



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

CURRICULUM DEVELOPMENT CENTRE

A STUDY
ON

IEWS OF STAKEHOLDERS OUTSIDE THE EDUCATION SECTOR ON THE BASIC SCHOOL CURRICULUM

*An activity under the BESSIP Component of
Basic School Curriculum Development*

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PREFACE

This study is the third in the series of surveys, analysing the views of stakeholders within and outside the education sector concerning the school curriculum. The first two such studies, published by the Curriculum Development Centre in 1999, captured the views and ideas of 2,700 primary and basic school teachers in four provinces. The present study summarises the views of 1,170 interviewees, mainly parents but also representatives of private and public enterprises, pupils, students, NGOs and churches. Parents and other such stakeholders have an important role to play in the shaping of a relevant school curriculum and in education in general.

We are grateful to the thousands of people who have taken the time to share their ideas with us. They have greatly contributed to making the process of school curriculum reform broad-based and democratic. I would also like to congratulate the research team for having dealt patiently and professionally with the arduous task of summarising and analysing such a vast source material. No doubt, the study will be valuable not only to curriculum developers, but to many other practitioners in the field of education. It is thus my hope and expectation that the present study will be a useful tool for the Ministry of Education and other stakeholders in the education sector, contributing to the achievement of our goal of providing a relevant and quality basic education for all Zambian children.



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TABLE OF CONTENTS

	Page
Preface	ii
Table of Contents	iii
Chapter 1: Introduction	1
Background	1
Purpose of the Survey	2
Methodology	3
Experiences	6
Problems Encountered	7
Organisation of the Report	8
Chapter 2: Stakeholders' Views on the Current Curriculum	9
Knowledge and Understanding	9
Vocational Skills	10
Life Skills	11
Virtues and Values	13
What is Irrelevant in the Current Basic Education Curriculum?	14
Discussion	15
Chapter 3: What Stakeholders Would Like to See in the Curriculum	16
Priority Areas	16
Competences Stakeholders Would Like to See in the Curriculum	18
Discussion	20
Chapter 4: Views on Methods of Teaching	22
Teaching/Learning Methods	22
Medium of Instruction	25
Examinations	26
Qualifications of Basic Education Teachers	28
Characteristics of a Good Teacher	29

Roles of Teachers, Parents, Employers and PTAs and Educational Boards	30
School Calendar	34
Localisation and Individualisation of the Curriculum	37
Curriculum Changes	39
Discussion	40
Chapter 5: Views on Aims and Quality of Basic Education	44
Stakeholders' Reasons for Going to School	44
Stakeholders' expectations of Basic Education	45
Perceived benefits of Basic Education to the nation	48
Quality of Education	49
Discussion	51
Chapter 6: Conclusions and Recommendations	53
What Should Pupils in Basic School Learn?	53
Methods of Teaching	55
Medium of instruction	56
Examinations	56
Teachers	57
Role of Parents and Employers	58
Role of PTAs and Educational Boards	58
School Calendar	59
Should the Curriculum be Localised and Individualised?	59
Quality of Basic Education	60
Bibliography	62
Appendices	64
Appendix A: Tables Referred to in the Main Text (Chapters)	64
Appendix B: Sample Questionnaire Used in the Survey (for Parents)	93
Appendix C: Terms of Reference	103
Appendix D: Brief Background on Preparation and Administration of Instruments	105
Acknowledgements	vi
Acronyms	vii

Executive Summary

ix

List of Tables

xvii

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We should express our most sincere thanks to our research assistants, individually and severally who worked hard to collect data in the sampled areas. Their enthusiasm and patience made it possible to have this survey done. It is our sincere hope that they appreciated the experience gained from this study. We are sure the work did not only benefit them in monetary terms, but was also rewarding in educational terms.

We are very appreciative to the members of the CDC, in particular the Director, CDC, the Consultant Mr. Christensen, Mrs Philipa White with whom we worked, and who facilitated the survey in various ways. We would fail in our duties if we did not express our sincere thanks and appreciation to the BSCDP Implementation Team for their valuable comments and guidance on our instruments and other aspects of this survey.

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We would also like to thank our families for their support, patience and understanding during the times when we worked away from home and when we worked till late on the document. We would fail in our duties if we did not mention the drivers, who safely and dedicatedly drove the teams in the places where data was collected.

ACRONYMS

MOE	Ministry of Education
CDC	Curriculum Development Centre
BESSIP	Basic Education Sub-Sector Investment Programme
AAD	Administrative Assistant to the Dean
PTA	Parent Teachers' Association
SDA	Seventh Day Adventists
UCZ	United Church of Zambia
ERIP	Education Reform Implementation Project
HIV/AIDS	Human Imuno-deficiency Virus/Acquired Immunity Deficiency Syndrome
AIEMS	Action to Improve English, Mathematics and Science
BSCDP (until Aug., 1999)	Basic School Curriculum Development Project
BSCDC (from Sep., 1999)	Basic School Curriculum Development Component
UNZA	University of Zambia
P.E.	Physical Education
R.E.	Religious Education
H.E.	Home Economics
NGO	Non-Governmental Organisation
ZERP	Zambia Educational Reform Project
GRZ	Government of the Republic of Zambia

MS	Mean Score
ADCOMS	Advanced Communication Systems
FINNIDA	Finnish International Development Agency

EXECUTIVE SUMMARY

BACKGROUND

The Ministry of Education has established the Basic Education Sub-Sector Investment Programme (BESSIP) aimed at providing quality and relevant Basic Education in Zambia. The priorities and strategies in the BESSIP document are based on the national educational policy 'Educating our Future'. The programme is generally aimed at equipping the child with the knowledge, skills and values which will enable him or her to be accepted in the community, continue in further education or do various forms of training at the end of Basic Education. Thus, the Curriculum Reform Component of BESSIP has planned the following interventions:

- To increase emphasis on the core-competencies at the lower basic level and on integrated themes at the middle and upper levels.
- To promote the participation of the local community including teachers in the planning of teaching and other activities of the school.
- To involve the stakeholders in the curriculum reform process.
- To emphasise basic skills including practical and life skills.

In view of these interventions, a number of background studies have been carried out in order to facilitate curriculum reform. This Survey of the Views of the Stakeholders outside the Education Sector on the Basic Education Curriculum is part of the BESSIP review exercise. It is expected that the views of stakeholders will provide information that will be useful to the process or exercise of reviewing the school curriculum.

TERMS OF REFERENCE

The detailed terms of reference are attached at the Appendix of this report. The team of four researchers and assistants from UNZA and CDC were tasked to capture viewpoints and ideas of a representative sample of stakeholders outside the education sector, analyse them and present them in a survey report with conclusions and recommendations. The conclusions and recommendations will feed into the ongoing process of reforming the school curriculum.

Thus, specifically the survey on stakeholders outside the Education sector endeavoured to find out stakeholders' views on:

- The aims and purpose of formal education
- The current Basic Education curriculum in Zambia

- Ideas on their 'ideal' curriculum
- How they expect the curriculum to be best delivered
- What they think of Basic Education

The stakeholders outside the Education Sector in this survey included among others, parents, church leaders, employers of small, medium and large-scale companies, employers of public sector, local chiefs, trade unionists, Non-Government Organisations' representatives, students, pupils and youths.

METHODOLOGY

A survey study, which used questionnaires and interviews, was conducted in five provinces of Zambia. The provinces covered were Lusaka, Luapula, Eastern, Copperbelt and Southern. A total of one thousand, six hundred and five (1605) questionnaires were distributed and one thousand, three hundred and fifty (1350) were returned, but 1170 were analysed. The other 180 were found defective, not fully completed, and some had the middle pages missing. Nine hundred and fifty-six were received from parents, 99 from pupils, 35 from students, 29 from trainers and 51 from employers (both private and government employers, small and large scale employers).

The sample in each of the provinces included the following stakeholders:

- Parents: This included trade unionists, NGO representatives, church leaders, traditional leaders, youths, PTA members and other members of the public. (Note that though it was intended that local chiefs be included in the sample, traditional protocol made it impracticable to see the chiefs, so only headmen and those close to the chiefs were reached).
- Employers of small, medium and large-scale companies
- Employers of public sector
- Students in Training Institutions.
- Pupils in Basic Schools.

MAIN FINDINGS AND RECOMMENDATIONS

Views of Stakeholders on the Current Curriculum

On the current curriculum stakeholders:

- indicated that knowledge about our cultural heritage was not being taught to their children
- expressed dissatisfaction with the current Basic School curriculum in terms of provision of practical/vocational skills. But they acknowledged some practical work in a few areas such as Needlework, Bookkeeping, Cookery and Office Practice.

- generally agreed that life skills were not taught at Basic School level. They nonetheless, singled out some skills, which they thought the current curriculum was imparting to the pupils. These were 'getting along with others', 'self-awareness', 'decision-making' and 'communication skills'.
- indicated that the current curriculum was able to help pupils/children gain knowledge and understanding in literacy, religion, numeracy, science and technology and social issues.
- indicated that the current curriculum was able to help children learn/develop some virtues/values such as 'respect', 'cooperation', and 'hygiene'. But they also indicated that the curriculum was not effective in inculcating tolerance, self-reliance, conflict-resolution and interdependence in Basic School leavers.

Views on What Pupils Should Learn at Basic School Level

On what should be in the curriculum at Basic School level stakeholders:

- would like the Basic School curriculum to emphasise hygiene. Their next preference was vocational/practical skills.
- would also like emphasis or priority given to the teaching of literacy and numeracy.
- further indicated that school leavers at Basic School level should have competences in computer literacy, sport and expressive/creative arts, civic education, life skills, spiritual and moral values and cross-cutting issues. (The cross-cutting issues included, among others, HIV/AIDS and children's rights.)
- would like cross-cutting issues, that is life skills, reproductive health, family life, gender issues, corruption, drug abuse, children's rights, environmental education etc, to be introduced at Basic School level and many felt these should be introduced at Middle-Basic level.
- would like practical subjects/skills to be re-introduced at Middle-Basic school level.

Views on Methods of Teaching

On methods of teaching stakeholders:

- would like teachers to use the following teaching/learning methods: question and answer, problem-solving, pupil-teacher discussion, group-work, lecture and visiting places of learning.
- preferred English to be the medium of instruction at all levels of the Basic School curriculum.

- would like trained or qualified teachers to teach at all levels of Basic Education. They preferred Certificate holders for Lower Basic, Diploma holders for Middle Basic and either Diploma, Advanced Diploma or Degree for Upper Basic level.
- would like examinations to be administered at grades 4, 7 and 9 levels of Basic School.
- would like the current School time-table to be retained. They, further, preferred the current calendar to be maintained.
- would like the curriculum to remain national with all schools teaching the same contents/subjects regardless of the location/status of the school. (They would not like to have a localised curriculum.)
- would like the curriculum to change according to the changing needs of the country.

Views on Roles of Teachers, Parents, Employers, PTAs and Educational Boards

Stakeholders indicated that:

- the role of teachers was to teach subjects, maintain discipline, counsel pupils and show good example to pupils.
- the role of parents was to provide 'school requirements for their children'. This was followed by 'helping their children with home-work'.
- Parents could help in teaching pupils at home in the following areas/aspects; morals, culture and hygiene.
- the role of employers was to offer counselling and guidance in careers for pupils. Further, employers indicated that they could contribute towards building school infrastructure.
- there was lack of knowledge about the roles and functions of PTAs and Educational Boards

Views on Aims and Quality of Basic Education

On aims and quality of Basic Education stakeholders:

- indicated that they sent children to school to be able to read and write (become literate) and also for careers and preparation for adult life.
- further, indicated that the most important thing they expected Basic Education to achieve for their children was improved literacy.

- indicated that the current curriculum was meeting their expectations, however, employers and trainers indicated otherwise. These two categories of stakeholders did not think that the curriculum was meeting their expectations.
- indicated that the major benefits of Basic Education to the nation was 'literate citizenry' followed by 'informed citizenry' and 'numerate citizenry'.
- considered trained teachers as number one factor to quality education, followed by learning and teaching materials.

In light of the stakeholders views we are **recommending** the following:

Content of the Curriculum

The Basic School curriculum:

- should provide knowledge and understanding in literacy and numeracy, Social Studies and Science and technology. These should be linked to the pupils' environment and its development.
- should include some practical skills for enhancement of pupils' entrepreneurship skills since the majority of the leavers may not be able to go beyond basic education level. This could be achieved through introduction of practical skills subjects. These subjects should be varied according to availability of resources in each area.
- should include cross-cutting issues. These issues include life skills, democracy, reproductive health, family life, gender issues, corruption, drug abuse, children's rights, environmental education etc. These should be taught in an integrated manner within the subjects.
- should help pupils at this level become knowledgeable in their civic rights, duties and responsibilities.
- should help pupils to develop spiritually and morally and acquire/develop appropriate values and attitudes. The curriculum should therefore include Spiritual and Moral Education.
- should strengthen and introduce local language(s) at an early stage. The content should include the cultural heritage of the local area as a basis of understanding other cultures within Zambia and abroad.
- should be flexible enough to include the cultural, social and economic activities of the local communities, but should remain national.

Therefore, we recommend a curriculum at Basic Education level that has the following **subjects** at the specified levels.

- At the Lower Basic level pupils should be taught a Zambian language, Spiritual and Moral values, Physical Education, Music, Art, Mathematics and Environmental Science. At this level we expect pupils to have a foundation in initial literacy and numeracy in their mother tongue, and should have a broadened understanding of their environment.
- At the Middle Basic level pupils should continue with the 'contents' of the Lower Basic, but other 'contents' like English, History, and **practical** subjects such as Needlework, Carpentry, Woodwork and Gardening should be introduced.
- At Upper Basic level pupils should begin to learn some of the areas (Contents) above in more detail. Social Studies should be dealt with through subjects like Civics, Geography and History. Environmental Science could also be dealt with through Biology, Chemistry and Physics. Thus, subjects like Music, Art and practical subjects such as Carpentry, Woodwork, Typing etc. could become optional at this level to ensure a fair load of the curriculum
- Cross-cutting issues should be taught in an integrated way through all the subject areas and at all levels of the Basic School curriculum

Methods of Teaching

On methods of teaching we **recommend** that:

- Teachers should employ learner centred methods of teaching and should as much as possible use active methods.
- At teacher-pupil level the content should relate to the social, economic and cultural experiences of the pupils. Their characteristics, interests and needs should be taken on board.
- Methods of teaching should foster ownership of learning by pupils, intellectual freedom, equality and democracy.
- The school should be run based on democratic principles, gender equality, freedom of expression and respect for each other's views. The daily life of the school should promote a favourable atmosphere for teaching and learning and should offer a model to learn from by pupils as they experience it.

Medium of Instruction

On medium of instruction we recommend that:

- Where possible, a mother tongue or local language should be used at Lower basic. English could be taught as one of the subjects along side the local language and other subjects.
- From Grade 5 on-wards, English should be used as a medium of instruction with a local language as one of the subjects.

Examinations

On examinations we recommend that:

- A fair way of assessing the child's performance at Basic level should be introduced at the suggested levels. Continuous Assessment grades should form a major component of the final grading system at each level.

Teachers

On teachers we recommend that:

- Only qualified teachers should teach at all levels of basic education.
- Teachers who are already in schools should under-go short refresher courses to re-orient them in new contents and methods of teaching. The courses should include assessment procedures based on continuous assessment. These courses could be conducted in each district using Resource Centres.
- Teachers should be remunerated well to keep them motivated for the work that they do.

Role of Parents and Employers

On role of parents and employers we recommend that:

- linkages between school and community and between school and industry should be established so that parents and employers feel ownership of the school and take part in teaching and learning of the pupils. This could be in material or knowledge form in areas that they have 'expertise'.

School Timetable and Calendar

On the school timetable and calendar we recommend that:

- Each school's timetable should be flexible to allow pupils to get engaged in the prevailing activities of their communities during a particular season.
- The current school calendar should remain.

Teaching and Learning Requisites

On teaching and learning requisites we recommend that:

- The Ministry of Education should provide adequate teaching and learning materials.
- Adequate furniture and infrastructure should also be provided and should be regularly maintained

LIST OF TABLES

Table	Page
1.1 Questionnaires Distributed and Returned by Type	3
1.2 Questionnaires Distributed and Returned by Province	6
1.3 Distribution of Respondents by Sex	8
2.1 Respondents' Views on Whether Pupils Gain Knowledge and Understanding	10
2.2 Views on Whether Pupils Learn Vocational Skills or Not	11
2.3 Respondents' Views on Whether Pupils Learn Life Skills	12
2.4 Respondents' Views on Whether Pupils Learn Virtues or Values	13
2.5 Things Respondents Considered Irrelevant in Current Curriculum	14
3.1 Respondents' Priority Areas in the Curriculum	17
3.2 Respondents' Priority Areas in the Curriculum by Category	17
3.3 Levels at Which Crosscutting Issues Should be Introduced	19
3.4 Levels at Which Practical Subjects/Vocational Skills Should be Introduced	20
4.1 Teaching and Learning Methods	23
4.2 Teaching/Learning Methods Pupils want Teachers to Use	24
4.3 Teaching/Learning Methods not Liked by Pupils	24
4.4 Preferred Medium of Instruction at Lower Basic and Upper Basic	25
4.5 Pupils' Responses on Medium of Instruction at Basic Level	26
4.6 Should there be examinations at Basic Education ILevel	26

4.7 Pupils' Responses on Examinations at Basic School Level	27
4.8 Respondents' Views about Grades at Which Examinations Should be Taken	27
4.9 Pupils' Responses about the Grades at which Exams Should be Held	28
4.10 Professional Qualifications of Basic School Teachers	28
4.11 Characteristics of a Good Teacher in Order of Preference	29
4.12 Attributes Respondents Dislike about Teachers	30
4.13 Stakeholders' Perceived Roles of Teachers	30
4.14 Employers' and Trainers' Perceived Roles of Teachers	31
4.15 Parents' Perceived Roles in the Learning of Their Children	32
4.16 What Parents Can Teach at Home	32
4.17 Employers' Role in Basic Education	33
4.18 Should PTA Have More Responsibilities in the Running of Schools?	34
4.19 Should Education Boards be Given More Responsibilities than Currently?	34
4.20 Should Pupils Spend Longer or Shorter Time in Schools than Currently?	34
4.21 Pupils' Responses on School Timetable	35
4.22 How Would You Like the School to be Run in Your Area?	35
4.23 Parents' Responses on How the School Should be Run in an Area	36
4.24 Should we teach the Same Subjects in the Basic Schools Regardless of Local Conditions?	37
4.25 Should teaching and Learning be Adapted to the Local Conditions?	37
4.26 Should Pupils learn the Same Things Regardless of their Interests?	38
4.27 Should Pupils be taught the same things Regardless of their Abilities?	38
4.28 Private Schools Should not Teach what is Taught in Government School	38

4.29 Disabled Pupils Should Have Their Own School	39
4.30 How often Should the Curriculum be Changed?	39
5.1 Three Major Reasons for Sending Children (going) to School	45
5.2 Stakeholders' Expectations of Basic Education	46
5.3 Compared Stakeholders' Expectations of Basic Education	47
5.4 Are Your Expectations Being Met?	48
5.5 Respondents' Perceived Benefits of Basic Education to the Nation	48
5.6 Compared Perceived Benefits of Basic Education to the Nation	49
5.7 Determinants of Quality Basic Education from All Respondents	50
5.8 Determinants of Quality Basic Education among 5 Groups	51

CHAPTER 1

INTRODUCTION

"A well functioning education system should be able to point to evidence of the personal incorporation by children of useful knowledge, reasoning ability, skills and values. Its success should be judged by the success of the teaching/learning process in developing analytic skills of children, promoting their ability to form and transform concepts, enabling them to use knowledge as well as to acquire it, stimulating them to identify and solve problems, equipping them to express their beliefs intelligibly, empowering them to develop and live by a personally held set of values" (Educating Our Future 1996: 26).

In this chapter, the background and purpose of the survey, methodology and problems encountered during data collection are discussed.

BACKGROUND

The Basic Education Sub-Sector Investment Programme (BESSIP) launched in 1998 is a Ministry of Education's initiative aimed at the provision of quality and relevant Basic Education in Zambia. This initiative is a response to the educational needs and the National Education Policy - "Educating our Future", adopted by the Government of Zambia in 1996. The Basic Education Sub-Sector Investment Programme was officially launched in October 1999 by the Ministry of Education, and has in view the provision of basic education, which would answer to the needs of both the learner and the community. This, it is hoped, will be achieved by equipping the child with the knowledge, skills and values which will enable him or her to be generally acceptable in the community, continue in further education or do various forms of training at the end of Basic Education. In this respect the curriculum reform or review has been of major concern in BESSIP whose main objective is to review the Basic Education curriculum in order to:

"Enhance the quality and relevance of basic education by improving pre-service and in-service teacher education and reviewing curriculum to empower children with literacy, numeracy, life skills and attributes that will enable them to participate fully in personal, community and national development, as well as effectively manage the challenges of life" (MOE, 1998:2).

To realise the above goal, the Curriculum Reform Component of BESSIP has the following objectives:

- To develop a basic school curriculum which is relevant, effective and in tune with other current education reforms.
- To improve the teaching and learning outcomes through a school curriculum with flexible methodologies and increased emphasis on core skills.

In view of these objectives, a number of background studies have been carried out in order to facilitate curriculum reform; Historical Background to Curriculum Development in Zambia 1964-99 (Chondoka and Manchishi (1999), Primary and Basic School Teachers' views on the Basic School Curriculum (September, 1999) and Luapula Teachers' views on the present and future Basic School Curriculum (October, 1999). The study of Primary and Basic School Teachers' captured the views of teachers from Lusaka, Copperbelt and Southern provinces, while the other study, done in Luapula captured the views of teachers from a remote and rural sector of the country.

This Survey of the Views of the Stakeholders outside the Education Sector on the Basic Education Curriculum is another component of the BESSIP review exercise. It is expected that the views of stakeholders will provide information that will be useful to the process of reviewing the school curriculum.

The stakeholders in this survey included among others, parents, church leaders, employers of small, medium and large-scale companies, employers of public sector, trade unionists, Non-Government Organisations' representatives, students, pupils and youths.

PURPOSE OF THE SURVEY

The purpose of this survey was to capture the views and ideas of the stakeholders listed above in selected parts of Zambia on the contents of the current curriculum, what they would like to include in the curriculum, on the method of teaching and learning the contents, and on the aims, nature and quality of basic education in general. Their views have been analysed and presented in a survey report with conclusions and recommendations, which will feed into the on-going process of reforming the school curriculum.

Specifically the survey endeavoured to find out stakeholders' views on:

- The current Basic Education curriculum in Zambia
- Ideas on their 'ideal' curriculum
- How they expect the curriculum to be best delivered
- The aims and purpose of formal education
- What they think of Basic Education in general

METHODOLOGY

Sample

One thousand, six hundred and fifteen (1,605) different stakeholders were selected in the five provinces chosen. With the help of the Telephone Directory, knowledge of the research assistants in Resource Centres and other sources of information, individuals, organisations, and companies were selected. Depending on the town or district, one group was more predominant than another in the sample. But effort was made to have a balanced sample in terms of gender, socio-economic status and other characteristics. The sample was as follows:

- Parents: These included trade unionists, NGO representatives, church leaders, traditional leaders, youths, PTA members and other members of the public.
- Employers of small, medium and large-scale companies: This group included representatives of big private organisations, small businesses and individual employers such as shop owners.
- Employers of the public sector: These included representatives of the Government Ministries and Parastatal Organisations.
- Trainers: These were lecturers and administrators of Trades Schools, Nursing Schools and public and private training institutions.
- Students in Training Institutions: These were from private and public institutions, Trades Institutes/Schools, Teacher Training Colleges, Nursing Schools and Skills Training Institutes.
- Pupils in Basic Schools: Grade 9 pupils whose ages were from 14 to 16.

The table below shows the number of questionnaires distributed and returned according to the sample groups stated above.

Table 1.1: Questionnaires Distributed and Returned by Type

Type of Questionnaire	Number Distributed	Number Returned	% of Returned Questionnaire
Parents	1300	956	73.5
Pupils	105	99	94.3
*Trainers	50	29	58.0
Students	50	35	70.0
*Employers	100	51	51.0
Total	1605	1170	72.9

* The numbers refer to one or two representatives of these institutions or companies. other wise many from these categories responded as parents

Although the numbers of the sample involved in the study as shown in the table appear small, this does not adversely affect the external validity (applicability of the findings to other populations and situations) of this survey. The findings from these various groups

may be a true reflection of these populations. This is so, because (i) group discussions were held with the students and trainers in Trades and Skills Training Institutes, Nursing Schools and Primary Teachers Training Colleges as well as with pupils in Basic Schools. (ii) There were interviews conducted with some selected employers, trainers and members of the public. The information obtained through these instruments supplemented and confirmed the information obtained from these samples through the questionnaire.

Further, the employers, trainers and students in the study were 'representatives' of the institutions in the provinces visited. Selected work places and training institutions in each province were visited. The respondents in these places represented the training institutions and employing companies or organisations. Their views reflect the views of those types of organisations and training institutions found in the country.

However, caution should be exercised in considering the views especially of employers. These represent companies which have different policies; and the types of labour force required differ from company to company.

Geographical Areas of the Survey

The Survey covered five provinces of the Republic of Zambia, namely, Lusaka, Luapula, Eastern, Copperbelt and Southern Provinces. The reasons for choosing these provinces were that the study;

- Should include urban, peri-urban and rural areas.
- Each cross-section of the country should be represented in terms of main economic activity, general life styles, attitudes and other attributes. Thus, Luapula represented all provinces whose economic activity is predominantly fishing and communities that are rural. Eastern and Southern represented all provinces whose main economic activity is farming (subsistence farming)--these are Northern and North Western. Copperbelt and Lusaka Provinces represented Central Province. These have a bias to manufacturing.
- Should take care of various important industries in the country, which may affect the views of people about education, for example, fishing industry, crop and animal farming, public service, financial and mining industries.
- Should include the views of some missionary societies which have been involved in education in this country, for example, Roman Catholic, UCZ, and Dutch Reformed, SDA, Salvation Army, Brethren in Christ, Baptists, Christian Brethren and Evangelical Fellowship of Zambia. Some of these groups have been providers of education, medical services and employment, especially in their hospitals.

In these geographical areas, all the stakeholders who represent all socio-economic groups were found. Further, NGOs, unionists, employers and employees were found.

Instruments

A questionnaire was used to collect the views of stakeholders. The questionnaire contained some questions as highlighted in the terms of reference and other questions suited to respondents. The questionnaire had closed ended responses and a few open-ended responses, and had different sections to cater for different stakeholders. The questionnaire was such that it could be answered by the respondent or filled in by the researchers or research assistants in form of interviews. However, realising the limitations of structured questionnaires, scheduled and unstructured interviews were carried out with certain individuals, groups of pupils, students and trainers in schools and training institutions. In addition, group discussions and interviews were carried out with pupils, students, trainers and some members of the public. This was done to supplement the questionnaires and interviews.

Administration of the Instruments

The pilot study was carried out in Lusaka and Kafue from 2nd to 4th June 1999 to test the suitability and clarity of the instruments to be used in the main survey. During the pilot survey, it was discovered that some of the concepts used in the questionnaire were not familiar to some respondents, and that other respondents would not remember their days of basic education well. It was also found that some questions drew wrong answers, for example, where we wanted to know the place where the respondents were staying, some gave us the places where they were born. Further, the questionnaires were found to be long, with some questions repeated, though in a different way, but on the whole the comments received from the respondents on the questionnaires indicated that the instruments were good, and solicited important information.

In view of the problems encountered and comments made during the pilot survey, the instruments were re-done and methods of administering some questionnaires were revisited. Questions and concepts, which were found difficult to understand, were simplified. A few items found to be repeated in one form or the other were removed to make the questionnaires and interviews shorter. It was decided that the questionnaire for pupils should be administered in the presence of researchers or research assistants so that respondent could ask where they had a problem.

The main survey was carried out from 13th June to 2nd July 1999 in Luapula, Copperbelt, Eastern and Southern Provinces, while in Lusaka the survey was carried out from 3rd to 16th August 1999.

In each province, 240 parents' questionnaires were administered (catering for church leaders, unionists, traditional leaders, NGO personnel, PTA members and other members of the public), 20 questionnaires for employers, 20 for pupils, 10 for trainers, 10 for students and 20 interview schedules were administered in each of the four provinces - Luapula, Eastern, Copperbelt and Southern Provinces. In Lusaka Province, 340

questionnaires for parents, 20 for employers, 25 for pupils, 10 for trainers and 10 for students and 32 interview schedules were administered.

The table below gives the summary of the questionnaires distributed and returned in each province.

Table 1. 2: Questionnaires Distributed and Returned by Province

Province	Questionnaires Distributed	Questionnaires Returned	
	Number	Number	Percentage
Luapula	300	210	70
Copperbelt	300	270	90
Eastern	300	237	79
Southern	300	255	85
Lusaka	405	378	91.1
Total	1,605	1,350	84.1

Note: Out of the returned questionnaires, only 1170 were found useful and were analysed to give us the information presented in this report representing 72.9% of the sample. 180 questionnaires mostly from the parents' category could not be used because some had missing pages (blank inside pages) while in other cases some respondents did not adequately complete answering the questionnaire.

Experiences

The people in the areas were generally supportive and co-operative, they found the questionnaires to be good, comprehensive, interesting and instructive, covering many areas of the curriculum. Some respondents felt the exercise was a worthwhile one and felt it was good that stakeholders were involved in the matters affecting them. At Livingstone Trades Training Institute, for example, students felt that it was very good that they were asked to participate in this exercise; however, they complained that they needed a lot of time to complete the questionnaires.

- The returns in Lusaka were more than they were in the other provinces. This was due to the time allocated to the exercise. Researchers and assistant researchers had ample time to make repeated visits to the respondents. The number of research assistants also contributed to the high return of the questionnaires and interview schedules. Each research assistant had a reasonable number of questionnaires, which made it easy to have a follow up within the period, which was allocated to the exercise.
- Education authorities were very supportive. In schools, researchers were allowed to administer the questionnaire to pupils in form of a test. This made it possible to have a hundred per cent return.

In general the exercise in Lusaka was more successful than it was in other provinces. The returns were higher than in other provinces.

Problems Encountered

In spite of a generally encouraging response and good return of the questionnaires, there were some difficulties, which need to be stated here.

The following limitations and difficulties were encountered while carrying out the survey in the provinces:

- Respondents took time to fill in the questionnaires. There was a problem of retrieving the questionnaires from the respondents who wanted longer period to fill in the questionnaire, but time for data collection was short.
- Some respondents were reluctant to give the information and demanded cash before they could fill in the questionnaire or be interviewed. They had to be convinced that this was an important exercise, and that we could not afford to pay about 1,000 respondents.
- Another problem experienced in the collection of questionnaires was the attitudes of some parents. Some parents were not willing to answer the questionnaires and usually referred us to the teachers who they thought were appropriate to fill in the questionnaires.
- Some interviews could not be conducted and some questionnaires were not returned/not completed because some respondents felt that those were matters of policy which could only be discussed by their superiors (at head office). This drastically affected the returns of the questionnaires from the employers' category.
- Respondents preferred questions, which needed "yes" or "no" answers and those with closed-ended questions to open-ended questions, which they felt, were demanding. They felt the questionnaires were quite long and demanding.
- Translation of some uncommon concepts such as assertiveness, life skills, etc. into local languages was not easy. In trying to translate these terms in local languages, there was a possibility of giving a slightly different meaning to the word. This can affect the data, but this danger is not great.
- Some respondents were reluctant to give the information. They argued that teachers were the right people to answer the questions since they were the ones who knew the subjects they were teaching and why they were teaching those subjects.

- A number of parents did not know what their children were learning in schools. They, therefore, found it difficult to answer some of the questions dealing with the content and methods of teaching.
- Women found it difficult to spare some time to participate in the exercise due to their being busy at home. Some married women preferred their husbands to answer the questions - "My husband has good ideas." So, although we had aimed at having the same number of women as that of men in this survey, the reality turned out to be that there were more men than women who were prepared to participate in the survey.

The Table below shows the distribution of respondents in the survey by sex.

Table 1.3: Distribution of Respondents by Sex

Sample group	Sex				All Number
	Male		Female		
	Number	%	Number	%	
Parents	656	68.6	300	31.4	956
Pupils	51	51.5	48	48.5	99
Students	16	45.7	19	54.3	35
Trainers	18	62.1	11	37.9	29
Employers	45	88.2	6	11.8	51
Total	786		384		1170

This chapter has discussed the background, purpose and terms of reference of the survey. It has shown the sample, and the areas of survey, the instruments and method of collecting information, and experiences and problems encountered during data collection.

Organisation of the Report

Chapters 2, 3, 4 and 5 present the views of the stakeholders on the following issues:

- Content and relevance of the current curriculum,
- What pupils should learn,
- Methods of teaching, examinations, teachers, roles of parents, employers, PTAs and School Boards, school calendar, localisation of the curriculum and curriculum change;
- Aims and quality of Basic Education

The last chapter (chapter 6) presents the conclusions on the findings and recommendations of the report.

CHAPTER 2

STAKEHOLDERS' VIEWS ON CURRENT CURRICULUM

"A school is not merely a teaching shop, it must transmit values and attitudes. It is a community in which children learn to live first and foremost as children and not as future adults...A child brought up in such an atmosphere at all stages of his education has some hope of becoming a balanced and mature adult and of being able to live in, contribute to, and to look critically at the society of which he forms a part...." (Thinking About the Curriculum, 1971:14).

One of the major features of the curriculum is the content - the body of material considered academically worthwhile that is transmitted to the pupil through either a teacher or other agent of learning. In many cases, if not in all, the education authorities decide on behalf of the learner and the community what is to be learned, supposedly guided by the needs of the nation, and pedagogical philosophies and other factors.

This chapter looks at the views of stakeholders in relation to the content of the Basic Education curriculum and its relevance/irrelevance. The areas of the curriculum which will be considered are: knowledge and understanding, vocational skills, life skills and virtues or values.

Knowledge and understanding in the current curriculum

Stakeholders were asked on whether they thought Basic School leavers gained knowledge in the aspects presented in table 2.1 below. Out of 1170 respondents who successfully completed the questionnaires, 79.2% indicated that children learn literacy in the current curriculum. Similarly, as the table below shows, many respondents felt that children gained knowledge and understanding in Religion (67.0%), Numeracy (69.7%), Science and Technology (60.7%) and Social Issues (71.7%).

Table 2.1: Respondents' Views on Whether Pupils Gain Knowledge and Understanding

Response	Literacy		Cultural Heritage		Religion		Numeracy		Science & Technology		Social Issues	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	927	79.2	369	31.5	784	67.0	815	69.7	710	60.7	839	71.7
No	237	20.3	795	67.9	380	32.5	350	29.9	455	38.9	319	27.3
No response	6	0.5	6	0.5	6	0.5	5	0.5	5	0.4	12	1.0
Total	1170	100	1170	100	1170	100	1170	100	1170	100	1170	100

Thus, many stakeholders feel that the learning that takes place in the schools is able to offer knowledge and understanding in many areas; literacy, religion, numeracy, science and technology and some social issues. Though the levels of agreement on the success of the present curriculum on these aspects vary considerably among the different stakeholders - parents, employers, trainers, pupils and students, it appears many are satisfied with the current curriculum in these respects.

However, from the table it was clear that many stakeholders indicated that our cultural heritage was not being learnt in the present curriculum. About 68 % of the total number of respondents indicated that children do not learn their cultural heritage. It appears Basic School leavers are deprived of knowledge and understandings of how to live in their communities, and to fully develop as persons thriving within their culture.

Looking at the pattern of responses for each category of respondents, it was revealed that they were all in agreement except in Numeracy where pupils felt that they were not gaining much. Out of 99 pupils 82 (82.8%) indicated that they do not learn Numeracy (Table 2.6 in the Appendix). This was surprising as other stakeholders indicated that the current curriculum does fulfil its role of bringing out numerate citizens. These included parents, employers, trainers and students. It may be that pupils interpreted numeracy to mean 'Mathematics', which perhaps many have difficulties in.

Another exception was in Cultural Heritage where many 'employers' felt that the Basic School leavers had the knowledge and understanding. Out of 51, 27 (53%) indicated that Basic School leavers learn cultural heritage. But the majority of other stakeholders as explained above did not think so.

We asked our respondents what vocational skills were taught through the current Basic School curriculum.

Vocational skills

In many areas, respondents felt that the current curriculum is **not** able to help pupils acquire skills. The areas in question are: carpentry (51.8%), farming (50.2%), tailoring

(65.8%), bricklaying (80.5%), crafts (66.1%), black-smithing (82.6%), fishing (90.3%) and typing (59.0%). The areas where stakeholders indicated that the current curriculum is able to impart some skills was in the following; Needlework (59.4%), Bookkeeping (70.6%), Cookery (71.9%) and Office Practice (72.6%). Table 2.2 below shows these responses shown above.

Table 2.2: Respondents' Views on Whether Pupils Learn Vocational Skills

Vocational Skills	YES		NO		NO RESPONSE		Totals	
	No.	%	No.	%	No.	%	No.	%
Carpentry	560	47.9	606	51.8	4	0.3	1170	100
Needlework	695	59.4	471	40.3	4	0.3	1170	100
Farming	579	49.5	587	50.2	4	0.3	1170	100
Tailoring	396	33.8	770	65.8	4	0.3	1170	100
Bricklaying	224	19.1	942	80.5	4	0.3	1170	100
Crafts	393	33.6	773	66.1	4	0.3	1170	100
Black-smithing	199	17.0	967	82.6	4	0.3	1170	100
Bookkeeping	826	70.6	340	29.1	4	0.3	1170	100
Cookery	841	71.9	325	27.7	4	0.3	1170	100
Fishing	109	9.3	1057	90.3	4	0.3	1170	100
Typing	476	40.7	690	59.0	4	0.3	1170	100
Office Practice	849	72.6	311	26.6	10	0.8	1170	100

Thus, the current curriculum does not impart most of the vocational skills listed in the table. This information collaborated with views of stakeholders interviewed who expressed dissatisfaction with the current curriculum providing skills for the leavers. This appears to be a cry from many stakeholders, for the majority of Basic School leavers are not able to continue to higher education, which the curriculum appears to concentrate on.

Though many stakeholders indicated that pupils learn practical skills in Carpentry, Needlework, Farming, Cookery, Office Practice and Bookkeeping, this should be received with caution, as these subjects are not offered in many schools at Basic School level. During the colonial period this aspect (practical skills teaching) was emphasised at Basic School level, but the scenario has changed over the years. There are very few schools that still offer such subjects and they offer these at Upper Basic and high school levels. Therefore, stakeholders may be remembering their own school days, when these subjects were offered.

We also asked stakeholders whether they thought the current curriculum was imparting the life skills indicated below.

Life skills

Many stakeholders indicated that the Basic School leavers did not acquire life skills in many areas. They indicated that leavers did not have skills in assertiveness (67.4%),

feeling for others (55.6%), coping with pressures (76.1%), coping with stress (74.4%) and critical thinking (52.2%).

However, some respondents thought that some life skills were being acquired. Out of 1170 respondents 73.8% indicated that Basic School leavers are able to 'get along with others'. Respondents also thought that Basic School leavers have skills in creative thinking (63.5%), self-awareness (54.4%), decision-making (52.1%), communication skills (77.3%) and problem-solving (64.6%) as table 2.3 below shows.

Table 2.3: Respondents' Views on Whether Pupils Learn Life Skills

Life-Skills Learned	YES		NO		NO RESPONSE		Totals	
	No.	%	No.	%	No.	%	No.	%
Assertiveness	374	32.0	789	67.4	7	0.6	1170	100
Getting along with others	864	73.8	299	25.5	7	0.6	1170	100
Communication	904	77.3	259	22.1	7	0.6	1170	100
Feeling for others	513	43.8	650	55.6	7	0.6	1170	100
Creative thinking	743	63.5	420	35.9	7	0.6	1170	100
Self-awareness	637	54.4	526	45.0	7	0.6	1170	100
Decision-making	609	52.1	554	47.2	7	0.6	1170	100
Problem-solving	756	64.6	407	34.8	7	0.6	1170	100
Coping with pressures	273	23.3	890	76.1	7	0.6	1170	100
Coping with stress	289	24.7	871	74.4	10	0.9	1170	100
Critical thinking	547	46.8	611	52.2	12	1.0	1170	100

Employers, meanwhile, felt that many of the Basic Education School leavers lacked communication skills. This may be seen as contradictory as the same category of respondents indicated that the Basic Education school leavers are literate. However, there might be a point being made in that literacy is not restricted to learning how to read, write and count, but it includes permanent education where candidates are able to communicate intelligibly.

Employers further felt that the Basic Education school leavers lacked 'life' skills in general. It was their view that perhaps the 'leavers' needed more education in this area. Amongst the skills identified are: assertiveness, empathy (feeling for others), coping with pressures, coping with stress and critical thinking. The employers, however, acknowledged getting along with others, communication, creative thinking (though half as many disputed this), self-awareness, decision-making and problem solving (again half as many did not think so) as life skills that candidates come with when they join their organisations (See Appendix A, Table 2.7)

Virtues/values

Nearly 94% of the respondents indicated that the Basic Education school leavers have respect and 60.3% indicated they are self-reliant (see table 2.4 below). Though many stakeholders indicated that leavers become 'self-reliant', this should be received with caution, as the reality appears to attest to a different scenario. Pupils too did not think that they become self-reliant as it is revealed in Table 2.9 in Appendix A, Page 67.

Further, it appears the current curriculum is able to bring out candidates who have virtues/values in hygiene, and co-operation. Eighty-seven percent indicated that Basic Education school leavers learned Hygiene. About 80 % of the respondents indicated that pupils in Basic Education learned the virtue of co-operation.

Table 2.4: Respondents' Views on Whether Pupils Learn Virtues or Values

Virtues/Values Learned	YES		NO		NO RESPONSE		Totals	
	No.	%	No.	%	No.	%	No.	%
Respect	1098	93.9	66	5.6	6	0.5	1170	100
Tolerance	524	44.8	639	54.6	7	0.6	1170	100
Self-reliance	705	60.3	459	39.2	6	0.5	1170	100
Conflict-resolution	362	30.9	802	68.5	6	0.5	1170	100
Co-operation	943	80.6	221	18.9	6	0.5	1170	100
Interdependence	575	49.1	589	50.3	6	0.5	1170	100
Problem-solving	684	58.4	480	41.0	6	0.5	1170	100
Hygiene	1017	86.9	145	12.4	8	0.7	1170	100

However, many respondents did not think that basic school leavers show signs of tolerance or patience, conflict-resolution and interdependence. About 54.6% of respondents indicated so for tolerance, 68.5% for conflict-resolution and 50.3% for interdependence.

There was agreement on almost all aspects of values by stakeholders. But many pupils (66.7%) indicated that they did not learn self-reliance. This could be attributed perhaps to lack of confidence for many to engage in any venture of their own to sustain themselves. This could further shed light on teaching approaches adopted in the schools where pupils are not allowed to take control of their own learning. This could be further evidence of lack of practical and survival skills.

The respondents were asked what aspects of the current curriculum they thought were irrelevant. The section below presents their views according to each category of respondents.

What is Irrelevant in Current Basic Education Curriculum?

About half of the parents (50.3%) indicated that Music was irrelevant in the Basic Education curriculum. This was followed by Zambian Languages with 126 responses representing 13.2% of the total population of parent respondents. Seventeen percent of the students and 19.2% of the pupils indicated Zambian Languages to be irrelevant (see table 2.5 below).

However, a large proportion of stakeholders in each category: 48.3% of trainers, 48.6% of students and 65.7% of pupils, did not respond to this question, while a small percentage of respondents in each category indicated that nothing was irrelevant in the curriculum.

Table 2.5: Things Respondents Considered Irrelevant in the Current Curriculum

Parents	Number	%
Music	481	50.3
Zambian Languages	126	13.2
None	72	7.5
Special paper II	35	3.7
Physical Education	34	3.6
Other	208	21.7
Total	956	100

Trainers	Number	%
No response	14	48.3
None	5	17.3
Most teaching materials	3	10.3
Mathematics	3	10.3
Other	4	13.8
Total	29	100

Students	Number	%
Zambian Languages	6	17.1
No response	17	48.6
History	2	5.7
French	2	2.9
Other	9	25.7
Total	35	100

Employers	Number	%
Too many changes in the curriculum	29	56.9
Too much theoretical teaching	4	7.8
Zambian Languages	3	5.9
Other	15	29.4
Total	51	

Pupils	Number	%
Zambian Languages	19	19.2
No response	65	65.7
Other	15	15.1
Total	99	100

Employers appeared to worry more about the number of changes in the curriculum rather than irrelevance of the contents. Twenty-nine employers representing 56.9% of their total indicated this. Others in the same category considered theoretical teaching to be a problem. This was indicated by 4 out of 51 (7.8%). And another smaller group of them indicated Zambian Languages (5.9%).

This was the general pattern of responses from other stakeholders (Trainers, Pupils and Students, see table 2.5 above). The only commonly mentioned area of irrelevance was Zambian Languages. However, the number of respondents indicating this as irrelevant is insignificant, 154 or 13.2% out of 1170 respondents.

It appears the current curriculum does not have major areas of concern as far as stakeholders are concerned. But it is still worth noting the few areas of their dissatisfaction though indicated by fewer respondents. Further, there were a number of areas in life skills and practical skills that respondents indicated that pupils were not learning at Basic Education level. In looking at the new curriculum, there will be need to take all this into account.

Discussion

It would appear from the stakeholders views that the current Basic Education curriculum is adequate in terms of providing the knowledge and understanding in the various areas identified, but that it is inadequate in preparing students/leavers in practical and life skills. In fact it has been pointed out by other studies or documents that the current curriculum has tended to be very academic that is preparing pupils for higher education and thus putting more emphasis on academic subjects and their examinations. But it is apparent that the majority of the pupils do not in fact end up in higher institutions of learning.

Further, a look at the general areas of knowledge and understanding suggests that we need not have this knowledge compartmentalised in subjects in the form that we have now, but may be through themes or contents that bring out desired knowledge and understanding. Thus, the knowledge and understanding should take into account those going into higher levels of education (academic track), those moving into technical or vocational fields and those likely not to complete the educational sequence. The curriculum should endeavour to develop the intellect of the school leavers and help foster desirable social attributes in them.

CHAPTER 3

WHAT STAKEHOLDERS WOULD LIKE TO SEE IN THE CURRICULUM

"The child's right to safe, joyful and formative childhood implies that the curriculum . . . must be concerned with the pupil's complete needs: those of the body (physical education, sport, performing arts) as well as those of the mind (concepts, literacy, numeracy, knowledge); affective (music, dance, creative arts) as well as social needs (hygiene, citizenship); moral (values, attitudes) as well as spiritual needs (living in harmony with self, with others, with the supernatural)" (Educating Our Future, 1996:32)

This chapter looks at what stakeholders would like to see in the Basic Education Curriculum. What they considered to be priority at the Basic Education level and associated competences are presented.

Priority Areas

The Survey required respondents to indicate what they thought should be the priority areas in the curriculum. Their views are presented in this section.

The table below shows the frequencies of priority areas indicated by all respondents. Many stakeholders considered hygiene as a priority area in the curriculum. Four hundred and twenty respondents indicated it. The high preference for hygiene among the respondents may be a reflection of the respondents' school experiences. These respondents went through the colonial education system in which hygiene was very much emphasised. This high preference for hygiene may also reflect stakeholders' concern about the environment in schools and the reoccurring diseases such as cholera.

The next frequently appearing priority area was vocational/practical skills. A good proportion (265) indicated this as a priority area to be considered in the curriculum. The other areas indicated are as presented in table 3.1 below.

Table 3.1: Stakeholders' Priority Areas in the Curriculum

PRIORITY AREA	FREQUENCY
Hygiene	420
Vocational/Practical skills	265
English	152
Numeracy	92
Literacy	83
Home Economics	80
Mathematics	72
Science	72
Morals	71
Reading and writing	71
Communication skills	67
Subjects useful to the pupil's future life	6
The three Rs	4
Interdependence	3
No response	15
Other areas	135

Note: The figures refer to frequencies of the indicated areas.

The frequency for English should be received with caution, as it appears some respondents confused it with Literacy. Some respondents indicated English and Numeracy, probably meaning Literacy and Numeracy. It is common in some communities to consider 'spoken English' as evidence of Literacy as a general criteria and a fore-gone conclusion.

The table below indicates areas where respondents, in each category agreed. The respondents' views on what should be priority in the curriculum varied considerably.

Table 3.2: Respondents' Priority Areas in the Curriculum by Category

Parents	Number	%
Hygiene	337	35.3
Vocational skills	229	24.0
*Eng., numeracy, H.E. Hygiene	80	8.4
Morals, reading and writing	71	7.4
Communication skills	63	6.6
Maths, English, Science	60	6.3
Other areas	116	12.1
Total	956	100

Trainers	Number	%
Vocational skills	10	34.5
The three Rs	4	13.8
Economy and agriculture	3	10.3
No response	7	24.1
Other areas	5	17.2
Total	29	100

Employers	Number	%
Practical skills	20	39.2
Literacy and numeracy	12	23.5
Maths, English, Science	6	11.8
Language for communication	4	7.8
Other areas	9	17.6
Total	51	100

Students	Number	%
Subjects which will be useful to the pupil's future	6	17.1
Eng. Maths, Science, Skills (practical.)	6	17.1
Hygiene & Interdependence	3	8.6
No response	15	42.9
Other areas	5	14.3
Total	35	100

*A combination of Eng., Numeracy, H.E. Hygiene means 80 respondents indicated these as priority in the curriculum etc.

Parents' responses show that they would like the following to be included; Hygiene (35.3%), vocational skills (24.0%), English, Numeracy, H.E., Hygiene (8.4%), Morals, reading and writing (7.4%), Communication skills (6.6%), Mathematics, English and Science (6.3%) and many other areas mostly combinations of subjects.

Employers responses indicated the following suggestions; practical skills (39.2%), literacy and numeracy (23.5%), Maths, English and Science (11.8%), Language for communication (7.8%) and other areas too numerous to itemise. The other categories of respondents, (trainers, students and pupils) also highlighted vocational skills and subjects that they thought would be helpful in the future.

The indicated priority areas it appears suggest that whatever aspects we include in the Basic Education curriculum there should be areas/subjects that foster literacy and numeracy, acceptable morals, hygiene, some science, and practical and life skills.

Competences Stakeholders Would Like to See in the Curriculum

Respondents' desired competencies in the curriculum fell in the following broad areas; reading and writing, numeracy, computer literacy, sport and expressive/creative arts, practical/vocational skills, civic education, life skills, spiritual and moral values and cross-cutting issues. (Refer to Table 3.5 Appendix A.). The levels of agreement ranged from 60 to 95 percent.

The crosscutting issues included democracy, HIV-AIDS, Human rights, reproductive health, corruption, family life education, drug abuse, population education, children's rights, gender issues and environmental education. Table 3.6 in the Appendix, shows the levels of agreement among all stakeholders.

Almost all respondents were in agreement that these issues must be dealt with at all Basic Education levels including High School. For example, 37 % of the respondents felt that children's rights should be taught at lower basic followed by 32.2 % for middle basic. Only 8.8 % of the respondents preferred this to be taught at Upper basic level. However, some concepts were too close to expect respondents to separate them, these were Reproductive Health, Population Education and Family Life Education. Therefore, the responses obtained should be received with caution. It is meanwhile worth noting that there were no major differences among stakeholders in their responses to the same issues. The majority responded in favour of introducing the issues in the Basic School curriculum.

The Table below indicates the levels at which stakeholders felt the crosscutting issues should be taught. Many respondents indicated middle-basic level for democracy (43%), HIV/AIDS (53%), reproductive health (37%), Drug abuse (34.1%), human rights (38%), corruption (35.8%), Environmental education (36.8%), Population Education (36.6%) and Family life Education (40.7%).

Table 3.3: Levels at which Crosscutting Issues Should be Introduced.

Cross-cutting Issues	LOWER		MIDDLE		UPPER		HIGH-SCH		NO. RESP.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Democracy	123	10.5	504	43	262	22.0	26	2.2	255	21.8
HIV/AIDS	255	21.7	621	53	65	5.5	20	1.7	209	17.8
Reprod. Health	46	3.9	437	37	382	34.0	22	1.9	283	24.0
Drug Abuse	298	25.5	399	34.1	157	13.4	22	1.9	295	25.2
Children's rights	435	37.0	377	32.2	105	8.8	19	1.9	234	20.0
Human rights	368	31.0	442	38	194	16.5	25	1.7	262	22.0
Corruption	229	19.6	419	35.8	137	11.7	26	2.2	359	30.7
Environ. Ed.	369	31.5	431	36.8	104	8.9	1	0.8	265	22.0
Gender Issues	187	16.0	235	20.1	254	22.0	22	1.9	472	40.0
Population Ed.	46	3.9	430	36.6	324	27.7	1	0.1	369	31.5
Family Life Ed.	103	8.8	476	40.7	243	20.8	40	3.4	308	26.3

For Children's rights many indicated Lower Basic level. Four hundred and thirty-five out of 1170 or 37% of the respondents preferred this. A good proportion of the respondents did not know at what level gender issues should be introduced and thus, 40 percent did not respond. It would appear from the table above that there is a general agreement that the crosscutting issues should be introduced at Basic Education level. Very few respondents thought that these should be introduced at High School level.

The survey also found out the views of the stakeholders about when to introduce practical subjects. The table 3.4 below shows the views of respondents.

In all the examples of the practical subjects selected the majority of the respondents indicated that these should be introduced at the Middle Basic level. Thus, 422 out of 1135 (37.2%) indicated that Carpentry should be introduced at Middle Basic level, and

similar responses were indicated for Woodwork (37.3%), Home Economics (37.3%) and Brick-laying (36.9%).

Table 3.4: Levels at which Practical Subjects/Vocational Skills Should be Introduced

Skills	Lower Basic		Middle Basic		Upper Basic		Whole System		No Response		Totals	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Carpentry	24	2.1	422	37.2	334	29.4	218	19.2	137	12.1	1135	100
Woodwork	24	2.1	423	37.3	370	32.6	216	19.0	102	9.0	1135	100
H/Economics	23	2.0	423	37.3	371	32.7	216	19.0	102	9.0	1135	100
Brick laying	27	2.4	419	36.9	371	32.7	217	19.1	101	8.9	1135	100

It appears the majority of the stakeholders would like practical subjects to be introduced at the Middle-Basic level. These could be extended to Upper Basic, as the next favourite level for the respondents was Upper Basic.

Discussion

The curriculum should not be limited to facilitating cognitive or perception processes (though these are very important), but it is also essential to take into account the handicrafts and some entrepreneurial skills and initiation into nationally accepted values.

The responses from stakeholders require a different approach to be taken if their desires are to be met. The approach to be taken should accommodate the stakeholders' desire to include crosscutting issues and practical skills in the curriculum. The current Basic Education already has many subjects and may not accommodate any more subjects. But the question is whether it should remain in the current form; subject-based and examination-oriented.

The other aspects of life skills and values may be achieved by the characteristics that schools adopt, for example, democracy may have to be experienced rather than taught. This goes for many life skills. These issues should be integrated across the curriculum. Therefore, it may be most convenient to introduce some informally at an early age (Lower Basic).

It is also important to note that an education system should endeavour to produce a well-rounded individual, whose spiritual and moral potentials are developed. The respondents saw the need to have a child who is morally and spiritually equipped to cope with various stresses and pressing needs of the society. The pupils should be physically and culturally, economically and socially prepared to meet the challenges of life. The pupil does not only need the academic knowledge, but needs practical skills, social, spiritual, physical and other skills and, needs to be well informed in other issues of importance in the society. These issues include life skills, democracy, reproductive health, family life, gender issues, corruption, drug abuse, children's rights, environmental education etc.

In short, what the pupil needs is not just the subject areas, but education whose objective *"is to arouse and to develop in the child a certain number of physical, intellectual and moral states which are demanded of him by both the political society as a whole and the special milieu for which he is specifically destined . . ."* (Ballantine, 1985:22).

It is in these formative years that pupils have to be equipped with knowledge about their rights if we are to have a society where individuals know their civic rights and responsibilities. Children, therefore, need to know that there are not only rights, but that these rights go with corresponding responsibilities.

Thus, the content of the curriculum should endeavour to meet the intellectual, physiological, social, moral and spiritual needs of the pupil. However, the way the 'content' is delivered or 'taught' may determine whether or not the pupil will learn the content of the curriculum. The chapter below explores views of the respondents on how the contents should be delivered.

CHAPTER 4

VIEWS ON METHODS OF TEACHING

Hence, the curriculum as taught should stimulate learning through inquiry, guided discovery, problem solving, application, and similar activity-based teaching and learning methods" (Educating Our Future, 1996:32).

The other most important feature of the curriculum is the methods without which the curriculum is just as good as dead. It would be a futile exercise to have the content of the curriculum that cannot be communicated to the learner because there are no means or methods of passing it on to the learner. The curriculum content has to be passed on to the learner through a number of selected methods of teaching, in order to realise the aims and objectives of the curriculum. In this learning process, it is not only the methods which are important, but the various agencies which are either directly or indirectly involved in the process. The survey therefore asked the stakeholders various questions concerning methods of teaching/learning and other related issues.

This Chapter provides information on what stakeholders - parents, employers, students, trainers, pupils and employers - say about the teaching methodologies at the Basic education level. It also discusses the views of stakeholders on issues such as medium of instruction, examinations, qualifications of Basic Education teachers, characteristics of good teachers, the roles of teachers, parents, employers, PTAs and School Boards, school calendar and the localisation of the school curriculum.

Teaching /Learning Methods

The respondents were asked which methods they thought teachers should use at the Basic Education level. The following table shows the responses on which methods they felt should be used often, rarely and not at all.

Table 4.1: Teaching Learning Methods

METHOD	OFTEN		RARELY		NOT AT ALL		NO RESPONSE		TOTAL	
	No.	%	No.	%	No.	%	No.	%	No.	%
Acting/Drama	411	36.7	600	53.6	96	8.6	12	1.1	1119	100
Group work	675	60.3	412	36.8	25	2.2	7	0.6	1119	100
Project work	500	44.7	469	41.9	134	12.0	16	1.4	1119	100
Teacher talking	628	56.1	411	36.7	49	4.4	31	2.8	1119	100
Doing things oneself	603	53.9	286	25.6	168	15.1	62	5.4	1119	100
Question and answer	978	87.4	114	10.2	16	1.4	11	1.0	1119	100
Problem solving	863	77.1	208	18.6	17	1.5	31	2.8	1119	100
Teacher showing	501	44.8	440	39.3	161	14.4	17	1.5	1119	100
Pupil-Teacher talking	834	74.5	235	21.0	30	2.7	20	1.8	1119	100
Visiting places of learning	625	55.8	415	37.1	65	5.8	14	1.3	1119	100

From the table, it is clear that the question and answer method was popular among the respondents as 87.4% of them suggested that this method should be used often. This was followed by the problem solving method with 77.1% and the pupil-teacher discussion with 74.55%. Other methods suggested by respondents to be used more often are group work (60.3%), teacher talking (56.1%) and visiting places of learning (55.8%).

On the other hand, some respondents felt that, methods such as "doing things one self," "teacher showing" and "project work" should not be used at all. This is contrary to the current educational philosophy where emphasis is on learner centred approaches (doing things oneself). With such methods, the teacher is more of a facilitator of the learning process than the provider of information and knowledge. In addition, pupils are also expected to engage in project work. Probably these methods are unpopular because some respondents are not aware of what is actually involved in these teaching methods. Further, the respondents might have been expressing their past experiences from school, as they went through the same school system, where the teacher might have been the centre of attraction in the classroom. There was then much of one-channel communication system of teaching in the schools.

Pupils were asked what methods they preferred. The table below shows their responses.

Table 4.2: Teaching Learning Methods Pupils Would Like Teachers to Use.

Method	Number	%
Problem solving	9	9.1
Question and answer. Problem solving	8	8.1
Project work	6	6.1
Group work. Visiting places of work	3	3.0
Group work. Question and answer. Teacher talking. Problem solving	5	5.1
Visiting places of learning. Group discussion. Doing things oneself	14	14.1
Group discussion. Problem solving. Doing things oneself	18	18.2
Question and answer. Visiting places of learning. Group work	11	11.1
Acting/Drama. Visiting places of learning. Group work	5	5.1
Teacher showing. Pupil-teacher talking. Group work	4	4.0
Pupil-teacher talking	2	2.0
Acting/Drama	2	2.0
No response	12	12.1
Total	99	100

Eighteen percent of the pupils favoured group discussion, problem solving and doing things on their own.

Further, pupil respondents were asked what methods they do not like at school. The table below shows their responses.

Table 4.3: Teaching Learning Methods Not Liked by Pupils

Method	Number	%
Group work	8	8.1
Doing things oneself. teacher showing	21	21.2
Giving answers to pupils	2	2.0
Teacher showing. Teacher/pupil talking	24	24.2
Doing things oneself	8	8.1
Drama. Project work. pupil-teacher talking. doing things oneself	7	7.1
Question and answer' Pupil-teacher talking	4	4.0
Question and answer	7	7.1
Acting/Drama. teacher talking	2	2.0
Project work. Question and answer	4	4.0
No response	12	12.1
Total	99	100

A large proportion of pupils (24.2%) did not like the teacher showing and teacher talking methods. Twenty-one percent of the pupils were also not in favour of the teacher showing and doing things oneself. It may be that pupils would like to have as many facts as possible within a given time so that they can retrieve it from their memory during examinations. The other methods are seen to be time consuming.

Medium of Instruction

Stakeholders were asked about their views on the medium of instruction. The table below shows their responses as to what language should be used at Basic School level.

Employers were not asked this question hence the total number of respondents in this case is 1141.

Table 4.4: Preferred Medium of Instruction at Lower Middle and Upper Basic

Language	Lower Basic		Middle Basic		Upper Basic	
	Number	%	Number	%	Number	%
English	877	76.9	1024	89.7	1029	89.9
Mother Tongue	40	3.4	--	--	--	--
Local Language	56	4.9	20	1.8	19	1.7
Eng. & Mother Tongue	80	7.0	61	5.3	60	5.3
Local Language & Mother Tongue	53	4.7	1	0.1	1	0.1
Eng. & Local lang.	6	0.5	4	0.4	4	0.4
No Response	29	2.5	31	2.7	31	2.7
Total	1141	100	1141	100	1141	100

Nearly 77% of the respondents preferred English to be used as medium of instruction at lower basic, while 89% preferred English as medium of instruction at the Middle and Upper Basic levels. Thus, it appears English is the most popular medium of instruction preferred for Lower, Middle and Upper Basic sections of the education system.

Only 7% of the respondents felt that both English and a mother tongue should be the medium of instruction at the Lower basic level. Further, only 0.5% of the respondents preferred the use of English and a language spoken in the area. The trend was similar even at Middle and Upper Basic levels where English was preferred at the expense of Zambian Languages. The majority of the respondents felt that there was no need for one to learn in the language he/she already knew, for example mother tongue or a local language.

Pupil respondents were asked what language they preferred as a medium of instruction. The table below shows their responses.

Table 4.5: Pupils' Responses on Medium of Instruction at Basic Level.

Language	Lower Basic		Middle Basic		Upper Basic	
	Number	%	Number	%	Number	%
English	73	73.7	97	98.0	95	96.0
Mother Tongue	15	15.2	--	--	--	--
Local Language	6	6.1	--	--	--	--
Eng. & Mother Tongue	3	2.0	--	--	--	--
No response	2	2.0	2	2.0	4	4.0
Total	99	100	99	100	99	100

The table shows that 73.7% percent of the pupils preferred the use of English as the medium of instruction at lower basic. However, some pupils felt that the mother tongue and language spoken in the area could also be used at this level.

It is also worth noting that at both Middle and Upper basic levels, over 90% of the pupils preferred the use of only English as the medium of instruction. Others felt that at Lower level there was no need to for one to learn in any local language other than their mother tongue. It was also found that many pupils thought it was a waste of time learning in a language which they would not make use of in their future careers.

However, there were also misgivings about learning local languages among those whose mother tongues were not the local language. First of all the language will not help them, and secondly that this was an imposition upon those whose mother tongue was different from the local language. Thirdly, English is a status symbol - it is seen as a sign of influence and social standing. It is also thought as a sign of an educated person. This is what perhaps they have seen and heard from the adult generation.

Examinations

One of the concerns of this survey was to find out the opinion of students, pupils and other stakeholders as to whether there should be examinations in view of planned automatic promotion up to grade 9. The table below shows the results.

Table 4.6: Should there be Examinations during Basic Education?

Response	Number	%
Yes	136	91.0
No	11	7.0
No Response	3	2.0
Total	150	100

The table above shows that 91% of the respondents felt that there should be examinations during Basic Education while 7% are against writing examinations at this level. Probably the majority of respondents felt that examinations serve as incentive for better performance for both teachers and students and hence they should be held at Basic School level.

Pupils were also asked whether there should be examinations at Basic School level. The table below shows their responses.

Table 4.7: Pupils' Responses on Examinations at the Basic School Level

Response	Number	%
Yes	89	89.9
No	8	8.1
No Response	2	2.0
Total	99	100

The majority of the pupils (89.9%) also favoured the idea of having examinations at Basic School level. It appears examinations are thought to be very important and hence, abolishing them could be contrary to the expectations of many stakeholders. They may not like automatic promotion from grade 1 to grade 9.

Pupils and students were asked at what level examinations should be administered. The table below shows the results.

Table 4.8: Respondents' Views about Grades at Which Examinations Should be Taken

Grade	Yes		No	
	Number	%	Number	%
Grade 4	25	16.7	--	--
Grade 7	98	65.3	--	--
Grade 4 and 7	9	6.0	--	--
Grade 9	9	6.0	--	--
All Grades	4	2.7	--	--
No response	5	3.3	--	--
Total	150	100	--	--

Three grades were chosen; these were grade 4, 7 and 9. The majority of the respondents, 65.3% felt that examinations should be held or maintained at Grade 7. This was followed by 16.7% of the respondents advocating for the introduction of examinations at Grade 4 level to assess the pupils before proceeding to Middle basic. It was also a general feeling that pupils should continue writing examinations at Grade 9 level. About 2.75% of the respondents felt that pupils should write final examinations at all Grades.

When the responses of pupils were analysed separately, it was revealed that the majority of them felt examinations should only take place at Grades 4 (21.25%) and 7 (76.8%) as Table 4.9 below shows.

Table 4.9: Pupils' Responses about the Grades at which Examinations Should be Held

Grade	Number	%
Grade 4	21	21.2
Grade 7	76	76.8
No Responses	2	2.0
Total	99	100

The general observation is that many respondents were in favour of having examinations at Basic Education level.

The experience of all stakeholders of the current education system where examinations have been used as the sole means of evaluating the pupils' performance and deciding the progress of the pupils in the school system makes it difficult for respondents to think of other means, such as continuous assessment. The new education policy however, is stressing the use of continuous assessment instead of examinations in assessing the pupils' performance and ability to proceed from one level or grade to another.

Qualifications of Basic Education Teachers

The respondents were asked what kind of teachers should teach at Lower, Middle and Upper Basic levels. The table below shows their responses.

Table 4.10: Professional Qualifications for Basic School Teachers

Qualifications	Lower Basic		Middle Basic		Upper Basic	
	Number	%	Number	%	Number	%
Certificate	563	51.7	244	22.4	53	4.9
Diploma	375	34.4	575	52.8	321	29.4
Advanced Diploma	109	10.0	182	16.7	302	27.7
Degree	23	2.1	68	6.2	393	36.1
No response	20	1.8	21	1.9	21	1.9
Total	1090	100	1090	100	1090	100

The table shows that 51.7% of the respondents preferred teachers with primary school teacher certificates to teach at lower basic, followed by 34.4% for diploma holders. At Middle basic, 52.8% of the respondents preferred diploma holders while at Upper basic preference was for degree holders (36%). This is followed by the diploma and advanced diploma with 29.4% and 27.7% respectively. The general picture is that respondents preferred trained or qualified teachers to untrained ones at all levels of Basic Education.

Characteristics of a Good Teacher

The survey also found out what parents (public) students and pupils thought were the characteristics of a good teacher, and the attributes they did not like about teachers. The Tables below show their responses.

Table 4.11: Characteristics of a Good Teacher in Order of Preference

Characteristic	All Respondents		Parents		Pupils		Students	
	%	Rank	%	Rank	%	Rank	%	Rank
Maintains discipline	92.01	1	94.45	1	67.67	3.5	94.28	5
Prepares lessons	91.19	2	92.15	2	78.78	1	100	1
Marks pupils work	88.44	3	90.16	3	68.68	2	97.14	3
Helpful to pupils	84.95	4.5	86.40	5.5	67.67	3.5	94.28	5.5
Motivates pupils	84.94	4.5	89.01	4	42.42	10	94.28	5.5
Gives homework	84.22	6	86.29	7	64.64	5	82.85	10
Shows no favouritism	83.11	7	85.35	9	58.58	6	91.42	7
Punctual	83.02	8	86.40	5.5	44.44	8.5	100	1
Smart	82.20	9	85.98	8	44.44	8.5	85.71	8.5
Knows subject matter	81.65	10	84.10	10	56.56	7	85.71	8.5

Most of the respondents felt that the most important characteristic of a good teacher was maintaining discipline, followed by "lesson preparation", "marking pupils work" and "being helpful to pupils". Note that the groups of respondents agree about the first three characteristics except the students among whom maintaining discipline ranks 5th. Note also that to the students, "punctuality" is the most important characteristic of a good teacher. They view keeping time as a crucial element in the learning process. But to the pupils, this is not the most important characteristic. It ranks low, just as "motivating pupils" ranks low.

There were other characteristics of a good teacher which were mentioned, such as "allowing pupils to participate in class discussions," "answering pupils' questions", and "being kind to pupils".

When asked about things which they did not like about teachers, most of the respondents (parents, pupils and students) singled out drinking on duty as the one attribute/habit they disliked about teachers. This was followed by laziness. The Table below shows the attributes disliked in rank order of their responses.

Table 4.12: Attributes Respondents Dislike about Teachers

Item	Rank
Drinking on duty	1
Laziness	2
Beating	3
Short temperedness	4
Favours some pupils	5
Likes boasting	6
Does not explain the work well	7.5
Does not mark the pupils' work	7.5
Likes insulting pupils	9
Dresses indecently	10
Flirting with pupils	11
Unhelpful to pupils	12

These responses should be understood in light of what may be prevalent in the schools. Though other aspects may be equally distasteful, stakeholders appear to have understood the question to mean what bad attributes were common in the schools. Therefore, these results should be received with caution.

Roles of Teachers, Parents, Employers and School Organisations.

Stakeholders were also asked about their perceived roles of the teacher, and whether or not they thought they had a role to play in the learning process of the Basic School pupils

Roles of Teachers

Respondents were asked to indicate what they thought were the teacher's role in school, in order of perceived importance. The Table below shows the responses.

Table 4.13: Stakeholders' Perceived Roles of Teachers

Role	All Respondents		Parents		Pupils		Students	
	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank	Mean Score	Rank
Teaching subjects	1.7	1	1.7	1	1.6	1	1.9	1
Showing good examples	3.0	2	2.9	2	3.5	4	3.2	3.5
Maintaining Discipline	3.2	3	3.2	3	2.6	2	2.6	2
Counselling pupils	3.4	4.5	3.4	5	4.0	5	4.3	6
Imparting desirable attitudes and values	3.4	4.5	3.3	4	5.1	6	3.2	3.5
Teaching children self discipline	4.5	6	4.6	6	3.2	3	3.7	5

Results in the table above show that the most important role teachers have is that of 'teaching subjects'. This was ranked first by all three groups of respondents. It was followed by "showing good examples" by parents. But pupils and students felt that the next important role of a teacher is 'maintaining discipline'. This was important to pupils and students because may be their experiences have shown that if the teacher fails to control the class, learning is disturbed.

Other roles which were mentioned were "teaching religious and sex education", "socialising the pupils", "making a link between pupils and parents", "building pupils" character", and "providing notes to pupils."

The Table below shows employers and trainers' perceived roles of teachers in rank order of their perceived importance

Table 4.14: Employers and Trainers' Perceived Roles of Teachers

Role	Employers	Trainers
Guidance to pupils	1	5
Maintaining discipline	2.5	2
Teaching children self discipline	2.5	6
Being role models to pupils	4.5	3.5
Imparting values	4.5	1
Teaching subjects	6	3.5
Explaining Govt. policies	7	7

The responses of the trainers and employers showed that "giving guidance to pupils" was their most important role for the teacher, followed by "maintaining discipline" and "teaching children self-discipline" which shared one position among the employers. 'Teaching subjects' which was the most important role to parents, pupils and students was placed sixth by employers, but third by trainers. Trainers, on the other hand, viewed 'imparting desirable values and attitudes' as the most important role, followed by maintaining discipline, which was also placed second by the employers, pupils and students. Only parents did not view this to be an important role.

The survey also found out whether parents felt they had a role in the education of their children. Employers too were asked the same question. Their responses are presented below.

Roles of Parents

Parents were asked to indicate their role in the education of their children. 94.7 percent of them indicated they had a role to play. The roles they indicated are presented in the tables below.

Table 4.15: Parent's Perceived Roles in the Learning of Their Children in Basic Schools

Role	Mean Score	Rank
Providing school requirements, e.g. uniforms	2.10	1
Helping with homework	3.36	2
Imparting desirable values and attitudes	3.74	3
Providing conducive environment for children to learn	4.11	4
Providing adequate nutrition	4.17	5
Counselling and guiding children concerning school work	4.20	6
Teaching cultural heritage	5.26	7

Many parents ranked 'providing school requirements' number one. This was followed by 'helping their children with home-work'. Parents did not consider teaching their children cultural heritage their 'official' responsibility as this was ranked seventh. Perhaps what they meant was that this was usually done informally.

There were two other roles which parents mentioned they had in the learning of their children. These were "instilling discipline in pupils" and "paying school fees".

Parents were asked what aspects they could teach their children at home. The table below shows their responses.

Table 4.16: What Parents Can Teach at Home

What to teach	No. of times mentioned	Rank
Morals	409	1
Culture	104	2
Hygiene	72	3
Hard work	69	4
Looking after home	41	5
Reading and writing	37	6
Speaking English	37	7
Perseverance	35	8
Punctuality	32	9
Crafts	28	10
Others	16	11

The largest proportion of the parents indicated "morals", followed by 'culture'. Hygiene was yet another aspect among others that parents indicated they could teach their children at home. Perhaps what could be noted is that parents would like to be involved in the education of their children and they could be of help in the aspects indicated in the table above.

Roles of Employers

Employers indicated that they had roles to play in the learning of Basic Education pupils. The majority of the employers (84.3%) indicated so. Only 3.9% indicated no while 11.8% gave no response. Table 4.15 shows the responses in order of their importance to the employers.

Table 4.17: Employers' Roles in Basic Education

Role	Mean Score	Rank
Counselling and guidance	3.05	1
Building school infrastructure	3.11	2
Sponsoring needy pupils	3.78	3
Supporting in-service programmes for teachers	3.94	4
Providing school equipment	3.97	5
Financing running of schools	4.28	7

Counselling and guidance was ranked high. This tallies with what they indicated they would teach pupils if they went to these companies. Each of these companies indicated they would offer guidance in the skills required on the job. This was followed by 'building school infrastructure'. Financing running of schools was ranked seventh, perhaps an indication that this would be the last aspect they would want to get into.

Roles of PTAs and Educational Boards

Respondents were asked to indicate what they thought were the roles of the PTAs and the Educational boards. It appears very few knew the roles of these organisations, though they indicated that the PTAs and Educational Boards had roles to play. This was especially so with the Educational Boards which some indicated they did not know about. This was not surprising because these are new features in the education system, and are only in existence on the Copperbelt in secondary schools and tertiary institutions.

However, some of the roles mentioned were "to improve school environments", "oversee the running of the schools", "look after school funds", "provide financial support to schools", "assist in the administration of schools", "help the government in running of schools".

For School Boards the indicated roles were "improving standards of education in schools," helping schools to be self sufficient", "supervise teachers", "implement school projects", and "making workers in schools do their work."

When asked if the PTAs and School Boards should be given more responsibilities, the majority of the respondents (parents, pupils and students) indicated yes. The tables below show the responses.

Table 4.18 Should PTAs Have More Responsibilities in the Running of Schools

Response	Number	%
Yes	767	70.4
No	216	19.8
No response	107	9.8
Total	1090	100

The table shows that 70.4% of the respondents felt that PTAs should have more responsibilities than they currently have in the running of schools. Several reasons were given such as "PTAs should promote self-help projects in schools as well as be resource persons in such projects." They should work with school managers and also see how school funds are used. "PTAs should also help solve pupils' problems."

On the other hand, the respondents who felt that PTAs should not be given more responsibilities stated, among other things, that "teachers should play a major role as they know better about the institution than PTAs." Some indicated that some PTAs do not help schools and they tend to interfere with professional ethics.

A similar question was asked about Educational Boards, that is, whether Boards should have more responsibilities than at the moment. The table below shows the responses from the stakeholders.

Table 4.19 Should Educational Boards be Given More Responsibilities?

Response	Number	%
Yes	630	57.8
No	264	24.2
No response	196	18.0
Total	1090	100

Most of the respondents felt that the Educational Boards should be given more responsibilities. But we should note here that though some answered this question they had very little idea of what these were. Therefore, these results should be perceived with caution.

School Calendar

Table 4.20: Should Children Spend Longer or Shorter Time in Schools than Currently?

Period	Number	%
Shorter Period	225	20.6
As it is currently	422	38.7
Longer Period	384	35.2
No Response	59	5.4
Total	1090	100

The table shows that 38.7% of the respondents felt the time that pupils spend at school at present is adequate, while 35.2% preferred pupils to remain in school longer. The reasons being that this would keep them out of mischief and also give them ample time to study. However, 20.6% of the respondents felt pupils should spend shorter time in schools so that they can help their parents at home and that learning would be boring if they were kept longer in school.

Table 4.21: Pupils' Responses on School Timetable

Period	Number	%
Shorter period	23	23.2
As it is currently	18	18.2
Longer period	58	58.6
Total	99	100

From the table it is clear that many pupils would like to spend more time in school. Close to 59% of the pupils felt more time spent at school would accord them a chance to study and get better results. Those who preferred shorter time at school felt they needed to rest - thus refresh their minds and also help their parents at home.

Further, respondents were asked on how the school should be organised in their areas. The table below shows their views.

Table 4.22: How Would you Like the School to be Run in Your Area?

Response	Number	%
According to main economic activity in the area	58	5.3
To be integrated in the main economic activity of the area	153	14.0
According to the season	171	15.7
According to the current time schedule	636	58.3
No Response	72	6.6
Total	1090	100

Six hundred and thirty-six or 58.3% of the respondents preferred schools to be run according to the present time schedule. However, 15.7% felt schools should be run according to seasons for instance, some felt that schools should be closed for a longer period during the rainy season since this is the farming season.

It is also worth noting that 14.0% of the respondents would like the major activities of the area to be integrated in the school curriculum.

A similar pattern of responses was obtained from parents from each province visited. The table below shows preferences of parents by province. A large proportion of the parents

within each province indicated that the school should be run according to the present time schedule, 56.6% Eastern Province, 57.8% Southern Province, 67.3% Luapula Province, 82.9% Lusaka province and 64.5% Copperbelt Province.

Table 4.23: Showing Parents' Responses

Province	How would you like the school to be run in each area									
	According to main economic activity in the area		To be integrated in the main economic activities of the area		According to the season		According to present time schedule	No response	Total	
Eastern	14	8.8%	13	8.2%	26	16.3%	90	56.6%	159	100%
Southern	8	3.8%	31	14.7%	36	17.1%	122	57.8%	211	100%
Luapula	-	-	33	20.4%	13	8.0%	109	67.3%	162	100%
Lusaka	15	5.2%	41	14.3%	37	12.9%	175	82.9%	287	100%
Copperbelt	6	5.0%	12	9.9%	16	13.2%	78	64.5%	121	100%
No response	-	-	2	12.5%	6	37.5%	8	50.0%	16	100%
Total	42	4.5%	132	13.8%	134	14.0%	582	60.9%	956	100%

However, a reasonable number (about 40%) indicated other options. There were parents who indicated that School should be run according to the main economic activity in the area, while others indicated integration and season. These views appear pronounced in pupils and students' categories.

The majority of the pupils preferred other options other than following the current time schedule. From Luapula for example more pupils (44.4%) indicated preference for schools to run according to the season than those (27.8%) who preferred the status quo. Similarly in Southern and Eastern Provinces there were as many respondents opting for schools to run according to season as those choosing the status quo.

A similar but some-what different picture emerged with responses from students. There were as many students (28.6%) opting for the schools to be integrated in the main economic activity of the area as those (28.6%) choosing the status quo. However, in individual provinces like Eastern, Luapula and Copperbelt more respondents indicated integration than following the current time schedule. Thus, it would appear that students generally would prefer the school to be integrated in the main economic activities of the area.

Further, from the interviews and discussions with respondents, it was revealed that parents would like their children to help with farming so as to raise money for school fees. Some felt money was hard to come by during the rainy season, as this is the festive season. Other respondents were of the view that schools should be closed during the cold season, as the cold environment is not conducive for learning especially to the young ones at lower basic.

Localisation and Individualisation of the Curriculum

The study tried to solicit the views of the stakeholders concerning localisation and individualisation of the curriculum. Below are the responses of the respondents to the questions.

Table 4.24: Should We Teach the Same Subjects in Basic Schools Regardless of the Local Conditions?

Response	Parents		Pupils		Students		Total	
	No.	%	No.	%	No.	%	No.	%
Agree	684	62.7	84	84.8	19	52.5	787	72.2
Disagree	250	26.1	15	15.2	9	23.9	274	25.1
No Response	22	2.3	--	--	--	--	22	2.0
Total	956	100	99	100	35	100	1090	100

An overwhelming majority (72.2%) of the respondents, parents, pupils and students, all stated that the curriculum should not be localised. They would prefer to have a curriculum which is national, a curriculum which will teach common things through out the country and which should not be confined to the local conditions. Respondents who expressed the opinion that as long as the job requirements were the same and the fact that children are not prepared for their own communities, supported the idea of a national curriculum.

The same question was put differently, this time soliciting a yes or no answer. The responses are shown in the table below.

Table 4.25: Should Learning and Teaching be Adapted to Local Conditions?

Response	Parents		Pupils		Students		Total	
	No.	%	No.	%	No.	%	No.	%
Yes	389	40.7	53	53.5	16	45.7	458	42.0
No	545	57.0	46	46.5	19	54.3	610	56.0
No Response	22	2.3	--	--	--	--	22	2.0
Total	956	100	99	100	35	100	1090	100

Except for the pupils, the majority of parents and students reaffirmed what they had indicated in Table 4.22, that basic education subjects should be the same regardless of local conditions of the schools. In other words, the basic education curriculum should not be localised.

This should be interpreted to mean the academic competences, entrepreneurship skills, life and survival skills. But in terms of subjects like Zambian languages, there will be differences in each area/province. This will also be true for practical subjects which may be varied according to availability of resources in a particular school, area or province.

We also asked respondents questions on the interests and abilities of the learners, whether the learners' interests or abilities should determine what they should learn. The tables below show the responses.

Table 4.26: Pupils Should Learn the Same Things Regardless of Their Interests

Response	Parents		Pupils		Students		Total	
	No.	%	No.	%	No.	%	No.	%
Agree	384	40.1	89	89.9	15	42.8	488	44.8
Disagree	548	57.3	10	10.1	20	57.1	578	53.1
No Response	24	2.5	--	--	--	--	24	2.2
Total	956	100	99	100	35	100	1090	100

The majority of parents and students (57.3% and 57.1% respectively) were of the view children should learn things in which they have interest. But 89.9% of the pupils felt that they should not learn only those things in which they are interested. For them, the best thing was to learn every subject offered in the curriculum because some of these subjects may be required for proceeding to the next level of education, getting a job or for training.

When it came to abilities, the majority of respondents among the parents, pupils and students (54.8%) were of the view that abilities should not determine what students learn. But note that although among the pupils and students the responses in favour of "pupils learning the same things regardless of their abilities" were overwhelming, it was not so among the parents.

The table below shows their responses on whether pupils' abilities should be considered

Table 4.27: Should Pupils be Taught the Same Things Regardless of Their Abilities?

Response	Parents		Pupils		Students		Total	
	No.	%	No.	%	No.	%	No.	%
Agree	494	51.6	77	77.8	26	74.3	597	54.8
Disagree	444	46.3	22	22.2	9	25.7	475	43.5
No Response	18	1.9	--	--	--	--	18	1.7
Total	956	100	99	100	35	100	1090	100

To find out what they felt about the private schools and special education, pupils were asked other questions.

Table 4.28: Private Schools Should not Teach What is Taught in Government Schools

Response	Number	%
Agree	24	24.3
Disagree	75	75.7
No Response	--	--
Total	99	100

The table above shows that the majority of pupils (75.7%) would like every pupil in the school to learn the same things regardless of the kind of school they attend. In the discussion with the pupils, the argument in favour of their idea was that schools, whether private or public, are serving the Zambian people and the nation, so there should be no difference in what children learn. They are all serving the interests of Zambia.

Table 4.29: Disabled Children Should Have Their own Schools

Response	Number	Percentage
Agree	22	22.3
Disagree	77	77.7
No Response	--	--
Total	99	100

The responses in the questionnaire as well as responses from those pupils, and students interviewed showed that they were in favour of having the children with disabilities learn with those without in the same school. They would not mind having children with disabilities in the same school so long as they were learning separately, and having their own teachers.

Curriculum Changes

Stakeholders were asked as to how often the curriculum should be changed. Their responses are shown in the table below.

Table 4.30: How often Should the Curriculum be Changed?

Response	All		Parents		Pupils		Students		Trainers		Employers	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Every year	128	10.9	88	9.2	31	31.3	5	14.3	1	3.4	3	5.9
In 5 years	361	30.8	336	35.1	4	4.0	5	14.3	4	13.8	12	23.5
In 10 years	171	14.6	129	13.5	25	25.3	5	14.3	1	3.4	11	21.6
20 years	13	1.1	2	0.2	2	2.0	--	--	6	20.7	3	5.9
30 years	8	.6	2	0.2	5	5.1	1	2.9	--	--	--	--
After 50 years	81	6.9	70	7.3	9	9.1	2	5.7	--	--	--	--
Never	64	5.4	37	3.9	16	16.2	1	2.9	10	34.5	1	2.0
As need arises	308	26.4	266	27.8	2	2.0	15	42.9	5	17.2	21	41.2
No response	27	2.3	26	2.7	--	--	1	2.9	--	--	--	--
Total			956	100	99	100	35	100	29	100	51	100

Results show that respondents would like to have the curriculum changed only as often as need arose. They were not in favour of changing the curriculum (every now and again) for the sake of changing. The curriculum should be determined by the changing needs in the country.

Discussion

A number of interesting points rise from the views of the stakeholders in this chapter, concerning the methods of teaching, which include the views on how the curriculum should be delivered.

According to the current practices in the education system, especially at the basic school level, the teacher is the custodian of knowledge - he/she is the all-knowing party dealing with the ignorant client or party. It is a relationship of profession and client at this level in our education system, and this may continue to be so, if the examination oriented system is maintained, and also because of our culture which does not encourage the inquisitiveness of the young people, and where we consider the young people to possess nothing, but should be given what the community or old generation has.

Although the national policy on education emphasises the need to use inquiry, and problem solving methods in teaching the children at Basic School, the findings show that these are not the methods many parents would like teachers to use. Stakeholders would like the teacher to take a leading role in presenting the children with a certain set of knowledge. There seems to be an apprehension among the stakeholders that children may not be in a position to learn on their own, or to carry out these methods. There was also a fear that if these methods are used, teachers will leave everything to the children, they will not work, because of their attitudes and their not being prepared for these methods in colleges.

Medium of Instruction

It is worth noting that, while parents and pupils favoured the use of English as a medium of instruction at lower basic, the National Education Policy recommends the use of at least a Zambian language at this level. Research shows that at foundation level, children learn initial literacy more easily using their mother tongue or local language than when they use a second language or foreign language.

While educators have tried to convince the public and the learners that use of a mother tongue in the first few years of training is very useful educationally, the respondents felt that this was not the case. The overwhelming majority of the respondents felt that starting from Grade 4 the medium of instruction be English. There was also a good number of respondents who indicated that English should be used as a medium of instruction starting from Grade 1. Some of the reasons given in favour of English as a medium of instruction were that:

- (i) In a nation where English was the official language as well as common language of communication it was in order to start learning in English.

- (ii) Because pupils, especially in urban areas, have different mother tongues it would be too expensive and impracticable to provide teachers of different languages.
- (iii) Using a local language would mean imposing that language upon those who may have a mother tongue different from the local language.
- (iv) Children could easily learn other languages from friends in the community, as these languages would not affect children's future careers.

Examinations

Examinations have raised a lot of discussion among educators, parents and other stakeholders. Questions have been asked as to whether there should be examinations, what should be examined and what purpose do they serve?

In the present education system, examinations are used to determine the pupils' ability to proceed to the next level of the education system, to get into the labour market. Only those who pass or achieve a certain standard proceed to the next level of the education system or get credentials for employment. At the Basic Education level examinations are set at grade 7 to decide who should go to the upper level of Basic Education.

In addition to the purposes stated above, examinations help to reveal how successful the education system has been in meeting the curriculum objectives. In this way areas of the curriculum that need greater attention are usually identified, and teachers' performance is evaluated. They are, therefore, justified as a means of evaluating the education system as a whole, the curriculum and the performance of a teacher. It is thus argued:

"Without exams, which impose an authoritative concept of the subject the individual teacher is left very much to his own devices.... Exams measure people against standards distilled from human traditions and achievements not against inclinations spun lazily out of the 'self'. To create an education system without examinations is to fail to prepare children and students for the realities of adult life" (Thinking about Curriculum; 1971:14).

Equally there are those who look at examinations as unnecessary, not giving any indications of the students' future performance or life. They have argued that examinations have been used, like school fees, as an obstacle placed in the education system to prevent the less dominant groups from obtaining a prestigious education which the dominant groups have achieved. Some have argued that examinations are used as the easiest way out of a difficult situation of not having many places at various levels of the education system, shifting the blame from the providers of education to the recipients - learners.

The interesting observation is not so much that some favour the examinations and others do not, but the fact that the majority of stakeholders in this survey favour examinations, especially when they would like the pupils to acquire basic education.

It is not surprising that respondents favoured examinations. Examinations have been part of the education system since schools were established in this country. Not much attention has been given to continuous assessment as a means of evaluating the pupils' performance and the performance of the system. Even in the University of Zambia where this system is used it was not until the middle of the seventies that it was introduced. Even there, examinations have remained part of the evaluation system. However, the Ministry of Education in the Policy Document "Educating our Future" has placed emphasis on the use of continuous assessment at the Basic Education level. For this to work, the Ministry has stated as one of its strategies to train teachers in the use of the assessment system to evaluate the system and the performance of both teachers and pupils. This is a progressive direction, especially when there is need for children to achieve nine years of basic education, for this system may allow children to work at their own pace and not to be put under pressure.

Teachers

Teachers who are teaching in the upper basic education should be as qualified as those currently teaching in the secondary schools. Seconded teachers from the lower and middle basic should not be used in the upper basic, because it creates a discrepancy in terms of performance and the feelings of the pupils. Those who come from secondary schools feel they are superior to those who are in basic schools. Upper Basic level has an image of primary, because teachers come from the primary level. This affects the way these pupils see them selves in relation to others from secondary schools that have grades 8 to 12.

A Good Teacher

A good teacher is one who is a role model to the pupils and members of the community. This teacher strives to uphold the good characteristics discussed. The role model teacher is a link between the school and the community.

Role of Parents

It has been argued that education is now a joint responsibility of parents and teachers. Research has shown that when parents as individuals are interested in the learning of the children, children tend to perform well. It has also been established that when parents as a group are interested in what is going on in the school as a parents' organisation they help teachers maintain discipline and this reflects well on the performance of pupils.

Role of Employers

Employers, especially those employing Basic Education leavers, may play a vital role in the provision of Basic Education in general and in the learning of pupils in particular in various ways. They may contribute by maintaining the infrastructure, providing of learning materials or by sponsoring pupils. They may also contribute by mounting the awareness programmes about their companies in schools. The participation of the employers in Basic Education may contribute to the provision of quality education.

Roles of the PTAs and Educational Boards

Although the respondents indicated that these organisations had a role to play, they were not sure of the roles. But, these organisations can contribute to the smooth running of schools by scouting for funds and working together with school authorities. Cooperation between the PTAs and school authorities has been known to contribute to the creation of good relationships between teachers and pupils.

School Calendar, Localisation and Change of Curriculum

There were those who thought the current calendar of our education system did not consider the economic activities of the country. They thought it would be helpful if schools opened in September after which they had sold their produce and were in a position to pay for school fees. It was heavy on them to receive a letter of acceptance of their children in January and fulfil all the requirements at the time they were trying to get money for farming inputs.

For the workers in formal employment, the argument was that the first or second week of January was the wrong time to start school. They will have spent their money on Christmas and their next pay would be at the end of January. They wondered why schools should not start in the first or second week of February. Pupils felt that schools should be closed in the rainy season. They argued that some pupils who came from long distances missed classes because they could not afford an umbrella or raincoat. If schools were open in dry season, it would mean having a two-term school calendar instead of three terms with some short breaks within and between the two terms.

CHAPTER 5

VIEWS ON AIMS AND QUALITY OF BASIC EDUCATION

"Basic education aims at providing each pupil with a solid academic and practical foundation that will serve as the basis for a fulfilling life and that will equip each one with the pre-requisites needed for a working life, various forms of training or continuation of school education" (Educating Our Future, 1996: 30).

In this chapter the study shows and discusses the views of the respondents concerning the aim of education in general and of basic education in particular, the nature and quality of Basic Education. The questions discussed are why children are sent to school, what benefits the nation would get from basic education, the expectations respondents have about basic education, how the curriculum should be run and the determinants of quality basic education.

Stakeholders' Reasons for Going to School

While it may be easy to state officially the aims of curriculum and of education in general, it may not be easy to achieve these aims for various reasons. Worse still, the official aims of education may not be the same as those of stakeholders who may have conflicting expectations from education because of their different interests. In light of this, one of the major questions posed to the stakeholders - parents, pupils and students - was why they sent their children to or why they were at school. The survey required the respondents to mention three major reasons why they sent their children to school and they (pupils and students) were at school.

The table below shows the responses of the stakeholders to this question.

Table 5.1: Three Major Reasons for Sending Children or Going to School.

Reasons	Parents		Pupils		Students		Total	
	No.	%	No	%	No.	%	No.	%
To learn to read and write	720	25.0	79	28.3	29	27.6	828	25.3
To prepare for careers	605	21.1	54	18.2	25	23.8	684	20.9
To prepare for adult life	543	18.9	4	1.4	23	21.9	570	17.43
To be self-reliant	431	15.0	55	18.5	19	18.1	505	15.44
To get jobs	361	10.0	79	28.3	6	5.7	401	12.26
To keep out of mischief	124	4.3	--	--	3	2.85	127	3.88
No response	129	4.5	26	8.75	--	--	155	4.74
Total	2868	100	297	100	105	100	3270	100

Note: Calculations in this table are worked out using the number of responses given by respondents (each giving three reasons) not the number of respondents.

The table shows that the major reasons why children go to school are for reading and writing (literacy) indicated 828 times or 25.3% of the times; preparing for careers (684 or 20.9 % of the times, followed by adult life, which is mentioned 570 times or 17.4% of the times. It should be noted, however, that although getting jobs was not a prominent reason in case of parents and students, this was as important as literacy was to the pupils. This reason is even made stronger when we consider that the two other important reasons (mentioned the same number of times) are preparation for careers and self-reliance. So stakeholders may see the aims of education in somewhat tangible ways - they have in mind something they would like to get from education, things which would be visible and real to the learner and the parents. This question led to other questions about the stakeholders' expectations of Basic Education.

Stakeholders' Expectations of Basic Education.

Respondents were asked to rate, in order of importance to them, their various expectations of Basic Education, and whether or not those expectations were being met. The survey wanted to find out the expectations of respondents regarding Basic Education After children have gone through 9 years of schooling, of what benefit will it be to the learner?

The table below shows the responses in rank of importance of the respondents' expectations.

Table 5.2: Stakeholders' Expectations of Basic Education

Expectation	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Improved literacy	544	201	151	77	89	30	13	3	62	2.20	1
Formal employment	202	210	91	218	112	103	92	3	110	3.50	2
Character building	166	122	292	173	180	79	68	1	89	3.54	3
Improved numeracy	77	185	204	155	196	197	81	1	74	4.02	4
Informed citizenry	107	216	66	203	141	170	139	9	119	4.04	5
Informal employment	127	112	104	127	178	224	129	4	136	4.31	6
Survival life skills	170	77	104	59	143	173	332	3	109	4.60	7

Note: In order to determine the perceived importance of expectations, 8 categories of "importance" were given arbitrary weightings of 1 to 8 - from "very important" to "least important". A residual category of "No Response" was given an arbitrary weighting of "0".

The scale of importance was obtained by calculating the mean score from the sum of the weighted "importance" scores for the whole sample of 1170 respondents and also for individual groups (parents, pupils, students, trainers and employers). The responses or items were then ranked in terms of these mean scores. The smaller the mean score the greater the importance the respondent attached to the item.

The expectations of the respondents ranged from improved literacy to survival skills. Improved literacy was higher in preference as the one important thing stakeholders expected from Basic Education. At the bottom of the list was "survival skills."

It is interesting that when the responses are analysed group by group and compared, they display a range of difference of expectations among different stakeholders. The table below shows the differences in expectations.

Table 5.3 Compared Stakeholders' Expectations of Basic Education

Item	All		Parents		Pupils		Students		Trainers		Employers	
	MS	Rank	MS	Rank	MS	Rank	MS	Rank	MS	Rank	MS	Rank
Improved literacy	2.20	1	2.07	1	3.56	3	2.03	1	3.23	3	2.17	1
Formal employment	3.50	2	3.54	3	2.41	1	4.00	4	----		4.40	6
Character building	3.54	3	3.48	2	4.70	7	3.36	3	3.07	2	3.36	2
Improved numeracy	4.02	4	4.02	4	4.11	6	4.76	7	3.68	4	3.71	4
Informed citizenry	4.04	5	4.09	5	3.75	4	4.23	5	5.04	5	4.47	7
Informal employment	4.31	6	4.37	6	2.75	2	4.65	6	----		4.04	5
Survival life skills	4.60	7	4.91	7	3.79	5	3.19	2	3.00	1	3.52	3
Total	1170		956		99		35		29		51	

Survival skills are the important expectations among students; trainers and employers, while parents and pupils rated this last. Trainers, employers, parents and students rated character building 1,2 and 3 respectively, while pupils saw this as the least expected. For them their expectation of this education was formal employment, followed by informal employment and improved literacy, confirming the responses in the question of why they went to school.

The least thing the employer expects from Basic Education is formal employment, not even informal employment. The employer it appears sees the helplessness and hopelessness of the products of the Basic Education as they join the industries.

The least thing the pupil expects is character building. May be because they do not see anything of this nature in the curriculum, or it is not as visible or prominent in the society as employment is. What they want to get from school is employment - they have higher hopes for this - it appears this is the essence of education on their part.

Having asked about their expectations of the Basic Education, it was necessary to find out if they felt that Basic Education was meeting these expectations. The responses for the various groups are shown in Table 5.4 below.

Table 5.4: Are Your Expectations Being Met?

Response	Total		Parents		Pupils		Students		Trainers		Employers	
	No	%	No.	%	No.	%	No.	%	No.	%	No.	%
Yes	624	53.33	527	55.13	57	57.58	16	45.7	9	31.03	15	29.41
No	501	42.82	390	40.79	42	42.42	18	57.4	17	58.62	34	66.67
No Response	45	3.84	39	4.08	-----		1	2.9	3	10.34	2	3.92
Total	1170	100	956	100	99	100	35	100	29	100	51	100

The majority (53.33%) of the respondents stated that they felt their expectations of the Basic Education were being met, while 42.82% indicated their expectations were not being met. It should be noted that the majority of those who said yes came from parents and pupils, while the majority of the students; trainers and employers indicated that their expectations were not being met.

Considering the expectations indicated by various groups it is not surprising that those who are dealing with the products of Basic Education in the world of work and the world of training indicated that their expectations had not been fulfilled, while the pupils felt they had their expectations fulfilled and so were the parents who were dealing with the children at home and could see those expectations being fulfilled as they have indicated.

Perceived Benefits of Basic Education to the Nation

Respondents were asked to indicate in order of preference, from the most important to the least important, the benefits, which they thought the country could get from Basic Education. Supposing the Government introduced Basic Education for all Zambians and the majority of Zambian people had only 9 years of learning, what would it benefit Zambia? The Table below shows the responses of 1170 respondents showing the benefits in order of their perceived importance.

Table 5.5: Respondents' Perceived Benefits of Basic Education to the Nation

Benefit	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Literate citizenry	720	382	249	328	175	12	-	-	57	1.67	1
Informed citizenry	254	327	122	106	96	191	5	2	68	2.67	2
Numerate citizenry	92	265	251	153	241	89	-	1	78	3.41	3
Improved Health	88	176	329	199	182	62	35	3	81	3.45	4
Semi skilled workforce	51	97	146	315	170	307	3	7	74	4.29	5
Improved nutrition	96	40	127	217	276	308	9	4	93	4.40	6

The picture in the table above shows that most of the respondents thought the major benefits Basic Education could give to the nation were "literate citizenry", "informed citizenry," and a "numerate citizenry." Other benefits which were not as important as these were "health" "literate labour force", and lastly "nutrition".

When the five groups of respondents are examined separately, there are some differences in their perceived benefits.

The table below shows the differences in preference of the items among the respondents.

Table 5.6: Compared Perceived Benefits of Basic Education to the Nation

Benefit	All		Parents		Pupils		Students		Trainers		Employers	
	MS	Rank	MS	Rank	MS	Rank	MS	Rank	MS	Rank	MS	Rank
Literate Citizenry	1.67	1	1.59	1	2.41	2	1.63	1	1.12	1	0.90	1
Informed citizenry	2.67	2	3.16	2	2.24	1	2.63	2	3.54	3	2.39	2
Numerate citizenry	3.41	3	3.40	3	3.74	4	3.53	4	3.07	2	3.34	3
Improved Health choices	3.46	4	3.54	5	2.68	3	3.66	5	3.96	4	3.95	5
Semi-skilled work force	4.29	5	4.33	6	4.89	6	3.36	3	4.04	5	3.47	4
Improved nutrition status	4.40	6	3.42	4	4.01	5	4.10	6	4.21	6	4.81	6
Total	1170		956		99		35		29		51	

Apart from pupils, all the other respondents agreed that the most important benefit the nation can get from the provision of Basic Education is a literate citizenry. All these groups gave this item high priority. Except for the pupils and trainers, all agreed that the next important benefit was that of making citizens informed, followed by numeracy.

The least perceived benefit is, however, improved nutrition status. It may have been observed that though these pupils go through the education system, there is very little change in terms of nutrition. It may also be that there is not much in our education system which has to do with home economics or food issues. The same thing could be said of health, which did not receive high rating among the groups of stakeholders.

Quality of Education

The stakeholders were also asked as to what they thought would contribute to quality Basic Education. They were asked to list those things in terms of their importance or priority -what they thought was of the foremost importance and of the least importance in their contribution to quality education.

The table below shows the responses of the respondents.

Table: 5.7: Determinants of Quality of Basic Education from All Respondents (1170)

Item	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Trained teachers	740	99	85	108	18	24	10	3	83	1.79	1
Teaching/learning materials	226	796	462	484	150	528	483	104	71	2.94	2
Adequate textbooks	117	362	1044	728	490	468	532	40	91	3.50	3
Resourced library	60	124	209	198	227	144	112	13	83	4.24	4
Suitable infrastructure	108	106	157	176	232	157	107	42	79	4.29	5
Good sanitation	82	70	42	140	209	249	272	17	89	5.07	6
Adequate furniture	67	49	47	116	180	267	271	64	92	5.26	7

The table shows that teachers were the most important factor to quality education. Many respondents in the questionnaire, including those interviewed emphasised having trained and experienced teachers in the education system if quality education was to be offered. Of course, to have qualified and experienced teachers, was not enough, but that these teachers should be motivated teachers, through offering them good conditions of service, and government providing learning and teaching materials, a determinant of quality education which was ranked second followed by adequate text books.

In the last place was furniture, which was ranked below good sanitation. To the majority of the respondents these items did not assume high priority. But when the results were compared, there were some differences, though the five groups of stakeholders still showed some agreements among some determinants of quality education. The results are shown in Table 5.8 below.

Table 5.8: Determinants of Quality Basic Education among 5 Groups

Determinant	All		Parents		Pupils		Students		Trainers		Employers	
	MS	Rank	MS	Rank	MS	Rank	MS	Rank	MS	Rank	MS	Rank
Trained teachers	1.79	1	1.77	1	2.22	1	1.87	1	1.84	1	1.44	1
Teaching/learning materials	2.94	2	2.93	2	3.54	2	2.36	2	2.57	2	2.55	2
Adequate Textbooks	3.50	3	3.46	3	3.59	3	3.25	3	4.65	7	3.54	3
Resourced library	4.24	4	4.20	4	4.64	5	4.27	4	3.96	4	4.26	5
Suitable infrastructure	4.29	5	4.25	5	5.60	8	4.31	5	3.26	3	3.63	4
Good sanitation	5.07	6	5.11	6	5.03	6	4.36	6	4.34	5	5.30	7
Adequate furniture	5.26	7	5.45	7	3.60	4	5.03	7	5.03	6	5.17	6
Laboratories	---		---		5.11	7						

When the results were compared, the two most important determinants of quality basic education - "trained teachers" as number one and "learning and teaching materials" which came out as first and second among all the groups. All the five groups agreed on these items as the major determinants of quality education.

Textbooks were considered the third most important determinant of quality education by all, except, the trainers who placed it at the bottom of the list of the things, which could affect the quality of Basic Education. All, except pupils and employers who rated it 5th, rated resourced library 4th.

There was a difference of opinion on the contribution of infrastructure and sanitation to quality education among the five groups of respondents, though not so much with furniture, which was rated almost least by all, apart from pupils who rated it 4. It is understandable that it is mainly pupils who feel the inconvenience of sitting on the floor when they are learning. They are the people whose performance may be directly affected by inconvenience of not having a chair to sit on.

Discussion

As stated in the earlier chapters, educators, researchers and stakeholders have discussed the quality, relevance and flexibility of Zambia's education system in general and of the curriculum in particular. They have argued that the education system has failed to rise to the challenges of the nation, to meet the various expectations of the stakeholders. It has been stated the curriculum is inflexible, irrelevant and insensitive to the interests and abilities of the learners and the needs of the community, and that it is of poor quality (Focus on Learning, 1992). In the same document, it has been further stated that the curriculum has usually been imposed upon the learners and their parents by the officials

from the Ministry - not taking into consideration the views of the stakeholders - the learners and the public including the teachers'.

Respondents generally agreed on the nature of the education system, what they expected of it, what its benefits to the nation and to individuals were and on other general issues although there were a few who had dissenting views.

In the Ministry of Education Policy Document "Educating our Future," the aim of basic education in its broad terms is that education exists for the sake of the learners and the community in which the learning takes place. It is thus stated:

"The overarching aim of school education, therefore, is to promote the full and well-rounded development of the physical, intellectual, social, affective, moral and spiritual qualities of all pupils so that each can develop into a complete person, for his or her own personal fulfilment and the good of the society" (Educating Our Future, 1996:29).

Many stakeholders have advocated for quality (primary) basic education with the understanding that more people will benefit from basic education in that it contributes to the development of the nation by equipping the majority with basic knowledge of hygiene, farming, family planning, civic responsibilities, numeracy and literacy, problem solving and decision-making. It is partly for this reason that the Ministry of Education and the participating partners are trying to invest a substantial amount of money in basic education through BESSIP by providing learning materials, training teachers and rehabilitating the infrastructure.

But over the years the investment in basic education has not yielded the desired results to the expectations of the nation and individuals. FINNIDA's industrial programmes in primary schools in the eighties failed to yield the expected results as equipment slowly vanished from schools. The Home Economics classes in basic schools have also not yielded much of the required results, as there has not been steady supply of equipment (Chakulimba and Simukoko, 1994). In general, graduates of basic education schools have not been equipped with the required knowledge skills and values. This has therefore necessitated the re-examination of the education policy in general, and the basic education curriculum, in particular.

It has generally been observed that the education system has not been providing pupils with the standard education to which they are entitled. It is not providing the people of Zambia with the good return for the substantial investment in basic education that the government makes each year. Children in basic education have the right to the fullest possible personal development, through high standard of teaching and educational support that will promote effective learning. To safeguard this right, the Ministry of Education has the obligation to ensure that the many factors that contribute to quality education - the curriculum and its associated materials, the actual teaching methodologies, the teachers, the assessment processes, school supervision, the management structures, the infrastructure - are such that they will promote effective teaching and learning.

CHAPTER 6

RECOMMENDATIONS

"The school curriculum consists in the content, structure and processes of teaching and learning which the school provides in accordance with its educational objectives and values. It includes the concepts, knowledge, skills, attitudes and values, which pupils incorporate through the process of schooling. But it also denotes those aspects that arise from the general character and organisation of each individual school and which collectively make up the culture or ethos of the school" (Educating Our Future, 1996: 32).

This chapter looks at some salient findings of this study and presents the researchers' recommendations based on these findings.

What Should Pupils in Basic School Learn?

The general picture from the respondents in the questionnaire and those who participated in the interviews and group discussions was that while the current curriculum has all the necessary content, it was lacking in provision of practical and survival skills. Further, it was pointed out that Basic Education curriculum did not impart the desired values and virtues of the Zambian society. The stakeholders further indicated the inadequacies of the current curriculum in imparting our cultural heritage to the pupils.

The respondents indicated that they would like practical subjects/skills to be re-introduced and that the curriculum should emphasise hygiene, literacy and numeracy. They further indicated that crosscutting issues should be introduced and in some cases strengthened at all levels of the Basic School curriculum.

Respondents also indicated that Basic School leavers should acquire knowledge and understanding in literacy, religion, numeracy, science and technology and social issues.

In light of the views of respondents above about the curriculum and what they would like to see we are **recommending** the following:

- Learners at the Basic Education level should be equipped with adequate and relevant knowledge and understanding of literacy, numeracy, science, technology, religion and social issues.

- The curriculum should help pupils acquire virtues, values and attitudes, which are required of them in the community. These could be strengthened in all subjects across the curriculum especially spiritual/ moral education and social studies.
- In light of the stakeholders' need for crosscutting issues like life skills, democracy, reproductive health, family life, gender issues, corruption, drug abuse, children's rights and environmental education, the curriculum should include these issues. These issues, however, should be taught in an integrated manner across the curriculum
- Since the majority of the leavers may not be able to go on to higher levels of education some practical subjects for enhancement of pupils' entrepreneurship skills should be included in the curriculum. This could be achieved through the re-introduction and, in some cases, reinforcing of the teaching of practical subjects, such as carpentry, woodwork, home economics, tailoring, metalwork and gardening. These could be offered according to availability of resources in and their relevance to each area.
- To offer practical skills, Basic Schools should be equipped with necessary tools and materials and security should be tightened to safeguard the tools and materials.
- Pupils at the Basic education level will need Sports, Music and aesthetics, and thus subjects like Physical Education, Music and Art should be taught.
- In order to give due attention to the teaching of practical skills, values and virtues, greater weight should be given to continuous assessment than to examinations as a means of evaluating pupils' progress. This will help to lessen the emphasis placed on teaching for examinations.
- Culture should be fostered through the teaching and using of pupils' languages and history. The content should include the cultural heritage of the local area as a basis of understanding other cultures within Zambia and abroad. Therefore, the teaching of Local Languages should be strengthened and introduced at an early stage.

In terms of subjects to be taught at Basic School levels we are **recommending** the following:

- Lower Basic pupils should be taught a Zambian language, Religious Education (spiritual and moral values), physical education, music, art, mathematics and environmental science. At this level we expect pupils to have a foundation in initial literacy and numeracy in their mother tongue, and should have a broadened understanding of their environment. English should be taught simultaneously with the relevant Zambian Language.

- Middle basic pupils should continue with the 'content' of the Lower Basic, but other 'contents' should be introduced like practical subjects. At this level the pupils are older and able to appreciate and understand what they learn and can make use of the knowledge in their lives.
- Upper Basic pupils should begin to learn some of the areas (contents) above in more detail. Thus, subjects like music, art, practical subjects could become optional at this level, but subjects like civics, geography should be introduced. The environmental science could also begin to be dealt with in a more specialised way through areas like biology, chemistry and physics etc.

Methods of Teaching

The views of different stakeholders indicated that the Basic School leavers lacked 'life' skills in general and this was further confirmed by the pupils' responses who also felt that they lacked confidence to be self-reliant. This could be linked to methods of teaching currently being used in the schools. Pupils appear to be on the receiving end, as teachers assume the role of knowledge providers. It appears pupils are mostly spoon-fed to an extent where they rely on the teacher for all aspects of their learning.

Many stakeholders and especially pupils indicated that they would like to be taught through methods where they have an active role (participative). Among the methods preferred are problem solving, group work, visiting places, pupil-teacher discussion and question and answer. Pupils further preferred approaches where they take control of their own learning.

In light of these views we recommend the following:

- Teachers should utilise pupil-centred methods as much as possible. The use of a variety of methods in the teaching/learning process motivates pupils. The methods should be selected in relation to the local situation and need.
- When presenting the subject content, pupils' social, economic and cultural experiences, interests and needs should be taken into consideration.
- Methods of teaching should foster intellectual freedom, equality and democracy.
- The daily life of the school should be based on democratic principles, gender equality, freedom of expression and respect for each other's views in order to promote a conducive atmosphere.
- Curriculum should constantly be reviewed according to the changing needs of the community and the nation as a whole.

Medium of Instruction

The overwhelming majority of the stakeholders indicated that English should be the medium of instruction starting from the lower basic level. They rejected the use of mother tongue or local language as a medium of instruction. They would not like to have one local language imposed upon them or on their children. Pupils felt that local languages would not help them in the labour market. They were in a world where English had assumed a central role in the lives of the people now, and will do so in future.

It should be pointed out that stakeholders are not looking at this issue from a pedagogical point of view but from the economic and cultural aspect. However, research has shown that children easily learn or acquire initial literacy when they learn in their own mother tongue. There is evidence that those who start education in their mother tongue find it easier to learn to read and write than those who start learning in a second language.

We, therefore recommend the following:

- Where possible, a mother tongue or local language should be used at Lower Basic level, because of the educational benefit. English could be taught as one of the subjects along side the local language and other subjects.
- In urban schools where children of different mother tongues are found, a local language used in that area should be a medium of instruction from Grade 1 to Grade 4.
- From Grade 5 onwards, English should be used as a medium of instruction with a local language as one of the subjects.
- Books in local languages or/and mother tongues and teachers to teach in local languages should be provided.

Examinations

All respondents who included pupils agreed that there should be examinations, and indicated that these should be at Grade 4, 7, and at the end of the Basic Education level - Grade 9.

However, in our discussion it was pointed out that examinations should not form the backbone of the basic education system, but rather they should seek to inform pupils about their progress. Such information would be useful for teachers and other stakeholders (parents, Ministry officials etc) as well. Thus, the focus and structure and reporting of the results of such tests or examinations should change. Results are expected to highlight strengths and areas of difficulties on the part of pupils where attention or further help may be provided and so a new way of assessing the pupils should be adopted.

We, thus **recommend** the following:

- Examinations should **not** be used for selection purposes, but to determine pupils' attainment levels. Such examination results should be used to inform the pupil and other stakeholders. Further, teachers should utilise such information to improve their pedagogical approaches to the benefit of all pupils.
- Continuous assessment should be one of the ways used to assess pupils' performance at each of the levels indicated by stakeholders (grade 4, 7 and 9) at Basic Education level in addition to end of year examinations
- Teachers should be trained in the assessment procedures based on continuous assessment. This could be done in pre-service training colleges, and/or by mounting short refresher courses for teachers who are already in the system.

Teachers

Stakeholders indicated that they would like to have qualified teachers at all levels of Basic Education system. Pupils in discussion groups felt it was unfair for them in Basic Schools to have teachers who are untrained, and to have seconded teachers from the lower and middle basic levels teach at upper basic, while their counterparts in secondary schools, now high schools, had teachers trained to teach at the upper level of the basic education.

Stakeholders also indicated that they would like to have teachers that 'maintain discipline' and are able to prepare for their lessons. The other attributes indicated were; marking pupils books/work, giving homework, being helpful to pupils, motivating pupils, showing no favouritism, being punctual, being smart and knowing the subject matter. They further indicated that they would like to see teachers perform the following roles; teaching subjects, showing good examples to pupils and counselling pupils.

We, therefore, **recommend** the following:

- Only qualified teachers should teach at all levels of basic education. The government should provide more trained teachers to schools, for one of the major determinants of quality education is the availability of trained teachers. Availability of trained teachers in lower basic will ensure a strong foundation in pupils' education.
- The MOE should not second teachers to levels that they are not qualified to teach. Teachers trained for the lower and middle basic should not be used in the upper basic. Teachers who are teaching in the upper basic education should be as qualified as those currently teaching in the secondary schools.
- In-service training should be strengthened for teachers who are already in the system. Short refresher courses should be mounted to re-equip serving teachers

with the new contents and methods of teaching. This could be done in districts using Resource Centres.

- Teachers should be motivated by improving their working conditions, and raising their salaries.
- A body to look into professional ethics of teachers should be established to come up with a code of conduct

Roles of Parents and Employers

Stakeholders indicated that parents would provide school requirements for their children. They further indicated that they would be of help to their children with home work where possible. Further, parents were of the view that they could be of help in teaching pupils at home in the following areas/aspects; morals, culture and hygiene. These ranked highly among other aspects mentioned.

Among the responses from employers counselling and guiding pupils was rated number one followed by 'building school infrastructure'. Employer stakeholders saw their role in Basic Education as that of offering career counselling and guidance. They indicated also that they could contribute towards building school infrastructure.

We, thus, **recommend** that:

- Linkages between school and the community (parents) should be established so that parents develop ownership of the school and take part in the teaching and learning of their children. This will ensure security for the school.
- School-Industry partnership should be considered. This could help both institutions to the benefit of the pupils.

Roles of PTAs and Educational Boards

Many stakeholders did not respond to questions about PTAs and Educational Boards. A few who responded indicated that PTAs had a role in 'improving school environments', 'overseeing the running of the schools', 'looking after school funds' and 'providing financial support to schools'. Others, however, indicated that PTAs should not have the stated responsibilities because in their view they 'mess-up' schools.

Respondents perceived the roles of Educational Boards to be 'improving standards of education in schools', 'helping schools to be self sufficient', 'supervising teachers' and 'implementing school subjects'.

It appears there is lack of information and mistrust about what Parents and Teachers Association (PTAs) are and what they do. Educational Boards on the other hand are still

a new concept and it is understandable that many stakeholders were not aware of their role or functions.

In light of the above, we **recommend** that:

- The Ministry of Education should sensitise the parents (communities) and teachers about the importance of PTAs
- Good works and models of PTAs and Educational Boards should be publicised
- Public accountability of PTAs and Educational Boards wherever they exist should be emphasised.

School Calendar

There were varying views among the stakeholders when the question concerning what the timetable of the school in each area should be. The majority of the parents felt that the current arrangement in the school should continue, whereby the activities of the communities and seasons are not considered. But the majority of the pupils and students felt that activities of the communities and the seasons should be considered in making the school calendars. Some parents and pupils mentioned that schools should be closed in the rainy season so that pupils can help in farming activities. Others felt that rainy season disadvantaged pupils who stayed far away from a school. A few respondents felt that schools should close during the cold season for the sake of pupils in the lower basic schools.

We thus, **recommend** the following:

- The current calendar should continue, at least for now, but it should be revisited in future considering that a good number of parents in rural areas find it difficult to pay school fees at the beginning of the year. In future, opening schools in September should be considered, and reducing three terms to two terms with a long winter break.
- Based on the current arrangement, schools should open in February to allow (working) parents to get their January pay, considering that December pay is usually spent on the festival activities.

Should the Curriculum be Localised and Individualised?

The majority of the respondents indicated that the curriculum should not be determined by what was prevailing in the local community. Their view was that pupils in the country should be subjected to the same curriculum.

As to whether interest and abilities of the pupils should be taken into consideration in running the schools, the majority of respondents, especially parents felt that interests and abilities of the learners should not determine what should be taught. They felt that individual interests should give way to national interests.

Recommendations

- Although the majority of the respondents would like to have a curriculum that is national, learning in various local areas should reflect the activities which are going on. In other words the curriculum should be flexible enough to include the activities of the local communities, where those who drop out of the school system will live.
- To implement the recommendation above, the members of the community should be involved in the teaching of practical and life skills. This can be made possible by making the school timetable flexible enough to allow pupils to get engaged in the local cultural and economic activities of their communities.
- Learning should consider the interests and abilities of the pupils. Schools should provide a number of "elective" subjects, which pupils can take according to their interests and abilities apart from those which could be considered 'core'.

Quality of Basic Education

Quality education is highly dependent on a number of determinants. Among the determinants of quality education to which stakeholders gave high priority were trained teachers, teaching and learning materials and textbooks. The other determinants, which were mentioned by the respondents, were resourced libraries, suitable infrastructure and adequate furniture. Pupils gave higher preference than other stakeholders did to "adequate furniture."

It has generally been observed that without trained teachers, there could be no quality education. Trained and well-motivated teachers are essential to the provision of quality education. Besides teachers, learning and teaching materials in form of charts, equipment, supplementary books, and more especially adequate textbooks are very essential determinants of quality education. Textbooks enhance capabilities of the learners.

In the same vein, libraries are very necessary tools for learning. They supplement that which teachers offer. They enhance learning capacities of the learners. Further, quality education can only be provided in an environment which is conducive to learning. Run-down infrastructures and absence of furniture have been found to be a hindrance to the provision of quality education and, indeed, to the learning of the pupils. Pupils cannot concentrate on learning when the roof is leaking; the windows are letting in wind, and they are seated on the floor.

Therefore we are recommending the following:

- The Ministry of Education should ensure that all teachers at all levels are qualified. This could be done by sponsoring teachers for in-service courses.
- The Ministry of Education should spend a reasonable proportion of funds on provision of learning materials and textbooks to enhance learning and teaching processes.
- To sustain a steady supply of textbooks, learners should directly contribute to the supply of textbooks. Each pupil should pay an affordable and reasonable rental fee, which should be put into a revolving fund in each school or in an Education Board. This fund should be used to replenish supplies of learning materials and textbooks at least every third year or at the end of a life span of a textbook.
- To check and restrain the abuse of this system by School Boards or school authorities, legal regulations should be put in place.
- Basic Schools should be equipped with libraries and laboratories.
- There should be a continuous rehabilitation and building of the learning infrastructure to create a favourable learning environment, and to provide more places.
- Furniture should be provided by the Ministry of Education, and regularly repaired by the schools through their school workshops.

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APPENDICES

Appendix A

Tables Referred to in the Main Text (Chapters)

Table 2.6: Showing Responses on Whether Leavers Have Knowledge and Understanding of the Areas Indicated.

	Literacy	Cultural heritage	Religion	Numeracy	Science & technology	Social Issues
Parents	Yes	290	656	724	586	775
	No	664	298	231	369	180
	N.R.	2	2	1	1	1
	Total	956	956	956	956	956
Employers	Y	27	33	33	30	35
	N	23	17	17	20	15
	N.R.	1	1	1	1	1
	Total	51	51	51	51	51
Trainers	Y	12	23	23	16	18
	N	17	6	6	13	7
	N.R.	0	0	0	0	0
	Total	29	29	29	29	29
Pupils	Y	25	45	14	59	78
	N	71	51	82	37	17
	N.R.	3	0	3	3	4
	Total	99	99	99	99	99
Students	Y	15	27	21	19	33
	N	20	8	14	16	2
	N.R.	0	0	0	0	0
	Total	35	35	35	35	35

AREA OF COMPETENCE	STUDENTS		PUPILS		TRAINERS		EMPLOYERS		PARENTS		TOTAL
	No.	%	No.	%	No.	%	No.	%	No.	%	
Reading	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Communication	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Numeracy	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Computer Literacy	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Typing	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Carpentry	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Book Keeping	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
Brick Laying	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5
	1	0.1	1	0.1	1	0.1	1	0.1	1	0.1	5

Table 3.5: Showing Competences Respondents Would Like to See in the Curriculum

Table 2.9: Showing Respondents' Views on Whether the Indicated Virtues/Values Are Being Achieved.

	Respect		Tolerance		Self-reliance		Conflict resolution		Co-operation		Interdependence		Problem solving		Hygiene		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Parents (956)	Yes	913	451	606	293	781	496	654	850	24	32	24	32	654	850	24	32
	No	95.5	47.2	63.4	30.6	81.7	51.9	59.0	88.9	59.0	70.6	59.0	70.6	59.0	88.9	59.0	70.6
Employers (51)	NR	42	503	349	662	174	459	391	105	409	11.0	409	11.0	391	105	409	11.0
	Yes	4.4	52.6	36.5	69.2	18.2	18.2	48.0	11.0	40.9	11.0	40.9	11.0	391	105	40.9	11.0
Trainers (29)	Yes	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
	No	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0	2.0
Pupils (99)	Yes	24	14	15	10	23	17	25	13	24	23	17	25	13	23	17	25
	No	82.8	48.3	51.7	34.5	79.3	75.8	58.6	44.8	79.3	76.8	58.6	44.8	79.3	76.8	58.6	44.8
Students (35)	NR	4	14	13	18	5	11	37	3	15	10.3	11	37	3	15	10.3	37
	Yes	13.8	48.3	44.8	62.1	17.2	21.2	37.9	10.3	51.7	10.3	37.9	10.3	51.7	10.3	37.9	10.3
TOTAL	Yes	33	22	25	13	30	16	24	32	24	32	24	32	24	32	24	32
	No	94.3	62.9	71.4	37.1	85.7	45.7	68.6	91.4	68.6	91.4	45.7	68.6	91.4	68.6	91.4	68.6
TOTAL	NR	2	13	10	22	5	19	3	3	11	3	11	3	11	3	11	3
	Yes	5.7	37.1	28.6	62.9	14.3	54.3	31.4	8.6	31.4	8.6	31.4	8.6	31.4	8.6	31.4	8.6

COMPETENCE	STUDENTS	PUPILS	TRAINERS	EMPLOYERS	PARENTS	STUDENTS	TOTALS				
Basket making	%7.7	422	%1.1	41	%13.7	7	%1.9	58	NR		
	%9.3	424	%1.1	41	%13.7	12	%5.7	57	DS		
	%9.5	422	%42.9	19	%2.7	32	%7.7	52	AG		
	%5.0	58	%5.7	21	%8.8	5	%7.3	55	NR		
	%20.3	238	%2.7	5	%8.6	5	%18.5	51	DS		
	%7.7	874	%3.7	43	%3.0	14	%8.0	94	GV		
	%6.9	44	%1.1	41	%8.6	5	%3.5	15	NR		
	%4.1	463	%3.2	23	%7.3	7	%4.3	61	SD		
	%2.0	72	%5.5	35	%5.9	66	%1.3	58	GV		
	%5.6	99	%1.1	11	%9.6	01	%5.3	33	NR		
Dancing	%0.9	507	%1.7	31	%1.0	6	%8.8	62	SD		
	%3.1	393	%4.1	18	%0.6	52	%0.8	62	GV		
	%6.9	44	%1.1	41	%8.1	9	%5.5	35	NR		
	%0.5	585	%5.7	91	%6.9	62	%5.0	38	SD		
	%3.4	508	%1.5	18	%1.3	91	%0.4	20	GV		
	%2.2	19	%1.1	31	%8.6	5	%6.3	43	NR		
	%4.7	384	%1.7	29	%7.1	43	%1.4	92	SD		
	%4.7	179	%0.0	41	%5.2	6	%0.2	33	GV		
	%8.5	89	%6.2	1	%9.6	01	%9.3	43	NR		
	%6.5	707	%6.6	42	%4.7	41	%9.9	62	SD		
Net making	%2.9	502	%2.8	01	%6.2	42	%8.1	40	GV		
	%1.5	09	%9.2	1	%8.8	4	%3.3	23	NR		
	%6.6	588	%6.8	41	%7.0	9	%3.5	01	SD		
	%3.5	353	%8.4	47	%7.2	23	%3.3	41	GV		
	Plumbing	%5.2	19	%9.2	1	%8.7	5	%6.3	43	NR	
		%4.7	384	%1.7	29	%7.1	43	%1.4	92	SD	
		%4.7	179	%0.0	41	%5.2	6	%0.2	33	GV	
		%8.5	89	%6.2	1	%9.6	01	%9.3	43	NR	
		%6.5	707	%6.6	42	%4.7	41	%9.9	62	SD	
		Weaving	%0.5	09	%9.2	1	%8.8	4	%3.3	23	NR
%6.6			588	%6.8	41	%7.0	9	%3.5	01	SD	
%3.5			353	%8.4	47	%7.2	23	%3.3	41	GV	
TOTALS			%5.2	19	%9.2	1	%8.7	5	%6.3	43	NR
			%4.7	384	%1.7	29	%7.1	43	%1.4	92	SD
	%4.7		179	%0.0	41	%5.2	6	%0.2	33	GV	
	%8.5		89	%6.2	1	%9.6	01	%9.3	43	NR	
	%6.5		707	%6.6	42	%4.7	41	%9.9	62	SD	
	%1.5		09	%9.2	1	%8.8	4	%3.3	23	NR	
	%6.6		588	%6.8	41	%7.0	9	%3.5	01	SD	
	%3.5	353	%8.4	47	%7.2	23	%3.3	41	GV		
	COMPETENCE Cont	%5.2	19	%9.2	1	%8.7	5	%6.3	43	NR	
		%4.7	384	%1.7	29	%7.1	43	%1.4	92	SD	
%4.7		179	%0.0	41	%5.2	6	%0.2	33	GV		
%8.5		89	%6.2	1	%9.6	01	%9.3	43	NR		
%6.5		707	%6.6	42	%4.7	41	%9.9	62	SD		
%1.5		09	%9.2	1	%8.8	4	%3.3	23	NR		
%6.6		588	%6.8	41	%7.0	9	%3.5	01	SD		
%3.5		353	%8.4	47	%7.2	23	%3.3	41	GV		
TOTALS		%5.2	19	%9.2	1	%8.7	5	%6.3	43	NR	
		%4.7	384	%1.7	29	%7.1	43	%1.4	92	SD	
	%4.7	179	%0.0	41	%5.2	6	%0.2	33	GV		
	%8.5	89	%6.2	1	%9.6	01	%9.3	43	NR		
	%6.5	707	%6.6	42	%4.7	41	%9.9	62	SD		
	%1.5	09	%9.2	1	%8.8	4	%3.3	23	NR		
	%6.6	588	%6.8	41	%7.0	9	%3.5	01	SD		
	%3.5	353	%8.4	47	%7.2	23	%3.3	41	GV		

COMPETENCE	PARENTS	EMPLOYERS	TRAINERS	PUPILS	STUDENTS	TOTALS
Cont'd	AG 406	24		63	14	507
	DS 520	16		27	20	583
	NR 30	11		9	1	51
Fishing	AG7 21	44		83	27	875
	DS 211	2		7	7	227
	NR 24	5		9	1	39
Home Economics	AG 780	45	24	91	30	970
	DS 116	1	2	4	4	127
	NR 60	5	3	4	1	73
Tailoring	AG 587	40	22	64	27	740
	DS 341	7	4	21	7	380
	NR 28	4	3	14	1	50
Music	AG 680	39	21	56	19	815
	DS 246	9	4	34	13	306
	NR 30	3	4	9	3	49
Pottery	AG 558	37	20	45	18	679
	DS 365	8	4	45	15	437
	NR 33	6	5	9	1	54
Crafts	AG 627	44	23	39	21	754
	DS 282	3	2	51	13	351
	NR 47	4	4	9	1	65

COMPETENCE Cont'd	PARENTS		EMPLOYERS		TRAINERS		PUPILS		STUDENTS		TOTALS		
	AG	DS	AG	DS	AG	DS	AG	DS	AG	DS			
Sport	AG	855	89.5%	40	78.5%	26	89.6%	93	94.0%	31	88.5%	1045	89.3%
	DS	62	6.5%	3	5.9%	2	6.9%	1	1%	2	5.7%	70	6.0%
Hygiene	AG	912	95.4%	44	86.3%	26	89.7%	83	83.9%	33	94.3%	1098	93.8%
	DS	20	2.1%	-	-	8	8.1%	1	2.9%	1	2.9%	29	2.5%
Gardening	AG	795	83.2%	44	86.3%	28	96.6%	88	88.8%	32	91.4%	987	84.3%
	DS	86	9.0%	1	2%	-	-	4	4.0%	1	2.9%	92	7.9%
Civic Education	AG	903	94.5%	45	88.3%	27	93.2%	91	91.9%	33	94.3%	1099	93.9%
	DS	26	2.7%	1	2%	1	3.4%	-	-	-	-	28	2.4%
Spiritual & Moral Values	AG	923	96.5%	44	86.3%	27	93.2%	83	83.8%	34	97.1%	1111	94.9%
	DS	7	0.7%	2	3.9%	1	3.4%	12	12.1%	-	-	22	1.9%
Production Units	AG	836	87.4%	45	88.3%	26	89.7%	75	75.7%	32	91.4%	1014	86.7%
	DS	67	7.0%	-	-	-	-	12	12.1%	2	5.7%	81	6.9%
Activities For Children With Special Educational Needs (SENS)	AG	803	84%	39	76.5%	25	86.2%	65	65.7%	29	82.8%	961	82.2%
	DS	89	9.3%	4	7.8%	2	6.9%	13	13.1%	5	14.3%	113	9.6%
	NR	64	6.7%	8	15.7%	2	6.9%	21	21.2%	1	2.9%	96	8.2%

Entrepreneurship	PARENTS		EMPLOYERS		TRAINERS		PUPILS		STUDENTS		TOTALS	
	AG	DS	AG	DS	AG	DS	AG	DS	AG	DS		
AG	855	89.5%	40	78.5%	26	89.6%	93	94.0%	31	88.5%	1045	89.3%
DS	62	6.5%	3	5.9%	2	6.9%	1	1%	2	5.7%	70	6.0%
NR	39	4.1%	8	15.7%	1	3.4%	5	5.1%	2	5.7%	55	4.7%
AG	912	95.4%	44	86.3%	26	89.7%	83	83.9%	33	94.3%	1098	93.8%
DS	20	2.1%	-	-	8	8.1%	1	2.9%	1	2.9%	29	2.5%
NR	24	2.5%	7	13.7%	3	10.3%	8	8.1%	1	2.9%	43	3.7%
AG	795	83.2%	44	86.3%	28	96.6%	88	88.8%	32	91.4%	987	84.3%
DS	86	9.0%	1	2%	-	-	4	4.0%	1	2.9%	92	7.9%
NR	75	7.8%	6	11.8%	1	3.4%	7	7.1%	2	5.7%	91	7.8%
AG	903	94.5%	45	88.3%	27	93.2%	91	91.9%	33	94.3%	1099	93.9%
DS	26	2.7%	1	2%	1	3.4%	-	-	-	-	28	2.4%
NR	27	2.8%	5	9.8%	1	3.4%	8	8.1%	2	5.7%	43	3.7%
AG	923	96.5%	44	86.3%	27	93.2%	83	83.8%	34	97.1%	1111	94.9%
DS	7	0.7%	2	3.9%	1	3.4%	12	12.1%	-	-	22	1.9%
NR	26	2.7%	5	9.8%	1	3.4%	4	4%	1	2.9%	37	3.2%
AG	836	87.4%	45	88.3%	26	89.7%	75	75.7%	32	91.4%	1014	86.7%
DS	67	7.0%	-	-	-	-	12	12.1%	2	5.7%	81	6.9%
NR	53	5.5%	6	11.8%	3	10.3%	12	12.1%	1	2.9%	75	6.4%
AG	803	84%	39	76.5%	25	86.2%	65	65.7%	29	82.8%	961	82.2%
DS	89	9.3%	4	7.8%	2	6.9%	13	13.1%	5	14.3%	113	9.6%
NR	64	6.7%	8	15.7%	2	6.9%	21	21.2%	1	2.9%	96	8.2%

Table 3.6: Showing Respondents' Views on Whether the Indicated Issues Should be Included in the Curriculum. (Key: AG stands for Agree, DS stands for Disagree and NR stands for No Response)

STUDY AREA	PARENTS		EMPLOYERS		TRAINERS		PUPILS		STUDENTS		TOTALS		
	AG	DS	AG	DS	AG	DS	AG	DS	AG	DS			
Democracy	AG	487	82%	38	5.9%	28	96.6%	82	82.9%	30	85.7%	962	82.2%
	DS	109	18%	3	5.9%	-	-	2	2%	2	5.7%	116	9.9%
	NR	63	9%	10	19%	1	3%	5	22%	3	8.6%	76	6.9%
Hiv Aids	AG	919	96.1%	47	92.1%	28	96.6%	89	89.7%	33	94.3%	1116	95.4%
	DS	23	4%	2	3.9%	-	-	3	3%	1	2.9%	29	2.5%
	NR	41	5%	2	3.9%	1	3%	7	11%	1	2.9%	51	4.1%
Human Rights	AG	866	90.3%	27	82.3%	27	93.1%	88	88.9%	32	91.4%	1051	90.0%
	DS	60	6%	3	5.9%	-	-	-	-	1	2.9%	64	5.5%
	NR	32	3%	9	11.8%	2	6.9%	11	11.1%	2	5.7%	53	4.5%
Population Education	AG	822	86%	40	78.4%	42	82.8%	70	70.7%	28	80%	984	84.1%
	DS	92	9%	5	11.8%	-	-	4	4%	5	14.3%	107	9.1%
	NR	27	3%	9	9.8%	5	11.2%	25	25.3%	2	5.7%	79	6.8%
Reproductive Health	AG	797	83.4%	37	84.3%	25	86.2%	57	75.8%	30	85.7%	970	82.9%
	DS	143	15%	4	7.8%	-	-	6	6.1%	4	11.4%	157	13.4%
	NR	16	2%	4	7.8%	4	13.8%	18	18.2%	1	2.9%	43	3.7%
Corruption	AG	801	83.8%	38	74.5%	21	72.4%	44	44.4%	25	71.4%	929	79.5%
	DS	98	10%	9	17.6%	3	10.3%	31	31.3%	7	20%	148	12.6%
	NR	57	6%	4	7.8%	5	17.2%	24	24.2%	3	8.6%	93	7.9%

STUDY AREA Cont'd	PARENTS		EMPLOYERS		TRAINERS		PUPILS		STUDENTS		TOTALS		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Children's Rights	AG	915	95.7%	43	83.3%	26	89.7%	82	82.8%	30	85.7%	1016	86.8%
	DS	28	2.9%	4	7.8%	-	-	6	6.1%	4	11.4%	42	3.7%
	NR	13	1.4%	4	7.8%	3	10.3%	11	11.1%	1	2.9%	32	2.7%
Environmental Education	AG	914	95.6%	47	92.2%	26	89.7%	84	84.8%	32	93.4%	1103	94.3%
	DS	1	0.1%	-	-	-	-	6	6.1%	2	5.7%	9	0.8%
	NR	41	4.3%	4	7.8%	3	10.3%	9	9.1%	1	2.9%	58	4.9%
Gender Issues	AG	701	73.4%	40	78.4%	22	65.8%	77	77.8%	21	60%	861	73.6%
	DS	199	20.8%	6	11.8%	3	10.3%	8	8.1%	11	31.4%	227	19.4%
	NR	56	5.9%	5	9.8%	4	13.8%	14	14.1%	3	8.6%	82	7.0%

Family Life	AG	853	89.2%	44	86.3%	24	82.8%	75	75.7%	25	71.4%	1021	87.3%
	DS	59	6.2%	2	3.9%	1	3.4%	9	9.1%	9	25.7%	80	6.8%
	NR	44	4.6%	5	9.8%	4	13.8%	15	15.2%	1	2.9%	69	5.9%
Drug Abuse	AG	854	89.4%	43	83.3%	24	82.8%	73	73.8%	31	88.6%	1025	87.6%
	DS	54	5.6%	6	11.8%	2	6.9%	15	15.2%	3	8.6%	80	6.8%
	NR	48	5.0%	2	3.9%	3	10.3%	11	11.1%	1	2.9%	65	5.6%

Tables 3.7 a-k: Showing Respondents' Views as to When to Introduce the Indicated Crosscutting Issues at Basic School Level
Table 3.15a: Democracy

	Democracy					
	Lower		Middle		Upper	
	No.	%	No.	%	No.	%
Parents	102	67	62	62	29	29
Pupils	72	72	41	41	11	11
Students	102	67	62	62	29	29
Trainers	5	5	9	9	6	6
Employers	51	51	31	31	6	6
Total	552	552	405	405	292	292
	7.2%	7.2%	10.1%	10.1%	10.0%	10.0%
High School	61	61	41	41	9	9
No Resp.	102	102	62	62	22	22
	67%	67%	41%	41%	15%	15%

Table 3.7 b: HIV/AIDS

	HIV/AIDS					
	Lower		Middle		Upper	
	No.	%	No.	%	No.	%
Parents	175	175	14	14	63	63
Pupils	71	71	57	57	6	6
Students	175	175	112	112	69	69
Trainers	4	4	11	11	5	5
Employers	4	4	11	11	5	5
Total	209	209	129	129	89	89
	7.1%	7.1%	10.1%	10.1%	10.0%	10.0%
High School	19	19	14	14	3	3
No Resp.	175	175	82	82	63	63
	83.7%	83.7%	63%	63%	71%	71%

Table 3.7 c: Human Rights

	Human Rights					
	Lower Basic		Middle Basic		Upper Basic	
	No.	%	No.	%	No.	%
Parents	329	89	363	82	139	72
Pupils	20	20	28	28	33	33
Students	329	89	363	82	139	72
Trainers	5	5	13	13	4	4
Employers	9	9	18	18	4	4
Total	368	31	442	38	194	16.5
	2.2%	2.2%	2.7%	2.7%	1.7%	1.7%
High School	25	25	25	25	23	23
No Resp.	262	262	223	223	92	92
	71%	71%	50%	50%	23%	23%

Table 3.7i: Population Education

	Population Education			
	Lower Basic	Middle Basic	Upper Basic	High School
	No.	No.	No.	No.
	%	%	%	%
Parents	19	368	272	1
Pupils	12	30	24	-
Students	3	6	6	-
Trainers	2	41	8	-
Employers	10	12	14	-
Total	96	430	322	1
	3.9	17.2	12.2	0.1
	31.5	103.6	99.6	696.3

Table 3.7h: Environmental Education

Environmental Education	Population Education			
	Lower Basic	Middle Basic	Upper Basic	High School
	No.	No.	No.	No.
	%	%	%	%
Parents	161	66	85	1
Pupils	28	16	18	-
Students	91	43	43	-
Trainers	11	10	3	-
Employers	23	13	4	1
Total	369	131	104	1
	31.5	11.3	8.9	0.0
	592.8	201.0	160.0	1.0

Table 3.7g: Children's Rights

Children's rights	Population Education			
	Lower Basic	Middle Basic	Upper Basic	High School
	No.	No.	No.	No.
	%	%	%	%
Parents	143	123	11	61
Pupils	84	51	11	01
Students	91	11	2	-
Trainers	21	8	4	-
Employers	81	91	5	-
Total	534	223	501	61
	43	17.8	40.8	4.9
	832.0	298.6	701.8	91.1

Table 3.7 d: Corruption

Corruption	Lower Basic	Middle Basic	Upper Basic	High School	No Resp.
	No.	No.	No.	No.	No.
	%	%	%	%	%
Parents	193	361	101	25	276
Pupils	21	14	15	-	49
Students	3	15	5	-	12
Trainers	5	11	5	-	8
Employers	7	18	11	1	14
Total	229	419	137	26	359
	19.6	35.8	11.7	2.2	30.7

Table 3.7 e: Reproductive Health

	Reproductive health			
	Lower Basic	Middle Basic	Upper Basic	High School
	No.	No.	No.	No.
	%	%	%	%
Parents	33	360	312	20
Pupils	6	24	42	-
Students	-	17	10	-
Trainers	2	12	9	-
Employers	5	24	9	2
Total	46	437	382	22
	3.9	43.7	37.8	1.9
	283	24	34	24

Table 3.7 f: Drug Abuse

Drug Abuse	Population Education			
	Lower Basic	Middle Basic	Upper Basic	High School
	No.	No.	No.	No.
	%	%	%	%
Parents	230	323	130	19
Pupils	33	33	13	-
Students	13	11	4	2
Trainers	9	9	5	-
Employers	13	23	5	1
Total	298	399	157	22
	25.5	34.1	13.4	1.9
	252	295	21	25.2

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Literate citizenry	629	140	58	17	16	1	-	-	14	1.59	1
Informed citizenry	176	287	98	96	97	181	-	-	24	91.3	2
Numerate Citizenry	73	236	207	111	412	68	-	-	14	3.40	3
Improved nutrition	84	30	96	180	222	692	8	2	09	2.23	4
Improved health	68	139	296	151	151	45	43	-	09	3.54	5
Semi skilled work force	20	79	128	292	148	246	2	-	14	3.33	6

Table 5.9: Parents' Perceived Benefits of Basic Education

Below are tables showing the responses of different stakeholders about the benefits of basic education to the nation.

	Family Life education							
	Lower Basic No. %	Middle Basic No. %	Upper Basic No. %	High School No. %	No Resp. No. %	8th	7th	6th
Parents	56	416	197	38	249			
Pupils	27	25	16	1	30			
Students	5	7	10	-	13			
Trainers	7	8	9	-	5			
Employers	8	20	11	1	11			
Total	103	476	243	40	308			

	Gender Issues							
	Lower Basic No. %	Middle Basic No. %	Upper Basic No. %	High School No. %	No Resp. No. %	8th	7th	6th
Parents	127	199	189	20	421			
Pupils	23	16	41	-	19			
Students	7	9	9	-	10			
Trainers	12	5	6	-	6			
Employers	18	6	9	2	16			
Total	187	235	254	22	472			

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Literate citizenry	21	4	2	1	2	-	-	-	5	1.63	1
Informed citizenry	9	6	4	3	5	3	-	-	5	2.93	2
Semi skilled labour force	6	3	2	5	9	5	-	-	5	3.33	3
Numerate citizenry	4	4	8	3	3	9	-	-	4	3.53	4
Improved health	5	3	3	6	4	2	1	-	5	3.99	5
Improved nutrition	2	2	4	5	4	8	-	-	4	4.10	9

Table 5.11.1: Students' Perceived Benefits of Basic Education.

Table 5.10: Pupils' Perceived Benefits of Basic Education to the Nation

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Informed citizenry	45	17	9	-	8	2	5	-	13	2.24	1
Literate citizenry	31	28	14	5	15	-	-	-	6	2.41	2
Health choices	17	23	30	19	4	-	-	-	6	2.68	3
Numerate citizenry	7	7	20	22	16	9	-	-	18	3.74	4
Improved nutrition	6	4	17	22	24	14	-	-	12	4.01	5
Semi skilled work force	6	6	4	9	11	39	-	4	20	4.89	6

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Improved nutrition	2	2	3	9	41	13	2	1	6		9
Improved Health	1	9	7	13	91	2	9	-	9		5
Semi-skilled work force	8	6	01	5	3	21	-	-	4		4
Numerate Citizenry	3	01	01	01	4	4	-	-	01	89.2	3
Informed citizenry	91	11	6	5	5	-	-	-	5	14.2	2
Literate citizenry	27	41	4	3	-	1	-	-	2	2.24	1

Table 5.13: Employers' Perceived Benefits of Basic Education

Table 5.12: Trainers' Perceived Benefits of Basic Education

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Literate citizenry	12	5	5	2	2	-	-	-	3	2.12	1
Numerate citizenry	5	8	6	1	4	2	-	1	2	3.07	2
Informed citizenry	8	3	2	4	2	5	-	2	3	3.54	3
Improved health	2	5	3	7	4	1	-	3	4	3.96	4
Semi-skilled workforce	8	-	2	4	2	5	1	3	4	4.04	5
Improved nutrition	2	2	4	4	7	4	-	1	5	4.21	6

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th	13th	14th	15th	16th	17th	18th	19th	20th	Mean Score	Rank
Formal employment	66	2																			14.2	1
Informal Employment	6	22	7	5	9																97.2	2
Improved literacy	18	7	18	31	7																3.53	3
Informed citizenry	11	1	11	23	2																3.75	4
Survival for life	21	31	5	11	22																67.3	5
Improved numeracy	51	11	7	4	11																11.4	9
Character building	0	17	9	5	19																17.4	

Table 5.15 : Pupils' Expectations from Basic Education

The tables below show the views of interviewees on the benefits of basic education to the Nation.

Table 5.14 Parents' Expectations from Basic Education

Item	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Improved literacy	487	178	114	56	73	22	2	-	33	2.07	1
Character building	148	79	267	158	149	58	45	-	52	3.48	2
Formal employment	153	203	60	200	100	95	78	-	67	3.55	3
Improved numeracy	52	157	185	140	162	165	62	-	33	4.02	4
Informed citizenry	78	204	48	153	123	143	119	2	86	4.09	5
Informal employment	102	80	87	118	161	187	109	2	110	4.37	6
Survival for life	121	57	94	27	108	159	318	1	71	4.92	7

Item	1st	2nd	3rd	4 th	5 th	6th	7th	8th	No Response	Mean Score	Rank
Survival for life	12	1	1	6	1	-	3	1	4	3.00	1
Character building	9	9	5	3	3	2	-	1	3	3.08	2
Improved literacy	6	3	4	2	5	-	-	3	3	3.23	3
Improved numeracy	5	3	5	3	3	4	1	1	4	3.68	4
Informed citizenry	3	2	3	-	2	5	4	4	9	5.04	5

Table 5.17: Trainers' Expectations from Basic Education

Table 5.16: Students' Expectations from the Basic Education

Item	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Improved literacy	16	6	5	3	2	-	-	-	3	2.03	1
Survival life skills	9	3	3	4	3	-	4	-	9	3.19	2
Character building	5	8	7	1	2	4	3	-	5	3.36	3
Formal employment	2	3	4	9	1	3	3	-	10	4.00	4
Informed citizenry	6	1	2	6	4	8	3	-	5	4.23	5
Informal employment	6	-	5	2	4	5	10	-	3	4.65	6
Improved numeracy	1	4	-	2	10	6	3	-	9	4.76	7

Item	1st	2nd	3rd	4 th	5th	6 th	7th	8th	No Response	Mean Score	Rank
Improved literacy	23	7	10	3	2	1	1	-	4	2.17	1
Character building	7	12	7	6	7	5	2	-	5	3.37	2
Survival for life	16	3	1	12	2	6	5	1	5	3.52	3
Improved numeracy	4	11	7	6	3	7	4	-	9	3.71	4
Informal employment	10	5	5	2	7	10	4	2	6	4.04	5
Formal employment	8	2	8	5	6	3	7	3	9	4.40	6
Informed citizenry	3	8	3	7	10	3	7	3	7	4.48	7

Table 5.18: Employers' Expectations from e Basic Education

The tables that follow below show the ratings of quality determinants by each group.

Table 5.19: Parents (956) What are the Factors which Can Contribute to Quality Basic Education?

Item	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Trained teachers	612	72	72	103	6	71	7	-	64	1.77	1
Teaching/learning materials	187	337	111	66	81	18	69	4	55	2.93	2
Adequate textbooks	96	138	113	141	19	73	69	2	89	3.46	3
Resourced library	94	66	181	171	193	211	88	5	99	4.20	4
Suitable infrastructure	89	46	121	141	202	221	88	42	69	5.25	5
Good sanitation	59	53	72	111	181	902	532	5	70	11.5	9
Adequate furniture	42	33	33	26	651	422	238	25	73	5.45	7

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Trained teachers	18	7	4	2	2	-	-	-	2	1.87	1
Teaching/earning materials	41	8	4	3	1	1	1	-	2	9.36	2
Adequate textbooks	5	9	9	11	-	3	1	-	3	5.25	3
Resourced library	5	2	4	4	8	9	4	-	2	4.27	4
Suitable infrastructure	5	4	4	3	9	3	3	4	3	1.31	5
Good sanitation	9	2	4	3	5	7	5	1	2	9.36	9
Adequate furniture	4	-	3	4	3	6	6	-	3	5.03	7

Table 5.21: Students (35) What are the Factors which Can Contribute to Quality Basic Education?

Item	1st	2nd	3rd	4th	5th	6th	7th	8th	No Response	Mean Score	Rank
Trained teachers	56	9	6	-	4	6	3	3	12	2.22	1
Teaching/earning materials	9	25	20	16	5	3	3	9	9	3.54	2
Adequate textbooks	7	25	10	12	25	-	3	3	14	3.59	3
Adequate furniture	15	2	5	12	5	15	7	12	9	3.60	4
Resourced library	-	15	16	12	12	12	15	6	11	4.64	5
Good sanitation	2	9	8	16	14	22	9	10	9	5.03	6
Labs	3	-	17	20	14	8	7	18	12	5.11	7
Suitable infrastructure	-	1	13	10	12	25	12	14	12	5.60	8

Table 5.20: Pupils: What are the Factors which Can Contribute to Quality Basic Education?

Item	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Trained teachers	37	9	-	3	1	-	-	-	1	1.44	1
Teaching/learning materials	7	20	51	3	3	-	-	-	2	2.55	2
Adequate textbooks	4	7	31	31	7	2	-	-	3	3.54	3
Suitable infrastructure	8	9	6	21	4	3	-	-	2	3.63	4
Resourced library	5	7	4	8	21	6	4	1	1	4.26	5
Adequate furniture	1	4	4	4	10	21	21	-	4	5.17	9
Good sanitation	3	4	2	4	5	11	91	1	5	5.30	

Table 5.23: Employers (15) What are the Factors which Can Contribute to Quality Basic Education?

Table 5.22: Trainers (29) What are the Factors which Can Contribute to Quality Basic Education?

Item	1st	2nd	3rd	4 th	5th	6th	7th	8th	No Response	Mean Score	Rank
Trained teachers	17	2	3	-	2	1	-	-	4	1.84	1
Teaching/learning materials	9	8	2	3	1	2	1	-	3	2.57	2
Suitable infrastructure	6	5	4	4	3	2	2	-	3	3.26	3
Resourced library	4	3	5	4	2	5	2	1	3	3.96	4
Good sanitation	6	2	1	2	5	3	7	-	3	4.34	5
Adequate furniture	5	-	2	4	3	7	5	0	3	4.57	6
Adequate T/Books	5	5	8	2	5	-	7	-	3	4.65	

Appendix B

Sample Questionnaire Used in the Survey

QUESTIONNAIRE (For PARENTS)

A SURVEY OF VIEWS OF STAKEHOLDERS OUTSIDE THE EDUCATION SECTOR ON THE BASIC EDUCATION CURRICULUM

Dear Respondent,

The Basic Education Curriculum (Grades 1 to 9) of the Ministry of Education, Republic of Zambia is under review. We would like you to take part in the review by providing information that will be used to improve the quality and relevance of education.

The views/ideas you give will be held in strict confidence. There is no wrong or right answer. What we are looking for are your opinions on **what** is to be taught and **how** teaching and learning is to be organised in our schools from grade 1 to 9.

SECTION A: PERSONAL INFORMATION

1. Sex (tick): Male () Female ()
2. Age.....
3. Occupation(e.g. Farmer, Banker, Business person etc)
4. Your highest educational level attained
(Categorise e.g. None, Grade 4, 7, 12, Diploma, PhD etc)
5. Mother tongue
6. Religious affiliation(e.g. Christian, Moslem, Hindu, etc)
7. Where you live:
Province Town
- District Village

SECTION B: VIEWS ON CURRICULUM

8. (a) If you went to school mention three favourite subjects you did at Primary/Basic school level
Grades 1 -7 (If you did not go to school, then go to question 11)
.....
.....

Grades 8 -9

(b) Why did you like these subjects? Please tick answer that best explains your reason

- i) they were properly taught ()
- ii) they were useful for future career ()
- iii) they were easy ()
- iv) they were applicable to everyday life ()
- v) liked the teacher ()
- vi) they were interesting/enjoyable ()
- vi) Other, please specify

9. (a) What subjects did you dislike?
.....
.....

(b) Why did you dislike these subjects? Tick answer(s) that best explains your reason(s)

- i) they were not properly taught ()
- ii) they were not useful for future career ()
- iii) they were difficult ()
- iv) they were not applicable to everyday life ()
- v) did not like the teacher ()
- vi) they were boring/not interesting ()
- vi) Other reasons state,

10. We would like to know what you think about the subjects, which are taught in Basic Schools (Grade 1-9). Indicate by putting X in one of the spaces against the subject corresponding to the response which best describes your opinion; whether each Of these subjects is very important, important, less important or not important

SUBJECTS	Very important	Important	Less important	Not important
English				
Zambian language				
French				
Environmental Science				
Mathematics				
Art and Design				
Book keeping				
Agricultural				

Science				
Typing				
Civics				
Home economics				
Music				
P.E				
Geography				
History				
Social studies				
Special Papers				
Office Practice				
Industrial Arts				

11. What things do you think children learn at primary/basic school? Tick the ones you think children learn at school in (a), (b), (c) and (d).

(a) Knowledge and understanding

- | | |
|-----------------------|---|
| Literacy () | Numeracy () |
| Cultural heritage () | Science and technology () |
| Religion () | Social issues i.e. understanding the environment and its development, civic rights and responsibilities () |

Other learning please specify

.....

(b) Vocational skills

- | | | |
|----------------|--------------------|---------------------|
| carpentry () | bricklaying () | cookery () |
| needlework () | crafts () | fishing () |
| farming () | black-smithing () | typing () |
| tailoring () | bookkeeping () | office practice () |
- Other please indicate
-

(c) Life skills

- | | |
|----------------------------------|---------------------------|
| Assertiveness () | decision-making () |
| getting along with others () | problem-solving () |
| Communication () | coping with pressures () |
| Feeling for others (empathy) () | coping with stress () |
| Creative-thinking () | critical-thinking () |
| Self-awareness () | |
- Other please indicate
-

(d) Virtues/values

- | | |
|-------------|-----------------|
| Respect () | Cooperation () |
|-------------|-----------------|

- | | |
|-------------------------|---------------------|
| Tolerance () | Interdependence () |
| Self reliance () | Problem solving () |
| Conflict resolution () | hygiene () |

12. What other areas of competence would you like children to acquire in basic school? Please state

.....

.....

13. What do you think is irrelevant in the current learning at basic level? Explain why?

.....

.....

14. What in your view should be priority in terms of learning at primary/basic level?

.....

.....

.....

.....

15. What things would you like children to be taught at Basic School level? Indicate by putting an X in one of the spaces against the areas of competence corresponding to the response which best describes your opinion, whether you strongly agree, agree, disagree or strongly disagree.

Area of Competence	Strongly agree	Agree	Disagree	Strongly Disagreed
Reading				
Communication				
Numeracy				
Computer literacy				
Typing				
Carpentry				
Book keeping				
Brick laying				
Fishing				
Farming				
Home economics				
Tailoring				
Music				
Pottery				

Crafts				
Basket making				
Net making				
Plumbing				
Weaving				
Dancing				
Drama				
Painting				
Black smith				
Sports				
Hygiene				
Gardening				
Civic education				
Spiritual and moral values				
Production units				
Activities for daily living (SENs)				
Entrepreneurship				

16. Of the areas of learning listed below, mark the ones you strongly agree, agree disagree or strongly disagree with, that they should be taught at the Basic School and also indicate the **grade level** when teaching should start.

Study area	Strongly agree	Agree	Disagree	Strongly disagree	Grade e.g. 1, 5, 7, above 9 etc.
Democracy					
HIV Aids					
Human rights					
Population education					
Reproductive health					
Corruption					
Family life education					
Drug abuse					
Children's rights					
Environmental education					
Gender issues					

17. At what level do you think practical subjects such as carpentry, woodwork, Home Economics, brick-laying etc. should be taught? ()
 Lower Basic (grade 1 to 4) ()
 Middle Basic (grade 5 to 7) ()
 Upper Basic (grade 8 to 9) ()
 The whole Basic School system (grade 1 to 9) ()

SECTION C: VIEWS ON METHODS AND TEACHERS

18. Who should teach the children in schools? Please tick the best answer according to you in (a), (b) and (c).

(a) at Lower Basic (grades' 1 - 4)
 Trained teachers () Untrained teachers () Seconded teachers ()
 Fellow students ()

(b) at Middle Basic (grades' 5 - 7).
 Trained teachers () Untrained teachers () Seconded teachers ()
 Fellow students ()

(c) at Upper Basic (grades' 8 - 9).
 Trained teachers () Untrained teachers () Seconded teachers ()
 Fellow students ()

19. What qualifications should Basic School teachers have? Tick your suggestion in each of (a), (b) and (c).

(a) at Lower Basic,
 Certificate () Diploma () Advanced Diploma () Degree ()

(b) at Middle Basic
 Certificate () Diploma () Advanced Diploma () Degree ()

(c) at Upper Basic
 Certificate () Diploma () Advanced Diploma () Degree ()

20. Below are some of the methods teachers use in schools. Please tick how often you think teachers should use each method.

Method	Often	Rarely	Not at all
acting/drama			
group work			
project work			
teacher talking			
doing things oneself			

question and answer			
problem solving			
teacher showing			
pupils/teacher talking			
visiting places of learning			

21. What are the characteristics of a good teacher in your view? Tick those that best describe your view.

- Prepares for lesson () Punctual (on time) ()
 Maintains discipline () Gives homework ()
 Marks pupils' work () Helpful to children ()
 Smart and tidy () Knows the subject matter ()
 Shows no favouritism () Stimulates learning (inspires) ()
 other, please specify

22. What things don't you like about some teachers?

23. What do you think is the role of teachers in the schools? Rank these in order of importance to you (1 -very important ... 7 -least important)

- Teaching children -----
 Maintaining discipline -----
 Counselling/advising -----
 Providing appropriate role models
 (showing a good example) -----
 Imparting desirable values and attitudes -----
 Teaching self-discipline -----
 Other, state -----

24 (a) Do you think you have a role as a parent in the teaching and learning of children?
 Yes () No ()

(b) If your answer is Yes above, what do you see as your role? Arrange in order of priority to you starting with 1.

- Imparting desirable values and attitudes -----
 Teaching cultural heritage -----
 Helping with homework -----
 Providing school requirements e.g. books, uniforms -----
 Counselling and guiding -----
 Providing a conducive environment for children to do school work at home -----
 Providing adequate nutrition -----
 Other, please specify -----

25. What things do you think you can teach children at home?

26. (a) What do you think is the role of Parents Teachers Associations (PTAs)?

(b) Do you think PTAs should have more responsibilities in the running of schools? Yes () No ()

(c) Give reasons for your answer in (b)

27. (a) What do you think is the role of Educational Boards?

(b) Do you think Educational Boards should have more responsibilities in the running of schools? Yes () No ()

(c) Give reasons for your answers to (a)

28. (a) Should children spend a longer or shorter time in school than is currently the case? Tick answer closest to your view
 Shorter () Same (current case) () Longer ()

(b) Explain your answer

29. How would you like the school to be run in your area? Tick answer closest to your view

According to the main activity in the area e.g. farming, fishing, selling at the market, ()

To be integrated in the activities of the area, that is not to follow specific times, or to meet in specific infrastructure ()

According to the season, that is whether cold or hot ()

According to the present time schedule ()

Other, suggest ()

30. What language should be used in teaching pupils at the following levels of Basic Education?

- (a) Lower Basic (grades 1 to 4)
 English () Mother tongue of a pupil ()
 Language spoken in the area where the school is ()
- (b) Middle Basic (grades 5 to 7)
 English () Mother tongue of a pupil ()
 Language spoken in the area where the school is ()
- (c) Upper Basic (grades 8 to 9)
 English ()
 Mother tongue of a pupil ()
 Language spoken in the area where the school is ()

SECTION D: VIEWS ON AIMS AND QUALITY OF BASIC EDUCATION

31. Why do you send your children to school? Tick what you consider to be the **three** most important reasons.

- To get jobs ()
 To learn how to read and write ()
 To keep them out of mischief ()
 To prepare them for adult life ()
 To train them for various careers ()
 To be self-reliant ()

32. What are your expectations of basic education (grades 1 - 9). Rank these in order of importance to you

- Preparation for formal employment -----
 Preparation for informal employment -----
 Character building -----
 Improved literacy -----
 Improved numeracy -----
 Informed citizenry/good citizenship -----
 Preparation for survival in life -----
 Other, please specify -----

33. (a) Do you think Basic Education is meeting your expectations?

Yes () No ()

(b) If your answer is No, why not?

34. What do you think is the benefit of Basic Education to the nation? Rank these in order of importance to you

- Informed citizenry/good citizenship -----
 Literate citizens -----
 Numerate citizens -----

- Improved health choices -----
 Improved nutritional status -----
 Semi-skilled labour force -----
 Other, please specify

In questions 35 to 37 tick once in the spaces provided whether you strongly agree, agree, disagree or strongly disagree with the opinion

35. All children in Basic Schools should learn the same things regardless of local conditions, that is circumstances prevailing in the areas where their school is located
 Strongly agree () Agree () Disagree () Strongly disagree ()

36. All children in Basic Schools should learn the same things regardless of their intellectual and/or physical abilities.
 Strongly agree () Agree () Disagree () Strongly disagree ()

37. All children in Basic Schools should learn the same things regardless of their interests.
 Strongly agree () Agree () Disagree () Strongly disagree ()

38. Should the teaching and learning at Basic Education level be adapted to local conditions?

Yes () No ()

39. How often should we review/change the things that children learn in Basic Schools? Tick the suggestion that best fit your view.

- Every year () Every five years ()
 Every ten years () Every 20 years ()
 Every 30 years () After 50 years ()
 As often as need arises () Should not change at all ()

40. What things do you think will contribute to a good Basic Education in Zambia. Arrange the following in order of priority to you (1 - very important to 8 -least important)

- Adequate number of trained teachers -----
 Adequate furniture -----
 Well resourced library -----
 Adequate and suitable textbooks -----
 Suitable infrastructure -----
 Good sanitation -----
 Adequate teaching and learning materials -----
 Other, please state -----

41. Is there anything else you wish to add in terms of experiences or viewpoints on what is taught and learned in school?

Thank you for your time and answers.

Appendix C

Terms of Reference

Ministry of Education, Curriculum development centre Basic School Curriculum Development Project

Version: 8 March 1999-11-19

Draft terms of reference for a Survey on Stakeholders Outside the Education Sector and their Views on the Basic School Curriculum

Background

One of the components of the development of the Zambian Basic School curriculum is a set of background studies to facilitate curriculum formulation. There is a study on curriculum in an international perspective, with emphasis on school curriculum reform in Sub-Saharan Africa. And there is a study on the importance of international and national conventions, signed by Zambian Government, and which have a bearing on the curriculum. The present survey is part of the study components. Together, it is expected that these four studies will provide the necessary theoretical and analytical framework for the development of the new Zambian Basic School Curriculum.

The Task

Formulating and reforming a school curriculum is a task, which requires broad participation from various quarters in society, not only the education sector. It is of uttermost importance that the process be participatory, broad-based and democratic. Hence the need to capture then ideas and viewpoints of important stakeholders in the civic society. Among such stakeholders are:

- Parents
- Churches
- Employers of small, medium and large scale companies
- Employers of the public sectors
- Local chiefs
- Trade Unions
- Non-Governmental Organisations

The task is to capture viewpoints and ideas of a representative sample of then above stakeholders, analyse them and present them in a survey report with conclusions and recommendations. The purpose is to feed the acquired information into the ongoing process of reforming the school curriculum.

It is expected that the survey will be carried out over a period of two months and will require a team of researchers with research assistants. Two CDC senior officers will be part of the research team as assistants.

We wish to find out how respondents see the formal basic school to day and tomorrow. What is their analysis of school quality and relevance today? What is the objective and purpose of formal education? What do they see as missing in today's curriculum? What do they regard as less necessary or not relevant? Where are their priorities? View points in terms of pedagogical methods, roles of teachers and parents? Which practical competencies should school develop? Should the curriculum be adapted to the local conditions? How do respondents define a good teacher? Which academic competencies do they wish their children to have? What competencies are prioritised by employers? Which life skills should schools develop?

The above and many other similar questions should be included in the questionnaires and interviews. The questions must be in simple words, and the researchers must be able and prepared to conduct interviews in local languages.

In particular the team shall:

1. Suggest a written plan for the survey, with activities, time plan and budget, describing how the survey is to be conducted. The plan should include questionnaires. The plan is subject to discussion and approval by the BSCDP Implementation Team.
2. Suggest a draft structure of the report.
3. Make sure the survey adequately covers the above-mentioned stakeholders.
4. Ensure that the survey obtains responses from a statistically reasonable sample, in terms of numbers, socio-economic characteristics and geographical coverage.

After the raw data has been analysed, the research team shall present a draft report to the BSCDP Implementation team for discussion and viewpoints.

The Research team shall present a Draft Final Report at a meeting with the BSCDP IT. If found convenient, the research team shall be prepared to present and discuss the findings in a workshop with participation of CDC and other MOE officials.

The survey must be of high academic quality. At the same time, the research team shall endeavour to use a language, which will make it possible to spread and widely use the report as a MOE training instrument. It is suggested that necessary academic jargon be defined in a glossary to help the non-academic reader.

Conditions

Fees, per diems, travel costs and other expenses will be defined and agreed upon in a Contract between the research team and the BSCDP
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Appendix D

Brief background on Preparation and Implementation of the Survey Instruments

Pilot survey

The first exercise of this survey was carried out in Lusaka and Kafue on a pilot basis. This was to test the instruments to be used in the survey. Four sets of instruments were developed. These were Questionnaires for parents, employers, trainers, pupils, students and an interview schedule. In addition, discussion groups with parents, students, pupils and trainers were used to solicit more information from these groups. The purpose of this group discussion was to get unsolicited information from respondents, as they would express themselves freely.

The pilot study was carried out in Lusaka and Kafue from 2nd to 4th June. During the pilot survey, it was discovered that some of the concepts used in the questionnaire were not familiar to some respondents, and that other respondents would not remember their days of basic education well. It was also found that some questions drew wrong answers, for example, where we wanted to know the place where the respondents were staying, some gave us the places where they were born. Further, the questionnaires were found to be long, with some questions repeated, though in a different way, but on the whole the comments received from the respondents on the questionnaires indicated that the instruments were good, and solicited important information.

In view of the problems encountered and comments made during the pilot survey, the instruments were redone and methods of administering some questionnaires were revisited. Questions and concepts, which were found difficult to understand, were simplified. A few items found to be repeated in one form or the other were removed to make the questionnaires and interviews short. It was decided that questionnaires for pupils should be administered in the presence of researchers or research assistants so that they could ask where they had a problem.

Production of Survey instruments

Six sets of instruments were prepared for the survey, each with about 9 pages. These were questionnaires for parents, employers, trainers, students, pupils and an interview schedule. The questionnaires had four sections. The first section sought the personal information about the respondents; the second section sought the views of the respondents on the curriculum; the third, their views on teachers and methods of teaching, while the last section sought the views of respondents on the goals/aims and quality of basic education. The interview schedule had two major sections. The first section dealt with general questions and sections similar to those found in all questionnaires. The other section had four minor sections with questions specifically for the type of respondent to be interviewed.

To produce the instruments, 30 reams of bond paper and a toner for a LaserJet printer were bought. Secretarial services and help in collating the instruments were engaged while the researchers contributed to the printing of the questionnaires and interview schedules. This took four days to complete because of use of a printer instead of a copier.

It would have been ideal to buy toner for a copier other than a printer, for it would have been faster to do the work. For the second phase of the study, it would be advisable to buy toner for a copier instead of a printer.

Main Survey

From 13th June to 2nd July, the four researchers visited four provinces in the sample – Luapula, Eastern, Copperbelt and Southern Provinces. Mr. Moloka and Mr. Ndhlovu conducted the survey in Luapula, from 13 to 19th June, and proceeded to Copperbelt from 20th to 27th June 1999. They used the GRZ Land Cruiser, which was serviced using part of the money from transport and fuel funds.

Ms Chimpandu and Dr. Chakulimba went to Eastern Province from 16 to 23rd June, using the hired vehicle from the School of Education. A second vehicle, hired from ADCOMS, was used for Southern Province because the UNZA School of Education vehicle was not available for the period 25th June to 2nd July, when the survey was conducted in the Province.

In each province, 240 parents' questionnaires were administered. These catered for church leaders, unionists, traditional leaders, NGO personnel, members of the PTAs and other members of the public. Twenty questionnaires for employers, 20 for pupils, 10 for trainers, 10 for students and 20 interview schedules were administered in each province.

Research assistants were engaged to administer the instruments in each province at a fee of K20, 000 per day. These were identified upon arrival in each province. The researchers were involved in interviews, distribution and retrieval of the questionnaires and in group discussions. A total of 1200 questionnaires were distributed in the four provinces covering the stated stakeholders. Out of these 972 (or 81%) were returned. A total of 80 interviews were to be conducted, however, 54 (67.5%) were successfully conducted. The table below gives the summary of the questionnaires distributed and returned in each province.

Questionnaires distributed and returned.

Province	Questionnaires Distributed	Questionnaires Returned
Luapula	300	210
Copperbelt	300	270
Eastern	300	237
Southern	300	255
Total	1200	972

Experiences and difficulties encountered

The people in the areas were generally supportive and co-operative, they found the questionnaires to be good and comprehensive, interesting and instructive, covering many areas of the curriculum. Some respondents felt the exercise was a worthwhile one and felt it was good that stakeholders were involved in the matters affecting them. At Livingstone trades training Institute, for example, students felt that it was very good that they were asked to participate in this exercise, however, they complained that they needed a lot of time to complete the questionnaires.

The Teams experienced the following limitations while carrying out the survey in the provinces:

- Respondents took time to fill in the questionnaires. The exercise should have been longer than planned to give more time for interviews and collection of the questionnaires. We had a problem of retrieving the questionnaires basically because time was short.
- Some respondents were reluctant to give the information and demanded cash before they could fill in the questionnaire or be interviewed. They had to be convinced that this was an important exercise, and that we could not afford to pay about 1,000 respondents.
- Research Assistants were not mobile. In some cases they had to walk distances because of non-availability of public transport (buses, taxis etc.) The distances between places were extensive in some cases and this required Research Assistants who were mobile to visit such places. This put pressure on our limited fuel budgets.
- Fuel costs were too high in some areas. The teams had to rationalise and in some cases used their own money to buy fuel or pay some research assistants because there were no contingency funds or incidentals to supplement the costs. In some cases money meant for other activities (secretarial) or other provinces was used.
- Another problem experienced in the collection of questionnaires was the attitudes of some parents. Some parents were not willing to answer the questionnaires and usually referred us to the teachers who they thought were appropriate to fill in the questionnaires.
- Some interviews could not be conducted because some respondents could not give the information as they felt that those were matters of policy, which could only be discussed by their superiors.

Transport arrangements to the provinces

- For Luapula and Copperbelt Provinces, the CDC land cruiser registration number GRZ 755 BE was used. However, before it could be available for the long trips, it had to be

serviced. It was serviced using the project funds to the tune of K750, 000 that created a lot of pressure on the limited budget for fuel and drivers' allowances. This was especially so as no contingency funds were released to cater for such unexpected costs.

- For Eastern and Southern Provinces the two researchers used hired vehicles – one from UNZA, School of Education and another from ADCOMS. The payment arrangement for these two vehicles was that they would be paid for by the project upon completion of the exercise in the two provinces. The trips were undertaken from 16th June to 23rd June in Eastern Province and from 25th June to 2nd July in Southern Province.
- Concerning the School of Education vehicle, the arrangement was that the driver would be paid by the project in addition to the hiring charge of K720, 000. This hiring charge was agreed upon on understanding that an official from the School would accompany the researchers to the Eastern Province to do some Schoolwork or else the kilometre charge of K500 per kilometre would be paid. Unfortunately the official did not accompany the researchers, so upon returning from Eastern Province, we were charged the kilometre charges. The invoice for the charges which include hiring and kilometre charges amounts to K1, 220,000.
- ADCOMS' vehicle: The arrangement was that only a flat rate be charged instead of including the kilometre charge, but that the driver be paid a night allowance by the project. Note that the standing charge is K850, 000-hiring fee, not K1, 130,000 as per invoice because the driver was paid the allowance indicated on the invoice.

Preparation of survey instruments for Lusaka Province

As was the case in the first phase of the Survey, six sets of instruments were prepared (photo copied) on 30th July 1999. These were questionnaires for parents, employers, trainers, students, pupils and an interview schedule. The questionnaires had four sections. The first section sought the personal information about the respondents; the second section sought the views of the respondents on the curriculum; the third, their views on teachers and methods of teaching, while the last section sought the views of respondents on the goals/aims and quality of basic education. The interview schedule had two major sections. The first section had general questions and sections similar to those found in all questionnaires. The other section had four minor sections with questions specifically for the type of respondent to be interviewed - employer, trainer, youth or pupil/student.

To produce the instruments, 10 reams of bond paper and one toner cartridge for a photocopier were bought. One person was engaged for photo copying and collating the instruments, while the two researchers at CDC helped in and supervised the work. Altogether, 340 copies of parents questionnaire, 20 of pupils, 30 of employers, 10 for trainers, 10 for students and 32 copies of the interview schedules were produced.

The decision to buy toner for a photocopier was based on the experiences of the first phase in which much time was spent in producing the instruments because of use of a printer. The work was done faster this time, though there was some problem with the copier, which resulted in using more paper than required because of replacing the wasted pages.

The survey

The survey exercise which was originally planned to take place in mid July did not take place until 3rd August due to delays in completing the first phase of the Survey. The work was carried out in Lusaka, Kafue and Chongwe by researchers and research assistants from 3rd to 16 August 1999.

In Lusaka 340 parents' questionnaires were administered. These catered for church leaders, unionists, traditional leaders, NGO personnel, members of the PTAs and other members of the public. Twenty questionnaires for employers, 25 for pupils, 10 for trainers, 10 for students and 32 interview schedules were administered in Lusaka Province.

From the experiences in the provinces, it was decided to engage more research assistants than planned for. Sixteen research assistants were engaged, some for 4 days and others for 5 days at K20, 000 per day. Of course this translated into more than ten days by the time the questionnaires were returned. The first research assistant collected all the questionnaires in 7 days, while the last one did so after 11 days. The researchers were involved in interviews, distribution and retrieval of the questionnaires and group discussions in various residential and commercial areas of the city. Others were assigned to Kafue and Chongwe. Researchers accompanied some of these assistants, and conducted interviews and discussions in the schools and training institutions and with some personalities in various areas of life.

A total of 415 questionnaires were distributed in all three districts - Lusaka, Kafue and Chongwe. Out of 415 distributed questionnaires, 378 (91.08%) were returned. A total of 32 interviews were to be conducted, however, 26(81.25%) were successfully conducted.

The table below gives the break down of the kind of questionnaires distributed and returned in Lusaka Province.

Questionnaires distributed and returned.

Type of Questionnaire	Number Distributed	Number Returned	% of Returned Questionnaires
Parents	320	318	93.53
Pupils	25	25	100.00
Trainers	10	6	60.00
Students	10	8	80.00
Employers	30	23	76.67

Experiences and difficulties encountered

- As was the case in other provinces, the people were generally co-operative, they found the questionnaires comprehensive, interesting and instructive, covering many areas of the curriculum. Respondents were expecting a lot to come out of this exercise. Some suggested that this being a very important issue, a national debate should be organised to discuss the findings of this survey. They felt good that, for the first time, the stakeholders were involved in the exercise of reviewing the curriculum.
- The returns in Lusaka were more than they were in the other provinces. This was due to the time allocated to the exercise. Researchers and assistant researchers had ample time to make repeated visits to the respondents. The number of research assistants also contributed to the high return of the questionnaires and interview schedules. Each research assistant had a reasonable number of questionnaires which made it easy to have a follow up within the period which was allocated to the exercise.
- The educational authorities were very supportive. In schools, researchers were allowed to administer the questionnaire to pupils in form of a test. This made it possible to have a hundred per cent return.

In general the exercise in Lusaka was more successful than it was in other provinces. The returns were higher than in other provinces.

In spite of a generally encouraging response and good return of the questionnaires, there were some difficulties which need to be stated here.

- Respondents preferred questions which needed "yes" or "no" answers and those with closed ended questions to open ended questions which they felt were demanding. They felt the questionnaires were quite long and demanding.
- Researchers and assistant researchers made repeated trips to retrieve the questionnaires. Respondents generally took time to complete the questionnaires. They were quite busy with their own jobs. It was difficult to get all the questionnaires back. Some respondents lost the questionnaires and in some cases they had to be given a replacement copy to fill.
- Translation of some uncommon concepts such as assertiveness, life skills, etc. into local languages was not easy. In trying to translate these terms in local languages, there was a possibility of giving a slightly different meaning to the word. This can affect the data, but this danger is not great.

- It was observed that women found it difficult to find time to participate in the exercise due to their being busy at home. Some married women preferred their husbands to answer the questions - "My husband has good ideas." So even though we had aimed at having the same number women as that of men in this survey, the reality turned out to be that there were more men than women who were prepared to participate in the survey.
- Some respondents were reluctant to give the information. They argued that teachers were the right people to answer the questions since they were the ones who knew the subjects they were teaching and why they were teaching those subjects.
- A number of parents did not know what their children were learning in schools. They, therefore, found it difficult to answer some of the questions dealing with the content and methods of teaching.

Transport arrangements

- To cover the places where instruments were distributed and administered in Chongwe, Lusaka and Kafue, researchers used hired taxis. In Kafue and Chongwe they took with them some research assistants.
- The sixteen research assistants most of the time worked on their own in the areas of Lusaka. Each research assistant was assigned to at least two residential/commercial areas where they had to distribute the questionnaires and conduct the interviews. They had to use their own means of transport to get to these places. To enable them to move around, each one received an advance of K30, 000. The remaining amount was paid after they had brought in at least 20 completed questionnaires.