way to present our plans. But we didn’t know how. So we lost the chance.’

Another farmer said that

‘our youths here are so creative, but they need some money. They have failed to get the youth money from government. They were told may be they didn’t write their papers well yet they were not told or helped how best to do so.’

The study also found that non-agricultural communities also had technical challenges hence the need for technical assistance. One civic leader observed that

‘...when they [constructors] had just finished building this clinic, this place had become a town. There was light at night because of solar panels. But now, we are back in darkness. The same panels that gave us light are now garbage. There is no one to repair them.’

A business person in this same vein lamented that

‘I am a businessman. I have challenges sometimes like it happened on three occasions. I received good customers in my shop. They wanted a lot of stuff but they could only pay using what they called VISA Electron atm [auto teller machine] debit cards. I lost business just like that because up to now I do not understand how a shop could be turned into a bank as well. But when I was invited for an entrepreneurship workshop, at this lodge I saw people paying using such cards. When I asked for how this process worked, the attendants didn’t understand too but they were doing it’.

4.4 Findings on Linkages between the University of Zambia Postgraduate Education and Community Sustainable Development

According to the findings of the study, there is one linkage between the University of Zambia Postgraduate Education and Community Sustainable Development namely, Community Engagement and Empowerment. This engagement and empowerment comes in form of Community Service Schemes, Consultancy Services, Research and Project Partnerships, Capacity Building and Building Capacity, and Community Tours and Field Trips as detailed below.

4.4.1 Community Service Schemes

The University of Zambia as an institution has a concept of Community Service aimed at improving the quality life of the community. Under this scheme, three things are happening namely, expert advice to local communities; public access to university library facilities; and the provision of teaching hospital services.

In specific areas of interest, the University offers expert advice to local communities and consultancy services. These services, one academician said, “are not currently offered as a social responsibility package [for free] but whoever it is we advice has to pay.” Another academician said, “we sometimes offer free medical advice to community people but still this is not free because our employer or some philanthropic organisation pays for this in a way. Malaria and HIV/AIDS programmes for example. So, truthfully we do this [community service] as part of our job description and to raise our CVs [Curriculum Vitae] and extra cash. It is not necessarily our own empathy and responsibility to society.” In this same vein an administrator argued that “as you may be aware, the University is poorly funded. We have to raise more resources for ourselves. So, community service is one of the lucrative ways for resource mobilisation. We serve the NGO community and organisations like World Bank and UNESCO ask us to do research for them and sometimes advice....” Further, one lecturer said “yes I have worked with communities. But it was through an NGO not the University Postgraduate programmes.”

However, some findings revealed that some respondents simply have some ideas of community service linkage but they do not understand what it is and have taken little or no interest to understand. One academician said “community service like corporate social responsibility for banks and companies is one important linkage between a university and local communities, even international communities. This is not pronounced here [UNZA] and I have personally not taken any interest to find out. You know, we’re not paid well so in my free time I have to fend for my big family otherwise children won’t go to school. I will not be able to buy my beautiful wife a car...” Another respondent noted that “our system [postgraduate education system] may link with communities through free consultancy services. Something like community service but I have not seen anything in our department. In fact, we have never worked with any community. Our students do so by going to research...but it ends there.”

There is an important aspect of community service that was revealed. This is public access to library facilities. One student said “this is an information age. What more can be of importance to link universities and communities than information? Unfortunately, our library is hardly frequented by community people though there is a provision for them [community people].” Another academician noted that “...I would be happy to meet a chief in the special collection doing some reading. But the research we carry out in communities is not packaged in a way that community people can appreciate. It is technical, academic and bookish if not irrelevant. So while the public can access the library, they hardly do so and that important link is broken.”

4.4.2 Consultancy Services

The study found that one of the linkages between the current University of Zambia Postgraduate Education as a Learning System and Community Sustainable Development is consultancy. One civic leader explained this as follows: “consultancy is one linkage...I think...lecturers, doctors and professors should be going into communities and schools to give advice freely.” An academician argued that “consultancy in a way links us to communities and organisations. But...the university isn’t making the most out of it and many lecturers personalise it for more money into their pockets.” Further, another one observed that consultancy services “help us interact with the outside world...and, people come to us not the other way round.” The study also found that consultancy services are currently not free. One student said “consultancy is not charity.... yes it can be...but not in a university like this one where everyone is on the run for extra cash including the university itself as evident in this high tuition we are being charged.”

4.4.3 Research and Project Partnerships

The University of Zambia postgraduate education was found to largely link with communities through research. Such research was either commissioned or voluntary. One academician observed that “for our students to graduate, they have to submit a research paper. They do such research in communities.” Another one noted that “there are some projects such as HIV and Malaria Response which the University do jointly with organisations and communities. These in a way link us except that they are not a rule for students or lecturers to participate in. But they are important because they involve research and give exposure...” Two lecturers noted that “we have participated in the language centre to do research in communities to write dictionaries in

local languages, translate documents and so on. It is exciting working with community people. But such was at a risk of our main academic work.” Further, one student said “I’m right now from a community in Kasama where am doing research for my dissertation.”

4.4.4 Capacity Building and Building Capacity

Over ninety percent of the sixty respondents noted that the chief function of a learning system is to build the capabilities of a community it serves. This function is an important linkage between the University of Zambia postgraduate education and local community sustainable development. The general assumption was that the capacity of communities in Zambia was built through students that enrol into the UNZA education system. This assumption was summarised well by one academician who said that:

‘...the students we teach...basically...assume that whatever we teach them and what they research on is and will be of relevance to whatever they aspire to do later, that is all. And because they come from communities, obviously they go back to communities and their aspirations in a way reflect those of the communities.’

Another respondent, an administrator, pointed out that

‘talking about... postgraduate academic programmes, they [students] are the people who are going to teach in the community or are going to be people who are going to write as they are given writing skills....It [postgraduate education] empowers them with abilities.... So I think if we have a greater number of people from the society coming to do these programmes even in literature, we are going to have a multiplier effect where those that are taught are going to teach others. And others will become enlightened...can identify certain trends captured by the book, in that regard, help to contribute to the development of society.’

4.4.5 Community Tours and Field Trips

Few of the respondents indicated that community tours and field trips were some of the linkages between UNZA postgraduate education and community development. One lecturer said “we make tours sometimes and in very selected programmes if not courses. A lot of things come out during these trips which prove useful both to the students and the places we visit. Unfortunately, this is not a common custom here.” And a student noted that

‘...there is one thing I have seen many programmes here ignore especially at postgraduate level. Yet, it is an important linkage we have with local communities. Occasional tours and field trips to different institutions and locations in our community are important both for students, ourselves and the community. You can equate this to MBWA, Management By Walking Around. At postgraduate level we are producing directors and managers. Tours and field trips during the course of study stirs reality in us students, it inspires the communities we go to and this invokes a collective unconscious that is crucial for our society to move forward. To me, it is an unmatched visual aid in the learning process and development itself. In fact it inspires real time and problem solving research papers not mere ticket papers for graduating.’

4.5 Findings on Interfaces between local knowledge and global knowledge in the University of Zambia Postgraduate Education System

Research questions in Section 2 of the interview guide based on objective 3 of this study were attempting to establish how local and global knowledge was being interfaced in the University of Zambia’s postgraduate education as a learning system. The following were the findings.

4.5.1 University Networks

The prominent interface between local knowledge and global knowledge that was found in the UNZA postgraduate education were networks that UNZA had with other universities from around the world. Such networks were focused on exchange of academic and administrative staff and students, cooperation in research and presentation of its results, exchange of academic materials, publications and other scientific information, collaboration and exchange of resources

and staff in the area of library and other auxiliary services. The University entered into memorandums of understanding in these areas with several universities such as Seoul National University in South Korea, Hogskoleni Oslo og Akershua in Norway and Ahfad University for Women in Sudan. To describe how this interface was working, one administrator noted that:

‘we have signed good MoUs with several high class universities to exchange staff and students, materials, collaborate in research and publications. But you know we have no resources to put this in full operation and the will from different schools is not strong enough. But we are doing our best. So many of these exchange and joint ventures take place when there is funding from outside. The lack of resources also explains why we have not attracted world class foreign professors or even send our own overseas on what I would call academic foreign service.’

4.5.2 Corporate Networks

The networks between UNZA and the corporate world was a tool that was helping interface local knowledge and global knowledge in the postgraduate education system at UNZA. Corporate companies such as mines and banks offered scholarships to outstanding students. During vacation, such sponsored students were put on internship programmes with these companies. This arrangement was not a common occurrence however. To describe this, one lecturer said

‘sometimes we, especially School of Humanities, Engineering and Mines, receive scholarships from banks like the Bank of Zambia and the mining companies like Lumwana to sponsor best candidates. But I feel the scholarships are limited in terms of the number of students they cater for, the school and university in general does not benefit from the knowledge exchange such arrangements should provide.’

Another academician noted that:

‘currently, very few courses can be said to be interfacing context and expert knowledge. I feel...our masters students, at least it should be a condition, must be attached to one or more companies or organisations. Also each postgraduate programme must be linked to projects and programmes being run either by public or private institutions to solve problems in society. This way, I feel what you are calling local and global knowledge can be interfaced very well.’

4.6 Findings on Varying Views on the Linkages and Interfaces

The study found out that five percent of respondents comprising of lecturers, students and community civic leaders dismissed any possibility of linkages between the postgraduate education as a learning system at UNZA and community sustainable development in Zambia. Similarly, such respondents did not see any interface between local knowledge and global knowledge in the UNZA postgraduate system. The following were their views to this regard.

4.6.1 Lack of Linkages between University of Zambia Postgraduate Education and Community Sustainable Development

There are five viewpoints that were found arguing that there were no linkages between UNZA postgraduate Education and community sustainable development. The first view was summarised by one academician who observed that

‘of what benefit is it if I can interpret a sonnet by Shakespeare yet myself can’t write one nor interpret the realistic sonnets that my community writes in my very face by every street child I see, unmanaged garbage inflicting my sight from every direction I look, a city drainage system that leads water to nowhere, cancer cases in women skyrocketing every day? Yet, I will be awarded this degree based on how well I recite and interpret Shakespeare’s sonnet. Can that develop my community, I doubt!’

The second view was anchored on the fact that every year, though few compared to other universities in the world, at least more than fifty dissertations are submitted. Yet, no known

community development projects have come out of them to solve the problems such dissertations research into. One respondent argued that

‘if our research in this University was responding to real time problems of our communities’ sustainable development, we would have aroused interest from both the local and international community to both prioritise graduate education and make follow ups on whatever we recommend. But our dissertations are just consumed by dust in the Special Collection. You know, if something has and creates value, money comes on its own. In short our research, which makes up the postgraduate education system, is not creating any value as at now and the shelving of the dissertations and lack of funding it has is a binding testimony.’

The third view based its argument on the kind of priority given to postgraduate education by the government and the university management. This is well presented in the following observation and personal experience of one student who said that

‘...there is no linkage whatsoever between the current UNZA postgraduate education system and sustainable development of our local communities. Am teacher by profession, there is no salary scale for a teacher with a master’s degree in our ministry. Am masters degree student, I still have to queue up for registration while undergraduates do it online. What is the meaning of this? Lack of resources; I don’t think so! Unless it’s resources in terms of innovation and invention’

The other respondent as if responding to the above question gave the fourth view when he observed that

‘...there is less importance that government, university management and the community see in any education beyond undergraduate studies. It is a lonely journey and personal battle. There are bursary loans for undergraduates for example. I have heard and seen none for postgraduates in this country. This

university has staff development fellowships (SDF). It is a public secret that these no longer serve the purpose. The very fact that many University Departments remain understaffed is evidence enough. I cannot say it is lack of resources. If there is anything that lacks is planning and a working spirit for the common good.’

The fifth view was built around issues of poor enrolment. Poor enrolment was seen as an indication that there is no linkage between the current postgraduate education system at UNZA and local community sustainable development. One respondent put this in the following way.

‘...there is no linkage I see because very few students come back to pursue their master’s or PhD degree here [University of Zambia]. I can’t say it is because the tuition is high. The reason for poor enrolment may be explained by more specific issues beyond money such as the learning environment, package of courses and programmes, and of course the relevance which you are calling linkages of the programmes offered to local communities, industries and companies locally and around the world. There is an urgent need to relook at the entire postgraduate system including the very people to relook at it.’

4.6.2 Lack of Interfaces Between Local Knowledge and Global Knowledge in the University of Zambia Postgraduate Education System

There are also five viewpoints that were found showing that local and global knowledge were not interfaced in the current postgraduate education system at UNZA. Firstly, it was observed that there were no internship and industrial attachment programmes for almost all postgraduate students apart from medical students who in most part work with the University Teaching Hospital (UTH). One student said

‘...I’ve never worked with any company, organisation, institution or community since the beginning of my study. This is the same with my friends in other programmes I know of. The only time I can claim to have worked with a community is when I started doing the second part of my programme. And it was

not necessarily working with the community. In reality, the community, like Pavlov's dogs, was just an object of my research.'

Another respondent, a lecturer, noted that "we do not have deliberate internship programmes or industrial attachments for our learners. Students make their own initiative to attach themselves with a company, community or organisation. The best we do is give them 'To Whom It May Concern' introductory letters because we don't know where they will take it anyway...."

Secondly, the finding contesting any form of interface between local and global knowledge was that staff and student exchange programmes including enrolment and employment of highly skilled international lecturers was almost non-existent at UNZA particularly at postgraduate level. In his own words, one lecturer observed that

'I have seen international students, and three at the most, in one programme in the School of Education. But we're talking about a University with about eight big schools with numerous departments. No wonder we don't have a University of Zambia International Student Association for example. As for foreign lecturers, I have seen none because those I still see around I can no longer call them foreign professors because they have been around since my undergraduate days and am now a member of staff doing my PhD. They've been localized and you can call them white or yellow Zambians if you like.... At some point, I have heard and seen our local professors visiting other universities as associate professors or guest lecturers. But this happening is like a leap year that comes once in four years.... So exchange of local and new external ideas is not there per se.'

In this same vein, one administrator at UNZA said,

'yes, I've worked with other Universities. Am attached with the University of Botswana and Cape Town.... But this is my own arrangement and not my Department's arrangement or University initiative. Of course I benefit from this

university's name. But I wish it could be a University deliberate policy where it can put in resources to invite overseas professors and send its own too.'

A lecturer also said

'I have worked with international students right at this university but it was a programme for undergraduate students. It was not easy however because the department or university did not, and I think up to now, have a clear system of dealing with exchange or visiting foreign students.'

In addition, one student said

'as a postgraduate student, I have not worked with any international student or professor. But when I was an undergraduate, we had a cultural exchange programme with Finnish students. The experience ended badly because we almost died in Western province when the lecturer who we had put in charge of our trip and stay there during the Kuomboka ceremony swindled us of the money and disappeared....'

Further, one respondent said

'to me exchange programmes is not the answer and even so we have failed to have this which is not an answer to me. What I would love to see is this university collaborating with other universities to design and re-tailor programmes and grant grand degrees together. I say grand because each university would bring in the best expertise and abundant resources it has into such programmes.'

Thirdly, local and global knowledge was said not to be interfaced because of lack of high profile global conferences or symposia where postgraduate students can present and discuss their ideas and research interests. One student said

‘I have presented at an international conference but it was just once and here in Zambia. I didn’t like it because it was more of an obligation and not opportunity on my part as a student. It was like a command by lecturers that we just had to. Yet, when a similar conference was held out of the country, only lecturers went. It doesn’t make sense.’

Another student observed that

‘we can interface our local knowledge with global knowledge if we have a continuous high level dialogue through mediums like global conferences locally and internationally. But such are rare at this University for us students. We know that out there this is happening because we sometimes see lecturers go.’

Fourthly, the lack of state of the art technology for postgraduate section was given by some respondents as evidence that there is no interface between local and global knowledge at UNZA. Here are the views from the respondents. “...Google offers free websites and you hear these people [Directorate of Research and Graduate Studies] saying we have no money to build websites for each department or programme or even courses. There is too much illiteracy of the literate technologically speaking.” “The internet connectivity is terrible. How can I be connected to international student networks or professional networks in other universities?” “We have no online newsletters for our programme or department. The entire university website is not interactive. For example, it should have at least blog sites both for lecturers and students where we can have intellectual discourse anywhere any time and engage other universities worldwide.” “...I am not a follower of the ‘facebook religion’. But yes we use the internet to network especially through emails. But I have never seen UNZA emails for postgraduate students. My undergraduate students tell me they hardly use their UNZA emails to intercourse....” “Students have to always submit hard copies of their work. That is the rule. Besides, the connectivity [internet] here [UNZA] is bad but my office is always there.”

Fifthly, the fact that no known scientific breakthroughs and groundbreaking research findings have come out of the University of Zambia for over a decade now made some respondents argue

that there is no interface between local and global knowledge in postgraduate education. One civic leader said

‘we have Schools of Engineering, what have they ever invented? We have Humanities and Social Sciences, what new theory have they produced? We have School of Education, what new pedagogy have they come up with especially with these new technologies...?’

Other views to this regard included the following from lecturers and students: “if two things join together in a partnership, the whole ought to be greater than the sum total of the part, not less. If we were interfacing local and global knowledge in our postgraduate system, our university would be ranking high at international level. And I think we are still using medieval methodologies that have since been challenged elsewhere and by our own realities.” “...for example, our cultural medicines and healthy systems are being labelled as alternative systems and we as intellectuals are evangelists of such blasphemy. How can you call your own identity as alternative?”

4.7 Summary

This chapter has presented the research findings as they were obtained in raw data from the field according to the research questions. It is clear from the responses that these findings reflect an authentic picture of what is prevailing on the ground. The chapter has shown the core sustainable development needs in local communities that once addressed would enable them to progress into self reliant communities of practice. The way the current postgraduate education as a learning system at UNZA is linked to local community sustainable development and vice versa has been presented very clearly. The chapter has also shown how contextual and expert knowledge is being interfaced in UNZA’s postgraduate learning system.

CHAPTER FIVE

DISCUSSION OF FINDINGS

5.1 Introduction

This chapter discusses the findings of the research presented in the previous chapter and how they relate to other studies, education and social transformation development theories and practice based on the research questions and objectives.

5.2 Participants in the Study

Chapter Four presented participants in this study in two categories: local community members and Zambian academics. Below is the discussion of the findings on these two categories of participants.

5.2.1 Local Community Members in Lusaka Province

Findings on respondents who were community members revealed a number of things. Firstly, the location of a community, whether rural or urban, no longer varies the basic sustainable development needs of communities. This means that differences based on geographical boundaries are increasingly becoming blurred and communities are more linked and share common needs. The difference lies in the priorities and understanding of the conditions surrounding the same need. This kind of difference can be attributed not necessarily to the location but availability of information and connectedness to the larger world. Secondly, the profession or occupation of the person and the location where they work from, rural or urban, affects their understanding of how communities perceive their development needs. This was revealed by the fact that a civic leader for example in a rural set up and one in an urban environment while they would both point out the same need such as digital literacy and infrastructure, the one in urban settings would emphasise increased access to technologies while the one in rural setups would first emphasise the need for a deeper understanding to determine what kind of technologies can work in local communities. Also, while a business person or politician emphasised the need for their clientele to have phones, a civil servant working in a school found such devices to be sources of destructive interference in the learning process.

5.2.2 Respondents involved in Postgraduate Education at the University of Zambia

There were five patterns that the findings of the study showed about the respondents involved in postgraduate education at the University of Zambia. The first pattern showed that the majority of the lecturers had administrative roles in the management of the university either at section, department, school or central administration level and also teach at undergraduate level. The second pattern indicated that there was more male than female participation in the UNZA postgraduate education. The third pattern showed that doctoral students were fewer than masters students. The fourth pattern illustrated that programmes in humanities, arts and social sciences had more students than those in natural sciences. The last pattern pointed up that the population of foreign students and foreign lecturers was very negligible if at all it could be considered a population because there was no official foreign faculty and student community.

These findings interpreted into a number of things about the current postgraduate education system at the University of Zambia as a learning system for local community sustainable development. The first pattern suggested that the postgraduate education was very understaffed and still had to rely on administrators as well as lecturers for undergraduate level to teach. This may imply that administratively, the University itself still had challenges in prioritising postgraduate education. Such challenges may either be lack of resources or lack of appreciation of the central role of postgraduate education in national development and social transformation. The second pattern showed that in a country like Zambia where girl child education has been promoted for years at other levels of education under the notion that by educating the woman one educates the nation, postgraduate education had not yet been seen as a tool for national development and individual empowerment to merit promotion of women participation at that level. It may also mean that the structure of the postgraduate education system itself was not yet accommodating to the needs and addressing the challenges of women at this level. For instance providing residential facilities for married or pregnant students but this question merits a separate study.

The few numbers of doctoral students in an environment with already very low enrolment rates of postgraduate students showed how education became more of a personal endeavour the higher

you went in Zambia. It would be true to say, using this picture alone, that postgraduate education in Zambia was seen to have more personal benefits than national benefits.

The small student population pursuing programmes in natural sciences such as engineering and computer science compared to education, humanities, arts and social sciences may mean two things. One, that the University of Zambia, just like emerging undergraduate universities, have not managed to go beyond the growing demand for market led advanced degrees related to a specific field of professional activity in education, development and business studies and administration (Teferra & Altbach, 2003). Two, the need was not yet realised for highly qualified personnel in science and technologies to take advantage of the computer age and innovate to make Zambia leap to the next phase of Information Communication and Technology based development in all sectors.

The absence of an active official foreign faculty and student community at the University of Zambia's postgraduate education level can mean several things. Firstly, the programmes and university facilities had failed to attract the international community. Secondly, the University postgraduate level had no elaborate system with physical working structures for international affairs. Thirdly, the role of international community in the development of the University and local communities had not been appreciated beyond money – donor aid.

5.3 Overall Data on the Respondents

The distribution of the sample on the overall three views on whether or not the UNZA postgraduate education measures up to a learning system that was serving sustainable development of local communities suggested two things.

One, there was less dialogue, interaction and engagement between UNZA postgraduate education system and local communities. This was based on the finding that more lecturers viewed UNZA postgraduate education as a system that is meeting the needs of local communities in sustainable development while, two times more, community members said the opposite was true.

Two, there was a big difference between Zambian academics and community members in what constituted a postgraduate education system for sustainable development and how such a system met community development needs. This arose from the finding that among the three categories, lecturers, students and community members, more community members were not sure whether or not UNZA postgraduate education was meeting community sustainable development needs.

5.4 Sustainable Development Needs of Local Communities in Zambia: The Case of Lusaka Province

The findings showed that both Zambian academics and community members were able to identify development needs in local communities. It was clear that among such needs, there were basic or core sustainable development needs which once taken care of, everything else would start automatically to fall in. These needs as presented in Chapter Four were quality education, knowledge management and innovation, digital literacy and technical assistance. These needs were found in local communities sampled from different parts of Lusaka province particularly, Lusaka, Chongwe and Kafue districts. This does not imply that these districts or a single province was representative of all the provinces of Zambia. It would be true however to argue that the core sustainable development needs as revealed by this study were at the core of almost all local communities in Zambia. This is because the perception among Zambian academics and local communities was almost the same. Further, some studies carried out in other provinces of the country came up with similar conclusions. For example, studies carried out by Sunden and Wicander (2002) in Eastern, Central and Southern Provinces of Zambia revealed that digital literacy and infrastructure as well as technical assistance for the same remained a challenge especially in rural areas. A good example that Sunden and Wicander (2002) gave was a child who died of drinking paraffin in one village. Their study showed that ‘paraffin poisoning can be remedied even without access to hospital care. But there was no one in the village who could get in contact with medical staff to get information on treatment. A simple telephone call to a clinic could have saved the child’s life but there was none.’ We can add here to say, even further, if there was internet, a simple browse on remedies to paraffin poisoning would have saved the child.

5.4.1 Quality Education

The concept of quality education is under debate. Accordingly, when the study found that quality education was one of the main sustainable development needs in the catchment area, thus the quest to answer the question of what is quality education for these communities could not be avoided. Quality education for the local communities sampled in this study meant a high class education that was affordable, culturally relevant and reflected the goals of communities at every stage of their socioeconomic progress and political dispensation. Further the education was needed not to just reflect community goals. But foster the attainment of such development goals. It was clear that local communities in Lusaka felt that the education system as it was in Zambia had not been liberated from the shackles of colonialism. This is a similar view to that of Teferra and Altbach (2003) who argued that higher education in many African countries was still an artefact of colonial legacies.

The need for quality education which by definition of these local communities was an education that was based on short and long term goals of all sectors of the country brought one issue to reality. The products of an education system in any given context are important and must possess the necessary context specific and universally relevant capabilities to direct their local communities as they continue to develop in an interlinked global context. And postgraduate education constitutes a particular investment – whether personal or national – in empowering people with such capabilities. This is because postgraduate education graduates are highly skilled people who are able to address specific locally manifested and globally linked problems. Such a feat which postgraduate education performs is a base for building collective problem solving strategies for sustainable human development.

However, the findings of the study suggested that this cannot be said of the postgraduate education at UNZA. Five patterns emerged from the findings to paint such a picture.

Firstly, it was not easy to point out intellectual leaders in Zambia. People with postgraduate qualifications seemed to be uprooted from their communities into a world peculiarly of their own divorced from happenings of their local communities. This was based on the finding that more than three quarters of the sampled Zambian academics had not collaborated with local

communities on any project. The leading community roles had been left to those who were considered dropouts or failed to cope with the steam of formal education. The 2010 National Assembly of Zambia statistics for example show that out of the 157 Members of Parliament, only 18 had done postgraduate studies. None of the nine provinces was headed by a Provincial Minister with postgraduate education. Out of the 72 local authorities consisting of 4 cities, 14 municipalities and 54 district councils, only less than five mayors and district high commissioners were holders of postgraduate qualification. Of the 286 chiefdoms located in the local Authorities, the highest educated chief only had a bachelor's degree and such were less than 10 in total (www.parliament.gov.zm). This is not to suggest that postgraduate education is a precondition for one to be a leader.

Secondly, the participation and contribution of people with postgraduate education in community based development projects and other programmes was found to be very poor. Yet, the participation and contribution of postgraduates in development is an important facet that helps to explicitly show the role of postgraduate education in the country's progress. To exemplify, there were several development agencies operating in Zambia. World Vision for instance had been working in the country since 1981, and assisted more than 3 million people in all nine provinces of Zambia with 36 community-based Area Development Programmes (ADPs) and targeted emergency relief projects (www.wvafrica.org). Almost all these 36 community based development projects hardly had in their history a point when they were coordinated in local communities by Zambian community members with postgraduate educational qualification for a considerable period of time. This is not to imply that the families and individuals who had shared in such project leadership and coordination did not have administrative skills and relevant qualities to manage such projects simply because they lacked post graduate education. To find that none of the Zambian academics sampled ever worked with global organisations like World Vision on any local community project showed how local intellectuals were isolated from their own communities.

Thirdly, Zambian local experts together with both the government and development agencies were failing to tap into the indigenous knowledges before, during and after policy formulation, development project design and implementation. The local people were brought in to simply

participate in the implementation of the programmes mainly as recipients and not as owners able to design any operational mechanism of these programmes. Yet, local community members were expected not only to accept but take ownership of the projects when the concerned development agency took leave. The result was failure of such projects (Dei, 2004).

Fourthly, the local experts – graduates – who should facilitate the connection and integration of local and global development systems were finding it difficult to use their education to bridge the existing gap between the two, foreign organisations and local communities. This meant that local people did not see themselves represented in development policies designed to increase their participation in the economic nation-building programmes. Accordingly, there remained a tendency to imitate not just education systems but local community development models from outside. This was leaving the gifts and creative powers of originality of the local people to advance their own progress undeveloped. Local people were expected to do what others have been doing and not what they aspire to do as a people. The indigenous people did not design and envision in any significant way the roadmaps they follow for their education and development. They did not use their indigenous knowledge to make sense of the contemporary world in a continuous manner consistent with their traditional world views and principles. This was emphasised by the findings that students and local communities had no input in the postgraduate education and more than three quarters of the Zambian academia were not collaborating with local communities or foreign organisations in designing and implementing curricula and development projects.

5.4.2 Knowledge Management and Innovation

Principally, local communities already have their own kinds of knowledge assets. These assets need to be recognised, patented, protected and promoted so as to link them with other and new forms of knowledge from around the world. This is currently a globally understood phenomenon. The world is now in the knowledge age and global economies have become knowledge based. Sawyer (2006) explained that a knowledge society creates, shares, and uses knowledge as the primary production resource instead of capital and labour for the prosperity and well-being of its people. And UNESCO (2005) in a report dubbed as ‘Towards Knowledge Societies’ said a knowledge society is one ‘that is nurtured by its diversity and its capacities’.

Form the research findings, it was clear that while Zambian local communities were full of diversity and capacities to originate and innovate products in various sectors of the economy, such diversity and capacities were not being recognised, patented, protected and promoted. One community member noted that “...we have ideas on how to solve many things in our communities, people come and get them. We never hear from them again. The next thing you see is that they have created an organisation with our ideas.”

What this implies was that there is need for local communities to collaborate with universities, and public research institutes, on the one hand, and private industry on the other in research. Such collaboration should be geared at patenting all discoveries and inventions issuing from research projects done in the local communities. This would not just help in the management of local and indigenous knowledge including linguistic and cultural diversity as legitimate and significant factors in today’s knowledge society. It would empower and encourage communities to learn to exploit more of their knowledge systems to bring out new innovations and inventions for more socioeconomic benefits. This is because, as David (2001) argued, the popular saying that ‘good fences make good neighbours’ does not apply to knowledge. It may apply in the case of two farmers with adjacent fields one growing crops and the other grazing cattle or gold diggers excavating neighbouring concessions. But unlike land, forage or other kinds of exhaustible resources, neither is knowledge depleted by use for consumption nor data-sets subject to being over-grazed. Instead, they are liable to getting enriched and rendered more accurate the more that researchers are allowed to study them.

5.4.3 Network Building

The findings revealed that there was a demise of community bonds, bridges and linkages. ‘Community bonds’ here referred to the interconnectedness of individuals and groups who shared a lot in common such as families and friends. ‘Community bridges’ referred to connections among individuals or groups who shared less in common and even belonged to different social classes but nevertheless shared a common goal for their community. ‘Community linkages’ referred to both domestic and foreign connections among individuals and groups within and outside a given community and across social classes.

It was clear that community members had strong networks built on blood relations, friendships, religious and other affiliations. These networks were both informal and formal though the community spirit was deeper with the former kind of networks. While these networks were rich and enabled community members to face various challenges, they remained localised and limited to their community boundaries and family bonds.

It was also evident that these networks in terms of sustainable development had a dual nature, that is, they could both be agents of positive change or negative change. For example, some respondents demonstrated some indifference towards information from what one respondent called “far away news agencies who hardly know and understand our immediate reality.” Inherent in this statement was a clear resistance to ideas from faraway networks in which the community has no trust.

Indisputably, there was a need to build, use and support local community networks by way of bonding, bridging and linking them within communities themselves and different agencies both local and international that work with local communities. Gilchrist (2008:16) in his book ‘The Well Connected Community: A Networking Approach to Community Development’ argued that “bridging capital [community networks] can be seen as important for managing diversity and maintaining community cohesion” and “linking capital is needed for community empowerment and partnership working.” Furthermore Gilchrist (2008) quoted Arneil (2006) as having argued in her ‘multicultural theory of social justice’ that the nature of the connections in any given community is what ultimately determines its capacity for justice.

It would be true to say a distinctive contribution postgraduate education would make in local community sustainable development is to interlink existing community networks and resources and then grow those more difficult connections in and with communities that local community inhabitants alone may have limitations in doing so. For example, while the businessman noted earlier in the findings had seen the system that enabled customers to pay using their Visa Cards, he did not know how to install such a system in his business and where to get such technology from. In a case like this one, an exposed postgraduate would either help in quickly finding out

answers to the who, where and how questions about the product and which one would be suitable for this local trader's business and create or recommend the necessary links.

5.4.4 Digital Literacy, Infrastructure and Research

The world is increasingly becoming virtual because of the advancements in Information and Communication Technologies (ICTs). The ICTs are now a mechanism for sustainable local community progress. Local communities need to understand this mechanism, how to innovatively use and build it. At the same time, ICT developers, policy makers and local communities themselves need to understand how local communities learn, share information, interact and build knowledge to address different issues that affect both their identity and development. This being the case, collaborated research with high level community engagement is required to design context specific ICTs to network community inhabitants, their knowledge and their own community with other communities, development agencies and governments.

This need was made more vivid in the findings of this study by one respondent who contrasted the transaction of agriculture inputs from the town to the village under the cell phone age and the past when letters and messengers were the quickest way of communicating between urbanites and rural dwellers. With the use of cell phone gadgets, the farmer could share weather patterns with the son in town and determine which crop and other farming inputs to buy. The mode of transport and how the commodities could be transferred from town to the village was also smooth and reliable because of technology use.

The UNESCO (2005) report 'Towards Knowledge Societies', noted that ICTs move the debate from information access for all citizens towards active participation in knowledge societies in order to govern and shape the positive evolution of communities. This shift shows that the challenge is not just in making ICTs available and user friendly in the communities. There is a moral and ethical questions that ICTs pose because they unbundle information, increase access to knowledge even that which was once difficult or considered 'sacred' for certain groups of people to access it. So, there is a question of how the well being of individual citizens of the world, communities and institutions can be safeguarded in an interlinked, almost transparent and highly interactive environment.

In this case, an even higher challenge is how to ensure that the resistance of existing systems to undo their rigid physical structures limited by geographical and cultural boundaries does not hinder local communities to increase their opportunities and strengthen their capabilities through ICTs. For example, with ICTs, it is possible that people can learn in a variety of contexts both formal and informal without the physical presence or voice of the teacher or professor and without being enclosed in lecture halls. But the question is, are education systems ready to forgo their dusty pieces of chalk or colourful non-indelible markers. The answer is clear. Education systems are reluctant to face the reality ICTs are bringing. This was evidenced by the finding that few of the respondents felt that internet was making students lazy as they simply reproduced online materials. While this may be true, the problem is not the internet or reproducing online information. The problem is how to make the education systems adapt to this shift in information access and teach learners how to acknowledge web-based data and use it to foster their own argument. It would be unfortunate to fail to use internet as an enabler to achieve education for all. This is because it has continued to be difficult to make pieces of chalk and markers available to all communities and lifelong learning opportunities remain elusive for many local communities under the traditional system that did not use digital technologies.

5.4.5 Technical Assistance

The findings outlined in the previous chapter showed that local communities in Zambia need technical assistance to enhance the effectiveness of their various social and economic activities. Such technical assistance should aim at strengthening individual and collective capacity of communities to design and implement sustainable and growth oriented plans as well as learning from experiences of other communities including their own.

With adult literacy rates continuing to be below 70% (MOE, 2008) in Zambia, technical knowledge on a number of things such as how to service and repair solar electric gadgets, writing a project proposal and business plan cannot be a surprise that they remained a challenge in Zambia as the study revealed. Illiteracy greatly contributes to the lack of basic technical knowhow which can be self taught out of school or college.

Undoubtedly, local communities needed technical assistance in various sectors of their livelihood. The findings showed how the rural cooperative failed to write a proposal to government seeking funding from the Citizen Economic Empowerment Fund. The youth groups also suffered the same problem. The businessman in his words

‘I received good customers in my shop. They wanted a lot of staff but they could only pay using VISA electron atm [auto teller machine] cards. I lost business just like that because up to now I do not understand how a shop could be turned into a bank as well.’

Lack of technical knowledge marginalises local communities and limits their development outcomes. It excludes them from the mainstream job creation activities and lucrative socioeconomic activities for sustainable development. It also makes them vulnerable to exploitation by self-seeking individuals, organisations and institutions running various projects. For example, in 2010, 46 women that were involved in the Mazabuka Microbicide trials were infected as a result of their participation in the research under the Microbicides Development Programme (MDP). For meagre rewards, 1,332 poverty stricken community women signed contractual documents they never understood and chose to participate in a deadly project which saw a substantial number of them being sentenced to their early graves without any substantial compensation at the end of it (Chakwe, 2010). This was going to be impossible if these women had a technical understanding of the documents they signed and details of the project they had chosen to participate in.

5.5 Linkages between the University of Zambia Postgraduate Education and Community Sustainable Development

The findings of the study presented in Chapter Four showed that the linkages between UNZA postgraduate education as a learning system and local community sustainable development took five forms namely, Community Service Schemes, Consultancy Services, Research and Project Partnerships, Capacity Building and Building Capacity, and Community Tours and Field Trips.

5.5.1 Community Service Schemes

The concept of community service was working in linking the University of Zambia and local communities. The findings showed that this was working through consultancy services, public access to university library facilities and the provision of the teaching hospital services. While this linkage was working, the findings showed in various ways that it was neither effective nor directly making the postgraduate system collaborate with communities to directly address the needs of communities as perceived by inhabitants of those communities.

First, communities continued to function as objects of academic research and subjects of donor organisation's development project experiments. This was evidenced by one respondent quoted earlier saying "our system [postgraduate education system] may link with communities...but I have not seen anything in our department. In fact, we have never worked with any community. Our students do so by going to research...but it ends there."

Second, some of the Zambian academics were engaging communities because they had to make money or someone had paid them to do so not because there was a problem to solve. This was evidenced earlier by one respondent who said that

‘we sometimes offer free medical advice to community people but still this is not free because our employer or some philanthropic organisation pays for this in a way. Malaria and HIV/AIDS programmes for example. So, truthfully we do this [community service] as part of our job description and to raise our CVs [Curriculum Vitae] and money not necessarily our own empathy and responsibility to society.’

Three, public access to university library facilities remained underutilised by community people. This may be a result of lack of awareness about this service among the locals or the library system was not user friendly for community people as noted by two respondents quoted earlier who said that

‘Unfortunately, our library is hardly frequented by community people though there is a provision for them. I would be happy to meet a chief in the special collection doing some reading. But the research we carry out in communities is not packaged in a way that community people can appreciate. It is technical, academic and bookish if not irrelevant. So while the public can access the library, they hardly do so and that important link is broken.’

It is in this regard that scholars like Lulat (2003) argued to say universities in Africa to which Zambia is an integral part, have hitherto built ivory towers that are far removed from the problems of society at large.

5.5.2 Consultancy Services

It was presented in Chapter Four that one of the linkages between the University of Zambia postgraduate education as a learning system and local community Sustainable Development was consultancy. Different NGOs and government departments sought advice and clarification from University departments on various issues of interest. This linkage was a general one that applied to the entire university. It was not exclusive to postgraduate education. Suffice to say that it was a one way relationship. Once advice or clarification was given, there was no deliberate system or interest by the university to make a follow up on such issues brought to the fore. One lecturer noted, “we take it that whatever we offer is relevant. To see its practical relevance, whether or not it works, it requires someone to do a tracer study to find out what happens. For now, we don’t know.” Views like this one seemed to suggest that the consultation offered was thus theoretical. It had no practical evidence but ideological basis alone. This may have in fact explained why no known local communities were able to be found by the study to have had presented a local development problem to the university or which the university after an elaborate research worked with to solve such a problem.

5.5.3 Research and Project Partnerships

The findings of the study showed that there was a lot of research taking place at the University of Zambia Postgraduate Education level and each of the research carried out linked the system with communities. This was because such research was done in communities and some research

projects such as HIV and Malaria Response, the University collaborated with organisations and communities.

The study showed that this research was largely driven by interests of the forces outside the communities concerned. For example, the student in pursuit of her or his programme of study embarked on a research for her or his dissertation in order to earn a masters or doctoral degree. The goal was the degree not the progress of the community. In this case the student engaged the community to prove her or his assumptions valid or invalid. That is all, because as soon as the research was done, the dissertation was done too and graduation took place. The graduate went her or his way with the earned degree in search of employment and the University had the next crop of students to take care of by going through the same process of problem finding rather than problem solving. No interest on the previous research and issues raised in dissertations was expressed.

This could be viewed this way because if sustainable development was to be fostered in local communities, tracer studies, as one lecturer suggested, should have been deliberately put in place to follow up research recommendations to see what practical steps were made by all parties concerned. Unfortunately, no known tracer studies or practical steps were found by this study to have been made based on researches made in pursuit of degrees at the current UNZA postgraduate education as a learning system.

Furthermore, research with a motive to solve a real problem, should be able to attract the participation of parties concerned or be connected to such parties starting with the very community where such a problem has been identified. Still, with an exception of less than ten researches in schools of engineering, mining, medicine and veterinary medicine, no known student was found who in his or her research work collaborated with a community, organisation, fellow student or lecturer both at a local and international level.

5.5.4 Capacity Building and Building Capacity

Capacity building was observed by more than sixty percent of the respondents to be an existing and important linkage between the current University of Zambia postgraduate education and

local community sustainable development. It was clear from the findings that the kind of capacity building activities then were not capacity building in its definite sense. It was building capacity.

In capacity building, the community initiates action. This is founded on the fact that all communities whether defined by geographic boundaries or interest and affiliations have knowledge assets which are their strengths. It is action which is built upon such existing strengths that yield positive and desired results in social progress. Accordingly, capacity building strengthens existing collective problem-solving capabilities in communities and systems to ensure appropriate responses to new problems in unfamiliar contexts (Littlejohns and Thompson, 2001).

Building capacity is a deficit approach often used towards people and communities considered poor. Their poorness is considered deep to an extent of making them lack any kind of capability to change their own conditions. Thus, it is concluded that such communities need external forces to mobilise them to act because they are incapable of doing so on their own (Littlejohns and Thompson, 2001). Rather than looking at poor communities as left for us to develop them right, in building capacity, such communities are looked at as entities left behind and need to ‘catch up’.

Clearly, the capacity building relationship between UNZA postgraduate education and local communities was a building capacity one as the so called ‘capacity building’ was only done through two technical ways as explained below.

The first way was the training and teaching of students. The assumption was that trained students go back to serve and save their communities. This was evidenced by one lecturer who said that students

‘are the people who are going to teach in the community....So I think if we have a greater number of people from the society coming to do these programmes...we are going to have a multiplier effect where those that are taught are going to teach

others. And others will become enlightened...can identify certain trends captured by the *book* [own italics], in that regard, help to contribute to the development of society’.

The paradox to this training of students as a way of developing community capacities was the finding which suggested that many programmes that were offered in the UNZA postgraduate education system had their own premeditated ideal kind of student they aimed at producing. The programmes were not necessarily tailored to the interest of the students or what the communities needed but what the experts thought communities needed. This was evidenced well by one respondent who said that

‘...the students we teach...basically...we assume that whatever we teach them and what they research on is and will be of relevance to whatever they aspire to do later, that is all....You see, we have our own ideal kind of student. So our programmes are not based on the interests of students or where they come from’.

It is noteworthy that in the beginning, these programmes were not designed as such without taking into account local needs. The issue is that they were not being redesigned and re-evaluated continuously to cope with the dynamics of local and global trends in development. This was categorically stated by one lecturer who said

‘I feel that our postgraduate system need to be changed at this time....What I would love to see is this university collaborating with other universities to design and re-tailor programmes and grant grand degrees together....’

The second technical way in which capacity building was being done by UNZA was the participation of some lecturers in building capacity projects carried out by NGOs. Few respondents gave an example of themselves as having taken part in local community NGO projects such as those in civic education focusing on girl child education, gender based violence and HIV/AIDS testing and counselling.

This form of capacity building discussed above was challenged since the 1990s (UNDP, 2009). This is because it prioritises technical training and the introduction of models and systems of development in the communities. The general approach is that an external ‘technical expert’ goes into a community for a short period of time to provide skills and knowledge. Then this is followed by donor aid or government subsidies. Little attention is paid to the indigenous skills and knowledge development and sustainability of the same.

There is now overwhelming evidence including studies by Busia, (1968), Bauer (1972), Hountondji (1997), Platteau (2004), Gilchrist (2008), and Moyo (2009) that such stand alone training activities considered to be capacity building projects are inadequate. External support is not the ultimate way of providing community capacity building (UNDP, 2009). External help tend to have an interventionist approach to problems. This results in undermining ownership and local capacity of communities. Thus, as opposed to building capacity, capacity building is a long-term process that needs to be integrated in wider transformation efforts that are owned and driven by communities involved. Such local community transformation efforts are context-specific. They are as much about transforming values and mindsets through indigenous incentives, as they are about acquiring new skills and creating new knowledge for appropriate responses to new challenges in a changing environment.

5.5.5 Community Tours and Field Trips

The study showed that community tours and field trips were an important linkage between the UNZA postgraduate education as a learning system and local community sustainable development. The findings revealed that “tours and field trips during the course of study stirs reality in...students, it inspires the communities...and...invokes a collective unconscious that is crucial for our society to move forward....it [tours and field trips] is an unmatched visual aid in the learning process and development itself. In fact it inspires real time and problem solving research papers not mere ticket papers for graduating” (Field Data, 2011). This finding seemed to suggest that learning for students even at postgraduate level is not necessarily a classroom experience but a combination of classroom and outdoor experiences. Further, it proposed that the physical interaction of students with communities in the learning process has a central role to play in a given community’s learning and development process. Such interaction is one way the

postgraduate education system can best provide a learning environment that has the potential to build capacity of local communities to collaboratively address development and learning challenges.

The findings however showed that community tours and field trips were not a common phenomenon in ‘many programmes’. This suggested that the importance of this linkage was yet to be appreciated at UNZA’s postgraduate education level.

5.6 Interfaces between local knowledge and global knowledge in the University of Zambia Postgraduate Education System

The findings of the study showed that local and global knowledge was interfaced in the University of Zambia postgraduate education as a learning system. The interface was in form of University Networks and Corporate Networks.

5.6.1 University Networks

The previous chapter presented networks that UNZA had with other universities from around the world as a significant interface between local knowledge and global knowledge in the postgraduate education system at UNZA. These networks were in form of exchange programmes and collaborative ventures. Some of the universities that were used as example satellites in the network are Seoul National University in South Korea, Hogskoleni Oslo og Akershua in Norway and Ahfad University for Women in Sudan.

Exchange programmes involved physical movement of administrative staff, students, academic materials, publications and other scientific information from other universities to UNZA and vice versa. The collaborative ventures that UNZA was engaged in included cooperation in research and presentation of its results, collaboration and exchange of resources and staff in the area of library and other auxiliary services.

The findings indicated that, as one respondent observed, there were ‘no resources to put this in full operation and the will from different schools was not strong enough. Many of the exchange and joint ventures at UNZA took place when there was funding from outside. The lack of

resources also explained why UNZA had not attracted world class foreign professors or even sent its own overseas at the pace it should be doing it on what could be called academic foreign service.’

5.6.2 Corporate Networks

In Chapter Four, the findings indicated that corporate networks were a tool that was helping interface local knowledge and global knowledge in the postgraduate education system at UNZA. The interface was made possible through scholarships, internship programmes and commissioned research. The findings showed that corporate companies like mines and banks sponsored outstanding students in given programmes of study. During vacation, the responsible corporate organisation put the sponsored students on internship programmes. After these students graduated, they got employed by the companies that sponsored them. Arrangements of this kind were however at a very small scale such that their effect on the University knowledge systems and learning was unnoticeable.

This finding seemed to suggest that the corporate networks that the university had were founded on money for the university and ready human resource for the corporate company. UNZA was getting satisfied with the scholarship or project funds while quite naturally the corporate organisations got satisfied with the certified and cheap human resource they got at the end. This was because the basis for choosing which candidate the corporate companies had to sponsor was not founded on the student’s research interests for their masters or doctoral studies or the gap in theory and practice such studies would fill. It was based on the undergraduate performance of the student.

This kind of cooperation also affected the interface that the research linkage between the corporate world and the university postgraduate system currently had. Much of the research that was being carried out was founded on the interests of corporate and international organisations and not necessarily the university and local community needs. The result of this is that the research work was done without a sense of belonging or ownership by the university or the researched into community. It was done for the money to be paid and not the problem to be

solved. Accordingly, local and global knowledge ended up not integrating to build collective problem solving strategies to take the country forward.

5.7 Varying Views on Linkages and Interfaces

While evident linkages were found between UNZA postgraduate education as a learning system and local community sustainable development and interfaces between local knowledge and global knowledge in the current postgraduate education system at UNZA, the study found out that some respondents dismissed any possibility of such linkages and interfaces.

On linkages, there were five arguments suggesting that there were no linkages whatsoever between the current UNZA postgraduate education system and sustainable development of local communities.

The first view held that the current system simply taught students formulas, theories and methods based on histories and realities of the scholars that created such in mathematics, economics, engineering, sociology, education and literature. However, it did not teach students to derive their own formulas, theories and methods based on their own realities or even how to apply in practice the same foreign problem solving strategies to their own immediate environment. This was well summarised by one respondent who said “of what benefit is it if I can interpret a sonnet by Shakespeare yet myself can’t write one nor interpret the realistic sonnets that my community writes in my very face everyday...?” Further, one observer in a leading local newspaper in the country, ‘The Post’, commented on the overall performance of the UNZA saying “today, UNZA is a sickly pale shadow from what its founding nationalists wished it to be. It has become a sad burial ground of all those Zambians who still harbour the unattainable illusory dream of contributing to knowledge and skills production and development in our highest institution of learning” (Banda, 2003).

Whether or not this view was correct, that the UNZA postgraduate education system was producing theoretical giants and practical dwarfs as far as local community development was concerned, could not be concluded by this study. Further research was required to specifically focus on this issue. Suffice to say that a number of known studies such as Bloom et al. (2006),

Dei (2004), Hountondji (1993) and Busia (1968), have made a similar observation about higher education in African countries. However, the problem with such studies is that they make such an observation in passing because their focus is either a different topic or similar but general one. For example, Bloom (2006) with his colleagues Canning and Chan in their book *Higher Education and Economic Development in Africa*, looked at the entire higher education systems in Africa but their main focus was on undergraduate education.

The second view held that the research conducted in the current postgraduate education system which continues to merit a noticeable but small number of students due to low enrolment rates to graduate every year had produced nothing new other than the very holders of master's and doctoral degrees. Given that the participation of the same holders of such degrees in the social, economic and political life of local communities remained very low, the linkage of the UNZA postgraduate education as a learning system to community sustainable development was found to be dysfunctional.

This view seemed to suggest that the success of the current postgraduate system at UNZA was at the moment only being measured against how many students it was able to graduate every year not what contribution other than producing highly qualified human resource the system was making to local community sustainable development. In this regard one respondent as recorded in Chapter Four asked “we have Schools of Engineering, what have they ever invented? We have Humanities and Social Sciences, what new theory have they produced? We have School of Education, what new pedagogy have they come up with especially with these new technologies....?”

The third and fourth viewpoints were based on issues of priority given to postgraduate education in resource allocation and how adequate the resources allocated were to this level of education. As documented in Chapter Four, in certain government ministries like Ministry of Education, there was no salary scale for teachers with a master's degree. At the university, there were no bursary loan schemes at postgraduate level. The University Staff Development fellowships (SDF) which aimed at restocking qualified manpower in various schools and departments seemed not to be serving the purpose because many university departments were understaffed.

For example, the enrolment of postgraduate students to a master's programme in development studies was partly halted in 2011 and 2012 due to lack of lecturers to run the programme. Online registration was not available for postgraduate level. It was only available for undergraduates. One respondent concluded that "...there is less importance that government, university management and the community see in any education beyond undergraduate studies. It is a lonely journey and personal battle." A columnist in a local newspaper concluded on this view by saying

'It just so happens that with our petty lumpen, criminal political class currently too busy cannibalising each other and blindly steering the country into dangerous waters, and all public workers virtually on notice because of the IMF/WB/donor driven national budget and wage squeeze, very little or no attention will be paid to the plight not only of UNZA but all tertiary education in general' (Banda, 2003).

The fifth viewpoint claiming that there was no linkage between the current UNZA postgraduate education system and local community sustainable development based its argument on poor enrolment rates. This was well summarised by one respondent who said that as far as postgraduate education and local community sustainable development were concerned,

'...there is no linkage I see because very few students come back to pursue their master's or PhD degree here [University of Zambia]. I can't say it is because the tuition is high. The reason for poor enrolment may be explained by more specific issues beyond money such as the learning environment, package of courses and programmes, and of course the relevance which you are calling linkages of the programmes offered to local communities, industries and companies locally and around the world. There is an urgent need to relook at the entire postgraduate system including the very people to relook at it.'

It should be noted however that the findings also suggested that the poor enrolments at UNZA could be attributed to other factors. Such factors included unstable academic calendar and cost implications that such instability entails as well as the common view that the current

postgraduate education brings more personal benefits than national benefits thus many institutions are reluctant to sponsor their employees to pursue degrees at that level.

The study also found that there were five viewpoints suggesting that local knowledge and global knowledge were not interfaced in the postgraduate education system at UNZA.

Firstly, the lack of internship programmes and industrial attachments in almost 99% of the study programmes at UNZA was given as evidence. As presented in Chapter Four, one respondent said

‘we do not have deliberate internship programmes or industrial attachments for our learners. Students make their own initiative to attach themselves with a company, community or organisation. The best we do is give them ‘To Whom It May Concern’ introductory letters because we don’t know where they will take it anyway or should I say as the university we have not taken keen interest in this area.’

It was further found that students who had worked with communities felt that the relationship was only based on their academic research and was experimental in nature as one said, “In reality, the community, like Pavlov’s dogs, was just an object of my research”.

Secondly, there was no official network of foreign professors and students at UNZA and similarly, student and staff associations, unions and social networks were not connected to international networks in other universities and organisations. Suffice to say that individual lecturers and students did have international connections. This lack of officialised but individualised international networks also explained the lack of consistent staff and student exchange programmes and the absence of noticeable sandwich programmes in the current UNZA postgraduate education system. Accordingly, views in support of this seemed to conclude that the “exchange of local and new external ideas is not there [UNZA postgraduate system] per se”.

Thus a plea was made that UNZA should put in place a deliberate system specifically for international affairs to not only facilitate a smooth interface of local knowledge and global knowledge but address a lot of challenges facing programmes involving the international

community. A good example of the challenges involving the international community the study found was the experience of one respondent who said

‘...we had a cultural exchange programme with Finnish students. The experience ended badly because we almost died in Western province when the lecturer who we had entrusted to manage finances of our trip and stay there during the Kuomboka ceremony swindled us of the money and disappeared...’

In the same vein, another plea was made well summed up in the words of one respondent who said

‘to me exchange programmes are not the answer and even so, we have failed to have this which is not an answer to me. What I would love to see is this university collaborating with other universities to design programmes and grant grand degrees together. I say grand because each university would bring in the best expertise and abundant resources it has into such programmes.’

This view called for deep integration of universities as an international community through sandwich, collaborated and interdisciplinary study and research programmes built from the strengths of each of the participating university.

Thirdly, the lack of well sponsored and consistent international platforms held at local and global level for the UNZA staff and student community to present, discuss and review their ideas was found to be evidence for the lack of local and global knowledge interface in the postgraduate education system at UNZA. It was accepted however that such platforms were sometimes provided. But, the involvement of students was done more on the side of academic obligations and not opportunity for their career development and exposure. Accordingly, when similar conferences took place outside the country, no known student was found to have participated and no known professor who participated in conferences outside Zambia was found to have made arrangements whether through the department or university or indeed any means necessary for her or his students to go along with him or her on such high profile global platforms. This

situation was well summarised in Chapter Four by one respondent who said “we can interface our local knowledge with global knowledge if we have a continuous high level dialogue through mediums like global conferences locally and internationally. But such are rare at this University for us students. We know that out there this is happening because we sometimes see lecturers go.”

Fourthly, the lack of state of the art technology with high speed internet, digitised library connected to global data bases of universities and organisations was found to be a spellbinding argument that there was no interface between local and global knowledge in the UNZA postgraduate education system. Implications of lacking world class technological environment were that web based research at UNZA was very poor for postgraduates, virtual and vicarious experiences at local and global level which are indispensable in this digital era were almost nonexistent. Students and the university staff were being left behind in technological advancements that were transforming how governments and institutions do business.

Accordingly, local circumstances of different communities within UNZA had not yet adapted to a new dispensation in technology. Several examples were found by the study such as lack of online newsletters, departmental and study programme websites, course blogsites and virtual community tours among others. One respondent concluded by saying “there is too much illiteracy of the literate, technologically speaking.”

Fifthly, there are a number of scientific breakthroughs and groundbreaking research that have taken place in the last decade around the world especially in medicines, information communication and technologies (ICTs). Yet, no known research and innovation came out of the UNZA postgraduate education system to give the world something new by solving problems in local or global communities in areas such as alternative energy sources, e-learning and remedies to epidemics such as HIV/AIDS. This view showed that even if no new innovations had been made, the system had not taken advantage of the already made innovations to localise them as one respondent said

‘if two things join together in a partnership, the whole ought to be greater than the sum total of the part, not less. If we were interfacing local and global knowledge in our postgraduate system, our university would be ranking high at international level. And I think we are still using medieval methodologies that have since been challenged elsewhere and by our own realities.’

Another finding that showed the lack of rethinking and reorienting foreign perspectives was the one which said “...for example, our cultural medicines and health systems are being labelled as alternative systems and we as intellectuals are evangelists of such blasphemy. How can you call your own identity as alternative?”

While the five views above gave overwhelming arguments to show the lack of an interface between local and global knowledge in the UNZA postgraduate education as a learning system, it is clear that it would be misleading to hastily conclude as such. This is because, in reality, the interface is there. What was happening was either lack of utilisation and reorientation or abuse of the existing structures to bridge the gap between local and global knowledge. three examples explain this below.

One, the University signed MoUs for exchange of staff and students with various universities and organisations. The objectives of such programmes were clearly outlined and progressive. The only thing lacking was implementation.

There were corporate organisations that had demonstrated interest in the university by giving scholarships to outstanding students. The only thing remaining was the university to set terms that would benefit the postgraduate system well in terms of knowledge exchange, sharing and integration of ideas to produce new products and systems that would develop the local communities.

The technology infrastructure was already being worked on, there was a centre for ICTs and Computer services. The University only had to step up the performance and widen the range of services this ICT centre was offering to cater for the identified needs.

5.8 Summary

This chapter interpreted and discussed the research findings as presented in the previous chapter. It discussed them in light of the postgraduate education system at UNZA and local community development in Zambia as perceived by Zambian academics and community members at the time of the study.

CHAPTER SIX

CONCLUSION AND RECOMMENDATIONS

6.1 Introduction

This chapter concludes the research findings of the study. This study had set out to establish how the Zambian academics and local community members see the current postgraduate education as a learning system that fosters sustainable progress of the country in local communities in Zambia. The chapter ends with recommendations and implications for further study.

6.2 Conclusion

While more community members surveyed indicated that the postgraduate education at UNZA was not serving sustainable development needs of local communities, more lecturers indicated the opposite. The students appeared to be unsure of whether the education they were receiving would enable them to take their society forward. This is because the number of those who said yes and those who said no to the question of whether or not the UNZA postgraduate education as a learning system was serving sustainable development needs of local communities in Zambia was almost equal. What was clear, however, was that the views indicating the market failure of UNZA postgraduate education as a learning system for local community sustainable development in Zambia steadily and sharply so increased from lecturers to community members. Then, the uncertainty was high among community members. This was explained by the fact that a lack of understanding on what really constitutes postgraduate education was high among community members. This shows that the postgraduate education system at UNZA was doing very little in engaging local communities in development hence having enormous challenges to meet the needs of local communities' sustainable development. This also evidenced that linkages between the system and local community sustainable development as well as the interface between local and global knowledge in the learning processes were weak and dysfunctional.

While literature that existed before this study clearly brought out problems that reflected higher education and community development in Zambia, it made general conclusions and tended to attribute everything to one factor, that is, access and finances. This study has shown that the value of postgraduate studies to individuals and communities challenged by mismatches between

study and career opportunities, between the knowledge imparted and skills society needed and the ability of postgraduate education to provide them with such had not been specifically tackled and could not be fully explained by access and finances alone.

For Zambia, the issue was development – which was not only economic but cultural, moral and scientific’. Considering that within the very limited resources postgraduate education was and had been ‘operating’, the failures of higher education in Zambia had more to do with the inability to challenge and reassess routine practices and conditions in order to develop new strategies conducive to teaching and research policies capable of stimulating creativity and fostering the emergence of new forms of thought and learning. Rather than putting the system as the solution by pointing out other factors such as access and finance, this study found that the current postgraduate education was in reality what the problem was. This is because new courses, reorientation of old ones and new kinds of support and guidance were not there to meet the much more diverse needs of the greatly globalising communities of the country. Instead of attending to this need, the system at the University of Zambia remained consistent with its old aged operations.

The study noted that the euphoria to which it is an integral part on the role of postgraduate education in development, narrowly in the case of Zambia and broadly developing countries, cannot not be claimed to be different from that time when it was theorised that universal primary education would propel economies and alleviate poverty in developing countries. In the 1960s when the economics of education was in its infancy and the concepts of human capital and the contribution of education to economic growth were only just beginning to feature in education policy debates, there was hardly any evidence in Africa that universal primary education would change the economic fortunes of third world countries. Similarly, the conclusion that postgraduate education is primary in development is being made when there is no much evidence that postgraduate education will help create wealth and happiness for the suffering masses across the African continent in general and Zambia in particular.

Due to the fact that like the universal primary agenda this new paradigm engaging higher education was more championed by global experts and organisations rather than local people and

learning institutions, this study choose to engage this paradigm at a local level. This is because with a view to mainly justify their assumptions, global experts and researchers tend to gather data from formal institutions alone without engaging local communities. This was partly evidenced by the fact that existing literature had made several sweeping and generalised conclusions as revealed by this study. No known studies had carried out a close stakeholder engagement of respective local faculties, communities and students' appreciation of the linkage between UNZA postgraduate education with local community learning systems, knowledge creation and development.

Thus, this study did not make a basic focus on the function of the system. It questioned whether in the first place the system and its output in question no matter how little it was, was relevant to the development of local communities. This question was important because even if enough funds were to be found to support research, publication, retain lecturers and provide scholarships to students, but should the learning system of postgraduate in place be irrelevant to the local context, just like many development projects had failed across the country, still there would be no positive change that postgraduate education would help bring to Zambia. There would still be no interface and linkages between global and local knowledge bases. The existing class struggles and ever widening gaps between rich and poor would continue because local communities would remain at the periphery of the whole scheme.

The community engagement in sustainable development by, and involvement in, postgraduate education that this study brought out is that of knowledge production and collaborative learning amongst communities, organisations and universities. It was not one in which universities and organisations offload their ideas on the communities in the name of experts and philanthropic institutions.

6.3 Recommendations

In view of the above findings, the following recommendations are made:

1. There is need for UNZA to establish a continuous assessment and review system of courses and programmes involving all stakeholders to ensure that goals of local

communities are integrated and being adequately addressed by the curriculum. This recommendation arises from the finding that the majority of the community members feel that the postgraduate education system is not addressing sustainable development needs of local communities. Besides, some among the Zambian academics also expressed dissatisfaction in the postgraduate education as a system for sustainable development.

2. UNZA should institute an elaborate System with working structures to handle all International Affairs (Office of International Affairs (OIA)) and further collaborations with other Universities and Research Institutions. This is based on the finding that the University networks of UNZA remain weak. There is no official network of foreign professors and students at UNZA and similarly, student and staff associations, unions and social networks are not connected to international networks in other universities and organisations. Suffice to say individual lecturers and students do have international connections. There is lack of consistent staff and student exchange programmes and sandwich programmes in the current UNZA postgraduate education system.
3. There is a necessity for establishing an Innovation Learning Centre (Learnovation Centre) for collaborative engagement with local communities and industries to develop, promote and protect on professional basis indigenous knowledge systems. This recommendation arises from the finding that postgraduate education is neither tapping into indigenous knowledge systems nor interfacing local and global knowledge in the learning process.
4. There is need for a corporate engagement system to oversee the internship programmes for students and expert participation in the learning process and possible research collaborations with students and faculty members at UNZA. This recommendation is based on the finding that only selected programmes in very few schools are engaged in joint projects with companies and organisations. Also, only sponsored students by given partner organisations tend to benefit from such collaborations.

6.4 Implications for further Research

It is clear that the area of this study is wide and need further elaborate studies. The following are the recommendations for further studies.

1. There is need for a study to research into the research and publishing environment at the University of Zambia focusing on the quality, opportunities and challenges for both students and faculty members. This is based on the findings that despite the poor state of research and publication, publishing was still a measure for academic promotion at UNZA and students still graduated as having fulfilled part of their degree requirements through research.
2. There is need to do tracer studies on the graduates from UNZA postgraduate system to establish the following:
 - a) Their contribution to sustainable development of the local communities of their origin;
 - b) Their performance on the job market and the satisfaction of the clientele they serve.
3. There is need for an evaluative study on the UNZA curriculum review processes and involvement of all stakeholders that is, students and local communities, in the same processes.
4. There is need to research into women participation in postgraduate education at the University of Zambia focusing on opportunities and challenges. This is based on the finding that there is less female participation compared to males in the UNZA postgraduate education.
5. There should be a study to find out the understanding of what a University is among all stakeholders in education in Zambia. This is based on the finding that there was a discrepancy between community members and the Zambian academics on what constitutes a postgraduate education as a learning system and how that system meets sustainable development needs of local communities.

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Appendixes

Appendix 1: **Timeline**

The initial plan for the study was nine months, from 1st June 2011 to February 2012. Due to other constraints, another one month was added on top to make it ten months.

Table 1: Chart of a Ten- Month Research Project Plan - June 2011 to March 2012.

Activity Plan	June-Sept 2011	Aug-Sept	Sep-11	Sept-Oct	Oct-Dec 2011	Dec-11	Jan-12	Feb-12
1. Literature Search and Review	//////// //2011							
2. Proposal Writing		//////// //2011						
3. Design of Instruments			//////// //2011					
4. Pilot Study				//////// //2011				
5. Field Work					//////// //2011			
6. Data Analysis						//////// //2011		
7. Report Writing							//////// //2012	
Report Finalising & Submission								//////// //2012

Appendix 2: **Budget**

The total budget was 21, 401, 500ZMK

Table 2 shows the full budget.

Sr.#	Description	Quantity	Unit Price	Total ZMK
1	Transport	2 trips a week (10 weeks)	K28, 000	K280, 000
2	Accommodation	180 Days	K1, 500, 000/30days	K9, 000, 000
3	Food	3 meals/day	K30, 000	K5,400,000
4	Printing and Binding Proposal	4 Copies	K50, 000	K200, 000
5	Printing and Binding Report	4 Copies	K60, 000	K240, 000
6	Research Assistant	One (10 weeks)	K400,000/week	K4000,000
7	Reams of Paper	2	K30, 000	K60, 000
8	Ballpoints	5	K500	K2,500
9	Pencils	2	K1,000	K2, 000
10	Pencil Eraser	2	K1, 000	K2, 000
11	Stapler	1	K50, 000	K50, 000
12	Staples	01Pkt	K5, 000	K5, 000
13	Perforator	1	K30, 000	K30, 000
14	Folders	3	K10, 000	K30, 000
15	USBs	2	K150, 000	K300, 000
16	Digital Recorder	1	K1, 800, 000	K1, 800, 000
Subtotal				K21, 401, 500
Grandtotal				21, 401, 500ZMK

Appendix 3: Research Instruments.

Interview Guide

My name is Samson Kantini. I am conducting this interview as a survey in partial fulfilment of my postgraduate studies at the University of Zambia in the Department of Language and Social Sciences Education (LSSE). I am seeking from you information and opinion on the current University of Zambia Postgraduate Education and Sustainable Development in Zambia. This interview has two parts. The first part I will ask you about the linkages that currently exist between your programme and local community development. In the second part I will ask you about local knowledge and global knowledge, that is, how contextual and expert knowledge Zambia has and that which comes from abroad are connected in the everyday operations of the postgraduate activities in your programme, section, department or school. Such information and opinion will be purely used for academic purposes.

Section One: Linkages

Generally, what linkages do you see between the current University of Zambia Postgraduate Education as a Learning System and Community Sustainable Development in Zambia?

Students

1. What linkages do you think are there between your programme of study and development in your local area?
2. In your program of study, do you have any kind of learning to help build capacity of local communities to solve their own problems? If you have, give two or three examples of such learning.
3. Do local communities work with you during your course of study? Can you name two or three communities that have worked with you? What kind of work did you do with the local communities you named above?

Lecturers

1. What linkages do you think are there between what you teach and the local environment of your students?

2. Do you teach your students how the programme or courses you offer can help them implement and promote sustainable development in the local communities? If you do, give two or three ways on how you teach this?
3. Do you at any point work with local community(ies) on what, where, when and how you teach? If local community (ies) give any input in what you teach, give two or three examples of such input and those communities who made it.
4. In your duty as lecturer, have you ever worked with any local community in finding solutions to challenges faced by such a community? If you have, what is the name of the community? Where is it located? What was the challenge (s)? What was the solution(s)?

Section Two

Local-Global Knowledge Interface

Generally, how do think is the gap between local knowledge and global expertise bridged in the current University of Zambia Postgraduate Learning System?

Students

1. Is your local student community an active entity on new and social media (on the internet)?
2. Are you as an individual connected to any international student networks online or offline? If so, what is the connection about?
3. Do you know of any international students connected to your local student community? If any, how are they connected? What is the connection based on?
4. Does your program expose you to any global platforms and on-going developments in your field of study? If so, how does your program expose you to and help you participate in global forums taking place in your area of study? Can you name some of the global platforms you have participated in?
5. Have you done any collaborative work with an international student or lecturer in your area of study?
6. Have you done any attachment with an international organisation working with local communities in Zambia?

Lecturers

1. Do you have any international students interested in the program you teach? If you do, how do you meet their interest?
2. Do you have international students interested in having a Zambian experience through the program of study you teach or your department/school? If you do, how do you help them have such an experience?
3. Are there international faculty or experts you know of interested in participating in the programs you teach or research you are doing? If there is, how do your program, department or school meet such interest?
4. Is your local faculty community an active entity on new and social media (on the internet)?
5. Are you connected to any international faculty networks online or offline? If so, what is the connection about?
6. Do you know of any international faculty actively connected to the program you teach in or the department you belong to? If any, what is the connection based on?
7. Does your program expose you to any global platforms and on-going developments in your field of specialty? If so, how are you exposed and helped to participate in global forums taking place in your area of specialisation? Can you name some of the global platforms you have participated in?
8. Have you done any collaborative work with an international student or lecturer in your area of specialty?
9. Have you done any attachment, consultation or research work with an international organisation working with local communities in Zambia?

Community Members

1. What are the most pressing sustainable development needs do you see in your local community?
2. Is there any way you can say the University of Zambia (UNZA) postgraduate system has been able to help the local community you live in to address these sustainable development needs?
3. If there is a way, how was your community helped to address its needs?

The University of Zambia
Directorate of Research and Graduate Studies
School of Education
Department of Language and Social Sciences

Questionnaire and Observation Checklist

Instructions

This survey by M’zizi Samson Kantini is conducted in partial fulfilment of his postgraduate studies at the University of Zambia. It seeks information and opinion on Postgraduate Education and Development in Zambia from past and current postgraduate students in Zambia. Results will be purely used for academic purposes.

The questionnaire should take no longer than 7 minutes to complete.

Personal Details

Q1 Nationality

☐ [] **Zambian**

☐ [] **Other (please specify, e.g. SADC Countries, EU Countries, Asian Countries)**

Q2 Gender

☐ [] **Female**

☐ [] **Male**

Q3 Respondent Status

☐ [] **Go to page 2 if you are a Postgraduate Student**

☐ [] **Go to page 3 if you are a Lecturer/professor**

☐ [] **Go to page 4 if you are a Community Member**

Postgraduate Students

Q4 Current year of study

☐ Year 1 ☐ Year 2 ☐ Year 3 ☐ Year 4

Q5 Area of Research Interest

.....
.....

Q6 To what extent have considerations appearing below on the left side influenced the nature of your choice of the postgraduate study programme?

	Very Strong Influence	Strong Influence	Some Influence	Little Influence	No Influence
Where you Study (i.e Institution)					
Addressing problems in Zambia's Local Communities					
Leaving and Continuing Legacy for Future Generations					
Other (Specify)					

Q7 How would you rate your current program of study's relatedness to the Sustainable Development of Zambia.

Excellent	Good	Poor	No Relatedness

Thank you very much for taking part in the survey

If you wish to participate in a potential focus group session to further expand on the issues discussed throughout this questionnaire and interview, please provide your contact details below.

Name _____

Telephone Number _____

E-mail Address _____

Lecturers/Professors

Q8 What is your area of specialisation?

Q9 PhD/Masters Title

Q10 What are your main motivations to teach graduate studies?

Q11 To what extent have considerations appearing below on the left side influenced your choice of the postgraduate study programme(s) you teach in?

	Very Strong Influence	Strong Influence	Some Influence	Little Influence	No Influence
Where you Teach (i.e Institution)					
Addressing problems in Zambia's Local Communities					
Leaving and Continuing Legacy for Future Generations					
Other (Specify)					

Q12 Have you ever considered the notion of Zambia's sustainable development in your postgraduate work here at the University of Zambia? Yes [] No []

Please clarify your answer in Q12 above:

.....
.....
.....

Thank you very much for taking part in the survey

If you wish to participate in a potential focus group session to further expand on the issues discussed throughout this questionnaire and interview, please provide your contact details below.

Name _____

Telephone Number _____

E-mail Address _____

Community Members

Q13 What is your occupation?

Q14 Which part of Lusaka do you live in?

☐ Urban ☐ Rural

Q15 What is the name of the community you live in?_____

Q16 In your community, have you ever collaborated in kind of work with the University of Zambia lecturer or student(s)?

☐ Yes ☐ No.

Q17 If your answer to Q16 above is **yes**, what kind of work was it?

Thank you very much for taking part in the survey

If you wish to participate in a potential focus group session to further expand on the issues discussed throughout this questionnaire and interview, please provide your contact details below.

Name _____

Telephone Number _____

E-mail Address _____