

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

**MODULE 3: THE ROLE OF EDUCATION IN FOSTERING NATIONAL
DEVELOPMENT IN THE 21st CENTURY**

**COURSE: EDU 1010
EDUCATION AND DEVELOPMENT IN ZAMBIA**

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1.0 INTRODUCTION AND STUDY GUIDE TO EDU 1010 MODULE 3

Introduction

Welcome to Education and Development in Zambia Module 3. This is the last of the three modules you have to do in this course in the first year of your programme of study. The preceding modules acquainted you with the development of formal education in Zambia from Precolonial era to the post-independence era. As you study this module, it will help you appreciate how education is linked to the process of development. It will help you appreciate how education can bring about development in the 21st Century. To get the most out of this module, you are expected to work through all the activities given in each unit. Enjoy reading the module.

Who the course is designed for

This module is designed for students undertaking a teaching programme in the school of education. This includes students pursuing the Bachelor of Arts with Education and the Bachelor of Education in Educational Administration and management among other programmes in the school. It is a first year course but can also be taken even by the third year entrant students.

Module Aim:

The aim of this module is to help student appreciate the interrelationship between education and development and how education can be used as a tool to foster national development in the 21st Century in Zambia.



Module Objectives

By the end of the course, students should be able to:

- (a) Analyse development and education from a variety of theoretical perspectives.
- (b) Demonstrate knowledge, attitudes, values and understanding of formal education as provided in Zambia today.
- (c) Identify the major developmental concerns and the way in which education does or does not promote them.
- (d) Discuss the achievements and challenges of the education system.
- (e) Appraise literature in the area of education and development.



Time Frame

The expected duration of this module is three (3) months.



Study Skills

As a distant student, your approach to learning will be different from your school days as you have to choose to study and do other professional or domestic responsibilities. You will need to take control of your learning environment.



Need Help?

Should you need help in case of a problem or questions arising from the study materials in this module, use the following contacts:

The Director,

**Institute of Distance Education,
University of Zambia,
P. O Box 32379,
LUSAKA
Land Cell: 0978-772249/0978-772248
Email: Director-ide@unza.zm
Website: www.unza.zm**



Assessments

There will be one assignment and test paper to be done as Continuous Assessment in this module. Other assessments will include self-assessments. After six (6) months, you will be required to sit for one final examination.

Resources

- The library
- Resource Centres
- Health Personnel
- ART Centres
- Youth Groups
- Books

- Journals
- Videos and DVDs.

Summary:

We are hopeful that you will enjoy reading this module and become more knowledgeable about the interrelationship between education and development in Zambia

2.0 UNIT TEN: THEORETICAL PERSPECTIVES FOR EDUCATION AND DEVELOPMENT

Introduction

This unit deals with theoretical perspectives in educational development. Theoretical perspectives are simply viewpoints or considerations about theories that have been developed by various scholars in different fields of study. It could be in agriculture, medicine, engineering, economics, social sciences, and indeed education. For this unit, the focus is on four theories in relation to education. These are: modernization theory; human capital theory; dependency theory; and sustainable human development. Among the key areas of study on each theory are what that theory states and its relevance to education and development in Zambia.



Objectives

By the end of this unit, you should be able to:

- Explain what each of the four theories states.
- Identify the relationship among the four theories.
- Interpret the relevance of each of the four theories to educational development in Zambia.



Reflection

Before you go through this unit, get a piece of paper and write short notes about each of the following: 1. What is a theory? 2. Define the concept of development 3. Briefly describe, the modernisation, human capital and dependency theories.

Modernization Theory

Generally, when people in Africa, Latin America, and Asia, talk about modernization, they refer to the Western (European) ways of life as against their traditional ways. These ways

of life include the social, economic, political, religious and to some extent cultural aspects. Therefore, we can easily suggest that the concept of modernization originated from Europe and later spread to other parts of the world.

What Does the Modernization Theory state?

There is no single statement about 'modernization' that we can consider as the best and permanent. Various scholars have provided different views about modernization depending on their beliefs or ideologies. For instance, one of the early scholars, Marquis Condorcet (cited in Potter, 2008) *etal*, and a sociologist called Emile Durkheim (cited in Mwakajinga, 2013) believed that people could change their societies themselves through the specialized institutions (social order) that formed the same societies. Those institutions included the political, social-economic, religious and cultural sub-systems.

Therefore, from the social point of view, these scholars believed that society was not something static but dynamic. Each society had opportunities for gradually changing from what might be considered as traditional stage to more advanced stage which is viewed as modern at that particular time.

From the same perspective it is also believed that technological advancements and economic changes can lead to changes in moral and cultural values of the society. Martin Lipset, cited in Mukajinga (2013) also observed that economic development leads to social changes which tend to lead to democracy.

While recognising the importance of these views about possible modernisation process in the traditional society, it can be argued that it takes time for the traditional society to change to modernity. Traditional societies are mostly conservative. Response to change is usually slow and gradual. But on the other hand change is always inevitable. It still takes place over time.

The Marxists view

The Marxists were those who believed in Marxism. This is an ideology which was founded by the German philosopher, economist, sociologist, political scientist and a revolutionary

known as Karl Marx with his colleague Vladimir Lenin of Russia. Later, this ideology came to be known as scientific socialism and communism.

The Marxists argued that modernization was where as nations developed and adopting a communist approach to governance, such as eradicating private ownership of property, would end conflict, exploitation and inequality (Mwakajinga, 2013). The Marxists believed that modernisation was a process where the capitalists were exploiting the working class, maximise their profits and create inequality in society. Let us now look at the modernisation theory from the Marxists point of view. How do the capitalists view modernisation?

The Capitalist View

From the capitalist point of view, it was theorised that as nations developed, economic development and social change would lead to democracy (Wingston, K. 2005). They further argued that when societies transformed from the traditional to modern societies, they followed some stages of development. In other words the scholars believed that modernisation was not something that would be done in a short time, but a process that had stages through which the country or society had to pass through as part of growth towards the stage of a developed nation.

With the capitalist ideology, modernisation became popular in Europe in the 1950s and 60s (Carmody, 2004). This was after the end of the Second World War in 1945, when it was decided to reconstruct the European economy under the Marshall plan. This plan assumed that economic growth in Europe could only be achieved by the way of industrialisation. And this economic development would pass through what was called the linear stages of development. Among the famous advocates of this model was Walter Rostow. He stressed that there were five stages through which every country should pass in the modernization process (Potter, 2008). The five stages are as stated below:

The Traditional Society

At this stage, the social economic structures develop within the limited production functions. For instance, the agricultural, and industrial production activities are at subsistence level with limited commercial activities. The traditional society is also

conservative. It does not pay attention to and frequent changes. It holds its traditional sub-systems firmly. Change is slow, and done only when it is necessary.

Pre-condition for Take-off

According to Rostow, this is the transitional period from the traditional economy to the beginning of modernization. In Western Europe the pre-conditions for take off were developed as early as the late seventeenth and early eighteenth centuries. Modern science began to be translated into new production functions in both agriculture and industry (Mwakajinga, 2013). Countries like Britain, German, Russia, France, and Portugal had favourable geographical factors and natural resources as well as trade linkages suitable for industrial expansion.

The Take-off Stage

This is when the country has almost completely moved away from the traditional ways of life to the modern ways. The industrial sectors begin to bear fruit. As stated by Mwakajinga (2013:22), “Forces making for economic progress, which yielded limited bursts and enclaves of modern activity, expand and come to dominate the society.” Growth becomes its normal condition.

During the take-off period, there were several achievements in Western Europe. The revolutionary changes in agricultural, and industrial production resulted into:

- Yielding large profits.
- Increased provision of services such as banking, communication, and transport.
- Expansion of urban settlements and provision of basic service such as water, food, shelter, health, energy and recreation.
- Radical changes in governance systems to suit the new stage of development took place.

Mwakajinga (2013) points out that within a decade or two, both the basic structures of the economy, and the social and political structures of the society were transformed in such a way that a steady rate of growth could be thereafter, regularly sustained.

The Drive to Maturity

At this stage, the country is considered to have reached the high level of economic growth. There is extension of modern technology and sustainability of the economic development. New industries continue to emerge with huge investments in addition to the existing ones. The economy also begins to operate at international level.

The Age of High Mass Consumption

This is the highest level of Rostow's model of economic growth in the modernization process. The country has reached the level of producing and supplying durable goods and services. Durable goods included: motor vehicles, aircrafts, industrial machines and equipment. While services include communication, banking, education, health and social security.



Activity 2.1

1. Giving practical examples, discuss the applicability of Rostow's model of Modernisation to Zambia's development process.

Having looked at what Modernisation is, let us now look at how it relates to education.

Modernisation Theory and Education

It is possible to note that modernisation and education are inseparable. As we have seen from Rostow's five stage model in the modernization process, there is need for developing modern attitudes, values, skills, science and technology to change from the traditional society to the level of mass consumption. Therefore, modernisation theory recognises education as an agent of change. Apart from education, the theory also recognized that progressive, nationalistic bourgeoisie (wealthy people) would lead the course of national development in national interest and facilitate the spread of modernization (Carmody, 2004). The bourgeoisie, being a wealthy group of people in the society had the capacity to inject capital for investment in the national economy.

The modernization theory further suggests that education as an agent of change and key to national development:

- should respond to the needs of the country in terms of human resource development through training in various fields. As stated by Carmody (2004), “It was through school that children would become modern and acquire among other things, new perceptions of time, success and reward as a strong sense of themselves as individuals.
- should socialize a nation’s population into modern values, attitudes, and good personalities. This way, the population can contribute to the modernisation process in the country.

Rostow in his five stage model to modernization observes that science and technology which are achieved through education are crucial at the take-off stage in the modernisation process. Similar views are provided by Olaniyan and Okemakinde (2008) where they state, “An educated population is a productive population ... The provision of education is seen as a productive investment in human capital.”

Therefore, you can notice that the relationship between education and human capital is crucial. It can further be arguable that while financial, physical and material capital are important in economic development, human capital can be recognized as the most crucial in the production process of goods and services.

The knowledgeable, skilled, creative innovative and well-disciplined human resource can easily raise and manage the other forms of capital efficiently and effectively. There are several assumptions about human capital in relation to education because education is the key to individual, societal, community and national development.

Education and Modernization in Zambia

What was Zambia’s Approach to Modernization?

After Zambia gained her Independence from Britain in 1964, the focus was on national development through education. The agenda for education focused on improving the

literacy rates.’ The 1963 census showed that 76.6% of all men and 95.6% of all women were illiterate (Carmody, 2004). This was not a favourable situation.

In addition to these high levels of illiteracy, Zambia had a serious shortage of skilled human resource, which was among the key factors to modernization. Like other African leaders, Kenneth Kaunda and his government in Zambia were aware of the importance of education for social transformation, and such a view on education forced part of the dominant modernization approach (Carmody, 2004:26). The Zambian government embarked on massive development of educational institutions and provision of education at primary school, secondary school, and tertiary levels. Within two years of independence, the University of Zambia was built and opened. In the next section we look at the human capital theory.



Activity 2.2

Answer the following questions.

1. Identify the difference(s) between the Marxist and Capitalist views about modernization?
2. Why is education considered as key to modernization?

Human Capital Theory

You may realise that when people generally talk about capital for investment in their organisations, they usually pay attention to financial and material forms of capital such as money, machinery and other equipment suitable for investment. And these forms of capital would be well accounted for all the time in terms of their costs and the profits that they enable the organisation to realise. Some scholars have argued that there is little or no realisation by many people that human capital is part of other forms of capital that should be costed and accounted for its profits or losses.

Appleby (1994) argues that one simple definition of management is “getting things done through people ... and yet it is strange that the value of human capital does not appear in reports and statements of organizations.”

Therefore, following this argument we can say, it is important to realize that human capital is part of investment like other forms of capital in the organization.

Relationship between Human Capital Theory and Education

Like the modernization theory, the human capital theory was advanced in the 1950^s and 60^s. In 1961, one of the theorists, Theodore Schultz, cited in Carmody (204) spoke of education not simply as a form of consumption but as an investment. Schultz further argued that population quality and knowledge constituted the principal determinants of the future welfare of people. In this case we can note that education is key to raising human capital in the sense that for people to contribute to national development, the knowledge, skills and values relevant to the needs and aspirations of the country should be provided. Fargerlind and Saha in Zvobgo (1999) cited in Moyo (2003) describe human capital as a theory of development which postulates that most efficient path to national development of any society lies in the improvement of its population.

Human Capital and Educational Development in Zambia

Due to the colonial systems of education that were segregative with limited access to more advanced levels of education, many African countries had a seriously challenge of skilled human capital in their early days of independence. Zambia, in her early days of independence adopted the human capital approach and embarked on massive expansion of the educational systems and infrastructure. For instance, Mwanakatwe (1974:26) states:

The Emergency Development plan was devised within a few weeks of the new Government's assumption of office in January, 1964, to supplement the existing 1961-65 Development Plan. An additional sum of £10 million was allocated for capital expenditure from March to December 1964. From this sum, £1,116,000 was made available for expenditure on education ... to expand primary, and secondary education."

Within two years of independence in 1966, the Government of the Republic of Zambia established the University of Zambia. All these efforts were meant to develop human capital for national development. Later, policy changes and curriculum innovations were

made in the strive to improve access and quality of education. The next section we will look at the dependency theory.



Activity 2.3

1. Discuss the importance of human capital theory in national development.
2. What is the relationship between modernization and human capital theories?
3. Identify the challenges African countries are facing in human resource management and suggest how each of those challenges would be addressed.

Dependency Theory

Origin of the Theory

The origins of dependency theory can be traced as far back as the 1950s. However, it became a popular force for reasoning in the 1960s and 1970s. The theory emerged among several social scientist in Latin America, and the Caribbean such as Celso Furtado, Theotonio Dos Santos, and Fernando Henrique Cardoso of Brazil. Others were Xavier of Senegal, Andre Gunder Frank of Germany, and Paul Baran and Immanuel Wallerstein of the United States of America (Josh (2005) and Potter (2008) et al.).

These scholars were radical structuralists who were influenced by the Marxist ideology that was founded by Karl Marx and Fredrick Angeles in the 1840s. The Marxist ideology which also came to be known as scientific socialism and communism confronted the ideology of capitalism in the world.

What Does the Dependency Theory State?

The dependency theory points to the notion that the world had been divided into two categories economically. These categories were:

- The 'core' or developed nations such as Britain, France, Germany and United States of America.

- The ‘peripheral’ or underdeveloped nations of Africa, Latin America and Asia.

The advocates of the dependency theory believed that this broad division of ‘core’ and ‘peripheral’ countries was a result of the practices of imperialism, colonialism, neo-colonialism, industrialisation, and modernisation by the Western countries who created the capitalist economic net-work. The dependency theory further suggests that resources in form of raw materials, and labour would flow from the periphery of poor and underdeveloped states to the ‘core’ of wealthy and developed states (Mwakanjinga, 2013). While poor countries were continuously providing cheap raw materials and labour, the same countries’, also became a readily available market for manufactured goods from the developed nations (cited in Potter (2008), Marx and Engels saw capitalism as a destructive ideology to non-capitalist social forms, while Andre Gunder Frank described the core and peripheral division among nations in the world as development of the underdeveloped.”

Following the dependency theory closely, you will notice that:

- There is economic exploitation of the underdeveloped nations by the developed ones.
- The chain of exploitative practices involves the extraction and transmission of wealth via a process of unequal exchange extending from the peasant, through the market towns, regional centres, national capital towns or cities to the international metropolitan countries.
- The colonial territories were maintained at the level of primary producers at minimal costs of production, and remained as markets for manufactured goods.
- After the colonised territories gained their independency, new economic relations were developed by the capitalist economic net-work. Those relations include: the Commonwealth of Nations; Inter-national financiers such as the World Bank, International Monetary Fund (IMF), and Africa Development Bank (ADB); Oil Exporting Countries (OPEC), London Metal Exchange, and other economic groupings and organisations. Of the latest is the concept of globalisation that seems to be working more in the interest of developed nations than those who are underdeveloped or developing because the developed nations are far much ahead

in terms of science, technology, and administration of business enterprise. The underdeveloped nations need to work hard as the competition in economic development grows high every day.

What should the under-developed Nations do to reduce dependency on Developed Countries?

Following the discussion on this theory, you may be able to notice that inequality between underdeveloped and developed nations still continues. Therefore, the question still remains as to what underdeveloped nations should do to reduce dependency on developed nations. It should also be realised that dependency of a nation on other nations, whether developed or underdeveloped cannot be avoided. No country in the world is one hundred percent (100%) independent particularly economically.

This question can easily be answered by many scholars including yourself. For instance, Andre Gunder Frank (1967), cited in Potter, (2008), suggests and states, “The only real alternative for underdeveloped nations is to waken the global economic system of trade barriers, controls on transactional corporations, and formation of regional trading areas along with the encouragement of local indigenous production and development.” This is quite a loaded suggestion that can provide guidance to a variety of strategies that each country can adopt to achieve self-sustainability.

Other advocates of the dependency theory have suggested the following measures for underdeveloped nations:

- Elimination of world debt. If not eliminated completely should be minimised.
- Introduction of taxes on foreign exchange transactions.
- Generation of revenue locally to service debts and finance projects in the country.
- Promote domestic industry such as agriculture and manufacturing.
- Introduction of import limitations.
- Nationalisation of the economy.
- Development of local resources.

But despite these measures being taken by some countries, you may notice that the powerful and developed countries such as the United States of America, Britain, Germany and Japan still dominate the powerless poor and underdeveloped countries through the capitalist economic system. Therefore, dependency by underdeveloped nations on the developed countries continues in many sectors of economic development. But the underdeveloped or developing nations still have the potential to develop themselves by taking advantage of some resources from developed countries such as loans, material, technology, and technical assistance.

Dependency Theory and Educational Development in Zambia

The first question we ask ourselves is, “What is the relationship between the dependency theory and educational development particularly in Zambia?” The second question is, “How did the independent Africa states respond to the dependence theory?”

The dependency theorists believed that Western education did not serve the interest of local people, but created a local elite who became allies of the ‘core’ group which comprised of rich nations (Carmody, 2004). The Zambian government led by Kenneth Kaunda like many other governments in the independent African states that had been colonised by Britain, observed that the British system of education had limitations in addressing the needs and aspirations of the people. Among the limitations were that the system was elitist. It maintained a pyramid from that continuously reduced opportunities for higher educational attainments. Mwanakatwe (1974:39) states:

The education system that existed at independence in 1964 resulted in a pyramid tapering rapidly towards the top, so that a very small proportion of children accepted for the first year of the lower primary had any chance of completing the full primary course especially in the rural areas.

In this statement, first year of schooling meant Sub-Standard A (Sub A, equivalent to Grade One now), and full primary course was Standard Six (equivalent to Grade Seven now). The pyramid system did not end at Standard Six. It continued to higher levels of education, the secondary school and tertiary education. This entailed a greater number of dropouts at each level than those who proceeded. Hence creating a cadre of few highly

educated people described as the elite, and the majority of the dropouts left with limited or no productive skills to sustain their lives or contribute to national development.

Along with the pyramid system, were the examination systems which eliminated majority of the learners at each level that was examinable. For instance, in the 1950s and 1960s in Northern Rhodesia, which became Zambia in 1964, examinations were conducted every after two or three years of study to determine who should proceed to the next level. Examinations were held in Standards: Two, Four and Six, in the primary sector and Forms Two, Four and Six in the secondary sector. After independence, examinations were conducted in Grade Seven, Forms Two/Three and Five. Later, it was in Grades Seven, Nine and Twelve. Due to limited vacancies at each higher level, a system of cut-off points was devised considered as a fair way of selecting candidates who should proceed to the next level, yet it was not fair to those who were dropped when they had good results.

Julius Mwalimu Nyerere, the first president of the Republic of Tanzania, observed that as the pyramid system of education was elitist, it alienated children from their village environments leaving them poorly equipped for life since the education system judged the worthy or ability of the individual by certification after each examination. It emphasised more on academic achievements than the practical and technical abilities (Carmody, 2004). Eventually most successful school leavers and graduates from tertiary institutions of learning admired more of the white collar jobs than the practical and entrepreneurial jobs for self-reliance which Nyerere emphasised.

Strategies Adopted by the Zambian Government

What strategies did the Zambian Government adopt to address the challenges that have been highlighted above?

You may realise that it might not have been easy for the new Zambian Government during the early days of independence due to limited financial, and skilled human resources. However, like other newly independent states such as Tanzania, Kenya and Uganda, The Zambian government adopted the ideology of Marxism which was later known as scientific socialism. The country also maintained the idea of nationalism. Under these ideologies the government embarked on the development of human capital through

massive education. There was massive expansion of the education system and educational infrastructure throughout the country. More primary and secondary schools, colleges for teacher training, and technical education as well as vocational training were established. Two years after independence, the University of Zambia was opened to build more capacity for higher education provision. Several other institutions of higher learning in agriculture, health, law, administration, and other fields of national development were gradually built.

The curricular were also being revised from time to time in order to make education relevant to the needs and aspirations of the people. For example, the 1966 Education Act of Parliament empowered the Zambian Government to take complete control of the education system and formulate policies and curricular that would promote quality education in the country. For instance, the 1977 Education Reforms, Focus on Learning, and the National Policy on Education: *Educating Our Future*, were among key educational policies adopted by the Government in an effort to develop quality and sustainable education for the people.

Following the discussion in this part of the unit, you can easily notice that education was a priority to the Zambian Government in addressing the challenges of over dependency on other countries for national development



Activity 2.4

1. Identify various ways in which Zambia depends on other nations for her development.
2. Provide a critical analysis of how some countries in the world have been affected by over dependency practices.
3. Suggest how Zambia as an independent state can minimise over dependency on other countries particularly those which are developed.

Sustainable Human Development

We can approach the discussion on sustainable human development from the traditional point of view before the academic and professional aspects of the same concept.

What is sustainable human development from the traditional point of view?

You may realise that education can be divided into three forms, namely, informal, non-formal and formal. We shall focus on the informal aspect to bring out some views about sustainable human development from the traditional perspective.

Snelson (1974: i-ii) highlights five components of traditional education in the African society. These are: the history and tradition of the clan or ethnic group; apprenticeship in practical skills; social obligations and inculcation of good manners, religious teaching centred on the Supreme Being, and lastly initiation ceremonies. The teaching and learning was mainly through, instruction, observation initiation, and practice.

These components of education among several others, were meant to mould individuals into productive and responsible members of the society throughout their lives. The traditional aspects of education were sustained by teaching the existing generations of young men and women, and systematically pass on the knowledge, skills, values, and the culture to next generations, by oral tradition of communication, instruction, and practical experiences.

Sustainable Human Development from the Modern Perspective

We shall begin by providing the definition for ‘Sustainable Development’ in general and ‘Sustainable human development’ in particular?

What is Sustainable Development?

For the purpose of our study in this section of the unit, we shall adopt the most quoted definition by scholars of this development drawn from the views of the World Commission on Environment and Development (WCED, 1987), cited in Potter (2008) which states: “Sustainable Development is the development that meets the needs for the present without compromising the ability of the future generations to meet their own needs.” This simply entails that all the resources available for human survival and development should

be managed properly for the present and future generations by adopting measures that can prevent destruction of the environment. The environment here means all the natural resources available for support of human survival.

What is Sustainable Human Development?

The three scholars, Landorf, Doscher and Rocco (2013) define such development as, ‘an educational practice that results in the enhancement of human well-being, conceived in terms of expansion of individuals’ agency, capabilities, and participation in democratic dialogue, both for now and for the future generations.’

From this definition, we can deduce that the sustainable human development theorists, stress the development of human beings that are existing at present and those of the future generations through education. And this education is not merely quality education that should be provided to all the people but its benefits as well for the present and future generations.

Nyerere’s education philosophy was centred on education for self-reliance, adult education lifelong learning, and liberation. He had set his vision in education for self-reliance. He emphasised that education had to work for the common good, foster co-operation and address the realities of life (Mwakajinga, 2013).

These views of Nyerere, were similar to the Zambian situation. The National Policy on Education, *Educating Our Future* (1996:2), states:

Education is a productive investment ... And since knowledge, skills, and technology develop and change so quickly, the investment must be continually renewed. Individuals must learn continuously throughout their lives acquiring new skills and technologies.

From all these views, you can notice that sustainable human development is closely related to human capital approach which Zambia and other countries adopted to develop skilled human resource through education. You may further notice that sustainable human development is a continuous process of building individuals by providing them with knowledge, skills and values that would make them responsible, productive, and

reliable members of society in terms of critical thinking decision-making and problem-solving, in various aspects of life in the present times and the future.



Activity 2.5

1. Education is considered as the key to sustainable human development. Describe the quality of education that is suitable for such kind of development.
2. What are the advantages of sustainable human development to the country like Zambia?
3. Suggest to the Zambian Government how best sustainable human development can be achieved.

Unit Summary

In this unit, four theories, namely: Modernisation theory; human capital theory; dependency theory, and sustainable human development theory. Various scholars have provided different views, suggestion, and observations on each theory depending on their ideological backgrounds and experiences, such as the Marxists, or socialists, capitalists and nationalists. It is also noticeable that while there are various ideas about each of these theories, they all focus on societal, national, and global development. It is further noticeable that each of these theories is associated with education as a critical factor to development. As pointed out by Olyaniyan and Okemakinde, “It is widely accepted that education creates improved citizens and helps to up-grade the general standard of living in a society.” Therefore, modernity, human resource development, self-reliance, and sustainability depend mainly on the development and provision of quality education in the country. The subsequent unit will focus on education and quality of life.

3.0 UNIT 11: EDUCATION AND THE QUALITY OF LIFE

Introduction

Welcome to unit 3. The previous unit at looked at the theoretical perspectives of education and development. This unit discusses various things pertaining to how education can bring about quality life in people which is improving the standards of living of all people. This unit will therefore, discuss three aspects as follows: Education and Employment, Education and Production, education and poverty as well as Education and Population.

Aim of the Unit

The unit aims at showing the importance of education with regards to the people's quality of life vis-à-vis employment, production and population.



Unit Objectives

By the end of this unit, you should be able to:

- i. Define the concepts education, employment, production and population.
- ii. show how education enhances a person's employment opportunities
- iii. show what the Zambian government is doing to solve the problem of unemployment.
- iv. identify the major causes of population growth and the measures that can be taken to reduce population growth.
- v. show how vocationalisation of the curriculum will bring about production.
- vi. Define poverty and identify the main causes of poverty in Zambia.
- vii. Suggest measures on poverty can be eradicated

Education and Employment

Introduction

Education is in every sense one of the fundamental factors of development in any country. For this reason, nations should at all costs invest substantially in human capital if they have to achieve sustainable economic and social development. Blaugh (1973) highlights the inter-connection between education and employment and how these will influence job opportunities.

From the time of independence in 1964, Zambia seemed to have more job opportunities than the human resource available, as such the country had at independence a challenge of having to educate the people would then take up these jobs. Kelly (1999) states that education needed to be accelerated rapidly if the challenge of educated people was to be sorted out.

In 1968, the supply of trained people increased as more opportunities for training became available. This led to more educated people being produced as such, the employment opportunities were becoming limited, which then required people to produce their educational credentials. Coombs (1970) indicated that the levels of credentials were required for various jobs. The agricultural sector has great potential for the nation's economic development and employment. It is in view of this that Zambia in the draft education reform tried integrating production unit into school curriculum. In 1979, Zambia National Service (ZNS) was introduced for the unemployed youths. This programme included various skills but mainly in agriculture development. Alongside national service was the Rural Reconstruction Centres (RRC) whose aim too was to prepare the unemployed youths with survival skills so that unemployment would be alleviated while self employment would be enhanced. The Rural Reconstruction Centres were also meant to keep the youths in rural areas to avoid rural-urban migration that brought about high unemployment levels in urban areas.

In 1967, the introduction of TEVETA brought about some significant change on the labour market such that by 1995, seventy per cent of the labour force was employed in the formal sector (Carmody, 2004). In 1968, apprenticeship skills were abolished and the trade schools were transformed. This led to the formation of a commission for technological education and vocational training in the same year. It was Saunders, principal of Alberta training technological institute in Canada who helped the Zambian government to reform the trade schools.

In 1995, most technological and vocational training schools focused on employment in the formal sector. However, most of them occurred in the informal sector. Production and entrepreneurship were much more pronounced in the trade schools because they

helped to wipe away poverty, which led to people living health and productive lives because they became self-reliant. Women too became productive by doing activities such as selling at the markets, which was a form of informal employment.

Challenges Faced by TEVETA

TEVETA faced a lot of challenges in the technical and vocational training. Some of these challenges are outlined below:

- The dilapidated physical structures of the institutions
- Low salaries for lecturers
- Poor or complete absence of libraries and information centres.
- Dilapidated or old fashioned material/equipment
- Insufficient and not fully utilized structures
- Lack of appreciation by the community
- Too low fees paid by the students
- Inadequate and unqualified teaching staff.

Challenges Faced by the Agricultural Sector

The agricultural sector is now being viewed as one of the contributing agencies to economic development and employment. However, the sector for a long time had these challenges:

- Few qualified agricultural science teachers
- Lack of land especially in urban areas for schools to practice on
- Insufficient funding for the sector
- Lack of infrastructure and modern equipment
- Difficulties in acquiring raw materials especially in rural areas.

What then Should Education Do?

This discussion has brought out the issues of how government tried to solve the problem of unemployment. Education increases people's understanding about themselves and others thereby improving their quality of life which eventually leads to the broad social benefits of individuals and society. Education raises people's creativity as such technology, skills and entrepreneurship is promoted among individuals and societies. Education therefore, plays a very crucial role in securing social and economic progress

leading to improved income distribution. In view of this, learners should be taught to nurture and harness skills of entrepreneurship that in turn will foster the creation of jobs for all. It means that the curriculum as it is now has to incorporate technical and vocational skills as well as early age mentorship in survival skills.



Activity 3.1

1. What is the relationship between education and employment?
2. In which ways did the government try to alleviate unemployment among the youths?



Pose for a moment and think about the following:

1. Do you think there is relationship between education and employment?
2. Can education with production end unemployment in Zambia?
3. What do you think would end poverty in Zambia?

Education and Production

Introduction

Education with production means an education system that is both theoretical and practical. Currently, Zambia has incorporated a skills and practical oriented curriculum in the institutions of learning. This is meant to produce a learner who will be self-sufficient and self-employed. To this effect, the education system in its curriculum has combined intellectual pursuits with physical labour.

Knowing how education and training interact with the economy helps many to understand why some businesses flourish while others fail. It is with this understanding that employers seek to employ productive workers who are self-motivated as such employers want such workers to remain in the organisation for a longer time. This is because it will serve the organisation's financial resources of having to train new people time and again.

Well trained workers generally tend to be more productive as such, they earn more money.

Benefits of Education and Production

There are a lot of benefits that may be encountered in the process of realising education with production. Among them are the following below:

- It prepares the learners for self-employment as a result of the entrepreneurship skills acquired.
- It helps learners to acquire helpful occupational skills to be applied in their future lives.
- The skills obtained through production units will familiarize the learners with the world of hard work.
- It reduces the burden of spending by institutions because of the self-help done in the production units.
- It reduces the burden of hiring people to maintain furniture and infrastructure of the institution because it is self-sufficient.
- It helps the learners with the hand-on programme as they link theory with practical work.
- It helps learners acquire various skills such as marketing, planning and management.
- Educators will help the learners realise that both theory and practical are important and that they complement each other.
- Education with production will fulfill the spirit of self reliance in the learners.

Challenges of Education and Production

Some of the challenges that are likely to be encountered in trying to realise education with production are as follows:

- Non availability of water for irrigation especially in rural areas.
- More time is allocated to theoretical subjects than practical ones.
- Lack of land for production unit activities particularly in urban areas.
- Lack of modern equipment, books and materials
- Lack of storage facilities for some materials e.g. vaccines.

- Inadequate qualified teachers for practical subjects.
- Lack of transport to bring in materials and also to carry the produce to market places.

To achieve the programme of education and production, the school curriculum needs to be vocationalised, that is to teach practical subjects, it needs also to be localized that is using the available materials in a given catchment area. Education and production should therefore, give individuals knowledge and skills. It should also instill virtues and attitudes that will increase productivity and output thereby facilitating national development.



Activity 3.2

1. How does a nation's education system relate to its economic performance?
2. What challenges do rural areas have in achieving education and production?

Education and Population

Introduction

Population is a group of individuals that have a common characteristic distinguishing them from other groups. It may also be defined as a group of organisms of one species. The group is usually separated by either geographical or topographical barriers, that is, there should be some boundary of some kind.

Key terms Found in Population

Population dynamics: is the change in the size of population as well as its structure. The changes may be as a result of fertility, mortality and migration such as rural-urban migration.

Population Explosion: The rapid population growth.

Population Density: refers to the measurement of people in a given area per square kilometer. This differs from one area to the other, as such there is high and low population density.

Population Distribution: the spread of people who live in a given area, region or country.

Crude Birth Rate: the number of live babies born per 1,000 of the population per year.

Total Fertility Rate: number of children a woman is likely to bear in her life time under the prevailing fertility condition.

Crude Death Rate: number of deaths per 1,000 persons in the population per year.

Infant Mortality Rate: number of babies who die under one year per 1,000 live births.

Population Structure: the range of age groups such as:

- Primary school age (7-14 years)
- Economically active age (15-65 years)
- Female in their reproductive age (15-40 years)
- Elderly (over 65 years)

Historical Population Growth

- Around 8000BC, world population was roughly 5 million
- For about 7000 years, there was a minimal change in the world population.
- From around 800AD, the population once again grew steadily though with major disruptions from frequent plagues, with the black death during the 14th century being the most notable one.
- Shortly before the 17th century after the plagues, the world population began to grow again.
- Under the ming dynasty, some parts of Asia e.g. China, the population doubled from 60 million.
- By the 18th century, the world population was estimated to be 1 billion and by the 20th century it rose roughly to 1.6 billion.
- By 1940, the figure had increased to 2.3 billion.
- With the dawn of industrialization of agriculture (green revolution), the 1950s saw the dramatic population growth of above 1.8% per year coinciding with the increased food production resulting from the green revolution.
- The United Nations world population report states that the world population is about 7.4 billion people per year and the prediction is that by 2050, the population would be 9.2 billion with an assumed decrease in fertility rate from 2.5 to 2.0

- The population of the developed countries will remain mostly unchanged at 1.2 billion while that of under developed countries is expected to rise from 5.3 to 7.8 billion, except for United States which is expected to increase by 44% from 306 million in 2008 to 439 in 2050.
- From 2000-2005, the average fertility rate per woman was 2.65 children.

In view of all this, it can be concluded that nations are greatly affected in their gross domestic product by the rapid population growth rates. This implies that the higher the population growth rate for a nation, the slower the economy will grow. Because of this, most developed countries have small or negative population growth.

The increases in both the size and growth rate of the population are mainly a function of two demographic processes namely:

- Steady mortality decline and
- High levels of fertility

The role of Education in Population Matters and Development

- Population education increases the understanding of the influence of population growth on social and economic life of individuals.
- Education equips people with the skills, values, knowledge and attitudes to ascertain and evaluate the impact of population growth on their environment, nation and world at large.
- It creates awareness among the learners about the inter-relationships between population situation in the country and the world at large.
- It provides knowledge and understanding of the prevailing population situation in your nation and world.
- It helps to understand the negative effects of over-population on the environment such as air, water and noise pollution.
- It creates an appreciation of the relationship between small size family and its good effects on the preservation of mother's health and children's welfare.
- It helps to make conscious, rational and; informed decisions regarding the size of the family in relation to population matters in the society.

What is the Relationship between Education and Population Dynamics?

- Educated people spend more time in school as such they delay to marry
- Educated people know about family planning.
- Educated people have the knowledge of proper feeding habits and they value balanced diet.
- Educated people have an understanding of good hygiene and disease prevention.
- Educated people have better survival skills as such they live longer.

Factors Responsible for Higher Fertility Levels in Zambia

- These may be cultural or institutional and they are as follows:
 - Low average age for marriage (16 years for women)
 - Low educational levels especially among women
 - Desire for large families (security)
 - High levels of infant and child mortality
 - Low social economic status of women
 - Economic rationality of large family size.

Educational Implications of Rapid Population growth

- Overcrowding in schools
- Inadequate teaching staff
- Inadequate teaching and learning materials
- Inadequate furniture and infrastructure
- Little time for learning or spent in school

In view of these and many more implications, the quality of education is compromised.

Migration and Urbanisation

- Migration is the 3rd demographic process that has affected Zambia's population patterns mainly due to a lot of refugees coming in. These refugees are estimated to be 8% of the population.
- The ever increasing population puts great pressure on the already limited social services

- The search for greener pastures creates a vacuum in the scarce manpower.
- Among the South Sahara countries, Zambia leads in urbanization.
- The rate of urbanization is still almost double the rate of growth of the nation's population.

The high rate of urbanization is caused mainly by two factors.

- High rates of natural increase in urban areas
- Sustained rural – urban migration (in search for jobs) in the cities.

Various aspects of education and population have been discussed among them the impacts of rapid population growth on education.



Activity 3.3

1. Suggest measures that Zambia can put in place to combat urban migration and brain drain.
2. How is the provision of quality education affected by rapid population growth?

EDUCATION AND POVERTY



Reflection!

Please think through the following questions before you begin to work through this section.

1. What do you understand by the concept of poverty?
2. Why are some people poor?
3. Can we really eradicate poverty?
4. What are you doing to eradicate poverty in your community?

What is Poverty? Well we are sure that during your reflection, you were able to answer this question correctly.

Poverty can be defined as the inability to satisfy one's basic human needs, such as shelter, food, education employment and health care etc. Poverty can be **absolute** or Relative. **Absolute Poverty**: is the state of severe deprivation of basic human needs. It

implies lack of basic human needs such as safe and clean drinking water, nutrition, health care, education, clothing and shelter. **Relative Poverty on the other hand:** occurs when you lack acceptable levels of resources or income in comparison with others within society. But how is the poverty situation in Zambia?

Poverty Situation in Zambia

- Poverty in Zambia has been on the rise since the 1980s.
- 61% of the population were poor in 1991
- 73% were poor in 1993
- 72.9% were poor 1998
- 64% were poor in 2012 and
- On average 67% were poor in 2015
-

Currently extreme poverty in rural and urban areas is at 57% and 13.1% respectively. The worst affected or most impoverished provinces in Zambia are Luapula, Western and Eastern. There is therefore a need to reduce extreme poverty by the year 2030. What are the causes poverty? Pose for a moment and think about this question.

Causes of Poverty in Zambia

The following are just some of the causes of poverty in Zambia:

- Lack of education/unequal access to educational services.
- High levels of unemployment
- Unfair trade in the world economy
- Over population
- Corruption
- Poor governance
- Unequal distribution of resources
- Diseases such as HIV/AIDS and others
- Environmental degradation



Activity 3.4

1. Identify the other causes of poverty in Zambia apart from the ones given above
2. What measures do you think should be put in place to overcome poverty in Zambia
3. Can Zambia eradicate poverty by 2030?

Impact of Poverty on Education

- Leads to low enrolment rates especially among girls
- Low participation of girls in education

- Inadequate teaching and learning materials which consequently affect the quality of education
- De-motivated teaching staff due to poor salaries and conditions of service
- Poverty affect children's success in schools
- Poor children are subjected to poor nutrition, less health care and this enable them to abscond school

Role of Education in Eradicating Poverty and Inequality

- Creates a human resource base central key for national development and economic growth
- Basic education is said to reduce poverty by equipping people with skills they need to participate in the economy fully
- Quality education is a pre-requisite for attaining the EFA and MDGs
- Education must serve the common good and foster the social goals of living together and working together (social cohesion)
- Education must help in the development of a society in which all members share its resources fairly and equally
- It must inculcate a sense of commitment to society

Role of Government in Reducing Poverty

- Govt. should empower members of society through Technical Education and Vocational Training to cater for the untrained youths, laborers and semi-skilled workers.
- In 1996, govt. introduced the Technical Education, Vocational and Entrepreneurship Training Policy aimed at Reducing poverty by Emphasizing Entrepreneurship
- Through the Citizen's Economic Empowerment Commission, Government is making Financial Resources available to many people to venture into entrepreneurship
- The Social Cash Transfer project is being carried out to empower the poor in rural areas
- Govt. to scaling up Youth Skills Development Programmes through the construction and rehabilitation of Technical Training Institutes
- Government through the Farmer Input Support Programme (FISP) is supporting farmers with farming input (seed, fertilizer and agric. extension services) to improve agriculture production.

- From the foregoing, one can deduce that what goes in the economy greatly determines the extent to which education can end poverty.

Summary

This unit has discussed various issues related to education and employment, education and production, education and population and education and poverty. In all these, education takes a centre position, for without education, it is difficult to get employed, to get to produce anything, to understand how over-population can interfere with the quality of education the learners can get and indeed to eradicate poverty. It is hoped that with the vocationalisation of the curriculum, production will be enhanced. Also with more people spending time to pursue their education, the population will be controlled and poverty will be reduced. In the following unit we look at literacy and equity issues in education.

4.0 UNIT ELEVEN: LITERACY AND EQUITY ISSUES IN EDUCATION

Introduction

Welcome to unit Twelve. This unit introduces you to the concepts of literacy, equity and equality in education. It shows the importance of these aspects in so far as education provision is concerned and how they can help bring about socio-economic development in Zambia.

Aim of Unit: the aim of this unit is to help students appreciate the role of literacy, equity and equality issues in education provision and how they can bring about development.



Objectives: by the end of this Unit, you should be able to:

1. Define literacy and its forms
2. Justify the essence of functional literacy in Zambia
3. Identify ways through which literacy can be promoted in Zambia
4. Define equity and equality in education provision
5. Show the importance equity and equality in education and how they can be promoted.



Reflection

1. Get a piece of paper and write about what **literacy** is from your on point of view?
2. How would you define equity and equality from the education point of view?



What is Literacy?

Definition: According to UNESCO, literacy is the ability to identify, understand, interpret, create, communicate and compute using written and printed materials. It is also the ability to read and write. It is the ability to write coherently and quite fully. It is the ability to discuss issues coherently. Literacy is also about the ability to understand all forms of communication i.e. to listening, reading, speaking and viewing. Literacy may also depend on the need. For example computer literacy. Literacy is a lifelong process. People must be given opportunities to acquire skills.

According to a 2013 study report, in Africa, Zimbabwe has the Highest Literacy rate of 90.7% while Zambia is the 13th with the literacy rate of 80.6% and Burkina Faso has the lowest rate with only 21.8% of its population able to read and write.

TYPES OF LITERACY

There are basically two (2) types of literacy. These include the following:

1. **Basic Literacy:** refers to some skills in reading and writing. It is general and formal. It concentrates on communication skills and it is used depending upon where we are.
2. **Functional Literacy:** Ability to read and write and calculate figures well enough to carry out activities that many consider necessary to the functioning of society. What is learnt is taught in line with what you want. It has its own principles, objectives or requirements. The content is in line with the needs of the locals.

AIMS OF FUNCTIONAL LITERACY

The following are the functions of literacy:

- To improve the social and economic conditions of people
- Provision of training and improving the occupational skills of the particular trade
- Provision of literacy skills.
- Providing the participants with the necessary knowledge and skills to improve and maintain their wealth. Examples of Functional Literacy Include the following: Reading newspapers; reading training manuals; understanding highway maps; balancing a cheque book etc

Literacy and Reading Development

- This involves exposure to reading skills
- People must learn essentials of language, e.g. syntax, phonology, spelling patterns etc.
- When this is done, people can develop critical understanding, influence and may lead to creative thought.

Benefits of Literacy

There are numerous benefits associated with literacy. These include the following:

- Increases the efficiency of societies, politically, economically and scientifically. An educated population leads to low levels of fertility, high productivity, better health and nutrition
- More literate adults means an increase in individuals campaigning for education as a fundamental human right
- Literacy equips adults with basic literacy skills thereby making them more proactive when it comes to their child's education

- Literacy can lead to reduced poverty, political oppression and high life expectancy
- There is a correlation between illiteracy and education. Lower levels of literacy and education in general, can impede the economic development of a country in the current rapidly changing, technology driven world. Having looked at what literacy is, let us now turn our attention to equality issues in education.

EQUITY AND EQUALITY ISSUES IN EDUCATION



What do you understand by the concepts of equity and equality?

Equity as a social term relates to: Inequalities in the distribution of resources. It is about the adjustments required to allow for more equitable redistribution. The government as a provider of formal education must improve equity through its education policies. In all different definitions of the term equity, two basic themes are commonly acknowledged:

1. **EQUALITY** of access to educational resources and opportunities, Implies equal sharing of tax burden to pay the cost of equalized access
2. **EQUITY** means ensuring that as much as possible equality and fairness are built into the provision of education services. According to Psacharopoulos and Woodhall (1985), Equity means an equal distribution, sharing, justice and judgment of how society distributes its resources

☐ Dimensions of Equity

✓ Equity in Education has two (2) dimensions: these are fairness and Inclusion

1. Fairness: Means making sure that personal and social circumstances (such as gender and socio-economic status) are not an obstacle to achieving educational success
2. Inclusion: Implies ensuring a basic minimum standard of education for all. For example, everyone should be able to read, write and do simple arithmetic

☐ TYPES of EQUITY

There are three (3) types of Equity. These are:

1. **Horizontal Equity**: this means equal treatment of the equals. For example redistribution of resources permits equal treatment of the equals in terms of access to the benefits of public spending
2. **Vertical Equity**: It implies unequal treatment of the unequal. A good example is the Apartheid which took place in SA.
3. **Intergenerational Equity**: it is between horizontal and vertical equity. This ensures that inequalities in a particular generation are not perpetrated from one

generation to another. For example participation in education by the children of the rich only.



Activity 4.1

1. Justify the importance of literacy to Zambia's socio-economic development.
2. Why should we be concerned with equity issues in Zambia
3. Which sector of education do you think should be given much consideration when it comes to equity issues

Barriers to Equity

Having looked at what equity is, what do you think are some of the barriers to equity. Or what should we be concerned about promoting equity in education?

- Barriers to equity in education provision include the following:
- Inadequate resources in poor educational institutions
- Different home circumstances
- Shortage of teachers especially in remote rural areas
- Long distance to school
- Fewer educational institutions at all levels
- High financial direct and indirect costs
- Dilapidated school infrastructure
- Temporary schools infrastructure
- Untrained teachers
- High levels of HIV/AIDS

Interventions to Promote Equity in Zambia

To promote equity, the Zambian government has put the following interventions in place:

1. Construction of more schools in rural and peri-urban areas
2. Giving preferential cut-off points at grade 8&10
3. Modifying educational infrastructure in educational institutions in order to cater for students with Special Education Needs (SEN)
4. Free Basic Education Policy (FBE) from grade 1-7

5. Provision of bursaries to the pupils at the upper basic and high schools
6. Introduction of the Re-Entry Policy
7. Abolishing examination fees at grade 7 and 9

Self Evaluation

1. What do you think illiteracy levels are very high in the rural areas than in urban areas?
2. Account for the higher illiteracy levels among women than men in Zambia?
3. Why should we be concerned about equity issues in education?
4. What measures would you propose to promote equity in Zambia's education system?

Unit Summary

The unit has helped us to appreciate what literacy and equity issues are in education. We have also looked at why they are important and how they can be promoted in Zambia. The next unit looks at the curriculum reforms in Zambia.

5.0 UNIT TWELVE: CURRICULUM REFORMS IN EDUCATION: RURALISATION AND DIVERSIFICATION OF THE CURRICULUM

Introduction

Welcome to Unit 12. With your acquired appreciation of the developmental issues of equity and equality of educational opportunities, we now focus your attention to the curriculum reforms of ruralisation and diversification. In this Unit, we shall lead you into understanding the desired impetus for curriculum change in order to foster educational access and relevance. After studying this Unit, you will be able to explain the main problem favoring the move towards the curriculum reforms at the elementary as well as at the secondary school level. We shall begin this unit by examining the principle of ruralisation. Thereafter; diversification of the curriculum will be dealt with.

The goals

- For you to demonstrate an understanding of the two concepts of ruralisation and diversification of the curriculum.
- For you to appreciate the initiative to reform the curriculum in order to foster educational challenges of access and relevance.
- For you to suggest the different activities that the state could do in order realize the goals to the two curriculum reforms.



Objectives

After studying this unit, you will be able to:-

- Explain the meaning of ruralisation of the curriculum.
- Trace the root of ruralisation of the curriculum.
- Critique the principle of ruralisation.
- Define the concept of curriculum diversification.
- Explain the rationale behind curriculum diversification.
- Appraise the arguments for and against diversification of the curriculum.



Time Frame

For you to successfully complete this unit, you need about 6 hours

2.5 Reflection



Self- Help Question

1. At this point, we ask you to define the 'concept of ruralisation' in your own words.
2. Using other resources, define 'curriculum ruralisation'.
3. What are the historical circumstances that gave rise to the advocacy for curriculum ruralisation?
4. Before we lead you into the definition of ruralisation, it is important that you read through the next passage with the title 'Ruralisation in Historical Perspectives' as it carries some background data which will help you understand the origins of the principle of ruralisation.



HISTORICAL PERSPECTIVE

RURALISATION IN HISTORICAL PERSPECTIVES

The idea of Ruralizing the Curriculum is often associated with the ideas of a French philosopher called **Jean-Jacques Rousseau** (28 June 1712 – 2 July 1778). Rousseau was a [Genevan](#) philosopher, writer, and composer of 18th-century [Romanticism](#). He stressed on Utilitarian dimension of education. This focuses on the benefits that education can offer to those who acquire it. Rousseau wanted the kind of education that would provide useful skills and not credentials. He emphasized that education should equip learners with the social economic skills, rather than Western type of education which he described as being too academic in nature. From Rousseau's point of view, the type of Western oriented education which was being offered in most developing countries did not prepare students to be self- reliant because it ignores the local and regional technologies that were outside the schools system such as fishing, agriculture, wildlife management, weaving, etc. He reasoned that these could be embedded into the school system through the Principle of Ruralization. He proposed that the curriculum must include local and regional technological skills through the principle of ruralization.



Definition of Ruralisation?

It is the inclusion of various rural, social- economic activities in the school curriculum. It refers to the process of introducing rural activities such as agriculture, game management, black-smiting, etc into the school system. The principle purpose of ruralization is to make formal education more relevant to the learners e.g. it is argued that if farming was effectively taught, school leavers would be successful farmers in their rural areas, instead of drifting into urban areas. Proponents of ruralisation argue that:-there is no benefit in learning about topics like Vasco Da Gama's journeys in our history lessons in Zambia which are irrelevant in our local set up. They further argue that; It is better to teach pupils topic which relate to real life situation.



Activity 5.1: Group Discussion

1. Place yourselves in groups of about two (2) to five (5) people. One group should argue in favour and the other one should argue against the following motion:-
Discuss the argument put across by the proponents of ruralisation that;
“There is no profit/benefit in learning about topics like Vasco Da Gama's journeys in our history which are irrelevant in our local set up
up
2. Imagine that you were involved in planning the curriculum for your local region:- Suggest five (5) socio-economic activities you would include in the school curriculum that are common in your region?

THE ROOT OF RURALISATION IN ZAMBIA



Reading:

- In the traditional set up, education varied from tribe to tribe in both content and

method for it was dictated largely by the nature of the environment. This was so because traditional education was practical training which was designed to enable the learner play a useful role in society. The 1977 Educational Reform document (MOE,1977) recommended that the curriculum should be diversified and that schoolwork should be accompanied with production activities so that the learner can apply what they learn at work.(Hence, production unit in schools became a prominent feature at this time). In the current National Policy Document, Educating Our Future (1996), the objective of ruralization is to produce a learner who should be 'theoretically' and 'practically' developed. To achieve this, the learner must learn things that he/she can easily apply in his/her areas. As at now, access to skills and knowledge provided by education is becoming an important determinant of living standards.



Activity 5.2

1. Trace the root of ruralisation in Zambia?
2. Discuss the point put up by our National Policy on Education: Educating our future with regards to ruralising the elementary school curriculum”
3. In your view: which categories of the Zambian population are more likely to resist the principle of Ruralisation?

Aim of Ruralisation

The following below are the aim of curriculum ruralisation:

- 1) It helps children prepare themselves for a productive life in their communities whether in rural or urban areas.
- 2) To foster self-confidence and self-reliance.
- 3) To help children make proper decisions especially in the social and economic activities within their communities.

4) To help the community become a major instrument of education provision.

NB: If the above aims are achieved, production work and service to the community and nation would be the main features of education.

Benefits of ruralising The Curriculum

Those in favor of ruralising the curriculum have come up with the following arguments:

- Ruralisation offers a testing ground that formal education at all levels can become a direct agent of social economic development. It is argued that in the principle of ruralisation, rural life would be modernised in terms of having the institutions and activities that are found in the urban areas.
- It's able to transform primary education in terms of rural life and get rid of the aspect of education which is incompatible to rural life.
- It promotes education and production and helps rural communities realize that productive activities are of economic value.
- It can make education as an instrument of adaptation and thus help pupils to use education and adapt to their societies.
- It is able to provide a foundation for modernizing agriculture and give learners chance to try new technologies- therefore, it will increase employment for school leavers.
- It is further argued that by ruralising the curriculum, employment and self employment would be created, together with welfare services being within reach of the ordinary person. Eventually, higher levels of standards of living would be attained.
- Ruralising the curriculum in terms of gearing it to the respective activities and resources of a given province could not only solve the problem of ensuring that pupils and students worked in their own areas upon completion of their studies, but could also give incentives of making those activities attractive, especially in monetary terms; thereby improving living conditions in the rural areas. By making those activities attractive, one would think of a curriculum that would combine both the rural and urban realities of life. In other words, one would think of slowly creating in rural areas conditions that exist in urban areas thus reducing the aspect

of urban areas being the 'pool of attraction' to school leavers.



Brainstorming:

Ruralisation of the curriculum is an important principle in the education discourse; especially in the developing world where the agriculture sector still has the potential to employ men and women. Ruralisation will also increase employment to many school leavers as many of them will be qualified in several skills rather than merely prepare them academically. Ruralisation will provide a wide range of education services designed to encourage community improvement (**Anonymous**).

Reflect on this argument. To what extent do you agree with the author?

Critique of Ruralisation

(a) **Equity Grounds:** if you have a rural curriculum in the primary schools, is it going to be the same for urban primary too? If not, then one of them becomes inferior to the other. If there is dual system of education, the rural curriculum will suffer e.g. if the rural curriculum is meant to prepare children for village life, then such children are denied chance to participate in the modern sector employment. Yet rural children have a legitimate right to compete with others for further education and to participate in the urban sector employment.

(B) **Educational Grounds:** The teachers are not equipped to teach agricultural skills. It is the community which is equipped and has the resources to teach rural agricultural activities but not the schools. Parents know that school teachers are not qualified to teach these skills but the community practices them quite often.

(c) **Psychological Grounds:** The practice of teaching practical skills have not been proved to promote desirable attitudes to work.

(d) **Social- Economic Grounds:** If more prestigious and better economic rewards were offered in urban than in rural areas, then it is unreasonable to expect the school to change the situation in the villages. The school can't change what society is unable to change.

Thus, the urban areas will continue to be more attractive than the rural areas. The urban area will be a '**pool of attraction**' and the pupils will continue being attracted to it.



ACTIVITY 5.3

Now that you have gone through this topic, we would like you to do some academic writing. Please attempt all the questions.

1. Discuss the concept of ruralising the primary school curriculum in relation to making education more relevant to the future needs of the learners.
2. What problems arise in ruralisation of the curriculum?
3. Critically discuss the historical circumstances that gave rise to the principle of ruralisation of the elementary school curriculum in Zambia.
4. To what extent will you agree with the argument that ruralisation of the elementary school curriculum is an important principle in the education discourse.



Summary on Ruralisation

We are now confident that you have a thoroughly understanding of the principle of Ruralisation. In the next section, we shall lead you into discussing another curriculum reform. That is the principle of diversification. This will help acquaint you with the level upon which diversification has been operating in the Zambian education set-up.

Diversification of the Secondary School Curriculum



Weaknesses and problems associated with the curriculum: the need to change:

Critics of the Zambian curriculum have this to say: that current curriculum is not able to equip the school leavers with skills that promote self-reliance; and that there is need to change the curriculum. The call for change was necessitated by the fact that the curriculum:

- (a) Encourages young people to look for “white color” jobs only. They dislike manual work.
- (b) It never encourages children to do mechanical work.
- (c) It concentrates on the individual attainment rather than an individual being committed to develop the country
- (d) The curriculum is oriented toward learners passing the exam.
- (e) It has been labeled as being too bookish and theoretical.
- (f) Has been relying too much on the foreign cultures and values.

Background to Diversification

The school aims at developing skills, knowledge and desirable attitudes that remain with the students after school. This is the conceptual framework of the human capital theory. But the situation now is that the school curriculum is bookish and too academic. It does not promote desirable attitudes to work but fosters unfulfillable aspirations like the zeal for white-collar jobs, which are not found in the rural areas. This results into rural –urban migration of young people and creates unemployment problems in the process. Due to the irrelevance of the school curriculum, educationists felt that there is need to make it more responsive to pupils needs. At Secondary school level, it was proposed that the curriculum should be vocational in nature so that pupils learn basic essential skills to enable them work “Give secondary school pupils skills related to the world of work, not necessarily agriculture, but a wider spectrum of other skills”. Such, and other arguments gave birth to the curriculum reform of diversification.



Definition of Diversification

Diversification means to broaden the curriculum content in order to enable education to provide necessary skills and knowledge that empowers the learners to respond to the needs of the society. The First National Development Plan had recommended that the curriculum be diversified. It stated that “Educated people should increase production with the country’s natural resources and expand the industrial progress”.

Models of Curriculum Diversification

- 1 Diversification of the whole formal education curriculum
- 2 Parallel vocationalised system.
- 3 Diversification of the components of a core curriculum
- 4 Diversification through the use of non-formal systems.

Explain the meaning of each of these forms of curriculum diversification.



Benefits of Diversification

What do you think are the benefits of diversification? The following are some of the benefits

- It prepares school leavers in the informal sector for both entrepreneurship and self-employment.
- It can make education to be relevant to all its recipients regardless of whether they get employment in formal or informal sectors.
- There was also an introduction of Agricultural science in order to empower the recipients of educational skills to use land as one of the abundant natural resources. By 1968, 14 secondary schools in Zambia had started offering agricultural science and 60 schools started offering commercial subjects. At the sometime, practical subjects were introduced in most of the schools as a way of empowering those who could not accelerate through the educational ladder.
- The principle of diversification was recognized in the First National Development Plan. This document pointed out that it was necessary and important to provide technical and further education which would develop skilled manpower that would in turn increase production from the country's natural resources and also expand the country's new industrial projects.
- Diversification also enhanced the development of trades training institutes. Although these institutes started at a time when formal education started, they could not develop until after independence when the principle of Diversification was instituted.

- Through diversification, modernized programs of technical education were introduced.
- Diversification also is said to have enhanced both the industrial and agricultural development of the country. Since the modernization theory defines development on the basis of acquiring modern technology, then we can argue that diversification of the curriculum does contribute to the general development of the country.
- In the informal sector, diversification has contributed in preparing school leavers for both entrepreneurship and self-employment.
- In the Zambian context, diversification of the secondary school curriculum led to the introduction of technical and commercial subjects. These technical and commercial subjects increased the potential of education as an engine for economic development.

In a nutshell, the principle of Diversification is a necessary tool in making education a true instrument of development. Diversification also has made education to be relevant to all its recipients regardless of whether they get employment in the formal sector or informal sector. This principal of diversification is an ongoing process. Currently, it has made education to include health themes such as HIV/AIDS. However, despite the above benefits, curriculum diversification is not without criticism.

A Critique of Curriculum Diversification

The following are some of the critiques for the diversification of the curriculum.

1. Critics argue that: No educationist is sure about when, where and how vocational courses should be offered (they would ask the following questions: should it be in the school, after the school, before one gets a job or on-the-job training?)
2. Other critics would raise the following concerns: Should we have institutions that teach specific narrow vocational programmes or institutions which teach the general curriculum?
3. Critics would further question diversification basing on this question: Do we expect vocational courses when/if introduced in schools to reduce demand for university education or white-color jobs?

4. Critics also argue that it has not been proved that diversification turns people away from themes such as demand for white color jobs and university education.
5. The other argument which critics raise is: People rarely take up a career for which they have had some preparation, most people change for example studies show that in Tanzania and Columbia, it was found out that people who practice agriculture did not have a specific agriculture course that they were exposed to in the curriculum.
6. It is further argued that “Teachers, pupils and parents do not regard vocational courses as better than academic courses in terms of status or higher prestige”.
7. Critics go on to ask “How up-to-date is the equipment in use in technical and vocational schools”? It is difficult to keep the curriculum and equipment up-to-date because technology changes fast. Equipment is difficult to obtain and maintain.
8. Finally, critics hold that: Vocational courses are very costly to run.



Activity 5.4

1. What are the arguments for and against diversification of the curriculum?
2. Explain how diversification of the curriculum can make education a true engine for economic development.
3. Is it rational to argue that the principle of diversification is a successful curriculum reform in Zambia?



Summary on Ruralisation and Diversification of the Curriculum

Congratulations for working through this Unit successfully. We have examined the principles of Ruralisation and diversification of the curriculum. We have also examined the arguments for and against these reforms. By now you should be able to differentiate the rationale behind the two curriculum reforms. If you have difficulties with one of them, please go through the unit. The subsequent unit will focus on development plans on education in Zambia.

6.0 UNIT THIRTEEN: DEVELOPMENT PLANS ON EDUCATION IN ZAMBIA

Introduction

Welcome to **Unit Fourteen** of this module. In this unit we will discuss four of Zambia's development plans on education. These are the Ministry of Strategic Plan 2003-2007, the Fifth National Development Plan, the Vision 2030 and the Revised Sixth National Development Plan. We will look at an overview of each of these development plans on education.

Aim of Unit

The main aim of this unit is to help you familiarize yourself with the various issues raised in Zambia's development plans on education.



Main Objectives

By the end of this unit, you should be able to identify and analyse major issues articulated in the following development plans:

- a) The Ministry of Strategic Plan 2003-2007,
- b) The Fifth National Development Plan,
- c) The Vision 2030 and
- d) The Revised Sixth National Development Plan.



Reflection

1. Why did the Ministry of Education strategically plan for education between 2007-2007?
2. Do you think Zambia education system will help us achieve the vision 2030?
3. To what extent has the extent Zambia government tried to achieve to the provision of the revised SNDP in the context of education.

Let us start our discussion by looking at the Ministry of Education Strategic plan of 2003.

1. OVERVIEW: MINISTRY OF EDUCATION STRATEGIC PLAN 2003 – 2007

Background

The Ministry of Education in Zambia formulated a Five-Year Education Sector Strategic Plan to address the needs of the Zambian people in the field of education. The plan recognised the fact that an educated population was the leading force in the overall development of the country. Above all education is a basic human right for each individual in society. This plan was based on three key documents: 'Educating our Future' 1996, the Poverty Reduction Strategy Paper (2001/2002), and the Report on the Restructuring and Decentralisation of the Ministry of Education (2000). Furthermore, commitments to Education for All, undertaken by Zambia and the world community at Jomtien in 1990 and reaffirmed at Dakar in 2000, inform this Strategic Plan. The Plan is also guided by a holistic approach to education which recognizes the inter-linkages and interdependencies between the various stages, beginning with early childhood education, running through formal basic and high school provision, encompassing skills training, university and other tertiary institutions, and extending to adult basic education as well as lifelong education.

Participation

The following broad spectrum of stakeholders were consulted

1. The civil society,
2. Religious organisations,
3. The private sector,
4. International development agencies,
5. Teachers and lecturers,
6. The parents and the learners,
7. Other government agencies and ministries.

Strategic Plan Context

We should note that Zambia's national education policy document, 'Educating our Future' 1996 laid down a clear vision for reforms of the whole education sector in line with changing international, national and individual needs. However, no practical strategies and implementation plans were developed initially to realise the vision, while poverty in Zambia increased and equitable access to education diminished.

It is in this vain that overall context of this strategic plan articulates the following major challenges in the education sector:

- The achievement of Universal Basic Education for Grades 1-9;
- Improvement in progression rates from Grades 7 to 8 and from Grades 9 to 10;
- Increase in retention and completion rates for Grades 1 – 9;
- Improved access to high school and tertiary education, particularly for the poor, girls and children with special needs;
- Adequate supplies of trained and motivated teachers and lecturers for all levels;
- Reform of the curriculum at basic, high school and tertiary levels to provide relevant skills and knowledge; sufficient learning/teaching materials for all levels;
- Effective decentralisation of education delivery; management/mitigation of HIV/AIDS;
- An increase in budgetary allocation to the education sector.

Vision Statement

Quality lifelong education for all, which is accessible, inclusive, equitable and relevant to individual, national, global needs and value systems.

Vision and Goals

The vision and goals have been structured into four main themes which are reflected throughout the basic, high school, tertiary sub-sectors, and administrative services highlighted in the following overall sector goals:

1. Access/Equity

- Equitable access to education at all levels through formal and alternative modes of delivery in partnership with key stakeholders.

2. Quality

- Quality and relevant education, which enhances knowledge, skills, attitudes, values and lifelong learning.

3. Administration, Financing and Management

- An improved policy formulation, planning and information management environment.

- A sufficient, skilled and motivated human resource for the education system.
- A properly financed, professionally managed, accountable and cost-effective decentralized education delivery system.

4. HIV/AIDS

- An education system that counters the HIV/AIDS pandemic and manages its impact on education delivery, poverty and gender inequity.

Strategic Priorities

Below are the major priorities of the strategic plan:

- Improved access, gender equity and quality in basic education (Grades 1-9);
- Improved quality and efficiency in high school and tertiary education;
- Development of relevant skills and enhanced learning achievement by all learners;
- Effective decentralisation of decision-making, procurement and financial management to districts and schools;
- Management/mitigation of the impact of HIV/AIDS.

Mission Statement

The Mission of the Ministry of Education is to enable and provide an education system that will meet the needs of Zambia and its people.

This will be achieved by:

- i. Developing and co-ordinating the policy, funding, planning and delivery of quality basic, high school and teacher education, in consultation with stakeholders and in partnership with other providers;
- ii. Providing efficient professional and administrative support services based on reliable information management systems;
- iii. Ensuring that education infrastructure is of acceptable standards and that there are adequate and relevant teaching and learning materials;
- iv. Providing and sustaining professional, qualified and motivated human resources;
- v. Monitoring and evaluating educational standards;
- vi. Establishing mechanisms for the development of policy direction with autonomous institutions, particularly in the field of tertiary education and, where appropriate, the management of their funding allocation;

- vii. Working with other line Ministries and government institutions in coordinating policy, strategy and implementation of educational services provided by government.

We should also note that implementation of this plan will depend a great deal on the effectiveness of the Ministry's various administrative and support services at Headquarters, Provincial, District and School level. In the next section we will look at the Fifth national Development Plan.

2. OVERVIEW: THE FIFTH NATIONAL DEVELOPMENT PLAN

Background

Given the importance of education and training for the required socio-economic development, there was need for greater investment of resources. The FNDP provided an investment framework for the sector which strategically focused on improving the quality of education and training within and outside the public education and training system. The plan was developed taking into consideration all key stakeholders' plans in the implementation of decentralisation as stipulated in the National Decentralisation Policy (2004). It also took cognisance of the rights based approach to education and provides for progressively fulfilling the rights to education.

Policies and Key Reforms

The FNDP placed emphasis on improvement of quality, while still regarding increase in access as a priority for early childhood care, development and education, upper basic, high school, vocational training and tertiary education. In this regard, reforms in curriculum development; syllabus design; professional teacher enhancement; making the learner environment more productive and conducive to the learning and welfare of the learner; and attainment of educational standards will be among the key reform areas.

In the area of access to education, the major reforms in the FNDP involved:

- Provision of education through low cost/high impact interventions for different categories of learners who previously were not sufficiently catered for as children, youth or adults
- Expanded use of open and distance learning
- Provision of literacy and basic skills education

- Institution of pro-poor policies to offer equitable education to vulnerable members of society, notably under gender, HIV and AIDS, SHN, OVC, CSEN and out of school children.

Reform of existing policies and/or development of new ones was to focus on the following areas:

- a. Curriculum diversification and assessment;
- b. Development, production, procurement and supply of educational materials;
- c. Teacher education, deployment and retention;
- d. Governance, community participation and cost sharing;
- e. Early Childhood Care, Development and Education;
- f. Literacy Education;
- g. Distance and Open Learning;
- h. Community schools – ownership, management and financing;
- i. Equity; and
- j. Decentralisation.

In order for these policy reforms and priorities to be translated into viable programmes, partnerships were to be built and/or strengthened, especially between the Government, on the one hand, and donors, NGOs, FBOs, and private providers of education and training, on the other. Additionally, appropriate legislation will be instituted for the proposed policy reforms. Finally, the Government was to significantly increase the levels of funding to the education and training sector and additional funding will be sourced from external funding agencies.

Vision and Goals

The **vision** is: Innovative and productive life long education and training accessible to all by 2030.

The **FNDP** stipulates the following goals:

- a) To ensure universal basic education provision to children;

- b) To ensure that opportunities exist for all citizens to have equitable access to ECCDE, basic and high school, tertiary education and/or technical and vocational training;
- c) To improve the quality and relevance of education and skills training;
- d) To promote efficiency and cost-effectiveness;
- e) To enhance institutional coordination in both public and private education and training institutions; and
- f) To ensure that library services are improved to contribute to high standards and quality of education in Zambia.

Programmes, Objectives and Strategies

The five objectives below cover the whole sector, whereas the strategies and programmes are for the specific sub-sectors of early childhood care, development and education, basic, literacy, high school, teacher education, university education, and basic skills education and technical education, vocational and entrepreneurship training.

Objectives

The following are the broad objectives of the education and training sector during the FNDP period:

- a. To strengthen or establish institutional frameworks to coordinate provision of education and training through government, community and private institutions;
- b. To introduce policy changes reflective of the current educational required.
- c. To promote use of alternative modes of education and training provision;
- d. To promote innovative methodologies in learning institutions;
- e. To promote use of responsive monitoring of standards and assessment tools;
- f. To enhance provision of teaching/learning materials and equipment

Implementation, Monitoring and Evaluation Framework

The implementation of the ongoing programmes was based on the then existing Sector Plan, 2003 to 2007 with some adjustments in line with the new vision and goals. In addition, respective education administrators were to monitor implementation through specific indicators and targets defined in the respective annual work plans and budgets. We should also note that administrators were expected to carry out monitoring as an

integral part of their key functions; and the main focus was on the impact of the FNDP interventions.

We should also know that monitoring the progress and impact of the FNDP educational programmes were done on a regular basis using various methods. The following key performance indicators and targets were utilised:

- a) Net Enrolment Ratios;
- b) Completion Rates;
- c) Pupil/Student Teacher/Instructor/Lecturer ratios;
- d) Teacher/Instructor/Lecturer Qualifications;
- e) Gender Parity Index; and
- f) District Education Profile Index (number of districts obtaining agreed minimum levels of performance).



Activity 6.1

1. What do you think were the major achievements of the Ministry of Education Strategic Plan between 2003-2007
2. What is the Revised Sixth National Development plan trying to achieve in education?

3. OVERVIEW: VISION 2030 for A Prosperous Middle Income Nation By 2030

Background

The Vision 2030, Zambia's first ever written long-term plan, expressed the aspirations of the Zambian people by the year 2030. It articulated the appropriate national and sector goals to meet people's aspirations. Based on policy-oriented research on key national strategic issues and on a process of discussion and dialogue with the private sector, civil society and the general citizenry on the long-term goals and future of Zambia; the Vision was to be operationalized through the implementation of five national development plans, beginning with the Fifth National Development Plan, covering the period 2006-2010.

The Vision

Zambians, by 2030, aspire to live in a strong and dynamic middle-income industrial nation that provides opportunities for improving the well-being of all, embodying values of socio-economic justice, underpinned by the principles of:

- a. Gender responsive sustainable development;
- b. Democracy;
- c. Respect for human rights;
- d. Good traditional and family values;
- e. Positive attitude towards work;
- f. Peaceful coexistence and;
- g. Private-public partnerships.

According to the Vision 2030, among other things, the nation Zambians aspire for, should be characterized as follows:

- I. A common and shared destiny, united in diversity, equitably integrated and democratic in governance, promoting patriotism and ethnic integration;
- II. Devolved political systems and structures while retaining the roots and positive aspects of their own mould of social, cultural and moral values;
- III. A continuous path of ever refining, ever advancing and ever consolidating democratic dispensation and progressive adaptation from global best practices;
- IV. Economically, socially and politically integrated within the sub-region, Africa and the rest of the world;
- V. Diversified and balanced and strong industrial sector, a modern agricultural sector and an efficient and productive services sector;
- VI. Technologically proficient, fully able to adapt, innovate and invest using its human and natural resources;
- VII. Strong and cohesive industrial linkages in the primary, secondary and tertiary sectors;
- VIII. Sustained high and increasing productivity levels with regard to every factor of production;
- IX. Well developed and maintained socio-economic infrastructure;

- X. A robust and competitive transport and communications network that services the region;
- XI. Strong entrepreneurial capabilities, self-reliant, outward looking and enterprising, where nationals take advantage of potential and available opportunities;
- XII. Exemplary work ethics, honesty, high human and ethical values, quality consciousness and the quest for excellence;
- XIII. A macroeconomic environment conducive for growth;
- XIV. Development policies consistent with sustainable environment and natural resource management principles;
- XV. Access for all to good quality basic human necessities such as shelter, titled land, health and education facilities and clothing;
- XVI. Diversified education curricula that are responsive to the knowledge, values, attitudes and practical skill needs of individuals and society at large;
- XVII. Regional centre of excellence in health and education;
- XVIII. Decent work opportunities that ensure respect for fundamental human rights and principles;
- XIX. Opportunities for all citizens to become resourceful and prosperous nationals;
- XX. Decentralized governance systems; and,
- XXI. Safe and secure social environment.

OBJECTIVES

To achieve middle-income status, Zambia's socio-economic development objectives are:

- To attain and sustain annual real economic growth rates of between 6 and 10 percent;
- To attain and maintain a moderate inflation rate of 5 percent;
- To decelerate the annual population growth rate from its 2005 rate of 2.9 percent to a rate of less than 1.0 percent over the next 25 years;
- To reduce national poverty head count to less than 20 percent of the population; and,
- To reduce income inequalities measured by a Gini coefficient of less than 40;

- To provide secure access to safe potable water sources and improved sanitation facilities to 100 percent of the population in both urban and rural areas.

4. OVERVIEW: THE REVISED SIXTH NATIONAL DEVELOPMENT PLAN

Background

The Revised Sixth National Development Plan 2013-2016 (R-SNDP) is the revision of the Sixth National Development Plan 2011-2015. Like other previous plans, the R-SNDP aimed at achieving the objectives set out in the Vision 2030 of becoming a “prosperous middle-income country by 2030”. The R-SNDP is primarily an investment plan which contains quantifiable programmes to inform sector planning and budgeting processes. These programmes are expected to respond to the strategic focus of the Plan and its theme of “People Centred Economic Growth and Development”. The programmes are well elaborated in the implementation plan of the R-SNDP. The Plan focuses on public capital investments that have a bias to rural development and job creation so as to achieve inclusive growth. The main investment areas are in Skills Development, Science and Technology, Agriculture, Livestock and Fisheries, Energy and Infrastructure Development particularly transport infrastructure while enhancing human development related Sectors of Water and Sanitation, Education and Health.

VISION, GOAL AND STRATEGIC FOCUS

Vision: “Innovative and productive life-long education and training for all by 2030”.

Goal: Increased equitable access to quality education and skills training through efficient and cost-effective measures that enhance human capacity for sustainable national development.

STRATEGIC FOCUS

The document placed focus on the following aspects:

- a. Provision of equitable, quality and efficient education, which is relevant to the needs of the Zambian society.
- b. Increase in pupil/teacher contact hours.
- c. Ensure children acquire literacy and numeracy skills in the early grades.

- d. Ensure that citizens, particularly the youth, undergo skills training, including financial literacy.
- e. Put in place a regulatory framework for school health and nutrition activities.
- f. Enhance TEVET sub-sector collaboration with the private sector in the provision of skills.
- g. Continue to implement the teachers' rural retention scheme through interventions like loan schemes, provision of solar power, rehabilitation and construction of staff houses.
- h. In addition, the Sector will implement measures to enhance adaptive capacity of the population to changing climate through integration of issues of climate change into the sector programmes.

Activity 6.2

1. To what extent would you agree with the statement that Zambia will achieve "Innovative and productive life-long education and training for all by 2030".

POLICIES AND KEY REFORMS

- a. Establishment and expansion of early childhood education facilities, particularly in rural areas;
- b. Ensuring that children acquire literacy and numeracy skills from the earliest grades;
- c. Provision of quality and equitable full primary and secondary education to the majority of the Zambian children, including LSEN;
- d. Gradually phasing out the basic and high school education system and re-introducing the conventional primary and secondary education system;
- e. Reviewing of the curriculum for primary and secondary schools to put emphasis on life skills subjects that enable learners cope with the demands of self-employment and the labour market and reintroducing the apprenticeship system;
- f. Alternative syllabi for children in secondary schools taking cognisance of diverse capabilities children possess;

- g. Prioritising the teaching of Science, Mathematics and Technology (SMT) subjects in educational institution at all levels;
- h. Promoting research and collaboration between industry and research institutions that is of industrial relevance; and
- i. Upgrading teachers' qualifications to meet the minimum required standards through in-service training and acquisition of higher qualifications from other institutions of higher learning.

Objectives

- To increase access and participation to early childhood education
- To improve quality, access and equal participation to primary education
- To improve quality, access and equal participation to secondary education.
- To improve quality, access and equal participation to tertiary education.
- To improve adult and youth literacy levels.
- To provide entrepreneurial skills that are relevant to the job market.
- To provide enhanced Market Access and promotion of Foreign Direct Investment for education services.

In order to ensure that the above policy measures are implemented, the following policies and legislation were reviewed:

- a. Education Act, 2011 to among other things reintroduce primary and secondary schools;
- b. National Education Policy (Educating our Future), 1996;
- c. TEVET Act, 1998;
- d. TEVET Policy of 1996 aimed at creating conditions for the development of entrepreneurial culture and its related skills in response to the country's developmental challenges; and
- e. Enactment of the Higher Education Legislation to provide for regulating the establishment, organisation, governance, management and funding of higher education institutions. The legislation is aimed at promoting the coordination and harmonisation of higher education. Further, the legislation will establish the Higher Education Authority (HEA) which will be responsible for coordination, advisory,

planning, quality assurance, financial and administrative functions of all higher level education.

The review and alignment of the above was expected to facilitate the introduction of a HEA, a National Qualifications Framework, a Loans Board and a Teaching Council which will, among other things, ensure compliance with provisions for registration of teachers and accreditation of all higher learning institutions.

EXPECTED OUTCOMES

Education access will be gauged through measurement of completion and transition rates of learners at primary and secondary school levels, while specific tracking of completion of mathematics and science based courses or 'throughout rate' will provide direction on the stock of potential scientists at the tertiary level. It is expected that if interventions are implemented accordingly, the Sector will contribute to the elimination of inter-generational poverty.



Unit Summary

We have come to the end of this unit. In this unit we have outlined the content of the four of Zambia's development plans on education. These are the Ministry of Strategic Plan 2003-2007, the Fifth national development Plan, the Vision 2030 and the Revised Sixth National Development Plan. We will look at an overview of each of these development plans on education specially. The Ministry of Education Strategic Plan aimed to provide quality lifelong education for all, which is accessible, inclusive, equitable and relevant to individual, national, global needs and value systems. The Vision 2030 emphasized the aspirations of the Zambian people for a common and shared destiny, united in diversity, equitably integrated and democratic in governance, promoting patriotism and ethnic integration. The FNDP projected an innovative and productive life-long education and training accessible to all by 2030. Finally, the R- SNDP hoped to provide opportunities for inclusive growth, poverty reduction, employment, productivity and human development. The last unit in this module will look at the role of education and education in the 21st Century.

7.0 UNIT FOURTEEN: EDUCATION AND DEVELOPMENT IN THE 21ST CENTURY

Introduction

This unit introduces the learner to an exploration of the role of education in economic, political and social change. Is the education system a critical determinant of change in society? The first section seeks to unpack the concept of education and development. The second section will examine the effects of education on economic, political, and cultural development. The impact of education on the economy is often studied by considering the effect of education on individual productivity or its influence on national economic growth. The idea that increased exposure to school would increase productivity is at the heart of human capital theory. The pioneering work of Schultz (1963) suggested that the acquisition of more schooling involved more than mere enhanced consumption. Humans were increasingly investing in the development of their cognitive capacities and skills, and these investments, in the form of additional schooling attained, and had payoffs both for them and for their societies. Much economic research focuses on the relationship between schooling and productivity at the individual level of analysis.



Outcomes

At the end of this unit, you should be able to:

- (i). Define the concepts education and development.
- (ii). Explain the interrelationship between education and development.
- (iii). Identify the major impacts of education on individual and society.
- (iv). Explain the role of education in national development.



Brainstorming

1. Do you think there is a relationship between education developments?
2. What do you think should be the roles of education in the 21st Century?
3. Do you think education can bring about socio-economic development in Zambia? If so how can that be achieved?

The Notion of Education and Development

Education is an organized and sustained communication process designed to bring about learning. Education has three components: formal, non-formal and informal. These three forms of education are interrelated such that it is not always easy to attribute effects to anyone of them.

Education is a vital investment for human and economic development and is influenced by the environment within which it exists. Changes in technology, labour market patterns and general global environment, all require policy responses. Traditions, culture and faith all reflect upon the education system and are at the same time also affected by them. The element of continuity and change remains perpetual and it is up to the society to determine its pace and direction. We are living in an inquiring and innovation-oriented society. The demand of twenty first century is novelty, creativity, and integration of knowledge at global level, research, critical and analytical thoughts. Rapidly social changes are creating uncertainty and complexity in the society.

In order to prepare the children and youths to cope with the present situation calls for the development of analytical and critical thinking skills and attitude that would make them more flexible and innovative to deal with uncertainty and crises at national and global level. The greatest need of the hour is to re-design curriculum, textbooks, teaching methodology and children's literature, formal and non-formal educational systems. It has been demonstrated by researchers that active learning (questioning and investigating the nature of topics) develops creativity and stimulates learning. The cultural values of the

majority of Zambians may be derived from traditions, Christianity and other religious beliefs.

An education system reflects and strengthens the social, cultural and moral values. Therefore, Zambia's educational interventions must be based on the core values of its people for their social and economic development. The curriculum plays a crucial role in national integration and harmony. The role of the curriculum therefore should be to enable learners to acquire knowledge, develop conceptual and intellectual skills, attitudes, values and aptitudes suitable to the all-round development of their personality and appropriate to the societal, economic and environmental needs at both the national and international levels.

Questioning methodology is a powerful tool for building analytical and critical skills in pupils. In the world of knowledge the emphasis is not merely mastery of knowledge but on acquisition of the capacity to think and analyze facts logically and make own conclusions. Teachers must adopt such teaching methodology by which students must learn how to modify ideas. Curricula of the 21st century must be designed not only for "learning" but for "thinking". More than ever before, today's schools and colleges are insistently required to produce learners who can think, who can make new scientific discoveries, who can find more adequate solutions to the intricate world problems. These are men and women who cannot be brainwashed, who can adapt to change and maintain sanity in this age of acceleration. This is the creative challenge to education.

21st Century Skills Topology

The skills necessary in the 21st century are not subject matter specific. They are skills that all students, regardless of the field of study, will need in order to succeed in their future work. As Solomon & Schrum (2007) point out, it is necessary to ensure that all students become qualified to succeed in work and life in the new, global knowledge society. Florida (2002) argues that the defining feature of economic life today is the rise of the human creativity. He observes growth in creative content across all types of occupations alongside the growth of essentially creative occupations. People doing this type of work

are often required to come up with innovative and widely useful methods or products, even when it is not a part of their basic job description.

The “creative class professional” is required to think independently, apply standard approaches in unique ways to fit a new type of situation, exercise judgment and try out radically new solutions to complex problems (Florida 2002). The changes have been more rapid outside than inside schools (Downes 2005). The present-day school system was originally developed to meet the needs of the industrial era and thus it is based on behavioral models that naturally lead to acquire the behavioral skills needed in the industrial society instead of the 21st century skills described above (e.g. Solomon & Schrum 2007, Trilling & Fadel 2009). It is essential for teachers, educational designers and authorities to critically examine whether the current teaching methods, instructional design and learning environments are adequate for the needs of the 21st century education. However, this is a demanding process that cannot be carried out just by telling teachers to change their work. Neither teachers nor students can change their ways overnight. Clear targets, meaningful procedures and support are needed.



Activity

Test your understanding by answering the following questions:

- (i). Describe the type of education in the 21st century?
- (ii). What are some of the challenges of education in 21st Century?
- (iii). Explain the skills mix of the 21st century.
- (iv). Explain the role of education in development of individuals or societies.
- (v). Explain the interrelation between education and development.

The Power of Education in promoting Development

The role of higher education, tertiary or continuing education is vitally important in human, social, and economic development (Sutton, 1998; Escrigas, 2008). Closely related to this is the critical role of higher education institutes (HEIs) in development, though, complex, fluid and dynamic. HEIs exhibit numerous different capabilities and scope, and can affect

processes of development both directly and indirectly through teaching, research and service. Furthermore, HEIs operate within different contexts in which they can play numerous roles and face various challenges. For example, a university in an urban setting in China is going to look very different from one in rural Zambia as their contrasting contexts require. And while there are many challenges in providing adequate education in pursuit of certain goals, there are also promising improvements in higher education that increase the impact, quality and effectiveness of HEIs' role in development and social change. In this module, HEIs include a wide variety of universities, vocational and technical colleges, amongst other formal, non-formal, and informal institutions.

The concept of “**development**” is used openly as well, as is increasingly being done in mainstream literature and development projects. Development is not confined to macroeconomic forces of growth, however central that may be, but also focuses on the improvement of the individual and collective human condition, increasing choices and participation, equality, standards of living and wellbeing, the environment and sustainability, and on another level, development as a human and ways of being. Studies that incorporate similarly open definitions include Obanya (2002) and UNESCO (2005). Development is not a stage to be attained or a goal to aim for.

Rather, it is a constant process *of improvement in which education, research, and service play prominent roles in creating positive change in the self, the people around us, our communities, and the institutions and structures that support us*. Higher education or tertiary education in this context is about empowerment and raising the quality of life where people can continue to develop their knowledge and skills. It is about learning to know, learning to do, learning to be, and learning to live together (Faure, 1972). Learning, research and service at HEIs are often at the forefront of knowledge generation and dissemination and are thus important contributors to forces of social change.

In a nutshell, Development has to do with economic progress and improvement in the overall quality of life. Development implies change, improvement, increasing complexity and specialization. Development implies change in social, economic and political institutions and individuals. Development involves reduction in poverty, unemployment

and inequality. Development seeks people to do more, know more and have more. Development emphasizes economic social, community and individual aspects. Changes include capital resources, more wealth, assets and income. Access to education health, housing, water, sanitation and communication. It is about good roads, transportation, electricity, local industries, small scale businesses and political participation. Development brings about changes in individual values, attitudes, aspirations and decision making. Development is multidimensional process, involving, reorganization if not total transformation of the entire social and economic system. Having looked at how education can bring about national development, let us now turn our attention to the educational developments that have taken place in Zambia from 1964 to date.

Overview of Educational Developments in Zambia (1964-2016)

From 1964 to date, a number of educational developments have taken place both in terms of educational policy development and implementation. Pose for a moment and think of some of the educational developments which have taken place in Zambia's educational sector from 1964 to date. We have no doubt that you came up with many. Now focus on the summary of the developments below and in your own analysis. The following may be a summary of the educational developments in Zambia:

- 1966 education Act
- Establishment of the University of Zambia 1966
- 1976 Education for Development Draft Statement
- 1977 Education Reforms and Recommendations
- 1986 Education Reforms Implementation Project
- World Conference on Education for All, 1990
- Focus on Learning Policy Document, 1992
- Decentralisation of Education, 1995
- Educating Our Future 1996
- Re-Entry Policy, 1997
- 1999 University Act
- Free Basic Education Policy, 2002

- Ministry of Education Strategic Plan 2003-2007
- Abolition of Grade Nine Examination fees, 2011
- Education Act of 2011
- Higher Education Bill of 2013
- Teaching Professions Act of 2013
- 2013 New Curriculum Framework
- Construction of New Universities and Conversion of Public Colleges into Universities and,

Self-Evaluation

1. With practical examples, elucidate the nexus between education and development
2. Identify any education policy or plan and discuss how its contribution to the development of education in Zambia
3. Give a critical analysis of the challenges and opportunities of education in the 21st Century.



Unit Summary

These are just a summary of some of the many educational developments which have taken place in Zambia. You are therefore requested to read more about these developments to appreciate their impact on Zambia's education landscape.

Module Summary

This module has helped us to look at how education can foster national development in the 21st Century in Zambia. We have no doubt that having thoroughly worked through this module, you have gained insight on how education is linked to the social, political and economic aspects of our society. We are confident that this module has helped you to appreciate the indispensability of education in the 21st Century development agenda. The acquired knowledge and skills will also help you to contribute positively towards shaping the direction which our education system should take for it to be more relevant and responsive to the needs of society. It is also our hope that the course has provided you with an understanding of how our education system has evolved and how it is contributing to the development processes of this country. However it should be emphasized that, the acquisition of this knowledge and skills about our education system, is only possible if you have made the most out of this module by thoroughly studying every unit and working through the given self-evaluation exercises or activities. Congratulation for thoroughly working through this module!

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