

Education in Zambia at Fifty Years of Independence and Beyond with the focus on History, Current Status and Contemporary Issues is a comprehensive critical reference guide to education in Zambia. Drawing on in-depth, evidence-based empirical and theoretical research from seventeen chapters, this book makes an impressive contribution to three key areas of provision of education in Zambia: a historical account of different phases and issues in education, the detailed discussion on current educational provision and finally, the future prospects of provision of education. Apart from examining education provision in the last fifty years and beyond, the book also critically examines cross cutting issues in education related to female education and fertility rates, gender issues, special education, civic education, the teaching profession, environmental education, language policy education, library and information science education and Religious Education. This book will be an essential reference to students, researchers, scholars, international agencies and policy makers at all levels.



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Edited by GIFT MASAITI

# EDUCATION IN ZAMBIA

## *at Fifty Years of Independence and Beyond*

History, Current Status and Contemporary Issues

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# AN ASSESSMENT OF MAJOR EDUCATIONAL POLICIES IN ZAMBIA FROM 1964 TO 2015: LESSONS FOR THE FUTURE

by

*Peggy Mwanza*

## **Abstract**

This chapter provides an understanding and evaluation of major educational policies in Zambia from 1964, the date of political independence, to 2015. Policies are often formulated in response to a problem or set of problems. At independence, Zambia inherited a small and racially segregated educational system from the British. Therefore, there was an urgent need to expand education at all levels to eliminate racial segregation, combat inequities and create an educated workforce. There has been a wave of educational reforms in this sector over the years. While some are steps in the right direction, implementation remains a challenge. This chapter shows that most educational policies in the country are either insufficiently implemented or are not implemented at all. Action is urgently required on the part of the government and other stakeholders if these policies are to achieve their original intention.

**Key words:** Education Policy, Access, Equity, Dropout Rate, Re-entry Policy, Free Primary Education Policy

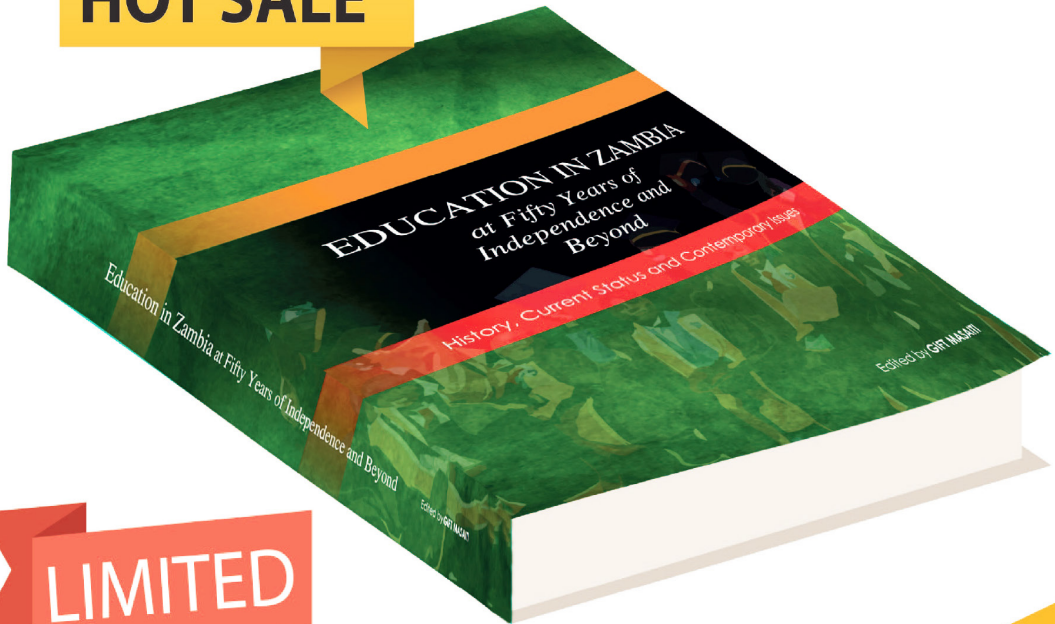
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