

DECLARATION

I, Manoah Muchanga, declare that this dissertation represents my own work. It has not previously been submitted for a degree or any award at the University of Zambia or any other institution. All published work or materials from other sources incorporated in this dissertation have been specifically acknowledged and references thereby given.

Signed

Date.....

DEDICATION

To the brave and hard workers

CERTIFICATE OF APPROVAL

This dissertation prepared by Manoah Muchanga is approved as fulfilling part of the requirements for the award of the degree of Master of (MEd) in Environmental Education by the University of Zambia.

Examiners' Signatures:

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TABLE OF CONTENTS

	Page
Declaration.....	i
Dedication.....	ii
Certificate of approval.....	iii
List of tables.....	vii
List of figures.....	ix
List of appendix.....	xi
Acknowledgements.....	xii
List of acronyms.....	xiii
Abstract.....	xvi
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background.....	1
1.2 Problem Statement.....	2
1.3 General research question.....	3
1.4 Specific research questions.....	3
1.5 Aim.....	4
1.6 Specific objectives.....	4
1.7 Significance of the study.....	4
1.8 Operational definitions.....	5
1.9 Conceptual framework of the research.....	5
1.10 Organization of the dissertation.....	7

	Page
CHAPTER TWO: LITERATURE REVIEW.....	8
2.1 Introduction.....	8
2.2 Importance of studying people’s perception of environmental phenomena.....	8
2.3 Perceptions of Climate Change: A Global Perspective.....	9
2.4 Perception of Climate Change in Africa.....	15
2.5 Perceptions of Climate change in Zambia.....	22
2.6 Summary of reviewed literature.....	26
CHAPTER THREE: DESCRIPTION OF THE STUDY AREA.....	27
3.1 Introduction.....	27
3.2 Socio-ecological background of the study areas.....	27
3.3 Reasons for choosing study areas within Lusaka Province.....	36
CHAPTER FOUR: RESEARCH METHODOLOGY.....	37
4.1 Introduction.....	37
4.2 Research design.....	37
4.3 Population.....	38
4.4 Sampling design.....	38
4.4.1 Sample size and sampling processes.....	38
4.5 Tools and process of primary data collection.....	40
4.5.1 Ethical considerations during primary data collection.....	41
4.6 Analysis and processing of collected primary data.....	41
4.7 Process of secondary data collection.....	41
4.8 Limitations of the study	42

	Page
CHAPTER FIVE: RESEARCH FINDINGS.....	43
5.1 Introduction.....	43
5.2 Perceptions of climate change: causes and effects.....	43
5.3 Views on climate change adaptation.....	52
5.4 Types of education needed for adaptation learning.....	57
CHAPTER SIX: DISCUSSION OF RESEARCH FINDINGS.....	60
6.1 Introduction.....	60
6.2 Perceptions of climate change: causes and effects.....	60
6.3 Views on climate change adaptation.....	99
6.4 Types of education needed for adaptation learning.....	120
6.5 Summary of dissertation contents.....	138
6.6 Conclusions.....	138
6.7 Recommendations.....	140
REFERENCES.....	144
APPENDIX.....	153

LIST OF TABLES

Table	Page
1. Summary population of households by district and the sample sizes in Lusaka Province.....	39
2. Perceived causes of climate change among residents of selected villages in Luangwa District.....	43
3. Perceived causes of climate change among residents of selected areas in Chongwe District.....	45
4. Perceived causes of climate change among residents of selected peri-urban areas in Lusaka District.....	46
5. Perceived causes of climate change among residents of selected areas in Kafue District.....	47
6. Perceived effects of climate change among residents of selected villages in Luangwa District.....	48
7. Perceived effects of climate change among residents of selected areas in Chongwe District.....	49
8. Perceived effects of climate change among residents of selected peri-urban areas in Lusaka District.....	50
9. Perceived effects of climate change among residents of selected areas in Kafue District.....	51
10. Views on adaptation to impacts of climate change among residents of selected areas in Luangwa District.....	52
11. Views on adaptation to impacts of climate change among residents of selected areas in Chongwe District.....	53
12. Views on adaptation to impacts of climate change among residents of selected peri-urban compounds in Lusaka District.....	54
13. Views on adaptation to impacts of climate change among residents of selected areas in Kafue District.....	56
14. Types of education needed for adaptation learning among residents in selected Villages of Luangwa District.....	57

Table	Page
15. Types of education needed for adaptation learning among residents of selected areas in Chongwe District.....	58
16. Types of education needed for adaptation learning among residents of selected peri-urban areas in Lusaka District.....	58
17. Types of education needed for adaptation learning among residents of selected areas in Kafue District.....	59

LIST OF FIGURES

Figure	Page
1: Conceptual framework of the research.....	6
2. Zambia’s most vulnerable districts to climatic risks, hazards and disasters.....	23
3: Areas most affected by occasional climate change related-floods in Luangwa District.....	24
4: General location of the study areas (Lusaka, Chongwe, Luangwa and Kafue Districts) within agro-ecological regions.....	28
5: Mean rainfall trends in relation to the long term mean in Lusaka district of Zambia (1950-2009).....	28
6: Mean rainfall trends in relation to the long term mean in Chongwe District of Zambia (1967-2009).....	29
7: Mean rainfall trends in relation to the long term mean in Kafue District of Zambia (1967-2009).....	29
8: Maximum mean annual temperature about the maximum long term mean in Lusaka District of Lusaka Province (1950-2009).....	30
9: Minimum mean annual temperature trends in relation to the minimum long term mean in Lusaka District of Lusaka Province (1950-2009).....	30
10: Maximum mean annual temperature trends in relation to the long term mean in Chongwe District of Lusaka Province 1967-2009.....	31
11: Minimum mean annual temperature trends about the minimum long term mean in Chongwe District of Lusaka Province 1967-2009.....	31
12: Maximum mean annual temperature trends in relation to the long term mean in Kafue District of Lusaka Province (1962-2008).....	32
13: Minimum mean annual temperature trends in relation to the long term mean in Kafue District of Lusaka Province 1962-2009.....	32

Figure	Page
14: General location of studied peri-urban areas within Lusaka District.....	33
15: General location of study sites within Chongwe District.....	33
16: General location of study sites within Kafue District of Lusaka Province.....	34
17: General location of study sites within Luangwa District of Lusaka Province.....	35
18: Female respondent (left) explaining to the researcher how she had easily sunken the water well (for organic garden irrigation) due to perceived climate change –induced recharging of aquifers.	81
19: Aftermath of climate change-related floods in Misisi Compound.....	86
20: Researcher in front of a photo discussing with one of the families displaced from Misisi Compound to Independence Stadium in the north-west of Lusaka Province due to climate change-related floods.....	88
21: Wood-mud-grass thatched huts in Robert Village (these were perceived to be a means of adapting to intense heat perceived be to an effect of climate change).....	103
22: Goats feeding on dry pasture-a form of climate change adaptation.....	108
23: Women from Robert Village flocking to Luangwa Rive	109
24: Boys from Robert Village of Luangwa District taking dry maize to a hammer mill for processing into meal powder.....	110
25: Proposed model justifying the need to change the name from climate change education to Education for climate change.....	136
26: Conceptual framework of education for climate change adaptation learning among selected areas of Lusaka Province of Zambia.....	137

APPENDIX

Appendix	Page
1: Letter of consent and Semi-structured interview schedule.....	153

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LIST OF ACRONYMS

AAHE	American Association for Health Education
ACIA	Arctic Climate Impact Assessment
AGOA	Africa Growth Opportunity Act
AIDS	Acquire Immune Deficiency Syndrome
ATR	African Traditional Religion
ATE	African Traditional Education
CCCE	Children’s Climate Change Education
CCE	Climate Change Education
CCEM	Climate Change Education Model
CCFS	Climate Change Fact Sheet
CCFU	Climate Change Facilitation Unit
CCI	Climate Change Information
CCN	Climate Change News
CFCs	Chlorofluorocarbons
COP	Conversion of the Party
CPCA	Criminal Procedure Code Act
CSO	Central Statistical Office
DMMU	Disaster Management and Mitigation Unit
DoF	Department of Forestry
DRGS	Directorate of Research and Graduate Studies
DTF	Devolution Trust Fund
EbA	Ecosystem based Adaptation
ECMS	European Community Member States
ECZ	Environmental Council of Zambia

EU	European Union
GER	Great East Road
GHGs	Green-House-Gases
GRZ	Government of the Republic of Zambia
HEP	Hydro-Electric Power
HIV	Human Immune Virus
IALRMP	Isiolo Arid Land Resource Management Project
ICIMD	International Centre for Integrated Mountain Development
IPCC	Intergovernmental Panel on Climate Change
IRIN	Integrated Regional Information Network
IUCN	International Union for Conservation of Nature
JCHEPT	Joint Committee on Health Education and Promotion Terminology
LCC	Lusaka City Council
LDPU	Luangwa District planning Unit
MDZ	Meteorological Department of Zambia
MLGH	Ministry of Local Government and Housing
MMD	Movement for Multi-Party Democracy
MoE	Ministry of Education
MST	Ministry of Science and Technology
MTENR	Ministry of Tourism, Environment and Natural Resources
NAPA	National Adaptation Programme on Action
NCCRS	National Climate Change Response Strategy
NGOs	Non-Governmental Organisation
NPE	National Policy on Environment
NWASCO	National Water Supply and Sanitation Council

PC	Penal Code
PIPA	Programme on International Policy Attitude
PISA	Panos Institute of Southern Africa
REF	Rural Empowerment Funds
STIs	Sexually Transmitted Infections
SMEWR	Singapore Ministry of Environment and Water Resources
TDAT	The Day After Tomorrow
TIZ	Transparency International Zambia
TV2	Television2
UK	United Kingdom
UNDP	United Nations Development Programme
UNEP	United Nations Environmental Programme
UNFCCC	United Nations Framework Convention on Climate Change
UNICEF	United Nations International Children’s Education Funds
UNREDD	United Nations Reducing Emissions from Deforestation and Degradation
UNZA	University of Zambia
USA	United States of America
UV	Ultra-Violet
WHO	World Health Organization
WWF	Worldwide Wildlife Funds
ZAWA	Zambia Wildlife Authority
ZNS	Zambia National Service

ABSTRACT

Climate change is deemed to be one of the most important issues facing humanity in the 21st Century and beyond. It is a complex issue that must never be viewed from a linear perspective. It cuts across various socio-ecological, political, economic and other issues. This study purposed to investigate perceptions of climate change adaptation and learning residents of selected areas of Zambia's Lusaka Province. Specifically, the research probed how selected respondents perceived causes and effects of climate change and their views on adaptation strategies. The research also aimed at identifying types of education that would be appropriate for adaptation learning.

The study employed both qualitative and quantitative approaches in the context of a hermeneutic survey research design. Cluster and simple random sampling techniques were used to select 165 households from 178081 households of Lusaka Province (excluding households of medium and low density areas of Lusaka District) for data collection. Data collection instruments included semi-structured interview schedule, simple unstructured observations and photographing.

Results were analysed using constant comparative analysis and therefore, all uniform phrases and words that emerged from responses were grouped and quantified using manual coding and thereafter, discussed and interpreted. A hermeneutic survey was employed in order to add meaning to some respondents' perceptions. Selected respondents from households in four districts Lusaka Province namely Luangwa, Chongwe, Lusaka and Kafue generally perceived climate change from socio-economic, ecological, political, moral, spiritual, as well as cultural and technological contexts. Specifically some causes of climate change were blamed on the government, shifting cultivation, witchcraft, God among others. Among the effects were increased hungers, floods, droughts, loss of property and diseases. Drought-resistant crops, reforestation, change of government, praying hard, good drainages and others, were suggested as adaptation strategies. Inter and intra-spatial variations and similarities in perceptions were evident.

Different types of education for adaptation learning were suggested. In Luangwa District, residents of different villages mainly desired agricultural education and this was due to some perceived climate change-induced poor agricultural system and its subsequent effects. In Chongwe District, forestry education was widely deemed to be necessary for adaptation and mitigation learning. This was premised on the perceived increase in deforestation and related pyric factors as causes of climate change. As for selected peri-urban compounds of Lusaka District, flood education was widely needed due to increased annual flooding and its subsequent effects. In Lumumba Compound of Kafue District health education was needed for adaptation learning and this was premised on some perceived increase in diseases. From Siamunyemba Village of the same district agricultural education based on the perceived poor agricultural system induced by climate change was recommended. Meanwhile, residents of Chilanga area isolated chemical education based on the perceived increase in air pollution as a major causal factor of climate change.

The main recommendation of the study included an urgent need to find out what the contents and methods of all such suggested types of education for climate change adaptation and mitigation learning might be.