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

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at Fifty Years of Independence and Beyond

History, Current Status and Contempory Issues

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EDUCATION IN ZAMBIA AT FIFTY YEARS OF INDEPENDENCE AND BEYOND

History, Current Status and Contemporary Issues

Edited by
Gift Masaiti

Foreword by Michael J. Kelly

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PREFACE

The World Bank and Sustainable Development Goal (SDG) number 4 underlines that, education is critical in enhancing a country's socio-economic development. Quality and equitable education builds people's skills and the ability to receive and process information for livelihood choices. Education will play a crucial role in achieving Zambia's short and long term developmental goals. This book analyses the Zambian education system in the past fifty years (since political independence) and some of the emerging issues linked to education. It also provides some introspection on progress in education from independence to-date and uses this perspective to look to the future. The book is the outcome of 30-months' research effort by various authors to explore, analyse and comprehend the history and current status of different issues regarding education and other contemporary matters in Zambia.

This publication is a useful resource for education institutions (faculty and students) and other key stakeholders with an interest in the state of education in Zambia. It also offers insight into what needs to be done in the coming years to achieve Zambia's vision 2030 in which the country aspires to achieve middle-income status and fulfill the SDGs. It is anticipated that during the final launch, policy briefs will be disseminated to different stakeholders, especially the Ministry of Education.

The book consists of Seventeen chapters written by different authors (mostly from the School of Education at the University of Zambia) that focus on a variety of themes related to education in Zambia and other contemporary issues. This publication knits together the existing literature while also making new inroads into key educational issues in the 21st century from a Zambian perspective.

There is a paucity of studies on how education has evolved in Zambia. Among the notable publications is John Mwanakatwe's work in 1968 that documented the growth of education in Zambia since independence barely five years after the end of colonial rule. In a study sponsored by the World Bank, Michael Kelly (1991) documented the state of education during the difficult period of economic decline. In 1999, Kelly edited another book titled The Origins and Development of Education in Zambia in which different authors examined a variety of topical issues in Zambia's education journey. Brendan Carmody's book on the Evolution of Education in Zambia in 2004 knitted these issues together and provided an update. The current work on Education in Zambia at Fifty Years of Independence and Beyond showcases and contributes to Zambia's education literature as the country celebrated its Golden Jubilee.

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EDUCATION IN THE FIRST REPUBLIC: RATIONALE AND FOCUS

by

Peter Chomba Manchishi and Webster Hamweete

Abstract

This chapter discusses formal education from 1964 when Zambia became independent to 1973. It focuses on the 1963 United Nations Educational, Scientific and Cultural Organisation's recommendations to the government on education, the educational policies adopted by the new government and the successes scored and challenges encountered at each level of education. Data was collected through desk review (documentary analysis). The chapter lays the foundation for the rest of the volume by examining achievements in the education sector since independence.

Key words: Access, Enrollment, Curriculum, National Development Plan

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EDUCATION IN THE SECOND REPUBLIC: WHAT CHANGED?

by

Mwansa Mukalula-Kalumbi, Lydia Mukuka Mulenga-Hagane and Chimmy Siankanga

Abstract

Education in the Second Republic was marked by extensive changes. This was a period of political change from a multiparty to a one party state. The Zambian government aimed to align its education system with its socialist philosophy that all means of production should be controlled by the whole community. The Second Republic was characterised by major milestones in Zambia's education system as well as complex economic problems. It was during this period that the country adopted its first ever policy on education. This chapter explores the impact of major economic challenges as well as the population boom on the education system. Increased external debt led to severely reduced financial flows to the education sector, leading to poor quality education. Population growth put further pressure on overstrained infrastructure. The chapter concludes by observing that, by the end of this period, administration of education was still in turmoil due to over-ambitious leadership coupled with a highly centralised system and lack of capacity.

Key Words: Education, Second Republic

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DEVELOPMENT OF EDUCATION IN THE THIRD REPUBLIC: POLICIES AND IMPLICATIONS

by

Anolt L.H. Moonga, Moses Changala and Sibeso Lisulo

Abstract

The period from 1991 to date is referred to as the Third Republic in Zambia in recognition of three major political changes in the country. During the First and Second Republics, Zambia was run by the United National Independence Party (UNIP) which adopted a mixed economy ideology up to 1972 and the socialist path in a one-party state system thereafter. The Third Republic started in 1991 and covers a period of two political regimes; the Movement for Multiparty Democracy (MMD) and the Patriotic Front (PF). The MMD adopted several strategies to increase access, equity and the quality of education at all levels, focusing on primary education. This resulted in increased access at all levels as well as infrastructure development. When the Patriotic Front came to power in 2011, it made a number of policy changes in education. Its main emphasis was on early childhood education and opening more tertiary education institutions to ensure access, equity and quality education. A close examination of the two regimes in the Third Republic shows that they supported similar policies centred on access, equity and the quality of education using different strategies. This chapter examines the education policies adopted during the Third Republic from 1991 to 2016 and their implications.

Key Words: Education, Third Republic, Policies, strategies, implications.

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EDUCATION AS CURRENTLY PROVIDED IN ZAMBIA

by

Gift Masaiti

Abstract

This chapter discusses education as currently provided in Zambia with the focus on highlighting key stakeholders who have partnered with government in the provision of education. The chapter also examines the current policy context within which this provision is made. Quantitative issues and indicators relating to the number of institutions, enrolments and teachers are dealt with. Further, qualitative matters regarding education efficiency are also considered. In order to give the aggregate picture of the current provision, education financing is discussed in general terms so as to understand the current allocation. Finally, two issues to which attention is seldom paid are considered: the current status of community schools and demographic factors especially relating to population growth and its impact on the education system as a whole.

Key Words: Education, Current Provision, Zambia

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EDUCATION AND LEARNING IN THE POST THIRD REPUBLIC: OPPORTUNITIES AND CHALLENGES

by

Gift Masaiti, Tommie Njobvu and Paul Kakupa

Abstract

This chapter is premised on a close inspection of the current education trends in terms of content, context and policy. Planning for future education provision should be based on the current trends. This is not an easy undertaking as education trends are heavily subjected to both the political and socio-economic context of a country. Changes in GDP growth and general economic performance have implications on overall education commitments. Also, change of government can sometimes substantially change both the macro and micro education environment. This chapter endeavours to highlight some of the opportunities and challenges the education system will exploit and grapple with and find solutions. These include the following: opportunities in the form of ICT; globalisation; "internationalisation"; improvements in human development; partnerships; demand-driven programmes; neoliberal policies; sector-wide reforms; and equity demands. The challenges focus largely on questions of access, relevance, quality, equity and cost effectiveness at the various levels of educational provision.

Key Words: Post-Third republic; Opportunities; Challenges; Education and learning

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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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UNIVERSITY EDUCATION IN ZAMBIA IN THE FACE OF AUSTERITY: HISTORY, TRENDS AND FINANCING

by

Gift Masaiti and Eunifridah Simuyaba

Abstract

University education is critical to the social and economic development of any country. In order to achieve both national and international development goals, Zambia needs a high quality and equitable education system that is accessible to all, especially at university level. Higher education is undergoing substantial change in Zambia in terms of massification and the growth of private universities in the midst of a plethora of challenges. This chapter traces the evolution of university education from pre-independence to 2017. Among other issues, it highlights the different phases of university education and the overall higher education environment in the country. Issues relating to enrolment, access and financing are also highlighted. Financial austerity is discussed in some detail in order to understand one of the biggest challenges confronting university education in Zambia.

Key words: University Education; History; Trends; Financing; Austerity; Zambia

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FEMALE EDUCATION AND FERTILITY IN ZAMBIA

by

Christopher Mapoma, Million Phiri and Elizabeth Nyirenda

Abstract

Education has a strong impact on the life of a woman, her family, community and nation. However, measuring such impact is not an easy task. The effect is seen in all areas of family life and in society and it reflects the multifaceted nature of the education experience. Using Demographic and Health Survey data for Zambia, this chapter presents evidence that shows that fertility reduces with an increase in education. Children Ever Born, total fertility and fertility preferences were used to explore the relationship between female education and fertility. The results show that fertility is lowest among women with the highest education attainments. This reflects the fact that educated women have knowledge of and access to family planning and have the impetus to make credible and reflective fertility decisions. Efforts to improve women's enrolments, retention and participation in education in line with the policies outlined in Zambia's national implementation framework for education are thus the surest way to reduce fertility, especially adolescent fertility which is very high and is a major cause of girls' drop-out from school.

Key words: Female Education, Fertility, Zambia

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GENDER ISSUES IN EDUCATION IN THE FIFTY YEARS OF ZAMBIA'S INDEPENDENCE

by

Pandey Zekeza Syachaba

Abstract

This chapter examines gender issues in education in the fifty years of Zambia's independence. The importance of educating girls has been recognised by many nations and has become a priority in Zambia in recognition of the fact that girls' education has lagged behind that of boys. The international community sought to address this issue at education conferences such as Jomtien in 1990 and Dakar in 2000. Since gaining independence in 1964, Zambia has addressed gender issues in education but the progress has been slow. One area in which noticeable progress has been made is primary school enrolment where boys and girls now have equal access. Indeed, in some urban areas, the number of girls in primary schools outnumbers boys. However, the situation is different at secondary school and tertiary levels where more men and boys are enrolled. This chapter identifies the many factors that appear to be responsible for slow progress in addressing gender issues in education, including the enduring nature of patriarchy and argues that efforts to resolve gender inequalities in education should take the impact of patriarchy on girls' education into account.

Key words: Gender, Education, Patriarchy

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

by

Daniel Ndhlovu, Kenneth Kapalu Muzata and Thomas Mtonga

Abstract

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

Key words: Assessment, Disability, Learning Disabilities, Discrimination

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CIVIC EDUCATION IN ZAMBIA BEFORE AND BEYOND THE GOLDEN JUBILEE

by

Gistered Muleya

Abstract

Civic Education, also known as citizenship education, facilitates the development of the knowledge, understanding, social skills, disposition, virtues and values that personally fulfil individuals and render them socially constructive citizens. Globally, it has been revived as part of national school curricula to inculcate social, political, economic, cultural and technological values that enable learners to be integrated within their community and contribute to its development. This chapter reviews trends in civic education at the international level and its evolution and development in Zambia. It underscores the significance of civic education in schools to enhance the country's transformation.

Key words: Civic Education, Citizenship Education, Knowledge, Dispositions, Skills, Virtues, Values

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ENVIRONMENTAL EDUCATION IN ZAMBIA: WHY THE RESURGENCE?

by

Liberty Mweemba

Abstract

The visibility of environmental problems and the increasing awareness of associated consequences have made environmental issues salient in Zambia. At the beginning of the 21st century, issues relating to Environmental Education (EE), conservation and management emerged on the global policy stage. Most international declarations and conventions to combat global environmental problems call for heightened environmental awareness and environmental education as policies, but these will only be successful if they have the backing of society at large. Environmental Education is an important tool to combat environmental degradation and learn environmentally appropriate behaviour. The environmental challenges confronting the world today call for a shift in our thinking that will assist the earth to heal her wounds and so heal our own. Like other developing nations, Zambia needs to develop programmes and campaigns to educate the community about the environment. This chapter, therefore, discusses environmental problems in Zambia, the development and goals of environmental education, the principles of effective Environmental Education and the need for environmentally educated citizens.

Key words: Environment, Education, Principles, Citizenship, Resurgence

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THE EVOLUTION OF ADULT EDUCATION IN ZAMBIA FROM INDEPENDENCE TO DATE AND BEYOND

by

Musonda Luchembe

Abstract

This chapter uses documentary evidence to describe the evolution of adult education in Zambia since independence. It defines the key terms, discusses the status of adult education in Zambia pre- and post-independence, and examines its role in the broader context of the University of Zambia's contribution to national development and society as a whole. The main form of adult education in Zambia is adult literacy and the chapter thus focuses on trends and issues in this field. Finally, the chapter addresses the challenges and future prospects of adult education in Zambia.

Key words: Adult Education, Adult Literacy, Literacy Rate.

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LIBRARY AND INFORMATION SCIENCE EDUCATION IN ZAMBIA: ISSUES AND TRENDS PRE- AND POST-INDEPENDENCE

by

Felesia Mulauzi and Benson Njobvu

Abstract

Library and Information Science (LIS) education is central to sustainable development in any nation. It equips individuals with the knowledge and skills to effectively manage much-needed information and knowledge resources in organisations. This chapter presents a historical background on the evolution of LIS education in Zambia pre-and post-independence. It provides an overview of the current status and provision of LIS education as well as research programmes in the country, focusing on universities and colleges. The challenges confronting these institutions in providing such education are explored and solutions are suggested. This chapter will hopefully assist university and college management in furthering the development of LIS education in Zambia as well as enhance the academic knowledge of lecturers and students in this field.

Key words: Library and Information Science, Education, Issues, Trends, Zambia

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RELIGIOUS EDUCATION IN ZAMBIA AT FIFTY YEARS OF INDEPENDENCE AND BEYOND: ACHIEVEMENTS AND CHALLENGES

by

Melvin Simuchimba, Austin M. Cheyeka and Farrelli M. Hambulo

Abstract

Religious Education (RE) as a school subject in Zambia owes much of what it is today to the Christian missionaries who arrived in the 19th century. Their evangelical efforts were significant in shaping the educational enterprise as a whole and the nature of RE in particular. This chapter traces the historical evolution of Religious Education in Zambia in order to provide an understanding of its changing faces in the past fifty years of independence. In the process, RE was transformed from an evangelical tool to an educational subject. In recording this history, we also provide an understanding of the place of religion and its value in the Zambian education system.

Key words: Religious Education (RE), Ministry of Education, Educational Reforms, First Republic, Second Republic, Third Republic, Curriculum

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THE TEACHING PROFESSION IN ZAMBIA FROM 1964 to 2014

by

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

Abstract

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

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

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LANGUAGE-IN-EDUCATION POLICY IN ZAMBIA: POLICY AND OTHER DYNAMICS

by

Dennis Banda and John Simwinga

Abstract

This chapter discusses the legacy and dynamics of the language policy in Zambia from 1924 to the 2014 new education language policy. It examines some of the major factors which informed language-in-education policy formulation and implementation in the country in relation to three landmark phases. The chapter reveals the mismatches between language policies and the language for initial literacy and changes in policy. It concludes that, while English has remained the sole official language at the national level, there has been increasing recognition of the role of local languages as languages of classroom instruction. In order to consolidate the gains over the years, the chapter argues for a comprehensive operationalisation of the current language-in-education policy through the formulation of a language development plan and the production of sociolinguistic surveys at both national and community level to aid teachers in determining which language or languages to use as a medium of classroom instruction.

Key words: Policy, Reforms, Mismatch, Complementation, Competition, Official Language

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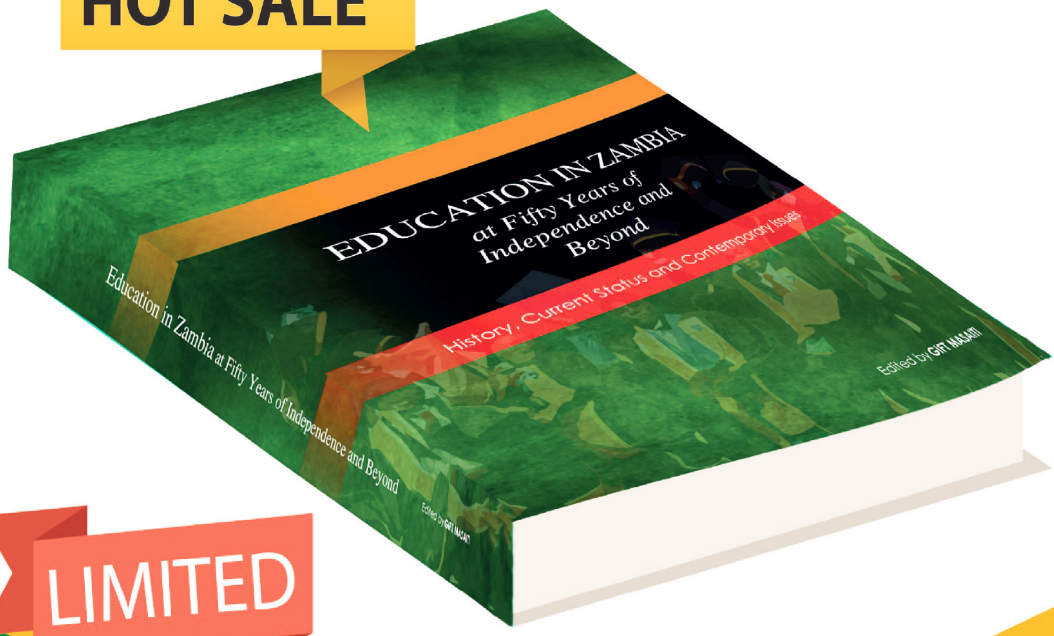

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