

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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SPECIAL EDUCATION IN ZAMBIA AT FIFTY YEARS AND BEYOND: HISTORY, CURRENT STATUS AND FUTURE PROSPECTS

by

Daniel Ndhlovu, Kenneth Kapalu Muzata and Thomas Mtonga

Abstract

This chapter examines the development of special education in Zambia as the country celebrated fifty years of independence. It traces its history through the philanthropic efforts of the missionaries that settled in the Eastern Province and analyses education policies since independence with a focus on special education. Using document study, the chapter analyses the achievements of the Ministry of Education, Science, Vocational Training and Early Childhood Education in the area of special education. It identifies categories of disabilities which have not received adequate attention in terms of special education and the negative consequences of standardised assessments. Finally, recommendations are made for safeguards to ensure that assessment is carried out in a fair and non-discriminatory manner and that the goal of universal access to education by 2030 is achieved.

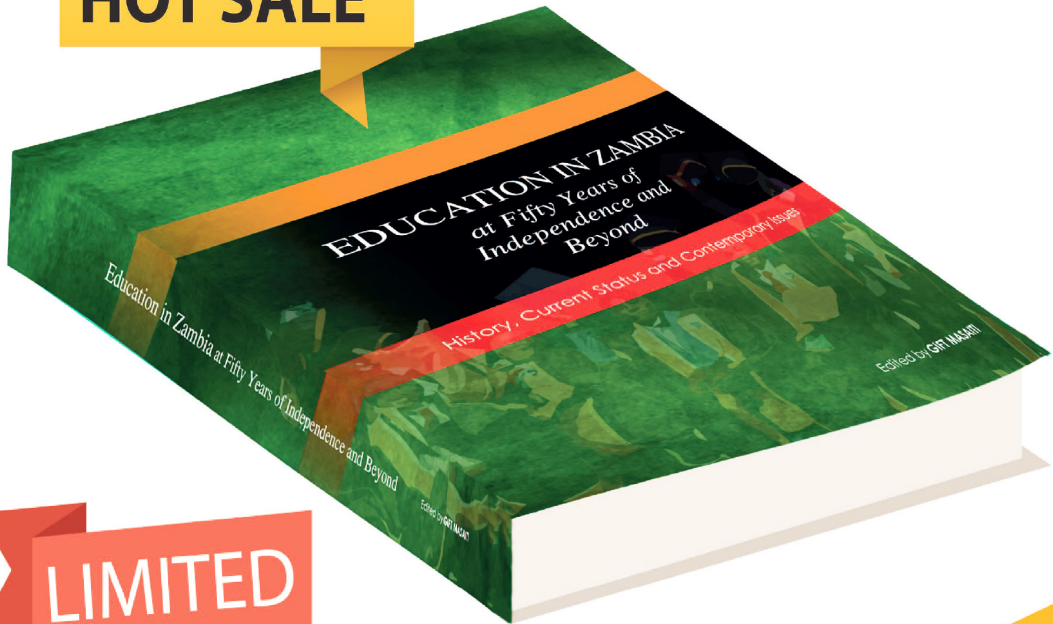
Key words: Assessment, Disability, Learning Disabilities, Discrimination

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