



THE UNIVERSITY OF ZAMBIA
SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL ADMINISTRATION AND POLICY STUDIES

EDU 1010 – EDUCATION AND DEVELOPMENT IN ZAMBIA

TEST 2

**2ND TERM - 2014/2015 ACADEMIC YEAR (REGULAR – STREAM ONE) – 10
HRS TO 12 HRS ON SATURDAY**

DURATION: 50 MINUTES

INSTRUCTIONS

1. There are four (4) sections in this test: A, B, C and D.
2. Answer all the questions in the spaces provided.
3. There are six (6) printed pages in this test.
4. Total marks are 10% of the Course Grade.
5. Indicate **ALL** your particulars without fail

DATE: 30TH MAY, 2015

NAME:.... COMPUTER NO:.....

NAME OF TUTOR: TIME:

STREAM COORDINATOR: CELL:

SECTION A: MULTIPLE CHOICE QUESTIONS (20 MARKS)

CIRCLE THE CORRECT ANSWER

- ☐ In a meaningful education system, children must be taught from an early age how to nurture and harness _____.
 - ☒ **soft skills**
 - ☐ good command for a mother tongue
 - ☐ good communication skills
 - ☐ expert skills

- ☐ Workers in a particular organisation increase their earning potential by developing and refining their _____.
 - ☐ strength
 - ☐ intelligence
 - ☒ **capabilities**
 - ☐ thinking capacity

- ☐ A country's economy becomes more productive as the proportion of ___workers increases.
 - ☒ **educated**
 - ☐ university
 - ☐ intelligent
 - ☐ supporting

- ☐ Education is described as an agent of ___ in society.
 - ☐ wealth
 - ☐ schooling
 - ☐ politics
 - ☒ **change**

- ☐ At Independence, in 1964, the new Zambian Government faced a critical shortage of _____.
 - ☐ literate men and women
 - ☒ **skilled human resource**
 - ☐ leaders to form cabinet
 - ☐ food to feed the whole nation

- ☐ What was the primary provision of the 1966 Education Act to the Zambian Government?
 - ☒ **Complete control of educational affairs**
 - ☐ Building one secondary school in each district
 - ☐ Implementing the Zambianisation policy in schools and colleges
 - ☐ Building the University of Zambia

- ☐ Education for development should be about _____.
 - ☐ college and university levels
 - ☒ **meeting the needs of the people**
 - ☐ international standards
 - ☐ a ruralised school curriculum

- ☐ From the following, which one may not be regarded as an educational policy response to the plight of the underprivileged?
 - ☐ Follow the equity principle in the distribution of the limited educational resources.
 - ☒ **Promote a dual education system.**
 - ☐ Provide a valid interesting and relevant curriculum.
 - ☐ Increase access to education of good quality for all children.

- ☐ The fifth National Development Plan ran from:
 - ☐ 2005 to 2011
 - ☒ **2005 to 2010**
 - ☐ 2010 to 2014
 - ☐ 2010 to 2015

- ☐ The theory that arose as a result of earlier theories of development which held that all societies progress through similar stages of development is _____.
 - ☐ Dependency theory.
 - ☒ **Modernisation theory.**
 - ☐ Human Capital Theory.
 - ☐ Sustainable Human Development theory

- ☐ When was the Focus on Learning document formulated?
 - ☐ 1977
 - ☐ 2011
 - ☒ **1992**
 - ☐ 2005

- ☐ Which of the following is the best way of gender balancing in education?
 - ☐ Lowering cut-off points for female candidates in schools
 - ☐ Enrolling more girls and women in learning institutions
 - ☒ **Encouraging boys and girls, women and men to study any subject according to one's ability**
 - ☐ Sponsoring more women and girls for further studies.

- ☐ Three of the following are purposes of curriculum diversification except one. Which one is an exception?
 - ☐ To provide a wide set of future career options than those offered in a more uniform academic curriculum
 - ☐ To re-orient students' attitudes towards a rural society as they leave school.

- ☐ **to transmit skills and attitudes useful in employment**
- ☐ To promote education for self reliance.
- ☐ In the 1970s, one argument put forward for the curriculum reform in Zambia was that the curriculum
 - ☐ **had concentrated much on the individual, rather than an individual being committed to developing the country.**
 - ☐ was tailored towards producing high skilled engineers and agriculturists who were required to meet post independence needs.
 - ☐ **was not well balanced with practical and religious aspects of education.**
 - ☐ had focussed much on the Colonial socialist mode of production.
- ☐ Which one of the following is not true about the Girl Child?
 - ☐ Almost 50% of them are not in school
 - ☐ Have a higher drop-out rate
 - ☐ **Have a higher completion rate**
 - ☐ Under perform in all public examinations
- ☐ In the 1970s, one argument put forward for the curriculum reform in Zambia was that the then curriculum
 - ☐ **had concentrated much on the individual, rather than an individual being committed to developing the country.**
 - ☐ was tailored towards producing high skilled engineers and agriculturists who were required to meet post independence needs.
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 - ☐ had focussed much on the Colonial socialist mode of production.
- ☐ BESSIP was run from _____.
 - ☐ 1964 to 1977
 - ☐ 1980 to 1990
 - ☐ **1999 to 2002**
 - ☐ 1991 to 2006
- ☐ In education, accountability refers to _____.
 - ☐ **the need to ensure the best possible use of available resources**
 - ☐ being accountable for your actions
 - ☐ ensuring that one is responsible over a country
 - ☐ presiding over a District Education Office.
- ☐ Ministry of Education, Science, Vocational Training and Early Education collects data on population through _____.
 - ☐ District Education Board Secretary
 - ☐ Department of Population Studies
 - ☐ Provincial Education Office
 - ☐ **Directorate of planning**

- ☐ Under ZATEC, student teachers relied very much on supervision from ____.
- ☐ Head teachers
 - ☐ **Mentors**
 - ☐ Standards Officers
 - ☐ Donors

SECTION B: FILLING IN THE BLANKS (20 MARKS)

- ☐ The major challenge for education in Zambia is mostly to do with lack of **funding**. (1 mark)
- ☐ The **Educating our future** is an education policy document that was formulated in 1996. (1 mark)
- ☐ Participants to the 1990 Jomtein conference agreed to reduce illiteracy by the end of **2000** (1 mark)
- ☐ Literacy instruction traditionally refers to the teaching of basic literacy skills, reading, writing, **listening** and **speaking**. (2 marks)
- ☐ Information literacy is the ability to access use_____.

analyse, contextualise and ____ results. (2 marks)

- ☐ The Directorate of____ and _____ Education in Zambia is also charged with the responsibility of developing adult literacy. (3 marks)
- ☐ The three broad aspects of human development provided by education are knowledge, skill and _____. (1 mark)
- ☐ Mention 3 ways in which the Government in Zambia managed to foster development by using education as a tool. (3 marks)

☐ _____

☐ _____

- ☐ _____
- ☐ Equity in education of women reduce the possibilities of _____ and _____ of women. (2 Marks)
- ☐ State the four (4) models of curriculum diversification (4 Marks)
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

SECTION C

INDICATE TRUE OR FALSE (10 MARKS)

- ☐ A country has to provide an extensive network of Colleges or Universities in order to benefit from education. _____
- ☐ Equity in education increases national income economic productivity and Gross Domestic Product. _____
- ☐ Equity encompasses educational programmes, policies and strategies that may be considered fair but not equal. _____
- ☐ Countries with greater portion of their population attending and graduating from schools see faster economic growth than countries less educated workers. _____
- ☐ Education is an investment in human capital similar to investment in better equipment. _____
- ☐ SIDA refers to gender equity as a major factor that allows for sustainable development. _____
- ☐ Functional literacy is related to an occupation in which learners are engaged. _____
- ☐ Analphabetism is ability to use literacy skills. _____

- ☐ Ruralisation is synonymous to living and learning in a school in town. ____
- ☐ Education development plans in Zambia are expressed in the Education policy documents. _____

SECTION D: WHAT DO THE FOLLOWING ACRONYMS STAND FOR? (5 MARKS)

- ☐ BESSIP_____
- ☐ FAWEZA_____
- ☐ NGO _____
- ☐ GCE _____
- ☐ NORAD_____

=====

TOTAL: 50 MARKS
THE END – GOOD LUCK!

