

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.



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



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Edited by GIFF MASAITI

EDUCATION IN ZAMBIA

at Fifty Years of Independence and Beyond

History, Current Status and Contemporary Issues

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THE TEACHING PROFESSION IN ZAMBIA FROM 1964 to 2014

by

*Madalitso K. Banja, Mubanga Mofu-Mwansa, Janet Serenje-Chipindi
and Oswell C. Chakulimba*

Abstract

This chapter presents an analytical discussion of the historical development of the teaching profession in Zambia from 1964 to 2014. The first part focuses on the development of teacher education during this period, including the expansion of existing institutions and the establishment of new teacher training institutions, qualification requirements for teachers, teacher enrollment and programmes aimed at preparing teachers at both primary and secondary teacher training institutions. The second part examines teaching in Zambia relative to the characteristics of a profession in order to identify the constraints confronting teaching in the country in attaining professional status. In view of the challenges, it is unlikely that teaching in Zambia will become a profession in the near future. The final part discusses current trends towards professionalisation of teaching in Zambia and concludes that professionalism rather than professionalisation should be the focus of any attempts to improve the status of teaching.

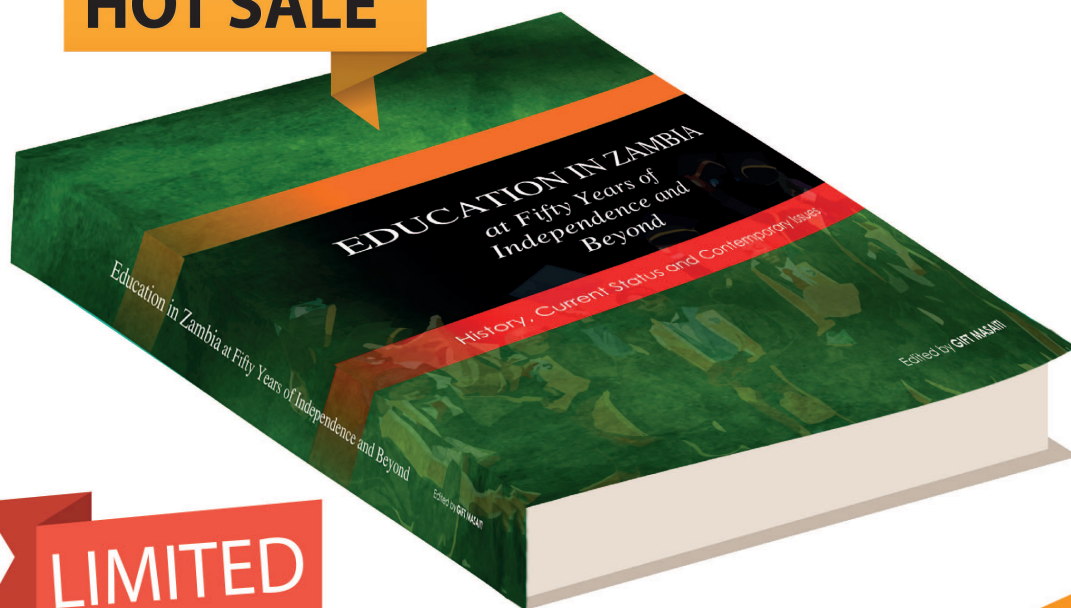
Key words: Profession, Professionalisation, Professionalism, Teaching, Teacher Training, Teacher Education

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