

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.



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EDUCATION IN ZAMBIA

at Fifty Years of Independence and Beyond

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LANGUAGE-IN-EDUCATION POLICY IN ZAMBIA: POLICY AND OTHER DYNAMICS

by

Dennis Banda and John Simwinga

Abstract

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

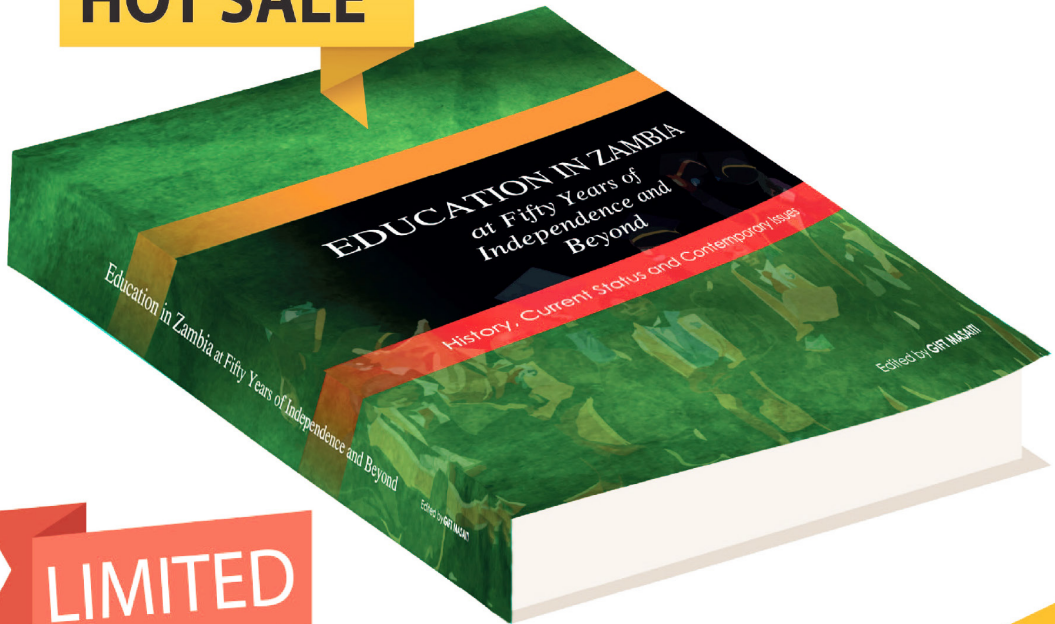
Key words: Policy, Reforms, Mismatch, Complementation, Competition, Official Language

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