

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



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



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EDUCATION IN ZAMBIA

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

by

Pandey Zekeza Syachaba

Abstract

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

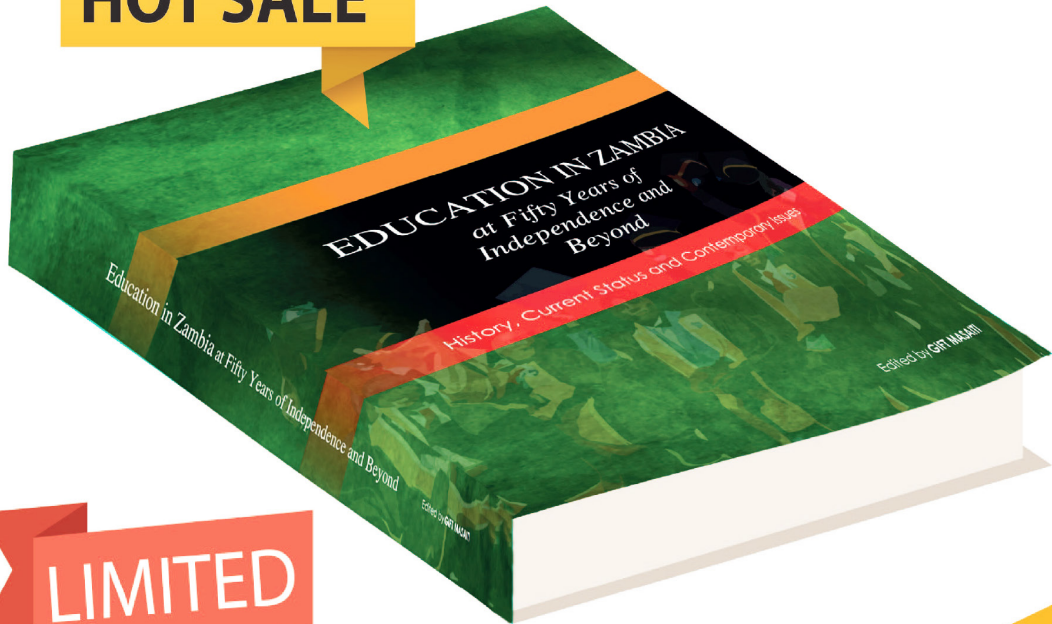
Key words: Gender, Education, Patriarchy

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