

THE DEVELOPMENT AND ROLE OF MULTIRACIAL PRIVATE SECONDARY  
SCHOOLS IN ZAMBIA

By

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## The Development and Role of Multiracial Private Secondary Schools in Zambia

## AUTHOR'S DECLARATION

I, Rosemary Chisanga Chilufya, do hereby solemnly declare that this dissertation represents my own work, and it has not previously been submitted for a degree, diploma or other qualifications at this or another University. Any published work or material that has been incorporated has been acknowledged.

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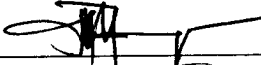
## **DEDICATION**


*I dedicate my work to my loving and caring parents Mr. & Mrs. Ephraim & Edith Chilufya without whom it was not going to be possible for me to undertake this study.*

## CERTIFICATE OF APPROVAL

The University of Zambia has approved this dissertation of *ROSEMARY  
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## LIST OF ACRONYMS

1. AISL- American International School of Lusaka
2. BSAC- British South Africa Company
3. CIS- Council of International Schools
4. NEASC- New English Association of Schools and Colleges
5. ECIS- European Council of International Schools
6. EFA- Education For All
7. FNDP- Fourth National Development Plan
8. GRZ- Government of the Republic Zambia
9. IBO- International Baccalaureate Organisation
10. IGCSE- International General Certificate Secondary Education
11. ISAZ- Independent Schools Association of Zambia
12. ISL- International School of Lusaka
13. ISSA- International School of South Africa
14. LICS- Lusaka International Community School
15. LITS- Lechwe International Trust School
16. MSA- Middle States Association of Schools and Colleges
17. MMD- Movement For Multi-Party Democracy
18. MOE- Ministry Of Education
19. NGO- Non-Government Organisation
20. NTFEA- National Task Force on Education For All
21. PFP- Policy Framework Paper
22. SAP- Structural Adjustment Programme
23. SIS- Simba International School
24. UK- United Kingdom
25. UN- United Nations
26. UNESCO- United Nations Educational Scientific Cultural  
Organisation
27. UNIP- United Nation<sup>a)</sup> Independence Party
28. UNZA- University of Zambia
29. US- United States
30. USA- United States of America

## ABSTRACT

The study was carried out on the development and role of private secondary schools in Zambia. The focus was on multiracial private secondary schools. The study also analysed government's perception of multiracial private secondary schools at various times in the history of Zambia. The contribution of multiracial private secondary schools to the educational system in Zambia were also examined.

The study was predominantly historical, using a qualitative approach to archival and contemporary data. The instruments used were documents, questionnaires, interview guide and an observational checklist. A questionnaire was given out to sixty-four respondents and interviews were made to sixteen respondents. The researcher selected four multiracial private secondary schools. The sample had a total of eighty respondents: forty students, twelve teachers and four school managers from four multiracial private secondary schools, twelve parents with at least a child in a multiracial private secondary school, two proprietors of multiracial private secondary schools and ten officials from the Ministry of Education. The respondents in all cases included both male and female.

The main objectives were to: trace the development of and analyse government's perception on multiracial private secondary schools at various times, assess the role of multiracial private secondary schools in Zambia, and examine the contribution of multiracial private secondary schools in the educational system in Zambia.

The findings were that multiracial private secondary schools had developed because of the varied educational policies, need for continued international education mostly for the international community and need for quality education. The other findings were that

multiracial private secondary schools serve the following roles: being a model for the public educational system, catering for the rights of the parents in a democratic society, class serving role, and supplementing government efforts in a modern society. The multiracial private secondary schools have attained high standards, earned international recognition for Zambia and provided alternative and international curriculum mainly for the international communities and a few Zambians. The study also found that the Ministry of Education rarely inspected multiracial private secondary schools, the school fees in multiracial private secondary schools were very high, and not many Zambian families could afford them; and that the educational policies do not have specific sections or articles for multiracial private secondary schools.

The researcher made the following recommendations: government may need to visit multiracial private secondary schools regularly in order to have an overview of these schools and offer advice where necessary; school fees in multiracial private secondary schools should be regulated or scholarships could be created so as to let more average Zambian families to send their children to those schools; 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; the development of and role played by multiracial private secondary schools should be encouraged through favourable educational policies; and a study should be carried out to ascertain the types of private secondary schools in Zambia.

## CHAPTER ONE

### 1.0 INTRODUCTION

This study traces the development of private secondary schools in Zambia with the main emphasis being on multiracial private secondary schools. It is an analysis of the government's perception of multiracial private secondary schools at various times, an assessment of the role played by them and an examination of the contribution made by them to the educational system in Zambia.

The coming of missionaries to Zambia in the nineteenth century saw the commencement of private schools in the country. The British South Africa Company (BSAC) who administered the territory gave very little assistance towards education that was faithfully undertaken by the missionaries mostly from Western countries (Snelson, 1974). In the initial stages of the study, it is noted that the colonial government had little interest in the education of the indigenous people. Sikwibele (2001: 25) acknowledged that: "The education system during the colonial period was structured on that of the British and designed to serve, promote and perpetuate the interests of the ruling class." This set standards of racism, because in those days the whites and the blacks could not go to the same schools.

Multiracial private secondary schools were non-existent in the early days of formal education in Zambia. The conception of multiracial private schooling in Zambia can be traced back to the United National Independence Party (UNIP) Manifesto of 1962.

Sikwibele (2001: 40) asserts that: “The objective of the manifesto was to establish racially mixed private schools.” At Independence, therefore, the educational policies did away with segregation, while free education was introduced and all private schools were discouraged by turning them into public schools because they proved to be too expensive for many people (Mwanakatwe, 1974). However, multiracial education was encouraged mainly in government schools. It was not easy but eventually the process had to start. This marked the official beginning of multiracial education in Zambia. Multiracial private secondary schools began to expand later on in the history of Zambia.

Over a period of time, private schools came to be viewed with suspicion. However, with the passage of time and at change of government (which is usually accompanied by policy changes), came about the liberalisation of the economy in all sectors including education and this in turn, has worked to the advantage of multiracial private secondary schools. These schools have developed gradually and operate autonomously, their main clients being the international community and the well-to-do in Zambia. At the moment, the establishment and running of multiracial private secondary schools by both individuals and organisations is a growing mode of educational provision in this country. Since multiracial private secondary schools are also part of private secondary schools in Zambia, the study would, in some cases, discuss private secondary schools as a whole, especially when dealing with the

educational policies of the country and any other aspect, which did not deal with multiracial private secondary schools specifically.

## **1.1 BACKGROUND**

Multiracial private secondary schools shall be defined as formal educational institutions that are financed and managed outside the public or government system to educate children of various racial groups from Grade Eight to Twelve or Year Seven to Eleven or Form One to Five. These institutions may be supported by private entrepreneurs, churches, communities, individuals, Non-Governmental Organisations (NGOs) or others who in part mobilise their finances from fees levied on their clients.

Between 1883 and 1925, the Barotse National School, founded in 1907, was the only school that was built by government during these three decades and the only one that received assistance from public funds (GRZ, 1952). The period from 1925 to 1953 saw no development of any multiracial private secondary school in Zambia. As for the Federal Government, Kelly (1999: 60) states that: “The organisation of education in the Federal Government was racially segregated.” Kasonde (2003: 8) puts it like this: “During the Federation, segregationist and inequitable patterns of provision of education for African and European children persisted.” Even in the Federal days there was no financial support for existing private schools (Federal Assembly, 1957). This showed that some schools could run without financial support from government

and these private schools mainly catered for the whites.

After independence in 1964, a highly centralised system of control and management of schools was adopted by government, who took over most of the institutions that had been run by non-governmental bodies, and provided free education. In this way, it tended to sideline private schools. Kelly (1991: 25) contends that: “The policy of free education brought many problems and yet government continued to provide free education until 1985.” The 1976 Draft Statement on Educational Reforms supported the removal of private schools by stating that: “It is a fundamental principle of humanism and socialism that the state is responsible for the provision of education for its citizens” (MOE, 1976: 28).

Providing free education was however a big drain on the government budget and there was an immediate need to redress the situation. One way was to involve others. The Fourth National Development Plan (GRZ, 1989: 55) thus encouraged the development of private schools and stated that: “Anyone who has the means to establish a private school can go ahead with the approval of government.” Although private schools were then encouraged, there was no clear-cut policy to support the idea. With the coming into power of the Movement for Multi-Party Democracy (MMD) in 1991, the economy was liberalised which resulted in the emergence of a number of multiracial private secondary schools.

## ***1.2 STATEMENT OF THE PROBLEM***

Since 1991, multiracial private secondary schools have increasingly gained significance. It is true that private secondary schools have received varied support from government over time. Immediately after Independence, they received little encouragement. However, since 1991 this has changed, resulting in, as we noted, the increase of multiracial private secondary schools. This study therefore, addresses the question: what has contributed and is now contributing to the development of multiracial private secondary schools in Zambia?

## **1.3 PURPOSE OF THE STUDY**

The purpose of the study is to state the origins and outline the development of multiracial private secondary schools and to analyse government's perception of these schools at various times. The study is also meant to assess the role of multiracial private secondary schools and to examine how they contribute to the nation's educational provision.

## **1.4 OBJECTIVES**

The objectives are to:

- (i) trace the development of private secondary schools in Zambia with the main emphasis on multiracial private secondary schools;
- (ii) analyse government's perception of multiracial private secondary schools at various times.

- (iii) assess the role of multiracial private secondary schools; and
- (iv) examine the contribution of multiracial private secondary schools to the *educational system in Zambia*.

### **1.5 RESEARCH QUESTIONS:**

- (i) What is the development of multiracial private secondary schools in Zambia?
- (ii) How has government perceived multiracial private secondary schools at various times?
- (iii) What has been the role of multiracial private secondary schools in Zambia?
- (iv) How has the contribution of multiracial private secondary schools benefited the educational system in Zambia?

### **1.6 SIGNIFICANCE**

The significance of the study is that it would:

- (i) provide perspectives on the nature, role and potential of multiracial private secondary schools to assist with the overall provision of quality schooling at a time when the resources of the government are overstretched;
- (ii) identify some of the strengths and weaknesses of multiracial private secondary schools as a means of educational provision over time;
- (iii) analyse the reasons for the existence of multiracial private secondary schools in Zambia; and
- (iv) examine government's view on multiracial private secondary schools at

different times in the history of Zambia.

## **1.7 DELIMITATION**

The study looked at private secondary schools in general and at multiracial private secondary schools in particular. It was further limited to four multiracial private secondary schools.

## **1.8 OPERATIONAL DEFINITIONS**

1.8.1 *Effective*- This is the extent to which the set goals or objectives of a school programme are accomplished. Such effectiveness can be seen in relation to the quality, quantity, equity, or equality of educational instruction given in a school.

1.8.2 *Efficiency*- This is the extent to which the inputs produce the expected output in a school setting. Increased efficiency means achieving the same or better outputs with fewer or the same inputs.

1.8.3 *Policy*- This is understood as a response to a set of problems. It expresses the intention of the state to carry out or forbid a certain course of action. Sometimes it will be referred to as a statement about practice and an answer to educational problems.

1.8.4 *Private provision*- This is taken to mean the production, provision, or delivery of services by the private sector in one or more ways.

1.8.5 *Private schools*- Formal educational institutions that are financed and managed entirely outside the public or government system. These institutions may be supported by private entrepreneurs, churches, communities, Non Governmental Organisations (NGOs) or others who partly mobilise their finances from fees levied from their clients.

1.8.6 *Multiracial schools*- These are schools that have at least five per cent pupils from three or more races including indigenous Zambians. In Zambia, the idea of multiracial private secondary schools emerged in 1962 and at the moment, there are only seven in the whole country. The multiracial schools are sometimes referred to as International Schools.

1.8.7 *Scheduled Schools*- Fee paying schools.

1.8.8 *Secondary Schools*- Intermediate between elementary school and college, usually Grades Eight to Twelve or Form One to Five or Year Seven to Eleven.

1.8.9 *Unscheduled Schools*- Non-fee paying schools.

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

Little has been published on multiracial private secondary education in Zambia. The last time the government educational policy documented something about multiracial education specifically, was in 1964. All the other educational policies that have followed are generally silent on multiracial private education. In some cases, the aspects of multiracial private secondary schools are covered under private secondary schooling in general. Generally, official statistics often ignore private schools, as do many educational planners employed by international lending agencies. UNESCO stopped publishing private school enrolment data in the early 1960s and financial statistics for private schools in 1973. Roth (1987: 15) observed:

The reasons for the lack of data are many: the size and complexity of the sector; statistical variations across countries; lack of uniform definitions (a school receiving a state grant might be classified as “private” in one country or period and “public” in another); even the reluctance by some governments to admit that private education has a role to play in their countries.

### **2.1 THE DEVELOPMENT OF MULTIRACIAL PRIVATE SECONDARY SCHOOLS**

As already noted, in Zambia before 1964 there was a dual system of education for Africans and non-Africans, mostly Europeans. From the onset, the objectives of the European system were quite clear. Kelly (1999: 83) pointed out that: “Through its school organisation, syllabus, language and social practice it was charged with

preparing its pupils for the more highly developed, competitive and sophisticated society found in European countries.” The European population was comparatively small in 1953, when the Federation was established; there were some 53,000 Europeans in Northern Rhodesia compared with some 2, 660, 000 Africans. The size of the problem was not large and, as a result, it was possible to maintain a system of compulsory education between the ages seven and fifteen years, to provide high standards of school buildings and equipment, to supply specialist services, medical as well as educational, and to obtain the finance necessary both to maintain and to increase these facilities in accordance with the growth of the population (Mwanakatwe, 1974).

The objectives of the African system of education, however, although based on the same philosophy, were always hampered in their practical attainment by the size of the problem (MOE, 1964). UNESCO’s point of view on this was:

The most striking feature of Northern Rhodesia society is the sharpness of the division within it, and it is this feature which is now directly challenged. There is marked inequality of access to positions of responsibility, power and wealth, and, related to this, unequal access to the education and skills needed to fulfill them. The contrasts sit awkwardly with the formal political equality that will exist early in 1964. As a result, we believe that the major demand, which is now made on the education system, is that it should play its part in removing these inequalities; that it should open the doors, which are now shut (UNESCO, 1964: 1).

Therefore, the main tasks during 1964 were to integrate the different systems of

education obtaining in the country to promote a unity of purpose without necessarily requiring a uniformity of practice; to ensure equality of educational opportunity for all children; to increase such opportunities rapidly at all levels to meet the national needs for educated and trained men and women; and, in the process, to maintain, extend and improve existing educational standards (MOE, 1964). As Zambia got its Independence, the racially segregated schools were abolished and free education was introduced implying that there were going to be no private schools. Carmody (2004: 74) observed that: “In Zambia from Independence onwards, a persistent concern with the provision of education remained, not simply for socio-economic development but also for reasons of equity.”

In the first years after Independence, some private schools, especially the missionary private schools, received capitation grants from government. With government taking more control of the economic social sectors in the late 1960s and early 1970s, support for private schools declined (Kelly, 1999: 203). Questions began to be raised about their role in a country whose ideology was socialist. Already, we noted that *Education for Development* (1976) strongly discouraged private schools. *Educational Reforms* (1977) adopted a more tolerant attitude, but remained cautious and reserved. There was an increase in the number of private secondary schools some of which were multiracial private secondary schools in the 1970s and 1980s. The number increased from nine in 1975 to forty-four in 1989 (MOE, 1992), and this

was partly because government could not cope with the numbers (particularly in Grade Eight) for generally only about twenty-eight per cent of Grade Sevens went to Grade Eight (MOE, 1992). Moreover, private schools promised better educational facilities than government schools, and a more liberal economic climate was coming into being.

Following the 1991 political transition in Zambia, the Ministry of Education's policy was supportive of the establishment of schools by industry and private sector although the regulatory environment did not change much (Kelly, 1999: 203). The private sector has been the cornerstone of the economic policies since 1991. Likewise, there has been great stress in education on participation of the private sector in the provision of education in Zambia (Kelly, 1999: 219). However, the liberalisation in education, which was central to the development of educational policy, meant the participation of private sector in education, and in developing educational materials (MOE, 1996). This meant partnership with government. However, Carmody (2004: 59) argued that: "Partnership was clearly not a new idea. Partnership has been part of the educational system from 1924."

## **2.2 THE ROLE AND CONTRIBUTION OF MULTIRACIAL PRIVATE SECONDARY SCHOOLS**

Multiracial private secondary schools play a number of roles such as serving the international and local communities. Sikwibele (2001: 29) commented that: "A good number of private schools were established to serve the exclusive needs of the

expatriate community.” The examples that follow showed that most of the multiracial private secondary schools in Zambia and other countries like South Africa were set up to serve the international community in a particular area, country or region. The International School of Lusaka (ISL) established in 1963, is a non-profit, private co-educational day school. The school was established to provide an international education to students from international and local communities of Zambia. The Zambian Ministry of Education authorised the school (ISL, 2003). It has about one hundred and eighty secondary school students from fifty nationalities (ISAZ, 2005). In South Africa, the International School of South Africa (ISSA) was also established to serve the educational needs of the region and the international community of Southern Africa (ISSA, 2005). It is therefore clear that in Zambia and elsewhere the multiracial private schools are established for the service of the international community. It is assumed that parents from the international community look for schools with a good reputation.

In most countries there are schools of good repute (Kelly, 1999: 146). Among these most of the multiracial private secondary schools provide quality education. Hallak (1990: 78) acknowledged that: “World-wide privately provided education tends to be of better quality and more cost-effective than state-provided education, private schools in general achieve more, and so more cheaply, than government schools.” Many private schools provide quality education. Hawes (1990: 11) explains that:

“Quality can imply efficiency in meeting set goals; relevance to human and environmental needs and conditions; and ‘something more’ in relation to the pursuit of excellence and human betterment.” Chituma (2005:15) further observed that: “The provision of quality education is an aspect that covers many areas such as motivated teaching staff, availability of textbooks and other teaching/learning materials, consumable materials in laboratories, good school infrastructures, well-fed children and many more.” Concerned professionals as well as parents naturally seek a quality education for their children. It has been noted:

Expatriate parents in particular face a strange environment which offers few guidelines on how best to select the most appropriate school for their children’s needs. In some areas, there may be only one international school available for the children of the expatriate community (Council of International Schools, 2005).

Therefore, many of the multiracial private secondary schools aim to give their clients high quality education.

Not surprisingly, in most African countries the parents from the international community mostly choose schools with international recognition. International recognition tends to correlate with a commitment to quality (CIS, 2005). Thus due to the nature of the clientele they serve, multiracial private secondary schools aim not only for quality schooling but also for international recognition. To be recognised internationally the multiracial schools accredit with appropriate international accrediting agencies such as the Middle States Association of Schools

and Colleges (MSA), International Baccalaureate Organisation (IBO) and the Council of International Schools (CIS). For instance the American International School of Lusaka (AISL) is accredited by the Middle State Association of Schools and Colleges and the Council of International Schools (AISL, 2005). The Council of International Accredited Schools revealed that, since its establishment, in 1970, CIS Evaluation and Accreditation had become the established norm for schools that sought international recognition (CIS, 2005). Accreditation is a validation - a statement by a group of persons who are, theoretically impartial experts in higher education, that a given school or department within a school has been thoroughly investigated and found worthy of approval (CIS, 2005). The CIS (2005) has emphasized that: "Accreditation ensures that the school meets the demanding Council of International Schools standards in all school areas" namely: philosophy and objectives, curriculum, governance and management, staff, student support services, resources and student community life. The fact that a school is accredited provides members of the community, especially members of the international community, with the assurances outlined above.

Since multiracial private secondary schools generally maintain high standards, they are usually expensive to run. To meet their costs, multiracial private secondary schools depend very heavily on fees paid by their clients. Hence, the multiracial private secondary schools respond to the needs of those with ability to pay and as

Kelly (1999: 146) observed: “These are the schools to which the wealthy send their children.” Consequently, multiracial private secondary schools cater for a small proportion of pupils mostly from families with high incomes.

In Zambia with Structural Adjustment Programme (SAP), the fiscal imperative of achieving a balanced national budget was so dominant that the financing needs of education (and other sectors) were not met, and the liberal economic model of private provision was applied somewhat indiscriminately to education, to the disadvantage of the poor and marginalised (Kelly, 1998: 11). It was assumed that children of the affluent were likely to continually be more advantaged in terms of educational privileges over those of the poor. It is no wonder that children of more affluent parents would continue to go to multiracial private secondary schools while those of the less affluent parents would not.

Kelly (1999: 146) pointed out that: “There are private schools which follow the Belgian, French, English and American programmes.” Mostly multiracial private schools make use of curricula, which are designed to meet the needs of students from the international community. For instance, at the International School of Lusaka the Secondary School, Forms One to Five, leads to the International General Certificate Secondary Education (IGCSE) in Form Five which is a British curriculum (ISL, 2003). In blending the internationally accepted curricula, the multiracial private secondary schools offer alternative and international curricula to the students from

the host countries, which is expensive but highly prized by them.

### **2.3 SUMMARY**

The development and role of multiracial private secondary schools in Zambia has been focused primarily on the need for an international education. The clientele of the multiracial private secondary schools is mostly the international community and it has been asserted that these schools offer quality education. Multiracial private schools seek accreditation by international accrediting agencies. Due to the fact that they offer international education and have high standards, their school fees are high and hence can play a class formation role for local communities. Nonetheless, their existence may supplement government efforts.

## **CHAPTER THREE**

### **3.0 METHODOLOGY**

#### **3.1 OVERVIEW**

This chapter shall discuss the research methodology that was used in this study. The methodology is outlined as follows: population and sample, data collection, ethical considerations, data analysis and problems encountered.

#### **3.2 POPULATION AND SAMPLE**

The population is composed of pupils, teachers, parents, school managers, proprietors of multiracial private secondary schools, and policy makers and officials from the Ministry of Education. The study was conducted in Lusaka from four multiracial private secondary schools namely American International School of Lusaka, Baobab College, International School of Lusaka and Lusaka International Community School. Four out of seven multiracial private secondary schools were chosen because they each have a secondary section, fit my criterion of multiracial schools, and they are based in Lusaka which was selected because of limitation of time and money on my part.

A sample of forty pupils, ten from each school, and twelve teachers, three from each school, were selected by random sampling. Twelve parents, three from each school, were selected on the basis of having a child who attended one of the multiracial private secondary schools under study. Four school managers, one from each school,

and two proprietors were purposefully chosen. Ten officials from the Ministry of Education which comprised one Minister, two Deputy Ministers, one Permanent Secretary, three Directors of Standards, Human Resource and Planning, and three specialists were selected because of the positions they held at the Ministry. The total sample drawn from the population was eighty.

### **3.3 DATA COLLECTION**

The study was primarily historical using a qualitative approach to archival and contemporary data. Documentary analysis was widely used to collect data on tracing the development of multiracial private secondary schools in Zambia, analysing the government's perception of multiracial private secondary schools, assessing their role and examining their contribution to the educational system in Zambia. The researcher consulted the Annual Reports of the Department and Ministry of Education, National Educational Policies, Educational Acts, Northern Rhodesia and Republic of Zambia Statutory Instruments, journals and many other articles and books both published and unpublished.

The consultation of documents was done in the University of Zambia Library, National Archives of Zambia, Catholic Secretariat Archives, Baobab College Library, International School of Lusaka Library, Lusaka International Community School Library and Dominican Novitiate Library. To supplement documentary data, there were six sets of semi-structured questionnaires and interview guides (see

Appendix A) for pupils, teachers, parents, school managers, proprietors and officials from the Ministry of Education. The interviews were conducted with five officials from the Ministry of Education, five pupils, two teachers, two parents, one school manager and one proprietor in order to get a variety of perspectives on the study. In total sixteen respondents were interviewed. The researcher also used direct observations and recorded what was observed in line with the checklist (see Appendix F) in all the four multiracial private secondary schools under study.

### **3.4 ETHICAL CONSIDERATIONS**

The researcher sought clearance by formally requesting for an introductory letter from the Assistant Dean, Post Graduate of the School of Education at the University of Zambia in order to obtain data from National Archives of Zambia, Catholic Secretariat and all the other Libraries mentioned for documentary data collection. The researcher also went with the introductory letter to the schools where she required the school managers to give consent for the pupils, teachers and him/herself to participate in the study. The policy makers and officials from the Ministry of Education, and the parents were also given the introductory letter to request for their consent in participating in the study. Names were not to be included on the questionnaire in order to ensure anonymity and confidentiality.

### **3.5 DATA ANALYSIS**

In spite of efforts to obtain statistics the overall study is predominantly qualitative

and therefore, the data analysis employed was primarily qualitative. Descriptive analysis was used to present the variables, frequencies and percentages. Data collected through questionnaires and interviews was thematically grouped. The responses were thus arranged into themes, which included serving international community, internationally recognised quality education, alternative curriculum, class formation, supplementing government efforts, and response to parental democratic rights.

The quantitative data collected through the questionnaires was analysed by coding and emerging figures were grouped into categories using the constant comparative analysis technique. The themes and the categories of the initial data were examined side by side with the qualitatively collected data through subsequent interviews. After that, the categories were re-grouped to come up with the most significant categories and themes which are mentioned above. Moreover, in order to verify the responses from respondents, questions that applied to all categories of respondents were asked to all of them (see Appendix A sections A and B). The rationale for this was to increase the validity and reliability of responses from respondents.

The researcher organised observed data according to the questions on the checklist, and only used it as it applied to the study. In this study, the triangulation technique was also used to analyse data. This was to test one source of data and accuracy of the findings. Therefore, data collected through documentary analysis was compared

with data from questionnaires, interviews, and observations. By so doing, the researcher tested documentary data and accuracy of the findings.

### **3.6 PROBLEMS ENCOUNTERED DURING DATA COLLECTION**

There were some problems encountered in this study. Even after explaining the purpose of the research, one of the pupils selected randomly to take part in the study wanted to consult with his parents first before answering the questions. However, with further explanation that the information and the respondent's identity would be kept with strict confidence the pupil accepted to take part in the study. Although the purpose of the study was made clear to the teachers by their school managers some teachers were sceptical about taking part in the study for fear of losing their jobs because their contracts stated that no employee shall give information about the school to any outsider and therefore they gave information reluctantly.

At multiracial private secondary schools, it was difficult to get the parents to answer the questionnaire because they were too busy to sit down and respond to a questionnaire. In some cases, the researcher got back the responses after a number of days. One official at the Ministry of Education was always out of the office for a meeting, workshop or seminar whenever the researcher went back to collect the questionnaire. Some of the observed data contradicted the responses given by the respondents. For example, in one school, a school manager stated that there was discipline in their school. However, the researcher found that some school rules and

regulations were not being followed by the pupils and immediate action was not taken against such offences. Limited finances and time were the other major constraints the researcher faced during the study.

## **CHAPTER FOUR**

### **4.0 RESULTS AND DISCUSSION OF THE FINDINGS**

As this study is predominantly historical, the findings are based on research evidence obtained from various documents and is complemented by questionnaires, interviews and observations as explained in Chapter three. The findings are based on and shall be laid down according to the objectives of the study. This chapter deals with the results of the study and the discussion of the findings

### **4.1 THE DEVELOPMENT OF MULTIRACIAL PRIVATE SECONDARY SCHOOLS IN ZAMBIA**

#### **4.1.1 Multiracial Private Secondary Schools between 1883 and 1964**

During both the nineteenth century and early twentieth century in Zambia, the terms private or public schools were virtually non-existent as scholars wrote about formal education and who provided it. Carmody (2004:20) revealed that: “During the period between 1924 and 1964, a formal system of education was established.” According to the recorded information, the first school in Northern Rhodesia (now Zambia) was started by the missionary, Frederick Arnot, in 1883 at Limulunga. The school was situated upon a mound, east of present day Lwatile (a place near Lealui) which later came to be known as ‘Imause’ a corruption of Plymouth. Snelson (1974: 29) noted that: “The first school in Northern Rhodesia opened in March, 1883, with an enrolment of three pupils all boys and one teacher, untrained and with a very imperfect command of the language of instruction.” This marked the beginning of

private schooling in Zambia. Thereafter, missionaries continued with the educational work. Carmody (2004: 15) pointed out that: “The schools in Northern Rhodesia were almost totally the responsibility of various missionary societies.” In the period between 1883 and 1925, the Barotse National School was the only school being funded by the Government. Therefore, the remainder of the schools, which were mostly missionary, came under the category of private. During the period 1891-1924, the British South Africa Company administered the territory, and although it collected taxes, it gave no financial assistance to education. Thus schools were entirely funded by the missionaries.

In the colonial period from about 1924, the educational system in Zambia reflected the different perspectives which existed in society which were categorised by either race (European and African) or private versus public schooling. The private schools then were of two types, those that were for Europeans only and those that were for Africans only. Sikwibele (2001:25) commented that: “In that context, the quality of private secondary schools was high, due to their purposes and the nature of the clients they served.” Their main clients were the children of the ruling class, who were also of the European race. The European private schools were exclusive, with superior equipment, educational technology and trained teachers. Access to these schools was restricted to Europeans. It was critical to provide these children with good quality education so as to prepare them for their roles as potential leaders in a

colonial economy according to the ideology of the ruling class (Sikwibele, 2001). This included segregation in the educational system that disadvantaged the indigenous people. However, Carmody (2004: 23) asserts that: “In its manifesto of 1962, UNIP had declared that education would be compulsory, free, and in no way subject to the individual’s creed, colour, or sex.”

In 1963 we find that: “It is the policy of the Ministry of Education to encourage the establishment and development of private secondary schools” (Federal Assembly, 1963: 10). With this in view, the Ministry of Education supported private schools financially by making per capita grants for primary and secondary non-governmental schools. The Ministry also assisted private schools by guaranteeing loans for capital works such as the building of new schools and additions to existing schools. This enabled private schools to have ready access to the money markets and to enjoy low rates of bank interest (Federal Assembly, 1963). Nevertheless, as soon as government had financed these schools they were no longer private schools in the context of this study’s definition. In 1963, the International School of Lusaka was established. According to Molly Thomas, one of the earlier parents and who is also a teacher at the school: “The original idea for the establishment of the International School of Lusaka came from the Christian missionaries who needed a school for their children. Their first school was situated in the showgrounds.” She added that: “These parents came mainly from the United States of America and the United

Kingdom. The Asian, African and Coloured communities only gained access to the school after Independence.” It was also stated that: “The ISL was established to provide an international education to students from the international community in Zambia” (ISL, 2005:7). It would appear that the ISL is one of the oldest international schools on the continent of Africa. In Zambia, it was one of the first multiracial private secondary schools to exist. Government had no hand in the construction of the school. No government funds were used in the establishment of the International School of Lusaka as its construction was sponsored by the private entrepreneurs and active parents who mobilised the funds.

#### **4.1.2 Multiracial Private Secondary Schools between 1964 and 1972**

The period between 1964 and 1972 had a liberal multi-party system of governance under UNIP which witnessed the abolition of all private schools based on race from the colonial period in an effort to provide equality of educational opportunity (Sikwibele, 2001). Carmody (2004: 116) further noted:

In the interest of racial and ethnic integration, the newly independent government of 1964 focused heavily on the ideal of equity. In order to best promote this goal, government centralised the education system and at the same time became less open to private schooling, which it probably viewed as being at odds with its egalitarian ideology.

When the scheme for desegregation was announced in January 1964, the prospect of multiracial education aroused great anxieties among expatriates, even among the few who professed to hold more liberal views on racial problems. They were simply not

prepared for it. It had come too soon:

The very mention of the subject conjured up in their minds all sorts of ghastly prospects: educational standards would drop; classes would be too big; bright pupils would be held back by duller black ones; dull white children would be surpassed by clever black pupils- an unthinkable situation; good European teachers would leave and be replaced by less efficient black ones (would you like your child to be taught by a native?) African children would pass on to European children all kinds of unpleasant habits, not to mention fleas, bugs, lice and other unhygienic horrors.... Multiracial education – as far as Europeans were concerned was a non-starter (Keith, 1966: 155-156).

Even among African parents, there were some apprehension about multiracial education. Some of them were misinformed. One notion that generally prevailed was that young African children would not benefit from mixed schooling until their knowledge of English had improved (Mwanakatwe, 1974). The vast majority of African parents were reluctant to send their children to racially mixed schools, when these became available at the beginning of 1964. They were more influenced by political considerations than by a genuine belief that their children's educational progress in mixed schools was uncertain (Mwanakatwe, 1974). The idea of desegregation was received with mixed feelings. Both groups (Africans and Europeans) did not welcome it immediately. Each had their own misconceptions about it. Even though the idea of multiracial education was not immediately welcome, one of the officials from the Ministry of Education who went to King George (now Kabwe) Secondary School in Kabwe District said that: "After

Independence multiracial secondary schools existed but they were mainly government schools.” In this instance, one could say that government had been in the forefront in promoting multiracial education in public schools, not as a private entity.

Two years after Independence, the 1966 Act stated that: “No private school shall be established or conducted unless application for the registration of the school has been made by or on behalf of the proprietor in accordance with the provisions of the 1966 Act” (GRZ, 1968: 240). The 1966 Education Act put all private schools under the control of the Minister of Education so as to have more control over this sector. Educational institutions, which were established by voluntary agencies in accordance with the regulations, but which received no grants from the central government were called unaided or private schools. The registration and control of unaided schools was governed by the provision in the Education (Private Schools) Regulations of 1966 (GRZ, 1968). Carmody (2004: 23-24) commented that: “This gave government a virtual monopoly over the provision of schooling for the Minister of Education acquired control over the entire formal system.” It laid the framework for government to elevate itself to a paramount position.

There was very little development of multiracial private secondary schooling during the period 1964 to 1972. Government had assumed total control of the educational system. However, while multiracial secondary schools existed, they were mostly

government not private schools. The free education policy had served its purpose but was not entirely successful. In this case, the policy did not do so well for the government as well as for the intended people. On a positive point, government achieved multiracial education which seemed to have been impossible before Independence. Yet, due to government policy, it appears that there was not a single multiracial private secondary school established during this period.

#### **4.1.3 Multiracial Private Secondary Schools between 1972 and 1991**

The period 1972 to 1991 brought in one-party rule with a socialist ideology (Sikwibele, 2001). As noted earlier between 1964 and 1972 government had centralised the education system. Then in 1975 there was a recommendation for the firmer control and supervision of private schools by the government and that access to these should be restricted (GRZ, 1976). In terms of the provisions of Statutory Instrument 97 of 1975, the private educational institutions were only permitted if they satisfied the requirements for registration and were run or operated in accordance with the provisions of the relevant Instrument. The Instrument also stated that the main purpose of the legal requirements was to protect the students and the general public against exploitation by ensuring that the fees charged by the proprietors of the institutions were reasonable in relation to the service rendered, and that satisfactory standards to the provision were maintained (GRZ: 1976). It seems clear from the above that government permitted but was not very enthusiastic about

private schooling. Even the *Draft Statement on Educational Reform* (1976) had reservations on private schools and supported the idea that it was the responsibility of the state to provide education for its people as was mentioned earlier. In addition, Carmody (2004: 44) contends:

It was strongly feared that allowing the private sector to play a role in the provision of this strategic social service would lead to the entrenchment of privileges for the wealthy and to the marginalisation of the poor in terms of access to school facilities.

On the other hand, Carmody argued:

The virtual monopoly of educational provision by government had negative consequences. Contrary to the 1966 Education Act, parents' rights to choose the type of education they wanted for their children had been severely restricted (2004: 59).

Due to government policy, multiracial private secondary schools were restricted in line with government ideology, but this undermined the democratic rights of parents to choose schools for their children.

However, the *Educational Reform* (MOE, 1977: 169) encouraged the continuation of private schools as: "An alternative to solve the access, quality problem and relieve pressure on government." According to Kelly (1999: 203), there was an increase in private schools after the 1977 Educational Reform. In line with this, two multiracial private secondary schools developed secondary school sections while another two started and developed their secondary sections later on. For instance in 1977 we see Lechwe International Trust School (LITS) set up which was later developed further

to secondary level. The first school operated in the Church of Nazarene and in the Evangelical Church in Kitwe. By January, 1978 the numbers had increased so much that these classes were also held in the Hindu Hall. It was as an independent, private, multinational school which catered for over six hundred pupils. Margaret Sweeney, former headteacher of Lechwe, explained that the pupils moved onto the present site in May 1978. In 1982, Simba International School (SIS) was founded in response to parents' requests for a new and innovative approach to their children's education. It was intended to provide a quality education to children of all races, colours, and creeds. This focus has never changed (SIS, 2005). Today, Simba has two hundred and five pupils in secondary school (ISAZ, 2005:27). In 1985, Chengelo School was established as a ministry and outreach to the Church by the Mkushi Christian Fellowship (Chengelo, 2005). Chengelo Secondary School opened in 1988 with fifty pupils. The number of pupils has since increased to two hundred and fifty three (ISAZ, 2005).

In 1986, the American International School of Lusaka was established which, like Lechwe, later developed a secondary section also. The school was set up through an exchange of diplomatic notes between the American Embassy and the Ministry of Foreign Affairs. At that time the school was known as the American Embassy School. A group of predominantly American parents had approached the United States Embassy to register their concern about the level of education available in

Lusaka. Many Embassies and Church missions were telling families with school aged children not to come to Lusaka for this reason (AISL, 2005).

The school began in a converted house in the Roma section of Lusaka. In 1988, the school received its first accreditation with the Middle States Association of Colleges and Schools in the United States (AISL, 2005). By the end of the third year (1989) of the operation, it became apparent that the Roma campus would not suffice for the long term, and a committee was given the task of finding land for a site on which a school could be built and that would be more adequate for meeting its needs. By 1991, fifteen acres on the Leopard's Hill Road had been purchased. The start of the above mentioned and discussed schools coincided with the Educational Reform policies.

Furthermore, the *Fourth National Development Plan* (FNDP) supported the development of private schools with the following words: "...Every agency contributing to education such as missionaries, industry or individuals were assisting the educational development of the nation and were therefore welcomed" (MOE, 1989: 17). It meant therefore that anyone who had the capacity to establish a private school could go ahead with the acknowledgement of government. The FNDP also stated that the development of private schools would be encouraged although there were several signs of clear constraints on the same; such as the very high standards that the Ministry of Education demanded of private schools, without corresponding

standards being required from government schools, as well as the absence of explicit government incentives for the development and running of private schools (MOE, 1989). The *Policy Framework Paper* (PFP) stated that: “The government would deregulate charges and fees in non-government schools” (MOE, 1989:10). However, this policy had not been implemented. The PFP also promised to review the current regulations and measures governing the establishment of private educational facilities (MOE, 1989).

It was recognised that the establishment of private institutions in education was welcome because government could not cope with the growing numbers of students. Sikwibele (2001: 34) indicated that: “Most private schools in the 1970s and 1980s served to equalise educational opportunities for children who were being thrown out of the government schools.” For this reason, the private schools continued to be part of the Zambian educational system. However, as far as the curriculum was concerned, it was agreed that those schools would be subject to professional inspection by the Ministry of Education. Pupils would sit the same examinations and be subjected to the same selection procedures as pupils in government schools. It was important, therefore, that the Ministry of Education should exercise efficient control by a stricter enforcement of the provisions of the relevant Education Act. To this end, the Ministry of Education was to organise and set up adequate administrative machinery to improve its performance in this respect (MOE, 1989).

Having recognized the need for private secondary schools, it remained evident that the situation was static. In this regard, Carmody (2004: 116) points out: “Although government changed its attitude towards the provision of private education the situation did not immediately change significantly.” He added that: “Even in 1989, less than one per cent of primary schools and about seven per cent of secondary schools were private.” One of the reasons for the slow movement towards private education included the fact that the enabling environment had not been created. Instead, as noted earlier, the Ministry of Education placed high demands on private institutions, controlled fees and provided no incentives (Carmody, 2004: 116). It was, therefore, quite hard for the private secondary schools to stand on their own without favourable government support.

The reasons against any large-scale establishment of private schools were two fold. They may encourage a class system and they might not provide quality education as they did not train teachers and were not allowed to recruit teachers from government institutions. Besides that, Sikwibele (2001: 31) mentioned that: “Private secondary schools were more likely to develop in urban than in rural areas.” Moreover, some of the private secondary schools accepted students if they were able to pay rather than because of their academic ability. *Focus on Learning* (1992: 122) observed that: “In many instances, the private secondary schools provided a second chance for children from well-off families who had failed to be selected into the less costly

government and aided schools.” In this regard, the researcher found that pupils in multiracial private secondary schools had progressed automatically from primary to secondary, without having to sit for selection examinations in all the four schools in this study (see Appendix G).

Between the period 1972 to 1991, the private secondary schools only contributed seven point five per cent of the total secondary school enrolment (MOE, 1992). Although the environment for the expansion of private secondary schools became more favourable between 1976 and 1990, expansion did not happen in a major way. However, as already noted, this period also saw an establishment of two multiracial private secondary schools namely; Simba in 1982 and Chengelo Secondary in 1988, while Lechwe and the American International School of Lusaka were to expand to secondary level later on. All but one were in the urban areas.

#### **4.1.4 Multiracial Private Secondary Schools between 1991 and 2006**

In 1991 there was a change of government in Zambia from one-party to multi-party rule through the Movement for Multi-Party Democracy (MMD). This brought about the liberalisation of the economy which included the educational system. Carmody (2004: 59) described liberalisation in the following words:

Liberalisation of educational provision entails fundamental changes in the power relations within the education sector. Under a liberalised educational system, the rights of private and local communities to establish and control their own schools and other educational institutions is recognised and welcomed.

As a result of the Ministry of Education's liberalisation approach: "In 1993, grant-aided and private institutions received updated regulations which gave them a much greater degree of autonomy" (Carmody, 2004: 60).

The government encouraged the development of the private sector through both privatisation and entering into partnerships (Carmody, 2004). Above all, this was seen to be a departure from the previous era when the state appeared to be hostile to partnership and had adopted a centralised system of control and management of schools (Lungwangwa, 1994). In this period, however, private agencies were free to establish and run their own schools (Kelly, 1999: 231). During this time, four multiracial private secondary schools had opened. These were Lechwe, LICS, Baobab College and AISL. The origin of Lechwe dates back to 1977 as was discussed before. However, its secondary section began in 1992 when the first Form One class was enrolled. The first Form Five pupils graduated in 1997. The school continued to grow in numbers after the privatisation of the Mines, as there was great optimism in business circles in all the Copperbelt towns. On the other hand, a former headteacher commented that: "As the copper price fell on the world markets, business on the Copperbelt also fell away, resulting in numbers decreasing on the student body over the past three years" (Lechwe School Magazine, 2002: 1). Currently, Lechwe secondary section has one hundred and fifteen pupils (ISAZ, 2005). It is apparent, that the development of Lechwe secondary section had been

affected by the liberalisation of the economy as well as the copper price on the world markets.

The Lusaka International Community School was founded in 1993 by a group of parents who sought a school in Lusaka which offered an international curriculum, had committed and talented teachers, small class sizes, individual attention for students and a nurturing environment where each child would have the confidence and opportunity to develop his or her potential (LICS, 2005). The secondary section started in 1999 and new classrooms were added to it in 2001. Other infrastructure established there, were a twenty-five metre swimming pool, a splash pool for non-swimmers and a new sports field (LICS, 2005).

In June 2002, the first cohort of LICS students sat the International General Certificate Secondary Examinations and achieved an unbeatable one hundred per cent pass rate in all subjects. The curriculum takes the UK educational system as its starting point and includes international elements appropriate to their student body. LICS appears to be expanding. They had admitted the three hundredth pupil in 2003. In 2004, the number of students reached three hundred and fifty. LICS students come from the four corners of the world and represent more than forty nationalities of which the largest groups are Zambian and British (LICS, 2005). Many of their families are long-term based in Zambia which gives the school population a significant stability. Shorter-term based children are made equally

welcome and this helps to give continuity when moving on to other international type schools. During 2004, they built two new swimming pools, a sports field, a new tuck-shop and classrooms for the secondary school. There are thirty-five classrooms (including two science laboratories and a networked computer facility), a covered sports area, two swimming pools, sports fields, a library, a tuck-shop and administrative facilities (LICS, 2005). These are the facilities the researcher found when she undertook a study at LICS.

In 1994, Baobab College was established also by a group of parents on similar principles to those of LICS. Sonia van Blerk one of the founder parents explained that their first site was in Roma. In the case of Baobab College, parents were also looking for a less expensive private school that could still fulfill their children's educational requirements, revealed Sonia. The secondary section was began in 2000 at the current site along Kafue road. "Baobab is the only multiracial private secondary school with boarding facilities in Lusaka," said Sonia. Between 2000 and 2006, Baobab College is said to have developed the appropriate infrastructure befitting international standards. Currently, the secondary population stands at two hundred and ten (ISAZ, 2005).

The American International School of Lusaka which started in Roma township in 1986 as mentioned earlier, had buildings constructed for it at the present site, on Leopard's Hill Road, in the early 1992. It moved to this place in February, 1994

where the secondary section was opened. The school continued to grow over the next few years. In 1995 the School Board of Directors made the decision to expand the school from US Grade Eight to Ten, and to implement the International Baccalaureate Middle Years Programme (AISL, 2005). In March 2002, eleven acres of land adjacent to the campus were purchased and over the following year, eight new classrooms, a sports field and parking facilities were built. Enrolment continued to rise, prompting a decision to build more classrooms which were completed in August 2004. At the moment, the school has one hundred and forty five pupils in secondary (AISL, 2005).

As can be seen, a number of multiracial private secondary schools emerged in this period in accord with the sentiments of the National Task Force on Education for All (NTFEA) which reads:

The development of private schools should be actively encouraged. The development of these schools should be promoted through carefully designed legal and extra-legal incentives. In principle, there should be a minimum of government regulation for private schools, but in the early stages of the expansion of this sector, some regulations relating to facilities and standards may be required for the protection of the user. But market forces will eventually provide better protection for the user than any other form of external regulation. Hence the market should be allowed to operate freely as soon as possible. The education ministry should retain responsibility for the inspection of private schools in discharge of Government's duty to protect the rights of children to an adequate education (NTFEA, 1991:8-12).

According to this study, it appears that multiracial private secondary schools have

developed and so far the market has allowed them to operate quite freely. As one proprietor pointed out: “Government does not impose the school fees that multiracial private secondary schools must charge.” This is in harmony with Sikwibele (2001: 30) who said: “People have been encouraged by the overall government policy supporting private sector involvement through the deregulation of fees charged by private schools.”

All this, is in accord with the Third Republic’s emphasis on democracy. With this came the liberalisation, privatisation and partnership in education. It seems that as a result of the new educational policies, this period has seen a relatively stable development of multiracial private secondary schools. By 2006, the country has seen a total of seven multiracial private secondary schools.

#### **4.2 THE ROLE OF MULTIRACIAL PRIVATE SECONDARY SCHOOLS IN ZAMBIA**

This section assesses the role of multiracial private secondary schools. These schools, though few, have played both positive and negative roles in the life of the educational system in Zambia. An overall objective of national policy in education today is to establish new and revitalised partnerships, involving all providers of education at all levels (MOE, 1996). Effective partnership involves giving attention to the role that cooperating partners could play, formulating policies to guide the partnership, and establishing strategies that facilitate it (MOE, 1996). In this instance, the providers of multiracial private secondary schools are cooperating

partners in education and as such play an important role. In the previous section, it appeared that each time a multiracial school was opened, it was principally to serve the international community, in search of quality education or “education with a difference.”

In order to supplement the findings in the previous section, a comprehensive survey was carried out. Through the sixty-four questionnaires given out and sixteen interviews conducted with pupils, teachers, parents, school managers, officials from the Ministry of Education and proprietors the researcher asked the respondents what they thought the role of multiracial private secondary schools was. A number of responses were advanced as follows: All of the survey respondents mentioned that the multiracial private secondary schools served the international and local communities. Many noted that multiracial private secondary schools provided quality education and served as a model for a good public educational system. A large number stated that they served the rights of parents in a democratic society. Some said that they had a class formation role. Over half acknowledged that multiracial private secondary schools were supplementing government efforts.

The findings indicate that both the international and local communities are served by the multiracial private secondary schools, most students are, however, from the former community. For example, within the student body at the International School of Lusaka: “Only twenty-three per cent is Zambian, another twenty-three per cent

Indian and twelve per cent British with forty other nationalities comprising the remaining forty-two per cent” (ISL, 2005:4). A parent from the Netherlands whose child studied at Baobab College explained that: “From my experience the multiracial private secondary schools in Zambia serve children from different parts of the world therefore, it caters for the international community.” The researcher also obtained responses from some pupils who attended these schools. One of whom her father had worked in different parts of the world, explained that she and her brothers had been to many different international schools around the world and had seen these schools provided a very necessary service. In addition, a respondent from the Ministry of Education pointed out that: “A multiracial private secondary school serves as a unifying factor for different nationalities and social groupings.” Such a statement is in harmony with Lusaka International Community School which states:

The school serves the international community seeking educational continuity with schools elsewhere in the world. The school encourages the widest possible involvement of all nationalities and creeds and promotes respect for and pride in Zambia. LICS seeks to meet the academic, physical, pastoral and social needs of students (LICS, 2005: 7).

The researcher also observed that there were at least three different races among pupils in all the four schools where the study was conducted. This was to confirm that the schools were actually multiracial in the context that this dissertation defines the term.

Evidence from the study, also indicates that multiracial private secondary schools

play an important role in providing good quality education and serving as a model for the public educational system. The majority of the respondents stated this. A parent with a child at AISL remarked:

AISL offers the best quality internationally recognised education for international children an all round education which looks at the development of the child as a whole and not just based on academic progress. Extra curricular activities such as sports and creative activities are also encouraged for our children. Besides as parents we have the right to query when any aspect is not according to the expected standards and quality.

Another respondent who was one of the school managers stated:

Our pupils are challenged and guided to realise their full potential for academic achievement. They (pupils) do not only master basic literacy and numeracy but also develop the ability to think critically and creatively, to comprehend the meaning of their learning, to apply learning to new situations, to question and evaluate, to plan and organise, to solve problems and to reach and learn independently and collaboratively.

An educationist's view was that: "The multiracial private secondary schools in Zambia offer quality education which some government schools need to emulate." *Educating our Future* (1996: 144) was in agreement when it acknowledged that: "The Ministry of Education recognises that the proprietors of the private schools are partners in their own right in the provision of the educational service, and they sometimes assist in enhancing educational quality provision." It appears to be an obligation, that programmes in multiracial private secondary schools must satisfy the expectations of a wide range of quality standards relating to curriculum, school

resources, library and computer facilities, financial resources and the school climate (CIS, 2005). This was the case with all the four multiracial private secondary schools visited. Each of them had the following facilities (at least one in each case): a library, computer and science laboratories, film rooms, classrooms, staff room, a music hall, art rooms, assembly halls, swimming pool, a large playing field or playing ground area which included a soccer field, volleyball, tennis, basket courts, athletics track and indoor courts for badminton. It was also noticed that the school surroundings were well established and well maintained (see Appendix G). This enabled a good environment in the attainment of excellent education.

In addition, the study revealed that three of the four multiracial private secondary schools under study specifically, AISL, ISL, and LICS, were accredited by appropriate accrediting agencies such as the Council of International Schools, International Baccalaureate Organisation and Middle States Association of Schools and Colleges. According to the document underpinning the accreditation process and provides a uniform approach to the evaluation of international schooling, an effective system of accreditation:

Fosters excellence in all stages and aspects of school-based education; encourages school improvement through a process of continuous self-study and peer evaluation; and assures a school, and the community it serves that an accredited institution provides a quality education programme for students based upon a clearly defined philosophy and objectives that are appropriate for the school's unique population (ECIS/NEASC, June

1997).

Every multiracial private secondary school, thus, strives to serve its clients with the best education possible to match international standards. In Zambia, their significance is beginning to be noted due to their efficiency, quality and excellence, and there is a real need to have alternatives in a situation where the quality of education has declined in some public schools. This is confirmed by Sikwibele (2001: 31) who remarked:

Both the prestigious and average type private schools have helped..... because the rich and working class withdraw their children from government schools in order to place them in private schools, which are believed to provide better quality education than public schools.

It is, perhaps in this way, that these schools can serve as models for a better public educational system that is currently lacking in much of the criteria such as school resources, library and computer facilities. However, it must be understood that the quality education offered in multiracial private secondary schools has to be paid for. To maintain quality education these schools depend heavily on fees they charge their pupils. This is similar to Sikwibele's observation (2001: 35) which reads: "Private schools are able to maintain quality teaching and higher standards of physical and other facilities due to the fees they charge." Currently, the schools in this study are charging per term amounts ranging from US\$1,900 (K9,500,000) to US\$3,100 (K15,500,000). From the fees charged, multiracial schools are too expensive for an average Zambian family whose income is less than one million Kwacha. With the

weak economy in this country, the majority of the Zambian families are unable to send their children to multiracial private secondary schools. On the other hand, the multiracial private secondary schools cannot lower their fees as they have to continue sustaining themselves, maintain the high standards, pay salaries to their teachers and buy textbooks for their students among other things. We would therefore, say that the quality education offered in multiracial private secondary schools comes at a price.

Through the survey, it was evident that most of the parents with children in the multiracial private secondary schools had tertiary education. Many were engaged in good and well-paid jobs. They also resided in good and expensive residential areas like Kabulonga and Roma. Consequently, as has been established, regarding their socio-economic status, the clients of the multiracial private secondary schools are able and willing to pay for their children's education. This, in turn, creates excellent school facilities and resources, and could in this respect, provide some useful lessons for the Ministry of Education on what needs to be done to provide quality education. This, however, would not be easy to do because the economic background of the clientele that pays for the education in government schools varies greatly. It would need many subsidies, for the government schools to function as well as the multiracial private secondary schools do. However, even with their limited resources, the government schools could find more efficient and effective ways and

means of using and maintaining their facilities and resources.

Another aspect worth recording is that the multiracial private secondary schools have added to the variety of schools available for parents especially Zambian parents to take their children to. This point was expressed by a large number of respondents, in the survey. A decidedly positive point seems to have been achieved in: "Giving the parents a right of choice in the education of their children." Furthermore, in an interview, the Minister of Education echoed:

With the liberalisation of the economy brought about by the MMD government in 1991, privatisation has been encouraged including in the education sector. As a result of this, parents have a democratic right to choose a school of their choice and the multiracial private secondary schools give that choice (Ministry Headquarters, 2004).

This is in accord with Carmody (2004: 116) who pointed out that: "The rights of parents in a democratic society became more part of government perspectives in the 1990s." This enabled the parents to choose the kind of education they wanted for their children. This also corresponds with Weinberg (1968: 146) who said: "In a democracy all citizens would like to feel they can control their destiny, especially as it is affected by such an important institution as the school." Nevertheless, this was not very evident in the decade of 1966 to 1976, when peoples' rights were very restricted. Not surprisingly, parents want to see to it that their children find places in good schools. Therefore, multiracial private secondary schools are seen to be the ones offering quality education, mainly to the international community, but they do

also provide further options for a few Zambians. As Herbert (2003: 20) notes:

Liberalisation of educational provision does not only allow parents freedom of sending their children to educational institutions of their own choice be they public or private, religious or secular but it is expected to contribute to the expansion of educational provision.

Their positive roles notwithstanding, however, it seems that the multiracial private secondary schools have a class-creating role as well. It was only the teachers that observed this particular role. This could be because teachers come across pupils from different backgrounds and are able to assess the kind of clientele they are dealing with. The teachers' response was put like this:

Pupils in multiracial private secondary schools are children of commercial businessmen and women, commercial farmers, diplomats, the rich and the elite. This means that they serve a certain class in society.

In addition to this, the socio-economic status of the clientele explained earlier, signifies that the multiracial private secondary schools in Zambia are primarily places for the rich, elite and international expatriate community, which thus contribute to the process of class formation. Hence, they may also be a reason for the widening of the gap between the rich and the poor. This relates to what has been analysed regarding the benefits of education by Kelly (1999: 197):

Evidence is accumulating that the benefits of education are accruing disproportionately to the children of the more affluent so that education is found to be contributing to the intergeneration perpetuation of power, prestige and relative affluence. Instead of breaking the barriers and

promoting equity, it would seem that in practice education is reinforcing distinctions within society and can be seen as an agent for the legitimation of inequality.

Multiracial private secondary schools thus also have a class-forming role which may be accepted by the present government, but was certainly not welcomed by the earlier government under UNIP and the leadership of Dr. Kenneth Kaunda in his efforts to create a nation of equals. While this is true they do provide more access for a limited few.

The study thus establishes, that although multiracial private secondary schools serve a class perpetuation role which is undesirable, they are at the same time supplementing the efforts of government. This was expressed by more than half of the respondents. Nevertheless, considering that multiracial private secondary schools only cater for very few Zambians, as has been noted, one can say that the issue of supplementing government efforts does not greatly apply. This is because even the excellent facilities such as school resources, library and computer facilities, financial resources, and conducive school environment cannot be accessed by the majority of the pupils who cannot find school places in government schools. The multiracial private secondary schools are supplementing government efforts in so far as ensuring that the international community has a school with international standards to go to is concerned. These are usually people with a paying capacity. Moreover, the PFP (1991) rightly speaks of non-governmental schools as supplementing the public

sector services by catering for individuals who are able to pay.

The study argues that the multiracial private secondary schools in Zambia principally serve the international community. These schools provide quality education and are also, to some degree, a model for government schools. They have provided an extra choice of schools and, although, they do have a class-serving function, they supplement government efforts by mainly offering international education.

#### **4.3 THE CONTRIBUTION OF MULTIRACIAL PRIVATE SECONDARY SCHOOLS TO THE EDUCATIONAL PROVISION IN ZAMBIA**

Having assessed the role of multiracial private secondary schools, the study now aims to examine their contribution. Asked through a questionnaire and interviews how multiracial private secondary schools have benefited the educational provision in Zambia, the respondents gave various responses as will be discussed below.

All of those who participated in the study agreed that multiracial private secondary schools had high standards. A policy maker from the Ministry of Education noted: “Multiracial private secondary schools help in setting the high standards for government schools.” In addition, one of the four school managers stated that: “Our school provides educational excellence in a caring, disciplined environment where all students are encouraged and free to develop to their full potential.” However, the researcher did find that order and discipline were not a priority in three of the four schools. In one school, the pupils dragged their feet when going to class after break.

During change of classes, pupils moved reluctantly and in a disorderly fashion to the next class. In another school, the pupils were not allowed to dye their hair, but a number of pupils, both boys and girls, were seen with dyed hair including prefects, and teachers did not seem to be doing anything about it (see Appendix G). Regarding this Sikwibele (2001: 35) acknowledged that: “A number of students also become very relaxed in some private schools as they know that they pay for their being there and hence they do not feel they are answerable to anybody within the schools.”

In their pursuit of high standards, the study has shown that the multiracial private secondary schools have achieved international recognition and have contributed to *Zambia gaining international recognition in terms of having institutions that can offer education with international standards*. From the survey, many respondents had recognised this fact. For instance, a Deputy Minister from the Ministry of Education put it:

Through the multiracial private secondary schools, we are able to accommodate children of diplomats, expatriates and the international community, and some of our Zambian children who may have otherwise gone abroad for their secondary education. Foreign investors are also attracted to come to Zambia once they know of the presence of multiracial private secondary schools for their children to go to. This is because these schools are internationally recognised. This aspect markets and puts Zambia on the world map.

The multiracial private secondary schools gain international recognition through

accreditations to international accrediting agencies as discussed before.

It is also evident from the study that the multiracial private secondary schools offer an alternative and international curriculum mainly for non-Zambians. Moreover, most of the respondents in this study revealed this. For example, a parent with a child at LICS commented: “It is to our advantage that some of the schools in Zambia offer the British curriculum and this made it possible for us to come with our children to Zambia for them to continue with the same curriculum as their previous schools in other countries.” Another respondent, a school manager at Baobab, explained:

At Baobab our students sit for the new Cambridge Checkpoint examinations in Year Nine, which are designed to ensure that our students are on a par with students of equivalent age elsewhere in the world in the vital core subjects of Mathematics, Science and English. Students spend two years preparing for these IGCSE examinations, which provide an internationally recognised school leaving qualification (Baobab College, 2005).

Therefore, the multiracial private secondary schools in this study do successfully implement the American Syllabus, the U.K. National Curriculum, and rarely the Examination Council of Zambia syllabus (see Appendix B). With new technology, the multiracial private secondary schools are developing the areas of Design and Technology, Creative and Performing Arts, Physical Education, Business Studies and Information Computer Technology (ICT). In doing this, schools expose the students to subjects which are not found in government schools in Zambia. This, in

turn, helps the pupils to easily adjust to new places, should their parents move on to other countries and helps to ensure continuity. Therefore, the British and the American curricula offered in the multiracial private secondary schools are relevant and appropriate because of the nature of pupils that are found in these schools. On the other hand, the problems may arise when it comes to topics in particular subjects, because teachers world over plan their schemes of work differently and do not follow the topics in the same order. Therefore, when pupils move on to another part of the world it is likely that they will miss out on certain topics or have advantage in some other topics.

In terms of numbers, statistics show that in the 2005/2006 academic year, the seven multiracial private secondary schools are catering for a total of one thousand, two hundred and eighteen pupils. Among these, about twenty-three per cent is Zambian. Therefore, one would say that the contribution of multiracial private secondary schools is numerically insignificant where the education of Zambians is concerned. These schools have not helped to absorb bigger numbers of Zambian pupils who cannot be enrolled in public schools for various reasons. This is usually, because they cannot afford to pay the necessary higher fees charged in multiracial private secondary schools.

It is evident, that the standards set by the multiracial private secondary schools are notable and, that many expatriate parents would like their children to continue their

education in such schools. The study has also shown that the multiracial private secondary schools have international recognition both for themselves and for Zambia as a country and this contributes to the schools' attraction. Moreover, multiracial private secondary schools offer an alternative and international curriculum for the international community which makes it easy for an international transient population to adjust easily as they come to Zambia and again leave to go to other schools around the world. Although their contribution, numerically, is not that large multiracial private secondary schools have contributed other aspects which are worth noting down. Evidently, multiracial private secondary schools are a definite asset to the international community living in Zambia. In this respect, their contribution and role are special and, given the importance of the international community in Zambia, such schools are of great importance, even if their contribution to the provision of access to high schools for the local Zambians is greatly restricted.