

**PROPOSED SYNERGIES BETWEEN INDIGENOUS AND MODERN
SYSTEMS OF ENVIRONMENTAL EDUCATION IN ADDRESSING
DEVELOPMENT PLANNING IN ZAMBIA**

By

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DECLARATION

I hereby declare that the work presented in this study for the Master of Education Degree in Environmental Education is the result of my own work and that it has not been previously submitted for a degree, diploma or other qualification at this or another university. Various persons and organisations where I collected data have been duly acknowledged.

Signed:..... Date.....

DEDICATION

I wish to dedicate this work to my late father Mr. Godfrey Mwanang'ono for his unfailing care and encouragement from the day he instructed me to study for university entry when I was still in grade five. My wife Inonge for the support and patience, our daughter Notulu Mwanang'ono for her understanding and support during my frequent absences from home both locally and abroad for research. Their collective support deserves special recognition.

APPROVAL

This dissertation of Mulambwa Mwanang'ono has been approved as partial fulfillment of the requirements for the award of the Master of Education degree in Environmental Education by the University of Zambia.

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ACRONYMS

AIDS	Acquired Immune Deficiency Syndrome
AWF	African Wildlife Foundation
DDCC	District Development Coordinating Committee
DSA	District Situation Analysis
ECZ	Environmental Council of Zambia
EE	Environmental Education
EIA	Environmental Impact Assessment
EPPCA	Environmental Protection and Pollution Control Act
EU	European Union
FNDP	Fifth National Development Plan
GRM	Government of the Republic of Montenegro
GRZ	Government of the Republic of Zambia
GTZ	Germany International Technical Cooperation
HIV	Human Immune Deficiency Virus
IK	Indigenous Knowledge
ILO	International Labour Organisation
IUCN	International Union for the Conservation of Nature
MTEF	Medium Term Expenditure Framework
MTENR	Ministry of Tourism, Environment and Natural Resources
NGO	Non-Governmental Organisation
OECD	Organisation for Economic Cooperation and Development
SNDP	Sixth National Development Plan
SWOT	Strengths, Weaknesses, Opportunities and Threats
UCLG	United Cities and Local Governments

UN-ECE	United Nations Economic Commission for Europe
UNDP	United Nations Development Programme
UNESCO	United Nations Education Scientific and Cultural Organisation
ZAWA	Zambia Wildlife Authority

Abstract

The study drew inspiration from the need to counteract the ensuing failures of modern systems in addressing development challenges especially at local level despite several efforts by governments to invest resources in poverty reduction and general developmental interventions. The study identified the alienation of indigenous knowledge systems in the mainstream modern systems of environmental education (EE) and development planning as a compounding problem that accounted for development stagnation in the communities. This alienation created the gap in knowledge since modern systems were generally found to be inadequate in addressing developmental issues, particularly at a local level. The lack of local relevance of most modern systems justified the call for integration of indigenous systems.

The study focused on the need to establish linkages between the modern and indigenous systems of environmental education and their influence on development planning in Zambia. In so doing, the study proposed an approach to remedy the alienation of indigenous systems in the mainstream processes of EE and development planning by suggesting a synergy between the two systems. The study involved an assessment of some inherent policies, strategies, processes, methodologies and perceptions about EE and development planning. It, therefore, largely dealt with abstract ideas to which the reader is introduced. This point is crucial in appreciating the main orientation of the study.

Descriptive research design was applied with qualitative approaches. The respondents were purposively sampled and included government officers and other modern experts, NGOs, and traditional leaders. A comparative analysis of modern systems was further made through a global dimension where the Zambian modern system and that of selected foreign countries, Germany and Montenegro, were reviewed.

The study established that the approaches applied in environmental education and general nature conservation were related to the country's guiding principles which also reflected the overall vision, where it existed. Furthermore, a number of environmental policy instruments were examined and the following were identified as the main instruments:

- Direct regulation
- Indirect regulation

- Self-regulation, and
- A combination of the above instruments.

From the study results, differences in perceptions of and approaches to environmental education were evident at both country level and individual levels. For instance, while in Zambia environmental education was a school subject, in Germany it was not but its ideals were generally incorporated in the teaching of all subjects. In Montenegro, too, there was no school subject called environmental education but the concept had greatly influenced school curriculum such that emphasis was put on environmental content in all the subjects focusing more on human-nature relationships.

The study also showed that direct regulation has been prioritised in Zambia compared to self-regulation and this had a bearing on public participation in development decision-making processes which are largely carried out in the planning cycles. Varying perceptions were also identified at individual level in the modern experts interviewed both in Zambia and abroad. However, existing opportunities for synergy formulation at all levels were identified and based on these a synergy was suggested that maximizes positive attributes of both indigenous and modern systems.