CHAPTER FIVE

5.0 CONCLUSION AND RECOMMENDATIONS

5.1 CONCLUSION

The study responded to the research objectives and questions which traced the development of private secondary schools in Zambia with the main emphasis on multiracial private secondary schools. It analysed the government's perception of these schools at various times and assessed their role in Zambia. In doing so, it identified the contribution the schools have made, and indeed are making to the education system in the country.

The study has shown that the idea of the development of multiracial private secondary education may be traced to 1962. In the years that followed up to 2005 the development of multiracial private secondary schools went through a number of educational policies, which in turn affected their growth both positively and negatively. When a policy encouraged state schooling, it was observed that private schools hardly developed. For example, between the period 1964 and 1972, there was almost no development in multiracial private secondary schooling partially due to the 1964 declaration of free education. This period did, however, see the introduction of multiracial education mostly in government schools. In these years, between 1972 and 1991, private schools were affected by educational reforms. The Draft Statement on Educational Reform of 1976 had a negative attitude towards the

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expansion of private secondary schools while the Educational Reform (1977) grudgingly encouraged the development of private secondary schools because the state did not have the resources to provide education for everyone which was an ideal of the UNIP government. Although the 1977 Educational Reform was not very positive about private schooling, some multiracial private secondary schools emerged like Lechwe in Kitwe, AISL in Lusaka, Simba in Ndola and Chengelo in Mkushi; although they all begun as primary schools.

As time went on, the educational policy supported private schooling. The people with the means then confidently went ahead and set up private schools either as individuals or groups. This was the case in the period between 1991 and 2005 when the government policy on education encouraged the development of the private sector and liberalisation of educational provision by encouraging Non Governmental Organisations, communities, privately run institutions, companies and individuals to run private schools. Therefore, this effort also encouraged partnerships with communities and parents. Consequently, this led to the development of schools run on both profit and non-profit basis. Hence, this period saw reputable multiracial private secondary schools such as Lechwe International Trust School, American International School of Lusaka, Baobab College and Lusaka International Community School emerging and continuing to develop.

The study leads one to conclude that the development of multiracial private

secondary schools has emerged and continued to flourish mainly because of international needs. There is need for the government through its educational policies to persist in its encouragement of multiracial private secondary schools in the spirit of providing educational needs for the minority group which is the international community. From the study, multiracial private secondary schools in Zambia have no specific mention in any one of the educational policies apart from the 1964 educational policy, which discussed the introduction of racial integration in schools.

The study also established that the multiracial private secondary schools serve a number of roles in the educational provision in Zambia. They cater for pupils from different nationalities whose parents are diplomats, businessmen, executives or other professionals. They enable school going children to accompany their parents to Zambia because of the availability of appropriate schools. These schools strive for and actually offer excellent and well-rounded education designed to enhance character development of an individual. Lastly, but not the least, these schools also play the role of affording some Zambian parents a choice of schools to choose from for their children.

Another significant finding of the study is that owing to the nature and background of the clientele, multiracial private secondary schools cater for the rich and the elite. This means that they can be seen as class-promoting. On the other hand, these schools are supplementing government efforts by offering education which

government cannot offer to the international community. They multiracial private secondary schools also serve, in some way, as models to government schools where they enjoy small class sizes, maximum of twenty-five students per class (see Appendices B and G) as compared to sixty per class in government schools. That makes it easy for the students to get more attention in different subject areas from the teachers. In Zambia, multiracial private secondary school teachers hardly ever go on strike and have fewer class interruptions therefore the use of time is maximized (Appendix G). There is need, for the government schools to learn from their colleagues in multiracial private secondary schools because their programmes satisfy the expectations of a wide range of quality standards relating to curriculum, school resources, library and computer facilities, financial resources and school climate.

The contribution made by the multiracial private secondary schools such as high standards in schools, international recognition for themselves and for Zambia and alternative and international curriculum all seem to point mainly to one group. Their prime concern, is the international community. Although these schools have attracted some attention from the public, very few Zambian families benefit from their existence in the country. This could be because, as the study shows, the schools are too costly for the average Zambian. The Zambians that enroll in these schools come from well-to-do families. Even though multiracial private secondary schools may offer high standards, international recognition, and alternative curriculum these

are aspects which need to be paid for. Apart from this, most of these schools are found in the urban areas where the markets happen to be. Here, they are mainly found in Lusaka, Ndola and Kitwe, which are Zambia's main cities. This implies that they are not widespread. Therefore overall one might argue that their contribution to the educational system of Zambia is small but significant and their psychological consequences could be enormous.

5.2 RECOMMENDATIONS

1. The Ministry of Education may need to visit multiracial private secondary schools regularly in order to have an overview of what goes on in these schools as a way of emulating them and also to offer guidance where necessary.

2. School fees in the multiracial private secondary schools could be regulated or scholarships could be created so as to let more average Zambian families to send their children to these schools.

3. Multiracial private secondary schools should be encouraged through educational policies. It seems clear that government alone cannot cope with the accessibility of secondary school places for everyone. Besides it is good to have a variety of schools to give the public a choice as to where they want their children to learn and also to cater for educational needs of the minority groups.

4. The government schools should work together with the multiracial private secondary schools in order to learn from each other in attaining high standards

and good quality education in their schools.

5. A further study should be carried out to pursue other aspects of private secondary schools such as the types of private secondary schools in Zambia and their clientele.

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Section B

1. What is the role of multiracial private secondary schools in Zambia?

2. What developments do you think multiracial private schools have brought to Zambia?

3. What challenges have multiracial private secondary schools encountered?

4. What contribution has multiracial private secondary schools made to the *educational system in Zambia?*

Section C

Officials from the Ministry of Education

1. Are multiracial private secondary schools necessary in Zambia?

2. Explain your answer to (1) above.

3. What is the current educational policy concerning multiracial private secondary schools in Zambia?

4. Does government support multiracial private schools financially in Zambia?

5. Explain your answer to (4) above.

6. What support does government give to multiracial private secondary schools in Zambia?

7. What is government's view on multiracial private secondary schools in Zambia?

8. Should government encourage more multiracial private secondary schools in Zambia?

9. Explain your answer to (8) above.

10. Is the curriculum of the multiracial private secondary schools relevant to the Zambian situation?

Teachers

1. How long have you worked in a multiracial private secondary school?

2. What do you like about working in a multiracial private secondary school?

3. What are the advantages of working in a multiracial private secondary school?

4. What are the disadvantages of working in multiracial private secondary school?

5. What is the target group of your multiracial private secondary school?

6. Can the government of Zambia do without multiracial private secondary schools?

7. Explain your answer to (7) above?

8. Do you have opportunities to further develop your teaching skills?

9. Does your school have further studies policies for teachers?

Parents

1. What are the benefits of taking your child/children to a multiracial private secondary school?

2. How much school fees do you pay per term for your child?

3. What qualities can you describe of a multiracial private secondary school where your child/children goes/go?

4. Would you encourage other parents to take their children to a multiracial private secondary school?

5. Explain your answer to (4) above?

6. When your children complete their secondary, A-S and A-Level education where would you like them to do their College or University education?

7. Explain your answer to (6) above.

8. What do you think your child has benefited from being at a multiracial private secondary school?

9. Does the school encourage your child to develop to his/her full potential?

10. How is that done?

Pupils

1. What are the advantages of being in a multiracial private secondary school?

2. What are the disadvantages of being in a multiracial private secondary school?

3. What is the role of multiracial private secondary schools?

4. If you were given a choice, would you consider any other type of school other than where you are now?

5. Would you prefer to pursue your Tertiary education within or outside Zambia?

6. Explain your answer to (5) above.

7. Where do you go for holidays?

Secondary School Manager

1. How many pupils do you have in secondary schools?

2. How much school fees do you charge?

3. How many nationalities does your student population compose of?

4. When was the last time government inspected your school?

5. Do you think government approves the existence of your school?

6. Is your school accredited to any international accrediting agency? If not do not proceed

7. State the agency(ies).

8. Why does your school seek accreditation to international accrediting agencies?

Proprietor

1. When was your school established?

2. Why did you think of establishing your school?

3. Does government support your school in any way?

4. Explain your answer to (3) above?

5. From what you know, does any educational policy support the existence of the type of your school?

APPENDIX B

LECHWE INTERNATIONAL TRUST SCHOOL

Information

Age range: 3-19

Total pupils: 170 boys 150 girls

Boarding: Yes

Staff numbers: 40 full time

Maximum class size: 25

Curriculum: British

Exam system: IGCSE, ABRSM, 'AS/A' Level, US SAT

Special needs: Yes

Teaching language: English

Minimum fees: 550/ term

Maximum fees: 1500/ term

Currency: US Dollars

Source: Website- *www.lechwe.sch.zm*

APPENDIX C

FEES FOR BAOBAB COLLEGE 2004/2005 ACADEMIC YEAR.

1) Registration Fee is US$50.00 per child.

a) Secondary/A Level

i) Payment in Full US$750.00 or
ii) Payment by installments with an Initial Payment of US$350.00 and

iii) Payment each term of US$60.00.

2) Tuition Fees
a) Secondary   US$2,040.00/term
b) A Levels   US$2,300.00/term

3) Boarding Fees
a) The School has a limited amount of boarding places available at the Hostel which is
   i) One or Two Boarders
   ii) For Weekly Boarding   US$700.00 per term.
   iii) For Full Boarding   US$1000.00 per term.
b) If the parent (or Company) has three or more children in boarding then the fees are:
   i) For Weekly Boarding   .   US$550.00 per term.
   ii) For Full Boarding   US$800.00 per term

Source: Website- *www.baobabcollege.org*

APPENDIX D

MULTIRACIAL AND NON-MULTIRACIAL PRIVATE SECONDARY SCHOOLS IN ZAMBIA BETWEEN 1972 AND 1991

Province	Year	School	Town	Rural/Urban
Southern	1974	Chongololo	Chipata	Peri urban
Lusaka	1975	Tree-Tops	Lusaka	Urban
Lusaka	1977	Namununga	Lusaka	Urban
Copperbelt	1977	Lechwe*	Kitwe	Urban
Copperbelt	1978	Nsansa	Ndola	Urban
Copperbelt	1979	Cedrics	Kitwe	Urban
Lusaka	1979	Metropolitan	Lusaka	Urban
Copperbelt	1980	Modern	Ndola	Urban
Copperbelt	1980	Mpelembe	Kitwe	Urban
Lusaka	1980	Malundu	Kafue	Urban
Lusaka	1980	Leopards	Lusaka	Urban
Copperbelt	1982	Simba*	Ndola	Urban
Lusaka	1982	St. Paul	Lusaka	Urban
Lusaka	1982	Kwacha	Lusaka	Urban
Central	1984	Jacaranda	Kabwe	Urban
Copperbelt	1984	St. Andrew's	Ndola	Urban
Copperblt	1988	Liberty	Kitwe	Urban
Central	1988	Chengelo*	Mkushi	Peri-Urban

* Multiracial private secondary schools
  Source: Ministry of Education Databasc 2003

APPENDIX E

MULTIRACIAL AND NON-RACIAL PRIVATE SECONDARY SCHOOLS IN ZAMBIA FROM 1991 TO 2005

Province	Year	School	Town	Urban/Rural
Lusaka	1991	Chudleigh House	Lusaka	Urban
Copperbelt	1992	Sathya Sai	Ndola	Urban
Central	1993	Banani	Chibombo	Rural
Lusaka	1994	Baobab College*	Lusaka	Urban
Copperbelt	1995	Sacred Heart	Chingola	Urban
Copperbelt	1998	Kemuz	Masaiti	Rural
Copperbelt	1999	Riverside	Kitwe	Urban
Copperbelt	1999	Springfield	Kitwe	Urban
Copperbelt	2000	Eagle	Mufulira	Urban
Copperbelt	2000	Muzi	Ndola	Urban
Copperbelt	2002	Mulaye	Kitwe	Urban
Central	2002	Chika	Kapiri	Rural
Copperbelt	2003	Faith Christian	Kitwe	Urban

* Multiracial private secondary school(s)
  Source: Ministry of Education Data Base, 2003

APPENDIX F

OBSERVATIONAL CHECKLIST FOR MULTIRACIAL PRIVATE SECONDARY SCHOOLS IN LUSAKA

1. Nationality of School Manager. Zambian or non-Zambian.

2. Composition of Senior Management Team (SMT). Any one of them Zambian?

3. Composition of members of staff.

4. Composition of pupil population.

5. Existing school facilities and their maintenance.

6. Maintenance of school surroundings.

7. Order and discipline.

8. Teacher attitude.

9. School activities both academic and extra-curricular.

10. Time spent in school by the teachers and the pupils.

11. Student expectations.

12. How often do teachers go on strike if ever?

13. Establish the maximum class size.

14. The procedure from primary to secondary.

APPENDIX G
FINDINGS BASED ON THE OBSERVATIONAL CHECKLIST

1. In all the four schools, the school managers were non-Zambians.
2. None in the Senior Management Teams in all the four schools was Zambian. There is marked inequality to positions of responsibility.
3. There were more that ten nationalities with at least one from each in each of the four schools among the members of staff.
4. There were at least three races among the pupils namely: African, American, Asian, Australian and Europeans. This confirms the role of the multiracial private Secondary schools to serve the international and the local communities as captured from different websites and as explained by different respondents through questionnaires and interviews from the study. This is also in line with the study definition of multiracial private secondary schools (see section 1.8.6).
5. Each of the four schools had the following facilities (at least one in each case): library, computer and science laboratories, film rooms, classrooms, staff room, a music hall, art rooms, assembly halls, swimming pool, a large playing field/ playing ground area which included a soccer field, volleyball, tennis, basket courts, athletics track and indoor courts for badminton. This satisfies the expectations of a wide range of quality discussed in the study.
6. The school surroundings were well established and well maintained. This enabled a good environment in the attainment of excellent education.
7. As for order and discipline. During the change of classes, pupils were moving in an unorderly fashion. A number of students were going late for lessons. One pupil was said to have banked two lessons that particular day. Matters of discipline were a bit relaxed for example in one school the pupils were not allowed to dye their hair but a number of pupils both girls and boys were seen with dyed hair and the teachers were doing nothing about it.

8. Teacher attitude to work was positive in all the four schools. Teacher attitude contributed in efforts to improve the school, confidence in their ability to teach and to be committed to their work.

9. The academic activities went on in the morning and normally with very little disturbances and interruptions while the extra-curricular activities were done in the afternoon after classes in all the four schools. The extra activities included sports, intra-mural, instrumental, vocal and creative programmes.

10. The time spent in school was quite high in all the four schools from 07:15 hours To 16:00hours.

11. The student expectations were very high in all schools although some students could not cope with such expectations in all the four schools.

12. Teachers in all the four schools hardly ever went on strike.

13. In all the four schools, the maximum class size was twenty-five pupils per class.

14. Secondary school pupils in all the four multiracial private secondary schools under study the pupils progress automatically from primary to secondary without sitting for selection examinations at the end of their primary education.

APPENDIX H

ESTIMATED TOTAL NUMBER OF PUPILS FOR THE 2005/2006 ACADEMIC YEAR IN MULTIRACIAL PRIVATE SECONDARY SCHOOLS IN ZAMBIA

School	Number of Students	Number of Zambian Students
AIS	145	33
Baobab	210	48
Chengelo	253	58
ISL	180	41
Lechwe	115	26
LICS	110	25
Simba	205	50
Total	1218	281

Source: Independent Schools Association of Zambia Directory 2005/2006.